

Phonological Awareness & Phonics

In this unit, students will strengthen phonological awareness by learning to identify words, rhymes, and syllables.

Further, students will demonstrate understanding of spoken words, syllables, and sounds. They will also apply skills in decoding words; producing primary and most frequent sounds for each consonant.

1. RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
2. RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 91: Phonological Awareness (RF.K.2B), Phonics: letters Vv, Yy (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 92: Phonological Awareness (RF.K.2B), Phonics: letters C, c, P, p (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 93: Phonological Awareness (RF.K.2B), Phonics: letters Vv, Yy (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 94: Phonological Awareness (RF.K.2B), Phonics: short e, u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 95: Phonological Awareness (RF.K.2B), Phonics: short e, u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)
Lesson 96: Phonological Awareness (RF.K.2B), Phonics: short e, u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 97: Phonological Awareness (RF.K.2B), Phonics: short e, u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 98: Phonological Awareness (RF.K.2B), Phonics: vowel e, u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 99: Phonological Awareness (RF.K.2B), Phonics: letters Qq, Xx (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 100: Phonological Awareness (RF.K.2B), Phonics: letters Qq, Xx (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)
Lesson 101: Phonological Awareness (RF.K.2B), Phonics: letters Qq, Xx (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 102: Phonological Awareness (RF.K.2B), Phonics: letters Qq, Xx (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 103: Phonological Awareness (RF.K.2B), Phonics: letters Qq, Xx (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 104: Phonological Awareness (RF.K.2B), Phonics: letter Zz (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 105: Phonological Awareness (RF.K.2B), Phonics: letter: Zz (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)
Lesson 106: Phonological Awareness (RF.K.2B), Phonics: letter Zz (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 107: Phonological Awareness (RF.K.2B), Phonics: letter Zz (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 108: Phonological Awareness (RF.K.2B), Phonics: letter Zz (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 109: Phonological Awareness (RF.K.2B), Phonics: final sounds, g, K, k (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 110: Phonological Awareness (RF.K.2B), Phonics: final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task
Lesson 111: Phonological Awareness (RF.K.2B), Phonics: final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 112: Phonological Awareness (RF.K.2B), Phonics: final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 113: Phonological Awareness (RF.K.2B), Phonics: final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 114: Phonological Awareness (RF.K.2B), Phonics: isolating final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 115: Phonological Awareness (RF.K.2B), Phonics: isolating final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 116: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 117: Phonological Awareness (RF.K.2B), Phonics: isolate final sound (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 118: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 119: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 120: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task
Lesson 121: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 122: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 123: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 124: Phonological Awareness (RF.K.2B), Phonics: double final consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 125: Phonological Awareness (RF.K.2B), Phonics: double final consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task
Lesson 126: Phonological Awareness (RF.K.2B), Phonics: final double consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 127: Phonological Awareness (RF.K.2B), Phonics: double final consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 128: Phonological Awareness (RF.K.2B), Phonics: double final consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 129: Phonological Awareness (RF.K.2B), Phonics: one sound two letters (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 130: Phonological Awareness (RF.K.2B), Phonics: one sound two letters (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task
Lesson 131: Phonological Awareness (RF.K.2B), Phonics: short vowel u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 132: Phonological Awareness (RF.K.2B), Phonics: double final consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 133: Phonological Awareness (RF.K.2B), Phonics: short vowel u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 134: Phonological Awareness (RF.K.2B), Phonics: one sound 2 letters (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 135: Phonological Awareness (RF.K.2B), Phonics: one sound two letters (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Lesson 91: Phonological Awareness (RF.K.2B), Phonics: letters Vv, Yy (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants v, y.
- I am learning how to recognize the letters and sounds of Vv and Yy in a word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ö/, /ũ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can recognize the letters and sounds of Vv and Yy in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ä, ï, ü, ö, m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a game. Explain - I will say the beginning and ending sounds in a word. Listen /y/ /es/ yes. When I put the sounds together I say the word yes. No you try. /y/ /oung/ young What word is that? young. I will do one more.
 - /y/ /ear/ - year
- **We do:** With students practice the following:
 - /y/ /um/ - yum
 - /y/ /oke/ - yoke
- **You do:** Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
 - /y/ /ell/ yell
 - /y/ /ard/ yard

Phonics

- **Review:** Display the Ww letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Yy letter card. Model for students how to write and say the Yy sound. As you write the letter Yy say Yy / y/ like in yak, yellow, yarn



- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Have students listen as you say multiple words; saying yes to the words that have the sound /y/ and no to those that do not. Say:
 - yes (yes)
 - man (no)

- **We do:** Have students say yes if they hear a word that has the sound /y/.
 - yam (yes)
 - pike (no)
 - yield (yes)
 - yeah (yes)
- **Follow the above steps for the letter Vv- van, vat, Vic**




- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Yy As Kk “yak’. Model blending the word “y”, use your finger and slide across while saying /y/ /a/ /k/ yak. Repeat with van.
- **We do:** Have students practice this blending task by displaying [Blend and Read 5.2](#). Have students read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

DISPLAY AND ENGAGE

Blend and Read 5.2

Words With y and v

1	yam	yum	yak	yams
2	van	vat	Vic	Val
3	yaks	vans	rugs	pots
4	Vic can see yams in a van.			



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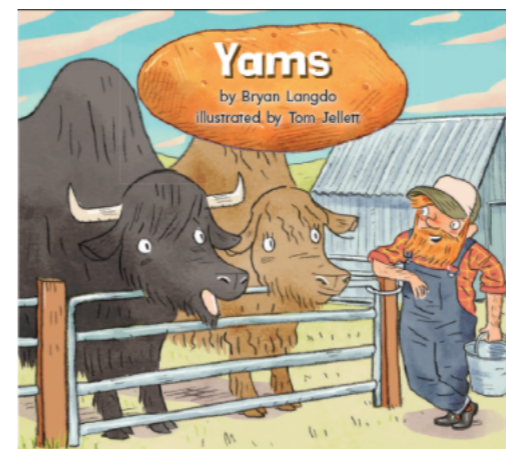
- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Yaks, Val, van, yum

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing consonant sounds: y and v.
- Model again and have students mimic you. Correct as needed.
- Have students write consonants y and v while saying the sound.
- Have students partner and read decodable text. Model as needed.

1. Decodable Texts: [Yams](#) and [Go, Vic!](#)



Center 1: Consonants y, v

Practice consonants and blending through the following worksheets. [Know It. Show It](#) [Know It. Show It.](#) [Build Words](#)

Center 2: Word work

Picture sort words that begin with /y/ on one side and words that begin with /v/ on the other side.

Foundational Skills

Build Words

✂ Cut out the letters to build words.

a	m	n	r
t	u	v	y
a	m	n	r
t	u	v	y
a	m	n	r
t	u	v	y
a	m	n	r
t	u	v	y

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Phonics

Consonants v and y

starts with the letter v. starts with the letter y.

Draw a line from each picture to the letter it starts with.

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Phonological Awareness

Blend Sounds into Words

You can break words into sounds and blend sounds to make words.

Listen to each word.

Color the picture that matches the word you hear.

-
-
-
-
-
-

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vine	yellow
very	yak
vacuum	you

Center 3: Independent Reading

- Read the decodable texts, [Yams](#) and [Go, Vic!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 3: Lexia

Part 3: Daily Instructional Task

- Dictate the letters Yy, Vv.
- Have students say the sound as they write the letter.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 92: Phonological Awareness (RF.K.2B), Phonics: letters C, c, P, p (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants v, y.
- I am learning how to recognize the letters and sounds of Vv and Yy in a word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /õ/, /ũ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can recognize the letters and sounds of Vv and Yy in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ä, ï, õ, ù, m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a game. Explain - I will say the beginning and ending sounds in a word. Listen /y/ /es/ yes. When I put the sounds together I say the word yes. No you try. /y/ /oung/ young What word is that? young. I will do one more.
 - /y/ /awning/ - yawning
- **We do:** With students practice the following:
 - /y/ /elp/ - yelp
 - /y/ /east/ - yeast
- **You do:** Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
 - /y/ /elling/ yelling
 - /y/ /ounger/ younger

Phonics

- **Review:** Display the Yy letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Yy letter card. Model for students how to write and say the Yy sound. As you write the letter Yy say Yy /y/ like in yak, yellow, yarn
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Have students listen as you say multiple words; saying yes to the words that have the sound /y/ and no to those that do not. Say:
 - yielding (yes)
 - Orange (no)
- **We do:** Have students say yes if they hear a word that has the sound /y/.
 - yelp (yes)
 - trace (no)
 - yikes (yes)
 - yell (yes)

- **Follow the above steps for the letter Vv- van, vat, Vic**
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Yy As Kk “yak”. Model blending the word “y”, use your finger and slide across while saying /y/ /a/ /k/ yak. Repeat with van.
- **We do:** Have students practice this blending task by displaying [Blend and Read 5.2](#). Have students read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.
- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Yum, yam, yell, vat, Vin

Center 1: Consonants y, v

Practice consonants and blending through the following worksheets. [Know It. Show It](#) [Know It. Show It.](#) [Build Words](#)

Center 2: Word work

Picture sort words the begin with /y/ on one side and words that begin with /v/ on the other side.

Foundational Skills

Build Words

✂ Cut out the letters to build words.

a	m	n	r
t	u	v	y
a	m	n	r
t	u	v	y
a	m	n	r
t	u	v	y
a	m	n	r
t	u	v	y

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Phonics

Consonants v and y

starts with the letter v. starts with the letter y.

Draw a line from each picture to the letter it starts with.

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Phonological Awareness

Blend Sounds into Words

You can break words into sounds and blend sounds to make words.

👂 Listen to each word.

🎨 Color the picture that matches the word you hear.

-  
-  
-  
-  
-  
-  

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vine	yellow
very	yak
vacuum	you

Center 3: Independent Reading

- Read the decodable texts, [Yams](#) and [Go, Vic!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 3: Lexia

Part 3: Daily Instructional Task

- Dictate the letters Yy, Vv.
- Have students say the sound as they write the letter.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 93: Phonological Awareness (RF.K.2B), Phonics: letters Vv, Yy (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants v, y.
- I am learning how to recognize the letters and sounds of Vv and Yy in a word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ö/, /ü/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can recognize the letters and sounds of Vv and Yy in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ä, ï, ü, ö, m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Assessment

- Assess students' knowledge of onset and rime.
- Tell students that you will say two parts of a word and they will put those parts together to say the word.
- Have pictures of the word for your students to circle the correct answer.
 - Say: **yawn** **yawn**
 - Say: /y/ /oung/ young
 - Say: /y/ /ellow/ yellow
 - Say: /y/ /ield/ yield
 - Give each student a word list and ask them to circle each word that has a Yy or Vv in them.
 - Yeah, yoga, van, vaccine, starve
- Have students write the following words:
 - van, vat, Val, Vic, yam, yak, yum, yes

Part 2: Reading Decodable Texts

- Invite students to partner read, [Yams](#) and [Go, Vic!](#)
- Spend time during this period listening to students read the decodable texts:
- Record your findings.

Lesson 94: Phonological Awareness (RF.K.2B), Phonics: short e, u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the short and long vowel e.
- I can identify the middle vowel sound in a one syllable word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a middle vowel sound game. They will identify the middle vowel sound of the word given. Then using the picture cards, students match the 2 pictures that have the same middle sound of the given word.

[Picture Cards](#)

- **pop (doll, log)**

- **We do:** With students practice the following:

- **set (bell, hen)**
- **cup (bug, sun)**
- **tap (cat, man)**
- **light (bike, kite)**

- **You do:** Tell students to try the following words, independently. Now, I will read the word and you will write down the words that have the same middle sound.

- **cop (doll, log)**
- **fix (dig, pin)**

Phonics

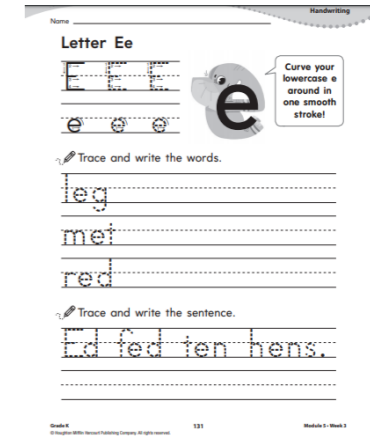
- **Review:** Display the Ee letter card. Ask students to say the long e sound /ē/ then say the short e sound: /ĕ/ as they write the letter.
- **I do:** Display the Ee letter card. Model for students how to write and say the Ee sounds. As you write, say, the letter e can make the vowel sound /e/ as in the word *bed* or /E/ as in *feet*. Ee /ĕ/ is the sound at the beginning of the word *elephant*. Contrast the short e and long e sounds.



- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Have students listen as you say multiple words; saying yes to the words that have the sound of the short e /e/ in the middle of the word and no to those that do not. Say:
 - bell (yes)
 - mug (no)
- **We do:** Have students say yes if they hear a word that has the sound for short e.
 - fed (yes)
 - pet (yes)
 - sad (no)
 - sit (no)

- **Follow the above steps for the long e sound.**
- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ee worksheet from HMH.

[Know it, Show it](#)



Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the short e sound.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Yes, Vets Can!](#) And [Pet Pup](#)



Center 1: Short Vowel e

Practice consonants and blending through the following worksheets. [Know It. Show It.](#)

Words to Know

Name _____

Read and Spell

Read and spell these words to be a better reader.

Read it.	Trace it.	Write it.
help	help	_____
they	they	_____

Color them.

help they

Circle them.

help	the	him	help
for	they	help	very
they	help	they	us

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Words to Know

Name _____

Read and Spell

Read and spell these words to be a better reader.

Read it.	Trace it.	Write it.
too	too	_____
yes	yes	_____

Color them.

too yes

Circle them.

too	her	yes	want
yes	too	they	us
look	help	yes	too

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Center 2: Word work

- Display the [Picture Cards](#) reminding them that the short vowel sound /e/ as in the word bed or long vowel sound /E/ as in feet in a pocket chart. students identify the column in which the picture belongs. Does the word *bell* have the long or short vowel sound? Repeat until you have sorted all of the cards.



Center 3: Independent Reading

- Decodable Text: [Yes, Vets Can!](#) And [Pet Pup](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 3: Lexia

Part 3: Daily Instructional Task

- Dictate the letters Ee and Uu.
- Have students say the sound as they write the letter.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 95: Phonological Awareness (RF.K.2B), Phonics: short e, u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the short and long vowel e.
- I can identify the middle vowel sound in a one syllable word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /ĕ/, /d/, /f/, /g/, /h/, /l/, /n/, /p/, /r/, /s/, /t/, /w/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ă, ĕ, ĭ, ŏ, ŭ, d, f, g, h, l, n, p, r, s, t, w.

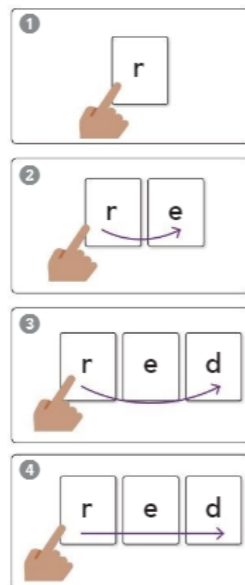
Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a game. Listen: red, hen. The middle sound in red is /ĕ/ and the middle sound in hen is /ĕ/. Have students use thumbs up or down to show whether or not the words have the same middle vowel sound.
 - **rain, pen (no)**
 - **met, pen (yes)**
 - **pit, big (yes)**
- **We do:** With students practice the following:
 - ball, bill (no)
 - teen, beat (yes)
 - bag, bed (no)
- **You do:** Tell students to try the following words, independently. Now, I will read the word and you will write down the words that have the same middle sound.
 - **cool, moon (yes)**
 - **pack, peck (no)**
 - **kite, bike (yes)**

Phonics

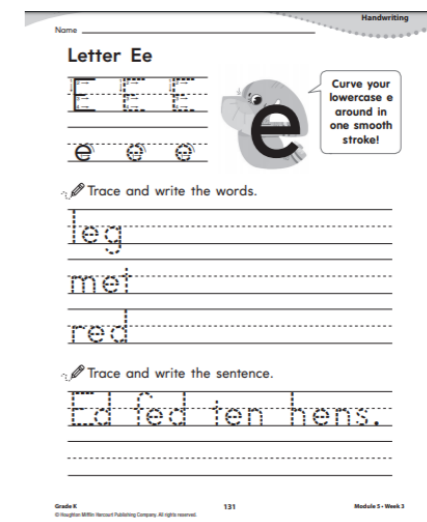
- **Review:** Display the Ee letter card. Ask students to say the long e sound /ē/ then say the short e sound: /ĕ/ as they write the letter.
- **I do:** Display the Ee letter card. Model for students how to write and say the Ee sounds. As you write, say, the letter e can make the vowel sound /e/ as in the word *bed* or /E/ as in *feet*. Ee /ĕ/ is the sound at the beginning of the word *elephant*. Contrast the short e and long e sounds.
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Rr Ee Dd. Model blending the word “red”, use your finger and slide across while saying /r/ /ĕ/ /d/ - red.



- **We do:** Tell students that they will be blending words with you. Display the letter cards Ff Ee Dd with students, blend the word “fed”, use your finger and slide across while saying with students /f/ /ĕ/ /d/ . Blend the words *pen*, *leg*, *set*.
- **You do:** Have students practice blending with the following words, independently. Blend the words: *ten*, *wet*, *hen*. Provide feedback as students begin to apply.

WORD	CONTEXT SENTENCE
fed	My mom fed our pet fish this morning.
hen	The hen laid six eggs.
pen	I like to write with a pen .
ten	My sister is ten years old.
wet	My cat doesn't like getting wet .

- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ee, worksheet from HMH. [Know it, Show it](#)



Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the short e sound.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 - Decodable Text: [Yes, Vets Can!](#) And [Pet Pup](#)

Center 1: Short Vowel e

- Practice consonants and blending through the following worksheets. [Know It. Show It.](#)

Center 2: Word work

- Display the [Picture Cards](#) reminding them that the short vowel sound /e/ as in the word bed or long vowel sound /E/ as in feet in a pocket chart. students identify the column in which the picture belongs. Does the word *bell* have the long or short vowel sound? Repeat until you have sorted all of the cards.

