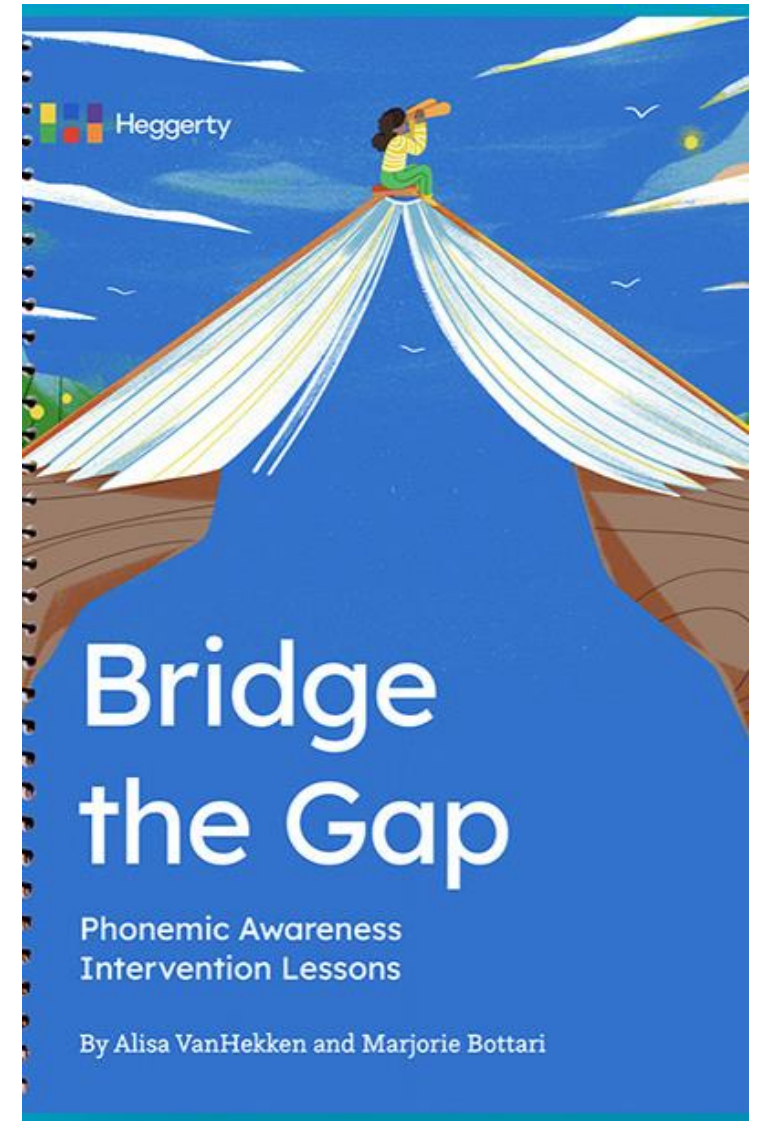
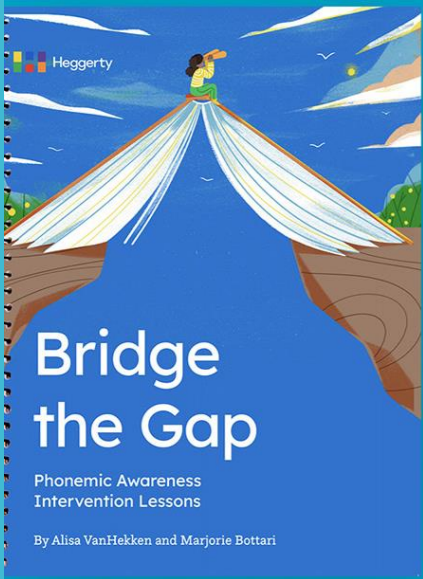


Phonemic Awareness

Introduction to Bridge the Gap



Overview:



Purpose: targeted instruction for students not yet proficient with phonemic awareness

Audience: Grades 2nd-12th

Format:

- 5-7 minute warm-up
- taught in one on one or small group

Assessment:

