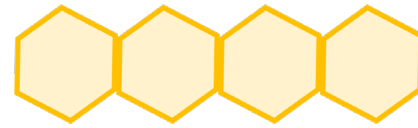


Tap It, Map It, Graph It Procedure



This procedure can be done in whole group, small groups, or 1:1 sessions, depending on student readiness levels.



Materials: Soundboxes, manipulatives, letters (could be magnetic, tiles, cubes, etc.). Alternatively, you could use whiteboards/markers or pencil/paper and draw boxes or lines for each phoneme.

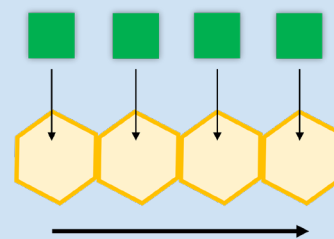


→ Use **Version 1** to model this procedure until children are comfortable with doing this more independently. For children who struggle, repeat this activity one-on-one or in small groups.

Version 1- Model:

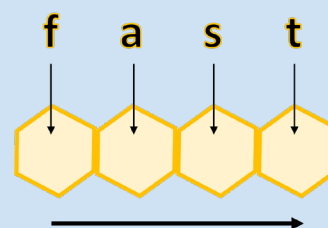
TAP IT: Say a word and have children repeat it. Model segmenting the word, tapping a finger to your thumb for each phoneme (sound), and then repeat the whole word again (hold your hand like you're going to give a handshake, run your finger from your wrist to across your palm). Have children repeat the same. Ask how many sounds were heard. Repeat if needed and address misconceptions.

MAP IT: Ask children to put the soundboxes in front of them. Emphasize that each box is for a sound (not a letter). Tell children that now we are going to put a tile (or other counter) into a box for each sound that we hear. Ask them to watch you first, then you will do it together. Model segmenting the word slowly (dragging out continuous sounds) as you move a manipulative into one box for each phoneme (sound) said in the word. Have children repeat the same. Ask how many sounds are in the word.



GRAPH IT: Point to the first box and repeat the phoneme (sound). Ask what letter(s) (grapheme) stand(s) for the sound ___? Praise, reinforce, and address any misconceptions by saying, "We use the letter(s) (grapheme) ___ to stand for the ___ sound!" Model moving (or writing) the correct letter into the box.

- Have children repeat the same. Repeat this for the rest of the phonemes in the sound boxes.
- Model blending the sounds back together slowly, dragging out continuous sounds, and refrain from pausing in-between sounds.
- Say the whole word and slide your finger under it from left to right. Have children repeat the same.

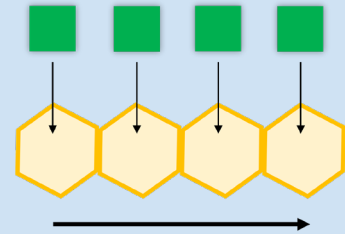


→ Once children are comfortable with this procedure, you can reduce the amount of modeling needed and use **Version 2**.

Version 2:

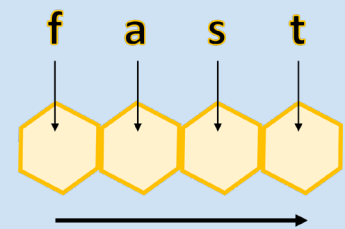
TAP IT: Say a word and have children repeat it. Ask children to segment the word while tapping for each phoneme (sound) and then repeat the whole word again (running a finger from their wrist to across their palm, from left to right). Ask how many sounds were heard. Repeat if needed and address misconceptions.

MAP IT: Ask children to put the soundboxes in front of them. Emphasize that each box is for a sound (not a letter). Ask children to put a tile (or other counter) into a box for each sound that they hear. Repeat the word and ask children to sound it out as they move a manipulative into one box for each sound heard. Ask how many sounds are in the word. Repeat if needed and address misconceptions.



GRAPH IT: Point to the first box and ask which sound (phoneme) is in that box. Ask what letter(s) (grapheme) stand(s) for the sound ___? Praise, reinforce, and address any misconceptions by saying, "We use the letter(s) (grapheme) ___ to stand for the ___ sound!" Ask children to move (or write) the correct letter into the box.