Center 3: Independent Reading

- Decodable Text: [Yes, Vets Can!](#) And [Pet Pup](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 3: Lexia

Part 3: Daily Instructional Task

- Dictate the letters Ee and Uu.
- Have students say the sound as they write the letter.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 96: Phonological Awareness (RF.K.2B), Phonics: short e, u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the short and long vowel e.
- I can identify the middle vowel sound in a one syllable word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /ě/, /b/, /ch/, /d/, /f/, /g/, /h/, /l/, /ll/, /n/, /p/, /r/, /s/, /sh/, /t/, /w/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ă, ě, ĩ, ǒ, ů, b, ch, d, f, g, h, l, ll, n, p, r, s, sh, t, w.

Part 1: Direct Instruction

Phonological Awareness

- **I do:** Model how to blend phonemes to make a word. Listen: /sh/ / ě/ /l/. Reveal [Picture Card](#) shell.
 - /b/ /ă/ /g/ (**bag**)
 - /b/ / ě/ /d/ (**bed**)
- **We do:** With students say a familiar one-syllable word sound-by-sound. Listen: /t/ /ě/ /n/. Students use choral response to blend the phonemes. Ask: What word? Reveal [Picture Card](#) ten.
 - /f/ /ĩ/ /sh/ (**fish**)
 - /p/ /ě/ /n/ (**pen**)
- **You do:** Tell students to try the following words, independently.
 - /ch/ /ā/ /n/ (**chain**)
 - /w/ /ě/ /l/ (**well**)


Phonics

- **Review:** Display the Ee letter card. Ask students to say the long e sound /ē/ then say the short e sound: /ĕ/ as they write the letter.
- **I do:** Display the Ee letter card. Model for students how to write and say the Ee sounds. As you write, say, the letter e can make the vowel sound /e/ as in the word *bed* or /E/ as in *feet*. Ee /ĕ/ is the sound at the beginning of the word *elephant*. Contrast the short e and long e sounds.
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Bb Ee Dd. Model blending the word “bed”, use your finger and slide across while saying /b/ /ĕ/ /d/ - bed.
- **We do:** Have students practice this blending task by displaying [Blend and Read 5.3](#). Have students read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 5.3

Words with Short e

1 bed	leg	web	vet
2 jet	men	led	get
3 hop	bin	rub	yet
4 Ben and Meg fed the hens.			

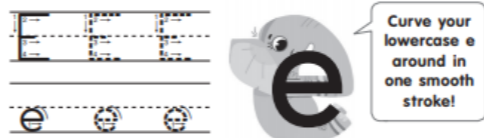


Grade K • Foundational Skills
Module 5 • Week 3

- **You do:** Have students practice blending with the following words, independently. Blend the words: *Ben, Meg, fed, hens*. Provide feedback as students begin to apply.
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ee and Uu, worksheet from HMH. [Know it, Show it](#) [Know It. Show It.](#)

Name _____

Letter Ee



Trace and write the words.

leg
met
red


Trace and write the sentence.

Ed fed ten hens.

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Module 5 • Week 3

Name _____

Letter Uu



Trace and write the words.

bun bun bun
fun fun fun
hum hum hum

Trace and write the sentence.

The cub can run.
The cub can run.

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Module 5 • Week 3

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the short e sound.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Yes, Vets Can!](#) And [Pet Pup](#)

Center 1: Short Vowel e

- Practice consonants and blending through the following worksheets. [Know It. Show It.](#)

Center 2: Word work

- Display index cards with the words *bed*, short e sound and *cut*, short u sound in a pocket chart.
- Students read words and sort them by the middle sound /ě/ go under word *bed* and words that have the middle sound /u/ go under word *cut*.
- Then students complete their own Word Sort using [Know It, Show It.](#)

Center 3: Lexia

Part 3: Daily Instructional Task

- Dictate the letters Ee and Uu.
- Have students say the sound as they write the letter.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 97: Phonological Awareness (RF.K.2B), Phonics: short e, u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the short and long vowel e.
- I can identify the middle vowel sound in a one syllable word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /ě/, /b/, /ch/, /d/, /f/, /g/, /h/, /l/, /ll/, /n/, /p/, /r/, /s/, /sh/, /t/, /w/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ä, ě, ĭ, ǒ, ů, b, ch, d, f, g, h, l, ll, n, p, r, s, sh, t, w.

Part 1: Direct instruction

Phonological Awareness

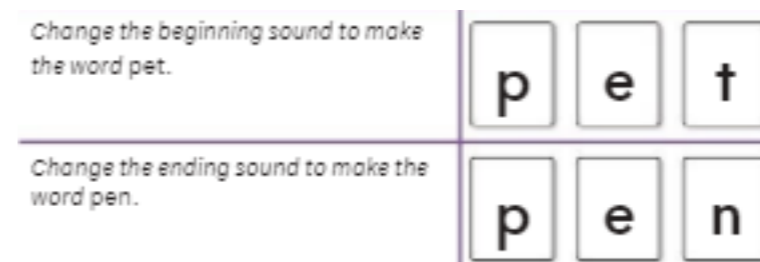
- **I do:** Tell students they will be playing a riddle game. Tell students to listen to this riddle: I lay eggs and my sounds are /h/ /ě/ /n/. What am I? When I put the sounds together, I get the word **hen**. The answer to the riddle is hen! Listen: I am green and my sounds are /l/ /ē/ /f/. Blend the phonemes. What am I? (leaf)
- **We do:** With students practice the following:
 - You use me in a bath and my sounds are /s/ /ō//p/. (soap)
 - You write with me and my sounds are /p/ /ě/ /n/. (pen)
 - I have four legs and my sounds are /k/ /ă/ /t/. (cat)
 - I am a number and my sounds are /t/ /ě/ /n/. (ten)
- **You do:** Tell students to try the following riddles, independently. Tell students that you will read the riddle and they will blend the phonemes, then they will write it down on their white boards or notebook.
 - You wear me when it is cold outside and my sounds are /c/ /ō/ /t/. (coat)
 - You can find me on the beach and my sounds are /sh/ /ě/ /l/. (shell)
 - I am sticky and my sounds are /t/ /ā/ /p/. (tape)
 - You sleep on me and my sounds are /b/ /ě/ /d/. (bed)

Phonics

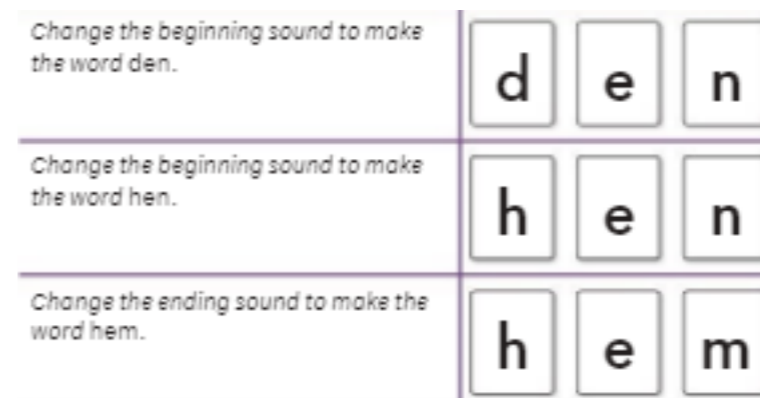
- **Review:** Display the Ee letter card. Ask students to say the long e sound /ē/ then say the short e sound: /ĕ/ as they write the letter.
- **I do:** Display the Ee letter card. Model for students how to write and say the Ee sounds. As you write, say, the letter e can make the vowel sound /e/ as in the word *bed* or /E/ as in *feet*. Ee /ĕ/ is the sound at the beginning of the word *elephant*. Contrast the short e and long e sounds.
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Model how to spell the word in a pocket chart using [Letter Cards](#). Tell students that these letters and sounds blend together to create words. Display the letter cards Ss Ee Tt. Model blending the word “set”, use your finger and slide across while saying /s/ /ĕ/ /t/ - set. Use the word in a sentence, personalizing it to your students and their interests when possible. Anthony has a complete set of cards.



- **We do:** Have students practice this blending task. Model how to spell the word in a pocket chart using [Letter Cards](#). The first sound is /s/—the letter s. The vowel sound is /ĕ/, so I will put the letter e next to the s. The last sound I hear in set is /t/—the letter t. Ask students to spell the word with their letters. Give directions to substitute sounds and make new words.



- **You do:** Have students practice blending with the following words, independently. Give directions to substitute sounds and blend new words: Provide feedback as students begin to apply.



- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ee and Uu, worksheet from HMH. [Know it, Show it](#) [Know It. Show It.](#)

Part 2: Practice / Centers

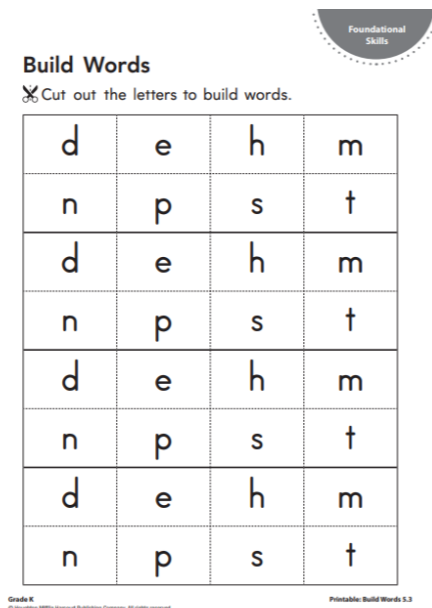
Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the short e sound.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
- Decodable Text: [Yes, Vets Can!](#) And [Pet Pup](#)

Center 1: Short Vowel e

Practice consonants and blending through the following worksheets.

[Build Words 5.3](#)



Foundational Skills

Build Words

✂ Cut out the letters to build words.

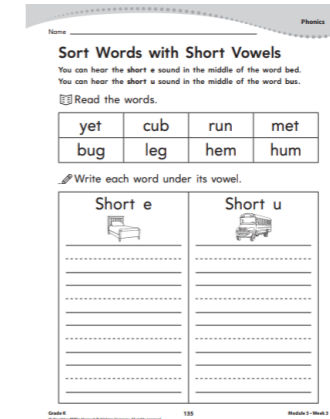
d	e	h	m
n	p	s	t
d	e	h	m
n	p	s	t
d	e	h	m
n	p	s	t
d	e	h	m
n	p	s	t

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Center 2: Word work

- Display index cards with the words *bed*, short e sound and *cut*, short u sound in a pocket chart.

- Students read words and sort them by the middle sound /ě/ go under word bed and words that have the middle sound /u/ go under word cut.
- Then students complete their own Word Sort using [Know It, Show It](#).



Phonics



Sort Words with Short Vowels

You can hear the short e sound in the middle of the word bed.
You can hear the short u sound in the middle of the word bus.

Read the words.

yet	cub	run	met
bug	leg	hem	hum

Write each word under its vowel.

Short e	Short u
	
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Center 3: Independent Reading

- Decodable Text: [Yes, Vets Can!](#) And [Pet Pup](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the letters Ee and Uu.
- Have students say the sound as they write the letter.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 98: Phonological Awareness (RF.K.2B), Phonics: vowel e, u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the short and long vowel e.
- I am learning how to recognize the letters and sounds of Ee and Uu in a word.
- I am learning how to identify rhyming words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /ĕ/, /b/, /ch/, /d/, /f/, /g/, /h/, /l/, /ll/, /n/, /p/, /r/, /s/, /sh/, /t/, /w/.

Success Criteria:

- I can recognize the letters and sounds of Ee and Uu in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify rhyming words.
- I can say and write the sound-spelling of ä, ě, ĭ, ŏ, ŭ, b, ch, d, f, g, h, l, ll, n, p, r, s, sh, t, w.

Part 1: Assessment

- Assess students' knowledge of onset and rime.
- Tell students that you will say two parts of a word and they will put those parts together to say the word.
- Have pictures of the word for your students to circle the correct answer. [Picture Cards](#)
 - Say: /r/ /ed/ red
 - Say: /b/ /ell/ bell
 - Say: /y/ /ellow/ yellow
 - Say: /b/ /ug/ bug
 - Say: /b/ /us/ bus
- Give each student a word list and ask them to circle each word that has a Ee or Uu in them.
 - cut, duck, hug, jump, egg, escalator, feet, hen, lemon
- Have students write the following words:
 - vet, pup, pet, fed, cup, met, bed, bus, nut, cut

Part 2: Reading Decodable Texts

- Invite students to partner read, [Yes, Vets Can!](#) and [Pet Pup](#)
- Spend time during this period listening to students read the decodable texts:
- Record your findings.

Lesson 99: Phonological Awareness (RF.K.2B), Phonics: letters Qq, Xx (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the consonants Q and X.
- I am learning how to isolate beginning and final sounds of words.
- I am learning how to recognize the letters and sounds of Q (qu) / kw/ and X /ks/ in a word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be identifying beginning sounds of words. I will say a word and you will listen carefully for the first sound in the word. Listen: *five*. The first sound in the word five is /f/. Reveal [Picture Card](#) five. Say a familiar one-syllable word. Listen: *cup*. Have students isolate the initial sound. What is the first sound? (/k/) Reveal the [Picture Card](#) after students respond. Repeat with the word girl (/g/).
- **We do:** With students repeat with the following:
 - hug (/h/)
 - kite (/k/)
 - leaf (/l/)
- **You do:** Tell students to try the following words, independently. Now, I will read the word and you will write down the beginning sound of each word.
 - sheep (/sh/)
 - sun (/s/)
 - quiz (/kw/)

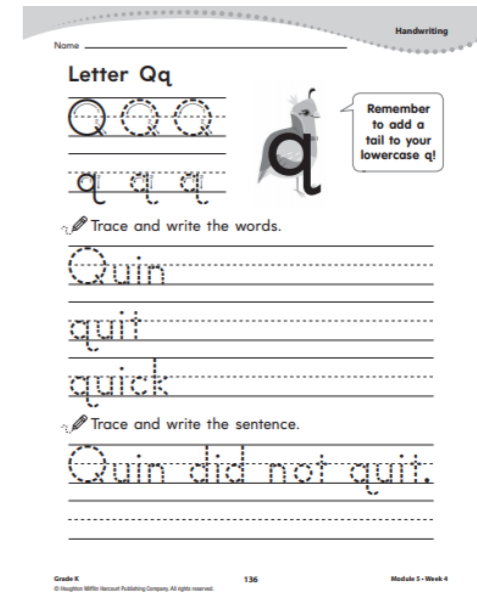
Phonics

- **I do:** Display the Qq letter card. Model for students how to write and say the Qq /kw/ sound. As you write, say, the letter Qq, say the sound /kw/: q and u is the sound at the beginning of the word quail. The letter q usually travels with the letter u. The letters q-u together make the sounds /kw/. Listen: /kw/. What sounds? (/kw/) Again. (/kw/)
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.



- **I do:** Have students listen as you say multiple words; saying yes to the sound /kw/ in words. Have students say yes to the words that have the sound /kw/ then, identify where the sound is being heard, beginning, middle, or end of the word.
 - queen (yes) - beginning
 - fox (no)
- **We do:** Have students say yes if they hear a word that has the sound /z/. Then identify where the sound is being heard.
 - quack (yes) - beginning
 - box (no)
 - quiz (yes) - beginning
 - quick (yes) - beginning

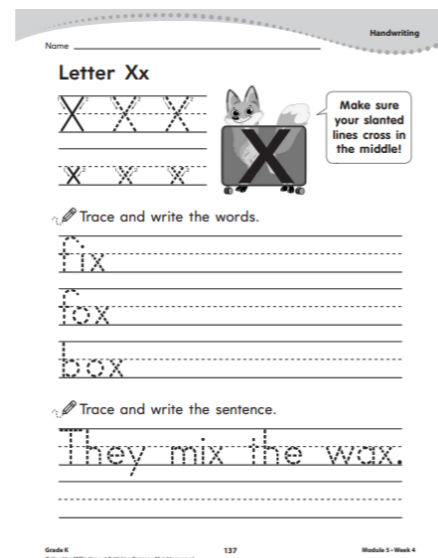
- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Qq worksheet from HMH. [Know it, Show it](#)



- **I do:** Display the Xx letter card. Model for students how to write and say the Xx /ks/ sound. As you write, say, the letter Xx, say the sound /ks/: k and s is the sound at the end of the word fox. The letter x borrows its sounds from the letters k and s. The letter x says /ks/. Listen: /ks/. Let's say it together. (/ks/) Again. (/ks/)



- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Have students listen as you say multiple words; saying yes to the sound /ks/ in words. Have students say yes to the words that have the sound /ks/ then, identify where the sound is being heard, beginning, middle, or end of the word.
 - queen (no)
 - fox (yes) - ending
- **We do:** Have students say yes if they hear a word that has the sound /z/. Then identify where the sound is being heard.
 - quack (no)
 - box (yes) - ending
 - quiz (no)
 - x-ray (yes) - beginning
- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Xx worksheet from HMH. [Know it, Show it.](#)



Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing consonant sounds: q and x.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants q and x while saying the sound.
4. Have students partner and read decodable text. Model as needed.

1. Decodable Texts: [Tan Cat](#) and [Fox Cubs](#)

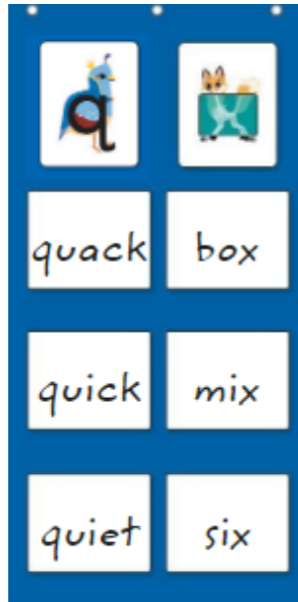


Center 1: Consonants q, x

Practice consonants and blending through the following worksheets. [Know It, Show It](#), [Know It, Show It](#), [Build Words](#), and [Know It, Show It](#)

Center 2: Word work

Picture sort words that begin with *q* on one side and words that end with *x* on the other side.



