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Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they’re combined will help children decode words as they read.

Understanding phonics will also help children know which letters to use when they are writing words.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound *k* can be spelled as c, k, ck or ch.

Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters *t*, *p*, *a* and *s*, they can start to build up the words: “tap”, “taps”, “pat”, “pats” and “sat”.

*National Literacy Trust, UK*

**Factors to Remember During Phonic Instruction**

1. The production of consonants:

* **Manner** of articulation-the configuration and interaction of the articulators (such as the tongue, lips, and palate) when making a speech sound.
* **Placement** of articulation-location along the [vocal tract](https://en.wikipedia.org/wiki/Vocal_tract) where its production occurs
* **Voice/Voicing-**refers to the vibration of the vocal folds.

1. **Phoneme:**  a ***speech* sound** that combines with others in a language to make words. English has 40 to 44 phonemes according to various linguists,
2. **Grapheme:** a **l*etter or letter combination***that spells a phoneme. Can be one, two, three, or four letters in English.

* Examples:
* 1 letter = /b/ in /b/ /a/ /t/
* 2 letters = /ch/ in /ch/ /i/ /n/
* 3 letters = /igh/ in /r/ /igh/ /t/
* 4 letters = /eigh/ in /eigh/ /t/

1. Correct production of the consonant that stops /b,p,d,t,g,k/ in isolation These phonemes are to be produced without the addition of a **schwa** (empty vowel that is unaccented).
2. When introducing a new letter concept, teacher should do the following:

* Display the letter
* Point to the letter
* State the letter and the sound it makes.
* Emphasize the manner, placement, and voicing of the letter(s)
* Pair a consistent hand with the letter.
* Have students repeat the letter and the sound.

1. **Red or Heart Words:**

* irregular words that do not follow a particular pattern
* irregularly spelled high frequency words

**Introduction of Letter Concept**

* Utilize a research-based scope and sequence of introduction of letters.
* Teacher presents and points to the target grapheme.
* Teacher will verbally model the target grapheme focusing on the correct manner, placement, and voicing of the letter.
* Pair a consistent hand cue.
* Student will produce letter and sound, focusing on the manner, placement, and voicing of the letter sound with a consistent hand cue.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Alphabet Squish**

* Directions for Alphabet Squish mixture to be made the day prior to lesson:
* Mix 4-part shaving cream to 1 part glue.
* Place small drops on wax paper.
* Let dry at least 12 hours.
* Place sticker/cut-out of target graphemes on each droplet. Can also write target grapheme on wax paper.
* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Instruct students to “squish” letter when it is call.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.
* Can substitute marshmallows in place of making shaving cream/glue mixture.

[Alphabet Squish - I Can Teach My Child!](https://www.icanteachmychild.com/alphabet-squish/)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Olfactory**
* **Oral**
* **Proprioceptive**

**Writing on Back**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Divide students into groups.
* Student, #1 standing on one foot, will write the letter on the back of Student #2.
* Student #2 will produce letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.

Addresses the following senses:

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Sand Trays**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Student will utilize a shallow baking tray (can be disposable) and fill with sand.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.
* Initially, allow students to write freely in the sand but can add tactile lines to represent lines of writing paper.

[Helpful Hints: THE SAND TRAY - Orton Gillingham Multisensory Tools - YouTube](https://www.youtube.com/watch?v=42ylZBVkXi4)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Rope Words**

* Teacher displays target grapheme(s), models the sound, and has student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Student will place the rope on the floor in the shape of the target letter.
* Student will walk on the rope. Can walk barefoot.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Brainstorming**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Teacher will ask students to think of as many words as possible that have the sound of the target letter sounds.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.
* Examples of how to capture responses in written form:
* Anchor Chart:
* Utilize chart paper.
* Target letter at top
* Target letter in circle in middle of paper
* Teacher will draw a picture and label each student’s response.

