



Six Steps in Teaching Phonemes

Step 1 Introducing new phonemes:

- Teacher articulates phoneme
- Student repeats sound after teacher
- Student practices saying sound

Step 2 Tracing letter, then articulating sound:

- Teacher writes phoneme, then says sound
- Teacher tells student, “trace sound”
- Student traces with marker or crayon then repeats sound
If student has difficulty, teacher assists
Use different color each time letter-sound is traced

Step 3 Copying letter, then articulating sound:

- Teacher traces letter with finger then makes same letter next to original
- Teacher tells student, “copy”
- Student copies letter five times using five different colors*

Step 4 Reading sound:

- Teacher says “read” pointing to target letter-sound
- Student looks at letter and says sound without prompting
- Student turns and says sound from memory

Step 5 Writing letter from memory:

- Teacher indicates blank surface, saying, “write _____”
- Student writes sound without cues or prompting
Alternate modes or making letters, such as stamps, or keyboards can be used if student does not write.

Step 6 Auditory & Visual Discrimination activities:

- Teacher puts out letter-sounds that student knows, either written or set out on discs or cards

Auditory discrimination:

- Teacher says target sound.
- Student finds letter-sound, points to it, says sound

Visual discrimination:

- * Do similar procedure matching letter-to-letter

First Lesson: First Sound and Letter [p]

(Note: If for any reason the pupil has difficulty with this sound, find another that will be easier as a starting lesson.)

Step 1: Introducing New Sounds (Single-Sound Elements)

- Repeating sound after teacher.
- Articulation practice.
 - Teacher says sound as pupil watches.
 - Teacher indicates that pupil is to repeat the sound.
 - If pupil cannot reproduce a sound by watching and listening, teach using the following four steps:

Four Steps in Articulation Practice

Step 1 Move the articulators (lips, tongue, jaw) into position.

Step 2 Vocalize for voiced sounds/emit air stream for voiceless consonants.

- Pupil should not vocalize while moving articulators into position for the sound or after making the sound.

An occasional pupil will put his/her lips into the correct position, and do the tracing, writing, and pointing/reading steps adequately, but not emit a sound. If this happens, accept it and go on to the next step or sound. Meanwhile, work on sound production on an individual basis until good articulation is achieved.

- Placement and movement of articulators should be precise and the sound must be clear.

Step 3 Stop vocalization or breath stream.

Step 4 Relax position.

Step 2: Tracing Letter, Then Articulating Sound

- Teacher says **[p]** and writes **[p]** on the board.
 - **[p]** is a voiceless, plosive sound produced by putting the lips together, then releasing them with a puff of air. Think of the word “pop.”
- Teacher indicates that pupil is to model **[p]** sound again.
 - Have pupil repeat sound if articulation is not satisfactory.
 - Do not request more than three repetitions in the same way. If pupils are having a problem, try a game-like activity:
 - Puff on their hand and ask them to do the same.
 - Try to move a small cotton ball or piece of tissue by puffing on it, etc.
- After the pupil says the sound, the teacher writes the corresponding letter/grapheme on the board, and says the sound again. Then the teacher places the chalk/marker in the pupil’s hand and guides the hand while tracing over the letter.
 - When tracing is complete, pupil should point to the letter and say it again.
- Repeat procedure.
 - Teacher says **[p]**, writes another **[p]** on board.
 - Have pupil repeat sound. Guide his/her hand while tracing, until three or four such presentations of the sound and letter have been given.
- Additional activities:
 - Make raised letters with either dimensional paper paint, sandpaper, or salt and flour, and have the pupil trace with his or her finger.
 - Roll out a thick piece of clay and carve the letter into the clay. When it dries it can be used as a model for tracing, either with a finger or a marker.
 - Pupils can practice tracing the sound using *SMILE* workbook sheets or teacher-made letters.

Step 3: Copying Letter, Then Articulating Sound

- When the pupil can trace, the teacher takes his or her own finger, goes over the letter, and then makes a letter with the pupil's finger underneath. Then the pupil copies the letter.
 - The pupil is then given a crayon or marker and the teacher indicates in the same manner that the pupil is to copy.
- Pupil copies each letter, then articulates sound. When copying and tracing, use a different color each time. This helps maintain attention and prevents perseveration.