Center 3: Independent Reading

- Read the Decodable Texts: [Tan Cat](#) and [Fox Cubs](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 3: Lexia

Part 3: Daily Instructional Task

1. Dictate the letters Qq, Xx.
2. Have students say the sound as they write the letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 100: Phonological Awareness (RF.K.2B), Phonics: letters Qq, Xx (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the consonants Q and X.
- I am learning how to isolate beginning and final sounds of words.
- I am learning how to recognize the letters and sounds of Q (qu) /kw/ and X /ks/ in a word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ä, ï, ö, ü m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

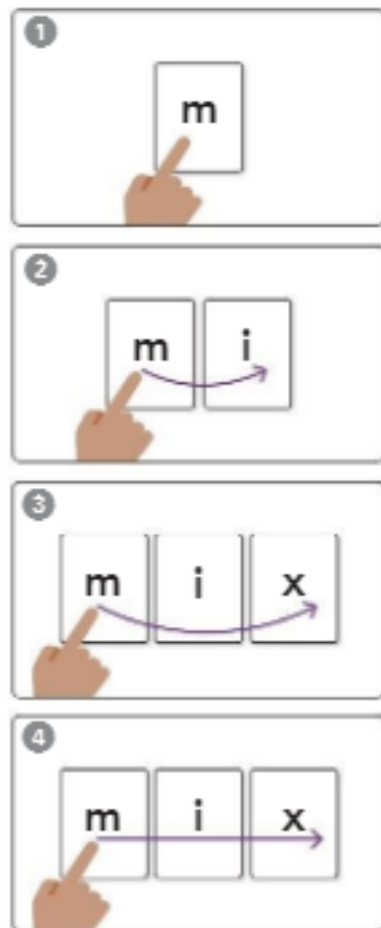
Phonological Awareness

- **I do:** Tell students that they will be playing a game listening for and pronouncing the beginning sound in words. I will say a word. When I point the mic at you, tell me the beginning sound of the word. Make a fist with your hand and hold it as if you are holding a microphone. Listen: When I say bat, you say /b/. bat, /b/, bat, /b/. Repeat with another word. Listen: shop. Have students isolate the initial sound. When I say shop, you say (/sh/),shop, (/sh/) shop, (/sh/).
- **We do:** With students repeat with the following:
 - box (/h/)
 - map (/m/)
 - cat (/k/)
 - nose (/n/)
- **You do:** Tell students to try the following words, independently. Now, I will read the word and you will write down the beginning sound of each word.
 - doll (/d/)
 - pin (/p/)
 - feet (/f/)
 - rock (/r/)

Phonics

- **Review:** Display the Qq letter card. Ask students to say the Qq/kw/ sound as they write the letter.
- **I do:** Display the Qq letter card. Model for students how to write and say the Qq /kw/ sound. As you write, say, the letter Qq, say the sound /kw/: q and u is the sound at the beginning of the word quail. The letter q usually travels with the letter u. The letters q-u together make the sounds /kw/. Listen: /kw/. What sounds? (/kw/) Again. (/kw/)
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- Repeat with the letter Xx.
- **I do:** Display the Xx letter card. Model for students how to write and say the Xx /ks/ sound. As you write, say, the letter Xx, say the sound /ks/: k and s is the sound at the end of the word fox. The letter x borrows its sounds from the letters k and s. The letter x says /ks/. Listen: /ks/. Let's say it together. (/ks/) Again. (/ks/)
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Mm Ii Xx. Model blending the word “mix”, use your finger and slide across while saying /m/ /i/ /x/ mix.



- **We do:** Tell students that they will be blending words with you. Display the letter cards Bb Oo Xx. With students, blend the word “box”, use your finger and slide across while saying with students /b/ /o/ /x/ box. Repeat the words saying the context sentence after blending the sounds to read each word.
 - Blend the words: fix, fox
- **You do:** Have students practice blending with the following words, independently. Read the context sentence after students blend the sounds to read each word. Provide feedback as students begin to apply.
 - Quin, quit

WORD	CONTEXT SENTENCE
box	I keep my pencils in a box .
fix	You can use an eraser to fix mistakes.
fox	The red fox ran in the woods.
Quin	I like to ride bikes with my friend Quin .
quit	I like soccer, so I will not quit the team.

- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Xx and Qq worksheet from HMH. [Know it, Show it.](#)

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing consonant sounds: q and x.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants q and x while saying the sound.
4. Have students partner and read decodable text. Model as needed.
 1. Decodable Texts: [Tan Cat](#) and [Fox Cubs](#)

Center 1: Consonants q, x

Practice consonants and blending through the following worksheets.

[Know It, Show It](#), [Know It, Show It](#), [Build Words](#), and [Know It, Show It](#)

Center 2: Word work

Picture sort words that begin with *q* on one side and words that end with *x* on the other side.

Center 3: Independent Reading

- Read the Decodable Texts: [Tan Cat](#) and [Fox Cubs](#)
- Then read it to your partner.

- Then listen to your partner read it to you.

Center 3: Lexia

Part 3: Daily Instructional Task

1. Dictate the letters Qq, Xx.
2. Have students say the sound as they write the letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 101: Phonological Awareness (RF.K.2B), Phonics: letters Qq, Xx (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the consonants Q and X.
- I am learning how to isolate beginning and final sounds of words.
- I am learning how to recognize the letters and sounds of Q (qu) / kw/ and X /ks/ in a word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students you will play a segmenting game with a poem. Listen to the poem and do what it says. Read “Look at My...” aloud, modeling movements that match the words. [Display and Engage](#)



- **We do:** Read the poem again. This time stopping after certain words. You will repeat the word after me, broken into its beginning and ending sounds. Listen: Look at my feet. (/f/ /Et/). Repeat with the rest of the poem, pausing for stomp (/st/ /omp/), hands (/h/ /ands/), clap (/cl/ /ap/), and snap (/sn/ /ap/).
- **You do:** Tell students to try segmenting the words in the poem independently.

Phonics


- **Review:** Display the Qq letter card. Ask students to say the Qq/kw/ sound as they write the letter.
- **I do:** Display the Qq letter card. Model for students how to write and say the Qq /kw/ sound. As you write, say, the letter Qq, say the sound /kw/: q and u is the sound at the beginning of the word quail. The letter q usually travels with the letter u. The letters q-u together make the sounds /kw/. Listen: /kw/. What sounds? (/kw/) Again. (/kw/)
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- Repeat with the letter Xx.
- **I do:** Display the Xx letter card. Model for students how to write and say the Xx /ks/ sound. As you write, say, the letter Xx, say the sound /ks/: k and s is the sound at the end of the word fox. The letter x borrows its sounds from the letters k and s. The letter x says /ks/. Listen: /ks/. Let's say it together. (/ks/) Again. (/ks/)
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Point to each word in Line 1 of the [Display and Engage: Blend and Read](#) as you model blending it aloud.
- **We do:** Have students practice this blending task by displaying [Blend and Read 5.4](#) Point to each word in Line 2 and 3 and have students read the words chorally.

Blend and Read 5.4

Words with q and x

1	quit	Quin	fox	ax
2	box	mix	wax	fix
3	tap	run	six	yes
4	Quin got a box of wax.			



- **You do:** Have students practice blending with Line 3 independently. Point to words at random and ask students to read them aloud. Then read the sentence chorally. Provide feedback as students begin to apply.
- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Xx and Qq worksheet from HMH. [Know it, Show it.](#)

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing consonant sounds: q and x.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants q and x while saying the sound.
4. Have students partner and read decodable text. Model as needed.
 1. Decodable Texts: [Tan Cat](#) and [Fox Cubs](#)

Center 1: Consonants q, x

Practice consonants and blending through the following worksheets. [Know It, Show It](#), [Know It, Show It](#), [Build Words](#), and [Know It, Show It](#)

Center 2: Word work

Picture sort words that begin with *q* on one side and words that end with *x* on the other side.

1.

Center 3: Independent Reading

- Read the Decodable Texts: [Tan Cat](#) and [Fox Cubs](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 3: Lexia

Part 3: Daily Instructional Task

1. Dictate the letters Qq, Xx.
2. Have students say the sound as they write the letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 102: Phonological Awareness (RF.K.2B), Phonics: letters Qq, Xx (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the consonants Q and X.
- I am learning how to isolate beginning and final sounds of words.
- I am learning how to recognize the letters and sounds of Q (qu) / kw/ and X /ks/ in a word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be segmenting words. I'm going to name an animal and then break the name into its beginning and ending sounds. Listen: bug /b/ /ug/. Reveal the Picture Card bug. [Picture Cards](#)
- **We do:** Name another animal. Listen: fox. Have students chorally say the onset and rime. What sounds? (/f/ /oks/) Reveal the Picture Card after students respond.
 - duck (/d/ /ŭk/)
 - goat (/g/ /ōt/)
- **You do:** Tell students they will try segmenting the words independently. Students will circle the correct picture.
 - rat (/r/ /ăt/)
 - fish (/f/ /ĭsh/)
 - hen (/h/ /ĕn/)
 - sheep (/sh/ /ĕp/)

Phonics

- **Review:** Display the Qq letter card. Ask students to say the Qq/kw/ sound as they write the letter.
- **I do:** Display the Qq letter card. Model for students how to write and say the Qq /kw/ sound. As you write, say, the letter Qq, say the sound /kw/: q and u is the sound at the beginning of the word quail. The letter q usually travels with the letter u. The letters q-u together make the sounds /kw/. Listen: /kw/. What sounds? (/kw/) Again. (/kw/)
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- Repeat with the letter Xx.
- **Review:** Display the Qq letter card. Ask students to say the Qq/kw/ sound as they write the letter.
- **I do:** Display the Qq letter card. Model for students how to write and say the Qq /kw/ sound. As you write, say, the letter Qq, say the sound /kw/: q and u is the sound at the beginning of the word quail. The letter q usually travels with the letter u. The letters q-u together make the sounds /kw/. Listen: /kw/. What sounds? (/kw/) Again. (/kw/)
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- Repeat with the letter Xx.

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend with a pocket chart using [letter cards](#). Tell students that these letters and sounds blend together to create words. Say the word box and have students repeat it chorally. Use the word in a sentence, personalizing it to your students and their interests when possible. Jerome will put his crayons away in the box. Model how to spell the word in a pocket chart using Letter Cards. The first sound is /b/—the letter b. The vowel sound is /o/, so I will put the letter o next to the b. The last sound I hear in box is /ks/—the letter x.
- **We do:** Have students practice this blending task using [letters](#) to build words. Display the letter cards f o x. The first sound is /f/—the letter f. The vowel sound is /ɔ/, so I will put the letter o next to the f. The last sound I hear in fox is /ks/—the letter x.

DIRECTION	LETTER CARDS
Change the beginning sound to make the word fox.	f o x
Change the middle sound to make the word fix.	f i x
Change the ending sound to make the word fit.	f i t
Change the beginning sound to make the word quit.	q u i t

- **You do:** Have students practice blending with the following words, independently. Have students practice this blending task using [letters](#) to build words.. Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide students to build several more words. Provide feedback as students begin to apply.
- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Xx and Qq worksheet from HMH. [Know it, Show it.](#)

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing consonant sounds: q and x.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants q and x while saying the sound.
4. Have students partner and read decodable text. Model as needed.
 1. Decodable Texts: [Tan Cat](#) and [Fox Cubs](#)

Center 1: Consonants q, x

Practice consonants and blending through the following worksheets. [Know It, Show It](#), [Know It, Show It](#), [Build Words](#), and [Know It, Show It](#)

Center 2: Word work

Picture sort words that begin with *q* on one side and words that end with *x* on the other side.

Center 3: Independent Reading

- Read the Decodable Texts: [Tan Cat](#) and [Fox Cubs](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 3: Lexia

Part 3: Daily Instructional Task

1. Dictate the letters Qq, Xx.
2. Have students say the sound as they write the letter.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 103: Phonological Awareness (RF.K.2B), Phonics: letters Qq, Xx (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the consonants Q and X.
- I am learning how to isolate beginning and final sounds of words.
- I am learning how to recognize the letters and sounds of Q (qu) /kw/ and X /ks/ in a word.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can recognize the letters and sounds of Qq and Xx in a word.
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Assessment

- Assess students' knowledge of beginning sound. Ask students to fix each sentence by isolating the initial sound in the last word of each sentence. Then complete the sentence with a word that rhymes with it that makes sense in the sentence.
 - I ride my hike. (/h/, bike)
 - My books are in my rag. (/r/, bag)
 - My cat goes fur. (/f/, purr)
 - Birds like to burp. (/b/, chirp)
 - It's raining cats and fogs. (/f/, dogs)
- Assess students' knowledge of onset and rime. Tell students that you will say two parts of a word and they will put those parts together to say the word. Have pictures of the word for your students to circle the correct answer. [Picture Cards](#) Say:
 - box (/b/ /ŏks/)
 - fox (/f/ /ŏks/)
 - queen (/kw/ /ēn/)
 - quilt (/kw/ /ilt/)
 - six (/s/ /iks/)
 - wig (/w/ /ig/)
- Have students write the given words. Then say the word in a context sentence. Remind them that the letter q is often followed by the letter u and makes the /kw/ sounds.
 - box - Katie keeps her pencils in a box.
 - fox - I saw a fox in the forest.
 - mix - I like to mix bananas into my pancakes.
 - quit - It is better to try hard than to quit.

Part 2: Reading Decodable Texts

- Invite students to partner read the Decodable Texts: [Tan Cat](#) and [Fox Cubs](#)
- Spend time during this period listening to students read the decodable texts:
- Record your findings.

Lesson 104: Phonological Awareness (RF.K.2B), Phonics: letter Zz (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the consonant z.
- I am learning how to isolate final sounds of words.
- I am learning how to recognize the letters and sounds of Zz in a word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ä, ĩ, ö, ů m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be identifying final sounds of words. I will say a word and you will listen carefully for the last sound in the word. Listen: ten. The last sound in the word ten is /n/. Reveal the [Picture Card](#) ten. Say a familiar one-syllable word. Listen: soap. Students isolate the final sound. What is the last sound? (/p/) Reveal the [Picture Card](#) after responding.
- **We do:** With students repeat with the following:
 - sbug (/g/)
 - hop (/p/)
 - man (/n/)
- **You do:** Tell students to try the following words, independently. Now, I will read the word and you will write down the final sound of each word.
 - pig (/g/)
 - rat (/t/)
 - sad (/d/)
 - sun (/n/)
 - web (/b/)

Phonics

- **Review:** Display the Zz letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Zz letter card. Model for students how to write and say the Zz sound. As you write, say, the letter Zz, say the sound /z/ is the sound at the beginning of the word zebra. The letter z makes the sound /z/. What sound? (/z/) What letter? (z)



- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Have students listen as you say multiple words; saying yes to the sound z in words. Have students say yes to the words that have the sound /z/ then, identify where the sound is being heard, beginning, middle, or end of the word.
 - zoo (yes) - beginning
 - vote (no)

- **We do:** Have students say yes if they hear a word that has the sound /z/. Then identify where the sound is being heard.

- zig (yes) - beginning
- fuzz (no)
- zap (yes) - beginning
- zone (yes) - beginning
- buzz (yes) - ending
- jazz (yes) - ending
- zoom (yes) - beginning

- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Zz worksheet from HMH.
[Know it, Show it](#)

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the consonant z sound.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

1. Decodable Text: [Did Liz Win?](#) and [Quiz Us, Liz!](#)





Center 1: Consonant Z

Practice consonants and blending through the following worksheets.

[Know It. Show It.](#)

Center 2: Word work

- Display the [Word Cards](#) reminding them that the letter z makes the sound /z/ as in the word zebra and the letter s makes the sound /s/ as in seahorse. They will be sorting words by beginning sound. Have students identify the column in which the word belongs. Does zipper have the beginning sound /z/ or /s/? Repeat until you have sorted all of the cards.

	
zero	save
zipper	sign
zoo	soft

Center 3: Independent Reading

- Decodable Text: [Did Liz Win?](#) and [Quiz Us, Liz!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the letter Zz.
- Have students say the sound as they write the letter.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 105: Phonological Awareness (RF.K.2B), Phonics: letter: Zz (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the consonant z.
- I am learning how to isolate final sounds of words.
- I am learning how to recognize the letters and sounds of Zz in a word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ǔ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

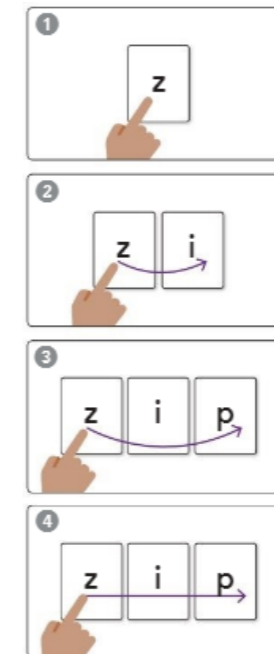
Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a rhyming game. Say, I will say a chant about a word. When I point the mic at you, tell me the ending sound of the word. Let's try one together. Make a fist with your hand as if you are holding a microphone. Listen: When I say buzz, you say /z/! Buzz! /z/ Buzz! /z/.
- **We do:** With students say another one-syllable word, having the group isolate and chant the final sound when you point the "mic" at them. Listen: When I say zap, you say (/p/) Zap! (/p/) Zap! (/p/)
 - ran (/n/)
 - moon (/n/)
 - brave(/v/)
- **You do:** Tell students to try the following words, independently. Now, I will read the word and you will write down the ending sound of each word.
 - fizz (/z/)
 - mop (/p/)
 - pass (/s/)
 - home (/m/)
 - zoom (/m/)

Phonics

- **Review:** Display the Zz letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Cc letter card. Model for students how to write and say the Zz sound. As you write, say, the letter Zz, say the sound /z/ is the sound at the beginning of the word zebra. The letter z makes the sound /z/. What sound? (/z/) What letter? (z)
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Zz Ii Pp. Model blending the word "zip", use your finger and slide across while saying /z/ /i/ /p/ zip.



