

95 Phonics Core Program®

GRADE K

Product sample

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Introduction

Introduction

Description of 95 Phonics Core Program® (95PCP®)

The *95 Phonics Core Program*® is a K–3 phonics strand taught with the whole class within the Tier 1 reading block. This program is consistent with a core value of 95 Percent Group, which is that reading instruction should be teacher directed. Although digital tools are included, this program is grounded in the belief that the teacher—not a computer—teaches students how to read. The 25 weekly lessons in this program are designed to be taught for 20 minutes daily as 1 portion of a comprehensive reading and language arts curriculum. This program serves as a phonological awareness, phonics, and word study strand that enriches the other important strands of a school’s existing literacy program, including read-alouds, oral language and vocabulary development, reading of authentic text, comprehension instruction, and process writing.

Teachers can extend the time beyond 20 minutes if a slower pace is desirable or if they wish to add more practice opportunities. In grades 1–3, the program also includes an optional weekly spelling list of 10 words; teachers choosing to use this will need an additional 5 minutes on Day 5 to dictate the 10 words for a weekly spelling test.

Rationale for Developing the 95 Phonics Core Program

Clients have often asked 95 Percent Group to consider developing a Tier 1 phonics program. Across the company’s history, this has been the single most requested new product. The impetus for this request is the large, measurable gains occurring among the students receiving instruction with 95 Percent Group’s intervention materials. Having experienced what explicit, systematic, and sequential phonics instruction looks like, clients realize that their core program lacks phonics instruction grounded in the science of reading and the principles of structured literacy. Although a handful of clients have successfully used the intervention routines within their core reading block, most clients have experienced challenges adapting our phonics intervention materials for whole-class use.

Based on client feedback, this program addresses the following issues and needs:

- Inadequate phonics instruction in many popular literacy curricula
- An excessive number of students identified for Tier 2 or 3 phonics intervention
- Inadequate teacher knowledge about the science of reading and effective phonics instruction
- Gaps in students’ phonics skill development resulting from school closures, summer breaks, etc.
- A curriculum that enables a seamless transition between in-class and remote learning without disrupting or watering down the instruction
- Digital tools to enhance instruction in any setting

Using the deep phonics expertise of our team as well as leveraging instructional strategies found in our existing phonics products, this new Tier 1 phonics program was not only developed quickly but also entirely by our educator employees. A hallmark of the curriculum is that it provides explicit routines in each of the important components of phonics

instruction, including word sorting, sound-spelling mapping with and without phonics chips, word chains, and transfer to text. This program aligns with all of 95 Percent Group's phonics assessments and intervention materials so students will have consistent gestures, chip colors, and routines between Tier 1 and intervention. New decodable text was written specifically for these lessons so that passages used in our intervention materials will be fresh for students who require extra support in Tier 2 or 3.

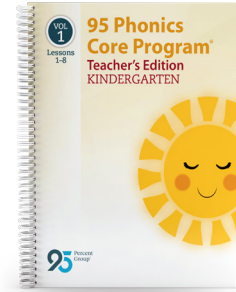
Additionally, to address the potential of school closures, the program was designed to ensure a seamless transition to remote learning without disruption in the curriculum sequence by sending the provided plastic bags home filled with Student Workbooks, manipulatives, downloaded parent instructions, and spelling lists. These materials can be used from home in unison with the Presentation files when teachers instruct students on videoconferencing platforms.

Classroom kit contents

ELEMENTS INCLUDED

Teacher's Edition (TE)

The Classroom Kit includes 3 full-color, spiral-bound TE volumes for kindergarten. Each TE volume includes 8 or 9 lessons. The back cover is a firm stock, enabling teachers to hold the book folded back to see a single page with assurance that it will not bend. The TE provides easy-to-follow lesson plans with scripts and rigorous, but engaging, routines grounded in the science of reading.



Student Workbook set (SW)

There are 3 SW volumes for the school year. Each SW volume is 40–75 pages and contains either 8 or 9 lessons with full-color covers and grayscale printing on the interior pages. Everything the student needs to participate in the lesson is contained in the workbook. This includes letters with arrows to learn letter formation, pictures for identification of initial sounds, words and phrases for reading practice, designated areas for writing words and phrases, and text for learning to read sentences and short stories. The Classroom Kit includes SW sets for 20 students.



Student manipulatives with letter-sound strips

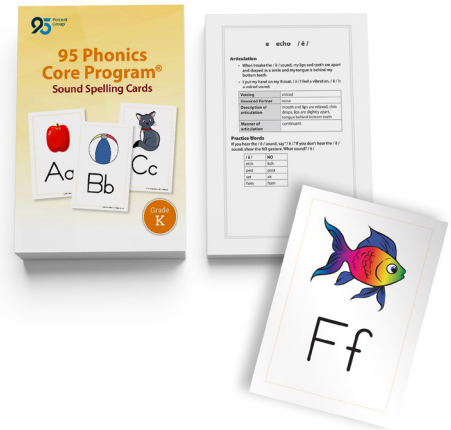
This kit includes individual sets of letter-sound strips. The kit includes 20 student sets of letter-sound strips to support letter-sound associations. The strips are durable, laminated cardstock. The letter-sound strips support letter-sound association as students trace each letter with their fingers while saying the letter name, keyword, and sound.



ELEMENTS INCLUDED

Sound-Spelling Cards

This set of 31 cards is printed in full color on the front and grayscale on the back. The 6" x 9" cards are printed on cover stock for durability. They also have a special treatment that not only protects the cards from mold, mildew, fungi, and bacteria but also makes them easy to clean. Teachers can hold up the cards during instruction or post them around the classroom as a quick reference to remind students of the keywords and letter-sound associations. The back side of the cards contains tips and reminders for teachers as they present each sound and letter association.



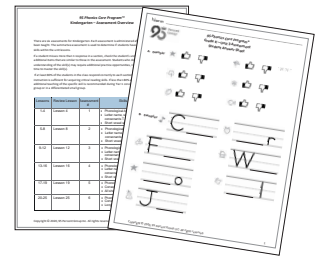
Presentation files

These 25 HTML animated files contain images to guide instruction of the 5 days in that week's lesson. Teachers access and use the Presentation files on our website either in the classroom or during remote instruction using a video conferencing platform such as Zoom or Google® Classroom. Because these files are HTML, they are accessible on any device with a current browser, including a Chromebook®.



Assessment

Teachers administer this summative assessment to the whole class to determine if students mastered the unit content. Teachers can download and copy the assessment and student forms from the Customer Portal.



Product training video and other teacher support

This one-hour training video provides an overview of the program and tips for teaching the lessons. This video is accessible on the Customer Portal by all teachers who have Classroom Kits. More extensive professional development is available either virtually or in person for an additional fee. The product's resource page on the customer portal will be updated with teacher support tips and resources including parent letters in both Spanish and English. Teachers should check back frequently for additional resources.

Scope and sequence

95 Phonics Core Program[®] Grade K

LESSON	SKILL FOCUS	HFW*	OTHER SKILLS
Building Routines & Short a	1 Introduction of Lesson Routines (Letter Names, Sounds, & Formation)	I, a, the	<ul style="list-style-type: none"> Daily PA: syllable level w/compound words (blending, segmenting, addition, deletion, substitution) PA Readiness: academic language (e.g., first/last, beginning/end, etc.), directionality, & 11 COP: front/back of book, title, author, illustrator, page turning, etc. Stroke practice to prepare for letter formation Introduction to Initial Sound Practice Introduction to Write Words routine
	2 Letter Name, Sound, Formation: t & p	to, play, see, for	
	3 Letter Name, Sound, Formation: n & short vowel a	like, have, you	
	4 Review & Uppercase Letters T, P, N, & A Administer Unit 1 Assessment	who, what, where	
Add Short i	5 Letter Name, Sound, Formation: m, d, & g	go, so, look, want	<ul style="list-style-type: none"> Daily PA: syllable level w/non-compound words (blending, segmenting, identifying # of syllables) PA Readiness – academic language (beginning/end, directionality) COP: words, sentences, letters, spaces, & period Blending Awareness: blending sounds in words with short vowels Initial sound practice (continued) Introduction to Read Words, Read Phrases, & Read Sentences routines Introduction to Write Phrases routine
	6 Letter Name, Sound, Formation: s & short vowel i	come, said, saw	
	7 Letter Name, Sound, Formation: h & b	be, he, she, me, we	
	8 Review & Uppercase Letters M, D, G, I, S, H, & B Administer Unit 2 Assessment	black, blue, brown, yellow	
Add Short o	9 Letter Name, Sound, Formation: l, r, & short vowel o	are, little, with	<ul style="list-style-type: none"> Daily PA: onset-rime level (blending, segmenting, comparing rimes, substitution of onset) PA Readiness – academic language (same/different) Initial sound practice (continued) Read phrases & sentences Write words & phrases
	10 Letter Name, Sound, Formation: c & f	find, no, they, help	
	11 Letter Name, Sound, Formation: j & w	jump, was, will, went	
	12 Review & Uppercase Letters O, L, R, C, F, J, & W Administer Unit 3 Assessment	one, two, three, four	
Add Short e & u	13 Letter name, sound, formation: z, k, & short vowel e Read a Story: The Red Hat	that, this, there	<ul style="list-style-type: none"> Daily PA: initial/final phoneme level (isolation & identification) PA Readiness – academic language (beginning/middle/end) Initial sound practice (continued) Read sentences Introduction to Write Sentences routine Introduction to Read A Story routine
	14 Letter name, sound, formation: y & v Read a Story: My Bag	do, my, too, am*	
	15 Letter name, sound, formation: q, x, & short vowel u Read a Story: Mel and Gus	down, must, can*, at*	
	16 Review & Uppercase Letters E, Z, K, Y, V, U, Q, & X Read a Story: Play at the Lot Administer Unit 4 Assessment	REVIEW	

95 Phonics Core Program® Grade K

LESSON	SKILL FOCUS	HFV*	OTHER SKILLS
17	Short Vowel Review 1 Read a Story: Fed in Bed	now, well, new, not*	<ul style="list-style-type: none"> Daily PA: phoneme level (2-3 phonemes – blending, segmentation, isolation) Introduction to Word Completion with Pictures (fill in missing phoneme) Read & write sentences Read a story
	Short Vowel Review 2 Read a Story: The Jet Set	all, good, say	
	Short Vowel Review 3 Read a Story: As Good as New Administer Unit 5 Assessment	REVIEW	
20	Introduction of Long a Silent-e Read a Story: Kate and Jake	our, out	<ul style="list-style-type: none"> Daily PA: phoneme level (segmentation with 4 phonemes, addition of initial/final, deletion of initial final, substitution of initial only) Word completion w/pictures (continued) Read & write sentences Read a story
21	Introduction of Long i Silent-e Read a Story: The Play Hut	eat, soon, please, ride*, white*	
22	Introduction of Long o Silent-e Read a Story: Little Cub	under, into	
23	Introduction of Long e Silent-e Read a Story: The Box	REVIEW	
24	Introduction of Long u Silent-e Read a Story: A Ride on Zeke	pretty, funny, away, came*	
25	Final Kindergarten Review Read a Story: The Pet Doc Administer Unit 6 Assessment	REVIEW	

*This is a list of pre-primer and primer Dolch high-frequency words that are not explicitly taught in the lessons. These words are decodable to students based on the letter-sound correspondence instruction. Students will see these words in the application tasks (reading/writing) throughout the program.					
Short a	Short e	Short i	Short o	Short u	Long Vowel Silent-e
am and at can ran	get red	big did in is it	not on	but run up	ate came here make ride white

KEY**COP**
Concepts of Print**PA**
Phonological Awareness

Lesson sample

LESSON 11

Introduction of *j* & *w*

Learning Objective

Students demonstrate understanding of the letters *j* and *w* by correctly identifying and writing them as well as associating the correct sound with the letter.

DAY 1

Phonological Awareness Warm-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

Today we are going to learn how to change the onset, or beginning sound, in a word.

We'll keep the ending part the same and change only the beginning sound to make a new word; when we do this, the 2 words rhyme.

Watch me, my turn.

- I say sad. I'll change /s/ to /h/. The new word is had.
- Sad and had rhyme because the last part sounds the same.

Let's do one together.

- Say set: (**set**) Change /s/ to /g/. Word? **get**
- Do set and get rhyme? **yes**

Here are the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say hid: (**hid**) Change /h/ to /k/. Word?

kid

Say bill: (**bill**) Change /b/ to /f/. Word?

fill

Say win: (**win**) Change /w/ to /p/. Word?

pin

Say sink: (**sink**) Change /s/ to /w/. Word?

wink

Say dip: (**dip**) Change /d/ to /h/. Word?

hip

Say jog: (**jog**) Change /j/ to /l/. Word?

log

Say gum: (**gum**) Change /g/ to /h/. Word?

hum

Say dust: (**dust**) Change /d/ to /j/. Word?

just

Say pail: (**pail**) Change /p/ to /n/. Word?

nail

Say bag: (**bag**) Change /b/ to /t/. Word?

tag

Say face: (**face**) Change /f/ to /l/. Word?

lace

Say cat: (**cat**) Change /k/ to /m/. Word?

mat

Say kick: (**kick**) Change /k/ to /l/. Word?

lick

Say lock: (**lock**) Change /l/ to /n/. Word?

knock

Say hop: (**hop**) Change /h/ to /m/. Word?

mop

Say dunk: (**dunk**) Change /d/ to /s/. Word?

sunk

Letter-Sound Correspondence

a=/a/
b=/b/
c=/k/

2 min

INTRODUCTION OF LETTER-SOUND *J* - /j/

Now we are going to learn about the letter *j* and the sound it spells. Look at the *j* Sound-Spelling Card. (Display keyword /j/ jet.)

This is the letter *j*. Which letter? **j**

Letter *j* has a job. Its job is to spell the /j/ sound.

Watch me introduce the /j/ sound.

- Place
 - Look at my mouth when I make the /j/ sound. /j/
 - My lips push forward.
- Manner
 - I put my hand on my throat. /j/
 - I feel a vibration, so /j/ is a voiced sound.
 - The sound continues a short while and stops.

Let's review the /j/ sound together.

- Place
 - Look at my mouth when I make the /j/ sound. /j/
 - Are my lips straight or pushed forward? **pushed forward**
- Manner
 - Put your hand on your throat. Say /j/. **/j/** Say it again. **/j/**
 - Do you feel a vibration? **yes**
 - Because there is a vibration, /j/ is a voiced sound.
 - Does the sound continue or stop? **stop**

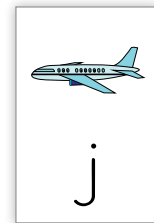
Look at the picture of the keyword *jet*. When you say the keyword *jet*, the first sound in *jet* is /j/, which reminds you that the letter *j* spells the /j/ sound.

- Listen and watch. Letter name? **j** Keyword? **jet** Sound? **/j/**
- Now say it with me. Letter name? **j** Keyword? **jet** Sound? **/j/**
- You say it. Letter name? **j** Keyword? **jet** Sound? **/j/**

Let's listen for the sound. I'm going to say some words.

- If you hear the /j/ sound, show the thumbs-up gesture and say "/j/."
- If you don't hear the /j/ sound, show the NO gesture. (Extend hand with palm down and move it back and forth sideways a couple of times.)

Which sound are we listening for? **/j/**



🔑 Routine for Sound Articulation:

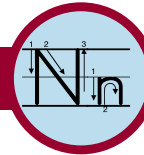
- **Place**
 - Lips?
 - Tongue?
- **Manner**
 - Voiced/unvoiced (vibration in throat)?
 - Continuant/stop (length of sound)?

Answer Key

- | | |
|----------------------------|----------------------------|
| 1. jack (thumbs up, /j/) | 5. jam (thumbs up, /j/) |
| 2. jog (thumbs up, /j/) | 6. lamb (NO gesture, /no/) |
| 3. back (NO gesture, /no/) | 7. put (NO gesture, /no/) |
| 4. log (NO gesture, /no/) | 8. jet (thumbs up, /j/) |

- | | |
|---------|---------|
| 1. jack | 5. jam |
| 2. jog | 6. lamb |
| 3. back | 7. put |
| 4. log | 8. jet |

Letter Formation

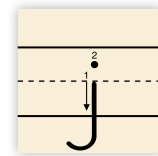


5 min

INTRODUCTION OF LETTER J

Now we're going to learn to write a new letter. Watch me write the letter *j*.