Step 4: Reading Sound

- Place five copies of letter **[p]** on the board.
- Place pupil's finger in position for tracing the first **[p]**. Guide pupil's hand over letter. Wait a few seconds to see whether the pupil spontaneously recalls the sound represented by the letter.
 - When the pupil says the sound, reinforce with praise.
 - If not, teacher says the sound and pupil imitates (repeats).
- Go to the second **[p]**. Guide the pupil's hand while tracing the letter, and again wait for the pupil to articulate the sound.
- Model the sound again if necessary.
- Continue until each **[p]** has been traced and said.

Step 5: Writing from Memory

This step follows the same procedures as saying from memory.

- After the pupil traces the sound, the teacher covers the example and provides a blank sheet of paper. Teacher says the sound, and the pupil writes the grapheme.
 - If the pupil cannot accomplish this step, the teacher should move on.

- In most cases, writing from memory gradually emerges as a skill. If it appears to be a significant problem, continue working on this skill but allow the pupil experience with alternative means of written expression, such as typing, or using stamps or stencils.
- Some pupils at this point may be able to turn around and say the sound from memory after they complete the writing.

Step 6: Discrimination Activities

- Teacher writes several different letters on the board, saying the sound at the same time. (For Lesson 1 there is only **[p]**, but during following lessons, other sounds learned will also be written on the board and the pupil will have to make a choice.)
 - Teacher calls on pupil, “Come, _____.”
 - Pupil comes and stands beside teacher.
 - Teacher says **[p]**
 - Pupil repeats **[p]** and points to letter **[p]** written on board.
 - Repeat this procedure until the sound and letter have been associated for each of the letters on the board.

The Pupil's Books: Reading Book and Workbook

When steps 1 to 4 are completed, start two books for the pupil. In the beginning these books are blank. They will be developed on an ongoing basis and will be personalized for each pupil.

The reading book, *My Sounds Book*, is written by the teacher with the pupil watching. It is used for reading and auditory memory work. Only the teacher will write in this book.

The workbook, *My Sounds Workbook*, is for the pupil to use to practice writing and improve visual-motor skills.

My Sounds Book

My Sounds Book is begun in the presence of the pupil as part of the lesson. It is started when the pupil has completed all the steps in learning his/her first sound.

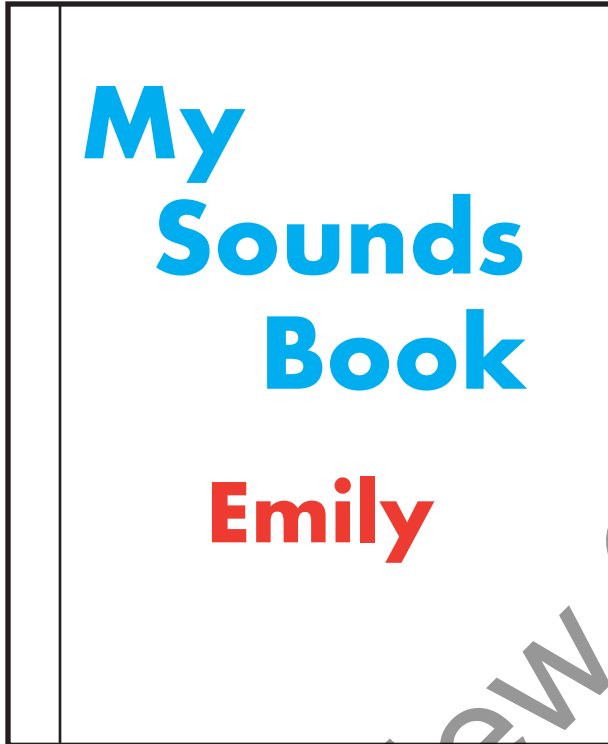
As each new sound is learned, it is added to the book. This book will contain each new letter and letter combination that is learned by the pupil and added as the lesson is successfully completed.

