## PHONEME /GRAPHEME SUPPORT CARDS

These phoneme/grapheme support cards were created by CDE to provide teachers easily accessible visual support tools for the initial introduction of phonemes to young learners. These are provided as a supplement to the "Teaching Early Literacy Skills Through Pandemic Precautions" document. A corresponding grapheme card is shared with all of the consonant phonemes and for introduction of short and long vowel phonemes. PLEASE NOTE that ONLY the most common phoneme/grapheme correspondence is provided, because the intention is to focus explicitly on phoneme articulation and connection to a common spelling pattern for this vocal sound. Once a phoneme has been explicitly taught, most students will not need additional support in articulation when additional spelling patterns are introduced.
> *Additional note: the phonemes /zh/ (as in the middle of "treasure") and the unstressed "schwa" (/ə/) were not included in these resources as their introduction for phoneme/grapheme correspondences is less likely in the early primary grades.

## References

Birsch, Judith \& Carreker, Suzanne. (2018). Multisensory Teaching of Basic Literacy Skills, 4th Edition. Baltimore: Paul H. Brookes Publishing Co.

Henry, Marcia. (2010). Unlocking Literacy: Effective Decoding and Spelling Instruction, 2nd Edition. Baltimore: Paul H. Brookes Publishing Co.

Moats, Louisa. (2010). Speech to Print: Language Essentials for Teachers, 2nd Edition. Baltimore: Paul H. Brookes Publishing Co.

[^0]/b/ - b bat, ball, web





/h/-h horse, hat, hook


/I/-I leaf, lime, pail

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/kw/-qu queen, quail, quilt





Short /ŭ/-u up, under, jug

Long /a/ - a acorn, apron, baby


Long /e/ - e eagle, eat, feet







Variant vowel /aw/
autumn, call, paw


Diphthong /oi/
oil, coin, toy







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