- **We do:** Tell students that they will be blending words with you. Display the letter cards Ll li Zz. With students, blend the word “Liz”, use your finger and slide across while saying with students / l/ /i/ /z/ Liz.
- **You do:** Have students practice blending with the following words, independently. Repeat with the words below, saying the context sentence after students blend the sounds to read each word. Provide feedback as students begin to apply.

WORD	CONTEXT SENTENCE
Liz	Liz is tall and has red hair.
quiz	My teacher gave a me quiz on the alphabet.
Zac	My brother Zac brought me to a baseball game.
zap	The magician said “ zap ” and the rabbit disappeared.
zlg	Anne drew a zlg and then a zag.

- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Zz worksheet from HMH. [Know it, Show it](#)

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the consonant z sound.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Did Liz Win?](#) and [Quiz Us, Liz!](#)

Center 1: Consonant Z

Practice consonants and blending through the following worksheets. [Know It. Show It.](#)

Center 2: Word work

Display the [Word Cards](#) reminding them that the letter z makes the sound /z/ as in the word zebra and the letter s makes the sound /s/ as in seahorse. They will be sorting words by beginning sound. Have students identify the column in which the word belongs. Does zipper have the beginning sound /z/ or /s/? Repeat until you have sorted all of the cards.

Center 3: Independent Reading

- Decodable Text: [Did Liz Win?](#) and [Quiz Us, Liz!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the letter Zz.
- Have students say the sound as they write the letter.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 106: Phonological Awareness (RF.K.2B), Phonics: letter Zz (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the consonant z.
- I am learning how to isolate final sounds of words.
- I am learning how to recognize the letters and sounds of Zz in a word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ǔ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct Instruction

Phonological Awareness

- **I do:** Tell students they will be playing a guessing game. Listen: /f/ /u/ /z/. When I put the sounds together, I get the word fuzz. Draw the first line of the liberty bell. Each time you blend the sounds and say the word, I will draw a clue. After you get all of the clues, you can guess the picture. Say a one-syllable word sound-by-sound. Listen: /z/ /i/ /p/. Have students blend the phonemes. What word? (zip) Draw another line of the liberty bell. Repeat with the examples below. Have students guess the picture.
- **We do:** With students say another one-syllable word, having the group isolate and chant the final sound when you point the “mic” at them. Listen: When I say zap, you say (/p/) Zap! (/p/) Zap! (/p/)
 - /f/ /i/ /z/ (fizz)
 - /r/ /ă/ /n/ (rain)
 - /m/ /ö/ /m/ (mom)
 - /z/ / oo/ /m/ (zoom)
- **You do:** Tell students to try the following words, independently. Now, I will read the word and you will write down the word.
 - /p/ /ö/ /p/ (pop)
 - /c/ /ă/ /t/ (cat)
 - /d/ /ă/ /d/ (dad)
 - /z/ /ă/ /p/ (zap)


Phonics

- **Review:** Display the Zz letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Zz letter card. Model for students how to write and say the Zz sound. As you write, say, the letter Zz, say the sound /z/ is the sound at the beginning of the word zebra. The letter z makes the sound /z/. What sound? (/z/) What letter? (z)
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Zz li Pp. Model blending the word “zip”, use your finger and slide across while saying /z/ /i/ /p/ zip.
- **We do:** Have students practice this blending task by displaying [Blend and Read 6.1](#). Have students read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 6.1

Words with z

1	zip	quiz	Liz	zag
2	Zac	zips	zap	zig
3	box	men	yak	van
4	Zac and Liz had a quiz.			



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Zz worksheet from HMH. [Know it, Show it](#)

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the consonant z sound.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Did Liz Win?](#) and [Quiz Us, Liz!](#)

Center 1: Consonant Z

- Practice consonants and blending through the following worksheets. [Know It. Show It.](#)

Center 2: Word work

- Prepare index cards that students will be reading and sorting the words by the initial sound. Words that have the beginning sound /z/ go under zap. Words that have the beginning sound /s/ go under six. Repeat the process until students have read and sorted all of the words.
- Students then complete HMH Worksheet [Know It, Show It.](#)

Center 3: Independent Reading

- Decodable Text: [Did Liz Win?](#) and [Quiz Us, Liz!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the letter Zz.
- Have students say the sound as they write the letter.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 107: Phonological Awareness (RF.K.2B), Phonics: letter Zz (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the consonant z.
- I am learning how to isolate final sounds of words.
- I am learning how to recognize the letters and sounds of Zz in a word.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify onset and rime.
- I can say and write the sound-spelling of ä, ï, ö, ü m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a game. I will say all of the sounds in a word. Listen: /j/ /ă/ /z/. When I put the sounds together, I get the word jazz. Say a familiar one-syllable word sound-by-sound. Listen: /z/ /i/ /p/. Have students blend the sounds. What word? (zip)
- **We do:** With students say name common items such as classroom objects sound-by-sound. Have students blend the sounds and then point to the item.
- **/t/ /ā/ /p/ (tape)**
- **You do:** Tell students to try the following words, independently. Now, you will read the word and students will color the picture that matches the word they blend using the [Know It, Show It](#) worksheet.
 - **/b/ /ă/ /t/ (bat)**
 - **/c/ /ă/ /n/ (can)**
 - **/ch/ /ĩ/ /n/ (chin)**
 - **/m/ /ǒ/ /p/ (mop)**
 - **/h/ /ō/ /z/ (hose)**
 - **/b/ /ě/ /l/ (bell)**

Phonics

- **Review:** Display the Zz letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Zz letter card. Model for students how to write and say the Zz sound. As you write, say, the letter Zz, say the sound /z/ is the sound at the beginning of the word zebra. The letter z makes the sound /z/. What sound? (/z/) What letter? (z)
- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend with a pocket chart using [letter cards](#). Tell students that these letters and sounds blend together to create words. Display the letter cards z a g. The first sound is /z/—the letter z. The vowel sound is /ă/, so I will put the letter *a* next to the z. The last sound I hear in zag is /g/—the letter g.
- **We do:** Have students practice this blending task using [letters](#) to build words. Display the letter cards z a p. The first sound is /z/—the letter z. The vowel sound is /ă/, so I will put the letter *a* next to the z. The last sound I hear in zap is /p/—the letter p.

- **You do:** Have students practice blending with the following words, independently. Have students practice this blending task using [letters](#) to build words.. Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide students to build several more words. Provide feedback as students begin to apply.

DIRECTION	LETTER CARDS
Change the middle sound to make the word zig.	z i g
Change the ending sound to make the word zip.	z i p
Change the beginning sound to make the word Lip.	L i p
Change the ending sound to make the word Liz.	L i z
Change the beginning sound to make the word quiz.	q u i z

- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Zz worksheet from HMH. [Know it, Show it](#)

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the consonant z sound.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 - Decodable Text: [Did Liz Win?](#) and [Quiz Us, Liz!](#)

Center 1: Consonant Z

Practice consonants and blending through the following worksheets.
[Know It. Show It.](#)

Center 2: Word work

- Prepare index cards that students will be reading and sorting the words by the initial sound. Words that have the beginning sound /z/ go under zap. Words that have the beginning sound /s/ go under six. Repeat the process until students have read and sorted all of the words.
- Students then complete HMH Worksheet [Know It, Show It.](#)

Center 3: Independent Reading

- Decodable Text: [Did Liz Win?](#) and [Quiz Us, Liz!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the letter Zz.
- Have students say the sound as they write the letter.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 108: Phonological Awareness (RF.K.2B), Phonics: letter Zz (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for the consonant z.
- I am learning how to recognize the letters and sounds of Zz in a word.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ö/, /ü/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can recognize the letters and sounds of Zz in a word.
- I can say and write the sound-spelling of ä, ï, ö, ü m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Assessment

- Assess students' knowledge of final sound. Say the following words:
 - Maine (/n/)
 - Denver (/r/)
 - Detroit (/t/)
 - Boston (/n/)
 - Nashville (/l/)
- Ask students to circle the correct word from the pair given by answering the riddle and listening to the sounds. *Listen: I purr and my sounds are /c/ /ă/ /t/. When I blend the sounds, I get cat. I am a cat!*
 - I live on a farm and my sounds are /h/ /ě/ /n/. What am I? (hen, hat)
 - You sleep on me and my sounds are /b/ /ě/ /d/. What am I? (bed, bat)
 - I am not real and my sounds are /f/ /ā/ /k/. What am I? (fake, bake)
 - You use me to cook and my sounds are /p/ /ö/ /t/. What am I? (pot)
 - I quack and my sounds are /d/ /ü/ /k/. What am I? (duck)
 - You use me when it's hot and my sounds are /f/ /ă/ /n/. What am I? (fan)

- Have students write the given words. Then say the word in a context sentence. Remind them that the letter z makes the sound /z/ as in Zac.
 - Liz - Liz has a pet puppy.
 - quiz - I like to quiz my friends about books they've read.
 - Zac - My friend Zac lives next door to me.
 - zip - It's hard to zip my backpack when I have so many papers in it.

Part 2: Reading Decodable Texts

- Invite students to partner read the decodable texts: [Did Liz Win?](#) and [Quiz Us, Liz](#)
- Spend time during this period listening to students read the decodable texts:
- Record your findings.

Lesson 109: Phonological Awareness (RF.K.2B), Phonics: final sounds, g, K, k (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to blend letter sounds together to decode words with st, sp, sl, sn.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ö/, /ů/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify initial blends.
- I can say and write the sound-spelling of ä, ĩ, ö, ů m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be segmenting words about baseball. I'm going to name something that can be found at a baseball game and then separate the name into its beginning and ending sounds. Listen: plate, /pl/ /āt/. Name another familiar one-syllable word related to baseball. Listen: bat. Have students use CHORAL RESPONSE to say the onset and rime. What sounds? (/b//ăt/)
- **We do:** With students repeat with the following:
 - ball (/b/ /ôl/)
 - foul (/f/ /oul/)
 - base (/b/ /ās/)
 - home (/h/ /ōm/)
 - catch (/k/ /ăch/)
 - mitt (/m/ /ĩt/)
- **You do:** Tell students that they will be blending sounds to make words. Let's play a listening game. I'll say each sound in a word. You put the sounds together and say the word. Model an example. Listen: /s/ /t/ /ŏ/ /p/. When I put the sounds together, I get stop. Say the sounds in each word and have students blend the sounds to say the word aloud chorally.
 - /s/ /l/ /O/ (slow)
 - /s/ /l/ /l/ (sly)
 - /s/ /n/ /ôr/ (snore)
 - /s/ /n/ /O/ (snow)
 - /s/ /p/ /l/ (spy)
 - /s/ /t/ /A/ (stay)

Phonics

- **I do:** Tell students that they are going to learn about consonant blends. Let's learn about words that begin with two consonants so we will be sure to pay attention to every letter in a word. Explain that words may have two consonants together, but each consonant keeps its own sound. Some words begin with consonant s and another consonant. The consonants are together, but you still hear both of their sounds.
- **We do:** Say several familiar words with consonant blends and have students repeat them chorally. Let's say some words and the sounds each consonant blend makes. Notice how each word begins with the consonant s and another consonant. Say step. (step) What sounds? (/st/) Say spin. (spin) What sounds? (/sp/) Say slip. (slip) What sounds? (/sl/) Say snap. (snap) What sounds? (/sn/) Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Tell students that every letter matters. Remember that every letter matters. If you overlook just one, a skunk could be sunk. Write the word step on the board and remind students that each consonant keeps its sound. Look at this word: step. The consonants s and t are together and you can hear the sound of each one.
- **We do:** Underline the consonant blend and ask students to say the sounds and read the word. What sounds? (/st/) What word? (step)
- **You do:** Have students practice reading and writing the Words to Know using the worksheet from HMH. [Know It. Show It pages 147-148.](#)

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the initial blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Meg and Snip](#) and [Snip Stops](#)



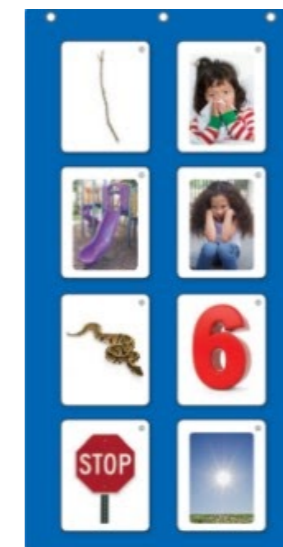
Center 1: Initial Blends sp, st, sl, sn

Practice consonants and blending through the following worksheets.

[Know It. Show It pages 147-148.](#)

Center 2: Word work

- Review Letter Sounds
- Display the Picture Cards stick and sick in a pocket chart to review words that start with consonant blends and words that don't. Remind students that two consonants together in a word are called a consonant blend.
- blend. Say /st/, /sp/, /sl/, and /sn/ and have students repeat the sounds. Picture Sort Tell students that they will be sorting pictures with consonant blends and pictures without consonant blends. Pictures with consonant blends
 - go under the stick. Pictures without consonant blends go under sick. Choose a picture, say the word, and have
 - students repeat chorally. Have students PICK AND POINT to identify the correct column. Does slide have a consonant blend or not? Point to the column where slide belongs. Repeat until you have sorted all of the cards. For the Picture Card stop, ask students to identify the stop sign and talk about its purpose. A stop sign tells cars to stop and look for other cars.



Center 3: Independent Reading

- Decodable Text:Decodable Text: [Meg and Snip](#) and [Snip Stops](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the initial consonant blends st/sp/sn/sl.
- Have students say the initial blend as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 110: Phonological Awareness (RF.K.2B), Phonics: final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to blend letter sounds together to decode words with st, sp, sl, sn.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify initial blends.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ũ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

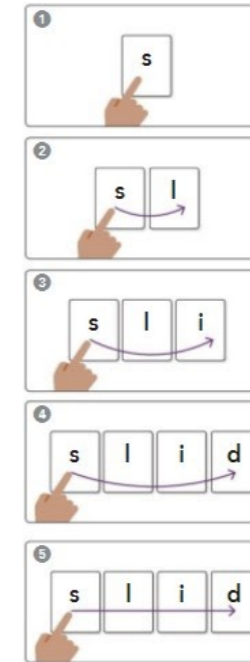
- **I do:** Tell students you will play a segmenting game with a song. Project Display and Engage: Song, Rhyme, Poem 6.2a and sing “Take Me Out to the Ball Game” aloud to the group.
- **We do:** Use ECHO READING to sing the song together. Read the song, pausing after certain words. When I stop, repeat the last word I said broken into its beginning and ending sound. Listen: Take me out to the ball game. (/g/ /ām/) Repeat with the rest of the song, pausing for crowd (/kr/ /oud/), jack (/j/ /ăk/), back (/b/ /ăck/), team (/t/ /ēm/), and shame (/sh/ /ām/). If students need additional practice, read again pausing for take, care, root, win, one, or ball.

Phonics

- **I do:** 1. With students, blend the following: Say the first letter and sound. Display Letter Card s and point to it. What is the letter? (s) What sound? (/s/).

We do: 2. Add the next letter and blend. Display Letter Card l next to s and point to it. Sound? (l) Scoop your index finger under the letters as students blend the sounds. Blend. (/ssl/). 3. Add the next letter and blend. Display Letter Card i next to l and point to it. Sound? (/i/) Scoop your index finger under the letters as students blend the sounds. Blend. (/ssli/). 4. Add the final letter and blend. Display Letter Card d next to i and point to it. Sound? (/d/) Point to the left of the word.

- Scoop your index finger under the letters as students blend the sounds. Blend. (/ssliid/). 5. Read the word. Point to the left of the word. Quickly sweep your finger under the word and ask students to read it. What word? (slid) Connect the word to its meaning by giving a context sentence. The runner slid in to home plate. Repeat with the words below, saying the context sentence after students blend the sounds to read each word.



- **You do:** Have students practice blending with the following words, independently. Repeat with the words below, saying the context sentence after students blend the sounds to read each word. Provide feedback as students begin to apply.

WORD	CONTEXT SENTENCE
sled	Jon rode his sled down the hill.
spot	The dog has a spot on his fur.
sped	First I ran slowly, but then I sped up and won the race!
snap	I like to snap my fingers.
stop	Always stop and look both ways before crossing the street.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the initial blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Meg and Snip](#) and [Snip Stops](#)

Center 1: Initial Blends sp, st, sl, sn

Practice consonants and blending through the following worksheets.
[Know It. Show It pages 147-148.](#)

Center 2: Word work

Sound Sort sort the pictures by initial consonant blends. Display the [Sound Sort Pictures](#) reminding them that the initial blend st makes the sound /st/ as in the word stop, the initial blend sp makes the sound /sp/ as in slip and the initial blend sn makes the /sn/ sound as in snip and the initial blend sl makes the /sl/ sound as in slip . They will be sorting words by initial consonant blends. Have students identify the column in which the word belongs. Does the word spoon have the beginning sound st/sp/sl/sn ? Repeat until you have sorted all of the cards.

