

FastTrack Phonics for Roots

Teacher's Manual

Volume 1

Produced by the
Reading Roots Development Team

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The mission of the Success for All Foundation is to develop and disseminate research-proven educational programs to ensure that all students, from all backgrounds, achieve at the highest academic levels.

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Introduction

What is *FastTrack Phonics for Roots*?

FastTrack Phonics for Roots is a fun, fast-paced, and systematic phonics program that builds students' skills in phonemic awareness, letter-sound correspondence and word-level blending and segmenting. It can be used in conjunction with any of the Success for All reading programs. The *FastTrack Phonics for Roots* program is comprised of two levels that can be used with a range of learners: from beginners with little or no phonetic knowledge to students with more advanced skills. The lessons are appropriate for varied age groups, and they are flexible enough to be customized to the needs of a particular student, class, or group.

There are many program components that make the experience enjoyable and effective for students. Colorful mnemonic picture cards, Alphie the puppet, rhymes, chants and games bring the lessons alive. The many opportunities for partner work and sharing motivate students to participate and learn together.

At the core of the program, however, is the early and explicit instruction to develop phonemic awareness. We believe that this is one of the key factors that ensures the success of the program—one of the key factors that enables students to read and write earlier and with greater skill.

What is Phonemic Awareness?

Phonemic awareness is the understanding that words are made up of separate, distinct phonemes, or sounds. To the literate adult, this connection may seem obvious—of course words are made up of different sounds! However, this understanding is not always gained as children learn to speak. Phonemic awareness isn't really necessary to speak a language (a natural process); but it is necessary to read and write a language (a learned process). Since phonemic awareness isn't acquired naturally, the way that language is, it must be explicitly taught.

How is Phonemic Awareness Different from Phonics?

You can think of phonics as being associated with the *printed* word, while phonemic awareness is associated with the *spoken* word. Phonemic-awareness activities train the ear; students focus on the different sounds, or phonemes, that they hear in words. Much time and attention is devoted to hearing the separate sounds in words and blending sounds together to make words. (This instruction is especially useful for English language learners.) Because phonemic awareness is concerned with teaching sounds, you will notice that students do not learn the names of the letters until later in the program. Focusing on the sound facilitates the learning of letter-sound correspondence, the critical element for the effective use of sound blending when learning to read.

Phonics activities train the eye and hand; students learn how to read and write the letters that represent the sounds they have learned. In short, phonemic awareness and phonics fulfill different roles in support of the same goal—to teach students to read, write, and spell with accuracy and fluency.

What Background Knowledge Do I Need to Teach the Program?

FastTrack Phonics for Roots does not require a lot of studying or re-learning on your part. In fact, each daily lesson includes a detailed instructional plan, teacher text, and a materials list so that you can begin instruction immediately. However, you will want to learn the basics about phonemes and graphemes before you begin.

Phonemes

A phoneme, simply put, is a sound. It is the smallest unit of sound that you can hear in a word. When you identify the number of phonemes in a word, you essentially “break the word down” into its smallest parts.

For example, consider the word “**man**.” You can hear three phonemes, or sounds, in the word “man.” Broken down, they are /m/, /a/, and /n/. There are four phonemes in “**jump**” (/j/, /u/, /m/, and /p/), two in “**my**” (/m/ and /y/), and three in “**coat**” (/c/, /oa/, and /t/).

The *FastTrack Phonics for Roots* program teaches 43 phonemes, or sounds, in two volumes of instruction. Students learn the following 30 phonemes in Volume 1:

/a/ as in apple	/i/ as in insect	/q/ as in queen	/y/ as in yo-yo
/b/ as in bat	/j/ as in jump	/r/ as in rabbit	/z/ as in zipper
/c/ as in caterpillar	/k/ as in kangaroo	/s/ as in snake	/ch/ as in cheese
/d/ as in dinosaur	/l/ as in leg	/t/ as in tower	/sh/ as in shoes
/e/ as in elephant	/m/ as in mountain	/u/ as in umbrella	/th/ as in thumb
/f/ as in flower	/n/ as in net	/v/ as in vulture	/th/ as in this
/g/ as in girl	/o/ as in octopus	/w/ as in worm	/ng/ as in king
/h/ as in horse	/p/ as in parrot	/x/ as in fox	

(The beginning sounds of caterpillar and kangaroo are the same, even though they are spelled with different letters. This counts as one phoneme.)

In Volume 2, students learn fewer phonemes (13). However, the phonemes can be spelled in a variety of ways. Students will learn the following phonemes:

- Long “a” as in **day**, **date**, and **rain**
- Long “e” as in **eat**, **sheep**, and **happy**
- Long “i” as in **time**, **pie**, **high**, and **fly**
- Long “o” as in **note**, **boat**, and **snow**
- Long “u” as in **cube**

Additional phonemes and their various spellings are printed in bold face in the words below:

moon, glue, tune	shout, cow	boy, coin	paw
book	her, turn, bird	car	corn

In addition, Volume 2 presents the “ed” and “ing” ending to verbs.

Each phoneme is presented in its own lesson, so that students have ample time to master hearing and producing the sound. This important prerequisite skill builds the foundation of the students' phonemic awareness. After they can identify the sounds in language, the next step is to start associating those sounds with letters, or graphemes.

Graphemes

A grapheme is the written representation of a sound. For example, the grapheme for the sound /m/ is “m.” The grapheme for the short /a/ sound is “a.” The grapheme for the sound /n/ is “n.” Therefore, the word “man” has three phonemes and three graphemes.

However, sometimes sounds are written using more than one letter. Sometimes it takes two, three, or even four letters to write one sound (and these letters still make up one grapheme). Consider the word “sheep.” There are three phonemes in the word “sheep”: /sh...ee...p/. The sound /sh/ is written with the grapheme “sh.” The sound for long “e” is written with the grapheme “ee.” The sound /p/ is written with the grapheme “p.” There are three graphemes in the word “sheep,” even though it is written with five letters. The word “high” has two phonemes—/h...igh/. The sound /h/ is written with the grapheme “h.” The long “i” sound is written with the grapheme “igh.” There are two graphemes in the word, even though it is written with four letters. Some phonemes, usually long vowel sounds, can be represented by more than one grapheme. For example long “i” can be represented by “i_e,” “igh,” or “y.”

In *FastTrack Phonics for Roots* Volume I, the majority of sounds that students learn can be represented by one-letter graphemes. As students progress through the program, the graphemes they learn will become a bit more complex. By the end of *FastTrack Phonics for Roots* Volume II, students will have mastered a set of phoneme-grapheme correspondences (also known as letter-sound correspondences) that represent most of the letter groups commonly used in English.

The graphemes that are not letters of the alphabet covered in *FastTrack Phonics* are listed below:

Volume 1

ng, ch, th, sh, ck

Volume 2

ay	a_e	ai	
ea	ee	_y (as in happy)	
i_e	ie	igh	_y (as in fly)
o_e	oa	ow	
u_e (as in cube)			
oo	ue	u_e (as in tune)	
oo (as in book)			
ou (as in shout)	ow (as in cow)		
er	ur	ir	
ar			
aw			
or			

What are the Goals of *FastTrack Phonics for Roots*? How Does the Curriculum Support the Goals?

FastTrack Phonics for Roots will enable students to master the following skill areas:

Auditory Blending and Segmenting

Letter-Sound Correspondence

Word-Level Blending (Stretch and Read)

Sound Spelling (Stretch and Spell)

Auditory Blending and Segmenting—It is important for beginning readers to grasp the concept that all words are made up of separate units of speech (phonemes). This prerequisite skill facilitates reading and spelling. When students hear the word “cat,” they hear three sounds quickly blended together to sound like one unit of speech. When students learn that there are three separate sounds in the word (/c/, /a/, and /t/), it logically follows that there are three graphemes needed to represent the sounds. Understanding the concept of the separability of sounds in words gives students the building blocks for understanding how the alphabet works to represent speech. Understanding this concept also minimizes the chances that students will rely on memorization to read words; it encourages them to apply their blending and segmenting skills to read and write words.

Alphie the puppet teaches students how to orally blend and segment sounds in an enjoyable and interactive way. Students learn that Alphie speaks a “special language.” Alphie says words slowly, so that each distinct phoneme is heard. Students listen to the separate sounds, then say them quickly together to figure out the word that Alphie is saying. Students also are taught to speak in Alphie’s special language. They listen to a word, and then break it down to say each sound. Students work with partners to “guess” Alphie’s words and practice Alphie Talk, so that every student participates and learns together. Students look forward to Alphie’s daily visits, which keep them motivated and interested in the lessons.

Letter-Sound Correspondence

To become fluent readers, students need to establish an automatic connection between letter shapes and sounds. Students use their knowledge of letter-sound correspondence to sound out and read words. The stronger their knowledge of letter-sound correspondence, the easier it is to begin blending sounds into words and reading.

FastTrack Phonics for Roots has materials and activities specifically designed to foster the development of this essential skill. Students systematically learn to hear a sound, then read and write the letter that represents that sound. The activities are simple, yet fun, and contain the repetition necessary for students to build and retain their knowledge of letter-sound correspondence.

Students are introduced to each new letter sound with a Key Card. Each Key Card shows a colorful, engaging picture in the shape of a letter. Students then learn an alliterative phrase that uses the sound for the day and describes the picture. For example, the letter “a” Key Card shows a red apple in the shape of the letter “a.” Students learn the alliterative phrase “Alphie asks for apples.” This activity establishes an instant connection between the letter and its sound. The teacher also uses Phonics Picture Cards to train students to listen for specific sounds in words.

As soon as students can hear a sound, they learn the letter shape that represents it. The letter is printed on the back of the Key Card so students can make an easy transition from responding to the picture cue to responding to the actual letter. Students review the letters previously presented in a pocket chart daily to continuously practice reading letter sounds.

Students also solidify their knowledge of letter-sound correspondence by writing the letter. For each letter, students are taught a writing cue that describes the Key Card picture. The writing cue for the letter “a,” for example, is “Left around the apple and down the leaf. /aaa/.” Students recite this writing cue while writing the letter, an activity that connects the visual image, the sound, and the shape of the letter at the same time, ensuring a strong connection between a sound and the letter that represents it.

Word-Level Blending

Word-level blending is the ability to look at a word, recognize the graphemes, make the sound for each grapheme, then put the sounds together to say the word. The understanding and use of letter-sound correspondence, auditory blending, and auditory segmenting are prerequisite skills that enable students to perform this more complex task. Using letter-sound correspondence knowledge, students are able to look at the different graphemes in a word and make the sound for each one. Auditory segmenting activities help students learn to hear the separate sounds in words. Auditory blending practice enables students to become aware that different sounds blend together to form words. Students combine these skills to begin to read words.

However, reading is not simply the convergence of letter-sound correspondence and auditory blending and segmenting skills. Making the jump from auditory blending to visual blending is a new and more complicated task. *FastTrack Phonics for Roots* has developed the Letter-Blending Deck to aid in this transition. The Letter-Blending Deck is a playing-card-sized set of cards that shows a different grapheme on each card. The teacher chooses different letter cards to make a word (“m,” “a,” and “n,” for example) and displays the cards spaced apart in a pocket chart. As the teacher points to each card, the students make the sound for that letter. As the teacher continues the activity, he or she moves the cards closer together, so students say the sounds faster. The cards are finally pushed together completely, and students blend the sounds /m/, /a/, and /n/ into the word “man.” Thus, the blending deck provides the bridge between students’ auditory knowledge (sounds blend into words) and their visual knowledge of letter-sound correspondence (certain letters make certain sounds) so they can read words.

Students also practice word-level blending skills with partners in the Partner Practice Booklet. This activity provides the practice, repetition and feedback students need when learning to read. Students also learn to listen to and assist their partners as they read, so each student is actively engaged in the reading process.

In *FastTrack Phonics for Roots*, word-level blending is referred to as Stretch and Read. This reminds students that they need to “stretch” words by saying each sound, then put the sounds together to read them.

Sound Spelling

Sound spelling is the ability to successfully sound out a word and transcribe the sounds into letters. To do this, students will use skills previously learned in *FastTrack Phonics for Roots*. Students will practice speaking in Alphie Talk to separate and hear each sound in the word. They will use their knowledge of letter-sound correspondence to identify the letters that represent those sounds and recall the writing cues to write the sounds.

Students use sound spelling by activating their prior knowledge. The teacher guides students through the process of hearing, identifying and writing sounds in words so that they can spell words with accuracy and confidence. Students practice spelling as a daily activity using Partner Writing Books to reinforce previously learned skills while acquiring a new one.

In *FastTrack Phonics for Roots*, sound spelling is referred to as Stretch and Spell. This reminds students to “stretch” the word by identifying the separate sounds. Then, they spell by writing the letters for each sound.

How will *FastTrack Phonics for Roots* benefit English language learners?

FastTrack Phonics for Roots will support English language learners (ELLs) well as they learn the basic phonics skills needed for reading English. In fact, you will find that your ELLs will perform as well as their English-speaking peers in spite of the language barrier.

ELLs are challenged in the classroom because they have difficulty using English as a means of communication. Because they are not fluent in the language, they have trouble expressing themselves and understanding others. However, the phonemic-awareness and phonics activities in *FastTrack Phonics for Roots* focus on another side of the English language—its form and structure. Studying the form and structure of the language does NOT require students to be fluent speakers. In fact, few young students, if any, will have any clear notion of the form and structure of English, despite the fact that they may be fluent, native speakers of the language. This means that ALL students in the class are learning a new skill when they learn about phonemic awareness and phonics, and therefore, no one group has an advantage over another. In this way, you can view English speakers and ELLs as being on “equal footing.”

ELLs will be able to actively participate in the program right away; the lessons do not require students to comprehend lengthy explanations or descriptions. The lessons are presented as a series of varied, fun routines and games that are learned through teacher modeling and practice. There are also many visual aids (the teacher’s visual cues and FastTrack materials, such as Key Cards, Letter-Blending Cards, Phonics Picture Cards, and Alphie the puppet) that help students understand the lessons.

Phonemic-awareness activities center around speaking and listening tasks, such as producing a particular sound, identifying a certain sound in a series of words, or blending sounds together to make words. Since the tasks are so specific, they often reduce the “risk” that many ELLs associate with speaking in front of others. Students who would otherwise feel shy or embarrassed about using English to communicate can take part in *FastTrack Phonics for Roots* activities with confidence. You will see their confidence grow throughout the program as they realize that they can contribute to the class and that they are able to learn with fluent English speakers. As a result,

ELLs will see fewer risks associated with speaking and will begin to experiment more with expressing themselves in English. Conversely, English speakers will see ELLs as active participants in the class and equal partners in learning. Fostering communication between ELLs and English speakers is one of the best things you can do to help your ELLs develop oral English proficiency.

When you see that your ELLs are starting to use English to communicate, you should take small opportunities during the lesson to encourage them. When they volunteer in class, ask them to explain their ideas or answers in more detail. Restate their answers so that they have a good speaking model to replicate. Use realia or picture cards whenever possible to explain words and concepts. Use pantomime and gestures as you speak to make yourself more easily understood. This extra effort will help ELLs develop communicative abilities as they concentrate on learning phonemic awareness and phonics skills.

FastTrack Phonics for Roots, Volume I Materials

The program materials include:

- *FastTrack Phonics for Roots* Teacher’s Manual, Volume 1
- Key Cards—for posting (wall set)
- Class set of Partner Practice Booklets (Booklets 1, 2, and 3)
- One pack of Letter-Blending Cards, Deck 1

Additionally, the teacher will need:

- Phonics Picture Cards
- Alphie puppet
- Large pocket chart
- Class set of composition books (Partner Writing Books)

FastTrack Phonics for Roots Teacher’s Manual, Volume 1

This manual will provide the teacher with daily lessons, assessments, and record-keeping forms for the class and individual students. The manual also includes optional review lessons so teachers can customize the lessons according to class needs.

Key Cards

The Key Cards are the key to the letter-sound correspondence instruction in *FastTrack Phonics for Roots*. *FastTrack Phonics for Roots*, Volume 1 comes with 30 Key Cards that facilitate teaching letters and their sounds. Each Key Card shows a picture in the shape of a letter. Students learn the picture name (for example, “apple”), then learn the initial sound of the word, in this case, (/a/). This is a mnemonic device that helps students make quick associations between letters and sounds. The Key Cards are used to introduce new sounds in the daily lessons; they are also reviewed, as a group, at the beginning of each lesson to help students remember previously learned sounds.

Partner Practice Booklets

Students use the Partner Practice Booklets to practice reading skills and strategies. The Partner Practice Booklets allow students to review previously learned letter sounds, practice new ones, and read words. Students work with partners and help each other master reading skills and strategies. Partner practice is a powerful teaching tool. It provides the individual repetition and feedback that is essential for many students.

Uppercase and Lowercase Letter Cards

These cards (in the Phonics Picture Cards box) show both the uppercase and the lowercase form of each letter in the alphabet in clear, bold print. The cards are placed above the Key Cards in the Alphabet wall frieze as students learn them. (Available in manuscript and D’Nealian.)

Letter-Blending Cards

The Letter-Blending Cards are used to help students understand the concept of blending sounds into words. The cards are about the size of playing cards and fit neatly into a pocket chart. Each card has a different grapheme printed on it, so teachers can mix and match the cards to create different words and demonstrate reading strategies. (Available in manuscript and D’Nealian.)

Phonics Picture Cards

The Phonics Picture Cards are a set of illustrated cards designed to help students hear specific letters sounds. The cards are used every day so that students can listen for specific sounds in a variety of contexts. The cards also build students’ vocabulary.

Alphie Puppet

The use of Alphie in the *FastTrack Phonics for Roots* lessons makes learning fun and enjoyable for the students. The puppet introduces new letter sounds and reinforces old ones. The puppet also teaches students how to orally blend and segment words. This process is known as “Alphie Talk.” The puppet motivates the students and keeps the lessons lively.

Large Pocket Chart

The pocket chart is used to display the letter cards representing sounds that students have learned. Every day, at the beginning of the lesson, students review these sounds. The chart is also used with the Letter-Blending Cards so that the teacher can visually demonstrate how to blend sounds into words.

Partner Writing Books

Students use composition books to practice writing new and previously learned letter sounds. Later in the program, they will use the composition books for spelling practice. As with the Partner Practice Booklets, students work together as they learn to write letters and words.

Optional Media Support

The series of video segments that accompany each of the FastTrack Phonics lessons can be found on Online Resources by following this path: from the home page of Online Resources go to Targeted Programs > FastTrack Phonics > Lesson Videos, then select the appropriate lesson. The videos contain the following shows:

- **Animated Alphabet**

An animated version of the illustrations from Key Cards in FastTrack Phonics, these delightful segments reinforce letter sounds.

- *The Sound and the Furry*

Engaging puppets introduce sound-blending strategies for basic CVC words up through multi-syllabic words. Segments also show puppets modeling various partner and cooperative learning behaviors.

FastTrack Phonics for Roots Lesson Format

To get started, designate a special part of your classroom for *FastTrack Phonics for Roots* lessons. For the majority of the lesson, students will be seated in a small group on the floor. This close setting allows students to clearly see the materials you will be using. Post the Alphabet wall frieze in this area so students can review it daily. Set up a special place for Alphie to “live” so he (or she) can come out every day to visit the students and teach them to speak in “Alphie Talk.” Place the pocket chart with letter sounds here for easy classroom review. There should also be a chalkboard, dry-erase board, or chart paper nearby for other activities.

Each *FastTrack Phonics for Roots* lesson has the same basic format—previously learned material is reviewed at the beginning of the lesson, and new material is presented afterward. Students practice reading during the review and new parts of the lesson both as a group and with partners. Writing takes place at the end of the lessons. The lessons are designed to facilitate transitions between activities. Strive to establish a briskly paced routine with your class. Students will develop a sense of purpose and order, and you will have fewer problems with classroom management.

The FastTrack lessons will take longer at the beginning of the program when students are learning about the different components of the lesson. For the first few lessons, expect to spend approximately 45–50 minutes to teach the lesson and the behaviors that accompany the activities. After students are familiar with the routines, you will only need about 20 minutes to teach an entire lesson.

Students in the *FastTrack Phonics for Roots* program spend a great deal of time working with partners. Students use Partner Practice Reading Booklets to read together, and they check each other’s work in their composition books. Try to keep partners mixed in terms of gender, race, ethnicity, and skill level (including English-speaking ability) whenever possible. It is also a good idea to have partners switch frequently, so students experience working with different members of the class.

FastTrack Phonics for Roots, Volume 1

Lesson Components and Objectives

Alphabet wall frieze

Mount one set of Key Cards on the wall in the FastTrack for Phonics for Roots area. This visual aid will help students learn to recognize each picture on the Key Cards. Students will also learn to identify the initial sounds in words.

Point to each card posted in the wall frieze. As you touch each card, name the picture, emphasizing the initial sound. When students know all of the picture names, simply point to the cards and let them respond with the names.

The Alphabet Chant

A rhyme that teaches students the names of the letters. When students have memorized The Alphabet Chant, they learn a series of hand motions and body movements to accompany it.

In Lesson 21, teach students The Alphabet Chant (see Appendix 5). Teach the corresponding motions for each line of the chant. You may only be able to teach a few lines of the chant every day. Once students know the entire chant, they will recite and “perform” it every day.

Hear Sounds

An opportunity for students to listen for specific sounds in words.

Show picture cards with initial sounds that students have learned. Name the picture, and have the students repeat the name. Say the name again, stretching the initial sound, and have students repeat it.

Once students have had some practice with identifying initial sounds, reduce your support. Name the picture, and ask students to repeat the name. Then say, “First sound?” and have students respond with the initial sound.

Say-It-Fast/Break-It-Down

Students learn to blend phonemes to say a word; students learn to break words down into their separate phonemes. These activities teach students to listen for and identify different sounds in words.

Students learn that the puppet Alphonse speaks a “special language.” He says words very slowly so you can hear every sound. Students listen to Alphonse say a word by separating each phoneme sound. (Example: “cat” becomes /c...a...t/.) Students listen to Alphonse and figure out the word that he is saying. This activity is called auditory blending.

Students learn to “speak like Alphonse” by listening to words and separating the phonemes. Alphonse says a word, and the students repeat it. Then, they say each sound in the word very slowly. This activity is called auditory segmentation.

Read Letter Sounds

Students learn to associate letters with their sounds.

With the teacher

- Present a new letter sound, and place the corresponding letter card in the pocket chart. Use the cards in the pocket chart to review letter sounds daily. Point to each letter card, and have the students make the sound for the letter.

With a partner

- Students use their Partner Practice Reading Booklet to read sounds together. One student points to each letter, while the other student makes the sounds for those letters. Students take turns reading sounds to each other and then check each other's work. Partners place a check on their partner's paper when they have read all of the letter sounds correctly.

Stretch and Read

Students learn to read letter sounds and blend them together to read words.

With the teacher

- Use the Letter-Blending Cards to demonstrate how sounds can be blended to make a word.
- Take the letter cards for a word (i.e., “cat”), and place them spaced apart in the pocket chart. Touch each letter and make each sound with the students. (Pause between sounds.)
- Push the cards closer together, point to each letter and, make the sound. (Shorten the pause between letter sounds.)
- Push the cards together so that they are touching, and blend the sounds to say “cat.”

With a partner

- Students use their Partner Practice Booklets to read words together. Partners initial each other's booklets when they have read all the words correctly.

Quick Erase

Write a word on the chalkboard, and have students read it. Then, change one letter in the word, and have students read the new word.

Continue to write new words by changing one letter at a time. This becomes a fun and fast-paced activity.

Hear the New Sound

Students listen for and practice saying the new sound for the day.

Key Card Picture

- Show students the Key Card picture for the new sound. Read Alphie's “note” that tells about the picture. Have students practice saying Alphie's sentence that tells about the picture.
- Say Alphie's sentence again, stretching or bouncing the new sound in each word (i.e., “man” becomes /mmmmman/, or “bat” becomes /b-b-bat/).

Pictures and Objects

- Show students Phonics Picture Cards that begin with the new sound. Say the name of each picture, and have students repeat it.
- Say the name of each picture again, stretching the initial sound. Have students repeat it.

Making the Sound

- Use the teacher script in the lesson to explain to students how the new sound is made. You will model stretching sounds like /m/ or /a/. You will model bouncing sounds like /b/ and /t/ quickly and quietly. Have students practice making the sound together.

Students' Words

- Ask students to use Think-Pair-Share to share any words that begin with the sound for the day.

Introduce the New Shape

Students see the letter that makes the sound they have learned. Students practice responding to the letter by making the sound.

Show students the letter that makes the new sound by writing it on the board and comparing it to the Key Card. Point to the letter and make the sound. (i.e., **This is the letter for the sound /m/. /mmm/**.) (Do NOT refer to the letter name during this activity. In *FastTrack Phonics for Roots*, students first learn the SOUNDS that letters make. In Lesson 21, they learn the names of the letters. Postponing learning letter names does not hinder students' reading ability. On the contrary, it allows students to focus on learning letter sounds more closely.)

Point to the letter as students make the sound. (i.e., /m/ /m/ /m/).

Animated Alphabet Option

- If you choose this activity, show the Animated Alphabet segment for the letter sound of the day. The segment shows an animated version of the Key Card pictures that helps students build a strong connection between the sound and the letter.

Stretch and Read with the New Letter

Students learn to read words that incorporate the new letter for the day.

With the teacher

- Use the blending deck to demonstrate how to blend sounds into words. This activity is exactly like the previous reading activity (Stretch and Read), except these words will all contain the new letter sound.

With a partner

- Students will use the Partner Practice Booklet to read words and check each other's work. All the words will contain the new letter sound for the day.

NOTE: Stretch and Read is introduced using sustainable sounds like /m/, /a/, /s/, /i/, and /n/ because blending sustainable sounds is easier. Specific guidance for blending bounced sounds like /b/ and /g/ is given in Lesson 4.

Write Letters

Students practice writing previously learned letters and the new letter for the day.

With a partner

- Trace your finger over the Key Card as you say the writing cue. The writing cue tells students how to form the letter. (For example, the writing cue for “s” is “Left around, right around, head to tail. /s/”)
- Have students use one finger to write the letter in the air while reciting the writing cue.
- Have students use their finger to write the letter on a partner’s hand, arm, leg, or back.

In their Partner Writing Book (Write the new letter)

- Have students write the new letter in their Partner Writing Books. Have them show their partners their work. Partners sign each other’s books when the correct shape is written.

In their Partner Writing Book (Write familiar letters)

- Make the sounds for five letter sounds that students have learned. Students will write the letter that makes each sound in their composition books. Partners check and sign each other’s work to show that the correct letters are written.
- To choose which letter sounds to use, consult the pocket chart holding letters that students have learned. Try to pick letter sounds with which students need more practice.

Stretch and Count/Stretch and Spell

Students will learn to write words using sounds they have learned.

With the new letter

- Call out a word that contains the new letter sound for the day, (i.e., “sit”). Have students repeat the word.
- Use Alphie Talk to count the sounds in the word. Ask students to hold up a finger for each sound that they hear in the word. Have them hide their fingers until your cue. At your cue, students hold their fingers in the air. Tell students that they can “write” an imaginary letter on each finger. Later, students will write the letter for each sound in their Partner Writing Books.
- Have students check their work with a partner after they have written the word in their Partner Writing Book. After all students have attempted to write the word, write it on the chalkboard. Make the sound for each letter as you write the word. Then, say the word.

With previously learned letters

- Have students write words that you dictate. This activity is exactly like the previous writing activity except the words will all contain letter sounds students have already learned. Have students check their work with partners. Have partners sign for correct work.

Pace of Letter Introduction in *FastTrack Phonics for Roots*

In the *FastTrack Phonics for Roots* program, students learn a new letter sound every day, while continuing to practice and review previously learned letters. After the first 10 lessons, you will assess the whole class to check for mastery of the first 10 sounds. Your assessment will tell you which letter sounds are problematic for the class as a whole, so you can allow more class time to review those letters. You will also check the assessment results for individual students. Any students who are not mastering the majority of the sounds should be considered for tutoring. The assessments will continue every 10 lessons so that you can track your students' progress.

