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*fun*ēemics®
a phonemic awareness program

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WWW.FUNEMICS.COM

Welcome to *funēemics*[®]

a phonemic awareness program

Teach the foundational skill of phonemic awareness to small groups of pre-readers or struggling readers with the *Funēemics*[®] program. Students gain awareness of words, syllables, rhyming, phonemes, and phoneme manipulation using a research-based, scripted curriculum with interactive exercises displayed on an iPad[®].

Instructional level:

- » General instruction in preschool over the course of a year.
- » General instruction in kindergarten in the first half of the year.
- » A tier 2 or tier 3 reading intervention through second grade.
- » A complete home-schooling curriculum.

***Funēemics* provides:**

- » Instruction to meet all the Phonological Awareness Common Core State Standards.
- » A systematic intervention perfect for pre-readers or developing readers.
- » Carefully designed instruction based on research.
- » 59 ready-made lessons easily taught by a teacher or teacher assistant in 15-20 minutes a day.
- » Pre- and post-tests for recording individual progress.
- » Lessons displayed on one iPad, increasing opportunities for peer modeling.

Students:

- » Recognize and count words in a spoken sentence or phrase.
- » Recognize and produce rhyming words.
- » Count, pronounce, blend, and segment syllables in spoken words.
- » Blend and segment onsets and rimes of single-syllable spoken words.
- » Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words.
- » Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- » Take turns using interactive widgets on the teacher's iPad in a small group setting.

Phonemic awareness development continuum

The tasks in *Funēemics* follow the continuum below, with opportunities for repetition and formative assessments throughout.

Easiest

1. Students demonstrate awareness of words in spoken sentences and phrases.
2. Students demonstrate awareness of rhyme.
3. Students demonstrate awareness of syllables in spoken words.
4. Students demonstrate the ability to produce rhyming words.
5. Students demonstrate awareness of phonemes in spoken words.
6. Students demonstrate the ability to manipulate phonemes in spoken word.

Hardest

Scope & Sequence Chart

BOOK	1										2										3										4										5										6																			
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10										
LESSON	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
word isolation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																																																												
rhyme recognition		✓	✓	✓	✓	✓	✓	✓	✓	✓																																																												
rhyme discrimination		✓	✓	✓	✓	✓	✓	✓	✓	✓																																																												
rhyme production																																																																						
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Funēemics Correlation with Common Core State Standards Initiative

The Funēemics curriculum meets all of the Common Core State Standards for Phonological Awareness in kindergarten and grade 1.

Excerpt from English Language Arts Standards » Reading: Foundational Skills » Introduction (Common Core State Standards Initiative, 2014, <http://www.corestandards.org/ELA-Literacy/RF/introduction/>):

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading: Foundational Skills—Phonological Awareness

The standards listed below are reprinted from the Common Core State Standards Initiative website: <http://www.corestandards.org/> Each standard is followed by a list of the lessons of *Funēemics* that address the standard.

Kindergarten

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

CCSS.ELA-LITERACY.RF.K.2.A: Recognize and produce rhyming words.

(Book.Lesson) 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10

CCSS.ELA-LITERACY.RF.K.2.B: Count, pronounce, blend, and segment syllables in spoken words.

(Book.Lesson) 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

CCSS.ELA-LITERACY.RF.K.2.C: Blend and segment onsets and rimes of single-syllable spoken words.

(Book.Lesson) 4.1, 4.2, 4.3, 4.4, 4.5, 5.4, 5.5

CCSS.ELA-LITERACY.RF.K.2.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/.)

(Book.Lesson) 5.7, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12

CCSS.ELA-LITERACY.RF.K.2.E: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

(Book.Lesson) 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.4, 5.5, 5.9, 5.10, 6.10, 6.11, 6.12

Grade 1

CCSS.ELA-LITERACY.RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-LITERACY.RF.1.2.A: Distinguish long from short vowel sounds in spoken single-syllable words.

