

Bridge the Gap: At-A-Glance

Phonemic Awareness is the understanding that spoken words are made up of individual sounds called phonemes. A learner who is phonemically aware understands words are made up of sounds, however, a learner who has phonemic proficiency is able to isolate sounds, blend, segment and manipulate the individual sounds in words.

PURPOSE OF THIS CURRICULUM:

This curriculum was written as a resource to be used during an intervention lesson, focusing the instruction specifically on developing phonemic awareness. The phonemic awareness lessons can be part of an intervention lesson that also incorporates instruction in phonics and opportunities for connected (decodable or controlled) text reading.

This curriculum was designed to help teachers provide targeted instruction for students who are not yet proficient with phonemic awareness.

INTENDED AUDIENCE:

The lessons are meant to bridge the gap and target instruction for students in 2nd grade and above who struggle to decode or encode words in print. These lessons are designed to be part of a Tier 2 or Tier 3 intervention. Lessons can be taught one-on-one or within a small group (5 learners or less).

HOW TO USE THIS CURRICULUM:

This curriculum has three parts that increase in level of difficulty.

CURRICULUM STRUCTURE:

Part 1: Phoneme Isolation: Initial, Final, & Medial Phonemes

Part 2: Blending and Segmenting: Syllables and Phonemes

Part 3: Phoneme Manipulation: Adding, Deleting and Substituting Phonemes in Words

Lessons were designed to target specific needs in phonemic awareness instruction. After administering the Placement Assessment, identify where to begin using the Scoring Guide on page 13.

Phoneme isolation, blending, and segmenting are prerequisite skills for phoneme manipulation. If a student scores below 80% in part 1 and/or 2, instruction should focus on phoneme isolation, blending and/or segmenting prior to phoneme manipulation.

The lessons are meant to be 5-7 minutes of your intervention time.

The Phonemic Awareness lessons are oral and auditory, and the words in each lesson are not shown in print.

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The Bridge the Gap lessons include explicit instruction in early, basic, and advanced phonemic awareness skills. Teachers may find that students need instruction in multiple phonemic awareness skills at the same time. However, a student should be proficient in early and basic phonemic awareness skills before moving to advanced skills (phoneme manipulation).

LESSON FOCUS:	When working with the lessons, a lesson focus is provided, along with teacher administration directions. Teachers may choose to explicitly share the lesson focus with learners for each lesson.
ANCHOR LESSONS:	Anchor lessons have been provided for each skill, along with a reciprocal teaching structure for instruction. It includes explicit instruction for the phonemic awareness skills and activities that can be used to provide instruction and support for all learners. The anchor lessons include a teacher model (I Do), an opportunity to work together (We Do), and then an opportunity for students to practice the skill on their own (You Do).
TEACHER TIPS:	Throughout the lessons, you will find Teacher Tips and suggestions for scaffolding support for learners. Teachers can use their professional judgment to determine if more or less support is necessary for an individual learner or a small group of learners.
HAND MOTIONS:	Hand motions for the skills are listed but they are not required for all learners. If students are able to complete the task without the visual support (hand motion and/or colored squares or tiles), this demonstrates phonemic proficiency. Teachers do not need to require all students to use the hand motions.
ASSESSMENTS:	<p>Assessments have been included within the curriculum and can be used to monitor student progress and determine if additional instruction is needed for a learner or group of learners, before moving onto the next set of lessons.</p> <p>The Placement Assessment (included on pages 5-13) can be used to determine where to begin instruction. The same assessment can be re-administered after completion of the intervention lessons to analyze student progress and determine next steps.</p> <p>Assessments can also be downloaded at www.heggerty.org/btg</p>
QR CODES:	QR codes found on Anchor Lessons link to hand motion videos.

