



Sample
Lessons

Phonemic Awareness

12-weeks of Explicit and Systematic Phonemic Awareness
Lessons for 3rd-5th Grade Classrooms

PRIMARY
EXTENSION
Curriculum

2022 Edition



The #1 Phonemic Awareness Curriculum

EQUIPPING TEACHERS TO EMPOWER READERS SINCE 2003

Heggerty Phonemic Awareness - Primary Extension Sample

What's Inside?

Scope and Sequence

This Scope and Sequence explores the areas of development and progression of skills addressed by the Heggerty Phonemic Awareness Curriculum for Primary Extension, 2022 Edition.

Getting Started

Found at the beginning of our curriculum volumes, this brief overview page highlights the key features of the Heggerty curriculum and guidance on how the curriculum should be used.

Lesson Overview Example

Every few weeks, teachers will find a Lesson Overview page providing details about the next collection of lessons. This example found within this sample provides a preview of the lesson overview for weeks 1-3.

Lesson Week Samples

The Heggerty Phonemic Awareness Curriculum for Pre-Kindergarten provides daily instruction, 5 days a week. This sample provides you with a complete look at weeks 1, 4, 7, and 10 of the curriculum.

Scope and Sequence: Primary Extension Curriculum

Phonemic Awareness Skills	1	2	3	4	5	6	7	8	9	10	11	12
Blending Phonemes	3 phonemes into spoken words			4 phonemes into spoken words			3 - 6 phonemes into spoken words					
Segmenting into Phonemes	Words into 3 phonemes			Words into 4 phonemes			Words into 3 - 6 phonemes					
Adding Phonemes	Initial Phoneme: Consonants			Initial Phoneme: Consonant Digraph	Initial Phoneme of a Consonant Blend		Final Phoneme			Phoneme within words		
Deleting Phonemes	Initial Phoneme: Consonants			Initial Phoneme: Consonant Digraph	Initial Phoneme of a Consonant Blend		Final Phoneme			Phoneme within words		
Substituting Phonemes	Initial Phonemes: Consonants & consonant digraphs						Final Phoneme			Vowel	Phoneme within words	
Reversals												Reversals
Phoneme-Grapheme Connection	Initial Phoneme Substitution			Phoneme Segmentation				Substitute Final Phoneme	Substituting Vowel			Substitute within words

Getting Started

You have purchased the Heggerty curriculum, now what? Read below for some tips on how to get started with this supplemental resource in your classroom, and provide your students with explicit phonemic awareness instruction!

What is included in a Heggerty lesson?

Within this curriculum, you will begin by teaching 5 phonemic awareness skills daily including blending, segmenting, and manipulating phonemes in spoken words. Students will also have opportunities to make phoneme-grapheme connections in each lesson.

When do I teach Heggerty?

We recommend that you implement this instruction into your classroom as a warm up to phonics instruction. Phonemic awareness is a great way for students to activate their brains and hone in on oral language - the speech - before they begin working with print during the rest of their literacy instruction.

How do I use Heggerty?

Phonemic awareness is the missing piece for so many readers. This explicit instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction. For this reason, we encourage teachers to utilize this as a Tier 1 curriculum, when needed, to provide students with the necessary foundation in phonemic awareness.

This curriculum can also be used as a way to support students struggling in the Tier 1 setting. Utilizing the assessments from our website, as well as informal observations, teachers can use the index and scope and sequence within the preface pages of this curriculum to plan for small group instruction and target individual student needs.

What resources will I find throughout the lessons for additional support?

Within the lessons you will see a variety of scaffolds and supports written in to support you as you deliver these lessons, including QR codes, direct teacher language and examples, a skill focus, and an explanation for hand motions.

→ **QR Code:** Scan the QR code within the lessons to access additional digital resources to support you with curriculum implementation: Monday's lesson video & additional scaffolds and support videos are all available.

→ **Teacher Directions and Examples:** Within each skill on the left hand side, you will see explicit teacher directions, as well as a teacher and student example. We encourage you to review this example with students before diving into the lesson on Monday.

→ **Skill Focus:** Next to each skill heading, you will see the skill focus. This explicit language can be used to support students' understanding of each skill.

→ **Hand Motions:** You will see the hand symbol on the right hand side of the page for the first weeks of lessons, providing you with explicit directions of how to incorporate the use of hand motions with specific skills. Hand motions become optional, and are eventually removed throughout the lessons.

Lesson Overview: Weeks 1 – 3

Objectives:

- *Students will blend three phonemes into a spoken word.
- *Students will segment a spoken word into three phonemes.
- *Students will manipulate words by adding, deleting, and substituting the initial phoneme to make a new word.
- *Students will connect phonemes (sounds) to graphemes (letters) with words from the initial phoneme substitution activities.

What to Expect:

- *During these first three weeks, students will blend and segment words with three phonemes. If students are proficient at working with three phonemes, you may choose to begin instruction in Week 4, in which students will blend and segment words with four phonemes.
- *Beginning in Week 1, students will hear words with consonant digraphs when they blend, segment, and manipulate phonemes in spoken words. A consonant digraph is two letters that make one sound (ch, sh, th, wh).
- *During the phoneme-grapheme connection, students will read new words by substituting the first sound to make a new word.
- *Teachers can use the direct language located in the Skill Focus throughout lessons to support students' understanding of each skill.
- *Teacher administration directions and an example for each skill are included throughout the daily lessons.
- *Hand motions are included to support students' understanding of the skill being practiced. Hand motions are optional, and it is recommended that they are removed from the lesson once students no longer need a visual anchor for the sounds.
- *QR codes are provided each week with Monday's lesson video, and include access to skill tutorial videos for the teacher.

Blending Phonemes

► **SKILL FOCUS:** When we blend, we put sounds together to make a word.

