## 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 singlesyllable 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 $/ \mathrm{I} /$, / $\mathrm{r} /$, or / $\mathrm{x} /$.)
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 46: Phonological Awareness (RF.K.2B), Phonics: letter C, c, P, p (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 47: Phonological Awareness (RF.K.2B), Phonics: letter C, c, P, p (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 48: Phonological Awareness (RF.K.2B), Phonics: letter C, c, P, p (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 49: Phonological Awareness (RF.K.2B), Phonics: letter short I (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 50: Phonological Awareness (RF.K.2B), Phonics: letter short I (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task |
| Lesson 51: Phonological Awareness (RF.K.2B), Phonics: letter short I (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 52: Phonological Awareness (RF.K.2B), Phonics: letter short I (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 53: Phonological Awareness (RF.K.2B), Phonics: letter short I (R.K.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 54: Phonological Awareness (RF.K.2B), Phonics: letter R, r, F, f (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 55: Phonological Awareness (RF.K.2B), Phonics: letter R, r, F, f (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task |
| Lesson 56: Phonological Awareness (RF.K.2B), Phonics: letter R, r, F, f (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 57: Phonological Awareness (RF.K.2B), Phonics: letter R, r, F, f (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 58: Phonological Awareness (RF.K.2B), Phonics: letter R, r, F, f (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 59: Phonological Awareness (RF.K.2B), Phonics: inflections -s (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 60: Phonological Awareness (RF.K.2B), Phonics: inflections -s (R.K.K.3.A), Centers (L.K.1.A), Daily Instructional Task |
| Lesson 61: Phonological Awareness (RF.K.2B), Phonics: inflections -s (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 62: Phonological Awareness (RF.K.2B), Phonics: inflections -s (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 63: Phonological Awareness (RF.K.2B), Phonics: inflections -s (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 64: Phonological Awareness (RF.K.2B), Phonics: letter G, g, K, k (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 65: Phonological Awareness (RF.K.2B), Phonics: letter G, g, K, k (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task |
| Lesson 66: Phonological Awareness (RF.K.2B), Phonics: letter G, g, K, k (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 67: Phonological Awareness (RF.K.2B), Phonics: letter G, g, K, k (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 68: Phonological Awareness (RF.K.2B), Phonics: letter G, g, K, k (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 69: Phonological Awareness (RF.K.2B), Phonics: short vowel o (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 70: Phonological Awareness (RF.K.2B), Phonics: short vowel o (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task |

## PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR

| Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: |
| Lesson 71: Phonological Awareness (RF.K.2B), Phonics: short vowel o (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 72: Phonological Awareness (RF.K.2B), Phonics: short vowel o (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 73: Phonological Awareness (RF.K.2B), Phonics: short vowel o (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 74: Phonological Awareness (RF.K.2B), Phonics: letters L, I, H, h (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 75: Phonological Awareness (RF.K.2B), Phonics: letters L, I, H, h (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task |
| Lesson 76: Phonological Awareness (RF.K.2B), Phonics: letters L, I, H, h (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 77: Phonological Awareness (RF.K.2B), Phonics: letters L, I, H, h (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 78: Phonological Awareness (RF.K.2B), Phonics: letters L, I, H, h (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 79: Phonological Awareness (RF.K.2B), Phonics: letters W, w, J, j (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 80: Phonological Awareness (RF.K.2B), Phonics: letters W, w, J, j (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task |
| Lesson 81: Phonological Awareness (RF.K.2B), Phonics: letters W, w, J, j (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 82: Phonological Awareness (RF.K.2B), Phonics: letters W, w, J, j (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 83: Phonological Awareness (RF.K.2B), Phonics: letters W, w, J, j (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 84: Phonological Awareness (RF.K.2B), Phonics: short vowel u (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 85: Phonological Awareness (RF.K.2B), Phonics: short vowel u (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task |
| Lesson 86: Phonological Awareness (RF.K.2B), Phonics: short vowel u (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 87: Phonological Awareness (RF.K.2B), Phonics: short vowel u (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 88: Phonological Awareness (RF.K.2B), Phonics: short vowel u (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 89: Phonological Awareness (RF.K.2B), Phonics: letters V, v, Y, y (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task | Lesson 90: Phonological Awareness (RF.K.2B), Phonics: letters V, v, Y, y (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task |

Lesson 46: 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 $c, p$.
- I am learning how to recognize the letters and sounds of Cc and Pp 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/, /m/, /s/, /t/, /b/,/n/, /d/, /k/, and /p/.


## Success Criteria:

- I can recognize the letters and sounds of Cc and Pp 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 $a, m, s, t, b, n, d, c$, and $p$.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a rhyming game.

Remind students that rhyming words are words with the same ending sound. I will say a sentence and you will choose the correct rhyme to complete the sentence. Listen:

- The flea jumped off the log / tree. (tree)
- The ball rolled down the hall / stairs. (hall)
- We do: With students practice the following:
- The toad hopped down the road / side. (road)
- The bees are alive in the hole / hive. (hive)
- You do: Tell students to try the following words, independently. Now, I will read some sentences and you will complete the sentences with the correct rhyme.
- The bell almost dropped / fell. (fell)
- He threw the ball against the wall / house. (wall)
- Ask students to come up with their own two words that rhyme.


## Phonics

- Review: Display the Cc 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 Cc sound. As you write the letter Cc, say Cc /k/ like in cat, act, Eric.


- 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 $/ \mathrm{k} /$ and no to those that do not. Have students listen to the sound they hear as you say multiple words; saying yes to the words that have the sound / $\mathrm{k} /$ then, identify where the sound is being heard, beginning, middle, or end of the word. Use a pocket chart to model beginning, middle, and end. Say:
- candle (yes)
- bread (no)
- We do: Have students say yes if they hear a word that has the sound $/ \mathrm{k} /$. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound $/ k /$ then, identify where the sound is being heard, beginning, middle, or end of the word.
- camp (yes)
- game (no)
- card (yes)
- cars (yes)
- Follow the above steps for the letter $\mathrm{Pp} / \mathrm{p} /-$ porcupine, rope, drop.

- 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 Pp Aa Mm. Model blending the word "Pam", use your finger and slide across while saying /p/ /ă/ /m/ Pam.

We do: Have students practice this blending task by displaying Blend and Read 2.4. 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.
- Sap, sad, bad
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript $\mathrm{Cc}, \mathrm{Pp}$ worksheet from HMH.



## 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: c and p .
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants $c$ and $p$ while saying the sound.
4. Students use paint to form the letters and the words they will be exposed to in the centers and decodable text.
5. Have students partner and read pre decodable text. Model as needed.
6. Pre Decodable Texts: Cc and Pp.


## Center 1: Consonants c, p

Practice consonants and blending through the following worksheets. Know It, Show It


## Center 2: Word work

Picture sort words that begin with $c$ on one side and words that begin with $p$ on the other side.


## Center 3: Independent Reading

1. Read the pre decodable texts, $\underline{\mathrm{Cc} \text { and } \mathrm{Pp} \text {. }}$
2. Then read it to your partner.
3. Then listen to your partner read it to you.

Center 3: Lexia


## Part 3: Daily Instructional Task

1. Dictate the words pad, cap, sad, bad
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 47: 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 $c, p$.
- I am learning how to recognize the letters and sounds of Cc and Pp 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/, /m/, /s/, / $\mathrm{t} / \mathrm{/} / \mathrm{b} /, / \mathrm{n} /$, /d/, /k/, and /p/.


## Success Criteria:

- I can recognize the letters and sounds of Cc and Pp 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 $a, m, s, t, b, n$, $d, c$ and $p$.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a rhyming game. Remind students that rhyming words are words with the same ending sound. I will say a sentence and you will choose the correct rhyme to complete the sentence. Listen:
- I laid my head on the sofa / bed. (bed)
- The dog ate the hotdogs off the plate / napkin. (plate)
- We do: With students practice the following:
- The baby is now walking and talking / sitting. (talking)
- The humming is getting / coming closer. (coming)
- You do: Tell students to try the following words, independently. Now, I will read some sentences and you will complete the sentences with the correct rhyme.
- We heard the duck / bird singing. (bird)
- The bell will chime right on time / start. (time)
- Ask students to come up with their own two words that rhyme.


## Phonics

- Review: Display the Cc 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 Cc sound. As you write the letter Cc, say Cc /k/ like in cat, act, Eric.

- 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 /k/ and no to those that do not. Have students listen to the sound they hear as you say multiple words; saying yes to the words that have the sound $/ \mathrm{k} /$ then, identify where the sound is being heard, beginning, middle, or end of the word. Use a pocket chart to model beginning, middle, and end. Say:
- care (yes)
- lunch (no)
- We do: Have students say yes if they hear a word that has the sound $/ \mathrm{k} /$. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound $/ \mathrm{k} /$ then, identify where the sound is being heard, beginning, middle, or end of the word.
- bike (no)
- call (yes)
- came (yes)
- catch (yes)
- Follow the above steps for the letter $\mathrm{Pp} / \mathrm{p} /-$ porcupine, rope, drop.

- 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 Cc Aa Tt. Model blending the word "cat", use your finger and slide across while saying /c/ /ă/ /t/ cat.
- We do: Have students practice this blending task by displaying Blend and Read 2.4. 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.
- Can, pan, pad
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Cc, Pp worksheet from HMH .



## 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: c and p .
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants $c$ and $p$ while saying the sound.
4. Present students with several pictures that share sounds (cat, camel, cap; pig, pat, pan). Students state each word aloud and then identify the sound that the words have in common.
5. Have students partner and read pre decodable text. Model as needed.
6. Pre Decodable Texts: Cc and Pp .


## Center 1: Consonants c, p

Practice consonants and blending through the following worksheets. Know It, Show It


## Center 2: Word work

Picture sort words that begin with $c$ on one side and words that begin with $p$ on the other side.


## Center 3: Independent Reading

1. Read the pre decodable texts, Cc and Pp .

2. Then read it to your partner.
3. Then listen to your partner read it to you.

## Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the words bat, map, sat, tab
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 48: 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 $c, p$.
- I am learning how to recognize the letters and sounds of Cc and Pp 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/, /m/, /s/, /t/, /b/, /n/, /d/, / k/, and /p/.


## Success Criteria:

- I can recognize the letters and sounds of Cc and Pp 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 ă, $m, s, t, b, n, d, c$, and $p$.


## Part 1: Assessment

1. Assess students' knowledge of rhyming words.
2. Tell students that you will say two words and they will circle the set that rhymes. Say the following words:
3. Face, place
4. Boat, coat
5. In, out
6. Ball, call
7. Red, yellow
8. Ask students to circle the rhyming word that completes the sentence:
9. The bump left a lump / mark. (lump)
10. As I left, grandma gave me a hug / wave. (wave)
11. We will stay for one day / hour. (day)
12. Give each student a word list and ask them to circle each word that has a Cc or Pp in them.
13. cap, cat, toy, rope, map, pan, love, bat, car, pencil
14. Have students write the following words:
15. cab
16. pad
17. Tam
18. sad

## Part 2: Reading Pre Decodable Texts

1. Invite students to partner read, See the Cat Nap and Mac the Cat.
2. Spend time during this period listening to students read the pre decodable texts: See the Cat Nap and Mac the Cat.
3. Record your findings.

Lesson 49: Phonological Awareness (RF.K.2B), Phonics: short i (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 short i.
- I am learning how to recognize the letters and sounds of short i 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/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /ǐ/.


## Success Criteria:

- I can recognize the letters and sounds of short i.
- I can correctly write dictated letters while saying their sounds.
- I can identify rhyming words.
- I can say and write the sound-spelling of $a, m, s, t, b, n, d, c, p$, ǐ and ī.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a rhyming game. Remind students that rhyming words are words with the same ending sound. I will say a sentence and you will choose the correct rhyme to complete the sentence. Listen:
- Look at the skin on my arm / chin. (chin)
- I had to scrub the dirty tub/sink. (tub)
- We do: With students practice the following:
- Can I step on the bug that is on the floor/rug? (rug)
- Juan had a coat that he left in the boat/class. (boat)
- You do: Tell students to try the following words, independently. Now, I will read some sentences and you will complete the sentences with the correct rhyme.
- She wanted to sell her silver glass/bell (bell)
- Mom found the bread that was under the bed/chair. (bed)
- Ask students to come up with their own two words that rhyme.