1. Start at the midline, pull down, curve left. Stop.
2. Dot over the top.



Now it's your turn. Turn to page 14 in your Student Workbook. Find the line that has cherries in front of it.

Let's review. Letter name? **j** Sound? **/j/**

- Finger ready? Follow the arrow to trace the letter while saying /j/.
- Pencil ready? Follow the arrow to trace the letter while saying /j/.
- Pencil ready? Follow the dotted line to trace the letter while saying /j/. Do this 2 times.
- Pencil ready? Write the letter until both lines are filled. Don't forget to say /j/ as you write it.

Reading



6 min

READ PHRASES

Now you'll read some phrases.



Turn to page 14 in your workbook. Find the line that has a watermelon slice in front of it. Put your pointer finger in front of the first word.

Answer with me as we do the first one together.

- How many words do you see? **2**
- How is the first word spelled? **c-a-n**
 - First sound? **/k/** Next sound? **/ă/** Last sound? **/n/**
 - Word? **can**

- How is the second word spelled? **j-o-g**
 - First sound? /j/ Next sound? /ō/ Last sound? /g/
 - Word? **jog**
- Read the phrase. **can jog**



Now it's your turn. On the line that has a watermelon slice in front of it, find the phrase that is below the one we just read together.

Above the line, there is a box with high-frequency words in it. Let's read them together. **a, do** Now, put your pointer finger in front of the first word in the next phrase.

a, do

Let's review the steps:

1. Look at each word and check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the phrase.

1. did a job
2. can do a jig

READ SENTENCES

It's sentence time!



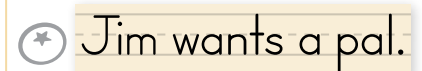
Turn to page 15 in your workbook. Find the line that has a blueberry in front of it.

Above the line, there is a box with high-frequency words in it. Let's read them together. **wants, a, his, is, has** Now, put your pointer finger in front of the first word in the sentence.

wants, a, his, is, has

Answer with me as we do the first one together.

- How many words do you see? **4**
- How is the first word spelled? **J-i-m**
 - First sound? /j/ Next sound? /i/ Last sound? /m/ Word? **Jim**
 - Notice that J is an uppercase letter because it begins the first word in the sentence, and it is also a name.
- How is the second word spelled? **w-a-n-t-s**
 - The letters *w-a-n-t-s* spell the word **wants**.
- How is the third word spelled? **a** Word? **a**
- How is the last word spelled? **p-a-l**
 - First sound? /p/ Next sound? /ă/ Last sound? /l/ Word? **pal**
- Which punctuation mark is at the end? **a period**
- Now read the sentence. **Jim wants a pal.**



Now it's your turn. On the line that has a blueberry in front of it, find the sentence that is next to the one we just read together.

Let's review the steps:

1. Look at each word and check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.

(After reading the sentences, discuss how Jim is probably feeling now that he has Lil.)



1. Jim got a dog.
2. His big dog is Lil.
3. Jim has a pal.
4. Lil has a pal.

Writing



2 min

WRITE PHRASES

Let's write some phrases. Remember that a phrase contains 2 or more words. Today's phrases contain the high-frequency word *was*, which is spelled w-a-s.



Turn to page 15 in your workbook. Find the line that has a strawberry in front of it.

Note: The letter *s* is pronounced /z/ in the word *was*. This is also the case for other high-frequency words, including *as*, *is*, *has*, and *his*.

Let's write the following phrase: **Mac was**. Repeat it with me. **Mac was**

- How many words do you hear? **2**
- What is the first word? **Mac**
 - Finger-stretch Mac. /m/ /ă/ /k/
 - Because Mac is a name, do we write a lowercase or uppercase letter? **uppercase**
 - Say the sounds and letters while writing. /m/ M - /ă/ a - /k/ c
 - Blend it. /mmmăăăk/ Word? **Mac**
- What is the second word? **was**
 - The word *was* is spelled w-a-s.
- Now let's read the phrase together. **Mac was**

Above the line, there is a box with some high-frequency words in it. Let's read them together. **was, a**



Mac -

Mac was

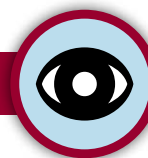
was, a

Here are the steps:

1. I'll say the phrase and you repeat it.
2. Before writing each word, check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Then, read the phrase.

1. was a cat
 2. was a big hat

High-Frequency Words



1 min

Now I'm going to show you how to read a new high-frequency word. Watch me, my turn.

(Display jump.)

The word is jump; this word is the one you hear in the sentence "Let's jump."

- Watch me finger-stretch the sounds. /j/ /ŭ/ /m/ /p/ (Show thumb for /j/, pointer finger for /ŭ/, middle finger for /m/, and ring finger for /p/.)
- There are 4 sounds in the word *jump*. This word is spelled with 4 letters, j-u-m-p.

Now it's your turn. Word? **jump** How many letters? **4** The letter names are j-u-m-p. Say them with me. **j-u-m-p**

Let's review 3 other words that we have learned.

- (Display find.) This is the word *find*, as in "Did you find it?" Repeat the word *find*. **find**
- (Display no.) This is the word *no*, as in "No, thank you." Repeat the word *no*. **no**
- (Display they.) This is the word *they*, as in "They are here." Repeat the word *they*. **they**

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

Note: Although the students haven't been taught all the letter names yet, repeating them in the high-frequency word section is simply for exposure. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

jump

find
no
they



2 min

Phonological Awareness Wrap-Up

PHONOLOGICAL AWARENESS: ONSET-RIME

Now, we are going to practice changing the onset, or beginning sound, in a word.

Let's practice one together.

- Say tub: (**tub**) Change /t/ to /s/. Word? **sub**
- Tub and sub rhyme because the last part sounds the same.

Now it's your turn. Here are the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say bet: (bet) Change /b/ to /j/. Word?	jet	Say fall: (fall) Change /f/ to /h/. Word?	hall
Say duck: (duck) Change /d/ to /l/. Word?	luck	Say bump: (bump) Change /b/ to /j/. Word?	jump
Say date: (date) Change /d/ to /g/. Word?	gate	Say cash: (cash) Change /k/ to /d/. Word?	dash
Say fair: (fair) Change /f/ to /h/. Word?	hair	Say find: (find) Change /f/ to /m/. Word?	mind
Say Pam: (Pam) Change /p/ to /s/. Word?	Sam	Say corn: (corn) Change /k/ to /h/. Word?	horn
Say heat: (heat) Change /h/ to /b/. Word?	beat	Say sing: (sing) Change /s/ to /w/. Word?	wing
Say dice: (dice) Change /d/ to /m/. Word?	mice	Say bark: (bark) Change /b/ to /d/. Word?	dark
Say bold: (bold) Change /b/ to /k/. Word?	cold	Say feel: (feel) Change /f/ to /h/. Word?	heel

DAY 2



2 min

Phonological Awareness Warm-Up

Today we are going to practice changing the onset, or beginning sound, in a word. Let's practice one together.

- Say bite: (**bite**) Change /b/ to /k/. Word? **kite**
- Bite and kite rhyme because the last part sounds the same.

Now it's your turn. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say jaw: (jaw) Change /j/ to /p/. Word?	paw	Say cart: (cart) Change /k/ to /h/. Word?	heart
Say hit: (hit) Change /h/ to /k/. Word?	kit	Say sun: (sun) Change /s/ to /f/. Word?	fun
Say shave: (shave) Change /sh/ to /w/. Word?	wave	Say me: (me) Change /m/ to /sh/. Word?	she
Say bag: (bag) Change /b/ to /r/. Word?	rag	Say pain: (pain) Change /p/ to /r/. Word?	rain
Say hose: (hose) Change /h/ to /n/. Word?	nose	Say nod: (nod) Change /n/ to /r/. Word?	rod
Say joy: (joy) Change /j/ to /b/. Word?	boy	Say joke: (joke) Change /j/ to /p/. Word?	poke
Say car: (car) Change /k/ to /f/. Word?	far	Say file: (file) Change /f/ to /m/. Word?	mile
Say tell: (tell) Change /t/ to /s/. Word?	sell	Say camp: (camp) Change /k/ to /d/. Word?	damp

Letter-Sound Correspondence



REVIEW OF LETTER-SOUND *J* - /j/

Now, we're going to review the letter *j* and the sound it spells. Look at the *j* Sound-Spelling Card. (Display keyword /j/ jet.)

- Listen and watch. Letter name? **j** Keyword? **jet** Sound? /j/
- Now say it with me. Letter name? **j** Keyword? **jet** Sound? /j/
- You say it. Letter name? **j** Keyword? **jet** Sound? /j/

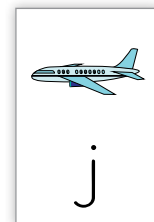
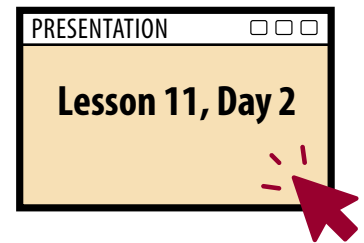
Now it's your turn. Find letter-sound strip #5.



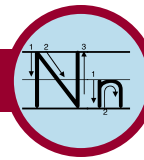
Here are the steps:

1. Find the lowercase letter *j* next to the jet picture. Place your finger on it.
2. While tracing the letter, say 3 things: the letter name *j*, the keyword *jet*, and the /j/ sound.
3. Do it with me now. **j, jet, /j/**
4. Keep tracing the letter over and over until I say "stop."
5. Remember to say 3 things while tracing the letter: *j, jet, /j/*.

(Time students for 1 minute. Then say it chorally as a class 5 times.)



Letter Formation



3 min

REVIEW OF LETTER J

We're going to review how to write the letter *j*, which we learned yesterday. Watch me write the letter *j*.

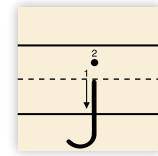
1. Start at the midline, pull down, curve left. Stop.
2. Dot over the top.



Now it's your turn. Turn to page 16 in your Student Workbook. Find the line that has a house in front of it.

Let's review. Letter name? **j** Sound? **/j/**

- Finger ready? Follow the arrow to trace the letter while saying **/j/**.
- Pencil ready? Follow the arrow to trace the letter while saying **/j/**.
- Pencil ready? Follow the dotted line to trace the letter while saying **/j/**. Do this 2 times.
- Pencil ready? Write the letter until both lines are filled. Don't forget to say **/j/** as you write it.



Reading



2 min

READ SENTENCES

It's sentence time!

One of the words in the first sentence is "jam." You may think about jelly when you hear this word. Another meaning of jam is to have a problem.



Turn to page 16 in your workbook. Find the line that has an apple in front of it.

Above the line, there is a box with high-frequency words in it. Let's read them together. **is, a, has** Now, put your pointer finger in front of the first word in the sentence.

is, a, has

Let's review the steps:

1. Look at each word and check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.



Jim is in a jam.

1. Jim is in a jam.
2. Jim has a rag.
3. Lil hid.
4. Is Dad mad?

(After reading the sentences, ask students to think about why Jim has a rag. It seems like Lil made a mess. Ask if they think Dad will be mad.)

Writing



8 min

INITIAL SOUND PRACTICE

Now we will look at a picture and write the first sound in the word.
Let's do the first one together.

(Display jump.)

Word? **jump**

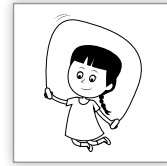
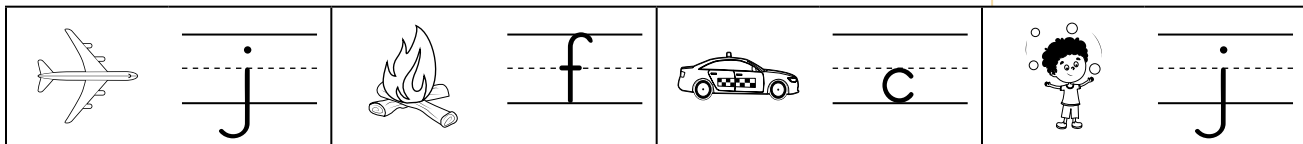
- First sound? /j/
- Letter name? **j**
- I say /j/ while writing the letter *j*.



Now it's your turn. Turn to page 16 in your Student Workbook.
The pictures are jet, fire, cab, and juggle.

Here are the steps:

1. Say the word.
2. Say the first sound in the word.
3. Say the letter name.
4. Repeat the sound as you write the letter.

Answer Key**WRITE PHRASES**

Let's write some phrases. Remember that a phrase contains 2 or more words. Watch me write the first phrase. (want a big job)

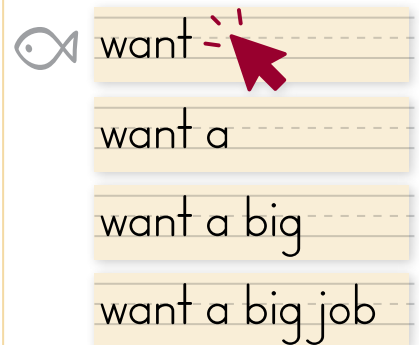


Turn to page 17 in your workbook. Find the line that has a fish in front of it.

Above the line, there is a box with some high-frequency words in it.
Let's read them together. **want, a, to**

Here are the steps:

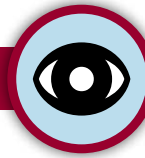
1. I'll say the phrase and you repeat it.
2. Before writing each word, check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Then, read the phrase.



want, a, to

1. jot it
2. a cat can
3. Jim ran to

High-Frequency Words



1 min

Now I'm going to show you how to read a new high-frequency word. Watch me, my turn.

(Display was.)

The word is was; this word is the one you hear in the question "Who was there?"

- Watch me finger-stretch the sounds. /w/ /ü/ /z/ (Show thumb for /w/, pointer finger for /ü/, and middle finger for /z/.)
- There are 3 sounds in the word *was*. This word is spelled with 3 letters, w-a-s.

Now it's your turn. Word? **was** How many letters? **3** The letter names are w-a-s. Say them with me. **w-a-s**

Let's review 3 other words that we have learned.

- (Display help.) This is the word *help*, as in "Please help." Repeat the word *help*. **help**
- (Display are.) This is the word *are*, as in "Are you coming?" Repeat the word *are*. **are**
- (Display little.) This is the word *little*, as in "a little bit." Repeat the word *little*. **little**

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

Note: Although the students haven't been taught all the letter names yet, repeating them in the high-frequency word section is simply for exposure. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

was

help
are
little

Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

Now, we are going to practice changing the onset, or beginning sound, in a word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say bike: (**bike**) Change /b/ to /l/. Word?
 Say bone: (**bone**) Change /b/ to /k/. Word?
 Say hard: (**hard**) Change /h/ to /y/. Word?
 Say felt: (**felt**) Change /f/ to /b/. Word?
 Say rest: (**rest**) Change /r/ to /ch/. Word?
 Say sank: (**sank**) Change /s/ to /t/. Word?
 Say ring: (**ring**) Change /r/ to /k/. Word?
 Say might: (**might**) Change /m/ to /n/. Word?

like
cone
yard
belt
chest
tank
king
night

Say den: (**den**) Change /d/ to /t/. Word?
 Say cage: (**cage**) Change /k/ to /p/. Word?
 Say sound: (**sound**) Change /s/ to /p/. Word?
 Say peep: (**peep**) Change /p/ to /k/. Word?
 Say sock: (**sock**) Change /s/ to /r/. Word?
 Say dear: (**dear**) Change /d/ to /h/. Word?
 Say feed: (**feed**) Change /f/ to /s/. Word?
 Say row: (**row**) Change /r/ to /m/. Word?

ten
page
pound
keep
rock
hear
seed
mow

DAY 3



2 min

Phonological Awareness Warm-Up

PHONOLOGICAL AWARENESS: ONSET-RIME

Today we are going to practice changing the onset, or beginning sound, in a word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say tab: (**tab**) Change /t/ to /l/. Word?

lab

Say lip: (**lip**) Change /l/ to /ch/. Word?

chip

Say boil: (**boil**) Change /b/ to /s/. Word?

soil

Say dine: (**dine**) Change /d/ to /f/. Word?

fine

Say cheek: (**cheek**) Change /ch/ to /p/. Word?

peek

Say send: (**send**) Change /s/ to /l/. Word?

lend

Say root: (**root**) Change /r/ to /b/. Word?

boot

Say dot: (**dot**) Change /d/ to /g/. Word?

got

Say mail: (**mail**) Change /m/ to /n/. Word?

nail

Say ran: (**ran**) Change /r/ to /t/. Word?

tan

Say Bob: (**Bob**) Change /b/ to /j/. Word?

job

Say lame: (**lame**) Change /l/ to /g/. Word?

game

Say meal: (**meal**) Change /m/ to /h/. Word?

heal

Say pie: (**pie**) Change /p/ to /t/. Word?

tie

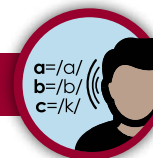
Say cane: (**cane**) Change /k/ to /j/. Word?

