

SCOPE & SEQUENCE

Purpose Statement: This program was developed for the purpose of facilitating phonemic awareness. It can be used with children anywhere from preschool age through first grade according to school systems' curricular goals and needs. It was developed to be taught sequentially with the letters of the alphabet. Each unit builds and incorporates skills taught in previous lessons. With phonological awareness, there is a hierarchy of skill development. In *'Ears To You!*, the hierarchy consists of phonological concepts. They are:

1. Sound/Production Repetition
2. Counting Words in Sentences
3. Counting Sounds in Words
4. Isolating Sounds in Words
5. Blending
6. Rhyming
7. Deletion
8. Substitution

This program can be used with any adopted reading program and at any time of day. It is recommended that phonological awareness be stimulated daily for at least ten minutes and that the progression of the hierarchy be offered in order. Multisensory activities have been developed to accompany each lesson. Teachers are encouraged to present each lesson using these activities.

A description of the hierarchy follows.

1. Sound Production/Repetition

This refers to teaching children how a sound or phoneme is shaped and produced in the mouth. For example, when teaching the sound /a/, you must pretend you are biting into an apple. All sounds have a visual demonstration, which will enable the students to understand how to produce the sound correctly. Multisensory cues will accompany each sound.

2. Counting Words in Sentences

This refers to listening to isolated words in sentences. We want children to learn to count sounds in words. In preparation, we first teach counting words in sentences. Sentences are made-up of separate words. When we put words together to tell or ask something, we make a sentence. For example, both the teacher and students will count the words in a sentence by clapping once for each word.

3. Counting Sounds in Words

This refers to listening to words and determining the number of sounds in a word. For example, the teacher will say, “/d/ /a/ /d/ (say the letter sound and clap one time for each sound); that says ‘dad’.”

4. Isolating Sounds in Words

This refers to sound segmentation. Once children can identify the number of sounds in a word, it is critical for them to isolate *where* sounds occur, specifically beginning, middle or end of the word. For example, the teacher will say, “kid”. Let’s count the sounds in “kid”, /k/ /i/ /d/. The teacher will have the students put a different colored square on Sounder for each sound in the word. Then the teacher will say, “What’s the beginning sound in ‘kid’?”

5. Blending

This refers to listening to isolated sounds and blending those sounds to make a word. For example, the teacher says, “What word do these sounds make?” /b/ /i/ /g/.

6. Rhyming

Rhyming refers to generating words with the same vowel and final sound in a word. This allows us to teach patterning, a skill needed for later spelling and reading.

7. Deletion

This refers to taking off a phoneme in a word. For example, the teacher says, “Say cat without the /k/.” The students answer, “at”.

8. Substitution

This refers to changing one sound or phoneme in a word to create a new word. For example, the teacher says, “Say bug. Change the first sound in bug to /m/.” The students answer, “mug”.

These steps will not be taught at one time; rather we will start with two skills and sequentially add from there.

- Sounds Production/Repetition begins in Lesson 1 and remains through all lessons.
- Counting Words in Sentences begins in Lesson 1.
- Counting Sounds in Words begins in Lesson 6. Before teaching the children to count the sounds in words, they must understand the concepts of *beginning*, *middle*, and *end*. These concepts will be taught prior to introduction of Counting Sounds in Words. Counting Sounds in Words will then remain throughout the lessons. At this time, we also lay the foundation for Isolating Sounds in Words and Rhyming Words by teaching the concepts of *same* and *different*.

- In Lesson 10, we introduce Isolating Sounds in Words. This too will then remain throughout each lesson.
- Blending is introduced in Lesson 12 and continued throughout.
- Rhyming is introduced in Lesson 14.
- Deleting Sounds is introduced in Lesson 16.
- Substituting Sounds from Words is introduced in Lesson 18.

Just as reading needs to be taught in a systematic manner, so does phonological awareness. This program, *Ears To You!*, has been laid out in a structured, cumulative, systematic, and multisensory fashion to ensure our students' success.