Blending is combining parts into a whole and transfers to decoding as students read words in print. Working at the phoneme level helps students make the connection between sounds and letters. You will find the language, "When we read words, we say the sounds and blend them together."

In these weeks, students will blend three phonemes into a word. An optional teacher hand motion is included in the lessons, however it is recommended that the teacher removes the hand motion if students do not need this support. Students are expected to immediately blend the sounds they hear into a word, and they do not need to repeat the sounds.

👏 **Blending hand motion** (optional): Place palms together (or one hand can be used). The teacher chops hands from right to left, one chop for each sound. If demonstrating how to blend the sounds into the whole word, then slide hands from right to left to say the whole word. If the students need the support of repeating the sounds, then they can mirror the teacher's hand motion. Finger tapping can also be used.

Segmenting into Phonemes

► **SKILL FOCUS:** When we segment, we separate a word into the phonemes or sounds we hear.

Segmenting separates a whole word into individual sounds, and transfers to print when students encode or spell words. Working at the phoneme level will help students make the connection between sounds and letters. In the lessons, you will find the language, "When we spell words, we listen for each sound and match the sounds to letters."

*Phonemes may be represented by the sound (ex: ē) or by pattern (ex: āy). Representation was chosen for easiest recognition of the sounds to allow for fluid pacing of the lesson.

👏 **Segmenting hand motion** (optional): Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. If modeling, teachers chop from right to left so that students mirror your movements. Finger tapping can also be used, and students can count the sounds they hear.

Lesson Overview: Weeks 1 – 3

Adding Initial Phonemes

► **SKILL FOCUS:** We can add a sound at the beginning of a word part to make a new word.

Students will hear and repeat a word or a word part. The students will be given a sound to add at the beginning, and they will say the new word. When adding the initial phoneme, teachers will say the sound, not the letter name.

👏 **Adding hand motion for the teacher (optional):** Teacher holds left palm out to show the word or word part. Add the first sound with right hand and lightly clap hands together for the whole word.

Deleting Initial Phonemes

► **SKILL FOCUS:** We can delete a sound from the beginning of a word and say what is left.

Students will hear and repeat a word. The students will be asked to delete the initial sound, and say what is left (it may be a real word or it may be a word part). When deleting the initial phoneme, the teacher will say the sound to delete, not the letter name.

👏 **Deleting hand motion for the teacher (optional):** The teacher holds out both hands with open palms. The right hand represents the initial phoneme and the left hand represents the rest of the word. Remove the right hand to delete the initial phoneme and show the word part that remains with the left hand.

Substituting Initial Phonemes

► **SKILL FOCUS:** We can change the first sound to make a new word.

Students will hear and repeat a word. The teacher will ask students to change the first sound and say the new word. When substituting the initial phoneme, the teacher will say the sound to change, not the letter name.

👏 **Substituting hand motion for the teacher (optional):** 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 to represent the initial sound being substituted, and replace it while saying the new sound. Lightly pound your fists together when you say the new word.

Phoneme-Grapheme Connection:

Initial Phoneme Substitution

► **SKILL FOCUS:** We can match letters (graphemes) to the sounds (phonemes) we heard when we substituted the initial sound to read a new word.

In order to demonstrate how phonemes can be matched to graphemes, we will use the words we heard when we substituted the first sound. Now we will see the letters that match the sounds, so we can read new words. The teacher can use a dry erase board or letter tiles to build the words, and the students can respond aloud. In small groups, students can use a dry erase board or letter tiles to build the words.

Week 1



Monday

Tuesday

Wednesday

Thursday

Friday

Blending Phonemes

▷ When we read words, we say the sounds and blend them together. I will say three sounds, and you will blend the sounds into a word.

⊕ EXAMPLE:

T: ch - ĭ - p → s: chip
/th*/ = voiced /th/ sound

► SKILL FOCUS: When we blend, we put phonemes or sounds together to make a word.

PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD
ch - ĭ - p	chip	h - ä - v	have	sh - ā - k	shake	th* - ĭ - s	this	r - ŭ - sh	rush
m - ŭ - d	mud	ch - ě - k	check	f - ě - d	fed	f - ŭ - z	fuzz	n - ě - k	neck
th* - ä - t	that	w - ĭ - th	with	k - ō - v	cove	sh - ō - p	shop	d - ĭ - sh	dish
ch - ě - s	chess	m - ä - th	math	sh - ō - k	shock	k - ä - sh	cash	th* - ō - z	those
sh - ŭ - t	shut	y - ě - s	yes	l - ā - t	late	d - ā - t	date	m - ā - k	make
t - ō - p	top	h - ä - z	has	r - ē - d	read	n - ĭ - s	nice	d - ĭ - s	dice

✋ **Blending hand motion (optional):**

Teacher places palms together (or one hand can be used). The teacher chops hands from right to left, one chop for each sound. Finger tapping can also be used. If demonstrating how to blend the sounds into the whole word, the teacher can slide hands from right to left to say the whole word.

Segmenting into Phonemes

▷ When we spell words, we listen for each sound and match the sounds to letters. I will say a word. You will repeat the word, and segment the word into the sounds you hear.

⊕ EXAMPLE:

T: rush → s: rush, r - ŭ - sh

► SKILL FOCUS: When we segment, we separate a word into the phonemes (sounds) we hear.

PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD
rush	r - ŭ - sh	chip	ch - ĭ - p	have	h - ä - v	shake	sh - ā - k	this	th* - ĭ - s
neck	n - ě - k	mud	m - ŭ - d	check	ch - ě - k	fed	f - ě - d	fuzz	f - ŭ - z
dish	d - ĭ - sh	that	th* - ä - t	with	w - ĭ - th	cove	k - ō - v	shop	sh - ō - p
those	th* - ō - z	chess	ch - ě - s	math	m - ä - th	shock	sh - ō - k	cash	k - ä - sh
make	m - ā - k	shut	sh - ŭ - t	yes	y - ě - s	late	l - ā - t	date	d - ā - t
dice	d - ĭ - s	top	t - ō - p	has	h - ä - z	read	r - ē - d	nice	n - ĭ - s

✋ **Segmenting hand motion (optional):**

The students use hands in a chopping motion to separate or segment the word into sounds. Students can count the phonemes they hear. Finger tapping can also be used.

