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TN Foundational Skills Curriculum Supplement

Kindergarten

Unit 3

TN Foundational Skills Curriculum Supplement

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TN FOUNDATIONAL SKILLS CURRICULUM SUPPLEMENT

Kindergarten Unit 3

Dear TN Kindergarten Teacher,

In Unit 3, students will begin to make connections between sounds and symbols. They will continue to practice blending sounds into words and will be taught several of the symbols we use when we read and write. Specifically, they will learn the most common way to spell eight sounds of English: /m/ spelled 'm' as in mat, /a/ spelled 'a' as in mad, /t/ spelled 't' as in tag, /d/ spelled 'd' as in dad, /o/ spelled 'o' as in mom, /k/ spelled 'c' as in cat, /g/ spelled 'g' as in dog, /i/ spelled 'i' as in dig.

TEACHING TIP: Throughout the lessons we encourage you to avoid using letter names. This is because some students become confused by letter names. They think that the letter "says its name". Whenever sounds are mentioned in the lessons, they are printed in slashes like this: /m/. Whenever spellings are mentioned in the lessons, they are shown in single quotation marks like this: 'm'

At the end of each unit, you will find a section titled, "Teacher Resources." In this section, we have included assorted forms and charts which may be useful.

**Beginning with Lesson 5 we ask you to make use of a new component: Sound Posters.*

Skills areas addressed in Unit 3 include:

- Make connections between sounds and symbols
- Blending sounds into words
- Learning the most common spellings for various sounds
- Observe the shape of the mouth when pronouncing various sounds
- Recognize, isolate, and write symbols to represent various consonant sounds
- Read, spell, and write chains of one-syllable short vowel words

Materials and Resources:

- Teacher Guide
- Student Workbook
- Small, handheld speech mirror
- Crayons or primary pencils
- Chart paper or board
- Pocket chart and stand
- Unruled 4" x 6" or 5" x 7" index cards

Unit Length: 14-17 days

Unit 3 contains a total of fourteen days of instruction, including Unit Assessments. In addition, one -three for **Targeted Support Stop** days.

Unit 3 Overview

Unit 3 continues to build students' phonological awareness and phonemic awareness skills as they practice **segmenting spoken words into** phonemes, identifying **phoneme positions**, and **orally blending sounds** to form words. Students are introduced to **eight sounds and the "symbols" that represent those sounds**, learn how to **form the letters**, and practice **blending sounds** into words through **chaining exercises**.

Focus Foundational Skills

- Phonological awareness
- Phonemic awareness

Introduction to Unit 3

The Sounds Taught in This Unit

In Unit 3, students will begin to make connections between sounds and symbols. They will continue to practice blending sounds into words and they will be taught several of the symbols we use when we read and write. Specifically, they will learn the most common way to spell eight of the sounds of English:

Whenever sounds are mentioned in the lessons, they are printed in slashes like this: /m/. Whenever spellings are mentioned in the lessons, they are shown in single quotation marks like this: 'm'.

- /m/ spelled 'm' as in *mat*
- /a/ spelled 'a' as in *mad*
- /t/ spelled 't' as in *tag*
- /d/ spelled 'd' as in *dad*
- /o/ spelled 'o' as in *mom*
- /k/ spelled 'c' as in *cat*
- /g/ spelled 'g' as in *dog*
- /i/ spelled 'i' as in *dig*

If you have difficulty hearing the difference between voiced and unvoiced sounds, start with pairs of sounds that can be stretched out, e.g., /s/ (unvoiced) and /z/ (voiced), /f/ (unvoiced) and /v/ (voiced). Then move to sounds that cannot be stretched out, like /k/ and /g/. You may also find it useful to place your fingertips on your ears and press the palms of your hands against your cheeks. This will allow you to feel the vibrations

Vowel and consonant spellings can be combined to make simple Consonant Vowel Consonant (CVC) and Vowel Consonant (VC) words. Students will use the letter-sound correspondences they learn in this unit and the oral blending skills they learned in Unit 2 to blend and read printed words. In this way they begin the process of decoding the mute symbols on the page into speech sounds—or what is traditionally called reading.

The three vowel sounds taught in this unit are the most distinct of the five English short vowel sounds. The consonants include /m/, one of the first sounds babies make, as well as two sets of consonant pairs, /t/–/d/ and /k/–/g/. In English there are eight pairs of consonant sounds that consist of unvoiced and voiced versions of the same sound. In the pair /t/ and /d/, /t/ is the unvoiced sound and /d/ is the voiced sound. In the pair /k/ and /g/, /k/ is the unvoiced sound and /g/ is the voiced sound. To see and feel the similarities and the differences in a pair, look in the mirror and put your hand on your throat. Say the sound pair and you will notice that the position and shape of your mouth are the same, but for the voiced consonant sound the voice box is engaged and you will feel vibration. This knowledge about speech sounds is very important because many errors that children make in learning to read and spell are products of confusion about the oral layer of the language. When a student confuses /k/ and /g/, or /d/ and /t/, there is a good reason for it. The differences between the sounds in each pair are very subtle.

Lesson Structure

The majority of the lessons in this unit follow a standard format. They all begin with a Warm-Up exercise. This Warm-Up consists of two parts: 1) practice with blending, and 2) practice with sound-symbol correspondences. The blending is a continuation of the exercises in Unit 2 where students blended segmented sounds into words. Starting in Lesson 2 the Warm-Up also includes practice with Large Cards in order to review the letter-sound correspondences taught. In Lesson 2 only the spelling for /m/ is reviewed. By Lesson 10 all eight of the spellings taught in this unit will be part of the Warm-Up.

After the Warm-Up exercise, the new sound is introduced. At first the sound is experienced orally. Students hear the sound and say it while completing oral language exercises. Once they are familiar with the sound as an oral phenomenon, the most common spelling for that sound will be introduced. You will show students how to make a “picture” of the sound by printing a letter. Students will then practice writing the picture of the sound, or spelling, on a worksheet. Some teachers who have taught this supplement prefer to continue to use crayons throughout this unit; others prefer to switch to pencils. After the first few lessons students will also be asked to read words made up of spellings they have learned. A little later they will practice spelling words with letter cards. We refer to this type of lesson as a Basic Code Lesson. Essentially, a Basic Code Lesson introduces students to the most common spelling for a sound. To learn more about the Basic Code Lesson, see the Appendix.

Many sounds in English can be spelled several different ways. For example, the sound /m/ is usually written with the spelling ‘m’ as in the words *me* and *him*. However, it can also be written with the spelling ‘mm’ as in *hammer* or ‘mn’ as in *hymn* or ‘mb’ as in *thumb*. Over the course of the supplement, we will teach students the most common spellings for all of the sounds in the English language. First it is important for students to learn only the most common or least ambiguous spelling for a sound, that is, the basic code spelling.

All of the words students encounter during the lessons and on their worksheets for the next several weeks will have /m/ spelled ‘m’. This will give students confidence that the English spelling system makes sense. Many students who are not taught in a systematic manner lose confidence in the predictability of English and develop strategies based on guessing. This causes poor decoding. In fact, English spelling is highly patterned and predictable. By teaching the most common sound-symbol correspondences first, we allow students to learn the simplest aspects of the English alphabetic code before having to confront the more complex features.

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Oral Blending (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)
Mirror, Mirror (15 min.) Hearing Initial Sounds (10 min.)	Mirror, Mirror (15 min.) Hearing Initial Sounds (10 min.)	I'm Thinking of Something (10 min.)	Complete the Sentence (10 min.)	Pocket Chart Chaining for Reading (15 min.) Pocket Chart Chaining for Spelling (15 min.)
Teacher Modeling (10 min.) Meet the Spelling Worksheet (15 min.)	Teacher Modeling (10 min.) Meet the Spelling Worksheet (15 min.)	Teacher Modeling (5 min.) Meet the Spelling Worksheet (15 min.)	Teacher Modeling (5 min.) Meet the Spelling Worksheet (15 min.)	Connect It/Handwriting Practice (20 min.)
		Pocket Chart Chaining for Reading (20 min.)	Pocket Chart Chaining for Reading (20 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (10 min.)	Oral Blending and Sound/Spelling Review (5 min.)	Oral Blending and Sound/Spelling Review (5 min.)
Mirror, Mirror (10 min.)	I'm Thinking of Something (10 min.) Consonant Sounds (10 min.)	I'm Thinking of Something (10 min.) Minimal Pairs (10 min.)	Minimal Pairs (15 min.)	Pocket Chart Chaining for Reading (15 min.) Pocket Chart Chaining for Spelling (15 min.)
Teacher Modeling (10 min.) Meet the Spelling Worksheet (15 min.)	Teacher Modeling (5 min.) Meet the Spelling Worksheet (15 min.)	Teacher Modeling (5 min.) Meet the Spelling Worksheet (15 min.)	Teacher Modeling (5 min.) Meet the Spelling Worksheet (15 min.)	Vowel Discrimination (15 min.) Rainbow Letters (10 min.)
Pocket Chart Chaining for Reading (15 min.)	Pocket Chart Chaining for Reading (10 min.)	Pocket Chart Chaining for Reading (10 min.)	Pocket Chart Chaining for Reading (15 min.)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three			
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)
Oral Blending and Sound/Spelling Review (5 min.)	Oral Blending and Sound/Spelling Review (5 min.)	Oral Blending and Sound/Spelling Review (5 min.)	Oral Blending and Sound/Spelling Review (5 min.)
Pocket Chart Chaining for Reading (15 min.) Pocket Chart Chaining for Spelling (15 min.)	Pocket Chart Chaining for Reading (10 min.) Pocket Chart Chaining for Spelling (15 min.)	Eraser Man (15 min.)	Stomp and Spell (20 min.) Label the Picture (15 min.) Circle Spelling (20 min.)
Label the Picture (10 min.) Spelling Hopscotch (15 min.)	Label the Picture (15 min.) Spelling Hopscotch (15 min.)	Circle Spelling (20 min.) Stomp and Spell (20 min.)	
Reading Assessment	Reading Assessment	Reading Assessment	Reading Assessment
60 min.	60 min.	60 min.	60 min.

The Use of Letter Names

Throughout the lessons we encourage you to avoid using letter names. This is because some students become confused by letter names. They think that the letter “says its name.” Students might try to read the word *cat* as “see – ay – tee.” In fact, only 5 of the 26 letters in the English alphabet ever “say their name”—the letters ‘a’, ‘e’, ‘i’, ‘o’, and ‘u’. In each case there is a more likely pronunciation for the letter: ‘a’ is more frequently pronounced /a/ as in *cat*, ‘e’ is more frequently pronounced /e/ as in *pet*, etc. Some letter names contain the letter sound. For example, the letter name “tee” contains the /t/ sound. There are other cases where the letter name is very difficult to connect to the sound. What is the connection between the /h/ sound and the letter name “aetch”? Or between the /w/ sound and the letter name “double you”? What matters most for beginning readers is that they connect the sound with the shape of the lowercase letter and, for that, no letter names are required.

We have delayed the teaching of letter names until Unit 6.

At first you may find it difficult to avoid using letter names. You may be used to introducing letter-sound correspondences with a phrase like “the letter ‘m’ says /m/.” The lessons in this book will provide guidelines and phrasing that will allow you to introduce the same correspondences in a slightly different way. You will begin by introducing the sound /m/. Once students have heard and said the sound, you will show them how to draw the letter, explaining that this is a “picture” of the sound. We have found the concept of pictures of sounds to be a very powerful teaching device, one that makes the logic of the alphabet code instantly clear to students. Once students understand that they can draw a picture of a sound in the same way they draw a picture of a person or a tree, they are equipped to understand how our writing system works.

If you use letter names inadvertently, just move on and do not worry about it. You are not likely to confuse students unless you repeatedly associate the letter name with the picture. You will find that avoiding letter names gets easier as you become familiar with the structure of the lessons and vocabulary of the supplement.

You may find that some or all of your students already know the letter names. Letter names are widely taught in homes and preschools, on educational television, and by “phonics” toys and games. Knowing the letter names is no guarantee that students know the sounds the letters stand for, which is the goal of early reading instruction. If students want to call the letters by names, redirect them.

Letter names are only avoided during the initial phases of instruction. In Unit 6, when students have learned letter sounds and the letter names are not likely to interfere with decoding, letter names will be introduced.

Lowercase Letters

You will notice only lowercase letters are taught in this unit. Again, this keeps the initial steps on the road to reading as simple as possible. Teaching uppercase and lowercase letters simultaneously would not add much complexity if all uppercase letters had the same shape as the lowercase letters. This is the case for a few English letters (e.g., 'C' and 'c', 'O' and 'o'), but for many other letters the uppercase letter has a wholly different shape (compare 'A' and 'a', 'D' and 'd', 'G' and 'g', etc.). If uppercase and lowercase letters were introduced together from day one, students would have to connect the sound /g/ not only with the symbol 'g' but also with the very different symbol 'G'. Our goal is to make the first steps as simple as possible. We delay the introduction of uppercase letters until later in the supplement.

Blending Gestures

In the Warm-Ups and in certain other exercises, we ask you to use blending gestures to make the blending process concrete and tangible for students. The gestures described in this unit are arm gestures. This involves pointing to the shoulder, the elbow, and the wrist to represent the three sound segments and sweeping along the arm with the other hand to symbolize blending. These gestures can be easily adapted for use with two-sound words: simply point to the shoulder, then point to the elbow, then sweep. The arm gestures can also be adapted for use with four- and five-sound words: add the upper arm (between the shoulder and the elbow) and the lower arm (between the elbow and the wrist) as pointing targets.

We have selected arm gestures for this unit because the large motor movements involved can be easier for young children to see and master. Some schools and teachers prefer to use finger tapping motions to signify individual sounds. There are several advantages to using the finger tapping if students are ready for the challenge. The fine-motor movements involved in finger tapping will be useful later in the supplement when students learn to segment words into sounds and when they are ready to blend words with more than three sounds. Another advantage to the finger tapping is more sensory feedback and visual signals that words are made up of individual, separable sounds or phonemes. If you want to introduce the finger gestures for blending, consult the Appendix at the back of the Teacher Guide for Unit 2. There are advantages to both systems, and you should consider the motor skills of students in deciding which to use.

Chaining Exercises

One distinctive feature is the heavy reliance on chaining exercises. A chain is a series of words, sometimes including pseudowords or, silly words, that can be built by changing only one letter or spelling at a time. Here is a sample chain that can be read (or spelled) once students have learned the letter-sound correspondences taught in this unit:

- *dad > mad > mat > at > cat > cot > dot*

Note only one change is required to change *dad* to *mad* and to change each subsequent word to the next word in the chain.

The rules of chaining are as follows:

RULE 1: Only one spelling changes at a time.

RULE 2: There are three permissible changes:

- a. Addition: a picture of a sound is added (*ad > mad*)
- b. Deletion: a picture of a sound is taken away (*mad > ad*)
- c. Substitution: one picture of a sound is substituted for another (*mat > cat*)

These rules apply to all chaining. In this unit, “Pocket Chart Chaining for Reading” and “Pocket Chart Chaining for Spelling” are used. We ask you to make the letter cards for these chaining exercises yourself, using index cards.

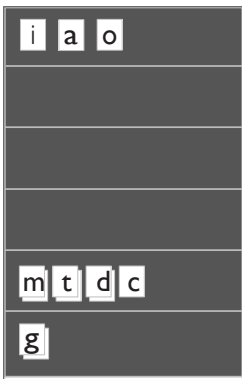


Fig. 1: Pocket Chart Setup

In Pocket Chart Chaining for Reading, students are asked to read words you build on a pocket chart using the teacher-made letter cards. This exercise involves going from symbols to sounds.

In Pocket Chart Chaining for Spelling, students are asked to spell words on the pocket chart using the teacher-made index cards. This involves going from sounds to symbols. However, it is easier than spelling with paper and pencil because students do not have to remember how to form the letters. They only need to be able to select the cards showing the letters they need.

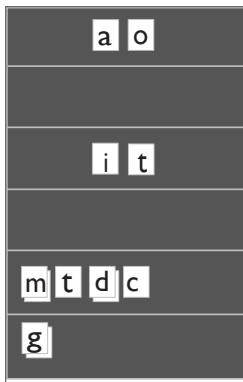


Fig. 2: Using the Pocket Chart

When using the pocket chart, place the teacher-made letter cards for the vowel sounds along the top and the cards for the consonant sounds along the bottom. Leave enough space in between to build the words. It is good to try to keep the spellings in the same order as you move through the lessons. The optimal order and the number of teacher-made letter cards are specified in the chaining exercises.

You can see the correct setup for the pocket chart in Fig. 1. When you chain words, move the cards to the center of the chart, being sure to place the cards from left to right. It might be useful to place a green starting dot (or star) and a red ending dot on the pocket chart to help students with left-to-right directionality. Fig. 2 shows what a pocket chart looks like when a word has been built.

Workbook

The Student Workbook for this unit contains a variety of worksheets. There is a worksheet for each lesson in which a letter-sound correspondence is introduced. This worksheet allows students to practice writing the new spelling. On the back of this worksheet, students will be asked to select objects that start with the target sound. If students have difficulty identifying some of the objects, you should feel free to tell them what is depicted. The point of the worksheet is not to learn to recognize a *mat*, but to understand that *mat* starts with /m/. Student workbook pages may be used flexibly. Some pages could be optional based on the needs of your students.

We have asked you to display each “Meet the Spelling” worksheet. Please use whatever display/projection system is readily available to you in your classroom. Again, we have included several optional Take-Home Worksheets.

Sound Posters

Beginning with Lesson 5 we ask you to make use of a new component: the Sound Posters.

The Sound Posters are intended to be posted on the walls of the classroom as you teach letter-sound correspondences. They provide a visual reminder of the code knowledge students have been taught. They are also a very



Fig. 3: Sound Poster

Fig. 3 on the left shows a Sound Poster. The target sound for each poster is printed in a speech bubble at the top of the poster. We include the speech bubble in order to emphasize to students that each poster represents a sound and not a letter. The Sound Posters have one box for each spelling taught in Kindergarten. If only one spelling is taught in Kindergarten, there will be only one box on the Sound Poster. If two spellings are taught, there will be two boxes, etc. The Sound Cards should be added to these boxes as the spellings are taught.



Fig. 4: Sound Card 'm'

The Sound Cards that accompany the Sound Posters represent the spellings that stand for sounds. The card in Fig. 4 represents the 'm' spelling for the /m/ sound. The card shows a sample word, *mat*, that contains this spelling, and the 'm' spelling itself is printed in red (not visible here). The card also includes a color photograph of a mat.

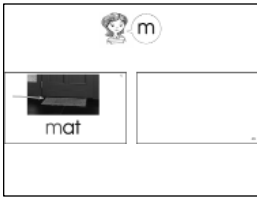


Fig. 5: Sound Poster showing basic code.

Wait until Lesson 5 to begin using the Sound Posters. In Lesson 5 the sample words on the first four Sound Cards will be decodable. Post the Sound Poster for the spelling /m/ and then add the Sound Card for 'm', so that it resembles the poster shown in Fig. 5. You may use hook and loop tape, poster putty, or tape to attach the cards to the posters. Also, display the posters and add the Sound Cards for the other sounds and spellings learned up to that point, e.g. /a/ spelled 'a'.

If you have room, we suggest you display the vowel posters on one wall and the consonant posters on another. This will help reinforce the distinction between vowel and consonant sounds.



Fig. 6: Sound Poster showing a spelling alternative.

As you teach the lessons in the supplement you will be continually affixing Sound Posters and Sound Cards on your walls. When you complete the entire Kindergarten supplement, you will have displayed 10 vowel posters and 25 consonant posters. Each time a new letter-sound correspondence is taught, the Teacher Guide will remind you to display the Sound Poster and the Sound Card. Later in Kindergarten, there will also be some spelling alternatives that you will add to the posters. For example, when you introduce the double-letter spellings for consonant sounds in Unit 8, you will add the Sound Card for the 'mm' spelling with the keyword *drumming* to the /m/ Sound Poster, which will already be on the wall. With the addition of a second spelling, the poster will look like Fig. 6.

When there are no empty boxes left on a poster, students have learned all of the spellings for sounds taught in Kindergarten. For several sounds, they will learn additional spellings later in the supplement.

Additional Materials for Unit 3

The following additional materials are needed in Unit 3; the number in parentheses indicates the first lesson in which the item is used.

- Small, handheld speech mirror, one per student (1)
- Crayons or primary pencils for all students (1)
- Chart paper or board (1)
- Pocket chart and stand (3)
- Unruled 4" x 6" or 5" x 7" index cards (3)
- **Optional:** *Alphabet Jam: Songs and Rhymes to Build Early Reading Skills* CD by Cathy Bollinger (1), available through various media outlets

Code Knowledge

After the first sound and letter have been taught, we introduce our Code Knowledge feature at the end of each lesson. This gives you some simple numerical indications of how important the various letter-sound correspondences are, how much Code Knowledge students had before the current lesson, and how much they will have after the current lesson. The before-and-after numbers show how many words, on average, would be 100% decodable if students attempted to read 1,000 words of natural text. These numbers show how students gain decoding skill as they learn new letter-sound correspondences. They also show why it is unwise to ask students to read uncontrolled text too early.

Student Performance Task Assessment

In Lesson 11, you are provided with a Student Performance Task Assessment. The assessment may be completed over the course of several days. There are two parts for this assessment:

Part One is required for all students. This assessment directs you to pronounce 10 one-syllable CVC words. For each word you say, students are to circle the word on their worksheet. **Part Two** requires you to assess students individually if they scored 7 or fewer points on Part One. Each student reads from a set of 10 words printed on separate cards.

Be sure to record the results on the Class Record sheet provided at the end of Lesson 11 in this Teacher Guide.

Supplemental Resources

Beginning in this unit we will provide supplemental materials at the end of each lesson in which a new letter-sound correspondence is introduced. You will find a list of newly decodable words, chains for chaining exercises, and the title of a song from the *Alphabet Jam* CD by Cathy Bollinger. (This CD is a completely optional component.) The words, chains, and songs are specific to the letter-sound correspondences taught in the lessons. You can add the newly decodable words to your word wall or use them for exercises or worksheets that you create yourself. The chains are useful if students need additional practice reading or spelling words.

Appendix: Understanding the Approach to Phonics

The Appendix for this unit provides excellent background information about the TN Foundational Skills Curriculum supplement.

Teacher Resources

At the end of each unit, you will find a section titled, “Teacher Resources.” In this section, we have included assorted forms and charts which may be useful.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills.

Take-Home Materials

Some students may need more support at home. Take-Home materials may be used in class instead if that is more appropriate.

There are instances where students will encounter decodable passages and comprehension questions. The purpose of these questions is to check that students can read fluently enough to comprehend at the same time. You may differentiate the use of these pages. (e.g., small group, take-home, partner work, etc.)

Lesson 1

Sounds First Activities

Unit 3, Lesson 1



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Lessons in the Experiencing stage scaffold students toward rhyme recognition by exaggerating the rime (the vowel sound and all the sounds after it) vocally and “showing” its location within the word via the familiar curve motion from the mouth. This supports students in hearing whether or not that part (the rime) sounds the same in each word.

Directions: Tell students that they will be playing a game that will have them listen to a pair of words and identify whether or not they rhyme.

1. Recite the prompt rhythmically, moving in time with the words. This should be engaging but not overly exaggerated so as to distract. As students begin to recognize the prompt, they should join in.
2. Say the two rhyming words, pausing slightly in between them.
3. Prompt the students to listen. Say each word again, each time stretching and exaggerating the rime while making the familiar curve motion forward and away from your mouth.
4. Tell students to do it with you.
5. Ask: *Do they rhyme this time?*
6. If the words rhyme, you and the students respond Yes! They rhyme this time! If the words do not rhyme, the response is No way! Thumbs down!
7. Model and practice the first one together until students become comfortable with the procedure.

Do this one first:	Continue the procedure with the following word pairs:
T: Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let's play this game! T and S: repeat T: ball (pause) wall	cut, shut map, him hike, like read, car

T: *Now listen!*

ball (curve, stretching *all*)
wall (curve, stretching *all*)

T: *Together!*

T and **S:** *ball* (curve, stretching *all*)
wall (curve, stretching *all*)

T: *Do they rhyme this time?*

T and **S:** Yes! They rhyme this time!



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a compound word. To do this, students must be able to isolate each syllable in a compound word, delete one, and then say the new word.

Important Note: Lessons in the Experiencing stage scaffolded students towards eventual syllable deletion by isolating and removing the targeted syllable through actions (e.g. bending knees), and gradually removing the syllable (whispering it then replacing it with a stomp). As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable but may not be doing it automatically yet. There are three weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:

Repeat the procedure using these sentences:

T: Please walk quietly in the **hallway**.

S: repeat

T: Say **hallway**.

S: hallway

T: Now say **hallway without** (put finger to lips to indicate silence) **hall**

S: way

*My floor is made of **hardwood**.*

*Do you like my new **outfit**?*

*I want to take a ride in the **subway**.*

*I clean my teeth with a **toothpick**.*

Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of Syllable Deletion with compound words. This skill will be assessed during the Mastering stage.



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall to all*.

Important Note: Lessons in the Experiencing stage scaffolded students towards eventual onset deletion by isolating and removing it through actions (the cutting motion at the front of the mouth, signaling the location of the onset) eventually accompanied by silence (deletion). As students enter the Knowing stage, they should be comfortable deleting the onset, but may not be doing it automatically yet.

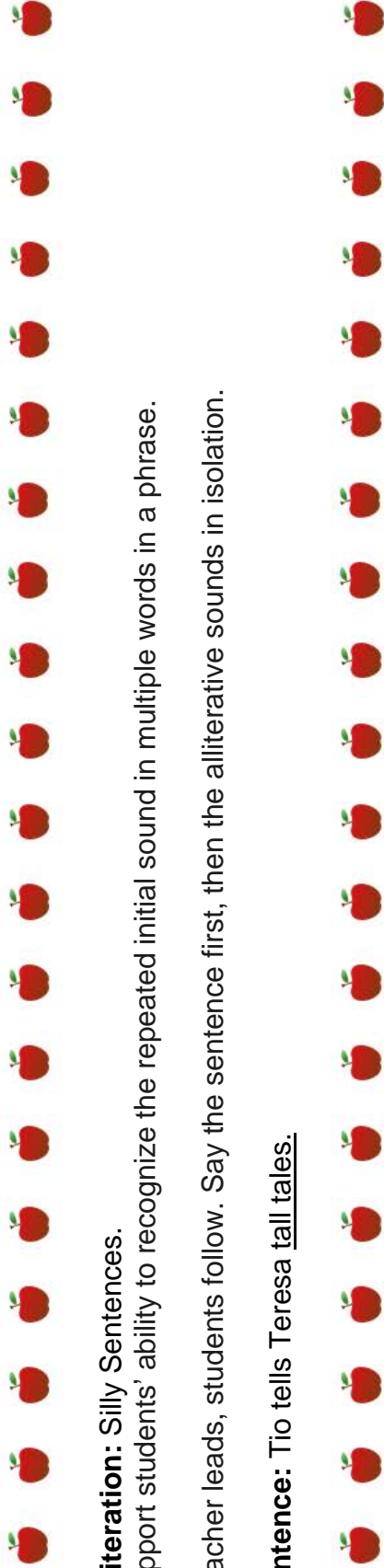
There is one week of lessons in the Knowing stage for this skill. Note, that lessons this week for this skill no longer have the words embedded in sentences. The lessons are meant to be quick drills to practice deletion with the goal of automaticity. Review the meanings of any underlined words at the end of the drill as needed.