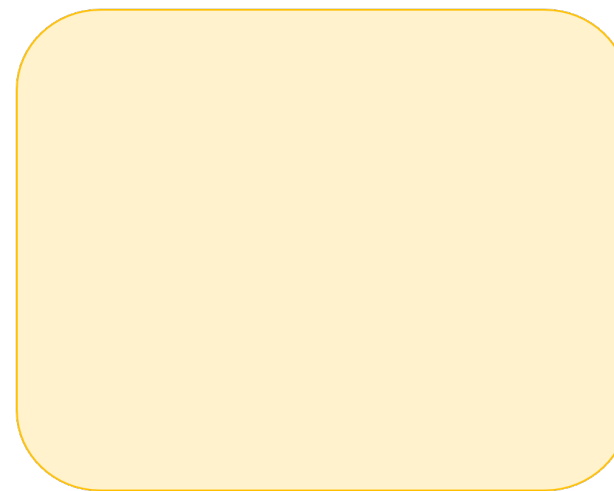
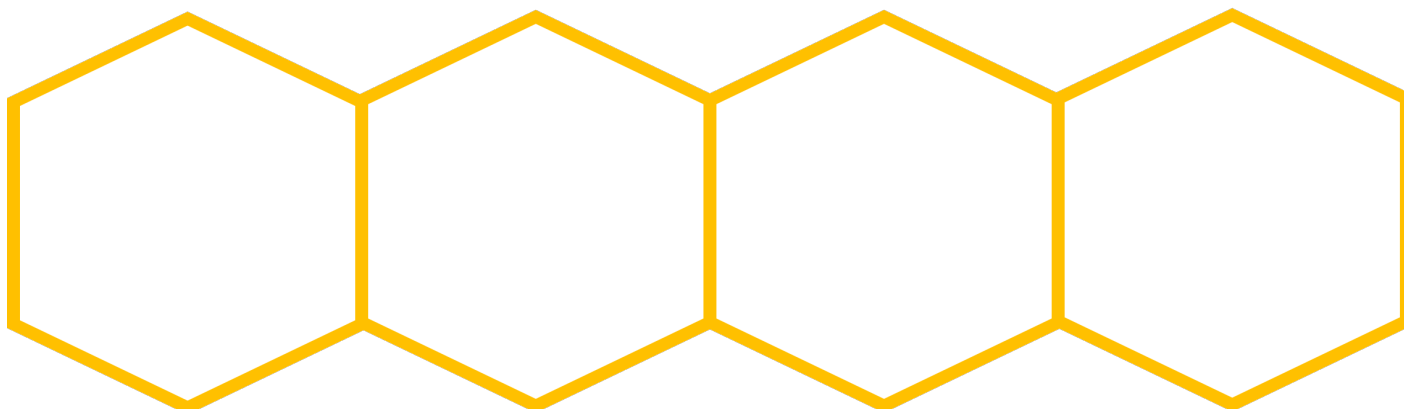
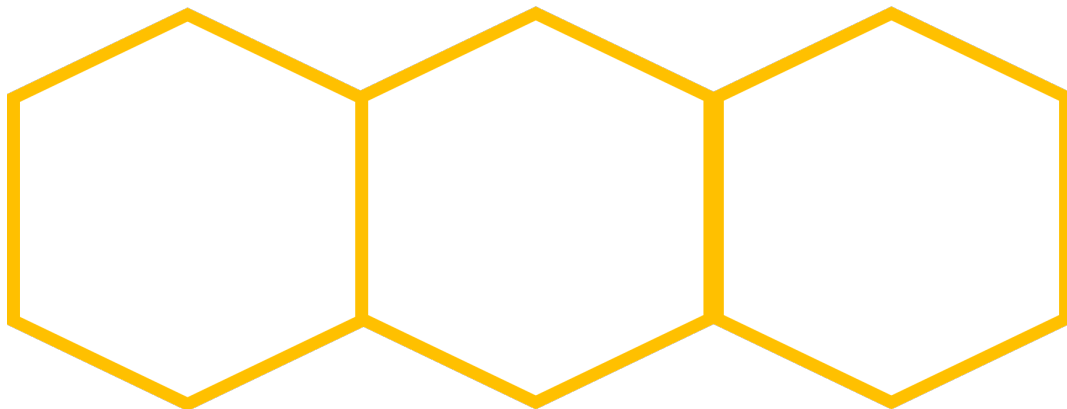
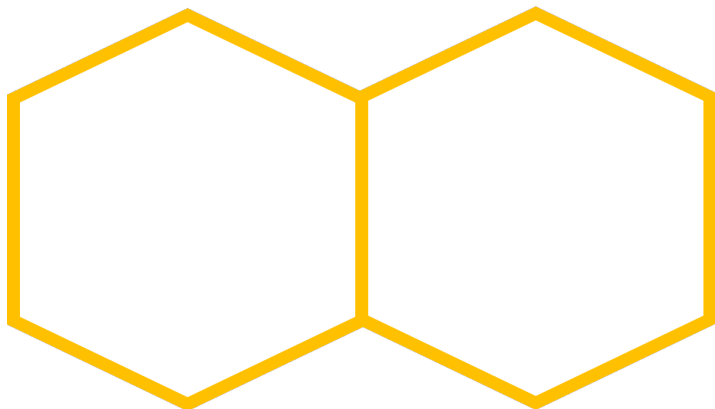
- Repeat this process for the rest of the phonemes in the sound boxes.
- Ask children to blend the sounds and say the whole word, sliding a finger under the word from left to right.
- *Once children are comfortable with this, you can ask them to replace the tiles with letters on their own. Check responses and address misconceptions.*



Additional Suggestions:

- When students are first learning this procedure, try to choose words (e.g., sat) featuring consonants that are produced by creating a continuous flow of sound (i.e., f, h, l, m, n, r, s, v, z). Words with continuous sounds are easier for students to blend as they identify and isolate sounds.
- If instruction occurs during a whole group session, observe students closely and take note of who is struggling with the various steps. Provide additional support during group instruction and repeat the process in 1:1 or small group sessions.
- When graphing with letters, choose words that contain letter sounds students have already learned. This helps them to be more successful in mapping the letters to the sounds in the word.
- In addition, if students struggle to distinguish sounds, draw attention to target sounds by providing students with words that differ by only one phoneme, such as 'sat' / 'hat' or 'tip' / 'top'.
- Before having children try to write in the graphemes, ensure they have been able to successfully connect sounds to print. Then follow this procedure and have them **write** the corresponding letters in the boxes, rather than pulling down letters.

Map It, Graph It: Soundboxes



Place Counters Here