Adding Initial Phonemes

▷ I will say a word or word part, and you will repeat it. We will add a sound at the beginning and you will tell me the new word.

⊕ EXAMPLE:

T: -and → s: -and
T: Add /h/ at the beginning and the word is? → s: hand
/*/ Say sound, not letter name.

► SKILL FOCUS: When we say a word or word part, we can add a sound at the beginning to make a new word.

SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:
-and	/h/	hand	-ame	/k/	came	-each	/t/	teach	-ope	/h/	hope	-eel	/f/	feel
-ouch	/k/	couch	-unch	/l/	lunch	-ight	/n/	night	-eek	/w/	week	-oze	/n/	nose
-ill	/w/	will	-est	/b/	best	-amp	/ch/	champ	-ird	/b/	bird	-erd	/h/	herd
-art	/ch/	chart	-oak	/s/	soak	-ock	/r/	rock	-ed	/sh/	shed	-uzz	/b/	buzz
-un	/b/	bun	-all	/t/	tall	-ame	/g/	game	-am	/j/	jam	-ime	/d/	dime
-end	/s/	send	-it	/f/	fit	-ork	/f/	fork	-ine	/sh/	shine	-ag	/t/	tag

✋ **Adding hand motion (optional):**

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.
Note: This is a teacher hand motion only.

Monday **Tuesday** **Wednesday** **Thursday** **Friday**

Deleting Initial Phonemes

▷ I will say a word and you will repeat the word. We will take away (delete) the first sound, and you will tell me what is left.

⤴ EXAMPLE:

T: feel → S: feel

T: Without /f/, what's left is? → S: -eel

/*/ Say sound, not letter name.

▶ SKILL FOCUS: When we hear whole words, we can take a sound away (delete) and say what is left.

SAY:	WITHOUT:	THE WORD IS:	SAY:	WITHOUT:	THE WORD IS:	SAY:	WITHOUT:	THE WORD IS:	SAY:	WITHOUT:	THE WORD IS:	SAY:	WITHOUT:	THE WORD IS:
feel	/f/	-eel	hand	/h/	-and	came	/k/	-ame	teach	/t/	-each	hope	/h/	-ope
nose	/n/	-oze	couch	/k/	-ouch	lunch	/l/	-unch	night	/n/	-ight	week	/w/	-eek
herd	/h/	-erd	will	/w/	-ill	best	/b/	-est	champ	/ch/	-amp	bird	/b/	-ird
buzz	/b/	-uzz	chart	/ch/	-art	soak	/s/	-oak	rock	/r/	-ock	shed	/sh/	-ed
dime	/d/	-ime	bun	/b/	-un	tall	/t/	-all	game	/g/	-ame	jam	/j/	-am
tag	/t/	-ag	send	/s/	-end	fit	/f/	-it	fork	/f/	-ork	shine	/sh/	-ine

👏 **Deleting hand motion (optional):**

Hold two 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.

Note: This is a teacher hand motion only.

Substituting Initial Phonemes

▷ I will say a word and you will repeat the word. We will change the first sound. You will tell me the new word.

⤴ EXAMPLE:

T: keep → S: keep

T: Change /k/ to /j/ and the word is? → S: jeep

/*/ Say sound, not letter name.

▶ SKILL FOCUS: We can substitute or change the first sound in a word to make a new word.

SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:
keep	/k/to/j/	jeep	pine	/p/to/sh/	shine	cage	/k/to/p/	page	since	/s/to/w/	wince	room	/r/to/z/	zoom
ring	/r/to/th/	thing	walk	/w/to/t/	talk	team	/t/to/s/	seem	than	/th/*to/r/	ran	wake	/w/to/sh/	shake
back	/b/to/p/	pack	fog	/f/to/d/	dog	park	/p/to/sh/	shark	pond	/p/to/b/	bond	boil	/b/to/s/	soil
dug	/d/to/t/	tug	sail	/s/to/r/	rail	zone	/z/to/t/	tone	wipe	/w/to/t/	type	June	/j/to/t/	tune
rush	/r/to/h/	hush	joke	/j/to/p/	poke	night	/n/to/r/	right	role	/r/to/p/	pole	pouch	/p/to/k/	couch
neat	/n/to/wh/	wheat	come	/k/to/s/	some	hop	/h/to/ch/	chop	song	/s/to/l/	long	fast	/f/to/l/	last

👏 **Substituting hand motion (optional):**

Teacher holds two 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.

Note: This is a teacher hand motion only.

Phoneme-Grapheme Connection: Initial Phoneme Substitution

▷ We substituted the first sound to make a new word. Now we will see the letters that match the sounds, so we can read new words. I will write a word and we will change the first sound and read the new word.

⤴ EXAMPLE:

T: This is the word keep; when we change /k/ to /j/ the new word is jeep.

▶ SKILL FOCUS: We can match letters (graphemes) to the sounds (phonemes) we heard when we substituted the initial sound to read a new word.