Jane

Say dime: (**dime**) Change /d/ to /l/. Word?

lime

Letter-Sound Correspondence



a=/a/
b=/b/
c=/k/

2 min

INTRODUCTION OF LETTER-SOUND *w* - /w/

Now we are going to learn about the letter *w* and the sound it spells.

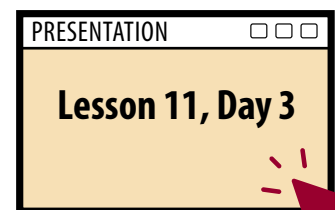
Look at the *w* Sound-Spelling Card. (Display keyword /w/ wig.)

This is the letter *w*. Which letter? **w**

Letter *w* has a job. Its job is to spell the /w/ sound.

Watch me introduce the /w/ sound.

- **Place**
 - Look at my mouth when I make the /w/ sound. /w/
 - My lips are pushed out and tight.
- **Manner**
 - I put my hand on my throat. /w/
 - I feel a vibration, so /w/ is a voiced sound.



Let's review the /w/ sound together.

- **Place**
 - Look at my mouth when I make the /w/ sound. /w/
 - Are my lips open or pushed out and tight? **pushed out and tight**
- **Manner**
 - Put your hand on your throat. Say /w/. /w/ Say it again. /w/
 - Do you feel a vibration? **yes**
 - Because there is a vibration, /w/ is a voiced sound.

Look at the picture of the keyword *wig*. When you say the keyword *wig*, the first sound in *wig* is /w/, which reminds you that the letter *w* spells the /w/ sound.

- Listen and watch. Letter name? *w* Keyword? *wig* Sound? /w/
- Now say it with me. Letter name? **w** Keyword? **wig** Sound? /w/
- You say it. Letter name? **w** Keyword? **wig** Sound? /w/

Let's listen for the sound. I'm going to say some words.

- If you hear the /w/ sound, show the thumbs-up gesture and say "/w/."
- If you don't hear the /w/ sound, show the **NO** gesture. (Extend hand with palm down and move it back and forth sideways a couple of times.)

Which sound are we listening for? /w/

Answer Key

- | | |
|----------------------------|----------------------------|
| 1. wag (thumbs up, /w/) | 5. wing (thumbs up, /w/) |
| 2. take (NO gesture, /no/) | 6. sit (NO gesture, /no/) |
| 3. pet (NO gesture, /no/) | 7. dish (NO gesture, /no/) |
| 4. win (thumbs up, /w/) | 8. wish (thumbs up, /w/) |

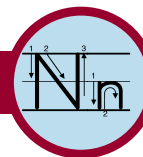
Routine for Sound Articulation:

- **Place**
 - Lips?
 - Tongue?
- **Manner**
 - Voiced/unvoiced (vibration in throat)?
 - Continuant/stop (length of sound)?



- | | |
|---------|---------|
| 1. wag | 5. wing |
| 2. take | 6. sit |
| 3. pet | 7. dish |
| 4. win | 8. wish |

Letter Formation

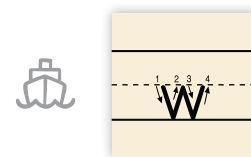


5 min

INTRODUCTION OF LETTER *W*

Now we're going to learn to write a new letter. Watch me write the letter *w*.

1. Start at the midline. Slant to the right.
2. Slant up.
3. Slant to the right.
4. Slant up.

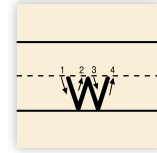




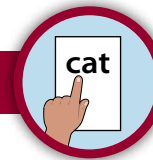
Now it's your turn. Turn to page 17 in your Student Workbook and find the line that has a ship in front of it.

Let's review. Letter name? **w** Sound? **/w/**

- Finger ready? Follow the arrows to trace the letter while saying /w/.
- Pencil ready? Follow the arrows to trace the letter while saying /w/.
- Pencil ready? Follow the dotted lines to trace the letter while saying /w/. Do this 2 times.
- Pencil ready? Write the letter until both lines are filled. Don't forget to say /w/ as you write it.



Reading



3 min

READ SENTENCES

It's sentence time!



Turn to page 18 in your workbook. Find the line that has a canoe in front of it.

Above the line, there is a box with high-frequency words in it. Let's read them together. **is, and, are, they, go** Now, put your pointer finger in front of the first word in the sentence.

is, and, are, they, go

Let's review the steps:

1. Look at each word and check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.



Dad is not mad.

1. Jim and Lil are not sad.
2. They can go jog.
3. Jim and Lil are pals.

(After reading the sentences, ask the students what activity Lil and Jim can do together. **jog**)

Writing



5 min

WRITE PHRASES

Let's write some phrases. Remember that a phrase contains 2 or more words. Today's phrases contain the high-frequency word *want*, which is spelled w-a-n-t. Watch me write the first phrase. (want to jog)



Turn to page 18 in your workbook. Find the line that has a cupcake in front of it.

Above the line, there is a box with some high-frequency words in it. Let's read them together. **want, to, do**

Here are the steps:

1. I'll say the phrase and you repeat it.
2. Before writing each word, check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Then, read the phrase.



want

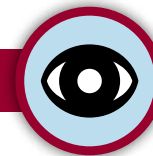
want to

want to jog

want, to, do

1. want to hop
2. do not want to mop

High-Frequency Words



1 min

Now I'm going to show you how to read a new high-frequency word. Watch me, my turn.

(Display will.)

The word is will; this word is the one you hear in the question "Will he come?"

- Watch me finger-stretch the sounds. /w/ /i/ /l/ (Show thumb for /w/, pointer finger for /i/, and middle finger for /l/.)
- There are 3 sounds in the word *will*. This word is spelled with 4 letters, w-i-l-l.

Note: If students ask, explain that sometimes 4 letters spell 3 sounds.

Now it's your turn. Word? **will** How many letters? **4** The letter names are w-i-l-l. Say them with me. **w-i-l-l**

Let's review 3 other words that we have learned.

- (Display with.) This is the word *with*, as in "Come with me." Repeat the word *with*. **with**
- (Display he.) This is the word *he*, as in "He can." Repeat the word *he*. **he**
- (Display she.) This is the word *she*, as in "She can." Repeat the word *she*. **she**

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

Note: Although the students haven't been taught all the letter names yet, repeating them in the high-frequency word section is simply for exposure. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

will

with
he
she

Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

Now, we are going to practice changing the onset, or beginning sound, in a word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say may: (may) Change /m/ to /b/. Word?	bay	Say fin: (fin) Change /f/ to /ch/. Word?	chin
Say fold: (fold) Change /f/ to /s/. Word?	sold	Say face: (face) Change /f/ to /r/. Word?	race
Say nice: (nice) Change /n/ to /r/. Word?	rice	Say hill: (hill) Change /h/ to /w/. Word?	will
Say shark: (shark) Change /sh/ to /p/. Word?	park	Say lump: (lump) Change /l/ to /b/. Word?	bump
Say rock: (rock) Change /r/ to /l/. Word?	lock	Say chair: (chair) Change /ch/ to /p/. Word?	pair
Say dog: (dog) Change /d/ to /f/. Word?	fog	Say find: (find) Change /f/ to /k/. Word?	kind
Say horn: (horn) Change /h/ to /t/. Word?	horn	Say pop: (pop) Change /p/ to /t/. Word?	top
Say pig: (pig) Change /p/ to /b/. Word?	big	Say bed: (bed) Change /b/ to /f/. Word?	fed

DAY 4

Phonological Awareness Warm-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

Today we are going to practice changing the onset, or beginning sound, in a word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say bank: (bank) Change /b/ to /th/. Word?	thank	Say mug: (mug) Change /m/ to /h/. Word?	hug
Say dark: (dark) Change /d/ to /p/. Word?	park	Say nope: (nope) Change /n/ to /r/. Word?	rope
Say paw: (paw) Change /p/ to /s/. Word?	saw	Say tag: (tag) Change /t/ to /w/. Word?	wag
Say know: (know) Change /n/ to /l/. Word?	low	Say link: (link) Change /l/ to /p/. Word?	pink
Say sound: (sound) Change /s/ to /r/. Word?	round	Say neat: (neat) Change /n/ to /s/. Word?	seat
Say fit: (fit) Change /f/ to /b/. Word?	bit	Say did: (did) Change /d/ to /l/. Word?	lid
Say pest: (pest) Change /p/ to /n/. Word?	nest	Say bell: (bell) Change /b/ to /w/. Word?	well
Say sat: (sat) Change /s/ to /r/. Word?	rat	Say rust: (rust) Change /r/ to /m/. Word?	must

Letter-Sound Correspondence

a=/a/
b=/b/
c=/k/

2 min

REVIEW OF LETTER-SOUND W - /w/

Now, we're going to review the letter *w* and the sound it spells. Look at the *w* Sound-Spelling Card. (Display keyword /w/ wig.)

- Listen and watch. Letter name? *w* Keyword? *wig* Sound? /w/
- Now say it with me. Letter name? *w* Keyword? *wig* Sound? /w/
- You say it. Letter name? *w* Keyword? *wig* Sound? /w/

Now it's your turn. Find letter-sound strip #5.

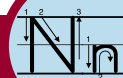


Here are the steps:

1. Find the lowercase letter *w* next to the wig picture. Place your finger on it.
2. While tracing the letter, say 3 things: the letter name *w*, the keyword *wig*, and the /w/ sound.
3. Do it with me now. *w*, *wig*, /w/
4. Keep tracing the letter over and over until I say "stop."
5. Remember to say 3 things while tracing the letter: *w*, *wig*, /w/.

(Time students for 1 minute. Then say it chorally as a class 5 times.)

Letter Formation



3 min

REVIEW OF LETTER W

We're going to review how to write the letter *w*, which we learned yesterday. Watch me write the letter *w*.

1. Start at the midline. Slant to the right.
2. Slant up.
3. Slant to the right.
4. Slant up.



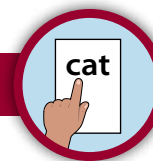
Now it's your turn. Turn to page 18 in your Student Workbook. Find the line that has a crown in front of it.

Let's review. Letter name? *w* Sound? /w/

- Finger ready? Follow the arrows to trace the letter while saying /w/.
- Pencil ready? Follow the arrows to trace the letter while saying /w/.
- Pencil ready? Follow the dotted lines to trace the letter while saying /w/. Do this 2 times.
- Pencil ready? Write the letter until both lines are filled. Don't forget to say /w/ as you write it.



Reading



5 min

READ SENTENCES

It's sentence time!



Turn to page 19 in your workbook. Find the line that has a shopping cart in front of it.

Above the line, there is a box with high-frequency words in it. Let's read them together. **and, want, to, play, who, they, look, for** Now, put your pointer finger in front of the first word in the sentence.

and, want, to, play,
who, they, look, for

Let's review the steps:

1. Look at each word and check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.



Pam and Nan want to play.

(After reading the sentences, ask students to make a connection. Ask them what they like to play.)

1. Who can play?
2. They look for Sam and Bob.
3. Sam and Bob want to play.
4. Sam and Bob want to win.

Writing



5 min

INITIAL SOUND PRACTICE

Now we will look at a picture and write the first sound in the word. Let's do the first one together.

(Display web.)

Word? **web**

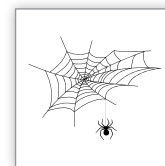
- First sound? **/w/**
- Letter name? **w**
- I say /w/ while writing the letter *w*.



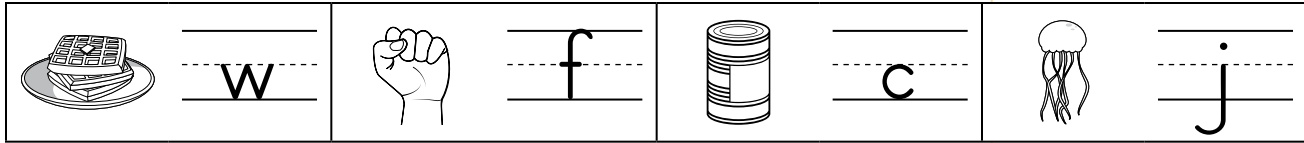
Now it's your turn. Turn to page 19 in your Student Workbook. The pictures are waffle, fist, can, and jellyfish.

Here are the steps:

1. Say the word.
2. Say the first sound in the word.
3. Say the letter name.
4. Repeat the sound as you write the letter.



Answer Key



WRITE PHRASES

Let's write some phrases. Remember that a phrase contains 2 or more words. Today's phrases start with the high-frequency word *will*, which is spelled w-i-l-l. Watch me write the first phrase. (*will fit the wig*)

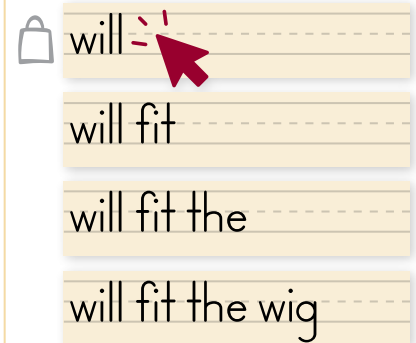


Turn to page 19 in your workbook. Find the line that has a bag in front of it.

Above the line, there is a box with some high-frequency words in it. Let's read them together. **will, the**

Here are the steps:

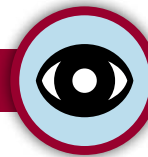
1. I'll say the phrase and you repeat it.
2. Before writing each word, check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Then, read the phrase.



will, the

1. will not win
2. will jog

High-Frequency Words



1 min

Now I'm going to show you how to read a new high-frequency word. Watch me, my turn

(Display went.)

The word is went; this word is the one you hear in the sentence "I went home."

- Watch me finger-stretch the sounds. /w/ /ĕ/ /n/ /t/ (Show thumb for /w/, pointer finger for /ĕ/, middle finger for /n/, and ring finger for /t/.)
- There are 4 sounds in the word *went*. This word is spelled with 4 letters, w-e-n-t.

Now it's your turn. Word? **went** How many letters? **4** The letter names are w-e-n-t. Say them with me. **w-e-n-t**

went

Let's review 3 other words that we have learned.