In general, it is not a good idea to repeat entire lessons. A new letter lesson should be taught every day, especially in the early stages of the program. However, review lessons are included if you feel that the entire class needs some review with certain sounds.

This is how the *FastTrack Phonics for Roots* pacing schedule will look for Volume 1:

Lesson 1 Sound: m	Lesson 2 Sound: a	Lesson 3 Sound: s	Lesson 4 Sound: d	Lesson 5 Sound: t
Lesson 6 Sound: i	Lesson 7 Sound: n	Lesson 8 Sound: p	Lesson 9 Sound: g	Lesson 10 Sound: o
ASSESS	Lesson 11 Sound: c	Lesson 12 Sound: k	Lesson 13 Sound: u	Lesson 14 Sound: r
Lesson 15 Sound: b	Lesson 16 Sound: f	Lesson 17 Sound: e	Lesson 18 Sound: l	Lesson 19 Sound: h
Lesson 20 Sound: ng	ASSESS	Lesson 21 Sound: sh	Lesson 22 Sound: z	Lesson 23 Sound: w
Lesson 24 Sound: ch	Lesson 25 Sound: j	Lesson 26 Sound: v	Lesson 27 Sound: y	Lesson 28 Sound: th
Lesson 29 Sound: q	Lesson 30 Sound: x	ASSESS		

This schedule shows the basic *FastTrack Phonics for Roots* plan; every day a new letter sound is learned, and every tenth lesson is followed by a whole-class assessment. The schedule does not adhere to a day-of-the-week format. The most important thing is that in each class meeting a new letter sound is learned.

The assessment data may show that your students need more time with certain letter sounds before they are ready to move on to the next lessons. In that case, you may want to use the optional review lessons in the back of the manual. The optional review lessons usually focus on two or three letter sounds that students have already learned and present them in a series of similar routines and activities. You can incorporate the optional review lessons into your class schedule in different ways. If, after giving the first assessment, you notice that the class as a whole had trouble with “n,” “g,” and “o,” you could teach the review lessons for those letters rather than immediately going on with Lesson 11. In that case, your schedule would look like this:

Lesson 1 m	Lesson 2 a	Lesson 3 s	Lesson 4 d	Lesson 5 t
Lesson 6 i	Lesson 7 n	Lesson 8 p	Lesson 9 g	Lesson 10 o
ASSESS	Review n, g	Review o	Lesson 11 c	Lesson 12 k

You may also notice, in your informal observations, that students need more time with some letters. If that is the case, you may choose to incorporate the review lessons prior to the assessment. That way, your students would have two extra days of exposure to the letters and sounds before the assessment. In that case, your schedule would look like this:

Lesson 1 m	Lesson 2 a	Lesson 3 s	Lesson 4 d	Lesson 5 t
Lesson 6 i	Lesson 7 n	Lesson 8 p	Lesson 9 g	Review n, g
Lesson 10 o	Review o	ASSESS	Lesson 11 c	Lesson 12 k

Assessments

You will assess your students every 10 lessons in Volume 1. Regular assessments allow you to track the progress of your students at regular intervals and determine what lesson adjustments to implement to meet the needs of your class. The assessment information is recorded on the Class Assessment Form, which is located in the inside pocket of the manual. The Class Assessment Form organizes the assessment data so that you can clearly read and interpret individual and class results.

Record the names of your students on the left-hand side of the Class Assessment Form. To the right of the students' names, there is a box marked "Say-It-Fast." This box will be used to record the student's ability to hear separate phonemes and blend the sound into words. Each student will be given five words to blend. You will record the total **correct** responses, out of five, that the student gave. You will use the same method for the next box, "Break-It-Down," which records the student's ability to hear a word and separate and say each of the phonemes. Record the total correct responses, out of five, that the student gave. Students have mastered this part of the assessment if they score four out of five responses for each part.

To the right of these boxes, you will see boxes for each of the first 10 letter sounds that the students have learned. The letter boxes have been divided in half, so that each student's name has a top row and a bottom row of boxes beside it. The top row is marked "R," and the bottom box is marked "W." The top row, "R," records the student's ability to **see** a letter and **say** the correct sound for it. Incorrect responses are marked on the sheet with a single slash mark in the corresponding letter box. At the end of the row, in the box marked "Total," simply write the number of the correct responses the student gave out of ten. The bottom row, "W," records the student's ability to **hear** a sound and **write** the

corresponding letter. Use the same method for marking incorrect responses and recording the total correct as used in the top row. Students have mastered this part of the assessment if they score eight out of ten responses for each part.

As soon as you have recorded the assessment data for all of your students, you will want to tabulate the data for the entire class. First, tabulate class data for the skills Say-It-Fast and Break-It-Down. To tabulate a class assessment score, start at the top of the column marked “Say-It-Fast,” read down, and count the number of students who scored four or five. Record the number of students who mastered the skill at the bottom of the page. If less than 80% of the students passed this part of the assessment, you will need to spend more time with Say-It-Fast in your regular classroom lessons. Record the class data for the skill “Break-It-Down” in the same way.

To tabulate letter-sound mastery for the class, start with the first letter, “m,” and read down the column to see how many students correctly read the letter. Record the total number of correct responses in the top box at the bottom of the page. Return to the top of the column for the letter “m,” and read down the column again to see how many students correctly wrote the letter. Record the total number of correct responses in the bottom box at the bottom of the page. Do this for all 10 letters. If you find that half of the class (or more) had trouble reading and/or writing particular letters, you will need to spend more time with those letters in class. You should teach the optional review lessons that focus on those letters before going on to the next lesson.

After you have read and interpreted the scores for the entire class, you will want to go back and read the scores for individual students. Start with student number 1, and read across the column, looking at the totals for each activity. If students score below mastery level (eight out of ten for reading and writing letters, four out of five for Say-It-Fast and Break-It-Down) in ANY ONE SKILL area, they may benefit from tutoring.

However, even if a student gives eight out of ten responses in the reading and/or writing section of the assessment, you will need to make sure that he or she learns those missing letters/letter sounds quickly. You can do this by reviewing the letters during class time, then conducting an informal assessment. When students are working on a class assignment (reading and/or writing in pairs, for example) visit individual students with letter cards for the letters that they missed on the assessment and quickly ask, “What sound does this letter make?” Or, have them take out a piece of scrap paper and write down letters for sounds that you make. As soon as the student demonstrates mastery of the letter(s), you can mark it on the Class Assessment Form. Simply go to the original slash mark on the sheet and make it into an “X.” This will make it clear that the letter has been mastered. Remember, eventually, students must have 100% mastery of ALL the letters. After all, they are going to need every letter to read and write!

FastTrack Phonics for Roots

Lessons



Key Card

Students will learn key words that are used to remember the sounds and shapes of the letters of the alphabet.

Students will identify and isolate a sound.

Whole Group Response →

Presenting /m/

Alphabet Wall Frieze Introduction

Introduce the students to Alphie. Say: **Here is someone I want you to meet. This is Alphie. Alphie is a friend who comes to class to help us learn new things. I know that you're going to like working with Alphie.**



One thing that Alphie loves to do is draw pictures. These are some of Alphie's pictures. Let's take a look at them.

Show students each of the Key Cards (wall set) one at a time in alphabetical order. Make sure students can clearly see the picture on each card. As you point to the picture, say the name of the object two times. Then ask, **What is it?** [*response*] Use the name of the object in a short sentence to clarify the meaning.

Example: **This is an apple. Apple. What is it?** [*apple*] **Very good. I like to eat apples. Look at this picture. This is a bat and ball. Bat and ball. What is it?** [*bat and ball*] **Good. I use a bat and ball to play baseball.**

Continue the activity with each Key Card.

Hear the New Sound

Key Picture—Every day, Alphie will choose one of these pictures and tell us more about it. Let's look at the picture he has for us today.

Alphie hands the teacher the Key Card "m." Tape the picture to the left-hand side of a piece of chart paper or on the chalkboard.

Alphie wrote a note for you too. The note will tell you more about the picture. Take Alphie's "note" (a slip of paper or a note card with the alliterative phrase written on it), and read the phrase to the class: **"The man marches on mountains."**

Let's practice saying that special sentence from Alphie. Say the first /m/ word once, and ask students to repeat it. Then, say the word again, stretching /m/ at the beginning. Do this for every /m/ word in the sentence.

Teacher: **The**

Students: *The*

Teacher: **man**

Students: *man*

Teacher: **mmman**

Students: *mmman*

Teacher: **marches**

Students: *marches*

Teacher: **mmmarches**

Students: *mmmarches*

Teacher: **on**

Students: *on*

Teacher: **mountains**

Students: *mountains*

Teacher: **mmmountains**

Students: *mmmountains*

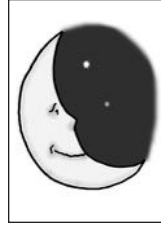
Alphie wants us to listen for a special sound today. It's the sound we hear at the beginning of **m**—>**man** and **m**—>**mountain**. What do you think the sound is? That's right. The sound for today is /m—>m/.

Pictures and Objects

We're going to look at some more pictures that begin with /m—>m/. Show the students the Phonics Picture Cards for words beginning with /m/. Say the name of the object as you display each card, and ask students to repeat it. Then, say the name again, stretching /m/ at the beginning of the word. Ex: **Say mermaid.** [mermaid] **Now say mmmmermaid.** [mmmmermaid].



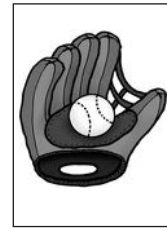
mermaid



moon



mop



mitt

Making the Sound

Ask students to say /m/. **Watch how my mouth moves when I say /m—>m/.** **My lips are together, and it sounds like I'm humming, /m—>m/.** **Let's all say that sound together, /m—>m/.** **Put your hand on your throat. Can you feel the hum? We can stretch this one. Say it with me /m—>m/.** Don't allow students to say "meh" or "muh." Emphasize the pure stretched sound, /mmm/.

Students' Words

Now I want to see if you can tell me any words that begin with /m—>m/. **Think** of a word you know that begins with /m—>m/. Pause while students think of /m/ words. **Now pair with your partner. Tell your partner your /m—>m/ words.** Choose two or three partnerships to share their answers with the class. Be sure to point out any students whose names begin with the special sound for the day.

Think-Pair-Share

Students will learn the letter shape for the sound that they have learned.



Animated Alphabet option: If you are using the Animated Alphabet, present the segment for the "/m/" sound now.

m

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter (or letters) makes, depending on the lesson.

Teacher Presentation—**Now I'm going to show you the letter that says /m—>m/.** Write the letter "m" on the right-hand side of the chart paper (or chalkboard), beside the Key Card. (The letter and picture should be about the same size.) As you write, say: **This is the letter that says /m—>m/.** **When I look at this letter, I think about the m—>man on the m—>mountain.** **The m—>man m—>marching on the m—>mountain looks like this letter.**

Students will learn to write the letter.

Run your finger over “m” as you say /m/. **Look really hard at this letter. Can you see how it looks like the m—>man m—>marching on the m—>mountain? This letter says /m—>m/. When you see this letter, say /m—>m/. What does this letter say? [/m—>m/]**

Write the New Letter

In the air

Here’s how we can remember to write /m—>m/. Trace your finger over the Key Card picture, and recite the writing cue: **From the man go down, climb one mountain and another. /m—>m/.** Repeat this three times. Then, recite the cue phrase again, this time tracing your finger over the letter “m” that you wrote on the chart paper (or chalkboard).

Now let’s try writing this letter in the air. Turn your back to the students, and hold your finger high above your head. Model moving your finger in the shape of “m” as you recite the writing cue. Students should do this with you at least three times.

With a partner

Now let’s try writing this letter with a partner. Ask students to take turns “writing” the letter on a partner’s hand (back, arm, leg, etc.) with their finger while they repeat the writing cue. Repeat this activity three times.

In the Partner Writing Book

Now you’re ready to write this letter in your Partner Writing Book. Students will practice writing the letter “m” in their Partner Writing Books. They should recite the writing cue and say /m/ as they write the letter.

Now look at your partner’s paper. Check to see that your partner made the shape correctly. If your partner wrote the letter correctly, you can put your initials in your partner’s book.

Monitor →

Move around the class to observe, provide positive feedback, and assist as needed. When finished, have the class read the letters together or randomly select a partnership to read the letters.

Say-It-Fast

Video Option: *The Sound and the Furry*—Introduce and play the Say-It-Fast segment. **Today we are going to put sounds together to make a word and Say-It-Fast. This game will help us sound out words when we read. Let’s watch Alpie and his friends play Say-It-Fast.**

Teacher Presentation—Another thing you will learn about Alpie is that he can speak in a special language. When Alpie says a word, he says it very slowly so you can hear every sound. With just a little practice, I bet you’ll be able to understand every word he says. Alpie is going to say a word now. Listen carefully, and I’ll show you how to figure out what he’s saying.



Key Card



The Sound and the Furry: Say-It-Fast

Students learn to blend sounds into words.

Have Alphie say the word “me” by separating the two sounds. It should sound like this: /m→m/ /ē→ē/. Don’t stretch the sounds so that they run together. Each letter sound should be separate, and you should have clear pauses between each sound. Ask Alphie: **Can you say that one more time?** (repeat)

Say: **I can figure out what Alphie is saying by putting those sounds together.** Repeat the word as Alphie did a few times, shortening the length of time that you pause between sounds. /m→m/..../e→e/, /m→m/.../e→e/, /m→m/. /e→e/, /m→m/. /e→e/, /m→m e→e/, me. **That’s it! The word Alphie said was “me.” Do you think that you can understand Alphie’s special language now? Let’s try it. Alphie will say a word in Alphie Talk. I want you to tell me the word that he’s saying.**

Have Alphie make the sounds in each word. Give students a few seconds to think, then point to the class as a cue. Students will respond with the word using whole group response.

Whole Group Response →

2 Phonemes

/m-y/ my
/a-m/ am
/m-e/ me

3 Phonemes

/m-a-d/ mad
/m-a-ke/ make
/m-i-ss/ miss

Break-It-Down



The Sound and the Furry: Break-It-Down

Students learn to segment words into sounds.

Video Option: *The Sound and the Furry*—Introduce and play the Break-It-Down segment. **Today we are going to take a word and Break-It-Down. This will help us when we spell words. Let’s watch Alphie and his friends use Break-It-Down.**

Teacher Presentation—I can see that you understand Alphie’s special language. Now we’re going to see if we can speak in Alphie’s special language. Remember that when Alphie says a word, you can hear each sound that he says. I’m going to show you how you can hear the different sounds in words that you say.

Place your fingers on your cheeks. **When I put my hands here, I can feel how my mouth changes when I make different sounds. Listen to this word, and watch my mouth. mmmmaaaannn.** Slightly exaggerate the shape of your mouth as you do this. **Did you see my mouth change as I made different sounds? Good. I can also feel the different sounds with my hands. Let’s all try it.**

Ask students to place their fingers on their cheeks. **Say “man.” [man] Now: /m→ma→an→n/. [responses] Did you feel your mouth change shape as you made the different sounds? Good. Let’s try another one. Say “sad.” Now say this: s→sa→ad. [responses] Did you feel your mouth change as you made the different sounds? Great! Let’s say some more words in Alphie’s special language.** Say each word in a normal tone of voice, and ask students to repeat it. Then, separate each sound in the word with the students. Say the entire word one more time. Gradually reduce your support until students can stretch the words by themselves. Students can keep their hands on their cheeks during this exercise so that they can feel the different sounds in the words.

When students feel their mouths changing shape, they know there is another sound. Remind students to use this strategy when needed to help segment words.

Whole Group Response →

2 Phonemes

my /m-y/
me /m-e/
moo /m-oo/

3 Phonemes

moon /m-oo-n/
mitt /m-i-tt/
mat /m-a-t/

Say: **You did a great job with Alphie Talk today. Learning to speak like Alphie will help you read and write!**

Note—Take the Key Card or Letter Card for “m” from the blending deck and place it in a pocket chart. Each day, as you learn new letter sounds, you will add the new letter to the pocket chart. This pocket chart will be used to review letter sounds.

Place the “Mm” uppercase and lowercase letter card above the “m” Key Card in the Alphabet wall frieze.



Key Card

Presenting /a/

Alphabet Wall Frieze Review

Show each Key Card (wall set), and ask students to name each picture.

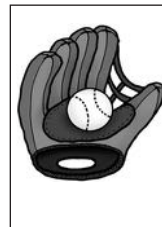
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

Whole Group Response →



match



mitt



moon



mop

Say-It-Fast

Video Option: *The Sound and the Furry*—Introduce and play the Say-It-Fast segment. **Today we are going to put sounds together to make a word and Say-It-Fast. This game will help us sound out words when we read. Let's watch Alphie and his friends play Say-It-Fast.**

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

/a-t/	at	/S-a-m/	Sam
/a-s/	as	/s-a-t/	sat
/a-m/	am	/th-a-t/	that

Break-It-Down

Video Option: *The Sound and the Furry*—Introduce and play the Break-It-Down segment. **Today we are going to take a word and Break-It-Down. This will help us when we spell words. Let's watch Alphie and his friends use Break-It-Down.**

Say each of the words below as usual, and have students say them like Alphie does.

be	/b-e/	man	/m-a-n/
see	/s-ee/	lamb	/l-a-mb/
no	/n-o/	Sam	/S-a-m/



The Sound and the Furry: Say-It-Fast



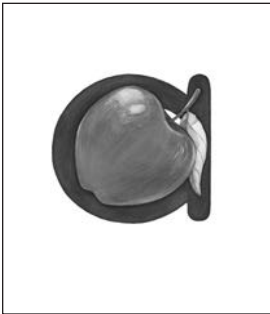
The Sound and the Furry: Break-It-Down



Animated Alphabet:
Review



Letter-Blending Cards Deck 1



Key Card

Read Letter Sounds

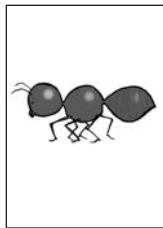
Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter(s) makes.

Show the Key Card or the Letter-Blending Card for “m” and have the class make the sound for that letter. Review the alliterative phrase and writing cue if needed.

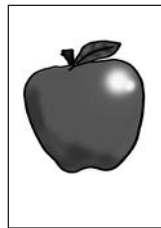
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Alphie asks for apples.** Say the phrase with the students, stretching the /a/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



ant



apple



ax

Making the Sound—Ask students to say /a/. **Today's sound is /a—>a/. You have to open your mouth wide to say /a—>a/, don't you? /a—>a/ is a loud sound. It's not like /m—>m/. /m—>m/ is quiet. /a—>a/ is loud. Let's all say that sound together. /a—>a/. Put your hand on your mouth to feel how wide it is. Let's stretch it again, /a—>a/.**

Students' Words—Use Think-Pair-Share to have students share words that begin with /a/.

Think-Pair-Share →

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “a,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left around the apple and down the leaf. /a—>a/.**

Have students write the letter in the air while they recite the cue.

a

Students will remember the shape for each sound.



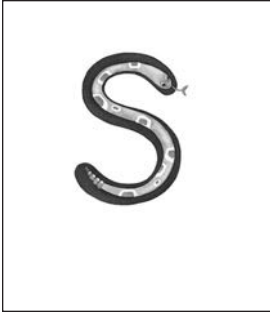
Students will practice making the shape accurately.

Have students write the letter on a partner's hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other's work.

Familiar—Say the sound for the other letter that students have learned, (/m/). Have students write the letter in their Partner Writing Books and then check each other's work.

Review the letter cue for /m/. Have students write the letter two or three times using the cue.



Key Card

Whole Group Response →

Presenting /s/

Alphabet Wall Frieze Review

Show each Key Card (wall set), and ask students to name each picture.

Hear Sounds

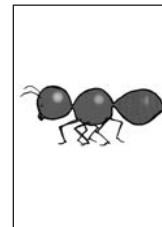
Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.



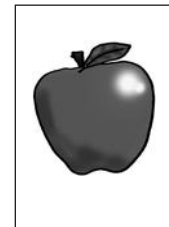
mermaid



moon



ant



apple

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

/i-s/	is	/s-i-p/	sip
/p-ie/	pie	/s-a-t/	sat
/a-dd/	add	/p-a-ss/	pass

Break-It-Down

Say each of the words below as usual, and have students say them like Alphie does.

see	/s-ee/	sun	/s-u-n/
am	/a-m/	Sam	/S-a-m/
at	/a-t/	miss	/m-i-ss/

Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

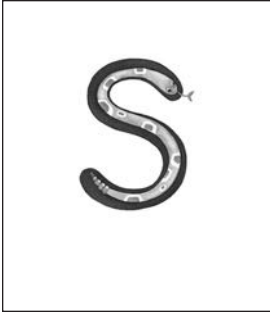
Show the Key Cards or Letter-Blending Cards for “m” and “a.” Have students make the sound for each letter. Review alliterative phrases and writing cues as needed.



Animated Alphabet:
Review



Letter-Blending Cards Deck 1



Key Card

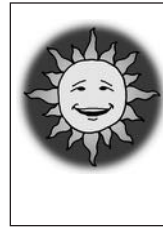
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The snake slides and slithers.** Say the phrase with the students, stretching the /s/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



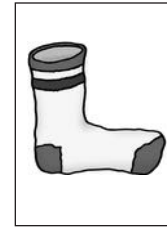
seven



sun



suit



sock

Making the Sound—Ask students to say /s/. **That’s a quiet sound, isn’t it? When I say /s—>s/, my teeth are together in front, but my mouth isn’t closed. The air comes out between the little spaces between my teeth. Let’s stretch that sound together. /s—>s/.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /s/.

Think-Pair-Share →

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “s,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left around, right around, from head to tail.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other’s work.

Familiar—Say the sounds for the letters /a/ and /m/. Have students write those letters in their Partner Writing Books and check each other’s work.

/a/ as in apple /m/ as in man

Review the letter cues for /a/ and /m/. Have students write each letter several times using the letter cue.

S



Animated Alphabet: /s/

Cooperative Learning

Cooperative learning is an essential component of the *FastTrack Phonics for Roots* lessons. Working with other students ensures that everyone in the class, not just those students who are called on, gets to participate in the lessons by answering questions and discussing ideas and concepts. Students who are actively engaged are putting more energy in their learning and will learn faster. Also, cooperative learning provides important feedback to students as they practice the new skills that they are learning in class.

Think-Pair-Share

At various points, *FastTrack Phonics for Roots* lessons will suggest that you use Think-Pair-Share to ensure that all students are involved in the lesson and accountable for participation. Think-Pair-Share requires all students to actively think and talk about the information that you present. Students must test their understanding by thinking of a response to tell their partner and listening to their partner's response. Partners get feedback from their discussions and during brief class sharing. When you ask a question, instruct students to **think** of an answer on their own. After three seconds of Think Time, ask students to turn to their partners and **pair** to discuss each other's answers. When students are ready with answers, they hold their partner's hand and raise their hands together. Call on two or three partnerships to **share** their thoughts with the class.

Partnerships

Beginning with Lesson 4, each student will work with a partner in a Partner Practice Booklet. The teacher will model the routines and behaviors associated with partner work. Partner A reads, while Partner B listens and provides assistance as needed. When Partner A has successfully read each letter or word in a section, Partner B places a check mark or initials in a box on Partner A's page. Then, the partners trade places and repeat the routine. You will notice that there are four boxes on each page in the Partner Practice Booklet. This allows for multiple page readings so each student can achieve both accuracy and fluency.

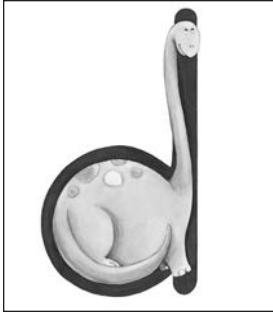
Building Cooperation

Whenever partners are working together, circulate among the partnerships. Help students understand that each partner's job is to make sure that the other partner can read everything in the box.

Let students know that you will be visiting each pair to check their reading progress. Put your initials in a box when you hear students read correctly. Parents can also initial a box when their children read successfully at home. Make it clear that you are looking for *partners* who can read, not just one student in a pair. Let students know that they are responsible for their reading *and their partner's reading*. This kind of expectation encourages students to apply their reading strategies and skills to help and assist each other. Since teaching is one of the best ways to learn something thoroughly, mutual assistance helps both partners.

Encourage students to work together by rewarding good partnership practices when you see them in class. Praise not only students, but the *actions* that demonstrate that they are following directions. Make comments like, "Andy and Mike are working hard together. Mike is listening carefully as his partner reads," and "Maria and Ellen are reading the page together again. They're making sure that they can read every word smoothly. Good work!" This will help support the behaviors that you are trying to teach and will remind the students how they should be working together. Set up a display in your room that documents good partner work. You may choose to put a star on a chart or a marble in a jar when you observe good partner work. Whatever method you use, make sure that it is visible and utilized often to document good partner behavior. When the chart is full of stars or the jar is full of marbles, have a small celebration so that the whole class can be rewarded for their efforts. This kind of documentation is easy to organize, and it provides powerful motivation for every student to help each other learn.

As the lessons progress, students will be reading letter sounds and words and spelling together. It is essential that you create a strong base for partner work in the early stages of the program so that students can really work together and make progress as they attempt more challenging tasks. Effective use of cooperative learning methods will take some modeling and practice, but the efforts will pay off. Partner learning provides students with more opportunities for essential active practice and increases students' motivation to learn.



Key Card

Whole Group Response →

Presenting /d/

Alphabet Wall Frieze Review

Show each Key Card (wall set), and ask students to name each picture.

Hear Sounds

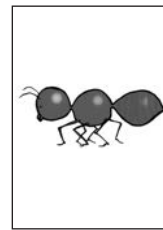
Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.



six



mother



ant



sock

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

<i>/m-ay/</i>	<i>may</i>	<i>/d-o-g/</i>	<i>dog</i>
<i>/s-ew/</i>	<i>sew</i>	<i>/d-o-t/</i>	<i>dot</i>
<i>/d-oe/</i>	<i>doe</i>	<i>/m-u-d/</i>	<i>mud</i>

Break-It-Down

Say each of the words below as usual, and have students say them like Alphie does.

add	<i>/a-dd/</i>	red	<i>/r-e-d/</i>
say	<i>/s-ay/</i>	bed	<i>/b-e-d/</i>
may	<i>/m-ay/</i>	dad	<i>/d-a-d/</i>

Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Letter-Blending Cards Deck 1

Now we're going to do something new. We're going to read letter sounds with a partner. Let's turn to Lesson 4 in our Partner Practice Booklets. Look at the letters in the box. You will see that each letter has a small dot under it. One partner will place his finger on the dot. The other partner will read the letter above the dot.



The Sound and the Furry: Partner Letter Reading

Video Option: *The Sound and the Furry*—Introduce and play the Partner Letter Reading segment. Let's watch **Alphie and his friends work together to practice their letter sounds. This will show us how to work well together as partners.**

Ask one student to come to the front of the room to model the partner reading of sounds. Write the letters "m," "a," and "s" on chart paper or a chalkboard. Place a dot under each letter, and add four small boxes under the letters (as it appears in the Partner Practice Booklet page).



I'm going to put my finger on this dot. My partner will read the letter above my finger. (to student partner) What does this letter say? [/m—>m/] Very good. Let's try it again. Place your finger under the next dot. Ask the student to make the sound for the letter. Repeat for the next letter.

Now that my partner has read each letter correctly, I can put my initials in one of the boxes on his paper. This shows that he read everything correctly. Place a check in the top box.



Now my partner and I will trade places. My partner will put his finger on a dot, and I'll read the letter to which he's pointing. Repeat the modeling process. **I read every sound correctly, so my partner can put his initials in a box in my book.** (Demonstrate.)

But my partner and I aren't finished yet. We can read the sounds to each other again. Every time our partner reads the letters correctly, we can put our initials in another box. Now you're ready to try reading with your partner.

