Reading and Writing Words with Phonograms

Phonograms
Phonogram instruction should build on the knowledge gained from systematic, explicit phonics instruction in sound/spelling correspondences. Students must know the sounds of the individual letters that make up a phonogram, or rime, before being introduced to it as a unit. This sample lesson model targets the phonogram -- *at*. The same model can be adapted and used to introduce other common short- and long-vowel phonograms and to enhance phonics instruction in any commercial reading program.

Introduction to Phonogram - *at*
Tell students that words can contain similar letter patterns and that recognizing these common patterns can help them to read words. Explain that one common letter pattern is -at. Print the phonogram -at on the board. Point with three fingers together to a and say the sound, /a/. Next, point to the letter t and have students say the sound, /t/. Quickly sweep your finger under the phonogram and say --at. Have students say -at with you and then on their own.

Print the word hat on the board. Cover up the onset h and then identify the phonogram, or rime, -at. Say: *These four letters form a common letter pattern, which is pronounced /at/.* Ask: *What’s the letter pattern?* (-at). Follow the same procedure with the words bat, flat, and cat.

Onset-Rime Blending
Using magnetic letters, write the phonogram, or rime, -- *at*. Ask a volunteer to identify the letter pattern. Place the letter h before --at. Point to the letter h and ask to students to say the sound, /h/. Now quickly sweep your finger under the onset h and rime -at and pronounce the word hat. Then ask students to blend the onset and rime on their own. Repeat the same procedure with the onsets b (bat), m (mat), s (sat), c (cat), r (rat).