

## Phoneme Grapheme Mapping Directions

1. Give each student a phoneme/grapheme mapping sheet and colored disks (different colors if possible). In the beginning, give them only the number they need for the words you are working on. As they advance, they can have enough to fill a row of sound boxes and they will have to listen for the number they will use for each word.
2. Have students place the disks at the top of their paper (or directly above the set of sound boxes they will be working in)
3. Say: “We are going to spell words with \_\_\_\_\_ pattern. First we will say the word, then we will move a disk for each sound in the word into the sound boxes, one sound per box. Next, we will match each of the sounds in the word with the letter or letters that represent that sound. Lastly, we will say each letter name as we spell the word on the line.”

FOLLOW THIS PROCESS FOR EACH WORD:

Teacher says: “Our first word is \_\_\_\_\_. (example: “chip”)  
“What’s the word?” (Students repeat the word).

Teacher says: “Say and move the sounds in ‘chip’ (model pulling down a disk for each sound in the word as students follow along):

“/ch/ /i/ /p/” -- “What’s the word?” CHIP!



Teacher says: “How many sounds in ‘chip’? (3).

Teacher says: “Put your finger on the first sound in *chip*. What is the sound? (/ch/)

What letters represent this sound? (ch). Push the disk up and write the letters in the first box.

Teacher says: “Put your finger on the second sound. What is the sound? (/i/) What letter represents this sound? (i) Push up the disk and write it in the box.”

Teacher says: “Put your finger on the last sound. What is the sound? (/p/) What letter makes this sound? (p). Push up the disk and write the letter.”

Teacher says: “Point to each letter and say its sound, then blend the word (“/ch/, /i/, / p/, CHIP”). Now say each letter as you spell it on the line.”

C,H,I,P...CHIP.

*This process should be FAST PACED once students get the hang of it, but they should stay with you and not move ahead, particularly early on in the process.*

*Repeat with additional words that support the phonics concept students are practicing.*

### **Variation**

As students become more skilled:

- The disks can be removed and students can simply tap or mark the sound boxes with a pencil.
- Use less prompting. For example, say “Sound? Letter?”
- More advanced students can complete the process for each word independently with monitoring by the teacher.
- Consider using the words “phoneme” and “grapheme” instead of “sound” and “letter(s)”. Children can handle this more specific language if it is taught explicitly.

## Some hints for successful phoneme grapheme mapping:

These are SOUND boxes, so each box represents one sound in a word. This means that sometimes there will be more than one letter in a box to make a single sound. For example:

- \* consonant and vowel digraphs (i.e.-sh, th, wh, ck...ai, ay, ee, oa), trigraphs (dge, tch), vowel diphthongs (i.e.-oo, oi, ow, aw) and doubled consonants (i.e.-ll, ff, ss, zz) each take up one sound box.
- \*Silent “e” patterns use one box for the last two letters. The ‘e’ is offset to the bottom right corner of the box to show it is silent.
- \*The letter X stands for two sounds in a word, but is made by only one letter. If you are mapping words with the letter X, place the X on the line between two sound boxes to show that the letter represents two phonemes heard in the word.
- \*The letters ‘q’ and ‘u’ make two sounds in a word, but we want to show that they connect to make the /kw/ sound. When writing a word with a ‘qu’ spelling, use two boxes but write the ‘q’ close to the right hand line in one box and the ‘u’ close to the left hand line in the next box. This places them close together on the paper to recognize that they are connected to form the /kw/ sound.

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