## Phonics

- Review: Display the li letter card. Ask students to say the sound short i as they write the letter.
- I do: Display the li letter card. Model for students how to write and say the li sound. As you write the letter
li, say li like the beginning of igloo.
- Contrast the short i and long i sound.
- Contrast the long and short vowel sounds. Say the long i sound and have students repeat it. The long $i$ sound is the same as the letter's name: /I/. Say the long i sound with me: /I/. Now close your mouth a bit and say the short i sound. Repeat.

- We do: Ask students to say the letter names, sounds, 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 short /i/ and no to those that do not. Have students listen to the sound they hear as you say multiple words; saying yes to the words that have the sound short /i/ then, identify where the sound is being heard, beginning, middle, or end of the word. Use a pocket chart to model beginning, middle, and end. Say:
- iguana (yes)
- pit (yes)
- tin (yes)
- wet (no)
- We do: Have students say yes if they hear a word that has the short /i/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound short / $\mathrm{i} /$ then, identify where the sound is being heard, beginning, middle, or end of the word.
- fake (no)
- hug (no)
- igloo (yes)
- ship (yes)
- Follow the above steps for the long i sound- bike, swipe, ice.
- 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 Ss li Tt. Model blending the word "sit", use your finger and slide across while saying /s/ $\mathrm{I} / \mathrm{t} /-$ sit.

- We do: Tell students that they will be blending words with you. Display the letter cards Tt li Nn with students, blend the word "tin", use your finger and slide across while saying with students /t/ $/ \mathrm{I} / \mathrm{n} / \mathrm{pad}$.
- Blend the words: bit, in, pin, sip
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Lit, fin, bid
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript li, worksheet from HMH.



## 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 short vowel sound $i$.
- Model again and have students mimic you. Correct as needed.
- Have students write consonants $c$ and $p$ while saying the sound.
- Have students partner and read pre decodable text. Model as needed.
- Pre Decodable Texts: Sid



## Center 1: Short li

Practice consonants and blending through the following worksheets. Know it. Show It.

## Center 2: Word work



Picture sort words that have a long i sound on one side and the short i sound on the other side.


## Center 3: Independent Reading

- Read the pre decodable text, $\underline{\text { Sid }}$

- 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 letter li.
- 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 50: Phonological Awareness (RF.K.2B), Phonics: short i (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 short i.
- I am learning how to recognize the letters and sounds of short i 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/,/m/,/s/,/t/,/b/,/n/, / d/, /k/, /p/, /ǐ/.


## Success Criteria:

- I can recognize the letters and sounds of short i.
- I can correctly write dictated letters while saying their sounds.
- I can identify rhyming words.
- I can say and write the sound-spelling of ă, $m, s, t, b, n, d, c, p, i ̌$ and ī.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a rhyming game. Remind students that rhyming words are words with the same ending sound. I will say a sentence and you will choose the correct rhyme to complete the sentence. Listen:
- To your right, you will see a book/kite (kite)
- Kashon had a little owl on his beach towel/ball (towel)
- We do: With students practice the following:
- We thought the food during lunch was good/terrible (good).
- The funny king likes to loudly talk/sing. (talk)
- You do: Tell students to try the following words, independently. Now, I will read some sentences and you will complete the sentences with the correct rhyme.
- There is a small fan in the green boat/van. (van)
- I smell the rose with my nostril/nose. (nose)
- Ask students to come up with their own two words that rhyme.


## Phonics

- Review: Display the li letter card. Ask students to say the sound short i as they write the letter.
- I do: Display the li letter card. Model for students how to write and say the II sound. As you write the letter li say i like the beginning of ick.
- Contrast the short i and long i sound.
- Contrast the long and short vowel sounds. Say the long i sound and have students repeat it. The long i sound ois the same as the letter's name: /I/. Say the long i sound with me: /I/. Now close your mouth a bit and say the short i sound. Repeat.
- We do: Ask students to say the letter names, sounds, 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 short $i$ and no to those that do not. Have students listen to the sound they hear as you say multiple words; saying yes to the words that have the sound short / $\mathrm{i} /$ then, identify where the sound is being heard, beginning, middle, or end of the word. Use a pocket chart to model beginning, middle, and end. Say:

```
- pug (no)
```

- wit (yes)
- We do: Have students say yes if they hear a word that has the short i. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound short /i/ then, identify where the sound is being heard, beginning, middle, or end of the word.
- cat (no)
- dog (no)
- whip (yes)
- insect (yes)
- Follow the above steps for the long i sound- mice, kite, side.

- 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 Ss li Tt. Model blending the word "sit", use your finger and slide across while saying / k/ /i/t/ - kit.
- We do: Tell students that they will be blending words with you. Display the letter cards ft li Nn with students, blend the word "tin", use your finger and slide across while saying with students /f/ /i/n/ pad.
- Blend the words: sit, kin, pin, pit
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Kid, mit, sip
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript li, worksheet from HMH .

- We do: Ask students to say the letter name, sound, and write the letter with you 3 times.


## 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 vowel sound: short i
- Model again and have students mimic you. Correct as needed.
- Have students write consonants $c$ and $p$ while saying the sound.
- Students use liquid school glue and form letters by squeezing the bottle using the correct strokes for each letter. Before the glue dries, sprinkle materials like coffee grounds, glitter, or sea salt.
- Have students partner and read pre decodable text. Model as needed.
- Pre Decodable Texts: Sid



## Center 1:

Practice rhyming and sorting words with short vowels through the following worksheets. Know It, Show It


## Center 2: Word work

Picture sort words that have a long i sound on one side and the short i sound on the other side.


## Center 3: Independent Reading

- Read the pre decodable text, $\underline{\text { Sid }}$

- 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 li.
- 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 51: Phonological Awareness (RF.K.2B), Phonics: short i (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 short i.
- I am learning how to recognize the letters and sounds of short i 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/, /m/, /s/, /t/, /b/,/n/, /d/, /k/, /p/, / ̌/.


## Success Criteria:

- I can recognize the letters and sounds of short i.
- I can correctly write dictated letters while saying their sounds.
- I can identify rhyming words.
- I can say and write the sound-spelling of ă, $m, s, t, b, n, d, c, p, ~ i ̌ . ~$


## Part 1: Direct Instruction

## Phonological Awareness

- I do: Tell students they will be playing a rhyming game. Remind students that rhyming words are words with the same ending sound. I will say a sentence and you will choose the correct rhyme to complete the sentence. Listen:
- Is that a flag in your desk/bag?. (bag)
- Asim did his best on the test/quiz. (best)
- We do: With students practice the following:
- We took a trip on a boat/ship. (ship)
- I wish I was allowed to have dog/fish. (fish)
- You do: Tell students to try the following words, independently. Now, I will read some sentences and you will complete the sentences with the correct rhyme.
- There is a big star on his book/car. (car)
- Hector's drink is a bright pink/blue. (pink)
- Ask students to come up with their own two words that rhyme.


## Phonics

- Review: Display the li letter card. Ask students to say the sound short i as they write the letter.
- I do: Display the li letter card. Model for students how to write and say the II sound. As you write the letter li say i like the beginning of ick. Other words with the short i sound: inchword, mit, ship

- 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 short $\mathrm{i} / \overline{\mathrm{I}} /$ and no to those that do not. Have students listen to the sound they hear as you say multiple words; saying yes to the words that have the sound short i /i/then, identify where the sound is being heard, beginning, middle, or end of the word. Use a pocket chart to model beginning, middle, and end. Say:
- big (yes)
- dish (yes)
- dash (no)
- inside (yes)
- We do: Have students say yes if they hear a word that has the sound /i//. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound short $\mathrm{i} / \mathrm{i} /$ then, identify where the sound is being heard, beginning, middle, or end of the word.

```
- fig (yes)
- kind (no)
- thin (yes)
- wind (yes)
```

- Add review sounds as needed.
- 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 /p/ /ĩ/ /n/. pin Model blending the word "Pam", use your finger and slide across while saying /d/ /i//p/ dip.
- We do: Have students practice this blending task by sharing the words on the list and blending the word with the students. Provide a sentence for context.

| WORD | CONTEXT SENTENCE |
| :---: | :--- |
| bit | Jeremy bit into his sandwich. |
| in | We have a lot of books in our classroom. |
| pin | Nadiya likes to pin flowers on her dresses. |
| pit | A pit is a hole in the ground. |
| sip | I sip my tea slowly because it is hot. |

- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Him, kiss, fig, sip
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript li worksheet from HMH.



## 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: $c$ and $p$.
- Model again and have students mimic you. Correct as needed.
- Have students write consonants c and p while saying the sound.
- Have students partner and read pre decodable text. Model as needed.
- Read the pre decodable text, Sid and Sid Bit It



## Center 1:

Practice rhyming and sorting words with short vowels through the following worksheets. Know It, Show It


## Center 2: Word work

Picture sort words that have a long i sound on one side and the short i sound on the other side.


## Center 3: Independent Reading

- Read the pre decodable texts, Sid and Sid Bit 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 the words pin, tin, dim, bin
- 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 52: Phonological Awareness (RF.K.2B), Phonics: short i (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 short i.
- I am learning how to recognize the letters and sounds of short i 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/, /m/, /s/, /t/, /b/, /n/, / d/, /k/, /p/, / $/$ / .


## Success Criteria:

- I can recognize the letters and sounds of short i.
- I can correctly write dictated letters while saying their sounds.
- I can identify rhyming words.
- I can say and write the sound-spelling of $a, m, s, t, b, n, d, c, p$, ǐ.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a rhyming game. Remind students that rhyming words are words with the same ending sound. I will say a sentence and you will choose the correct rhyme to complete the sentence. Listen:
- What is the shape of the big grape/circle? (grape)
- The hen walked into my friend's kitchen/den. (den)
- We do: With students practice the following:
- The boiling pot was very heavy/hot. (hot)
- I need to learn how to plan a rose/fern. (fern)
- You do: Tell students to try the following words, independently. Now, I will read some sentences and you will complete the sentences with the correct rhyme.
- Kyrie bought a skirt and a blouse/shirt. (shirt)
- The cap and the map/book are in my desk. (map)
- Ask students to come up with their own two words that rhyme.


## Phonics

- Review: Display the li letter card. Ask students to say the sound short i as they write the letter.
- I do: Display the li letter card. Model for students how to write and say the short i sound. As you write the letter
li say i like the beginning of ick. Other words with the short i sound: inchworm, mit, ship
- 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 short i sound. and no to those that do not. Have students listen to the sound they hear as you say multiple words; saying yes to the words that have the sound short i /ǐ/then, identify where the sound is being heard, beginning, middle, or end of the word. Use a pocket chart to model beginning, middle, and end. Say:
- inside (yes)
- lip (yes)
- little (yes)
- movie (no)
- We do: Have students say yes if they hear a word that has the sound /i/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound short i /i/then, identify where the sound is being heard, beginning, middle, or end of the word.

```
- apricot (yes)
- into (yes)
- video (yes)
- water (no)
```

- 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 Sh ǐ p. Model blending the word "cat", use your finger and slide across while saying rip.
- We do: Have students practice this blending task by sharing the words on the list and blending the word with the students. Provide a sentence for context.

| WORD | CONTEXT SENTENCE |
| :---: | :--- |
| bit | Jeremy bit into his sandwich. |
| in | We have a lot of books in our classroom. |
| pin | Nadiya likes to pin flowers on her dresses. |
| pit | A pit is a hole in the ground. |
| sip | I sip my tea slowly because it is hot. |

- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Fig, bid, lid
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript li, worksheet from HMH .



## 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: $c$ and $p$.
- Model again and have students mimic you. Correct as needed.
- Have students write consonants $c$ and $p$ while saying the sound.
- Have students partner and read pre decodable text. Model as needed.
- Pre Decodable Texts: Sid and Sid Bit It



## Center 1: Rhyming and Short i

Practice rhyming and sorting words with short vowels through the following worksheets. Know It, Show It


## Center 2: Word work

Picture sort words that have a long i sound on one side and the short i sound on the other side.


## Center 3: Independent Reading

- Read the pre decodable texts, Sid and Sid Bit It

- 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 words sip, mit, sit, bit
- 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 53: Phonological Awareness (RF.K.2B), Phonics: short i (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 short i.
- I am learning how to recognize the letters and sounds of short i 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/, /m/, /s/, /t/, /b/, /n/, / d/, /k/, /p/, / $/$ / .


## Success Criteria:

- I can recognize the letters and sounds of short i.
- I can correctly write dictated letters while saying their sounds.
- I can identify rhyming words.
- I can say and write the sound-spelling of ă, m, s, t, b, n, d, c, p, i.

