

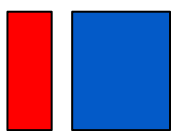
Heggerty Phonemic Awareness

Hand Motions & Guidance to Scaffold Support

NOTE: When using the hand motions, the teacher uses the right hand to show the beginning of the word and the left hand to show the end of the word. Teachers will chop a word from their right to left and the students will mirror the teacher. This will appear as a left to right progression for the students when sitting in front of the teacher. Upon mastery, hand motions and additional scaffolds and supports should be removed for students to show their automaticity in working with these skills. Use the QR Code to the right to watch videos of each of the hand motions described below.



Rhyme



Rhyme focuses on listening for words that have the same middle and final sounds. Lessons focus on rhyme repetition (EPK, Pre-K and Kindergarten only), rhyme recognition, and rhyme production. Words that rhyme have the same middle and final sounds (rime).

Scaffolded Support: Teacher orally segments the word into the onset (sounds before the vowel) and the rime (word family). If the rime is the same, the words rhyme. If the rime is different, they do not rhyme. Teachers would not write these words out for students, but instead orally segment the word into the two parts. Felt, post-it notes or magna tiles can be used to represent the onset-rime in a word. The teacher says each part and taps the corresponding visual representation. Example: b – ox, f – ox; *box* and *fox* rhyme because we hear /ox/ in both words w – ish, w – et; *wish* and *wet* don't rhyme because /ish/ and /et/ are not the same sounds

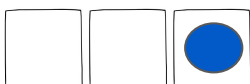
Initial Phoneme Isolation



Initial Phoneme Isolation focuses on listening for and isolating the first sound we hear in a word. Student response should be the sound they hear, not the letter name.

Scaffolded Support: Teacher says the first sound, and then the word. Students repeat teacher. See example: Teacher: /k/, cat Student: /k/, cat Elkonin boxes and a counter can be used to highlight the focus sound. The teacher would say the word and point to the first box, or place a counter in the first box as they isolate the first sound.

Final Phoneme Isolation



Final phoneme isolation focuses on listening for and isolating the last sound we hear in a word. Student response should be the sound they hear, not the letter name.

Scaffolded Support: The teacher says the word and isolates the final sound. Students repeat the teacher. In addition to the hand motion, an Elkonin box can be used to isolate the final sound. The teacher would say the word and point to the last box, or place a counter in the last box as they isolate the final sound.

Punch it Out Hand Motion:

Teacher brings their left fist to their right shoulder and slides their arm across their chest as they say the first part of the word, and then punches their left fist straight up in the air when saying the final sound. You may choose to have students punch up their fist again to ensure they are isolating only the final sound. Students do the same motion, using their right arm. Teachers may choose not to respond with students while doing the hand motion.

Heggerty Phonemic Awareness

Hand Motions & Guidance to Scaffold Support

Medial Phoneme Isolation



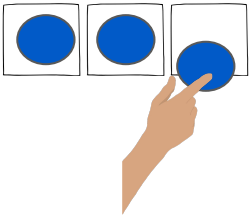
Medial phoneme isolation focuses on listening for and isolating the vowel sound we hear in a word. Student responses should be the sound they hear, not the letter name.

Scaffolded Support: The teacher says the word and isolates the vowel sound. Students repeat the teacher. In addition to the hand motion, an Elkonin box can be used to isolate the medial sound. The teacher says the word and points to the middle box, or places a counter in the middle box as they isolate the vowel sound.

Roller Coaster Hand Motion:

Teachers and students move their arm like a roller coaster going over a hill. The teacher uses their right hand to isolate the first sound at the bottom of the hill. Then the teacher moves their hand to the top of the hill and isolates the middle vowel sound. The teacher continues down the hill to say the final sound, and then brings their hand to the top of the hill to isolate the vowel sound again. Students do the same motion, using their left arm. Teachers may choose not to respond with students while doing the hand motion.

Blending



When we blend, we put words, syllables, two parts, or sounds together to make a word. Teacher says the parts of a word and students blend the parts into a spoken word.

Scaffolded Support: The teacher may need to repeat the parts (words, syllables, sounds) with students, before they blend them together. If students are able to blend the parts together automatically, repeating the parts (words, syllables, sounds) can be removed.

Visual support: Elkonin boxes can be used, with each chip or counter matching a sound they hear. Unifix cubes can also be used to represent sounds.

Hand Motion for Blending Compound Words:

Teacher will use their right hand palm up to represent the first word. The left hand, palm up, will be added in to represent the second word. Students will repeat both words and clap their hands together to say the compound word. Students will mirror the teacher, using their left hand to represent the first word, and their right hand to represent the last word.

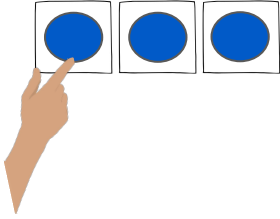
Hand Motion for Blending Syllables, Word Parts, and Phonemes:

Teachers will place their palms together to create choppers. As the teacher, chop hands from right to left, one chop per syllable, part or sound. Students will repeat the parts and slide their hands to represent blending the word. Teachers will slide their hands from right to left and students will mirror the teacher, moving from their left to right.

