

# Phonics Kit: Teacher Instructions

## Kit Should Contain:

- Activity instruction cards
- 12 laminated index cards
- 6 mini-whiteboards
- 6 dry erase markers
- 2 whiteboard erasers
- 2 lowercase alphabet sets\*
- 1 uppercase alphabet set\*
- 1 digraph set\*
- 6 laminated beginning/middle/end cards
- 50 counting markers (buttons, paperclips, pennies, etc.)
- 1 small, soft ball or beanbag

\*The teacher may want to create more sets if tutors will work with more than 2-3 learners at a time

## Kit Assembly Instructions:

- 1) Print off and laminate activity instruction cards, alphabet and digraph sets, and beginning/middle/end cards. \*
- 2) Cut the sets and cards out and place in marked envelopes.
- 3) Punch a hole in the corner of the activity instruction cards and hold together with a binder ring.
- 4) Laminate index cards.
- 5) Collect counting markers, dry erase markers, mini-whiteboards, erasers, and soft ball or beanbag.
- 6) Place all items in a small box.

\*Have your volunteer/s help you with assembling the kit.

## Kit Use Suggestions:

- 1) Provide your volunteer with a list of the weekly vocabulary or a reading text with vocabulary words highlighted for them to use with the phonics and phonemic awareness activities. This will create continuity between the small group phonics instruction and regular classroom activities.
- 2) Mark 2-3 specific activities that you would like the tutor to work on with the learners.
- 3) Check in briefly with the tutor before and after the pull-out sessions to respond to questions and comments.
- 4) If it is difficult to do in-person check-ins each time, use the Phonics Kit Tutor Log to share the names of learners for pull-outs, vocabulary words, selected activities, and to give special instructions and receive feedback from the tutors.
- 5) Add new activities to the instruction cards if you have other phonemic awareness or phonics activities you would like the tutors to work on with your learners.

# Phonics Kit Tutor Log

Date: \_\_\_\_\_

Learner/s: \_\_\_\_\_

Weekly Vocabulary Words:

Today's Activities:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Teacher Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tutor Comments: \_\_\_\_\_

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\_\_\_\_\_

***Thank you so much!***

## Overview of Phonics and Phonemic Awareness

*Decoding is a reading skill that allows readers to use letter-sound correspondences to recognize words in print. Beginning readers use decoding when they encounter new words, and to “sound out” the spelling of words when they are writing. **Phonics** is the understanding of the relationship between words and sounds. Phonics is an instructional strategy for teaching decoding that helps learners read words independently.*

***Phonemic awareness** is the ability to detect the individual sounds within words. People with phonemic awareness are able to hear, identify, and manipulate the sounds that make up a word. For example, when someone hears the word “cat”, they are able to hear that the first sound in the word is /c/, the second sound is /a/, and the third sound is /t/. They also know that if you take away the /c/ and replace it with an /r/, it becomes a new word, “rat”. Phonemic awareness is not naturally acquired through exposure; it is generally learned through becoming literate in an alphabetic language. Phonemic awareness is based entirely on speech sounds, not written words.*

*There are six different phonemic awareness tasks:*

- *Phoneme isolation: “Tell me the first sound in **father**.” (/f/)*
- *Phoneme identity: “Tell me the sound that is the same in **girl, good, and go**.” (/g/)*
- *Phoneme categorization: “Which word does not belong? **Banana, bread, apple** (apple)*
- *Phoneme blending: “What word is /s/ /k/ /u/ /l/?” (**school**)*
- *Phoneme segmentation: “How many sounds are in **cat**? (three: /c/ /a/ /t/)*
- *Phoneme deletion: “What is **hit** without the /h/?’ (**it**)”*

*Phonemic awareness is a foundational ability necessary for readers to develop decoding skills. When readers are decoding, or “sounding out” a word, they must be able to 1) know and be able to produce the sounds that the letters represent, 2) blend those sounds in sequence, and 3) recognize the word. Most phonics instruction only focuses on the first step, which is the basis of phonics instruction. But for many new readers, the process breaks down at steps 2 and 3, due to a lack of phonemic awareness. It is important for teachers to provide instruction and lots of practice with both phonics and phonemic awareness tasks. Phonics and phonemic awareness instruction is most effective when it uses words that learners are familiar with, or studying in their regular ESL class.*

## Count the Sounds

This activity focuses on phoneme segmentation; it is important for learners to be able to break words down to their individual sounds in order to sound them out for spelling.

Materials Needed: none

- 1) Say a word from the week's vocabulary.
- 2) Repeat the word and say it very slowly, emphasizing the individual sounds in the word.
- 3) Have the learner/s count the sounds, and tell you how many they hear by holding up the corresponding number of fingers.
- 4) Repeat until you have gone through all of the week's vocabulary or until the learner/s loses interest.

