

*funemics*<sup>®</sup>

Without direct instruction, phonemic awareness

- » Eludes 25% of middle class first graders
- » Higher numbers for less advantaged children
- » Without it: serious difficulties in reading & writing



**How many words?**

**Can you clap once for each word?**

**Notes**

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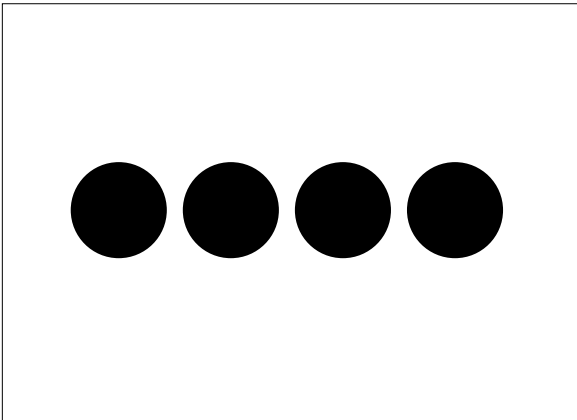
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**PHONOLOGICAL AWARENESS  
DEVELOPMENT CONTINUUM**

**Outcome #1**  
Students demonstrate awareness of  
words in spoken sentences and phrases.

- FIVE INSTRUCTIONAL COMPONENTS**
- » **Researched-based**
  - » **Effective**
  - » **Promote mastery**
  - » **Promote independence**

**Notes**

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*instructional*  
component #1

**ATTENTION TO SEQUENCING**

- » I taught a short & concise, carefully sequenced lesson

*instructional*  
component #2

**SEGMENTATION**

- » Broke sentence into individual words
- » Put the words back into a sentence

*instructional*  
component #3

**CONTROL OF TASK DIFFICULTY**

- » Gradually increased in difficulty
- » Eventually led to independence

*instructional*  
component #4

**MODELING**

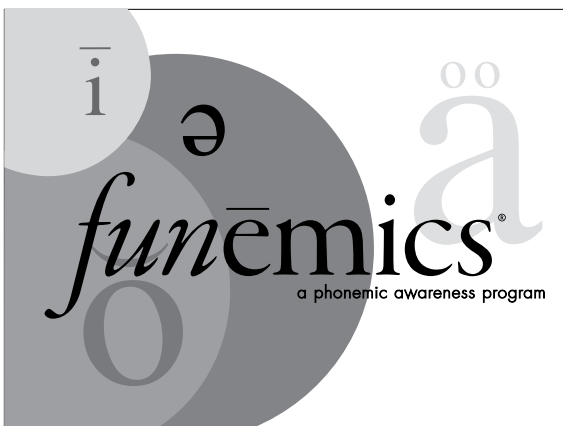
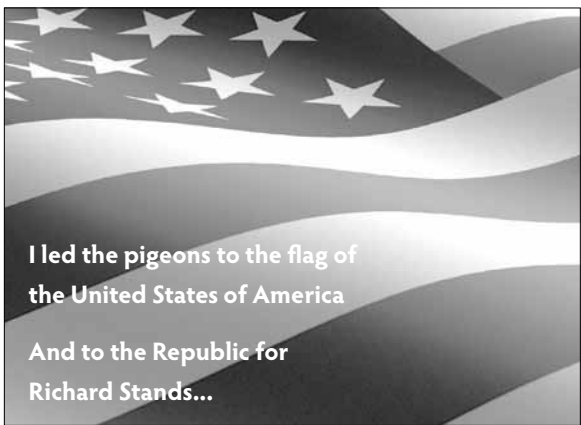
- » I said each word
- » You repeated the words with me
- » The group said each word together
- » You said the phrase independently

*instructional*  
component #5

**PRACTICE, REPETITION & REVIEW**

» **Repeated practice**

- **Group performed**
- **Individuals practiced**
- **Group performed again**



**Notes**

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**BREAKING DOWN SAM**

- » SAM
- » /s/ /a/ /m/
- » sssaaamm
- » SAM

**PHONOLOGICAL AWARENESS CONTINUUM  
CONSISTS OF 6 OUTCOMES**

**#1: STUDENTS DEMONSTRATE THE**

**Awareness of words  
in spoken sentences & phrases.**

**#2: STUDENTS DEMONSTRATE THE**

**Awareness of rhyme.**

**Notes**

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**#3: STUDENTS DEMONSTRATE THE**  
**Awareness of syllables**  
**in spoken words.**