Heggerty Phonemic Awareness

Hand Motions & Guidance to Scaffold Support

Segmenting



When we segment, we listen to a whole word and separate it into the two words, syllables, two parts, or sounds we hear.

Scaffolded Support: The teacher may need to model segmenting into parts (words, syllables, sounds) and have students repeat with them.

Visual support: Elkonin boxes can be used, with each chip or counter matching a sound they hear. Unifix cubes can also be used to represent sounds.

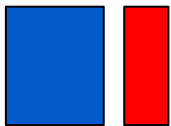
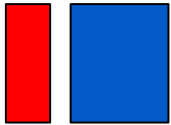
Hand Motion for Segmenting into Words:

Teacher shows both hands palms up to represent the compound word. Then the teacher takes the word apart using the right hand to represent the first word and the left hand to represent the last word. Students will mirror the teacher, using their left hand to represent the first word, and their right hand to represent the last word.

Hand Motion for Segmenting into Syllables, Onset-Rime and Phonemes:

Teachers and students will place their palms together to create choppers. The teacher will say the word and students will repeat it. Teacher and students will make a chopping motion when segmenting the word into parts. When modeling or when responding with students, the teacher will move hands from right to left and students will mirror the teacher.

Adding



We can add words, syllables, and sounds to a word or word part and make a new word.

Scaffolded Support: The teacher may repeat the parts before students put them together. See examples below:

Say: *cup*. Add *cake* to the end and the word is *cup-cake*, *cupcake*

Say: *at*. Add /*m*/ to the beginning and the word is *m-at*, *mat*

Visual support: Felt pieces or post-its can be used to offer a more concrete model of the word parts or phonemes being added together. piece of felt (which represents the given word, syllable, word part, or sound) and then adds in another piece of felt to represent the part being added. The teacher can tap each piece of felt as they say each new part before students say the whole word.

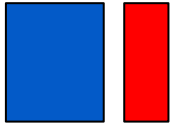
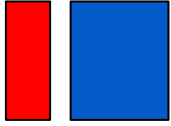
Hand Motion for Adding:

The teacher says the word, part, or sound, and uses the left or right hand, palm up, to show the part of the word they start with (right is the beginning and left is the end). Teacher brings forward the opposite hand while saying the part that is being added. The teacher then lightly claps both hands together, to stand for the whole word, as the students say the word. Teachers need to be aware of what part they are adding to know which hand to begin with. The manual tells the teacher which hands to use.

Heggerty Phonemic Awareness

Hand Motions & Guidance to Scaffold Support

Deleting



We can delete a word, syllable, or sound from the beginning or end of a word and say what is left.

Scaffolded Support: The teacher may need to model deleting the part and saying what is left before students complete it on their own. See example below:
Say: *inside*. Without *in*, what's left is: *side*. Can you say *side*? Students respond: *side*

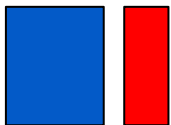
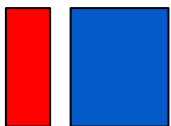
Say: *sit*. Without */s/* what's left is: *-it* Can you say *it*? Students respond: *it*

Visual support: Felt pieces or post-its can be used to offer a more concrete model of the word parts or phonemes being taken away. Teachers would start with two pieces of felt, one piece representing the part that will be removed, and the other piece representing the rest of the word. The teacher takes the piece of felt away to represent the word, syllable, word part, or sound that is being deleted. The teacher can tap the piece that is left as students respond with the new part.

Hand Motion for Deleting:

Teacher shows both hands, palms up, to represent the whole word. The teacher then pulls one hand away when deleting the part (right for the beginning part and left for the final part). One hand will remain to show students the part that is left. Teachers need to be aware of what part they are deleting to know which hand to take away. The manual tells the teacher which hands to use.

Substituting



We can substitute or change a word, syllable, or sound to make a new word.

Scaffolded Support: The teacher may need to repeat the new part and the old part before the students respond with the new word.

Say: *football*. Change *foot* to *base* and the new word is: *base-ball*, *baseball*

Say: *seat*. Change */s/* to */n/* and the word is *n-eat*, *neat*.

Visual support: Felt pieces or post-its can be used to offer a more concrete model of the word parts or phonemes being changed. Teachers would start with two pieces of felt, one piece representing the part that will be substituted, and the other piece representing the rest of the word. The teacher swaps out a piece of felt to represent the word, syllable, word part, or sound that is being substituted. The teacher can then tap the two pieces of felt as students say the new parts and then the whole new word.

Hand Motion for Substituting:

Teacher holds two closed fists in front of them, touching at the thumbs. The teacher then pulls away one fist to show the part they are changing (right for the beginning and left for the end). Teachers will then lightly put their fists back together as students say the new word.