### Expansion:

Materials Needed: counting markers

- 1) Give the learner/s a set of counting markers.
- 2) Say a word from the week's vocabulary.
- 2) Repeat the word and say it very slowly, emphasizing the individual sounds in the word.
- 3) Have the learner/s count the sounds, setting out a marker for each individual sound.
- 4) Have the learner/s say the word, emphasizing the sounds and touching the markers as they say the sounds.

## Slide the Sound

This activity focuses on phoneme blending and incorporates kinesthetic movement as learners shift the game pieces over the word. The use of written words reinforces the letter/sound relationship of phonics.

Materials Needed: laminated cards, dry erase markers, counting markers

- 1) Write the weekly vocabulary words on the laminated cards with dry erase markers. Each learner in the group should have their own card.
- 2) Draw a box around each sound in the word. Sounds that are made up of more than one letter should not be broken up.
- 3) Put a marker, such as a game piece, a penny, or a paperclip in the first box and say the sound. Have the learner/s copy you.
- 4) Move to the next box and repeat until you say all the sounds in the word while the learner/s follow along.
- 5) Move the game piece through all the sounds again as you blend the sounds together more quickly.
- 6) Say the word at a regular speed with the learner/s.
- 7) The learner/s repeat process the several times with new words, as long as there is interest.

**Example:** During the unit on household activities:

w a sh      c l ea n      th r ee

## Blend the Word

This activity focuses on phoneme blending and strengthens phonemic awareness while working with words from a familiar context.

Materials Needed: none

- 1) Choose a word from the week's unit.
- 2) Sound the word out while the learner/s listen.
- 3) Have the learner/s guess what word you are saying.
- 4) Repeat until you have gone through all of the week's vocabulary or until the learner/s loses interest.

*This activity can be done verbally with no reading or writing involved.*

**Example:** During the unit on food:

/a/-/p/-/l/ (apple) /ch/-/i/-/k/-/n/ (chicken)

**Expansion 1:** Materials Needed: mini-whiteboard, marker, eraser

Write the words that you'll be sounding out on a mini-whiteboard. Have the learner/s take turns pointing to the words as you sound them out.

**Expansion 2:** Have the learners take out a worksheet or their notebooks where the words are written. Have the learner/s check off or circle the words as you sound them out.

**Expansion 3:** Materials Needed: laminated cards, markers

Give the learner/s laminated cards with the words that you are going to sound out written on them with a dry erase marker. Have them hold up the corresponding word when you sound it out.

## Trace the Sounds

This activity focuses on phoneme identity and phoneme blending using visual, auditory, and kinesthetic practices as learners identify and match letters to form words.

Materials Needed: laminated cards, lowercase alphabet sets

- 1) Write the weekly vocabulary words on the laminated cards with dry erase markers. Each learner in the group should have their own card.
- 2) Find the letter tiles that match the letters in the word.
- 3) Have the learner/s trace the first letter on the card and say its sound out loud.
- 4) The learner/s find the matching letter tile. They say the sound of the letter again.
- 5) Have the learner/s place the matching letter tile on the first letter.
- 6) Repeat the steps with the second letter in the word. After laying the second letter tile, the learner/s say the first and second sounds together (e.g. /m/ /ma/)
- 7) Repeat steps 3-6 with the remaining letters. As each new tile is laid down, learners say more of the word (e.g. /man/). Once all of the tiles are laid down, say the word all together several times.
- 8) Remove the letter tiles and move on to a new word. Have the learner/s repeat the steps several times, as long as there is interest.

**Example:**

woman    w    o    m    a    n

girl    g    i    r    l

## Same First Letter Sound

This activity focuses on phoneme categorization. Learners connect familiar words from their own vocabulary with specific sounds to help them with strengthening their spelling associations.

Materials Needed: mini-whiteboard, marker

- 1) Choose a vocabulary word from the week's unit.
- 2) Write the word on the mini-whiteboard, then go through the word letter by letter.
- 3) For each letter, ask the learner/s to tell you what sound the letter makes.
- 4) Have the learner/s verbally generate a list of words that start with the same sound.

**Example:** During the unit on community:

Teacher: *What is this word?*

Learner/s: *Bank*

Teacher: *What's the first letter?*

Learner/s: *B*

Teacher: *What sound does the letter B make?*

Learner/s: */b/*

Teacher: *What are other words that start with the /b/ sound?*

Learner/s: *Boy, baby, ball, etc.*

**Expansion (with a small group) 1:** Materials Needed: ball

Use a ball toss to encourage all of the learners to speak. For each letter, have every learner say a word that starts with the corresponding sound when they catch the ball. Encourage the learners in the group to help one another if someone has problems generating a word.

**Expansion 2:** Have the higher level learners spell some of the words out loud.

**Expansion 3:** Materials Needed: mini-whiteboards, markers

Have the higher level learner/s write some of the generated words down on a mini-whiteboard or in their notebooks.

