

# LEARning About Literacy: Instructional Routines Teaching Phoneme-Grapheme Correspondences

## Step 1: Phonemic Awareness (Phonemes)

**Teacher:** Today, we are going to learn a new letter-sound pattern. Watch and listen carefully. Say *map*.

**Students:** *map*

**Teacher:** Say *mid*.

**Students:** *mid*

**Teacher:** Say *mob*.

**Students:** *mob*

**Teacher:** What sound do you say/hear at the beginning of all these words *map, mid, mob*?

**Students:** /m/

**Teacher:** Very good! Today’s new sound is /m/. Tell me how your mouth feels when you say /m/. What are your lips and mouth doing?

**Students:** My lips are closed.

**Teacher:** Yes. Now let’s see what else we can notice. Watch as I hold my nose closed and say /m/. Now you try. What happens?

**Students:** Nothing comes out! You can’t say it.

**Teacher:** That’s right! When we say /m/, our lips are together blocking the air from coming out of our mouth. The air has to come out of our nose instead. Is /m/ a consonant or a vowel sound?

**Students:** A consonant sound because the air is blocked.

**Teacher:** Now put your fingers on your throat. Is /m/ a voiced or unvoiced sound?

**Students:** /m/ is voiced because there is a vibration.

## Step 2: Phonics (Graphemes and Letter Names)

**Teacher:** Great! Now let’s look at these words. [Teacher shows printed words] Notice that all of these words begin with the letter *m*. What was the first sound we just identified in all these words, *map, mid, mob*?

**Students:** /m/

**Teacher:** [Teacher shows the grapheme card. A keyword image can be shown as a scaffold.] This is the letter *m*. The key word is *map*. *m* spells the sound /m/. Say it with me: *m*, *map*, /m/.

**Teacher & Students:** *m*, *map*, /m/

## Step 3: Handwriting (Letter Formations)

**Teacher:** Now, let’s practice writing *m*. Watch me first. [Teacher demonstrates proper letter formation.] I start here. I go down to the bottom line, trace back up to the dotted line, and make a hump, and then back up to the dotted line again and make another hump. Now let’s try it together.

**Teacher & Students:** Go down to the bottom line, trace back up to the dotted line, and make a hump, and then back up to the dotted line again and make another hump.

**Teacher:** Very good. What spells /m/?

**Students:** *m* spells /m/

**Teacher:** Watch as I write and name the letter that spells /m/. *m* spells /m/ [Teacher demonstrates proper letter formation while naming the grapheme.] Now you try. What letter spells /m/?

**Students:** *m* spells /m/ [Students practice writing and naming the grapheme.]

**Teacher:** Great job! [Teacher shows the grapheme card.] Today, we learned the letter-sound pattern for *m*. What sound does *m* spell?

**Students:** *m* spells /m/