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" ($/ \frac{2}{9}$) were not included in these resources as their introduction for phoneme/grapheme correspondences is less likely in the early primary grades.

References

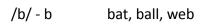
Birsch, Judith & Carreker, Suzanne. (2018). Multisensory Teaching of Basic Literacy Skills, 4th Edition. Baltimore: Paul H. Brookes Publishing Co.

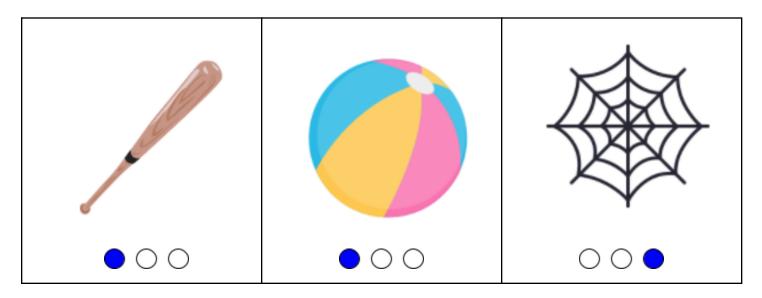
Henry, Marcia. (2010). Unlocking Literacy: Effective Decoding and Spelling Instruction, 2nd Edition. Baltimore: Paul H. Brookes Publishing Co.

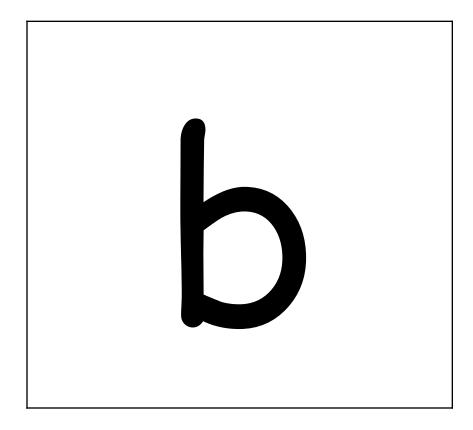
Moats, Louisa. (2010). Speech to Print: Language Essentials for Teachers, 2nd Edition. Baltimore: Paul H. Brookes Publishing Co.

*All images included in this document are free images from canva.com following the terms of the site's <u>Free</u> <u>Image License Agreement.</u>