**#4: STUDENTS DEMONSTRATE THE**  
**Ability to produce rhyming words.**

**#5: STUDENTS DEMONSTRATE THE**  
**Awareness of phonemes**  
**in spoken words.**

**#6: STUDENTS DEMONSTRATE THE**  
**Ability to manipulate phonemes**  
**in spoken words.**

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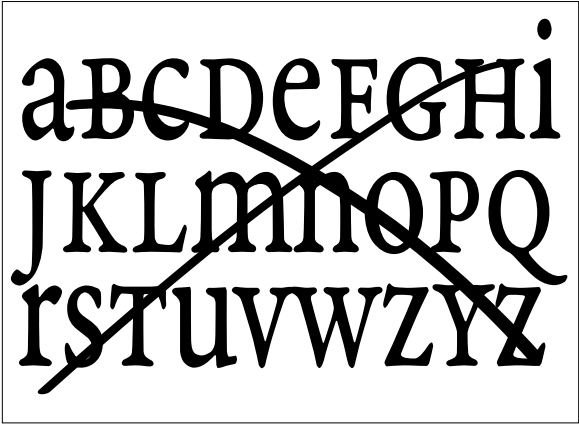
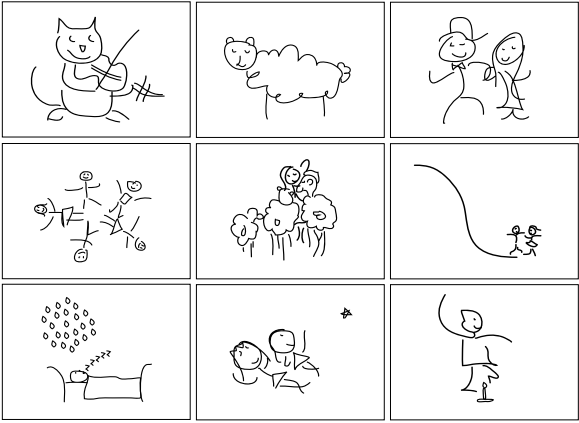
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**BENEFITS OF GRAPHEME FREE CURRICULUM**

- » Used as a precursor for reading
- » Taught alongside any reading program
- » Great tool for intervention



**Notes**

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LESSON 68: 15 minutes

**SETTING:**  
Group of 15+ children in a circle, preferably in a large classroom where they have space to do somersaults

**MATERIALS:**

- » 26 photographs Each should represent a common item or animal that starts with one of the 26 letters in the alphabet. You can find photos doing image searches on the internet. Print them out, and laminate them so you can re-use these at a later date.
- » 100 colored blocks
- » Spinner

**PHONEMICS = Sound Awareness**

**PHONICS = Letter/Sound Correspondence**







## CORRECTION GUIDE

1. Tell the student the answer
2. Have the student repeat the answer
3. Repeat the question or directive
4. Let the student try again
5. Validate the difficulty of the task
6. Repeat with whole group response

Page 247

**BOOK 4, LESSON 8: OVERVIEW**



**Goal:** • Introduction on all  
• Reading prepared  
• Additional practice on similar difficulty

**Focus:** Phoneme segmentation  
Initial phoneme addition and deletion

**Phonics:** The farmer in the duff

**Task:** If students segment words the phonemes  
of *farmer* correctly the initial phoneme is a spin wheel  
of phonemes. • *far* spins above phonemes from words, specifically  
with a vowel.

**Tip:** • Refer to the Tip for Teaching on the cover flap of this  
book for the Correction Guide and other resources that  
• Items inside the widget will change color if you touch them.  
When pointing to them, be sure to point above or below  
them, not inside them, to avoid touching them.  
• The browser uses several possible methods (those and  
word recognition) to read text. If you are using a screen reader,  
students (S1), available, read only S2(S1) C1 C  
to ensure word S2(S1) S1(S2) S2(S1) S2(S1) S2(S1)  
hold a long finger! S2(S1) S2(S1) S2(S1) S2(S1) S2(S1)  
Use or press for help.

**NOTE:** As a follow-up to the lesson, throughout the day, try one  
Phonics activity with the students to give each word of the word.  
Then call on students to use the word without using the file  
card.

© 2016 Read Naturally, Inc. Book 4, Lesson 8 Page 247

### Each lesson begins with a Lesson Overview, which states:

- » Status of the lesson
- » Focus of the lesson
- » Rhymes or songs used
- » Specific tips for teaching the lesson
- » Extra practice for follow up activities

Page 48

**The farmer in the duff, the farmer in the duff,  
he has the duff, he has the duff.  
Lesson FAR-ER. Everyone say the word FAR-ER.  
Lesson FAR-ER. Everyone say the word FAR-ER.**



**Tip:** Each student has a copy of the word card.

**Task:** Each student has a copy of the word card.

**Tip:** Each student has a copy of the word card.

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**Tip:** Each student has a copy of the word card.