Part 1: Assessment

- Assess students' knowledge of rhyming words.
- Tell students that you will say two words and they will circle the set that rhymes. Say the following words:
- goat, float
- ship/chip
- bottom/top
- cat/rat
- plan/went
- Ask students to circle the rhyming word that completes the sentence:
- With each warm day, I want to run/play. (play)
- Together we will fly all the way up to the sky/cloud. (sky)
- Jaylin can spell his words very bad/well, (well)
- Give each student a word list and ask them to circle each word that has a Cc or Pp in them.
- cap, cat, toy, rope, map, pan, love, bat, car, pencil
- Have students write the following words:

[^0]
## Part 2: Reading Pre Decodable Texts

- Invite students to partner read, Sid and Sid Bit It
- Spend time during this period listening to students read the pre decodable texts: Sid and Sid Bit It
- Record your findings.

Lesson 54: Phonological Awareness (RF.K.2B), Phonics: letters R, r, F, f (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 $r$, $f$.
- I am learning how to recognize the letters and sounds of Rr and Ff in a word.
- I am learning how to identify initial sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, / p/,/r/,/f/.


## Success Criteria:

- I can recognize the letters and sounds of Rr and Ff in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify initial sounds.
- I can say and write the sound-spelling of ă, $\mathrm{i}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}, \mathrm{c}, \mathrm{p}$, $r, f$.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing an initial sound game. An initial sound is the beginning sound you hear in a word. Tell students that they will identify the initial sounds of words. However, the sound must match the word I say. I will say a word and you will say yes to words that begin with the same initial sound. Listen: The word is mom.

```
- month (yes)
- monkey (yes)
- bath (no)
- couch(no)
```

- We do: With students practice the following: The word is bat.
- bicycle (yes)
- boy (yes)
- cup (no)
- bed (yes)
- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the same initial sound and no if it does not. The word is summer.
- table (no)
- silent (yes)
- smile (yes)
- number (no)


## Phonics

- Review: Display the Rr letter card. Ask students to say the sound as they write the letter.
- I do: Display the Rr letter card. Model for students how to write and say the Rr sound. As you write the letter Rr , say $\mathrm{Rr} / \mathrm{r} /$ like in rhinoceros, sorry, actor.


## Rr

- 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 $/ \mathrm{r} /$ and no to those that do not. Say:

```
- rabbit (yes)
- pillow (no)
```

- We do: Have students say yes if they hear a word that has the sound $/ r /$.

```
- run (yes)
- team (no)
- real (yes)
- red (yes)
```

- Follow the above steps for the letter $\mathrm{Ff} / \mathrm{p} /-\mathrm{fish}$, wolf, perfect

- 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 li Pp. Model blending the word "rip", use your finger and slide across while saying /r/ /i//p/ rip.

- We do: Tell students that they will be blending words with you. Display the letter cards Ff Aa Nn. With students, blend the word "fan", use your finger and slide across while saying with students /f/ /ă/ /n/ fan.
- Blend the words: fin, rat
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Rib, film, flan
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Rr, Ff worksheet from HMH.



## 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: $r$ and $f$.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants $r$ and $f$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Tab Ran!.


## Center 1: Consonants r, f

Practice consonants and blending through the following worksheets. Know It, Show It; Build Words


## Center 2: Word work

Picture sort words that begin with $r$ on one side and words that begin with $f$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Tab Ran!.
2. Then read it to your partner.

3. Then listen to your partner read it to you.

## Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the letters Rr, Ff.
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 55: Phonological Awareness (RF.K.2B), Phonics: letters R, r, F, f (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 r, f.
- I am learning how to recognize the letters and sounds of Rr and Ff in a word.
- I am learning how to identify initial sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i//, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/,/r/,/f/.


## Success Criteria:

- I can recognize the letters and sounds of Rr and Ff in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify initial sounds.
- I can say and write the sound-spelling of $a ̆, ~ \breve{1}, m, s, t, b, n, d, c$, $\mathrm{p}, \mathrm{r}, \mathrm{f}$.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing an initial sound game. An initial sound is the beginning sound you hear in a word. Tell students that they will identify the initial sounds of words. However, the sound must match the word I say. I will say a word and you will say yes to words that begin with the same initial sound. Listen: The word is ten.
- time (yes)
- teeth (yes)
- book (no)
- pencil (no)
- We do: With students practice the following: The word is nine.
- new (yes)
- nice (yes)
- cook (no)
- bowl (yes)
- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the same initial sound and no if it does not. The word is dinner.
- take (no)
- Denver (yes)
- damp (yes)
- none (no)


## Phonics

- Review: Display the Rr letter card. Ask students to say the sound as they write the letter.
- I do: Display the Rr letter card. Model for students how to write and say the $R r$ sound. As you write the letter $R r$, say $R r / r /$ like in rhinoceros, sorry, actor.

- 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 $/ \mathrm{r} /$ and no to those that do not. Say:

```
- raccoon (yes)
- puppy (no)
```

- We do: Have students say yes if they hear a word that has the sound /r/.
- ran (yes)
- think (no)
- rice (yes)
- river (yes)
- Follow the above steps for the letter Ff/p/- fish, wolf, perfect


1. 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 $\operatorname{Rr} \mathrm{Aa} \mathrm{Gg}$. Model blending the word "rag", use your finger and slide across while saying /r/ /ă/ /g/ rag.
2. We do: Tell students that they will be blending words with you. Display the letter cards Ff li Bb . With students, blend the word "fib", use your finger and slide across while saying with students /f/ /i//b/ fib.

- Blend the words: rust, fig
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Fit, rip, fat
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Rr, Ff worksheet from HMH .



## 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: $r$ and $f$.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants $r$ and $f$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Tab Ran!.


## Center 1: Consonants r, f

Practice consonants and blending through the following worksheets.
Know It, Show It; Build Words

XCut out the letten so buld wordh.

| $a$ | $f$ | $i$ |
| :--- | :--- | :--- |
| $n$ | $r$ | $t$ |
| $a$ | $f$ | $i$ |
| $n$ | $r$ | $t$ |
| $a$ | $f$ | $i$ |
| $n$ | $r$ | $t$ |
| $a$ | $f$ | $i$ |
| $n$ | $r$ | $t$ |

## Center 2: Word work

Picture sort words that begin with $r$ on one side and words that begin with $f$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Tab Ran!.

2. Then read it to your partner.
3. Then listen to your partner read it to you.

## Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the letters Rr, Ff.
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 56: Phonological Awareness (RF.K.2B), Phonics: letters R, r, F, f (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 r, f.
- I am learning how to recognize the letters and sounds of Rr and Ff in a word.
- I am learning how to identify initial sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i/, /m/, /s/, /t/, /b/,/n/, /d/, /k/, / p/,/r/,/f/.


## Success Criteria:

- I can recognize the letters and sounds of Rr and Ff in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify initial sounds.
- I can say and write the sound-spelling of ă, $\mathrm{l}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}, \mathrm{c}, \mathrm{p}, \mathrm{r}$, f.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing an initial sound game. An initial sound is the beginning sound you hear in a word. Tell students that they will identify the initial sounds of words. However, the sound must match the word I say. I will say a word and you will say yes to words that begin with the same initial sound. Listen: The word is cake.
- clock (yes)
- candle (yes)
- bye (no)
- tire (no)
- We do: With students practice the following: The word is pants.
- plant (yes)
- puzzle (yes)
- hair (no)
- walk (no)
- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the same initial sound and no if it does not. The word is moon.

```
- talk (no)
- man (yes)
- mountain (yes)
- cry (no)
```


## Phonics

- Review: Display the Rr letter card. Ask students to say the sound as they write the letter.
- I do: Display the Rr letter card. Model for students how to write and say the Rr sound. As you write the letter Rr , say $\mathrm{Rr} / \mathrm{r} /$ like in rhinoceros, sorry, actor.

- 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 $/ r /$ and no to those that do not. Say:
- rainbow (yes)
- open (no)
- We do: Have students say yes if they hear a word that has the sound /r/.
- rain (yes)
- close (no)
- rinse (yes)
- raspberries (yes)
- Follow the above steps for the letter Ff/p/- fish, wolf, perfect

- 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 Aa Mm. Model blending the word "ram", use your finger and slide across while saying /r/ /ă/ /m/ ram.
- We do: Have students practice this blending task by displaying Blend and Read 3.2. 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.

|  |  |  | ${ }^{\text {silond }}$ |
| :---: | :---: | :---: | :---: |
| Words with r and f |  |  |  |
| - ram | rat | rim | rip |
| (3) fit | fin | fan | fat |
| - cat | bin | mad | sit |
| - She ran to the fan. |  |  |  |

- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Rad, fad, fans
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Rr, Ff worksheet from HMH.



## 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: $r$ and $f$.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants $r$ and $f$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Can It Fit?.


## Center 1: Consonants r, f

Practice consonants and blending through the following worksheets. Know It, Show It; Build Words


## Center 2: Word work

Picture sort words that begin with $r$ on one side and words that begin with $f$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Can It Fit?.

2. Then read it to your partner.
3. Then listen to your partner read it to you.

## Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the words rat, tar, fab, fib, mars
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 57: Phonological Awareness (RF.K.2B), Phonics: letters R, r, F, f (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 r, f.
- I am learning how to recognize the letters and sounds of Rr and Ff in a word.
- I am learning how to identify initial sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i//,/m/, /s/, /t/, /b/, /n/, /d/, /k/, / $\mathrm{p} /, / \mathrm{r} /$, /f/.


## Success Criteria:

- I can recognize the letters and sounds of Rr and Ff in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify initial sounds.
- I can say and write the sound-spelling of ă, $\mathfrak{i}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}, \mathrm{c}, \mathrm{p}$, $r, f$.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing an initial sound game. An initial sound is the beginning sound you hear in a word. Tell students that they will identify the initial sounds of words. However, the sound must match the word I say. I will say a word and you will say yes to words that begin with the same initial sound. Listen: The word is star.
- Samantha (yes)
- same (yes)
- door (no)
- blanket (no)
- We do: With students practice the following: The word is ticket.
- tight (yes)
- tease (yes)
- gate (no)
- tooth (yes)
- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the same initial sound and no if it does not. The word is brave.

```
- brother (yes)
- bake (yes)
- blanket (yes)
- lamp (no)
```


## Phonics

- Review: Display the Rr letter card. Ask students to say the sound as they write the letter.
- I do: Display the Rr letter card. Model for students how to write and say the Rr sound. As you write the letter Rr , say $\mathrm{Rr} / \mathrm{r} /$ like in rhinoceros, sorry, actor.


## Rr

- 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 $/ r /$ and no to those that do not.
Say:
- rake (yes)
- piano (no)
- Follow the above steps for the letter Ff /p/- fish, wolf, perfect

- 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 Aa Nn. Model blending the word "ran", use your finger and slide across while saying /r/ /ă/ $n /$ ran.
- We do: Have students practice this blending task by displaying Blend and Read 3.2. 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.
- Fat, fit, rip
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Rr, Ff worksheet from HMH.



## 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: $r$ and $f$.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants $r$ and $f$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Can It Fit?.


## Center 1: Consonants r, f

Practice consonants and blending through the following worksheets. Know It, Show It; Build Words


## Center 2: Word work

Picture sort words that begin with $r$ on one side and words that begin with $f$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Can It Fit?.

2. Then read it to your partner.
3. Then listen to your partner read it to you.

## Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the words rat, tar, fab, fib, mars
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 58: Phonological Awareness (RF.K.2B), Phonics: letters R, $r$, F, f (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 $r$, $f$.
- I am learning how to recognize the letters and sounds of Rr and Ff in a word.
- I am learning how to identify initial sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i//,/m/,/s/, /t/, /b/, /n/, /d/, / k/, /p/, /r/, /f/.


## Success Criteria:

- I can recognize the letters and sounds of Rr and Ff in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify initial sounds.
- I can say and write the sound-spelling of ă, $\mathrm{i}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}, \mathrm{c}, \mathrm{p}$, r, f.


