


Date: _____

PLAN

Component: Fluency

Instructional Activity: Phoneme Grapheme Mapping

Materials Needed: [phoneme-grapheme mapping sheet](#), pencils, list of words for teacher use

 **Approximate Time:**
5 - 10 minutes

- Individual
- Small Group
- Large Group

OBJECTIVE

State the objective(s):

We have been working on reading and spelling words with (insert phonics concept). In this lesson, we are going to focus on mapping the phonemes and graphemes in words which have the same spelling pattern. Correctly mapping phonemes and graphemes will help us improve our ability to read words correctly with in phrases, sentences, passages, and stories. Reading words correctly will improve our accuracy and rate. Remember improving our accuracy will lead to fluent reading of all types of texts. Fluent reading means the reader will be able to read with accuracy, automaticity, and oral reading prosody.

REVIEW & VOCABULARY

Review prerequisite skills and teach related vocabulary: *Set up the tools needed to succeed.*

Before we begin today, let's review what phonemes and graphemes are.
Phonemes are the smallest units of sound in a word. Graphemes are the written representation of phonemes.
For example the word flat (write the word flat on the board, or select another word), has four phonemes.
Using your nondominant hand put a finger down as you say each phoneme /fff/, /lll/, /aaa/, /t/ Flat
and four graphemes to represent each phoneme. Point to each grapheme as you sound out the word /fff/ /lll/ /aaa/ /t/.

Today we will use our knowledge of phonemes and graphemes to map out words with (insert spelling pattern).

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I DO IT!

I do it! – Demonstrate: *Teach the new skill, model with clear explanations, verbalize your thinking process.*

Teacher will use the following routine with a list of 5-10 words connected to the phonetic concept being taught or remediated. Teacher displays phoneme/grapheme mapping sheet to students for modeled instruction.

Watch and listen. First, I will state the word. Select a word from list.

The word is _____.

Next, I will say the word slowly while finger tapping each phoneme. Using the selected word, model finger tapping using your nondominant hand, beginning with the leftmost finger. Put one finger down as you say each phoneme.

What was the word? Students and teacher respond _____.

Now, I will mark a box for each phoneme as I slowly say the word. Model slowly isolating each phoneme while marking one box per phoneme with a dot. Restate the word. _____.

Next, I will write one grapheme per line as I say each phoneme. Model slowly isolating each phoneme while writing each grapheme on separate lines. Restate the word. _____.

Now, I will check my spelling by pointing to each grapheme while saying the phonemes. Model slowly stating the phonemes while pointing to each grapheme. Restate the word. _____.

After I have checked my spelling, I will rewrite the word on the line. Model rewriting the word.

Finally, I will reread the word. Model stating the word for a final time.

Teacher Tip: Place the phoneme/grapheme mapping sheet in sheet protectors to use with dry erase markers.

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WE DO IT!

We do it! - Provide guided practice: *Provide opportunities for students to practice as a group with teacher scaffolding. Provide immediate and specific feedback.*

Distribute the phoneme-grapheme mapping sheet and pencils. **Let's try it together!**
Pencils down. Eyes on me. Remember, our first step is to listen to each phoneme.

1. **The word is _____.** Insert from teacher selected list.
2. **Say the word with me.** Students and teacher respond: _____.
3. **Let's finger tap each phoneme as we slowly say the word.** Students and teacher finger tap each phoneme. **Repeat the word.** Students and teacher respond: _____.
4. **Now we will use our pencils to mark one box for each phoneme as we slowly say the word.** Students and teacher mark phoneme boxes while stating the word. **Repeat the word.** Students and teacher respond: _____.
5. **Next, let's write the graphemes on each line as we state the phonemes.** Students and teacher write the graphemes/state the phonemes. **Repeat the word.** Students and teacher respond: _____.
6. **Let's check our spelling. Point to each grapheme while we say the phonemes.** Students and teacher point to each grapheme while saying the phonemes. **Read the word.** Students and teacher respond: _____. **Did we spell _____ correctly?** Students and teacher respond.
7. **Now we can rewrite _____.** Students and teacher rewrite the word.
8. **Finally, let's reread the word together. Point to the word and read it with me.** Students and teacher read and point to the word.



If students need support with:	Then try this:
Isolating phonemes	Provide visual and tactile support by utilizing counters, bears, cubes, etc. to push into the phoneme boxes.

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YOU DO IT!

You do it! - Provide independent practice: *Provide individual students with multiple opportunities to practice independently, provide feedback as needed.*

Now, you will try a few yourselves!

1. **Pencils down. Eyes on me. The word is _____.** Insert word from teacher selected list.
2. **Repeat the word.** Students respond _____.
3. **Now, finger tap each phoneme as you slowly say the word.** Wait for students to finger tap. **Repeat the word.** Students respond _____.
4. **Mark the phoneme boxes as you slowly state the word.** Wait for students. **Repeat the word.** Students respond _____.
Teacher Tip: If students are having difficulty isolating the phonemes try repeating this step with them.
5. **Write the graphemes as you say the phonemes.** Wait for students. **What is the word?** Students respond _____.
6. **Check your spelling.** Wait for students. **Read the word.** Students respond: _____. **Did you spell _____ correctly?** If students misspell the word repeat steps three and four.
7. **Rewrite.**
8. **Read the word.** Students respond: _____.

Repeat this routine with the remaining teacher selected words.

Now that you have written all the words for today’s lesson, let’s go back and reread each word together. Point to each word as we read them. Students and teacher reread the list of words.

To finish our lesson for today, whisper read each word to yourself. Teacher listens as students whisper read each word.



If students need support with:	Then try this:
Phoneme/grapheme correspondence	Provide the student/s with letter tiles and allow them to the grapheme lines to build the word before rewriting and reading.

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ASSESS

Assess students (formally or informally): *Determine the level of mastery for the stated objective.*

Observe individual students as they respond during guided and independent practice. Scaffold or correct all errors. Provide specific feedback for accurate response.

ENRICH/EXTEND

Enrichment/Extension: *Provide enrichment and extension activities for students who need less support.*

To extend student’s fluency practice with this phonetic pattern students can follow this routine in partners, create word lists for students to reread using previously completed phoneme-grapheme mapping words, and/or begin focusing on sentence fluency.