Anchor Chart [Betsy Introduce new sounds using an anchor chart and sound tub - YouTube](https://www.youtube.com/watch?v=hImUhxK_ST0)

* Student Journal

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Going on a Word Hunt**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Students will look at a list of words and find as many words as possible that has the letter (s) of the target phoneme.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.
* Examples of how to capture responses in written form:

Anchor Chart Student journal

* This strategy works well when the grapheme may include more than 1 letter. An example would be /oa/ as in boat.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Sky Writing/Air Letters**

* Teachers will display target grapheme(s), model the sound, and have students produce the letter and sound.
* When modeling, teachers should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Teacher will model the skywriting of words. If facing students, the teacher must do the formation of the letter backwards to present the correct model to students.
* While standing, students will produce letter and sound, focusing on manner, placement and voicing of letter sound while stretching arm outward.
* Jack Hartman videos are always a great source. This is an example of the letter /b/: [Learn The Letter B | Let's Learn About The Alphabet | Phonics Song For Kids | Jack Hartmann - Bing video](https://www.bing.com/videos/search?q=jack+hartmann++b+song&&view=detail&mid=04F16E491D59912AF42904F16E491D59912AF429&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Djack%2520hartmann%2520%2520b%2520song%26qs%3Dn%26form%3DQBVR%26%3D%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3D-1%26pq%3Djack%2520hartmann%2520b%2520song%26sc%3D8-20%26sk%3D%26cvid%3DBCF017FDD14441D7B4623BCB2A6D4353%26ghsh%3D0%26ghacc%3D0%26ghpl%3D)

[Learn ABC Letters for Children | ABC Tracing and ABC Song with A for Apple - YouTube](https://www.youtube.com/watch?v=hJc-owH4goU)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Paint/Glue Letters**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Utilizing **paint:**
* Student will use paint and paintbrushes to form letters/words on construction paper.
* While the paint is still wet, student can sprinkle something smelly to make for a fun and memorable learning experience. **Possible sprinkles:** cinnamon, garlic, or onion powder.
* Utilizing **glue:**
* Student will use liquid school glue and form letters by squeezing the bottle using the correct strokes for each letter.
* Before the glue dries, sprinkle materials of varying textures.
* **Possible textures:** coffee grounds, glitter, or sea salt.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.

[10 Effective Multisensory Writing Activities for Kids | Article (kidsacademy.mobi)](https://www.kidsacademy.mobi/storytime/multisensory-writing-activities/#:~:text=Simple%20Yet%20Effective%20Multisensory%20Writing%20Activities%20and%20Techniques,Draw%20it%20on%20Your%20Back%21%20...%20More%20items)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Olfactory**
* **Oral**
* **Proprioceptive**

**Bubble Wrap Letter Pop**

* Teacher will write letters on bubble wrap with permanent marker
* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Student is to pop the bubble with target grapheme while producing letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Sandpaper Letters**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Provide sandpaper letters
* Instruct student to trace the letter with the proper handwriting motion.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.

**Sandpaper letters on Amazon:** [Amazon.com: sky new Montessori Sandpaper Letters Toys for Toddlers Small & Capital 2pc Wooden Box Set Early Childhood Education Material : Toys & Games](https://www.amazon.com/dp/B01LDBJF1E/ref=sspa_dk_detail_1?psc=1&pd_rd_i=B01LDBJF1E&pd_rd_w=VaHTC&content-id=amzn1.sym.88097cb9-5064-44ef-891b-abfacbc1c44b&pf_rd_p=88097cb9-5064-44ef-891b-abfacbc1c44b&pf_rd_r=PWJ5EM0C8PJMVGE0GDFG&pd_rd_wg=8ychj&pd_rd_r=5b8bfd78-0e88-4de3-84a6-a165caae05c3&s=toys-and-games&sp_csd=d2lkZ2V0TmFtZT1zcF9kZXRhaWw&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUExNVRWMktBSzFVTDBXJmVuY3J5cHRlZElkPUEwNTQ4ODIzMThOUUM3UkRQQUVITSZlbmNyeXB0ZWRBZElkPUEwMDUxMTczM0tWVDJQUkkzVVBXJndpZGdldE5hbWU9c3BfZGV0YWlsJmFjdGlvbj1jbGlja1JlZGlyZWN0JmRvTm90TG9nQ2xpY2s9dHJ1ZQ==)

**Sandpaper letters DIY** [DIY Montessori Sandpaper Cards for the Alphabet - Royal Baloo](https://royalbaloo.com/montessori-sandpaper-cards-diy/)

Puffy Paint DIY [Puffy Paint with 3 Simple Ingredients ~ Learn Play Imagine](http://www.learnplayimagine.com/2012/10/homemade-puffy-paint-with-3-simple.html)