(Book.Lesson) 6.7, 6.12

CCSS.ELA-LITERACY.RF.1.2.B: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

(Book.Lesson) 4.1, 4.2, 4.3, 4.4, 4.5, 5.4, 5.5, 5.7, 5.9, 5.10, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10, 6.11, 6.12

CCSS.ELA-LITERACY.RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

(Book.Lesson) 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12

CCSS.ELA-LITERACY.RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

(Book.Lesson) 5.7, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.9, 6.10, 6.11, 6.12

Funēemics Correlation with Dynamic Indicators of Basic Early Literary Skills (DIBELS®)

First Sound Fluency (FSF)

Excerpt from DIBELS Next Assessment Manual (Dynamic Measurement Group, 2012, p. 39):

What is FSF? First Sound Fluency (FSF) is a new measure in DIBELS Next. FSF is a brief direct measure of a student's fluency in identifying the initial sounds in words. The ability to isolate the first sound in a word is an important phonemic awareness skill that is highly related to reading acquisition and reading achievement (Yopp, 1988).

The following are lessons in which students blend initial phonemes to a common ending:
(Book.Lesson) 4.1, 4.2, 4.3, 4.4, 4.5, 5.4, 5.5

The following are lessons in which students isolate the initial phoneme in a spoken word:
(Book.Lesson) 5.1, 5.2, 5.3, 5.6, 5.7, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10

Phoneme Segmentation Fluency (PSF)

Excerpt from DIBELS Next Assessment Manual (Dynamic Measurement Group, 2012, p. 55):

What is PSF? Phoneme Segmentation Fluency (PSF) is a brief, direct measure of phonemic awareness. PSF assesses the student's fluency in segmenting a spoken word into its component parts or sound segments. Using standardized directions, the assessor says a word and asks the student to say the sounds in the word. The assessor underlines each correct sound segment of the word that the student says A correct sound segment is any different, correct part of the word the student says. The total score is the number of correct sound segments that the student says in 1 minute. For example, if the assessor says the word fish and the student says /f/ /i/ /sh/, the student has completely and correctly segmented the word into its component sounds and the score is 3 correct sound segments. If the student says /ff/ /ish/, the score is 2 correct sound segments.

The following are lessons in which students segment words into individual phonemes:
(Book.Lesson) 5.7, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.9, 6.10, 6.11, 6.12

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Funēemics Correlation with Aimsweb®

Phoneme Segmentation Fluency (PSF)

The following are lessons in which students segment words into individual phonemes:
(Book.Lesson) 5.7, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.9, 6.10, 6.11, 6.12

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Key Features of a *Funēemics* Lesson Guide

The following examples highlight some of the key features of the lessons in the *Funēemics* program.

In each lesson, the teacher presents the featured tasks, using the script from the hand-held printed Lesson Guide, and one shared device in a small group setting. Students take turns manipulating the interactive widgets that may or may not be projected onto a larger screen. If each child has access to a device, these lessons are easily adapted so that all students can manipulate the interactive widgets at the same time.

Tips & Overviews

Tips for Teaching Book 6 Lessons

- » **Page numbers and pictures** in the Lesson Guide have corresponding page numbers and pictures in the Display Book. The words in bold are spoken by the adult.
- » **Correction Guide:** Unless otherwise noted, if a student responds incorrectly, model the appropriate response. After the student repeats the modeled response, state the directive again, giving the student another chance to respond. Whether the student responds correctly or incorrectly, continue by saying: *That was really difficult. Let's do it together now.* Then repeat the directive with the entire group responding in unison.
- » **Every time you see a vertical line** in the left margin, the text to the right of the line is a routine that will be repeated or that provides options based on how a student responds.
- » **A letter between slashes, such as /k/,** represents the sound, not the letter name. Be sure to say the sound without an added vowel. For example, say /k/, not /kuh/.
- » **The Question Mark pages** are formative assessments, meant to ensure students understand the material covered in the lesson. For more challenging or comprehensive assessments, test each student individually with all of the material; alternatively, you may use unfamiliar words to test the skills.
- » **Correct modeling of the blending of sounds** into words is essential. When teaching students to blend continuous sounds into words, touch under the first icon and hold the sound. Then loop your finger to the next icon, blend to the next sound, and hold it. Continue in this way until you have touched each icon and blended the word sound-by-sound. To blend a stop sound, move quickly from a stop sound to blend with the next continuous sound. Don't attempt to hold a stop sound, and don't repeat the stop sound over and over. For example, in the word DOG, the /d/ and /g/ have to be said quickly, while the /o/ will be stretched: DOOOG. Make sure to transition from one sound to the other smoothly, never stopping between sounds.
- » **When asking students to put their thumbs up,** give them time to think; wait for several thumbs to go up before calling on a student. The word WAIT follows each directive to put up a thumb, as a reminder to do so.