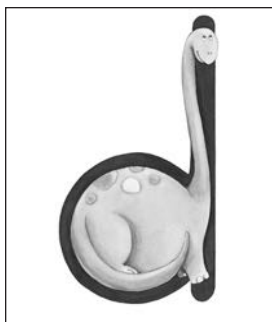


Monitor partners as they work together to read sounds. Make sure that one partner is putting his finger on the dots while the other one reads the words. Check to see that partners trade places and check each other's work when they are finished. Put your initials in both partner's books when both can read a box successfully.

When partners have finished, have the whole class read the letters together.

Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Don't disturb the dinosaur.** Say the phrase with the students, bouncing the /d/ sound in each word.



Key Card

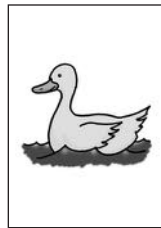
Teacher Note: The /d/ sound is a “bounced” sound. A bounced sound is quick, and soft, and cannot be stretched or sustained. It has no vowel at the end of it. If students stretch out a bounced sound by adding a vowel (du or di), they will have more difficulty blending the sound into words. For example, if a student stretched the /d/ sounds in “dad” as they were sounding it out, it would sound like “duha—→aduh” instead of “da—→ad.” Help students to bounce /b/, /d/, /g/, /j/, /k/, /p/, /q/, /t/, /w/, /x/ and /y/ quickly and softly.

Whole Group Response →

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



desk



duck



door



doll

Making the Sound—Ask students to say /d/. **When I say /d...d...d/, I put the tip of my tongue behind my top teeth. My tongue moves down when I say /d...d...d/. Let’s say that sound together. This sound is very quick. It is also very soft.** Bounce /d/ softly three times. Make sure each /d/ sound is quickly bounced so the sound is clear and precise. Make sure students do not add a vowel sound to say “duh,” or “dih.”

Think-Pair-Share →

Students’ Words—Use Think-Pair-Share to have students share words that begin with /d/.

Introduce the New Shape



Animated Alphabet: /d/

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “d,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left around his back, then head to toe. /d...d...d/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other’s work.

d

Familiar—Say the sounds for the letters that students have learned. Have students write those letters in their Partner Writing Books.

/m/ as in man

/a/ as in apple

/s/ as in sit

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Card and writing cue.

Review the letter cues for /m/, /a/, and /s/. Have students write each letter several times using the letter cue.



Key Card

Presenting /t/

Alphabet Wall Frieze Review

Show each Key Card (wall set), and ask students to name each picture.

Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

Whole Group Response →



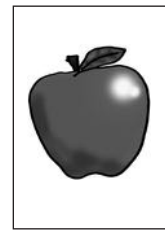
door



soap



mittens



apple

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

/d-o/	do	/t-a-p/	tap
/s-ee/	see	/t-a-n/	tan
/m-e/	me	/m-a-t/	mat

Break-It-Down

Say each of the words below as usual, and have students say them like Alphie does.

it	/i-t/	tan	/t-a-n/
hay	/h-ay/	bit	/b-i-t/
at	/a-t/	hat	/h-a-t/

Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

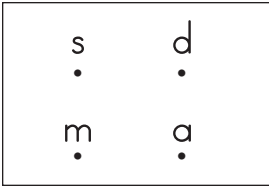
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



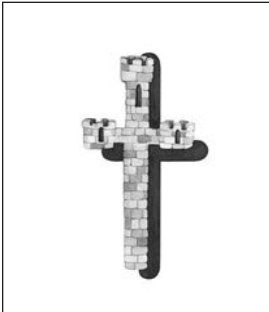
Animated Alphabet:
Review



Letter-Blending Cards Deck 1



Partner Practice Booklet 1



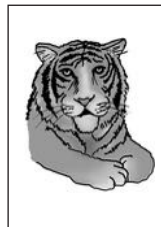
Key Card

With a partner—Have students turn to Lesson 5 in their Partner Practice Booklets, and read the sounds together. Have students initial a box when their partner has read all sounds correctly. Initial books as you see success. When finished, have the whole class read the letters together.

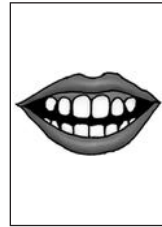
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Tap the tall tower.** Say the phrase with the students, bouncing the /t/ sound in each word.

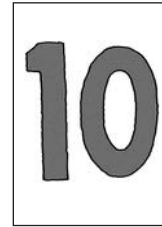
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



tiger



teeth



ten



tie

Making the Sound—When I say /t...t...t/, it's a lot like saying /d...d...d/. My tongue moves in the same way. But when I say /t...t...t/, I can hear lots of air. This sound is very quick. It is also very soft. Bounce the /t/ sound three times with the students. Make sure that students do not add a vowel sound and say "tuh."

Think-Pair-Share →

Students' Words—Use Think-Pair-Share to have students share words that begin with /t/.

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter "t," and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Go down the tower, lift and cross. /t...t...t/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner's hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other's work.



Animated Alphabet: /t/

Familiar—Say the sounds for the letters that students have learned. Have students write those letters in their Partner Writing Books.

/m/ as in moon **/a/** as in apple **/s/** as in snake **/d/** as in dinosaur

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Card and writing cue.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/m/ as in moon **/s/** as in sock **/d/** as in daisy

Stretch and Read

Now that students have mastered several letters and sounds, they are ready to start blending those sounds into words. Blending sounds together to read words is a complicated task, one that will take considerable modeling and practice. One of the most important things that you can do at this stage is to show students how to use the skills they already have and apply them to the new task of reading words.

Use the Letter-Blending Cards to give students a visual example of how sounds blend together to make words. Take cards from the letter-blending deck that spell a short word, such as “man,” and place them in the pocket chart. Explain to students that you are going to use something called Stretch and Read to read the word.

Demonstrate how to “stretch” a word by moving the letter cards “m,” “a,” and “n” so that they are spaced far apart in the chart. Point to each card, and cue students to make the sound for each letter. It should sound like this:

/m → m.....a → a.....n → n/.

Show students how sounds blend together by moving the letter cards closer together in the pocket chart. Point to each card as students make the sounds. Move your finger slightly faster under the cards so that students will respond more quickly. Remind students that this is just like Alphie’s special language. They made each sound slowly, now they are saying them faster. The word will sound like this:

/m → ma → an → n/.

Continue to push the cards closer together, and have students make the sounds as you point. When the cards are together, quickly slide your finger under the cards so that students blend the sounds to say the word.

man

Ask students the word that they just read, and praise them for using their reading skills.

Blending is a little more challenging when a word includes “bounced” sounds. When blending a word

with bounced sounds, it is important to keep the bounced sounds short, and be sure not to add an extra vowel sound. To Stretch and Read “cat,” place the Letter-Blending Cards far apart in the pocket chart. Point to each letter and cue students to make the sound. Move the cards closer a step at a time. When they are together, quickly slide your finger under the word and say the word. Here is an example:

/c.....a → a.....t/

/c...a → a...t/

/c..a → a..t/

/ca → at/

cat

By constantly pointing out to students what skills they use to Stretch and Read words, you are giving them the tools that they need to read on their own. Students start to understand reading as a process where they break a word down, then sound it out. Understanding this concept is the key to “breaking the code” of reading. All too often, students become discouraged or intimidated by reading because they see words as unbreakable blocks of meaning that have to be memorized. As soon as students realize that they are able to break the words down and read them using skills that they learned in class, they will become excited about reading.

Be sure to provide extensive modeling of the Stretch and Read strategy for your students, especially in the early stages of reading development. Also, make sure that students have enough time to practice this new skill with their partners in their Partner Practice Booklets. Remember that even if students are not reading words right away, the practice is invaluable. Resist the urge to read the words for the students, and allow them time to explore this new task by applying their skills and working out the strategies on their own. This is the practice that will make your students skilled, independent readers.



Key Card

Presenting /i/

Alphabet Wall Frieze Review

By Lesson 6, students should be familiar with the Key Card pictures. Post the wall set of Key Cards in the classroom. The cards should be in a continuous line and in alphabetical order. This will make up the Alphabet wall frieze. Use the wall frieze to point to each picture as students respond with the name. Be sure to stress the initial sound in each word.

Hear Sounds

Whole Group Response →

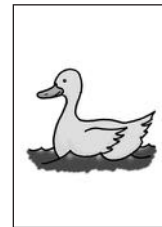
Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.



ax



suit



duck



tire

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

/s-i-t/	<i>sit</i>	/s-i-t-s/	<i>sits</i>
/d-i-d/	<i>did</i>	/t-r-i-p/	<i>trip</i>
/p-i-n/	<i>pin</i>	/s-n-i-p/	<i>snip</i>

Break-It-Down

Say each of the words below as usual, and have students say them like Alphie does.

inch	<i>/i-n-ch/</i>	flip	<i>/f-l-i-p/</i>
tip	<i>/t-i-p/</i>	slid	<i>/s-l-i-d/</i>
pin	<i>/p-i-n/</i>	skip	<i>/s-k-i-p/</i>

Read Letter Sounds

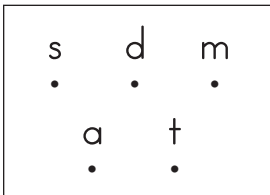
Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.



Animated Alphabet:
Review

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.

With a partner—Have students turn to Lesson 6 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, have the whole class read the letters together.



Partner Practice Booklet 1



Letter-Blending Cards Deck 1

Stretch and Read

With the teacher—Now you’re ready to begin reading words. You’ll see how Alphie’s special language will help you do this.

Put the cards “s,” “a,” and “d” spaced apart in a pocket chart or on a chalkboard ledge. Point to each letter, and ask students to say the sounds.

Push the cards closer together (they should not be touching yet). Point to the cards at a faster pace, and ask students to say the sounds. Now put them next to each other.

Model how to blend sounds into words:

/s → s.....a → a.....d/

/s → s..a → a..d/

/s → sa → ad/

/sad/

This word is “sad.”

We can read a word by making the sound for each letter. Then, we put the sounds together. This is like Alphie Talk, isn’t it?

Watch as I write these letters onto a green card. Say each sound as you write the letters on the card. Hold up the card and say: **Let’s read this word in Alphie Talk and say the word.** Point as you say: /s → s...a → a...d/. /s → sa → ad/. **sad. Good work!** Use the word in a sentence to make sure that students hear it as a word they know.

Repeat the activity with the words, “Sam,” “at,” and “mat.”



The Sound and the Furry: Sound It Out

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Imagine itchy insects.** Say the phrase with the students, stretching the /i/ sound in each word.

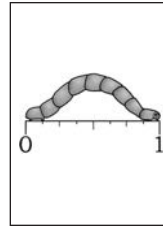
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



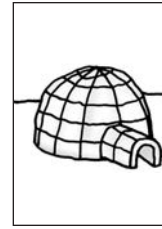
Key Card



insect



inch



igloo

Making the Sound—Ask students to say /i/. **When I say /i—>i/, my mouth is only open a little bit. The corners of my mouth pull back to say /i—>i/. We can stretch this sound out. Say it with me: /i—>>i/**

Think-Pair-Share →

Students' Words—Use Think-Pair-Share to have students share words that begin with /i/.

Introduce the New Shape



Animated Alphabet: /i/

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “i,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Write Letters



New—Trace your finger over the picture as you recite the writing cue three times: **Go down the insect, lift and dot.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner's hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other's work.

Familiar—Say the sounds for the letters that students have learned. Have students write those letters in their Partner Writing Books.

/m/ as in mop /a/ as in ant /s/ as in sun
/d/ as in dog /t/ as in ten

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Card and writing cue.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/a/ as in alligator /d/ as in dish /t/ as in teeth



The Sound and the Furry: Sound It Out

Video Option: The Sound and the Furry—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Key Card

Presenting /n/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

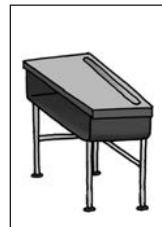
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

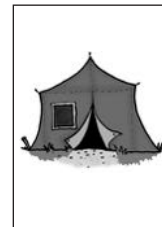
Whole Group Response →



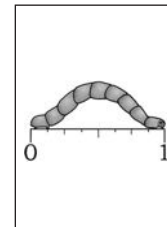
seven



desk



tent



inch

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

<i>/n-o-se/</i>	<i>nose</i>	<i>/n-u-t-s/</i>	<i>nuts</i>
<i>/n-i-ne/</i>	<i>nine</i>	<i>/t-e-n-t/</i>	<i>tent</i>
<i>/t-i-n/</i>	<i>tin</i>	<i>/s-n-a-p/</i>	<i>snap</i>

Break-It-Down

Say each of the words below as usual, and have students say them like Alphie does.

tan	<i>/t-a-n/</i>	nets	<i>/n-e-t-s/</i>
man	<i>/m-a-n/</i>	naps	<i>/n-a-p-s/</i>
net	<i>/n-e-t/</i>	nurse	<i>/n-ur-se/</i>

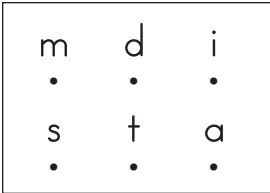
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

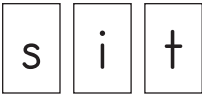
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 1



Letter-Blending Cards Deck 1



Key Card

With a partner—Have students turn to Lesson 7 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, have the whole class read the letters together.

Stretch and Read

With the teacher—Use the Letter-Blending Cards to Stretch and Read the words “at,” “sit” and “Sam” with the class. Write each word on a green card, and read it again with the class. Choose Green Words from the previous lesson to Stretch and Read with the class.

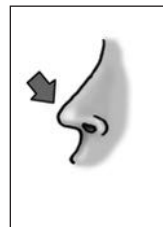
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Ned is near the net.** Say the phrase with the students, stretching the /n/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



nurse



nose



nails



nine

Making the Sound—Ask students to say /n/. **When I say /n—>n/, the tip of my tongue goes behind my top teeth and I send air through my nose. Let’s all stretch that sound. /n—>n/.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /n/.

Think-Pair-Share →

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “n,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Animated Alphabet: /n/

n

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **From head to toe and over the net. /n—>n/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other's work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/i/ as in igloo /d/ as in dance /t/ as in tiger
/s/ as in sit /a/ as in astronaut

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Card and writing cue.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/s/ as in silly /t/ as in toad /i/ as in icky



The Sound and the Furry: Sound It Out

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Key Card

Presenting /p/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

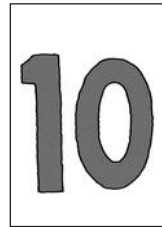
Hear the Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

Whole Group Response →



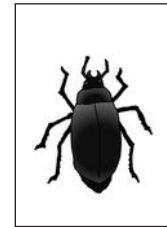
nuts



ten



door



insect

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

/m-a-p/	map	/n-a-p-s/	naps
/t-i-p/	tip	/p-a-n-s/	pans
/p-a-d/	pad	/p-o-n-d/	pond

Break-It-Down

Say each of the words below as usual, and have students say them like Alphie does.

pie	/p-ie/	play	/p-l-ay/
ape	/a-pe/	maps	/m-a-p-s/
pat	/p-a-t/	sheep	/sh-ee-p/

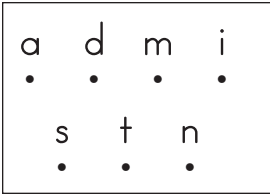
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards, and have students make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 1



Letter-Blending Cards Deck 1



Key Card

With a partner—Have students turn to Lesson 8 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, have the whole class read the letters together

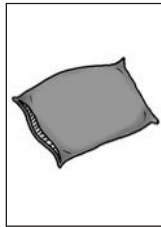
Stretch and Read

With the teacher—Use the Letter-Blending Cards to Stretch and Read the words “man,” “in,” and “sad.” Write each word on a green card, and read it again with the class. Choose three Green Words from previous lessons to Stretch and Read with the class.

Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Peek at the proud parrot.** Say the phrase with the students, bouncing the /p/ sound in each word.

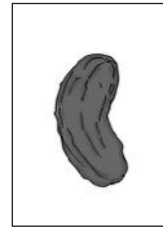
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



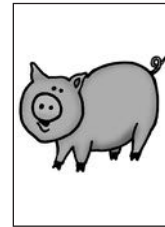
pillow



pie



pickle



pig

Think-Pair-Share →

Making the Sound—Ask students to say /p/. **When I say /p...p...p/, my lips touch together very quickly. I can feel air coming out when I say /p...p...p/ if I put my hand in front of my mouth. Let’s try that.** Bounce the /p/ sound three times with the students as you hold your hand in front of your mouth. Make sure that students do not add a vowel and say “puh” or “peh.” **Feel your throat. There is no vibration when you say /p...p...p/.**

Whole Group Response →

Students’ Words—Use Think-Pair-Share to have students share words that begin with /p/.

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “p,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **From head to tail then right around the parrot, /p...p...p/.**



Animated Alphabet: /p/

p

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner's hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other's work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/n/ as in nose /s/ as in seven /m/ as in mouse

/i/ as in inch /t/ as in toe

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Card and writing cue.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/d/ as in door /m/ as in mitten /n/ as in nine

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



The Sound and the Furry: Sound It Out



Key Card

Presenting /g/

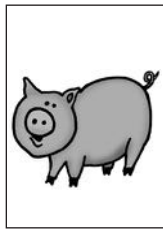
Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

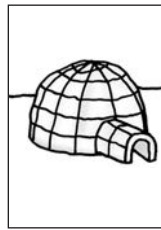
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

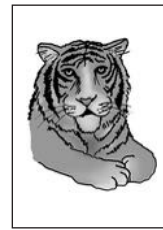
Whole Group Response →



pig



igloo



tiger



nose

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

/p-i-g/	<i>pig</i>	/p-i-g-s/	<i>pigs</i>
/d-i-g/	<i>dig</i>	/d-i-g-s/	<i>digs</i>
/n-a-g/	<i>nag</i>	/n-a-g-s/	<i>nags</i>

Break-It-Down

Say each of the words below as usual, and have students say them like Alphie does.

get	/g-e-t/	legs	/l-e-g-s/
dig	/d-i-g/	sags	/s-a-g-s/
leg	/l-e-g/	pigs	/p-i-g-s/

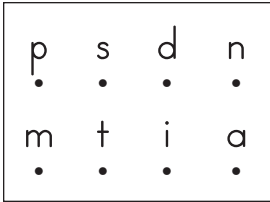
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 1



Letter-Blending Cards Deck 1



Key Card

With a partner—Have students turn to Lesson 9 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, have the whole class read the letters together

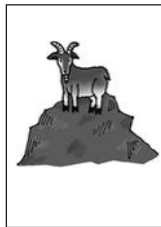
Stretch and Read

With the teacher—Use the Letter-Blending Cards to Stretch and Read the words “nap,” “man,” and “sip.” Write each word on a green card, and read it again with the class. Choose three Green Words from previous lessons to Stretch and Read with the class.

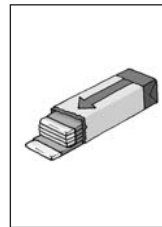
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The growing girl giggles.** Say the phrase with the students, bouncing the /g/ sound in each word.

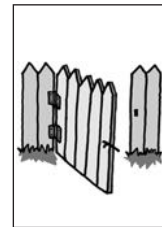
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



goat



gum



gate



girls

Making the Sound—Ask students to say /g/. **When I say /g...g...g/, I can feel the sound way in the back of my mouth. If I put my fingers here on my throat, I can feel the sound /g...g...g/. Let’s all try that together.** Bounce the /g/ sound three times with the students. Make sure that students do not add a vowel sound and say “guh” or “geh.”

Students’ Words—Use Think-Pair-Share to have students share words that begin with /g/.

Think-Pair-Share →

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “g,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Animated Alphabet: /g/

g

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left around the girl, down her braid and curl, /g...g...g/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner's hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other's work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/t/ as in top **/p/** as in pencil **/d/** as in dish

/s/ as in silver **/a/** as in animal

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/p/ as in perfect **/i/** as in igloo **/a/** as in ashes

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



The Sound and the Furry: Sound It Out



Key Card

Presenting /o/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

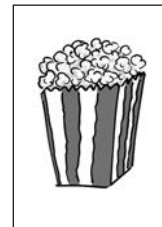
Whole Group Response →



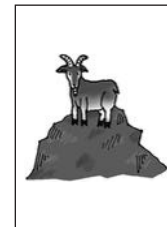
insect



nails



popcorn



goat

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

/t-o-p/	<i>top</i>	/p-e-n-s/	<i>pens</i>
/p-o-t/	<i>pot</i>	/m-o-p-s/	<i>mops</i>
/g-o-t/	<i>got</i>	/n-i-p-s/	<i>nips</i>

Break-It-Down

Say each of the words below as usual, and have students say them like Alphie does.

dot	/d-o-t/	dots	/d-o-t-s/
pot	/p-o-t/	stop	/s-t-o-p/
log	/l-o-g/	locks	/l-o-ck-s/

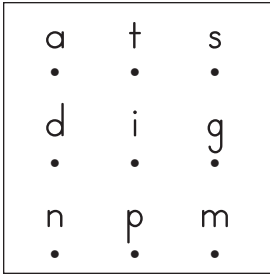
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards, and have students make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 1



Letter-Blending Cards Deck 1

With a partner—Have students turn to Lesson 10 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, have the whole class read the letter sounds together.

This concludes Partner Practice Booklet 1. Fill out the certificate in the back of the booklet for each student. Students may take the books home.

Stretch and Read

With the teacher—Use the Letter-Blending Cards to Stretch and Read the words “dad,” “pad,” and “dig.” Write each word on a green card, and read it again with the class. Choose three Green Words from previous lessons to Stretch and Read with the class.

Teacher Note: These words all start with a “bounced” sound. If students have trouble blending these sounds, cover the last sound and have students put the first two together first.

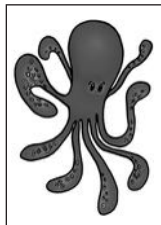
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The octopus observes olives.** Say the phrase with the students, stretching the /o/ sound in each word.

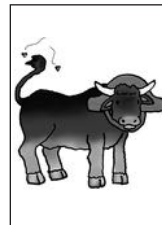
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



Key Card



octopus



ox

Making the Sound—Ask students to say /o/. **When I say /o—>o/, my mouth is open and my chin drops down a little. /o/. Let’s all stretch the sound /o—>o/ together. /o—>>o/. /o—>>>o/. /o—>>>>o/ is a loud sound.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /o/.

Think-Pair-Share →

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.



Animated Alphabet: /o/

Write the letter “o,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left around the octopus, /o————→o/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/p/ as in peanut /t/ as in tail /g/ as in gold
/n/ as in nice /a/ as in ask

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/g/ as in gift /t/ as in table /a/ as in apple



The Sound and the Furry: Sound It Out

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Assessment 1

This assessment should be administered to the entire class after they have finished the first 10 lessons of FastTrack Phonics for Roots, Volume 1. If you feel that your class would benefit from additional practice before taking this assessment, you may use the optional review lessons at the back of the manual. Use the review lessons featuring sounds that your class needs to practice. Then, give the assessment to the class.

Assessment 1 checks student progress in four skill areas:

- Say-It-Fast
- Break-It-Down
- Reading Sounds
- Writing Sounds

The first three parts of the assessment are administered to each student individually. You will want to call individual students to your desk or to a separate work area away from the rest of the class. The last part of the assessment is administered to the whole class at one time. You will want to make sure that the students are comfortably seated at desks or tables. Be sure that students understand that they need to work on their own. They may not help each other.

Use the Class Assessment Form, located in the back pocket of this manual, to record students' assessment data.

Part 1

Say-It-Fast

Say: **I am going to say some letter sounds. I want you to listen carefully to all of the sounds, then put them together to make a word. Let's try one for practice: /s/ /i/ /t/. Do you know what that word is?** If the student answers correctly, move on to the assessment questions. If the student answers incorrectly, say: **That's not quite it, listen again.** Repeat the word, and show the student how the phonemes blend together to say the word "sit." Then, move on to the assessment questions.

Record the assessment information on the Class Assessment Form by writing down how many correct responses (out of five) that the student gave. Use the following words:

2 phonemes

s-ay [say]

g-o [go]

3 phonemes

ph-o-ne [phone]

s-ea-t [seat]

c-a-ke [cake]

Part 2

Break-It-Down

Say: **I am going to say a word. I want you to listen carefully to the word and then say each sound very slowly. This is how Alphonse speaks. Do you think you can speak like Alphonse? Let's try one together. The word is "man." Man. Can you say each sound that you hear?** If the student is having difficulty, you may provide assistance by saying each sound slowly while he or she joins in. After you have provided assistance with one word, you will move on to the assessment.

Record the assessment information on the Class Assessment Form by writing down how many correct responses (out of five) that the student gave. Use the following words:

2 phonemes

day [d-ay]

my [m-y]

3 phonemes

ship [sh-i-p]

bed [b-e-d]

fun [f-u-n]

Part 3

Reading Sounds

(Use Letter List: Assessment 1 on page 48 for this part of the assessment.)

Point to each letter on the list, and ask the student to tell you the sound that the letter makes. If the student gives you the letter name, say: **That's right. That's the name of the letter. Now, what sound do you make when you see that letter?** The student may also give you another sound that the letter makes, such as the long vowel sound instead of the short one. In this case, say: **Yes, that's one sound that this letter makes. Can you think of another sound that it makes?**

*Mark **incorrect** responses with a slash mark under the corresponding letter on the Class Assessment Form. Use the top row, (marked "R" for reading) to record responses. Write the total number of correct responses in the "Total" column.*

Part 4

Writing Sounds

Seat students at desks or tables. Make sure that they know that this is a time to work separately. Give a piece of writing paper to each student. The paper should be folded down the middle. Students will number from 1 to 5 on one side of the paper and from 6 to 10 on the other side. Or, you may want to prepare numbered papers yourself ahead of time. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter that makes that sound. /m—>m/ /m—>m/. Write the letter for that sound beside number 1 on your paper now.** Quickly check around the room to see that students are following directions. Then, continue to make the sounds for the other letters that students have studied in the first 10 lessons ("m," "a," "s," "d," "t," "i," "n," "p," "g," "o").

Collect the papers, and circle or mark incorrect responses. Then, record this information on the Class Assessment Form by placing a slash mark under the letters that the student did NOT write correctly. Use the bottom row (marked “W” for writing) to record responses. Write the total number of correct responses in the “Total” column.

Using the assessment information

As you assessed your students, you recorded the information for Say-It-Fast and Break-It-Down. The numbers in each of these columns show how many correct responses, out of five for each skillarea, the student gave. (The boxes are divided in half to allow you to record scores when you assess students, if necessary, after they have had additional instruction.)

You also recorded the student’s ability to “read” and write the letters taught so far. On the form, there is a list of the letters that were assessed. The “R” stands for reading, which assesses the student’s ability to see the letter and make the sound. The “W” stands for writing, which assesses the student’s ability to hear a sound and write the letter. For each category, count the number of correct responses, and record the information at the end of each row where it says “Total out of ten.”

When your Class Assessment Form is complete, you will be able to check the progress of each student. The skill areas and scores are listed to the right of each student’s name. Mastery for reading and writing letter sounds is 8 or more correct responses out of ten. Mastery for Say-It-Fast and Break-It-Down is four or more correct responses out of five.

The Class Assessment Form also allows you to look at the scores for the whole class. If you look at a particular letter (say “m”) and follow that column down to the bottom of the page, you will see a space for the class total. Record the number of correct responses from the whole class in this box. These scores will tell you which letter sounds (if any) are problematic for the class as a whole. You can give these letters more focused review time during your daily lessons.

