

# Ease Into Phonics

## Phase 2

Preparation: Print Phase 2 Letter-Sound Pages. Print and cut out two copies Phase 2 Flashcards.

### Step 1, Introducing Consonant Letter-Sounds:

<b>b</b> as in boy	<b>c</b> (whisper the 'c' sound) as in cat	<b>k</b> (whisper the 'k' sound) as in kite	
<b>v</b> as in Valentine	<b>g</b> as in girl	<b>p</b> (whisper 'p') as in pig	<b>t</b> (whisper 't') as in tail

- With your student, pick out additional example words beginning with each letter-sound.
  - ◇ These should be words that are already in your student's spoken vocabulary. For example, you may choose words from familiar stories that you have read aloud to him or her.
  - ◇ If your student has dictated any Natural Language Stories and is learning to read them by rote, you can collect example words from those stories.
- Write the new example words on your student's letter-sound pages.
- Pronounce each example word, repeating the first sound for clarity: "buh-buh-buh-buh boy."
  - ◇ Say "Hear the 'buh'? buh-buh-buh-boy. buh buh buh buh" (Example words are for student to hear, not to read.)
  - ◇ TIP: Introduce just 2 or 3 new letter-sounds at a time, then go on to 'Learn the Letter-Sounds,' Step 3. Add new letter-sounds to the deck gradually, at the pace of your student's success.

### Step 2, Introducing a Vowel Letter-Sound:

**o** [short O]  
as in octopus, olive or hot

- With your student, pick out additional example words for 'short O.'
  - ◇ Collect example words from familiar read-aloud stories, or from Natural Language Stories your student is learning to read by rote.
- Write the new example words on your student's Letter-Sound Page.
- Pronounce each example word for your student, stretching out the vowel sound.
  - ◇ Say "O-o-o-octopus. Hear the o-o-o? [Pronounce as in 'octopus'] H-o-o-o-t. O-o-o-olive. . ."

### Step 3, Learn the Letter-Sounds.

#### **3a, Match the Letter-Sounds** (a preliminary step):

- Spread out two copies Phase 2 Flashcards on the table, face up, in mixed order.
- Hold up one of the flashcards, and name it. Say "Here is buh-buh-(boy). Find another buh."
- Student scans the cards on the table and finds the matching letter-sound.
  - ◇ TIP: You can give a lot of preliminary practice by repeating the sound as your student is looking for it. "Hmmm, 'buh, buh.' Where is that 'buh'? Do you see the buh?"

#### **3b, Find the Letter-Sounds** (a warm-up step):

- Spread Phase 2 Flashcards face up on the table, in mixed order.
- Say "Find buh."
- Student points to the letter-sounds you name.

### 3c, Name the Letter-Sounds (learn Rapid-Accurate Naming):

- Spread one set of Phase 1 and 2 Flashcards on the table, face up. Arrange them in two lines.
- Student names each letter-sound, in left-to-right, top-to-bottom order (the way we read).
- If your student forgets or makes an error, say “That’s ‘buh’” and student repeats correctly.
- VARIATION: Using a stopwatch, time your student’s accurate naming of the rows of sounds. (Penalize 1 second for each stumble or error.) Next day, warm up (step 3b and/or 3c) and then time some more trials: Can your student beat his or her ‘personal best?’
  - ◇ TIP: Before timing, give extra warm up rehearsal on any troublesome letter-sounds.
- VARIATION: Using duplicate letter-sound flashcards, play games like Memory Match or Go Fish. Or lay them out in a track shape and play a ‘board game’ with dice or a spinner. When you play games, be sure that each player names all the letter-sounds they use on their turn.
- TROUBLESHOOTING: If your student habitually stumbles or hesitates on certain letter-sounds, pull them out of the deck and rehearse them separately. Work with Matching, Finding and/or Naming (steps 3a, 3b and/or 3c) until your student names the letter-sounds easily. Then put them back into the deck.

### Step 4, Play With Sounds in Words. \*easier words begin with ‘stretchy’ sounds.

- Choose words made of letter-sounds your student knows.

*fat	bag	pat	*sat	*not	*lap	*van	got
*vat	*log	tag	*sap	*lot	cop	top	*rag
	bat	cap	*map	*zap	pop	*fog	

#### 4a: Blend Sounds Into Words

- Say, “Guess what word this is.” Pronounce the word, stretching or emphasizing each sound:
  - ◇ Easier words (with \*asterisks) begin with s-s-stretchy sounds.
  - ◇ More difficult: non-stretchy, or separated. “p a-a t”
  - ◇ TIP: Always practice at your student’s level of success.
- Student says the word.

#### 4b: Find the Letter-Sounds in Words.

- Write the letters needed for two or three words, in mixed order at the top of the student’s paper.
- Say “Point to the letter- sounds you hear.” Then:
- Pronounce a word one sound at a time, pausing after each sound *until student points to it*.
  - ◇ Say “p a-a t.”