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Book 6
Tips for Teaching

The *Tips for Teaching* are printed on both sides of the back cover flap so that they can be seen and referenced at a glance when used as the bookmark to the lesson. When teaching the lesson, use the flap as a sturdy back cover so that the hand-held book can be flipped over to reference the *Tips* easily.

PAGE 67

BOOK 6, LESSON 8: OVERVIEW



Status: ➔ First lesson on skill
👤 Modeling provided
🔗 Additional practice: similar difficulty

Focus: Phoneme segmentation
Initial phoneme isolation and deletion

Rhyme: *The Farmer in the Dell*

Tasks: 🔗 Students segment words into phonemes.
👤 Students identify the initial phoneme in a spoken word.
➔👤 Students delete phonemes from words, specifically initial phonemes.

Tips: » Refer to the *Tips for Teaching* on the cover flap of this book for the Correction Guide and other valuable tips.
» Icons inside the widget will change color if you touch them. When pointing to them, be sure to point above or below, but do not directly touch them unless instructed to do so.
» This lesson uses several possibly unfamiliar idioms and words that you may want to discuss or review with your students: DELL: a secluded, small valley; DERRY-O: a nonsense word; KNIGHT IN SHINING ARMOR: a person held in high regard; HER HEART ACHES FOR HIM: she loves him or years for him.

Extra Practice: As a follow up to the lesson, throughout the day, say one-syllable words. Ask students to say each sound of the word. Then call on students to say the word without saying the first sound.

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Book 6, Lesson 8
Page 67

Each lesson begins with a Lesson Overview, where you can find the status of the lesson (first introduction of skill, etc.), the focus of the lesson, rhymes or songs used, specific tips for teaching the lesson, and suggestions for extra practice to be used as a follow up to teaching the lesson.

Lesson Pages & Formative Assessments

PAGE 68

The farmer in the dell, the farmer in the dell, hi-ho, the derry-o, the farmer in the dell.

Listen: FARMER. Everyone, say the word. Ready?
Students say FARMER in unison.

Say each sound in FARMER. Ready?
Students say /f/.../ar/.../m/.../er/ in unison.

Touch lower icon to open widget.

Here are the four sounds in FARMER.

Put your thumb up when you know the first sound you hear in FARMER. Wait. Call on a student (/f/).

The first sound is /f/. Now I'm going to take it away. Touch the first icon, turning it to a shadow. **FARMER becomes ARMER.**

Taking away the first sound is really difficult to do!

Touch the first icon to bring back the color.
Point below each icon while saying /f/.../ar/.../m/.../er/.

Point to the first icon. **This icon, the first sound, says /f/.**


Touch the first icon to shadow it.

Without the /f/, I only have /ar/.../m/.../er/.


Loop your finger from sound to sound while saying **ARRRMMERRR.**

Slide quickly below the icons. **ARMER.**

Everyone, say FARMER without saying /f/. Ready?
Students say ARMER in unison. **Yes, ARMER.**

Touch  to exit widget.

This FARMER is someone's "knight in shining ARMOR!"




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Book 6, Lesson 8
Page 68

Each lesson is approximately five to ten pages, depending on the difficulty of the focused task. The page number and picture in the Lesson Guide has a corresponding page number and picture in the student materials. **The words in bold are spoken by the adult.**

PAGE 76

REVIEW: In a small group setting, use the words from the inset below to complete the following exercise. Call on a different student to complete the exercise for each word. With more than eight students, repeat the words so that each student has an opportunity.



Time for the Question Mark page!

This time we'll do it without the icons.

Listen: _____. (Ex: FARMER)

Everyone, say the word. (Ex: Students say FARMER in unison.)

[Student's name], say each sound in _____.
(Ex: ...in FARMER. Student says /f/.../ar/.../m/.../er/.)

Say _____ without saying the first sound, /_/. (Ex: Say FARMER without saying the first sound, /f/. Student says ARMER.)

