Welcome to Funēmics®

Teach the foundational skill of phonemic awareness to small groups of pre-readers or struggling readers with the Funēmics® program. Students gain awareness of words, syllables, rhyming, phonemes, and phoneme manipulation using a research-based, scripted curriculum with interactive exercises displayed on an iPad®.

**Instructional level:**
- General instruction in preschool over the course of a year.
- General instruction in kindergarten in the first half of the year.
- A tier 2 or tier 3 reading intervention through second grade.
- A complete home-schooling curriculum.

**Funēmics provides:**
- Instruction to meet all the Phonological Awareness Common Core State Standards.
- A systematic intervention perfect for pre-readers or developing readers.
- Carefully designed instruction based on research.
- 59 ready-made lessons easily taught by a teacher or teacher assistant in 15-20 minutes a day.
- Pre- and post-tests for recording individual progress.
- Lessons displayed on one iPad, increasing opportunities for peer modeling.

**Students:**
- Recognize and count words in a spoken sentence or phrase.
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words.
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Take turns using interactive widgets on the teacher’s iPad in a small group setting.

**Phonemic awareness development continuum**

The tasks in Funēmics follow the continuum below, with opportunities for repetition and formative assessments throughout.

**Easiest**
1. Students demonstrate awareness of words in spoken sentences and phrases.
   2. Students demonstrate awareness of rhyme.
   3. Students demonstrate awareness of syllables in spoken words.
   4. Students demonstrate the ability to produce rhyming words.
   5. Students demonstrate awareness of phonemes in spoken words.
   6. Students demonstrate the ability to manipulate phonemes in spoken word.

**Hardest**
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Funēmics Correlation with Common Core State Standards Initiative

The Funēmics curriculum meets all of the Common Core State Standards for Phonological Awareness in kindergarten and grade 1.


These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading: Foundational Skills—Phonological Awareness
The standards listed below are reprinted from the Common Core State Standards Initiative website: http://www.corestandards.org/ Each standard is followed by a list of the lessons of Funēmics that address the standard.

Kindergarten
CCSS.ELA-LITERACY.RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-LITERACY.RF.K.2.A: Recognize and produce rhyming words.
(Book.Lesson) 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10

CCSS.ELA-LITERACY.RF.K.2.B: Count, pronounce, blend, and segment syllables in spoken words.
(Book.Lesson) 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8

CCSS.ELA-LITERACY.RF.K.2.C: Blend and segment onsets and rimes of single-syllable spoken words.
(Book.Lesson) 4.1, 4.2, 4.3, 4.4, 4.5, 5.4, 5.5

CCSS.ELA-LITERACY.RF.K.2.D: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/)
(Book.Lesson) 5.7, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12

CCSS.ELA-LITERACY.RF.K.2.E: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
(Book.Lesson) 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.4, 5.5, 5.9, 5.10, 6.10, 6.11, 6.12

Grade 1
CCSS.ELA-LITERACY.RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-LITERACY.RF.1.2.A: Distinguish long from short vowel sounds in spoken single-syllable words.
(Book.Lesson) 6.7, 6.12

CCSS.ELA-LITERACY.RF.1.2.B: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
(Book.Lesson): 4.1, 4.2, 4.3, 4.4, 4.5, 5.4, 5.5, 5.7, 5.9, 5.10, 6.2, 6.3, 6.4, 6.5, 6.6, 6.10, 6.11, 6.12

CCSS.ELA-LITERACY.RF.1.2.C: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
(Book.Lesson) 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11, 6.12

CCSS.ELA-LITERACY.RF.1.2.D: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
(Book.Lesson) 5.7, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.9, 6.10, 6.11, 6.12
Funēmics Correlation with Dynamic Indicators of Basic Early Literary Skills (DIBELS®)

First Sound Fluency (FSF)


What is FSF? First Sound Fluency (FSF) is a new measure in DIBELS Next. FSF is a brief direct measure of a student’s fluency in identifying the initial sounds in words. The ability to isolate the first sound in a word is an important phonemic awareness skill that is highly related to reading acquisition and reading achievement (Yopp, 1988).