Letter List: Assessment 1

m

•

a

•

s

•

d

•

t

•

i

•

n

•

p

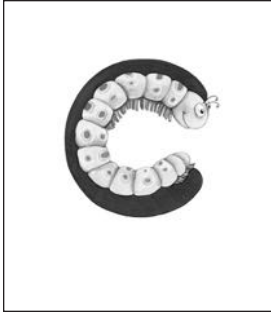
•

g

•

o

•



Key Card

Presenting /c/

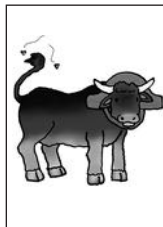
Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

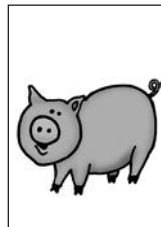
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

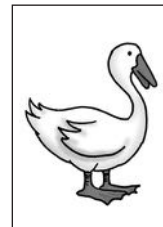
Whole Group Response →



ox



pig



goose



nurse

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

/c-a-n/	can	/c-a-p-s/	caps
/c-o-t/	cot	/s-n-a-ck/	snack
/c-a-p/	cap	/c-l-a-p/	clap

Break-It-Down

Say each of the words below as usual, and have students say them like Alphie does.

cup	/c-u-p/	cans	/c-a-n-s/
pick	/p-i-ck/	cats	/c-a-t-s/
can	/c-a-n/	snack	/s-n-a-ck/

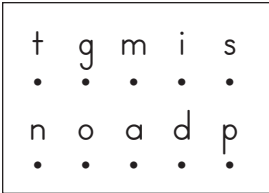
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 2

With a partner—Have students turn to Lesson 11 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

Use Partner Practice Booklet 2.

With the teacher—Choose three to five Green Words from previous lessons to Stretch and Read with the class. Gradually reduce your support so that students are reading the words on their own.



Partner Practice Booklet 2

With a partner—Now you’re ready to read words with a partner. Have students turn to Lesson 11 in their Partner Practice Booklets. **Look at the words in the box below the letters. You and your partner will take turns reading the words to each other. You can read the words just like we do when we use the cards. You’ll make the sound for each letter. Then, you’ll put all the sounds together to say a word.**

Ask one student to come to the front of the room to model partner reading of the words. Write the words “sat,” “sad,” and “man” on chart paper or a chalkboard. Add four small boxes to the right of the letters (it should have the same format as the Partner Practice page). **This is how partners read words together. I’ll start by putting my finger on the first word. I’ll touch each letter and make the sounds. Then, I’ll say the word. What should my partner be doing while I read?** [*responses*] **That’s right. My partner should be listening and helping as I read.** Model touching each letter and reading the sounds in the word. It should sound like this:

/s—>s....a—>a....t/

/s—>sa—>at/

/sat/

Read the other two words in the same way. **Now my partner can put his initials in one of these boxes. That shows that I read the words correctly. Now my partner and I will trade jobs. My partner will read words, and I’ll listen and help. What will I do when my partner has finished reading? That’s right. I’ll put my initials in one of the boxes in his booklet.**

Keep reading the words over and over until you can both read them out of order and really fast. Have your partner point to the words out of order. Initial each other’s page every time you read all of the words correctly and smoothly. Let students know that it is their job to help their partners be successful.

Have students make up sentences using the words when they are finished reading.



Partner Practice Booklet 2

Challenge Words—Some partnerships will need more time than others on the first three words. If students have successfully read all of the words in the first box with their partners and made up one or two sentences, then they are ready to move on to the next box. This box contains three starred words; these are “challenge words.” Challenge words use more phonemes and more varied spelling than the regular reading words. Challenge words allow students who

are reading fluently and with few problems to extend their learning and experimentation with text. Students are not required to read the challenge words as part of the lesson. Only allow students to go onto the challenge words if EACH STUDENT in a partnership can read all of the regular words with fluency. Partners will work together to read challenge words in the same way that they read regular words. This activity will keep faster students productively engaged while giving others enough time with the first set of words.

Monitor →

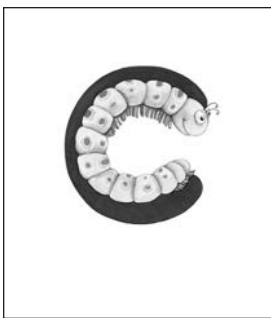
Support Partner Work—While students are working with their partners, move around the room, commenting when you see partners working well together. Be descriptive. Note things like this: **Daryl, you pointed to each word to help your partner. Jewel, you initialed Don’s book when he read all the words correctly the second time. Super. Sam and Jana, I see you are taking those challenge words slowly and carefully. Mark and Leah, your sentence uses the word very well.** Spot successes and difficulties by asking individual students to read to you. Use the information you gain about what is difficult for your students to guide your instruction.

When students have finished their partner practice, have the class read the words together, and ask a partnership to share a sentence they made up.

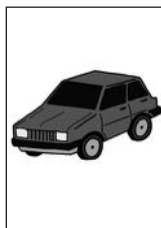
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The curly caterpillar crawls.** Say the phrase with the students, bouncing the /c/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



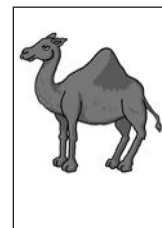
Key Card



car



cake



camel



cane

Making the Sound—Ask students to say /c/. **When I say /c...c...c/, I can feel the sound way in the back of my mouth. It sounds a lot like another sound we know, /g/. But /c/ is a little different. When I say /c...c...c/, I can feel air coming out. I can put my hand in front of my mouth and feel the air. Let’s say this sound together.** Bounce the /c/ sound three times with the students. Make sure that they do not add a vowel sound and say “cuh.”

Think-Pair-Share →

Students’ Words—Use Think-Pair-Share to have students share words that begin with /c/.



Animated Alphabet: /c/

Students will learn to blend letter sounds into words on their own.



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “c,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Stretch and Read with the New Letter

Now we’re going to practice reading words with the new letter we’ve learned. Use the Letter-Blending Cards to Stretch and Read the words “cat,” “cot,” and “can.” Write each word on a green card, and read it again with the class.

Video Option: The Sound and the Furry—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

Teacher Note: Blending words with an initial sound that is bounced is more difficult than blending a word that starts with a stretched sound. Model like this, moving the blending cards closer together with each step:

/c...a→a...t/
/c..a→a..t/
/c.a→a.t/
/ca→at/
cat

If students have difficulty, cover up the final “t” card and have students work with the first two cards. Tell your students: **The /c/ sound is so short it needs a piggyback ride on the /a/. Get your mouth ready to say the /c/ but don’t say it. Now say them right together without stopping in between. /ca→a/.** Use this process when students have difficulty blending any bounced sounds at the beginning of words.



The Sound and the Furry: Partner Word Reading



Partner Practice Booklet 2

Video Option: The Sound and the Furry—Introduce and play the Partner Word Reading segment. **Let’s watch Alphie and his friends work together to practice reading words. This will show us how to work well together as partners so we can all learn to read well.**

With a partner—Now you’re ready to read words with a partner. Ask students to turn to Lesson 11 in their Partner Practice Booklets, and read the words in the bottom box with their partner. Remind students that they need to read the words several times continuing until BOTH partners can read all of the words. Challenge partners to point to the words out of order to make sure their partners know the words well.

When you and your partner can read every word twice, you can put your initials on your partner’s page. Remember, you’re not finished until BOTH partners read the words smoothly. Make up a sentence if you have time.

Monitor →

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

C

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Curl left around the caterpillar. /c...c...c/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner's hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other's work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/o/ as in octopus **/g/** as in girl **/i/** as in insect

/p/ as in parrot **/t/** as in tower

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write the letters several times using the letter cue.

/i/ as in itch **/d/** as in dark **/t/** as in tickle

The Finger Detective

As students practice reading tasks, move around the class and listen to partnerships work together. Give positive feedback to partners using Stretch and Read effectively. It is more important for students to understand the process of Stretch and Read than it is for them to read the practice words from memory, so encourage partners to model the

process for each other instead of reading for them if they are having trouble with a word. Model the process for partnerships not using it correctly. Use the “finger detective” (below) to help dramatize and slow down the process for students needing smaller steps.

The finger detective blends two sounds together before adding a third, which can make the process easier for some students. For blending using the “finger detective,” follow these steps:

- Cover up all of the word except the first sound with a finger. Say the first sound.
- Uncover the next sound. Say both sounds separately, then closer and closer together until they blend.

/j u/

/j u/

/ju/

- Uncover the next sound. Say the first part of the word blended together, then say the next sound. Say these parts closer and closer together until they blend.

/ju m/

/ju m/

/jum/

- Uncover the next sound. Say the first part of the word blended together, then say the next sound. Say the parts closer and closer together until they blend.

/jum p/

/jum p/

/jump/



Key Card

Presenting /k/

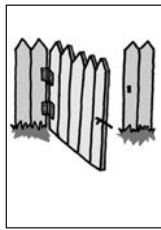
Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

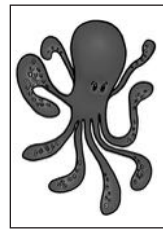
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

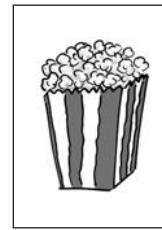
Whole Group Response →



gate



octopus



popcorn



coat

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

/t-i-p/	<i>tip</i>	/k-i-ck-s/	<i>kicks</i>
/r-o-ck/	<i>rock</i>	/f-l-o-p/	<i>flop</i>
/b-a-t/	<i>bat</i>	/f-l-i-p/	<i>flip</i>

Break-It-Down

Say each of the words below as usual, and have students say them like Alphie does.

pen	/p-e-n/	step	/s-t-e-p/
lid	/l-i-d/	rats	/r-a-t-s/
got	/g-o-t/	dogs	/d-o-g-s/

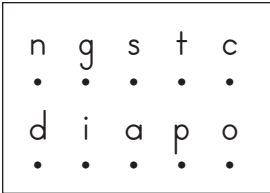
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

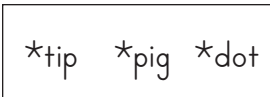
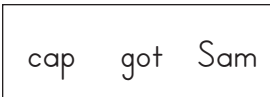
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 2



Partner Practice Booklet 2



Key Card

ck



Animated Alphabet: /k/

With a partner—Have students turn to Lesson 12 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

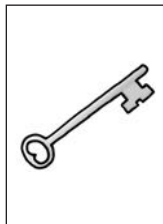
With a partner—Have students turn to Lesson 12 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners are fluent. When finished, have the class read the words together and ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

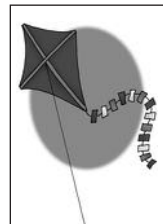
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The kangaroo keeps kicking.** Say the phrase with the students, bouncing the /k/ sound in each word.

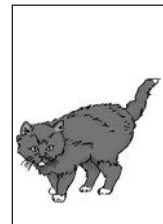
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



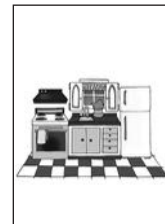
key



kite



kitten



kitchen

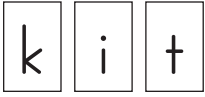
Making the Sound—Ask students to say /k/. **Do you remember this sound? This is the same sound that we learned yesterday.** Bounce the sound /k/ with the students. Make sure that they do not add a vowel and say “kuh.”

Students’ Words—Use Think-Pair-Share to have students share words that begin with /k/.

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter (or letters) make.

Tell students that there is more than one way to write the sound /k/. Yesterday they learned one way, and today they will learn a new way. Write the letter “k,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 2

Monitor



Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (kit, kid, Kim). Tell students that since c and k make the same sound, they can sometimes go together to make one /k/ sound. Stretch and Read “pack.” After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 12 in their Partner Practice Booklets, and have them read the words in the bottom box together, then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **From head to toe, arm up, kick out, /k...k...k/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sounds for each letter. Have students write those letters in their Partner Writing Books.

/g/ as in goat /c/ as in caterpillar /i/ as in inch
/s/ as in sing /m/ as in mirror

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/d/ as in dig /g/ as in goose /o/ as in on



Key Card

Presenting /u/

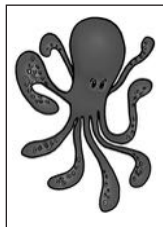
Alphabet Wall Frieze Review

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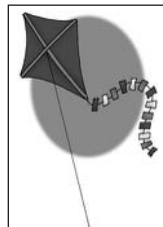
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

Whole Group Response →



octopus



kite



sock



cane

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word.

<i>/d-u-ck/</i>	<i>duck</i>	<i>/b-u-m-p/</i>	<i>bump</i>
<i>/d-u-g/</i>	<i>dug</i>	<i>/s-u-d-s/</i>	<i>suds</i>
<i>/m-u-d/</i>	<i>mud</i>	<i>/h-u-n-t/</i>	<i>hunt</i>

Break-It-Down

Say each of the words below as usual, and have students say them like Alphie does.

nut	<i>/n-u-t/</i>	jump	<i>/j-u-m-p/</i>
rub	<i>/r-u-b/</i>	supper	<i>/s-u-pp-er/</i>
bug	<i>/b-u-g/</i>	ducks	<i>/d-u-ck-s/</i>

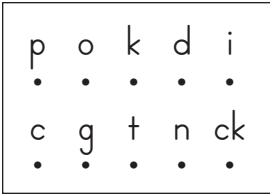
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review

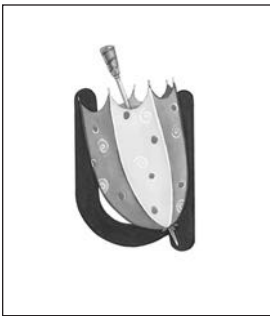


Partner Practice Booklet 2



Partner Practice Booklet 2

Monitor →



Key Card

With a partner—Have students turn to Lesson 13 in their Partner Practice Booklets and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 13 in their Partner Practice Books and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

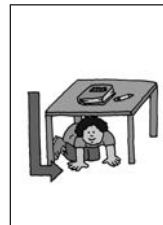
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The upside-down umbrella is unusual.** Say the phrase with the students, stretching the /u/ sound in each word.

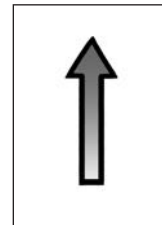
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



umbrella



under



up

Making the Sound—Ask students to say /u/. **When I say /u—>u/, my mouth is open just a little. This is an easy sound to make. I just have to push some air out as I say /u—>u/. This is a loud sound. Let’s all stretch it together. /u—>u/.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /u/.

Think-Pair-Share →

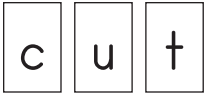
Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.



Animated Alphabet: /u/

Write the letter “u,” and show students how the letter looks like the picture.
Build a strong connection between the picture and the letter.



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 2

Monitor →

u

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (cut, pup, duck). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 13 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Right under the umbrella, up and down, /u/** → **u/**.

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/k/ as in kangaroo **/c/** as in caterpillar **/i/** as in insect

/o/ as in octopus **/a/** as in after

Have partners check each other. When they have finished, write any letters that students need to review on the board.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/g/ as in green **/d/** as in dive **/n/** as in nickel



Key Card

Presenting /r/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

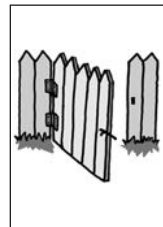
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

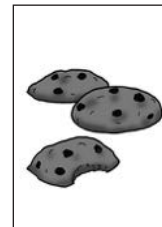
Whole Group Response →



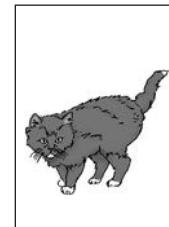
umbrella



gate



cookies



kitten

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/r-e-d/	<i>red</i>	/r-e-s-t/	<i>rest</i>
/r-i-p/	<i>rip</i>	/t-r-a-p/	<i>trap</i>
/r-o-ck/	<i>rock</i>	/r-a-g-s/	<i>rags</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

rub	<i>/r-u-b/</i>	trip	<i>/t-r-i-p/</i>
ran	<i>/r-a-n/</i>	birds	<i>/b-ir-d-s/</i>
rip	<i>/r-i-p/</i>	crowd	<i>/c-r-ow-d/</i>

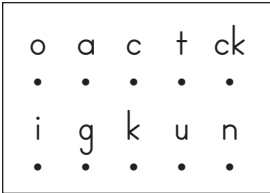
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 2



Partner Practice Booklet 2



Key Card

With a partner—Have students turn to Lesson 14 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

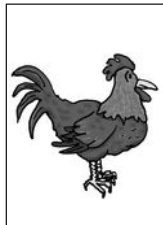
With a partner—Have students turn to Lesson 14 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words. When finished, have the class read the words together and ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

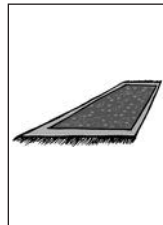
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The rapid rabbit races.** Say the phrase with the students, stretching the /r/ sound in each word.

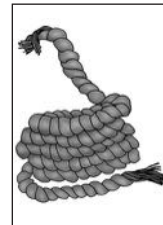
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



rooster



rug



rope



rake

Think-Pair-Share →

Making the Sound—Ask students to say /r/. **When I say /r—>r/, my tongue lifts up in the back of my mouth. /r—>r/. I sound like a car going fast, don’t I? /r—>r/. Let’s all say /r—>r/ together. /r—>r/**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /r/.

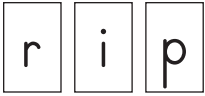
Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “r,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Animated Alphabet: /r/



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 2

Monitor

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (rip, rug, rock). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segment. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 14 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **From head to tail and along his paws, /r————→r/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/d/ as in doll

/n/ as in nails

/p/ as in pink

/u/ as in under

/g/ as in goal

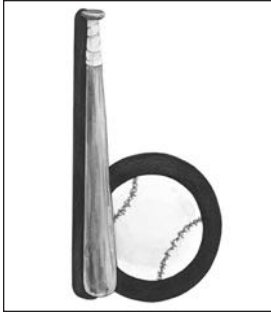
Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/t/ as in target

/i/ as in inside

/o/ as in otter



Key Card

Presenting /b/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name the picture on each one.

Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

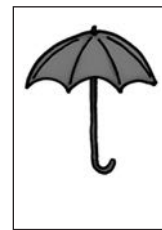
Whole Group Response →



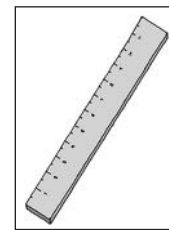
cap



kitchen



umbrella



ruler

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/b-a-d/	<i>bad</i>	/b-a-g-s/	<i>bags</i>
/b-i-g/	<i>big</i>	/b-r-i-ck/	<i>brick</i>
/B-o-b/	<i>Bob</i>	/b-i-t-s/	<i>bits</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

bit	/b-i-t/	crab	/c-r-a-b/
bed	/b-e-d/	bunny	/b-u-nn-y/
tin	/t-i-n/	table	/t-a-b-le/

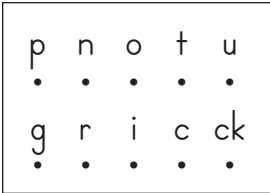
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

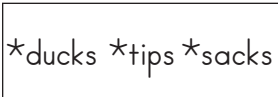
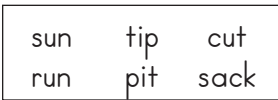
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 2



Partner Practice Booklet 2



With a partner—Have students turn to Lesson 15 in their Partner Practice Booklets and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

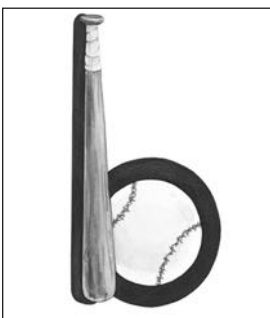
With a partner—Have students turn to Lesson 15 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

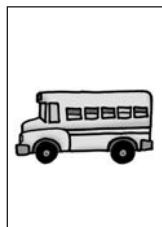
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The boy bats balls.** Say the phrase with the students, bouncing the /b/ sound in each word.

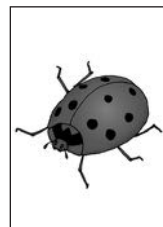
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



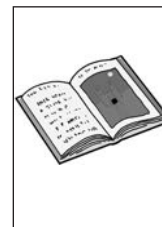
Key Card



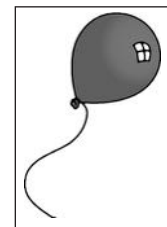
bus



bug



book



balloon



Making the Sound—Ask students to say /b/. **My lips go together and pop open when I say /b...b...b/. Put your hand on your throat. You can feel the hum. /b...b...b/. Let’s say that together.** Bounce the /b/ sound three times slowly with the students. Make sure that they do not add a vowel and say “buh.”



Students’ Words—Use Think-Pair-Share to have students share words that begin with /b/.

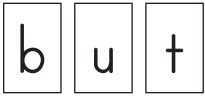
Introduce the New Shape



Animated Alphabet: /b/

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

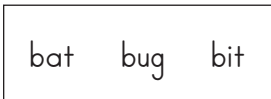
Write the letter “b,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 2

Monitor

b

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (but, bat, big). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 15 in their Partner Practice Booklets, and read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Down the bat and right around the ball, /b...b...b/.**

Have students write the letter in the air while they recite the cue three times.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Practice Books.

/r/ as in run

/n/ as in nails

/t/ as in ten

/k/ as in kangaroo

/c/ as in caterpillar

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/p/ as in pan

/u/ as in umbrella

/i/ as in inch

Stretch and Count/ Stretch and Spell

Students have been using Stretch and Read to help them understand the concept that words are made up of separate sounds that can be identified, then blended together to read words. Now they are ready to build on that concept to *spell* words. Students will identify the separate sounds in words, then write the letters for each of the sounds that they hear. Students will use two activities to learn and practice these concepts.

The first activity is a game called Stretch and Count. Stretch and Count helps students identify and count the sounds in words. In Stretch and Count, the teacher says a word, and the students use Alphie Talk to break it down into its separate sounds. The teacher shows students how to count the sounds on their fingers as they do this. For example, while using Alphie Talk to say the word “fat,” the teacher holds up one finger each time a new phoneme is spoken. /f/ (hold up one finger) /a/ (hold up another finger) /t/ (hold up a third finger). This makes it very clear to the students that there are three sounds in the word “fat.” This is how students stretch and count a word; they stretch it to hear each sound, then count the sounds on their fingers.

As soon as students understand how to stretch and count words, they will learn how to do this “secretly.” Students will use the fingers of one hand to count the sounds in words and use the other hand to hide their fingers. When the entire class has had a chance to stretch and count the word, the teacher will have students check with their partner. Finally, the teacher will say “Show me your fingers!” The students will hold their hands up high so that they can show how many sounds they counted in the word.

Stretch and Count turns a necessary process into a fun game for the class. Students need to *hear* each phoneme before they can *write* the letters for those phonemes. Stretch and Count ensures

that students are analyzing and thinking about the words that they want to spell. When students are holding up the correct number of fingers, they can take part in another fun activity using their “magic pencils.” Students use their “magic pencil” (their index finger) to write a letter on each of the fingers that they are holding up. For the word “bat,” students would use their magic pencil to write the shape of the letter “b” on one finger, the shape of the letter “a” on the next finger, and the shape of the letter “t” on the third finger. Again, this activity makes a fun game out of a necessary skill that students need to learn how to spell words; they learn to assign letters to the sounds that they hear, and they gain practice writing them.

When students know how to use Stretch and Count to analyze a word, they are ready to learn the second activity, Stretch and Spell in which students spell words using sounds. Stretch and Spell will begin in Lesson 22. Stretch and Spell is a continuation of Stretch and Count; students count the sounds they hear in words, then write the letter for each sound in their Partner Writing Books. Students check each other's work to provide feedback and assistance to each other.

As with Stretch and Read, this activity may take some time to develop at first. You will need to use extensive modeling in the early stages, and make sure that students are participating in *each part* of the process—from repeating the word, to stretching and counting the sounds, to writing the letters. This will prevent students from trying to memorize whole words or guess at spelling. By stressing the importance of using Alphie Talk to listen to the sounds, you are reminding students that they can use skills that they already have to spell words, increasing their confidence and independence.



Key Card

Presenting /f/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

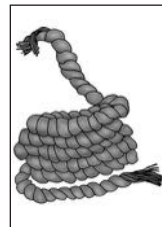
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

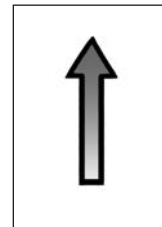
Whole Group Response →



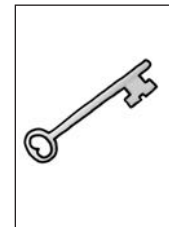
bed



rope



up



key

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/f-i-t/	<i>fit</i>	/s-n-i-ff/	<i>sniff</i>
/f-u-n/	<i>fun</i>	/f-l-oa-t/	<i>float</i>
/f-a-t/	<i>fat</i>	/f-i-n-d/	<i>find</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

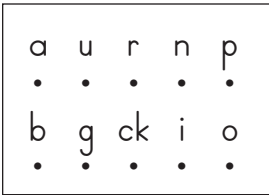
fish	<i>/f-i-sh/</i>	fast	<i>/f-a-s-t/</i>
feet	<i>/f-ee-t/</i>	sniff	<i>/s-n-i-ff/</i>
fog	<i>/f-o-g/</i>	flop	<i>/f-l-o-p/</i>

Read Letter Sounds

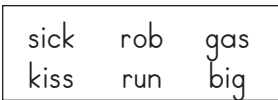
Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.



Animated Alphabet:
Review



Partner Practice Booklet 2



Partner Practice Booklet 2

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.

With a partner—Have students turn to Lesson 16 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, have the students read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 16 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

Today we're going to play a new reading game.

Write the word "sad" on the board. Put your finger under the first letter. Say: **Make the sound for each letter as I touch it.** Slowly touch each letter, and make the sounds with the students. Then, sweep your finger under the entire word, and read it with the students.

Now I want to see if I can trick you. I'm going to change one letter in this word. Do you think you can read it if I change one letter? Change the letter "d" to "t." Sound out the word by touching each letter and making its sound. Then, read the whole word. Continue to change one letter at a time and read the words with the students. Gradually reduce your support so that students can read on their own. Use the following word sequence:

sad...sat...sit...bit...bat

Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The floppy flower falls.** Say the phrase with the students, stretching the /f/ sound in each word.

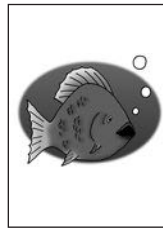


Key Card

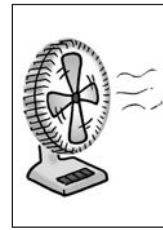
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



fire



fish



fan



five

Making the Sound—Ask students to say /f/. **When I say /f—>f/, my teeth touch my bottom lip.** Put your teeth in the /f/ position and point to them. **I make the /f—>f/ sound by pushing air between my teeth. /f—>f/. Let's say that sound together. /f—>f/**

Think-Pair-Share →

Students' Words—Use Think-Pair-Share to have students share words that begin with /f/.



Animated Alphabet: /f/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “f,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Letter-Blending Cards Deck 1

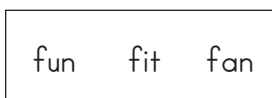
Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (fat, fin, fog). After students have read each word, write the word on a green card, and read it again with the class.



The Sound and the Furry: Sound It Out

Video Option: The Sound and the Furry—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Partner Practice Booklet 2

With a partner—Have students turn to Lesson 16 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Monitor →

f

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Curve down the flower and then across the leaves, /f————→f/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner's hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other's work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/a/ as in apple /u/ as in ugly /b/ as in back
/s/ as in simple /i/ as in igloo

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Card and writing cue.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/m/ as in Maria /d/ as in Dan /t/ as in Tom



Stretch and Count

Now that you can read words, you can learn how to write words, too.

We'll learn how to spell words using a game called Stretch and Count.

Say **“fat.”** [fat] **Let's say “fat” in Alphie Talk.** [/f————→f/ /a————→a/ /t/.] **Put your hand on your lips to feel the sound change. Let's use our fingers to count the sounds that we hear in “fat.” Watch me.** Hold up one finger for each sound as you say /f————→f/ /a————→a/ /t/. **How many sounds are there?** [responses] **Right. There are three.**

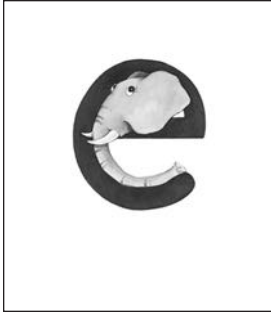
Now you can try it with me. Let's stretch and count the sounds in “sit.”