Bridge the Gap: Table of Contents

PLACEMENT ASSESSMENT: 5

PART 1: PHONEME ISOLATION

Initial Phoneme Isolation	
Anchor Lesson	18
Lessons 1-12	19
Final Phoneme Isolation	
Anchor Lesson	21
Lessons 13-24	22
Medial Phoneme Isolation	
Anchor Lesson	24
Lessons 25-36	25
Phoneme Isolation Review	
Lessons 37-40	28
Assessment	30

PART 3: PHONEME MANIPULATION

Adding & Deleting

Adding & Deleting Initial Phonemes	
Anchor Lessons	68
Lessons 1-10	70
Assessments	81
Adding & Deleting Final Phonemes	
Anchor Lessons	83
Lesson 11-20	85
Assessments	95
Adding & Deleting with Consonant Blends	
Lessons 21-23	97
Assessments	100
Adding & Deleting with Ending Blends	
Lessons 24-26	102
Assessments	105
Mixed Review	
Lessons 27-28	107

PART 2: BLENDING & SEGMENTING

Blending Syllables	
Anchor Lesson	33
Lessons 1-10	35
Assessment	45
Segmenting into Syllables	
Anchor Lesson	34
Lessons 1-10	35
Assessment	46
Blending Phonemes	
Anchor Lesson	47
Lessons 11-25	49
Assessment	64
Segmenting into Phonemes	
Anchor Lesson	48
Lessons 11-25	49
Assessment	65

Substituting

Substituting Initial Phonemes	
Anchor Lesson	109
Lessons 29-38	110
Assessment	113
Substituting Final Phonemes	
Anchor Lesson	114
Lessons 39-48	115
Assessment	118
Substituting Medial Phonemes	
Anchor Lesson	119
Lessons 49-58	120
Assessment	123
Substituting Various Phonemes	
Anchor Lesson	124
Lessons 59-70	125

Phoneme Isolation

LESSON FOCUS: We have spent some lessons listening for the beginning, medial/vowel and final sounds. In our next few lessons, we will isolate all of the sounds we hear in the word.

Teacher says, "I will say a word and I will isolate the first sound, the medial/vowel sound, and the final sound. The word is bake. The first sound is /b/; the medial/vowel sound is /ā/; and the final sound is /k/."

WORD	FIRST SOUND	MEDIAL SOUND	FINAL SOUND
bake	/b/	/ā/	/k/

Lesson 37:

Teacher Directions: I will say a word and ask you to isolate the first sound, the medial/vowel sound, and the final sound.

Student Response: Student repeats the word and isolates the indicated sound.

Teacher: What is the first sound? What is the medial/vowel sound? What is the final sound?

WORD	FIRST SOUND	MEDIAL SOUND	FINAL SOUND
top	/t/	/ō/	/p/
paid	/p/	/ā/	/d/
jet	/j/	/ĕ/	/t/
wish	/w/	/ī/	/sh/
back	/b/	/ă/	/k/

Lesson 38: Phoneme Isolation

Teacher Directions: I will say a word and ask you to isolate the first sound, the medial/vowel sound, and the final sound.

Student Response: Student repeats the word and isolates the indicated sound.

Teacher: What is the first sound? What is the medial/vowel sound? What is the final sound?

WORD	FIRST SOUND	MEDIAL SOUND	FINAL SOUND
dig	/d/	/ī/	/g/
hum	/h/	/ŭ/	/m/
lake	/l/	/ā/	/k/
side	/s/	/ī/	/d/
cute	/k/	/ū/	/t/



TEACHER TIP:

Use a colored square (felt squares, magnetic tiles, counters, cubes, or chips) to provide a visual anchor for the sounds. Each square represents a sound. Teacher and/or students touch each cube, counter or tile when saying each sound aloud.

Blending Syllables

LESSON FOCUS: When we blend, we put parts of a word together to make a whole word.

↻ Blending Lesson 1: Blending Syllables into a Word

Teacher Directions: I will say two syllables, and you will blend the syllables into a word.

Student Response options:

1. Student repeats the syllables aloud and blends the syllables into a whole word.
2. Student hears the syllables and immediately blends the syllables into a whole word.

SYLLABLES	CORRECT RESPONSE	SYLLABLES	CORRECT RESPONSE
ab - sent	absent	im - pact	impact
dis - play	display	en - ter	enter
ad - mit	admit	hab - it	habit



BLENDING HAND MOTION: Place palms together (or one hand can be used). The teacher chops hands from right to left, one chop for each syllable. Then slide hands right to left to say the whole word. Student mirrors the teacher.



TEACHER TIP: Provide the number of syllables to blend: "Blend the 2 syllables, ab - sent, into a whole word."