**Task:** Each student has a copy of the word card.


### Each lesson:

- » Roughly 5-10 pages
- » Page # & picture corresponds to page # & picture in Display Book
- » Bolded script, as well as instructional notes



Page 25

**QUESTION MARK PAGE:**



**Tip:** Use this page as a group setting to use the words from  
the list to complete the following sentence. Call on a  
different student to complete the sentence for each word.  
With more time, students, repeat the words in that  
order to give them a challenge.

**Task:** Use the words from the list to complete the sentence.  
Use the words from the list to complete the sentence.

**Tip:** Use the words from the list to complete the sentence.

**Task:** Use the words from the list to complete the sentence.

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**Task:** Use the words from the list to complete the sentence.

### QUESTION MARK PAGE:

- » A formative assessment
- » Quick check of understanding of lesson
- » Can be used as an individual comprehensive test
- » May insert unfamiliar words to test the skills

**Notes**

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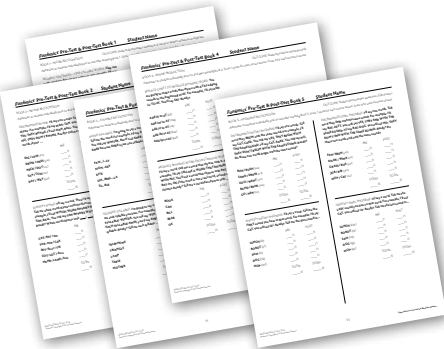
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**Scope & Sequence Chart**

BOOK	1						2						3						4						5						6					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
letters	✓	✓	✓	✓	✓	✓																														
word recognition	✓	✓	✓	✓	✓	✓																														
phonological awareness	✓	✓	✓	✓	✓	✓																														
fluency																																				
comprehension																																				

**Pre- and Post-tests**



**BE AWARE**

- » Early lessons introduce later skills
- » Mastery is important before skipping ahead
- » Take time to know the program

**IF THE STUDENTS ARE STRUGGLING**

- » Utilize the Extra Practice Tips
- » Repeat the lessons, much like a favorite book
- » Keep it FUN!

**Notes**

**Funemics® Classroom Assessment Data Collection Sheet**

Record students' total scores from the pre- and post-test of each Funemics book. Administer the pre- and post-test to students individually prior to and after teaching each book. Use this data to graph progress and to answer questions on meeting the targets.

Student Name	Scores	Book 1 Word Recognition			Book 2 Rhyme Recognition			Book 3 Syllable Recognition			Book 4 Rhyme Production			Book 5 Phoneme Recognition			Book 6 Phoneme Recognition and Manipulation			Total
		Pre	Post	Target	Pre	Post	Target	Pre	Post	Target	Pre	Post	Target	Pre	Post	Target	Pre	Post	Target	
Pre-test	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
Post-test	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Pre-test	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Post-test	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35

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# funēemics®

## funtastic student award

\_\_\_\_\_ has completed Book 1 of *funēemics*. This *funtastic* student has **demonstrated awareness of words in spoken sentences and phrases**. Share your *funtastic* student's accomplishments. Say a simple rhyme, phrase, or sentence. Clap once or throw a ball back and forth for each word. You could count the words with blocks or even spoons. Be creative and have fun!

Teacher's comments:

Teacher's Signature \_\_\_\_\_

**COMMON CORE STATE STANDARDS**

[www.funemics.com](http://www.funemics.com) - click on **SAMPLE** tab

**Funēemics®** meets all of the Phonological Awareness Standards for K-1

**TAUGHT IN SMALL GROUPS**

- » **No more than 6 children**
- » **Individual Attention**
- » **Small table**
- » **One shared iPad**