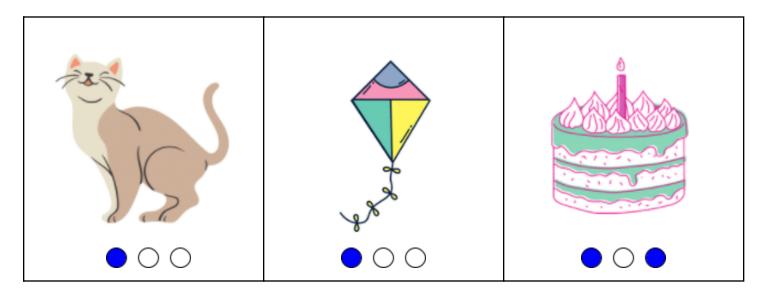


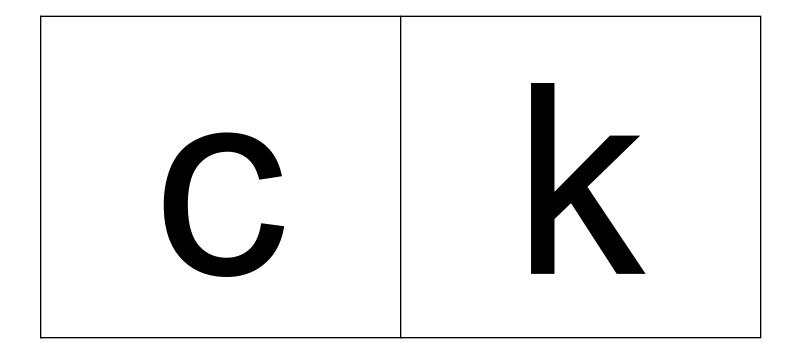




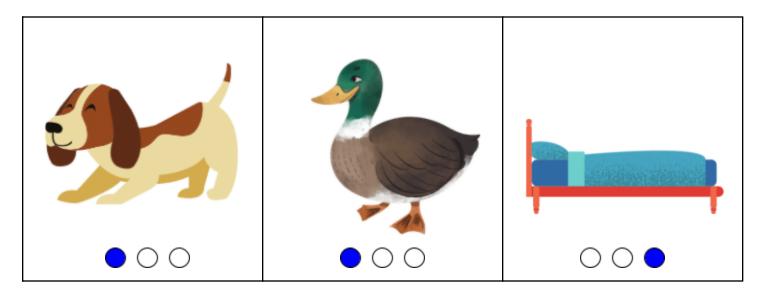


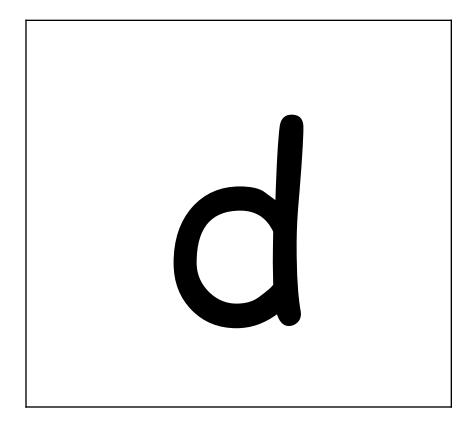




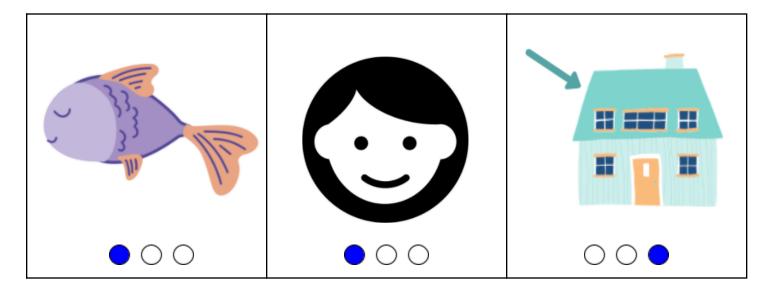


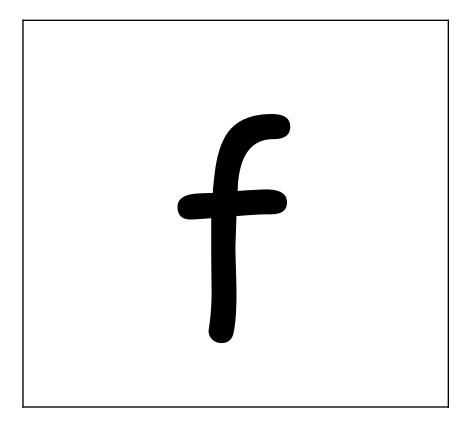




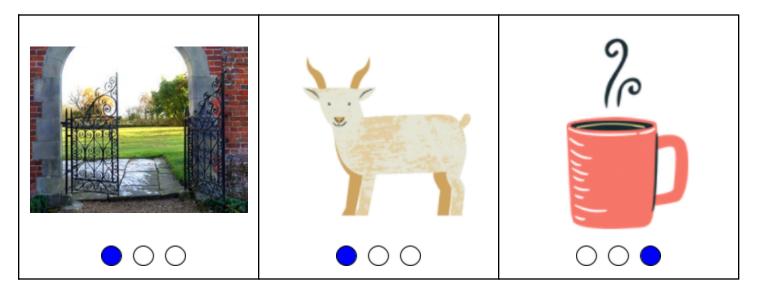


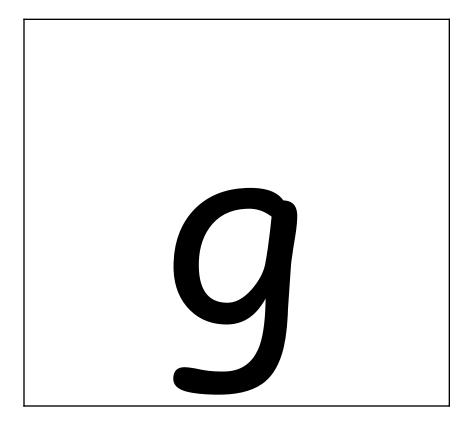




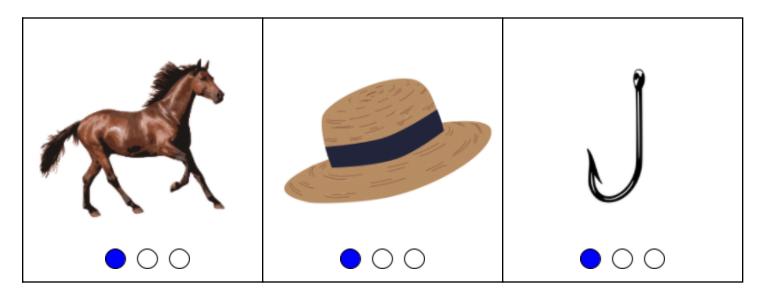


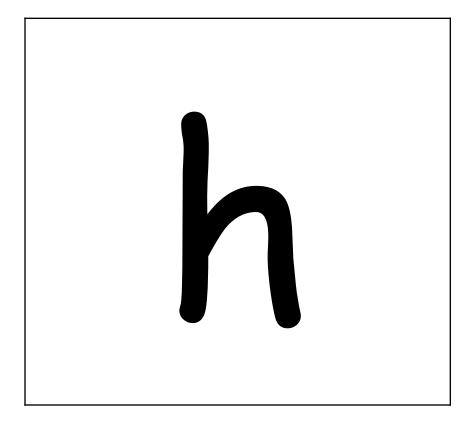




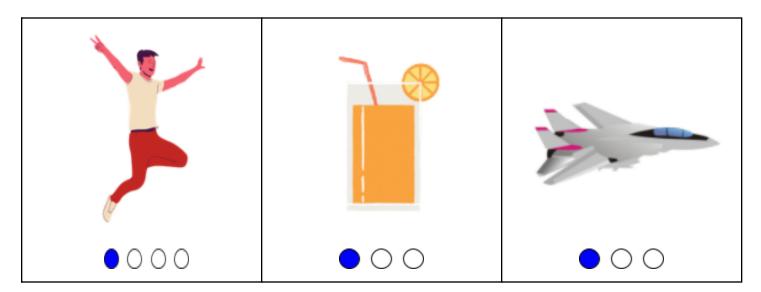


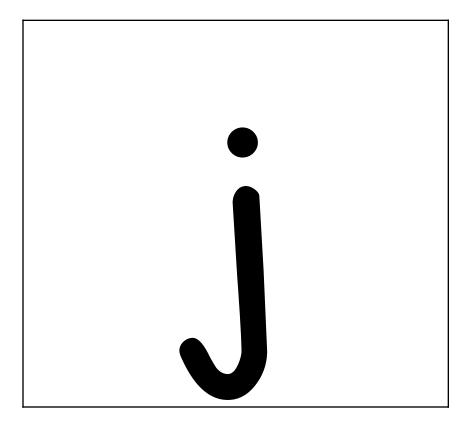