FARMER	/f/.../ar/.../m/.../er/	ARMER
TAKES	/t/.../ā/.../k/.../s/	AKES
BABE	/b/.../ā/.../b/	ABE
NURSE	/n/.../ur/.../s/	URSE
DOG	/d/.../o/.../g/	OG
CAT	/k/.../ā/.../t/	AT
MOUSE	/m/.../ou/.../s/	OUSE
CHEESE	/ch/.../ē/.../z/	EEZ

If students experience difficulty, go on to Lesson 9, as Lesson 9 also works on phoneme deletion. Deleting the final phoneme is sometimes easier for students, so Lesson 9 may provide success for struggling students, and reviews initial phoneme deletion as well. If, after Lesson 9, students continue to experience difficulty, repeat both lessons. But keep it fun, much like rereading a favorite book. Be sure to stay positive.

Continue to use the *Extra Practice* tips from the Lesson Overview to reinforce phonemic skills throughout the day.

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Book 6, Lesson 8
Page 76

The Question Mark pages are formative assessments, meant to ensure students understand the material covered in the lesson. For more comprehensive or challenging assessments, test each student individually with all of the material; alternatively, you may use unfamiliar words to test the skills.

Sample Page of *Funēemics*

Book 1: Word Recognition

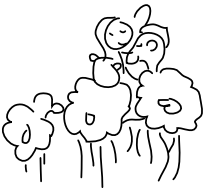
Page 55 from Lesson 6 of 10

Outcome: Students demonstrate awareness of words in spoken sentences and phrases.

PAGE 55

Remember to treat multi-syllabic words as one unit of meaning: WAGGING, BEHIND.

Look at the picture.



Listen. WAGGING THEIR TAILS BEHIND THEM.

Everyone, say the words. Ready?
Students say WAGGING THEIR TAILS BEHIND THEM in unison.

Listen. Pause between words.

wagging ...
their ...
tails ...
behind ...
them ...

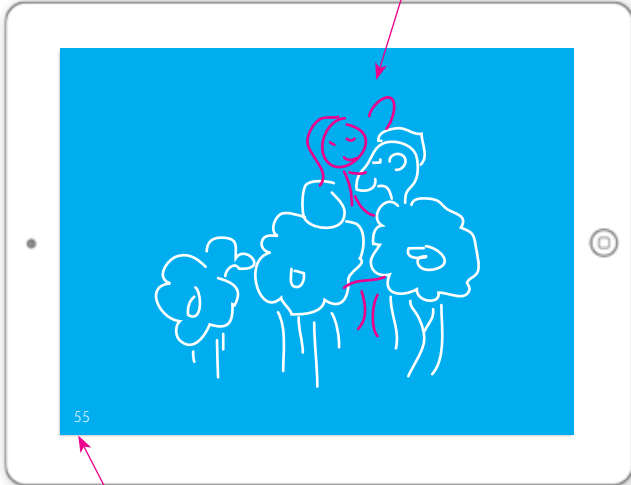
Everyone, stand up or sit down as you say each word.
Start by standing up with the word WAGGING. Ready?
Students do the task in unison.

Repeat as a group or individually until each student is able to do the task.

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Book 1, Lesson 6
Page 55

Display pages are designed in a colorful, whimsical, and child-friendly format, engaging children with delightful illustrations and interactive widgets.



Page numbers in the Lesson Guide correspond to those in the interactive book.

Students stand up or sit down as they say each word of the line.

Sample Page of *Funēemics*

Book 2: Rhyme Recognition Page 45 from Lesson 5 of 10

Outcome: Students demonstrate awareness of rhyme.

PAGE 45

All the king's horses and all the king's MEN.

These are MEN.

Everyone, say who these people are. Ready?

Students say MEN in unison.

Touch lower icon to open widget.

Point to each icon under the oval as you say its name.

Some, but not all, of these words rhyme with MEN.

Listen: PEN, TEN, CHAIR, WREN, SING.

Everyone, say each word with me when I point to its icon. Ready?

Say PEN, TEN, CHAIR, WREN, SING in unison with students.

Repeat the routine below until all have had a chance to move a word into the oval or until all of the rhyming words have been chosen.

Point to the line of icons. Choose a student. [Student's name], say a word from this line that rhymes with MEN. Student chooses a word from the icons.

Bring ____ into the oval. Student moves the icon into the oval.

