

Ease Into Phonics

Phase 4

Preparation: Print Phase 4 Letter-Sound Pages. Print and cut out two copies Phase 4 Flashcards.

Step 1, Introducing Consonant Letter-Sounds:

ch (whisper)
as in chip

th (whisper) / **th**
as in think as in this

- 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 or stretching the first sound for clarity: “sh-h-h-oe.”
 - ◇ Say “Hear the ‘ch-ch’? Ch-ch-chip. Ch-ch.” (Example words are for student to hear, not to read.)
- Introduce **X** at the end of words. Say ‘ks-s-s.’ Add one or more ‘X’ words to the page.
box fox wax fax Max fix six mix

Step 2, Introducing a Vowel Letter-Sound:

u [short U]
as in up, uncle or cup

- With your student, pick out additional example words for ‘short U.’
 - ◇ 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 “u-u-up. Hear the u-u-u? [pronounce as in ‘up.’] Cu-u-up. U-u-u-uncle. . .”

Step 3, Learn the Letter-Sounds.

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

- Spread out two copies Phase 4 Flashcards on the table, face up, in mixed order.
- Hold up one of the flashcards, and name it. Say “Here is ‘ks-s’ [x]. Find another ‘ks-s.’”
- 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, ‘ks-s-s.’ Where is that ‘ks-s-s’? Do you see ‘ks-s-s’?”

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

- Spread Phase 4 Flashcards face up on the table, in mixed order.
- Say “Find ‘ks-s-s’ [x].”
- Student points to the letter-sounds you name.

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

- Spread one set of Phase 1 thru 4 Flashcards on the table, face up. Arrange them in 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 ‘ks-s-s.’” 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:

*shun	*hug	*jug	*mug	dug	*thin	*shut
*sun	gun	*run	*fun	bug	*rug	tug
*thud	*sub	chip	chum	chap	chop	chug
*this	*that	*rub	*fox	*wax	*fix	box
*mix	*fax	*six	*Max	bun	tub	*jug

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. “g u-u n.”
 - ◇ 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 “m-m i-i ks-s [x].”

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 “m-m i-i ks-s [x].”
- 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.
 - ◇ NOTE: If copying is too cumbersome, student can arrange flashcards into words instead.

Step 5, Mastery. The goals of Phase 4 are:

- **Rapid-Accurate Naming** of 23 consonant letter-sounds, short-A, short-O, short-I, short-U.
 - 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.

- | | | | |
|-----|-----|------|---|
| □ f | □ b | □ sh | □ ch |
| □ l | □ c | □ h | □ th |
| □ m | □ k | □ j | (suggest 'whispered' version, as in 'think.') |
| □ n | □ v | □ d | □ x [say 'ks-s'] |
| □ r | □ g | □ w | |
| □ s | □ p | □ y | |
| □ z | □ t | | |
| □ a | □ o | □ i | □ u |

- **Sound Blending** with 23 consonant letter-sounds, short-A, short-O, short-I, short-U.

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

- | | | | | |
|---------|----------|----------|----------|---------|
| □ s-u-n | □ p-i-n | □ f-i-n | □ ch-o-p | □ r-u-b |
| □ M-a-x | □ d-u-g | □ sh-i-p | □ z-a-p | □ w-a-g |
| □ r-i-p | □ th-i-s | □ w-a-x | □ h-u-g | □ n-a-p |
| □ t-i-p | □ b-o-x | □ th-i-n | □ f-o-x | □ g-o-t |
| □ h-a-t | □ c-a-sh | □ ch-i-p | □ r-u-b | □ s-i-x |
| □ s-u-n | □ p-i-n | □ f-i-n | □ sh-i-n | □ r-i-d |
| □ r-i-p | □ s-i-p | □ z-i-p | □ n-i-p | □ t-i-p |
| □ k-i-t | □ v-a-n | □ sh-u-t | □ h-o-g | □ f-u-n |

- **Early Spelling** with 23 consonant letter-sounds, short-A, short-O, short-I, short-U.

- 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. Don't use all of these words! Just make sure that your student can use each of the 23 letter-sounds so far.

- | | | | |
|----------|----------|----------|----------|
| □ f-a-n | □ m-a-n | □ r-a-n | □ r-u-g |
| □ h-u-g | □ b-a-g | □ f-u-n | □ s-a-t |
| □ n-o-t | □ g-u-n | □ d-o-t | □ g-o-t |
| □ s-u-b | □ l-o-g | □ t-a-g | □ s-a-p |
| □ l-o-t | □ c-o-p | □ t-o-p | □ D-o-n |
| □ w-a-x | □ b-o-x | □ f-o-g | □ d-o-g |
| □ j-a-m | □ p-i-n | □ th-i-n | □ sh-i-n |
| □ ch-u-m | □ k-i-d | □ sh-i-p | □ w-a-g |
| □ th-i-s | □ d-i-sh | □ w-i-t | □ f-i-n |
| □ d-i-p | □ r-u-n | □ c-a-sh | □ t-u-g |
| □ s-i-x | □ r-i-d | □ f-i-x | □ m-a-sh |
| □ j-i-g | □ k-i-t | □ b-u-g | □ z-i-p |
| □ f-a-x | □ w-i-g | □ w-i-ll | □ n-i-p |
| □ w-i-n | □ v-a-t | □ ch-a-p | □ r-u-b |
| □ f-o-x | □ ch-i-p | □ d-u-g | □ M-a-x |
| □ s-u-n | □ ch-o-p | □ ch-u-g | □ th-u-d |
| □ t-u-b | □ m-u-g | □ m-i-x | □ th-a-t |