

Name: _____

Tap or spell the sounds in your words.

Really Good Stuff® Instructional Guide

Small-Group Phoneme Photo Cards

Congratulations on your purchase of the **Small-Group Phoneme Photo Cards**, a visual, hands-on set of photos for teaching emergent readers to hear and identify sounds in two-, three-, and four-phoneme, tier 1 words.

Objective

Isolate, blend, and identify the sounds in two-, three-, and four-phoneme words.

Meeting the Standards

The Really Good Stuff **Small-Group Phoneme Photo Cards** aligns with the Common Core State Standards below and similar state standards for English Language Arts. For alignment with other state standards, please refer to our website's Standards Match.

Phonological Awareness

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

This Really Good Stuff product includes:

- Set of 40 photo cards (9 two-sound, 17 three-sound, and 14 four-sound cards)
- This Really Good Stuff Instructional Guide

Managing the Small-Group Phoneme Photo Cards

- Visit our website at www.reallygoodstuff.com to download Really Good Stuff Instructional Guides.
- You may choose to arrange the cards by the colors shown on the self-checking backs of cards (2-sound=blue, 3-sound=green, 4-sound=purple).
- Use the *Progress Monitoring Sheet* to track student progress.
- Use the *Sound Box Template* for practice in tapping or writing sounds.

Photo Card List

2 Phonemes
(blue)

add
bee
egg
key
pea
shoe
toe
two
zoo

3 Phonemes
(green)

bed
boat
bus
cat
chin
dog
feet
fish
hug
kite
map
mom
pig
rake
teeth
tree
web

4 Phonemes
(purple)

brain
clock
dream
drum
flag
green
lamp
nest
sleep
spin
stop
sweep
tent
train

Phonemic Awareness

A phoneme is the smallest unit of sound in a word. For example, *egg* has two phonemes; one sound represented by *e*; and the other sound represented by *gg*. Phonemic awareness is foundational to reading and writing. Phonemic awareness instruction is most effective when students are taught to use letters to represent phonemes. As students develop phonemic awareness, they use their knowledge of letter sounds to decode and spell words. According to the National Reading Panel, "Phonological awareness, especially phonemic awareness, provides children with essential foundational knowledge in the alphabetic system. It is one necessary instruction component within a complete and integrated reading program."

Modeling the Small-Group Phoneme Photo Cards

When working with students, keep in mind that breaking words into phonemes involves learning to hear the smallest unit of sound, which requires your deliberate, verbal demonstration. Be careful to avoid the schwa sound after letters, such as *b* (/b/ ʌ) and *p* (/p/ ʌ). Pronounce each alphabetic sound as clearly as possible without voicing a following

Small-Group Phoneme Photo Cards

/uh/. Try to make the individual consonant sound as short and clipped as possible. Student prerequisites include knowledge of letter names, sounds, and good listening skills.

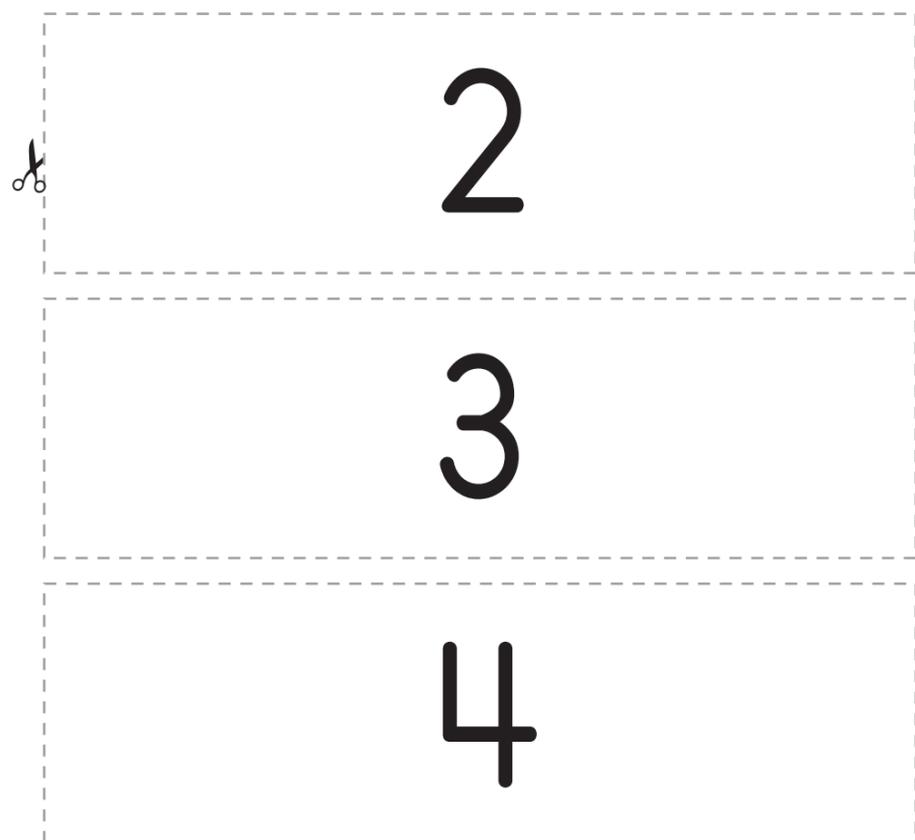
Introducing the Small-Group Phoneme Photo Cards

You may begin by asking students to simply count (using their fingers) the sounds they hear, and later, have them identify the sounds by letter name. Provide plenty of practice with beginning sound identification, then final sound, and then finally the medial vowel, which is usually most challenging. The ultimate goal is to have students spell the words using their *Sound Box Templates*. Begin with two-phoneme words. After students have indicated their answers for a word, flip the card to show the correct number of sounds and the spelling. Next, move on to three-phoneme words.

Sound Sorts

Once students can identify sounds, set up a sort using two or three headers for the number of sounds. Use the 2, 3, and 4 Phoneme Header Cards Reproducible for headers and place them where students can see them and work with you to categorize the *Photo Cards* under them. Show students a card, say its word together, emphasizing its sounds; and invite a student to place it in the proper column. When the sort is complete, review all the words in each column, emphasizing the sounds together so that students can internalize the letter-sound match. While students repeat the words with you, have them tap the boxes on their *Sound Boxes Templates* for each sound or hold up fingers for each sound they say. When students are ready, have them take their sounds to print by spelling/writing in their *Sound Boxes Templates*.

2, 3, and 4 Phoneme Header Cards Reproducible



Name	2 sounds hears/writes	3 sounds hears/writes	4 sounds hears/writes	Needs Help
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				