- (Display be.) This is the word *be*, as in "I'll be late." Repeat the word *be*. **be**
- (Display me.) This is the word *me*, as in "Go with me." Repeat the word *me*. **me**
- (Display we.) This is the word *we*, as in "We jump." Repeat the word *we*. **we**

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

Note: Although the students haven't been taught all the letter names yet, repeating them in the high-frequency word section is simply for exposure. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

be
me
we



Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

Now, we are going to practice changing the onset, or beginning sound, in a word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say bun: (**bun**) Change /b/ to /r/. Word?

run

Say deep: (**deep**) Change /d/ to /b/. Word?

beep

Say chain: (**chain**) Change /ch/ to /m/. Word?

main

Say far: (**far**) Change /f/ to /j/. Word?

jar

Say rub: (**rub**) Change /r/ to /k/. Word?

cub

Say bone: (**bone**) Change /b/ to /f/. Word?

phone

Say lamp: (**lamp**) Change /l/ to /ch/. Word?

champ

Say we: (**we**) Change /w/ to /h/. Word?

he

Say tell: (**tell**) Change /t/ to /b/. Word?

bell

Say cut: (**cut**) Change /k/ to /b/. Word?

but

Say bake: (**bake**) Change /b/ to /sh/. Word?

shake

Say dive: (**dive**) Change /d/ to /f/. Word?

five

Say need: (**need**) Change /n/ to /w/. Word?

weed

Say back: (**back**) Change /b/ to /p/. Word?

pack

Say fail: (**fail**) Change /f/ to /s/. Word?

sale

Say cave: (**cave**) Change /k/ to /g/. Word?

gave

DAY 5



2 min

Phonological Awareness Warm-Up

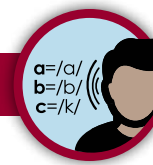
PHONOLOGICAL AWARENESS: ONSET-RIME

Today we are going to practice changing the onset, or beginning sound, in a word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say bite: (bite) Change /b/ to /wh/. Word?	white	Say long: (long) Change /l/ to /s/. Word?	song
Say cap: (cap) Change /k/ to /l/. Word?	lap	Say ring: (ring) Change /r/ to /k/. Word?	king
Say rash: (rash) Change /r/ to /m/. Word?	mash	Say while: (while) Change /wh/ to /t/. Word?	tile
Say game: (game) Change /g/ to /n/. Word?	name	Say let: (let) Change /l/ to /m/. Word?	met
Say tent: (tent) Change /t/ to /r/. Word?	rent	Say hip: (hip) Change /h/ to /r/. Word?	rip
Say hike: (hike) Change /h/ to /b/. Word?	bike	Say Pam: (Pam) Change /p/ to /r/. Word?	ram
Say knot: (knot) Change /n/ to /l/. Word?	lot	Say may: (may) Change /m/ to /d/. Word?	day
Say pick: (pick) Change /p/ to /ch/. Word?	chick	Say dug: (dug) Change /d/ to /r/. Word?	rug

Letter-Sound Correspondence



2 min

REVIEW OF LETTER-SOUND J - /j/

Now, we're going to review the letter *j* and the sound it spells. Look at the *j* Sound-Spelling Card. (Display keyword /j/ jet.)

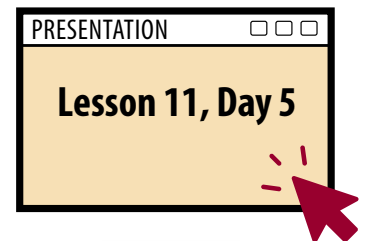
- Listen and watch. Letter name? **j** Keyword? **jet** Sound? /j/
- Now say it with me. Letter name? **j** Keyword? **jet** Sound? /j/
- You say it. Letter name? **j** Keyword? **jet** Sound? /j/

Now it's your turn. Find letter-sound strip #5.



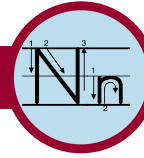
Here are the steps:

1. Find the lowercase letter *j* next to the jet picture. Place your finger on it.
2. While tracing the letter, say 3 things: the letter name *j*, the keyword *jet*, and the /j/ sound.



- Do it with me now. **j, jet, /j/**
- Keep tracing the letter over and over until I say “stop.”
- Remember to say 3 things while tracing the letter: **j, jet, /j/.**

Letter Formation



3 min

REVIEW OF LETTERS J AND W

We're going to review how to write the letters *j* and *w*. Watch me write the letter *j*.

- Start at the midline, pull down, curve left. Stop.
- Dot over the top.



Now it's your turn. Turn to page 20 in your Student Workbook. Find the line that has the mountains in front of it.

Let's review. Letter name? **j** Sound? **/j/**

- Finger ready? Follow the arrow to trace the letter while saying **/j/**.
- Pencil ready? Follow the arrow to trace the letter while saying **/j/**.
- Pencil ready? Follow the dotted line to trace the letter while saying **/j/**. Do this 2 times.
- Pencil ready? Write the letter until both lines are filled. Don't forget to say **/j/** as you write it.

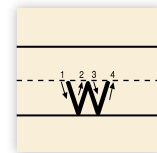
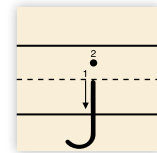
Now watch me write the letter *w*.

- Start at the midline. Slant to the right.
- Slant up.
- Slant to the right.
- Slant up.

On page 20 in your Student Workbook, find the line that has a snow cloud in front of it.

Let's review. Letter name? **w** Sound? **/w/**

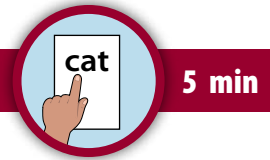
(Guide students to trace the solid line letter first with their finger and then their pencil. Then, have students trace the 2 dotted line letters. Finally, have students practice writing letters until both lines are filled.)



Teacher Tip

By this point in the program, students have learned how to write 18 of the 26 lowercase letters. Lesson 12 is a review lesson where the uppercase letters for the letters taught since Lesson 8 will be covered. The 8 remaining letters will be taught in Lessons 13–15 and their uppercase pairs will be taught in Lesson 16.

Reading



READ SENTENCES

It's sentence time!



Turn to page 20 in your workbook. Find the line that has a skier in front of it.

Above the line, there is a box with high-frequency words in it. Let's read them together. **and, a, will, find, they, the** Now, put your pointer finger in front of the first word in the sentence.

and, a, will, find,
they, the

Let's review the steps:

1. Look at each word and check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.

oh Nan and Pam hid a red cap.

1. Will Sam and Bob find it and win?
2. They did not find the red cap.
3. Sam and Bob did not win.

(After reading the sentences, ask students whether Sam and Bob won the game. What did they have to do to win?)

Writing



WRITE PHRASES

Let's write some phrases. Remember that a phrase contains 2 or more words. In 1 of the phrases you'll be writing, the word *jab* is used, which means a painful poke. Watch me write the first phrase. (I win a)



Turn to page 21 in your Student Workbook. Find the line that has a butterfly in front of it.

Above the line, there is a box with some high-frequency words in it. Let's read them together. **I, a**

I
I win
I win a

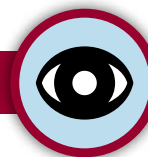
I, a

Here are the steps:

1. I'll say the phrase and you repeat it.
2. Before writing each word, check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Then, read the phrase.

1. it can wag
2. did not jab
3. a wig fit

High-Frequency Words




1 min

Let's review high-frequency words that we have learned.

- (Display jump.) This is the word *jump*, as in "Let's jump." Repeat the word *jump*. **jump**
- (Display was.) This is the word *was*, as in "Was he there?" Repeat the word *was*. **was**
- (Display will.) This is the word *will*, as in "Will you?" Repeat the word *will*. **will**
- (Display went.) This is the word *went*, as in "I went." Repeat the word *went*. **went**
- (Display they.) This is the word *they*, as in "They can go." Repeat the word *they*. **they**

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

Note: Although the students haven't been taught all the letter names yet, repeating them in the high-frequency word section is simply for exposure. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

jump 
was
will
went
they

Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

Now, we are going to practice changing the onset, or beginning sound, in a word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say ball: (**ball**) Change /b/ to /k/. Word?

call

Say sad: (**sad**) Change /s/ to /m/. Word?

mad

Say back: (**back**) Change /b/ to /l/. Word?

lack

Say pen: (**pen**) Change /p/ to /h/. Word?

hen

Say male: (**male**) Change /m/ to /wh/. Word?

whale

Say real: (**real**) Change /r/ to /s/. Word?

seal

Say shade: (**shade**) Change /sh/ to /w/. Word?

wade

Say time: (**time**) Change /t/ to /ch/. Word?

chime

Say lend: (**lend**) Change /l/ to /b/. Word?

bend

Say while: (**while**) Change /wh/ to /p/. Word?

pile

Say Kate: (**Kate**) Change /k/ to /l/. Word?

late

Say joy: (**joy**) Change /j/ to /t/. Word?

toy

Say knob: (**knob**) Change /n/ to /s/. Word?

sob

Say lake: (**lake**) Change /l/ to /r/. Word?

rake

Say sight: (**sight**) Change /s/ to /t/. Word?

tight

Say fear: (**fear**) Change /f/ to /n/. Word?

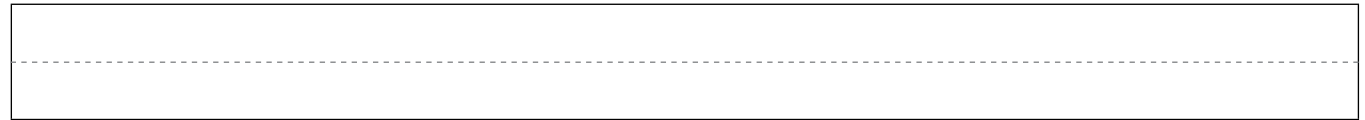
near

Student workbook sample

LESSON 11

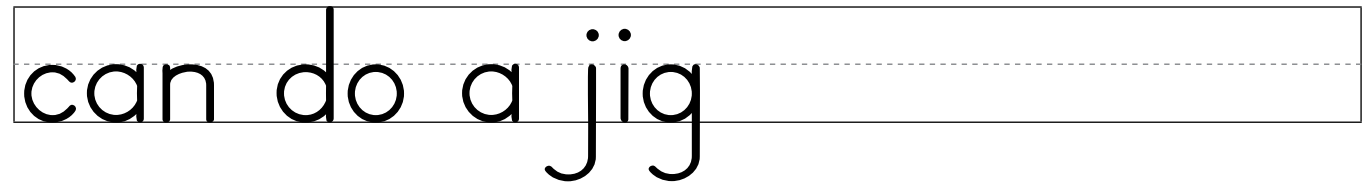
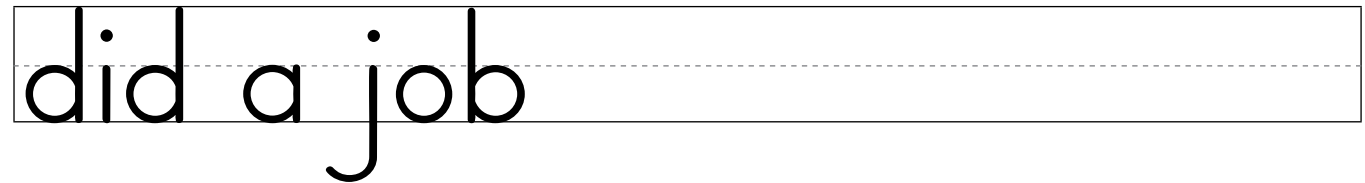
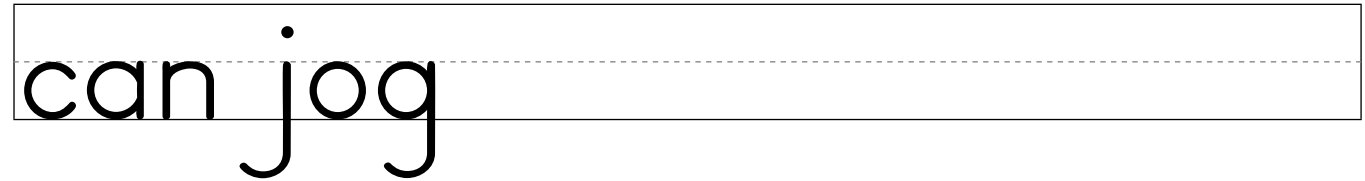
DAY 1

Letter Formation



Read Phrases

a, do



Read Sentences wants, a, his, is, has

★ Jim wants a pal. Jim got a dog.
His big dog is Lil. Jim has a pal.
Lil has a pal.

Write Phrases was, a




Mac was

Blank writing line with a dashed midline for handwriting practice.

Blank writing line with a dashed midline for handwriting practice.

DAY 2


Letter Formation



Handwriting practice for the letter 'j'. The first row shows a solid 'j' with stroke order arrows (1: down, 2: curve) and a dotted 'j' for tracing. The second row is a blank set of handwriting lines for independent practice.

Read Sentences

is, a, has

 Jim is in a jam. Jim has a rag.
Lil hid. Is Dad mad?

Writing • Initial Sound Practice









Write Phrases want, a, to



want a big job

Blank handwriting line for practice.

Blank handwriting line for practice.

Blank handwriting line for practice.

DAY 3


Letter Formation




W w W w

Blank handwriting line for practice.

Read Sentences is, and, are, they, go

 Dad is not mad. Jim and Lil are
not sad. They can go jog. Jim and
Lil are pals.

Write Phrases want, to, do


 want to jog

DAY 4

Letter Formation

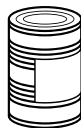
Read Sentences and, want, to, play, who, they, look, for

 Pam and Nan want to play. Who can play? They look for Sam and Bob. Sam and Bob want to play. Sam and Bob want to win.

Writing • Initial Sound Practice








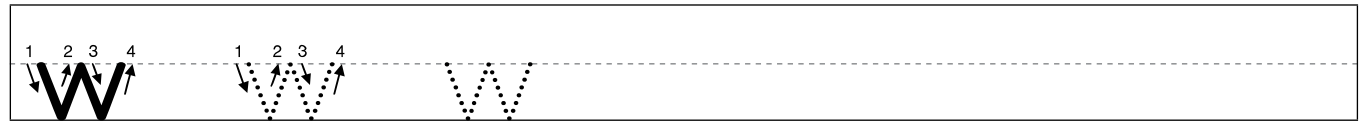


Write Phrases will, the


 will fit the wig

DAY 5

Letter Formation



Read Sentences and, a, will, find, they, the

 Nan and Pam hid a red cap. Will
Sam and Bob find it and win? They
did not find the red cap. Sam and
Bob did not win.

Write Phrases I, a

I win a

End-of-year lesson sample

LESSON 25

Final Kindergarten Review



Learning Objective

Students demonstrate understanding of reading decodable VC and CVC words as well as selected irregularly spelled high-frequency words in sentences and short stories. Additionally, they write short sentences composed of these types of words.

DAY 1

Phonological Awareness Warm-Up



2 min

PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Today we are going to practice changing the beginning sound in a word to make a new word.

Listen, watch me.

The word is cat. I change /k/ to /b/: /b/ /ă/ /t/. The new word is bat.

Let's practice together.

- Say may: (**may**) Change /m/ to /s/. Word? **say**
- Say man: (**man**) Change /m/ to /r/. Word? **ran**

Now it's your turn. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say miss: (**miss**) Change /m/ to /k/. Word?

kiss

Say bell: (**bell**) Change /b/ to /t/. Word?

tell

Say bark: (**bark**) Change /b/ to /m/. Word?

mark

Say bite: (**bite**) Change /b/ to /k/. Word?

kite

Say hat: (**hat**) Change /h/ to /k/. Word?

cat

Say show: (**show**) Change /sh/ to /t/. Word?

toe

Say dust: (**dust**) Change /d/ to /m/. Word?

must

Say far: (**far**) Change /f/ to /b/. Word?

bar

Say cob: (**cob**) Change /k/ to /s/. Word?

sob

Say cap: (**cap**) Change /k/ to /l/. Word?

lap

Say phone: (**phone**) Change /f/ to /b/. Word?

bone

Say same: (**same**) Change /s/ to /k/. Word?

came

Say book: (**book**) Change /b/ to /l/. Word?

look

Say fee: (**fee**) Change /f/ to /s/. Word?

see

Say cup: (**cup**) Change /k/ to /p/. Word?

pup

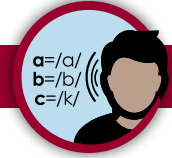
Say bird: (**bird**) Change /b/ to /th/. Word?

third

Letter-Sound Correspondence

a=/a/
b=/b/
c=/k/

2 min

**WORD COMPLETION WITH PICTURES**

Now we're going to fill in the missing sound in words. Look at each picture. Fill in the correct sound and letter to complete the word. After you write the word, whisper read it.

I'll do the first one. This picture is mop.

- I finger-stretch mop. /m/ /ō/ /p/
- I tap the letters and line while saying the sounds to see what sound is missing. (Tap the line, the letter *o*, and the letter *p*.)
 - The first sound /m/ is missing. The sound /m/ is spelled with the letter *m*.
- Next, I write the letter *m* in the first space.
- Finally, I slide a finger under the word and whisper "mop."







Now it's your turn. Turn to page 67 in your Student Workbook. The pictures are mad, rip, sun, and wig.

Here are the steps:

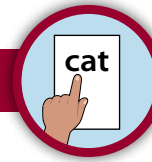
1. Finger-stretch the sounds.
2. Tap the letters and line while saying the sounds.
3. Write the letter for the missing sound.
4. Whisper read the word.