## Part 1: Assessment

1. Assess students' knowledge of initial sounds.
2. Tell students that you will say a word and they will circle the word that begins with the same initial sound.
3. Say: newt
4. Nana
5. Neptune
6. ball
7. yellow
8. never
9. Say: fish
10. finger
11. bus
12. foot
13. finish
14. diaper
15. Give each student a word list and ask them to circle each word that has a Rr or Ff in them.
16. Right, car, fan, friend, map, Pam, ramp, far, bite, buff
17. Have students write the following words:
18. ram
19. fit
20. tar
21. pat
22. rip
23. fab

## Part 2: Reading Decodable Texts

1. Invite students to partner read, Tab Ran! and Can It Fit?.
2. Spend time during this period listening to students read the decodable texts: Tab Ran! and Can It Fit?.
3. Record your findings.

Lesson 59: Phonological Awareness (RF.K.2B), Phonics: inflections -s
(RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters
(L.K.1.A)

## Learning Intentions:

- I am learning the inflections $-\mathrm{s} / \mathrm{s} /$ and $/ \mathrm{z} /$.
- I am learning how to recognize alliteration.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, / $/ /, / \mathrm{m} /, / \mathrm{s} /, / \mathrm{t} / \mathrm{l} / \mathrm{b} /, / \mathrm{n} /$, /d/, /k/, / p/, /r/, /f/.


## Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify alliteration.
- I can say and write the sound-spelling of $a ̆, ~ \breve{l}, m, s, t, b, n, d, c, p, r$, f.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing an alliteration game. Alliteration is when an initial sound is repeated throughout a sentence. Tell students that they will identify the sentence that has a repeated initial sound; if so, they will say yes, if not, they will say no. I will say a sentence and you will say yes for alliteration or no if it does not have a repeated initial sound. Listen:
- The daring dog dives deep. (yes)
- Kevin and Maria fly to the moon on Saturday. (no)
- We do: With students practice the following:
- Sammy and Sandy sing songs about sailing. (yes)
- Quinn and Ming drive a purple train. (no)

You do: Tell students to try the following sentences, independently. Now, I will say a sentence and you will say yes for alliteration or no if it does not have a repeated initial sound.

- Grace and Glen gallop the galaxy with glee. (yes)
- Jenny and Jimmy juggle jars of jam. (yes)


## Phonics

- Review: Display the Ss letter card. Ask students to say the sound as they write the letter. Tell students that the letter Ss can make two sounds, /s/ and /z/, when at the end of a word.
- I do: Display the Ss letter card. Model for students how to write and say the Ss sound. As you write the letter Ss say Ss/s/ /z/ like in cats, bats, fans, bibs

- 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. Ask students to decipher whether the ending sound is $/ \mathrm{s} /$ or $/ \mathrm{z} /$.

```
- Balls /z/
- Astronauts/s/
```

- We do: Have students decipher whether the ending sound is /s/ or $/ \mathrm{z} /$.
- Bears /z/
- Boats/s/
- Cups/s/
- Chairs/z/
- 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 Aa Tt Ss. Model blending the word "bats", use your finger and slide across while saying /b/ /ă/ /t/ /s/ bats.

- We do: Tell students that they will be blending words with you. Display the letter cards Cc Aa Bb Ss. With students, blend the word "cabs", use your finger and slide across while saying with students /c/ /ă/ /b/ /s/ cabs.
- Blend the words: fins, maps
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.


## 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 inflection sounds: $-\mathrm{s} / \mathrm{s} /$ and $/ \mathrm{z} /$.
2. Model again and have students mimic you. Correct as needed.
3. Have students write inflection sounds /s/ and /z/ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Cans in Bins


Center 1: Consonants m, s, t, b, n, d, c, p, r, f, -s /z/, /s/
Practice consonants, blending, and building words through the following worksheets.


## Center 2: Word work

Picture sort words that ends with $/ s$ / on one side and words that ends with $/ z$ / on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Cans in Bins

2. Then read it to your partner.
3. Then listen to your partner read it to you.

## Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the words: cats, maps, cans, fins
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 60: Phonological Awareness (RF.K.2B), Phonics: inflections -s (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

## Learning Intentions:

- I am learning the inflections $-\mathrm{s} / \mathrm{s} /$ and $/ \mathrm{z} /$.
- I am learning how to recognize alliteration.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, / $/ /, / \mathrm{m} /, / \mathrm{s} /, / \mathrm{t} /, / \mathrm{b} /, / \mathrm{n} /$, /d/, / k/, /p/,/r/,/f/.


## Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify alliteration.
- I can say and write the sound-spelling of ă, $1, \mathrm{~m}, \mathrm{~s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}, \mathrm{c}, \mathrm{p}$ r, f.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing an alliteration game. Alliteration is when an initial sound is repeated throughout a sentence. Tell students that they will identify the sentence that has a repeated initial sound; if so, they will say yes, if not, they will say no. I will say a sentence and you will say yes for alliteration or no if it does not have a repeated initial sound. Listen:
- The big bat bumped his bed. (yes)
- We are going to dinner tomorrow. (no)
- We do: With students practice the following:
- We went to Walmart last Wednesday. (yes)
- Maria sat on the curb waiting for the bus. (no)
- You do: Tell students to try the following sentences, independently. Now, I will say a sentence and you will say yes for alliteration or no if it does not have a repeated initial sound.
- Fran flew from Florida to France . (yes)
- Peter petted the puppy on the paw. (yes)


## Phonics

- Review: Display the Ss letter card. Ask students to say the sound as they write the letter. Tell students that the letter Ss can make two sounds, $/ \mathrm{s} /$ and $/ \mathrm{z} /$, when at the end of a word.
- I do: Display the Ss letter card. Model for students how to write and say the Ss sound. As you write the letter Ss say Ss / $\mathrm{s} / \mathrm{/z} /$ like in cats, bats, fans, bibs

- 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. Ask students to decipher whether the ending sound is $/ \mathrm{s} /$ or $/ \mathrm{z} /$.
- chairs /z/
- pats/s/
- We do: Have students decipher whether the ending sound is $/ \mathrm{s} / \mathrm{or} /$ z/.
pens/z/
- rabbits/s/
- rakes/s/
- pigs/z/
- 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 Tt li Nn Ss. Model blending the word "tins", use your finger and slide across while saying /t//i//n//s/tins.
- We do: Tell students that they will be blending words with you. Display the letter cards Dd li Pp Ss. With students, blend the word "dips", use your finger and slide across while saying with students / d/ /i//p/ /s/dips.
- Blend the words: bins, pins, pats
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Maps, dabs, caps


## 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 inflection sounds: -s/s/ and /z/.
2. Model again and have students mimic you. Correct as needed.
3. Have students write inflection sounds /s/and /z/ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Cans in Bins


Center 1: Consonants m, s, t, b, n, d, c, p, r, f, -s/z/, /s/ Practice consonants, blending, and building words through the following worksheets.

| Build Words |  |  |  |
| :---: | :---: | :---: | :---: |
| a | b | d | m |
| n | s | $\dagger$ |  |
| a | b | d | m |
| n | s | $\dagger$ |  |
| a | b | d | m |
| n | s | $\dagger$ |  |
| a | b | d | m |
| n | s | $\dagger$ |  |


| Build Words <br> XCut out the let |  |  | Build Words <br> XOut out the lettern to build wordx. |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
| a | $f$ | i | d | i | $n$ |
| n | r | $\dagger$ | P | s | $\dagger$ |
| a | $f$ | i | d | i | n |
| n | r | $\dagger$ | $p$ | $s$ | $\dagger$ |
| a | f | i | d | i | n |
| n | $r$ | $\dagger$ | P | $s$ | $\dagger$ |
| a | $f$ | i | d | i | n |
| n | r | $\dagger$ | P | $s$ | $\dagger$ |

## Center 2: Word work

Picture sort words that ends with $/ \mathrm{s}$ / on one side and words that ends with $/ z /$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Cans in Bins
2. Then read it to your partner.

3. Then listen to your partner read it to you.

## Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the words: sits, sips, pins, bibs
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 61: Phonological Awareness (RF.K.2B), Phonics: inflections -s (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

## Learning Intentions:

- I am learning the inflections $-\mathrm{s} / \mathrm{s} /$ and $/ \mathrm{z} /$.
- I am learning how to recognize alliteration.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, / $/$ /, /m/, /s/, /t/, /b/, /n/, /d/, / k/, /p/,/r/, /f/.


## Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify alliteration.
- I can say and write the sound-spelling of ă, ĭ, m, s, t, b, n, d, c, p, $r$, f.


## Part 1: Direct Instruction

## Phonological Awareness

- I do: Tell students they will be playing an alliteration game. Alliteration is when an initial sound is repeated throughout a sentence. Tell students that they will identify the sentence that has a repeated initial sound; if so, they will say yes, if not, they will say no. I will say a sentence and you will say yes for alliteration or no if it does not have a repeated initial sound.
Listen:
- Daddy dumped the dirt in the dumpster. (yes)
- She goes to sleep at night. (no)
- We do: With students practice the following:
- Ethan eats Easter eggs in the evening. (yes)
- Jason ran down the field. (no)
- You do: Tell students to try the following sentences, independently. Now, I will say a sentence and you will say yes for alliteration or no if it does not have a repeated initial sound.
- Heather's hat has a hole. (yes)
- Kyle kicks the kite. (yes)


## Phonics

- Review: Display the Ss letter card. Ask students to say the sound as they write the letter. Tell students that the letter Ss can make two sounds, /s/ and /z/, when at the end of a word.
- I do: Display the Ss letter card. Model for students how to write and say the Ss sound. As you write the letter Ss say Ss /s/ /z/ like in cats, bats, fans, bibs

- 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. Ask students to decipher whether the ending sound is /s/ or /z/.
- chains /z/
- coats $/ \mathrm{s} /$
- We do: Have students decipher whether the ending sound is / s/ or /z/.
- eggs/z/
- desks/s/
- forks/s/
- hands/z/
- 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 Aa Tt Ss. Model blending the word "rats", use your finger and slide across while saying /r/ /ă/ /t/ / s/ rats.
- We do: Have students practice this blending task by displaying Blend and Read 3.3. 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.
Nouns with Ending -s
O pits mats rats caps
(2) fans cans pins tins
- dip pat sad and Read 3.3
- The fans see bats and caps.
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Tins, cans, rats, cats


## 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 inflection sounds: $-\mathrm{s} / \mathrm{s} /$ and $/ \mathrm{z} /$.
2. Model again and have students mimic you. Correct as needed.
3. Have students write inflection sounds /s/ and /z/ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: The Cap


## Center 1: Consonants m, s, t, b, n, d, c, p, r, f, -s/z/,/s/

Practice consonants, blending, and building words through the following worksheets.
Build Words
xin mon

| $a$ | $b$ | $d$ | $m$ |
| :---: | :---: | :---: | :---: |
| $n$ | $s$ | $t$ |  |
| $a$ | $b$ | $d$ | $m$ |
| $n$ | $s$ | $t$ |  |
| $a$ | $b$ | $d$ | $m$ |
| $n$ | $s$ | $t$ |  |
| $a$ | $b$ | $d$ | $m$ |
| $n$ | $s$ | $t$ |  |


Build Words
xid at

| $a$ | $c$ | $f$ | $i$ |
| :---: | :---: | :---: | :---: |
| $m$ | $n$ | $p$ | $s$ |
| $a$ | $c$ | $f$ | $i$ |
| $m$ | $n$ | $p$ | $s$ |
| $a$ | $c$ | $f$ | $i$ |
| $m$ | $n$ | $p$ | $s$ |
| $a$ | $c$ | $f$ | $i$ |
| $m$ | $n$ | $p$ | $s$ |


| Build Words |  |  |
| :---: | :---: | :---: |
|  | , |  |
| d | i | n |
| P | $s$ | $\dagger$ |
| d | 1 | n |
| P | $s$ | $\dagger$ |
| d | i | n |
| P | s | $\dagger$ |
| d | i | n |
| P | $s$ | $\dagger$ |

## Center 2: Word work

Picture sort words that ends with $/ s /$ on one side and words that ends with $/ z /$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, The Cap

2. Then read it to your partner.
3. Then listen to your partner read it to you.

## Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the words: fins, fits, mits, naps, pans
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 62: Phonological Awareness (RF.K.2B), Phonics: inflections s (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

## Learning Intentions:

- I am learning the inflections $-\mathrm{s} / \mathrm{s} /$ and /z/.
- I am learning how to recognize alliteration.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, / i//, /m/, /s/, /t/, /b/, /n/, /d/, / k/, /p/,/r/,/f/.


## Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify alliteration.
- I can say and write the sound-spelling of ă, $\mathrm{i}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}, \mathrm{c}, \mathrm{p}$, r, f.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing an alliteration game. Alliteration is when an initial sound is repeated throughout a sentence. Tell students that they will identify the initial sound of the sentences and choose the best word that completed the alliteration. Listen:
- Daddy dumped the dirt in the trash can / dumpster.
- Susie sings herself to sleep / bed.
- We do: With students practice the following:
- Ethan eats Easter eggs in the evening / kitchen.
- Rebecca ran rapidly down the ramp / field.
- You do: Tell students to try the following sentences, independently. Now, I will say a sentence and you will say yes for alliteration or no if it does not have a repeated initial sound
- Heather's hat has a flower / hole.
- Kyle kicks the kite / ball.


## Phonics

- Review: Display the Ss letter card. Ask students to say the sound as they write the letter. Tell students that the letter Ss can make two sounds, /s/ and /z/, when at the end of a word.
- I do: Display the Ss letter card. Model for students how to write and say the Ss sound. As you write the letter Ss say Ss /s/ /z/ like in cats, bats, fans, bibs

- 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. Ask students to decipher whether the ending sound is $/ \mathrm{s} /$ or $/ \mathrm{z} /$.
- buttons/z/
- lights /s/
- We do: Have students decipher whether the ending sound is $/ \mathrm{s} /$ or $/ \mathrm{z} /$.
- nails /z/
- nests /s/
- locks /s/
- logs/z/
- 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 Cc Aa Pp Ss. Model blending the word "caps", use your finger and slide across while saying /c/ /ă/ /p/ /s/ caps.
- We do: Have students practice this blending task by displaying Blend and Read 3.3. 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.

- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- bins, bans, naps, cats


## 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 inflection sounds: $-\mathrm{s} / \mathrm{s} /$ and $/ \mathrm{z} /$.
2. Model again and have students mimic you. Correct as needed.
3. Have students write inflection sounds $/ s /$ and $/ z /$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: The Cap


Center 1: Consonants m, s, t, b, n, d, c, p, r, f, -s/z/, /s/
Practice consonants, blending, and building words through the following worksheets.
Suild Words
xan at ant

| $d$ | $i$ | $n$ |
| :---: | :---: | :---: |
| $p$ | $s$ | $t$ |
| $d$ | $i$ | $n$ |
| $p$ | $s$ | $\dagger$ |
| $d$ | $i$ | $n$ |
| $p$ | $s$ | $\dagger$ |
| $d$ | $i$ | $n$ |
| $p$ | $s$ | $\dagger$ |


| Build Words |  |  |  |
| :---: | :---: | :---: | :---: |
| a | b | d | m |
| n | s | $\dagger$ |  |
| a | b | d | m |
| n | s | $\dagger$ |  |
| a | b | d | m |
| n | s | t |  |
| a | b | d | m |
| n | s | t |  |

Build Words
Xid

| $a$ | $c$ | $f$ | $i$ |
| :---: | :---: | :---: | :---: |
| $m$ | $n$ | $p$ | $s$ |
| $a$ | $c$ | $f$ | $i$ |
| $m$ | $n$ | $p$ | $s$ |
| $a$ | $c$ | $f$ | $i$ |
| $m$ | $n$ | $p$ | $s$ |
| $a$ | $c$ | $f$ | $i$ |
| $m$ | $n$ | $p$ | $s$ |

## Center 2: Word work

Picture sort words that ends with $/ \mathrm{s} /$ on one side and words that ends with $/ z /$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, The Cap

2. Then read it to your partner.
3. Then listen to your partner read it to you.

## Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the words: tins, mits, pits, maps, bans
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 63: Phonological Awareness (RF.K.2B), Phonics: inflections -s (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

## Learning Intentions:

- I am learning the inflections $-\mathrm{s} / \mathrm{s} /$ and $/ \mathrm{z} /$.
- I am learning how to recognize alliteration.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i//, /m/, /s/, /t/, /b/, /n/, /d/, /k/, / p/,/r/,/f/.


## Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can identify alliteration.
- I can say and write the sound-spelling of $a ̆, ~ \breve{c}, \mathrm{~m}, \mathrm{~s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}, \mathrm{c}, \mathrm{p}$, r, f.


## Part 1: Assessment

1. Assess students' knowledge of alliteration.
2. Tell students that they will identify the sentence that has a repeated initial sound; if so, they will say yes, if not, they will say no.
3. Say: rush
4. remote
5. sun
6. raccoon
7. cherry
8. radish
9. Say: book
10. bicycle
11. shirt
12. bathroom
13. water
14. bottle
15. Tell students that they will identify the initial sound of the sentences and choose the best word that completed the alliteration. Listen:
16. Leo lively laughed at the lion / clown .
17. Madeline made her mommy make cupcakes / muffins.
18. Ollie octopus opens the oval office / door.
19. Quinn quietly quits sewing the dress / quilt.
20. Give each student a word list and ask them to circle each word that has a $-\mathrm{s} / \mathrm{s} /$ sound in them.
21. Cats, pans, fans, bats, maps
22. Give each student a word list and ask them to circle each word that has a-s/z/ sound in them.
23. Fins, rats, bans, bins, sits
24. Have students write the following words:
25. mats
26. bits
27. tabs
28. ribs

## Part 2: Reading Decodable Texts

1. Invite students to partner read, Cans in Bins and The Cap.
2. Spend time during this period listening to students read the decodable texts: Cans in Bins and The Cap.
3. Record your findings.

## Lesson 64: Phonological Awareness (RF.K.2B), Phonics: letters: G, g, K, k (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 $\mathrm{g}, \mathrm{k}$.
- I am learning how to recognize the letters and sounds of Gg and Kk in a word.
- I am learning how to identify identify final sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i/, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/,/r/,/f/, /g/, /k/


## Success Criteria:

- I can recognize the letters and sounds of Gg and Kk in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify final sounds.
- I can say and write the sound-spelling of ă, $\grave{1}, \mathrm{~m}, \mathrm{~s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}, \mathrm{c}$, p, r, f, g, k


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a final sound game. A final sound is the sound you hear at the end of a word. Tell students that they will identify the final sounds of words. However, the sound must match the word I say. I will say a word and you will say yes to words that end with the same final sound. Listen: The word is deck

```
- mock (yes)
- kick (yes)
- moth (no)
- door (no)
```

- We do: With students practice the following: The word is coat
- cat (yes)
- aunt (yes)
- door (no)
- stop (yes)
- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the same initial sound and no if it does not. The word is cream.

```
- table (no)
- alarm (yes)
- trim (yes)
- coffee (no)
```


## Phonics

- Review: Display the Gg letter card. Ask students to say the sound as they write the letter.
- I do: Display the Gg letter card. Model for students how to write and say the Gg sound. As you write the letter Gg, say Gg // like in gopher, pig, and dugout.

- 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 /g/ and no to those that do not. Say:
- girl (yes)
- teacher (no)
- We do: Have students say yes if they hear a word that has the sound / $\mathrm{g} /$.

[^1]- Follow the above steps for the letter Kk /k/- kangaroo, sick, pickle

- 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 Gg As Ss. Model blending the word "gas", use your finger and slide across while saying /g/ /ă/ /s/ gas.

- We do: Tell students that they will be blending words with you. Display the letter cards Kk li Dd. With students, blend the word "fan", use your finger and slide across while saying with students /k/ /i//d/ kid.
- Blend the words: Kim, kin
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Kit, kid, Ken
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Gg, Kk worksheet from HMH .



## 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: $g$ and $k$.
- Model again and have students mimic you. Correct as needed.
- Have students write consonants g and k while saying the sound.
- Have students partner and read decodable text. Model as needed.
- Read the decodable texts, Kip \& Big Bag



## Center 1: Consonants g, $\mathbf{k}$

Practice consonants and blending through the following worksheets. Know It. Show It. Build Words

| Build Words |  |  |  |
| :---: | :---: | :---: | :---: |
| a | b | $f$ | g |
| i | k | $\dagger$ |  |
| a | b | $f$ | $g$ |
| i | k | $\dagger$ |  |
| a | b | f | 9 |
| i | k | $\dagger$ |  |
| a | b | f | 9 |
| i | k | $\dagger$ |  |



## Center 2: Word work

Sort words that begin with $g$ on one side and words that begin with $k$ on the other side.


## Center 3: Independent Reading

- Read the decodable texts, Kip \& Big Bag

- 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 Kk, Gg.
- 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 65: Phonological Awareness (RF.K.2B), Phonics: letters: G, g, K, k (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 $g$, $k$.
- I am learning how to recognize the letters and sounds of Gg and Kk in a word.
- I am learning how to identify identify final sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, / p/, /r/, /f/, /g/, /k/


## Success Criteria:

- I can recognize the letters and sounds of Gg and Kk in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify final sounds.
- I can say and write the sound-spelling of ă, $\grave{i}, m, s, t, b, n, d, c, p$, r, f, g, k


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a final sound game. A final sound is the sound you hear at the end of a word. Tell students that they will identify the final sounds of words. However, the sound must match the word I say. I will say a word and you will say yes to words that end with the same final sound. Listen: The word is mess.
- class (yes)
- hiss (yes)
- penny(no)
- Light (no)
- We do: With students practice the following: The word is towel.
- Crawl (yes)
- bagel (yes)
- cartoon (no)
- kneel (yes)
- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the same initial sound and no if it does not. The word is brown.

```
- juice (no)
- mean (yes)
- down (yes)
- what (no)
```


## Phonics

- Review: Display the Gg letter card. Ask students to say the sound as they write the letter.
- I do: Display the Gg letter card. Model for students how to write and say the Gg sound. As you write the letter Gg, say Gg // like in gopher, pig, and dugout.

- 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 $/ \mathrm{g} /$ and no to those that do not. Say:

```
- Rug (yes)
- dolphin (no)
```

- We do: Have students say yes if they hear a word that has the sound /g/.

```
- gate (yes)
- pile (no)
- girl (yes)
- gone (yes)
```

- Follow the above steps for the letter Kk /k/- kangaroo, sick, pickle

- 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 Gg Aa Gg. Model blending the word "gag", use your finger and slide across while saying /g/ /ă/ /g/ gag.
- We do: Tell students that they will be blending words with you. Display the letter cards Ff li Gg . With students, blend the word "fib", use your finger and slide across while saying with students / f/ /i// /g/ fig.

1. Blend the words: bog, big

- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Tag, gag, rag
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Gg, Kk worksheet from HMH.



## 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: g and k .
- Model again and have students mimic you. Correct as needed.
- Have students write consonants g and k while saying the sound.
- Have students partner and read decodable text. Model as needed.
- Read the decodable texts, Kip \& Big Bag



## Center 1: Consonants g, k

Practice consonants and blending through the following worksheets. Know It. Show It. Build Words
Build Words
xcut out he leteres to build words.

| a | $b$ | $f$ | $g$ |
| :---: | :---: | :---: | :---: |
| i | $k$ | $t$ |  |
| $a$ | $b$ | $f$ | $g$ |
| $i$ | $k$ | $\dagger$ |  |
| $a$ | $b$ | $f$ | $g$ |
| $i$ | $k$ | $t$ |  |
| $a$ | $b$ | $f$ | $g$ |
| $i$ | $k$ | $\dagger$ |  |


| Read and Spell |  |  |  |
| :---: | :---: | :---: | :---: |
| big | bly | SWite it |  |
|  |  |  |  |
| goodgood |  | S Write it. |  |
|  |  | $\square$ |  |
| $\bullet$ Color them. |  |  |  |
| bio | (9) (0) © |  |  |
| OCiricle tem. |  |  |  |
| big | am |  | good |
| good | man | with | big |
| the | big | good | me |

Center 2: Word work
Sort words that begin with $g$ on one side and words that begin with $k$ on the other side.


