Phonemic Awareness

Day 1: Phonemics

**Demonstrate**

Listen as I read this rhyme. Stress each controlled vowel sound as well as the hard and soft sounds of *c* and *g*. Now listen as I read the title again. What vowel sound do you hear at the end of each of these words?

**Apply and Assess**

Independent Practice Use Blackline Master p. 164 to give students practice hearing the targeted sound from this lesson in words. Have students complete these two pages.

**Prepare Practice**

Gather these high-frequency word cards from the Word Wall:

- age, game, page
- bell, cell, tell
- color, corn, born
- dirt, dirt, dirt
- farm, farm, farm
- gate, game, page
- hit, hit, hit
- oak, oaks, oak
- orange, orange, orange
- port, port, port
- born, born, born
- yarn, harm, bark

Instruct students to read the words. Then write them on the board.

**Day 2: Phonics**

**Blends Sound Practice**

Write the word longer on the board. Point to the sound and demonstrate how to read by blending the sounds.

**Think Aloud**

When I see the letters *t-a* or *t-a-r* I think of the sounds they stand for. I know that the letters 

- *t-a* sounds like /t/ (as in target)
- *t-a-r* sounds like /Ôr/ (as in target)

I will blend the sounds together and say the word: /t-a/ /Ôr/ /n/.

**Sort Words**

Have students name the word. When I see the letters 

- *j* (as in joy)
- *k* (as in kid)
- *g* (as in gift)
- *t* (as in tight)

I will blend the sounds together and say the word: /j/ /k/ /g/ /t/.

**Eureula**

Write these words on the board: short, cute, place, Ace

- *s* /short/ (as in short)
- *c* /short/ (as in cute)
- *a* /short/ (as in place)
- *e* /short/ (as in Ace)

Instruct students to read each word.

**Read Decodable Book**

Briefly preview the book with students. Introduce the *j* and *k* words. Students read the book aloud to you. Monitor to be sure students can recognize and read the high-frequency words and words with *j* and *k* sounds.

**Build Words**

Review with students the *j* and *k* controlled vowel sounds and the hard and soft *c* and *g*. Then write the word *j* and *k* on the board.

**Think Aloud**

When I see the letters *j-a* or *j-a-r* I know that the sounds they stand for. I know that the letters 

- *j-a* sounds like /j/ (as in jar)
- *j-a-r* sounds like /j-Ôr/ (as in jar)

I will blend the sounds together and say the word: /j-a/ /Ôr/ /e/.

**Sort Words**

Have students name the word. When I see the letters 

- *e* (as in eat)
- *a* (as in aardvark)

I will blend the sounds together and say the word: /a/ /Ôr/ /e/.

**Sequel Words**

Write the following words on blank index cards: page, jail, cap, page, juice, cone, root, riot, riot, goat, core, game, police, gate. Hand each card to a student. Have students read the word aloud to you. Then have students read the word around and have students read the word aloud to you. Then have students read the word aloud to you. Then have students read the word aloud to you. Then have students read the word aloud to you.