

# Hand Motions & Student Directions

## for Heggerty Phonemic Awareness Lessons



# Heggerty

PHONEMIC AWARENESS CURRICULUM  
by Literacy Resources, Inc.

### NOTE:

As the teacher, use your right hand to show the beginning of the word and your left hand to show the end of the word. Teacher will chop a word from your right to left and the students will mirror the teacher.

**Letter Naming:** Teacher says, “The letter is \_\_\_ The sound is \_\_\_” Students say with the teacher or repeat after the teacher. Teacher shows the letter flashcards to the class. This is the only activity that shows letters to the students.

**Onset Fluency:** Optional hand motion for Kindergarten & Primary: Teacher says the word, repeating the first sound one or two times before saying the complete word. Students repeat teacher. **EXAMPLE: Teacher:** /k/, /k/, cat **Student:** /k/, /k/, cat

**Blending Compound Words:** *I will say two words, and we will put the words together to make a big word.* **HAND MOTION:** Open hand to show each word; clap together to make the compound word (right hand is the first word, left hand is the second word)

**Blending Syllables:** *I will say a word in parts, and we will put the parts together or blend them to make a whole. You can also tell them to “say it fast” when they put the word parts together.* **HAND MOTION:** Palms together and use a chopping motion, chopping each syllable. Slide hands together to make the whole word. If you are chopping on your arm, hold your arm straight out to the side and parallel to the floor.

**Blending Phonemes:** *I will chop a word into sounds and we will blend the sounds together to make a real word.* **HAND MOTION:** Palms together and use a chopping motion, chopping each sound as you say it aloud. Slide hands together to make the whole word.

**Identifying Final Sounds:** **PUNCH IT OUT HAND MOTION:** Use your left arm and slide the first part of the word across your body; punch your arm straight up into the air when you say the final sound. (**EXAMPLE:** buS)

**Identifying Medial Sounds:** **HAND MOTION:** Roller coaster for 3-phoneme words. Bottom of the hill is the beginning of the word; top of the hill is the middle of the word; bottom of the hill is the end of the word. Teacher says the word, moving arm, and isolates the medial/vowel sound. **2ND OPTION:** Teachers can also punch out the medial sound by raising both arms over their head when saying the vowel sound. (**EXAMPLE:** hAm)

**Substituting:** *I am going to say a word and we will change part of the word to make a new word.* Teacher says the whole word; students repeat the word. Teacher says, “Change \* to \* and the word is\_\_\_.” Students respond with the new word. **HAND MOTION:** 2 fists – the right fist is the beginning of the word and the left fist is the end of the word. Hold both fists touching out in front of you and show where you are changing the word by shaking or pulling away that fist. Tap fists together to make the new word.

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When working with all the Phonemic Awareness skills, the focus is on the phonemes/sounds. Students and teachers are saying the sounds they hear, not the letter names. Letter names are said only during the Letter Naming activity.

**Segmenting Compound Words:** *Now I will say a whole word and it is your turn to chop it into two words.* **HAND MOTION:** Students hold both hands out with palms up when saying the whole word and pull them apart when saying each word.

**Segmenting into Syllables, Onset-rime, and Phonemes:** *Now I will say a whole word and it is your turn to chop it into syllables, onset-rime (first sound and the rest of the word), or phonemes.* **HAND MOTION:** Students use their hands to chop the word into syllables, onset-rime, or sounds: With palms together, use a chopping motion, chopping each sound or syllable as you say it aloud. Students can slide hands together to recode the word, if you would like.

**Adding Phonemes:** *I will say a word and we are going to add a sound (word or word part) to make a new word.* Teacher says the word part and students repeat. Teacher can say, “**Add \_\*** to the beginning or end.” Students say the new word. The teacher may repeat each of the parts with the students, if necessary.

**HAND MOTION:** Palms facing up – Teacher uses the left or right hand to show the part of the word they are saying (right is the beginning & left is the end). Bring other hand in when saying the sound (or word) that is being added. Lightly clap together to make the whole word.

**Deleting Phonemes:** *I will say a word and you will say the word back to me. Then we’ll take away part of the word to make a new word.* Teacher says the whole word; students repeat. Teacher says, “**Without\_\_\_\*** and the word is \_\_\_.” Students say what is left. **HAND MOTION:** Palms facing up – show both palms when saying the whole word; pull one hand up when deleting the sound or word part (right for beginning of the word and left for end of the word). One hand will remain out in front of you when students say what is left.

**Language Awareness:** For nursery rhymes, teacher can track the print on a poster or sentence strip as the student says the rhyme. Have students repeat the rhymes a few times each day and should be able to sing or recite the complete rhyme by the end of the week.