## Center 3: Independent Reading

- Read the decodable texts, Kip \& Big Bag

- 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 Kk, Gg.
- 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 66: Phonological Awareness (RF.K.2B), Phonics: letters: G, g, K, k (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 $\mathrm{g}, \mathrm{k}$.
- I am learning how to recognize the letters and sounds of Gg and Kk in a word.
- I am learning how to identify identify final sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i//,/m/, /s/, /t/, /b/,/n/, / d/, /k/, /p/,/r/, /f/, /g/, /k/


## Success Criteria:

- I can recognize the letters and sounds of Gg and Kk in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify final sounds.
- I can say and write the sound-spelling of $a ̆, ~ \grave{c}, m, s, t, b, n, d, c$, p, r, f, g, k


## Part 1: Direct instruction

## Phonological Awareness

- Tell students they will be playing a final sound game. A final sound is the sound you hear at the end of a word. Tell students that they will identify the final sounds of words. However, the sound must match the word I say. I will say a word and you will say yes to words that end with the same final sound. Listen: The word is
- clock (yes)
- candle (yes)
- bye (no)
- tire (no)
- We do: With students practice the following: The word is pants.

```
- plant (yes)
- puzzle (yes)
- hair (no)
- walk (no)
```

- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the same initial sound and no if it does not. The word is moon.

```
o talk (no)
- man (yes)
- mountain (yes)
- cry (no)
```


## Phonics

- Review: Display the Gg letter card. Ask students to say the sound as they write the letter.
- I do: Display the Gg letter card. Model for students how to write and say the Rr sound. As you write the letter Gg , say Gg // like in gopher, pig, and dugout.

- 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 $/ \mathrm{g} /$ and no to those that do not. Say:
- wag (yes)
- seven (no)
- We do: Have students say yes if they hear a word that has the sound /r/.
- rain (yes)
- close (no)
- rinse (yes)
- raspberries (yes)
- Follow the above steps for the letter Kk /k/- kangaroo, sick, pickle

- 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 Kk li Mm. Model blending the word "Kim", use your finger and slide across while saying /b/ /i/ /m/ kim.
- We do: Have students practice this blending task by displaying Blend and Read 4.1 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.

- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Kit, kip, gap, sag
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Gg , Kk worksheet from HMH .



## 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: g and k .
- Model again and have students mimic you. Correct as needed.
- Have students write consonants g and k while saying the sound.
- Have students partner and read decodable text. Model as needed.
- Decodable texts, Kip \& Big Bag

Center


Practice consonants and blending through the following worksheets.
Know It. Show It. Build Words


## Center 2: Word work

Sort words that begin with $g$ on one side and words that begin with $k$ on the other side.

## Center 3: Independent Reading

- Read the decodable texts, Kip \& Big Bag

- 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 words kit, bag, sag, kid, pig
- 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 67: Phonological Awareness (RF.K.2B), Phonics: letters: G, g, K, k (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 $\mathrm{g}, \mathrm{k}$.
- I am learning how to recognize the letters and sounds of Gg and Kk in a word.
- I am learning how to identify identify final sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i/, /m/, /s/, /t/, /b/, /n/, /d/, / k/, /p/,/r/,/f/,/g/, /k/


## Success Criteria:

- I can recognize the letters and sounds of Gg and Kk in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify final sounds.
- I can say and write the sound-spelling of ă, ĭ, m, s, t, b, n, d, c, p, r, f, g, k


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a final sound game. A final sound is the sound you hear at the end of a word. Tell students that they will identify the final sounds of words. However, the sound must match the word I say. I will say a word and you will say yes to words that end with the same final sound. Listen: The word is. Listen: The word is king.

```
- plug (yes)
- dog (yes)
- chair(no)
- Carpet (no)
```

- We do: With students practice the following: The word is scarf.
- cliff (yes)
- relief (yes)
- marker (no)
- thief (yes)
- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the same final sound and no if it does not. The word is back.

```
- pick (yes)
- bake (yes)
- snack (yes)
- hallway (no)
```


## Phonics

- Review: Display the Gg letter card. Ask students to say the sound as they write the letter.
- I do: Display the Gg letter card. Model for students how to write and say the $\operatorname{Rr}$ sound. As you write the letter Gg , say $\mathrm{Gg} / /$ like in gopher, pig, and dugout.

- 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 $/ \mathrm{g} /$ and no to those that do not. Say:

```
- gas (yes)
- shirt (no)
```

- We do: Have students say yes if they hear a word that has the sound $/ \mathrm{g} /$.

```
- gift (yes)
- cousin (no)
- golf(yes)
- frog (yes)
```

- Follow the above steps for the letter Kk /k/- kangaroo, sick, pickle

- 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 Gg Aa Ss. Model blending the word "gas", use your finger and slide across while saying /g/ /ă/ /s/ ran.
- We do: Have students practice this blending task by displaying Blend and Read 4.1 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.

- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Gift, kit,
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript $\mathrm{Gg}, \mathrm{Gg}$ worksheet from HMH .



## 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: g and k .
- Model again and have students mimic you. Correct as needed.
- Have students write consonants g and k while saying the sound.
- Have students partner and read decodable text. Model as needed.
- Decodable texts, Kip \& Big Bag



## Center 1: Consonants $\mathbf{g}, \mathbf{k}$

Practice consonants and blending through the following worksheets. Know It. Show It. Build Words

## Center 2: Word work

Sort words that begin with $g$ on one side and words that begin with $k$ on the other side.

## Center 3: Independent Reading

- Read the decodable texts, Kip \& Big Bag

- 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 words got, dog, kid
- Have students say the 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 68: Phonological Awareness (RF.K.2B), Phonics: letters: G, g, K, k (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 $\mathrm{g}, \mathrm{k}$.
- I am learning how to recognize the letters and sounds of Gg and Kk in a word.
- I am learning how to identify identify final sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i//,/m/,/s/, /t/, /b/, /n/, /d/, /k/, / p/,/r/,/f/,/g/,/k/


## Success Criteria:

- I can recognize the letters and sounds of Gg and Kk in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify final sounds.
- I can say and write the sound-spelling of ă, $\mathrm{l}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}, \mathrm{c}, \mathrm{p}$, r, f, g, k


## Part 1: Assessment

1. Assess students' knowledge of $\mathrm{Gg} \& \mathrm{Kk}$.
2. Tell students that you will say a word and they will circle the word that ends with the same final sound.

- Say: sand
- pizza
- pillow
- food
- muffin
- garden
- Say: bright
- purple
- adult
- highway
- classroom
- kitchen

3. Give each student a word list and ask them to circle each word that has a Gg or Kk in them.

- Gap, tag, Kip, gas, dig, Kit, clock, song, drag, sick,

4. Have students write the following words:

- gap
- gas
- dig
- kid
- kit
- bag


## Part 2: Reading Decodable Texts

1. Invite students to partner read, Kip and Big Bag.
2. Spend time during this period listening to students read the decodable texts: Kip and Big Bag.
3. Record your findings.

Lesson 69: Phonological Awareness (RF.K.2B), Phonics: short vowel o (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 short vowel o.
- I am learning how to recognize the letters and sounds for the short vowel o 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/, /i//, /ŏ/, /m/, /s/, /t/, /b/, /n/, / d/,/k/, /p/,/r/,/f/.


## Success Criteria:

- I can recognize the letter and sound for the short vowel o 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 ă, ĭ, ŏ m, s, t, b, n, d, c, $\mathrm{p}, \mathrm{r}, \mathrm{f}$.


## 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 /r//ŭn/. When I put the sounds together I say the word run. No you try. /t/āp/ What word is that? tape. I will do one more.
- /t/ /ěn/ - ten
- We do: With students practice the following:
- /I/ /ŏg / - log
- /g/ /ōt/-goat
- /sh/ /ēp/ - shep
- /b/ /ŭg/-bug
- You do: Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
- /p//in/ pin
- /p/ /ān/ pain
- /ch/ /ān/ chain


## Phonics

- Review: Display the Oo letter card. Ask students to say the sound as they write the letter.
- I do: Display the Oo letter card. Model for students how to write and say the short o sound. As you write the letter Oo say Oo /ŏ/ like in octopus, lock, odd


## Oo

- 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 /ŏ/ and no to those that do not. Say:
- sock (yes)
- pool (no)
- We do: Have students say yes if they hear a word that has the/ ǒ/sound.
- mom (yes)
- base (no)
- fog (yes)
- lock (yes)
- 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 Oo Pp. Model blending the word "rip", use your finger and slide across while saying /m/ /ŏ/ /p/ mop.

- We do: Tell students that they will be blending words with you. Display the letter cards Gg Oo Tt. With students, blend the word "got", use your finger and slide across while saying with students /Gg /ŏ/ /t/ got.
- Blend the words: lot, dot
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Fog, mom, pop
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Oo worksheet from HMH.

$$
\begin{aligned}
& \frac{\text { Letter Oo }}{\frac{0 Q O}{0-0}} \\
& 000 \\
& \text { dot Toce and wrie the words. dot- } \\
& \text { mop mop mop } \\
& \text { top top top } \\
& \text { Dom got a dog. } \\
& \text { Dom got a dog: }
\end{aligned}
$$

## 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 vowel o sound
- Model again and have students mimic you. Correct as needed.
- Have students write the short vowel o while saying the sound.
- Have students partner and read decodable text. Model as needed.
- Decodable Texts: Pot of Pods



## Center 1: Short Vowel 0

Practice vowels, blending, and identifying sounds through the following worksheets. Words to Know Know It. Show It. Know It. Show It. Know It. Show It. p. 95


## Center 2: Word work

Picture sort words that have a short o on one side and words that do not have a short o sound on the other side.


## Center 3: Independent Reading

- Read the decodable texts, Pot of Pods
- 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 Oo.
- 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 70: Phonological Awareness (RF.K.2B), Phonics: short vowel o (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 short vowel o.
- I am learning how to recognize the letters and sounds for the short vowel o in a word.
- I am learning how to identify initial sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ī/, /ŏ/, /m/, /s/, /t/, /b/, /n/, / d/, /k/, /p/,/r/,/f/.


## Success Criteria:

- I can recognize the letter and sound for the short vowel o in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify initial sounds.
- I can say and write the sound-spelling of ă, ĭ, /ŏ/, m, s, t, b, n, d, $\mathrm{c}, \mathrm{p}, \mathrm{r}, \mathrm{f}$.


## 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 /th/ / ŭm/. When I put the sounds together I say the word thumb. No you try. /c/ āp/ What word is that? cape. I will do one more.
- /th/ /ěn/ - then
- We do: With students practice the following:
- /f/ /ox/ - fox
- /g/ /ōt/-goat
- /sh/ /ēp/ - shep
- You do: Tell students to try the following words, independently. Now, I will read the the word parts and you will say the whole word.
- /p/ /in/ pin
- /p//ān/ pain
- /ch//ān/ chain


## Phonics

- Review: Display the Oo letter card. Ask students to say the sound as they write the letter.
- I do: Display the Oo letter card. Model for students how to write and say the short o sound. As you write the letter Oo say Oo /ŏ/ like in octopus, lock, odd

- 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 /ŏ/ and no to those that do not. Say:

```
- box (yes)
- sit (no)
```

- We do: Have students say yes if they hear a word that has the/ ǒ/sound .

```
- Slop (yes)
- trap (no)
- smock (yes)
- pods (yes)
```

- 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 LI Oo Gg. Model blending the word "log", use your finger and slide across while saying /l/ /ŏ/ /g/ log.
- We do: Tell students that they will be blending words with you. Display the letter cards Gg Oo Tt. With students, blend the word "got", use your finger and slide across while saying with students /d/ /ŏ/ /t/ dot.
- Blend the words: bot, rod,
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- slop, mom, Bob
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Oo worksheet from HMH.



## 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 vowel o sound
- Model again and have students mimic you. Correct as needed.
- Have students write short vowel o while saying the sound.
- Have students partner and read decodable text. Model as needed.
- Decodable Texts: Pot of Pods



## Center 1: Short Vowel O

Practice consonants and blending through the following worksheets. Words to Know Know It. Show It. Know It. Show It.


## Center 2: Word work

Picture sort words that have a short o on one side and words that do not have a short o sound on the other side.


## Center 3: Independent Reading

- Read the decodable texts, Pot of Pods

- 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 Oo.
- 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 71: Phonological Awareness (RF.K.2B), Phonics: short vowel o (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 short vowel o.
- I am learning how to recognize the letters and sounds for the short vowel o in a word.
- I am learning how to identify initial sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ī/, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/,/k/, /p/,/r/,/f/.


## Success Criteria:

- I can recognize the letter and sound for the short vowel o in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify initial sounds.
- I can say and write the sound-spelling of ă, ĭ, /ŏ/, m, s, t, b, n, d, $\mathrm{c}, \mathrm{p}, \mathrm{r}, \mathrm{f}$.