Let's test it. MEN / ____ . Do these words sound the same at the end? Give student time to answer.

If correct: Yes, they sound the same at the end. They both end in EN. MEN rhymes with ____ . Ensure that all students can see the screen. Everyone, say this word that rhymes with MEN. Ready? Students say the word in unison.

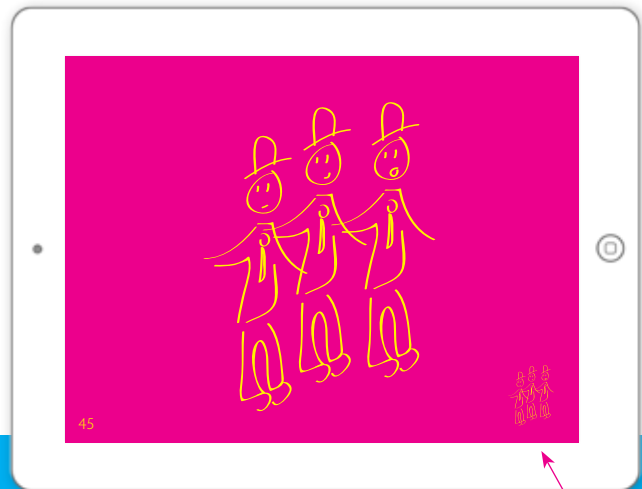
If incorrect: Oops! They don't sound the same at the end. MEN ends in EN, and ____ ends in ____ . They don't rhyme. Touch ⌂ to realign the icons. Try again. Find a word that rhymes with MEN. Give student time to answer and to bring the new word into the oval. Test again, as done above.

Repeat, touching ⌂ to realign the icons each time.

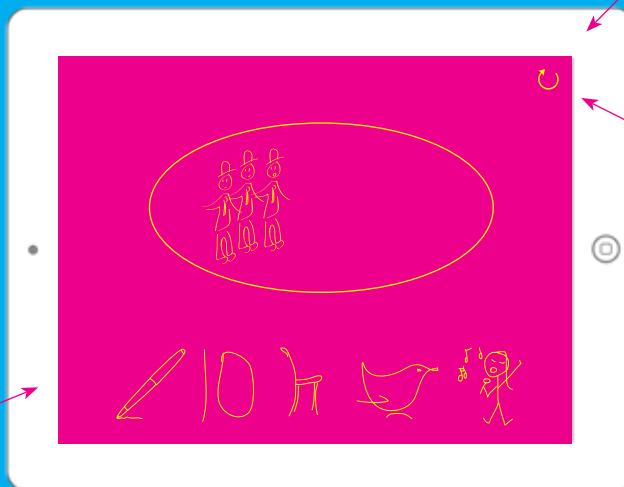
Touch ✕ to exit widget.

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Book 2, Lesson 5
Page 45



Touch the icon (above) to open an interactive widget (below).



Each widget includes a reset button.

Students take turns moving "words" that rhyme with MEN into the oval.

Sample Page of *Funēemics*

Book 3: Syllable Recognition

Page 67 from Lesson 8 of 8

Outcome: Students demonstrate awareness of syllables in spoken words.

PAGE 67

Chant. **BLUEBERRIES, BLUEBERRIES, yum, yum, yum. I like BLUEBERRIES in my tum!**



Everyone, say each syllable of BLUEBERRIES.

Ready? Students say BLUE...BER...EEZ in unison.

Today, we are going to say words without saying the first or last syllables, like we did in our previous lesson. But this time we will use three-syllable words.

Touch lower icon to open widget.

Tap the **FIRST** icon so it changes to a shadow. **We're going to say BLUEBERRIES without saying the first syllable, BLUE.**

Everyone, say each syllable with me while I point to the icons, but whisper the first syllable, BLUE. Ready?

Point to each icon and whisper **BLUE**, then say **BER...EEZ** in unison with students. **Again: BLUE...BER...EEZ.**

Now say each syllable with me, but don't say the first syllable, BLUE, at all. Ready?

Point to last two icons, saying **BER...EEZ** in unison with students.


Without BLUE, this part just says BER...EEZ. Now I'll say it fast: BERRIES.

So when we say BLUEBERRIES without saying BLUE, we say BERRIES.

Everyone, say BLUEBERRIES without saying BLUE. Ready?