Do this one first:

Repeat the procedure using these words:

<p>T: <i>till</i> S: repeat</p> <p>T: Now say <i>till</i> without /t/ S: ill</p>	<p><u>p</u>ouch fame side <u>wh</u>iz <u>N</u>ile cheer <u>r</u>ate shove has</p>
--	---

Use the scaffolds (e.g. fist under chin, snipping motion, and extending hand away from mouth in a curve) from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.



Alliteration: Silly Sentences.
Support students' ability to recognize the repeated initial sound in multiple words in a phrase.
Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Tio tells Teresa tall tales.



Lesson 1

Basic Code

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Orally blend sounds to form words by using large motor gestures** (K.FL.PA.2d)
- ✓ **Indicate whether the phoneme /m/ is present in the initial position of a spoken word** (K.FL.PA.2d)
- ✓ **Observe the shape of the mouth while pronouncing the sound /m/** (K.FL.PWR.3a)
- ✓ **Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'm' for /m/ in the air and on paper** (K.FL.PC.1b)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and form the letter 'm'** (K.FL.WC.4g)
- ✓ **Recognize, isolate, and write 'm' for consonant sound /m/** (K.FL.WC.4b)
- ✓ **Trace and copy the lowercase letter 'm'** (K.FL.WC.4g)
- ✓ **Use spatial words, such as *down*, while practicing handwriting** (K.FL.WC.4b)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	Oral Blending		10
<i>Introducing the Sound</i>	Mirror, Mirror	One small mirror per student	15
	Hearing Initial Sounds		10
<i>Introducing the Spelling</i>	Teacher Modeling		10
	Meet the Spelling Worksheet	Crayons; Worksheet 1.1; projection system	15

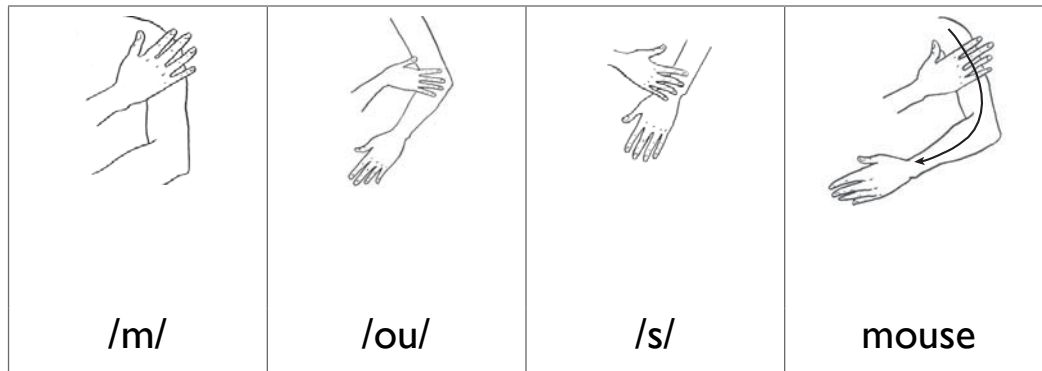
Oral Blending

When blending two-sound words, simply skip the third blending motion illustrated here.

If students are having difficulties hearing and blending sounds, have them use mats and cubes from Unit 2. With cubes, students can “feel” and see the sounds and physically blend them.

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under “Blend Two or Three Sounds to Form a Word” and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Explain that you will say sounds and you want students to blend the sounds into words.
- Be sure to use the arm blending motions depicted in the illustration or the finger blending motions described in the Unit 2 Appendix.
- Say the words in a segmented fashion.
- When you have finished the exercise, ask students if they noticed what all of the words they blended have in common. (They are all animals.)



- | | |
|------------------------------|----------------------------|
| 1. (3) /m/ /ou/ /s/ > mouse | 6. (3) /s/ /ee/ /l/ > seal |
| 2. (3) /f/ /i/ /sh/ > fish | 7. (3) /f/ /l/ /ie/ > fly |
| 3. (3) /m/ /oo/ /s/ > moose | 8. (3) /r/ /a/ /t/ > rat |
| 4. (2) /ae/ /p/ > ape | 9. (3) /k/ /a/ /t/ > cat |
| 5. (3) /sh/ /ee/ /p/ > sheep | 10. (3) /d/ /o/ /g/ > dog |

Introducing the Sound

Mirror, Mirror

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Targeted Support Stop exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 3” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Tell students the first sound they will learn is the /m/ sound.
- Explain that we make sounds by putting parts of our mouth like our lips and our tongue into special positions while breathing out air.
- Distribute a handheld mirror to each student.
- Tell students to use their mirrors to observe the shape of their mouths as they say the sound /m/.
- Ask students if their mouths are open or closed when they make this sound (closed).
- Ask what their lips do when they say the /m/ sound. (Lips are pressed together.)

- While looking into the mirrors, have students echo the words you say. Use the list that follows.

- | | |
|--------|----------|
| 1. me | 5. mouse |
| 2. mat | 6. mud |
| 3. man | 7. mad |
| 4. map | 8. mom |

Hearing Initial Sounds

10 minutes

If students need additional practice listening for sounds, you may use the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Tell students you are going to say a number of words. Some of the words will begin with the /m/ sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word beginning with the /m/ sound.

Note: If students have trouble hearing a word's initial sound, say the word in a segmented fashion: /m/ . . . /a/ . . . /d/. Then repeat the word in its blended form: *mad*.

- | | | |
|---------|----------|----------|
| 1. mad | 5. cat | 9. milk |
| 2. bad | 6. mat | 10. mom |
| 3. pail | 7. match | 11. noon |
| 4. mail | 8. silk | 12. Tom |

Introducing the Spelling

25 minutes

Teacher Modeling

10 minutes



Start on the dotted line.

1. short linedown
2. hump
3. hump

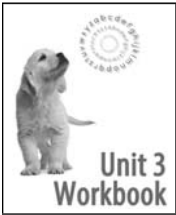
It might be helpful if students practiced writing the spelling in a tray containing sand or rice before writing it on the worksheet.

- Draw a picture of a flower on the board, and ask the class to identify it.
- Once students have identified the picture, draw a picture of the sun on the board, and ask the class to identify the picture.
- Once the class has identified the picture, explain that we can draw pictures of sounds just as we can draw a picture of a flower or the sun.
- Tell students you are going to show them how to draw a picture of the /m/ sound.
- Draw a large lowercase 'm' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.

- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases for forming ‘m’ with you.
- Remember: Try to avoid using the letter name “em” during this activity. Instead, say the sound /m/.

Meet the Spelling Worksheet

15 minutes



Worksheet 1.1

If students need additional handwriting practice, you may select the activities in Unit 3, Section III of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 1.1. Tell students everyone will practice drawing pictures of the /m/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first, then write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- Turn to the back of the worksheet. Ask or assist students in identifying each picture and write an ‘m’ under the picture if the depicted item begins with the /m/ sound. Model each step using your projection system so students can follow along (*mouse, mitten, monkey, leaf, dog, moon*).

Supplemental Resources

- Song:

1. “Macaroni” (from *Alphabet Jam* CD)

Alphabet Jam: Songs and Rhymes to Build Early Reading Skills by Cathy Bollinger-optional resource

Code Knowledge

- The sound /m/ is the 14th most common sound in English.
- The sound /m/ is found in approximately 17 percent of English words.
- The sound /m/ is spelled ‘m’ approximately 94 percent of the time.
- The spelling alternative ‘mm’ as in *hammer* is taught later in this grade.
- The spelling alternatives ‘mn’ as in *hymn* and ‘mb’ as in *lamb* are rare.
- Students have now learned one way to spell 1 of the 44 sounds in the English language.

Lesson 2

Sounds First Activities

Unit 3, Lesson 2



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Lessons in the Experiencing stage scaffold students toward rhyme recognition by exaggerating the rime (the vowel sound and all the sounds after it) vocally and “showing” its location within the word via the familiar curve motion from the mouth. This supports students in hearing whether or not that part (the rime) sounds the same in each word.

Directions: Tell students that they will be playing a game that will have them listen to a pair of words and identify whether or not they rhyme. See week 3, Day 1 for detailed instructions. The procedure is shown in the column to the left in the table below.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

<p>Do this one first:</p> <p>T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i></p> <p>T and S: repeat</p> <p>T: <i>run</i> (pause) <i>not</i></p> <p>T: <i>Now listen!</i></p> <p><i>run</i> (curve, stretching <i>un</i>)</p> <p><i>not</i> (curve, stretching <i>ot</i>)</p> <p>T: <i>Together!</i></p> <p>T and S: <i>run</i> (curve, stretching <i>un</i>)</p> <p><i>not</i> (curve, stretching <i>ot</i>)</p> <p>T: <i>Do they rhyme this time?</i></p> <p>T and S: No way! Thumbs down!</p>	<p>Repeat the procedure with the following word pairs:</p> <p>ring, sing</p> <p>joy, man</p> <p>sun, fun</p> <p>dig, ball</p>
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Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable but may not be doing it automatically yet. There are three weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>My mom is allergic to <u>shellfish</u>.</i></p> <p>S: repeat</p> <p>T: Say <i>shellfish</i></p> <p>S: shellfish</p> <p>T: Now say <i>shellfish without</i> (put finger to lips) fish</p> <p>S: shell</p>	<p><i>Sometimes I sit and <u>daydream</u>.</i></p> <p><i>Do you see that rosebud in the garden?</i></p> <p><i>I love when sunlight comes through my window.</i></p> <p><i>I have a password to get into my computer.</i></p>
<p>Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of Syllable Deletion with compound words. This skill will be assessed during the Mastering stage.</p>	





Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>has</i> S: repeat</p> <p>T: <i>Now say has without /h/</i> S: as</p>	<p>wore <u>wh</u>ale led <u>co</u>d tore <u>vea</u>l couch bake ball</p>
<p>Use the scaffolds (e.g. fist under chin, snipping motion, and extending hand away from mouth in a curve) from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.</p>	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: After Alfie ate apples, she made applesauce.



Lesson 2

Basic Code

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words using large motor gestures (K.FL.PA.2d)
- ✓ Observe the shape of the mouth while pronouncing the sound /a/ (K.FL.PWR.3a)
- ✓ Read and write short vowel CVC words by producing /a/ for 'a' (K.FL.PC.1b)
- ✓ Indicate whether the phoneme /a/ is present in the initial position of a spoken word (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture in the air and on paper of 'a' for /a/ (K.FL.PC.1b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'a' (K.FL.WC.4g)
- ✓ Recognize, isolate, and write the single letter 'a' for short vowel sound /a/ (K.FL.WC.4b)
- ✓ Trace and copy the lowercase letter 'a' (K.FL.WC.4g)
- ✓ Use spatial words, such as *left* and *down*, while practicing handwriting (K.FL.WC.4b)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	Oral Blending and Sound/Spelling Review	Large Card for 'm'	10
<i>Introducing the Sound</i>	Mirror, Mirror	One small mirror per student	15
	Hearing Initial Sounds		10
<i>Introducing the Spelling</i>	Teacher Modeling		10
	Meet the Spelling Worksheet	Crayons; Worksheet 2.1; projection	15

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under “Blend Two or Three Sounds to Form a Word” and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Explain to students that you will say sounds and you want them to blend the sounds into words.
- Be sure to use the arm blending motions from Lesson 1 or the finger blending motions described in the Unit 2 Appendix.
- Say the words below in a segmented fashion.
- When you have finished the exercise, ask students if they noticed what all of the words have in common. (They are all foods.)

- | | |
|-------------------------------------|--------------------------------------|
| 1. (3) /s/ / <u>oo</u> / /p/ > soup | 5. (3) /ch/ /ee/ /z/ > cheese |
| 2. (3) /f/ /i/ /sh/ > fish | 6. (3) /j/ / <u>oo</u> / /s/ > juice |
| 3. (3) /m/ /ee/ /t/ > meat | 7. (3) /b/ /ee/ /f/ > beef |
| 4. (3) /r/ /ie/ /s/ > rice | 8. (3) /k/ /ae/ /k/ > cake |

Part B

- Display the Large Card for ‘m’.
- Explain that you will show students a card with a picture of a sound and you want them to tell you the sound.
- Hold up the Large Card for ‘m’.
- Have students say the sound, not the letter name.

Introducing the Sound

25 minutes

Mirror, Mirror

15 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Targeted Support Stop exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 3” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Tell students the new sound is /a/.
- Have students say the sound /a/ several times, stretching it out.
- Ask students to repeat a number of words having the /a/ sound at the beginning: *apple, ask, add, act*.
- Ask students to repeat a number of words having the /a/ sound in the middle: *cat, bad, have, cap*.
- Distribute a handheld mirror to each student.
- Tell students to use the mirrors to watch the shape of their mouths as they say the sound /a/.
- Ask students if their mouths are open or closed when they make this sound (open).

- Ask students if they can tell where their tongue is when they make this sound. (The tongue is low and in the front of the mouth.)
- Have students compare today's sound /a/ with yesterday's sound /m/.
- Ask students what differences they see. (/a/ is made with an open mouth, /m/ is made with the lips pressed closed.)
- While looking into the mirrors, have students echo the words you say. Use the list that follows.

- | | | |
|----------|--------|---------|
| 1. at | 3. ad | 5. math |
| 2. apple | 4. mat | 6. mad |

Hearing Initial Sounds

10 minutes

If students need additional practice listening for sounds, you may use the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Tell students you are going to say a number of words. Some of the words will begin with the /a/ sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word beginning with the /a/ sound.

Note: If students have trouble hearing the initial sound, say the word in a segmented fashion: /a/ . . . /d/. Then repeat the word in its blended form: *ad*.

- | | | | |
|---------|----------|----------|---------|
| 1. ad | 4. after | 7. act | 10. it |
| 2. mitt | 5. bit | 8. kit | 11. egg |
| 3. at | 6. attic | 9. apple | 12. ax |

Introducing the Spelling

25 minutes

Teacher Modeling

10 minutes



Start between the dotted line and the bottom line.

1. circle to the left
2. short line down

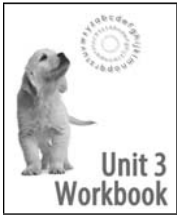
Note: In Kindergarten, students learn the following style for lowercase 'a', generally used in handwriting and early reading materials. The uppercase 'A' will be introduced later.

- Tell students you are going to show them how to draw a picture of the /a/ sound.
- Draw a large lowercase 'a' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.

- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Remember: Try to avoid using the letter name “ay” during this activity. Instead, say the sound /a/.

Meet the Spelling Worksheet

15 minutes



Worksheet 2.1

If students need additional handwriting practice, you may select appropriate Targeted Support Stop exercises from those addressing handwriting and the activities in Unit 3, Section III of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 2.1. Tell students everyone will practice drawing pictures of the /a/ sound.
- Work as a group, leading students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first, then write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- Turn to the back of the worksheet. Ask or assist students in identifying each picture and write an ‘a’ under the picture if the depicted item begins with the /a/ sound. Model each step so students can follow along (*astronaut, bed, alligator, apple, flower, ax*).

Supplemental Resources

*Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.

- Newly Decodable Words:

1. am*

- Song:

1. “Abbie Alligator” (from *Alphabet Jam* CD)

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average none of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 0 and 1 of those words would be completely decodable.
- The sound /a/ is the 10th most common sound in English.
- The sound /a/ is found in approximately 14 percent of English words.
- The sound /a/ is spelled 'a' 99 percent of the time. There are only a handful of exceptions, e.g., *unt* and *laugh*.
- Spelling 'a' is a tricky spelling; it can be pronounced /a/ as in *cat*, /æ/ as in *table*, schwa as in *about*, or /o/ as in *father*. However, at this point, materials include only 'a' > /a/ words.
- Students have now learned one way to spell 2 of the 44 sounds in the English language.

Lesson 3

Sounds First Activities

Unit 3, Lesson 3



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

	Repeat the procedure with the following word pairs:
<p>Do this one first:</p> <p>T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i></p> <p>T and S: repeat</p> <p>T: <i>wet (pause) met</i></p> <p>T: <i>Now listen!</i></p> <p><i>wet (curve, stretching et)</i></p> <p><i>met (curve, stretching et)</i></p> <p>T: <i>Together!</i></p> <p>T and S: <i>wet (curve, stretching et)</i></p> <p><i>met (curve, stretching et)</i></p> <p>T: <i>Do they rhyme this time?</i></p> <p>T and S: Yes! They rhyme this time!</p>	<p>you, him</p> <p>mom, dad</p> <p>fox, box</p> <p><u>w</u>ig, pig</p>





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable but may not be doing it automatically yet. There are three weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>I have a password to get into my computer.</i></p> <p>S: repeat</p> <p>T: <i>Say into</i></p> <p>S: into</p> <p>T: <i>Now say into without (put finger to lips) in</i></p> <p>S: to</p>	<p><i>My sister loves to eat <u>seafood</u>.</i></p> <p><i>The captain showed us how to use a <u>lifeboat</u>.</i></p> <p><i>My brother helps me with my <u>homework</u>.</i></p> <p><i>You can grow plants in a <u>greenhouse</u>.</i></p>
<p>Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of Syllable Deletion with compound words. This skill will be assessed during the Mastering stage.</p>	





Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>dill</i> S: repeat</p> <p>T: Now say <i>dill</i> without /d/ S: ill</p>	<p>yam ball <u>s</u>own <u>sh</u>out shape <u>ch</u>ore beg your rake</p>
<p>Use the scaffolds from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.</p>	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Kareem can kick cans.



Lesson 3

Basic Code

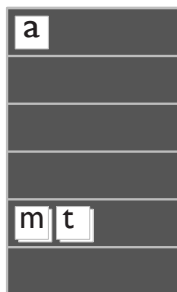
□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words using large motor gestures (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/ and 'm' for /m/ (K.FL.PC.1b)
- ✓ Listen to riddles and provide words with an initial /t/ as answers (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 't' for /t/ in the air and on paper (K.FL.PC.1b)
- ✓ Recognize, isolate, and write 't' for consonant sound /t/ (K.FL.WC.4b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 't' (K.FL.WC.4g)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (K.FL.PWR.3b)
- ✓ Trace and copy the lowercase letter 't' (K.FL.WC.4g)
- ✓ Use spatial words, such as *down* and *across*, while practicing handwriting (K.FL.WC.4b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for 'm' and 'a'	10
Introducing the Sound	I'm Thinking of Something		10
Introducing the Spelling	Teacher Modeling		5
	Meet the Spelling Worksheet	Crayons; Worksheet 3.1; projection	15
Chaining	Pocket Chart Chaining for Reading	Pocket chart; cards for 'a', 'm' (2), 't' (2)	20

Advance Preparation



Pocket Chart Setup

Use 4" x 6" or 5" x 7" index cards to make the following cards: 'a', 'm' (2), 't' (2). You will use these cards with the pocket chart. Make sure you write the letter so it is still fully visible when placed in the chart.

Prepare the pocket chart.

Position the card for the vowel spelling 'a' along the top of the pocket chart.

Position the cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 't' (2).

Warm-Up

10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under "Blend Two or Three Sounds to Form a Word" and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Teach this Warm-Up as you did in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They are all body parts.)

- | | |
|------------------------------|-------------------------------|
| 1. (3) /m/ /ou/ /th/ > mouth | 6. (3) /n/ /oe/ /z/ > nose |
| 2. (3) /l/ /i/ /p/ > lip | 7. (3) /ch/ /i/ /n/ > chin |
| 3. (3) /f/ /oo/ /t/ > foot | 8. (3) /ch/ /ee/ /k/ > cheek |
| 4. (3) /l/ /e/ /g/ > leg | 9. (2) /t/ /oe/ > toe |
| 5. (2) /n/ /ee/ > knee | 10. (3) /t/ /ee/ /th/ > teeth |

Part B

- Use the Large Cards listed in the At a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.

Introducing the Sound

10 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Targeted Support Stop exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 3" and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

I'm Thinking of Something

- Tell students the new sound is /t/.
- Have students say the /t/ sound several times.
- Ask students to repeat a number of words having the /t/ sound at the beginning: *tag*, *top*, *toe*, *tin*.

- Ask students to repeat a number of words having the /t/ sound at the end: *kit, cat, kite, bet*.
- Tell students you are going to say some riddles, each of which has an answer beginning with the /t/ sound.

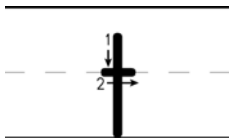
1. I'm thinking of something inside your mouth you use to chew. (teeth)
2. I'm thinking of 10 things attached to your feet. They are kind of like fingers. (toes)
3. I'm thinking of something you play with. (toy)
4. I'm thinking of another word for *wheels*. A car has four of these. (tires)
5. I'm thinking of a large orange cat-like animal that has black stripes, lives in the jungle, and growls. (tiger)
6. I'm thinking of the number that comes after nine. (ten)
7. I'm thinking of the part of your body you use to lick a lollipop. (tongue)
8. I'm thinking of another word for *stomach* or *belly*. (tummy)
9. I'm thinking of my job. You are students and I'm a . . . (teacher)
10. I'm thinking of something with a trunk, branches, and leaves. (tree)

Introducing the Spelling

20 minutes

Teacher Modeling

5 minutes



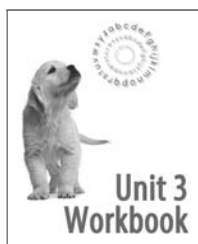
Start between the dotted line and the top line.

1. long line down (lift)
2. short line across

- Tell students you are going to show them how to draw a picture of the /t/ sound.
- Draw a large lowercase 't' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Try to avoid using the letter name "tee" during this activity. Instead, say the sound /t/.

Meet the Spelling Worksheet

15 minutes



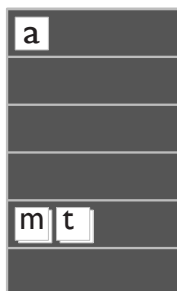
Worksheet 3.1

- Distribute and display Worksheet 3.1. Tell students everyone will practice drawing pictures of the /t/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first, then write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- Turn to the back of the worksheet. Ask students to identify each picture and write a 't' under the picture if the depicted item begins with the /t/ sound. Model each step so students can follow along (*turkey, toes, banana, bus, teeth, tiger*).

Chaining

20 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

You might find it helpful to add a green start star and a red stop dot or an arrow to the pocket chart to help students remember to read from left to right.

If students need additional reading practice, you may select appropriate Targeted Support Stop exercises from those listed under "Read Two- and Three-Sound Words" and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Point to the cards and have students say the sounds, not the letter names.
- Tell students you are going to arrange the cards to make a word.
- Move the 'm', 'a', and 't' cards to the center of your pocket chart to spell *mat*.
- Tell students they need to look at the pictures of the sounds from left to right in order to read this word. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word.
- Point to the 'm' and ask the class to say the sound. Repeat with the 'a' and then the 't'.
- Have students join you in blending the sounds: /m/ . . . /a/ . . . /t/: *mat*. (Make sure everyone uses the blending motions from the Warm-Up.)
- Remove the 'm' card and say to the class, "If that is *mat*, what is this?"
- Ask a student to read the word (*at*).
- Complete the chaining.

1. mat > at > mat > at

Supplemental Resources

*Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.

- Newly decodable words:

1. at*
2. mat

- Real word chain:

1. mat > at > am

- Silly word chain:

1. tam > tat

- Song:

1. "Tara Takes Tap" (from *Alphabet Jam* CD)

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 0 and 1 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 6 and 8 of those words would be completely decodable.
- The sound /t/ is the 2nd most common sound in English.
- The sound /t/ is found in approximately 36 percent of English words.
- The sound /t/ is spelled 't' approximately 89 percent of the time.
- The spelling alternatives 'tt' as in *sitting*, 'ed' as in *skipped*, and 'd' as in *baked* are taught later in this grade.
- The spelling alternative 'bt' as in *doubt* is rare.
- Students have now learned one way to spell 3 of the 44 sounds in the English language.

Lesson 4

Sounds First Activities

Unit 3, Lesson 4



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
<p>T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i></p> <p>T and S: repeat</p> <p>T: <i>fix (pause) mix</i></p> <p>T: <i>Now listen!</i></p> <p><i>fix (curve, stretching ix)</i></p> <p><i>mix (curve, stretching ix)</i></p> <p>T: Together!</p> <p>T and S: <i>fix (curve, stretching ix)</i></p> <p><i>mix (curve, stretching ix)</i></p> <p>T: <i>Do they rhyme this time?</i></p> <p>T and S: Yes, they rhyme this time!</p>	<p>book, look take, bake cat, dog see, say</p>





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable but may not be doing it automatically yet. There are three weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>I love to play outdoors.</i></p> <p>S: repeat</p> <p>T: <i>Say outdoors</i></p> <p>S: outdoors</p> <p>T: <i>Now say outdoors without (put finger to lips) doors</i></p> <p>S: out</p>	<p><i>My grandpa wears a <u>wristwatch</u>.</i></p> <p><i>Be careful coming down the <u>staircase</u>.</i></p> <p><i>Stay on the sidewalk!</i></p> <p><i>My mom says soon I will <u>outgrow</u> my sweater.</i></p>
<p>Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of Syllable Deletion with compound words. This skill will be assessed during the Mastering stage.</p>	





Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>his</i></p> <p>S: repeat</p> <p>T: Now say <i>his</i> without /h/</p> <p>S: is</p>	<p>cheese</p> <p>bat</p> <p>ran</p> <p><u>wit</u></p> <p>jar</p> <p><u>tar</u></p> <p><u>core</u></p> <p>hose</p> <p>mad</p>
<p>Use the scaffolds from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.</p>	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Pete the pickle picks pink pears.



Lesson 4

Basic Code

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words using large motor gestures (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, and 't' for /t/ (K.FL.PC.1b)
- ✓ Listen to incomplete sentences and provide words with an initial /d/ as answers (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'd' for /d/ in the air and on paper (K.FL.PC.1b)
- ✓ Recognize, isolate, and write 'd' for consonant sound /d/ (K.FL.WC.4b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'd' (K.FL.WC.4g)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (K.FL.PWR.3b)
- ✓ Trace and copy the lowercase letter 'd' (K.FL.WC.4g)
- ✓ Use spatial words, such as *down* and *left*, while practicing handwriting (K.FL.WC.4b)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	Oral Blending and Sound/Spelling Review	Large Cards for 'm', 't', 'a'	10
<i>Introducing the Sound</i>	Complete the Sentence		10
<i>Introducing the Spelling</i>	Teacher Modeling		5
	Meet the Spelling Worksheet	Crayons; Worksheet 4.1; projection	15
<i>Chaining</i>	Pocket Chart Chaining for Reading	Pocket chart; cards for 'a', 'm' (2), 't' (2), 'd' (2)	20
<i>Take-Home Material</i>	T-Chart Sort	Worksheets 4.2, 4.3	*

Advance Preparation



Pocket Chart Setup

Use index cards to create 2 'd' cards.

Prepare the pocket chart.

Position the card for the vowel spelling 'a' along the top of the pocket chart.

Position the cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 't' (2), 'd' (2).

Warm-Up

10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under "Blend Two or Three Sounds to Form a Word" and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Teach this Warm-Up as you did in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They are all items of clothing.)

1. (2) /sh/ /oo/ > shoe
2. (3) /s/ /oo/ /t/ > suit
3. (3) /s/ /o/ /k/ > sock
4. (3) /k/ /oe/ /t/ > coat
5. (3) /k/ /a/ /p/ > cap
6. (3) /sh/ /er/ /t/ > shirt
7. (3) /h/ /a/ /t/ > hat
8. (3) /b/ /oo/ /t/ > boot

Part B

- Use the Large Cards listed in the At a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.