The following are lessons in which students blend initial phonemes to a common ending:
(Book.Lesson) 4.1, 4.2, 4.3, 4.4, 4.5, 5.4, 5.5

The following are lessons in which students isolate the initial phoneme in a spoken word:
(Book.Lesson) 5.1, 5.2, 5.3, 5.6, 5.7, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.10

Phoneme Segmentation Fluency (PSF)


What is PSF? Phoneme Segmentation Fluency (PSF) is a brief, direct measure of phonemic awareness. PSF assesses the student’s fluency in segmenting a spoken word into its component parts or sound segments. Using standardized directions, the assessor says a word and asks the student to say the sounds in the word. The assessor underlines each correct sound segment of the word that the student says . . . . A correct sound segment is any different, correct part of the word the student says. The total score is the number of correct sound segments that the student says in 1 minute. For example, if the assessor says the word fish and the student says /f/ /i/ /sh/, the student has completely and correctly segmented the word into its component sounds and the score is 3 correct sound segments. If the student says /f/ /ish/, the score is 2 correct sound segments.

The following are lessons in which students segment words into individual phonemes:
(Book.Lesson) 5.7, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.9, 6.10, 6.11, 6.12

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Funēmics Correlation with Aimsweb®

Phoneme Segmentation Fluency (PSF)

The following are lessons in which students segment words into individual phonemes:
(Book.Lesson) 5.7, 6.2, 6.3, 6.4, 6.5, 6.6, 6.8, 6.9, 6.10, 6.11, 6.12

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The following examples highlight some of the key features of the lessons in the Funēmics program.

In each lesson, the teacher presents the featured tasks, using the script from the hand-held printed Lesson Guide, and one shared device in a small group setting. Students take turns manipulating the interactive widgets that may or may not be projected onto a larger screen. If each child has access to a device, these lessons are easily adapted so that all students can manipulate the interactive widgets at the same time.

Tips & Overviews

Each lesson begins with a Lesson Overview, where you can find the status of the lesson (first introduction of skill, etc.), the focus of the lesson, rhymes or songs used, specific tips for teaching the lesson, and suggestions for extra practice to be used as a follow up to teaching the lesson.
The farmer in the dell, the farmer in the dell, hi-bo, the derry-o, the farmer in the dell.

Listen: FARMER. Everyone, say the word. Ready?
Students say FARMER in unison.

Say each sound in FARMER. Ready?
Students say /f/.../ar/.../m/.../er/ in unison.

Touch lower icon to open widget.

Here are the four sounds in FARMER.

Put your thumb up when you know the first sound you hear in FARMER. Wait. Call on a student (/f/).
The first sound is /f/. Now I’m going to take it away. Touch the first icon, turning it to a shadow. FARMER becomes ARMER.

Taking away the first sound is really difficult to do!

Touch the first icon to bring back the color.
Point below each icon while saying /f/.../ar/.../m/.../er/.
Point to the first icon. This icon, the first sound, says /f/.
Touch the first icon to shadow it.
Without the /f/, I only have /ar/.../m/.../er/. Loop your finger from sound to sound while saying AARRRMMMERRRR.

Everyone, say FARMER without saying /f/. Ready?
Students say ARMER in unison. Yes, ARMER.

Touch button to exit widget.

This FARMER is someone’s “knight in shining ARMOR!”

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Each lesson is approximately five to ten pages, depending on the difficulty of the focused task. The page number and picture in the Lesson Guide has a corresponding page number and picture in the student materials. **The words in bold are spoken by the adult.**

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review: In a small group setting, use the words from the inset below to complete the following exercise. Call on a different student to complete the exercise for each word. With more than eight students, repeat the words so that each student has an opportunity.

**Time for the Question Mark page!**

This time we’ll do it without the icons.

Listen: ___________. (Ex: FARMER)

Everyone, say the word. (Ex: Students say FARMER in unison.)

(Ex: ___________. (Ex: Students say ARMER in unison.)

Say ___________ without saying the first sound, /f/. (Ex: SAY FARMER without saying the first sound, /f/. Student says ARMER.)

FARMER /f/.../ar/.../m/.../er/ \*

TAKES /t/.../ā/.../k/.../s/ AKES

BABE /b/.../ā/.../b/ ABE

NURSE /n/.../ur/.../s/ URSE

DOG /d/.../o/.../g/ OG

CAT /k/.../a/.../t/ AT

MOUSE /m/.../ou/.../s/ OUSE

CHEESE /ch/.../ē/.../z/ EEZ

If students experience difficulty, go on to Lesson 9, as Lesson 9 also works on phoneme deletion. Deleting the final phoneme is sometimes easier for students, so Lesson 9 may provide success for struggling students, and reviews initial phoneme deletion as well. If, after Lesson 9, students continue to experience difficulty, repeat both lessons. But keep it fun, much like rereading a favorite book. Be sure to stay positive.