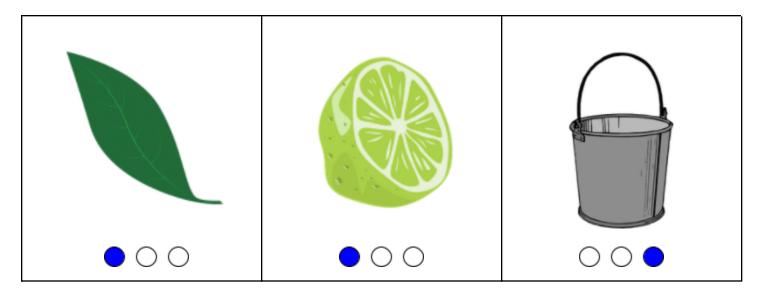


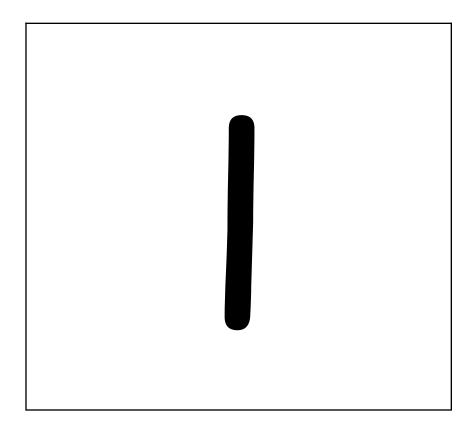




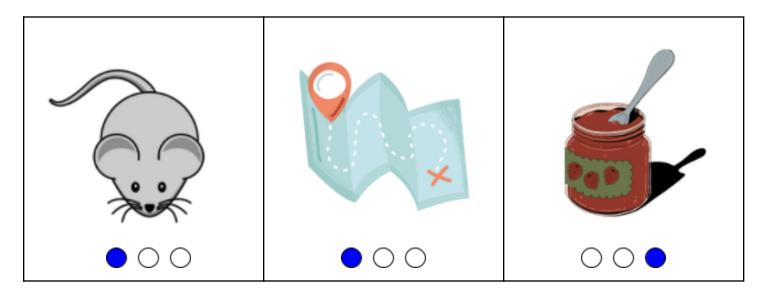


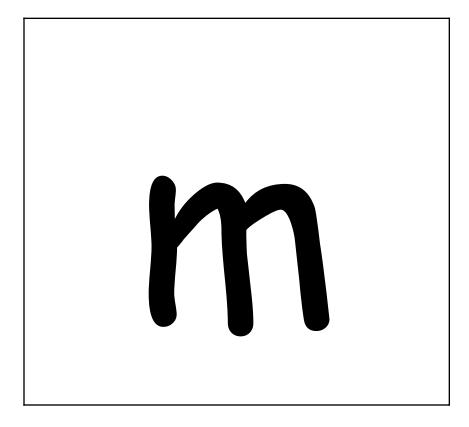




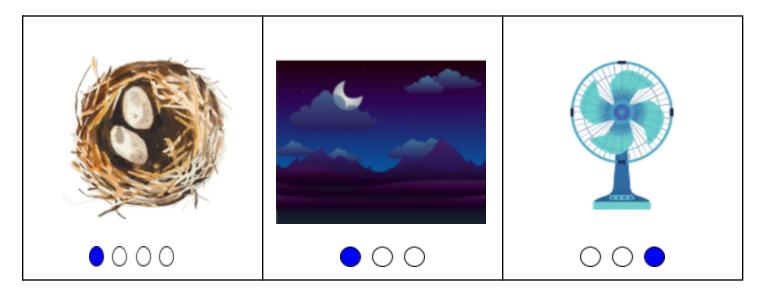


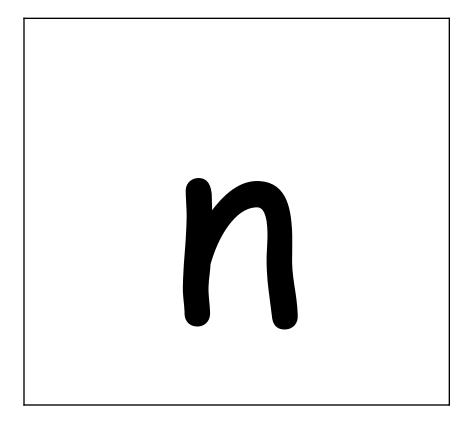




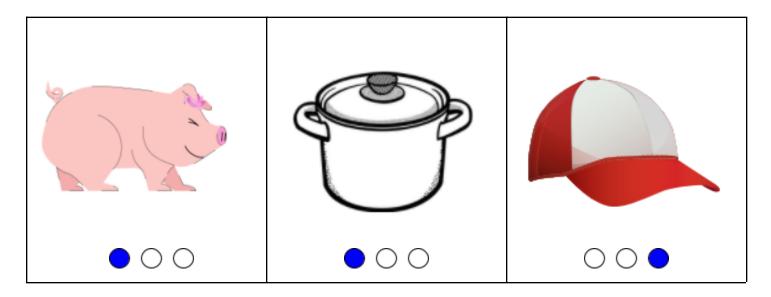


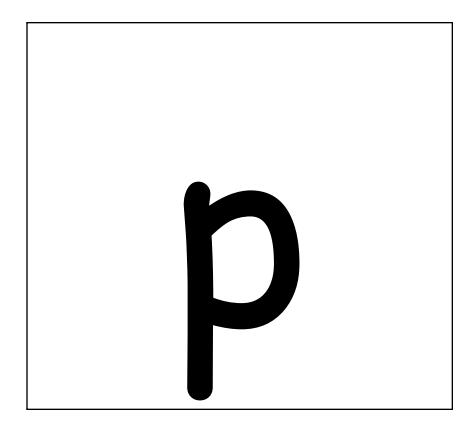




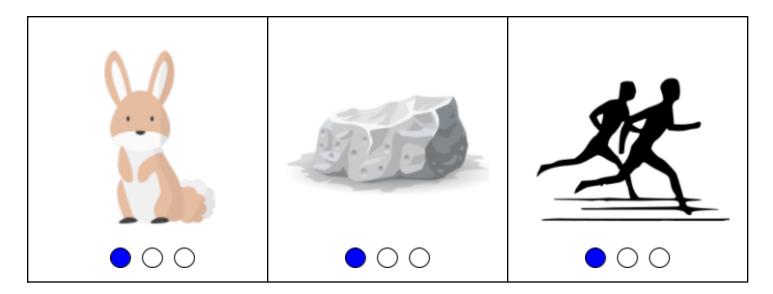


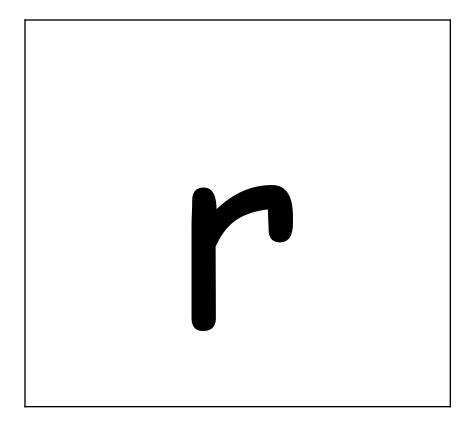




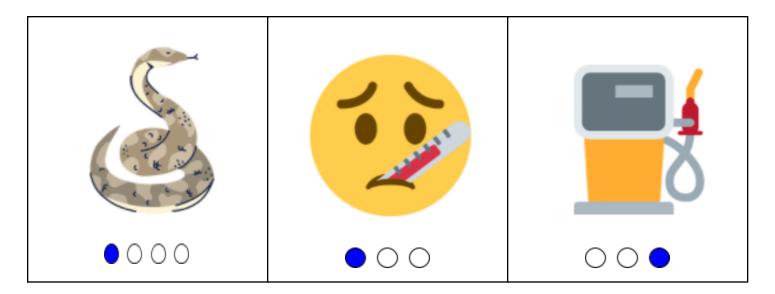


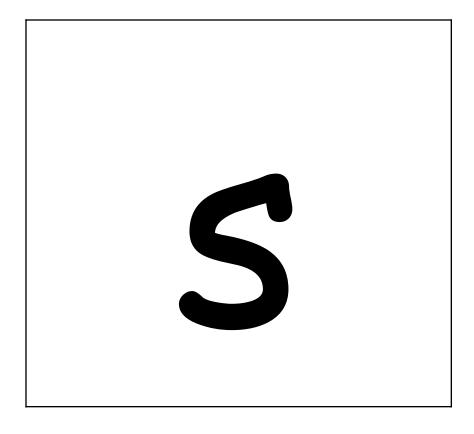