But don't show anyone your fingers yet! Show students how they can hide their fingers with their hand as they count. After students have counted the sounds on their fingers, have them check with their partner. Then, say: **Show your fingers!**

Great, you did it! You have three fingers up. Now we can use our magic pencils and write a letter for each sound in the word “sit.” The first sound is /s————→s/. Let's write the letter for /s————→s/ on our first finger.

Demonstrate for students how you “write” a letter on one of your fingers by pretending that your finger is a pencil. This activity is similar to “writing” letters in the air. **The next sound is /i————→i/. Let's write the sound for /i————→i/ on the next finger.** Repeat the process for the letter “t.”

Good work! Let's stretch and count some more words. After we count the sounds, we'll write the word on our fingers with our magic pencil. Repeat the procedure with the words “sun,” “fin,” and “sat.”



Key Card

Presenting /e/

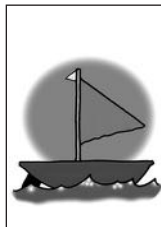
Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

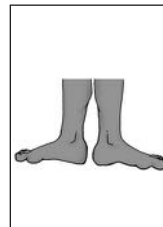
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

Whole Group Response →



boat



feet



rake



under

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/f-e-d/	<i>fed</i>	/b-e-s-t/	<i>best</i>
/b-e-d/	<i>bed</i>	/s-e-n-d/	<i>send</i>
/b-e-g/	<i>beg</i>	/b-e-n-t/	<i>bent</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

deck	/d-e-ck/	tent	/t-e-n-t/
neck	/n-e-ck/	bend	/b-e-n-d/
mess	/m-e-ss/	nets	/n-e-t-s/

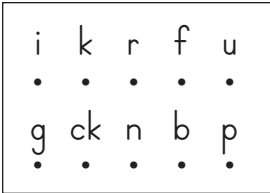
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

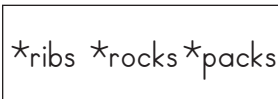
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 2



Partner Practice Booklet 2



With a partner—Have students turn to Lesson 17 in their Partner Practice Booklets, and read the sounds together and make up sentences. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 17 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

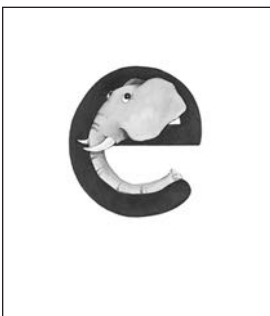
Use the following word sequence:

sat...pat...pot...not...nut...cut

Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Every elephant enters.** Say the phrase with the students, stretching the /e/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



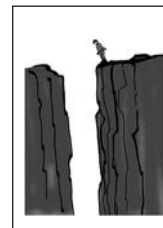
Key Card



eggs



echo



edge

Making the Sound—Ask students to say /e/. **When I say /e—>e/, my mouth is open just a little and my teeth are apart. It almost looks like I’m smiling. /e—>e/ Let’s stretch it together. /e—>>e/.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /e/.



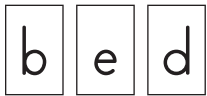


Animated Alphabet: /e/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “e,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 2

Stretch and Read Words with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (bed, pen, get). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 17 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Right under his ear, then all around his trunk, /e————→e/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/m/ as in mind /d/ as in dig /p/ as in pin
/o/ as in octopus /r/ as in rich

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/b/ as in big /s/ as in song /k/ as in kangaroo

e



Stretch and Count

Model using Alphie Talk to Stretch and Count to say the word **mad**. Show students how to feel the sounds by putting their hands on their lips. Then have students use Stretch and Count to identify and count the sounds in the word. Be sure to have students

- count to themselves hiding their fingers,
- check with their partners,
- then show their fingers as a class.

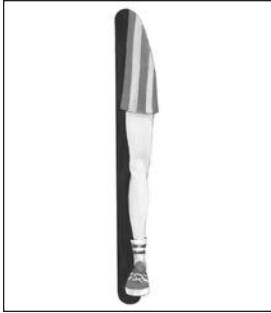
Then have students use their magic pencils to write each letter on one of their fingers.

Continue the activity with the following words:

not

it

man



Key Card

Presenting /l/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

Whole Group Response →



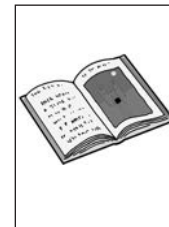
eggs



run



five



book

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/l-e-g/	leg	/l-e-n-d/	lend
/l-o-t/	lot	/s-l-i-p/	slip
/l-e-t/	let	/c-l-o-ck/	clock

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

tell	/t-e-ll/	smell	/s-m-e-ll/
bell	/b-e-ll/	spill	/s-p-i-ll/
bill	/b-i-ll/	crawl	/c-r-aw-l/

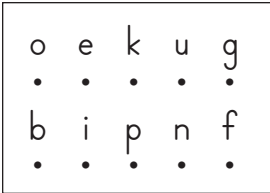
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

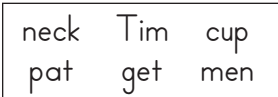
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 2



Partner Practice Booklet 2

With a partner—Have students turn to Lesson 18 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 18 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

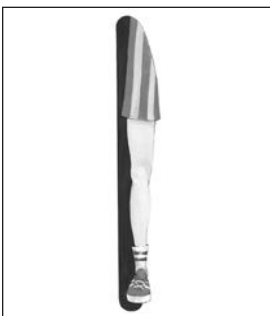
Use the following word sequence:

tip...rip...nip...nap...tap...top

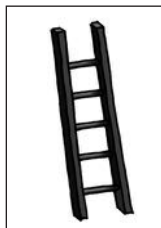
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The long leg leaps.** Say the phrase with the students, stretching the /l/ sound in each word.

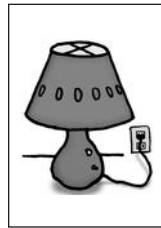
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



Key Card



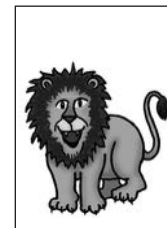
ladder



lamp



leaf



lion

Think-Pair-Share →

Making the Sound—Ask students to say /l/. **When I say /l/—>l/, my tongue moves to the top of my mouth. It stays there as I make the sound in the back of my mouth. /l/—>l/. Let’s say that sound together. /l/—>l/.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /l/.



Animated Alphabet: /l/

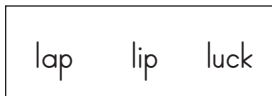
Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter (or letters) makes.

Write the letter “l,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Letter-Blending Cards Deck 1

*The Sound and the Furry*: Sound It Out

Partner Practice Booklet 2

Monitor →

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (leg, log, let). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 18 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Down the long, long leg, l————→l/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sounds for each letter. Have students write those letters in their Partner Writing Books.

/t/ as in table	/i/ as in igloo	/p/ as in pink
/g/ as in gate	/f/ as in file	

Have partners check each other. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/a/ as in ant	/c/ as in caterpillar	/n/ as in nose
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Stretch and Count

Model using Alphie Talk to Stretch and Count to say the word **bat**. Show students how to feel the sounds by putting their hands on their lips. Then have students use Stretch and Count to identify and count the sounds in the word. Be sure to have students

- count to themselves hiding their fingers,
- check with their partners,
- then show their fingers as a class.

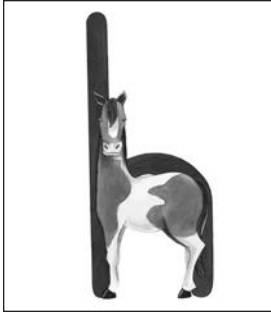
Then have students use their magic pencils to write each letter on one of their fingers.

Continue the activity with the following words:

in

fin

leg



Key Card

Presenting /h/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

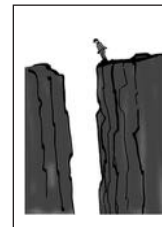
Whole Group Response →



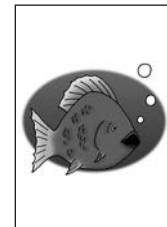
log



bike



edge



fish

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/t-i-p/	<i>tip</i>	/f-l-a-g/	<i>flag</i>
/h-a-t/	<i>hat</i>	/h-a-pp-y/	<i>happy</i>
/h-ea-d/	<i>head</i>	/c-l-a-ss/	<i>class</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

had	<i>/h-a-d/</i>	clap	<i>/c-l-a-p/</i>
ten	<i>/t-e-n/</i>	flock	<i>/f-l-o-ck/</i>
hum	<i>/h-u-m/</i>	slip	<i>/s-l-i-p/</i>

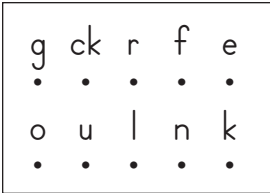
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

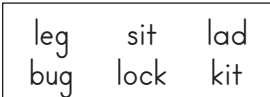
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 2



Partner Practice Booklet 2

With a partner—Have students turn to Lesson 19 in their Partner Practice Booklets, and read the sounds together and make up sentences. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 19 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them. Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

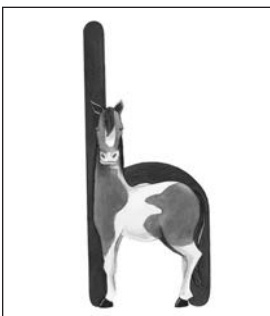
Use the following word sequence:

fed...red...rod...nod...not...net

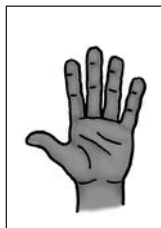
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The happy horse hops.** Say the phrase with the students, bouncing the /h/ sound in each word.

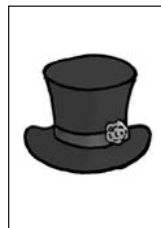
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



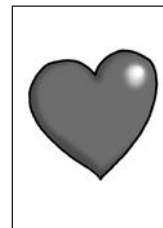
Key Card



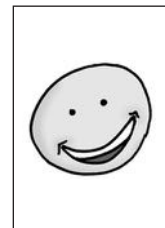
hand



hat



heart



happy

Making the Sound—Ask students to say /h/. **When I say /h...h...h/, my mouth is open just a little. I push air out of my mouth to say /h...h...h/. Let’s bounce that sound quickly together. /h...h...h/. If I put my hand on my throat, I can’t feel any vibration.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /h/.

Think-Pair-Share →



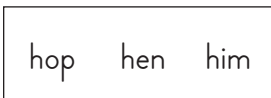
Animated Alphabet: /h/



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 2

Monitor →

h

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “h,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (hen, hat, hot). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 19 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **From head to toe and over his back, /h...h...h/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/s/ as in sit

/f/ as in fair

/l/ as in little

/t/ as in tin

/i/ as in inch

Have partners check each other’s work. When they have finished, write any letters students need to review on the board.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/o/ as in otter

/g/ as in girl

/r/ as in rattle



Stretch and Count

Model using Alphie Talk to Stretch and Count to say the word **fin**. Show students how to feel the sounds by putting their hands on their lips. Then have students use Stretch and Count to identify and count the sounds in the word. Be sure to have students

- count to themselves hiding their fingers,
- check with their partners,
- then show their fingers as a class.

Then have students use their magic pencils to write each letter on one of their fingers.

Continue the activity with the following words:

sip

at

bat



Key Card

Whole Group Response →

Presenting /ng/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

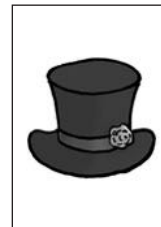
Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.



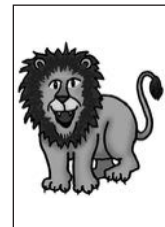
five



echo



hat



lion

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/r-i-ng/	<i>ring</i>	/r-i-ng-s/	<i>rings</i>
/h-a-ng/	<i>hang</i>	/s-o-ng-s/	<i>songs</i>
/d-i-ng/	<i>ding</i>	/b-r-i-ng-s/	<i>brings</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

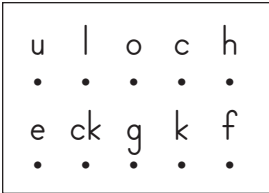
song	<i>/s-o-ng/</i>	wings	<i>/w-i-ng-s/</i>
ring	<i>/r-i-ng/</i>	things	<i>/th-i-ng-s/</i>
rang	<i>/r-a-ng/</i>	sting	<i>/s-t-i-ng/</i>

Read Letter Sounds

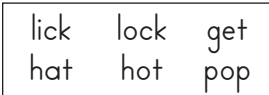
Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.

Animated Alphabet:
Review



Partner Practice Booklet 2



Partner Practice Booklet 2

With a partner—Have students turn to Lesson 20 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 20 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

Use the following word sequence:

hot...hop...hip...him...ham...hat

Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Bring the king a ring**. Say the phrase with the students, stretching the /ng/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the final /ng/ sound in each word. Demonstrate that the /ng/ sound comes at the end of these words, not the beginning.



Key Card



ring



king



swing

Making the Sound—Ask students to say /ng/. **This sounds kind of like a humming noise way in the back of your throat. But it’s a humming sound that you make with your mouth open. Let’s practice it together.** /ng—>ng/.

Students’ Words—Use Think-Pair-Share to have students share words that have the /ng/ sound.

Think-Pair-Share →



Animated Alphabet: /ng/

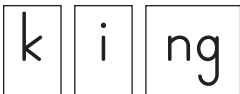
Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letters make.

Write the letters “ng” on chart paper. **We can write /ng—>ng/ using letters that we already know. When you see these two letters together, you say /ng—>ng/.**

Stretch and Read with the New Letter

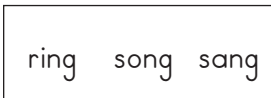
With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words (king, bang, long). After students have read each word, write the word on a green card, and read it again with the class.



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 2

Monitor

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 20 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Let’s practice writing /ng—>ng/ in the air. Move your finger in the shape of the letters “ng” and say /ng—>ng/.

Have students write the letters in the air while they say /ng/.

Have students write the letters on a partner’s hand, arm, or back.

Have students write the letters in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/r/ as in ride /u/ as in up /g/ as in gum
/n/ as in nails /p/ as in pony

Have partners check each other’s work. When they are finished, write any letters that students need to review on the board, going over the Key Card and writing cue.

ng

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/h/ as in ham

/e/ as in edge

/b/ as in book



Stretch and Count

Model using Alphie Talk to Stretch and Count the word **wing**. Show students how to feel the sounds by putting their hands on their lips. Then have students use Stretch and Count to identify and count the sounds in the word. Be sure to have students

- count to themselves hiding their fingers,
- check with their partners,
- then show their fingers as a class.

Then have students use their magic pencils to write each letter on one of their fingers.

Continue the activity with the following words:

king

rings

song

Assessment 2

This assessment should be administered to the entire class after they have finished lessons 11–20 of *FastTrack Phonics for Roots* Volume 1. If you feel that your class would benefit from additional practice before taking this assessment, you may use the optional review lessons at the back of the manual. Use the review lessons featuring sounds that your class needs to practice. Then, give the assessment to the class.

Assessment 2 checks student progress in five skill areas:

- Say-It-Fast
- Break-It-Down
- Reading Sounds
- Stretch and Read
- Writing Sounds

The first four parts of the assessment are administered to each student individually. You will want to call individual students to your desk or to a separate work area away from the rest of the class. The last part of the assessment is administered to the whole class at one time. Make sure that the students are seated comfortably at desks or tables. Be sure that students understand that they need to work on their own.

Part 1

Say-It-Fast

Say: **I am going to say some letter sounds. I want you to listen carefully to all of the sounds, then put them together to make a word. Let's try one for practice: /b/ /i/ /g/. Do you know what that word is?** If the student answers correctly, begin the assessment. If the student answers incorrectly, say: **That's not quite it, listen again.** Repeat the word, and show the student how the phonemes blend together to say the word "big." Then, begin the assessment.

Record the number of correct responses on the Class Assessment Form.

Use the five following words:

2 phonemes	3 phonemes	4 phonemes
d-ay [day]	c-u-p [cup]	s-k-i-p [skip]
	b-l-ue [blue]	h-a-pp-y [happy]

Part 2

Break-It-Down

Say: **I am going to say a word. I want you to listen carefully to the word and then say each sound very slowly. This is how Alphie speaks. Do you think you can speak like Alphie? Let's try one together. The word is "man." "Man." Can you say each**

sound that you hear? If the student is having difficulty, you may provide assistance by saying each sound slowly while he or she joins in. After you have provided assistance with “man,” you will move on to the assessment.

Record the number of correct responses on the Class Assessment Form.

Use the following words:

2 phonemes	3 phonemes	4 phonemes
me [m-e]	tray [t-r-ay]	chips [ch-i-p-s]
	hop [h-o-p]	step [s-t-e-p]

Part 3

Reading Sounds

If a student is still missing some letter sounds from the previous assessment, use the Review Letter List on page 99 to assess those sounds. Otherwise, use the Letter List on page 98.

Point to each letter on the list, and ask the student to tell you the sound that the letter makes. If the student gives you the letter name, say: **That’s right. That’s the name of the letter. Now, what sound do you make when you see that letter?** The student may also give you another sound that the letter makes, such as the long vowel sound instead of the short one. In this case, say: **Yes, that’s one sound that this letter makes. Can you think of another sound that it makes?**

*Mark **incorrect** responses with a slash under the corresponding letter on the Class Assessment Form. Use the top row (marked “R” for reading) to record responses. Write the total number of correct responses in the Total column.*

Part 4

Stretch and Read

(Use the Stretch and Read List: Assessment 2 on page 100 for this part of the assessment.)

Say: **Now you’re going to read some words.** Ask the student to read the words from the list. You may remind students that they can make each sound (like Alphie) and then say the word.

Record the number of correct responses in the box marked “Stretch and Read” on the Class Assessment Form.

Part 5

Writing Sounds

Seat students at desks or tables. Make sure that they know that this is a time to work separately. Give a piece of writing paper to each student. The paper should be folded down the middle. Students will number from 1 to 5 on one side of the paper and 6 to 10 on the other side. Or, you may want to prepare numbered pages yourself ahead of time. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter that makes that sound. /f/ /ffff/. Write the letter for that sound beside number 1 on your**

paper now. Quickly check around the room to see that students are following directions. Then, continue to make the sounds for the other letters that students have studied in Lessons 11–20 (“c,” “k,” “ck,” “u,” “r,” “b,” “f,” “e,” “l,” “h,” “ng”). For the sounds /c/, /k/, and /ck/, say: **Listen to this sound. /c/. We know there are many ways to write this sound. I want you to show me one way to write the sound /c/.** For the next item, say: **Now I want you to show me another way to write the sound /c/.** For the next item, say: **Can you show me one more way to write the sound /c/?** It does not matter what order the letters are in, as long as students have written “c,” “k,” and “ck” on their papers. Continue with the rest of the assessment as usual.

Collect the papers and circle or mark incorrect responses for Part 5. Then, record this information on the Class Assessment Form by placing a slash mark under the letters the student did NOT write correctly. Use the bottom row (marked “W” for writing) to record responses. Write the total number of correct responses in the Total column.

Using the assessment information

As you assessed your students, you recorded the information for letters that they can “read” and write. Review their scores on the assessment form, keeping in mind that mastery is nine out of eleven correct responses for this assessment.

You also recorded the information for Say-It-Fast and Break-it-Down. Mastery for this skill area is four out of five correct responses. In this assessment, these two skill areas focus on “bounced” sounds, which are more difficult to blend and segment. Review individual and class performance to determine what may need review and how to best support student progress in this area.

Use the column marked “Stretch and Read” to record how many words, out of ten, the student read correctly.

When your assessment is complete, use the information to determine what to review as a class or whether individual students need to work on skills that they have not mastered.

Letter List: Assessment 2

c

•

k

•

ck

•

u

•

r

•

b

•

f

•

e

•

l

•

h

•

ng

•

Review Letter List: Assessment 2

m

•

a

•

s

•

d

•

t

•

i

•

n

•

p

•

g

•

o

•

Stretch and Read List: Assessment 2

tip

mad

Sam

mud

Tim

rug

cat

ant

dog

did



Key Card

Presenting /sh/

The Alphabet Chant

Teach students the first two stanzas of The Alphabet Chant.

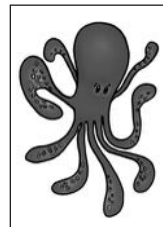
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

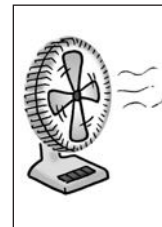
Whole Group Response →



hose



octopus



fan



leaf

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/f-i-sh/	<i>fish</i>	/c-l-a-ss/	<i>class</i>
/sh-o-p/	<i>shop</i>	/f-a-s-t/	<i>fast</i>
/sh-e-ll/	<i>shell</i>	/h-a-n-d/	<i>hand</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

shut	<i>/sh-u-t/</i>	trash	<i>/t-r-a-sh/</i>
dish	<i>/d-i-sh/</i>	smash	<i>/s-m-a-sh/</i>
wash	<i>/w-a-sh/</i>	brush	<i>/b-r-u-sh/</i>

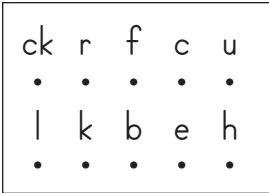
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

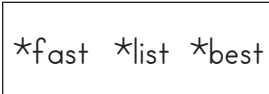
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 3



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 21 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class. (Use Partner Practice Booklet 3.)

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 21 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

Use the following word sequence:

king...ring...rang...sang...sing...song...long

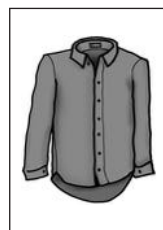
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Sherry shines her shoes**. Say the phrase with the students, stretching the /sh/ sound in each word.

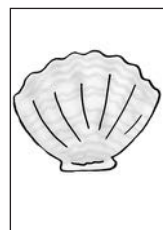
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



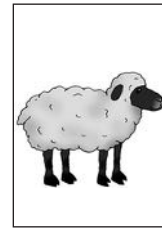
Key Card



shirt



shell



sheep



shoe

Making the Sound—Ask students to say /sh/. **When I say /sh/—>sh/, my teeth are together and I am pushing air out of my mouth. It’s a quiet sound. It’s the same sound that I make when I want you to be quiet. /sh/—>sh/. Let’s stretch it together. /sh/—>sh/.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /sh/.

Think-Pair-Share →

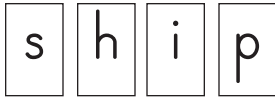


Animated Alphabet: /sh/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letters make.

Write the letters “sh” on chart paper beside the picture. **We can write /sh—>sh/ using letters we already know. These letters go together to say /sh—>sh/. /sh—>sh/.**



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words (ship, shut, dash). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 21 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.



Partner Practice Booklet 3

Monitor →

sh

Write Letters

New—Let’s practice writing /sh—>sh/ in the air. Move your finger in the shape of the letters “sh” and say /sh—>sh/.

Have students write the letters in the air while they say /sh/.

Have students write the letters on a partner’s hand, arm, or back.

Have students write the letters several times in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/k/ as in kite /r/ as in rabbit /l/ as in like

/h/ as in hand /e/ as in ending

Have partners check each other’s work. When they have finished, write any letters students need to review on the board, going over the Key Card and writing cue.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/c/ as in caterpillar /g/ as in give /ng/ (like you hear at the end of song)



Stretch and Count/Stretch and Spell

Have students use Stretch and Count to identify and count the sounds in the word “mat.” Students will write the letters on their fingers with their magic pencils. Say: **Now that you can count the sounds and make the letter shapes, you are ready to write the words. Watch me as I Stretch and Spell** /m—→m/. Write the letter “m” on chart paper or a chalkboard. **The next sound is /a—→a/. I can write the letter for /a—→a/.** Write the letter “a” on the board. **The last sound is /t/. I can write the letter for /t/.** Write the letter “t” on the board. Touch each letter, make the sound for that letter, and then say the word. /m—→ma—→at/. **I just wrote the word “mat.”**



The Sound and the Furry: Stretch and Spell

Video Option: *The Sound and the Furry*—Introduce and play the Stretch and Spell segment. **Let’s watch Alphie and his friends learn to Stretch and Spell. This will help us learn to spell words.**

Now you’re ready to spell words. I’ll say a word, then we’ll use Stretch and Count to count the sounds and practice making the letters. Then, we’ll write the word in our Partner Writing Books.

Have students Stretch and Count, then Stretch and Spell, the following words. Make sure that partners check each other’s work.

Whole Group Response →

With the new letter:

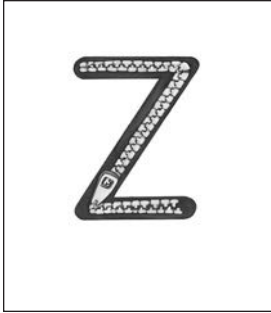
ship shot shop

With familiar letters:

hat leg run

After partners have checked each other’s work, have the whole class tell you how to spell the words. Write them on the board as the class dictates them to you. Ask students to correct their work by crossing out errors and writing in the correct spelling.

Collect the Partner Writing Books weekly to check students’ progress.



Key Card

Presenting /z/

The Alphabet Chant

Teach students the next two stanzas of The Alphabet Chant.

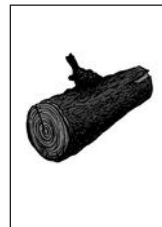
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

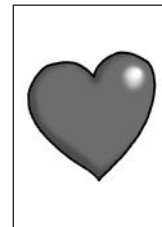
Whole Group Response →



shirt



log



heart



eggs

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

<i>/z-a-p/</i>	<i>zap</i>	<i>/z-i-pp-ed/</i>	<i>zipped</i>
<i>/z-i-p/</i>	<i>zip</i>	<i>/f-u-zz-y/</i>	<i>fuzzy</i>
<i>/z-i-g/</i>	<i>zig</i>	<i>/s-o-ng-s/</i>	<i>songs</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

zip	<i>/z-i-p/</i>	hand	<i>/h-a-n-d/</i>
fizz	<i>/f-i-zz/</i>	bend	<i>/b-e-n-d/</i>
bet	<i>/b-e-t/</i>	sand	<i>/s-a-n-d/</i>

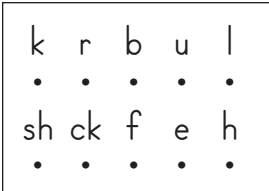
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



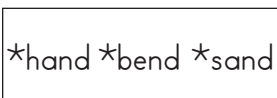
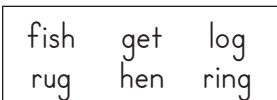
Partner Practice Booklet 3

With a partner—Have students turn to Lesson 22 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Move around the class to observe, provide positive feedback, and assist as needed. When finished, have the class read the letters together or randomly select a partnership to read the letters.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 22 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

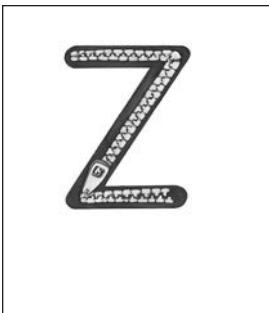
Use the following word sequence:

bug...rug...rush...rash...dash...dish

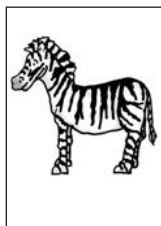
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Zip the zig-zag zipper.** Say the phrase with the students, stretching the /z/ sound in each word.

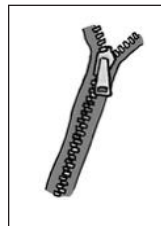
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



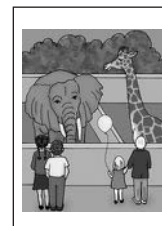
Key Card



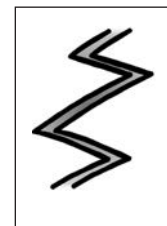
zebra



zipper



zoo



zig-zag

Making the Sound—Ask students to say /z/. **When I say /z—>z/, my teeth are together. My tongue is near the front of my mouth. I push air through my teeth, and it makes a buzzing noise. /z—>z/. Let’s all say /z—>z/ together.**

Think-Pair-Share

Students' Words—Use Think-Pair-Share to have students share words that begin with /z/.