Center 3: Independent Reading

- Decodable Text:Decodable Text: [Meg and Snip](#) and [Snip Stops](#)
 - Then read it to your partner.
 - Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the initial consonant blends st/sp/sn/sl.
- Have students say the initial blend as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 111: Phonological Awareness (RF.K.2B), Phonics: final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to blend letter sounds together to decode words with st, sp, sl, sn.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ű/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify initial blends.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ű m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Guide students to say words sound-by-sound. I will say a word and you will tell me all of its sounds. I will do the first one. Listen: cat. The word cat has three sounds. Its sounds are /c/ /ă/ /t/. Say a familiar one-syllable word. Listen: rug. Have students use CHORAL RESPONSE to say the word sound-by-sound. What sounds? (/r/ /ű/ /g/)
- **We Do:** Repeat with the words below:
 - hat (/h/ /ă/ /t/)
 - jet (/j/ /ě/ /t/)
 - fill (/f/ /ĩ/ /l/)
 - mop (/m/ /ǒ/ /p/)
 - ran (/r/ /ă/ /n/)
 - hen (/h/ /ě/ /n/)
 - sip (/s/ /ĩ/ /p/)
 - lock (/l/ /ǒ/ /k/)
 - rub (/r/ /ű/ /b/)

Phonics

- **Review:** The initial blends sp, sl, sn, st. Ask students to say the sound as they write the letter.
- **I do:** Remind students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound.
- **We do:** Project Display and Engage: Blend and Read 6.2 and lead the group to read the words. Line 1: Point to each word as you model blending it aloud. Then have students blend the word. Line 2: Point to each word and have students read the words chorally. Line 3: Review Have students read the words silently. Then point to words at random and ask students to read them aloud. Line 4: Sentence Choose individuals to blend the decodable words (Stan, slid, sled, spot). Then have the group read the sentence chorally.
- **You do:** Call on individuals to find and read all of the words with the st blend on the Display and Engage. Then call on others to find and read all of the words with the sp blend. Repeat with the sl and sn blends.
- **You do:** Name the picture. Say each sound in the word. Color a circle for each sound you hear. worksheet from HMH. [Know it, Show it](#)

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the initial blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 - Decodable Text: [Meg and Snip](#) and [Snip Stops](#)

Center 1: Initial Blends sp, st, sl, sn

Practice consonants and blending through the following worksheets. [Know It. Show It pages 147-148.](#)

Center 2: Word work Tell students that they will be reading words and sorting them by their initial blend. Words that begin with /st/ go under st. Words that begin with /sp/ go under sp. Words that begin with /sl/ go under sl. Words that begin with /sn/ go under sn.

Word Sort			
st	sp	sl	sn
step	sped	slab	snap
stop	spot	slim	snip
stub	spun	slug	snug

- Students then complete HMH Worksheet [Know It, Show It](#).

Center 3: Independent Reading

- Decodable Text: [Meg and Snip](#) and [Snip Stops](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the initial consonant blends st/sp/sn/sl.
- Have students say the initial blend as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 112: Phonological Awareness (RF.K.2B), Phonics: final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to blend letter sounds together to decode words with st, sp, sl, sn.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify initial blends.
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students you will play a segmenting game with a poem. Project Display and Engage: Song, Rhyme, Poem 6.2b.
- **We do:** Use ECHO READING to read the poem once more. Reread the first line, pausing after certain words. When I stop, repeat the last word I say sound-by-sound. Listen: Let your hands go clap, clap, clap. (/k/ /l/ /ă/ /p/) Repeat with the rest of the poem, pausing after snap (/s/ /n/ /ă/ /p/), lips (/l/ /i/ /p/ /s/), make (/m/ /ă/ /k/), and sigh (/s/ /l/).

Phonics

- **Review:** The initial blends sp, sl, sn, st. Ask students to say the sound as they write the letter.
- **I do:** Tell students that they will build words with initial consonant blends. Pass out sets of pre cut letters from Printable: [Build Words 6.2](#). Review the letter names and sounds while students say them aloud. Say the word spot and have students repeat it chorally. Use the word in a sentence, personalizing it to your students and their interests when possible. Rosa is sitting so nicely in her spot on the rug. Model how to spell the word in a pocket chart using Letter Cards. The first sound is /s/—the letter s. The next sound is /p/, so I will put the letter p next to the s. The vowel sound is /o/, so I will put the letter o next to the p. The last sound I hear in spot is /t/—the letter t.
- **We Do:** Ask students to spell the word with their letters.
- **You Do:** Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide students to build several more words.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the initial blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 - Decodable Text: [Meg and Snip](#) and [Snip Stops](#)

Center 1: Initial Blends sp, st, sl, sn

Practice consonants and blending through the following worksheets. [Know It. Show It.](#)

Center 2: Word work Tell students that they will be reading words and sorting them by their initial blend. Words that begin with /st/ go under st. Words that begin with /sp/ go under sp. Words that begin with /sl/ go under sl. Words that begin with /sn/ go under sn.

- Students then complete HMH Worksheet [Know It, Show It](#).

Center 3: Independent Reading

- Decodable Text: [Meg and Snip](#) and [Snip Stops](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the initial consonant blends st/sp/sn/sl.
- Have students say the initial blend as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 113: Phonological Awareness (RF.K.2B), Phonics: final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to blend letter sounds together to decode words with st, sp, sl, sn.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify initial blends.
- I can say and write the sound-spelling of ä, ĩ, ö, ũ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Assessment

- Assess students' knowledge of initial blends. Say the following words:
 - When I say stamp, you say Fill in the blank. (/st/ /ămp/)
 - When I say snap, you say Fill in the blank. (/sn/ /ăp/)
 - When I say slide, you say Fill in the blank. (/sl/ /ld/)
 - When I say spill, you say Fill in the blank. (/sp/ /il/)
 - When I say sleep, you say Fill in the blank. (/sl/ /Ep/)
 - When I say store, you say Fill in the blank. (/st/ /or/)
- Have students crouch on the floor. When I say a word, you say the sounds and then blast up like a rocket to say the word. Say a familiar one-syllable word and have students use CHORAL RESPONSE to segment the sounds and jump up.
 - bug (/b/ /u/ /g/)
 - dig (/d/ /i/ /g/)
 - log (/l/ /o/ /g/)
 - pen (/p/ /e/ /n/)
 - ran (/r/ /ă/ /n/)
 - top (/t/ /o/ /p/)

- Have students write the given words. Then say the word in a context sentence.
 - sled- Jasmine rode down the snowy hill on her sled.
 - snap- likes to snap his fingers.
 - spin-Thimogo can spin around fast in a circle.
 - stop-Nina will stop coloring in a few minutes.

Part 2: Reading Decodable Texts

- Decodable Text: [Meg and Snip](#) and [Snip Stops](#)
- Spend time during this period listening to students read the decodable texts:
- Record your findings.

Lesson 114: Phonological Awareness (RF.K.2B), Phonics: isolating final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to blend letter sounds together with initial blends cl and fl and final blends st and nd.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify initial and final blends.
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to blend phonemes to make a word. I will say all the sounds in a word. Listen: /f/ /ă/ /n/. When I put the sounds together, I get the word fan. Reveal Picture Card fan. Say another one-syllable word sound-by-sound. Listen: /b/ /e/ /d/. Have students use CHORAL RESPONSE to blend the phonemes. What word? (bed) Reveal the Picture Card after students respond.
- **We do:** With students repeat with the following:
 - /c/ /a/ /n/ (can)
 - /h/ /e/ /n/ (hen)
 - /h/ /u/ /g/ (hug)
 - /p/ /i/ /n/ (pin)
 - /p/ /o/ /t/ (pot)
 - /r/ /o/ /p/ (rope)

Phonics

- **I do:** Tell students that they are going to learn about consonant blends. Let's learn about words that begin with or end with two consonants so we will be sure to pay attention to every letter in a word. Remind students that words may have two consonants together, but each consonant keeps its own sound. Some words begin with or end with two consonants. The consonants are together, but you still hear both of their sounds.
- **We do:** Say several familiar words with initial consonant blends and have students repeat them chorally. Let's say some words and the sounds each consonant blend makes. Notice how the consonant blend is at the beginning of each word. Say clap. (clap) What sounds? (/cl/) Say flag. (flag) What sounds? (/fl/) Say several familiar words with final consonant blends and have students repeat them chorally. Let's say some words and the sounds each consonant blend makes. Now notice how the consonant blend is at the end of each word. Say just. (just) What sounds? (/st/) Say land. (land) What sounds? (/nd/)

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the initial and final blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Flags Flap](#)

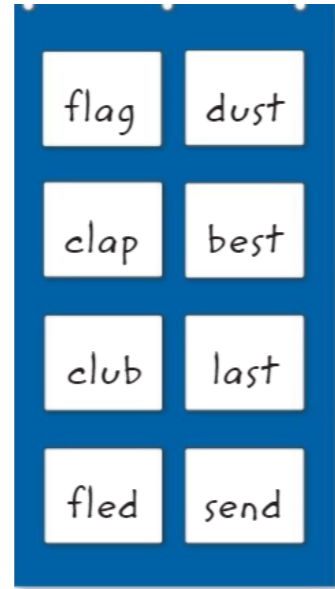


Center 1: Initial and Final Blends

Practice consonants and blending [Know It Show It 151-152.](#)

Center 2: Word work

Tell students that they will be sorting words by initial and final blends. Words that have a consonant blend in the beginning go under flag. Words that have a consonant blend at the end go under dust.



Center 3: Independent Reading

- Decodable Text: [Flags Flap](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the initial consonant blends cl, fl and final blends st, and nd. .
- Have students say the initial blend as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 115: Phonological Awareness (RF.K.2B), Phonics: isolating final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to blend letter sounds together with initial blends cl and fl and final blends st and nd.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ö/, /ü/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify initial and final blends.
- I can say and write the sound-spelling of ä, ï, ö, ü m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to blend phonemes to make a word. I will say all of the sounds in a word. Listen: /b/ /ă/ /n/ /d/. When I put the sounds together, I get the word band.
- **We do:** Say a familiar one-syllable word sound-by-sound. Listen: /f/ /l/ /i/ /p/. Have students use CHORAL RESPONSE to blend the sounds. What word? (flip) Repeat with the examples below
- **You do:** Have students record their responses on [Know It, Show It, p. 153](#) by coloring the picture that matches the word they blend.

1. /n/ /e/ /s/ /t/ (nest)

2. /h/ /a/ /n/ /d/ (hand)

3. /v/ /e/ /s/ /t/ (vest)

4. /s/ /t/ /i/ /k/ (stick)

5. /t/ /o/ /s/ /t/ (toast)

6. /k/ /l/ /o/ /k/ (clock)

Phonics

- **I do:** 1. Say the first letter and sound. Display Letter Card f and point to it. What is the letter? (f) What sound? (/f/)
- **We do:** 2. Add the next letter and blend. Display Letter Card l next to f and point to it. What sound? (/l/) Scoop your index finger under the letters as students blend the sounds. Blend. (/ffll/) 3. Add the next letter and blend. Display Letter Card a next to l and point to it. What sound? (/ă/) Scoop your index finger under the letters as students blend the sounds. Blend. (/ffllaa/) 4. Add the final letter and blend. Display Letter Card g next to a and point to it. What sound? (/g/) Point to the left of the word. Scoop your index finger under the letters as students blend the sounds. Blend. (/ffllaaag/) 5. Read the word. Point to the left of the word. Quickly sweep your finger under the word and ask students to read it. What word? (flag) Connect the word to its meaning by giving a context sentence. The American flag is red, white, and blue. Repeat with the words below, saying the context sentence after students blend the sounds to read each word.
- **You do:** Have students practice blending with the following words, independently. Repeat with the words below, saying the context sentence after students blend the sounds to read each word. Provide feedback as students begin to apply.

WORD	CONTEXT SENTENCE
clap	I like to clap my hands when I am happy.
club	Joey is part of the science club .
flat	The table is flat .
hand	I have five fingers on my hand .
last	Whoever comes into the classroom last has to close the door.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the initial and final blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Center 1: Initial and Final Blends Practice consonants and blending
[Know It Show It 151-152.](#)

Center 2: Word work

- Tell students that they will be sorting words by initial and final blends. Words that have a consonant blend in the beginning go under flag. Words that have a consonant blend at the end go under dust.

Center 3: Independent Reading

- Decodable Text: Decodable Texts: [Flags Flap Ken and Mel](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the initial consonant blends cl, fl and final blends st, and nd.
- Have students say the initial blend as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 116: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to blend letter sounds together with initial blends cl and fl and final blends st and nd.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify initial and final blends.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ǔ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be filling a map with things we would see if we traveled. We need to name all of the sounds of a word before we put it on the map. I'll do the first one. Listen: map. The word map has three sounds, /m/ /ă/ /p/. Draw the outline of a map on chart paper. Say a familiar one-syllable word. Listen: sea. Have students use CHORAL RESPONSE to say the word sound-by-sound. What sounds? (/s/ /ē/).



- **We Do:** Repeat with the words below:
 - beach (/b/ /ē/ /ch/)
 - lake (/l/ /ā/ /k/)
 - road (/r/ /ō/ /d/)
 - boat (/b/ /ō/ /t/)
 - land (/l/ /ă/ /n/ /d/)
 - sand (/s/ /ă/ /n/ /d/)
 - hill (/h/ /ĭ/ /l/)
 - plane (/p/ /l/ /ā/ /n/)
 - track (/t/ /r/ /ă/ /k/)

Phonics

- **Review:** Initial blends cl and fl and final blends st and nd. Ask students to say the sound as they write the letter.
- **I do:** Project Display and Engage: [Blend and Read 6.3](#) and lead the group to read the words. Line 1: Point to each word as you model blending it aloud.

Blend and Read 6.3

Words with Consonant Blends

1 flag club fled clip

2 best hand must wind

3 stop quiz stem spend

4 The clam can not run fast in the sand.

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- **We do:** Then have students blend the word. Line 2: Point to each word and have students read the words chorally. Line 3: Review Have students read the words silently. Then point to words at random and ask students to read them aloud.
- **You do: Line 4:** Sentence Choose individuals to blend the decodable words (clam, can, not, run, fast, in, sand). Then have the group read the sentence chorally.

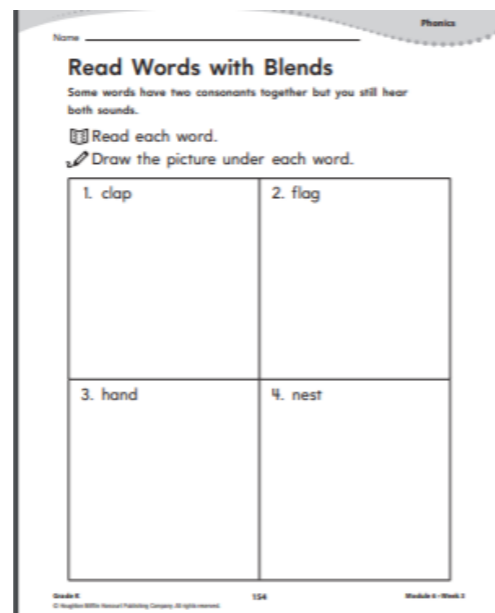
Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the initial and final blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 - Decodable Text: [Flags Flap Ken and Mel](#)

Center 1: Initial consonant blends cl, fl and final blends st, and nd.

Practice initial consonant blends cl, fl and final blends st, and nd through the following worksheets. Have students complete [Know It, Show It, page 154](#) for more practice reading



Center 2: Word work Tell students that they will be sorting words by initial and final blends. Words that have a consonant blend in the beginning go under flag. Words that have a consonant blend at the end go under dust.

Tell students that they will be reading words and sorting them by their blended sounds. Words that begin with /cl/ go under cl. Words that begin with /fl/ go under fl. Words that end with /st/ go under st. Words that end with /nd/ go under nd.

Word Sort			
cl	fl	st	nd
clap	flap	dust	bend
clog	fled	fast	hand
club	flip	just	wind

Center 3: Independent Reading

- Decodable Text: [Flags Flap Ken and Mel](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the initial consonant blends cl, fl and final blends st, and nd.
- Have students say the initial blend as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 117: Phonological Awareness (RF.K.2B), Phonics: isolate final sound (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to blend letter sounds together with initial blends cl and fl and final blends st and nd.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify initial and final blends.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ǔ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

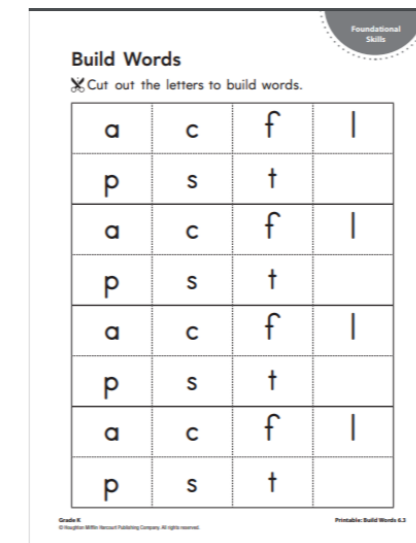
Phonological Awareness

- **I do:** Tell students that they will be segmenting words into sounds. I will say a word and take a step forward for each sound. Listen: clap. Take four steps forward as you say the sounds. /k/ /l/ /ă/ /p/. I took four steps because clap has four sounds.
- **We do:** Have students form a line and say a familiar one-syllable word. Listen: fly. Have students respond chorally as they take a step forward for each sound. What sounds? (/f/ /l/ /l/) Repeat with the words below.
 - list (/l/ /l/ /s/ /t/)
 - flow (/f/ /l/ /o/)
 - end (/ě/ /n/ /d/)
 - band (/b/ /ă/ /n/ /d/)
 - clue (/c/ /l/ /u/)
 - must (/m/ /u/ /s/ /t/)
- **Review:** The initial blends sp, sl, sn, st. Ask students to say the sound as they write the letter.
- **I do:** Tell students that they will build words with consonant blends. Pass out sets of pre cut letters from Printable: [Build Words 6.3](#). Review the letter names and sounds while students say them aloud.

- Say the word flap and have students repeat it chorally. Use the word in a sentence, personalizing it to your students and their interests when possible. Birds flap their wings to fly. Model how to spell the word in a pocket chart using Letter Cards. The first sound is /f/—the letter f. The next sound is /l/, so I will put the letter l next to the f. The vowel sound is /ă/, so I will put the letter a next to the l. The last sound I hear in flap is /p/—the letter p. Ask students to spell the word with their letters. Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide students to build several more words.



- **We Do:** Ask students to spell the word with their letters.



- **You Do:** Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide students to build several more words.