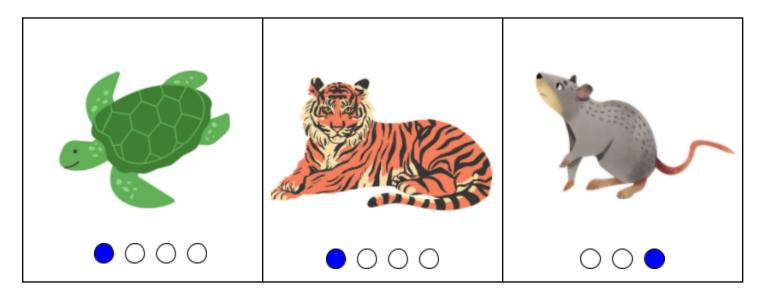


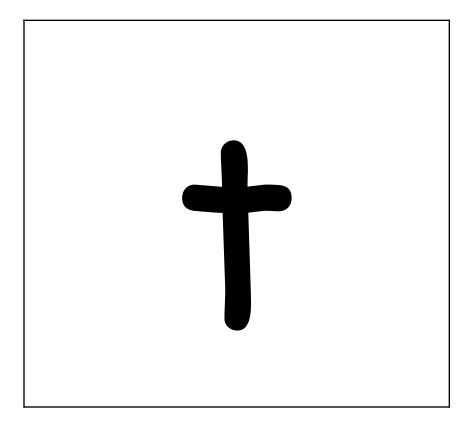




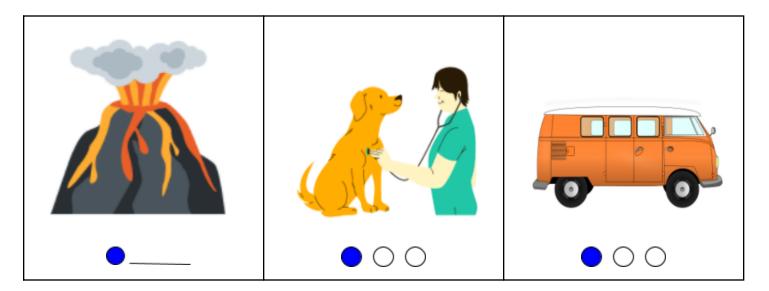


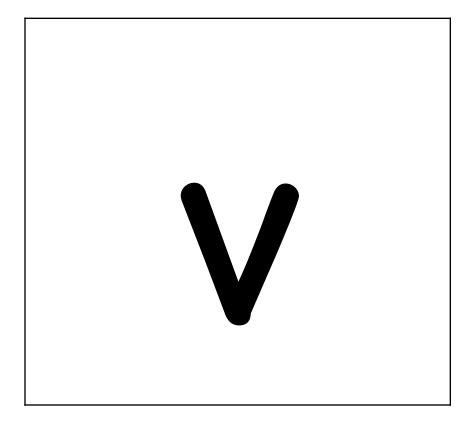




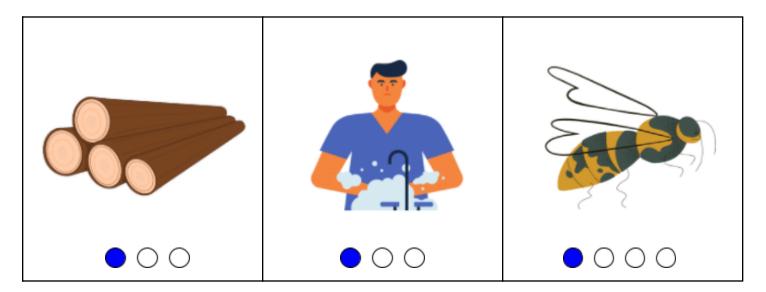


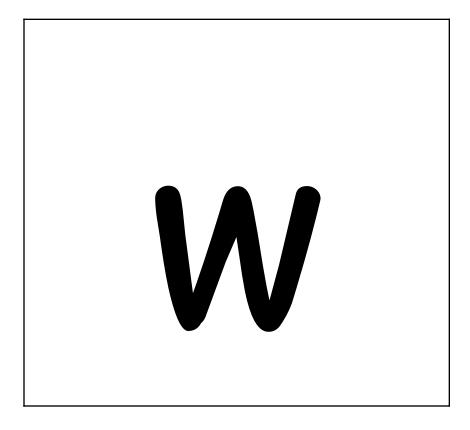




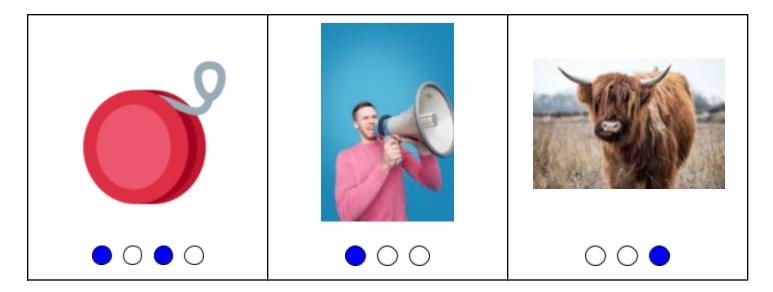


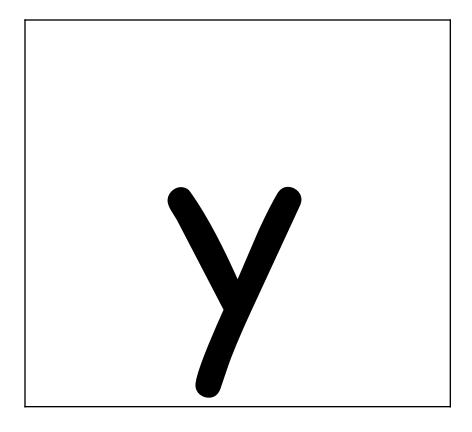




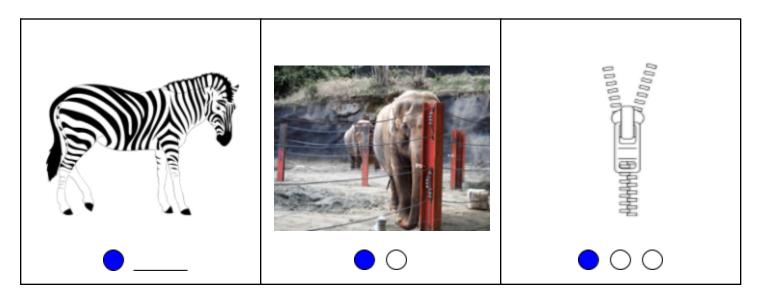


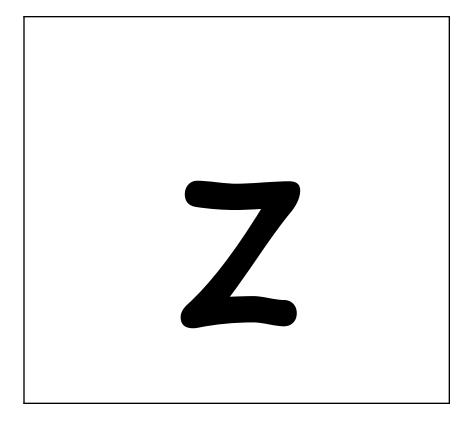




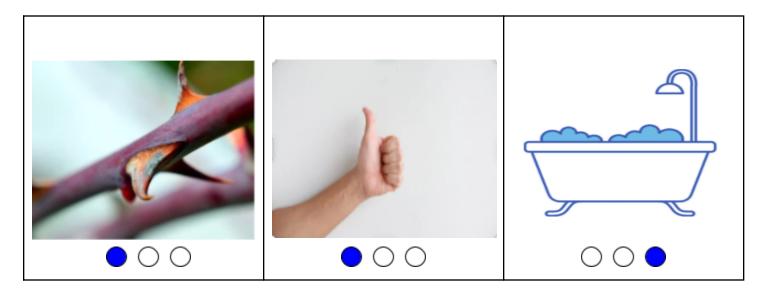