Introducing the Sound

10 minutes

Complete the Sentence

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Targeted Support Stop exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 3" and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Tell students the new sound is /d/.
- Have students say the /d/ sound several times.
- Ask students to repeat a number of words having the /d/ sound at the beginning: *dig, dog, dart, duck, dull*.
- Ask students to repeat a number of words having the /d/ sound at the end: *mad, food, bed, need, said*.
- Tell students you are going to say some incomplete sentences, each of which is missing its last word.

- Explain that the missing words begin with the /d/ sound.
- Read the first sentence.
- Complete the remaining sentences.

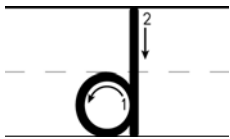
1. When I jump, first I go up and then I come _____(down).
2. Babies wear _____(diapers).
3. I have a pet that barks. It is a _____(dog).
4. During the day, it is light. At night, it is _____(dark).
5. A sweet, round breakfast food that has a hole in the middle is called a _____(doughnut).
6. When I am sick, I go see a _____(doctor).
7. To get into my house, I have to unlock and open the _____(door).
8. An animal that quacks is called a _____(duck).
9. Another word for *mother* is *mom*. Another word for *father* is _____(dad).
10. We sleep at night, and we stay awake during the _____(day).

Introducing the Spelling

20 minutes

Teacher Modeling

5 minutes



Start between the dotted line and the bottom line.

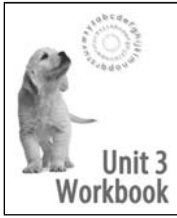
1. circle to the left
2. long line down

- Tell students you are going to show them how to draw a picture of the /d/ sound.
- Draw a large lowercase 'd' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Remember: Try to avoid using the letter name "dee" during this activity. Instead, say the sound /d/.

Note: At this point, you can place the Sound Posters for /m/, /a/, /t/, and /d/ and the Sound Cards for 'm', 'a', 't', and 'd' in the classroom where students can see them. Explain that the posters show sounds and spellings students have learned.

Meet the Spelling Worksheet

15 minutes



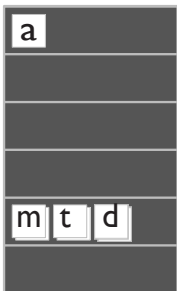
Worksheet 4.1

- Distribute and display Worksheet 4.1. Tell students everyone will practice drawing pictures of the /d/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- Turn to the back of the worksheet. Ask students to identify each picture and write a 'd' under the picture if the depicted item begins with the /d/ sound. Model each step so students can follow along (*dinosaur, duck, glasses, bird, doll, dog*).

Chaining

20 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

You may want to add words from chains to your word wall.

Note: If you think that students are unfamiliar with a word, please discuss its meaning.

If students need additional reading practice, you may select appropriate Targeted Support Stop exercises from those listed under "Read Two- and Three-Sound Words" and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Point to the cards and have students say the sounds, not the letter names.
- Tell students you are going to arrange the pictures to make a word.
- Move the 'd', 'a', and 'd' cards to the center of your pocket chart to spell *dad*.
- Remind students in order to read this word, they need to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word.
- Point to the first 'd' and ask the class to say the sound. Repeat with the 'a' and then the second 'd'.
- Have students join you in blending the sounds: /d/ . . . /a/ . . . /d/: *dad*. (Make sure everyone uses the blending motions from the Warm-Up.)
- Replace the first 'd' card with the 'm' card and say to the class, "If that is *dad*, what is this?"
- Complete the chaining.

1. dad > mad > mat > at > ad > dad > mad

Take-Home Material

T-Chart Sort

- Have students give Worksheets 4.2 and 4.3 to a family member.

Supplemental Resources

- Newly decodable words:

1. ad
2. dad
3. dam
4. mad
5. tad

- Chains:

1. mat > at > ad > tad > mad > dad
2. at > mat > mad > dad > tad > ad

- Song:

1. “David’s Dancing Dog” (from *Alphabet Jam CD*)

Code Knowledge

- Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 6 and 8 of those words would be completely decodable.
- After today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 6 and 10 of those words would be completely decodable.
- The sound /d/ is the 6th most common sound in English.
- The sound /d/ is found in approximately 26 percent of English words.
- The sound /d/ is spelled ‘d’ approximately 86 percent of the time.
- The spelling alternatives ‘dd’ as in *rudder* and ‘ed’ as in *played* are taught later in this grade.
- Students have now learned one way to spell 4 of the 44 sounds in the English language.

Lesson 5

Sounds First Activities

Unit 3, Lesson 5



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
<p>T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i></p> <p>T and S: repeat</p> <p>T: <i>pick (pause) pail</i></p> <p>T: <i>Now listen!</i></p> <p><i>pick (curve, stretching ick)</i></p> <p><i>pail (curve, stretching ail)</i></p> <p>T: Together!</p> <p>T and S: <i>pick (curve, stretching ick)</i></p> <p><i>pail (curve, stretching ail)</i></p> <p>T: <i>Do they rhyme this time?</i></p> <p>T and S: No way! Thumbs down!</p>	<p>top, cake</p> <p>zip, hip</p> <p>beach, run</p> <p>mess, less</p>





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: As students enter the Knowing stage, they should be comfortable with deleting the targeted syllable but may not be doing it automatically yet. There are three weeks of lessons in the Knowing stage for this skill. These weeks are designed to provide repeated practice aimed at developing automaticity with syllable deletion.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>There are six houses up on the <u>hillside</u>.</i></p> <p>S: repeat</p> <p>T: Say <i>hillside</i></p> <p>S: hillside</p> <p>T: Now say <i>hillside without</i> (put finger to lips)</p> <p>hill</p> <p>S: side</p>	<p>Sometimes I eat grapefruit for breakfast.</p> <p>When I want to be quiet I tiptoe across the floor.</p> <p>My sister's daycare has a big playroom.</p> <p>When I listen to my music, I put on my headphones.</p>
<p>Use the scaffolds (e.g. whispering or stomping the syllable to be deleted) from the Experiencing stage as needed to support students. As the lessons continue, students should need these scaffolds only very rarely. Again, the goal is to provide repeated practice towards automaticity in the skill of Syllable Deletion with compound words. This skill will be assessed during the Mastering stage.</p>	





Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>time</i></p> <p>S: repeat</p> <p>T: Now say <i>time</i> without /t/</p> <p>S: ime</p>	<p>beach shade mile <u>cone</u> <u>rage</u> fan teach bar deer</p>
<p>Use the scaffolds from the Experiencing stage only as needed to support students with the manipulation. As the lessons in this week continue, students should need these scaffolds only very rarely. The goal is to provide repeated practice towards automaticity in the skill of single phoneme onset deletion. This skill will be assessed during the Mastering stage.</p>	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Gary grabbed great gobs of gooey goo.



Lesson 5

Review

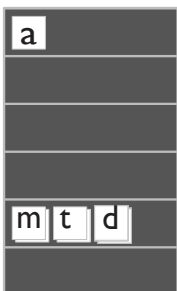
Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Orally blend sounds to form words using large motor gestures** (K.FL.PA.2d)
- ✓ **Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, and ‘d’ for /d/** (K.FL.PC.1b)
- ✓ **Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted** (K.FL.PWR.3b)
- ✓ **Segment a spoken word into phonemes** (K.FL.PA.2d)
- ✓ **Read and write one-syllable short /a/ CVC words with the consonants ‘m’, ‘d’, and ‘t’** (K.FL.PWR.3b)
- ✓ **Trace and copy lowercase letters** (K.FL.WC.4g)
- ✓ **Hold a writing utensil with the tripod (or pincer) grip and form lowercase letters** (K.FL.WC.4g)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Sound Posters: /m/, /a/, /t/, and /d/; Sound Cards: 1 (<i>mat</i>), 2 (<i>mad</i>), 3 (<i>tag</i>), 4 (<i>dad</i>); Large Cards for ‘m’, ‘t’, ‘d’, ‘a’	10
Chaining	Pocket Chart Chaining for Reading	Pocket chart; cards for ‘a’, ‘m’ (2), ‘t’ (2), ‘d’ (2)	15
	Pocket Chart Chaining for Spelling	Pocket chart; cards for ‘a’, ‘m’ (2), ‘t’ (2), ‘d’ (2)	15
Reviewing the Spellings	Connect It/Handwriting Practice	Crayons; Worksheet 5.1; projection	20

Advance Preparation



Pocket Chart Setup

Prepare the pocket chart.

Position the card for the vowel spelling ‘a’ along the top of the pocket chart.

Position the cards for the following consonant spellings along the bottom of the pocket chart: ‘m’ (2), ‘t’ (2), ‘d’ (2).

If you have not already done so, you may place the Sound Posters for /m/, /a/, /t/, and /d/ and the Sound Cards for ‘m’, ‘a’, ‘t’, and ‘d’ in the classroom where students can see them.

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under “Blend Two or Three Sounds to Form a Word” and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Teach this Warm-Up as you did in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They are all vehicles or forms of transportation.)

- | | |
|----------------------------|----------------------------|
| 1. (3) /sh/ /i/ /p/ > ship | 5. (3) /k/ /a/ /b/ > cab |
| 2. (3) /v/ /a/ /n/ > van | 6. (3) /b/ /oe/ /t/ > boat |
| 3. (3) /j/ /e/ /t/ > jet | 7. (3) /b/ /ie/ /k/ > bike |
| 4. (2) /k/ /ar/ > car | 8. (3) /b/ /u/ /s/ > bus |

Part B

- Use the Large Cards listed in the At a Glance chart to review the sounds taught in this unit.
- Have students say the sounds, not the letter names.
- As you review each Large Card and sound, introduce the corresponding Sound Poster. Show students the Sound Poster for /m/, explaining that as they learn new sounds and spellings this year in Kindergarten, new Sound Posters will be displayed throughout the room.
- At the top of the poster, point to the girl and the speech bubble that includes a picture of the sound /m/. Explain that the speech bubble shows the girl is saying a particular sound.
- Ask students to produce the associated sound /m/.
- Show students Sound Card 1 (*mat*), explaining this word is *mat*; point to the red ‘m,’ explaining this is the sound picture for /m/. Ask students to repeat the word *mat*, calling attention to the initial sound /m/ represented by ‘m’. Affix this card to the first box on the Sound Poster.
- Tell students each time they learn a new way to spell or write a sound, you will add a card to the Sound Poster. Point to the empty box next to Sound Card 1 (*mat*) and explain this empty box means they will learn another way to spell the /m/ sound, in addition to the sound picture ‘m’, later this year.
- Introduce each of the Sound Posters and Sound Cards for /a/, /t/, and /d/ in a similar fashion. When introducing Sound Card 2 (*mad*), be sure to call attention to the fact the /a/ sound is heard in the middle part of this word, where it is represented by the red ‘a’.

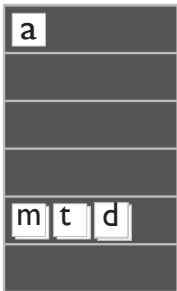
- Encourage students to refer to the posters if they forget how a particular sound is written or which sound is associated with a particular sound picture. Demonstrate how the key word on the Sound Card can be a useful reminder.

Chaining

30 minutes

Pocket Chart Chaining for Reading

15 minutes



Pocket Chart Setup

The sound /a/ sounds a little different before /m/ (compare *at* and *am*). This is because /m/ is a nasal sound whereas /t/—and most other consonant sounds—are not. Some students may hesitate when blending words like *am* and *dam*.

If students need additional reading practice, you may select appropriate Targeted Support Stop exercises from those listed under “Read Two- and Three-Sound Words” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Point to the cards and have students say the sounds, not the letter names.
- Tell students you are going to arrange the cards to make a word.
- Move the ‘d’, ‘a’, and ‘d’ cards to the center of your pocket chart to spell *dad*.
- To read this word, remind students they need to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word.
- Point to the first ‘d’ and ask the class to say the sound. Repeat with the ‘a’ and then the second ‘d’.
- Have students join you in blending the sounds: /d/ . . . /a/ . . . /d/: *dad*. (Make sure students use the blending motions from the Warm-Up.)
- Replace the first ‘d’ card with the ‘t’ card and say to the class, “If that is *dad*, what is this?”
- Ask a student to read the word (*tad*).
- Complete the chaining.

1. dad > tad > mad > mat > at > ad > am

Pocket Chart Chaining for Spelling

15 minutes

Note: In this exercise you will use the pocket chart again, but this time you will use it to teach spelling. Instead of moving from spellings to sounds, students will be asked to move from sounds to spellings.

- Use the same cards you used in the previous exercise.
- Explain that you have been spelling words for students to read. Now you are going to read some words for them to spell.
- Explain that when we spell a word, we break the word up into sounds, then we write a spelling for each sound in the word.
- Say the word *ad* and break it into its two sounds: /a/ . . . /d/.

Reading and spelling are inverse processes. Reading involves turning the spellings of a word into sounds and blending them; spelling involves segmenting a word into its sounds and then representing those sounds with symbols or spellings. The two pocket chart exercises that are back to back in this lesson practice these processes.

As you segment the words, in preparation for spelling them, we encourage you to use the segmenting gestures outlined in the Warm-Up, or the finger-tapping gestures explained in the Appendix to Unit 2.

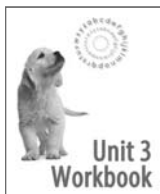
- Repeat /a/ and ask students to find the spelling for /a/ on the pocket chart.
- Have a student identify the 'a' card and place it in the middle pocket of the chart.
- Ask students to find the spelling for /d/ on the pocket chart.
- Have a student identify the 'd' card and place it in the middle pocket of the chart.
- Model reading the word to demonstrate a strategy to check for spelling accuracy.
- Congratulate students on spelling their first word.
- Say to the class, "If that is *ad*, who can show me *at*? /a/ . . . /t/." Call students' attention to the fact the ending sound is changed.
- Select a student to come to the pocket chart and replace the picture of /d/ with the picture of /t/.
- Complete the remaining words.
- This is the first time students are asked to spell words, offer additional scaffolding.

1. ad > at > mat > mad > tad > dad > am

Reviewing the Spellings

20 minutes

Connect It/Handwriting Practice



Worksheet 5.1

If students need additional handwriting practice, you may select appropriate Targeted Support Stop exercises from those addressing handwriting and the activities in Unit 3, Section III of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 5.1.
- Ask students to read the first word.
- Ask which of the pictures matches the word *mad*.
- Have students draw a line from the word *mad* to the matching picture, following your example.
- Complete the remaining items.
- Turn to the back of the worksheet. Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.

Lesson 6

Sounds First Activities

Unit 3, Lesson 6



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Note: In the last step, students now respond independently.

If the words rhyme, the response is “Yes, they rhyme this time!” If not, the response is “No way! Thumbs down!”

<p>Do this one first:</p> <p>T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let's play this game!</i></p> <p>T and S: repeat</p> <p>T: <i>mop (pause) top</i></p> <p>T: <i>Now listen!</i></p> <p><i>mop (curve, stretching op)</i></p> <p><i>top (curve, stretching op)</i></p> <p>T: <i>Together!</i></p> <p>T and S: <i>mop (curve, stretching op)</i></p> <p><i>top (curve, stretching op)</i></p> <p>T: <i>Do they rhyme this time?</i></p> <p>S: <i>Yes, they rhyme this time!</i></p>	<p>Repeat the procedure with the following word pairs:</p> <p>low, show</p> <p>need, <u>seed</u></p> <p>hat, coat</p> <p>car, far</p>
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Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: lessons in weeks 4 and 5 no longer have the words embedded in sentences. At this point in the Knowing stage, the lessons are meant to be quick drills to practice deletion with the goal of automaticity. Review the meanings of unfamiliar words at the end of the drill as needed.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

<p>Do this one first:</p> <p>T: Say <i>rainfall</i>.</p> <p>S: rainfall</p> <p>T: Now say <i>rainfall</i> without (put finger to lips)</p> <p><i>rain</i></p> <p>S: fall</p>	<p>Repeat the procedure with this list of words:</p> <p><u>wishbone</u></p> <p>sunburn</p> <p>catfish</p> <p><u>snapshot</u></p> <p><u>pinwheel</u></p> <p>inside</p> <p><u>watchdog</u></p> <p><u>countdown</u></p> <p><u>songbird</u></p>
<p>The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage only be used occasionally as needed to support students with syllable deletion in compound words. This skill will be assessed during the Mastering stage.</p>	





Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important Note: By the Mastering stage, most students should be deleting a single phoneme onset from a one syllable word automatically (in less than 2 seconds). The Whip Around assessment should be administered individually to students throughout the week during a time that is convenient to pull them. The assessment provides instructions for how this can look along with directions for administering it and guidance for how to support students who have not yet mastered this skill.

Do this one first:	Repeat the procedure using these words:
<p>T: <i>war</i></p> <p>S: repeat</p> <p>T: <i>Now say war without /w/</i></p> <p>S: ar</p>	<p>jam</p> <p><u>lad</u></p> <p>year</p> <p>race</p> <p><u>shore</u></p> <p><u>tin</u></p> <p>coat</p> <p>quit</p> <p><u>bill</u></p>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. See Week 1 for detailed directions as needed.

Sentence: Can kites kick kangaroos? Can kangaroos fly kites?



Lesson 6

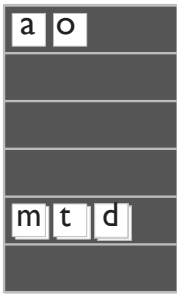
Basic Code

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words using large motor gestures (K.FL.PA.2d)
- ✓ Observe the shape of the mouth while pronouncing the sound /o/ (K.FL.PWR.3b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, and ‘d’ for /d/ (K.FL.PC.1b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture in the air and on paper of ‘o’ for /o/ (K.FL.PC.1b)
- ✓ Recognize, isolate, and write the single letter ‘o’ for short vowel sound /o/ (K.FL.WC.4b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter ‘o’ (K.FL.WC.4g)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (K.FL.PWR.3b)
- ✓ Trace and copy the lowercase letter ‘o’ (K.FL.WC.4g)
- ✓ Use spatial words, such as *left*, while practicing handwriting (K.FL.WC.4b)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for ‘m’, ‘t’, ‘d’, ‘a’	10
Introducing the Sound	Mirror, Mirror	One small mirror per student	10
Introducing the Spelling	Teacher Modeling		10
	Meet the Spelling Worksheet	Crayons; Worksheet 6.1; projection system	15
Chaining	Pocket Chart Chaining for Reading	Pocket chart; cards for ‘a’, ‘o’, ‘m’ (2), ‘t’ (2), ‘d’ (2)	15
Take-Home Material	Word Reading Practice	Worksheet 6.2	*



Pocket Chart Setup

Advance Preparation

Use an index card to create one 'o' card.

Prepare the pocket chart.

Position the cards for the following vowel spellings along the top of the pocket chart: 'a', 'o'.

Position the cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 't' (2), 'd' (2).

Warm-Up

10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under "Blend Two or Three Sounds to Form a Word" and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Teach this Warm-Up as you did in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They are all numbers.)

- | | |
|----------------------------|------------------------------|
| 1. (2) /t/ /oo/ > two | 5. (2) /f/ /or/ > four |
| 2. (2) /ae/ /t/ > eight | 6. (3) /w/ /u/ /n/ > one |
| 3. (3) /f/ /ie/ /v/ > five | 7. (3) /th/ /r/ /ee/ > three |
| 4. (3) /n/ /ie/ /n/ > nine | 8. (3) /t/ /e/ /n/ > ten |

Part B

- Use the Large Cards listed in the At a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.

Introducing the Sound

10 minutes

Mirror, Mirror

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Targeted Support Stop exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 3" and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Tell students the new sound is /o/.
- Have students say the /o/ sound several times, stretching it out.
- Ask students to repeat a number of words with the /o/ sound at the beginning: *odd, on, off, otter, ox*.
- Ask students to repeat a number of words with the /o/ sound in the middle: *hop, dock, dot, nod, mom*.
- Distribute a handheld mirror to each student.

- Ask students to use the mirrors to watch the shape of their mouths as they say some sounds.
- Say the sound /o/ and ask students if their mouths are open or closed when they say this sound (open).
- Say the sound /a/; ask students if their mouths are open or closed when they say this sound (open).
- Explain that sounds made with a wide-open mouth are called vowel sounds. /o/ and /a/ are both vowel sounds.
- Have students compare these two vowel sounds by alternating between them: /a/ . . . /o/ . . . /a/ . . . /o/.
- Ask students which sound is made with the wider mouth opening (/o/).
- Ask students what their mouths are doing as they move from /a/ to /o/. (The jaw drops lower to make the /o/ sound.)
- Explain that vowel sounds can be stretched out when you sing them.
- Tell students you are going to sing a song without some of the sounds in each word and you want them to guess the name of the song.
- Sing “Happy Birthday” with only the vowel sounds and ask students to identify the song: “/a/, /ee/, /er/, /ae/, /oo/, /oo/, /a/, /ee/, /er/, /ae/, /oo/, /oo/.”
- Say several students’ names with the vowel sounds stretched out. For example, the name *Sally* can be said: “S-aaaa-ll-eeee!”
- Tell students every word has at least one vowel sound. Some words have more than one vowel sound, but all words have at least one vowel sound.
- Ask students to recall some of the facts they have learned about vowel sounds:
 - Vowel sounds are made with the mouth open.
 - Vowel sounds are the parts of words you stretch out when you sing.
 - Vowel sounds are the sounds which may be stretched out when saying a name or word.
 - Every word has a vowel sound.

Introducing the Spelling

25 minutes

Teacher Modeling

10 minutes



Start between the dotted line and the bottom line.

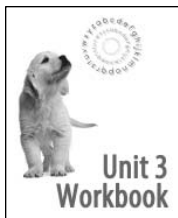
1. circle to the left

Remember to put up the Sound Poster for /o/ and the Sound Card for 'o'.

- Tell students you are going to show them how to draw a picture of the /o/ sound.
- Draw a large lowercase 'o' on the board and describe what you are doing using the phrase on the left. Repeat several times, using the phrase or counting off the stroke as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Remember: Try to avoid using the letter name "oh" during this activity. Instead, say the sound /o/.

Meet the Spelling Worksheet

15 minutes



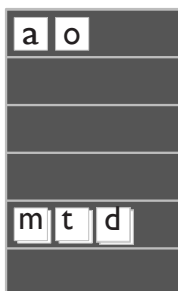
Worksheet 6.1

- Distribute and display Worksheet 6.1.
- Tell students everyone will practice drawing pictures of the /o/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- Turn to the back of the worksheet. Ask or assist students in identifying each picture and write an 'o' under the picture if the depicted item begins with the /o/ sound. Model each step as students follow along (*octopus, leaf, cat, ostrich, otter, cow*).

Chaining

15 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

Note: After asking students to chain some real words, you will ask them to chain some silly words.

- Point to the cards and have students say the sounds, not the letter names.
- Tell students you are going to arrange the cards to make a word.
- Move the 'm', 'o', and 'd' cards to the center of your pocket chart to spell *mom*.
- In order to read this word, remind students they need to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word.

Why read nonsense words?

1. This is a pure test of decoding ability, since students cannot recognize the word as a whole. 2. Studies have shown the ability to read nonsense words is among the most accurate indicators of reading proficiency. 3. Most kids think it's fun to read "silly" words.

If students need additional reading practice, you may select appropriate Targeted Support Stop exercises from those listed under "Read Two- and Three-Sound Words" and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Point to the first 'm' and ask the class to say the sound. Repeat with the 'o' and the second 'm'.
- Have students join you in blending the sounds: /m/ . . . /o/ . . . /m/: *mom*. (Make sure students use the blending motions you used in the Warm-Up.)
- Replace the first 'm' card with the 't' card and say to the class, "If that is *mom*, what is this?"
- Ask a student to read the word (*tom*).
- Complete the remaining words in the first chain.
- Tell students you are going to arrange the cards to make some silly words. Explain that silly words are words that are not real, but they can be blended just like real words.
- Complete the second chain.

1. mom > tom > tot > dot
2. dod > dom > om > ot > mot

Take-Home Material

Word Reading Practice

- Have students give Worksheet 6.2 to a family member.

Supplemental Resources

- Newly decodable words:

1. dot
2. mom
3. tot

- Real word chain:

1. mat > mad > ad > dad > tad

- Silly word chain:

1. mot > ot > om > dom > dod

- Song:

1. “Ozzie the Optimistic Ostrich” (from *Alphabet Jam* CD)

Code Knowledge

- Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 6 and 10 of those words would be completely decodable.
- After today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 6 and 11 of those words would be completely decodable.
- The sound /o/ is the 20th most common sound in English.
- The sound /o/ is found in approximately 13 percent of English words.
- The sound /o/ is spelled ‘o’ approximately 76 percent of the time.
- The spelling alternative ‘a’ as in *father* and *watch* is taught in a later grade.
- ‘o’ is a tricky spelling; it can be pronounced /o/ as in *hot*, /oe/ as in *noble*, or /u/ as in *mother*. In the Kindergarten materials, however, ‘o’ is always sounded /o/.
- Students have now learned one way to spell 5 of the 44 sounds in the English language.

Lesson 7

Sounds First Activities

Unit 3, Lesson 7



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first	Repeat the procedure with the following word pairs
<p>T: Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</p> <p>T and S: repeat</p> <p>T: run (pause) hop</p> <p>T: Now listen!</p> <p>run (curve, stretching un)</p> <p>hop (curve, stretching op)</p> <p>T: Together!</p> <p>T and S: run (curve, stretching un)</p> <p>hop (curve, stretching op)</p> <p>T: Do they rhyme this time?</p> <p>S: No way! Thumbs down!</p>	<p>bell, well</p> <p>set, soap</p> <p>line, mine</p> <p>night, right</p>





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

<p>Do this one first:</p> <p>T: Say <i>daycare</i>.</p> <p>S: daycare</p> <p>T: Now say <i>daycare without</i> (put finger to lips) care</p> <p>S: day</p>	<p>Repeat the procedure with this list of words:</p> <p><u>w</u>ind<u>p</u>roof</p> <p>someday</p> <p>your<u>s</u>elf</p> <p><u>e</u>gg<u>p</u>lant</p> <p>lifetime</p> <p>rain<u>b</u>ow</p> <p><u>l</u>igh<u>t</u>house</p> <p>nickname</p> <p>eard<u>r</u>um</p>
<p>The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage only be used occasionally as needed to support students with syllable deletion in compound words. This skill will be assessed during the Mastering stage.</p>	



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important Note: By the Mastering stage, most students should be deleting a single phoneme onset from a one syllable word automatically (in less than 2 seconds). A short Whip Around assessment is provided for use during this week. It should be

administered individually to students throughout the week during a time that is convenient to pull them.

Do this one first:	Repeat the procedure using these words:
T: tall	shake
S: repeat	size
T: Now say <i>tall</i> without /t/	<u>doze</u>
S: all	real
	car
	bone
	sail
	wax
	load



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Hairy Harry the horse hopped home.