This book will contain only material that the pupil has already learned. It is completely individualized for each pupil. It is written in only by the teacher.

Pupils use their *My Sounds Book* to recollect each lesson and to take home to show to their families. It also allows other classroom and school staff to see what project the pupil is currently working on.

Pupils will become attached to their book. It is a good idea for the teacher to make a spare book as he/she goes along so that if the book is lost or damaged there will be no problem.

Model of My Sounds Book



Cover

My Sounds Book and pupil's name

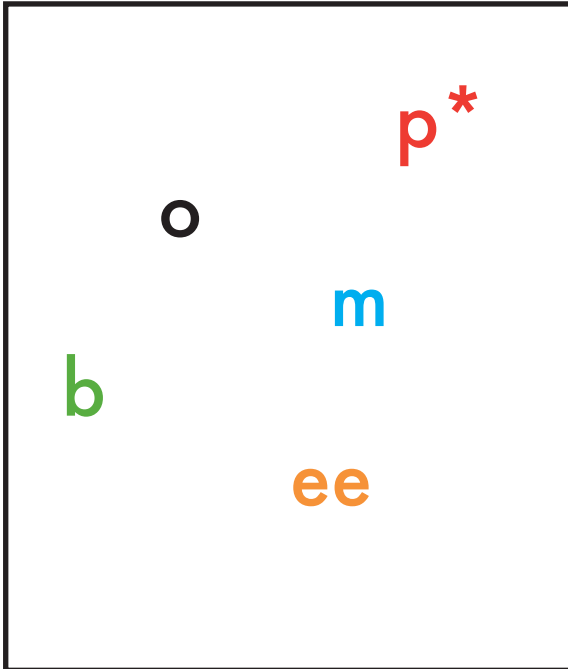
Write in large, brightly colored, modified manuscript letters.



Page 1

Create picture or drawing of the pupil.

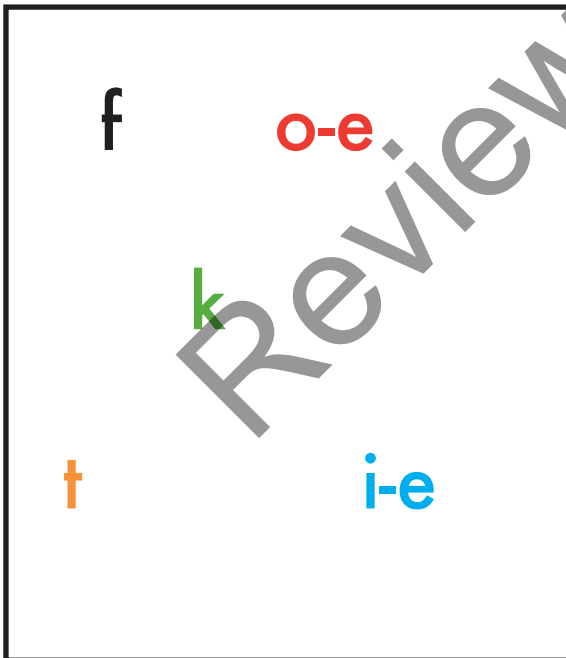
Create the drawing while the pupils are watching. It should illustrate any interesting features of the pupil, for example, curly hair, bangs, glasses, hearing aids, or jewelry.