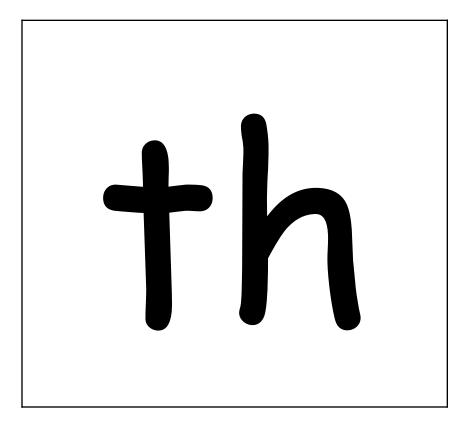




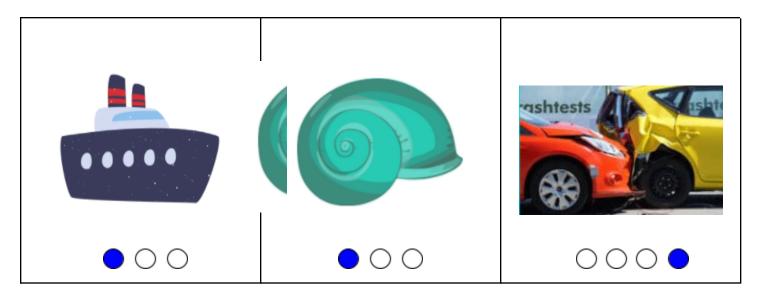


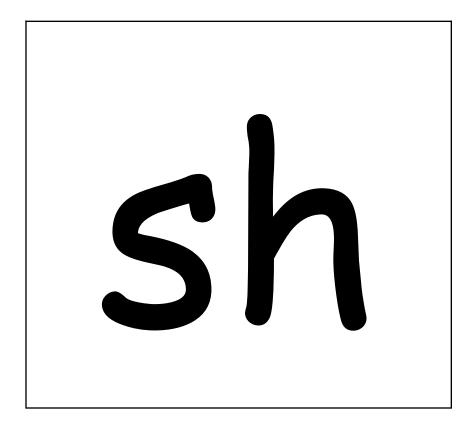




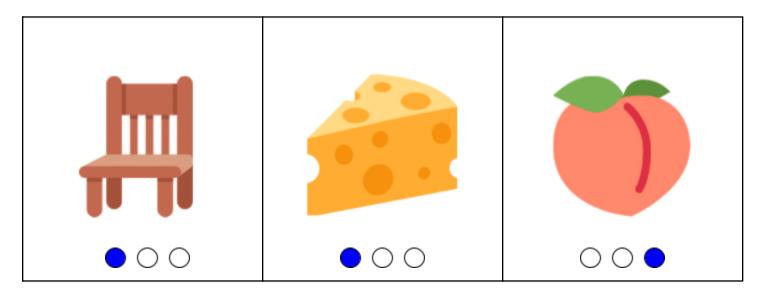


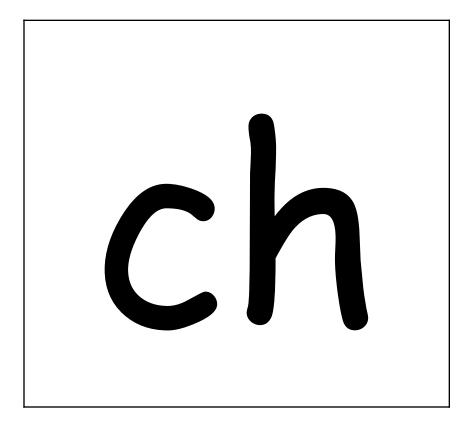












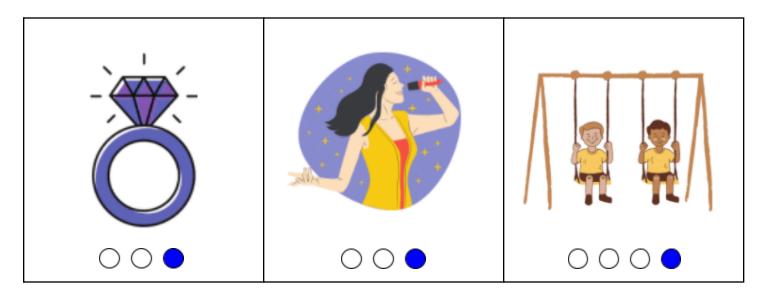


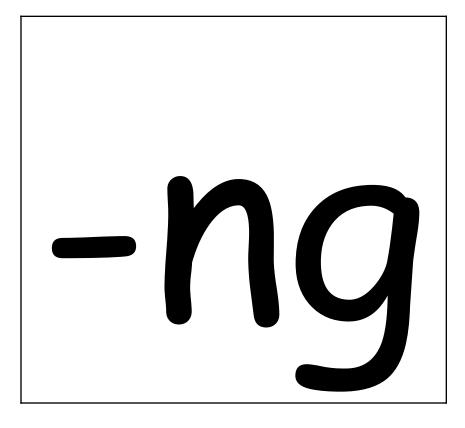




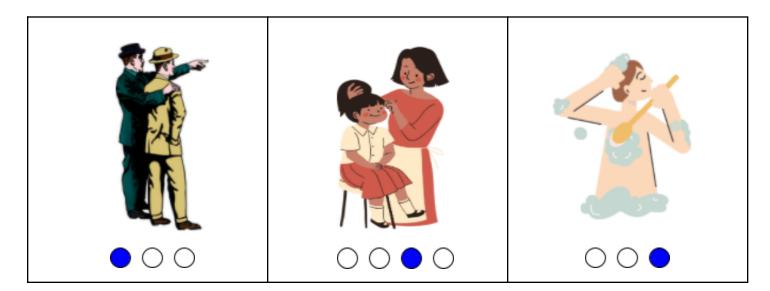


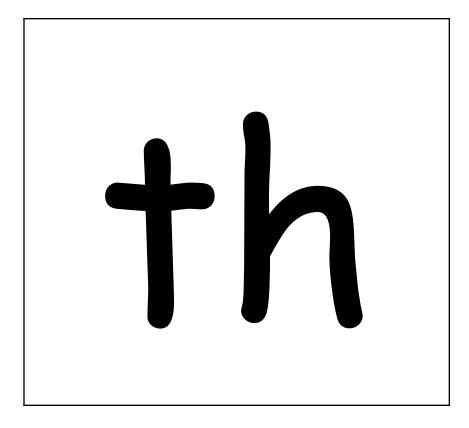
/ng/ - Digraph -ng



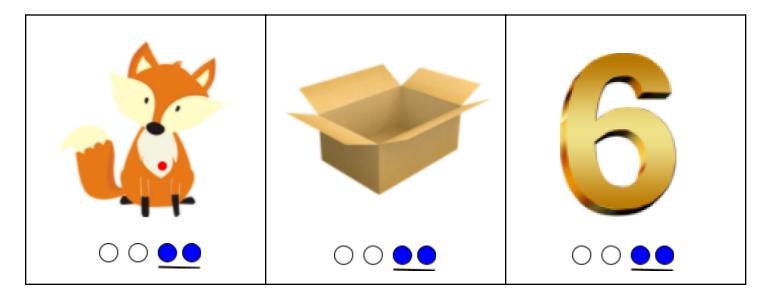


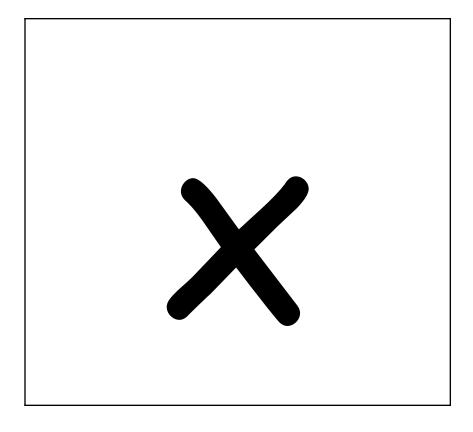








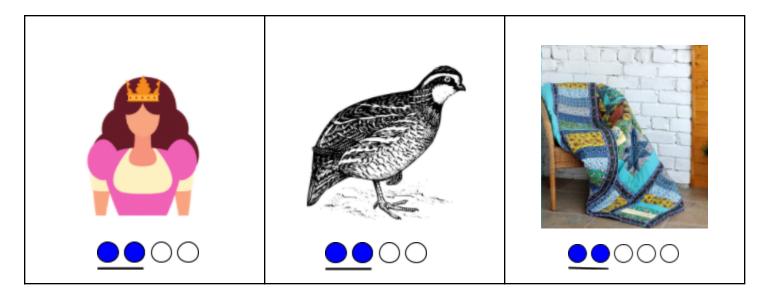


