

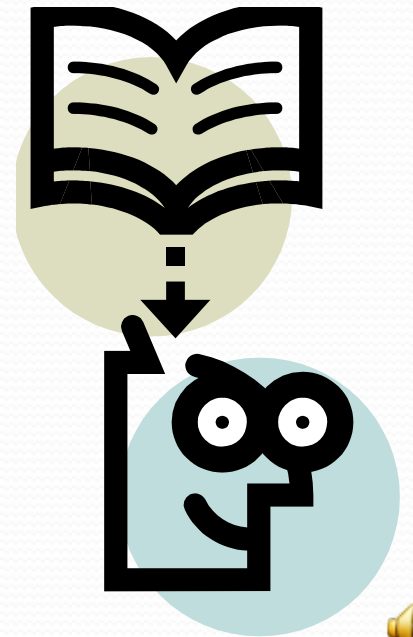


COMBINED
with
GOOD Literature

Phonics Instruction



Fundations is **SYSTEMATIC**
because it follows a very
definite sequence and set of
procedures to teach
concepts



Fundations is **EXPLICIT**
because it doesn't leave room
for guessing. It teaches all
concepts directly.



Kindergarten FOCUS

Phonemic Awareness

Working with **SOUNDS**:

Rhyming

Segmenting WORDS, SYLLABLES and BEGINNING,
MIDDLE and END sounds of words

Manipulating Sounds in words

/c/

/at/

/cat/



Kindergarten FOCUS

PHONICS

- * Name all letters of the alphabet
- * Write all lowercase and upper case letters
- * Sequence letters of the alphabet
- * Fluently write all letters correctly, including basic digraphs **wh, sh, ch, th, ck**
- * Distinguish LONG and SHORT vowels
- * Blend sounds into words using the Finger Tapping System.



Kindergarten Focus

Reading

Read and spell 200 CVC words

Spell other words phonetically, drawing on sound-letter relationships

Identify 75% of the 1st 100 high frequency words such as the was of

WAIT!!!!!! There's MORE.....



Capitalization

Author / Illustrator

Vocabulary

Punctuation

Compare & Contrast

Phrasing & Expression

Narrative Story Structure





























Including character, setting & main events



Letter,
Keyword
& Sounds
are
practiced
DAILY













Basic Keywords

Aa  a - apple - /æ/	Bb  b - bat - /b/	Cc  c - cat - /k/	Dd  d - dog - /d/	Ee  e - egg - /e/	Ff  f - fish - /f/	
Gg  g - guitar - /g/	Hh  h - hat - /h/	Ii  i - ice - /i/	Jj  j - jar - /j/	Kk  k - kite - /k/	Ll  l - lamp - /l/	
Mm  m - man - /m/	Nn  n - noodle - /n/	Oo  o - octopus - /o/	Pp  p - peanut - /p/	Qu qu  q - queen - /k/	Rr  r - rat - /r/	Ss  s - snake - /s/
Tt  t - tomato - /t/	Uu  u - umbrella - /u/	Vv  v - van - /v/	Ww  w - wave - /w/	Xx  x - fox - /x/	Yy  y - yo-yo - /y/	Zz  z - zebra - /z/
wh  wh - whistle - /w/	ch  ch - child - /tʃ/	sh  sh - ship - /ʃ/	th  th - thumb - /θ/	ck  ck - sock - /k/		



Vowel Extensions

a		
e		
i		
o		
u		





Letter-Keyword-Sound

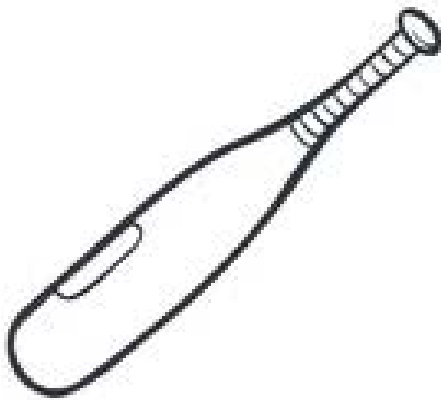
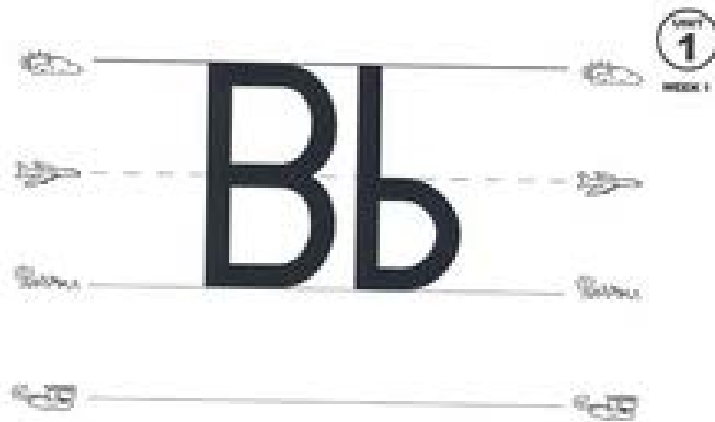
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Echo the Owl
helps students
know when to
repeat the
teacher