DIRECTION	LETTER CARDS
Change the consonant blend to make the word clap.	c l a p
Change the beginning sound to make the word cap.	c a p
Change the ending sound to make the word cat.	c a t
Change the ending sound to make the word cast.	c a s t
Change the beginning sound to make the word last.	l a s t

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the initial and final blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Flags Flap Ken and Mel](#)

Center 1: Initial Blends sp, st, sl, sn

Practice consonants and blending through the following worksheets. [Know It. Show It.](#)

Center 2: Word work

- Tell students that they will be reading words and sorting them by their initial blend. Words that begin with /st/ go under st. Words that begin with /sp/ go under sp. Words that begin with /sl/ go under sl. Words that begin with /sn/ go under sn.
- Students then complete HMH Worksheet [Know It, Show It.](#)

Center 3: Independent Reading

- Decodable Text: [Flags Flap Ken and Mel](#)
-
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the initial consonant blends st/sp/sn/sl.
- Have students say the initial blend as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 118: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

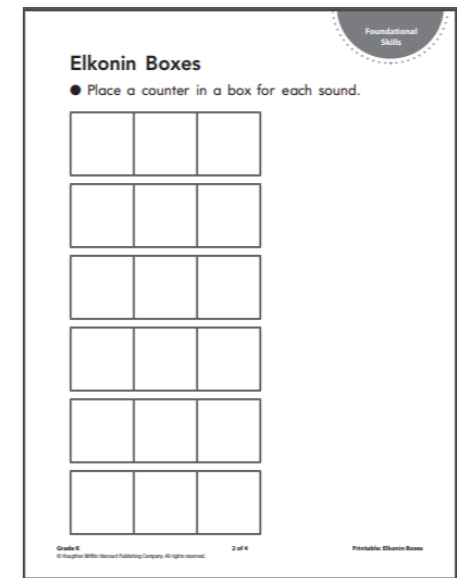
- I am learning how to isolate final sounds of words.
- I am learning to blend letter sounds together with initial blends cl and fl and final blends st and nd.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify initial and final blends.
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Assessment: Segment Words into Phonemes Give each student the Printable: [Elkonin Boxes](#). Tell students that when you say a word, they will say the sounds in the word and place a counter in a box for each sound.

- egg (/e/ /g/)
- man (/m/ /ă/ /n/)
- dig (/d/ /l/ /g/)
- tea (/t/ /E/)
- log (/l/ /o/ /g/)
- zoo (/z/ /M/)



- Tell students that they will practice writing words with initial and final consonant blends. Say the first word and have students repeat it chorally. Then say the word in a context sentence. Have students use WRITE AND REVEAL to write the word. Write the word on the board, and ask students to spell it chorally as you point to each letter. Tell students to check and correct their spelling. Remember, the letters nd make the sounds /nd/ as in and. Repeat the process for the rest of the words. Point to the words on the board and ask students to read them chorally. Have students write the given words. Then say the word in a context sentence.

WORD	CONTEXT SENTENCE
clip	Luciana is wearing a blue clip in her hair.
flag	Our state flag is flying outside of our school.
lend	I will lend my pencil to my friend.
nest	The eagle built a nest for her children.

Part 2: Reading Decodable Texts

- Decodable Text: [Flags Flap Ken and Mel](#)
- Spend time during this period listening to students read the decodable texts:
- Record your findings.

Lesson 119: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the medial vowel sound in one-syllable words.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ǔ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to isolate medial vowel sounds. I will say a word and you will listen carefully for the middle sound in the word. Listen: run. The middle sound in run is /ŭ/. Reveal Picture Card run.
- **We do:** Say a familiar one-syllable word. Listen: hop. Have students use CHORAL RESPONSE to isolate the medial vowel sound. What is the middle sound? (/ŏ/) Reveal the Picture Card after students respond
 - With students repeat with the following:
 - bag (/ă/)
 - bell (/e/)
 - dig (/i/)
 - hug (/u/)
 - mop (/o/)
 - nut (/u/)

Phonics

- **I do:** Tell students they will be reviewing short vowels and consonant blends. Project Display and Engage [Sound-Spellings 6.4](#) and lead the group to pronounce the sound-spellings.



- **We do:** Line 1: Point to each letter from left to right and have students say their short vowel sound chorally. Line 2: Point to the blends from left to right and use CHORAL RESPONSE to have students say each blend's sounds.
- **You do:** Lines 3 and 4: Point to the letters from left to right and choose individuals to say the consonant blend or short vowel sound. Point to letters at random and choose students to say their sounds. Keep the pace lively and engaging.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the medial vowel sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 - Decodable Text: [Hands Fins](#)

Center 1: Medial vowel sounds in one-syllable words

Practice consonants and blending [Know It Show It 155-156](#)

Center 2: Word work

Rhymes and Poems Tell students that they will be identifying consonant blends in the poem My Rose. Guide students to identify words with consonant blends. Look for words with the consonant blend st. Write those words in your notebook with the headings.. (st:starting sl: slip; sn: snowy; sp: spilled; fl: flower, floor; cl: class; nd: wind)



Center 3: Independent Reading

- Decodable Text: [Hand Fins](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with medial vowel sound in one-syllable words .
- Have students say the medial as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 120: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the medial vowel sound in one-syllable words.
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Phonological Awareness Isolate Medial Vowel Sounds: Share the Mic! Tell students that they will be listening for and pronouncing the middle sound in words.
- **We do:** Let's play a game. I will say a word. When I point the mic at you, tell me the middle sound of the word. Let's try one together. Make a fist with your hand and hold it as if you are holding a microphone. Listen. When I say cup, you say /u/, cup, /u/, cup, /u/. Repeat with another word. Listen: hop. Have students use CHORAL RESPONSE to isolate the initial sound. When I say hop, you say (/o/), hop (/o/), hop (/o/).
- **You do:**
Repeat with the words below.
 1. bean (/E/)
 2. dig (/i/)
 3. in (/i/)
 4. lake (/ă/)
 5. moon(/oo/)
 6. sad (/ă/)
 7. sun (/u/)
 8. web (/e/)

Phonics

- **I do:** Tell students you are going to play a reading game. I'm going to name letters that make a word. Write each letter and then we will read the word. Tell students letters to spell a word. Have them use WRITE AND REVEAL to practice forming the letters. Write the letter s. What sound? (/s/) Write the letter p. What sound? (/p/) The letter o. What sound? (/o/) The letter t. What sound? (/t/) Have students blend the sounds to read the word. What word? (spot)
- **You do:** Repeat with the words below:
 1. f, l, o, p (flop)
 2. b, i, g (big)
 3. s, n, a, p (snap)
 4. w, i, n (win)
 5. c, l, a, p (clap)
 6. s, t, e, p (step)
 7. b, e, n, d (bend)

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the medial vowel sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text:



Center 1: Center 1: Medial vowel sounds in one-syllable words
Practice consonants and blending [Know It Show It 155-156](#)

Center 2: Word work

Tell students that they will be using Letter Cards to make words. Watch me make a word using a Letter Card and the ending –and. b makes the sound /b/. I can put /b/ in front of –and to make the word band. Have students PARTNER UP to identify which letters could make new words with the –and ending. What is another letter we can put in front of –and to make a word? (h) What's the word? (hand)

Word Families			
_and	_end	_est	_ust
band	bend	best	dust
hand	mend	nest	just
sand	send	rest	must
			rust

Center 3: Independent Reading

- Decodable Text:Decodable Texts: [Hand Fins](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with medial vowel sound in one-syllable words .
- Have students say the medial as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 121: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the medial vowel sound in one-syllable words.
- I can say and write the sound-spelling of ä, ï, ö, ü m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be segmenting words into phonemes. Listen: slide. Slide has four sounds: /s/ /l/ /l/ /d/. Reveal Picture Card slide. Say a familiar one-syllable word. Listen: stick. Have students use CHORAL RESPONSE to segment the sounds. What sounds? (/s/ /t/ /i/ /k/) How many sounds? (4) Reveal the Picture Card after students respond. Repeat with the words below:

1. cat (/k/ /ă/ /t/; 3)

2. desk (/d/ /e/ /s/ /k/; 4)

3. egg (/e/ /g/; 2)

4. glass (/g/ /l/ /ă/ /s/; 4)

5. snake (/s/ /n/ /ă/ /k/; 4)

6. vest (/v/ /e/ /s/ /t/; 4)

- **We Do:** Repeat with the words below:

- beach (/b/ /ē/ /ch/)
- lake (/l/ /ā/ /k/)
- road (/r/ /ō/ /d/)
- boat (/b/ /ō/ /t/)
- land (/l/ /ă/ /n/ /d/)
- sand (/s/ /ă/ /n/ /d/)
- hill (/h/ /ĭ/ /l/)
- plane (/p/ /l/ /ā/ /n/)

Phonics

- **Review:** Short Vowels and Consonant Blends Initial blends cl and fl and final blends st and nd. Ask students to say the sound as they write the letter.
- **I do:** Project Display and Engage: Blend and Read 6.4 and lead the group to read the words. Line 1: Point to each word as you model blending it aloud. Then have students blend each word.
- **We do:** Line 2: Review Point to each word and have students read the words chorally. Line 3: Have students read the words silently. Then point to words at random and ask students to read them aloud.
- **You do:** Line 4: Choose individuals to blend the decodable words (Flin, must, stop, sled, fast). Then have the group read the sentence chorally.

Blend and Read 6.4

Words with Consonant Blends

1 nest best band hand

2 clap flap slap snap

3 spit spot step stop

4 Flin must stop the sled fast!

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Grade K | Foundational Skills

Module 6 • Week 4

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the medial vowel sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 - Decodable Text: [Hand Fins](#) [Can Ben Get It?](#)

Center 1: Initial and Final Blends Practice consonants and blending
[Know It Show It 157](#)

Center 2: Word work

- Tell students that they will be sorting words by initial and final blends. Words that have a consonant blend in the beginning go under flag. Words that have a consonant blend at the end go under dust.
- Tell students that they will be reading words and sorting them by their blended sounds. Words that begin with /cl/ go under cl. Words that begin with /fl/ go under fl. Words that end with /st/ go under st. Words that end with /nd/ go under nd.

Center 3: Independent Reading

- Decodable Text: [Hand Fins](#) [Can Ben Get It?](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with medial vowel sound in one-syllable words .
- Have students say the medial as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 122: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the medial vowel sound in one-syllable words.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ũ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be segmenting words into sounds.

When I say a word, you say

the sounds and then blast up like a rocket to say the word.

Model segmenting a word

into sounds as you bounce on each sound and then jump up.

Listen: boom. /b/ /M/ /m/, boom!

- **We do:** Have students crouch on the floor. Listen: pop. Have students use CHORAL RESPONSE to

segment the sounds and jump up. What sounds? (/p/ /o/ /p/, pop!)

Repeat with the words below.

- tan (/t/ /ă/ /n/)
- peg (/p/ /e/ /g/)
- hit (/h/ /i/ /t/)
- tug (/t/ /u/ /g/)
- pet (/p/ /e/ /t/)
- win (/w/ /i/ /n/)

Phonics

- **Review:** Short vowels and consonant blends.
- **I do:** Tell students that they will use riddles to build words with consonant blends. Pass out sets of pre cut letters from Printable: [Build Words 6.4](#). Review the letter names and sounds while students say them aloud. Give the first clue. Something you ride in the snow.
- **We do:** Have students use CHORAL RESPONSE to share the answer. What word? (sled) Model how to spell the word in a pocket chart using Letter Cards. The first sound is /s/—the letter s. The next sound is /l/, so I will put the letter l next to the s. The vowel sound is /e/, so I will put the letter e next to the l. The last sound I hear in sled is /d/—the letter d.



You Do: Continue, saying each clue and having students TURN AND TALK to find the next word.

DIRECTION	LETTER CARDS
Another word for ran away. Change one letter.	f l e d
Showed the way. Remove one letter.	l e d
Where you sleep. Change one letter.	b e d
To make something not straight. Add one letter.	b e n d

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing the initial and final blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 - Decodable Text:Decodable Text: [Hand Fins](#) [Can Ben Get It?](#)

Center 1: Initial and Final Blends Practice consonants and blending
[Know It Show It 157](#)

Center 2: Word work

- Tell students that they will be sorting words by initial and final blends. Words that have a consonant blend in the beginning go under flag. Words that have a consonant blend at the end go under dust.
- Tell students that they will be reading words and sorting them by their blended sounds. Words that begin with /cl/ go under cl. Words that begin with /fl/ go under fl. Words that end with /st/ go under st. Words that end with /nd/ go under nd.

Center 3: Independent Reading

- Decodable Text: [Hand Fins](#) [Can Ben Get It?](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with medial vowel sound in one-syllable words .
- Have students say the medial as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 123: Phonological Awareness (RF.K.2B), Phonics: isolate final sounds (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to isolate final sounds of words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ű/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the medial vowel sound in one-syllable words.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ű m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Assessment:

Segment Words into Phonemes Tell students they are going to cheer using words and all their sounds. Listen: bag has three sounds /b/ /ă/ /g/. When I ask for a bag, you say its sounds. Have students use CHORAL RESPONSE to complete the cheer. Give me a bag! (/b/ /ă/ /g/). Repeat with the words below.

- pal (/p/ /ă/ /l/)
 - bone (/b/ /O/ /n/)
 - nut (/n/ /u/ /t/)
 - tip (/t/ /i/ /p/)
 - top (/t/ /o/ /p/)
 - bed (/b/ /e/ /d/)
-
- Tell students that they will practice writing words. Say the first word and have students repeat it chorally. Then say the word in a context sentence. Have students use WRITE AND REVEAL to write the word. Write the word on the board, and ask students to spell it chorally as you point to each letter. Tell students to check and correct their spelling. Remember, the letters st make the sounds /st/ as in best. Repeat the process for the rest of the words.

WORD	CONTEXT SENTENCE
best	Don't wear your best shoes when it's raining.
clip	I used a clip in my hair to keep it out of my face.
sand	We like to play in the sand at the beach.
spun	The ballerina spun around in a circle.

Part 2: Reading Decodable Texts

- Decodable Text: [Hand Fins](#) [Can Ben Get It?](#)
- Spend time during this period listening to students read the decodable texts:
- Record your findings.

Lesson 124: Phonological Awareness (RF.K.2B), Phonics: double final consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate final sound in one-syllable words
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can produce rhyming words.
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be solving riddles. Listen to my riddle: I am the opposite of more and I rhyme with mess. What am I? The word that rhymes with mess and means the opposite of more is less. I am less! another riddle. Listen: I am a group of students and I rhyme with pass
- **We do:** Have students use CHORAL RESPONSE to identify the rhyming word. What am I? (class) Repeat with the clues below.
 1. I am the hair that you wear on your head and rhyme with fig. What am I? (wig)
 2. I am fun to throw and rhyme with fall. What am I? (ball)
 3. I ring when you shake me and rhyme with shell. What am I? (bell)
 4. You wear me on each foot and I rhyme with lock. What am I? (sock)
 5. I break easily and rhyme with class. What am I? (glass) buzz (/z/)

o

- **You do:** Tell students that they will be isolating the final sounds in words. Let's listen for ending sounds. The ending sound in the word pass is /s/. Say words and tell students to listen for the ending sound. Then have them use CHORAL RESPONSE to say the sound.

With students repeat with the following:

- fuzz (/z/)
- puff (/f/)
- miss (/s/)
- huff (/f/)
- class (/s/)
- hill (/l/)
- lock (/k/)
- pack (/k/)
- well (/l/)

Phonics

- **I do:** Introduce double final consonants. Tell students they will learn a new way to spell some consonant sounds they know. Today we'll learn about words that end with two of the same letter. Even though we'll see the same two consonant letters at the end, they only make one sound. Teach the sound-spellings.
- Display the Letter Cards ss, ff, ll, zz one at a time. Point to the consonant spelling (two fingers together for two letters) and say the sound. Then point to the letters again and ask students to repeat the sound.

- **We do:** Read words with double final consonants. Display the [Picture Card bell](#) and write bell on the board. Read the word chorally and underline the consonant spelling. When we see two of the same consonant letter at the end of a word, we say one sound. What sound? (/l/) What word? (bell)

- **You do:** Write the words class, stuff, and fuzz on the board. Point to the consonant spelling (two fingers together for two letters) in each word, and ask students to say the sound and read the word chorally. Wrap up with a quick review of the sound-spellings. If we see two of the same letter at the end of a word, how many sounds will the letters make? (one)

ss

ff

ll

zz

- **I do:** Introduce final -ck. Tell students that they will learn about a new way to spell a consonant sound they know. You know that the sound /k/ can be written with letters c or k. Today we'll learn another way /k/ is written, c-k. The letters c-k make the sound /k/ at the end of words. ck Pronounce a word with the consonant sound and have students chorally repeat the word and its sound. Listen to the sound at the end of this word: kick. The ending sound is /k/. Say the word. (kick) Say the ending sound. (/k/) Teach the sound-spelling.