#### 4c: Write the Letter-Sounds in Words.

- (Write the letter-sounds in mixed order at the top of the student’s paper.)
- Say “Copy the sounds you hear.”
- Pronounce the word, pausing after each sound *until student writes it*.
  - ◇ Say “p a-a t.”
- Student copies the letter-sounds, writing the word.
  - ◇ Easier: Play with one word at a time. Do step 4a and 4b, then 4c, with that same word.
  - ◇ TIP: If copying is too cumbersome, student can arrange flashcards into words instead.

Step 5, Mastery. The goals of Phase 2 are:

• **Rapid-Accurate Naming** of 14 consonant letter-sounds, short-A and short-O.

- Continue working with *steps the student can do successfully (3a, 3b and 3c)* until he or she can name each flashcard quickly, correctly and easily, day after day.

- |                            |                            |
|----------------------------|----------------------------|
| <input type="checkbox"/> f | <input type="checkbox"/> b |
| <input type="checkbox"/> l | <input type="checkbox"/> c |
| <input type="checkbox"/> m | <input type="checkbox"/> k |
| <input type="checkbox"/> n | <input type="checkbox"/> v |
| <input type="checkbox"/> r | <input type="checkbox"/> g |
| <input type="checkbox"/> s | <input type="checkbox"/> p |
| <input type="checkbox"/> z | <input type="checkbox"/> t |
| <input type="checkbox"/> a | <input type="checkbox"/> o |

• **Sound Blending** with 14 consonant letter-sounds, short-A and short-O.

- Continue working with *step 4a* until your student can blend these isolated spoken sounds into words:

- |                                |                                |                                |                                |                                |                                |                                 |                                 |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> f-a-n | <input type="checkbox"/> m-a-n | <input type="checkbox"/> r-a-n | <input type="checkbox"/> r-a-m | <input type="checkbox"/> S-a-m | <input type="checkbox"/> a-m   | <input type="checkbox"/> m-a-ss | <input type="checkbox"/> l-a-ss |
| <input type="checkbox"/> f-a-t | <input type="checkbox"/> b-a-g | <input type="checkbox"/> p-a-t | <input type="checkbox"/> s-a-t | <input type="checkbox"/> n-o-t | <input type="checkbox"/> l-a-p | <input type="checkbox"/> v-a-t  | <input type="checkbox"/> g-o-t  |
| <input type="checkbox"/> v-a-n | <input type="checkbox"/> l-o-g | <input type="checkbox"/> t-a-g | <input type="checkbox"/> s-a-p | <input type="checkbox"/> l-o-t | <input type="checkbox"/> c-o-p | <input type="checkbox"/> t-o-p  |                                 |
| <input type="checkbox"/> r-a-g | <input type="checkbox"/> b-a-t | <input type="checkbox"/> c-a-p | <input type="checkbox"/> m-a-p | <input type="checkbox"/> z-a-p | <input type="checkbox"/> p-o-p | <input type="checkbox"/> f-o-g  |                                 |

• **Early Spelling** with 14 consonant letter-sounds, short-A and short-O.

- Continue working with *steps the student can do successfully (4b and 4c)* until your student can select and copy the correct sounds easily as you say them.
- TIP: If writing is too cumbersome, your student can arrange letter-sound flashcards into words instead. Select from the words below.
- You don't need to use all of these words! Just make sure that your student can use each of the 16 letter-sounds so far.

- |                                |                                |                                 |                                 |
|--------------------------------|--------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> f-a-n | <input type="checkbox"/> m-a-n | <input type="checkbox"/> r-a-n  | <input type="checkbox"/> r-a-m  |
| <input type="checkbox"/> S-a-m | <input type="checkbox"/> a-m   | <input type="checkbox"/> m-a-ss | <input type="checkbox"/> l-a-ss |
| <input type="checkbox"/> f-a-t | <input type="checkbox"/> b-a-g | <input type="checkbox"/> p-a-t  | <input type="checkbox"/> s-a-t  |
| <input type="checkbox"/> n-o-t | <input type="checkbox"/> l-a-p | <input type="checkbox"/> v-a-t  | <input type="checkbox"/> g-o-t  |
| <input type="checkbox"/> v-a-n | <input type="checkbox"/> l-o-g | <input type="checkbox"/> t-a-g  | <input type="checkbox"/> s-a-p  |
| <input type="checkbox"/> l-o-t | <input type="checkbox"/> c-o-p | <input type="checkbox"/> t-o-p  | <input type="checkbox"/> m-a-p  |
| <input type="checkbox"/> r-a-g | <input type="checkbox"/> b-a-t | <input type="checkbox"/> c-a-p  | <input type="checkbox"/> z-a-p  |
|                                | <input type="checkbox"/> p-o-p | <input type="checkbox"/> f-o-g  |                                 |