[DIY Montessori Inspired Sensory Letters ~ Learn Play Imagine](http://www.learnplayimagine.com/2012/10/diy-montessori-inspired-sensory-letters.html)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Playdough Fun/Non-Hardening Modeling Clay**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Provide scented playdough (can add scent to unscented playdough).
* Student will form letter(s) from using hands, playdough letter tools/cookie cutters.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound while tracing the letter.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Olfactory**
* **Oral**
* **Proprioceptive**

**Chalk Letter/Word**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Student will draw a letter/word on the sidewalk with chalk using large strokes.
* Student will walk the letter using the correct direction of letter formation.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.
* Options:
* Classmates line the letter on each side and have student go through the students. Student can jump/hop/skip/stomp when performing task.
* Several letters/words written on sidewalk prior to lesson. Call out target letter/word and have student choose the correct letter/word. Student can jump/hop/skip/stomp when performing task.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Pipe Cleaners/Wikki Stix**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound. Can provide template of letters.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Provide pipe cleaners or Wikki Stix
* Instruct student to form letter or word using pipe cleaner/Wikki Stix.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.
* Options cheaper than Wikki Stix: Bendaroos and Monkey String (found on Amazon).

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Writing in Sand or Dirt Outside**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Student is to write the letter in the dirt/sand utilizing their hand, stick, rock, etc.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound with consistent hand cue.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Make Letter with Body**

* Divide the student into groups of 2-3.
* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Students will form the target letter utilizing their bodies.
* Teacher will need to think ahead of each letter to think how many children are needed to form the letter. For example, the letter ‘c’ can be made by one child’s body. Whereas the letter ‘g’ may require 2-3 children.
* Students may lay down or stand up while creating target letter.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Plastic Canvas/Red Crayon for Red Word**

* Teacher will display target word, model the word, and have student verbally produce the word.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds.
* ****Students write the word on paper. Place the paper over the plastic canvas (in craft department) use a red crayon to trace word leaving residue. Remove canvas.
* Student will trace the “bumpy” word with finger while verbally producing the word. Student will focus on manner, placement and voicing of the target letter and sound.

[**Helpful Hints: THE RED WORD SCREEN - Orton Gillingham Multisensory Tools - Teaching Red Words - YouTube**](https://www.youtube.com/watch?v=Z5kzEWe9km0)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Finger Tapping**

* Teacher will display target CVC word utilizing sound cards.
* Teacher will model the sound of each letter while tapping finger to thumb. The first combination will be index finger and thumb.
* Teacher will make a sweeping motion resulting in a closed fist as verbally blending the word.
* Student will tap and follow the same sequence as the teacher, verbally producing the sound of each letter while tapping and blending with a sweeping motion of the hand.
* Teacher will exchange one letter card for a new letter to create a new word.
* Student will attempt to blend these letters to form a real or nonsense word.
* Teacher will randomly ask if word is real or nonsense with student responding with thumbs up (yes) or thumbs down (no).

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Arm Tapping for Red Word**

* Teacher will display target Red word.
* Teacher will model the word and use in a sentence.
* Teacher models arm tapping. One tap for each grapheme in word.
* Right-handed students will start on the left shoulder and tap down the arm.
* Left-handed students will start on the right wrist and tap up the arm.
* While standing, students will tap out each word 3 times.
* Then students will make a sweeping motion to blend the word.
* Right-handed students will perform a downward sweep from the left shoulder to the left wrist.
* Left-handed students will perform an upward sweep from the right wrist to the right shoulder.

**Addresses the following senses:**

* **Auditory**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Word Chain**

* Teacher will display target CVC word, model the word for student, then have student verbally produce the word with hand cueing.
* The teacher will designate a student to change one letter to make a new word. It is typically real words, but a nonsense word can occur during the making of the chain.
* Student will verbally produce the new word while focusing on the manner, placement and voicing of letters in the word.
* Teacher designates another student to change a letter.
* To increase complexity of skill, teacher can instruct student to exchange two letters to make a new word.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Blending**

