

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.

Bridge the Gap: At-A-Glance

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 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

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
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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

Defining Terms

Teachers can use the definitions to explain the skill and set the purpose for the lesson.

1. Phoneme:

A phoneme is the smallest unit of sound.

2. Isolate:

When we isolate a sound, we identify one sound and say it by itself. We can isolate a sound at the beginning of a word, at the end of a word, or in the middle of a word.

3. Initial Sound:

The initial sound is the first sound we hear in a word. The initial sound can be a consonant, vowel, or the first sound of a consonant blend.

4. Final Sound:

The final sound is the last sound we hear in a word. We can also define it as the sound at the end of a word.

5. Medial Sound:

The medial sound is the sound in the middle of the word. It is the vowel sound in the words we will say aloud. Every word needs a vowel sound.

Note: Teacher can choose to use the term medial or vowel sound during instruction.

Teachers can scaffold support using hand motions.



HAND MOTIONS

ROLLER COASTER HAND
MOTION FOR ISOLATING
MEDIAL SOUNDS



Teacher and students move their arm like a roller coaster going over a hill. The bottom of the hill is the beginning of the word, top of the hill is the medial/vowel sound, and bottom of the hill is the end of the word.

PUNCH IT OUT HAND
MOTION FOR ISOLATING
FINAL SOUNDS



The teacher models the "punch it out" hand motion using his or her left arm. Slide your forearm across your body when saying the first part of the word and punch straight up into the air when saying the final sound.

Anchor Lesson: Initial Phoneme Isolation

LESSON FOCUS: Words are made up of individual sounds. The initial phoneme is the first sound we hear in a word. In these lessons, we will say a word and isolate the first sound we hear.

I DO:

The first or initial sound is what we hear at the beginning of a word.

I will say a word and isolate the first (initial) sound I hear.

big	T: The first sound we hear in the word big is /b/. /b/, big. Can you say that? S: /b/, big
road	T: The first sound we hear in the word road is /r/. /r/, road. Can you say that? S: /r/, road

WE DO:

Let's try some words together. I will say a word. We will repeat the word and isolate the first sound we hear.

jump	T: Say, jump T & S: jump T: What is the first sound we hear in jump? T & S: /j/
field	T: Say, field T & S: field T: What is the first sound we hear in field? T & S: /f/

YOU DO:

Now it's your turn. I will say a word, you will repeat the word and isolate the first sound you hear.

noise	T: Say, noise S: noise, /n/
pail	T: Say, pail S: pail, /p/



TEACHER TIPS:

- Anchor the sounds to a visual: Use colored tiles, felt squares or chips to represent the initial, medial, and final sound in a word.

Example: ■ ■ ■ *In this example, the first square is the first sound; second square is the medial sound; third square is the final sound.*

This visual can be used by the teacher or given to the students.

The first square (initial sound) would be touched when saying the first sound in a word that is spoken aloud.

- Demonstrate what the terms initial, final and medial mean by asking 3 students to line up. The first person in the line is the initial sound in a word, the last person in line is the final sound in a word, and the second person in line is the medial sound in a word. 3 small figures in a line can also be used to demonstrate initial, final and medial positions.

PART 1 / PHONEME ISOLATION

Initial Phoneme Isolation

LESSON FOCUS: The initial phoneme is the first sound we hear in a word. In these lessons, you will say a word and isolate the first sound you hear.

Teacher Directions: I will say a word. You will repeat the word and isolate the first sound you hear.

Lesson 1:

WORD	INITIAL SOUND
done	/d/
find	/f/
match	/m/
take	/t/
park	/p/

Lesson 2:

WORD	INITIAL SOUND
people	/p/
headphones	/h/
super	/s/
mindful	/m/
ribbon	/r/

Lesson 3:

WORD	INITIAL SOUND
turtle	/t/
kitchen	/k/
review	/r/
dollar	/d/
cookies	/k/

Lesson 4:

WORD	INITIAL SOUND
guitar	/g/
color	/k/
zipper	/z/
letters	/l/
partner	/p/

Lesson 5:

WORD	INITIAL SOUND
actual	/ä/
hunger	/h/
opposite	/ö/
dialogue	/d/
century	/s/

Lesson 6:

WORD	INITIAL SOUND
eager	/ē/
matter	/m/
whisper	/wh/
central	/s/
shoulder	/sh/

Anchor Lesson: Blending Phonemes into Words

LESSON FOCUS: When we blend, we put sounds of a word together to make a whole word. In these lessons, we will blend phonemes into a word.