Answer Key

 m <u>a</u> d	 ri <u>p</u>	 s <u>u</u> n	 w <u>i</u> g
---	--	---	---

mop

Reading



5 min

READ SENTENCES

It's sentence time!



Turn to page 68 in your workbook. Find the line that has a rocket in front of it.

Above the line, there is a box with some newer high-frequency words that we have learned. Let's read them together. **was, went, away**

Now, put your pointer finger in front of the first word in the sentence. Let's read this first sentence together.

Note: The letter *s* is pronounced /z/ in the word *was*. This is also the case for other high-frequency words, including *as, is, has,* and *his*.

Answer with me as we read the first sentence together.

- How many words do you see? **7**
- How is the first word spelled? **A** This is the high-frequency word *a*.
 - Notice that **A** is an uppercase letter because it is the first word in the sentence.
- How is the second word spelled? **r-e-d**
 - First sound? /r/ Next sound? /ĕ/ Last sound? /d/ Word? **red**
- How is the third word spelled? **h-e-n**
 - First sound? /h/ Next sound? /ĕ/ Last sound? /n/ Word? **hen**
- How is the fourth word spelled? **w-a-s** This is the high-frequency word *was*.
- How is the fifth word spelled? **i-n**
 - First sound? /i/ Last sound? /n/ Word? **in**
- How is the sixth word spelled? **a** This is the high-frequency word *a*.
- How is the seventh word spelled? **p-e-n**
 - First sound? /p/ Next sound? /ĕ/ Last sound? /n/ Word? **pen**
- Which punctuation mark is at the end? **a period**
- Now read the sentence. **A red hen was in a pen.**

A red hen was in a pen.

was, went, away

Now it's your turn. On the line that has a rocket in front of it, find the sentence that is next to the one we just read together. Put your pointer finger in front of the first word.

Let's review the steps:

1. Look at each word and decide if it's a high-frequency word.
 - If it's a high-frequency word, read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.

(After reading, ask the students what the fox did at the end. **went away**)

1. A red fox said, "Yum."
2. The hen ran and hid.
3. The red fox went away.

Writing



8 min

WRITE SENTENCES

Now we'll practice writing sentences. Remember that a sentence contains 2 or more words. The first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end such as a period or question mark.

Answer with me as we do the first one together.

Let's write the following sentence: Ken and Kim see a big rut. Repeat it.

Ken and Kim see a big rut.

- How many words do you hear? **7**
- What is the first word? **Ken**
 - Sounds and letters? **/k/ uppercase K - /ě/ e - /n/ n**
- (Repeat the sentence.) What is the second word? **and**
I write the high-frequency word spelled a-n-d.
- (Repeat the sentence.) What is the third word? **Kim**
 - Sounds and letters? **/k/ uppercase K - /ĩ/ i - /m/ m**
- (Repeat the sentence.) What is the fourth word? **see**
I write the high-frequency word spelled s-e-e.
- (Repeat the sentence.) What is the fifth word? **a**
I write the high-frequency word spelled a.
- (Repeat the sentence.) What is the sixth word? **big**
 - Sounds and letters? **/b/ b - /ĩ/ i - /g/ g**
- Repeat the sentence.) What is the seventh word? **rut**
 - Sounds and letters? **/r/ r - /ũ/ u - /t/ t**
- Punctuation mark? **period**
- Read the sentence. **Ken and Kim see a big rut.**



Now it's your turn. Turn to page 68 in your Student Workbook. Find the line that has a leaf in front of it.

Above the line, there is a box that has some newer high-frequency words that we have learned. Let's read them together. **see, has**

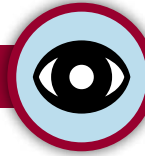
Here are the steps:

1. I'll say the sentence and you repeat it.
2. I'll say each word, and before you write it, decide if it's a high-frequency word.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Make sure the first letter in your sentence is uppercase.
4. Put a punctuation mark at the end.
5. Then, read the sentence.

see, has

1. The rut has a log in it.
2. Ken hops up on the log.
3. Kim hops in the rut.

High-Frequency Words



1 min

Let's review 3 high-frequency words that we have learned.

- (Display want.) This is the word *want*, as in "I want to play soccer."
Repeat the word *want*. **want**
- (Display went.) This is the word *went*, as in "Maria went to the store."
Repeat the word *went*. **went**
- (Display was.) This is the word *was*, as in "I was glad to be home."
Repeat the word *was*. **was**

want 
went
was

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

Note: Repeating the letter names in the high-frequency word section is simply for exposure to the sound-symbol structure of the words. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Now, we are going to practice changing the beginning sound in a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say said: (**said**) Change /s/ to /b/. Word?
Say back: (**back**) Change /b/ to /p/. Word?
Say get: (**get**) Change /g/ to /m/. Word?
Say bad: (**bad**) Change /b/ to /s/. Word?
Say pole: (**pole**) Change /p/ to /h/. Word?
Say too: (**too**) Change /t/ to /sh/. Word?
Say bike: (**bike**) Change /b/ to /l/. Word?
Say bull: (**bull**) Change /b/ to /p/. Word?

bed
pack
met
sad
hole
shoe
like
pull

Say lip: (**lip**) Change /l/ to /s/. Word?
Say hear: (**hear**) Change /h/ to /f/. Word?
Say gum: (**gum**) Change /g/ to /h/. Word?
Say cop: (**cop**) Change /k/ to /ch/. Word?
Say house: (**house**) Change /h/ to /m/. Word?
Say fill: (**fill**) Change /f/ to /p/. Word?
Say mug: (**mug**) Change /m/ to /b/. Word?
Say way: (**way**) Change /w/ to /l/. Word?

sip
fear
hum
chop
mouse
pill
bug
lay

DAY 2



2 min

Phonological Awareness Warm-Up

PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Today we are going to practice changing the beginning sound in a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say row: (row) Change /r/ to /m/. Word?	mow	Say lace: (lace) Change /l/ to /f/. Word?	face
Say cop: (cop) Change /k/ to /t/. Word?	top	Say room: (room) Change /r/ to /b/. Word?	boom
Say feet: (feet) Change /f/ to /m/. Word?	meet	Say lid: (lid) Change /l/ to /k/. Word?	kid
Say sip: (sip) Change /s/ to /z/. Word?	zip	Say fed: (fed) Change /f/ to /l/. Word?	led
Say peach: (peach) Change /p/ to /b/. Word?	beach	Say zoo: (zoo) Change /z/ to /m/. Word?	moo
Say sit: (sit) Change /s/ to /p/. Word?	pit	Say corn: (corn) Change /k/ to /b/. Word?	born
Say lash: (lash) Change /l/ to /k/. Word?	cash	Say pool: (pool) Change /p/ to /t/. Word?	tool
Say mail: (mail) Change /m/ to /n/. Word?	nail	Say late: (late) Change /l/ to /w/. Word?	wait

Reading



10 min

READ A STORY

Now, let's read a story. You'll see in your workbook that the story looks like open pages of a book and includes some pictures.

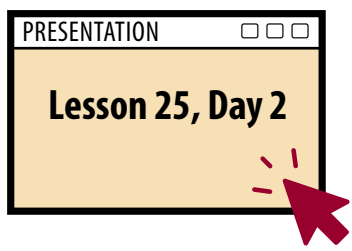


Turn to page 65 in your workbook. Find the title of the story. Let's read it together. **The Pet Doc** What do you think the story will be about?

Now, find the first sentence of the story. Here are the steps:

1. Look at each word and decide if it's a high-frequency word.
 - If it's a high-frequency word, read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word in all the sentences.

We'll discuss the story when you've finished reading.



The Pet Doc

My name is Ana.
 I am a doc.
 My job is to help pets.
 I see hens, hogs, cats, and dogs.
 This is Max, a big black ram.
 Max is sad and is not well.
 I dab a hot rag on his hip.
 Soon Max will run and jump.
 Now I must go help a pup.
 It is good to be a vet.



(After reading, ask students what job Ana has. **a vet, to help pets**)

Writing



5 min



WRITE SENTENCES

Now we'll practice writing sentences. Remember that a sentence contains 2 or more words. The first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end such as a period or question mark.

Answer with me as we do the first one together.

Let's write the following sentence: The lid will not fit. Repeat it. **The lid will not fit.**

- How many words do you hear? **5**
- What is the first word? **The** I write the high-frequency word spelled uppercase T, lowercase h-e.
- (Repeat the sentence.) What is the second word? **lid**
 – Sounds and letters? **/l/ l - /i/ i - /d/ d**
- (Repeat the sentence.) What is the third word? **will** I write the high-frequency word spelled w-i-l-l.
- (Repeat the sentence.) What is the fourth word? **not**
 – Sounds and letters? **/n/ n - /ō/ o - /t/ t**
- (Repeat the sentence.) What is the fifth word? **fit**
 – Sounds and letters? **/f/ f - /i/ i - /t/ t**
- Punctuation mark? **period**
- Read the sentence. **The lid will not fit.**

 The  .

The lid

The lid will

The lid will not

The lid will not fit.



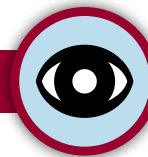
Now it's your turn. Turn to page 69 in your Student Workbook. Find the line that has an umbrella in front of it.

Here are the steps:

1. I'll say the sentence and you repeat it.
2. I'll say each word, and before you write it, decide if it's a high-frequency word.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Make sure the first letter in your sentence is uppercase.
4. Put a punctuation mark at the end.
5. Then, read the sentence.

1. The pot is big.
2. The lid is not.

High-Frequency Words



1 min

Let's review 3 high-frequency words that we have learned.

- (Display when.) This is the word *when*, as in "When is lunch?" Repeat the word *when*. **when**
- (Display who.) This is the word *who*, as in "Who left the door open?" Repeat the word *who*. **who**
- (Display where.) This is the word *where*, as in "Where did he go?" Repeat the word *where*. **where**

when

who

where

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

Note: Repeating the letter names in the high-frequency word section is simply for exposure to the sound-symbol structure of the words. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Now, we are going to practice changing the beginning sound in a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say hair: (hair) Change /h/ to /b/. Word?	bear	Say pain: (pain) Change /p/ to /l/. Word?	lane
Say toss: (toss) Change /t/ to /b/. Word?	boss	Say cool: (cool) Change /k/ to /p/. Word?	pool
Say booth: (booth) Change /b/ to /t/. Word?	tooth	Say bake: (bake) Change /b/ to /r/. Word?	rake
Say ship: (ship) Change /sh/ to /d/. Word?	dip	Say pick: (pick) Change /p/ to /s/. Word?	sick
Say walk: (walk) Change /w/ to /ch/. Word?	chalk	Say go: (go) Change /g/ to /b/. Word?	bow
Say pay: (pay) Change /p/ to /d/. Word?	day	Say nose: (nose) Change /n/ to /h/. Word?	hose
Say sore: (sore) Change /s/ to /p/. Word?	pour	Say wife: (wife) Change /w/ to /n/. Word?	knife
Say care: (care) Change /k/ to /f/. Word?	fair	Say bead: (bead) Change /b/ to /n/. Word?	need

DAY 3



2 min

Phonological Awareness Warm-Up

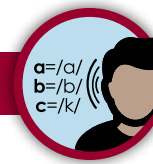
PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Today we are going to practice changing the beginning sound in a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say sir: (sir) Change /s/ to /f/. Word?	fur	Say dog: (dog) Change /d/ to /h/. Word?	hog
Say bunch: (bunch) Change /b/ to /l/. Word?	lunch	Say map: (map) Change /m/ to /t/. Word?	tap
Say dug: (dug) Change /d/ to /j/. Word?	jug	Say lake: (lake) Change /l/ to /k/. Word?	cake
Say ship: (ship) Change /sh/ to /n/. Word?	nip	Say fine: (fine) Change /f/ to /l/. Word?	line
Say sigh: (sigh) Change /s/ to /p/. Word?	pie	Say ray: (ray) Change /r/ to /b/. Word?	bay
Say bob: (bob) Change /b/ to /j/. Word?	job	Say low: (low) Change /l/ to /b/. Word?	bow
Say fort: (fort) Change /f/ to /sh/. Word?	short	Say page: (page) Change /p/ to /k/. Word?	cage
Say soak: (soak) Change /s/ to /p/. Word?	poke	Say rat: (rat) Change /r/ to /m/. Word?	mat

Letter-Sound Correspondence



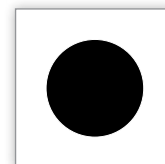
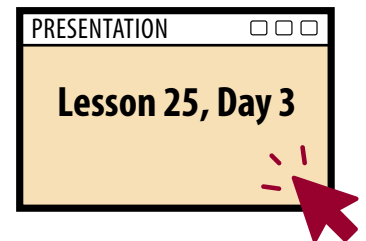
2 min

WORD COMPLETION WITH PICTURES

Now we're going to fill in the missing sound in words. Look at each picture. Fill in the correct sound and letter to complete the word. After you write the word, whisper read it.

I'll do the first one. This picture is dot.

- I finger-stretch dot. /d/ /ö/ /t/
- I tap the letters and line while saying the sounds to see what sound is missing. (Tap the line, the letter o, and the letter t.)
 - The first sound /d/ is missing. The sound /d/ is spelled with the letter *d*.
- Next, I write the letter *d* in the first space.
- Finally, I slide a finger under the word and whisper "dot."



dot

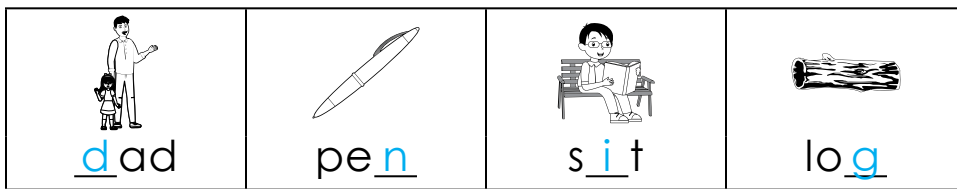


Now it's your turn. Turn to page 69 in your Student Workbook. The pictures are dad, pen, sit, and log.

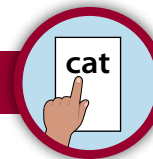
Here are the steps:

1. Finger-stretch the sounds.
2. Tap the letters and line while saying the sounds.
3. Write the letter for the missing sound.
4. Whisper read the word.

Answer Key



Reading



5 min

READ SENTENCES

It's sentence time!



Turn to page 69 in your workbook. Find the line that has cherries in front of it.

Above the line, there is a box with some newer high-frequency words that we have learned. Let's read them together. **we, went, there, was, so, my**

Let's review the steps:

1. Look at each word and decide if it's a high-frequency word.
 - If it's a high-frequency word, read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.

(After reading, ask students where the cat sat. **on the speaker's lap**)

we, went, there,
was, so, my



1. We went to the lot.
2. There was wet mud.
3. So I sat on a log.
4. My cat sat on my lap.

Writing



8 min

WRITE SENTENCES

Now we'll practice writing sentences. Remember that a sentence contains 2 or more words. The first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end such as a period or question mark.

Answer with me as we do the first one together.

Let's write the following sentence: We have a big van. Repeat it. **We have a big van.**

- How many words do you hear? **5**
- What is the first word? **We** I write the high-frequency word spelled uppercase W, lowercase e.
- (Repeat the sentence.) What is the second word? **have** I write the high-frequency word spelled h-a-v-e.
- (Repeat the sentence.) What is the third word? **a** I write the high-frequency word spelled a.
- (Repeat the sentence.) What is the fourth word? **big**
 - Sounds and letters? **/b/ b - /i/ i - /g/ g**
- (Repeat the sentence.) What is the fifth word? **van**
 - Sounds and letters? **/v/ v - /ä/ a - /n/ n**
- Punctuation mark? **period**
- Read the sentence. **We have a big van.**



We -

We have

We have a

We have a big

We have a big van.



Now it's your turn. Turn to page 70 in your Student Workbook. Find the line that has a shirt in front of it.