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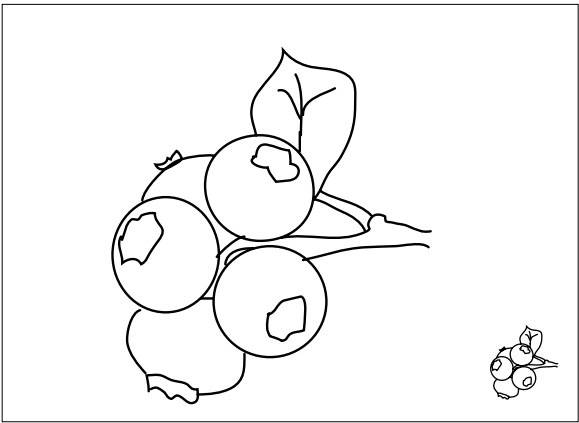
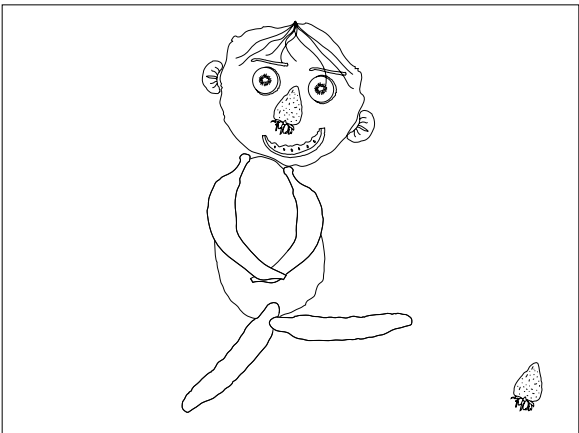
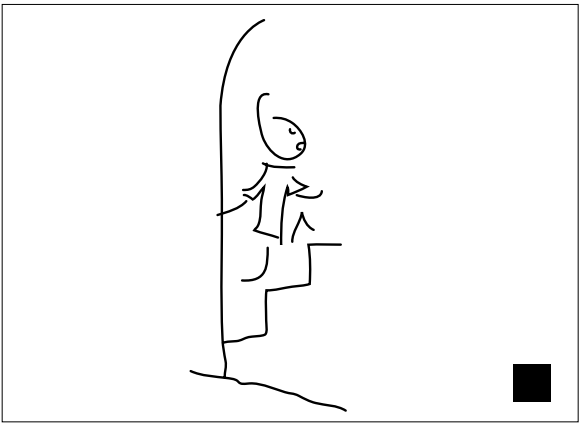
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*i* *ə* *ä*  
**funēemics**<sup>®</sup>  
a phonemic awareness program