* Teacher will display target sound cards to create real and nonsense words. Examples of how to display:
* Blending boards [IMSE | Blending Board](https://imse.com/products/blending-board/)
* Letters on flashcards/notecards. (if making your own, consonants should be one color and vowels another for early instruction.)
* Google slides (if making your own, consonants should be one color and vowels another for early instruction)[Virtual Blending Board Themed - Google Slides](https://docs.google.com/presentation/d/1qZJKevQchDffnV1L7A2Q-PHRw9uXuca49y5_bQpdu4w/edit#slide=id.p)
* Apps [Blending Board on the App Store (apple.com)](https://apps.apple.com/us/app/blending-board/id1521114657)
* Magnetic journal with tile [WRS Magnetic Journal with Letter Tiles, 4th Edition (wilsonlanguage.com)](https://store.wilsonlanguage.com/wrs-magnetic-journal-with-letter-tiles-4th-edition/)
* Dry erase board.
* Teacher will model and point to each letter. Focus should be on the correct manner, placements, and voicing of letter sounds.
* Teacher will sweep under the word while blending.
* Teacher will exchange one letter for a new letter to create a new word.
* Standing, students mimic gestures attempting to blend these letters to form a real or nonsense word.
* Teacher will randomly ask if the word is real or nonsense with student responding with thumbs up (yes) or thumbs down (no).
* Student will blend sound together to form a real or nonsense word.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Vowel Tents/Vowel Pinch Cards**

* Teacher can make vowel tents/vowel pinch cards prior to lesson or student can make them.
* Teacher will display target vowel, point to it, verbally model the sound, and have student produce the letter and sound while pinching/pointing to correct vowel. When modeling, teacher should focus on the correct manner and placements of vowel. Good practice is to use consistent hand cues.
* Directions for making Tent/Pinch cards: *Only use vowels that have been introduced to this point.*
* Vowel Tents

1. Fold an index card.
2. Write a vowel on each side.
3. These sit on the table/desk like a tent.
4. Student will stretch hand high above head when a response is required.

* Vowel Pinch Cards

1. Write vowels vertically on front and back of an index card as the vowel concept is introduced.
2. Teacher and student will use index finger and thumb to “pinch” the cards when utilizing pinch card to respond.
3. Only have vowels that have been introduced on the card.

* Teacher will instruct student to produce letter and sound while pinching/pointing to vowel with one hand, focusing on manner and placement with consistent hand cue with other hand.
* Ways to use modified tents/pinch cards:
* Utilize different colored index cards if using tent method.
* Write vowels using scented markers.
* Using glue, allow it to dry to form a “bumpy” outline of vowels
* Raised dots for visionally impaired students.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Olfactory**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Beach Ball Vowel Team Sort**

* Teacher will write long vowel “team words” (beach, boat, eight, etc.) on each panel of the beach ball.
* This activity can occur either inside or outside. Teacher will designate locations on the ground or floor to represent each of the vowel team words that are listed on the ball.
* The teacher will toss the ball to a student. The student will read the word closest to their right thumb with a focus on the correct manner, placements, and voicing of letter sounds.
* The student throws ball back to teacher then hop/skip/jump/stomp to the designated area.
* For a seated activity, students can toss the ball in the air to themselves, and write the word on a vowel-sort chart.
* Teacher can adjust this game to meet any phonics skill.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Walk the Path of Words**

* Teacher will write target words on paper, then tape to the floor to create a path.
* Student will begin walking the path of words. May cut paper in the shape of a rock or stepping stone.
* Student will read each word as they walk/hop/jump/skip/stomp along the path.
* Option: Students will walk/hop/jump/skip/stomp along the path as teacher plays music. When music stops, student will read the word on the stone they stopped.
* May use this strategy for various skills.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Dry Erase Paddle/Response Board**

* Teacher will display target letter(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.

There are several ways dry erase paddle or response board can be incorporated in phonics instruction.

* Introduction of familiar poems, songs, or nursery rhymes to practice rhyming words.
* When reading or singing the story, poem, or song, choose a printed target word from the poem. Write it on dry erase paddles and distribute to students. When the students hear the rhyming word they have on their paddles, have students raise their paddle stretching high. For example, students will be asked to listen for words that rhyme with **“car”.** Studentswill have paddles for **“star, are”** when the song: “*Twinkle, twinkle, little* ***star****. How I wonder what you* ***are****.”* is recited

Another option would be to have a poem that the end rhymes are different such as ***“Hey, Diddle, Diddle.”*** The students will be asked to raise paddles when they hear words that rhyme with **“griddle”** or **“toon”**

[Rhyming and Alliteration: 7 Creative Ideas for the Classroom | Lexia Learning](https://www.lexialearning.com/blog/rhyming-and-alliteration-7-creative-ideas-classroom)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**

**Silly Phrase**

* Practice alliteration with silly same-sound phrases throughout the day.
* Teacher will utilize alliterations throughout the day.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound.
* Example:

1. Teacher will say, “Time for Magical Math. What letter and sound does Magical Math begin with? Could it be “m” /m/”
2. Student would respond, “Yes, “m” for /m/.”