Above the line, there is a box that has some newer high-frequency words that we have learned. Let's read them together. **we, have, my, too**

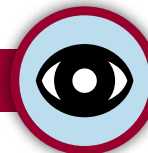
Here are the steps:

1. I'll say the sentence and you repeat it.
2. I'll say each word, and before you write it, decide if it's a high-frequency word.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Make sure the first letter in your sentence is uppercase.
4. Put a punctuation mark at the end.
5. Then, read the sentence.

we, have, my,
too

1. My pals and I get in.
2. Dad gets in.
3. The dog can fit in too.

High-Frequency Words



1 min

Let's review 3 high-frequency words that we have learned.

- (Display pretty.) This is the word *pretty*, as in "Butterflies are pretty." Repeat the word *pretty*. **pretty**
- (Display funny.) This is the word *funny*, as in "Did you think that was funny?" Repeat the word *funny*. **funny**
- (Display away.) This is the word *away*, as in "Please move away from the stove." Repeat the word *away*. **away**

pretty -

funny

away

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

Note: Repeating the letter names in the high-frequency word section is simply for exposure to the sound-symbol structure of the words. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Now, we are going to practice changing a sound in a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say pork: (pork) Change /p/ to /f/. Word?	fork	Say nurse: (nurse) Change /n/ to /p/. Word?	purse
Say mice: (mice) Change /m/ to /d/. Word?	dice	Say sick: (sick) Change /s/ to /l/. Word?	lick
Say self: (self) Change /s/ to /sh/. Word?	shelf	Say pot: (pot) Change /p/ to /k/. Word?	cot
Say pan: (pan) Change /p/ to /t/. Word?	tan	Say big: (big) Change /b/ to /r/. Word?	rig
Say tub: (tub) Change /t/ to /k/. Word?	cub	Say red: (red) Change /r/ to /b/. Word?	bed
Say call: (call) Change /k/ to /t/. Word?	tall	Say fit: (fit) Change /f/ to /k/. Word?	kit
Say set: (set) Change /s/ to /l/. Word?	let	Say leg: (leg) Change /l/ to /p/. Word?	peg
Say so: (so) Change /s/ to /n/. Word?	no	Say ride: (ride) Change /r/ to /h/. Word?	hide

DAY 4

Phonological Awareness Warm-Up



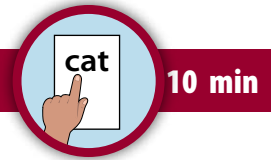
2 min

PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Now, we are going to practice changing the beginning sound to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say hole: (hole) Change /h/ to /b/. Word?	bowl	Say car: (car) Change /k/ to /j/. Word?	jar
Say men: (men) Change /m/ to /t/. Word?	ten	Say mild: (mild) Change /m/ to /ch/. Word?	child
Say shell: (shell) Change /sh/ to /b/. Word?	bell	Say see: (see) Change /s/ to /w/. Word?	we
Say fun: (fun) Change /f/ to /s/. Word?	sun	Say were: (were) Change /w/ to /h/. Word?	her
Say mess: (mess) Change /m/ to /g/. Word?	guess	Say door: (door) Change /d/ to /m/. Word?	more
Say when: (when) Change /w/ to /d/. Word?	den	Say pen: (pen) Change /p/ to /h/. Word?	hen
Say mine: (mine) Change /m/ to /f/. Word?	fine	Say heard: (heard) Change /h/ to /b/. Word?	bird
Say pass: (pass) Change /p/ to /g/. Word?	gas	Say bag: (bag) Change /b/ to /w/. Word?	wag

Reading**READ A STORY**

Now, let's read a story.

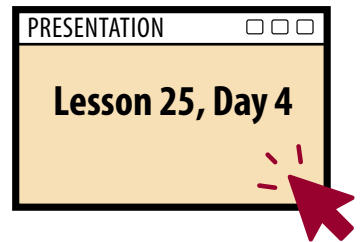


Turn to page 65 in your workbook. Find the title of the story.
Let's read it together. **The Pet Doc**

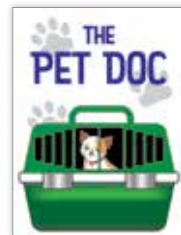
Now, find the first sentence of the story. Here are the steps:

1. Look at each word and decide if it's a high-frequency word.
 - If it's a high-frequency word, read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word in all the sentences.

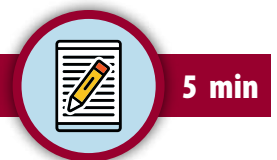
We'll discuss the story when you've finished reading.

**The Pet Doc**

My name is Ana.
I am a doc.
My job is to help pets.
I see hens, hogs, cats, and dogs.
This is Max, a big black ram.
Max is sad and is not well.
I dab a hot rag on his hip.
Soon Max will run and jump.
Now I must go help a pup.
It is good to be a vet.



(After reading, ask students why Max is sad. **does not feel well, hurt his hip**)

Writing**WRITE SENTENCES**

Now we'll practice writing sentences. Remember that a sentence contains 2 or more words. The first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end such as a period or question mark.

Answer with me as we do the first one together.

Let's write the following sentence: Jen likes to jog. Repeat it. **Jen likes to jog**.

- How many words do you hear? **4**
- What is the first word? **Jen**
 - Sounds and letters? **/j/ uppercase J - /ě/ e - /n/ n**
- (Repeat the sentence.) What is the second word? **likes** I write the high-frequency word spelled l-i-k-e-s.
- (Repeat the sentence.) What is the third word? **to** I write the high-frequency word spelled t-o.
- (Repeat the sentence.) What is the fourth word? **jog**
 - Sounds and letters? **/j/ j - /õ/ o - /g/ g**
- Punctuation mark? **period**
- Read the sentence. **Jen likes to jog**.



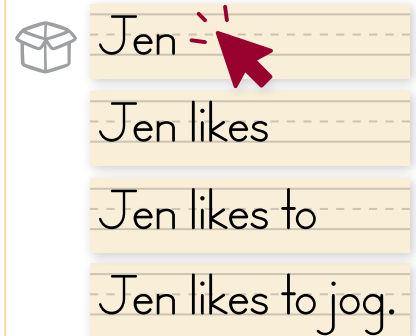
Now it's your turn. Turn to page 70 in your Student Workbook. Find the line that has a box in front of it.

Above the line, there is a box that has some newer high-frequency words that we have learned. Let's read them together. **she, has, of**

Note: The letter *s* is pronounced /z/ in the word *has*. This is also the case for other high-frequency words, including *as, is, his, and was*.

Here are the steps:

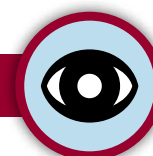
1. I'll say the sentence and you repeat it.
2. I'll say each word, and before you write it, decide if it's a high-frequency word.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Make sure the first letter in your sentence is uppercase.
4. Put a punctuation mark at the end.
5. Then, read the sentence.



she, has, of

1. She ran ten laps.
2. Jen has a lot of pep.

High-Frequency Words



1 min

Let's review 3 high-frequency words that we have learned.

- (Display want.) This is the word *want*, as in "I want to play soccer." Repeat the word *want*. **want**
- (Display went.) This is the word *went*, as in "Maria went to the store." Repeat the word *went*. **went**
- (Display was.) This is the word *was*, as in "I was glad to be home." Repeat the word *was*. **was**

want
went
was

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

Note: Repeating the letter names in the high-frequency word section is simply for exposure to the sound-symbol structure of the words. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Now, we are going to practice changing the beginning sound to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say mean: (**mean**) Change /m/ to /b/. Word?

bean

Say night: (**night**) Change /n/ to /f/. Word?

fight

Say gap: (**gap**) Change /g/ to /m/. Word?

map

Say sand: (**sand**) Change /s/ to /h/. Word?

hand

Say week: (**week**) Change /w/ to /b/. Word?

beak

Say ham: (**ham**) Change /h/ to /j/. Word?

jam

Say tab: (**tab**) Change /t/ to /l/. Word?

lab

Say pet: (**pet**) Change /p/ to /j/. Word?

jet

Say near: (**near**) Change /n/ to /t/. Word?

tear

Say pad: (**pad**) Change /p/ to /m/. Word?

mad

Say give: (**give**) Change /g/ to /l/. Word?

live

Say will: (**will**) Change /w/ to /ch/. Word?

chill

Say my: (**my**) Change /m/ to /w/. Word?

why

Say where: (**where**) Change /w/ to /sh/. Word?

share

Say fin: (**fin**) Change /f/ to /w/. Word?

win

Say chat: (**chat**) Change /ch/ to /b/. Word?

bat

DAY 5

Phonological Awareness Warm-Up



2 min

PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Today we are going to practice changing the beginning sound to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say keep: (**keep**) Change /k/ to /d/. Word?

deep

Say hose: (**hose**) Change /h/ to /t/. Word?

toes

Say log: (**log**) Change /l/ to /j/. Word?

jog

Say meal: (**meal**) Change /m/ to /f/. Word?

feel

Say lime: (**lime**) Change /l/ to /d/. Word?

dime

Say can: (**can**) Change /k/ to /r/. Word?

ran

Say base: (**base**) Change /b/ to /r/. Word?

race

Say by: (**by**) Change /b/ to /sh/. Word?

shy

Say game: (**game**) Change /g/ to /f/. Word?

fame

Say luck: (**luck**) Change /l/ to /b/. Word?

buck

Say chop: (**chop**) Change /ch/ to /m/. Word?

mop

Say cat: (**cat**) Change /k/ to /h/. Word?

hat

Say coat: (**coat**) Change /k/ to /g/. Word?

goat

Say tea: (**tea**) Change /t/ to /s/. Word?

see

Say fun: (**fun**) Change /f/ to /b/. Word?

bun

Say rack: (**rack**) Change /r/ to /b/. Word?

back

Letter-Sound Correspondence

a=/a/
b=/b/
c=/k/

2 min

WORD COMPLETION WITH PICTURES

Now we're going to fill in the missing sound in words. Look at each picture. Fill in the correct sound and letter to complete the word. After you write the word, whisper read it.

I'll do the first one. This picture is cop.

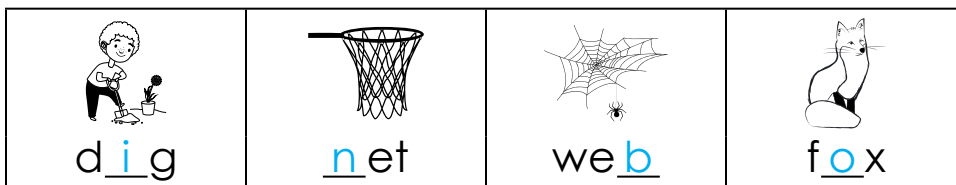
- I finger-stretch cop. /k/ /o/ /p/
- I tap the letters and line while saying the sounds to see what sound is missing. (Tap the letter *c*, the line, and the letter *p*.)
 - The middle sound /o/ is missing. The sound /o/ is spelled with the letter *o*.
- Next, I write the letter *o* in the middle space.
- Finally, I slide a finger under the word and whisper "cop."



Now it's your turn. Turn to page 71 in your Student Workbook. The pictures are dig, net, web, and fox.

Here are the steps:

1. Finger-stretch the sounds.
2. Tap the letters and line while saying the sounds.
3. Write the letter for the missing sound.
4. Whisper read the word.

Answer Keycop

Reading

cat

5 min

READ SENTENCES

It's sentence time!



Turn to page 71 in your workbook. Find the line that has a paw print in front of it.

Above the line, there is a box with some newer high-frequency words that we have learned. Let's read them together. **was, now, there, saw, my, away, he**

was, now, there,
saw, my, away, he

Let's review the steps:

1. Look at each word and decide if it's a high-frequency word.
 - If it's a high-frequency word, read the word.
 - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.

(After reading, ask students what the dog did at the end of the story. **run away**)



1. The ham was in a pot.
2. But now it is not there.
3. I saw my dog run away.
4. Did he get the ham?

Writing



8 min

WRITE SENTENCES

Now we'll practice writing sentences. Remember that a sentence contains 2 or more words. The first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end such as a period or question mark.

Answer with me as we do the first one together.

Let's write the following sentence: Did Yen get the pan? Repeat it. **Did Yen get the pan?**

- How many words do you hear? **5**
- What is the first word? **Did**
 - Sounds and letters? **/d/ uppercase D - /i/ i - /d/ d**
- (Repeat the sentence.) What is the second word? **Yen**
 - Sounds and letters? **/y/ uppercase Y - /ě/ e - /n/ n**
- (Repeat the sentence.) What is the third word? **get**
 - Sounds and letters? **/g/ g - /ě/ e - /t/ t**
- (Repeat the sentence.) What is the fourth word? **the** I write the high-frequency word spelled t-h-e.
- (Repeat the sentence.) What is the fifth word? **pan**
 - Sounds and letters? **/p/ p - /ă/ a - /n/ n**
- Punctuation mark? **question mark**
- Read the sentence. **Did Yen get the pan?**



Did -

Did Yen

Did Yen get

Did Yen get the

Did Yen get the pan?



Now it's your turn. Turn to page 72 in your Student Workbook. Find the line that has a shopping cart in front of it.

Above the line, there is a box that has some newer high-frequency words that we have learned. Let's read them together. **was, too, now, he**

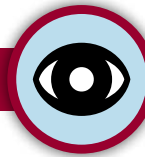
was, too, now, he

Here are the steps:

1. I'll say the sentence and you repeat it.
2. I'll say each word, and before you write it, decide if it's a high-frequency word.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Make sure the first letter in your sentence is uppercase.
4. Put a punctuation mark at the end.
5. Then, read the sentence.

1. Yen did not get the pan.
2. It was too hot.
3. Yen got a pad.
4. Now he can get it.

High-Frequency Words



1 min

Let's review 3 high-frequency words that we have learned.

- (Display when.) This is the word *when*, as in "When is lunch?" Repeat the word *when*. **when**
- (Display who.) This is the word *who*, as in "Who left the door open?" Repeat the word *who*. **who**
- (Display where.) This is the word *where*, as in "Where did he go?" Repeat the word *where*. **where**

when



who

where

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

Note: Repeating the letter names in the high-frequency word section is simply for exposure to the sound-symbol structure of the words. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Now, we are going to practice changing the beginning sound to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say dive: (**dive**) Change /d/ to /h/. Word?
 Say rash: (**rash**) Change /r/ to /m/. Word?
 Say mile: (**mile**) Change /m/ to /p/. Word?
 Say rag: (**rag**) Change /r/ to /b/. Word?
 Say like: (**like**) Change /l/ to /h/. Word?
 Say rice: (**rice**) Change /r/ to /m/. Word?
 Say ball: (**ball**) Change /b/ to /f/. Word?
 Say too: (**too**) Change /t/ to /m/. Word?

hive
mash
pile
bag
hike
mice
fall
moor

Say goat: (**goat**) Change /g/ to /b/. Word?
 Say date: (**date**) Change /d/ to /l/. Word?
 Say jack: (**jack**) Change /j/ to /t/. Word?
 Say pole: (**pole**) Change /p/ to /r/. Word?
 Say seed: (**seed**) Change /s/ to /w/. Word?
 Say time: (**time**) Change /t/ to /l/. Word?
 Say might: (**might**) Change /m/ to /l/. Word?
 Say lock: (**lock**) Change /l/ to /r/. Word?

boat
late
tack
roll
weed
lime
light
rock

Glossary

Affricate – A consonant phoneme that begins as a stop and ends as a fricative. For examples, /j/ or /ch/.

Alphabetic Principle – The insight that letters represent phonemes that, when blended together, will produce a word.

Automaticity – Performance of a skill without conscious thinking, even in the presence of distraction.

Coarticulated – Sounds spoken together, making it difficult to detect each segment. Coarticulation causes 1 sound to influence others. For example, /ë/ in the word *echo* sounds different from /ë/ in *egg*, or /ã/ in the word *ant* sounds different from /ã/ in *apple*.

Compound Word – An English word, most often of Anglo-Saxon origin, where 2 base words combine to make a new word. Typically, the second base in a compound word is the “namer” and the first word is the “describer”. For example, a doghouse is a house for a dog.

Consonant – A phoneme that is not a vowel. A consonant phoneme is formed by a temporary obstruction in the air stream. This obstruction may be caused by the lips, teeth, or tongue. It is the blockage of air flow that differentiates a consonant from a vowel.

Consonant Blend – Two or more consonants in sequence before or after a vowel. Each consonant sound is pronounced.

Consonant Digraph – A combination of 2 letters that represent 1 speech sound. For example, /th/ or /sh/.