Continue to use the Extra Practice tips from the Lesson Overview to reinforce phonemic skills throughout the day.
PAGE 55
Remember to treat multi-syllabic words as one unit of meaning: WAGGING, BEHIND.

Look at the picture.

Listen. WAGGING THEIR TAILS BEHIND THEM.

Everyone, say the words. Ready?
Students say WAGGING THEIR TAILS BEHIND THEM in unison.

Listen. Pause between words.

wagging …
their …
tails …
behind …
them …

Everyone, stand up or sit down as you say each word.
Start by standing up with the word WAGGING. Ready?
Students do the task in unison.
Repeat as a group or individually until each student is able to do the task.

Sample Page of Funēmics
Book 1: Word Recognition
Page 55 from Lesson 6 of 10
Outcome: Students demonstrate awareness of words in spoken sentences and phrases.

Display pages are designed in a colorful, whimsical, and child-friendly format, engaging children with delightful illustrations and interactive widgets.

Page numbers in the Lesson Guide correspond to those in the interactive book.

Students stand up or sit down as they say each word of the line.
All the king's horses and all the king's MEN.
These are MEN.
Everyone, say who these people are. Ready?
Students say MEN in unison.
Touch lower icon to open widget.
Point to each icon under the oval as you say its name.
Some, but not all, of these words rhyme with MEN.
Listen: PEN, TEN, CHAIR, WREN, SING.
Everyone, say each word with me when I point to its icon. Ready?
Say PEN, TEN, CHAIR, WREN, SING in unison with students.
Repeat the routine below until all have had a chance to move a word into the oval or until all of the rhyming words have been chosen.
Point to the line of icons. Choose a student [Student's name], say a word from this line that rhymes with MEN. Student chooses a word from the icons.
Bring ____ into the oval. Student moves the icon into the oval.
Let's test it. MEN / ____ . Do these words sound the same at the end? Give student time to answer.
If correct: Yes, they sound the same at the end. They both end in EN. MEN rhymes with ____ . Ensure that all students can see the screen. Everyone, say this word that rhymes with MEN. Ready? Students say the word in unison.
If incorrect: Oops! They don't sound the same at the end. MEN ends in EN, and ____ ends in ____ . They don't rhyme. Touch to realign the icons. Try again. Find a word that rhymes with MEN. Give student time to answer and to bring the new word into the oval. Test again, as done above.
Repeat, touching to realign the icons each time.
Touch to exit widget.
Chant. BLUEBERRIES, BLUEBERRIES, yum, yum, yum. I like BLUEBERRIES in my tum!
Everyone, say each syllable of BLUEBERRIES.
Ready? Students say BLUE…BER…EEZ in unison.

Today, we are going to say words without saying the first or last syllables, like we did in our previous lesson. But this time we will use three-syllable words.
Touch lower icon to open widget.

Tap the FIRST icon so it changes to a shadow. We’re going to say BLUEBERRIES without saying the first syllable, BLUE.
Everyone, say each syllable with me while I point to the icons, but whisper the first syllable, BLUE. Ready?
Point to each icon and whisper BLUE, then say BER…EEZ in unison with students: Again: BLUE…BER…EEZ.

Now say each syllable with me, but don’t say the first syllable, BLUE, at all. Ready?
Point to last two icons, saying BER…EEZ in unison with students.
Without BLUE, this part just says BER…EEZ. Now I’ll say it fast: BERRIES.
So when we say BLUEBERRIES without saying BLUE, we say BERRIES.
Everyone, say BLUEBERRIES without saying BLUE. Ready?
Students say BERRIES in unison.
Repeat the sequence, choosing different students to repeat the task independently, or do it as a group.
Touch to exit widget.
Sample Page of *Funēmics*
Book 4: Rhyme Production
Page 8 from Lesson 1 of 10

Outcome: Students demonstrate the ability to produce rhyming words.

Here is a picture of another word we are going to make that rhymes with Ė. Let’s find out what it is!