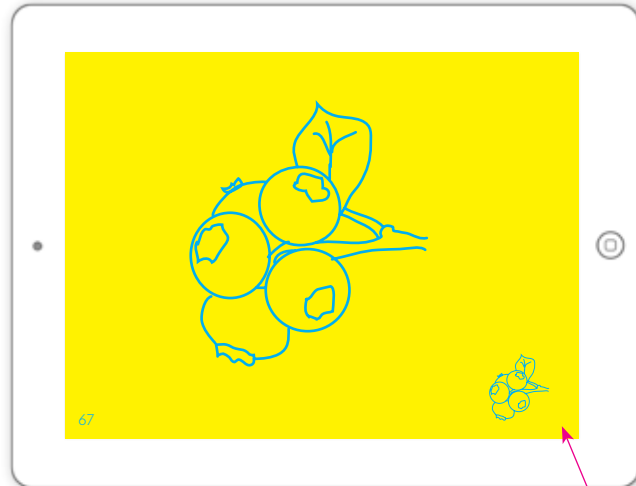
Students say BERRIES in unison.

Repeat the sequence, choosing different students to repeat the task independently, or do it as a group.

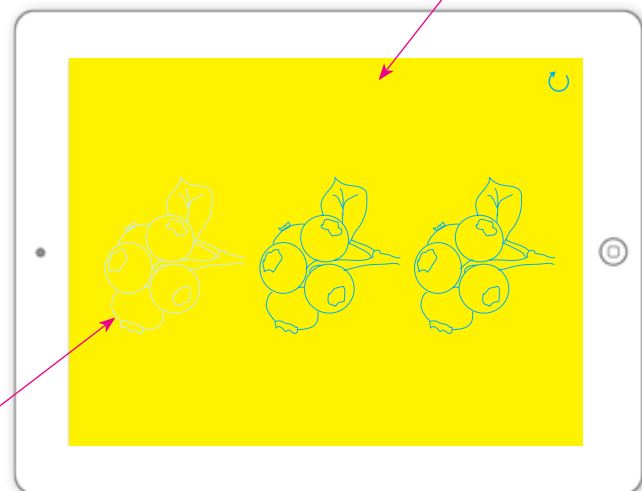
Touch  to exit widget.

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Book 3, Lesson 8
Page 67



Touch the icon (above) to open an interactive widget (below).



Tap the first syllable in BLUEBERRIES to shadow it.

Say BLUEBERRIES without saying BLUE. Students say BERRIES in unison.

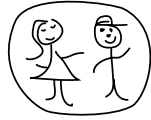
Sample Page of *Funēemics*

Book 4: Rhyme Production Page 8 from Lesson 1 of 10

Outcome: Students demonstrate the ability to produce rhyming words.

PAGE 8

Here is a picture of another word we are going to make that rhymes with **Ē**.



Let's find out what it is!

Touch lower icon to open widget. Point to the small filled icon, then the first large icon. **We have a new beginning sound.** Be sure to say this sound without an added vowel. **Now it says W̄W̄W̄.**

Everyone, say the beginning sound. Ready?

Students say W̄W̄W̄ in unison.

Point to the second large icon. **This part, the rime, still says Ē.**

I'm going to blend these two parts to make a new word that rhymes with Ē. I'll keep saying W̄W̄W̄ as I slide it over to blend with Ē. Listen and watch. W̄W̄W̄Ē.

Swipe icon back. **Again. Listen and watch. W̄W̄W̄Ē.**

Now I'll say it fast. Slide quickly below the icons. **WE.**

Swipe icon back. **Your turn.** Point to the first large icon. **Everyone, say the beginning sound. Ready?** Students say W̄W̄W̄ in unison.


Point to the second large icon. **Say the rime. Ready?**

Students say Ē in unison.

Blend the parts. Ready? Slide the first large icon over to the second. Students say W̄W̄W̄Ē in unison. If they break between the sounds, model the correct way of blending, then repeat.