Segmenting into Syllables

LESSON FOCUS: When we segment, we say a whole word and separate the word into the syllables we hear.

↻ Segmenting Lesson 1: Segmenting Words into 2 Syllables

Teacher Directions: I will say the whole word. You will repeat the word and segment it into the syllables you hear.

Student Response: Student repeats the word aloud and segments the word into syllables.

WHOLE WORD	CORRECT RESPONSE	WHOLE WORD	CORRECT RESPONSE
empty	emp - ty	finish	fin - ish
finger	fing - er	simple	sim - ple
involve	in - volve	rescue	res - cue



SEGMENTING HAND MOTION: Use hands in a chopping motion to represent the syllables; one chop for each syllable. Finger tapping for each syllable can also be used.



TEACHER TIP: Provide the number of syllables to segment: "Tell me the 2 syllables in the word empty."

Blending Phonemes

LESSON FOCUS: When we blend, we put sounds of a word together to make a whole word.

⦿ Blending Lesson 11: Blending 3 Phonemes into a Word

Teacher Note: A phoneme is defined as the smallest unit of sound. Teachers may choose to use the word phoneme or sound when working with the lessons.

Teacher Directions: I will say the sounds/phonemes, and you will blend the sounds/phonemes into a word.

Student Response options:

1. Student repeats the phonemes aloud and blends the phonemes into a whole word.
2. Student hears the phonemes and immediately blends the phonemes into a whole word.

PHONEMES/SOUNDS	CORRECT RESPONSE	PHONEMES/SOUNDS	CORRECT RESPONSE
k - oi - n	coin	h - ē - p	heap
w - i - th	with	l - oo - z	lose
t - or - n	torn	sh - ar - p	sharp



BLENDING HAND MOTION: Place palms together (or one hand can be used). The teacher chops hands from right to left, one chop for each sound. Then slide hands right to left to say the whole word. Student mirrors the teacher.



TEACHER TIPS:

- ① "Can you blend these 3 or 4 sounds into a word?"
- ② Use the visual supports (felt squares, colored chips) to anchor the sounds.

Segmenting into Phonemes

LESSON FOCUS: When we segment, we say a whole word and separate the word into all the sounds we hear.

⦿ Segmenting Lesson 11: Segmenting Words into 3 Phonemes

Teacher Directions: I will say the whole word and you will segment the word into the phonemes/sounds you hear.

Student Response: Student repeats the word aloud and segments the word into 3 phonemes/sounds.

WHOLE WORD	CORRECT RESPONSE	WHOLE WORD	CORRECT RESPONSE
sail	s - ā - l	time	t - ī - m
those	th - ō - z	bird	b - ir - d
heart	h - ar - t	soon	s - oo - n



SEGMENTING HAND MOTION: Use hands in a chopping motion to represent the syllables; one chop for each syllable. Finger tapping for each syllable can also be used.



TEACHER TIP: Include the number of sounds: "Tell me the 3 sounds you hear in the word sail!"

Adding & Deleting Initial Phonemes

LESSON FOCUS: When we say a word or a word part, we can add a sound at the beginning to make a new word.

Lesson 1: Adding Initial Phonemes

Teacher Directions: I will say a word/word part. You will repeat the word. We will add a sound at the beginning and you will tell me the new word.

Student Response: Students repeat the first word aloud, then say the new word with the initial phoneme the teacher provided.

SAY:	ADD /*/ AT THE BEGINNING	THE WORD IS:
and	/h/	hand
oil	/r/	royal
aid	/m/	made

SAY:	ADD /*/ AT THE BEGINNING	THE WORD IS:
ink	/th/	think
old	/b/	bold
ouch	/k/	couch



ADDING HAND MOTION: Teacher holds left palm out to show the word/word part. Add the first sound with right hand and lightly clap hands together for the whole word.



TEACHER TIP: If students are struggling to create new word, you can scaffold support by saying the onset and rime, and then blend the two together. Example: /h/-/and/, hand.

LESSON FOCUS: When we hear whole words, we can take a sound away and say what is left. Sometimes taking away a sound makes a new word, and other times, it is just a word part that is left.

Lesson 1: Deleting Initial Phonemes

Teacher Directions: I will say a word. You will repeat the word. We will take away or delete the first sound and you will tell me what is left.