- **We do:** Display the [Picture Card duck](#) and write duck on the board. Underline the consonant spellings. The letters c-k make the sound /k/ at the end of words like duck. What letters? (c-k) What sound? (/k/) Read words with final -ck. Write more words with final -ck on the board. Point to the consonant spelling (two fingers together for two letters) in words and ask students to say the sound and read the word. What sound, Harmony? (/k/) What word? (kick)



Part 2: Practice / Centers

Teacher Table Time (TTT)

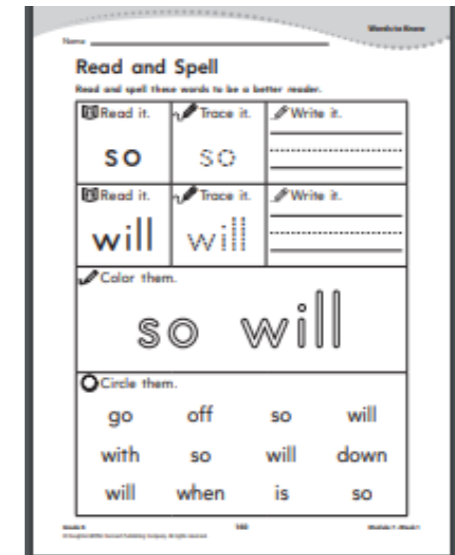
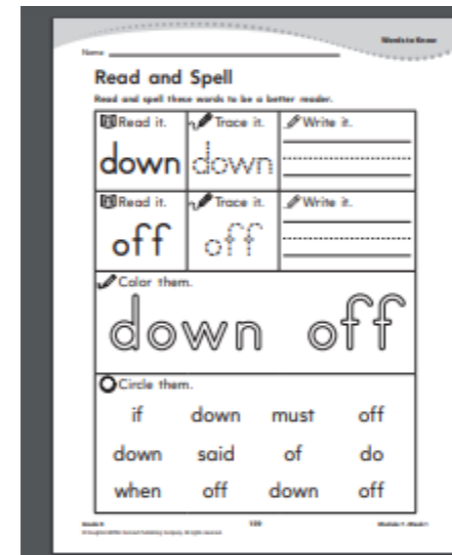
- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating the final sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

1. Decodable Text: [Ducks](#)



Center 1: Medial vowel sounds in one-syllable words

Practice consonants and blending [Know It Show It 159-160](#)



Center 2: Word work

Use the Letter Cards b, c, f, h, k, m, s and t to review the letter names and sounds. Remind students that some words end with double final consonants or final -ck. Display the index cards _ack, _ell, _iss, _uff, and _uzz to review the word endings. Display one index card and the Letter Cards. Tell students that they will be using Letter Cards to make words. Watch me make a word using a Letter Card and the ending -ack. b makes the sound /b/. I can put /b/ in front of -ack to make the word back. Have students PARTNER UP to identify which letters could make new words with the ending -ack. What is another letter we can put in front of -ack to make a word? (s) What's the word? (sack)

Center 3: Independent Reading

- Decodable Text: [Ducks](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with final sounds in one-syllable words .
- Have students say the final sound as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 125: Phonological Awareness (RF.K.2B), Phonics: double final consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate final sound in one-syllable words
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can produce rhyming words.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ǔ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

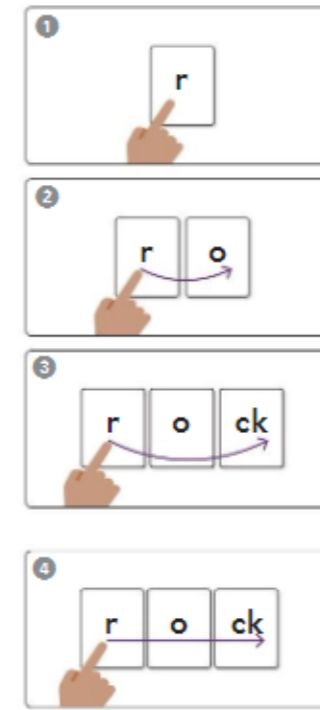
Part 1: Direct instruction

Phonological Awareness

- **I do:** Have students sit in a circle. Tell students that they are going to play a game to identify as many rhyming words as they can for each word. First, I will say a word. Then we will go around the circle and you will say a word that rhymes.
- **We do:** Listen: fill. Have students TURN AND TALK to think of words that rhyme. Then, go around the circle giving each student a chance to share a rhyming word. (bill, hill, Jill, mill, pill, still, will) When there are no more rhyming words to share, repeat with a new word such as ball, pass, or sock.
- **You do:** Have students complete [Know It, Show It, page 161](#) for more practice with producing rhymes.

Phonics

- **I do:** Teach Blending Letter Sounds Use the BLENDED: SOUND-BY-SOUND routine below to blend words with double final consonants and final -ck. Say the first letter and sound. Display Letter Card r and point to it. What is the letter? (r) What sound? (/r/) Add the next letter and blend. Display Letter Card o next to r and point to it. Sound? (/r/) Scoop your index finger under the letters as students blend the sounds. Blend. (/rro/) Add the final letters and blend. Display Letter Card ck next to o and point to it. Sound? (/k/) Point to the left of the word. Scoop your index finger under the letters as students blend the sounds. Blend. (/rrook/) Read the word.



We do: Point to the left of the word. Quickly sweep your finger under the word and ask students to read it. What word? (rock) Connect the word to its meaning by giving a context sentence. I sat on a large rock in the park. Say the first letter and sound. Display Letter Card r and point to it. What is the letter? (r) What sound? (/r/) Add the final letters and blend. Display Letter Card ck next to o and point to it. Sound? (/k/) Point to the left of the word. Scoop your index finger under the letters as students blend the sounds. Blend. (/rrook/) Read the word. Point to the left of the word. Quickly sweep your finger under the word and ask students to read it. What word? (rock) Connect the word to its meaning by giving a context sentence. I sat on a large rock in the park. Repeat with the words below, saying the context sentence after students blend the sounds to read each word. Add the next letter and blend. Display Letter Card o next to r and point to it. Sound? (/r/) Scoop your index finger under the letters as students blend the sounds. Blend. (/rrook/) Read the word. Point to the left of the word. Quickly sweep your finger under the word and ask students to read it. What word? (rock) Connect the word to its meaning by giving a context sentence. I sat on a large rock in the park.

- **You do:** Repeat with the words below, saying the context sentence after students blend the sounds to read each word.

WORD	CONTEXT SENTENCE
bell	We will go outside when the bell rings.
buzz	I heard a bee buzz as it flew near me.
cliff	There is a railing near the edge of the cliff .
duck	Cody saw a duck in the lake.
kiss	I give my mother a kiss every night before I go to bed.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating the final sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Ducks](#)

Center 1: Initial and Final Blends Medial vowel sounds in one-syllable words

- Practice consonants and blending [Know It Show It 159-160](#)

Center 2: Word work

- Use the Letter Cards b, c, f, h, k, m, s and t to review the letter names and sounds. Remind students that some words end with double final consonants or final -ck. Display the index cards _ack, _ell, _iss, _uff, and _uzz to review the word endings. Display one index card and the Letter Cards. Tell students that they will be using Letter Cards to make words. Watch me make a word using a Letter Card and the ending -ack. b makes the sound /b/. I can put /b/ in front of -ack to make the word back. Have students PARTNER UP to identify which letters could make new words with the ending -ack. What is another letter we can put in front of -ack to make a word? (s) What's the word? (sack)

Center 3: Independent Reading

- Decodable Text: [Ducks](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with final sounds in one-syllable words .
- Have students say the final sound as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 126: Phonological Awareness (RF.K.2B), Phonics: final double consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate final sound in one-syllable words
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can produce rhyming words.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ũ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

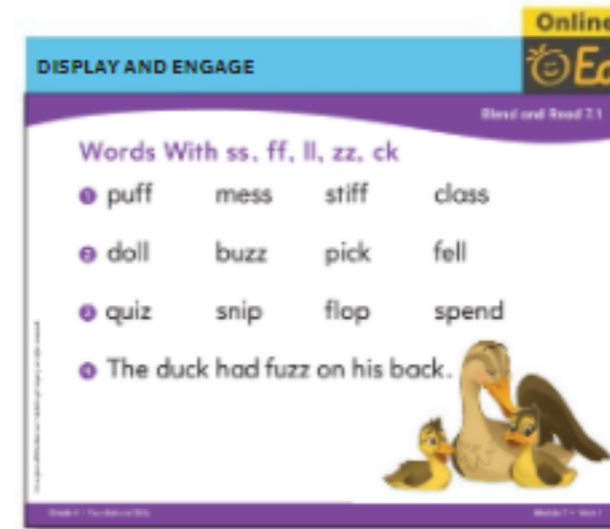
- **I do:** Segment Words into Phonemes: On My Way to School Tell students that they will be playing a segmenting game. I will name something I see on my way to school, and you will break the word into sounds. Listen: On my way to school, I saw a duck. The sounds in duck are /d/ /ŭ/ /k/. Reveal the Picture Card duck.
- **We Do:** Say a familiar one-syllable word. Listen: On my way to school, I heard a bell. Have students use CHORAL RESPONSE to segment the phonemes. What sounds? (/b/ /ĕ/ /l/) Reveal the Picture Card.

Repeat with the words below:

- On my way to school, I wore a hat. (/h/ /ă/ /t/)
- On my way to school, I took the bus. (/b/ /ŭ/ /s/)
- On my way to school, I pet a cat. (/k/ /ă/ /t/)
- On my way to school, I rode a bike. (/b/ /ī/ /k/)
- On my way to school, I found a shell. (/sh/ /ĕ/ /l/) beach (/b/ /ĕ/ /ch/)

Phonics

- **I do:** Project Display and Engage: [Blend and Read 7.1](#) and lead the group to read the words. Line 1: Point to each word as you model blending it aloud.



- **We do:** Then have students blend the word. Line 2: Point to each word and have students read the words chorally. Line 3: Review Have students read the words silently. Then point to words at random and ask students to read them aloud.
- **You do: Line 4:** Line 4: Sentence Choose individuals to blend the decodable words (duck, had, fuzz, on, back). Then have the group read the sentence chorally.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating the final sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

1. Decodable Text: [Ducks](#)

Center 1:

Blending Letter Sounds

Practice Have students complete [Know It, Show It, page 162](#) for more practice blending Letter Sounds

Center 2: Word Work

Use the Letter Cards b, c, f, h, k, m, s and t to review the letter names and sounds. Remind students that some words end with double final consonants or final -ck. Display the index cards _ack, _ell, _iss, _uff, and _uzz to review the word endings. Display one index card and the Letter Cards. Tell students that they will be using Letter Cards to make words. Watch me make a word using a Letter Card and the ending -ack. b makes the sound /b/. I can put /b/ in front of -ack to make the word back. Have students PARTNER UP to identify which letters could make new words with the ending -ack. What is another letter we can put in front of -ack to make a word? (s) What's the word? (sack)

Center 3: Independent Reading

- Decodable Text: [Ducks](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with final sounds in one-syllable words .
- Have students say the final sound as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 127: Phonological Awareness (RF.K.2B), Phonics: double final consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate final sound in one-syllable words
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can produce rhyming words.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ũ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

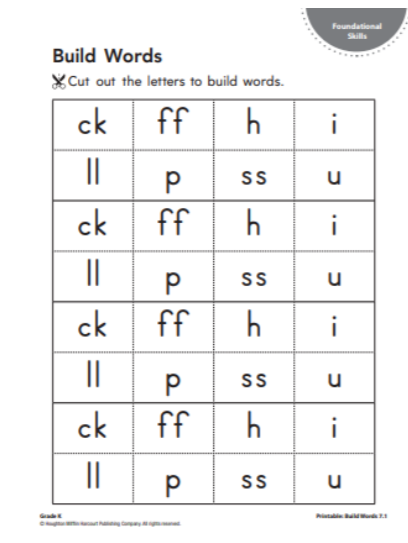
Part 1: Direct instruction

Phonological Awareness:

- **I do:** Segment Words into Phonemes: Step Up! Tell children that they will be segmenting words into sounds. I will say a word and you will take a step forward for each sound in the word. Listen: luck. Take three steps forward as you say each sound. I took three steps because luck has three sounds. Have children form a line. Say a familiar one-syllable word, and have children take a step forward as they say each sound in the word. Listen: buzz. What sounds? (/b/ /ũ/ /z/) Have children return to their starting point when they are done to save space. Repeat with the words below.
- **We do:** Have children form a line. Say a familiar one-syllable word, and have children take a step forward as they say each sound in the word. Listen: buzz. What sounds? (/b/ /ũ/ /z/) Have children return to their starting point when they are done to save Space.
 - duck (/d/ /ũ/ /k/)
 - shell (/sh/ /ě/ /l/)
 - lock (/l/ /ǒ/ /k/)
 - sick (/s/ /ĩ/ /k/)
 - rock (/r/ /ǒ/ /k/)
 - well (/w/ /ě/ /l/)

Phonics

- **I do:** Build Words: Spell Words with Double Consonants, –ck Tell children that they will build words with double final consonants and final –ck. Pass out sets of precut letters from Printable: [Build Words 7.1](#). Review the letter names and sounds while children say them aloud.
- **We do:** Say the word hiss and have children repeat it chorally. Use the word in a sentence, personalizing it to your children and their interests when possible. Devon heard the snake hiss when he was at the zoo. Ask students to spell the word with their letters.



- **I do:** Model how to spell the word in a pocket chart using Letter Cards. The first sound is /h/—the letter h. The vowel sound is /i/, so I will put the letter i next to the h. The last sound I hear in hiss is /s/—the letters s-s.

- **You do:** Ask children to spell the word with their letters. Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide children to build several more words.

DIRECTION	LETTER CARDS
Change the ending sound to make the word hill.	h i ll
Change the beginning sound to make the word pill.	p i ll
Change the ending sound to make the word pick.	p i ck
Change the middle sound to make the word puck.	p u ck
Change the ending sound to make the word puff.	p u ff

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating the final sound in one-syllable words.
 - Model again and have students mimic you. Correct as needed.
 - Have students partner and read decodable text. Model as needed.
1. Decodable Text: [Ducks](#) and [Hop In, Jill](#)

Center 1:

Blending Letter Sounds

Practice Have students complete [Know It, Show It, page 162](#) for more practice blending Letter Sounds

Center 2: Word Work

Use the Letter Cards b, c, f, h, k, m, s and t to review the letter names and sounds. Remind students that some words end with double final consonants or final –ck. Display the index cards _ack, _ell, _iss, _uff, and _uzz to review the word endings. Display one index card and the Letter Cards. Tell students that they will be using Letter Cards to make words. Watch me make a word using a Letter Card and the ending –ack. b makes the sound /b/. I can put /b/ in front of –ack to make the word back. Have students PARTNER UP to identify which letters could make new words with the ending –ack. What is another letter we can put in front of –ack to make a word? (s) What's the word? (sack)

Center 3: Independent Reading

- Decodable Text: [Ducks](#) or [Hop In, Jill](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with final sounds in one-syllable words .
- Have students say the final sound as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 128: Phonological Awareness (RF.K.2B), Phonics: double final consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate final sound in one-syllable words
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ö/, /ű/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can produce rhyming words.
- I can say and write the sound-spelling of ä, ï, ö, ü m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Assessment: Segment Words into Phonemes Tell students they will be playing a segmenting game. Say an action word. Have children use CHORAL RESPONSE to segment the sounds. Then ask them to perform the action.

- clap (/k/ /l/ /ă/ /p/)
- read (/r/ /ē/ /d/)
- hop (/h/ /ö/ /p/)
- spin (/s/ /p/ /ĩ/ /n/)
- kick (/k/ /ĩ/ /k/)
- step (/s/ /t/ /ě/ /p/)
- Dictation: Spell Words with Double Consonants, –ck Tell children that they will practice writing words with double final consonants and final –ck. Say the first word and have children repeat it chorally. Then say the word in a context sentence. Have children use WRITE AND REVEAL to write the word. Write the word on the board, and ask children to spell it chorally as you point to each letter. Tell children to check and correct their spelling. Remember, the letters l-l make the consonant sound /l/ as in doll. Repeat the process for the rest of the words. Point to the words on the board and ask children to read them chorally.

WORD	CONTEXT SENTENCE
buzz	I heard a bee buzz in the garden.
doll	Kendra's doll has black hair.
klss	I gave my grandpa a klss on his cheek.
lock	Tamara has a lock on her diary.
stuff	Alex can stuff a lot of things in his backpack.

Part 2: Reading Decodable Texts

Decodable Text: [Ducks](#) or [Hop In, Jill](#)

- Spend time during this period listening to students read the decodable texts:
- Record your findings.

Lesson 129: Phonological Awareness (RF.K.2B), Phonics: one sound two letters (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ũ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can say and write the sound-spelling of ă, ĩ, ǒ, ũ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be playing a blending game. I will say all of the sounds in a word. I will take a step for each sound and then jump to say the word altogether. Listen: /sh/ /o/ /p/. Shop! Have students line up and say a familiar one-syllable word sound-by-sound. Listen: /ch/ /i/ /p/. Have students take a step forward as they say the sounds and jump as they say the word. What word? (chip)
- **We do:** Repeat with the words below.

/ch/ /ā/ /t/ (chat)	/ch/ /ē/ /p/ (cheap)	/ch/ /ē/ /k/ (check)
/sh/ /ē/ /d/ (shed)	/sh/ /i/ /p/ (ship)	/sh/ /ū/ /t/ (shut)

- **I do:** Tell students that they will be isolating the initial sound in words. Let's listen for beginning sounds. The beginning sound in the word shoe is /sh/. Say words and tell students to listen for the beginning sound.
- **We do:** CHORAL RESPONSE to say the sound.

shack (/sh/)	shell (/sh/)	shock (/sh/)	shine (/sh/)
chop (/ch/)	chick (/ch/)	chill (/ch/)	cheek (/ch/)

Phonics

- **I do:** Tell children they will learn about sounds spelled with two letters. We already learned about two letters that make two sounds, like s-t which make the sounds /st/. Now we're going to learn about two letters that make one sound. Letters s and h together make the sound /sh/. Articulate the digraph sound. Pronounce the sound and have children repeat it two times chorally. We make the /sh/sound when we want someone to be quiet.
- **We do:** Let's whisper the sound /sh/. (/sh/) Again. (/sh/) Describe the mouth position. When you make the sound /sh/, stick your lips out and softly blow air. What sound? (/sh/) Teach the sound-spelling. Display the [Letter Card sh](#). Point to the consonant spelling (two fingers together for two letters) and say the sound. Then point to the letters again and ask children to repeat the sound. The two letters s-h make one sound: /sh/ as in shell. What sound? (/sh/) Read words with the sh digraph. Display the [Picture Card shell](#) and write shell on the board. Read the word chorally and underline the sh digraph. Write the words ship, shock, and shut on the board. Point to the digraph (two fingers together for two letters) in each word, and ask children to say the sound and read the word. Wrap up with a quick review of the sound-spellings. We learned that the two letters s-h make the /sh/ sound. What two letters? (s-h) What sound? (/sh/) Now let's say it together one more time really quietly. (/sh/)

- **I do:** Introduce the ch digraph. Tell children they will learn about another sound spelled with two letters. We're going to learn about two letters that make one sound. Letters c and h together make the sound /ch/. ch Articulate the digraph sound. Pronounce the sound and have children repeat it two times chorally. Let's chant the sound /ch/. (/ch/ /ch/) Again. (/ch/ /ch/) Describe the mouth position. When you make the sound /ch/, your tongue should be in the middle of your mouth, blocking the air. Then blow out the air quickly. What sound? (/ch/)
- **We do:** Teach the sound-spelling. Display the [Letter Card ch](#). Point to the consonant spelling (two fingers together for two letters) and say the sound. Then point to the letters again and ask children to repeat the sound. The two letters c-h make one sound: /ch/ as in chin. What sound?(/ch/) Read words with the ch digraph. Display the [Picture Card chin](#) and write chin on the board. Read the word chorally and underline the ch digraph. Write the words chat, check, and chip on the board. Point to the digraph (two fingers together for two letters) in each word, and ask children to say the sound and read the word. Wrap up with a quick review of the sound-spellings. We learned that the two letters c-h make the /ch/ sound. What two letters? (c-h) What sound? (/ch/) Now let's say it together one more time. (/ch/) Check! You've got it!