I DO:

I will say three phonemes or sounds and blend them together to make a whole word.

m - ĭ - ss miss	Watch me. When I blend the sounds /m/ - /ĭ/ - /s/. The word is miss. Listen: /m/ - /ĭ/ - /s/, miss.
p - ea - ch peach	Watch me. When I blend the sounds /p/ - /ē/ - /ch/. The word is peach. Listen: /p/ - /ē/ - /ch/, peach.

WE DO:

Let's try some words together. I will say three phonemes or sounds. We will repeat the three sounds and blend them together into a whole word.

p - ar - t part	T: Repeat after me: /p/ - /ar/ - /t/ T & S: /p/ - /ar/ - /t/ T: What's the word? T & S: part
r - ai - n rain	T: Repeat after me: /r/ - /ā/ - /n/ T & S: /r/ - /ā/ - /n/ T: What's the word? T & S: rain

YOU DO:

I will say three phonemes or sounds. You will repeat the sounds and blend them into a whole word.

**Students can immediately blend the sounds into the word without repeating.*

m - ee - t meet	T: /m/ - /ē/ - /t/ S: /m/ - /ē/ - /t/, meet
r - ī - d ride	T: /r/ - /ī/ - /d/ S: /r/ - /ī/ - /d/, ride
ch - oi - s choice	T: /ch/ - /oi/ - /s/ S: /ch/ - /oi/ - /s/, choice

**/m/ = say sound not letter name*



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 Blending is parts to whole. The teacher says the sounds first, and then the sounds are blended into a whole word.
- ② 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.

Anchor Lesson: Segmenting Words into Phonemes

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

I DO:

I will say a word and segment the word into all of the phonemes or sounds I hear.

win	Watch me. The word is win. When I segment the word win into all of the sounds I hear, I hear 3 sounds: <i>/w/ - /i/ - /n/</i>
dug	Watch me. The word is dug. When I segment the word dug into all of the sounds I hear, I hear 3 sounds: <i>/d/ - /ŭ/ - /g/</i>

WE DO:

Let's try some words together. I will say the word. You will repeat the word and together we will segment it into the sounds you hear.

read	T: Say, read T & S: read T: Segment read into the sounds you hear. T & S: <i>/r/ - /ē/ - /d/</i>
mop	T: Say, mop T & S: mop T: Segment mop into the sounds you hear. T & S: <i>/m/ - /ō/ - /p/</i>

YOU DO:

I will say a word. You will repeat the word and segment the word into the sounds you hear.

nice	T: nice S: nice, <i>/n/ - /i/ - /s/</i>
bird	T: bird S: bird, <i>/b/ - /ɪr/ - /d/</i>
with	T: with S: with, <i>/w/ - /i/ - /th/</i>



SEGMENTING HAND MOTION:

Use hands in a chopping motion to represent the sounds or phonemes; one chop for each sound. Finger tapping for each sound can also be used.



TEACHER TIPS:

- ① Segmenting is whole to parts. The teacher says the whole word aloud, and the students segment the word into individual sounds.
- ② 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 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 phonemes; one chop for each phoneme. Finger tapping for each phoneme can also be used.



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

Anchor Lesson: Adding 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. In these lessons, we will make new words by adding a sound at the beginning of a word or word part.

I DO:

I will show you how we can add a sound to the beginning of a word or word part to make a new word.

nod	<p>T: Watch me. When I say /-od/ and add /n/ at the beginning, the word is /n/-/od/, nod.</p> <p>I can also say that word quickly, without saying the parts. Watch me: /od/; add /n/ at the beginning and the word is nod.</p>
game	<p>T: When I say /-aim/ and add /g/ at the beginning, the word is /g/ - /aim/, game.</p>

WE DO:

Let's try some words together. I will say a word. You will repeat the word. We will add a sound at the beginning and say the new word.

cup	<p>T: Say, up</p> <p>T & S: up</p> <p>T: Add /k/ at the beginning and the word is?</p> <p>T & S: cup</p>
mall	<p>T: Say, all</p> <p>T & S: all</p> <p>T: Add /m/ at the beginning and word is?</p> <p>T & S: mall</p>

YOU DO:

Now it is your turn. I will say a word. You will repeat the word. I will tell you a sound to add at the beginning and you will tell me the new word.