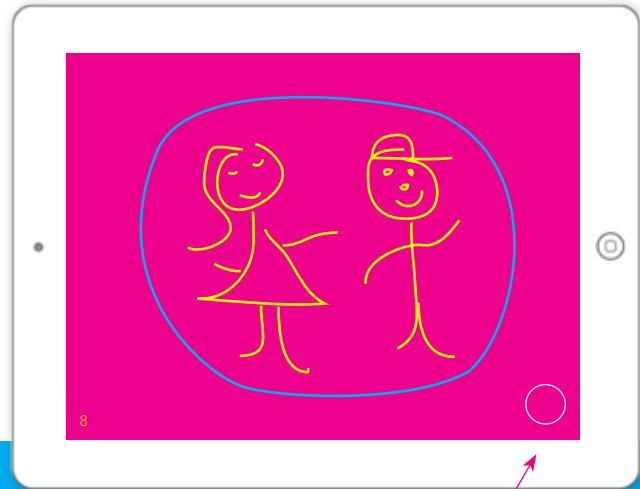
Say it fast. Ready? Slide quickly below the icons. Students say WE in unison. **Yes, the new word that rhymes with Ē is WE.**

Swipe icon back. Choose students to take turns identifying, then blending the parts while they manipulate the icons.

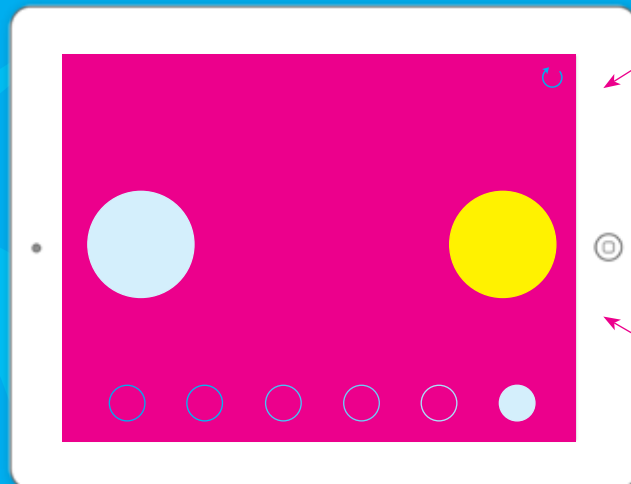
Touch  to exit widget. Point to the large picture. **WE. Now WE are in the circle. WE rhymes with Ē: WE, Ē. Everyone, say the word that rhymes with Ē. Ready?** Students say WE in unison.

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Book 4, Lesson 1
Page 8



Touch the icon (above) to open an interactive widget (below).



Students blend an onset with the common rime to make a new word.

Blend the parts. Ready? Slide the first large icon over to the second. Students say W̄W̄W̄Ē in unison.

Sample Page of *Funēemics*

Book 5: Phoneme Recognition


Page 9 from Lesson 2 of 10

Outcome: Students demonstrate awareness of phonemes in spoken words.

PAGE 9

Remember this tongue twister?

PETER PIPER PICKED A PECK OF PICKLED PEPPERS.



Put your thumb up when you know the first sound you hear in these two words: PETER PIPER. Wait. Call on a student (/p/).

Yes, the first sound of each word is /p/: P...P...PETER P...P...PIPER.

Now I'm going to change PETER PIPER.

Repeat the routine below with the following words/sounds.

SETER SIPER, /s/	FETER FIPER, /f/
BETER BIPER, /b/	KETER KIPER, /k/

Put your thumb up when you know what sounds I changed. Listen.

PETER PIPER: _____ (Ex: SETER SIPER)

Wait. Call on a student (Ex: YOU CHANGED THE /p/ TO /s/)

Yes, the first sound of each word is now /_/: _..._..._..._..._..._... (Ex: /s/: S...S...SETER S...S...SIPER.)

I changed the first sounds from /p/ to /_/. (Ex: /s/)

Everyone, say PETER PIPER, _____ (Ex: SETER SIPER).

Ready? Students say PETER PIPER, _____ (Ex: SETER SIPER) in unison.