DISPLAY BOOK 4  
RHYME PRODUCTION

4





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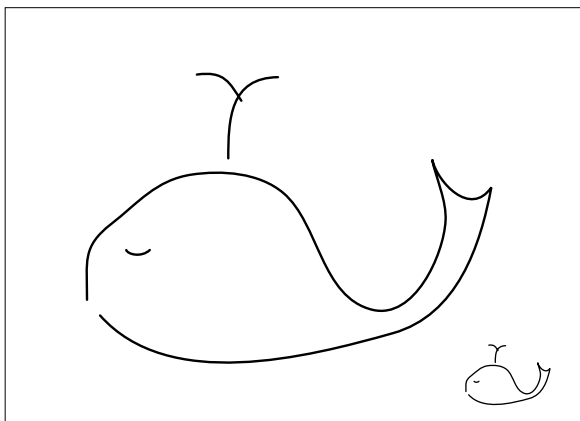
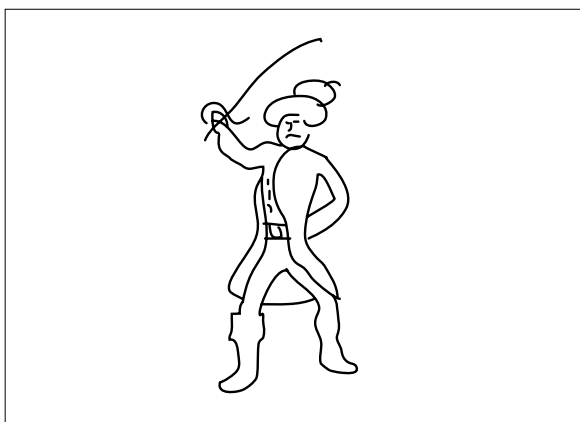
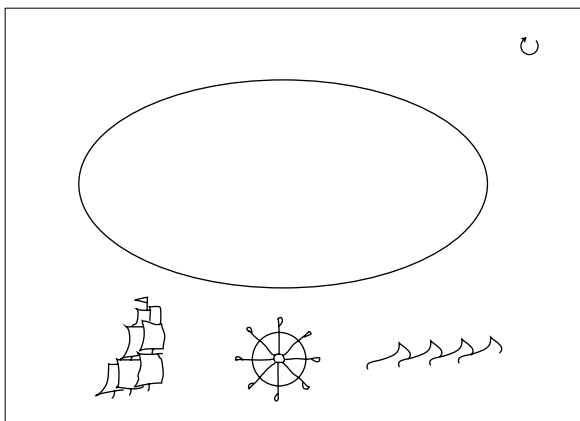
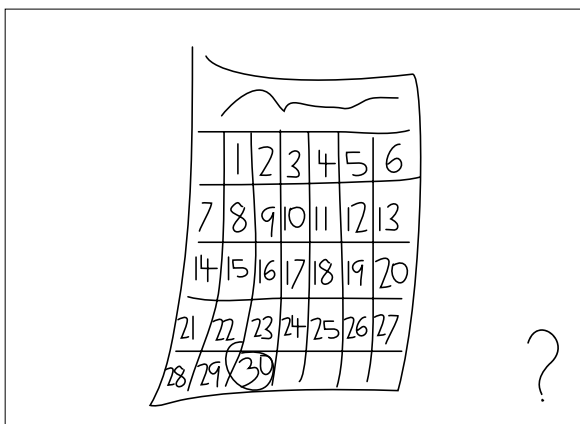
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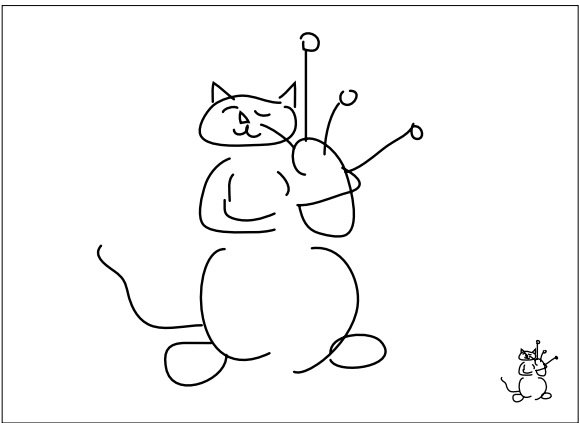
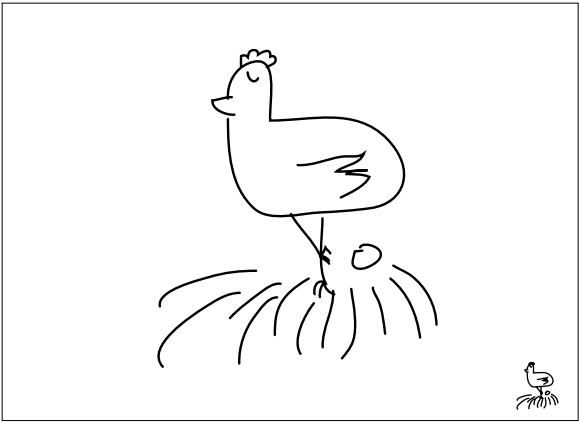
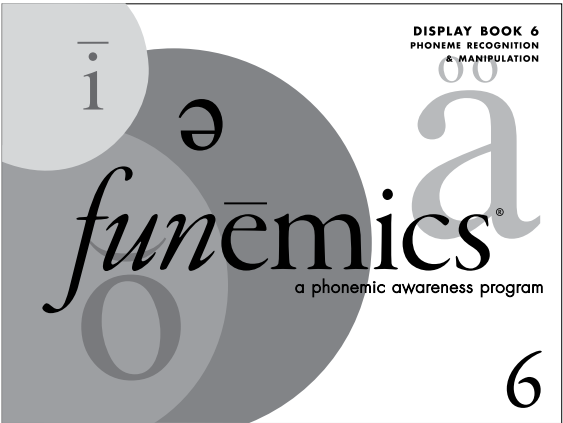
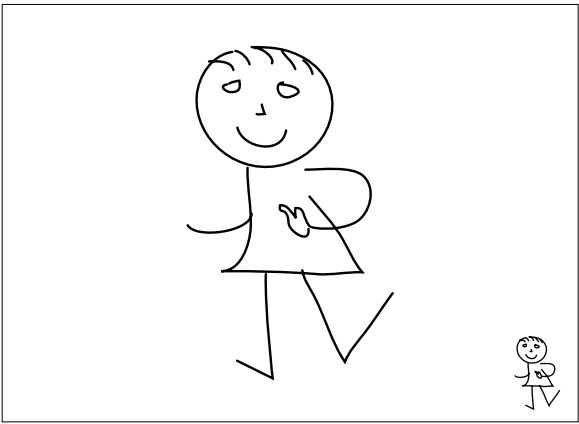
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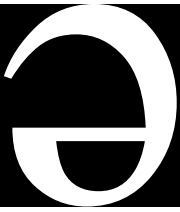


Notes

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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