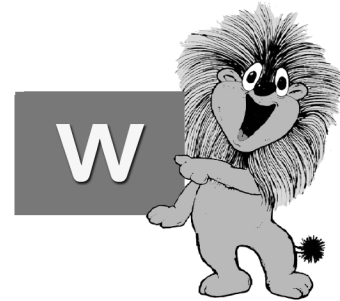




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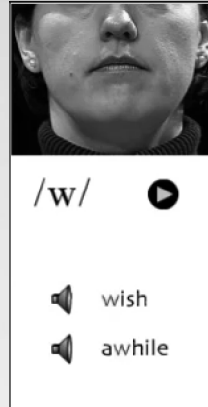
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PHONEMIC AWARENESS

- Let's start by learning how to make the **/w/** sound.
- To make the **/w/** sound, round and protrude the lips and let out the vibrating sound.
- Use the link in the online lessons to go to the *Iowa University website* and click on the triangle to hear how the phoneme **/w/** should be sounded.



American Pronunciation
[University of Iowa](#)

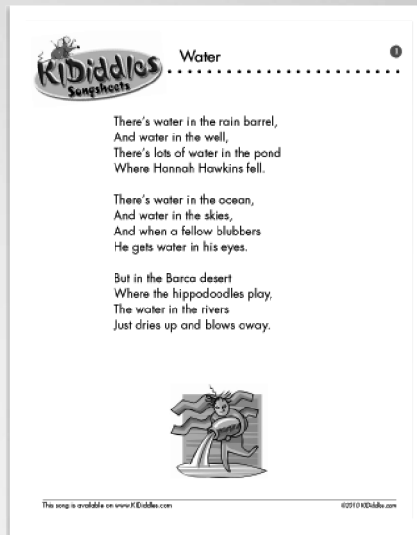
Australian Pronunciation
[Get Reading Right](#)
Scroll to the bottom of the page.

British Pronunciation
[Phonics International](#)
Scroll to the bottom of the page.

You must have Flash 7 or higher plug-in to use these pages.

PHONEMIC AWARENESS

- Tell the students they are going to learn the **/w/** sound.
- Demonstrate how the word "water" has the **/w/** sound at the beginning of the word.
- Download the SongSheet "Water."
- Read out, or sing the song, "water," emphasizing the **/w/** sounds at the beginning of words.



Song Sheet
[Water](#)
SongSheet from KIDdiddles

PHONEMIC AWARENESS

- Tell the students that the word “wind” begins with the /w/ sound.
- Blow into your hands as if your breath is the wind.
- Ask students to do the same. Tell them to use this movement when they hear the /w/ sound.

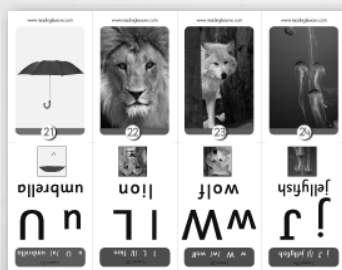


Action for /w/

To help students remember phonemes, we associate an action with the sound. The action for /w/ is wind. Blow into the palm of the hand.

PHONEMIC AWARENESS

- Get *ReadingLessons* sound/symbol card 23.
- Show the front of the card and ask what is shown in the picture. Ask what sound the word “wolf” begins with.
- Ask the students to listen for the /w/ sound and repeat it in the word “wolf.” They should do the “wind” motion as they say the /w/ sound.



Sound/Symbol Cards Cards

Print on a thick paper or card. Fold the sheet down the center on the dotted line. Cut the cards into four and glue. For extra durability, you can laminate the cards.



PHONEMIC AWARENESS

- Tell the students that you are going to say some words that begin with the /w/ sound and some that do not.
- Ask them to make the “wind” action and say /w/ when they hear the sound at the beginning of the word.
- Here are the words:

**leaf, wagon, win, fox,
witch, bun, wet, worm**

- Be sure to leave plenty of time between saying each word for the students to respond.