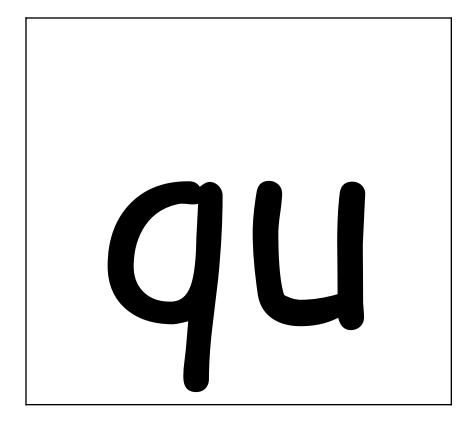




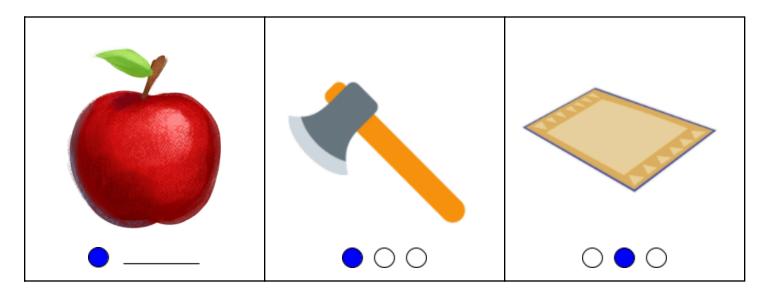
/kw/ - qu

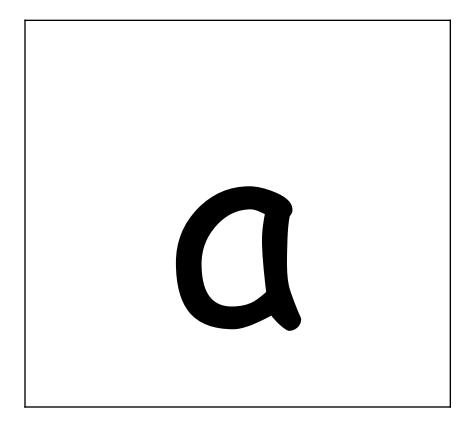
queen, quail, quilt



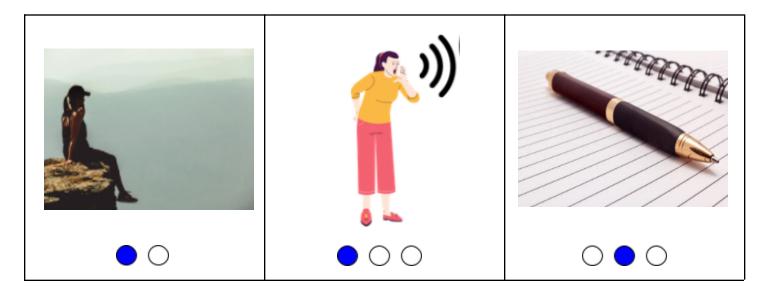


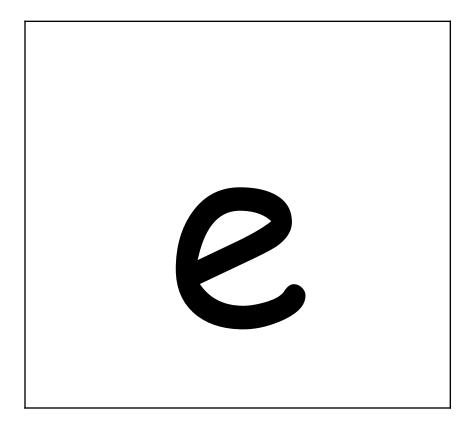




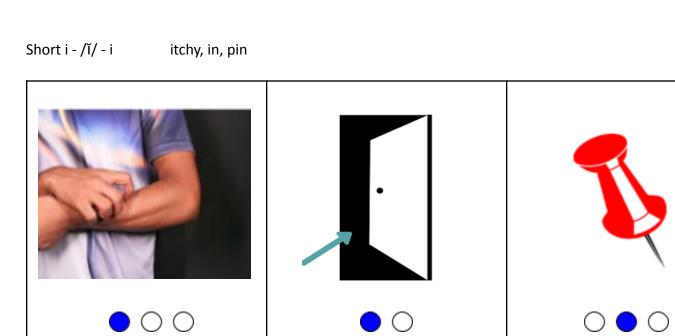


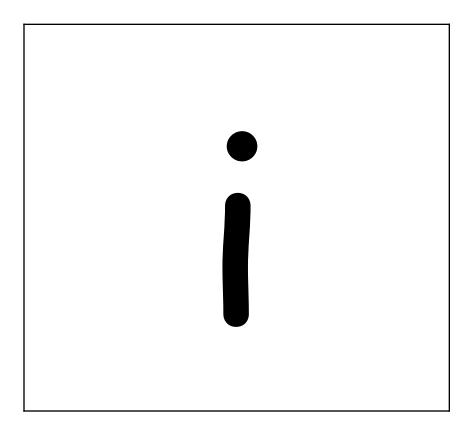










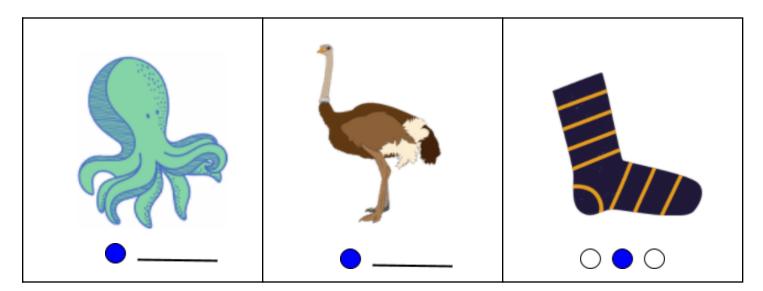


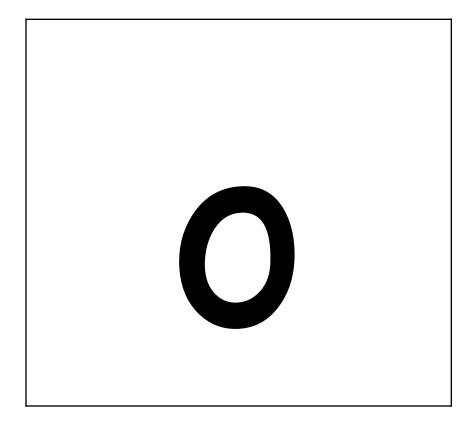


 \bigcirc

Ο

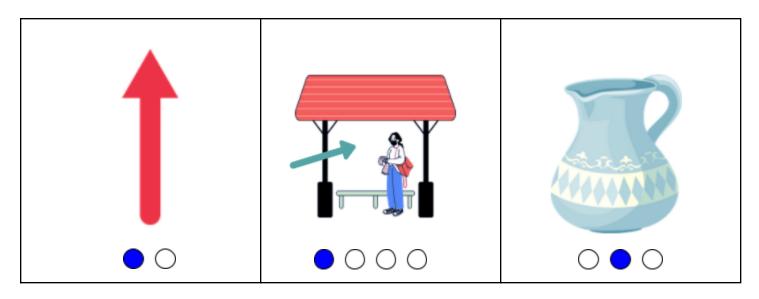
Short /ŏ/ - o octopus, ostrich, sock

