




# Phonograms Lesson Set



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# Lesson Guide: Introducing Phonograms

**Objective:** Students will use phonograms (body-rime units) to decode one-syllable words.

<p><b>Model</b> Watch/Listen</p>	<ul style="list-style-type: none"> <li>• Today we will learn a rhyming team. We will learn the rhyming team <b>an</b>. Rhyming teams can help us read lots of words.</li> <li>• Watch/listen:             <ul style="list-style-type: none"> <li>○ This is the rhyming team <b>an</b>. Write/show <b>an</b>.</li> <li>○ Together the letters <b>A-N</b> say <b>an</b>.</li> <li>○ I can find the rhyming team <b>an</b> in words and use it to help me read.</li> <li>○ Write <b>fan</b> on the board. I see the rhyming team <b>A-N, an</b>. Now, I can read the word, <b>fan</b>.</li> </ul> </li> </ul> <p>Repeat for <b>plan</b> and <b>tan</b>.</p>
<p><b>Practice</b> Let's try it/ Your turn</p>	<ul style="list-style-type: none"> <li>• Let's practice together:             <ul style="list-style-type: none"> <li>○ Write <b>pan</b>. Find the rhyming team <b>an</b>. What's the rhyming team? <b>an</b> Point to or underline <b>an</b>.</li> <li>○ Now read the word. <b>pan</b> What's the word? <b>pan</b></li> </ul> </li> </ul> <p>Repeat for the words <b>can</b>, <b>man</b>, <b>than</b>, <b>span</b>, and <b>van</b>.</p>
<p><b>Closure</b> Review/Restate</p>	<ul style="list-style-type: none"> <li>• We practiced the rhyming team <b>an</b>. What did we practice? <b>an</b> What is the spelling? <b>A-N</b> What does it say? <b>an</b></li> <li>• Turn to a partner and tell them at least 1 word you know that has the rhyming team <b>an</b>.</li> </ul>

**Materials:** Phonogram List, Phonogram Word Cards, Sound-Spelling Sequence Chart

**Teacher notes:** Note that *phonograms* are also called *body-rime units*. These are familiar to some educators as “word families.” That term is not used here because word families are morphologically related words in linguistics.

If most students are reading the words with 100% accuracy, increase difficulty to include examples like *pans*, *can't*, *ant*, *cans*, *man's*.

# Lesson Guide: Reviewing Phonograms

**Objective:** Students will use phonograms (body-rime units) to decode one-syllable words.

## Model

Watch/Listen

- Today we will review the rhyming teams **an**, **en** and **ip**. We will use these rhyming teams to read lots of words.
- **Watch/listen:**
  - This is the rhyming team **an**. Write/show **an**.
  - Together the letters **A-N** say **an**. Repeat for **en** and **ip**.
  - Write **plan** on the board. I see the rhyming team **A-N**, **an**. Now, I can read the word, **plan**. Repeat for **span**, **den**, **clip**.

## Practice

Let's try it/  
Your turn

- **Let's practice together:**
    - Write **ten**. What's the rhyming team? **en** Point to or underline **en**.
    - **Now read the word.** **ten** What's the word? **ten**
- Repeat for the words **sand**, **lip**, **hens**, **cans**, **flip** and **dent**.

## Closure

Review/Restate

- We practiced the rhyming teams **an**, **en** and **ip**. What did we practice? **an**, **en** and **ip**. What is the spelling for **an**? **A-N**  
Repeat for **en** and **ip**.
- Turn to a partner and tell them 1 word you know that has the rhyming team **an**.  
Repeat for **en** and **ip**.

**Materials:** Phonogram List, Phonogram Word Cards, Sound-Spelling Sequence Chart

**Teacher notes:** If students are reading the words with 100% accuracy, increase difficulty.

# Lesson Guide: Reading Words with Phonograms

**Objective:** Students will use phonograms (body-rime units) to decode one-syllable words.

<p><b>Model</b> Watch/Listen</p>	<ul style="list-style-type: none"> <li>• <b>Today we will practice sounding out words with rhyming teams.</b></li> <li>• <b>Watch/listen:</b> <ul style="list-style-type: none"> <li>○ Write <b>span</b> on the board. I see the rhyming team <b>an</b>. Point to or underline <b>an</b>.</li> <li>○ <b>Now I can sound out the word, /s/, /p/, /an/. Span. The word is span.</b></li> </ul> </li> </ul> <p>Repeat for <b>sand, pens, grip</b>.</p>
<p><b>Practice</b> Let's try it/ Your turn</p>	<ul style="list-style-type: none"> <li>• <b>Let's practice together:</b> <ul style="list-style-type: none"> <li>○ Write <b>lend</b>. <b>What's the rhyming team?</b> <b>en</b> Point to or underline <b>en</b>.</li> <li>○ <b>Now sound out the word. /l/, /en/, /d/. lend What's the word? lend</b></li> </ul> </li> </ul> <p>Repeat for <b>ten, send, and bent</b>. Add other words for mixed practice <b>trip, slant, went, skip, rent and brand</b>.</p>
<p><b>Closure</b> Review/Restate</p>	<ul style="list-style-type: none"> <li>• <b>We practiced sounding out words with rhyming teams. What did we practice?</b> sounding out words with rhyming teams.</li> <li>• <b>What is the rhyming team in the word <b>glen</b>? Tell your partner.</b></li> <li>• <b>Use the rhyming team to sound out the word. What's the word? <b>glen</b></b></li> </ul>

**Materials:** Phonogram List, Phonogram Word Cards, Sound-Spelling Sequence Chart

**Teacher notes:** If students are reading the words with 100% accuracy, increase difficulty. Note that the graphemes in the rhyming teams still say their individual sounds.