Student response: Students repeat the word aloud, then say the new word without the initial phoneme.

WHOLE WORD:	WITHOUT	WHAT'S LEFT IS:
pout	/p/	out
bend	/b/	end
chow	/ch/	ow

WHOLE WORD:	WITHOUT	WHAT'S LEFT IS:
learn	/l/	earn
howl	/h/	owl
rant	/r/	ant



DELETING HAND MOTION: Hold 2 open palms in front of you. Teacher's right hand is the first sound, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what part remains with your left hand.



TEACHER TIP: Remember to say the sound, not the letter name, when deleting the phoneme from the word.

Adding & Deleting Phonemes: Mixed Review

LESSON FOCUS: We have practiced adding and deleting sounds from the beginning and end of words. We will be reviewing these skills by adding and deleting a sound from different places in the word.

Lesson 28: Adding Phonemes to a Word

Teacher Directions: I will say a word. You will say it back to me. We will add a sound to make a new word.

Student Response: Students repeat the whole word and say the new word with the added sound.

SAY:	ADD:	THE WORD IS:
teaser	/w/ after /t/	tweezer
layer	/p/ at the beginning	player
blue	/m/ at the end	bloom

SAY:	ADD:	THE WORD IS:
sad	/n/ after /ă/	sand
gate	/r/ after /g/	great
red	/th/ at the beginning	thread



TEACHER TIPS:

When completing this lesson you will need to note where the student is adding the sound to the word. You will provide the student with the instructions to add before or after a sound.

Lesson 28: Deleting Phonemes from a Word

Teacher Directions: I will say a word. You will say the word back to me. We will take away or delete a sound from different places in a word. You will tell me what is left.

Student Response: Students repeat the whole word aloud, take the sound away and say the new word.

WHOLE WORD:	WITHOUT	WHAT'S LEFT IS:
praise	/p/	raise
surf	/f/	sir
snake	/n/	sake

WHOLE WORD:	WITHOUT	WHAT'S LEFT IS:
thrush	/th/	rush
wonder	/w/	under
past	/s/	pat



TEACHER TIP:

/*/ Add and Delete the sound, not the letter name

Substituting Initial Phonemes

LESSON FOCUS: When we substitute the initial phoneme, we change the first or initial sound to make a new word. In these lessons, I will say a word and we will substitute the first sound to make a new word.

Teacher Directions: I will say a word. You will repeat the word. We will substitute the first sound and you will tell me the new word.

Student Response: Students repeat the first word aloud, change the initial sound, and say the new word.

Lesson 31

SAY:	CHANGE /*/ TO /*/	THE WORD IS:
many	/m/ to /p/	penny
better	/b/ to /l/	letter
table	/t/ to /f/	fable
custard	/c/ to /m/	mustard
soaring	/s/ to /r/	roaring
pillow	/p/ to /w/	willow

Lesson 32

SAY:	CHANGE /*/ TO /*/	THE WORD IS:
sheet	/sh/ to /wh/	wheat
seek	/s/ to /ch/	cheek
that	/th/ to /r/	rat
shown	/sh/ to /b/	bone
dance	/d/ to /ch/	chance
knock	/n/ to /sh/	shock

Lesson 33

SAY:	CHANGE /*/ TO /*/	THE WORD IS:
sink	/s/ to /th/	think
walk	/w/ to /ch/	chalk
harp	/h/ to /sh/	sharp
dunk	/d/ to /ch/	chunk
love	/l/ to /sh/	shove
born	/b/ to /th/	thorn

Lesson 34

SAY:	CHANGE /*/ TO /*/	THE WORD IS:
clue	/k/ to /g/	glue
brown	/b/ to /f/	frown
frill	/f/ to /g/	grill
brunch	/b/ to /k/	crunch
slick	/s/ to /k/	click
tweet	/t/ to /s/	sweet



SUBSTITUTING HAND MOTION: Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull the right fist away when changing the first sound and lightly pound your fists together when you say the new word.



TEACHER TIPS:

- 1 If students struggle to change the initial sound, use felt or counters to represent the word:
 Pull the first rectangle away when changing the sound and replace it when saying the new word.
- 2 /*/ Substitute the sound, not the letter name