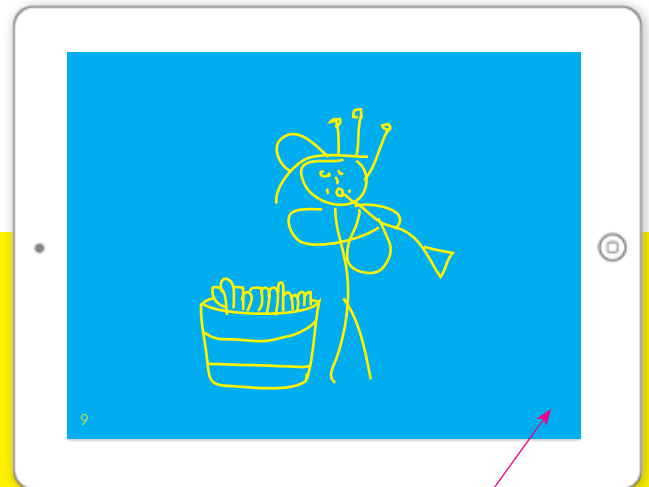
Put your thumb up when you know another word that begins with the sound /_/. (Ex: /s/) Wait. Call on one student. Student says a word that begins with the given sound.

Repeat routine with the words and sounds listed above.

Additional sounds to use for extra practice or when repeating the lesson include: /d/, /g/, /h/, /j/, /l/, /m/, /n/, /r/, /t/, /v/, /w/, /y/, /z/, /th/, /sh/, /ch/.

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Book 5, Lesson 2
Page 9



Not all lessons include an interactive widget.

Many opportunities for practice and repetition, both individually and as a group, are given throughout the lessons.

Sample Page of *Funēemics*

Book 6: Phoneme Recognition & Manipulation Page 68 from Lesson 8 of 12

Outcome: Students demonstrate the ability to manipulate phonemes in spoken words.

PAGE 68

**The farmer in the dell, the farmer in the dell,
hi-ho, the derry-o, the farmer in the dell.**

Listen: FARMER. Everyone, say the word. Ready?
Students say FARMER in unison.

Say each sound in FARMER. Ready?
Students say /f/.../ar/.../m/.../er/ in unison.

Touch lower icon to open widget.

Here are the four sounds in FARMER.

Put your thumb up when you know the first sound you hear in FARMER. Wait. Call on a student (/f/).

The first sound is /f/. Now I'm going to take it away. Touch the first icon, turning it to a shadow. **FARMER becomes ARMER.**

Taking away the first sound is really difficult to do!

Touch the first icon to bring back the color.

Point below each icon while saying /f/.../ar/.../m/.../er/.

Point to the first icon. **This icon, the first sound, says /f/.**

Touch the first icon to shadow it.

Without the /f/, I only have /ar/.../m/.../er/.

Loop your finger from sound to sound while saying

ARRRMMERRR.

Slide quickly below the icons. **ARMER.**

Everyone, say FARMER without saying /f/. Ready?

Students say ARMER in unison. **Yes, ARMER.**

Touch ☒ to exit widget.

This FARMER is someone's "knight in shining ARMOR!"

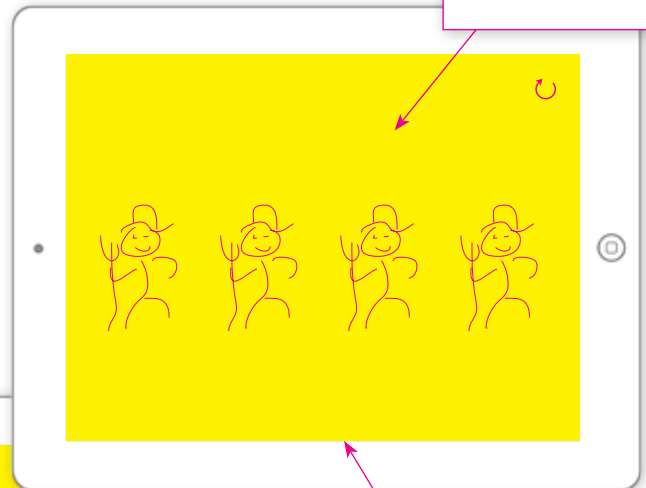


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Book 6, Lesson 8
Page 68



Touch the icon (above) to open an interactive widget (below).



Students say each sound in FARMER: /f/.../ar/.../m/.../er/.

Say FARMER without saying /f/. Students say ARMER in unison.

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Published by Read Naturally, Inc.

Program Author and Illustrator: Andrea Peterson

Program Editors: Karen McKenna, Karen Hunter

Cover Design: Andrea Peterson

The *Funēemics*® program was developed by Andrea Peterson.

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