Touch lower icon to open widget. Point to the small filled icon, then the first large icon. We have a new beginning sound. Be sure to say this sound without an added vowel. Now it says WWW.

Everyone, say the beginning sound. Ready? Students say WWW in unison.

Point to the second large icon. This part, the rime, still says Ė.

I’m going to blend these two parts to make a new word that rhymes with Ė. I’ll keep saying WWW as I slide it over to blend with Ė. Listen and watch. WWWĒ.

Swipe icon back. Again. Listen and watch. WWWĒ.

Now I’ll say it fast. Slide quickly below the icons. WE.

Swipe icon back. Your turn. Point to the first large icon. Everyone, say the beginning sound. Ready? Students say WWW in unison.

Point to the second large icon. Say the rime. Ready? Students say Ė in unison.

Blend the parts. Ready? Slide the first large icon over to the second. Students say WWWĒ in unison. If they break between the sounds, model the correct way of blending, then repeat.

Say it fast. Ready? Slide quickly below the icons. Students say WE in unison. Yes, the new word that rhymes with Ė is WE.

Swipe icon back. Choose students to take turns identifying, then blending the parts while they manipulate the icons.

Touch to exit widget. Point to the large picture. WE. Now WE are in the circle. WE rhymes with Ė: WE, Ė. Everyone, say the word that rhymes with Ė. Ready? Students say WE in unison.

Students blend an onset with the common rime to make a new word.

**Blend the parts. Ready?** Slide the first large icon over to the second. Students say WWWĒ in unison.

Touch the icon (above) to open an interactive widget (below).
Remember this tongue twister?

PETER PIPER PICKED A PECK
OF PICKLED PEPPERS.

Put your thumb up when you know the first sound you hear in
these two words: PETER PIPER. Wait. Call on a student (/p/)
Yes, the first sound of each word is /p/: P …P …PETER
P …P …PIPER.

Now I’m going to change PETER PIPER.

Repeat the routine below with the following words/sounds:

SETER SIPER, /s/ FETER FIPER , /f/
BETER BIPER, /b/ KETER KIPER, /k/

Put your thumb up when you know what sounds I changed.

Listen.

PETER PIPER: _______ (Ex: SETER SIPER)

Wait. Call on a student (Ex: YOU CHANGED THE /p/ TO /s/)

Yes, the first sound of each word is now /s/: S …S …SETER S …S …SIPER.

I changed the first sounds from /p/ to /s/.

Everyone, say PETER PIPER, _______ (Ex: SETER SIPER).

Ready? Students say PETER PIPER, _______ (Ex: SETER SIPER)
in unison.

Put your thumb up when you know another word that
begins with the sound /s/ (Ex: /s/) Wait. Call on one student.

Student says a word that begins with the given sound.

Repeat routine with the words and sounds listed above.

Additional sounds to use for extra practice or when repeating the lesson
include: /d/, /g/, /h/, /j/, /l/, /m/, /n/, /r/, /t/, /v/, /w/, /y/, /z/, /th/, /sh/, /ch/.
The farmer in the dell, the farmer in the dell, hi-ho, the derry-o, the farmer in the dell.

Listen: FARMER. Everyone, say the word. Ready? Students say FARMER in unison.

Say each sound in FARMER. Ready? Students say /f/.../ar/.../m/.../er/ in unison.

Touch lower icon to open widget.

Here are the four sounds in FARMER. Put your thumb up when you know the first sound you hear in FARMER. Wait. Call on a student (/f/).

The first sound is /f/. Now I’m going to take it away. Touch the first icon, turning it to a shadow. FARMER becomes ARMER.

Taking away the first sound is really difficult to do! Touch the first icon to bring back the color.

Point below each icon while saying /f/.../ar/.../m/.../er/.

Point to the first icon. This icon, the first sound, says /f/.

Touch the first icon to shadow it.

Without the /f/, I only have /ar/.../m/.../er/.

Loop your finger from sound to sound while saying ARRRMMMERRR.

Slide quickly below the icons. ARMER.

Everyone, say FARMER without saying /f/. Ready? Students say ARMER in unison. Yes, ARMER.

Touch to exit widget.

This FARMER is someone’s “knight in shining ARMOR!”

Say FARMER without saying /f/. Students say ARMER in unison.