The teacher says:
"A, apple, /a/"
and then **HOLDS**
Echo UP and the
students know to
repeat or echo



All writing is
practiced on
a special
writing grid



Writing Grid



Sky Line



Plane Line



Grass Line



Worm Line

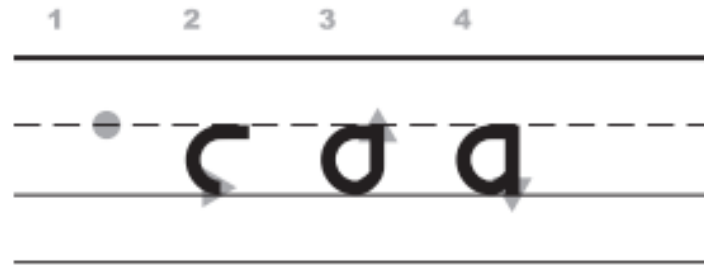


Use the following verbalization to direct students in proper letter formation.

Letter Formation for a

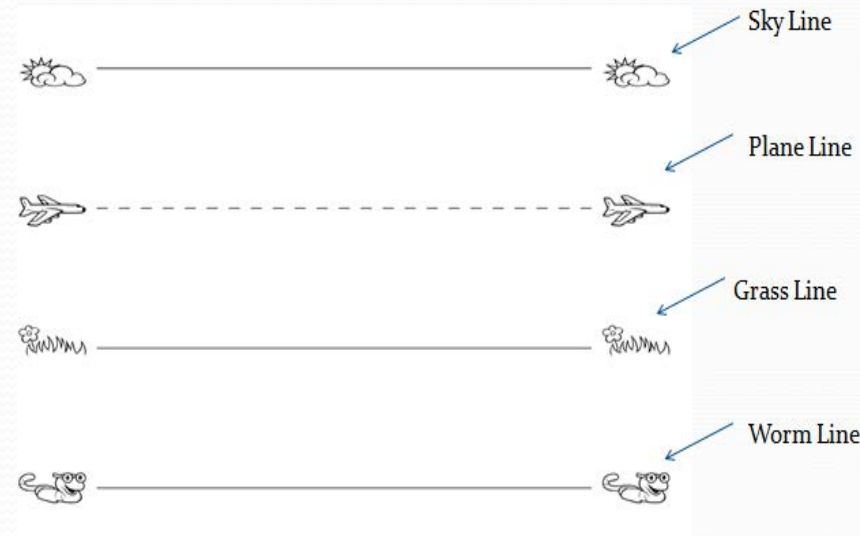
a is a plane line round letter.

It starts on the (plane line).



1. Point to the plane line.
2. Go back on the plane line then down and around on the grass line,
3. and up to the plane line.
4. Trace back down to the grass line.
5. Say a – apple - /ă/, have students repeat.

Script for letter formation





a



Sky Line Letters



t b f l h k

Plane Line Letters



n m i r u p j



Proper pencil grip



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1-2-3 Let's Write

1-2-3 Right / Let's Write!

1

Sit right

Seat pulled in, feet on floor



LEFT-HANDED



RIGHT-HANDED

2

Place paper and hands right

Paper slanted, wrist straight, elbow on desk, other hand holding paper



LEFT-HANDED



RIGHT-HANDED

3

Grip pencil right

Pencil held between index finger and thumb, resting on the other fingers



LEFT-HANDED



RIGHT-HANDED



Let's write!



Name: _____

Date: _____



SKY Write / Letter Formation



WHY Skywrite?



Students use **gross-motor memory** to learn letter formation following teacher verbalization.

It is a **MULTISENSORY** association between the auditory **sound** of a letter, the grapheme (or how it **looks**), and the kinesthetic memory (or **movements**) of its formation.



Looking at the LARGE
WRITING GRID.....



Students stand,
shake out their
arms, body and
stretch.
Point their arms
out "as straight
as a pencil" and
point with 2
fingers.....