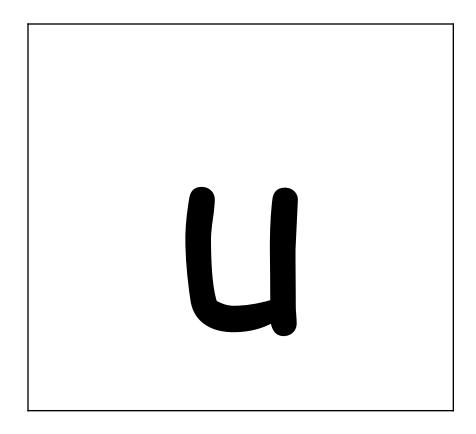






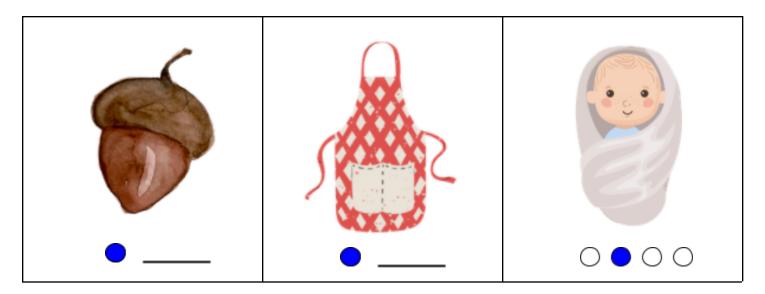
Short /ŭ/ - u up, under, jug

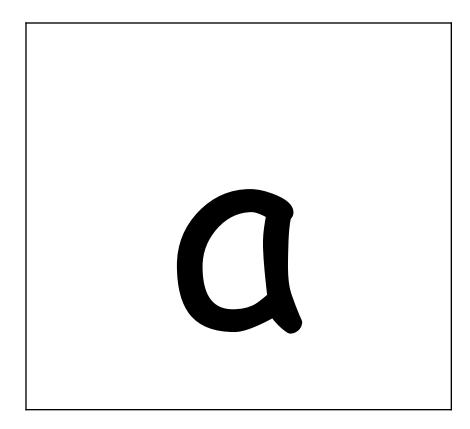






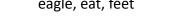
Long /a/ - a acorn, apron, baby

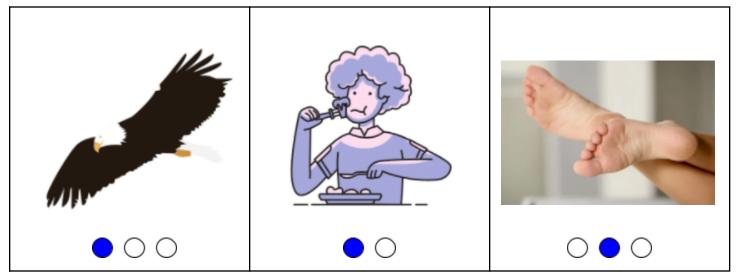


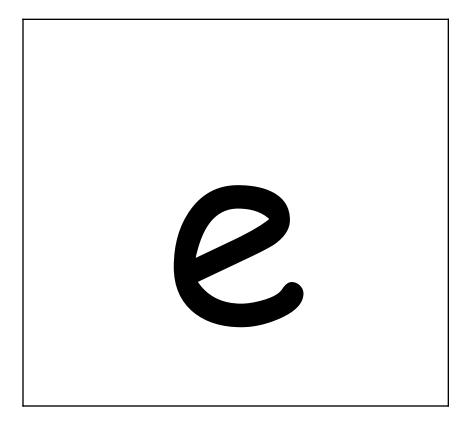




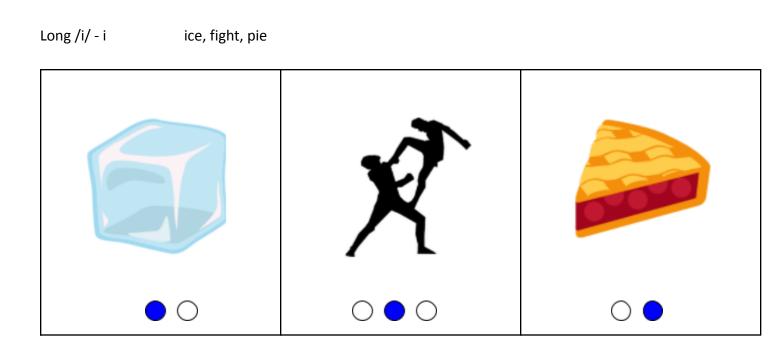


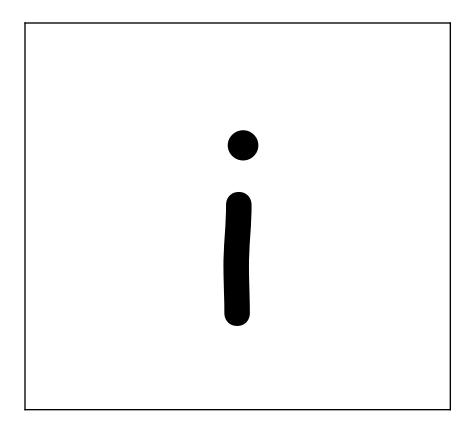




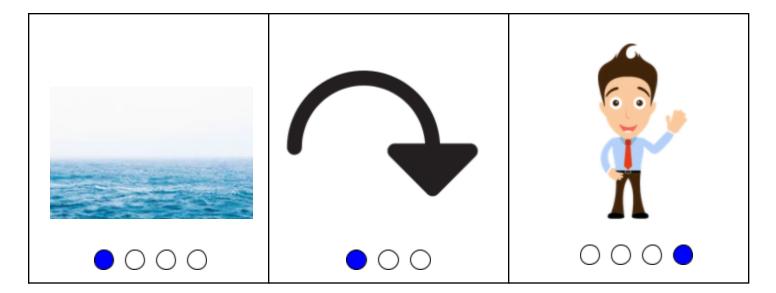


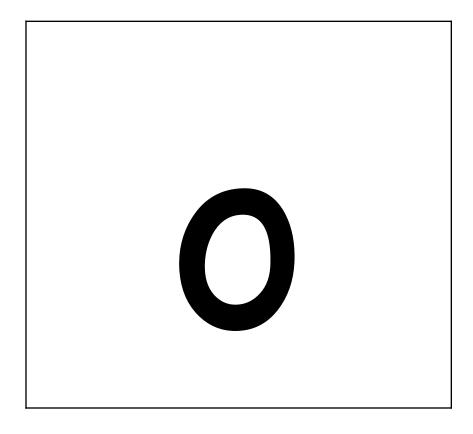




