

# Teaching Phonics Through Phoneme-Grapheme Mapping

Mikaela McCusker and Gabriela Gardner  
Dyslexia Specialists, Alief ISD

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## Name That Syllable Type!

**Your Challenge:**

**In 60 seconds or less, collaborate with your table group to match the syllable types to their description and examples.**

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## How Did You Do?

Syllable Type	Example	Description
Closed	mat, rab-bit	one vowel followed by one or more consonants; short vowel sound
Open	he, ba-by	ends with a single vowel letter; long vowel sound
Silent -e	kite, hide	one vowel, followed by one consonant, followed by a final -e; long vowel sound
Vowel Team	float, bought	two-four letters that team up to create a unique vowel sound
R- Controlled	star, fort	vowel is followed by an -r that controls it
Consonant -le	bub-ble	always at the end of a base word; consonant followed by -le

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### Traditional PGM



<https://www.youtube.com/watch?v=bJLWv7WubFY>

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### PGM Fundamentals

- ▶ One box *always* represents one sound
- ▶ No inventive spelling!
- ▶ Dialogue matters. Ask students:
  - "What sounds do you hear?"
  - "What letters do you write?"
- ▶ As students name the letter(s) for each sound, they write the letter(s) in each box.
- ▶ Mapping conventions are as follows:
  - Consonant digraphs (e.g., wh, th) are always placed in one box
  - Consonant blends (e.g., st, str) are placed in two or three boxes.
  - qu is written in two boxes, but letters may be placed close together.
  - The letter x is written across two boxes.
  - Vowel teams and vowel-r combinations are placed in one box.
  - VCe is written with the letter e written small in the same box as the final consonant. (The letter e is sometimes crossed out.) Silent e does not get its own box.

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### Now you try it!



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## Lesson Framework



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## Lesson Framework

Phoneme Grapheme Mapping: Step by Step Process	
<p><b>Day One: Teach Coverage and Segment Words</b></p> <p><b>PREPARE:</b> Compile a list of words for students to use.</p> <p><b>TEACH:</b> Teach the new sound, spelling concept, and pattern.</p> <p><b>TECHNIQUE:</b> Instruct students to use colored tiles to represent dictated words.</p> <p><b>TECHNIQUE:</b> Use students to use letter cards to represent dictated words.</p> <p><b>CHECK:</b> Check each word immediately by having students touch and say each sound. Remember, one tile represents one sound, not one letter.</p>	<p><b>Teacher Considerations:</b></p> <p>Circle out the group for each student and segmenting correctly.</p> <p><b>Teacher Considerations:</b></p>
<p><b>Day Two: Round One: The Circle and the Square Game</b></p> <p><b>PREPARE:</b> Compile a list of words for students to use.</p> <p><b>TEACH:</b> Instruct students to independently read the list silently. Then read the words to the class.</p> <p><b>TECHNIQUE:</b> Use colored tiles to represent dictated words.</p> <p><b>TECHNIQUE:</b> Use students to use letter cards to represent dictated words.</p> <p><b>CHECK:</b> Check each word immediately by having students touch and say each sound. Remember, one tile represents one sound, not one letter.</p>	<p><b>Teacher Considerations:</b></p> <p>Instruct students to say the sound when coloring the letters.</p> <p><b>Teacher Considerations:</b></p>
<p><b>Day Three: Phoneme-Grapheme Mapping</b></p> <p><b>PREPARE:</b> Compile a list of words for students to use.</p> <p><b>TEACH:</b> Instruct students to independently read the list silently. Then read the words to the class.</p> <p><b>TECHNIQUE:</b> Use colored tiles to represent dictated words.</p> <p><b>TECHNIQUE:</b> Use students to use letter cards to represent dictated words.</p> <p><b>CHECK:</b> Check each word immediately by having students touch and say each sound. Remember, one tile represents one sound, not one letter.</p>	<p><b>Teacher Considerations:</b></p> <p>Emphasize writing missing phonemes.</p> <p>Advance students to use the square game each round.</p> <p>Some students may need to use specific letter cards for vowels and to use substitute phonemes with stars and/or dotted lines.</p> <p><b>Teacher Considerations:</b></p>
<p><b>REVIEW:</b> Instruct students to write in their own words the sound/spelling relationship.</p>	<p>Can students think of any other words that have the same relationship?</p>

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## Your turn

\*One partner is "Teacher", the other is "Student".

\*Round One: Teacher leads lesson beginning with saying the word(shin) "SAY SOUND AND GRAPHEME:" section on p. 13 and continues through end of lesson on p. 15.

\*Round Two: Switch roles with your partner and repeat.

Refer to table here for words to use each round.

Round 1	Round 2
shin, flush	shed, trash

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## Hands-on Activities

- ▶ Picture Mapping with Magnetic boards and letters
- ▶ Move & Map
- ▶ Map the Room
- ▶ Giant Mapping
- ▶ PGM Bingo
- ▶ Florida Center for Reading Research -Syllable Map It  
[http://www.fcrr.org/studentactivities/AP\\_012.pdf](http://www.fcrr.org/studentactivities/AP_012.pdf)




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## Resources

- ▶ Overview of book  
[http://cdn2.hubspot.net/hub/208815/file-848297890-pdf/docs/website%20sample%20download%20docs/266\\_pgm\\_overview.pdf?t=1440452404900](http://cdn2.hubspot.net/hub/208815/file-848297890-pdf/docs/website%20sample%20download%20docs/266_pgm_overview.pdf?t=1440452404900)
- ▶ Lesson plan  
<https://www.literacyhow.org/wp-content/uploads/2016/01/Sound-Letter-Maps.pdf>
- ▶ Online PGM  
<https://fl-pda.org/independent/courses/elementary/LAandR/section1/1b3f.htm>




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Thank you for your attendance and participation!

Mikaela McCusker  
[mikaela.mccusker@atiefisd.net](mailto:mikaela.mccusker@atiefisd.net)  
Gabriela Gardner  
[gabriela.gardner@atiefisd.net](mailto:gabriela.gardner@atiefisd.net)




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