SAY:	ADD /*/ AT THE BEGINNING	THE WORD IS:
ace	/p/	pace
and	/h/	hand
oak	/s/	soak



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 TIPS:

- ① 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: /n/-/od/, nod
- ② /*/ Say sound, not letter name

Anchor Lesson: Deleting Initial Phonemes

LESSON FOCUS: When we hear a whole word, we can delete or take away a sound 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. In these lessons, we will say a word. We will delete or take away the first sound and say what is left.

I DO:

I will show you how we can delete or take away the first sound from a word and say what is left.

peach	T: Watch me. When I say peach, and delete or take away /p/, what's left is, each.
damp	T: The word is damp. When I delete or take away /d/, what's left is amp.

WE DO:

Let's try some words together. I will say a word. You will repeat the word. We will delete or take away a sound and say what is left.

hit	T: Say, hit. T & S: hit T: Without /h/, what's left is? T & S: it
coat	T: Say, coat T & S: coat T: Without /k/, what's left is? T & S: oat

YOU DO:

Now it is your turn. I will say a word. You will repeat the word. I will tell you the sound to delete and you will tell me what is left.

SAY:	WITHOUT:	WHAT'S LEFT IS:
can	/k/	an
send	/s/	end
bake	/b/	ache

*Say sound, not letter name



DELETING AND 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 TIPS:

- 1 The teacher can use a hand motion to show what part of a word is being added or deleted. The teacher's right hand/palm is the initial sound and left palm/hand is the rime or word family.
- 2  Felt squares can be used to represent the sounds and provide a visual anchor for learners.

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:	SAY:	ADD /*/ AT THE BEGINNING	THE WORD IS:
and	/h/	hand	ink	/th/	think
oil	/r/	royal	old	/b/	bold
aid	/m/	made	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:	WHOLE WORD:	WITHOUT	WHAT'S LEFT IS:
pout	/p/	out	learn	/l/	earn
bend	/b/	end	howl	/h/	owl
chow	/ch/	ow	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.

Anchor Lesson: Substituting Initial Phonemes

LESSON FOCUS: When we substitute the initial phoneme, we change the first or initial sound in a word 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.

I DO:

I will show you how I can make a new word by changing or substituting the first sound in a word.

night	T: The word is bite. When I change /b/ to /n/, the word is /n-ight/, night.
bark	T: The word is park. When I change /p/ to /b/, the word is /b-ark/, bark.

WE DO:

Let's try some words together. I will say the word. You will repeat the word. We will substitute the first sound and say the new word.

hot	T: Say, got T & S: got T: Change /g/ to /h/ and the word is? T & S: hot
shown	T: Say, loan T & S: loan T: Change /l/ to /sh/ and word is? T & S: shown

YOU DO:

I will say a word. You will repeat the word. I will tell you the sound to substitute at the beginning, and you will tell me the new word.

SAY:	CHANGE /*/ TO /*/	THE WORD IS:
meet	/m/ to /s/	seat
rip	/r/ to /z/	zip
hook	/h/ to /b/	book



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

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 29

SAY:	CHANGE /*/ TO /*/	THE WORD IS:
like	/l/ to /b/	bike
cope	/k/ to /s/	soap
race	/r/ to /f/	face
mail	/m/ to /p/	pail
tire	/t/ to /f/	fire
night	/n/ to /k/	kite

Lesson 30

SAY:	CHANGE /*/ TO /*/	THE WORD IS:
part	/p/ to /h/	heart
teach	/t/ to /b/	beach
rain	/r/ to /ch/	chain
woke	/w/ to /y/	yoke
base	/b/ to /v/	vase
peak	/p/ to /w/	weak



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