Animated Alphabet: /z/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let's see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “z,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Letter-Blending Cards Deck 1

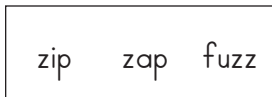


The Sound and the Furry: Sound It Out

Stretch and Read Words with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words (zag, zap, fizz). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let's watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 22 in their Partner Practice Booklets, and read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Monitor

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Zig right, zag left, zig right, /z————→z/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner's hand, arm, or back.

Have students write the letter several times in their Partner Writing Books and check each other's work.

Familiar—Choose five previously learned, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/k/ as in kangaroo **/o/** as in octopus **/i/** as in insect

/t/ as in town **/d/** as in dirt

Have partners check each other's work. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Z

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/p/ as in pine

/b/ as in bone

/s/ as in sink

Stretch and Count/Stretch and Spell



The Sound and the Furry: Partner Spelling



Video Option: *The Sound and the Furry*—Introduce and play the Partner Spelling segment. **Let's watch Alphie and his friends work together to practice spelling. This will show us how to work well together as partners so we can all learn to spell words.**

Have students use Stretch and Count, then Stretch and Spell, to sound out and write the following words:

With the new letter:

zip

zig

zag

With familiar letters:

shop

fish

lap

Whole Group Response →

After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.



Key Card

Presenting /w/

The Alphabet Chant

Teach students the next two stanzas of The Alphabet Chant.

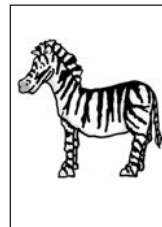
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

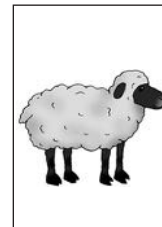
Whole Group Response →



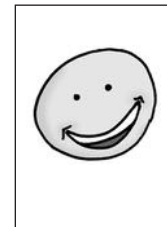
umbrella



zebra



sheep



happy

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/w-e-b/	<i>web</i>	/w-a-v-ed/	<i>waved</i>
/w-e-ll/	<i>well</i>	/w-a-gg-ed/	<i>wagged</i>
/w-i-sh/	<i>wish</i>	/w-e-n-t/	<i>went</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

wet	<i>/w-e-t/</i>	wings	<i>/w-i-ng-s /</i>
will	<i>/w-i-ll/</i>	rings	<i>/r-i-ng-s/</i>
wing	<i>/w-i-ng/</i>	wind	<i>/w-i-n-d/</i>

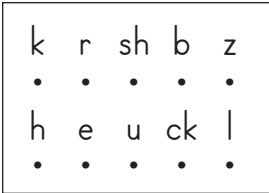
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

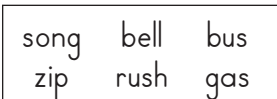
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 3



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 23 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 23 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

Use the following word sequence:

zip...zap...map...mat...sat...set...bet...bell

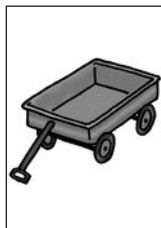
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Watch the worm wiggle**. Say the phrase with the students, bouncing the /w/ sound in each word.

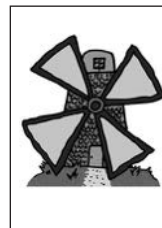
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



Key Card



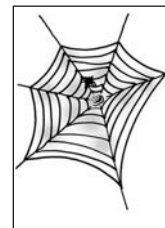
wagon



windmill



watch



web

Making the Sound—Ask students to say /w/. **When I say /w...w...w/, my lips are close together in a little circle. Then they open up. /w...w...w/. Let’s practice that sound together. /w...w...w/.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /w/.

Think-Pair-Share →



Animated Alphabet: /w/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “w,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Letter-Blending Cards Deck 1

*The Sound and the Furry*: Sound It Out

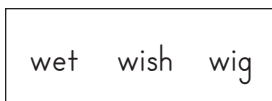
Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (wag, will, win). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 23 in their Partner Practice Booklets, and read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.



Partner Practice Booklet 3

Monitor →

W

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Wiggle down, wiggle up, down and up, /w...w...w/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter several times in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/z/ as in zip /h/ as in hill /l/ as in lips
/sh/ as in shine /b/ as in bus

Have partners check each other’s work. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/p/ as in pill /g/ as in go /i/ as in into



Stretch and Count/Stretch and Spell

Have students use Stretch and Count, then Stretch and Spell, to sound out and write the following words:

With the new letter:

wet **wag** **win**

With familiar letters:

zap **shop** **rock**

Whole Group Response →

After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.



Key Card

Presenting /ch/

The Alphabet Chant

Teach students the last three stanzas of The Alphabet Chant.

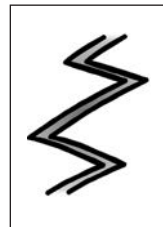
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

Whole Group Response →



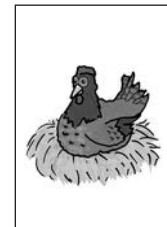
watch



zig-zag



shoe



hen

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/ch-i-n/	<i>chin</i>	/ch-o-m-p/	<i>chomp</i>
/ch-o-p/	<i>chop</i>	/ch-i-m-p/	<i>chimp</i>
/r-u-sh/	<i>rush</i>	/ch-i-ck-s/	<i>chicks</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

which	/wh-i-ch/	child	/ch-i-l-d/
chip	/ch-i-p/	chance	/ch-a-n-ce/
ditch	/d-i-tch/	ranch	/r-a-n-ch/

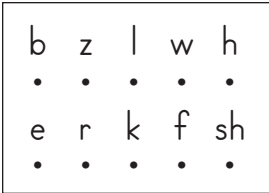
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 3



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 24 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 24 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

Use the following word sequence: **web...wed...bed...bad...had...lad...lid**

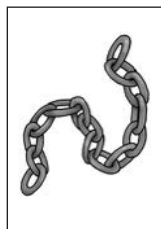
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The chipmunk chooses cheese.** Say the phrase with the students, bouncing the /ch/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



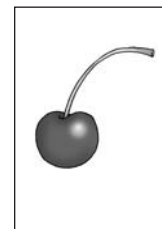
Key Card



chain



chair



cherry

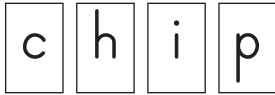
Making the Sound—Ask students to say /ch/. **When I say /ch...ch...ch/, my lips stick out a little. /ch...ch...ch/. My teeth are together at first, then they open up. /ch...ch...ch/. Let’s say that together. /ch...ch...ch/.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /ch/.

Think-Pair-Share →



Animated Alphabet: /ch/



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 3

Monitor →

ch

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letters make.

Write the letter “ch” on chart paper. **We can write /ch/ using letters we already know. When you see these two letters, you say /ch/.**

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words (chip, chat, check). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 24 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—**Let’s practice writing /ch/ in the air. Move your finger in the shape of the letters “ch” and say /ch/.**

Have students write the letters in the air while they say /ch/.

Have students write the letters on a partner’s hand, arm, or back.

Have students write the letters several times in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/w/ as in water /r/ as in rug /u/ as in under

/k/ as in kangaroo /f/ as in fall

Have partners check each other’s work. When they have finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/p/ as in pencil /o/ as in on /t/ as in time



Stretch and Count/Stretch and Spell

Have students use Stretch and Count, then Stretch and Spell, to sound out and write the following words:

With the new letter:

chop **rich** **much**

With familiar letters:

win **zip** **shop**

Whole Group Response →

After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.



Key Card

Presenting /j/

The Alphabet Chant

Have students recite and perform The Alphabet Chant.

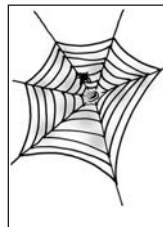
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

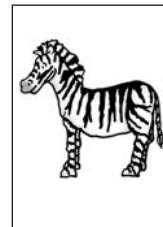
Whole Group Response →



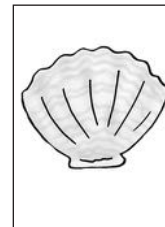
cherry



web



zebra



shell

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/J-a-ck/	<i>Jack</i>	/j-o-g-s/	<i>jogs</i>
/j-a-m/	<i>jam</i>	/j-u-s-t/	<i>just</i>
/j-ee-p/	<i>jeep</i>	/f-l-a-g/	<i>flag</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

jab	<i>/j-a-b/</i>	flat	<i>/f-l-a-t/</i>
jet	<i>/j-e-t/</i>	flip	<i>/f-l-i-p/</i>
jog	<i>/j-o-g/</i>	slid	<i>/s-l-i-d/</i>

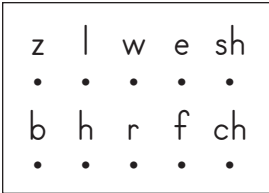
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

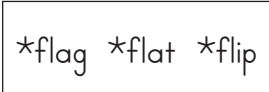
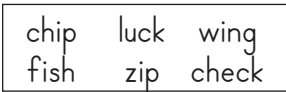
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 3



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 25 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 25 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

Use the following word sequence:

chip...chop...hop...top...stop...shop...ship...hip

Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Jane jumps for joy**. Say the phrase with the students, bouncing the /j/ sound in each word.

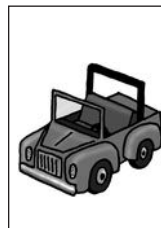
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



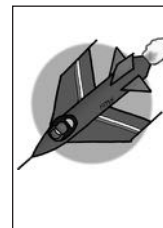
Key Card



Jack-in-the-box



jeep



jet



jug

Making the Sound—Ask students to say /j/. **When I say /j...j...j/, my lips stick out a little. My tongue is near the top of my mouth, and it moves when I open my mouth. /j/. Some air comes out in a little puff. Let’s say that sound together. /j...j...j...j/.** Make sure that students do not add a vowel and say “juh.”

Students’ Words—Use Think-Pair-Share to have students share words that begin with /j/.

Think-Pair-Share →



Animated Alphabet: /j/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “j,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 3

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words (jump, jog, Jack). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 25 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Monitor →

j

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Down Jane’s back, up to her toes. Jump to the ball, /j...j...j/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter several times in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/ch/ as in chart **/z/** as in zoo **/sh/** as in ship

/e/ as in ending **/b/** as in big

Have partners check each other’s work. When they have finished, write any letters that students need to review on the board, going over the Key Card and writing cue.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/k/ as in kangaroo **/s/** as in sit **/u/** as in umbrella



Stretch and Count/Stretch and Spell

Have students use Stretch and Count, then Stretch and Spell, to sound out and write the following words:

With the new letter:

jet

Jack

Jim

With familiar letters:

chip

wet

shop

Whole Group Response →

After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.



Key Card

Presenting /v/

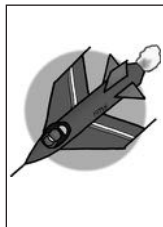
The Alphabet Chant

Have students recite and perform The Alphabet Chant.

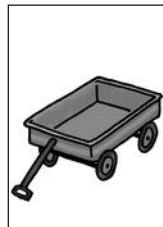
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

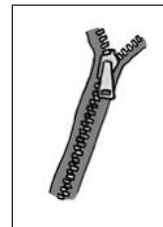
Whole Group Response →



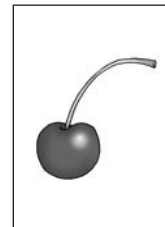
jet



wagon



zipper



cherry

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/v-a-n/	<i>van</i>	/l-ea-v-es/	<i>leaves</i>
/v-e-t/	<i>vet</i>	/v-e-s-t/	<i>vest</i>
/h-a-t/	<i>hat</i>	/s-l-a-p/	<i>slap</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

pack	<i>/p-a-ck/</i>	sled	<i>/s-l-e-d/</i>
had	<i>/h-a-d/</i>	slid	<i>/s-l-i-d/</i>
rid	<i>/r-i-d/</i>	snip	<i>/s-n-i-p/</i>

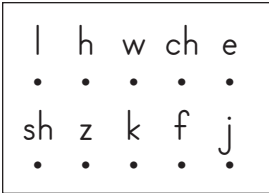
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter(s) makes.

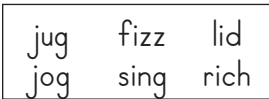
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 3



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 26 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 26 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

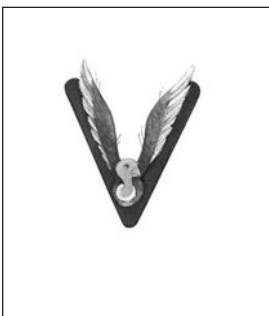
Use the following word sequence:

jet...wet...went...bent...bet...bit...bat...chat

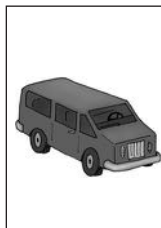
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The vulture veers over valleys.** Say the phrase with the students, stretching the /v/ sound in each word.

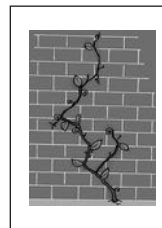
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



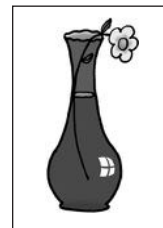
Key Card



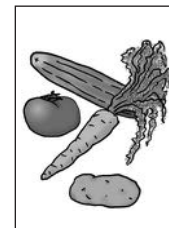
van



vine



vase



vegetables

Making the Sound—Ask students to say /v/. **When I say /v—>v/, my teeth touch my bottom lip.** Put your mouth in the /v/ position and point to it. **I make the /v—>v/ sound by pushing air between my teeth. The air makes a humming noise. /v—>v/. Let’s say that sound together. /v—>v/. Put your hand on your throat and feel the hum.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /v/.

Think-Pair-Share →



Animated Alphabet: /v/

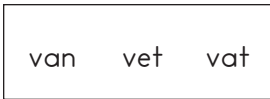
Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “v,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Letter-Blending Cards Deck 1

*The Sound and the Furry*: Sound It Out

Partner Practice Booklet 3

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (vat, Vic, van). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 26 in their Partner Practice Booklets, and read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Down one wing and up the other, /v————→v/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter several times in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/i/ as in itch	/o/ as in on	/a/ as in alligator
/b/ as in barn	/h/ as in hip	

Have partners check each other’s work. When they have finished, write any letters that students need to review on the board, going over the Key Card and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/e/ as in elephant	/z/ as in zipper	/w/ as in wig
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Stretch and Count/Stretch and Spell

Have students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

With the new letter:

van

vat

vet

With familiar letters:

jet

chip

win

Whole Group Response →

After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

Monitor →

Collect Partner Writing Books weekly to monitor progress.



Key Card

Presenting /y/

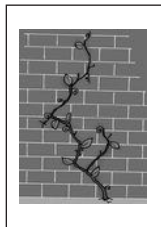
The Alphabet Chant

Have students recite and perform The Alphabet Chant.

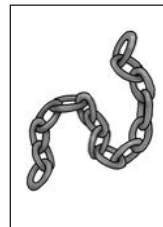
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

Whole Group Response →



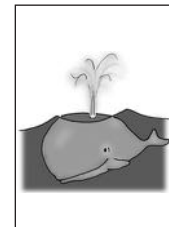
vine



chain



Jack-in-the-box



whale

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/y-e-s/	yes	/y-i-k-es/	yikes
/y-e-ll/	yell	/y-a-n-k/	yank
/y-aw-n/	yawn	/j-o-gg-ed/	jogged

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

yet	/y-e-t/	yelled	/y-e-ll-ed/
Vick	/V-i-ck/	jump	/j-u-m-p/
cup	/c-u-p/	snack	/s-n-a-ck/

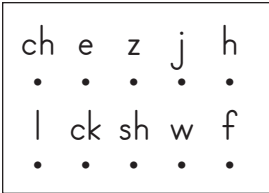
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

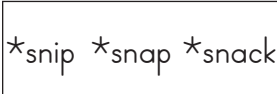
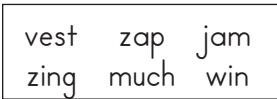
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 3



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 27 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner's books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 27 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can move make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

Use the following word sequence:

hit...hat...vat...van...pan...pin...chin...chip...hip

Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Yank the yellow yo-yo.** Say the phrase with the students, bouncing the /y/ sound in each word.

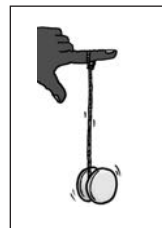
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word three times.



Key Card



yard



yo-yo



yawn



yell

Making the Sound—Ask students to say /y/. **When I say /y...y...y/, my mouth is open just a little, and my tongue is near the top. My tongue touches the sides of my teeth. /y/. My mouth opens a little more at the end of the sound. /y/. Let's say that sound together. /y...y...y...y/.**

Students' Words—Use Think-Pair-Share to have students share words that begin with /y/.

Think-Pair-Share →

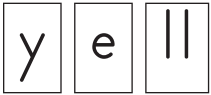


Animated Alphabet: /y/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

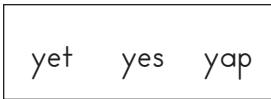
Write the letter “y,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 3

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (yell, yes, yet). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 27 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Slant right down one string and way down the other, /y...y...y/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter several times in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/c/ as in caterpillar /k/ as in kangaroo /r/ as in ran
/f/ as in find /sh/ as in shine

Have partners check each other’s work. When they are finished, write any letters that students need to review on the board, going over the Key Card and writing cue.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/p/ as in pin /t/ as in tiger /u/ as in up

Y



Stretch and Count/Stretch and Spell

Have students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

With the new letter:

yap

yak

yip

With familiar letters:

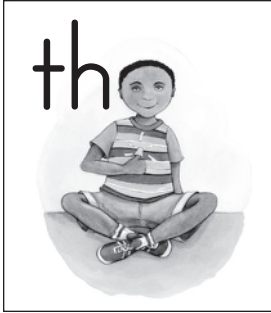
vet

jam

chip

Whole Group Response →

After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.



Key Card

Presenting /th/

The Alphabet Chant

Have students recite and perform The Alphabet Chant.

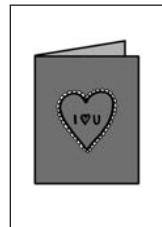
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

Whole Group Response →



chair



valentine



yarn



jug

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/b-a-th/	<i>bath</i>	/b-r-i-ng/	<i>bring</i>
/th-e-n/	<i>then</i>	/b-r-u-sh/	<i>brush</i>
/th-i-ng/	<i>thing</i>	/s-t-i-ck/	<i>stick</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

thick	<i>/th-i-ck/</i>	thrill	<i>/th-r-i-ll/</i>
path	<i>/p-a-th/</i>	lunch	<i>/l-u-n-ch/</i>
with	<i>/w-i-th/</i>	raft	<i>/r-a-f-t/</i>

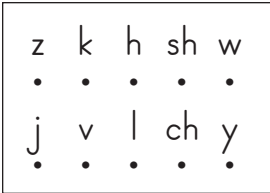
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

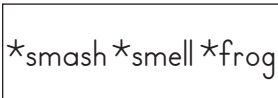
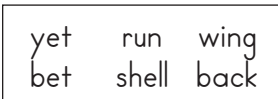
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 3



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 28 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 28 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to read the challenge words.

Quick Erase

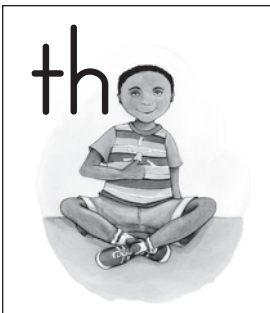
Use the following word sequence:

wet...yet...let...leg...lag...wag...wig...zig

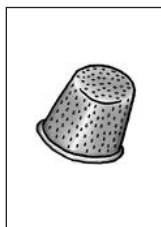
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **Theo has a thimble on his thumb.** Say the phrase with the students, stretching the /th/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Stretch the initial sound in each word.



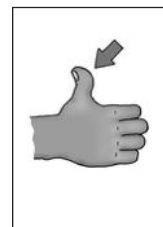
Key Card



thimble



thermometer



thumb

Making the Sound—Ask students to say /th/. **When I say /th/, I put my tongue between my teeth. I push air out in the space between my tongue and teeth. /th—>th/. Let’s say that sound together. /th—>th/.**

Students’ Words—Use Think-Pair-Share to have students share words that have the /th/ sound.

Think-Pair-Share →

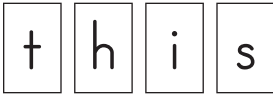


Animated Alphabet: /th/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letters make.

Write the letters “th” on chart paper. **We can write /th/ using letters we already know. When you see these two letters, you say /th/.**



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 3

Monitor →

Stretch and Read with the New Letter

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (this, that, math). After students have read each word, write the word on a green card, and read it again with the class.

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 28 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Write Letters

New—**Let’s practice writing /th/ in the air.** Move your finger in the shape of the letters “th” and say /th/.

Have students write the letters in the air while they say /th/.

Have students write the letters on a partner’s hand, arm, or back.

Have students write the letters several times in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/u/ as in under

/v/ as in van

/sh/ as in shoe

/w/ as in wash

/y/ as in yellow

Have partners check each other’s work. When they have finished, write any letters that students need to review on the board.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/g/ as in gift

/o/ as in otter

/s/ as in silly

th



Stretch and Count/Stretch and Spell

Have students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

With the new letter:

then **with** **thud**

With familiar letters:

yes **van** **jet**

Whole Group Response →

After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.



Key Card

Presenting /q/

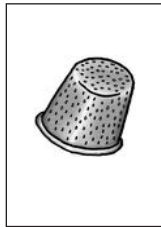
The Alphabet Chant

Have students recite and perform The Alphabet Chant.

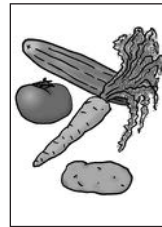
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

Whole Group Response →



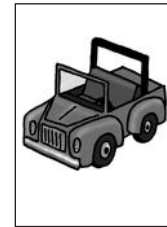
thimble



vegetables



yawn



jeep

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

<i>/sh-e-d/</i>	<i>shed</i>	<i>/th-u-mb-s/</i>	<i>thumbs</i>
<i>/h-a-ng/</i>	<i>hang</i>	<i>/v-e-s-t/</i>	<i>vest</i>
<i>/qu-i-t/</i>	<i>quit</i>	<i>/w-e-s-t/</i>	<i>west</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

thick	<i>/th-i-ck/</i>	wished	<i>/w-i-sh-ed/</i>
path	<i>/p-a-th/</i>	yellow	<i>/y-e-ll-ow/</i>
zoom	<i>/z-oo-m/</i>	birds	<i>/b-ir-d-s/</i>

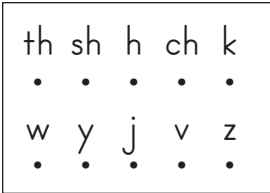
Read Letter Sounds



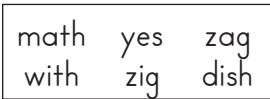
Animated Alphabet:
Review

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Partner Practice Booklet 3



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 29 in their Partner Practice Booklets, and read the sounds together and make up sentences. Remind students to write their initials in their partner’s books. Initial books as you see success. When finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 29 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to read the challenge words.

Quick Erase

Use the following word sequence:

bath...math...mat...met...jet...yet...vet...vat...chat

Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The queen is quite quiet.** Say the phrase with the students, bouncing the /q/ sound in each word.

Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the initial sound in each word softly and slowly three times.



Key Card



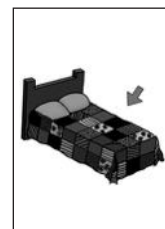
quarter



queen



question mark



quilt

Making the Sound—Ask students to say /q/. **When I say /q...q...q/, my mouth is making two sounds. I hear /k/ at the beginning. Then, I hear /w/ at the end. /q...q...q/. This is a two-part sound. /q...q...q/. Let’s bounce the sound together. /q...q...q/.**

Students’ Words—Use Think-Pair-Share to have students share words that begin with /q/.

Think-Pair-Share →



Animated Alphabet: /q/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “q,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.

Stretch and Read with the New Letter

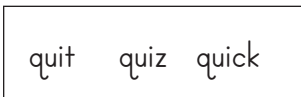
With the teacher—Use the Letter-Blending Cards to demonstrate with the new letter how to blend sounds together to read words. Remind students that the letter “q” always goes together with the letter “u” to make words (quit, quack, quilt). After students have read each word, write the word on a green card, and read it again with the class.



Letter-Blending Cards Deck 1



The Sound and the Furry: Sound It Out



Partner Practice Booklet 3

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**

With a partner—Have students turn to Lesson 29 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Monitor →

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left around the queen and way down her staff, /q...q...q/.**

Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter several times in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sounds for each of the letters. Have students write those letters in their Partner Writing Books.

/th/ as in thumb /l/ as in lock /m/ as in man

/e/ as in echo /t/ as in time

Have partners check each other’s work. When they are finished, write any letters that students need to review on the board.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue.

/o/ as in octopus /s/ as in sand /b/ as in band

q



Stretch and Count/Stretch and Spell

Have students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

With the new letter:

quit

quiz

quack

With familiar letters:

bath

yet

sing

Whole Group Response →

After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.



Key Card

Presenting /x/

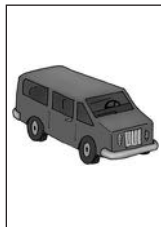
The Alphabet Chant

Have students recite and perform The Alphabet Chant.

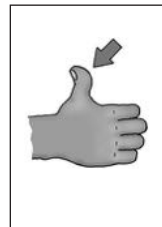
Hear Sounds

Show each Phonics Picture Card below, name the picture, and ask students to say the name after you. Then cue students to tell you the initial sound in each word.

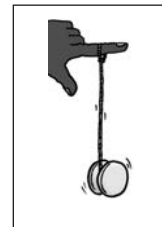
Whole Group Response →



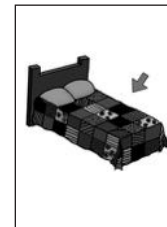
van



thumb



yo-yo



quilt

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to respond by saying each word.

/f-o-x/	<i>fox</i>	/f-l-i-ng/	<i>fling</i>
/s-i-x/	<i>six</i>	/s-t-i-ng/	<i>sting</i>
/m-i-x/	<i>mix</i>	/b-r-i-ng/	<i>bring</i>

Break-It-Down

Say each of the words below, and have students respond by saying them in Alphie Talk.

zag	/z-a-g/	rings	/r-i-ng-s/
fuzz	/f-u-zz/	songs	/s-o-ng-s/
thick	/th-i-ck/	bring	/b-r-i-ng/

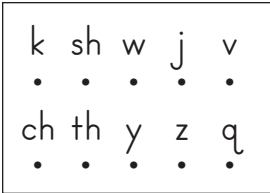
Read Letter Sounds

Video Option: Animated Alphabet: Review—Introduce and play the Animated Alphabet segment for the sound covered in the previous lesson. **Let's take another look at our Key Card in action. This will help us remember the sound.** After playing the segment, ask the students what sound the letter makes.

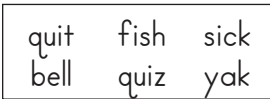
With the teacher—Show the Key Cards or Letter-Blending Cards and have the class make the sound for each letter presented thus far. Review the alliterative phrase and writing cue as needed.



Animated Alphabet:
Review



Partner Practice Booklet 3



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 30 in their Partner Practice Booklets, and read the sounds together. Remind students to write their initials in their partner’s books. Initial books as you see success. when finished, read the letters together as a class.

Stretch and Read

With the teacher—Choose three to five Green Words from previous lessons for students to Stretch and Read.

With a partner—Have students turn to Lesson 30 in their Partner Practice Booklets, and read the words together. Partnerships who successfully read the words fluently can make up sentences using the words. Then they can move on to the challenge words in the following box.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together (or randomly select a partnership to read them). Ask a partnership to share a sentence they have made up. Ask another partnership to read the challenge words.

