

# The Superkids

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## Phonemic Awareness

Daily Lessons and Intervention

Grades K-2

**ZB** Zaner-Bloser



# Transform

## Students' Reading Through Phonemic Proficiency

The *Superkids Phonemic Awareness* curriculum provides 180 daily lessons for building the phonological and phonemic awareness skills students need to become successful readers. Lessons are fun and playful, take 10–12 minutes, follow consistent routines, and complement any literacy curriculum.

For more intensive instruction and practice with small groups or individual students, the curriculum includes intervention activities for all grade-level skills and precursor skills. Progress monitoring and periodic assessment help teachers identify which students need this extra support along their transformation journey.



## Components of The Superkids Phonemic Awareness

### Teacher's Guide

Each Teacher's Guide provides the instruction to teach phonological awareness, phonemic awareness, and other foundational language skills for the grade level.

- 180 daily lessons
- Assessment resources
- Intervention activities and reproducible masters



## The Superkids Difference

### Foundational

Phonemic proficiency is critical for literacy development. Students hone their sensitivity to the sound structure of language, which prepares them to make connections between spoken and written language.

### Explicit and Systematic

Using a gradual release of responsibility model, instruction builds from simple to complex and from large chunks, such as sentences and words, to phonemes.

### Engaging

Instruction is designed to spark curiosity and encourage experimentation with language. Playful hand motions and simple manipulatives support short, completely oral lessons.



### Phoneme Articulation Cards

The set of 46 cards is used to teach students to listen for and correctly produce the 44 phonemes of the English language and two blends.

- Illustration representing the featured sound
- Access to Phoneme Articulation Video
- List of words to practice saying the sound in initial, final, and medial positions

### Online Access to Phoneme Articulation Videos

Pronouncing some phonemes can be tricky, even for adults! (Say /g/, not "guh.") Phoneme Articulation Videos demonstrate and explain how to correctly use the tongue, lips, teeth, vocal box, and breath to form sounds.

Videos are accessed online and make modeling correct pronunciation a breeze.



### Daily Lesson

Each daily lesson takes 10–12 minutes and covers 2–3 skills.

### I Do/We Do/You Do Routine

Lessons use explicit instruction to introduce skills with an I Do/We Do/You Do format.

### Teaching Tip


Tips give teachers ideas and information to help make lessons run smoothly.

unit 16

Lesson 1

#### 1. Articulating Phonemes: /n/

Say to children: "Words are made of sounds. Today we're going to learn how the sound /n/ is made. Then we'll practice saying the sound."  
Show the phoneme articulation card and video for /n/. After the video, have children practice saying /n/ with you as explained on the back of the card.



#### 2. Deleting Initial Phonemes

Say to children: "We know how to break words apart into their sounds. Today we'll learn how to take away the sound at the beginning of a word to make a new word."

##### I Do

- "My turn first. Watch my hand as you listen."
- The word is **fan**. I can break fan into sounds: /f.../.../n/.
- The first sound in **fan** is /f/. I can take /f/ away from **fan**.
- Two sounds are left: /.../.../n/. I can blend them to make a new word: **an**.
- So **fan** without /f/ is **an**.
- An** is a word I know. I can use **an** in a sentence: *She ate an apple.*"

##### Hand Motions

Hold your left hand up in a fist (palm facing out) as you say the whole word. When you break the word into sounds, hold up your thumb for the first sound and your other fingers in sequence for each of the next sounds. Fold your thumb into your palm to illustrate taking away the first sound. Re-form your fist when you say the new word. Have children watch your hand motions without doing them with you.

##### We Do

- "Let's try it together. I'll do the hand motions for you to watch."
- The word is **leg**. Say it with me: **leg**.
- Listen to the sounds: /l.../.../g/. What's the first sound? (/l/)
- We can take away /l/.
- Say the new word with me: **egg**.
- Yes, **leg** without /l/ is **egg**.
- Here's **egg** in a sentence: *The hen laid an egg.*"

##### You Do

- "Now it's your turn. I'll do the hand motions for you."
- The word is **hit**. Say it. (*hit*)
- Listen to the sounds: /h.../.../t/.
- Take away /h/. New word? (*it*)
- That's right. Here's **it** in a sentence: *It is time for school.*"

#### English Learner Support

Speakers of Chinese and Arabic languages might confuse the /n/ and /ng/ sounds at the ends of words. To help children distinguish these sounds, provide extra practice with the /n/ and /ng/ articulation videos and with pronunciation of the example words on the phoneme cards.

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### Phoneme Articulation Card

A card and accompanying video are used to introduce new sounds.

### Hand Motions

Different hand motions help students attach a visual to what they are learning auditorily.

### English Learner Support

Tips help teachers connect to students' first language, build background knowledge, and target phonemes that might be difficult to produce or distinguish.

### Skills

Intervention is provided for all grade-level skills and precursor skills.

Intervention

#### Segmenting Compound Words

Use: Anytime after Unit 2, Lesson 2  
Materials: Two cards of the same size for yourself and each child. You can make cards using the Star Cards Master (page 345).  
Say to children: "We've learned how to blend two words together to make a compound word. Today we'll review how to break a compound word apart into its two smaller words."