WORD	CHANGE	THE WORD IS:	WORD	CHANGE	THE WORD IS:	WORD	CHANGE	THE WORD IS:	WORD	CHANGE	THE WORD IS:	WORD	CHANGE	THE WORD IS:
keep	/k/to/j/	jeep	pine	/p/to/sh/	shine	cage	/k/to/p/	page	than	/th/to/r/	ran	room	/r/to/z/	zoom
ring	/r/to/th/	thing	walk	/w/to/t/	talk	park	/p/to/sh/	shark	pond	/p/to/b/	bond	wake	/w/to/sh/	shake
dug	/d/to/t/	tug	sail	/s/to/r/	rail	night	/n/to/r/	right	role	/r/to/p/	pole	boil	/b/to/s/	soil
rush	/r/to/h/	hush	come	/k/to/s/	some	hop	/h/to/ch/	chop	song	/s/to/l/	long	fast	/f/to/l/	last



Monday

Tuesday

Wednesday

Thursday

Friday

Blending Phonemes

▷ When we read words, we say the sounds and blend them together. I will say four sounds, and you will blend the sounds into a word.

⊕ EXAMPLE:

T: f - l - ā - sh → s: flash
/th*/ = voiced /th/ sound

▶ SKILL FOCUS: When we blend, we put phonemes or sounds together to make a word.

PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD
f - l - ā - sh	flash	c - l - ā - p	clap	f - l - ō - t	float	p - l - ē - d	plead	s - l - ě - d	sled
b - r - ā - v	brave	s - m - ar - t	smart	t - w - ĭ - n	twin	s - t - ē - m	steam	d - ě - s - k	desk
f - r - ŭ - m	from	b - l - ŭ - f	bluff	c - r - ō - k	croak	p - r - oo - f	proof	sh - ĭ - f - t	shift
s - m - ā - sh	smash	p - r - ĭ - z	prize	f - l - oo - t	flute	b - r - ea - the*	breathe	s - l - ĭ - p	slip
t - w - ĭ - s	twice	r - ĭ - s - t	wrist	g - r - ē - n	green	c - l - ē - t	cleat	c - l - ŭ - b	club
g - r - ā - d	grade	p - r - ě - s	press	t - w - ē - t	tweet	c - ā - s - t	cast	s - w - ĭ - m	swim

Phonemic proficiency means that students can blend without visual support. Teachers are encouraged to remove the chopping hand motion for this week's blending activities.

Segmenting into Phonemes

▷ When we spell words, we listen for each sound and match the sounds to letters. I will say a word. You will repeat the word, and segment the word into the sounds you hear.

⊕ EXAMPLE:

T: sled → s: sled, s - l - ě - d
/th*/ = voiced /th/ sound

▶ SKILL FOCUS: When we segment, we separate a word into the phonemes (sounds) we hear.

WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES
sled	s - l - ě - d	flash	f - l - ā - sh	clap	c - l - ā - p	float	f - l - ō - t	plead	p - l - ē - d
desk	d - ě - s - k	brush	b - r - ŭ - sh	smart	s - m - ar - t	twin	t - w - ĭ - n	steam	s - t - ē - m
shift	sh - ĭ - f - t	from	f - r - ŭ - m	bluff	b - l - ŭ - f	croak	c - r - ō - k	proof	p - r - oo - f
slip	s - l - ĭ - p	smash	s - m - ā - sh	prize	p - r - ĭ - z	flute	f - l - oo - t	breathe	b - r - ea - the*
club	c - l - ŭ - b	twice	t - w - ĭ - s	wrist	r - ĭ - s - t	green	g - r - ē - n	cleat	c - l - ē - t
swim	s - w - ĭ - m	grade	g - r - ā - d	press	p - r - ě - s	tweet	t - w - ē - t	cast	c - ā - s - t

Phonemic proficiency means that students can segment a word into sounds without visual support. Teachers are encouraged to remove the hand motion for this week's segmenting activities.

Adding Initial Phonemes

▷ I will say a word or word part (rime), and you will repeat it. We will add a sound at the beginning and you will tell me the new word. In these lessons, we will add a consonant digraph to a word part (rime).

⊕ EXAMPLE:

T: -ance → s: -ance
T: Add /ch/ at the beginning and the word is? → s: chance
/th*/ = voiced /th/ sound

▶ SKILL FOCUS: When we say a word or word part, we can add a sound at the beginning to make a new word.

SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:
-ance	/ch/	chance	-orn	/th/	thorn	-ine	/sh/	shine	-awl	/sh/	shawl	-ade	/sh/	shade
-ock	/sh/	shock	-eat	/wh/	wheat	-ank	/th/	thank	-oice	/ch/	choice	-ips	/ch/	chips
-arm	/ch/	charm	-air	/ch/	chair	-amp	/ch/	champ	-ink	/th/	think	-en	/th/*	then
-ile	/wh/	while	-arp	/sh/	sharp	-iss	/th/*	this	-eek	/ch/	cheek	-isk	/wh/	whisk
-eze	/th/*	these	-ime	/ch/	chime	-est	/ch/	chest	-out	/sh/	shout	-elf	/sh/	shelf
-ort	/sh/	short	-ought	/th/	thought	-eme	/th/	theme	-irst	/th/	thirst	-ill	/ch/	chill

Phonemic proficiency means that students can manipulate sounds without visual support. Teachers are encouraged to remove the hand motion for this week's adding activities.

Monday

Tuesday

Wednesday

Thursday

Friday

Deleting Initial Phonemes

▷ I will say a word and you will repeat the word. We will take away (delete) the first sound, and you will tell me what is left.

In these lessons, we will delete consonant digraphs from a word.

⊕ EXAMPLE:

T: shade → s: shade

T: Without /sh/, what's left is? → s: -ade

/th*/ = voiced /th/ sound

► SKILL FOCUS: We can delete or take away the first sound in a word and say what is left. This week we will delete a consonant digraph sound from the beginning of a word.

SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:
shade	/sh/	-ade	chance	/ch/	-ance	thorn	/th/	-orn	shine	/sh/	-ine	shawl	/sh/	-awl
chips	/ch/	-ips	shock	/sh/	-ock	wheat	/wh/	-eat	thank	/th/	-ank	choice	/ch/	-oice
then	/th/*	-en	charm	/ch/	-arm	chair	/ch/	-air	champ	/ch/	-amp	think	/th/	-ink
whisk	/wh/	-isk	while	/wh/	-ile	sharp	/sh/	-arp	this	/th/*	-iss	cheek	/ch/	-eek
shelf	/sh/	-elf	these	/th/*	-eze	chime	/ch/	-ime	chest	/ch/	-est	shout	/sh/	-out
chill	/ch/	-ill	short	/sh/	-ort	thought	/th/	-ought	theme	/th/	-eme	thirst	/th/	-irst

Phonemic proficiency means that students can manipulate sounds without visual support. Teachers are encouraged to remove the hand motion for this week's deleting activities.

Substituting Initial Phonemes

▷ I will say a word and you will repeat the word. We will change the first sound. You will tell me the new word.

⊕ EXAMPLE:

T: ship → s: ship

T: Change /sh/ to /ch/ and the word is? → s: chip

/th*/ = voiced /th/ sound

► SKILL FOCUS: We can substitute or change the first sound in a word to make a new word.

SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:
ship	/sh/to/ch/	chip	gem	/j/to/th/*	them	thick	/th/to/ch/	chick	peck	/p/to/ch/	check	rest	/r/to/ch/	chest
chat	/ch/to/th/*	that	chair	/ch/to/sh/	share	sink	/s/to/th/	think	shoe	/sh/to/ch/	chew	knees	/n/to/th/*	these
sock	/s/to/sh/	shock	mail	/m/to/wh/	whale	cheap	/ch/to/sh/	sheep	harp	/h/to/sh/	sharp	lime	/l/to/ch/	chime
there	/th/*to/ch/	chair	rain	/r/to/ch/	chain	hey	/h/to/th/*	they	pay	/p/to/th/*	they	mud	/m/to/th/	thud
tin	/t/to/th/	thin	voice	/v/to/ch/	choice	park	/p/to/sh/	shark	team	/t/to/th/	theme	cape	/k/to/sh/	shape
knees	/n/to/ch/	cheese	well	/w/to/sh/	shell	mess	/m/to/ch/	chess	dance	/d/to/ch/	chance	rank	/r/to/th/	thank

Phonemic proficiency means that students can manipulate sounds without visual support. Teachers are encouraged to remove the hand motion for this week's substituting activities.

Phoneme-Grapheme Connection: Phoneme Segmentation

▷ T: We segmented words into individual sounds through the air and now we will match the sounds to print. In these words, we will hear four sounds. I will say a word and we will segment the word into the sounds we hear, and spell each word.

⊕ EXAMPLE: **sled**, s - l - e - d. We hear four sounds in the word **sled**. There are four letters that match those sounds: s - l - e - d.

► SKILL FOCUS: We spell words by segmenting the word into the sounds we hear and matching letters to the sounds.

WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES
sled	●●●●	<u>s</u> <u>l</u> <u>e</u> <u>d</u>	flash	●●●●	<u>f</u> <u>l</u> <u>a</u> <u>sh</u>	press	●●●●	<u>p</u> <u>r</u> <u>e</u> <u>ss</u>	croak	●●●●	<u>c</u> <u>r</u> <u>oa</u> <u>k</u>	plead	●●●●	<u>p</u> <u>l</u> <u>ea</u> <u>d</u>
club	●●●●	<u>c</u> <u>l</u> <u>u</u> <u>b</u>	brush	●●●●	<u>b</u> <u>r</u> <u>u</u> <u>sh</u>	bluff	●●●●	<u>b</u> <u>l</u> <u>u</u> <u>ff</u>	float	●●●●	<u>f</u> <u>l</u> <u>oa</u> <u>t</u>	steam	●●●●	<u>s</u> <u>t</u> <u>ea</u> <u>m</u>
slip	●●●●	<u>s</u> <u>l</u> <u>i</u> <u>p</u>	smash	●●●●	<u>s</u> <u>m</u> <u>a</u> <u>sh</u>	clap	●●●●	<u>c</u> <u>l</u> <u>a</u> <u>p</u>	tweet	●●●●	<u>t</u> <u>w</u> <u>ee</u> <u>t</u>	cleat	●●●●	<u>c</u> <u>l</u> <u>ea</u> <u>t</u>
swim	●●●●	<u>s</u> <u>w</u> <u>i</u> <u>m</u>	grade	●●●●	<u>g</u> <u>r</u> <u>a</u> <u>d</u> <u>e</u>	prize	●●●●	<u>p</u> <u>r</u> <u>i</u> <u>z</u> <u>e</u>	green	●●●●	<u>g</u> <u>r</u> <u>ee</u> <u>n</u>	breathe	●●●●	<u>b</u> <u>r</u> <u>ea</u> <u>th</u> <u>e</u>



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Blending Phonemes

▷ When we read words, we say the sounds and blend them together. I will say four or five sounds, and you will blend the sounds into a word.

⊕ EXAMPLE:

T: c - r - ũ - s - t → S: crust

▶ SKILL FOCUS: When we blend, we put phonemes or sounds together to make a word.

PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD
c - r - ũ - s - t	crust	wh - ĩ - s - k	whisk	c - l - ä - m - p	clamp	s - w - ĩ - f - t	swift	m - õ - s - t	most
s - w - ĩ - p	swipe	f - l - ĩ - t	flight	f - r - o - s - t	frost	s - n - ä - p	snap	b - r - ä - n - ch	branch
b - l - ä - s - t	blast	sh - r - ě - d	shred	b - l - ā - d	blade	p - l - ũ - m - p	plump	s - n - ē - z	sneeze
d - ě - s - k	desk	s - t - ä - m - p	stamp	t - w - ĩ - s - t	twist	v - ě - s - t	vest	g - l - ĩ - d	glide
g - l - ā - z	glaze	f - l - ö - k	flock	s - p - ĩ - s	spice	c - r - ĩ - s - p	crisp	f - r - ā - m	frame
p - ũ - n - ch	punch	l - ĩ - s - t	list	b - r - ĩ - s - k	brisk	b - l - ě - n - d	blend	s - l - ě - p - t	slept

Phonemic proficiency means that students can blend without visual support. Teachers are encouraged to remove the chopping hand motion for this week's blending activities.