## Moving Sounds

This activity focuses on phoneme blending and phoneme isolation as learners listen to the words and place the letter tiles in the order that they hear the sounds in the word.

Materials Needed: lowercase alphabet set/s, digraph alphabet set

- 1) Select the letter tiles that occur in the week's vocabulary words. Sounds such as /th/ and /sh/ that are made up of more than one letter should be taken from the digraph tiles envelope.
- 2) Give each learner in the group several of the tiles. If you are working with only one learner, spread the tiles out so that they can see them. For very beginning level learner/s, set out the letter tiles word by word so that they are not overwhelmed.
- 3) Say one of the vocabulary words. Repeat it several times.
- 4) The learner/s who have letters that are in the word lay down the corresponding tiles needed to form the word. If working with one learner, the learner selects and arranges the tiles to form the word.
- 5) Ask the group, "Is this okay?" and help make changes as needed.
- 6) Go back through the word and have the learner/s say each individual sound as they point to the corresponding letter tile. Repeat the word a couple of times.
- 7) Say, "What does it say together?" and model blending the sounds together as the learner/s joins in. Say each word a few times.
- 8) Give the letter tiles back to the learner/s. Repeat the steps with the next vocabulary word.

**Example:** During the unit on shopping:

pants  
shirt  
skirt  
dress  
socks  
shoes

**Expansion 1:** Have the learner/s come up with a sentence using the word that they just spelled, or give a definition of the word.

**Expansion 2:** After going through the words one time, do the activity again. Time the learner/s on the second time to see how long it takes them to spell each word.

## Where's the Sound?

This activity focuses on phoneme isolation and helps learners to listen for where sounds occur in a word. This strengthens their ability to spell a word through sounding it out.

Materials Needed: beginning/middle/end cards, counting markers

- 1) Prepare a list of words from the week's vocabulary that have a specific sound in common. The sound can be located in the beginning, middle, or end of the words (supplement with words from past lessons or words that you know the learner/s are familiar with).
- 2) Give each of the learner/s a grid with three squares that are labeled "beginning" "middle" and "end" and a game piece, penny, or paperclip to use as a marker.
- 3) Tell the learner/s which sound they will be listening for. *Example, "Where do you hear the /p/ sound?"*
- 4) Say a word that has the /p/ sound. *Example, "Pencil. Where is the /p/ sound? Is it at the beginning, middle, or end of the word?"*
- 5) Have the learner/s place the game piece the box that corresponds with the location of the /p/ sound in the word. Check to see that all of the learner/s have the marker in the correct box, and repeat the word several times if necessary, emphasizing where the sound falls in the word.
- 6) Say a new word with the /p/ sound. Have the learner/s shift the game piece to the corresponding box.
- 7) Repeat with several more words. At the end of the game, go back over the words and have the learner/s tell you where the sound was located.

**Example:** During the unit on food:

Where's the /p/ sound?

peas  
apple  
shrimp  
pasta  
grape  
peppers

beginning	middle	end

**Expansion:** Materials Needed: dry erase markers, erasers, mini-whiteboard

At the end of the activity, go back over the list of words and have the learner/s write them down in the corresponding boxes. Ask the learner/s to help you spell the words verbally, or invite the learner/s to write the words on a mini-whiteboard for the rest of the group to copy.

**Expansion:** To make this activity more challenging, change the sound each time. Identify different sounds in the same word *Example: Where's the /p/ in shrimp? Where's the /sh/ in shrimp? Where's the /m/ in shrimp?* or identify different sounds in different words *Example: Where's the /g/ in grape? Where's the /t/ in pasta? Where's the /l/ in apple?*

## Slap the Sound

This activity focuses on phoneme identity and is a fun way for learners to review the sounds.

Materials Needed: lowercase or capital alphabet sets, digraph alphabet set

- 1) Hand out a set of letter tiles to pairs or small groups of learner/s.
- 2) Review the sound that each letter makes by saying the sounds and having the learner/s hold up the corresponding letter.
- 3) Say a sound. Have the learner/s slap the tile with the letter that matches that sound (you may want to use consonant and vowel digraphs such as th, ch, oo, ea, etc. as well as individual letters. These should be taken from the digraph tiles envelope).
- 4) The learner who slaps the letter first gets to keep the tile.
- 5) Continue saying the different sounds and having the learner/s slap the sounds and collecting letter tiles (if you are concerned about learner/s becoming overly competitive, have them leave the letter cards out so that they cannot see who has the most and the least cards).

### Expansion 1:

- 1) After playing the game with individual sounds, move on to having the learner/s identify the sounds in a word.
- 2) Say a word. Have the learner/s slap the letter that corresponds to the first/last sound in the word.
- 3) The learner who slaps the letter first gets to keep the card.

