



/w/



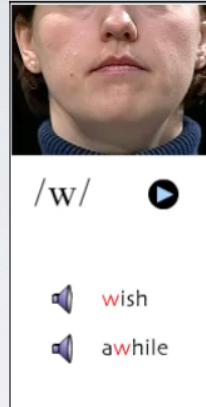
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## PHONEMIC AWARENESS

- 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](#)

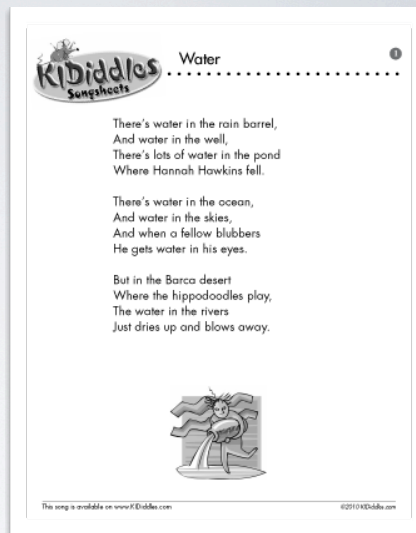
**Australian Pronunciation**  
[Get Reading Right](#)  
Scroll to the bottom of the page.

**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.

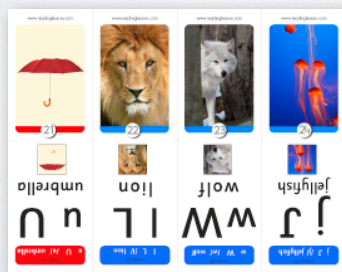


### Action for /w/

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.

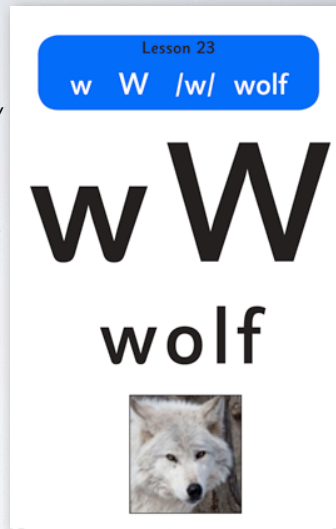
### Another verse to help teach the /w/ sound

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



## SOUND/LETTER RELATIONSHIP

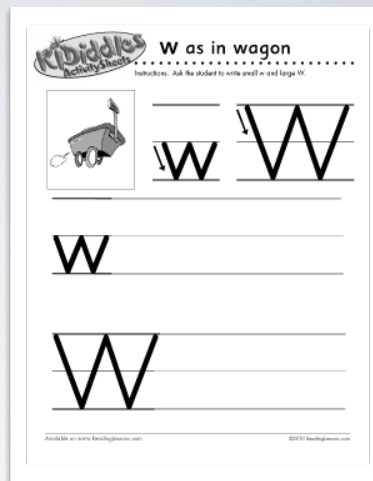
- Give out the sound/symbol card 23 for /w/. Show the back of the card.
- Point to the small **w** and say this is the way to write the letter for the sound /w/.
- Point to the capital **W** and say this is how we write big /w/ which is for important words like people's names.
- Point to the word "wolf"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

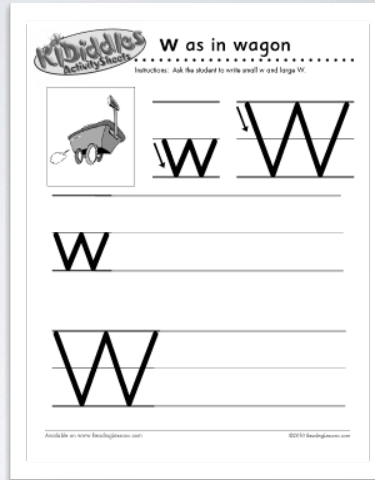


## Writing Practice Sheets [/w/ Writing Practice Sheet](#)



## 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](#)