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the initial sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Chicks](#)

Center 1: Practice reading and writing the Words to Know [Know It Show It 163-164](#)

Center 2: Word work

Tell children that they will be sorting words by /sh/ and /ch/ sounds. Words that start with /sh/ go under the shell. Words that start with /ch/ go under the chain Have children TURN AND TALK to think of words that start with /sh/ and /ch/. Then write the word on an index card. Have children use PICK AND POINT to identify the column in which the word belongs. Example: Does shake have the beginning sound /sh/ or /ch/?place the word in the pocket chart where shake belongs.

Center 3: Independent Reading

- Decodable Text: [Chicks](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with initial sounds /sh/ and /ch/ in one-syllable words .
- Have students say the initial sounds as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 130: Phonological Awareness (RF.K.2B), Phonics: one sound two letters (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.
-

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to blend phonemes to make a word. I will say all the sounds in a word. Listen: /sh/ /i/ /p/. When I put the sounds together, I get the word ship. Say a familiar one-syllable word broken into phonemes. Listen: /ch/ /o/ /p/..
- **We do:** Have children use CHORAL RESPONSE to blend the sounds. What word? (chop) Repeat with the words below

- | | |
|--------------------------|-------------------------|
| 1. /f/ /i/ /sh/ (fish) | 4. /ch/ /i/ /n/ (chin) |
| 2. /ch/ /è/ /z/ (cheese) | 5. /sh/ /è/ /l/ (shell) |
| 3. /sh/ /è/ /p/ (sheep) | 6. /ch/ /è/ /k/ (check) |

- **You do:** Have children record their responses on [Know It, Show It, page 165](#) by coloring the picture that matches the word they blend.

Phonics

- **I do:** Use the BLENDING: SOUND-BY-SOUND routine below to blend words with digraphs sh and ch. 1. Say the first letters and sound. Display Letter Card sh and point to it. What are the letters? (sh) What sound? (/sh/) 2 Add the next letter and blend. Display Letter Card o next to sh and point to it. Sound? (/o/)
- **We do:** Scoop your index finger under the letters as children blend the sounds. Blend. (/shooo/) 3 Add the final letter and blend. Display Letter Card p next to o and point to it. Sound? (/p/) Point to the left of the word. Scoop your index finger under the letters as children blend the sounds. Blend. (/shoop/) 4 Read the word. Point to the left of the word. Quickly sweep your finger under the word and ask children to read it. What word? (shop) Connect the word to its meaning by giving a context sentence. My mom and I went to shop for a gift for my dad.
- **You do:** Repeat with the words below, saying the context sentence after children blend the sounds to read each word

WORD	CONTEXT SENTENCE
chat	I will chat with my grandma after school.
check	Martin will check under his bed to see if his cat is hiding there.
chop	Nicole helped her mom chop onions for soup.
ship	The ship sailed across the sea.
shut	We always shut the classroom door at the end of the day.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the initial sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Chicks](#)

Center 1: Practice reading and writing the Words to Know

[Know It Show It 163-164](#)

Center 2: Word work

Tell children that they will be sorting words by /sh/ and /ch/ sounds. Words that start with /sh/ go under the shell. Words that start with /ch/ go under the chain Have children TURN AND TALK to think of words that start with /sh/ and /ch/. Then write the word on an index card. Have children use PICK AND POINT to identify the column in which the word belongs. Example: Does shake have the beginning sound /sh/ or /ch/?place the word in the pocket chart where shake belongs.

Center 3: Independent Reading

- Decodable Text: [Chicks](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with initial sounds /sh/ and /ch/ in one-syllable words .
- Have students say the initial sounds as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 131: Phonological Awareness (RF.K.2B), Phonics: short vowel u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can say and write the sound-spelling of ä, ĩ, ö, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell children you will play a segmenting game with a poem. Project Display and Engage: [Song, Rhyme, Poem 7.2](#). Read “See Me!” aloud, pointing to each word and modeling the movements.
- **We Do:** Use ECHO READING to read the poem again. Reread the poem, pausing after certain words. When I stop, repeat the last word I said broken into all of its sounds. Listen: See me nod my head. (/h/ /ĕ/ /d/) Repeat with the rest of the poem, pausing after the last word in each line.



Phonics

- **I do:** Review Blending Letter Sounds Project [Display and Engage: Blend and Read 7.2](#) and lead the group to read the words. Line 1: Point to each word as you model blending it aloud.



- **We do:** Then have children blend the word. Line 2: Point to each word and have children read the words chorally. Line 3: Review Have children read the words silently. Then point to words at random and ask children to read them aloud.
- **You do:** Line 4: Sentence Choose individuals to blend the decodable words (Chad, checks, on, chicks, in, shed). Then have the group read the sentence chorally.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the initial sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Chicks](#) or [Chicks in the Shed](#)

Center 1: Practice reading and writing the Words to Know [Know It Show It 163-164](#)

Center 2: Word work

Tell children that they will be sorting words by /sh/ and /ch/ sounds. Words that start with /sh/ go under the shell. Words that start with /ch/ go under the chain Have children TURN AND TALK to think of words that start with /sh/ and /ch/. Then write the word on an index card. Have children use PICK AND POINT to identify the column in which the word belongs. Example: Does shake have the beginning sound /sh/ or /ch/?place the word in the pocket chart where shake belongs.

Center 3: Independent Reading

- Decodable Text: [Chicks](#) or [Chicks in the Shed](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with initial sounds /sh/ and /ch/ in one-syllable words .
- Have students say the initial sounds as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 132: Phonological Awareness (RF.K.2B), Phonics: double final consonants (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can say and write the sound-spelling of ă, ĩ, ǒ, ũ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell children they will be segmenting words into sounds. When I say a word, you say the sounds and then blast up like a rocket to say the word. Model segmenting a word into sounds as you bounce on each sound and then jump up. Listen: shoot. /sh/ /M/ /t/, shoot!
- **We do:** Have children crouch on the floor. Listen: zoom. Have children use CHORAL RESPONSE to segment the sounds and jump up. What sounds? (/z/ /M/ /m/, zoom!) Repeat with the words below.

chick (/ch/ /i/ /k/)

rise (/r/ /i/ /z/)

ship (/sh/ /i/ /p/)

whiz (/w/ /i/ /z/)

chat (/ch/ /ā/ /t/)

shop (/sh/ /ā/ /p/)

Phonics

- **I do:** Tell children that they will build words with digraphs sh and ch. Pass out sets of precut letters from Printable: [Build Words 7.2](#).
- **We do:** Review the letter names and sounds while children say them aloud. Say the word chin and have children repeat it chorally. Use the word in a sentence, personalizing it to your children and their interests when possible. Can you point to your chin? Model how to spell the word in a pocket chart using Letter Cards. The first sound is /ch/—the letters ch. The vowel sound is /i/, so I will put the letter i next to the ch. The last sound I hear in chin is /n/—the letter n.
- **You do:** Ask children to spell the word with their letters. Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide children to build several more words.

DIRECTION	LETTER CARDS
Change the ending sound to make the word chip.	ch i p
Change the middle sound to make the word chop.	ch o p
Change the beginning sound to make the word shop.	sh o p
Change the ending sound to make the word shock.	sh o ck
Change the middle sound to make the word shack.	sh a ck

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the initial sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Chicks](#) or [Chicks in the Shed](#)

Center 1: Practice reading and writing the Words to Know
[Know It, Show It, page 166](#)

Center 2: Word work

Tell children that they will be sorting words by /sh/ and /ch/ sounds. Words that start with /sh/ go under the shell. Words that start with /ch/ go under the chain Have children TURN AND TALK to think of words that start with /sh/ and /ch/. Then write the word on an index card. Have children use PICK AND POINT to identify the column in which the word belongs. Example: Does shake have the beginning sound /sh/ or /ch/?place the word in the pocket chart where shake belongs.

Center 3: Independent Reading

- Decodable Text: [Chicks](#) or [Chicks in the Shed](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with initial sounds /sh/ and /ch/ in one-syllable words .
- Have students say the initial sounds as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 133: Phonological Awareness (RF.K.2B), Phonics: short vowel u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can say and write the sound-spelling of ä, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Assessment: Segment Words into Phonemes Give each child the Printable: [Elkonin Boxes](#).

Tell children you are going to say a word out loud, and that they will place a counter in a box for each sound in the word as they repeat it.

shell (/sh/ /ĕ/ /l/)	bag (/b/ /ă/ /g/)	red (/r/ /ĕ/ /d/)
dig (/d/ /ĭ/ /g/)	chop (/ch/ /ŏ/ /p/)	shock (/sh/ /ŏ/ /k/)

- Dictation: Spell Words with Digraphs sh and ch Tell children that they will practice writing words with the digraphs sh and ch. Say the first word and have children repeat it chorally. Then say the word in a context sentence. Have children use WRITE AND REVEAL to write the word. Write the word on the board, and ask children to spell it chorally as you point to each letter. Tell children to check and correct their spelling. Remember, the letters ch makes the consonant sound /ch/ as in chat. Repeat the process for the rest of the words. Point to the words on the board and ask children to read them chorally.

WORD	CONTEXT SENTENCE
chat	I chat with my brother on the phone every day.
shlp	Hailey saw a large shlp in the ocean.
chop	Matthew will chop the vegetables for the salad.
shut	Camile shut the window when it started raining.

Part 2: Reading Decodable Texts: [Chicks](#) or [Chicks in the Shed](#)

- Spend time during this period listening to students read the decodable texts:
- Record your findings..

Lesson 134: Phonological Awareness (RF.K.2B), Phonics: one sound 2 letters (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can say and write the sound-spelling of ă, ĩ, ǒ, ũ m, s, t, b, n, d, c, p, r, f, l, h, w, j.
-

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be playing a blending game. I will say all of the sounds in a word. I will take a step for each sound and then jump to say the word altogether. Listen: /sh/ /o/ /p/. Shop! Have students line up and say a familiar one-syllable word sound-by-sound. Listen: /ch/ /i/ /p/. Have students take a step forward as they say the sounds and jump as they say the word. What word? (chip)
- **We do:** Repeat with the words below.

/ch/ /ā/ /t/ (chat)	/ch/ /ē/ /p/ (cheap)	/ch/ /ē/ /k/ (check)
/sh/ /ē/ /d/ (shed)	/sh/ /i/ /p/ (ship)	/sh/ /ū/ /t/ (shut)

- **I do:** Tell students that they will be isolating the initial sound in words. Let's listen for beginning sounds. The beginning sound in the word shoe is /sh/. Say words and tell students to listen for the beginning sound. Then have them use
- **We do:** CHORAL RESPONSE to say the sound.

shack (/sh/)	shell (/sh/)	shock (/sh/)	shine (/sh/)
chop (/ch/)	chick (/ch/)	chill (/ch/)	cheek (/ch/)

Phonics

- **I do:** Tell children they will learn about sounds spelled with two letters. We already learned about two letters that make two sounds, like s-t which make the sounds /st/. Now we're going to learn about two letters that make one sound. Letters s and h together make the sound /sh/. Articulate the digraph sound. Pronounce the sound and have children repeat it two times chorally. We make the /sh/sound when we want someone to be quiet.
- **We do:** Let's whisper the sound /sh/. (/sh/) Again. (/sh/) Describe the mouth position. When you make the sound /sh/, stick your lips out and softly blow air. What sound? (/sh/) Teach the sound-spelling. Display the [Letter Card sh](#). Point to the consonant spelling (two fingers together for two letters) and say the sound. Then point to the letters again and ask children to repeat the sound. The two letters s-h make one sound: /sh/ as in shell. What sound? (/sh/) Read words with the sh digraph. Display the [Picture Card shell](#) and write shell on the board. Read the word chorally and underline the sh digraph. Write the words ship, shock, and shut on the board. Point to the digraph (two fingers together for two letters) in each word, and ask children to say the sound and read the word. Wrap up with a quick review of the sound-spellings. We learned that the two letters s-h make the /sh/ sound. What two letters? (s-h) What sound? (/sh/) Now let's say it together one more time really quietly. (/sh/)

- **I do:** Introduce the ch digraph. Tell children they will learn about another sound spelled with two letters. We're going to learn about two letters that make one sound. Letters c and h together make the sound /ch/. ch Articulate the digraph sound. Pronounce the sound and have children repeat it two times chorally. Let's chant the sound /ch/. (/ch/ /ch/) Again. (/ch/ /ch/) Describe the mouth position. When you make the sound /ch/, your tongue should be in the middle of your mouth, blocking the air. Then blow out the air quickly. What sound? (/ch/)
- **We do:** Teach the sound-spelling. Display the [Letter Card ch](#). Point to the consonant spelling (two fingers together for two letters) and say the sound. Then point to the letters again and ask children to repeat the sound. The two letters c-h make one sound: /ch/ as in chin. What sound?(/ch/) Read words with the ch digraph. Display the [Picture Card chin](#) and write chin on the board. Read the word chorally and underline the ch digraph. Write the words chat, check, and chip on the board. Point to the digraph (two fingers together for two letters) in each word, and ask children to say the sound and read the word. Wrap up with a quick review of the sound-spellings. We learned that the two letters c-h make the /ch/ sound. What two letters? (c-h) What sound? (/ch/) Now let's say it together one more time. (/ch/) Check! You've got it!

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the initial sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Chicks](#)

Center 1: Practice reading and writing the Words to Know
[Know It Show It 163-164](#)

Center 2: Word work

Tell children that they will be sorting words by /sh/ and /ch/ sounds. Words that start with /sh/ go under the shell. Words that start with /ch/ go under the chain Have children TURN AND TALK to think of words that start with /sh/ and /ch/. Then write the word on an index card. Have children use PICK AND POINT to identify the column in which the word belongs. Example: Does shake have the beginning sound /sh/ or /ch/?place the word in the pocket chart where shake belongs.

Center 3: Independent Reading

- Decodable Text: [Chicks](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with initial sounds /sh/ and /ch/ in one-syllable words .
- Have students say the initial sounds as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 135: Phonological Awareness (RF.K.2B), Phonics: one sound two letters (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can say and write the sound-spelling of ă, ĩ, ǒ, ũ m, s, t, b, n, d, c, p, r, f, l, h, w, j.
-

Phonological Awareness

- **I do:** Model how to blend phonemes to make a word. I will say all the sounds in a word. Listen: /sh/ /i/ /p/. When I put the sounds together, I get the word ship. Say a familiar one-syllable word broken into phonemes. Listen: /ch/ /o/ /p/..
- **We do:** Have children use CHORAL RESPONSE to blend the sounds. What word? (chop) Repeat with the words below

- | | |
|--------------------------|-------------------------|
| 1. /f/ /i/ /sh/ (fish) | 4. /ch/ /i/ /n/ (chin) |
| 2. /ch/ /ē/ /z/ (cheese) | 5. /sh/ /ē/ /l/ (shell) |
| 3. /sh/ /ē/ /p/ (sheep) | 6. /ch/ /ē/ /k/ (check) |

- **You do:** Have children record their responses on [Know It, Show It, page 165](#) by coloring the picture that matches the word they blend.

Phonics

- **I do:** Use the BLENDING: SOUND-BY-SOUND routine below to blend words with digraphs sh and ch. 1. Say the first letters and sound. Display Letter Card sh and point to it. What are the letters? (sh) What sound? (/sh/) 2 Add the next letter and blend. Display Letter Card o next to sh and point to it. Sound? (/o/)
- **We do:** Scoop your index finger under the letters as children blend the sounds. Blend. (/shoo/) 3 Add the final letter and blend. Display Letter Card p next to o and point to it. Sound? (/p/) Point to the left of the word. Scoop your index finger under the letters as children blend the sounds. Blend. (/shoop/) 4 Read the word. Point to the left of the word. Quickly sweep your finger under the word and ask children to read it. What word? (shop) Connect the word to its meaning by giving a context sentence. My mom and I went to shop for a gift for my dad.
- **You do:** Repeat with the words below, saying the context sentence after children blend the sounds to read each word

WORD	CONTEXT SENTENCE
chat	I will chat with my grandma after school.
check	Martin will check under his bed to see if his cat is hiding there.
chop	Nicole helped her mom chop onions for soup.
ship	The ship sailed across the sea.
shut	We always shut the classroom door at the end of the day.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the initial sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Chicks](#)

Center 1: Practice reading and writing the Words to Know
[Know It Show It 163-164](#)

Center 2: Word work

Tell children that they will be sorting words by /sh/ and /ch/ sounds.

Words that start with /sh/

go under the shell. Words that start with /ch/ go under the chain Have children TURN AND TALK to think of words that start with /sh/ and /ch/. Then write the word on an index card. Have children use PICK AND POINT to identify the column in which the word belongs.

Example: Does shake have the beginning sound /sh/ or /ch/?place the word in the pocket chart where shake belongs.

Center 3: Independent Reading

- Decodable Text: [Chicks](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with initial sounds /sh/ and /ch/ in one-syllable words .
- Have students say the initial sounds as they write the letters.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.