Pages 2 and 3

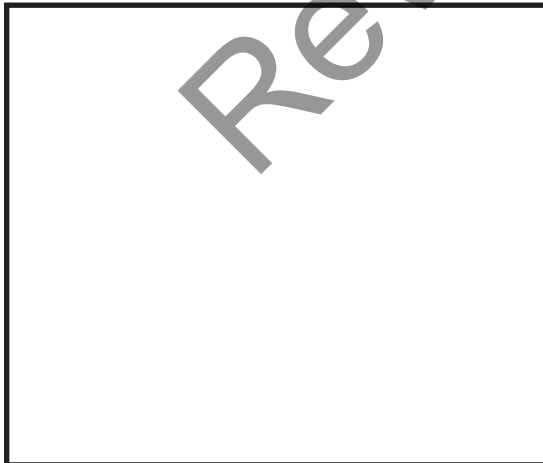
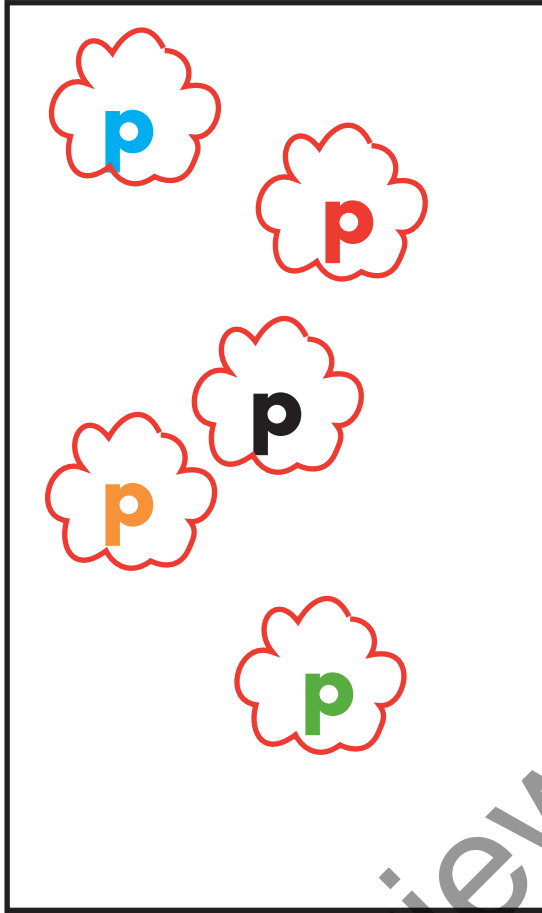
For each dictionary sheet, write each letter once.

* Note that until the pupil learns a second sound the only letter on the page will be **[p]**. The other letters illustrate what the final pages 2 and 3 will look like after the pupil has learned all 10 sounds.



Page 3

Create this page only after the first five sounds have been learned.



Page 4

As the pupil watches, the teacher says [p] and writes it on page 4. The pupil repeats the sound. The teacher writes the letter a second time on the same page and says [p] again. Pupil repeats the sound. Continue writing [p] four or five times, each one a different color, on the page. Letters should be about one-and-a-half inches tall, large enough to be easily seen and traced over with the finger.

- Write each letter in a different color so the pupil will not form an association between a sound or letter and a particular color.
- Surround each letter with a similar design. All of the designs should be the same color. This ties together the concept and also makes for an attractive and original book.

Page 5

Create page 5 only after the pupil has learned a second sound.

The books can be made of any type of paper held together with a tie of some sort or paper fasteners. This way, pages can be easily added or changed if necessary.

My Sounds Workbook

A second book is developed for the pupil's *My Sounds Workbook*. This book allows practice in reading and writing with varying degrees of guidance from the teacher. It consists of pages for copying and tracing letters, as well as simple matching and puzzle games. Sample sheets are shown in the Appendix and also in the accompanying *Teacher's Guide: My Sounds Workbook*. Worksheets are available for teachers to copy as needed and insert into the individual workbook. Because of this flexibility there may be multiple copies of each letter, depending on how much practice is needed. Teachers should also add some of the practice sheets they have made in class to the workbook.

Second Lesson: Second Sound and Letter [o]

- Start this lesson, and following lessons, with the pupil's name.
- Review the first pages of *My Sounds Book* that identify the pupil, then review the dictionary page, and finally turn to page 4 to review the [p] sound.

Steps 1 and 2: Introducing New Sound, Articulation Practice, Tracing

- Teach a second sound at the board in the same way as the first.
- [o] is a good choice because it provides contrast to [p].
- Work for precise articulation, giving particular attention to the four steps in articulation practice described on page 25.
- After the letter has been written on the board, articulated, imitated, and traced, put five examples of the letter [o] on page 5 of the pupil's book. The letters will each be a different color as before; the design will be a consistent color, but different than the design used for [p].
- Also add [o] to the "sound dictionary" on page 2.