Quick Erase

Use the following word sequence:

chin...shin...thin...than...that...rat...ran...Jan

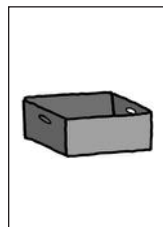
Hear the New Sound

Key Picture—Have Alphie introduce the Key Card and the alliterative phrase: **The excited fox exercises.** Say the phrase with the students, stretching the /x/ sound in each word.

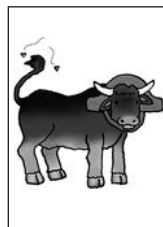
Pictures and Objects—Use My Turn, Your Turn to review the names of the pictures on the Phonics Picture Cards. Say the name and have students say it after you. Bounce the /x/ sound in each word three times. Remind students that the /x/ sound usually occurs at the end of words.



Key Card



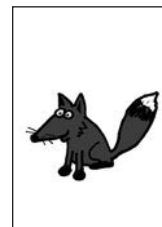
box



ox



six



fox

Making the Sound—Ask students to say /x/. **When I say /x...x...x/, I am really making two sounds. I can hear /k/ at the beginning and /s/ at the end. /x...x...x/. This is another two-part sound. /x...x...x/. Let’s all say the sound together. /x...x...x...x/.**

Students’ Words—Use Think-Pair-Share to have students share words that have the sound /x/.

Think-Pair-Share →



Animated Alphabet: /x/

Introduce the New Shape

Video Option: Animated Alphabet—Introduce and play the Animated Alphabet segment. **Let’s see our Key Card in action. This will help us remember how the shape and sound go together.** After playing the segment, ask the students what sound the letter makes.

Write the letter “x,” and show students how the letter looks like the picture. Build a strong connection between the picture and the letter.



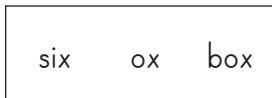
Stretch and Read Words

With the teacher—Use the Letter-Blending Cards to demonstrate how to blend sounds together to read words (fox, box, ax). After students have read each word, write the word on a green card, and read it again with the class.



The Sound and the Furry: Sound It Out

Video Option: *The Sound and the Furry*—Introduce and play the Sound It Out segments. **Let’s watch Alphie and his friends sound out a word. This will help us sound out words ourselves.**



Partner Practice Booklet 3

With a partner—Have students turn to Lesson 31 in their Partner Practice Booklets, and have them read the words in the bottom box together. Then students can make up sentences using the words.

Move around the class to observe, provide positive feedback, and assist as needed. Initial partner books when **both** partners can read the words successfully. When finished, have the class read the words together and ask a partnership to share a sentence they have made up.

Monitor →

Write Letters

New—Trace your finger over the picture as you recite the writing cue three times: **Left hand to right toe, right hand to left toe, /x...x...x/.**



Have students write the letter in the air while they recite the cue.

Have students write the letter on a partner’s hand, arm, or back.

Have students write the letter several times in their Partner Writing Books and check each other’s work.

Familiar—Choose five previously learned letters, based on student need, or use the list below. Say the sound for each letter. Have students write those letters in their Partner Writing Books.

/ng/ as at the end of ring /q/ as in queen /n/ as in net
/p/ as in pipe /t/ as in tongue

Have partners check each other’s work. When they are finished, write any letters that students need to review on the board, going over the Key Cards and writing cues.

Review the letter cues for three letters of your choice or use the list below. Have students write each letter several times using the letter cue. Have students write each letter several times using the letter cue.

/y/ as in yell

/w/ as in win

/i/ as in it



Stretch and Count/Stretch and Spell

Have students use Stretch and Count, then Stretch and Spell, to sound out and write the following words.

With the new letter:

fox

ax

six

With familiar letters:

ring

sing

quiz

Whole Group Response →

After partners have checked each other's work, have the whole class dictate how to spell the words as you write them on the board.

Monitor →

Collect Partner Writing Books weekly to monitor progress.

Assessment 3

This assessment should be administered to the entire class after they have finished lessons 21–30 of FastTrack Phonics for Roots, Volume 1. If you feel that your class would benefit from additional practice before taking this assessment, you may use the optional review lessons at the back of the manual. Use the review lessons featuring sounds that your class needs to practice. Then, give the assessment to the class.

Assessment 3 checks student progress in four skill areas:

- Reading Sounds
- Stretch and Read
- Writing Sounds
- Stretch and Spell

The first two parts of the assessment will have to be administered to each student individually. You will need to call individual students to your desk or to a separate work area away from the rest of the class. The last two parts of the assessment can be administered to the whole class at one time. Make sure that the students are comfortably seated at desks or tables. Be sure that students understand that they need to work on their own.

Part 1

Reading Sounds

If a student is still missing some letter sounds from previous assessments, use the Review Letter List on page 144 to assess those sounds. Otherwise, use the Letter List on page 143.

Point to each letter or letter group on the list, and ask the student to tell you the sound that the letter makes. If the student gives you the letter name, say: **That's right. That's the name of the letter. Now, what sound do you make when you see that letter?** The student may also give you another sound that the letter makes, such as the long vowel sound instead of the short one. In this case, say: **Yes, that's one sound that this letter makes. Can you think of another sound that it makes?**

*Mark **incorrect** responses with a slash mark under the corresponding letter on the Class Assessment Form. Use the top row (marked "R" for reading) to record responses. Write the total number of correct responses in the Total column.*

Part 2

Stretch and Read

(Use Stretch and Read List: Assessment 3 on page 145 for this part of the assessment.)

Say: **Now you're going to read some words.** Ask the student to read the words from the list. You may remind students that they can make each sound (like Alphie) and then say the word.

Record the number of correct responses in the box marked "Stretch and Read" on the Class Assessment Form.

Part 3

Writing Sounds

Seat students at desks or tables. Make sure that they know this is a time to work separately. Give a piece of writing paper to each student. The paper should be folded down the middle. Students will number from 1 to 5 on one side of the paper and 6 to 10 on the other side. Or, you may want to prepare numbered pages yourself ahead of time. Say: **I am going to make a sound. Listen carefully to the sound. Then, write the letter that makes that sound. /zzzz/ Write the letter for that sound at the top of your paper now.** Quickly check around the room to see that students are following directions. Then, continue to make the sounds for the other letters students have studied in the last 10 lessons (“sh,” “z,” “w,” “ch,” “j,” “v,” “y,” “th,” “q,” “x”). If necessary, ask students to write sounds that the group did not master in previous assessments.

Part 4

Stretch and Spell

(Use Stretch and Spell List: Assessment 3 on page 146 for this part of the assessment.)

Say: **Now turn your paper over so we can write some words. I'll say a word and then use it in a sentence. You should repeat the word, then say it like Alphie so you can hear all of the sounds. Then, write the word.**

Collect the papers and circle or mark incorrect responses for Part 3. Then, record this information on the Class Assessment Form by placing a slash mark under the letters the student did NOT write correctly. Use the bottom row (marked “W” for writing) to record responses. Write the total number of correct responses in the Total column.

Record the total number of correct responses for Part 4 in the box marked “Stretch and Spell.”

Using the assessment information

As you assessed your students, you recorded the information for letters that they can “read” and write. Review their scores in the assessment form, keeping in mind that mastery is eight out of ten correct responses for this assessment.

Use the column marked “Stretch and Read” to record how many words, out of ten, the student read correctly.

Use the column marked “Stretch and Spell” to record how many words, out of ten, the student spelled correctly.

When your assessment is complete, use the information to determine what to review as a class or whether individual students need to work on skills that they have not mastered.

Letter List: Assessment 3

sh

•

z

•

w

•

ch

•

j

•

v

•

y

•

th

•

q

•

x

•

Review Letter List: Assessment 3

m
•

a
•

s
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d
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t
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i
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n
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p
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g
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o
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c
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k
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u
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r
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l
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h
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ng
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ck
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Stretch and Read List: Assessment 3

vet

jam

wet

quit

sock

yes

bath

king

ax

chop

Stretch and Spell List: Assessment 3

fast

zap

lid

hit

fish

jug

shop

fox

vest

grin

FastTrack Phonics for Roots

Optional Review Lessons



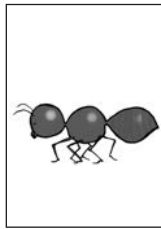
Review of /m/ /a/ /s/ /d/ /t/

Alphabet Wall Frieze Review

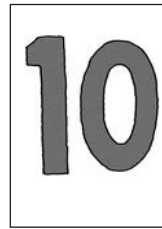
Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from Lessons 1, 2, 3, 4, and 5. Mix the cards before presenting.



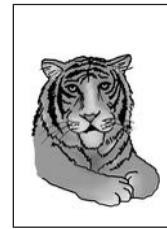
ant



ten



ax



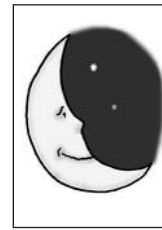
tiger



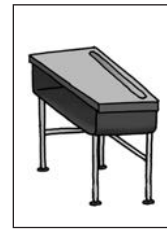
match



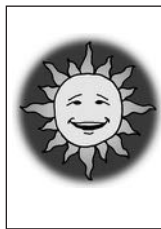
door



moon



desk



sun



sock

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/a-t/	at	/m-a-t/	mat
/a-m/	am	/m-a-d/	mad
/a-dd/	add	/S-a-m/	Sam

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

at	/a-t/	sat	/s-a-t/
am	/a-m/	mad	/m-a-d/
Tad	/T-a-d/		

Review the Shape

Show students the Key Card for “m.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /m—→m/.** Flip the card over so students can only see the letter. Ask: **What do you say when you see this letter? That’s right. /m—→m/.** Repeat for the letters “a,” “s,” “d,” and “t.”

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 1, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

a	d	s
•	•	•
t	m	a
•	•	•
d	s	t
•	•	•

Optional Review Worksheet
Lesson 1—page 187

Students’ Words

Use Think-Pair-Share to have students share words that begin with /m/. After students have answered, continue with the sounds /a/, /s/, /d/, and /t/.

Write Letters

Review the letter cue for /m/. Have students write the letter in the air, then on a partner’s arm, hand, back, or leg. Have students write the letter several times on the back of their Optional Review Worksheets.

Repeat for “a,” “s,” “d,” and “t.” Have partners check each other’s work.



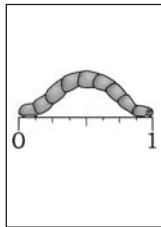
Review of /i/ /p/

Alphabet Wall Frieze Review

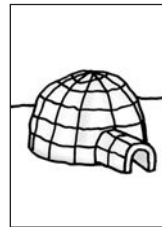
Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

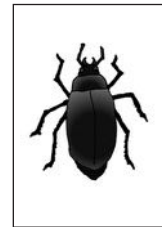
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from Lessons 6 and 8. Mix the cards before presenting.



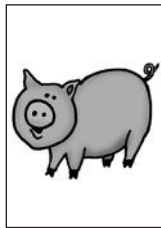
inch



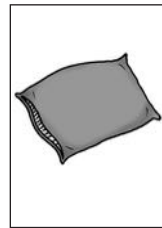
igloo



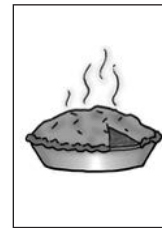
insect



pig



pillow



pie

Say-It-Fast

Have Alphonie say each of the words below in Alphonie Talk. Cue students to say each word fast.

/T-i-m/	<i>Tim</i>	/t-a-p/	<i>tap</i>
/m-i-ss/	<i>miss</i>	/m-a-p/	<i>map</i>
/s-i-t/	<i>sit</i>	/P-a-m/	<i>Pam</i>

Break-It-Down

Say each of the words below, and have students say them like Alphonie does.

it	<i>/i-t/</i>	path	<i>/p-a-th/</i>
is	<i>/i-s/</i>	tip	<i>/t-i-p/</i>
top	<i>/t-o-p/</i>	nap	<i>/n-a-p/</i>

Review the Shape

Show students the Key Card for “i.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /i—→i/.** Flip the card over so students can only see the letter. Ask: **What do you say when you see this letter? That’s right. /i—→i/.** Repeat for the letter “p,” bouncing the /p/ sound quietly three times.

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 2, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

m	i	s
•	•	•
p	a	i
•	•	•
i	t	p
•	•	•

Optional Review Worksheet
Lesson 2—page 189

Students’ Words

Use Think-Pair-Share to have students share words that begin with /i/. After students have answered, continue with the sound /p/.

Write Letters

Review the letter cue for /i/. Have students write the letter in the air, then on a partner’s arm, hand, back, or leg. Have students write the letter several times on the back of their Optional Review Worksheets.

Repeat for “p.” Have partners check each other’s work.



Review of /n/ /g/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

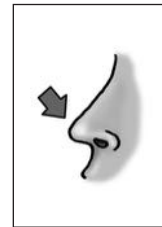
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from Lessons 7 and 9. Mix the cards before presenting.



nails



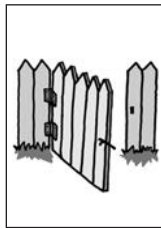
nine



nose



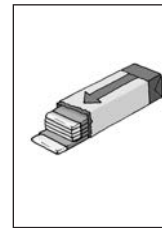
nurse



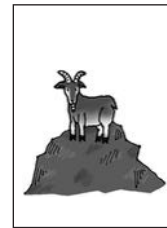
gate



girls



gum



goat

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/n-a-p/	<i>nap</i>	/g-a-s/	<i>gas</i>
/t-a-n/	<i>tan</i>	/d-i-g/	<i>dig</i>
/t-i-n/	<i>tin</i>	/p-i-g/	<i>pig</i>

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

dig	<i>/d-i-g/</i>	man	<i>/m-a-n/</i>
tag	<i>/t-a-g/</i>	nap	<i>/n-a-p/</i>
bag	<i>/b-a-g/</i>	pin	<i>/p-i-n/</i>

Review the Shape

Show students the Key Card for “n.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /n—>n/.** Flip the card over so students can only see the letter. Ask: **What do you say when you see this letter? That’s right.** Ask: **What sound do you hear in those words? That’s right. /n—>n/.** Repeat for “g,” bouncing the /g/ sound quietly three times.

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 3, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

n	s	g
•	•	•
t	g	i
•	•	•
g	p	n
•	•	•
n	g	a
•	•	•

Optional Review Worksheet
Lesson 3—page 191

Students’ Words

Use Think-Pair-Share to have students share words that begin with /n/. After students have answered, continue with the sound “g.”

Write Letters

Review the letter cue for /n/. Have students write the letter in the air, then on a partner’s arm, hand, back, or leg. Have students write the letter several times on the back of their Optional Review Worksheets.

Repeat for “g.” Have partners check each other’s work.



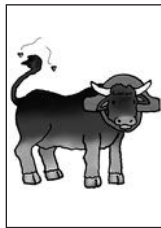
Review of /o/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from Lesson 10. Mix the cards before presenting.



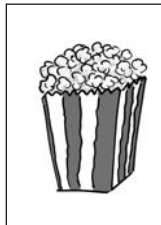
ox



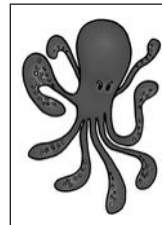
sock



doll



popcorn



octopus

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/D-o-n/	<i>Don</i>	/t-o-p/	<i>top</i>
/m-o-m/	<i>mom</i>	/p-o-t/	<i>pot</i>
/m-o-p/	<i>mop</i>	/p-o-p/	<i>pop</i>

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

dot	<i>/d-o-t/</i>	Tom	<i>/T-o-m/</i>
got	<i>/g-o-t/</i>	rod	<i>/r-o-d/</i>
jog	<i>/j-o-g/</i>	log	<i>/l-o-g/</i>

Review the Shape

Show students the Key Card for “o.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /o—>o/.** Flip the card over so students can only see the letter. Ask: **What do you say when you see this letter? That’s right.** Ask: **What sound do you hear in those words? That’s right. /o—>o/.**

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 4, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

o	t	o
•	•	•
n	o	p
•	•	•
o	i	s
•	•	•
d	o	m
•	•	•

Optional Review Worksheet
Lesson 4—page 193

Students’ Words

Use Think-Pair-Share to have students share words that have the /o/ sound.

Write Letters

Review the letter cue for /o/. Have students write the letter in the air, then on a partner’s arm, hand, back, or leg. Have students write the letter several times on the back of their Optional Review Worksheets. Have partners check each other’s work.



Review of /c/ /k/ /ck/

Alphabet Wall Frieze Review

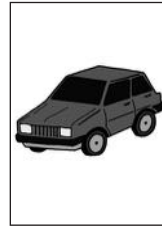
Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

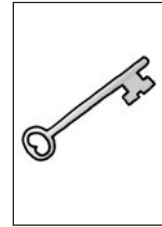
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from Lessons 11 and 12. Mix the cards before presenting.



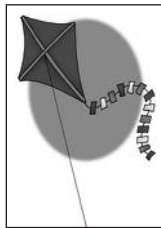
cake



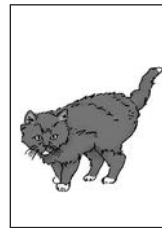
car



key



kite



kitten



sock

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/K-i-m/	<i>Kim</i>	/s-i-ck/	<i>sick</i>
/k-i-t/	<i>kit</i>	/c-a-p/	<i>cap</i>
/s-a-ck/	<i>sack</i>	/p-a-ck/	<i>pack</i>

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

came	<i>/c-a-me/</i>	cot	<i>/c-o-t/</i>
cave	<i>/c-a-ve/</i>	can	<i>/c-a-n/</i>
sock	<i>/s-o-ck/</i>	cat	<i>/c-a-t/</i>

Review the Shape

Show students the Key Card for “c.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /c/.** Flip the card over so students can only see the letter. Ask: **What do you say when you see this letter? That’s right. /c/.**

Repeat for the letter “k,” bouncing the /k/ sound quietly three times.

Take the “ck” card from the Letter-Blending Cards, and place it in the pocket chart. **We know that sometimes these letters go together to make one sound. What do these letters say when they’re together? That’s right. /ck/.**

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 5, and have students read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

Have partners each read the words at the bottom of the Optional Review Worksheet until they can read them smoothly. Then have the class read them together.

Students’ Words

Use Think-Pair-Share to have students share words that begin or end with /c/, /k/, or /ck/.

Write Letters

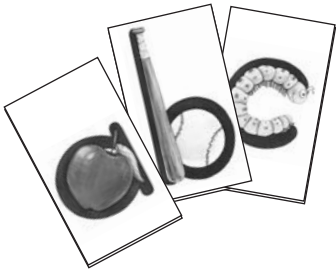
Review the letter cue for /c/. Have students write the letter in the air, then on a partner’s arm, hand, back, or leg. Have students write the letter several times on the back of their Optional Review Worksheets, and have partners check each other’s work.

Repeat for “k.”

Say: **Now let’s write /ck/ using two letters that we know.** Students will write “ck” in the air, with a partner, and on their paper.

i	k	p
•	•	•
c	n	k
•	•	•
o	k	c
•	•	•
c	g	ck
•	•	•
Nick	kit	cap
cat	sock	lock

Optional Review Worksheet
Lesson 5—page 195



Review of /u/ /r/

Alphabet Wall Frieze Review

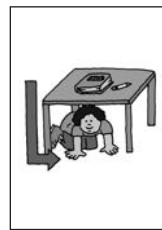
Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

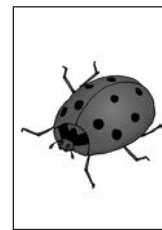
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial or medial sound in each word. Select the following cards. Mix the cards before presenting.



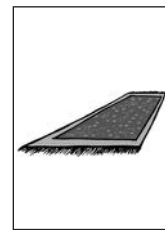
umbrella



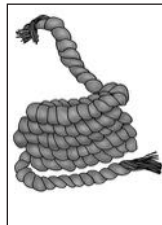
under



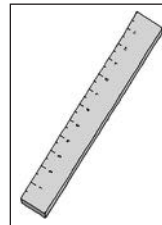
bug



rug



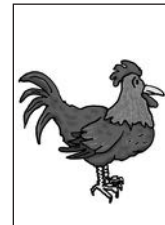
rope



ruler



rake



rooster

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

<i>/r-e-d/</i>	<i>red</i>	<i>/r-o-ck/</i>	<i>rock</i>
<i>/r-a-t/</i>	<i>rat</i>	<i>/t-u-g/</i>	<i>tug</i>
<i>/t-u-ck/</i>	<i>tuck</i>	<i>/r-u-g/</i>	<i>rug</i>

Break-It-Down

Say each of the words below, and have students say them like Alphonie does.

up	<i>/u-p/</i>	luck	<i>/l-u-ck/</i>
us	<i>/u-s/</i>	fun	<i>/f-u-n/</i>
run	<i>/r-u-n/</i>	nut	<i>/n-u-t/</i>

Review the Shape

Show students the Key Card for “u.” Discuss the picture with the students and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /u—>u/.** Flip the card over so students only see the letter. Ask: **What do you say when you see this letter? That’s right. /u—>u/.**

Repeat for “r.”

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 6, and have them select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

r	u	m
•	•	•
u	c	r
•	•	•
k	r	i
•	•	•
u	r	u
•	•	•
run	nut	bug
rug	gum	mud

Optional Review Worksheet
Lesson 6—page 197

Stretch and Read

Have partners each read the words at the bottom of the Optional Review Worksheet until they can read them smoothly. Then have the class read them together.

Students’ Words

Use Think-Pair-Share to have students share words that have the sound /u/. After students have answered, continue with the sound /r/.

Write Letters

Review the letter cue for /u/. Have students write the letter in the air, then on a partner’s arm, hand, back, or leg. Have students write the letter several times on the back of their Optional Review Worksheets, and have partners check each other’s work.

Repeat for “r.”



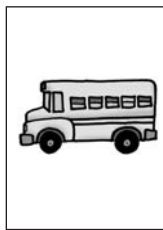
Review of /b/ /f/ /e/

Alphabet Wall Frieze Review

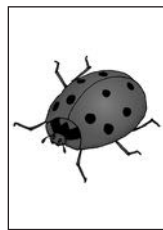
Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

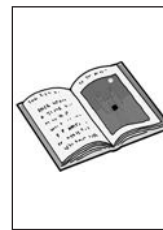
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards. Mix the cards before presenting.



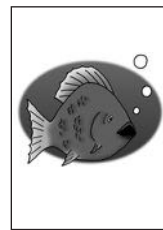
bus



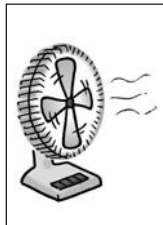
bug



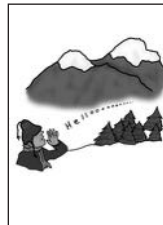
book



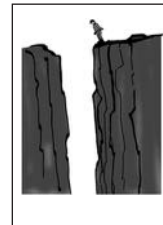
fish



fan



echo



edge



eggs

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/b-a-d/	<i>bad</i>	/f-u-n/	<i>fun</i>
/b-a-ck/	<i>back</i>	/p-u-t/	<i>put</i>
/b-u-s/	<i>bus</i>	/f-e-d/	<i>fed</i>

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

off	<i>/o-ff/</i>	bug	<i>/b-u-g/</i>
egg	<i>/e-gg/</i>	big	<i>/b-i-g/</i>
bee	<i>/b-ee/</i>	fit	<i>/f-i-t/</i>

Review the Shape

Show students the Key Card for “b.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /b...b...b/.** Flip the card over so students can only see the letter. Ask: **What do you say when you see this letter? That’s right. /b/.**

Repeat for “f” and “e.”

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 7, and have them select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

s	e	b
•	•	•
b	f	e
•	•	•
r	f	a
•	•	•
b	e	e
•	•	•
bet	fed	bed
fan	beg	egg

Optional Review Worksheet
Lesson 7—page 199

Stretch and Read

Have partners each read the words at the bottom of the Optional Review Worksheet until they can read them smoothly. Then have the class read them together.

Students’ Words

Use Think-Pair-Share to have students share words that have the sound /u/. After students have answered, continue with the sounds /f/ and /e/.

Write Letters

Review the letter cue for /b/. Have students write the letter in the air, then on a partner’s arm, hand, back, or leg. Have students write the letter several times on the back of their Optional Review Worksheets, and have partners check each other’s work.

Repeat for “r.”

Stretch and Count

Have students Stretch and Count the following words, then use their “magic pencils” to write them.

bug

fed

bag

fun



Review of /l/ /h/

Alphabet Wall Frieze Review

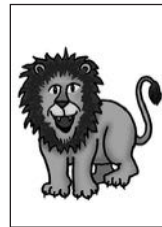
Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

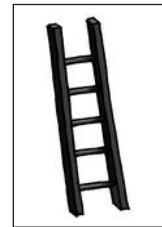
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from lessons 18 and 19. Mix the cards before presenting.



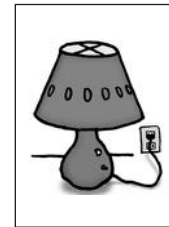
leaf



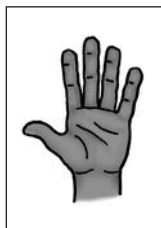
lion



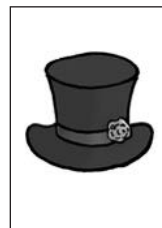
ladder



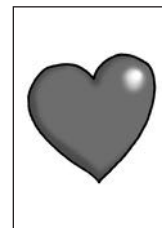
lamp



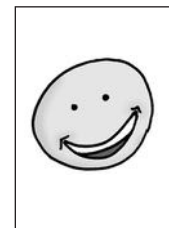
hand



hat



heart



happy

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/h-ea-d/	<i>head</i>	/l-ea-f/	<i>leaf</i>
/h-a-d/	<i>had</i>	/l-a-ke/	<i>lake</i>
/l-e-t/	<i>let</i>	/h-a-m/	<i>ham</i>

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

log	<i>/l-o-g/</i>	hit	<i>/h-i-t/</i>
lap	<i>/l-a-p/</i>	hill	<i>/h-i-ll/</i>
hat	<i>/h-a-t/</i>	leap	<i>/l-ea-p/</i>

Review the Shape

Show students the Key Card for “l.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /l—>l/.** Flip the card over so students can only see the letter. Ask: **What do you say when you see this letter? That’s right. /l—>l/.**

Repeat for “h.”

h	l	f
•	•	•
l	h	l
•	•	•
t	h	d
•	•	•
h	p	l
•	•	•
hen	leg	hat
lock	hid	luck

Optional Review Worksheet
Lesson 8—page 201

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 8, and have them select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

Have partners each read the words at the bottom of the Optional Review Worksheet until they can read them smoothly. Then have the class read them together.

Students’ Words

Use Think-Pair-Share to have students share words that have the sound /l/. After students have answered, continue with the sound /h/.

Write Letters

Review the letter cue for /h/. Have students write the letter in the air, then on a partner’s arm, hand, back, or leg. Have students write the letter several times on the back of their Optional Review Worksheets, and have partners check each other’s work.

Repeat for “r.”

Stretch and Count

Have students Stretch and Count the following words, then use their “magic pencils” to write them.

hat

leg

hug

lip



Review of /ng/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

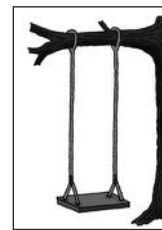
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from lesson 20. Mix the cards before presenting.



ring



king



swing

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/d-i-ng/	<i>ding</i>	/s-o-ng/	<i>song</i>
/d-o-ng/	<i>dong</i>	/k-i-ng/	<i>king</i>
/r-u-ng/	<i>rung</i>	/r-i-ng/	<i>ring</i>

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

sing	<i>/s-i-ng/</i>	rang	<i>/r-a-ng/</i>
song	<i>/s-o-ng/</i>	bang	<i>/b-a-ng/</i>
thing	<i>/th-i-ng/</i>	sang	<i>/s-a-ng/</i>

Review the Shape

Show students the Key Card for “ng.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /ng/.** Flip the card over so students can only see the letters. Ask: **What do you say when you see these letters? That’s right. /ng/.**

n	ng	i
.	.	.
ng	t	h
.	.	.
l	ng	g
.	.	.
e	r	ng
.	.	.
sang	ring	rang
king	song	long

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 9, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

Have partners each read the words at the bottom of the Optional Review Worksheet until they can read them smoothly. Then have the class read them together.