Segmenting into Phonemes

▷ When we spell words, we listen for each sound and match the sounds to letters. I will say a word. You will repeat the word, and segment the word into the sounds you hear.

⊕ EXAMPLE:

T: most → S: most, m - õ - s - t

▶ SKILL FOCUS: When we segment, we separate a word into the phonemes (sounds) we hear.

WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES
most	m - õ - s - t	crust	c - r - ũ - s - t	whisk	wh - ĩ - s - k	clamp	c - l - ä - m - p	swift	s - w - ĩ - f - t
branch	b - r - ä - n - ch	swipe	s - w - ĩ - p	gloom	g - l - oo - m	frost	f - r - o - s - t	snap	s - n - ä - p
sneeze	s - n - ē - z	glaze	g - l - ā - z	shred	sh - r - ě - d	blade	b - l - ā - d	plump	p - l - ũ - m - p
glide	g - l - ĩ - d	blast	b - l - ä - s - t	stamp	s - t - ä - m - p	twist	t - w - ĩ - s - t	vest	v - ě - s - t
frame	f - r - ā - m	desk	d - ě - s - k	flock	f - l - ö - k	spice	s - p - ĩ - s	crisp	c - r - ĩ - s - p
slept	s - l - ě - p - t	punch	p - ũ - n - ch	list	l - ĩ - s - t	brisk	b - r - ĩ - s - k	blend	b - l - ě - n - d

Phonemic proficiency means that students can segment a word into sounds without visual support. Teachers are encouraged to remove the hand motion for this week's segmenting activities.

Adding Final Phonemes

▷ I will say a word or word part, and you will repeat it. We will add a sound at the end and you will tell me the new word.

⊕ EXAMPLE:

T: we → S: we

T: Add /k/ at the end and the word is?

→ S: week

OPTION: We are going to add a sound to the end of a word.

T: we; add /k/ and the word is? → S: week

▶ SKILL FOCUS: We can add a sound at the end of a word or word part to make a new word.

SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:
we-	/k/	week	dā-	/t/	date	tī-	/d/	tide	sī-	/t/	sight	wī-	/z/	wise
rō-	/z/	rose	sī-	/d/	side	rō-	/b/	robe	dā-	/z/	daze	rī-	/m/	rhyme
hī-	/d/	hide	hā-	/z/	haze	whī-	/t/	white	bī-	/t/	bite	lī-	/t/	light
me-	/t/	meet	we-	/v/	weave	rī-	/p/	ripe	pā-	/v/	pave	tō-	/d/	toad
sā-	/m/	same	mā-	/k/	make	mā-	/n/	main	whī-	/d/	wide	sā-	/v/	save
tī-	/p/	type	rō-	/d/	road	we-	/d/	weed	hī-	/k/	hike	bar-	/k/	bark

Phonemic proficiency means that students can manipulate sounds without visual support. Teachers are encouraged to remove the hand motion for this week's adding activities.

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Deleting Final Phonemes

▷ I will say a word and you will repeat it. I will delete/take away the final sound, and you will tell me what is left.

⇒ EXAMPLE:

T: wise → S: wise

T: Without /z/, what's left is? → S: wi-

OPTION: We will take away (delete) the last/final sound of a word, and you will tell me what is left.

T: wise; without /z/, what's left is? → S: wi-

► SKILL FOCUS: We can take away (delete) the last sound from a word and say what is left.

SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:
wise	/z/	wī-	week	/k/	we	date	/t/	dā-	tide	/d/	tī-	sight	/t/	sī-
rhyme	/m/	rī-	rose	/z/	rō-	side	/d/	sī-	robe	/b/	rō-	daze	/z/	dā-
light	/t/	lī-	hide	/d/	hī-	haze	/z/	hā-	white	/t/	whī-	bite	/t/	bī-
toad	/d/	tō-	meet	/t/	me	weave	/v/	we	ripe	/p/	rī-	pave	/v/	pā-
save	/v/	sā-	same	/m/	sā-	make	/k/	mā-	main	/n/	mā-	wide	/d/	whī-
bark	/k/	bar	type	/p/	tī-	road	/d/	rō-	weed	/d/	we	hike	/k/	hī-

Phonemic proficiency means that students can manipulate sounds without visual support. Teachers are encouraged to remove the hand motion for this week's deleting activities.

Substituting Final Phonemes

▷ I will say a word and we will change the last/final sound. You will tell me the new word.

⇒ EXAMPLE:

T: wake → S: wade

T: Change /k/ to /d/ and the word is?

→ S: wade

► Skill Focus: When we substitute the final phoneme, we change the last or final sound to make a new word.

SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:
wake	/k/to/d/	wade	lab	/b/to/p/	lap	shark	/k/to/p/	sharp	curve	/v/to/b/	curb	lake	/k/to/t/	late
nurse	/s/to/v/	nerve	bead	/d/to/t/	beet	wait	/t/to/v/	wave	side	/d/to/z/	size	hive	/v/to/d/	hide
side	/d/to/t/	sight	right	/t/to/z/	rise	peace	/s/to/k/	peak	bark	/k/to/j/	barge	porch	/ch/to/k/	pork
harm	/m/to/p/	harp	verb	/b/to/s/	verse	burn	/n/to/d/	bird	seat	/t/to/d/	seed	charm	/m/to/t/	chart
fork	/k/to/t/	fort	part	/t/to/k/	park	rhyme	/m/to/p/	ripe	theif	/f/to/m/	theme	dive	/v/to/m/	dime
team	/m/to/n/	teen	five	/v/to/t/	fight	bike	/k/to/t/	bite	keep	/p/to/z/	keys	need	/d/to/s/	niece

Phonemic proficiency means that students can manipulate sounds without visual support. Teachers are encouraged to remove the hand motion for this week's substituting activities.