Continuant – A speech sound that can be spoken without interruption. For example, /mmm/ or /sss/.

Decodable Text – Text that contains a large proportion of words (typically 70–80%) made up of skills that have been previously taught. These are used for decoding practice and as a bridge to other text.

Decoding – Translating words from print to speech; sounding out new words to read them.

Distributed Practice – Reviewing recently taught information in spaced intervals across a period of time.

Encoding – Production of graphemes or letters in a word. Spelling involves encoding.

Finger-Stretching – A technique used to count the number of phonemes in a word.

Fricative – Speech sounds articulated with friction created by air flowing through a narrowed opening of the teeth and lips. For example, /v/ or /z/.

- Glide** – A consonant phoneme that immediately glides into a vowel. Sometimes called a semivowel. For example, /w/ or /y/.
- Glottal (Stop)** – A consonant sound that is produced by obstructing the airflow in the vocal tract or glottis. For example, /t/.
- Grapheme** – A letter, or string of letters, that spells a single phoneme. A word can only have as many graphemes as phonemes, although sometimes several graphemes spell a single phoneme. For example, the word *eight* has 2 phonemes: /ā/ and /t/. Therefore, it has 2 graphemes: *igh* and *t*. At the same time, a single phoneme may be represented by more than 1 grapheme. For example, the phoneme /f/ may be represented as *f*, *ff*, *gh*, or *ph*.
- High-Frequency Word** – Words that appear most frequently in written text. Some are spelled regularly and others have unexpected spellings.
- Irregular Word** – A word that has irregular sound(s)/spelling(s) and does not follow a typical phonics pattern.
- Lexicon** – The mental dictionary of a speaker (knowledge of words).
- Liquid** – Speech sounds made with the airstream moving around the tongue with minimal obstruction. The liquid sounds in English are /l/ and /r/.
- Nasal** – Sounds spoken with the air stream directed through the nasal cavity. For example, /m/, /n/, and /ng/.
- Orthographic Mapping** – The mental process of connecting letters in words to sounds in their pronunciations; how patterns are stored in memory for automatic retrieval.
- Orthography** – A writing system that, in English, is the connection between speech and print.
- Phoneme** – The smallest unit of speech that combines with others to make words.
- Phonemic Awareness** – The ability to notice and manipulate individual sounds in spoken words.
- Phonics** – The relationship between written letters and the speech sounds the letters spell.
- Phonological Awareness** – A sensitivity to the sound structure of spoken language.
- Phonology** – The science or rule system of speech sounds within a language.
- Sight Word** – All types of written words instantly and effortlessly recognized. These words do not have to be decoded because they are stored in memory so that the spellings, pronunciations, and meanings are linked and can be retrieved without conscious effort.

Stop – A consonant sound produced by blocking the vocal tract from airflow. For example, /p/, /t/, or /k/.

Syllable – A unit of sounds that is organized around a vowel sound.

Unvoiced – A sound spoken with no vocal resonance. For example, /th/ in the word *bath*.

Voiced – A speech sound articulated with vibration of the vocal folds in the larynx. For example, /th/ in the word *then*.

Vowel – A phoneme that occurs without obstruction by the teeth, tongue, lips, palate, etc. Vowel phonemes are “open” and form the nucleus of every syllable.

Vowel Nasalization – When a vowel sound is directed through the nose because it is spoken immediately before a nasal sound. For example, man, ham, or sing.

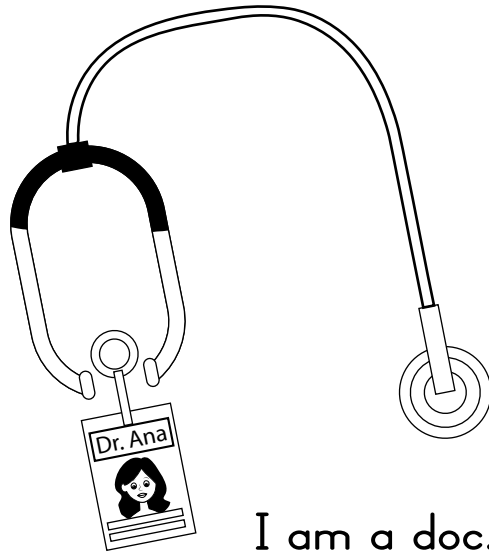
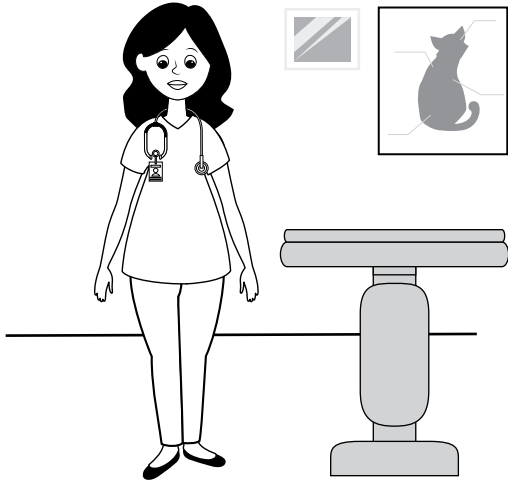
Word Recognition – The ability to read single words accurately and effortlessly.

End-of-year student workbook sample

LESSON 25

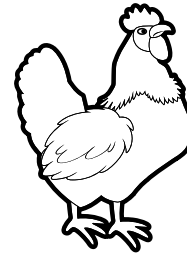
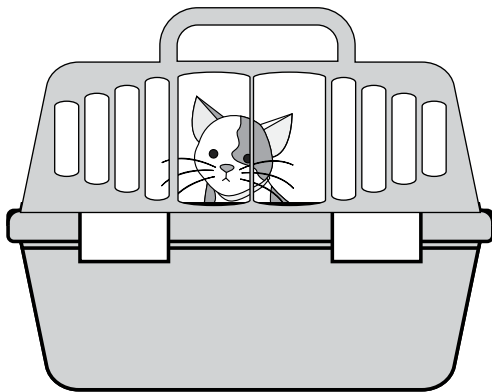
The Pet Doc

My name is Ana.

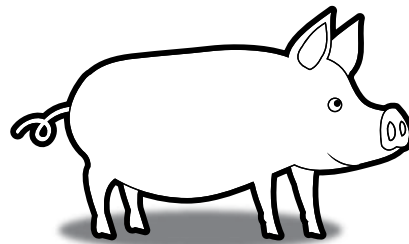


I am a doc.

My job is to help pets.



I see hens, hogs,
cats, and dogs.



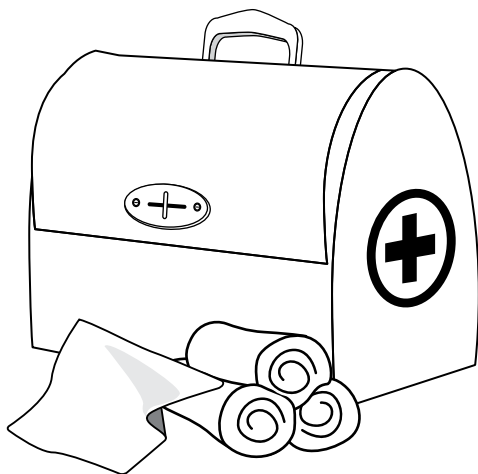
This is Max,
a big black ram.



Max is sad and is not well.

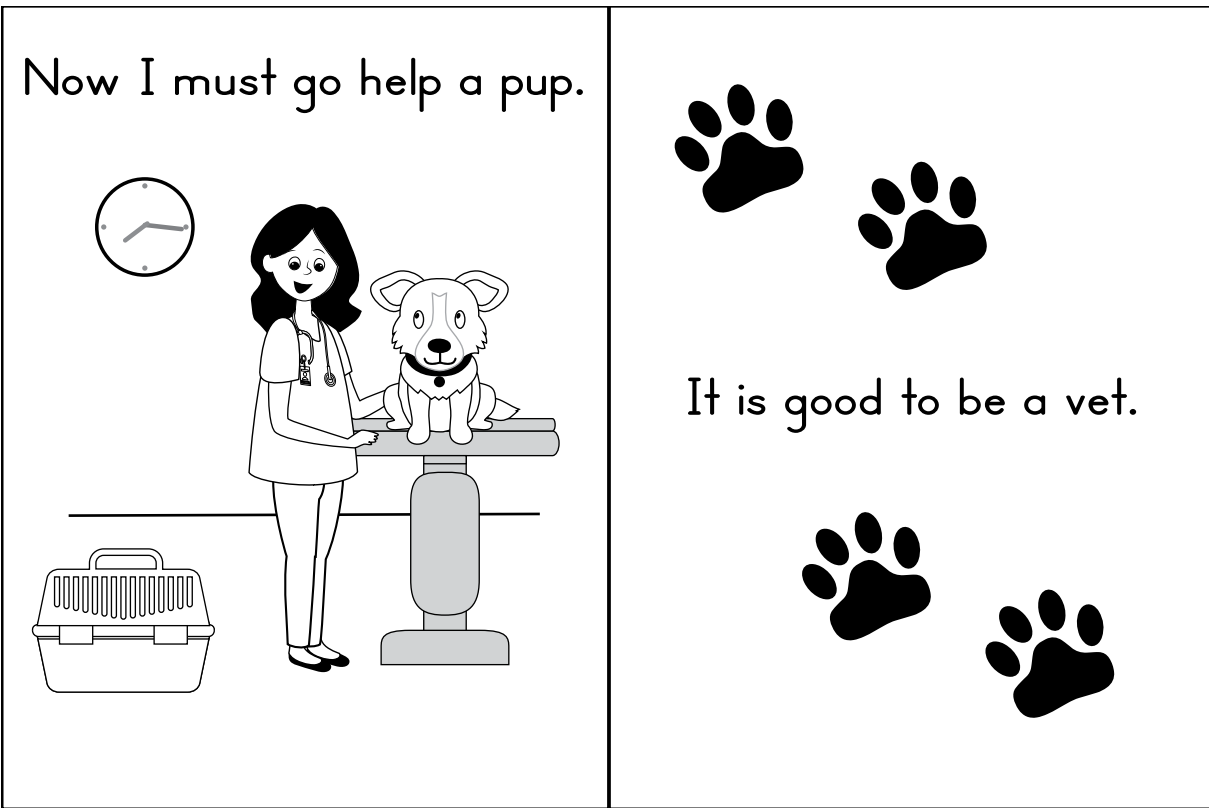


I dab a hot rag on his hip.



Soon Max will
run and jump.




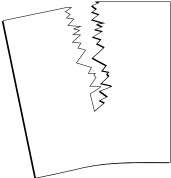
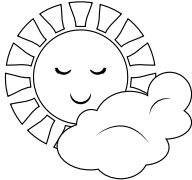



Some Words I Know


a, and, do, go, here, I, is, said, the, they, this, to, want, who, will, with

DAY 1


Word Completion with Pictures

 <p>__ad</p>	 <p>ri__</p>	 <p>s__n</p>	 <p>w__g</p>
---	---	--	---

Read Sentences was, went, away

 A red hen was in a pen. A red fox said, "Yum." The hen ran and hid. The red fox went away.

Write Sentences see, has

 Ken and Kim see a big rut.

Blank handwriting practice line with a dashed midline.


Blank handwriting practice line with a dashed midline.

Blank handwriting practice line with a dashed midline.

Blank handwriting practice line with a dashed midline.

DAY 2

Write Sentences


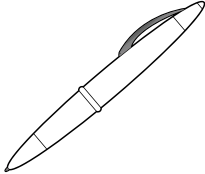


 The lid will not fit.

Blank handwriting practice line with a dashed midline.


Blank handwriting practice line with a dashed midline.

DAY 3

Word Completion with Pictures

 _ad	 pe_	 s_t	 lo_
--	--	---	--

Read Sentences we, went, there, was, so, my

 We went to the lot. There was wet
mud. So I sat on a log. My cat sat on
my lap.

Write Sentences

we, have, my, too



We have a big van.

Blank handwriting practice line with a dashed midline.

Blank handwriting practice line with a dashed midline.

Blank handwriting practice line with a dashed midline.

DAY 4

Write Sentences

she, has, of




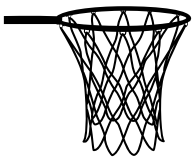
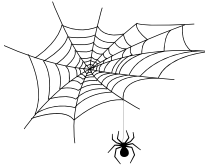

Jen likes to jog.

Blank handwriting practice line with a dashed midline.


Blank handwriting practice line with a dashed midline.

DAY 5

Word Completion with Pictures

 d__g	 __et	 we__	 f__x
---	---	--	---

Read Sentences was, now, there, saw, my, away, he

 The ham was in a pot. But now it is not there. I saw my dog run away. Did he get the ham?

Write Sentences

was, too, now, he



Did Yen get the pan?

Blank writing line with a dashed midline for handwriting practice.

Blank writing line with a dashed midline for handwriting practice.

Blank writing line with a dashed midline for handwriting practice.

Blank writing line with a dashed midline for handwriting practice.

Blank writing line with a dashed midline for handwriting practice.

Assessment sample

UNIT 3

95 Phonics Core Program™

Kindergarten – Assessment Overview

There are six assessments for Kindergarten. Each assessment is administered after the review lesson has been taught. The summative assessment is used to determine if students have mastered the critical skills within the unit lessons.

If a student misses more than 1 response in a section, check the student’s understanding of the skill with additional items that are similar to those in the assessment. Students who do not have full understanding of the skill(s) may require additional practice opportunities, re-teaching or additional time to master the skill(s).

If at least 80% of the students in the class respond correctly to each section, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group.

Lessons	Review Lesson	Assessment #	Skills Assessed
1-4	Lesson 4	1	<ul style="list-style-type: none"> • Phonological Awareness • Letter name, sound, and formation of consonants T, P, N • Short vowel sound a
5-8	Lesson 8	2	<ul style="list-style-type: none"> • Phonological Awareness • Letter name, sound, and formation of consonants M, D, G, S, H, B • Short vowel sounds /ă/, /ĭ/
9-12	Lesson 12	3	<ul style="list-style-type: none"> • Phonological Awareness • Letter name, sound, and formation of consonants L, R, C, F, J, W • Short vowel sounds /ă/, /ĭ/, /ō/
13-16	Lesson 16	4	<ul style="list-style-type: none"> • Phonological Awareness • Letter name, sound, and formation of consonants Z, K, Y, V, Q, X • Short vowel sounds /ă/, /ĭ/, /ō/, /ě/, /ÿ/
17-19	Lesson 19	5	<ul style="list-style-type: none"> • Phonological Awareness • Consonant sounds • All short vowel sounds
20-25	Lesson 25	6	<ul style="list-style-type: none"> • Phonological Awareness • Consonants & Short vowels • Long vowel silent-e

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Grade K—Unit 3 Assessment
Teacher Directions
(Administer after Lesson 12.)

A. PHONOLOGICAL AWARENESS (ONSET-RIME) RF.K.2c
















We are going to practice deciding if 2 words have the same last part. I'll break each word into 2 parts and you will listen for whether the last part is the same.

Let's practice one together. Find the star on your paper. You will see pictures of a 'thumbs up' and a 'thumbs down' next to the star. If the words we say have the same last sound, we will circle the thumbs up for yes. If the words do not have the same last sound, we will circle the thumbs down for no. The words are lock and sock. Repeat the words lock, sock. (lock, sock) I'll take apart each word: l-ock, s-ock. Is the last part the same in both words? yes Let's circle the thumbs up for yes. (Model how to circle the picture of a thumbs up while the students do it on their own paper.)

Example:



Now it's your turn. I'll say 2 words and then take them apart. Then, I'll ask you if the last part is the same in both words. You will circle thumbs up for yes or thumbs down for no. Ready?