##### I Do

- "My turn first. I'll use these cards to stand for each word in a compound word. Watch what I Do with my cards as you listen. [See directions in the Manipulatives box.]
- The compound word is **raincoat**.
- I can break **raincoat** into two words. The first word is **rain**. The second word is **coat**.
- Watch and listen as I Do it again: **raincoat**, **rain...coat**. Again: **raincoat**, **rain...coat**.
- I can use the word **raincoat** in a sentence: *I put on my raincoat to stay dry.*"

##### We Do

- "Let's try breaking a compound word together. [Give each child two cards.]
- Place your cards next to each other.
- The compound word is **hallway**.
- Say the compound word with me: **hallway**.
- Let's break the word apart. Pull your cards apart.
- Touch the first card and say the first word with me: **hall**.
- Touch the second card and say the second word with me: **way**.
- Let's try it again with the cards: **hallway**, **hall...way**. Again: **hallway**, **hall...way**.
- Here's the compound word in a sentence: *We will walk down the hallway to the lunchroom.*"

#### Manipulatives

Place two cards next to each other so they touch. Say the compound word. Slide one card to the side as you say the first part of the compound word. Slide the other card the other way as you say the second part of the compound word. (Replicate left to right directionality of print from children's perspective.) Slide the cards back together as you say the whole compound word. Teach children to use the cards the same way during "We Do."

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### Intervention Lessons

Every intervention lesson follows the full I Do/We Do/You Do script. ("You Do" portion of lesson is not pictured here.)

### Manipulatives

Elkonin Boxes and card manipulatives help to kinesthetically reinforce auditory lessons to introduce a new skill or for intervention.

## Additional Lesson Features

These features also appear throughout instruction:

### Connect to Phonics

Opportunities to connect sounds to letters or spelling patterns reinforce the importance of developing phonemic awareness for reading.

#### Connect to Phonics

After children segment the word **nail**, ask them to write in the air the letter that stands for the first sound in the word. Write the answer on the board. Confirm with children that **n** stands for /n/ at the beginning of **nail**. Repeat the steps after children segment **rain**.

### Progress Monitoring

Informal assessment opportunities at the end of each unit help teachers identify students in need of specific intervention.

#### Progress Monitoring

Teach the lesson in small groups so you can informally assess each child's skills. See the chart on page 289 for Intervention activities you can use later to address difficulties children might be having.

## Assessment

The curriculum includes five formal assessments per grade:

- Three longer assessments for use at the beginning, middle, and end of the year
- Two shorter assessments to use in the middle of each semester



# Grades K-2

## Phonological and Phonemic Awareness Skills

This overview chart indicates where a given skill is first introduced in each grade level.



	Skill Type	Skill	Grade K	Grade 1	Grade 2
PRE-PHONEME SKILLS	Sound & Language	Identifying Environmental Sounds	Unit 1		
		Recognizing Same or Different Sounds	Unit 1		
		Breaking Sentences Into Words	Unit 1		
		Identifying Beginning, Middle, End	Unit 1	Intervention	Intervention
		Learning the Alphabet	Unit 1		
		Reciting a Nursery Rhyme	Unit 2		
	Compound Words & Syllables	Blending to Make Compound Words	Unit 2		
		Segmenting Compound Words	Unit 2	Intervention	Intervention
		Identifying Same Word in Compound Words	Unit 3	Intervention	Intervention
		Recognizing and Counting Syllables	Unit 3	Intervention	Intervention
		Blending Syllables	Unit 3	Intervention	Intervention
		Segmenting Syllables	Unit 3	Intervention	Intervention
		Deleting Initial Syllables	Unit 4	Intervention	Intervention
		Deleting Final Syllables	Unit 5	Intervention	Intervention
	Adding Final Syllables	Unit 6	Intervention	Intervention	
	Onset & Rime	Blending Onset and Rime	Unit 5	Intervention	Intervention
		Segmenting Onset and Rime	Unit 5	Intervention	Intervention
		Recognizing Same Rime in Rhyming Words	Unit 6	Intervention	Intervention
PHONEME SKILLS	Basic Level	Articulating Phonemes	Unit 1	Review Unit	Warm-Up Unit
		Recognizing Alliteration	Unit 7		
		Isolating Initial Phonemes	Unit 7	Review Unit	Warm-Up Unit
		Isolating Final Phonemes	Unit 8	Review Unit	Warm-Up Unit
		Isolating Medial Phonemes	Unit 9	Review Unit	Warm-Up Unit
		Identifying Same Initial Phonemes	Unit 7	Unit 4	Warm-Up Unit
		Identifying Same Final Phonemes	Unit 8	Unit 5	Warm-Up Unit
		Identifying Same Medial Phonemes		Unit 11	Warm-Up Unit
		Categorizing Initial Phonemes		Unit 7	Warm-Up Unit
		Categorizing Final Phonemes		Unit 8	Warm-Up Unit
		Locating Phonemes		Unit 12	Warm-Up Unit
		Blending Phonemes	Unit 10	Unit 1	Unit 1
	Segmenting Phonemes	Unit 10	Unit 1	Unit 1	
	Advanced Level	Deleting Initial Phonemes	Unit 16	Unit 5	Unit 4
		Deleting Final Phonemes	Unit 18	Unit 6	Unit 5
		Adding Initial Phonemes	Unit 20	Unit 7	Unit 6
		Adding Final Phonemes	Unit 21	Unit 8	Unit 7
		Substituting Initial Phonemes	Unit 22	Unit 9	Unit 8
		Substituting Final Phonemes	Unit 23	Unit 10	Unit 9
		Substituting Medial Phonemes	Unit 24	Unit 11	Unit 10
Deleting Second Phoneme in Initial Blends			Unit 16	Unit 14	
Substituting Second Phoneme in Initial Blends			Unit 15		
Deleting First Phoneme in Final Blends			Unit 16		
Substituting First Phoneme in Final Blends			Unit 17		