Lesson 7

Basic Code

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words using large motor gestures (K.FL.PA.2d)
- ✓ Observe the shape of the mouth while pronouncing the sounds /m/, /t/, /d/, and /k/ (K.FL.PWR.3a)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, and 'o' for /o/ (K.FL.PC.1b)
- ✓ Listen to riddles and provide words with an initial /k/ as answers (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'c' for /k/ in the air and on paper (K.FL.PC.1b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'c' (K.FL.WC.4g)
- ✓ Recognize, isolate, and write 'c' for consonant sound /k/ (K.FL.WC.4b)
- ✓ Trace and copy the lowercase letter 'c' (K.FL.WC.4g)
- ✓ Use spatial words, such as *left*, while practicing handwriting (K.FL.WC.4b)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (K.FL.PWR.3b)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	Oral Blending and Sound/Spelling Review	Large Cards for 'm', 't', 'd', 'a', 'o'; Sound Poster for /o/; Sound Card 5 (<i>mom</i>)	10
<i>Introducing the Sound</i>	I'm Thinking of Something		10
	Consonant Sounds	One small mirror per student	10
<i>Introducing the Spelling</i>	Teacher Modeling		5
	Meet the Spelling Worksheet	Crayons; Worksheet 7.1; projection system	15
<i>Chaining</i>	Pocket Chart Chaining for Reading	Pocket chart; cards for 'a', 'o', 'm' (2), 't' (2), 'd' (2), 'c'	10
<i>Take-Home Material</i>	T-Chart Sort	Worksheets 7.2, 7.3	*

Advance Preparation



Pocket Chart Setup

Use an index card to create one 'c' card.

Prepare the pocket chart.

Position the cards for the following vowel spellings along the top of the pocket chart: 'a', 'o'.

Position the cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 't' (2), 'd' (2), 'c'.

Warm-Up

10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under "Blend Two or Three Sounds to Form a Word" and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Teach this Warm-Up as you did in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They are all names for girls.)

1. (2) /a/ /n/ > Ann
2. (3) /l/ /i/ /z/ > Liz
3. (3) /m/ /e/ /g/ > Meg
4. (3) /j/ /e/ /n/ > Jen
5. (3) /p/ /a/ /m/ > Pam
6. (3) /j/ /ae/ /n/ > Jane
7. (3) /j/ /oe/ /n/ > Joan
8. (3) /k/ /ae/ /t/ > Kate
9. (3) /j/ /e/ /s/ > Jess
10. (3) /b/ /e/ /th/ > Beth

Part B

- Use the Large Cards listed in the At a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.
- Introduce the Sound Poster for /o/ and Sound Card 5 (*mom*) as described in Lesson 5.

I'm Thinking of Something

10 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Targeted Support Stop exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 3" and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Tell students the new sound is /k/.
- Have students say the /k/ sound several times.
- Ask students to repeat a number of words having the /k/ sound at the beginning: *cat, kite, kit, cold, car*.
- Ask students to repeat a number of words having the /k/ sound at the end: *back, kick, bake, poke, snake*.
- Tell students you are thinking of something beginning with the /k/ sound. You want them to guess what it is, but first you will give them a hint.
- Read the first hint and have students guess the answer.
- If needed, read the second hint.
- Complete the riddles.

1. I'm thinking of something with four wheels.
A grown-up has to drive this. (car)
2. I'm thinking of a small animal with four legs, whiskers, and a tail.
This animal says, "Meow!" (cat)
3. I'm thinking of a yellow vegetable.
Sometimes you eat this on the cob. (corn)
4. I'm thinking of a dessert.
On birthdays, there are often candles on this. (cake)
5. I'm thinking of something you wear outside when it gets cold.
You wear this over your other clothes. It keeps you warm! (coat)
6. I'm thinking of the opposite of hot.
I'm thinking of the temperature of snow and ice. (cold)

Consonant Sounds

10 minutes

- Distribute one small mirror to each student.
- Remind students of the vowel sounds they have learned (/a/ and /o/) and recall what they have learned about them:
 - Vowel sounds are made with the mouth open.
 - Vowel sounds are the parts of words you stretch out when you sing.
 - Vowel sounds are the sounds you may stretch out when saying a name or word.
 - Every word has at least one vowel sound.

- Tell students today they are going to learn about a different kind of sound—consonant sounds.
- Have students say the sounds /m/, /t/, /d/, and /k/. Explain that these are all consonant sounds.
- Explain that when we make consonant sounds, parts of our mouths touch together and the flow of air coming out of our mouths slows down or stops altogether, even if it is only for a split second.
 - For /m/, the lips are pressed together and the mouth is completely closed. Have students say /m/, and ask if they can feel their lips touching together.
 - For /d/ and /t/, the tongue touches the top of the mouth, just behind the teeth. Have students say /t/ and /d/, ask if they can feel their tongues tapping behind their teeth.
 - For /k/, the back of the tongue touches the roof of the mouth. Have students say /k/, ask if they can feel their tongue tapping behind their teeth as they did when saying /d/ and /t/.
- Explain that some consonant sounds—like /m/—can be stretched out like vowels, but others cannot be stretched. Have students try to stretch /t/, /d/, and /k/.
- Sing “Happy Birthday” again, this time sounding only the consonants:
 “/h/ . . . /p/ . . . /b/ . . . /th/ . . . /d/ . . . /t/ . . . /y/ . . . /h/ . . . /p/ . . . /b/ . . . /th/ . . . /d/ . . . /t/ . . . /y/.”

Note: The point of this exercise is to show how hard it is to pronounce consonant sounds in isolation.

- Ask students if they had trouble hearing the consonants.
- Explain that many consonant sounds are very hard to hear when they are sounded alone because many of them are so quick and short. They are easier to hear when they are sounded with vowel sounds. Tell students every word must have a vowel sound but there are words that do not have a consonant sound, e.g., *a*, *I*. Most words have both vowel and consonant sounds.

The word *consonant* means “sounded with.” Many consonant sounds need to be sounded with vowels to be heard distinctly.

Teacher Modeling

5 minutes



Start just below the dotted line.

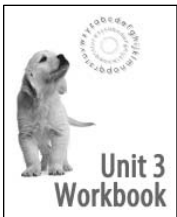
1. most of a circle to the left

Remember to put up the Sound Poster for /k/ and the Sound Card for 'c'. Note that 'c' is the phoneme identifier on the poster for /k/ since 'c' is taught first.

- Tell students you are going to show them how to draw a picture of the /k/ sound.
- Draw a large lowercase 'c' on the board and describe what you are doing using the phrase on the left. Repeat several times, using the phrase or counting off the stroke as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Remember: Try to avoid using the letter name "see" during this activity. Instead, say the sound /k/.

Meet the Spelling Worksheet

15 minutes



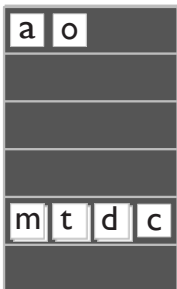
Worksheet 7.1

- Distribute and display Worksheet 7.1. Tell students everyone will practice drawing pictures of the /k/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first, then write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- Turn to the back of the worksheet. Ask students to identify each picture and write a 'c' under the picture if the depicted item begins with the /k/ sound. Model each step so students can follow along (*crayon, cat, elephant, cow, cup, guitar*).

Chaining

10 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

- Point to the cards and have students say the sounds, not the letter names.
- Tell students you are going to arrange the cards to make a word.
- Move the 'a' and 't' cards to the center of your pocket chart to spell *at*.
- In order to read this word, remind students they need to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word.
- Point to the 'a' and ask the class to say the sound. Repeat with the 't'.
- Have students join you in blending the sounds: /a/ . . . /t/: *at*. (Make sure students use the blending motions from the Warm-Up.)
- Add the 'm' card to the beginning of *at* and say to the class, "If that is *at*, what is this?"

If students need additional reading practice, you may select appropriate Targeted Support Stop exercises from those listed under “Read Two- and Three-Sound Words” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Ask a student to read the word (*mat*).
- Complete the chaining.

1. at > mat > cat > cot > dot > tot
2. cod > cot > cat > mat > mad > dad

Take-Home Material

T-Chart Sort

- Have students give Worksheets 7.2 and 7.3 to a family member.

Supplemental Resources

**VCC words may be challenging for some students at this point.

- Newly decodable words:

1. cat
2. cod
3. doc
4. cam
5. cot
6. act**

- Chain:

1. ad > at > cat > cot > tot > dot

- Song:

1. “Catherine Calico” (from *Alphabet Jam* CD)

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 6 and 11 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 6 and 12 of those words would be completely decodable.
- The sound /k/ is the 13th most common sound in English.
- The sound /k/ is found in approximately 24 percent of English words.
- The sound /k/ is spelled 'c' approximately 64 percent of the time.
- The spelling alternatives 'k' as in *kit*, 'cc' as in *soccer*, and 'ck' as in *duck* are taught later in this grade.
- The spelling alternative 'ch' as in *school* is taught in a later grade.
- 'c' is a tricky spelling; it can stand for /k/ (sometimes called "hard" 'c') or /s/ (sometimes called "soft" 'c'). In the Kindergarten materials, however, 'c' is always sounded /k/.
- Students have now learned one way to spell 6 of the 44 sounds in the English language.

Lesson 8

Sounds First Activities

Unit 3, Lesson 8



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
<p>T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i></p> <p>T and S: repeat</p> <p>T: race (pause) face</p> <p>T: Now listen!</p> <p>race (curve, stretching ace)</p> <p>face (curve, stretching ace)</p> <p>T: Together!</p> <p>T and S: race (curve, stretching ace) face (curve, stretching ace)</p> <p>T: Do they rhyme this time?</p> <p>S: Yes, they rhyme this time!</p>	<p>rest, nest</p> <p>woke, smoke</p> <p>hide, hat</p> <p>more, door</p>





Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
<p>T: Say <i>houseboat</i>.</p> <p>S: houseboat</p> <p>T: Now say <i>houseboat without</i> (put finger to lips) house</p> <p>S: boat</p>	<p>driveway</p> <p><u>scrapbook</u></p> <p>baseball</p> <p><u>earthquake</u></p> <p><u>housefly</u></p> <p>haircut</p> <p>grandson</p> <p><u>spaceship</u></p> <p><u>grassland</u></p>
<p>The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage only be used occasionally as needed to support students with syllable deletion in compound words. This skill will be assessed during the Mastering stage.</p>	



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall to all*.

Important Note: By the Mastering stage, most students should be deleting a single phoneme onset from a one syllable word automatically (in less than 2 seconds). Remember to administer the Whip Around assessment during this week.

<p>Do this one first:</p> <p>T: shame</p> <p>S: repeat</p> <p>T: Now say shame without /sh/</p> <p>S: ame</p>	<p>Repeat the procedure using these words:</p>
	<p><u>tax</u></p> <p><u>weave</u></p> <p><u>wage</u></p> <p>Ron</p> <p>thought</p> <p>bus</p> <p>like</p> <p><u>fake</u></p> <p><u>whiz</u></p>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Perry the Pig played ping pong.



Lesson 8

Basic Code

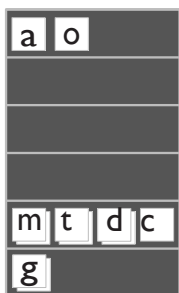
□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words using large motor gestures (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, ‘d’ for /d/, ‘o’ for /o/, and ‘c’ for /k/ (K.FL.PC.1b)
- ✓ Listen to riddles and provide words with an initial /g/ as answers (K.FL.PA.2d)
- ✓ Identify whether the pair of phonemes, /g/ and /k/ are the same or different (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of ‘g’ for /g/ in the air and on paper (K.FL.PC.1b)
- ✓ Recognize, isolate, and write ‘g’ for consonant sound /g/ (K.FL.WC.4b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter ‘g’ (K.FL.WC.4g)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (K.FI.PWR.3b)
- ✓ Trace and copy the lowercase letter ‘g’ (K.FL.WC.4g)
- ✓ Use spatial words, such as *left* and *bottom*, while practicing handwriting (K.FL.WC.4b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for ‘m’, ‘t’, ‘d’, ‘c’, ‘a’, ‘o’; Sound Poster for /k/; Sound Card 6 (<i>cat</i>)	10
Introducing the Sound	I’m Thinking of Something		10
	Minimal Pairs		10
Introducing the Spelling	Teacher Modeling		5
	Meet the Spelling Worksheet	Crayons; Worksheet 8.1; projection	15
Chaining	Pocket Chart Chaining for Reading	Pocket chart; cards for ‘a’, ‘o’, ‘m’ (2), ‘t’ (2), ‘d’ (2), ‘c’, ‘g’ (2)	10

Advance Preparation



Pocket Chart Setup

Use index cards to create 2 'g' cards.

Prepare the pocket chart.

Position the cards for the following vowel spellings along the top of the pocket chart: 'a', 'o'.

Position the cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 't' (2), 'd' (2), 'c', 'g' (2).

Warm-Up

10 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under "Blend Two or Three Sounds to Form a Word" and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Teach this Warm-Up as you did in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They are all names for boys.)

1. (3) /m/ /ie/ /k/ > Mike
2. (3) /m/ /a/ /t/ > Matt
3. (3) /s/ /a/ /m/ > Sam
4. (3) /j/ /e/ /f/ > Jeff
5. (3) /t/ /i/ /m/ > Tim
6. (3) /b/ /i/ /l/ > Bill
7. (3) /d/ /a/ /n/ > Dan
8. (3) /c/ /a/ /l/ > Cal
9. (3) /d/ /ae/ /v/ > Dave
10. (3) /t/ /o/ /m/ > Tom

Part B

- Use the Large Cards listed in the At a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.
- Introduce the Sound Poster for /k/ and Sound Card 6 (*cat*) as described in Lesson 5.

I'm Thinking of Something

10 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Targeted Support Stop exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 3" and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Tell students the new sound is /g/.
- Have students say the /g/ sound several times.
- Ask students to repeat a number of words having the /g/ sound at the beginning: *go, give, get, goat, girl*.
- Ask students to repeat a number of words having the /g/ sound at the end: *big, hug, rag, leg, log*.
- Ask students if they can tell whether /g/ is a vowel sound or a consonant sound. (It is a consonant sound.)
- Review the difference between vowel sounds and consonant sounds.
- Tell students you are going to say some riddles, and each has an answer beginning with the /g/ sound.

1. I'm thinking of someone in your family who is your mom's mom or your dad's mom. (grandma)
2. I'm thinking of the material windows are made of. This is very hard and smooth, and it is usually clear. Don't break it! (glass)
3. I'm thinking of a color. Grass, leaves, and some apples are this color. (green)
4. I'm thinking of something you can chew but you're not supposed to swallow. You can use it to blow bubbles! (gum)
5. I'm thinking of a kind of plant growing in many yards. You have to mow it. (grass)
6. I'm thinking of the opposite of bad. (good)
7. I'm thinking of a kind of white, sticky substance you use to hold things together. It's really sticky, and when it dries, it becomes hard. (glue)
8. I'm thinking of a bird similar to a duck. It has a long neck and big webbed feet. It says "HONK!" (goose)

Minimal Pairs

10 minutes

- Explain to students that it can be difficult to tell the difference between the /g/ sound and the /k/ sound.
- Tell students you are going to say two words. The words will be very similar, but one word will begin with the /g/ sound and the other word will begin with the /k/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word begins with the /g/ sound.

If students need additional practice listening for sounds, you may use the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs.

- | | |
|---------------|---------------|
| 1. cap—gap | 6. gauge—cage |
| 2. gold—cold | 7. come—gum |
| 3. could—good | 8. coal—goal |
| 4. cave—gave | 9. goat—coat |
| 5. grab—crab | 10. clad—glad |

Introducing the Spelling

20 minutes

Teacher Modeling

5 minutes



Start between the dotted line and the bottom line.

1. circle to the left
2. fish hook ending below bottom line

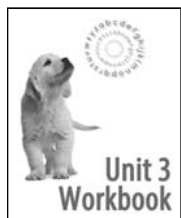
Remember to put up the Sound Poster for /g/ and the Sound Card for 'g'.

Note: In Kindergarten, teach students the lowercase 'g', generally used in handwriting and early reading materials. The uppercase 'G' will be introduced later.

- Tell students you are going to show them how to draw a picture of the /g/ sound.
- Draw a large lowercase 'g' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Remember: Try to avoid using the letter name "jee" during this activity. Instead, say the sound /g/.

Meet the Spelling Worksheet

15 minutes



Worksheet 8.1

- Distribute and display Worksheet 8.1. Tell students everyone will practice drawing pictures of the /g/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first, then write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- Turn to the back of the worksheet. Ask students to identify each picture and write a 'g' under the picture if the depicted item begins with the /g/ sound. Model each step so students can follow along (*gate, zebra, ice cream, girl, glasses, gloves*).



Pocket Chart Setup

If students need additional reading practice, you may select appropriate Targeted Support Stop exercises from those listed under “Read Two- and Three-Sound Words” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

Pocket Chart Chaining for Reading

- Point to the cards and have students say the sounds, not the letter names.
- Tell students you are going to arrange the cards to make a word.
- Move the ‘t’, ‘a’, and ‘g’ cards to the center of your pocket chart to spell *tag*.
- In order to read this word, remind students they need to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word.
- Point to the ‘t’ and ask the class to say the sound. Repeat with the ‘a’ and then the ‘g’.
- Have students join you in blending the sounds: /t/ . . . /a/ . . . /g/: *tag*. (Make sure everyone uses the blending motions from the Warm-Up.)
- Replace the ‘g’ card with the ‘d’ card and say to the class, “If that is *tag*, what is this?”
- Ask a student to read the word (*tad*).
- Complete the chaining.

1. tag > tad > dad > mad > mat
2. cot > got > tot > dot > dog

Supplemental Resources

*Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.

- Newly decodable words:

1. dog*
2. got*
3. tag
4. cog
5. gag

- Real word chain:

1. tag > tad > dad > ad > at > cat > cot > got

- Silly word chain:

1. dag > cag > ag > og > om > com > dom > gom

- Song:

1. "Gary Gipponary" (from *Alphabet Jam* CD)

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 6 and 12 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 7 and 16 of those words would be completely decodable.
- The sound /g/ is the 31st most common sound in English.
- The sound /g/ is found in approximately 7 percent of English words.
- The sound /g/ is spelled 'g' approximately 87 percent of the time.
- The spelling alternative 'gg' as in *egg* is taught later in this grade.
- The spelling alternatives 'gu' as in *guess*, 'gh' as in *ghost*, and 'gue' as in *dialogue* are rare.
- 'g' is a tricky spelling; it can stand for /g/ (sometimes called "hard" 'g') or /j/ (sometimes called "soft" 'g'). In the Kindergarten materials, however, 'g' is always sounded /g/.
- Students have now learned one way to spell 7 of the 44 sounds in the English language.

Lesson 9

Sounds First Activities

Unit 3, Lesson 9



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
<p>T: Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</p> <p>T and S: repeat</p> <p>T: nod (pause) night</p> <p>T: Now listen!</p> <p>nod (curve, stretching od)</p> <p>night (curve, stretching ight)</p> <p>T: Together!</p> <p>T and S: nod (curve, stretching od)</p> <p>night (curve, stretching ight)</p> <p>T: Do they rhyme this time?</p> <p>S: No way! Thumbs down!</p>	<p>sky, dry</p> <p>hand, land</p> <p>sit, soup</p> <p>smell, spell</p>



(K)

Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

<p>Do this one first:</p> <p>T: Say <i>snowstorm</i>.</p> <p>S: snowstorm</p> <p>T: Now say <i>snowstorm without</i> (put finger to lips) snow</p> <p>S: storm</p>	<p>Repeat the procedure with this list of words:</p> <p>downhill bookmark dollhouse without hairbrush <u>firewood</u> <u>starfish</u> <u>headband</u> headstand</p>
<p>The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage only be used occasionally as needed to support students with syllable deletion in compound words. This skill will be assessed during the Mastering stage.</p>	



(M)

Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important Note: By the Mastering stage, most students should be deleting a single phoneme onset from a one syllable word automatically (in less than 2 seconds). Remember to administer the Whip Around assessment during this week.

<p>Do this one first:</p> <p>T: wax</p> <p>S: repeat</p> <p>T: Now say wax without /w/</p> <p>S: ax</p>	<p>Repeat the procedure using these words:</p> <p>sheet</p> <p>box</p> <p>pad</p> <p>van</p> <p>ride</p> <p>fill</p> <p>red</p> <p><u>fade</u></p> <p><u>loan</u></p>
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Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Yellow yams! Yikes," yelled Yuri.



Lesson 9

Basic Code

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words using large motor gestures (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, ‘d’ for /d/, ‘c’ for /k/, ‘o’ for /o/, and ‘g’ for /g/ (K.FL.PC.1b)
- ✓ Identify whether the pair of phonemes /i/ and /a/ are the same or different (K.FI.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture in the air and on paper of ‘i’ for /i/ (K.FL.PC.1b)
- ✓ Recognize, isolate, and write the single letter ‘i’ for short vowel sound /i/ (K.FL.WC.4b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter ‘i’ (K.FL.WC.4g)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (K.FL.PWR.3b)
- ✓ Trace and copy the lowercase letter ‘i’ (K.FL.WC.4g)
- ✓ Use spatial words, such as *down* and *top*, while practicing handwriting (K.FL.WC.4b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for ‘m’, ‘t’, ‘d’, ‘c’, ‘g’, ‘a’, ‘o’; Sound Poster for /g/; Sound Card 7 (<i>dog</i>)	5
Introducing the Sound	Minimal Pairs		15
Introducing the Spelling	Teacher Modeling		10
	Meet the Spelling Worksheet	Crayons; Worksheet 9.1; projection	15
Chaining	Pocket Chart Chaining for Reading	Pocket chart; cards for ‘i’, ‘a’, ‘o’, ‘m’ (2), ‘t’ (2), ‘d’ (2), ‘c’, ‘g’ (2)	15
Take-Home Material	Spelling Worksheet	Worksheet 9.2	*



Pocket Chart Setup

Advance Preparation

Use an index card to make one 'i' card.

Prepare the pocket chart.

Position the cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

Position the cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 't' (2), 'd' (2), 'c', 'g' (2).

Warm-Up

5 minutes

Oral Blending and Sound/Spelling Review

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under "Blend Two or Three Sounds to Form a Word" and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

Part A

- Teach this Warm-Up as you did in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They are all tools we use when eating and drinking.)

1. (3) /m/ /u/ /g/ > mug	5. (3) /p/ /a/ /n/ > pan
2. (3) /f/ /o/ /k/ > fork	6. (3) /p/ /o/ /t/ > pot
3. (3) /k/ /u/ /p/ > cup	7. (3) /d/ /i/ /sh/ > dish
4. (3) /n/ /ie/ /f/ > knife	8. (3) /b/ /oe/ /l/ > bowl

Part B

- Use the Large Cards listed in the At a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.
- Introduce the Sound Poster for /g/ and Sound Card 7 (*dog*) as described in earlier lessons. Be sure to point out that the /g/ sound occurs in the final position in the key word, *dog*.

Minimal Pairs

If students need additional practice recognizing and isolating the sounds taught in this unit, you may use any of the Targeted Support Stop exercises listed under “Recognize and Isolate the Sounds Taught in Unit 3” the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

If students need additional practice differentiating vowel sounds, you may use the Targeted Support Stop exercise “T-Charts” and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Tell students the new sound is /i/.
- Have students say the /i/ sound several times.
- Ask students to repeat a number of words having the /i/ sound at the beginning: *it, is, in, if, icky*.
- Ask students to repeat a number of words having the /i/ sound in the middle: *big, hit, thick, mitt, sick*.
- Ask students if /i/ is a vowel sound or a consonant sound (it is a vowel sound).
- Explain to students that it can be difficult to tell the difference between the /i/ sound and other vowel sounds like /a/.
- Have students put their hands under their jaws and say the two sounds several times: /i/ . . . /a/ . . . /i/ . . . /a/.
- Point out that the jaw drops from the /i/ sound to the /a/ so the mouth can open wider.
- Tell students you are going to say two words. The words will be very similar, but one word will contain the /i/ sound and the other word will contain the /a/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /i/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs, pointing out to students that in some words they will hear the /a/ or /i/ in the middle, not the beginning, of a word.

- | | |
|--------------|--------------|
| 1. it—at | 6. hit—hat |
| 2. an—in | 7. sang—sing |
| 3. fat—fit | 8. dash—dish |
| 4. limp—lamp | 9. fin—fan |
| 5. cat—kit | 10. tip—tap |

- Have students put their hands under their jaws and say the following sounds several times: /i/ . . . /a/ . . . /o/. Point out that the jaw drops from /i/ to /a/ to /o/ so the mouth can open wider.
- Say the following sets of real and silly words containing the vowel sounds /i/, /a/, and /o/ and ask students which word contains the /i/ sound.

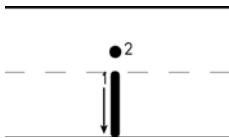
- | | |
|-------------------|-----------------|
| 1. bat—bit—bot | 6. sit—sat—sot |
| 2. lamp—lomp—limp | 7. it—at—ot |
| 3. cat—kit—cot | 8. lip—lap—lop |
| 4. fit—fat—fot | 9. hip—hap—hop |
| 5. mat—mot—mitt | 10. pit—pat—pot |

Introducing the Spelling

25 minutes

Teacher Modeling

10 minutes



Start on the dotted line.

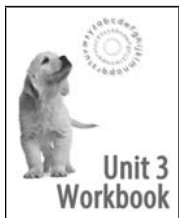
1. short line down (lift)
2. dot on top

Remember to put up the Sound Poster for /i/ and the Sound Card for 'i'.

- Tell students you are going to show them how to draw a picture of the /i/ sound.
- Draw a large lowercase 'i' on the board and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the phrases with you.
- Remember: Try to avoid using the letter name "eye" during this activity. Instead, say the sound /i/.

Meet the Spelling Worksheet

15 minutes



Worksheet 9.1

- Distribute and display Worksheet 9.1. Tell students everyone will practice drawing pictures of the /i/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first, then write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- At the bottom of the page, show students how to read and trace the word *did*; have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to identify each picture and write an 'i' under the picture if the depicted item begins with the /i/ sound. Model each step so students can follow along (*insect, frog, shoes, ink, igloo, Indian*).



Pocket Chart Setup

If students need additional reading practice, you may use any of the Targeted Support Stop exercises listed under “Read Two- and Three-Sound Words” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

Pocket Chart Chaining for Reading

- Point to the cards and have students say the sounds, not the letter names.
- Tell students you are going to arrange the cards to make a word.
- Move the ‘d’, ‘i’, and ‘g’ cards to the center of your pocket chart to spell *dig*.
- In order to read this word, remind students they need to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word.
- Point to the ‘d’ and ask the class what sound it stands for. Repeat with the ‘i’ and then the ‘g’.
- Have students join you in blending the sounds: /d/ . . . /i/ . . . /g/: *dig*. (Make sure students use the blending motions from the Warm-Up.)
- Replace the ‘d’ card with the ‘g’ card and say to the class, “If that is *dig*, what is this?”
- Ask a student to read the word (*gig*).
- Complete the chaining.

1. dig > gig > gag > tag > tad > mad > dad > did > dim
2. it > at > cat > mat > mad > dad > did > dig > dog

Take-Home Material

Spelling Worksheet

- Have students give Worksheet 9.2 to a family member.

Supplemental Resources

*Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.

- Newly decodable words:

- | | |
|---------|--------|
| 1. did* | 5. mid |
| 2. dig | 6. Tim |
| 3. dim | 7. gig |
| 4. it* | 8. tic |

- Real word chain:

1. it > at > mat > mad > mid > did > dig > gig

- Silly word chain:

1. gim > mim > mit > git > dit > dat > gat > gad

- Song:

1. "Itchy Itchy Chicken Bone" (from *Alphabet Jam* CD)

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 7 and 16 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 15 and 36 of those words would be completely decodable.
- The sound /i/ is the 4th most common sound in English.
- The sound /i/ is found in approximately 29 percent of English words.
- The sound /i/ is spelled 'i' approximately 94 percent of the time.
- The spelling alternative 'y' as in *gym* is taught later in the supplement; the spelling alternative 'ui' as in *build* is rare.
- 'i' is a tricky spelling; it can stand for /i/ as in *hit*, /ie/ as in *tiny*, or /ee/ as in *radio*. In the Kindergarten materials, however, 'i' is always sounded /i/.
- Students have now learned one way to spell 8 of the 44 sounds in the English language.