## 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 /f/ / ǒks/. When I put the sounds together I say the word fox. No you try. /f/ /ŭn/ fun What word is that? fun. I will do one more.
- /h/ /ǒt/ hot
- We do: With students practice the following:
- /I/ /ep/ leap
- /I/ /īt/ light
- /sn/ /ō/ - snow
- /th/ /ēs/ - these
- You do: Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
- /f/ /ish/ fish
- /s/ / ǒk/ sock
- /I/ /āk/ lake


## Phonics

- Review: Display the Oo letter card. Ask students to say the sound as they write the letter.
- I do: Display the Oo letter card. Model for students how to write and say the short o sound. As you write the letter Oo say Oo /ŏ/ like in octopus, lock, odd

- 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 /ŏ/ and no to those that do not. Say:
- lox (yes)
- bet (no)
- We do: Have students say yes if they hear a word that has the/ ŏ/sound.
- crop (yes)
- grass (no)
- odd (yes)
- lot (yes)
- 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 Oo Pp. Model blending the word "mop", use your finger and slide across while saying /m/ /ŏ/ / p/mop.
- We do: Have students practice this blending task by displaying Blend and Read 4.2 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.
- Got, top, Dom
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Oo worksheet from HMH.



## 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 vowel o sound
- Model again and have students mimic you. Correct as needed.
- Have students write the short vowel o while saying the sound.
- Have students partner and read decodable text. Model as needed.
- Decodable Texts: Pot of Pods



## Center 1: Short Vowel 0

Practice consonants and blending through the following worksheets. Words to Know Know It. Show It. Know It. Show It.



## Center 2: Word work

Picture sort words that have a short o on one side and words that do not have a short o sound on the other side.


## Center 3: Independent Reading

- Read the decodable texts, Pot of Pods
- 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 words top, dot, mop, Dom, got,
- 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 72: Phonological Awareness (RF.K.2B), Phonics: short vowel o (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 short vowel o.
- I am learning how to recognize the letters and sounds for the short vowel o in a word.
- I am learning how to identify initial sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ī/, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/,/k/, /p/,/r/,/f/.


## Success Criteria:

- I can recognize the letter and sound for the short vowel o in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify initial sounds.
- I can say and write the sound-spelling of $a ̆, ~ \breve{i}, ~ / o ̆ /, ~ m, ~ s, ~ t, ~ b, ~ n, ~ d, ~$ c, p, r, f.


## 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 /r//ŭn/. When I put the sounds together I say the word run. No you try. /t/ āp/ What word is that? tape. I will do one more.
- /t/ /ěn/ - ten
- We do: With students practice the following:
- /p/ /ēch / - peach
- /k/ /ōt/ - coat
- /n/ //ōs/ - nose
- /r/ /āk/- rake
- You do: Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
- /f/ /inn/ - fin
- /bl/ / ō/ - blow
- /sw/ /im/ - swim


## Phonics

- Review: Display the Oo letter card. Ask students to say the sound as they write the letter.
- I do: Display the Oo letter card. Model for students how to write and say the short o sound. As you write the letter Oo say Oo /ŏ/ like in octopus, lock, odd


## Oo

- 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 /ŏ/ and no to those that do not. Say:

```
- god (yes)
- pad (no)
- sob (yes)
```

- We do: Have students say yes if they hear a word that has the/ ŏ/sound.
- robin (yes)
- grass (no)
- dolphin (yes)
- spot (yes)
- 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 Oo Bb . Model blending the word "mrob", use your finger and slide across while saying /r/ /ŏ/ /b/ rob.
- We do: Have students practice this blending task by displaying Blend and Read 4.2 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.

Blend and Read 4.2
Words with Short o


- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Hot, doll, pot
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Oo worksheet from HMH.



## 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 vowel o sound
- Model again and have students mimic you. Correct as needed.
- Have students write the short vowel o while saying the sound.
- Have students partner and read decodable text. Model as needed.

[^2]

## Center 1: Short Vowel 0

Practice consonants and blending through the following worksheets.
Words to Know Know It. Show It. Know It. Show It.


## Center 2: Word work

Picture sort words that have a short o on one side and words that do not have a short o sound on the other side.


## Center 3: Independent Reading

- Read the decodable texts, Pot of Pods
- 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 words got, pod, slob
- 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 73: Phonological Awareness (RF.K.2B), Phonics: short vowel o (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 short vowel o.
- I am learning how to recognize the letters and sounds for the short vowel o in a word.
- I am learning how to identify initial sounds
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/,/r/, /f/.


## Success Criteria:

- I can recognize the letter and sound for the short vowel o in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify initial sounds.
- I can say and write the sound-spelling of ă, ĭ, /ŏ/, m, s, t, b, n, d, $c, p, r, f$.


## Part 1: Assessment

1. Assess students' knowledge of onset and rime.
2. Tell students that you will say two parts to a word and they will put those parts together to say the word.
3. Have pictures of the word for your students to circle the correct answer. Picture Cards
```
- Say:bug bug
- Say:/b/ /ăg/ bag
- Say:/b/ /īk/ bike
- Say: /b/ /ōt/ boat
```

4. Give each student a word list and ask them to circle each word that has a Oo in them.

- soap, dolphin, socks, alone, sofa

5. Have students write the following words:

- hot
- rod
- mom
- pod
- sob
- son


## Lesson 74: Phonological Awareness (RF.K.2B), Phonics: letters L, I, H, h (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 I, h.
- I am learning how to recognize the letters and sounds of LI and Hh in a word.
- I am learning how to identify the middle vowel sound in a one syllable word.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ī/, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/.


## Success Criteria:

- I can recognize the letters and sounds of LI and Hh in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify the middle vowel sound in a one syllable word.
- I can say and write the sound-spelling of ă, $\check{1}, \mathrm{o}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}$, c, p, r, f, l, h.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a middle vowel sound game. Tell students that they will identify the middle vowel sound of ŏ words. I will say a word and you will say yes to words that have ŏ in the middle of the word. Listen:
- Bob (yes)
- Mob (yes)
- Pan (no)
- We do: With students practice the following:
- pot (yes)
- bat (no)
- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the middle vowel sound ŏ and no if it does not.

```
- tin (no)
- top (yes)
```


## Phonics

- Review: Display the LI letter card. Ask students to say the sound as they write the letter.
- I do: Display the LI letter card. Model for students how to write and say the LI sound. As you write the letter LI, say LI /I/ like in lion, always, hospital

- 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 /I/ and no to those that do not. Say:
- laugh (yes)
- sad (no)
- We do: Have students say yes if they hear a word that has the sound /I/.
- lunch (yes)
- mit (no)
- lid (yes)
- light (yes)
- Follow the above steps for the letter $\mathrm{Hh} / \mathrm{h} /-$ fish, wolf, perfect


## Hh

- 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 LI Aa Pp. Model blending the word "lap", use your finger and slide across while saying /I/ /ă/ /p/ lap.

- We do: Tell students that they will be blending words with you. Display the letter cards Hh Aa Tt. With students, blend the word "hat", use your finger and slide across while saying with students /h/ /ă/ /t/ hat.
- Blend the words: lid, hot



## 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: I and h.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants I and $h$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Kids Hop a Lot


## Center 1: Consonants I, h

Practice consonants and blending through the following worksheets.
Know It, Show It; Build Words, Know It, Show It


## Center 2: Word work

Picture sort words that begin with / on one side and words that begin with $h$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Kids Hop a Lot

2. Then read it to your partner.
3. Then listen to your partner read it to you.

## Part 3: Daily Instructional Task

1. Dictate the letters $\mathrm{LI}, \mathrm{Hh}$.
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 75: Phonological Awareness (RF.K.2B), Phonics: letters L, I, H, h (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 I, h.
- I am learning how to recognize the letters and sounds of LI and Hh in a word.
- I am learning how to identify the middle vowel sound in a one syllable word
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i//, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/.


## Success Criteria:

- I can recognize the letters and sounds of LI and Hh in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify the middle vowel sound in a one syllable word.
- I can say and write the sound-spelling of ă, $\check{1}, \mathrm{o}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}$, c, p, r, f, l, h.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a middle vowel sound game. Tell students that they will identify the middle vowel sound of ŏ words. I will say a word and you will say yes to words that have ŏ in the middle of the word. Listen:
- Tod (yes)
- nip (no)
- We do: With students practice the following:

```
- bot (yes)
\circ sat (no)
```

- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the middle vowel sound ŏ and no if it does not.

```
- fit (no)
- dot (yes)
```


## Phonics

- Review: Display the LI letter card. Ask students to say the sound as they write the letter.
- I do: Display the LI letter card. Model for students how to write and say the LI sound. As you write the letter LI, say LI /I/ like in lion, always, hospital

- 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 /I/ and no to those that do not. Say:
- look (yes)
- see (no)
- We do: Have students say yes if they hear a word that has the sound /I/.
- lap (yes)
- sun (no)
- leg (yes)
- limp (yes)
- Follow the above steps for the letter $\mathrm{Hh} / \mathrm{h} /-$ fish, wolf, perfect


## H6

- 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 LI Oo Tt. Model blending the word "lot", use your finger and slide across while saying /l/ /ǒ/ /t/ lot.
- We do: Tell students that they will be blending words with you. Display the letter cards Hh Oo Tt. With students, blend the word "hot", use your finger and slide across while saying with students /h/ /ǒ/ /t/ hot.

[^3]- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Lit, hog
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript LI , Hh worksheet from HMH.



## 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: I and h .
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants I and $h$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Kids Hop a Lot


## Center 1: Consonants I, h

Practice consonants and blending through the following worksheets. Know It, Show It; Build Words, Know It, Show It


## Center 2: Word work

Picture sort words that begin with / on one side and words that begin with $h$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Kids Hop a Lot
2. Then read it to your partner.

3. Then listen to your partner read it to you.

Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the letters $\mathrm{LI}, \mathrm{Hh}$.
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 76: Phonological Awareness (RF.K.2B), Phonics: letters L, I, H, h (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 I, h.
- I am learning how to recognize the letters and sounds of LI and Hh in a word.
- I am learning how to identify the middle vowel sound in a one syllable word.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i//, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/,/r/,/f/, /l/, /h/.


## Success Criteria:

- I can recognize the letters and sounds of LI and Hh in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify the middle vowel sound in a one syllable word.
- I can say and write the sound-spelling of ă, $\grave{l}, \mathrm{o}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}$, c, p, r, f, l, h.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a middle vowel sound game. Tell students that they will identify the middle vowel sound of ŏ words. I will say a word and you will say yes to words that have ŏ in the middle of the word. Listen:
- flop (yes)
- did (no)
- We do: With students practice the following:
- pod (yes)
- bid (no)
- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the middle vowel sound ǒ and no if it does not.
- fan (no)
- moss (yes)


## Phonics

- Review: Display the LI letter card. Ask students to say the sound as they write the letter.
- I do: Display the LI letter card. Model for students how to write and say the LI sound. As you write the letter LI, say LI /I/ like in lion, always, hospital

- 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 /I/ and no to those that do not. Say:
- like (yes)
- $\quad$ saw (no)
- We do: Have students say yes if they hear a word that has the sound /I/.
- love (yes)
- bam (no)
- lip (yes)
- lump (yes)
- Follow the above steps for the letter $\mathrm{Hh} / \mathrm{h} /-$ fish, wolf, perfect
- 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 LI Oo Gg Ss. Model blending the word "logs", use your finger and slide across while saying /I/ /ǒ/ /g/ / z/ logs.
- We do: Have students practice this blending task by displaying Blend and Read 4.3. 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.


## Words with I and h

| (1) lot | lap | log | lit |
| :--- | :--- | :--- | :--- |
| (2) had | hog | him | hot |
| (3) dogs | kit | naps | ran |

- The kids had to hop to the loa.

- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Mit, sap, tan

1. Ask students to say the letter name, sound, and write the letter with you, using the manuscript LI , Hh worksheet from HMH .


## 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: I and h .
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants I and h while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Kids Hid


## Center 1: Consonants I, h

Practice consonants and blending through the following worksheets.
Know It, Show It; Build Words, Know It, Show It


## Center 2: Word work

Picture sort words that begin with / on one side and words that begin with $h$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Kids Hid
2. Then read it to your partner.

3. Then listen to your partner read it to you.

## Part 3: Daily Instructional Task

1. Dictate the words lit, lap, hat, him
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 77: Phonological Awareness (RF.K.2B), Phonics: letters L, I, H, h (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 I, h.
- I am learning how to recognize the letters and sounds of LI and Hh in a word.
- I am learning how to identify the middle vowel sound in a one syllable word.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i/, /ŏ/, /m/, /s/, /t/, /b/, /n/, /d/, / k/, /p/, /r/, /f/, /l/, /h/.


