Phonemic Awareness: Heggerty

Content Area: **English**
Course(s):
Time Period: **September**
Length: **Year Long**
Status: **Published**

Unit Overview

Heggerty Lesson Overview Weeks 7-10.pdf

Heggerty Lesson Overview Weeks 3-6.pdf

Heggerty Lesson Overview Weeks 25-35.pdf

Heggerty Lesson Overview Weeks 18-24.pdf

Heggerty Lesson Overview Weeks 11-17.pdf

Heggerty Lesson Overview Weeks 1-2.pdf

Enduring Understandings

Within this curriculum, you will teach 6-8 phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections.This curriculum is a supplemental resource to core literacy curriculum and phonics instruction. We recommend teachers implement the Heggerty lessons as an oral and auditory warm-up to phonics instruction. This will allow students to hear and work the sounds in words within the phonemic awareness lessons, and then match the sound to print during phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.The Heggerty lessons were designed to be delivered as whole group instruction with a unison response. Lessons should be taught daily and should last between 10-12 minutes. Teacher language and examples can be found on the left column of the lessons and the skill focus written across the page can be shared with students. This curriculum can also be used to support students that may require more practice or targeted instruction. Teachers can use the lesson index and scope and sequence within the preface pages of this curriculum to plan for small group instruction and target individual student needs.

Essential Questions

- What sound do you hear at the beginning/ end of the following word?
- Can you segment a particular word into syllables?
- What is the word if I say these three sounds: /d/ /o/ /g/?
- What happens if I change the first sound in bake to /l/?

Instructional Strategies & Learning Activities

- Rhyme Repetition
- Initial Phoneme Isolation
- Blending Compound Words
- Phoneme Isolation Final Sounds
- Segmenting into Words
- Adding words
- Deleting words
- Substituting Words

Videos and resources can be found at: www.heggerty.org/downloads

Integration of 21st Century Themes and Skills

Interdisciplinary Connections

This curriculum is a supplemental resource to core literacy curriculum and phonics instruction. Using Heggerty lessons, as an oral and auditory warm-up to phonics instruction is encouraged. Teachers should attempt to help their students integrate their phonemic awareness skills into all areas of literacy. As appropriate grade-level reading and writing is the goal of a sound phonemic awareness skills curriculum.

Differentiation

- Additional specific teacher language and additional examples for each lesson.
- small group instruction to target individual student needs.

Modifications & Accommodations

- Whole group lesson as part of Tier 1 instruction
- Small group or individual instruction: Specific skills can be taught to target instruction for Tier II or Tier III intervention

Formative Assessments

The assessments were created to inform teachers about a child's progress with phonemic awareness and they align to the progression of the skills within the curriculum. They can be downloaded from the website: www.heggerty.org/downloads

Form A

Form B

Form C

This phonological awareness assessment can be used to gather additional data for students who struggled with Form A of the Kindergarten Phonemic Awareness assessment. Phonological awareness activities work with larger units of oral language, including syllables and onset-rime, and are often easier for young learners. The results can inform your instruction when implementing the Heggerty Phonemic Awareness curriculum as part of daily literacy instruction. This assessment is not required to use the Heggerty Phonemic Awareness curriculum.

Kindergarten Phonological Awareness Assessment

Summative Assessments

The assessments were created to inform teachers about a child's progress with phonemic awareness and they align to the progression of the skills within the curriculum. They can be downloaded from the website: www.heggerty.org/downloads

Form A

Form B

Form C

Instructional Materials

- 3 Phonemic Awareness Assessments: Forms A, B, C for Kindergarten: www.heggerty.org/downloads
- Progress Monitoring Assessments: www.heggerty.org/downloads
- Card Pack and Alphabet Chart for Letter Naming
- Hand Motion video and hand motion printable guide

Standards

- **CCSS.ELA-Literacy.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

A. Recognize and produce rhyming words. Rhyme Recognition: Weeks 3-6, 11, 18, 23, 25-29, 34, 35 Rhyme Production: Weeks 7-8, 11-24, 30-35

B. Count, pronounce, blend, and segment syllables in spoken words. Blending syllables; counting syllables: Weeks 5-8 Segmenting syllables into spoken words: Weeks 5-8

C. Blend and segment onsets and rimes of single-syllable spoken words. Blend and segment onset-rime: Weeks 11-12 **Students blend and segment words into phonemes in weeks 13-35

D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) Isolating onset phonemes in words: Weeks 1-22, 34, 35 Isolating the final sound in words: Weeks 1-12, 23-27, 34, 35 Isolating the medial sound in words: Weeks 13-22, 28

E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Substituting the initial phonemes: Weeks 30-32 Substituting the final phonemes: Weeks 30-32 Substituting vowel sounds in words: Week 33-35 Adding and Deleting initial phonemes: Weeks 9-31 Adding and Deleting final phonemes: Weeks 32-35

	Phonological Awareness
L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
L.RF.K.2.A	Recognize and produce rhyming words.
L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.

L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.