

Orthographic Awareness Volume 1

Instructions

Step 1: Say the sounds.

Say the word and have students segment the individual sounds. For example, if you say "steak", the students would say "s...t...ea...k."

Step 2: Say the sounds and write the word/words with help.

Draw lines to represent each phoneme in the word. Then help the students write the letters that go with each individual phoneme while vocalizing the sounds.

For the word "steak/stake", the clinician should write this:

— — — — — and/or — — — — —

Then the students would fill in the lines like this:

S t ea k and/or s t a ke

Note that lines represent individual phonemes, and lines are made longer when multiple letters correspond with one phoneme. This activity can be completed with individual words that have one spelling, or can be done with multiple words that sound the same but have different spellings/meanings (e.g., steak/steak).

Step 3: Write the word/words again by yourself.

Use this line to have the students write words again without the lines to cue them, while vocalizing the sounds as they write.

Step 4: Use the word/words in a sentence.

Use these lines to have students write a sentence or sentences with the target word or words. You will have a separate sentence for each word if you are targeting homophones, and may have only one sentence if you are targeting words with one spelling.

Step 5: Draw pictures of your sentence/sentences.

Use the remaining space to draw pictures of your sentence or sentences.

***Use the worksheet on the next page as a printable worksheet for completing this activity.**

Orthographic Awareness Volume 1 Worksheet

Step 1: Say the sounds.

Step 2: Say the sounds and write the word/words with help.

Step 3: Write the word/words again by yourself.

Step 4: Use the word/words in a sentence.

Step 5: Draw a picture of your sentence/sentences.