Lesson 10

Sounds First

Activities and

Assessment

Unit 3, Lesson 10



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

Do this one first:	Repeat the procedure with the following word pairs:
<p>T: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i></p> <p>T and S: repeat</p> <p>T: snow (pause) <i>slip</i></p> <p>T: Now <i>listen!</i></p> <p> <i>snow</i> (curve, stretching <i>ow</i>)</p> <p> <i>slip</i> (curve, stretching <i>ip</i>)</p> <p>T: Together!</p> <p>T and S: <i>snow</i> (curve, stretching <i>ow</i>)</p> <p> <i>slip</i> (curve, stretching <i>ip</i>)</p> <p>T: <i>Do they rhyme this time?</i></p> <p>S: No way! Thumbs down!</p>	<p>sick, lick</p> <p>too, you</p> <p>nap, kite</p> <p>soup, ring</p>



(K)

Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

<p>Do this one first:</p> <p>T: Say <i>mailbox</i>.</p> <p>S: mailbox</p> <p>T: Now say <i>mailbox without</i> (put finger to lips) box</p> <p>S: mail</p>	<p>Repeat the procedure with this list of words:</p> <p><u>iceberg</u></p> <p><u>birthday</u></p> <p><u>leapfrog</u></p> <p><u>backpack</u></p> <p>footprint</p> <p><u>doorstop</u></p> <p>doorknob</p> <p>myself</p> <p><u>sweatshirt</u></p>
<p>The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage should only be used occasionally as needed to support students with syllable deletion in compound words. This skill will be assessed during the Mastering stage.</p>	



(M)

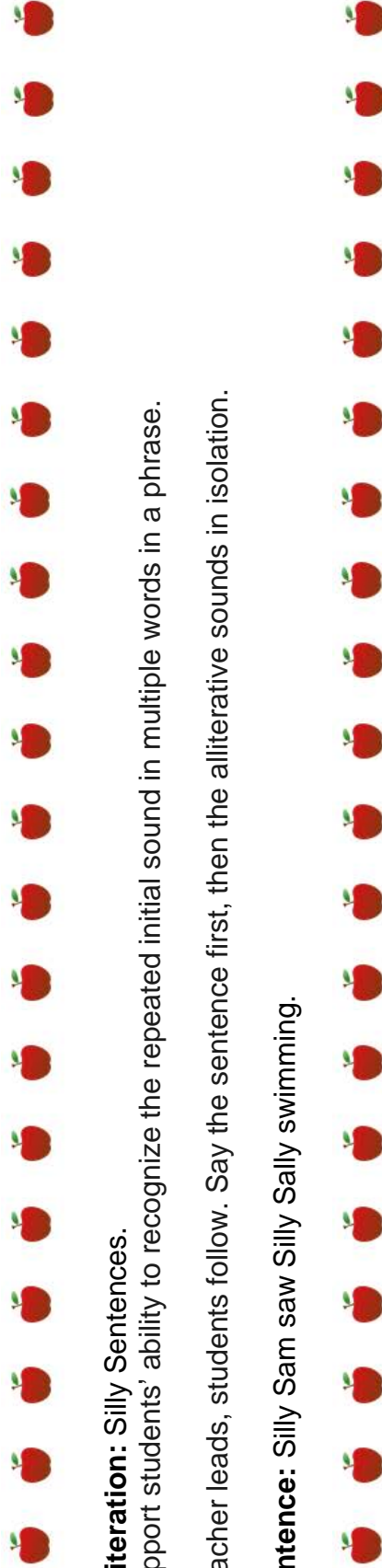
Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important Note: By the Mastering stage, most students should be deleting a single phoneme onset from a one syllable word

automatically (in less than 2 seconds). Remember to administer the Whip Around assessment during this week.

<p>Do this one first:</p> <p>T: these</p> <p>S: repeat</p> <p>T: Now say these <i>without /th/</i></p> <p>S: ese</p>	<p>Repeat the procedure using these words:</p> <p>dive</p> <p>far</p> <p>sat</p> <p><u>poke</u></p> <p>wait</p> <p>boil</p> <p>cage</p> <p>fed</p> <p>can't</p>
---	--



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Silly Sam saw Silly Sally swimming.





Date Administered: _____

Whip Around Assessment - Delete the Onset Phoneme

Skill: Delete the Onset Phoneme (Cut off the Sound).

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they cut off the first sound now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Just as in the lessons, you will ask them to delete the onset phoneme in each word.

Warm-up model for the group. **T:** Say *sand*.

S: sand

T: Now say *sand* without /s/.

S: and

<2	✓	<2	✓	<2	✓	<2	✓	<2	✓				
	late		weight		bait		mate		rate				
	near		fear		leer		tier		meer				
	tame		lame		fame		same		came				

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a "1 one-thousand, 2 one-thousand" count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

Ⓧ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more Ⓧ and Ⓜ practice in small groups with those students.

Ⓔ If the student can't do this skill at any speed, that student needs more experiencing time. Do more Ⓔ practice in small groups and use the hand motions again.

- **Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).**
- **Progress to the next lessons with everyone while supporting those students who need more time in small groups.**

Lesson 10

Review

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Orally blend sounds to form words using large motor gestures** (K.FL.PA.2d)
- ✓ **Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, ‘d’ for /d/, ‘c’ for /k/, ‘o’ for /o/, ‘g’ for /g/, and ‘i’ for /i/** (K.FL.PC.1b)
- ✓ **Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted** (K.FL.PWR.3b)
- ✓ **Segment a spoken word into phonemes** (K.RF.PA.2d)
- ✓ **Indicate whether the target phonemes /i/ and /a/ are present in the medial position of a spoken word** (K.FL.PA.2d)
- ✓ **Trace letters of the alphabet accurately in lowercase form** (K.FL.WC.4g)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip** (K.FL.WC.4g)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for ‘m’, ‘t’, ‘d’, ‘c’, ‘g’, ‘i’, ‘a’, ‘o’ Sound Poster for /i/; Sound Card 8 (<i>dig</i>)	5
Chaining	Pocket Chart Chaining for Reading	Pocket chart; cards for ‘i’, ‘a’, ‘o’, ‘m’ (2), ‘t’ (2), ‘d’ (2), ‘c’, ‘g’ (2)	15
	Pocket Chart Chaining for Spelling	Pocket chart; cards for ‘i’, ‘a’, ‘o’, ‘m’ (2), ‘t’ (2), ‘d’ (2), ‘c’, ‘g’ (2)	15
Practice	Vowel Discrimination	Worksheets 10.1, 10.2	15
	Rainbow Letters	Crayons or colored pencils; Worksheet 10.3; projection system	10
Take-Home Material	Connect It	Worksheet 10.4	*



Pocket Chart Setup

Advance Preparation

Prepare the pocket chart.

Position the cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

Position the cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 't' (2), 'd' (2), 'c', and 'g' (2).

Warm-Up

5 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under "Blend Two or Three Sounds to Form a Word" and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Teach this Warm-Up as in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They are associated with the sea.)

- | | |
|-----------------------------|------------------------------|
| 1. (2) /ee/ /l/ > eel | 5. (3) /sh/ /ar/ /k/ > shark |
| 2. (3) /f/ /i/ /sh/ > fish | 6. (3) /sh/ /e/ /l/ > shell |
| 3. (3) /w/ /ae/ /l/ > whale | 7. (3) /w/ /ae/ /v/ > wave |
| 4. (3) /r/ /ee/ /f/ > reef | 8. (3) /sh/ /i/ /p/ > ship |

Part B

- Use the Large Cards listed in the At a Glance chart to review the sounds taught in this unit.
- Have students say the sounds, not the letter names.
- Introduce the Sound Poster for /i/ and Sound Card 8 (*dig*), as described in earlier lessons. Be sure to point out that /i/ sound in *dig* occurs in the medial position.

Chaining

30 minutes



Pocket Chart Setup

Pocket Chart Chaining for Reading

15 minutes

- Point to the cards and have students say the sounds, not the letter names.
- Tell students you are going to arrange the cards to make a word.
- Move the 'i' and 't' cards to the center of your pocket chart to spell *it*.
- In order to read this word, remind students they need to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word.

Reading and spelling are inverse processes. Reading involves turning the spelling of a word into sounds and blending them; spelling involves segmenting a word into its sounds and representing those sounds with symbols or spellings. The two pocket chart exercises that are back to back in this lesson

If students need additional reading practice, you may use any of the Targeted Support Stop exercises listed under “Read Two- and Three-Sound Words” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

If students need additional practice spelling words with cards, you may use any of the Targeted Support Stop exercises listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Point to the ‘i’ and ask the class to say the sound. Repeat with the ‘t’.
- Have students join you in blending the sounds: /i/ . . . /t/: *it*. (Make sure students use the blending motions from the Warm-Up.)
- Replace the ‘i’ card with the ‘a’ card and say to the class, “If that is *it*, what is this?”
- Complete the chaining.

1. it > at > mat > cat > cot > dot
2. gag > tag > tad > dad > did > dig

Pocket Chart Chaining for Spelling

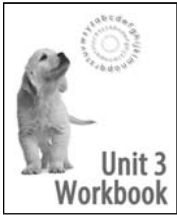
15 minutes

- Use the same cards you used in the previous exercise.
- Explain to students you have been spelling words for them to read. Now you are going to read some words for them to spell.
- In order to spell a word, tell students to break the word up into sounds, then write a spelling for each sound in the word.
- Say the word *at* and break it into its two sounds: /a/ . . . /t/.
- Repeat /a/ and ask students to find the spelling for /a/ on the pocket chart.
- Have a student identify the ‘a’ card and place it in the middle pocket of the chart.
- Ask students to find the spelling for /t/ on the pocket chart.
- Have a student identify the ‘t’ card and place it in the middle pocket of the chart.
- Demonstrate a strategy to check for spelling accuracy by reading the word.
- Say to students, “If that is *at*, who can show me *mat*? /m/ . . . /a/ . . . /t/.” Point out to students the new word has an extra sound at the beginning.
- Have a student come to the pocket chart and add the picture of /m/.
- Complete the chaining.

1. at > mat > mad > mid > did > dad
2. dog > dot > got > tot > cot > cat

Vowel Discrimination

15 minutes



Worksheets 10.1, 10.2

If students need additional practice differentiating vowel sounds, you may use the Targeted Support Stop exercise “T-Charts” and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

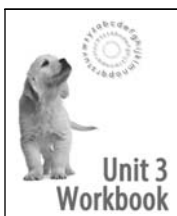
- Distribute Worksheets 10.1 and 10.2.
- Explain to students one worksheet has a picture of the /i/ sound and the other has a picture of the /a/ sound.
- Ask students to show you the picture of /i/ when you say the /i/ sound and the picture of /a/ when you say the /a/ sound.
- Practice this several times.
- Next, tell students you will be reading some three-sound words containing only one vowel sound. The vowel sound will always be the middle sound and it will always be either /i/ or /a/.
- Tell students to hold up the picture of /i/ when you say a word containing the /i/ sound and the picture of /a/ when you say a word that contains the /a/ sound.

Note: If students are having trouble hearing a word’s middle sound, say the word in a segmented fashion: /b/ . . . /i/ . . . /g/. Then repeat the word in its blended form: *big*.

- | | | |
|--------|---------|---------|
| 1. big | 5. kick | 9. dig |
| 2. cat | 6. hip | 10. jam |
| 3. bag | 7. sit | 11. can |
| 4. pat | 8. rat | 12. lip |

Rainbow Letters

10 minutes



Worksheet 10.3

- Distribute and display Worksheet 10.3 and crayons or colored pencils.
- Show students how to trace the letter ‘m’, pointing out the starting dot and explaining the need to stay between the lines. Trace the ‘m’ several times, using a different color each time.
- Have students follow along on their worksheets.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Take-Home Material

Connect It

- Have students give Worksheet 10.4 to a family member.

Lesson 11

Sounds First Activities

Unit 3, Lesson 11



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Important Note: Lessons in the Experiencing stage scaffolded students rhyme recognition by providing visual and verbal cues to help students “see” and “hear” the rime in each word. As students enter the Knowing stage, they should be comfortable recognizing whether or not words rhyme, but some students may not be doing it automatically yet. There are two weeks of lessons in the Knowing stage. The lessons are meant to be quick drills to practice rhyme recognition with the goal of automaticity.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

<p>Do this one first:</p> <p>T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i></p> <p>T: Say rat (pause) hot</p> <p>S: rat (pause) hot</p> <p>T: <i>Do they rhyme this time?</i></p> <p>S: No way! Thumbs down!</p>	<p>Repeat the procedure with the following word pairs:</p> <p>mail, pup week, peek no, go me, she store, shop call, ball nut, shut spin, skin corn, bark</p>
<p>Use the scaffolds from the Experiencing Stage as needed to support students with rhyme recognition.</p>	



(K)

Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
<p>T: Say <i>shoelace</i>.</p> <p>S: shoelace</p> <p>T: Now say <i>shoelace without shoe</i></p> <p>S: lace</p>	<p>backseat</p> <p>lunchroom</p> <p>downstairs</p> <p><u>drumstick</u></p> <p>beanbag</p> <p>classroom</p> <p>football</p> <p>nighttime</p> <p>mailman</p>
<p>The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage should only be used very rarely at this point in the Knowing stage to support students with syllable deletion in compound words. Automaticity (correct response in less than 2 seconds) in this skill will be assessed during the Mastering stage.</p>	



(E)

Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to *f/*.

Important Note: Lessons in the Experiencing stage scaffold towards eventual rime deletion by isolating the onset with a fist motion under the chin, and “showing” the rime by making a curve motion outward with the hand when pronouncing it. Whispering it is the precursor to deletion.

Directions: Tell students to imagine a word coming out of their mouth. Remind them that over the past several weeks, their job has been to cut off the *first* sound they hear. Explain that now, their job will be to leave that sound and cut off the rest of the word - the part that is on the curve.

1. Say the sentence. Then say the word. Ex: *Be careful, don't fall!* (Pause) *fall*.
2. Tell students to repeat.
3. Place your fist under your chin. Then say the bolded word while moving your hand out and away from your mouth in the shape of a curve. This “shows” the word coming out of your mouth. Ex: *fall*.
4. Place your fist back under your chin and pull down slightly while pronouncing the first sound. [This helps students “see” and isolate the onset.] Ex: Say “/f/.”
5. Then extend your hand out and away from your mouth in the shape of a curve and say the rime. Ex: *all*.
6. Tell the students to do it with you (steps 4 and 5), only this time you will whisper the rime. Ex: *Let's do it together and we'll whisper the 'all.'*
7. Practice a few times to be sure that students are comfortable. Make sure that students are speaking the onset in a normal voice. It is just the rime that is whispered here as that is the part that will eventually be deleted.

In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right.

Do this one first. Practice and model with the students:	Repeat the procedure using these sentences:
<p>T: <i>Be careful, don't fall!</i> (pause)</p> <p>S: repeat</p> <p>T: <i>fall</i> (while moving hand forward from mouth on a curve)</p> <p>T: <i>/f/</i> (fist under chin) <i>all</i> (curve motion)</p> <p>T: <i>Now let's do it together, but we'll whisper the all.</i></p> <p>T & S: <i>/f/</i> (at chin)...<i>all</i> (whispered while moving hand forward in</p>	<p><i>My mom said to hurry, it's getting kind of late!</i></p> <p><i>I like to lay on my mat.</i></p> <p><i>Can you reach up high?</i></p> <p><i>Can you smell that beautiful rose?</i></p>

the shape of a curve)

Note: You can extend the number of items in this activity by using these additional words from the above sentences: mom, said, like, can, high.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Busy bugs bite baby bananas.



Lesson 11

Review
Student Performance
Task Assessment

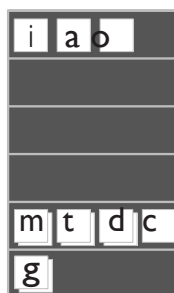
□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words using large motor gestures (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing ‘a’ for /a/, ‘m’ for /m/, ‘t’ for /t/, ‘d’ for /d/, ‘c’ for /k/, ‘o’ for /o/, ‘g’ for /g/, and ‘i’ for /i/ (K.FL.PC.1b)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (K.FL.PWR.3b)
- ✓ Segment a spoken word into phonemes (K.FL.PA.2d)
- ✓ Read and write one-syllable short vowel CVC words by labeling pictures using the spellings taught in Unit 3 (K.FL.PWR.3b)
- ✓ Read one-syllable short vowel CVC words by playing a large motor game (K.FL.PWR.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for ‘m’, ‘t’, ‘d’, ‘c’, ‘g’, ‘i’, ‘a’, ‘o’	5
Chaining	Pocket Chart Chaining for Reading	Pocket chart; cards for ‘i’, ‘a’, ‘o’, ‘m’ (2), ‘t’ (2), ‘d’ (2), ‘c’, ‘g’ (2)	15
	Pocket Chart Chaining for Spelling	Pocket chart; cards for ‘i’, ‘a’, ‘o’, ‘m’ (2), ‘t’ (2), ‘d’ (2), ‘c’, ‘g’ (2)	15
Practice	Label the Picture	Crayons; Worksheet 11.1; projection	10
	Spelling Hopscotch	Marker; paper	15
Student Performance Task Assessment	Reading Assessment	Part One: Worksheet 11.3; crayons or pencils; Part Two: Worksheet 11.2; copy of word cards from this lesson	*
Take-Home Material	Practice Pack	Worksheet 11.4	*

Advance Preparation



Pocket Chart Setup

Prepare the pocket chart.

Position the cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

Position the cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 't' (2), 'd' (2), 'c', and 'g' (2).

Write the vowel spellings 'a', 'i', and 'o' on circular sheets of paper. If possible, laminate the paper. Write the consonant spellings 'm', 't', 'd', 'c', and 'g' on oval or petal-shaped white sheets of paper. If possible, laminate the paper.

Note to Teacher

This lesson and the three following are devoted to review and assessment of Unit 3. The assessment consists of Parts One and Two. Part One is a whole-group activity required of all students. They will circle 10 words, one per row, as you pronounce each one-syllable CVC word. After scoring Part One, you will determine which students need to complete Part Two. In Part Two, meet briefly with students individually to administer a 10-word reading assessment. The estimated time for each child is two to four minutes.

Warm-Up

5 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under "Blend Two or Three Sounds to Form a Word" and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Teach this Warm-Up as in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They are all farm animals.)

- | | |
|------------------------------|-----------------------------|
| 1. (3) /sh/ /ee/ /p/ > sheep | 5. (3) /d/ /u/ /k/ > duck |
| 2. (2) /k/ /ow/ > cow | 6. (3) /h/ /or/ /s/ > horse |
| 3. (3) /h/ /e/ /n/ > hen | 7. (3) /g/ /oo/ /s/ > goose |
| 4. (3) /p/ /i/ /g/ > pig | 8. (3) /b/ /oo/ /l/ > bull |

Part B

- Use the Large Cards listed in the At a Glance chart to review the sounds taught in this unit.
- Have students say the sounds, not the letter names.
- Encourage students to refer to the Sound P Posters if they forget either how a particular sound is written or which spelling is associated with a particular sound picture.



Pocket Chart Setup

If the students need additional reading practice, you may use any of the Targeted Support Stop exercises listed under “Read Two- and Three-Sound Words” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

Pocket Chart Chaining for Reading

15 minutes

- Point to the cards and have students say the sounds, not the letter names.
- Tell students you are going to arrange the cards to make a silly word. Remind students a silly word is not a real word.
- Move the ‘t’, ‘i’, and ‘d’ cards to the center of your pocket chart to spell *tid*.
- Remind students in order to read this word, they need to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word.
- Point to the ‘t’ and ask the class to say the sound. Repeat with the ‘i’ and then the ‘d’.
- Have students join you in blending the sounds: /t/ . . . /i/ . . . /d/: *tid*. (Make sure students use the blending motions from the Warm-Up.)
- Remind the class that *tid* is a silly word.
- Replace the ‘t’ card with the ‘g’ card and say to the class, “If that is *tid*, what is this?”
- Complete the chaining.

1. tid > gid > gad > gam > gom > com
2. mot > ot > og > ig > mig > mog

Pocket Chart Chaining for Spelling

15 minutes

As you segment the words, in preparation for spelling them, we encourage you to use the segmenting gestures outlined in the Warm-Up, or the finger tapping gestures explained in the Appendix to Unit 2.

If students need additional practice spelling words with cards, you may use any of the Targeted Support Stop exercises listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Use the same cards you used in the previous exercise.
- Explain that you want students to combine the letters to make silly words.
- Say the silly word *ag* and break it into its two sounds: /a/ . . . /g/.
- Repeat /a/ and ask students to find the spelling for /a/ on the pocket chart.
- Have a student identify the ‘a’ card and place it in the middle pocket of the chart.
- Ask students to find the spelling for /g/ on the pocket chart.
- Have a student identify the ‘g’ card and place it in the middle pocket of the chart.
- Model reading the silly word as a strategy to make sure you have spelled it correctly.
- Say to the class, “If that is *ag*, who can show me *cag*? /k/ . . . /a/ . . . /g/.”
- Select a student to come to the pocket chart and add the ‘c’.

- Complete the chaining.
- Since this is the first time students are asked to spell silly words, be prepared to offer additional scaffolding.

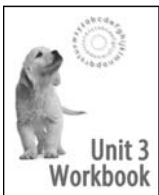
1. ag > cag > dag > dat > dit > git
2. dod > dom > om > im > mim > mit

Practice

25 minutes

Label the Picture

10 minutes



Worksheet 11.1

- Distribute and display Worksheet 11.1.
- Ask students to read the first word.
- Ask which of the first two pictures matches the word *cat*.
- Have students write *cat* under the picture of the cat, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Spelling Hopscotch

15 minutes

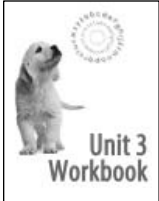
Note: This game can be played in the classroom, in the gym, or on the playground.

- Using the vowel circles and consonant petals you made, arrange the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside, tape the pieces to the floor.
Ask a student to spell a real word or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside. Have the student say the sounds while hopping on the letters—/t/ . . . /a/ . . . /g/—and then blend them to make the word or silly word—*tag*.
Ask the class whether the word is a real word or silly word.
- Repeat with additional students.
- After students have made a few words, switch in a new vowel spelling.
- **Note:** As students spell words, point out that every word contains a vowel sound and many words follow the consonant-vowel-consonant (CVC) pattern.

Student Performance Task Assessment

10 Reading Assessment

Part One



Worksheet 11.3

- Distribute Worksheet 11.3 and crayons or pencils.
- Display the front of Worksheet 11.3 in order to familiarize students with the format. If you wish to provide an example, create one using words other than those used in the assessment.
- Describe the activity to students by telling them they will be asked to circle one word in each row: the word you pronounce. Proceed with the assessment.
 1. cat
 2. dog
 3. mat
 4. dot
 5. dig
- Display the back of Worksheet 11.3 and continue.
 6. mom
 7. tag
 8. dad
 9. mad
 10. cot

Analysis and Interpretation

Part One

Assign one point for each word circled correctly.

There are 10 three-letter words making a total score of 10 points possible

Interpret scores as follows:

9–10 points—excellent

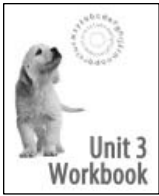
8 points—good

7 points—fair

6 points or less—poor

Students scoring 7 or fewer points need to complete Part Two of the assessment.

Part Two



Worksheet 11.2

- This involves assessing students individually by having them read aloud ten words printed on separate cards.
- The words for the assessment are printed on the next to last page of this lesson. Copy the page and cut out the words. Show the cards to the student one at a time.
- Use the individual record sheet on Worksheet 11.2 to record each word as the student reads it. Scoring is based on one point assigned for every sound in a word which is read correctly.
- Interpret scores as follows:
 - 26 or more points—excellent
 - 21–25 points—good
 - 15–20 points—fair
 - Less than 15 points—poor

Further analyze each student's errors to determine whether there are one or more individual letter-sound correspondences that are particularly problematic. The subtotals for each sound-spelling at the bottom of the record sheet should facilitate the identification of specific problem areas.

Also examine whether there are mispronunciations that occur more frequently in a given position in words, e.g., does the student read the initial sound correctly, but misread either the medial and/or final sound?

Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

Students who score in the fair–poor range are at risk of experiencing considerable difficulty in Unit 4. If a number of students in the classroom fall into this category, it is strongly recommended that you provide substantial practice and remediation using the activities in the Targeted Support Stop and the *Assessment and Remediation Guide*. Students who do not understand the concept of blending or who have not mastered the eight letter-sound correspondences taught in Unit 3 will only fall further behind if they move on to Unit 4 without remediation.

Take-Home Material

Practice Pack

- Have students give Worksheet 11.4 to a family member.

cat

mom

dog

tag

mat

dad

dot

mad

dig

cot

Lesson 12

Sounds First Activities

Unit 3, Lesson 12



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

Important Note: Lessons in the Experiencing stage scaffolded students rhyme recognition by providing visual and verbal cues to help students “see” and “hear” the rime in each word. As students enter the Knowing stage, they should be comfortable recognizing whether or not words rhyme, but some students may not be doing it automatically yet. There are two weeks of lessons in the Knowing stage. The lessons are meant to be quick drills to practice rhyme recognition with the goal of automaticity.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

<p>Do this one first:</p> <p>T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i></p> <p>T: Say map (pause) rug</p> <p>S: map (pause) rug</p> <p>T: <i>Do they rhyme this time?</i></p> <p>S: No way! Thumbs down!</p>	<p>Repeat the procedure with the following word pairs:</p> <p>talk, run smell, fell wish, fish hill, spill snail, pail walk, chalk jam, jump sip, hip wipe, rip</p>
<p>Use the scaffolds from the Experiencing Stage as needed to support students with rhyme recognition.</p>	



(K)

Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

Do this one first:	Repeat the procedure with this list of words:
<p>T: Say <i>sandbox</i>.</p> <p>S: sandbox</p> <p>T: Now say <i>sandbox without box</i></p> <p>S: sand</p>	<p>halfway</p> <p>zigzag</p> <p>nearby</p> <p><u>seaweed</u></p> <p><u>wildcat</u></p> <p><u>newborn</u></p> <p><u>archway</u></p> <p>workshop</p> <p><u>wildlife</u></p>
<p>The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage should only be used very rarely at this point in the Knowing stage to support students with syllable deletion in compound words. Automaticity in this skill will be assessed during the Mastering stage.</p>	



(E)

Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

Important Note: Lessons in the Experiencing stage scaffold towards eventual rime deletion by isolating the onset with a fist motion under the chin, and “showing” the rime by making a curve motion outward with the hand when pronouncing it. Whispering it is the precursor to deletion.

Directions: Tell students to imagine a word coming out of their mouth. Remind them that over the past several weeks, their job has been to cut off the *first* sound they hear. Explain that now, their job will be to leave that sound and cut off the rest of the word - the part that is on the curve.