**Expansion 2:** At the end of the game, have the learner/s go through the letter tiles that they've collected and say the sound for each letter.

**Expansion 3:** At the end of the game, have the learner/s go through the letter tiles that they've collected and say one or two words that starts with that sound.

## Word Family Spelling

This activity focuses on phoneme deletion, and on identifying spelling patterns which occur in words that belong to the same “word family”. The 37 **most common word families in English** (according to Wylie and Durrell) are: ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck ,ug, ump, unk.

Materials Needed: mini-whiteboards, markers, erasers.

- 1) Select a word from the weekly unit or current reading text that belongs to a word family from the list above.
- 2) Say the word out loud. Repeat it several times.
- 3) Have the learner/s tell you how to spell the word and write it on the mini-whiteboard while the learner/s write the word in their notebooks or on their mini-whiteboards.
- 4) Erase the first letter of the word and say a new word from the same word family.
- 5) Have the learner/s tell you what the new first letter should be and write it at the beginning of the word. The learner/s copy the new word down in their notebooks or on their mini-whiteboards.
- 6) Repeat this pattern until you finish the word family. Have the learner/s go back through the list and read the words aloud.
- 7) Repeat steps 2-6 with a new word family if you have time and learner interest.

**Example:** During a unit on health: -ick (sick, lick, quick, pick)

**Expansion 1:** After doing this activity while writing the words on the mini-whiteboard, go through the process verbally without written support.

Teacher: *The first word is sick.*

Learner/s: *Sick.*

Teacher: *What happens to the word if we take away the s? What is the new word?*

Learner/s: *Ick.*

Teacher: *What if we put a p, /p/, on the front of the word? What is the new word?*

Learner/s: *Pick.*

**Expansion 2:** Materials Needed: lowercase alphabet sets

- 1) Give the learner/s individual or partner sets of the letter tiles that they’ll need to spell all of the words from one of the word families that is from the weekly story.
- 2) Say one of the words from the word family.
- 3) Have the learner/s use the letter tiles to spell the word.
- 4) Tell the learner/s to take away the first letter of the word and say a new word from the same word family.
- 5) Have the learner/s use their letter tiles to form the new word.

## Ball Toss Sounds and Spelling

This activity focuses on phoneme isolation and helps learners to become more confident at “sounding out” words when they are writing.

Materials Needed: ball

- 1) Say a word from the weekly unit. Repeat it several times, emphasizing the different sounds in the word
- 2) Say the first sound from the word.
- 3) Toss the ball to a learner. They must say the second sound in the word, then pass the ball to a new learner (if doing this one on one, the ball can be tossed back and forth).
- 4) The ball is tossed until all of the sounds in the word have been said.
- 5) Have the learner with the ball toss it back, then say the word again.
- 6) Say the first letter from the word.
- 7) Toss the ball to a learner. They must say the second letter in the word, then pass the ball to a new learner.
- 8) The ball is tossed until all of the letters in the word have been said.
- 9) Repeat with several more words, or until the learner/s lose interest.

**Example:** “kitchen” /k/, /i/, /tch/, /n/                      “kitchen” k, i, t, c, h, e, n

**Expansion:** Have the learner who finishes the last letter in the word throw the ball to a new learner, who must come up with a new word and start the sound pattern.

## Pass the Spelling

This activity focuses on using phonics and phonemic awareness while “sounding out” how to write a word.

Materials Needed: mini-whiteboards, markers, erasers

- 1) Give each learner a mini-whiteboard and a marker.
- 2) Say a word from the weekly unit. Repeat it several times.
- 3) Say the first sound in the word. Have the learners repeat the sound, then write down the letter/s that correspond to that sound (digraphs such as sh, ch, ee, ea, etc. should be written together).
- 4) All of the learners pass their whiteboards to the left.
- 5) When everyone has a new whiteboard, say the second sound in the word. Have the learners repeat the sound, then write down the letter/s that correspond to that sound.
- 6) All of the learners pass their whiteboards to the left.
- 7) Repeat until the entire word has been spelled.
- 8) Have the learners spell the word out loud, and write it down on a mini-whiteboard so that they can check the spelling of the word on the whiteboard that they are holding. Note any silent letters or digraphs that occur in the word.

<b>Beginning</b>	<b>Middle</b>	<b>End</b>

<b>Beginning</b>	<b>Middle</b>	<b>End</b>

<b>Beginning</b>	<b>Middle</b>	<b>End</b>

<b>Beginning</b>	<b>Middle</b>	<b>End</b>

<b>Beginning</b>	<b>Middle</b>	<b>End</b>

<b>Beginning</b>	<b>Middle</b>	<b>End</b>

a

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ck	ph	ai	ay	aw
ea	ee	ie	oo	ou
oe	ow	ue	oy	Ea
Ch	Sh	Th	Wh	Ph

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