**Addresses the following senses:**

* **Auditory**

**Reading Books with Alliteration**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Teacher will read and discuss books with alliteration that have target letter.
* Examples:

1. ***Pete the Cat and the Perfect Pizza Party***
2. ***B Is for Baby***

**Addresses the following senses:**

* **Auditory**
* **Visual**

**Sound Tubs**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Teacher will present sound tubs with items representing target graphemes.
* Students will pick objects from the tub, say the items name with emphasis on the sound and letter.
* As objects are chosen, teacher or student can make a silly story from the words.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound of target sound.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Flashlight Find**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Teacher will place pictures with target graphemes strategically around the room without students’ knowledge.
* Teacher will darken the room.
* Students will take turns with flashlight to find cards.
* As cards are found, student or teacher can make up a silly story.
* Student will produce letter and sound, focusing on manner, placement and voicing of letter sound of target sound.
* Student can stomp/skip/hop on one foot while looking for cards.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Tongue Twisters with a Twist**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Teacher and student will recite a tongue twister with target grapheme along corresponding actions.
* Teacher and student will focus on manner, placement and voicing of the target letter and sound. Example: *Little lambs are leaping*! (All jump around like lambs)

*Little lambs are lazy.* (Lie down)

*Little lambs are lonely.* (All be sad)

*Little lambs are lost*…etc etc

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**

**Jump & Clap**

* Teacher will display target grapheme(s), model the sound, and have student produce the letter and sound.
* When modeling, teacher should focus on the correct manner, placements, and voicing of letter sounds. Good practice is to use consistent hand cues.
* Students will be divided into groups of 4 and assigned numbers 1-4.
* Student will be given the following roles:

1. **Letter Callers**-callout a letter
2. **Jumpers-**make an alliteration with the letter called, jumping at the beginning of each word and, then clapping once they are done.

* Number 3s will be the first “Letter Caller.”
* Number 4s will be the first “Jumper.”
* **Next**

1. Number 4s will be the “Letter Caller.”
2. Number 1s will became the “Jumper.”
3. Continue until all members of the group have had a chance to be both a “Letter Caller” and a “Jumper.”

[Harry the Dirty Dog Alliteration Jumping Game ⋆ Sugar, Spice and Glitter (sugarspiceandglitter.com)](https://sugarspiceandglitter.com/alliteration-jumping-game/)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**Snowball Word Activity**

* Teacher will write letters on blank pieces of paper. Consonants will be white and vowels will be a contrasting color.
* Students will be given a piece of paper to crumple and throw in the middle of the floor.
* Teacher will instruct student to retrieve 3 pieces of crumpled paper, two white and 1 contrasting color.
* Student will uncrumple pieces of paper and place in CVC order.
* Student will sound out letter then blend the letters to make a real or nonsense word.
* Teacher will randomly ask if word is real or nonsense. Students will respond thumbs up for real and thumbs down for nonsense.
* Can utilize this activity in several ways. An option would be to color code pieces of paper for parts of speech to develop a sentence.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Proprioceptive**
* **Vestibular**

**Tic-Tac-Toe**

* Teachers create a tic-tac-toe grid on a white shower curtain.
* Teacher can utilize this activity for several skills during the instruction of phonics.
* Example:
* Teacher will review a list of word cards that begin with /t/ and /s/.
* Students will sort words into the correct pile.
* Students will be divided into 2 groups, one assigned the /t/ words, and one assigned the /s/ words.
* A student from each group will chose a word to place on the tic-tac-toe grid.
* First group of students to have 3 in a row will win.

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**
* **Vestibular**

**See the Sound-Visual Phonics**

*See the Sound-Visual Phonics* is a multi-sensory approach to teach phonic skills to beginning readers. To access resources the teacher must attend a workshop that is taught by a certified instructor of *See the Sound-Visual Phonics.* Workshop participants will be taught 52 unique hand cues that represent the sounds of English (commonly referred to as vowels, consonants, diphthongs, and diagraphs). *See the Sounds-Visual Phonics* is a simplified, visual, kinesthetic version of the International Phonetic Alphabet (IPA)

**Addresses the following senses:**

* **Auditory**
* **Tactile**
* **Visual**
* **Oral**
* **Proprioceptive**