1. Say the sentence. Then say the word. Ex: *Be careful, don't fall!* (Pause) *fall*.
2. Tell students to repeat.
3. Place your fist under your chin. Then say the bolded word while moving your hand out and away from your mouth in the shape of a curve. This “shows” the word coming out of your mouth. Ex: *fall*.
4. Place your fist back under your chin and pull down slightly while pronouncing the first sound. [This helps students “see” and isolate the onset.] Ex: Say “/f/.”
5. Then extend your hand out and away from your mouth in the shape of a curve and say the rime. Ex: *all*.
6. Tell the students to do it with you (steps 4 and 5), only this time you will whisper the rime. Ex: *Let's do it together and we'll whisper the 'all.'*
7. Practice a few times to be sure that students are comfortable. Make sure that students are speaking the onset in a normal voice. It is just the rime that is whispered as that is the part that will eventually be deleted.

Review this model of the procedure as needed:	Follow the procedure using these sentences:
<p>T: <i>Be careful, don't fall!</i> (pause)</p> <p>S: repeat</p> <p>T: <i>fall</i> (while moving hand forward from mouth on a curve)</p> <p>T: /f/ (fist under chin) <i>all</i></p> <p>T: <i>Now let's do it together, but we'll whisper the all.</i></p> <p>T & S: /f/ (at chin)...<i>all</i> (whispered while moving hand forward in the shape of a curve)</p>	<p><i>I'm still hungry, I'd like to have more soup.</i></p> <p><i>Ouch! I have a bad cramp in my leg.</i></p> <p><i>Yesterday I saw a bear at the zoo.</i></p> <p><i>Make sure to push your seat in when you line up for lunch!</i></p> <p><i>I can hear you, please don't shout!</i></p>

Note: You can extend the number of items in this activity by using any of these additional words from the above sentences: have, soup, bad, bear, line, for.



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Zip your zipper at the zoo.



Lesson 12

Review
Student Performance
Task Assessment

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words using large motor gestures (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'c' for /k/, 'o' for /o/, 'g' for /g/, and 'i' for /i/ (K.FL.PC.1b)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (K.FL.PWR.3b)
- ✓ Segment a spoken word into phonemes (K.FL.PA.2d)
- ✓ Read and write one-syllable short vowel CVC words by labeling pictures using the spellings taught in Unit 3 (K.FL.PWR.3b)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by playing a large motor game using sounds taught to date (K.FL.PWR.3a)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for 'm', 't', 'd', 'c', 'g', 'i', 'a', 'o'	5
Chaining	Pocket Chart Chaining for Reading	Pocket chart; cards for 'i', 'a', 'o', 'm' (2), 't' (2), 'd' (2), 'c', 'g' (2)	10
	Pocket Chart Chaining for Spelling	Pocket chart; cards for 'i', 'a', 'o', 'm' (2), 't' (2), 'd' (2), 'c', 'g' (2)	15
Practice	Label the Picture	Crayons; Worksheet 12.1; projection	15
	Spelling Hopscotch	Game pieces from Lesson 11	15
Student Performance Task Assessment	Reading Assessment	Materials from Lesson 11	*

Advance Preparation



Pocket Chart Setup

Prepare the pocket chart.

Position the cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

Position the cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 't' (2), 'd' (2), 'c', 'g' (2).

Warm-Up

5 minutes

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under "Blend Two or Three Sounds to Form a Word" and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Teach this Warm-Up as you did in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They all start with the sound /m/.)

- | | |
|----------------------------|--------------------------|
| 1. (3) /m/ /a/ /n/ > man | 5. (2) /m/ /ie/ > my |
| 2. (3) /m/ /o/ /m/ > mom | 6. (3) /m/ /u/ /g/ > mug |
| 3. (3) /m/ /i/ /s/ > miss | 7. (3) /m/ /o/ /p/ > mop |
| 4. (3) /m/ /oo/ /v/ > move | 8. (3) /m/ /a/ /d/ > mad |

Part B

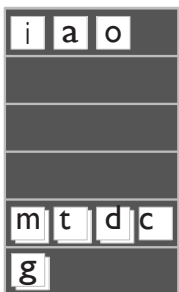
- Use the Large Cards listed in the At a Glance chart to review the sounds taught in this unit.
- Have students say the sounds, not the letter names.

Chaining

25 minutes

Pocket Chart Chaining for Reading

10 minutes



Pocket Chart Setup

- Point to the cards and have students say the sounds, not the letter names.
- Tell students you are going to arrange the cards to make a word.
- Move the 'd', 'i', and 'm' cards to the center of your pocket chart to spell *dim*.
- In order to read this word, remind students they need to look at the pictures of the sounds from left to right. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word.

If students need additional reading practice, you may use any of the Targeted Support Stop exercises listed under “Read Two- and Three-Sound Words” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Point to the ‘d’ and ask the class to say the sound. Repeat with the ‘i’ and the ‘m’.
- Have students join you in blending the sounds: /d/ . . . /i/ . . . /m/: *dim*. (Make sure students use the blending motions from the Warm-Up.)
- Replace the ‘m’ card with the ‘g’ card and say to the class, “If that is *dim*, what is this?”
- Complete the chaining.

1. dim > dig > did > dad > mad > mat
2. got > dot > cot > cat > at > it

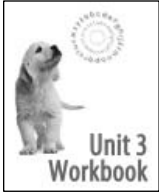
Pocket Chart Chaining for Spelling

15 minutes

If students need additional practice spelling words with cards, you may use any of the Targeted Support Stop exercises listed under “Spell Two- and Three- Sound Words with Cards” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Use the same cards you used in the previous exercise.
- Explain to students you have been spelling words for them to read. Now you are going to read some words for them to spell.
- Remind students that, when spelling a word, we break the word up into sounds, and write a spelling for each sound in the word.
- Say the word *at* and break it into its two sounds: /a/ . . . /t/.
- Repeat /a/ and ask students to find the spelling for /a/ on the pocket chart.
- Have a student identify the ‘a’ card and place it in the middle pocket of the chart.
- Ask students to find the spelling for /t/ on the pocket chart.
- Have a student identify the ‘t’ card and place it in the middle pocket of the chart.
- Model reading the word as a strategy to check for spelling accuracy.
- Say to the class, “If that is at, who can show me cat? /k/ . . . /a/ . . . /t/.” Point out the new word has an extra sound at the beginning.
- Select a student to come to the pocket chart and add the picture of /k/.
- Complete the chaining.

1. at > cat > cot > got > dot > dog
2. tad > dad > mad > mid > did > dig



Worksheet 12.1

If students need additional handwriting practice, you may use any of the Targeted Support Stop exercises addressing handwriting and the activities in Unit 3, Section III of the *Assessment and Remediation Guide*.

Label the Picture

15 minutes

- Distribute and display Worksheet 12.1.
- Ask students to read the first word.
- Explain that *doc* is a short way to say *doctor*.
- Ask which of the first two pictures matches the word *doc*.
- Have students write *doc* under the picture of the doctor, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Spelling Hopscotch

15 minutes

Note: This game can be played in the classroom, in the gym, or on the playground.

- Using the flower pieces from Lesson 11, arrange the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside. Tape the pieces to the floor.
- Ask a student to spell a real word or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside. Have the student say the sounds while hopping on the letters—/t/ . . . /a/ . . . /g/—and then blend them to make a word or silly word—*tag*.
- Ask whether the word is a real word or silly word.
- Repeat with additional students.
- After students have made a few words, switch in a new vowel spelling.

Note: As students spell words, point out that every word contains a vowel sound and many words follow the consonant-vowel-consonant (CVC) pattern.

Student Performance Task Assessment

10 Reading Assessment

- Follow the procedures explained in Lesson 11.

Lesson 13

Sounds First Activities

Unit 3, Lesson 13



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

<p>Do this one first:</p> <p>T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i></p> <p>T: Say ring (pause) sing</p> <p>S: ring (pause) sing</p> <p>T: Do they rhyme this time?</p> <p>S: Yes, they rhyme this time!</p>	<p>Repeat the procedure with the following word pairs:</p> <p>time, dime feel, game soon, moon fish, farm goose, moose goose, bird feel, peel sneeze, please wipe, rain</p>
<p>Use the scaffolds from the Experiencing Stage as needed to support students with rhyme recognition.</p>	



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

<p>Do this one first:</p> <p>T: Say <i>eyelash</i>. S: eyelash T: Now say <i>eyelash without eye</i> S: lash</p>	<p>Repeat the procedure with this list of words:</p> <p><u>whir</u>pool cloud<u>burst</u> <u>count</u>down <u>some</u>how <u>play</u>time <u>quic</u>ksand head<u>ache</u> <u>world</u>wide <u>saw</u>dust</p>
<p>The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage should only be used very rarely at this point in the Knowing stage to support students with syllable deletion in compound words. Automaticity in this skill will be assessed during the Mastering stage.</p>	



(E)

Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to */f/*.

Important Note: Lessons in the Experiencing stage scaffold towards eventual rime deletion by isolating the onset with a fist motion under the chin, and “showing” the rime by making a curve motion outward with the hand when pronouncing it. Then when they do it again, they whisper the rime. Whispering it is the precursor to deletion.

<p>Review this model of the procedure as needed:</p> <p>T: <i>Be careful, don't fall!</i> (pause) S: repeat</p> <p>T: <i>fall</i> (while moving hand forward from mouth on a curve) T: /f/ (fist under chin) <i>all</i></p> <p>T: <i>Now let's do it together, but we'll whisper the all.</i> T & S: /f/ (at chin)...<i>all</i> (whispered while moving hand forward in the shape of a curve)</p>	<p>Follow the procedure using these sentences:</p> <p><i>What do you think we will have for lunch?</i></p> <p><i>Tomorrow is my birthday, I'll be five years old.</i></p> <p><i>We will have some fun when we go to the beach.</i></p> <p><i>My mother likes to wear sandals on her feet.</i></p> <p><i>Let's go for a ride in that big red car.</i></p>
<p>Note: You can extend the number of items in this activity by using any of these additional words from the above sentences: will, for, some, beach, wear, big, red.</p>	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Frank finally fell in the field.



Lesson 13

Review
Student Performance
Task Assessment

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words using large motor gestures (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'c' for /k/, 'o' for /o/, 'g' for /g/, and 'i' for /i/ (K.FL.PC.1b)
- ✓ Read and write one-syllable short vowel CVC words by guessing the letters of words using the spellings taught in Unit 3 (K.FL.PWR.3b)
- ✓ Read and write one-syllable short vowel CVC words by circling the letters that spell the word and match a picture cue (K.FL.PWR.3b)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by playing a large motor game using sounds taught to date (K.FL.PWR.3a)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Oral Blending and Sound/Spelling Review	Large Cards for 'm', 't', 'd', 'c', 'g', 'i', 'a', 'o'	5
Word Building	Eraser Man		15
Practice	Circle Spelling	Crayons; Worksheet 13.1; projection	20
	Stomp and Spell	Vowel and consonant papers	20
Student Performance Task Assessment	Reading Assessment	Materials from Lesson 11	*
Take-Home Material	T-Chart Sort	Worksheets 13.2, 13.3	*

Advance Preparation

Write the vowel spellings 'a', 'i', and 'o' and the consonant spellings 'm', 't', 'd', 'c', and 'g' on sheets of paper for the Stomp and Spell activity. If possible, laminate the paper.

Oral Blending and Sound/Spelling Review**Part A**

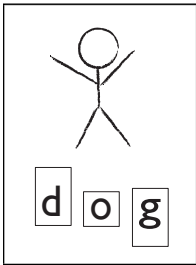
If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under “Blend Two or Three Sounds to Form a Word” and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Teach this Warm-Up as in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They all start with the sound /d/.)

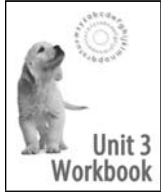
- | | |
|----------------------------|----------------------------|
| 1. (3) /d/ /ie/ /m/ > dime | 5. (3) /d/ /u/ /k/ > duck |
| 2. (2) /d/ /ae/ > day | 6. (2) /d/ /or/ > door |
| 3. (3) /d/ /i/ /sh/ > dish | 7. (3) /d/ /ar/ /k/ > dark |
| 4. (3) /d/ /u/ /z/ > does | 8. (3) /d/ /i/ /g/ > dig |

Part B

- Use the Large Cards listed in the At a Glance Chart to review the sounds taught in this unit.
- Have students say the sounds, not the letter names.

Word Building**Eraser Man**

- Draw a stick figure on the chalkboard.
- Tell the class you are thinking of a word with three sounds. Be sure to think of a word with sounds the students have been taught and remind students they may refer to the Sound Posters.
- Write one box on the board for each spelling in the word. The height and width of each box should approximate the height and width of the spelling it represents, e.g., high-rising boxes for spellings that have ascenders and low-dipping boxes for spellings that have descenders.
- Ask a student to guess a sound.
- If the student guesses a sound in the word, fill in the corresponding box.
- If the student guesses a sound that is not in the word, erase one of the stick figure’s body parts.
- Repeat until the stick figure has been completely erased (you win) or until the boxes are filled in (the students win), whichever comes first.
- Repeat with a second word, time permitting.



Worksheet 13.1

If students need additional handwriting practice, you may use any of the Targeted Support Stop exercises addressing handwriting and the activities in Unit 3, Section III of the *Assessment and Remediation Guide*.

Circle Spelling

20 minutes

- Distribute and display Worksheet 13.1.
- Point to the first picture and ask the class to identify it. (If necessary, tell the class it is a cat.)
- Ask the class for the first sound in *cat*.
- Ask the class which of the first two spellings is a picture of the /k/ sound.
- Have the students circle the 'c', following your example.
- Repeat for the remaining two sounds in *cat*.
- Have students write *cat* on the line provided, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Stomp and Spell

20 minutes

- Arrange the prepared vowel and consonant sheets of paper on the floor to resemble the setup on a pocket chart—vowel spellings on top, consonants below. Secure the cards to the floor.
- Choose a student to review the vowel spellings by stomping or tapping on each one and calling out the appropriate sound.
- Choose a second student to review the consonant spellings in the same fashion.
- Select a third student and call out the word *it* for the student to “stomp-spell.” The student should stomp or tap on each letter in the word to spell *it*.
- Repeat with the words listed in the following box:

- | | | |
|--------|--------|---------|
| 1. it | 5. did | 9. mom |
| 2. mat | 6. at | 10. dot |
| 3. cot | 7. mad | 11. cod |
| 4. tag | 8. got | 12. dim |

Student Performance Task Assessment

10 Reading Assessment

- Follow the procedures explained in Lesson 11.

Take-Home Material

T-Chart Sort

- Have students give Worksheets 13.2 and 13.3 to a family member.

Lesson 14

Sounds First Activities

Unit 3, Lesson 14



Rhyme Activity: Do They Rhyme this Time?

Skill: Rhyme recognition.

If the words rhyme, the response is “Yes, they rhyme this time!” If they don’t, the response is “No way! Thumbs down!”

<p>Do this one first:</p> <p>T and S: <i>Rhyme, rhyme. Do they rhyme this time? Do they sound the same? Come on, let’s play this game!</i></p> <p>T: Say read (pause) bus</p> <p>S: read (pause) bus</p> <p>T: <i>Do they rhyme this time?</i></p> <p>S: No way! Thumbs down!</p>	<p>Repeat the procedure with the following word pairs:</p> <p>more, store small, wall spring, <u>spice</u> jar, jam book, took hop, dig goat, float chip, whip car, bus</p>
<p>Use the scaffolds from the Experiencing Stage as needed to support students with rhyme recognition.</p>	



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: Lessons in weeks 5 and 6 no longer have the words embedded in sentences. At this point in the Knowing stage, the lessons are meant to be quick drills to practice deletion with the goal of automaticity. Review the meanings of unfamiliar words at the end of the drill as needed.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second. Review the meanings of underlined words at the end as needed.

<p>Do this one first:</p> <p>T: Say <i>snowsuit</i>. S: snowsuit T: Now say <i>snowsuit</i> without suit S: snow</p>	<p>Repeat the procedure with this list of words:</p> <p>playground <u>day</u>light play<u>th</u>ing railroad starfish <u>arm</u>chair <u>back</u>ground sunshine toothpaste</p>
<p>The scaffolds (e.g. whispering, stomping the syllable to be deleted) from the Experiencing stage should only be used very rarely at this point in the Knowing stage to support students with syllable deletion in compound words. Automaticity in this skill will be assessed during the Mastering stage.</p>	



Manipulating Phonemes: Cut Off the End. (Rime)

Skill: Delete rime unit from a one-syllable word. Ex: *Fall* to /f/.

<p>Review model of the procedure if needed:</p> <p>T: <i>Be careful, don't fall!</i> (pause)</p> <p>S: repeat</p> <p>T: <i>fall</i> (while moving hand forward from mouth on a curve)</p> <p>T: /f/ (fist under chin) <i>all</i></p> <p>T: <i>Now let's do it together, but we'll whisper the all.</i></p> <p>T & S: /f/ (at chin)...<i>all</i> (whispered while moving hand forward in the shape of a curve)</p>	<p>Follow the procedure using these sentences:</p> <p><i>My sister's name begins with the letter M.</i></p> <p><i>A little red fox ran into his cave.</i></p> <p><i>I love to eat rice and beans.</i></p> <p><i>My best friend lives near my house.</i></p> <p><i>When it's hot I go and sit in the shade.</i></p>
<p>Note: You can extend the number of items in this activity by using any of these additional words from the above sentences: with, ran, his, cave, love, hot, sit.</p>	



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Kelly Canoe can kick the can.



Lesson 14

Review
Student Performance
Task Assessment

□ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Orally blend sounds to form words using large motor gestures (K.FL.PA.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'c' for /k/, 'o' for /o/, 'g' for /g/, and 'i' for /i/ (K.FL.PC.1b)
- ✓ Read and write one-syllable short vowel CVC words by labeling pictures using the spellings taught in Unit 3 (K.FL.PWR.3b)
- ✓ Read and write one-syllable short vowel CVC words by circling the letters that spell the word matching a picture cue (K.FL.PWR.3b)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by playing a large motor game using sounds taught to date (K.FL.PWR.3a)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Warm-Up</i>	Oral Blending and Sound/Spelling Review	Large Cards for 'm', 't', 'd', 'c', 'g', 'i', 'a', 'o'	5
<i>Practice</i>	Stomp and Spell	Vowel and consonant cards from Lesson 13	20
	Label the Picture	Crayons; Worksheet 14.1; projection	15
	Circle Spelling	Crayons; Worksheet 14.2; projection	20
<i>Student Performance Task Assessment</i>	Reading Assessment	Materials from Lesson 11	*
<i>Take-Home Material</i>	Word Wheel	Worksheet 14.3	*

Oral Blending and Sound/Spelling Review

Part A

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under “Blend Two or Three Sounds to Form a Word” and the activities in Unit 3, Section I of the *Assessment and Remediation Guide*.

- Teach this Warm-Up as in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. (They are all sounds that animals make.)

- | | |
|---------------------------|------------------------------|
| 1. (2) /m/ /oo/ > moo | 5. (2) /b/ /o/ > baa |
| 2. (2) /n/ /æ/ > neigh | 6. (3) /ch/ /er/ /p/ > chirp |
| 3. (3) /h/ /i/ /s/ > hiss | 7. (3) /b/ /u/ /z/ > buzz |
| 4. (2) /p/ /er/ > purr | 8. (3) /b/ /ar/ /k/ > bark |

Part B

- Use the Large Cards listed in the At a Glance chart to review the sounds taught in this unit.
- Have students say the sounds, not the letter names.

Practice

Stomp and Spell

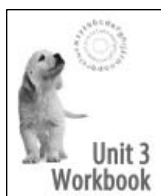
If students need additional practice spelling words with cards, you may use any of the Targeted Support Stop exercises listed under “Spell Two- and Three- Sound Words with Cards” and the activities in Unit 3, Section II of the *Assessment and Remediation Guide*.

- Arrange the papers on the floor to resemble the setup of a pocket chart—vowel spellings on top, consonants below. Secure the cards to the floor.
- Choose a student to review the vowel spellings by stomping or tapping on each one and calling out the appropriate sound.
- Choose a second student to review the consonant spellings in the same fashion.
- Select a third student and call out the word *got* for the student to “stomp spell.” The student should stomp or tap on each letter in the word to spell *got*.
- Repeat with the words listed below.

- | | | |
|--------|--------|---------|
| 1. got | 5. mat | 9. cot |
| 2. mad | 6. cat | 10. dad |
| 3. tag | 7. dim | 11. cod |
| 4. did | 8. dog | 12. mom |

Label the Picture

15 minutes



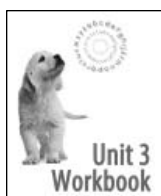
Worksheet 14.1

- Distribute and display Worksheet 14.1.
- Ask students to read the first word.
- Ask which of the first two pictures matches the word *dad*.
- Have students write *dad* under the picture of the dad, following your example.
- Continue demonstrating (providing guided practice and naming all pictures) until students are ready to work independently.

Note: Many students may need assistance identifying a *cod* and *dam*.

Circle Spelling

20 minutes



Worksheet 14.2

- Distribute and display Worksheet 14.2.
- Point to the first picture and ask students to identify it. (If necessary, tell the class it is a tag.)
- Ask students for the first sound in *tag*.
- Ask students which of the first two spellings is a picture of the /t/ sound.
- Have students circle the 't', following your example.
- Repeat for the remaining two sounds in *tag*.
- Have students write *tag* on the provided line, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Student Performance Task Assessment

⑩ Reading Assessment

- Follow the procedures explained in Lesson 11.

Take-Home Material

Word Wheel

- Have students give Worksheet 14.3 to a family member.

Unit 3 Targeted Support Stop

With the conclusion of Unit 3, if a significant number of students are having difficulty with any of the objectives, pause here and spend additional days reviewing the material. You may have students complete any combination of the exercises listed below, in any order. The exercises are listed under the unit objectives they address. Procedures are not reprinted for exercises included in the Unit 3 lessons. Instead, we simply list the lessons where the exercises can be found. Exercises not included in the Unit 3 lessons, however, have procedures printed here.

Note: This is one of the most important Targeted Support Stops in this grade. If students are having trouble blending (reading words), it would be wise to pause for several days before introducing more sounds and spellings. Focus on Pocket Chart Chaining for Reading if students are having problems blending.

Targeted Support Stop Topic Guide

Blend Two or Three Sounds to Form a Word

Oral Blending	Lessons 1–14
Blending Sounds	Page 84
Picture Card Blending	Page 84
Adding a Sound	Page 84
I Spy	Page 84
Mystery Pictures	Page 84
Mystery Bag	Page 84
Have You Ever?	Page 85
Cut Up Pictures	Page 85
Touch It!	Page 85
Clapping and Slapping Sounds	Page 86
I'm Going on a Trip	Page 86
Relay Blending	Page 86
Nursery Rhyme Blending	Page 86
Name Blending	Page 87

Recognize and Isolate the Sounds Taught in Unit 3

I'm Thinking of Something	Lesson 3, 7, 8; Page 87
Complete the Sentence	Lesson 4; Page 88

Hearing Initial Sounds	Lessons 1, 2; Page 88
Sound Sprints	Page 88
Mirror, Mirror	Lessons 1, 2, 6; Page 89
T-Charts	Page 89
Simon Says Sounds	Page 89
Guess the Sound!	Page 90
Sound Search	Page 90

Differentiate Consonant and Vowel Sounds

Minimal Pairs	Lessons 8, 9; Page 90
Vowel Discrimination	Lesson 10
T-Charts	Page 90

Read Two- and Three-Sound Words

Pocket Chart Chaining for Reading	Lessons 3–12; Page 90
Word Box	Page 91; Worksheet PP1
Label the Picture	Page 91; Worksheet PP2
No Ride for You!	Page 91
Real Word or Silly Word	Page 91
Word Reading Sprints	Page 92

Spell Two- and Three-Sound Words with Cards

Pocket Chart Chaining for Spelling	Lessons 5, 10–12; Page 92
Spelling Hopscotch	Lessons 11, 12
Stomp and Spell	Lessons 13, 14

Write the Spellings Learned in Unit 3

Play with Clay	Page 93
Handwriting Worksheets	Page 93; Worksheets PP3, PP4
Rough Around the Edges	Page 93

Write Two- and Three-Sound Words

Handwriting Worksheets	Page 94; Worksheets PP5, PP6
Sort by First or Middle Sound	Page 94; Worksheets PP7-PP9
Circle Spelling	Page 94; Worksheet PP10

Blend Two or Three Sounds to Form a Word

Look for other opportunities during the school day to segment words students can blend. When calling on Ben, ask for /b/ ... /e/ ... /n/. When it's time for gym, say it's time for /j/ ... /i/ ... /m/, etc.

Oral Blending

- See Warm-Up exercises in Lessons 1–14.

Blending Sounds

- See Lessons 2 and 3 of Unit 2.

- | | |
|--------------------------|--------------------------|
| 1. /i/ . . . /f/ > if | 6. /m/ . . . /ie/ > my |
| 2. /m/ . . . /ae/ > may | 7. /t/ . . . /oe/ > toe |
| 3. /sh/ . . . /ie/ > shy | 8. /l/ . . . /ie/ > lie |
| 4. /i/ . . . /z/ > is | 9. /h/ . . . /ee/ > he |
| 5. /s/ . . . /ee/ > see | 10. /t/ . . . /oo/ > two |

Picture Card Blending

- See Lessons 3–7 of Unit 2.

Adding a Sound

- See Lessons 9 and 10 of Unit 2.

I Spy

- See Lesson 10 of Unit 2.

Mystery Pictures

- See Lessons 8 and 9 of Unit 2.

Mystery Bag

You can add riddles to this game. For example, say, “I’m holding something you can use to write. It sounds like /p/ ... /e/ ... /n/.” Be careful not to overemphasize the riddles. The point of this exercise is to allow students to practice blending.

- Gather a number of objects and review their names with students before placing them in a bag. Make sure the name of each object has no more than three sounds.
- Explain to students that you want them to guess what you have in the bag.
- Reach into the bag and select one of the objects, but do not remove the object from the bag.
- Say the name of the object in a segmented fashion, e.g., /p/ . . . /e/ . . . /n/, and ask students to blend the word.
- Reveal the object once students have the blended word.
- Repeat with the remaining objects.

Have You Ever?

Variation: Sing the following verses to the tune of “The Wheels on the Bus.”

The sounds in the word go
/d/.../o/.../g/,
/d/.../o/.../g/,
/d/.../o/.../g/,

The sounds in the word go
/d/.../o/.../g/,

Can you guess that word?

- Teach students the following verse to the tune of “Have You Ever Seen a Lassie?”

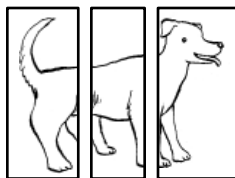
Have you ever seen a /k/ . . . /a/ . . . /t/, /k/ . . . /a/ . . . /t/, /k/ . . . /a/ . . . /t/?

Have you ever seen a /k/ . . . /a/ . . . /t/?

What did you see?

- Have the class answer the last line with the blended word (*cat*).
- Repeat using three-sound words, e.g., *dog, fish, moth, rose*, etc.

Cut Up Pictures



Note: This exercise allows students to “physically” manipulate the sounds in a word by moving pieces of a picture of the word.

- Gather pictures of objects having names containing only three sounds.
- Cut each picture into three pieces—the first piece represents the first sound in the name of the object, the second piece represents the second sound, and the third piece represents the third sound.
- Place the three pieces in order on an easel or the board, leaving space between them.
- Say the name of the picture in a segmented fashion, pointing to each piece as you say the sound it represents.
- Have students repeat the segmented word.
- Move the pieces together as you say the blended word.
- Have students repeat the blended word.
- Repeat with several pictures.