Students' Words

Use Think-Pair-Share to have students share words that have the /ng/ sound.

Think-Pair-Share →

Write Letters

Review the letter cue for /ng/. Have students write /ng/ in the air, then on a partner's arm, hand, back, or leg. Have students write the letter several times on the back of their Optional Review Worksheets, and have partners check each other's work.

Stretch and Count/Stretch and Spell

Have students Stretch and Count, then Stretch and Spell, the following words:

king

sting

rang

songs



Review of /sh/

Alphabet Wall Frieze Review

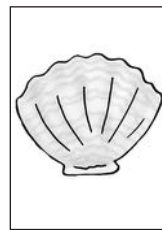
Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

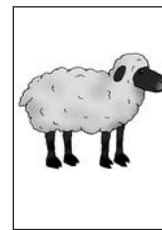
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from lesson 21. Mix the cards before presenting.



shirt



shell



sheep



shoe

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/sh-oe/	shoe	/sh-a-ke/	shake
/p-u-sh/	push	/f-i-sh/	fish
/sh-e/	she	/sh-i-p/	ship

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

she	/sh-e/	leash	/l-ea-sh/
push	/p-u-sh/	shoes	/sh-oe-s/
shoe	/sh-oe/	shine	/sh-i-nee/

Review the Shape

Show students the Key Card for “sh.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /sh/. Flip the card over so students can only see the letters. Ask: What do you say when you see these letters? That’s right. /sh/.**

i	p	sh
•	•	•
sh	u	sh
•	•	•
ng	sh	l
•	•	•
sh	a	ng
•	•	•
ship	shot	fish
dish	shell	rush

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 10, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

Have partners each read the words at the bottom of the Optional Review Worksheet until they can read them smoothly. Then have the class read them together.

Students' Words

Think-Pair-Share →

Use Think-Pair-Share to have students share words that begin or end with /sh/.

Write Letters

Have students write “sh” in the air, then on a partner’s arm, hand, back, or leg. Have students write the letters several times on the back of their Optional Review Worksheets, and have partners check each other’s work.

Stretch and Count/Stretch and Spell

Have students Stretch and Count, then Stretch and Spell, the following words:

ship **fish** **rush** **shop**

Ask partners to check each other’s work. Then have the class tell you how to spell the words so that you can write them on the board.



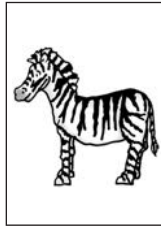
Review of /z/ /w/ /j/

Alphabet Wall Frieze Review

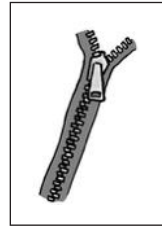
Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

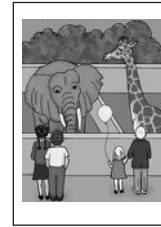
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from lessons 22, 23 and 25. Mix the cards before presenting.



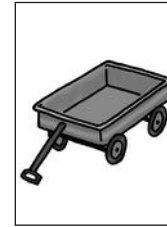
zebra



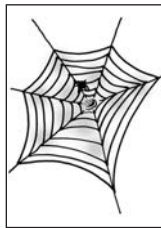
zipper



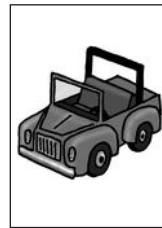
zoo



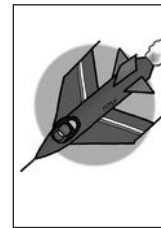
wagon



web



jeep



jet



jug

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/z-i-p/	<i>zip</i>	/z-oo-m/	<i>zoom</i>
/w-e-t/	<i>wet</i>	/w-i-n/	<i>win</i>
/j-e-t/	<i>jet</i>	/j-o-g/	<i>jog</i>

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

zip	<i>/z-i-p/</i>	jump	<i>/j-u-m-p/</i>
well	<i>/w-e-ll/</i>	wet	<i>/w-e-t/</i>
Jack	<i>/J-a-ck/</i>	zag	<i>/z-a-g/</i>

Review the Shape

Show students the Key Card for “z.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /z—>z/.** Flip the card over so students can only see the letter. Ask: **What do you say when you see this letter? That’s right. /z—>z/.**

Repeat for “w” and “j.”

w •	z •	j •
z •	ng •	z •
sh •	w •	j •
j •	r •	w •
wet	jam	zip
zap	wing	jog

Optional Review Worksheet
Lesson 11—page 207

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 11, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

Have partners each read the words at the bottom of the Optional Review Worksheet until they can read them smoothly. Then have the class read them together.

Students’ Words

Use Think-Pair-Share to have students share words that begin or end with /z/. After students have answered, continue with the sounds /w/ and /j/.

Write Letters

Review the letter cue for /z/. Have students write “z” in the air, then on a partner’s arm, hand, back, or leg. Have students write the letters several times on the back of their Optional Review Worksheets, and have partners check each other’s work.

Repeat for /w/ and /j/.

Stretch and Count/Stretch and Spell

Have students Stretch and Count, then Stretch and Spell, the following words:

zip jam wet jog

Ask partners to check each other’s work. Then have the class tell you how to spell the words so that you can write them on the board.



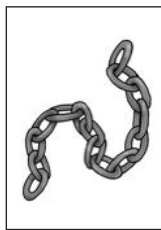
Review of /ch/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from lesson 24. Mix the cards before presenting.



chain



chair



cherry

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/ch-i-n/	<i>chin</i>	/m-u-ch/	<i>much</i>
/ch-o-p/	<i>chop</i>	/ch-ea-p/	<i>cheap</i>
/ch-e-ck/	<i>check</i>	/r-i-ch/	<i>rich</i>

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

chip	/ch-i-p/	chin	/ch-i-n/
rich	/r-i-ch/	chat	/ch-a-t/
pitch	/p-i-tch/	child	/ch-i-l-d/

Review the Shape

Show students the Key Card for /ch/. Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That is right. /ch/.** Flip the card over so students can only see the letters. Ask: **What do you say when you see these letters? That's right. /ch/.**

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 12, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

a	ch	ng
•	•	•
ch	z	ch
•	•	•
b	ch	sh
•	•	•
ch	w	m
•	•	•
chip	chug	rich
chop	chin	much

Stretch and Read

Have partners each read the words at the bottom of the Optional Review Worksheet until they can read them smoothly. Then have the class read them together.

Students' Words

Use Think-Pair-Share to have students share words that begin or end with /ch/.

Think-Pair-Share →

Write Letters

Have students write “ch” in the air, then on a partner’s arm, hand, back, or leg. Have students write the letters several times on the back of their Optional Review Worksheets, and have partners check each other’s work.

Stretch and Count/Stretch and Spell

Have students Stretch and Count, then Stretch and Spell, the following words:

chop **rich** **chin** **much**

Ask partners to check each other’s work. Then have the class tell you how to spell the words so that you can write them on the board.



Review of /th/

Alphabet Wall Frieze Review

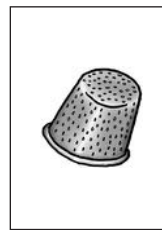
Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

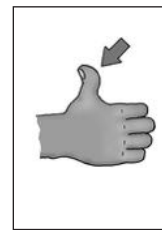
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from lesson 24. Mix the cards before presenting.



thermometer



thimble



thumb

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/th-i-s/	<i>this</i>	/p-a-th/	<i>path</i>
/th-a-t/	<i>that</i>	/b-a-th/	<i>bath</i>
/th-e-n/	<i>then</i>	/m-a-th/	<i>math</i>

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

then	<i>/th-e-n/</i>	thick	<i>/th-i-ck/</i>
than	<i>/th-a-n/</i>	thumb	<i>/th-u-mb/</i>
that	<i>/th-a-t/</i>	with	<i>/w-i-th/</i>

Review the Shape

Show students the Key Card for “th.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /th/.** Flip the card over so students can only see the letters. Ask: **What do you say when you see these letters? That’s right. /th/.**

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 13, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

ck	th	g
•	•	•
th	h	k
•	•	•
i	th	e
•	•	•
n	p	th
•	•	•
this	that	path
math	thing	bath

Stretch and Read

Have partners each read the words at the bottom of the Optional Review Worksheet until they can read them smoothly. Then have the class read them together.

Students' Words

Think-Pair-Share →

Use Think-Pair-Share to have students share words that begin or end with /th/.

Write Letters

Have students write “th” in the air, then on a partner’s arm, hand, back, or leg. Have students write the letters several times on the back of their Optional Review Worksheets, and have partners check each other’s work.

Stretch and Count/Stretch and Spell

Have students Stretch and Count, then Stretch and Spell, the following words:

with math bat then

Ask partners to check each other’s work. Then have the class tell you how to spell the words so that you can write them on the board.



Review of /q/

Alphabet Wall Frieze Review

Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

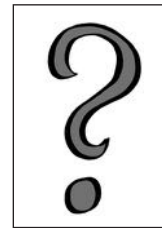
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from lesson 24. Mix the cards before presenting.



quarter



queen



question mark



quilt

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

<i>/qu-ee-n/</i>	<i>queen</i>	<i>/qu-i-ck/</i>	<i>quick</i>
<i>/qu-i-t/</i>	<i>quit</i>	<i>/qu-i-e-t/</i>	<i>quiet</i>
<i>/qu-a-ck/</i>	<i>quack</i>	<i>/qu-a-ke/</i>	<i>quake</i>

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

quack	<i>/qu-a-ck/</i>	quick	<i>/qu-i-ck/</i>
quit	<i>/qu-i-t/</i>	queen	<i>/qu-ee-n/</i>
quiz	<i>/qu-i-z/</i>	quiet	<i>/qu-i-e-t/</i>

Review the Shape

Show students the Key Card for “q.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /q/. Flip the card over so students can only see the letter. Ask: What do you say when you see this letter? That’s right. /q/.**

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 14, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

i	qu	o
•	•	•
qu	e	t
•	•	•
u	qu	m
•	•	•
qu	a	qu
•	•	•
quit	quiz	quick
quip	quack	quit

Stretch and Read

Have partners each read the words at the bottom of the Optional Review Worksheet until they can read them smoothly. Then have the class read them together.

Students' Words

Think-Pair-Share →

Use Think-Pair-Share to have students share words that begin with /q/.

Write Letters

Review the letter cue for /q/. Have students write the letter in the air, then on a partner's arm, hand, back, or leg. Have students write the letters several times on the back of their Optional Review Worksheets, and have partners check each other's work.

Stretch and Count/Stretch and Spell

Have students Stretch and Count, then Stretch and Spell, the following words:

quit **quiz** **quack**

Ask partners to check each other's work. Then have the class tell you how to spell the words so that you can write them on the board.



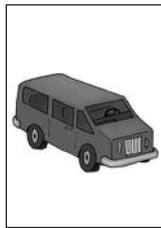
Review of /v/ /x/ /y/

Alphabet Wall Frieze Review

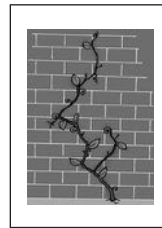
Point to each Key Card in the wall frieze, and ask students to name each picture.

Hear Sounds

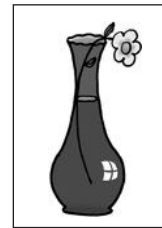
Show each Phonics Picture Card below. Name each picture and ask students to say the name after you. Then cue students to tell you the initial sound in each word. Select the following cards from lesson 24. Mix the cards before presenting.



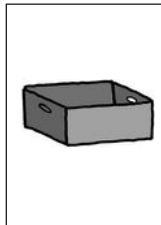
van



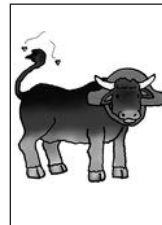
vine



vase



box



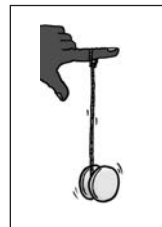
ox



six



yard



yo-yo



yell

Say-It-Fast

Have Alphie say each of the words below in Alphie Talk. Cue students to say each word fast.

/f-o-x/

fox

/y-e-s/

yes

/f-i-x/

fix

/y-e-t/

yet

/b-o-x/

box

/v-a-n/

van

Break-It-Down

Say each of the words below, and have students say them like Alphie does.

vet	/v-e-t/	yes	/y-e-s/
dove	/d-o-ve/	yell	/y-e-ll/
vine	/v-i-ne/	six	/s-i-x/

Review the Shape

Show students the Key Card for “v.” Discuss the picture with the students, and recite the alliterative phrase. Ask: **What sound do you hear in those words? That’s right. /v→v/. Flip the card over so students can only see the letter. Ask: What do you say when you see this letter? That’s right. /v→v/.**

Repeat for “x” and “y.”

Read Letter Sounds

Give students the Optional Review Worksheet for Lesson 15, and select partnerships to read the sounds with their partners. Then select partnerships to read the letters together for the class.

Stretch and Read

Have partners each read the words at the bottom of the Optional Review Worksheet until they can read them smoothly. Then have the class read them together.

Students’ Words

Use Think-Pair-Share to have students share words that begin with /v/. After students have answered, continue with the sounds /x/ and /y/.

Write Letters

Review the letter cue for /v/. Have students write the letter in the air, then on a partner’s arm, hand, back, or leg. Have students write the letters several times on the back of their Optional Review Worksheets, and have partners check each other’s work.

Repeat for “x” and “y.”

Stretch and Count/Stretch and Spell

Have students Stretch and Count, then Stretch and Spell, the following words:

fox **van** **yes** **six**

Ask partners to check each other’s work. Then have the class tell you how to spell the words so that you can write them on the board.

v	x	y
•	•	•
x	b	x
•	•	•
v	y	qu
•	•	•
y	e	v
•	•	•
van	fox	yell
yes	vet	six

Optional Review Worksheet
Lesson 15—page 215

FastTrack Phonics for Roots

Appendix

Appendix 1

Phonics Picture Card List

Lesson			Lesson		
1	/m/	mermaid, moon, mop, mitt	17	/e/	boat, feet, rake, under eggs, edge, echo
2	/a/	match, mitt, moon, mop ant, apple, ax	18	/l/	eggs, run, five, book ladder, lamp, leaf, lion
3	/s/	mermaid, moon, ant, apple seven, sun, suit, sock	19	/h/	log, bike, edge, fish hand, hat, heart, happy
4	/d/	six, mother, ant, sock desk, duck, door, doll	20	/ng/	five, echo, hat, lion ring, king, swing
5	/t/	door, soap, mittens, apple tiger, teeth, ten, tie	21	/sh/	hose, octopus, fan, leaf shirt, shell, sheep, shoe
6	/i/	ax, suit, duck, tire insect, inch, igloo	22	/z/	shirt, log, heart, eggs zebra, zipper, zoo, zig-zag
7	/n/	seven, desk, tent, inch nurse, nose, nails, nine	23	/w/	umbrella, zebra, sheep, happy wagon, windmill, watch, web
8	/p/	nuts, ten, door, insect pillow, pie, pickle, pig	24	/ch/	watch, zig-zag, shoe, hen chain, chair, cherry
9	/g/	pig, igloo, tiger, nose goat, gum, gate, girls	25	/j/	cherry, web, zebra, shell Jack-in-the-box, jeep, jet, jug
10	/o/	insect, nails, popcorn, goat octopus, ox	26	/v/	jet, wagon, zipper, cherry van, vine, vase, vegetables
11	/c/	ox, pig, goose, nurse car, cake, camel, cane	27	/y/	vine, chain, Jack-in-the-box, whale yard, yo-yo, yawn, yell
12	/k/	gate, octopus, popcorn, coat key, kite, kitten, kitchen	28	/th/	chair, valentine, yarn, jug thimble, thermometer, thumb
13	/u/	octopus, kite, sock, cane umbrella, under, up	29	/q/	thimble, vegetables, yawn, jeep quarter, queen, question mark, quilt
14	/r/	umbrella, gate, cookies, kitten rooster, rug, rope, rake	30	/x/	van, thumb, yo-yo, quilt box, ox, six, fox
15	/b/	cap, kitchen, umbrella, ruler bus, bug, book, balloon			
16	/f/	bed, rope, up, key fire, fish, fan, five			

Appendix 2

Alliterative Phrases

	Lesson
Aa	Alphie asks for apples. 2
Bb	The boy bats balls. 15
Cc	The curly caterpillar crawls. 11
Dd	Don't disturb the dinosaur. 4
Ee	Every elephant enters. 17
Ff	The floppy flower falls. 16
Gg	The growing girl giggles. 9
Hh	The happy horse hops. 19
Ii	Imagine itchy insects. 6
Jj	Jane jumps for joy. 25
Kk	The kangaroo keeps kicking. 12
Ll	The long leg leaps. 18
Mm	The man marches on mountains. 1
Nn	Ned is near the net. 7
Oo	The octopus observes olives. 10
Pp	Peek at the proud parrot. 8
Qq	The queen is quite quiet. 29
Rr	The rapid rabbit races. 14
Ss	The snake slides and slithers. 3
Tt	Tap the tall tower. 5
Uu	The upside-down umbrella is unusual. 13
Vv	The vulture veers over valleys. 26
Ww	Watch the worm wiggle. 23
Xx	The excited fox exercises. 30
Yy	Yank the yellow yo-yo. 27
Zz	Zip the zig-zag zipper. 22

Consonant Digraphs

ch	The chipmunk chooses cheese. 24
ng	Bring the king a ring. 20
sh	Sherry shines her shoes. 21
th	Theo has a thimble on his thumb. 28

Appendix 3

Letter Cues: Manuscript

/a/ apple:	Left around the apple and down the leaf.	/a/ (stretch)
/b/ bat and ball:	Down the bat and right around the ball.	/b/ /b/ /b/
/c/ caterpillar:	Curl left around the caterpillar.	/c/ /c/ /c/
/d/ dinosaur:	Left around his back, then head to toe.	/d/ /d/ /d/
/e/ elephant:	Right under his ear, then all around his trunk.	/e/ (stretch)
/f/ flower:	Curve down the flower, then across the leaves.	/f/ (stretch)
/g/ girl:	Left around the girl, down her braid (plait), and curl.	/g/ /g/ /g/
/h/ horse:	From head to toe and over his back.	/h/ /h/ /h/
/i/ insect:	Go down the insect, lift and dot.	/i/ (stretch)
/j/ Jane jumps:	Down Jane's back, up to her toes. Jump to the ball.	/j/ /j/ /j/
/k/ kangaroo:	From head to toe, arm up, kick out.	/k/ /k/ /k/
/l/ leg:	Down the long, long leg.	/l/ (stretch)
/m/ mountains:	From the man go down, climb one mountain and another.	/m/ (stretch)
/n/ net:	From head to toe and over the net.	/n/ (stretch)
/o/ octopus:	Left around the octopus.	/o/ (stretch)
/p/ parrot:	From head to tail, then right around the parrot.	/p/ /p/ /p/
/q/ queen:	Left around the queen and way down her staff.	/q/ /q/ /q/
/r/ rabbit:	From head to tail and along his paws.	/r/ (stretch)
/s/ snake:	Left around, right around, from head to tail.	/s/ (stretch)
/t/ tower:	Go down the tower, lift and cross.	/t/ /t/ /t/
/u/ umbrella:	Right under the umbrella, up and down.	/u/ (stretch)
/v/ vulture:	Down one wing and up the other.	/v/ (stretch)
/w/ worm:	Wiggle down, wiggle up, down and up.	/w/ /w/ /w/
/x/ exercising fox:	Left hand to right toe, right hand to left toe.	/x/ /x/ /x/
/y/ yo-yo:	Slant right down one string and way down the other.	/y/ /y/ /y/
/z/ zipper:	Zig right, zag left, zig right.	/z/ (stretch)

Appendix 4

Letter Cues: D'Nealian

/a/ apple:	Left around the apple and down the leaf, kick up.	/a/ (stretch)
/b/ bat and ball:	Slant down the bat and up around the ball.	/b/ /b/ /b/
/c/ caterpillar:	Curve left around the caterpillar.	/c/ /c/ /c/
/d/ dinosaur:	Left around his back, slant up to his head, back down, kick up.	/d/ /d/ /d/
/e/ elephant:	Right up under his ear, then all around his trunk.	/e/ (stretch)
/f/ flower:	Curve around the flower, slant down the stem, then across the leaves.	/f/ (stretch)
/g/ girl:	Left around the girl, down her braid (plait) and curl.	/g/ /g/ /g/
/h/ horse:	Slant from head to toe, up over his back, kick up.	/h/ /h/ /h/
/i/ insect:	Slant down the insect, kick up and dot.	/i/ (stretch)
/j/ Jane jumps:	Slant down Jane's back, up to her toes. Jump to the ball.	/j/ /j/ /j/
/k/ kangaroo:	Slant from head to toe, up around her tummy and kick out.	/k/ /k/ /k/
/l/ leg:	Slant down the long, long leg and kick up.	/l/ (stretch)
/m/ mountains:	Slant down the man, climb one mountain and another, kick up.	/m/ (stretch)
/n/ net:	From head to toe and over the net, kick up.	/n/ (stretch)
/o/ octopus:	Left around the octopus.	/o/ (stretch)
/p/ parrot:	From head to tail, back up, right around the parrot.	/p/ /p/ /p/
/q/ queen:	Left around the queen and way down her staff.	/q/ /q/ /q/
/r/ rabbit:	From head to tail and along his paws.	/r/ (stretch)
/s/ snake:	Left around, right around, from head to tail.	/s/ (stretch)
/t/ tower:	Slant down the tower, kick up, and cross.	/t/ /t/ /t/
/u/ umbrella:	Right under the umbrella, up, down, kick up.	/u/ (stretch)
/v/ vulture:	Down one wing and up the other.	/v/ (stretch)
/w/ worm:	Wiggle slant down, wiggle up, down and up.	/w/ /w/ /w/
/x/ exercising fox:	Left hand to right toe, right hand to left toe, kick up.	/x/ /x/ /x/
/y/ yo-yo:	Right under the strings, up and way down with a curve.	/y/ /y/ /y/
/z/ zipper:	Zig right, zag left, zig right.	/z/ (stretch)

Appendix 5

The Alphabet Chant

A is for apple	Pretend to take a bite of an apple.
B for bat and ball	Pretend to hit a ball with a bat.
C is for caterpillar climbing up the wall	Move one finger in the shape of a “c,” then use two hands to climb upwards.
D is for dinosaur	Place your arms in front of you, on top of each other. Open and close them like giant dinosaur jaws.
E for elephant	Clasp hands, bend over, and wave your “trunk.”
F is for flower what a pretty scent!	Pretend to smell a flower that you are holding.
G is for girl	Girls point to themselves; boys point to a girl.
H is for horse	Gallop in place.
I is for insect crawling up my shorts!	Place two fingers on top of your head like antennae and wiggle them. Smack an invisible insect on your leg.
J is for jump	Raise your arms high in the air, and leap up once.
K for kangaroo	Hop three times.
L is for legs walking to the zoo	Shake your legs and point to them. Walk in place.
M is for mountain	Make a mountain by placing your arms above your head with fingertips together.
N is for net	Hold your arms to the side, making a circle shape.
O is for octopus wiggly and wet	Wave your arms around.
P is for parrot	Open and close one hand to make the mouth of a talking parrot.
Q is for queen	Place an imaginary crown on your head.
R is for rabbit hopping on the green	Hop with your hands on your head like long ears.

(continues next page)

Appendix 5

The Alphabet Chant *continued*

S is for snake	Squirm your whole body like a snake.
T is for tower	Stand very tall, and stretch your arms out from your shoulders in the shape of a “t.”
U is for umbrella, keeps you dry in a shower	Pretend to open and hold an umbrella.
V is for vulture	Hold arms up in a “v” shape, and then bring them down to imitate a flying vulture.
W is for worm	Wiggle your finger like a worm.
X is exercising fox now we take a turn	Do jumping jacks.
Y is for yo-yo	Pretend to make a yo-yo go down and up.
Zipper starts with Z	Pretend to zip up your coat.
Now I know my alphabet Hurray for me!	Pat hands on your chest and smile.

a •	d •	s •	t •	m •	a •	d •	s •	t •

a •	d •	s •	t •	m •	a •	d •	s •	t •

m	i	s	
p	a	d	
a	p		
i	t		

m	i	s	
p	a	d	
a	p		
i	t		

n .	g .	s .	g .
t .	i .	p .	a .
g .	n .	g .	n .

n .	g .	s .	g .
t .	i .	p .	a .
g .	n .	g .	n .

o .	n .	o .	d .
t .	o .	i .	o .
o .	p .	s .	m .

o .	n .	o .	d .
t .	o .	i .	o .
o .	p .	s .	m .

i .	k .	p .
c .	n .	k .
o .	k .	c .
c .	g .	ck .
Nick	kit	cap
cat	sock	lock

i .	k .	p .
c .	n .	k .
o .	k .	c .
c .	g .	ck .
Nick	kit	cap
cat	sock	lock

r .	u .	m .
u .	c .	r .
k .	r .	i .
u .	r .	u .
run	nut	bug
rug	gum	mud

r .	u .	m .
u .	c .	r .
k .	r .	i .
u .	r .	u .
run	nut	bug
rug	gum	mud

s .	b .	e .	f .	f .	e .
b .	r .	a .	b .	e .	e .
bet	fed	bed	fan	beg	egg

s .	b .	e .	f .	f .	e .
b .	r .	a .	b .	e .	e .
bet	fed	bed	fan	beg	egg

h .	l .	f .
l .	h .	l .
t .	h .	d .
h .	p .	l .
hen	leg	hat
lock	hid	luck

h .	l .	f .
l .	h .	l .
t .	h .	d .
h .	p .	l .
hen	leg	hat
lock	hid	luck

n .	ng .	i .
ng .	t .	h .
l .	ng .	g .
e .	r .	ng .
sang	ring	rang
king	song	long

n .	ng .	i .
ng .	t .	h .
l .	ng .	g .
e .	r .	ng .
sang	ring	rang
king	song	long

i .	p .	sh .
sh .	u .	sh .
ng .	sh .	l .
sh .	a .	ng .
ship	shot	fish
dish	shell	rush

i .	p .	sh .
sh .	u .	sh .
ng .	sh .	l .
sh .	a .	ng .
ship	shot	fish
dish	shell	rush

w .	z .	j .
z .	ng .	z .
sh .	w .	j .
j .	r .	w .
wet	jam	zip
zap	wing	jog

w .	z .	j .
z .	ng .	z .
sh .	w .	j .
j .	r .	w .
wet	jam	zip
zap	wing	jog

a .	ch .	ng .
ch .	z .	ch .
b .	ch .	sh .
ch .	w .	m .
chip	chug	rich
chop	chin	much

a .	ch .	ng .
ch .	z .	ch .
b .	ch .	sh .
ch .	w .	m .
chip	chug	rich
chop	chin	much

ck .	th .	g .
th .	h .	k .
i .	th .	e .
n .	p .	th .
this	that	path
math	thing	bath

ck .	th .	g .
th .	h .	k .
i .	th .	e .
n .	p .	th .
this	that	path
math	thing	bath

i .	qu .	o .
qu .	e .	t .
u .	qu .	m .
qu .	a .	qu .
quit	quiz	quick
quip	quack	quit

i .	qu .	o .
qu .	e .	t .
u .	qu .	m .
qu .	a .	qu .
quit	quiz	quick
quip	quack	quit

v .	x .	y .	v .
x .	b .	y .	e .
y .	x .	qu .	v .
van	fox	yell	
yes	vet	six	

v .	x .	y .	v .
x .	b .	y .	e .
y .	x .	qu .	v .
van	fox	yell	
yes	vet	six	