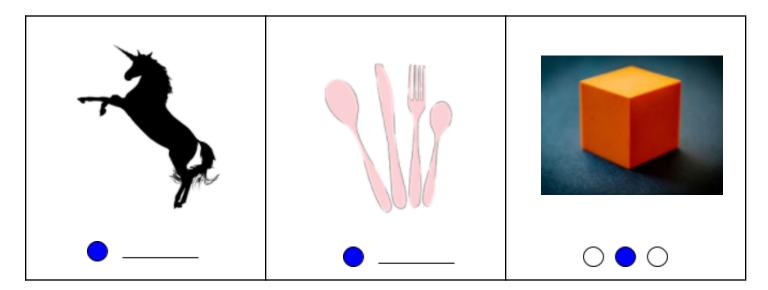


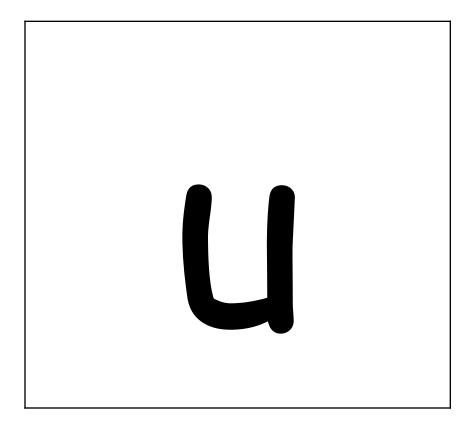




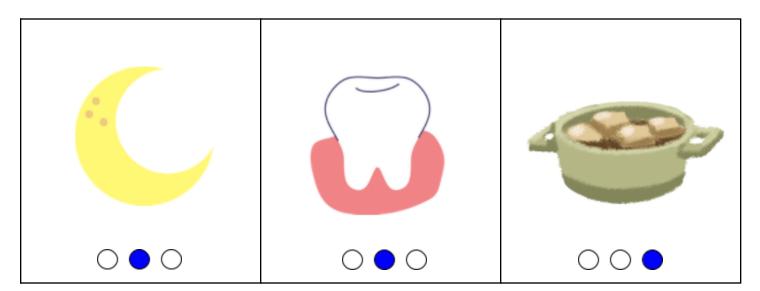


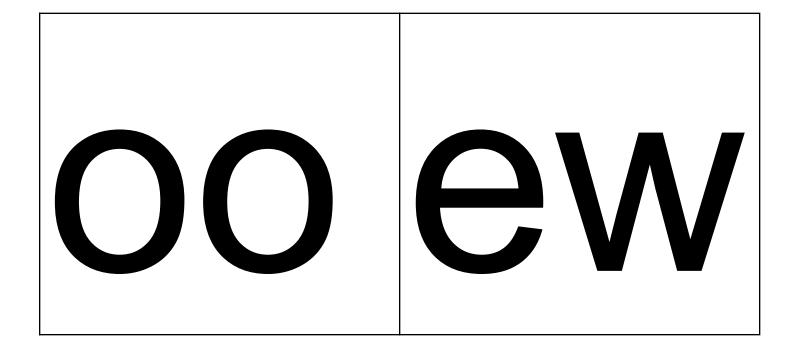










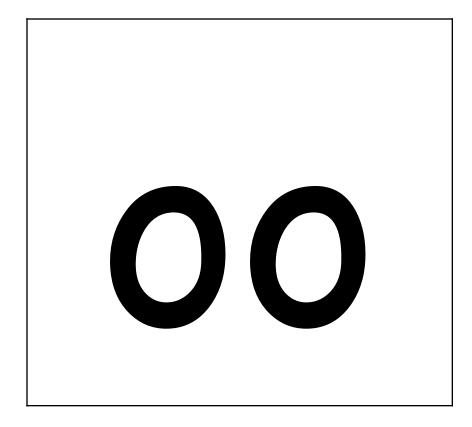




Lax (short) vowel /oo/

book, cook, push

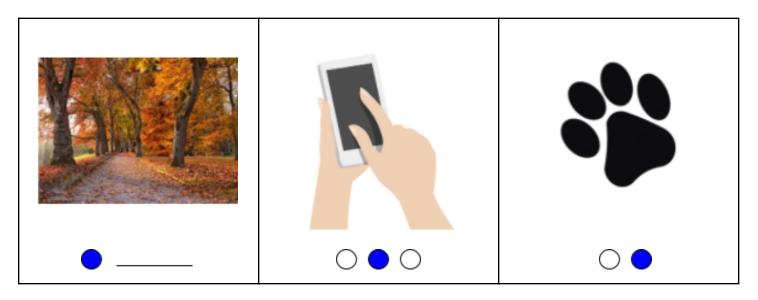


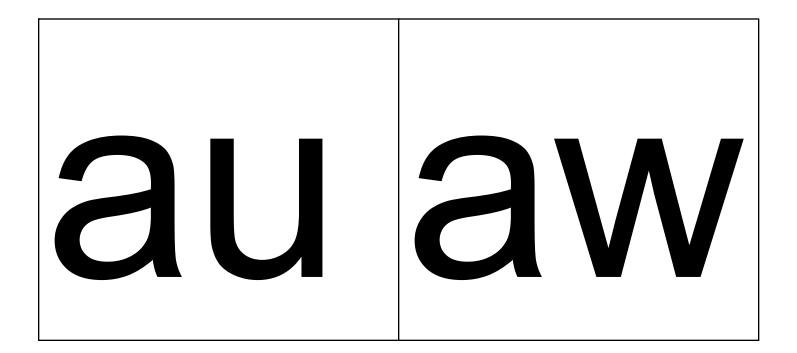




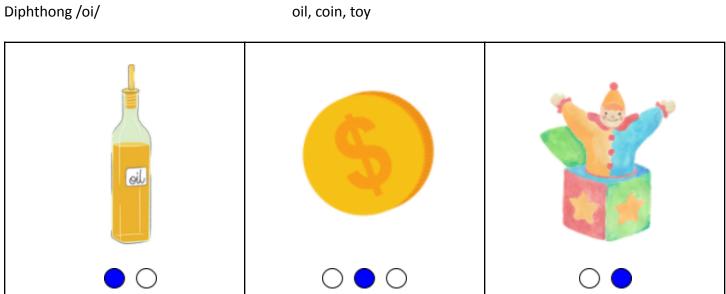
Variant vowel /aw/

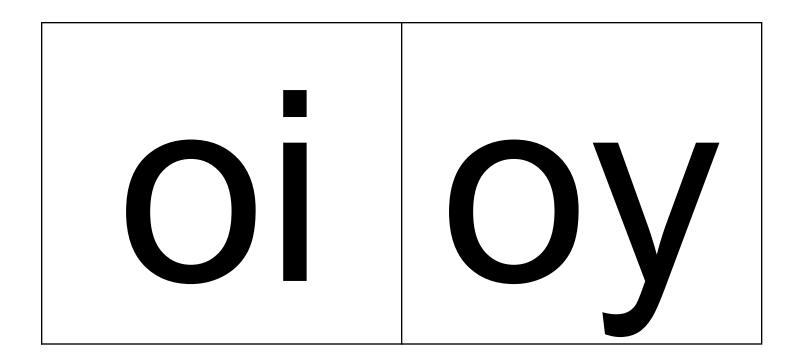
autumn, call, paw













Diphthong /ou/

ouch, house, cow