Touch It!

Note: This exercise allows students to “feel” sounds by having them touch different parts of their bodies for each sound in a word.

- Say a three-sound word in a segmented fashion.
- Have students say the first sound as they touch their shoulders, the second sound as they touch their waists, and the third sound as they touch their toes, e.g., /r/ (touch shoulders), /u/ (touch waist), /g/ (touch toes).
- Have students stand up and thrust their arms in the air as they say the blended word, e.g., “RUG!”
- Repeat with several words.

Clapping and Slapping Sounds

Note: This exercise allows students to “feel” sounds by having them clap them out.

- Say a three-sound word in a segmented fashion, clapping once for each sound, e.g., /b/ (clap) . . . /i/ (clap) . . . /n/ (clap).
- Say the blended word as you slap your lap: *bin*. Have
- students practice this with a number of words.

I’m Going on a Trip

- Explain to students you are going on a trip and you want them to guess the objects you are taking.
- Say the name of a three-sound object in a segmented fashion, touching your shoulder, elbow, and wrist for the individual sounds, e.g., /sh/ . . . /oo/ . . . /z/.
- Have students repeat the segmented sounds and say the blended word.
- Repeat with additional objects.

Note: Be careful not to make this a riddle game. The point of this exercise is to allow students to practice blending.

Relay Blending

- Divide the class into two teams and have each team form a line.
- Say a segmented word, e.g., /s/ . . . /a/ . . . /t/, and ask the first student in each line to blend it.
- The student who is first to blend the word correctly gets a point for his or her team. (Scoring is optional.) Both students should then move to the back of their respective lines.
- If neither student can blend the word correctly, have both students move to the back of their respective lines and have the next students in line take a turn.

Nursery Rhyme Blending

- Select a nursery rhyme with which students are familiar, and note the words having two or three sounds.
- Tell students you are going to recite a nursery rhyme, but you will say some of the words in a segmented fashion.
- Recite the nursery rhyme for the class. When you get to a two- or three-sound word, say it in a segmented fashion.
- Pause and ask students to repeat the segmented sounds. Then have students blend the word.

Name Blending

Treat /er/ (as in *her*), /ar/ (as in *car*), and /or/ (as in *for*) as single vowel sounds rather than vowel + consonant combinations. Thus, you should segment a name like *Mark* into: /m/ /ar/ /k/.

Note: In this exercise students will practice blending the segmented names of their classmates. Segmenting student names as opposed to random words drastically reduces the number of possible responses for students. Additionally, hearing the sounds in their names is easier for most students than hearing the sounds in random words.

- Select a student's name containing only two or three sounds, e.g., *Sue* (/s/ /oo/) or *Ben* (/b/ /e/ /n/).
- Say the name in a segmented fashion and ask students to say the name.
- Once you have finished segmenting the two- and three-sound names, proceed to the longer ones.

Note: Practice segmenting students' names in advance. With practice it will become automatic and will not require additional preparation.

Recognize and Isolate the Sounds Taught in Unit 3

I'm Thinking of Something

- See Lesson 3 for the sound /t/, Lesson 7 for the sound /k/, and Lesson 8 for the sound /g/.
- See below for /m/.

/m/:

1. I'm thinking of a woman who has a child. (mom, mother)
2. I'm thinking of another word for *angry*. (mad)
3. I'm thinking of a word for beef, ham, and chicken. (meat)
4. I'm thinking of something yellow. People put this on hot dogs. (mustard)
5. I'm thinking of a tool you use to draw a picture. (marker)

- See below for /a/.

/a/:

1. I'm thinking of a crunchy autumn fruit. (apple)
2. I'm thinking of the top part of the inside of a house. People sometimes store things here. (attic)
3. I'm thinking of an animal a lot like a crocodile. It has scales, large teeth, and a long tail. (alligator)
4. I'm thinking of the name for a response to a question. (answer)

Complete the Sentence

- See Lesson 4 for the sound /d/.
- See below for /i/.

/i/:

1. If I am scratching, I probably have an _____ (itch).
2. Another word for *sick* is _____ (ill).
3. A word that means the opposite of *out* is _____ (in).

Hearing Initial Sounds

- See Lesson 1 for the sound /m/ and Lesson 2 for the sound /a/.
- See the following for /o/, /d/, and /g/.

/o/:

- | | |
|------------|------------|
| 1. October | 4. octopus |
| 2. odd | 5. end |
| 3. add | 6. otter |
| | 7. inch |

/d/:

- | | |
|----------|----------|
| 1. dog | 4. dance |
| 2. daisy | 5. drink |
| 3. great | 6. tall |
| | 7. baby |

/g/:

- | | |
|----------|----------|
| 1. cut | 4. green |
| 2. guess | 5. good |
| 3. leap | 6. dream |
| | 7. grass |

Sound Sprints

- Place two sets of letter cards at the far end of the classroom, the gym, or the playground.
- Select two students to race.
- Call out a sound.

- Have students race to grab the sound and bring it back.
- The first student to return with the correct letter is the winner.

Mirror, Mirror

- See Lesson 1 for the sound /m/, Lesson 2 for the sound /a/, and Lesson 6 for the sounds /a/ and /o/.
- Have students observe the shape of their mouths when producing the sounds taught in this unit.
- Have students contrast sounds like /a/ and /o/, or /a/ and /i/, so the differences become clear.

Note: This exercise will probably be most successful when you contrast sounds that are markedly different and have easily visible mouth positions. The sounds /m/, /a/, and /o/ are probably the easiest sounds in this unit to observe because the movements of the lips and jaw are quite pronounced.

T-Charts

t	d
	
	
	

- Select two sounds taught in this unit and find pictures of items beginning with these sounds.
- Draw a chart with two columns on a piece of chart paper and write the spellings for the sounds at the top of the chart.
- Show students the pictures and have them determine the beginning sounds.
- Have them place the pictures in the appropriate columns of the chart.
- Variation: To make this exercise easier, select only one target sound. Show students pictures of items beginning with that sound and pictures of items beginning with other sounds. This way students only have to decide if the words begin with the target sound or not. To make this exercise a little more challenging, have students sort the pictures according to the last sounds in the words.

Simon Says Sounds

Note: Be sure to explain and practice the game of Simon Says if students are not familiar with it.

- Give each student the same set of teacher-made letter cards.
- Play Simon Says, using commands such as:
 - Simon says, “Touch the picture that stands for the /m/ sound as in *man*.”
 - Simon says, “Touch the picture that stands for the /a/ sound as in *at*.”
 - Touch the picture that stands for the /t/ sound as in *toad*. (Since Simon did not say to touch it, they should not have touched the picture.)

Guess the Sound!

- Whisper a “secret sound” to a student and ask him or her to find an object in the classroom beginning with that sound.
- When the student points to an object, have the other students guess the “secret sound.”

Sound Search

- Say a sound and ask students to find an object in the classroom beginning with that sound.
- Help students find the first object.
- When a student has found an object, have him or her show it to the other students and say its name.

Differentiate Consonant and Vowel Sounds

Minimal Pairs

- See Lesson 8 for /k/ and /g/ and Lesson 9 for /i/, /a/, and /o/.
- See below for /t/ and /d/.

/t/—/d/:

- | | |
|--------------|------------|
| 1. tip—dip | 4. tab—dab |
| 2. tad—dad | 5. tug—dug |
| 3. tomb—doom | 6. tot—dot |
| | 7. ten—den |

Vowel Discrimination

- See Lesson 10 for /i/ and /a/.

T-Charts

- See previous T-Chart activity in this Targeted Support Stop. Make charts contrasting the sister sounds /t/ and /d/, the sister sounds /k/ and /g/, or the vowel sounds /i/, /a/, and /o/.

Read Two- and Three-Sound Words

Pocket Chart Chaining for Reading

- See Lessons 3–12.

1. am > ad > at > cat > cam > dam > dad > mad > mac > mat
2. cog > dog > dot > cot > cod > tod > tad > tag > gag > gig
3. mid > did > dig > dim > dam > tam > Tom > tot > dot > doc
4. gag > tag > tad > dad > did > dig > dog > cog > cot > got
5. tic > tac > mac > mat > at > ad > dad > dam > dim > tim
6. id > od > dod > did > dig > gig > gag > tag > mag > mat > mac
7. cod > cog > dog > dig > dim > tim > tic > toc > tot > got
8. at > mat > mad > mid > did > dad > tad > tag > gag > mag

WordBox

- Have students complete Worksheet PP1 (front and back).
- Tell students to read the words in the box at the top of the worksheet and write each word under its matching picture.
- Try to refer to letters by their sounds rather than their letter names.

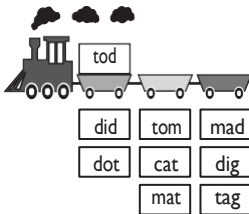


Worksheet PP1, PP2

Label the Picture

- Have students complete Worksheet PP2 (front and back).

No Ride for You!



This game can also be made into a folder game.

- On the board, draw a train with three boxcars.
- Select a target sound, e.g., /t/, and write nine decodable words on cards, making sure three of them begin with the target sound.
- Attach the cards in columns of three under the three boxcars.
- Explain to students only words beginning with the /t/ sound are allowed to ride on this train.
- Ask students to sound out and blend the words in the first column and have them decide which one can take the ride.
- Move that card up to the boxcar.
- Ask why the other two words are not allowed to take a ride.
- Repeat with the remaining columns of words.

Note: Increase the difficulty of this exercise by making the middle or last sound in each word the target sound.

Real Word or Silly Word

- Tell students you are going to write a mix of real words and silly words on the board. Remind them silly words can be read in the same way as real words—by blending the sounds.

- Write a real word or a silly word on the board and ask a student to read it.
- Ask if the word you have written is a real word or a silly word.
- Repeat for additional words, discussing the meaning of any real words students think are silly words. This activity can also be adapted for reading chains of words.

- | | |
|-----------------|-----------------|
| 1. mat (real) | 11. hat (real) |
| 2. dad (real) | 12. dim (real) |
| 3. gom (silly) | 13. ot (silly) |
| 4. mom (real) | 14. cat (real) |
| 5. mag (silly) | 15. dig (real) |
| 6. com (silly) | 16. cot (real) |
| 7. got (real) | 17. dot (real) |
| 8. gad (silly) | 18. ag (silly) |
| 9. tog (silly) | 19. mad (real) |
| 10. mim (silly) | 20. tid (silly) |

Word Reading Sprints

- Make sets of word cards and matching picture cards; e.g., one card has the word *dog* and the matching card has a picture of a dog.
- Make one set of cards for each group that will be racing.
- Place the word cards at the far end of the classroom, playground, or gym.
- Divide the class into teams, and have each team form a line.
- Give the first student in each line a picture card.
- Have the students race to identify and return with a matching word card.
- The first student to return with a matching word card earns a point for his or her team.
- Repeat until each student has had a turn.
- The team with the most points wins. (Scoring is optional.)

Spell Two- and Three-Sound Words with Cards

Pocket Chart Chaining for Spelling

- See Lesson 5 and Lessons 10–12.

1. cat > mat > mad > tad > tod > cod > cog > dog > dot > doc
2. mid > did > dig > gig > gag > tag > tam > dam > cam > am
3. got > dot > tot > tom > mom > mod > cod > cog > dog > dig
4. it > at > mat > cat > cot > cod > tod > tad > tac > mac
5. tad > tod > tot > dot > dog > dig > did > dad > mad > ad
6. mom > tom > tim > dim > dam > cam > com > cog > cod > cot
7. ad > am > tam > tad > mad > mac > tac > tag > gag > mag

Spelling Hopscotch

- See Lessons 11 and 12.

Stomp and Spell

- See Lessons 13 and 14.

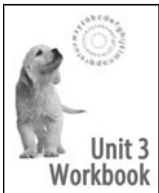
Write the Spellings Learned in Unit 3

Play with Clay

- Provide students with playdough and have them shape the spellings taught in this unit.

Handwriting Worksheets

- Have students complete Worksheets PP3 and/or PP4.
- On the back of each worksheet are the same spellings as on the front. The back is more difficult, however, because only starting dots are provided.
- You may wish to laminate these worksheets and have students write on them with erasable markers. This way students may practice repeatedly.



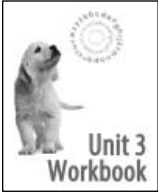
Worksheets PP3 and/or PP4

Rough Around the Edges

- Using a fine grade sandpaper, cut out the shapes for the spellings in this unit.
- Have students trace the sandpaper spellings with their fingers.

Write Two- and Three-Sound Words

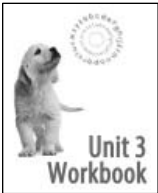
Handwriting Worksheets



Worksheets PP5 and/or PP6

- Have students complete Worksheets PP5 and/or PP6.
- The same words are on the front and back of each worksheet. The back is more difficult, however, because only starting dots are provided.

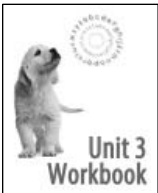
Sort by First or Middle Sound



Worksheets PP7, PP8,
and/or PP9

- Have students complete Worksheets PP7, PP8 and/or PP9.
- Explain that there are six words in the box at the top of the page.
- Ask students to sort these words by the first or middle sound (depending on the worksheet) and to write them on the lines.
- Encourage students to say the sound as they write each letter.

Circle Spelling



Worksheet PP10

- Have students complete Worksheet PP10 (front and back).

Appendix: Understanding the Approach to Phonics

Beginning with the Basics

This approach to phonics instruction differs from the approach used in other reading programs. When it comes to teaching letter-sound correspondences, many reading programs introduce a great deal of material at once. For example, most phonics-based programs used in the United States introduce the lowercase letter ‘g’ along with the uppercase letter ‘G’ (which has a very different shape). Generally these programs also introduce the letter name, pronounced ‘jee’. Students are taught to connect these letters to the sound /g/. Many programs go even further, adding to this a keyword that is meant to help students remember the letter and/or the sound. For ‘g’ the keyword might be the word *goat*. Other programs add a gesture that goes with the letter or the sound. For example, they may teach students to move their hand as if raising a glass to gulp. All of this is well intentioned, but if you add it up, you can see students are being asked to remember quite a lot of information—not just ‘g’, ‘G’, ‘jee’, /g/, *goat*, and the gulping gesture, but also the relationship among them.

Adopt a different strategy for its Kindergarten lessons. Instead of burdening the initial lessons with all of this information, we have tried to strip them down, so that only the most basic and essential elements are taught at first and the less essential material is introduced later. In our basic code lesson on /g/, we teach the sound /g/ and the lowercase letter ‘g’—and that is all. We selected this information because these are the two components needed for students to begin reading words. We postpone the introduction of the letter name and the uppercase letter until later. We do not teach keywords, and we do not include gestures for consonant sounds in the TN Foundational Skills Curriculum supplement.

Uppercase Letters

If uppercase letters and lowercase letters had exactly the same form and differed only in size, there would be no reason to delay the teaching of uppercase letters alongside lowercase letters. However, that is not the case with the Roman alphabet we use to write English words. Many of the uppercase letters have a totally different form than the lowercase letters: compare D and d, E and e, G and g.

Begin with the lowercase letters. These were chosen as a starting point since they are much more widely used than uppercase letters. Most words in books and magazines contain no uppercase letters, and those that do generally contain only one uppercase letter (the first letter). Lowercase letters make up the great majority of the letters in printed matter.

Only lowercase letters are used in Units 3 and 4 and most of Unit 5.

At the end of Unit 5 we include the first story with sentences. The sentences in this story begin with uppercase letters. However, at this point we only

Used: C, F, J, K, M, O, P, S, T, U, V, W, X, Y, Z.

Not Used: A, B, D, E, G, H, I, L, N, Q, R

We continue to use only the uppercase letters that closely resemble the lowercase letters until Unit 9 of Kindergarten, when the remaining uppercase letters are introduced.

Letter Names

One of the distinguishing features is that it does not teach letter names at the outset. This seems very odd to many teachers and requires some explanation.

Letter names are less essential for reading than sound values. In order to blend, a student absolutely needs to know the sound values that the letters stand for. The student does not need to know letter names. For example, what is crucial for reading the word *dog* is being able to produce the sound values associated with each letter: /d/, /o/, /g/. It is not essential to know the letter names. In fact, the letter names can run interference on the sound values, leading some students to say “dee-oh-jee.” Since the letter names are not required to blend, and since they have been shown to interfere with some students’ ability to master blending, postpone the teaching of letter names until students have had time to learn to blend with confidence. Although this is unusual in the United States, it is quite common with synthetic phonics programs in use in other parts of the world.

We ask you to teach Units 1–5 of Kindergarten without using the letter names. Depending on where you teach, you may find that some or all of your students come to school knowing the letter names. Letter names are introduced in Unit 6, by which point we expect most students will be securely blending using the sound values. The letter names are then used throughout the rest of Kindergarten and beyond.

The Basic Code Lesson

The Basic Code Lesson is the starting point for introducing the English writing system. This type of lesson is taught once for each of the 44 sounds in the language.

A Basic Code Lesson is always organized around a single sound. You begin a Basic Code Lesson by introducing the new sound and guiding students through one or more oral language exercises that give them chances to hear and say the sound. When students are familiar with the sound as an acoustic phenomenon, you introduce the most common, or least ambiguous, spelling for the sound. In early Kindergarten we encourage you to refer to the spelling as a “picture of the sound.” As we move further along, we transition to using the term “spelling.”

After modeling how to draw a picture of the sound, students are given an opportunity to practice making the new spelling on a worksheet with guiding lines. This is the last element in the Basic Code Lesson, although the introduction of the sound and spelling is often followed by chaining or word- building exercises that include the new spelling.

A specific example will make the shape of this lesson type more clear. Imagine you are teaching the Basic Code Lesson for the sound /m/ and its basic code spelling 'm'. The Teacher Guide will prompt you to do the following:

- Tell students the sound is /m/.
- Ask students to say the sound in isolation: /mmmmm/.
- Ask students to repeat a few words with /m/ at the beginning: *man*, *Mike*, *mint*.
- Ask students to repeat a few words with /m/ at the end: *him*, *dime*, *slam*.
- Tell students, "I'm thinking of something that begins with the /m/ sound. This is something you might see up in the sky at night." (Hopefully students will say "moon.")
- Give similar clues for several other words beginning with /m/ (*milk*, *mud*, *mouse*, etc.).
- Show students how to make a picture (or spelling) for the /m/ sound.
- Model drawing an 'm' on the board several times.
- Distribute worksheets and guide students as they begin learning to form the letter themselves.

This is an abbreviated version of longer and more explicit guidelines that would stretch across several exercises in the Teacher Guide, but it gives you a sense of what you will be asked to do when you teach a Basic Code Lesson.

Note that only one spelling is taught during the Basic Code Lesson. This is true even if the sound can be spelled several different ways. For example, when teaching the Basic Code Lesson for the sound /m/, you will only introduce the basic code spelling 'm', saving the double-letter spelling 'mm' as in *swimmer* for later. Likewise, during the Basic Code Lesson on /ee/, you will only introduce the basic code spelling 'ee', saving the spelling alternatives 'e', 'ea', 'y', 'ey', etc. to be taught later.

The Basic Code Lesson is used extensively in Kindergarten, beginning in this unit. You will be asked to teach a Basic Code Lesson for 35 of the 44 sounds in English, and a variation of the steps outlined above will be used each time.

If you are teaching Basic Code Lessons in Units 3–5 of Kindergarten, we urge you to try to avoid using letter names. Remember, the key information for reading is the sound the letter stands for (/m/), not the letter name ('em'). Students may call the letter /mmm/ or refer to it as a picture of /m/. Beginning in Unit 7, the Basic Code Lesson is adjusted so that it includes letter names.

Chaining

One distinctive feature is its heavy reliance on chaining exercises. A chain is a series of words (sometimes including pseudowords or “silly words”) that can be built by changing only one letter or spelling at a time. Here is a sample chain:

it > at > ad > mad > mat > cat > cap > tap > tip > top > mop > map

Note that only one change is required to change *it* to *at* and to change each subsequent word to the next word in the chain.

The rules of chaining are as follows:

RULE 1. Only one spelling changes at a time.

RULE 2. There are three permissible changes:

- a. Addition: a spelling is added (*ad > mad*).
- b. Deletion: a spelling is taken away (*mad > ad*).
- c. Substitution: one spelling is substituted for another (*mat > cat*).

These rules apply to all chaining included in this supplement. Different kinds of chaining exercises are used at various points in the supplement.

In Pocket Chart Chaining for Reading the teacher arranges letter cards and (later) multi-letter graphemes on a pocket chart and students are asked to read the words. In this kind of chaining, students are asked to translate from symbols to sounds. In other words, this is a chaining exercise that builds reading/decoding skills.

In Pocket Chart Chaining for Spelling the teacher says a word and individual students are asked to come up to the pocket chart and arrange letter cards and multi-letter graphemes to spell the word. In this case, students are asked to translate from sounds to symbols. This is an exercise that builds spelling/encoding skills. However, spelling words with cards is significantly easier than spelling words with paper and pencil. In this case the student has only to select the correct spellings from several that are visible on the chart. When writing, the student must remember the letter or letter combination and then print it from scratch—a much more difficult task.

One advantage of both pocket chart exercises is teacher control of the chaining surface, thus minimizing the chances for distraction.

In Student Chaining the teacher says a word and students are asked to spell the words by arranging cards on individual student Chaining Folders. The process is similar to what happens in Pocket Chart Chaining for Spelling, except that in this kind of chaining each student has a set of cards and a folder on which to arrange the cards. This has a major advantage: for each word that is built, you have the opportunity to monitor the performance of numerous students. Student Chaining is used extensively in the middle of Kindergarten and can be used in tutorial situations as needed for remediation.

In Large Card Chaining each student is given a single Large Card with a single- or multi-letter spelling printed on it. The teacher says a word and students arrange themselves to spell the word. The movement is from sounds to symbols, so this is a “spelling” game. This has proven to be a classroom favorite and is a good activity to do if you have students who “need to move.” Large Card Chaining is used in both Kindergarten and Grade 1.

In **Teacher Chaining**, the teacher writes a series of words on the board or chart paper and students read the words. This is a reading activity. One advantage of this exercise is that it requires little equipment—no cards, folders, or pocket charts. All you need is a board and a writing implement. As there is less setup and clean up, this exercise can be done in a shorter amount of time than some of the other chaining games.

Decodable and Non-Decodable Words

In this supplement we distinguish between decodable and non-decodable words. A word is considered non-decodable until all of the letter-sound correspondences a student needs to read and spell the word have been taught. For example, the word *cat* is considered decodable after students have learned /k/ spelled ‘c’, /a/ spelled ‘a’, and /t/ spelled ‘t’, which is early in the sequence of instruction. The word *cheap* is considered decodable when students have learned /ch/ spelled ‘ch’, /ee/ spelled ‘ea’, and /p/ spelled ‘p’, which is later in the sequence of instruction.

It is important to understand that no word is inherently decodable or non-decodable. You cannot say that *cat* is a decodable word and *dog* is not, unless you also refer to a specific sequence of instruction and say where you are in that sequence of instruction. A word that becomes decodable in the early lessons of one program might not be decodable until much later in another program. A word that is not decodable in one lesson might become decodable later in the year, or perhaps in the very next lesson.

The number of decodable words increases steadily throughout Kindergarten and Grade 1. In Unit 3 of Kindergarten, when students are learning their first letter-sound correspondences, only a tiny handful of words are 100% decodable. By the end of Grade 1, thousands of English words are completely decodable. What has changed in the meantime is not the words themselves, but the number of letter-sound correspondences students have been taught and have at their disposal for decoding.

We recommend that you do not ask students to read aloud from trade books. Trade books—even books written for sharing with children—generally contain a wide range of spellings, including many spellings the students do not study in Kindergarten.

We do encourage you to provide opportunities for children to explore picture books and to get a sense of the wonder of reading from looking at many books. However it is unwise to assign such books to all students in your class with the expectation that students should “read” these books aloud.

If you have students who are eager to try reading trade books, by all means encourage them, but you may wish to explain that these books may contain some spellings the student has not yet studied in class. In addition, allow the student to put the book down if she finds herself frustrated.

Adapting Common Reading Activities

In the lessons and stories, ask students to read only decodable words, that is, only words for which explicit letter-sound correspondences have been taught to date. Of course, the world at large presents words in a much less selective fashion. Students will be bombarded with words on billboards, signs, menus, clothing, television, and in books and magazines—and only some of these will be 100% decodable in the sense described above. It is, however, important that you understand the importance of using materials for classroom reading instruction that control the complexity of letter-sound correspondence to create an optimal environment for learning to read. We believe the instructional potential of the supplement will be maximized if you make an effort to ensure the words you ask students to read in your classroom are decodable.

Word Walls

Word walls can be easily adapted for use in your classrooms. A good time to set up a first word wall would be during Unit 3 of Kindergarten, when students begin learning letter-sound correspondences. We suggest that you organize the wall space around the *sounds* students are learning to write, so that there is a space for /m/ words, a space for /a/ words, a space for /t/ words, etc. (If you do not have room on the walls for 40 sounds, you can add sounds until you are out of space and then start taking down old sounds to make room for new ones.) If possible, try to use one wall for vowel sounds and another wall for consonant sounds. This will help students learn to distinguish between these important categories. Words can be added to the wall in different ways:

- Strategy #1: Words are placed on the wall according to *initial* sounds. Example: students post the word *mat* under /m/ because it starts with the /m/ sound. (This will work for most sounds but not for /x/ and /ng/; also, many vowel sounds are rare in initial position and more common in medial position.)
- Strategy #2: Words are placed on the wall according to sounds they contain but without limitation to first sound. Example: students are invited to post the word *mat* under /m/ or /a/ or /t/ (wherever they prefer, wherever the teacher prefers, or wherever there is room).
- Strategy #3: Words are placed on the wall under *each* sound they contain. Students write *mat* on three cards and post the cards under /m/ and /a/ and /t/. (This will fill your walls quickly!)

In the early stages of Kindergarten (Units 3–7), populate the word wall exclusively with words that are decodable. This is important because during this period students are still stabilizing the first letter-sound correspondences and learning to pronounce regular words. You do not want a great swarm of exception words peering down on them from the word wall. Kindergarten students will encounter many interesting decodable words during chaining exercises and while completing worksheets. They can be allowed to choose words that interest them to copy onto cards and add to the word wall. This allows students to have input as to which words go on the wall but also ensures that decodable words are chosen.

Once students have mastered blending and have been introduced to the concept of “Tricky Words” (Unit 8 of Kindergarten), you can begin to be a little less restrictive as to what goes up on the word wall. Try to make sure most of the words that go up are words students can read using the code knowledge you have taught them. If a student asks to post the word *snow* on the board late in Kindergarten you could write the word for the student. Explain that there is one spelling in the word students have not learned—the ‘ow’ for the /oe/ sound. Essentially, you treat the word like a Tricky Word and explain which parts are tricky. Then you can add the word to the board.

It would be a good idea to distinguish between decodable words and Tricky Words. There are at least two ways to do this:

- Strategy #1: Write decodable words on green cards and Tricky Words on yellow cards and post the Tricky Words on the word wall according to the sounds they contain. Green means *go ahead and blend*; yellow means *caution: there is a part of this word that cannot be read by blending* (using the letter-sound correspondences taught so far). Note that some words that are tricky at first will not be tricky later on. For example, the word *down* is taught as a Tricky Word in Kindergarten and also early in Grade 1. However, later in Grade 1 students learn the ‘ow’ spelling for the /ou/ sound. When that happens, *down* is no longer tricky; rather, it can be seen as part of a larger spelling pattern. The yellow card for *down* should be removed from the word wall and replaced with a green card. As time goes on and students learn more spelling patterns, many of the yellow words will “turn” green.
- Strategy #2: Have a separate wall space for Tricky Words. As the year goes on and students learn more spelling patterns, some of the cards will migrate from the “Tricky Word space” to the “regular word space.”