- used to identify starting point for targeted instruction (not every group or individual will begin with Lesson 1)
- included throughout the manual for progress monitoring
- target specific skills and inform instruction

NOTE: Manual contains hand motions to provide an extra layer of support as needed

Overview: Curriculum Breakdown

Parts or Units that include lesson in:

1. **Phoneme Isolation:** Initial, Final & Medial Phonemes
2. **Blending and Segmenting:** Syllables and Phonemes
3. **Phoneme Manipulation:** Adding, Deleting and Substituting Phonemes in Words

Let's Get Started:

Phonemic Awareness Placement Assessment for Bridge the Gap Intervention Lessons

Student Name: _____ Placement Assessment Date: _____
First Assessment Date: _____

This assessment may be administered to students in 2nd grade and above to determine where to begin instruction using Bridge the Gap Phonemic Awareness Intervention Lessons.

Directions: Mark correct responses with a +. Mark incorrect responses with a (-) and record the incorrect response. Use the scoring guide at the end to identify where to begin instruction. The assessment may be used as a pre-test to monitor student growth and determine test stops.
If the student is unable to give a correct response within 4 seconds, the administrator can move onto the next assessment word.

PART 1: PHONEME ISOLATION

Phoneme Isolation: Isolate the Initial Sound
Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is popcorn. The first sound we hear in the word "popcorn" is /p/. Can you repeat the word to me popcorn, /p/?

Now let's try this. What is the first sound you hear in the word "rainbow"?

CORRECT RESPONSE: /r/ is the first sound we hear in the word "rainbow".
INCORRECT RESPONSE: /p/ "popcorn", /p/ is the first sound we hear in the word "popcorn".

Teacher Note: If a student responds with the letter name rather than the letter sound e.g. "That is a letter name. What is the first sound you hear?"

WORD	CORRECT RESPONSE	STUDENT RESPONSE	PLACEMENT SCORE	STUDENT RESPONSE	POST SCORE
1 rainbow	/r/				
2 antelope	/a/				
3 hippo	/h/				
4 eagle	/e/				
5 juice	/j/				
6 popcorn	/p/				

Score: /6/

© 2013 Learning Resources, LLC

Placement Test:

- (Manual pg. 5-12) - students in grades 2 and above
- Placement test - conducted 1 to 1
- Administration - 15 minutes per student
- Identifies the starting part and lesson for the student

[Placement test score sheet](#)

Let's Get Started:

Phonemic Awareness Placement Assessment for Bridge the Gap Intervention Lessons

Student Name: _____ Placement Assessment Date: _____
Test Assessment Date: _____

This assessment may be administered to students in 2nd grade and above to determine where to begin instruction using Bridge the Gap Phonemic Awareness Intervention Lessons.

Directions: Mark correct responses with a +. Mark incorrect responses with a (-) and record the incorrect response. Use the scoring guide at the end to identify where to begin instruction. The assessment may be used as a post test to monitor student growth and determine next steps.

If the student is unable to give a correct response within 4 seconds, the administrator can read into the next assessment word.

PART 1: PHONEME ISOLATION

Phoneme Isolation: Isolate the Initial Sound

Teacher Administration Directions: I will say a word and isolate the first sound in the word. The word is popcorn. The first sound we hear in the word "popcorn" is /p/. Can you repeat this back to me popcorn, /p/?

Now it's your turn. What is the first sound you hear in the word "indiana"?

CORRECT RESPONSE: Yes, /p/ is the first sound we hear in the word "indiana".

INCORRECT RESPONSE: /p/, "indiana", /p/ is the first sound we hear in the word "indiana".

Teacher Note: If a student responds with the letter name rather than the letter sound say, "That is a letter name. What is the first sound you hear?"

WORD	CORRECT RESPONSE	STUDENT RESPONSE	PLACEMENT SCORE	STUDENT RESPONSE	POST TEST
1. antelope	/a/				
2. antelope	/a/				
3. hippo	/h/				
4. tiger	/t/				
5. igloo	/i/				
6. banana	/b/				
Score: /6					

© 2014 Learning Resources, LLC

Scoring Placement Test: (to identify starting point)

- Refer to scoring Guidelines on pg. 13
- identify which lesson student will use to begin
- Skills that are scored below 80% (0-4 correct responses) would be the specific skills that can be targeted for instruction when using Bridge the Gap.
- Your group will begin with the first skill area in which the student or students scored below 80%.

