

Explicit Phonics Lesson Sequence

Adapted from: Honig, Bill, Linda Diamond, Linda Gutlohn. Teacher Reading Sourcebook Second Edition. Novata, California: Arena Press, 2008

1. **Develop Phonemic Awareness (2 Minutes) Phoneme Blending.**
A variety of phonemic awareness activities help students make sense of the alphabetic principle and develop their phonics skills.
2. **Introduce Sound/Spelling, syllable type, or morpheme (2 minutes).**
Phonic elements are explicitly taught in isolation.
 - a. Use sound spelling card, syllable card, morpheme card
 - b. Use focus board
3. **Blend Words. (15 words minimum)**
Blending in explicit instruction and practice in sounding out and reading words. Use the level of blending needed to support your learners.
 - a. Sound By Sound
 - b. Continuous
 - c. Spelling Focused
 - d. Whole word Reading
4. **Build Automatic Word Recognition (high frequency words) – Only in Place to ensure no mistakes on the decodable text. Use the See-Say-Spell-Say Strategy.**
Activities to develop automaticity focus on the rapid and effortless decoding and reading of words in isolation.
 - a. Temporary non-decodable
 - b. Permanent non-decodable.
5. **Apply to Decodable Text (application of skills). 15 minutes for on grade level, 30 minutes for at risk students.**
Opportunities to practice reading and rereading decodable text to develop automaticity.
6. **Word Work for Decoding and Encoding – Orthographic Mapping**
Orthographic mapping involves the formation of letter-sound connections to bond the spellings, pronunciations, and meanings of specific words in memory. This is the formative assessment needed to group students for small group.

What might a lesson look like? Below is a phonics lesson written with the decodable text Mat from the Bob Book Series box 1. When planning have the decodable text the students will be reading beside you and fill in accordingly.

Explicit 6-Step Phonics Lesson

Using A Bob Book

<p>1. Phonemic Awareness (2 minutes) Mat, Sam, sat “The sounds in my word are /m/ /a/ /t/. And my word is Mat.”</p>																	
<p>2. Letter Sound Connection (3 minutes) a. Sound Spelling Card : Mm Aa Tt Ss Using the sound spelling card “Picture is, Sound is, Spelling is”</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td>M</td><td>t</td><td>S</td><td>a</td></tr> <tr><td>s</td><td>T</td><td>m</td><td>s</td></tr> <tr><td>a</td><td>t</td><td>m</td><td>a</td></tr> <tr><td>S</td><td>a</td><td>t</td><td>m</td></tr> </table>	M	t	S	a	s	T	m	s	a	t	m	a	S	a	t	m
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<p>b. Focus board (see right) – “When I point to the left think of the sound in your head. When I tap under the letter, say the sound for as long as I hold my finger under the letter.”</p>																	
<p>3. Word Reading (12-15 words) Continuous Blending and correcting with Sound by Sound.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td>Mat</td><td>Sam</td><td>sat</td><td>Mat</td></tr> <tr><td>Sam</td><td>sat</td><td>Mat</td><td>Sam</td></tr> <tr><td>sat</td><td>Mat</td><td>Sam</td><td>sat</td></tr> </table>	Mat	Sam	sat	Mat	Sam	sat	Mat	Sam	sat	Mat	Sam	sat				
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<p>4. Non-Decodable Words (Say Spell Say) “This word is on. What this word? Let’s spell this word. O N. Word? on.”</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td>on</td></tr> </table>	on															
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<p>5. Decodable Text – At least 15 minutes or 3 times through. “Put your finger under the first word. Read a word each time I snap my finger.”</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr><td>Mat. Mat sat. Sam. Sam</td></tr> <tr><td>sat. Mat sat. Sam sat. Mat</td></tr> <tr><td>sat on Sam. Sam sat on</td></tr> <tr><td>Mat. Mat sat. Sam sat.</td></tr> </table>	Mat. Mat sat. Sam. Sam	sat. Mat sat. Sam sat. Mat	sat on Sam. Sam sat on	Mat. Mat sat. Sam sat.												
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<p>6. Encoding (3-5 words) – Orthographic Mapping sat, Mat, Sam “The word is Sam. What’s the word? The sounds in Sam are /s/ /a/ /m/. How many sounds? 3, that’s right. Put 3 lines on your paper and on each line put the letter that will make people say the /s/ sound.</p>																	