Pointing with 2 fingers creates a stronger muscle pull, and thus is felt more.

A straight arm is necessary for gross-motor memory.





a

Sky Write/Letter Formation

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Foundations™ Letter Formation

Big Line Letters

t b f l h k

Plane Line Letters

n m i r u p j

Plane Line Round Letters **Special e**

c a o g d s q e

Plane Line Wide Letters

v w z y x

Dry Erase Board



First Grade Focus

Maintain and BUILD from everything learned in Kindergarten including.....

- * Segmenting syllables into sounds
- * Name sounds for r-controlled vowels, vowel digraphs and vowel diphthongs



* Read and spell the first 100 high frequency words (TRICK WORDS)

* Identify word structures such as blends, digraphs, basewords, suffixes, syllable types

* AND MORE.....



Second Grade Focus

Maintain and BUILD from everything learned in Kindergarten and First Grade including.....

- * Read and spell the first 200 high frequency words (TRICK WORDS)

- * Focus on FLUENCY via phrasing

- * And more.....



* Progress further into the study
of WORD STRUCTURE

* Identify parts of words
(syllables, base words, suffixes)

* Identify all 6 SYLLABLE TYPES:
closed, vowel-consonant-e, open, r-controlled,
vowel digraph/diphthong, consonant-le



WHAT

????????

WHY ???



Students are practicing
sets of SKILLS

Homework is no longer
memorizing lists of words
for the test on Friday



They practice SKILLS
for homework.

Students should be able
to apply that skill to any
words given on the end
of unit test.



Magnet Board

Digraph Magnets

Glued Sounds Magnets

a	b	c	d	e	f	
g	h	i	j	k	l	
m	n	o	p	qu	r	s
t	u	v	w	x	y	z
wh	ch	sh	th	ck		
f	l	s				
am	an	all				
ank	ink	onk	unk			
ang	ing	ong	ung			
old	ost	olt	ind	ild		