[Link to assessment video](#)

Lessons:

PART 1 / PHONEME ISOLATION

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.

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.

YOU DO:

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

big	T: The first sound we hear in the word big is /b/. /b/. big. Can you say that? S: /b/, big	jump	T: Say, jump T & S: jump T: What is the first sound we hear in jump? T & S: /j/	noise	T: Say, noise S: noise, /n/
road	T: The first sound we hear in the word road is /r/. /r/. road. Can you say that? S: /r/, road	field	T: Say, field T & S: field T: What is the first sound we hear in field? T & S: /f/	pail	T: Say, pail S: pail, /p/

1. Anchor Lesson

- complete daily before beginning individual lessons
- “I do, We do, You do”
- each targeted skill has a different anchor lesson

2. Targeted Skill

- start with the lesson needed and subsequent lessons each day until you complete all lessons within the unit

[Lesson 1 video](#)

[Lesson 13 video](#)

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 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:	Ⓢ Lesson 2:																								
<table><tr><th>WORD</th><th>INITIAL SOUND</th></tr><tr><td>done</td><td>/d/</td></tr><tr><td>find</td><td>/f/</td></tr><tr><td>match</td><td>/m/</td></tr><tr><td>take</td><td>/t/</td></tr><tr><td>park</td><td>/p/</td></tr></table>	WORD	INITIAL SOUND	done	/d/	find	/f/	match	/m/	take	/t/	park	/p/	<table><tr><th>WORD</th><th>INITIAL SOUND</th></tr><tr><td>people</td><td>/p/</td></tr><tr><td>headphones</td><td>/h/</td></tr><tr><td>super</td><td>/s/</td></tr><tr><td>misadful</td><td>/m/</td></tr><tr><td>ribbon</td><td>/r/</td></tr></table>	WORD	INITIAL SOUND	people	/p/	headphones	/h/	super	/s/	misadful	/m/	ribbon	/r/
WORD	INITIAL SOUND																								
done	/d/																								
find	/f/																								
match	/m/																								
take	/t/																								
park	/p/																								
WORD	INITIAL SOUND																								
people	/p/																								
headphones	/h/																								
super	/s/																								
misadful	/m/																								
ribbon	/r/																								
Ⓢ Lesson 3:	Ⓢ Lesson 4:																								
<table><tr><th>WORD</th><th>INITIAL SOUND</th></tr><tr><td>turtle</td><td>/t/</td></tr><tr><td>kitchen</td><td>/k/</td></tr><tr><td>review</td><td>/r/</td></tr><tr><td>dollar</td><td>/d/</td></tr><tr><td>cookies</td><td>/k/</td></tr></table>	WORD	INITIAL SOUND	turtle	/t/	kitchen	/k/	review	/r/	dollar	/d/	cookies	/k/	<table><tr><th>WORD</th><th>INITIAL SOUND</th></tr><tr><td>guitar</td><td>/g/</td></tr><tr><td>color</td><td>/k/</td></tr><tr><td>stipper</td><td>/s/</td></tr><tr><td>lattes</td><td>/l/</td></tr><tr><td>partner</td><td>/p/</td></tr></table>	WORD	INITIAL SOUND	guitar	/g/	color	/k/	stipper	/s/	lattes	/l/	partner	/p/
WORD	INITIAL SOUND																								
turtle	/t/																								
kitchen	/k/																								
review	/r/																								
dollar	/d/																								
cookies	/k/																								
WORD	INITIAL SOUND																								
guitar	/g/																								
color	/k/																								
stipper	/s/																								
lattes	/l/																								
partner	/p/																								
Ⓢ Lesson 5:	Ⓢ Lesson 6:																								
<table><tr><th>WORD</th><th>INITIAL SOUND</th></tr><tr><td>actual</td><td>/a/</td></tr><tr><td>hanger</td><td>/h/</td></tr><tr><td>opposite</td><td>/o/</td></tr><tr><td>slalogue</td><td>/s/</td></tr><tr><td>country</td><td>/k/</td></tr></table>	WORD	INITIAL SOUND	actual	/a/	hanger	/h/	opposite	/o/	slalogue	/s/	country	/k/	<table><tr><th>WORD</th><th>INITIAL SOUND</th></tr><tr><td>wager</td><td>/w/</td></tr><tr><td>muscle</td><td>/m/</td></tr><tr><td>whisper</td><td>/wh/</td></tr><tr><td>central</td><td>/s/</td></tr><tr><td>shoulder</td><td>/sh/</td></tr></table>	WORD	INITIAL SOUND	wager	/w/	muscle	/m/	whisper	/wh/	central	/s/	shoulder	/sh/
WORD	INITIAL SOUND																								
actual	/a/																								
hanger	/h/																								
opposite	/o/																								
slalogue	/s/																								
country	/k/																								
WORD	INITIAL SOUND																								
wager	/w/																								
muscle	/m/																								
whisper	/wh/																								
central	/s/																								
shoulder	/sh/																								


