

# Phoneme Grapheme Mapping Routine

This is a suggested routine for working with PGM. There should be modeling and checking for understanding throughout the routine. This is up to the teacher as to where this will occur.

## Words

**Teacher says the word.**

*"Listen to this word." \_\_\_\_\_ "Repeat"*

**Students say the sounds (*phonemes*) in the word**

*"Say the sounds in the word."*

**Students put each letter(s) (*graphemes*) in a box to represent each sound.**

**General Guidelines:**

- Digraphs/Trigraphs stay together.
- Blends are two/three separate sounds.
- Vowel teams are one sound.
- Magic "e" has to share a box as it doesn't have its own sound.
- "ed" - can say /d/, /t/, or /i//d/  
\* see sample PGM patterns

**Students write and spell the word on the line.**

*"Check your sounds and write your word on the line. As you write, spell the word."*

**"Next Word"**

## Syllables

**Teacher says the word.**

*"Listen to this word." \_\_\_\_\_ "Repeat"*

**Students break the word into syllables.**

*"Say the syllables in the word"*

**Students put each syllable in a box.**

*Syllable Types*

- Open
- Closed
- VCe
- Vowel Team
- R Controlled
- C-le
- Final Stable Syllable

**Students check syllable divisions.**

*"Go back and check the syllable divisions to make sure you have all the correct vowel sounds."*

*VC/CV*

*V/CV (75% of the time)*

*VC/C (25% of time)*

*V/V*

*\*\*Remember, many words have the schwa sound, "an empty sound in an unaccented syllable." It usually says /u/ /i/.*

**"Next Word"**