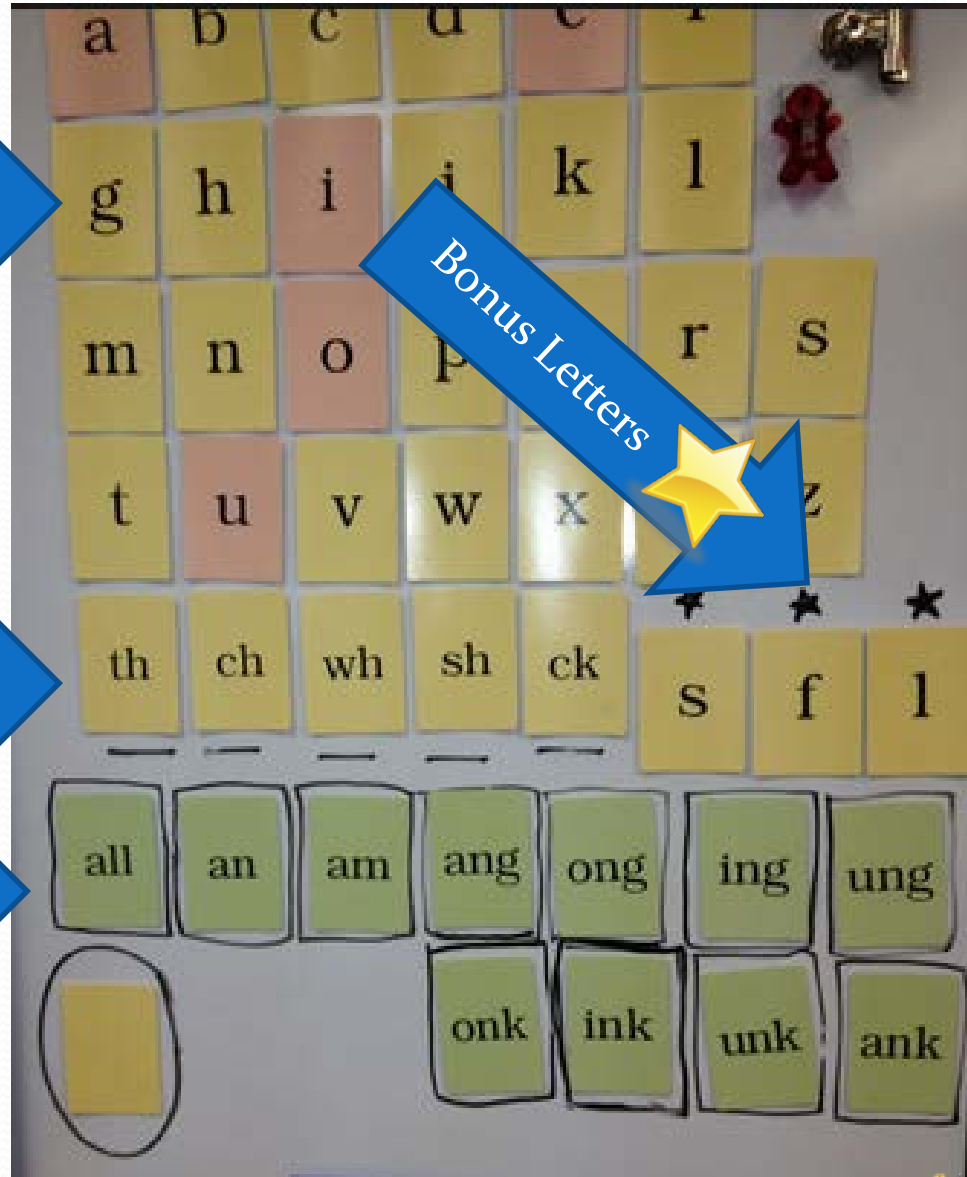


Standard Sound Cards

Digraphs


Glued Sounds

Bonus Letters






Underline digraph

shop bath duck 

Star the bonus letters

ball uff ll uss 


Box the welded sounds

ball ham fan ring pink 

Underline baseword, circle suffix

bugs hills cans 

Underline each sound in a blend

flash stump scrap 

Mark closed syllable

căt ělf 
c c

Mark vowel-consonant-e syllable

băke stōne 
v-e v-e





Welded Sounds

1

all



ball

/ol/

am



ham

/am/

an



an

/an/

ang



bat

/ang/

ing



ring

/ing/

ong



long

/ong/

ung



lung

/ung/

ank



pig

/ank/

ink



pen

/ink/

onk



bell

/onk/

unk



box

/unk/



a



apple /ä/



safe /ä/



acorn /ä/

e



Ed /e/



Pete /e/



me /e/

i



tee /i/



pine /i/



hi /i/

o



octopus /o/



home /o/



no /o/

u



up /u/



mule /u/



rule /u/



pup /u/



flu /u/

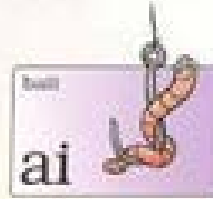
y



cry /y/

baby /y/





One day Echo was deep in the forest. She sat on a branch of a very tall tree. Echo had a problem. She was very hungry! Echo had to find food so she searched and searched, looking all around the forest. Echo saw something move! It was a mouse. Echo was fast. She flew down and scooped it up. Echo ate the mouse and was happy.



Guided Proofreading Procedures

1.

Point to each word as your teacher reads the sentence to you.



Chad got the map from Beth.

2.

Check your capitalization and punctuation.

A.,?!

3.

Circle Trick Words as directed by your teacher.

the have from

4.

Tap all 1-syllable words to check your spelling.



log dot web tub

5.

Scoop syllables in multi-syllabic words to check your spelling.

up set cab in

6.

Circle suffixes, and check your spelling.

bug^s trick^s

7.

Fix any mistakes.

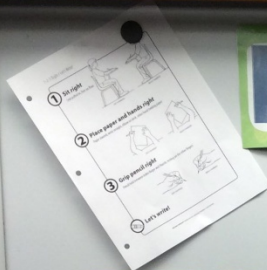








Fundations



a b c d e f

g h i j k l

m n o p q r s

t u v w x y z

wh sh ch th ck

f l s all am an

ind ild old olt ost

[Blank space for additional letter cards]

ang ank

ing ink

ong onk

ung unk

v c

es s

ing ful

ed less

er ness

est ment

ish

en

able

[Blank yellow sticky note]

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Trick Words

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At the end
of each
UNIT, a
UNIT TEST
is given.....



80% of the class is expected to
get at LEAST an 80% on their
End of Unit Test.....

IF they DON'T..... the classroom
teacher does some Re-TEACHING
and Re-TESTS



If 80% of the class
DOES get an 80%....the
teacher MOVES ON to
the next lesson.....



What
about
us ????



The students who did
NOT get an **80%** on
their End of Unit Test
get a "DOUBLE DOSE"
of what they missed
during **CUB TIME**



The students who receive
DOUBLE DOSE lessons on a
Unit are RE-TESTED and
receive that grade.



MASTERY is the
GOAL
of
FOUNDATIONS