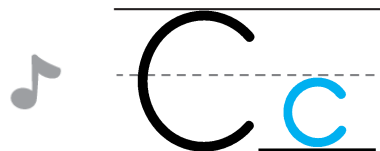
	Say: house – mouse	Say: h-ouse m-ouse	Say: Do the words have the same last part?	 	1
	fan – mop	f-an m-op	Do the words have the same last part?	 	1
	ship – lip	sh-ip l-ip	Do the words have the same last part?	 	1
	hot – not	h-ot n-ot	Do the words have the same last part?	 	1
	toe – top	t-oe t-op	Do the words have the same last part?	 	1

Scoring: Award 1 point for each correct response. **Total: 5**

B. LETTER FORMATION RF.K.1d, L.K.1a

In this section, you will write upper and lowercase letters. I will say a sound and the name of the letter that spells the sound. Listen to what I say, then write the letter that is missing in the box. Let's do the first 2 together. (Model by pointing to the uppercase C.) Find the music note on your paper and point to the uppercase C next to it. The sound is /k/, the letter name is c. The uppercase C is already written in the box, so we will write a lowercase c next to it on the dark black line. (Give students time to write a lowercase c.) Does your lowercase c look like mine? If not, take a minute to correct it.

Example: Cc








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Grade K—Unit 3 Assessment
Teacher Directions
(Administer after Lesson 12.)

Let's do 1 more together. (Model by pointing to the lowercase r.) Find the strawberry and point to the lowercase r next to it. The sound is /r/, the letter name is r. The lowercase r is already written in the box, so you will write an uppercase R in the empty space before it on the dark black line. (Give students time to write an uppercase R.) Does your uppercase R look like mine? If not, take a minute to correct it.

Example: Rr



Now, it's your turn. I will say more letter sounds and letter names and you will write the uppercase or lowercase letter that is missing. [For each letter: 1) Say the letter sound. 2) Say the letter name. 3) Prompt students to write the uppercase or lowercase letter.]

	/f/	letter <i>f</i>	Write the lowercase <i>f</i> .	Ff	1
	/ō/	letter <i>o</i>	Write the uppercase <i>O</i> .	Oo	1
	/j/	letter <i>j</i>	Write the lowercase <i>j</i> .	Jj	1
	/w/	letter <i>w</i>	Write the lowercase <i>w</i> .	Ww	1
	/l/	letter <i>l</i>	Write the uppercase <i>L</i> .	Ll	1

Scoring: Award 1 point for the correct letter or a formation that resembles the correct letter. Points are not deducted for reversals.

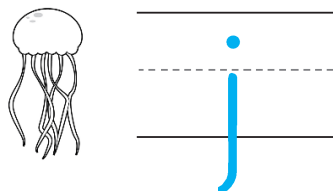
Total: 5

C. INITIAL SOUND *RF.K.2d, RF.K.3a, L.K.2c*

Now, you will write the first sound for the word that names each picture on your paper. After I say the word for the picture, you will write the lowercase letter that spells the first sound of the word in the box next to the picture.






Let's do the first one together. Put your finger on the picture of the jellyfish. (Model pointing to the jellyfish.) The word is jellyfish. Repeat. (jellyfish) What is the first sound in the word jellyfish? /j/ Yes, the first sound is /j/. Which letter spells the sound /j/? (j) Let's say /j/ while we write the letter j next to the picture of the jellyfish. (Model how to write the letter j on the line next to the picture.) Does your letter j look like mine? If not, take a minute to correct it.

Example: *jellyfish*



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Grade K—Unit 3 Assessment
Teacher Directions
(Administer after Lesson 12.)

Now it's your turn. I will tell you the word that names each picture. You will repeat the word and then write the letter that spells the first sound of the word.

1.		fox	f	1
2.		carrot	c	1
3.		lion	l	1
4.		otter	o	1
5.		waffles	w	1

Scoring: Award 1 point for the correct letter or a formation that resembles the correct letter. Points are not deducted for reversals or if the student uses an uppercase letter instead of a lowercase letter.

Total: 5

D. WRITE WORDS *RF.K.1b, RF.K.2d, L.K.2d*

Let's write some words. Remember, there are no spaces between the letters in words. Answer with me as we do the first one together. Find the picture of the moon and point to the line next to the moon. We will write the first word together on this line.

The word is lot. Repeat it with me. (lot) Finger-stretch lot. /l/ /ō/ /t/ Whisper the sounds and letters while writing the word lot. /l/ l - /ō/ o - /t/ t (Model how to write each letter that represents each sound in the word lot while the students are writing the word on their own paper.) Does your word look like mine? If not, take a minute to correct it. Now, let's blend the sounds and read the word. /lllōōōt/ Word? lot

Example:



Now it's your turn. Here are the steps: 1.) I'll say a word and you'll repeat it. 2.) Finger-stretch the sounds in the word. 3.) Whisper the sound and letter name while writing each letter in the word. 4.) Blend the sounds and read the word. Ready?

Words to Dictate

1. on (2)
2. log (3)

Scoring: Award 1 point for each correct letter-sound correspondence in the word.

Example: Student receives 2 out of 3 points for log if it is spelled l-o-j; 1 point is deducted for spelling the /g/ sound with the letter j instead of the letter g. Points are not deducted for reversals or if the student uses an uppercase letter instead of a lowercase letter.

Total: 5

Name: _____



95 Phonics Core Program®
Grade K—Unit 3 Assessment
Student Answer Sheet

A. Example:

B. Examples:

C. Example:



3.



1.



4.



2.



5.



D. Example:



1.

2.

Parent instructions

Fechas: _____

Kínder: Enfoque fonético semanal

Lección 11

Esta semana vamos a aprender en clase acerca de las **letras j y w**. Aprenderemos a escribir las letras *j* y *w* en minúscula, y también los sonidos que representan. Primero, aprenderemos acerca de la letra *j*. Luego, aprenderemos acerca de la letra *w*. Al final de la semana, practicaremos lo aprendido sobre los sonidos que representan las letras *j* y *w*. A continuación está la información que usaremos como ayuda.

Consonantes	La letra <i>j</i> minúscula representa el sonido /j/, tal como en la palabra clave <i>jet</i> . La letra <i>w</i> minúscula representa el sonido /w/, tal como en la palabra clave <i>wig</i> .
Palabras de uso frecuente	Las palabras de uso frecuente son aquellas que vemos a menudo cuando leemos. Aún no hemos aprendido a pronunciar estas palabras. Cada semana, estudiamos y practicamos algunas de estas palabras para que las podamos leer al verlas en frases, oraciones y cuentos.

(**Nota:** Una letra que se encuentra entre barras, como /t/, indica que se debe decir preferiblemente el sonido de la letra más que el nombre de la letra).

A continuación están las actividades para practicar en casa esta semana. Además, use las actividades y preguntas de la ***Carta de apoyo inicial para las familias***, a fin de favorecer aún más el éxito de su hijo(a) en el aprendizaje del enfoque fonético semanal.

Prestar atención al sonido

Pida a su hijo(a) que preste atención al sonido /j/, como en jet. Dígale: —Voy a decir algunas palabras. Si la palabra tiene el sonido /j/, haz la señal del pulgar hacia arriba y pronúncialo. Si, por el contrario, no oyes el sonido /j/, di ‘NO’.

/j/	
1. joy (pulgar hacia arriba)	5. bee (NO)
2. job (pulgar hacia arriba)	6. jug (pulgar hacia arriba)
3. hit (NO)	7. jar (pulgar hacia arriba)
4. join (pulgar hacia arriba)	8. rain (NO)

Pida a su hijo(a) que preste atención al sonido /w/, como en wig. Dígale: —Voy a decir algunas palabras. Si la palabra tiene el sonido /w/, haz la señal del pulgar hacia arriba y pronúncialo. Si, por el contrario, no oyes el sonido /w/, di ‘NO’.

/w/	
1. wet (pulgar hacia arriba)	5. zip (NO)
2. wide (pulgar hacia arriba)	6. we (pulgar hacia arriba)
3. van (NO)	7. with (pulgar hacia arriba)
4. wave (pulgar hacia arriba)	8. gas (NO)

Pida a su hijo(a) que preste atención al primer sonido en algunas palabras. Dígale: —Voy a decir una palabra. Después de que te diga la palabra, seguirás los pasos a continuación.

Luego, léale los pasos.

1. Repite la palabra.
2. Pronuncia el primer sonido de la palabra.
3. Pronuncia la letra que representa el primer sonido.

/j/ y /w/	
1. just (just, /j/, letra j)	5. joke (joke, /j/, letra j)
2. joy (joy, /j/, letra j)	6. wait (wait, /w/, letra w)
3. web (web, /w/, letra w)	7. well (well, /w/, letra w)
4. won (won, /w/, letra w)	8. jog (jog, /j/, letra j)

Palabras de uso frecuente

Pida a su hijo(a) que señale cada palabra y la lea, siguiendo cada fila horizontalmente.

jump	was	will	went
will	went	jump	was

Dates: _____

Kinder: Weekly Phonics Focus Lesson 11

In our classroom this week, we are learning about the **letters j and w**. We are going to learn to write the lowercase letters *j* and *w* and learn about the sounds these letters spell. First, we will learn about the letter *j*. Then we will learn about the letter *w*. By the end of the week, we will practice what we have learned about the sounds that letters *j* and *w* spell. Here is the information we will use to help us.

Consonants	Lowercase letter <i>j</i> spells the /j/ sound, as in the keyword <i>jet</i> . Lowercase letter <i>w</i> spells the /w/ sound, as in the keyword <i>wig</i> .
High-Frequency Words	High-frequency words are words that we see often when we read. We have not yet learned to sound out these words. We study and practice with a few of these words each week so we can read them when we see them in phrases, sentences, and stories.

(**Note:** A letter in slashes, such as /t/, indicates that the letter sound rather than the letter name should be said.)

Below are activities to practice at home this week. In addition, use the activities and questions from the initial **Family Support Letter** to further assist your child's success in learning the weekly phonics focus.

Listen for the Sound

Ask your child to listen for the /j/ sound, as in jet, by saying, "I'm going to say some words. If the /j/ sound is in the word, show the thumbs-up gesture and say the sound. If you do not hear the /j/ sound, say 'NO' instead."

/j/	
1. joy (thumbs up)	5. bee (NO)
2. job (thumbs up)	6. jug (thumbs up)
3. hit (NO)	7. jar (thumbs up)
4. join (thumbs up)	8. rain (NO)

Ask your child to listen for the /w/ sound, as in wig, by saying, “I’m going to say some words. If the /w/ sound is in the word, show the thumbs-up gesture and say the sound. If you do not hear the /w/ sound, say ‘NO’ instead.”

/w/	
1. wet (thumbs up)	5. zip (NO)
2. wide (thumbs up)	6. we (thumbs up)
3. van (NO)	7. with (thumbs up)
4. wave (thumbs up)	8. gas (NO)

Ask your child to listen for the first sound in words by saying, “I am going to say a word. After I say the word, you will follow these steps.” Then, read the steps.

1. Repeat the word.
2. Say the first sound in the word.
3. Say the letter that spells the first sound.

/j/ and /w/	
1. just (just, /j/, letter j)	5. joke (joke, /j/, letter j)
2. joy (joy, /j/, letter j)	6. wait (wait, /w/, letter w)
3. web (web, /w/, letter w)	7. well (well, /w/, letter w)
4. won (won, /w/, letter w)	8. jog (jog, /j/, letter j)

High-Frequency Words

Moving across each row, ask your child to point to each word and read it.

jump	was	will	went
will	went	jump	was

Sound-spelling card list

Grade K – Sound Spelling Card List

CARDS	KEYWORD	CARD #
a (short)	apple	1
a (long)	ape	2
b	ball	3
c	cat	4
d	dog	5
e (short)	echo	6
e (long)	equal	7
f	fish	8
g	goat	9
h	hand	10
i (short)	itch	11
i (long)	ice	12
j	jet	13
k	kite	14
l	leaf	15
m	mouse	16
n	nest	17
o (short)	octopus	18
o (long)	ocean	19
p	pig	20
q	queen	21
r	rug	22
s	sun	23
t	toe	24
u (short)	up	25
u (long)	Ruby / unicorn	26
v	van	27
w	wig	28
x	box	29
y	yo-yo	30
z	zipper	31

Alignment to CCSS foundational skills

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Grade K correlated to the
Common Core State Standards for English Language Arts,
Reading: Foundational Skills (2010), Grade K

Standard	Descriptor	Citations
Reading Standards: Foundational Skills		
Print Concepts		
RF.K.1	Demonstrate understanding of the organization and basic features of print.	
RF.K.1a	Follow words from left to right, top to bottom, and page by page.	TE: 14–15, 21, 25, 32, 50, 55, 66, 76, 82, 94, 103
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	TE: 19, 40, 74, 80, 86, 122, 133, 153, 158, 162, 168, 173, 178, 183, 187, 204, 222, 227, 234, 245, 252, 258, 264, 275
RF.K.1c	Understand that words are separated by spaces in print.	TE: 76, 82, 103–104, 209, 214
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.	<i>Students identify upper and lowercase letter names in Letter-Sound Correspondence activities throughout all lessons of the Teacher’s Edition. Representative examples listed below:</i> TE: 42, 99–100, 105, 146, 250, 290, 308, 404, 483, 500, 527, 584 SW: Vol a: 5–11, 13–15, 17, 19–21, 23–27, 29–30, 34–35, 39; Vol b: 3, 5, 9, 12, 16, 19, 22–23, 27, 31, 33, 35, 40, 42, 44, 48, 50, 53, 57–58, 60, 62
Phonological Awareness		
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
RF.K.2a	Recognize and produce rhyming words.	TE: 278, 284, 288–289, 293, 297–298, 301–302, 307, 312, 316–317, 321, 325
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.	TE: 20, 22, 24–25, 28–29, 31–32, 35, 37, 41–42, 45, 88, 93, 114, 119, 124, 129–130, 134–135, 139–140, 145, 149–150, 154–155, 159–160, 163–164, 169–170, 175, 180, 184–185, 189–190, 195, 199, 205–206, 211–212, 216
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	TE: 218, 223–224, 229–230, 236–237, 241–242, 247–248, 253–254, 260, 266, 271–272, 277
RF.K.2d	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/.)	TE: 326, 332, 335, 340, 344, 349–350, 354, 364, 367–368, 371, 372, 377, 378, 381, 386, 387, 391, 398, 403–404, 409, 413–414, 418–419, 422, 466, 469

Standard	Descriptor	Citations
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words.	TE: 504, 508–509, 512–513, 516–517, 520–521, 525–526, 530–531, 534–535, 538, 541–542, 545, 588, 592–593, 595–596, 599, 602, 605
Phonics and Word Recognition		
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	<p><i>Volumes 1 and 2 contain letter-sound instruction on the most frequent sound for each consonant throughout each day of each lesson. Representative examples listed below:</i></p> <p>TE: 37–38, 42–43, 46–47, 51, 56, 116, 120, 125–126, 130–131, 135–136, 279–280, 285, 289–290, 294, 298–299</p> <p><i>Students may practice consonant letter-sounds in the Read Words/Phrases/Sentences activities found throughout the Student Workbook. Representative examples listed below:</i></p> <p>SW: Vol a: 27, 30, 39; Vol b: 7, 20, 60</p>
RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<p>TE: 71–72, 77–78, 83, 105, 109, 141–142, 146, 201–202, 213, 219–220, 225, 303, 322, 327, 333, 373, 378–379, 399, 410, 419, 420, 425, 432–433, 439, 443, 451, 458–459, 463, 470–471, 478, 483, 487–488, 491, 495, 500, 505, 509–510, 513, 517–518, 522, 527, 531–532, 535, 539, 542–543, 547, 551, 555, 558–559, 562, 567, 572, 576, 580, 584, 589, 603</p> <p>SW: Vol b: 1–6, 22–36, 45–62; Vol c: 1–24, 25–26</p>
RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	<p><i>Students read high-frequency words throughout all lessons of the Teacher's Edition. Representative examples listed below:</i></p> <p>TE: 54, 123, 163, 265, 306, 331, 386, 446, 476, 541, 595</p>
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<p><i>This standard is beyond the scope of the grade K of the program.</i></p>
Fluency		
RF.K.4	Read emergent-reader texts with purpose and understanding.	<p>TE: 334, 342, 356, 365, 380, 389, 407, 417, 429, 436, 447, 455, 467, 474, 488, 496, 510, 518, 532, 539, 552, 559, 572, 580, 593, 600</p> <p>SW: Vol b: 28–30, 37–39, 45–47, 54–56; Vol c: 1–3, 9–11, 17–19, 25–27, 33–35, 41–43, 49–51, 57–59, 65–67</p>

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