Create a word wall that meets the needs of your students and is consistent with the philosophy of instruction.

Morning Message

Many Kindergarten teachers like to present a morning message. This is done differently from classroom to classroom, but a typical morning message might read something like this:

Today is Wednesday, December 1, 2007. This is the 76th day we have been in school. The weather today is sunny.

One main purpose of the morning message is to help students begin to understand the connections between oral and written language. The teacher models the writing process for students, and the text of the message itself gives the teacher opportunities to talk about important concepts of print, such as:

- Left to right progression of text
- Letter-sound correspondences
- Spaces between words
- Dissemination of information
- Return sweep
- Capitalization
- Punctuation, e.g., period, question mark, etc.

One disadvantage of the way the morning message has traditionally been handled is that the messages tend to contain a mix of decodable and non-decodable words. We do not ask you to discontinue the morning message, but we would encourage you not to think of the morning message as a time to teach reading and decoding skills. Instead, use this part of your day to set expectations, convey information, and teach social skills. At the start of the year the print will be primarily useful to the teacher, but as the year progresses the students will be able to follow along and access more and more from the text. Just remember not to use this morning message as a method to teach decoding.

Reading and Writing

Teach reading and writing together, because reading and writing are inverse processes. The letters are a code for the sounds. Writing is an encoding procedure that involves turning sounds into symbols. Reading is a decoding procedure that involves translating symbols back into sounds, words, and sentences. Students learn the letter-sound correspondences more thoroughly and automatize their skills more rapidly when they are asked to work in both directions, that is, from speech to print and from print to speech.

Although reading and writing are taught together, you should not expect that students' reading and writing skills will develop at the same pace. Writing is more difficult than reading. To read the word *cat*, one must be able to recognize the letters, recall the sounds they stand for, and then blend the sounds to make the word. This is not trivial, but it is easier than the task that faces the writer. The writer has a word in her head and needs to write. She must be able to segment the word into its component sounds, remember how to form a spelling for each sound in the word, and then actually make the letter on paper. In short, reading requires only recognition skills, and writing requires the actual creation of letters from memory. You should not be surprised if students' writing skills lag behind their reading skills. It is normal for that to be the case.

Writing and Spelling

The early lessons in the Kindergarten supplement contain various kinds of spelling and writing exercises. Students begin by making writing strokes and simple geometric shapes. Later they move on to copying single-letter spellings for sounds and copying words. Copying is an excellent exercise to emphasize in the early stages of reading and writing instruction because a student who is copying has a target that he can imitate and consult as needed. Copying is therefore significantly easier than writing from memory, without a model.

In the early units of Kindergarten students also build words with letter cards during various chaining games. This is not exactly writing, but it is a writing-related exercise because it requires students to move from sounds to symbols. Spelling a word with letter cards is easier than spelling the same word with a pencil. The student arranging cards has the symbols in front of him and only needs to identify the correct ones. The student holding a pencil must remember and create the symbols from memory. This is why dictation is more difficult than chaining exercises—dictation requires students to remember and make the letters themselves. Answering short questions is harder still, since it generally requires writing multiple words.

Since writing involves drawing pictures of sounds, it is really not fair to require students to do free writing assignments until you have shown them how to make a picture of most of the sounds in the language. It certainly is not appropriate to grade them on work done under these conditions. Students should not be required to do free writing, and certainly should not be graded/evaluated/assessed for shortcomings in the writing they produce until they have been taught the most common or least ambiguous spelling for most of the sounds of English. To require students to write without teaching them the letters and spellings that stand for sounds, is like asking someone to build a house but only providing some of the tools that are required. Do not ask students to do free writing in Kindergarten.

We also encourage you to avoid *assigning* free writing until students have learned one way to write most of the sounds in English. This does not mean that all writing is off limits in the early units of the supplement. As noted, students are frequently asked to do copying, chaining, and dictation exercises, but in these exercises they are only asked to write words and phrases that are *encodable*, meaning they can be written using the spellings they have learned so far. Beginning in Unit 9, students are asked to answer questions about the stories they read. However, the stories in the Readers are made up of words they should be able to read and spell. We have ensured that the questions asked on the worksheets can be answered using the words in the story and the code knowledge students have at each juncture.

Even in Kindergarten, students can benefit from exposure to the logical thought processes that underlie the writing process. We believe, however, that this is best accomplished in Kindergarten through highly scaffolded, shared writing experiences in which the teacher serves as a scribe for either the whole class or small groups of students

The introduction of free writing can be handled in a manner parallel to the introduction of natural text. The important thing is not to give *mandatory* free writing assignments until you have shown students how to make a “picture” of most of the sounds in the language. Prior to that, students can be asked to draw pictures and/or copy decodable words, sentences, and phrases. (Even a student who has no code knowledge can draw and color, and these exercises are good for the student’s eye-hand coordination.)

Any student who wishes to go beyond copying and coloring and do free writing may be allowed to do so, beginning the moment the student expresses an interest. You should tell the eager student something like this: “As you write, you may need to write down a sound we have not yet learned. If that happens, you can just leave a space (or draw a line underneath the space where the letters will go) and I will help you fill in the spellings you need.” *This allows the student to spell using the code knowledge she has and releases her from the expectation that she will somehow write spellings she has not learned.* With free writing, as with trade book reading, students should be allowed to do just as much, or as little as they want to do.

The following chart shows how many sounds students know how to write at the beginning and end of the Kindergarten units, what percentage of the 44 sounds of English they are able to write, and what sorts of activities we recommend for each stage.

Unit	Sounds students are able to spell			Recommended writing activities
	Beginning of unit	End of unit	Total (%)	
1	0	0	0	Drawing; student-initiated free writing
2	0	0	0	Drawing; student-initiated free writing
3	0	8	0–18	Drawing; copying decodable words; student-initiated free writing
4	8	16	18–36	Drawing; copying decodable words and phrases; student-initiated free writing
5	16	24	36–54	Drawing; copying decodable words and phrases; student-initiated free writing
6	24	24	54	Drawing; copying decodable words and phrases; student-initiated free writing
7	24	30	54–68	Drawing; copying decodable words, phrases, and sentences; student-initiated free writing
8	30	30	68	Drawing; copying decodable words, phrases, and sentences; student-initiated free writing
9	30	30	68	Drawing; copying decodable words, phrases, and sentences; completing story questions worksheets; student-initiated free writing
10	30	35	68–80	Drawing; copying decodable words, phrases, and sentences; completing story questions worksheets; student-initiated free writing

Assessing and Marking Spelling

In assessing Kindergarten students' writing and spelling, it is important to remember students have only been taught a portion of the English spelling code. In Kindergarten, you should honor and praise students for many spellings that a teacher in later grades might mark as incorrect. A student who has not been taught the 'ea' spelling for /e/ should not be faulted or marked down for writing *hed* instead of *head*. A student who has not learned the 'gg' spelling for /g/ should not be blamed for writing *eg* instead of *egg*.

Spelling has traditionally been assessed on the word level, with words marked correct or incorrect. However, this kind of grading is not very well suited for our writing system. We recommend that you consider evaluating spelling on a phoneme-by-phoneme basis. For each phoneme in a word, the student should write a spelling (or grapheme). These spellings can generally be sorted into three categories: correct spellings, plausible spellings, and incorrect spellings.

The correct spelling is the accepted spelling for this sound in this word. It is the spelling you would find if you looked the word up in a dictionary.

A plausible spelling is a spelling that, while not the same as the accepted dictionary spelling, is nevertheless a plausible spelling for the phoneme in question. An incorrect spelling is a spelling that is neither dictionary correct nor plausible.

Some examples will make this clear. Imagine a student who is trying to write the word *kid*. The correct spelling is *kid*. However, if the student writes *cid* instead of *kid*, that is still quite good. The student has spelled the second and third sound correctly and has provided a plausible spelling for the first sound. A student who writes *ked* would be credited with two correct spellings and one incorrect spelling. A student who writes *dxr* would be viewed as having produced three incorrect spellings.

In Unit 3 of Kindergarten *cid* should be praised and given high marks, because it shows the student has heard all of the sounds in the word and written a plausible spelling for each one. Indeed, at this point, it would be inappropriate to take a point away for the spelling that is merely plausible since students have not yet learned any spelling besides 'c'. How can we fault them for using the only spelling we have taught them?

The larger point is that spelling should always be assessed *relative to the code knowledge students have been taught*. If students have never been taught the advanced spelling code, they may spell *egg* as *eg*. *Eg* is not only a perfectly plausible spelling, it is also the only spelling students can be expected to offer at the end of Unit 3 of Kindergarten. It should therefore be given full credit. As you evaluate the writing students produce, you should evaluate it with the above considerations in mind, looking at the word phoneme by phoneme and giving credit for plausible spellings, especially when alternative spellings have not yet been introduced.

Journal Writing

Journal writing is a popular activity in many Kindergarten classrooms. It can be adapted beginning with journal drawing, then adding word/phrase and sentence copying, so students are copying a word or phrase and then illustrating it. Those students who wish to extend beyond the basic draw-and-copy assignment and do free writing may do so. By making drawing-and-copying mandatory and having free writing remain optional, you can allow those who are eager to do free writing to pursue their interest.

Here are some ideas for early journal writing prompts that require drawing and copying but leave free writing as an optional add-on:

- Give students a target sound, e.g., /m/. Ask students to draw a picture of something containing the /m/ sound.
- Put a set of decodable words including recently taught spellings on the board; allow students to choose one or more of the words, copy them in their journals, and draw pictures related to them.
- Allow students to select words from the word wall and illustrate them.

Some Differences Between Traditional Phonics and Phonics

Break with traditional practice in using the terms *vowel* and *consonant* to refer to *sounds*, *not letters*. This seems like a very small change, perhaps even a trivial one. However, when you consider the consequences of this shift, you find that it significantly changes the way you think and talk about phonics and literacy instruction. Some of the more significant differences between what might be called the “Traditional Phonics Worldview” and the “Phonics Worldview” are outlined in the following chart.

Traditional Phonics Worldview	Phonics Worldview
Consonants are letters.	Consonants are sounds.
There are 21 consonants: ‘b’, ‘c’, ‘d’, ‘f’, ‘g’, ‘h’, ‘j’, ‘k’, ‘l’, ‘m’, ‘n’, ‘p’, ‘q’, ‘r’, ‘s’, ‘t’, ‘v’, ‘w’, ‘x’, ‘y’, ‘z’.	There are 24 consonants, /b/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /v/, /w/, /y/, /z/, /ch/, /sh/, /zh/, /th/ (voiced), /th/ (unvoiced), /ng/, plus the sound combinations /x/ and /qu/.
<i>Pet</i> is a CVC word because it contains a Consonant letter, a Vowel letter, and a Consonant letter.	<i>Pet</i> is a CVC word because it contains a Consonant sound, a Vowel sound, and a Consonant sound.
<i>Fish</i> is a CVCC word (four letters)	<i>Fish</i> is a CVC word (three sounds, with a consonant digraph at the end).
Vowels are letters.	Vowels are sounds.
The vowels are ‘a’, ‘e’, ‘i’, ‘o’, ‘u’—and sometimes ‘y’ and ‘w’.	The letters ‘a’, ‘e’, ‘i’, ‘o’, ‘u’—and sometimes ‘y’ and ‘w’—are used, singly and in various combinations, to stand for the vowel sounds in our language.
There are 5 vowels in English, or 7 if you count ‘y’ and ‘w’.	There are 18 vowels in English: /a/ as in <i>cat</i> , /i/ as in <i>sit</i> , /e/ as in <i>bed</i> , /o/ as in <i>hot</i> , /u/ as in <i>but</i> , /ae/ as in <i>wait</i> , /ee/ as in <i>bee</i> , /oe/ as in <i>toe</i> , /ie/ as in <i>time</i> , /ue/ as in <i>cue</i> , /oo/ as in <i>soon</i> , /oo/ as in <i>look</i> , /ou/ as in <i>out</i> , /oi/ as in <i>oil</i> , /aw/ as in <i>law</i> , /er/ as in <i>her</i> , /ar/ as in <i>far</i> , and /or/ as in <i>for</i> .
There are two vowels in the word <i>reach</i> , ‘e’ and ‘a’	There is one vowel in <i>reach</i> —the letters ‘e’ and ‘a’ stand for a single vowel sound, /ee/.
When two vowels go walking, the first one does the talking.	Very few words contain two vowel sounds back to back (<i>react</i> is an example). When two of the letters commonly used to stand for vowels stand next to one another—e.g., ‘ea’, ‘ai’, ‘ou’, etc.—they are usually working together, as a digraph, to indicate a single sound. When reading these digraphs, the reader needs to pay attention to both letters, not just the first one. The walking-talking rule is misleading and unreliable; it should not be taught.
The ‘e’ in <i>made</i> is silent.	All letters are silent. A person is needed to turn them into sounds. The ‘a’ and the ‘e’ in <i>made</i> are two parts of a separated digraph spelling that stands for the /ae/ sound. The ‘e’ in this spelling is just as important as the ‘a’.
The letter ‘a’ makes two sounds, a long and a short sound.	Letters don’t make sounds; people do. Better to say the letter ‘a’ can stand for two sounds, /a/ or /ae/.
When the consonant ‘r’ follows a vowel like ‘a’, it changes the sound of the vowel.	When the sound /r/ follows a vowel sound, it is often co-articulated with the vowel sound, creating a vowel diphthong like /er/, /ar/, or /or/.

Customizing and Adapting the Curriculum supplement

This is a highly structured and sequenced supplement. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is *not* a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all of the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time we believe there is room for experienced and creative teachers to customize and adapt the supplement.

Sometimes in the lessons we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of “a picture of a sound” or a “spelling.” Later in the year, you may want to teach the term “digraph,” or you may prefer to refer to the letters in a digraph as a “letter team” or as “buddy letters.” There are many ways to customize the supplement and the language while preserving the basic instructional principles and sequence of instruction.

For presentation of words, you may write on a chalkboard, a white board, chart paper, an overhead projector, a document camera or the projection system of your choice. A projection system works especially well for worksheets, since it allows the teacher to model the task exactly as the student will be completing it. For the chaining exercises, you may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a Smartboard. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and worksheets that are consistent with the philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

- *You should not skip a lesson in which new code knowledge is taught.* If you are not able to teach Lesson 12 on Monday, teach it on Tuesday. If you are not able to teach it on Tuesday, teach it on Wednesday. Do not try to “catch up” by skipping ahead to Lesson 14. If you do, students will be lacking important code knowledge, untaught spellings will begin to appear in their wordlists and on their worksheets, and the lessons will start to make less sense to them.

- For the same reasons, *you should not reorder the lessons*. The supplement relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.
- For the reasons discussed previously, *you should not require Kindergarten students to read trade books until they express a desire to do so*.
- Finally, *we ask that you attempt to preserve the “sounds first” emphasis of the supplement*. This means beginning the lessons with a sound and moving to the spelling (or spellings) later. It also means trying to avoid letter names until Unit 6.

Small Group Work

Large parts of this supplement have been written for whole-group instruction, but the supplement can be customized to allow for small-group instruction of various kinds. Since all students need to learn that /t/ is spelled ‘t’, it is instructionally efficient to teach the Basic Code Lessons and other lessons that introduce the letter-sound correspondences to the whole class. However, since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. We have seen this supplement taught very effectively in small groups and in workstations students visit on rotation.

Adjusting the Speed of Instruction

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master particular concepts than others. The supplement has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that *you can pause at any point in the supplement*. If students are not learning the material, simply stop where you are and do additional work to remediate or reteach as needed. Many lessons contain some materials you can use if you pause. For example, in each lesson where new spellings are taught, there will be a list of high-frequency decodable words that feature the new spelling. There are additional chains that may be used with any of the chaining exercises.

In addition, at the end of each unit there is a “Targeted Support Stop.” If the end-of-unit assessment or your observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Targeted Support Stop. They will typically provide enough for at least 4–5 days of additional work. The materials provided in the Targeted Support Stop can be used in various ways.

Sometimes you may wish to have all students do the same activity or worksheet. Other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Targeted Support Stop. We do not recommend that you attempt to speed up the sequence of instruction. The TN Foundational Skills Curriculum supplement lays out an ambitious scope of instruction.

Grouping and Pull-Out Instruction

The Kindergarten supplement of instruction has been developed so that it will provide an appropriate starting point for virtually all students. It assumes very little prior knowledge and makes an attempt to teach all of the skills necessary for reading and writing systematically. It should work well for a wide range of students. You should begin with the assumption that the Kindergarten supplement is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly, others will have more difficulty. There are many strategies for dealing with this. In general, we encourage you to try to keep most of the class together as long as it makes sense to do so. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice. The various chaining activities are especially good to do in these remedial groups.

If this is not sufficient, you may eventually need to regroup so some students are removed from the main group and given remedial/pull-out instruction. In the first half of Kindergarten one of the significant skills students need involves learning to blend. Most students should learn to blend orally in Unit 2 and then learn to blend with printed letters in Unit 3. However, a few may not understand blending right away. Since blending is the essence of reading, this is a serious problem. You should plan to work with the non-blenders whenever possible. The non-blenders can be allowed to stay with the main class group for the next few units while you remediate, but after a while it will become counter-productive to keep non-blenders with the blenders. Students who can blend, even if only haltingly, will benefit from learning more letter-sound correspondences in Units 7–10 of Kindergarten. Students who do not know how to blend the letter-sound correspondences taught in Units 3–5 will probably not benefit from learning about consonant digraphs in Unit 7 or the information that follows. These students will be better served if they receive explicit small-group instruction.

Assessment in the Skills Units

Assessment in this supplement is intended to be frequent and ongoing, with an eye toward identifying problems early. The goal of many of the exercises in the supplement is to make student achievement visible or audible. When a student completes a worksheet, he is leaving visible marks, allowing you to assess his writing skills. When a student reads out loud, she is producing audible signals, allowing you to make similar judgments about reading skills.

This supplement is based on the assumption that reading and writing are *learned skills*, or rather complex clusters of learned skills, many of which build on each other. If the child has not learned what is being taught, that is a problem. The child needs to be identified and given prompt attention. You should not imagine that *natural development* will solve the problem at some later point. You should try to fix the problem yourself as soon as you become aware of it.

In order to facilitate the early identification of students who are struggling while also keeping track of other students, you may wish to use the Tens system of assessment.

The Tens system of assessment is not mandatory. It is possible to teach the supplement very effectively using different systems of assessment and record-keeping. As long as you are availing yourself of the many opportunities for assessment that the Skills Unit presents and recording information on students, it does not matter if you use the Tens system.

The following is an explanation of the Tens system of assessment. All raw scores are converted to numbers between 1 and 10. This is a scale that we all know. A 10 indicates excellent performance, a 1 indicates very poor performance, and a 0 indicates no performance.

Tens scores are recorded on a simple grid, called a Tens Recording Chart, where the students' names are listed in the horizontal rows and the various exercises are listed in the vertical columns. (A blank Tens Recording Chart is provided in Unit 1, and can be copied as needed.) Once a number of Tens scores have been recorded, it is very easy to get a sense of who is doing well because all of the scores are comparable. By simply running your eye along the row where a particular student's scores are recorded, you can form a reliable estimate as to how the student is doing. If Susie's scores are 8, 9, 10, 7, 9, 10, you can feel confident she is learning the material. If Bobby's scores are 2, 3, 5, 1, 3, 2, you can be sure he is struggling.

In the Teacher Guide we typically mark only a few exercises with a Tens icon (10). However, some teachers like to treat all written work as material for ongoing assessment, and some also assign scores for oral performance. Do what works best for you.

There are two kinds of Tens scores: observational Tens scores and data-driven Tens scores. A data-driven Tens score is based on the number of correct answers on an exercise or worksheet. To record this kind of Tens score, use the Tens Conversion Chart to convert a raw score into a Tens score.

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or exercise along the left side. Find the cell where the column and the row converge, this indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 30, into a Tens score.

Observational Tens scores are based on your observations during class. They are, necessarily, a bit less objective than the data-driven Tens scores. However, they are still valuable. We suggest you use the following basic

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having problems understanding
1–2	Student appears to be having serious problems understanding
0	Student appears to have no understanding/does not participate

If you do not observe a student, or if you were not able to make a determination of the student's performance, simply leave the cell blank. Do not write a zero in the cell, as a zero indicates a very poor performance.

If a student appears to be doing poorly, your first recourse should be to focus more attention on him or her, either during the regular period of instruction or during a small group or individual session with the student, in addition to the regular period of instruction. Often this will be enough to get the student back on track. If a student continues to post low Tens scores for a prolonged period of time, despite additional instruction, that student may need a pull- out group.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides teachers with further guidance in assessing, analyzing, and remediating specific skills. Teachers should refer to this guide for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

Teacher Resources

Assessments

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given workbook page for individual, independent completion to use as an assessment. It may be useful to use the Tens Conversion Chart and the Tens Recording Chart to collect and analyze all assessment data.

Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers along the top of the chart and the total number of questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score. You may choose to use the following Tens Recording Chart to provide an at-a-glance overview of student performance.

Tens Recording Chart

Use the following grid to record students' Tens scores. Refer to the previous page for the Tens Conversion Chart.

Name							

Directions: Have students write 'm' under the pictures of items beginning with the /m/ sound.



m



m



m



a



a



a



a

Directions: Have students write 'a' under the pictures of items beginning with the /a/ sound.



t



t



t



t

Directions: Have students write 't' under the pictures of items beginning with the /t/ sound.



d



d



d



d

Directions: Have students write 'd' under the pictures of items beginning with the /d/ sound.

Name _____

4.3

Dear Family Member,

Please have your child glue the pictures from Worksheet 4.2 here. Affix pictures of things beginning with the /m/ sound under the 'm' heading and pictures beginning with the /t/ sound under the 't' heading.



m

t

moon
mouse
monkey

tiger
toes
teeth

Name _____

5.1

1. mad

2. dad

3. mat



Directions: Draw a line from each word on the left to the matching picture.



o



o



o

Directions: Have students write 'o' under the pictures of items beginning with the /o/ sound.



c

c



c



c

Directions: Have students write 'c' under the pictures of items beginning with the /c/ sound.

Name _____

7.3

Dear Family Member,

Please have your child glue or tape the pictures from Worksheet 7.2 here. Affix pictures beginning with the /a/ sound under the 'a' heading and pictures beginning with the /o/ sound under the 'o' heading.



a

ax
apple
alligator

o

octopus
otter
ostrich



g



g



g



g

Directions: Have students write 'g' under the pictures of items beginning with the /g/ sound.



i



i



i

i

Directions: Have students write 'i' under the pictures of items beginning with the /i/ sound.

Name _____

10.4

Dear Family Member,

Have your child draw a line from each word on the left to the matching picture. If necessary, identify the pictures for your child. Please complete the back of the worksheet in the same manner.



1. cat

2. dog

3. tag

4. mom



5. mad



6. dig



7. dot



8. dad

9. mat



Name _____ **11.1**



1. cat  



2. dog  

3. dam  

Directions: Have students copy each word under its matching picture.

4. dig  

5. dad  

6. cot  

Name _____ **11.3**

1. cot cat mat dot

2. dog got did tag

3. at cat mad mat

4. dot tot got dog

5. gig cot dig dim

Directions: In each row, have students circle the word the teacher pronounces.

6. mad mom dot dim

7. tot dig tag dad

8. cat did dad dog

9. mad tad mat dad

10 cat mat got cot

Name _____

12.1

1. doc



doc

2. mat



mat

3. tag



tag

Directions: Have students write each word under its matching picture.

4. mad



mad

5. cat



cat

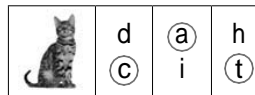
6. cot



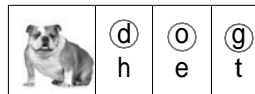
cot

Name _____

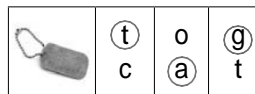
13.1



cat






dog




tag

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

	d m	i o	m g		_____	_____	dig
	t c	o a	g t		_____	_____	cot
	c m	a o	d c		_____	_____	mad



Name _____ 13.3

Dear Family Member,
Please have your child glue or tape the pictures from Worksheet 13.2 here. Affix pictures beginning with the /i/ sound under the 'i' heading and pictures beginning with the /o/ sound under the 'o' heading.





<p style="font-size: 2em; margin: 0;">i</p> <p style="margin: 10px 0;">insect</p> <p style="margin: 10px 0;">igloo</p> <p style="margin: 10px 0;">ink</p>	<p style="font-size: 2em; margin: 0;">o</p> <p style="margin: 10px 0;">otter</p> <p style="margin: 10px 0;">octopus</p> <p style="margin: 10px 0;">ostrich</p>
---	--



Name _____ 14.1

1. dad  

dad



2. dog  

dog



3. cod  

cod



Directions: Have students write each word under its matching picture.

4. dot  

dot

5. mad  


mad


6. dam  


dam

Name _____


14.2


	t	o	g	_____
	c	a	t	_____
				tag


	d	o	g	_____
	m	a	t	_____
				mat

	t	o	g	_____
	c	a	t	_____
				cot

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

	d	e	m	_____
	m	o	g	_____
				mom



	c	a	g	_____
	m	o	t	_____
				cat



	d	a	d	_____
	m	o	g	_____
				dog

Name _____

PP1



dog	tag
dad	cot

	
dog	dad

	
tag	cot

Directions: Have students write each word under its matching picture.

cat	doc
dig	mad

	
cat	doc

	
mad	dig

Name _____

PP2

1. cot



cot



Directions: Have students write each word under its matching picture.

2. mom



mom

3. cat



cat



4. dot



dot

5. dad



dad



6. dam



dam

Name _____

PP7

dad	at	tic
mom	got	cot

m mom mom

a at at

d dad dad

g got got

t tic tic

c cot cot

Directions: Have students sort the six words by their first sounds, copying each word twice.

Name _____

PP8

dot	cod	tag
got	it	mom

t tag tag

g got got

m mom mom

d dot dot

c cod cod

i it it

Directions: Have students sort the six words by their first sounds, copying each word twice.

Name _____

PP9

cat	cod	dad
did	dig	dog

i dig dig

i did did

a cat cat

a dad dad

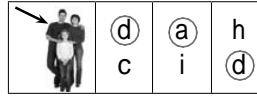
o cod cod

o dog dog

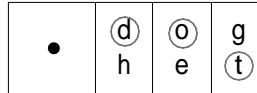
Directions: Have students sort the six words by their middle sounds, copying each word twice.

Name _____

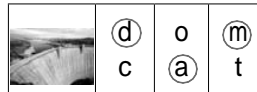
PP10



dad

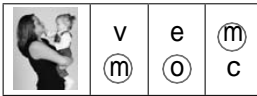


dot

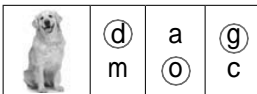


dam

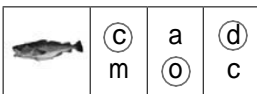
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.



mom



dog



cod

Unit3

Teacher Guide

SkillsStrand

Kindergarten