Phoneme-Grapheme Connection: Phoneme Segmentation

▷ T: We segmented words into individual sounds through the air and now we will match the sounds to print. In these words, we will hear four or five sounds. I will say a word and we will segment the word into the sounds we hear, and spell each word.

⇒ EXAMPLE: We hear four sounds in the word **glide**, **g-l-i-d**. There are five letters that match those sounds: **g l i d e**.

► SKILL FOCUS: We spell words by segmenting the word into the sounds we hear and matching letters to the sounds.

WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES	WORD	NUMBER OF PHONEMES	GRAPHEMES
glide	●●●●	<u>g</u> <u>l</u> <u>i</u> <u>d</u> e	crust	●●●●●	<u>c</u> <u>r</u> <u>u</u> <u>s</u> <u>t</u>	stamp	●●●●●	<u>s</u> <u>t</u> <u>a</u> <u>m</u> <u>p</u>	spice	●●●●	<u>s</u> <u>p</u> <u>i</u> <u>c</u> e	snap	●●●●	<u>s</u> <u>n</u> <u>a</u> <u>p</u>
branch	●●●●●	<u>b</u> <u>r</u> <u>a</u> <u>n</u> <u>c</u> h	blast	●●●●●	<u>b</u> <u>l</u> <u>a</u> <u>s</u> <u>t</u>	flock	●●●●	<u>f</u> <u>l</u> <u>o</u> <u>c</u> k	twist	●●●●●	<u>t</u> <u>w</u> <u>i</u> <u>s</u> <u>t</u>	crisp	●●●●●	<u>c</u> <u>r</u> <u>i</u> <u>s</u> <u>p</u>
slept	●●●●●	<u>s</u> <u>l</u> <u>e</u> <u>p</u> <u>t</u>	desk	●●●●	<u>d</u> <u>e</u> <u>s</u> <u>k</u>	list	●●●●	<u>l</u> <u>i</u> <u>s</u> <u>t</u>	brisk	●●●●●	<u>b</u> <u>r</u> <u>i</u> <u>s</u> <u>k</u>	blend	●●●●●	<u>b</u> <u>l</u> <u>e</u> <u>n</u> <u>d</u>



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Blending Phonemes

▷ When we read words, we say the sounds and blend them together. I will say 3, 4, or 5 sounds, and you will blend the sounds into a word.

⌚ EXAMPLE:

T: th - r - ī - v → s: thrive

► SKILL FOCUS: When we blend, we put phonemes or sounds together to make a word.

PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD
th - r - ī - v	thrive	s - c - r - oo - j	scrooge	c - r - ũ - n - ch	crunch	f - r - ē - z - er	freezer	p - ĩ - n - ch	pinch
f - r - ũ - n - t	front	t - ē - ch - er	teacher	th - ir - s - t	thirst	s - c - r - ē - n	screen	g - r - ā - n - d	grand
p - er - k	perk	s - p - l - ē - n	spleen	g - r - ou - ch - ē	grouchy	f - ir - s - t	first	s - m - ar - t	smart
b - ur - s - t	burst	c - r - ũ - m - z	crumbs	s - p - r - ā - n	sprain	s - t - ũ - m - p	stump	w - oo - d - z	woods
s - p - r - ou - t	sprout	b - r - ũ - sh	brush	b - oo - s - t	boost	r - ā - k - oo - n	raccoon	sh - r - ĩ - m - p	shrimp
p - r - oo - n	prune	g - r - ī - m	grime	r - oo - s - t - er	rooster	s - l - ĩ - p - er	slipper	s - k - oo - t - er	scooter

Phonemic proficiency means that students can blend without visual support. Teachers are encouraged to remove the chopping hand motion for this week's blending activities.

Segmenting into Phonemes

▷ When we spell words, we listen for each sound and match the sounds to letters. I will say a word. You will repeat the word, and segment the word into the sounds you hear.

⌚ EXAMPLE:

T: pinch → s: pinch, p - ĩ - n - ch

► SKILL FOCUS: When we segment, we separate a word into the phonemes (sounds) we hear.

WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES	WORD	PHONEMES
pinch	p - ĩ - n - ch	thrive	th - r - ī - v	scrooge	s - c - r - oo - j	crunch	c - r - ũ - n - ch	freezer	f - r - ē - z - er
grand	g - r - ā - n - d	front	f - r - ũ - n - t	teacher	t - ē - ch - er	thirst	th - ir - s - t	screen	s - c - r - ē - n
smart	s - m - ar - t	perk	p - er - k	spleen	s - p - l - ē - n	grouchy	g - r - ou - ch - ē	first	f - ir - s - t
woods	w - oo - d - z	burst	b - ur - s - t	crumbs	c - r - ũ - m - z	sprain	s - p - r - ā - n	stump	s - t - ũ - m - p
shrimp	sh - r - ĩ - m - p	sprout	s - p - r - ou - t	brush	b - r - ũ - sh	boost	b - oo - s - t	raccoon	r - ā - k - oo - n
scooter	s - k - oo - t - er	prune	p - r - oo - n	grime	g - r - ī - m	rooster	r - oo - s - t - er	slipper	s - l - ĩ - p - er

After segmenting words into phonemes, teachers are encouraged to have students map the sounds to print. Teachers can explicitly teach the graphemes that represent the targeted sounds. This week's words include short, long and advanced vowel sounds.

Phonemic proficiency means that students can segment a word into sounds without visual support. Teachers are encouraged to remove the hand motion for this week's segmenting activities.