Lessons: Hand Motions





Example of QR code
video

- **QR Codes** located on [Anchor Lessons link](#)

Teachers can scaffold support using hand motions.



HAND MOTIONS

<p>ROLLER COASTER HAND MOTION FOR ISOLATING MEDIAL SOUNDS</p> 	<p>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.</p>
<p>PUNCH IT OUT HAND MOTION FOR ISOLATING FINAL SOUNDS</p> 	<p>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.</p>

Lessons: End of Unit Assessment

- Once you have completed the targeted skill unit, administer the **End of Unit Assessment**. Refer to the scoring guide to plan for next steps in instruction.
- Once all skills scored at less than 80% on the placement assessment have been taught and mastered (based on the End of Unit Assessments), readminister the placement assessment as a Post-test.

SCORING GUIDE:

Initial Sound	0-5 correct: Review Initial Phoneme Isolation Lessons 1-12
	6-8 correct: Review Initial Phoneme Isolation Lessons 6-12
	9-10 correct: Provide instruction in isolating medial or final sounds if needed or move on to Part 2 (Blending & Segmenting).
Final Sound	0-5 correct: Review Final Phoneme Isolation Lessons 13-24
	6-8 correct: Review Final Phoneme Isolation Lessons 19-24
	9-10 correct: Provide instruction in isolating initial sounds or medial if needed or move on to Part 2 (Blending & Segmenting).
Medial (Vowel) Sound	0-5 correct: Review Medial Phoneme Isolation Lessons 25-36
	6-8 correct: Review Medial Phoneme Isolation Lessons 31-36
	9-10 correct: Provide instruction in isolating initial or final sounds if needed or move on to Part 2 (Blending & Segmenting).

Lessons: What's next?

- **RE-ASSESS:** Once all parts and lessons have been taught, re-administer the placement assessments (pages 5-12) to inform further instructional needs.
- **RE-TEACH:** Use the post-assessment to identify specific skills that require additional remediation
 - If the student is not yet proficient, consider providing additional scaffolding by creating more “We Do” opportunities.
- **CONNECT:** Phonemic Awareness is just one piece of literacy instruction and intervention
 - After receiving explicit instruction in phonemic awareness (Heggerty/Bridge the Gap), and reaching proficiency with these skills, students may still struggle with decoding and encoding.

Lessons: Something to Consider

According to the National Reading Panel Report (2000), “Teachers should recognize that acquiring phonemic awareness is a means rather than an end. PA is not acquired for its own sake, but rather for its value in helping learners understand and use the alphabetic system to read and write.”

“ However, it is also clear that this instruction is only one small part of an effective overall reading curriculum. Good training in phonological awareness should be combined with systematic, direct, and explicit instruction in phonics, as well as rich experiences with language and literature....”
(Torgesen & Mathes, 2000)