More words to use that have the /w/ sound at the beginning of words:

wade, wag, wage, waist, wait, wake, walk, want, war, warm, warn, wash, wasp, waste, watch, water, wave, wax, way, we, weak, wear, web, weed, weigh, weird, well, went, west, wide, wife, wig, wild, will, wind, window, wing, wink, wipe, wire, wise, wish, with, woke, wolf, won, wood, wool, word, work, world, worry, worst, would

PHONEMIC AWARENESS

- Tell the students they should make the “wind” movement and say /w/ when they hear the /w/ sound at the beginning of a word in the verse you are going to read them.
- Here’s the verse:

**Willy waded in the water.
He got wet when a wave came.
Watch out, there’s another wave!
Willy is wet again.**

- Repeat the verse until the students can identify all the beginning /w/ sounds in the verse.

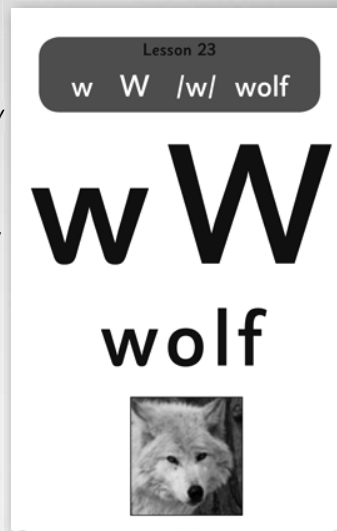
Another verse to help teach the /w/ sound

Wendy wanted a white wig,
Willy wished for a pink pig.
Wyatt won a white pig,
Wearing a pink wig!



SOUND/LETTER RELATIONSHIP

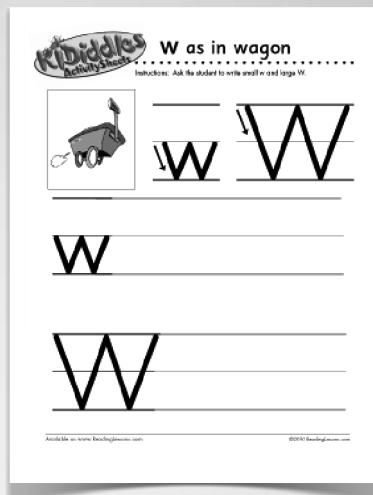
- Give out the sound/symbol card 23 for /w/. Show the back of the card.
- Point to the small **w** and say this is the way to write the letter for the sound /w/.
- Point to the capital **W** and say this is how we write big /w/ which is for important words like people's names.
- Point to the word "wolf" and say this is how we write the word "wolf." Point out the letter **w** and say this is how we write the /w/ sound at the beginning of the word "wolf."



Sound/Symbol Cards Cards

SOUND/LETTER RELATIONSHIP

- Give out the writing practice sheet for **w W**.
- Point to the small **w** and say this is one way write the letter for the sound /w/.
- Point to the capital **W** and say this is how we write big /w/ which is for important words like people's names.
- Say the name "William" begins with the sound /w/.
- Model the formation of the letter **w** for the students.

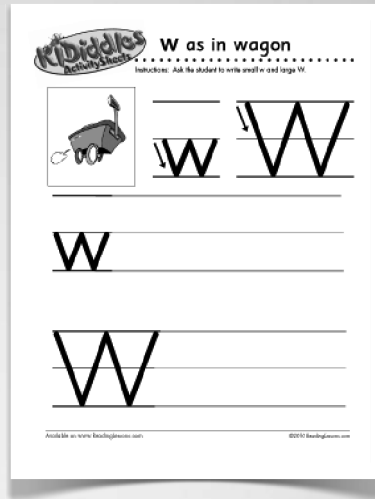


Writing Practice Sheets /w/ Writing Practice Sheet



SOUND/LETTER RELATIONSHIP

- Have students write the letter **w** in the air as they watch you write it.
- Have students trace the letters on the practice worksheets with their fingers.
- Ask the students to practice writing the small **w** and the large **W** on the practice worksheets.



Writing Practice Sheets /w/ Writing Practice Sheet