Adding Phonemes within Words

▷ I will say a word and we will add a sound to create a beginning consonant blend. You will tell me the new word.

⌚ EXAMPLE:

T: go → s: go

T: Add /l/ after /g/ and the word is?

→ s: glow

OPTION: We are going to add a sound to create a consonant blend.

T: go; add /l/ and the word is? → s: glow

► SKILL FOCUS: We can make a new word by adding a second sound to create a consonant blend.

SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:	SAY:	ADD	THE WORD IS:
go	/l/ after /g/	glow	sore	/k/ after /s/	score	fee	/r/ after /f/	free	pace	/l/ after /p/	place	fill	/r/ after /f/	frill
sigh	/k/ after /s/	sky	bake	/r/ after /b/	brake	say	/w/ after /s/	sway	sand	/t/ after /s/	stand	soup	/k/ after /s/	scoop
sap	/n/ after /s/	snap	sick	/t/ after /s/	stick	bank	/l/ after /b/	blank	fight	/r/ after /f/	fright	bed	/r/ after /b/	bread
pot	/l/ after /p/	plot	fame	/l/ after /f/	flame	soak	/m/ after /s/	smoke	pay	/r/ after /p/	prey	pain	/l/ after /p/	plain
book	/r/ after /b/	brook	seed	/p/ after /s/	speed	tide	/r/ after /t/	tried	side	/p/ after /s/	spied	gain	/r/ after /g/	grain
sore	/t/ after /s/	store	bite	/r/ after /b/	bright	seek	/p/ after /s/	speak	back	/l/ after /b/	black	send	/p/ after /s/	spend

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Deleting Phonemes within Words

▷ I will say a word and we will delete the second sound of the consonant blend. You will tell me what is left.

👉 **EXAMPLE:**

T: frill → s: frill

T: Without /r/, what's left is? → s: fill

OPTION:

We will delete the second sound of the consonant blend. You will tell me what is left.

T: frill; without /r/, what's left is? → s: fill

▶ **SKILL FOCUS:** We can delete the second sound from a consonant blend and make a new word.

SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:	SAY:	WITHOUT	WHAT'S LEFT IS:
frill	/r/	fill	glow	/l/	go	score	/k/	sore	free	/r/	fee	place	/l/	pace
scoop	/k/	soup	sky	/k/	sigh	brake	/r/	bake	sway	/w/	say	stand	/t/	sand
bread	/r/	bed	snap	/n/	sap	stick	/t/	sick	blank	/l/	bank	fright	/r/	fight
plain	/l/	pain	plot	/l/	pot	flame	/l/	fame	smoke	/m/	soak	prey	/r/	pay
grain	/r/	gain	brook	/r/	book	speed	/p/	seed	tried	/r/	tide	spied	/p/	side
spend	/p/	send	store	/t/	sore	bright	/r/	bite	speak	/p/	seek	black	/l/	back

Substitute the Vowel Sound

▷ I will say a word and you will repeat the word. We will substitute the medial or vowel sound to make a new word.

👉 **EXAMPLE:**

T: give → s: gave

T: Change /i/ to /ā/ and the word is? → s: gave

OPTION:

We will substitute the medial or vowel sound to make a new word.

T: give; change /i/ to /ā/ and the word is? → s: gave

▶ **SKILL FOCUS:** We can substitute or change the vowel sound in a word to make a new word.

SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:	SAY:	CHANGE	THE WORD IS:
give	/i/ to /ā/	gave	boat	/ō/ to /oo/	boot	leaf	/ē/ to /i/	life	type	/i/ to /ar/	tarp	wet	/ē/ to /ā/	wait
bed	/ē/ to /ē/	bead	side	/i/ to /ē/	seed	hat	/ā/ to /ur/	hurt	rich	/i/ to /ē/	reach	hop	/ō/ to /oo/	hoop
sight	/i/ to /ā/	sat	not	/ō/ to /ē/	net	germ	/er/ to /ē/	gem	board	/or/ to /ir/	bird	made	/ā/ to /oo/	mood
bus	/ü/ to /ā/	base	zap	/ā/ to /i/	zip	mutt	/ü/ to /i/	might	cut	/ü/ to /ō/	coat	niece	/ē/ to /i/	nice
rude	/oo/ to /i/	ride	head	/ē/ to /er/	heard	soon	/oo/ to /ü/	sun	weave	/ē/ to /ā/	wave	line	/i/ to /ā/	lane
crab	/ā/ to /i/	crib	some	/ü/ to /ā/	same	his	/i/ to /ā/	has	goose	/oo/ to /ē/	guess	cove	/ō/ to /ur/	curve

Phoneme-Grapheme Connection: Substitute Vowels

▷ T: We substituted the vowel sound in words through the air and now we will match the sounds to print. We will spell a word and change the vowel sound to make and read a new word.

EXAMPLE:

T: The word is **give**; if we change the vowel sound, /i/ to /ā/, the new word is **gave**.

▶ **SKILL FOCUS:** We can write and spell new words by changing the vowel sound.

WORD	CHANGE	NEW WORD:	WORD	CHANGE	NEW WORD:	WORD	CHANGE	NEW WORD:	WORD	CHANGE	NEW WORD:	WORD	CHANGE	NEW WORD:
give	/i/ to /ā/	gave	boat	/ō/ to /oo/	boot	hat	/ā/ to /ur/	hurt	rich	/i/ to /ē/	reach	hop	/ō/ to /oo/	hoop
rude	/oo/ to /i/	ride	not	/ō/ to /ē/	net	soon	/oo/ to /ü/	sun	cut	/ü/ to /ō/	coat	mad	/ā/ to /oo/	mood
crab	/ā/ to /i/	crib	zap	/ā/ to /i/	zip	his	/i/ to /ā/	has	weave	/ē/ to /ā/	wave	cove	/ō/ to /ur/	curve