## Success Criteria:

- I can recognize the letters and sounds of LI and Hh in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify the middle vowel sound in a one syllable word
- I can say and write the sound-spelling of $a, ~ \grave{i}, \mathrm{o}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}, \mathrm{c}$, $\mathrm{p}, \mathrm{r}, \mathrm{f}, \mathrm{l}, \mathrm{h}$.


## Part 1: Direct instruction

## Phonological Awareness

- I do: Tell students they will be playing a middle vowel sound game. Tell students that they will identify the middle vowel sound of ŏ words. I will say a word and you will say yes to words that have ŏ in the middle of the word. Listen:
- Dom (yes)
- dab (no)
- We do: With students practice the following:

```
- sob (yes)
- bad (no)
```

- You do: Tell students to try the following words, independently. Now, I will read the word and you will say yes if it has the middle vowel sound ŏ and no if it does not.
- lit (no)
- lot (yes)


## Phonics

- Review: Display the LI letter card. Ask students to say the sound as they write the letter.
- I do: Display the LI letter card. Model for students how to write and say the LI sound. As you write the letter LI, say LI /I/ like in lion, always, hospital

- 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 /I/ and no to those that do not. Say:
- light (yes)
- mud (no)
- We do: Have students say yes if they hear a word that has the sound /I/.

```
- lab (yes)
- cat (no)
- lamb (yes)
- lot (yes)
```

- Follow the above steps for the letter $\mathrm{Hh} / \mathrm{h} /-\mathrm{fish}$, wolf, perfect
- 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 LI li Tt. Model blending the word "logs", use your finger and slide across while saying /I/ /i// /t/ lit.
- We do: Have students practice this blending task by displaying Blend and Read 4.3. 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.

- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Taps, hogs, mad

1. Ask students to say the letter name, sound, and write the letter with you, using the manuscript LI , Hh worksheet from HMH .


## 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: I and h .
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants I and $h$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Kids Hid


## Center 1: Consonants I, h

Practice consonants and blending through the following worksheets. Know It, Show It; Build Words, Know It, Show It


## Center 2: Word work

Picture sort words that begin with / on one side and words that begin with $h$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Kids Hid
2. Then read it to your partner.

3. Then listen to your partner read it to you.

Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the words: his, lot, hot, lag
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 78: Phonological Awareness (RF.K.2B), Phonics: letters L, I, H, h (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 I, h.
- I am learning how to recognize the letters and sounds of LI and Hh in a word.
- I am learning how to identify the middle vowel sound in a one syllable word.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i//, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/.


## Success Criteria:

- I can recognize the letters and sounds of LI and Hh in a word.
- I can correctly write dictated letters while saying their sounds.
- I can identify the middle vowel sound in a one syllable word.
- I can say and write the sound-spelling of ă, $\check{l}, \mathrm{o}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}$, c, p, r, f, l, h.


## Part 1: Assessment

1. Assess students' knowledge of initial sounds.
2. Tell students that you will say a word and they will circle the word that begins with the middle vowel sound /ǒ/.
3. Tom
4. map
5. mob
6. Tam
7. Bop
8. rod
9. Give each student a word list and ask them to circle each word that has a LI or Hh in them.
10. Lap, logs, hat, his, dip, bad, lap, hat
11. Have students write the following words:
12. lit
13. Tim
14. hog
15. his
16. him
17. lot

## Part 2: Reading Decodable Texts

1. Invite students to partner read, Kids Hop a Lod and Kids Hid.
2. Spend time during this period listening to students read the decodable texts: Kids Hop a Lod and Kids Hid.
3. Record your findings.

## Lesson 79: Phonological Awareness (RF.K.2B), Phonics: letters W, w, J, j (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 w, j.
- I am learning how to recognize the letters and sounds of Ww and Jj 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/, /i/, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/,/w/, /j/.


## Success Criteria:

- I can recognize the letters and sounds of WW and Jj 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 ă, $\grave{1}, \mathrm{o}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}$, $c, p, r, f, l, h, w, j$.


## 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 /b/ /ŭn/ bun. When I put the sounds together I say the word run. No you try. /h/ /ĕn/ What word is that? hen. I will do one more.
- /h/ /op/ - hop
- We do: With students practice the following:
- /I/ /ŏk/ - lock
- /m/ /ăn/ - man
- /m/ /ăp/ - map
- /h/ /ŭg/ - hug
- You do: Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
- /I/ /āk/ lake
- /p/ /ān/ pain
- /I/ /ēf/ leaf


## Phonics

- Review: Display the Ww letter card. Ask students to say the sound as they write the letter.
- I do: Display the Ww letter card. Model for students how to write and say the Ww sound. As you write the letter Ww say Ww /w/ like in whale, always, low


## Ww

- 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 /w/ and no to those that do not. Say:

```
- win (yes)
- bed (no)
```

- We do: Have students say yes if they hear a word that has the sound /I/.
- wag (yes)
- rip (no)
- wish (yes)
- web (yes)
- Follow the above steps for the letter Jj/j/- jellyfish, jam, jump

- 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 Ww li Gg. Model blending the word "wig", use your finger and slide across while saying /w/ /i//g/ wig.

- We do: Tell students that they will be blending words with you. Display the letter cards Jj Aa Mm. With students, blend the word "jam", use your finger and slide across while saying with students/j/ /ă/ /m/ jam.
- Blend the words: job, wag
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Jog, win
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ww, Jj worksheet from HMH .


| - - |  |
| :---: | :---: |
| Lemer W* |  |
| WWW | E- |
| WWW |  |
| ハー-**** |  |
| wag wag | wag |
| wig wig | wig |
| win win | win |
| - |  |
| Was his wig big? |  |
| Was his wig big? |  |

## 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: $w$ and $j$.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants $w$ and $j$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: The Wig


## Center 1: Consonants w, j

Practice consonants and blending through the following worksheets.
Know It, Show It; Build Words, Know It, Show It


## Build Words

| $b$ | $d$ | $g$ | $i$ |
| :---: | :---: | :---: | :---: |
| $j$ | $n$ | $o$ | $w$ |
| $b$ | $d$ | $g$ | $i$ |
| $j$ | $n$ | $o$ | $w$ |
| $b$ | $d$ | $g$ | $i$ |
| $j$ | $n$ | $o$ | $w$ |
| $b$ | $d$ | $g$ | $i$ |
| $j$ | $n$ | $o$ | $w$ |

## 



## Center 2: Word work

Picture sort words that begin with $w$ on one side and words that begin with $j$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, The Wig
2. Then read it to your partner.

3. Then listen to your partner read it to you.

## Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the letters $\mathrm{Ww}, \mathrm{Jj}$.
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 80: Phonological Awareness (RF.K.2B), Phonics: letters W, w, J, j (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 $\mathrm{w}, \mathrm{j}$.
- I am learning how to recognize the letters and sounds of Ww and Jj 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/, /i//, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.


## Success Criteria:

- I can recognize the letters and sounds of Ww and Jj 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 ă, $\mathrm{l}, \mathrm{c}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}$, 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 /f/ /ŭn/ fun. When I put the sounds together I say the word run. No you try. /p/ /ĕn/ What word is that? pen. I will do one more.
- /b/ /op/ - bop
- We do: With students practice the following:
- /m/ /ŏk/ - mock
- /f/ /ăn/ - fan
- /l/ /ăp/ - lap
- /b/ /ŭg/ - bug
- You do: Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
- /fl/ /āk/ flake
- /b/ /inn/ bin
- /b/ /ēf/ beef


## Phonics

- Review: Display the Ww letter card. Ask students to say the sound as they write the letter.
- I do: Display the Ww letter card. Model for students how to write and say the Ww sound. As you write the letter Ww say Ww /w/ like in whale, always, low


## Ww

- 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 $/ \mathrm{w} /$ and no to those that do not. Say:
- went (yes)
- $\quad$ dig (no)
- We do: Have students say yes if they hear a word that has the sound /I/.

```
- was (yes)
- pig (no)
- wash (yes)
- wim (yes)
```



- 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 Ww Aa Gg. Model blending the word "wag", use your finger and slide across while saying /w/ /ă/ /g/ wag.
- We do: Tell students that they will be blending words with you. Display the letter cards Jj Oo Bb. With students, blend the word "job", use your finger and slide across while saying with students/j/ /ǒ/ /b/ job.
- Blend the words: jogs, wags
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Wam, jam
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ww , Jj worksheet from HMH.



## 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: w and j .
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants $w$ and $j$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: The Wig


## Center 1: Consonants w, j

Practice consonants and blending through the following worksheets. Know It, Show It; Build Words, Know It, Show It


Center 2: Word work
Picture sort words that begin with $w$ on one side and words that begin with $j$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, The Wig
2. Then read it to your partner.

3. Then listen to your partner read it to you.

## Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate th`e letters $\mathrm{Ww}, \mathrm{Jj}$.
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 81: Phonological Awareness (RF.K.2B), Phonics: letters W, w, J, j (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 $w, j$.
- I am learning how to recognize the letters and sounds of Ww and Jj 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/, /ٓ//, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/,/r/, /f/, /l/, /h/,/w/, /j/.


## Success Criteria:

- I can recognize the letters and sounds of Ww and Jj 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 ă, $\check{l}, \mathrm{c}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}$, 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 /f/ /ŭn/ fun. When I put the sounds together I say the word run. No you try. /p/ /ĕn/ What word is that? pen. I will do one more.
- /fl/ /op/ - flop
- We do: With students practice the following:
- /s/ /ŏk/ - sock
- /b/ /ăn/ - ban
- /I/ /īp/ - lip
- /m/ /ŭg/-mug
- You do: Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
- /fl/ /ǐk/ flick
- /d/ /im/ bin
- /f/ /ēt/ feet


## Phonics

- Review: Display the Ww letter card. Ask students to say the sound as they write the letter.
- I do: Display the Ww letter card. Model for students how to write and say the Ww sound. As you write the letter Ww say Ww /w/ like in whale, always, low


## Ww

- 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 /w/ and no to those that do not. Say:
- went (yes)
- dig (no)
- We do: Have students say yes if they hear a word that has the sound /I/.
- was (yes)
- pig (no)
- wash (yes)
- wim (yes)
- Follow the above steps for the letter Jj/j/- jellyfish, jam, jump
- 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 Ww Aa Mm. Model blending the word "wam", use your finger and slide across while saying /w/ /ă/ / $\mathrm{m} /$ wam.
- We do: Have students practice this blending task by displaying Blend and Read 4.4. 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.


## Words with wand j



- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Win, wit, job, Jim


## 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: wand $j$.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants $w$ and $j$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Jobs! Jobs! Jobs!


## Center 1: Consonants w, j

Practice consonants and blending through the following worksheets. Know It, Show It; Build Words, Know It, Show It

## Build Words

| $b$ | $d$ | $g$ | $i$ |
| :---: | :---: | :---: | :---: |
| $j$ | $n$ | $\circ$ | $w$ |
| $b$ | $d$ | $g$ | $i$ |
| $j$ | $n$ | $\circ$ | $w$ |
| $b$ | $d$ | $g$ | $i$ |
| $j$ | $n$ | $o$ | $w$ |
| $b$ | $d$ | $g$ | $i$ |
| $j$ | $n$ | $\circ$ | $w$ |

Nans

## Smaraseal

Blend Sounds into Words
Wou cean break wordr into toundr and biend tound for

-as

## Center 2: Word work

Picture sort words that begin with $w$ on one side and words that begin with $j$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Jobs! Jobs! Jobs!
2. Then read it to your partner.
3. Then listen to your partner read it to you.


Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the words: wit, wags, jobs, jams
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 82: Phonological Awareness (RF.K.2B), Phonics: letters W, w, J, j (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 $\mathrm{w}, \mathrm{j}$.
- I am learning how to recognize the letters and sounds of Ww and Jj 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/, /i//, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/,/r/, /f/, /l/, /h/,/w/, /j/.


## Success Criteria:

- I can recognize the letters and sounds of Ww and Jj 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 ă, $\check{i}, \mathrm{o}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}$, $c, p, r, f, l, h, w, j$.


## 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 /f/ /in/ fin. When I put the sounds together I say the word run. No you try. /p/ /ăt/ What word is that? pat. I will do one more.
- /h/ /og/-hog
- We do: With students practice the following:
- /d/ /ŏg/ - dog
- /n/ /ăp/ - nap
- /s/ /it/ - sit
- /b/ /ŭmp/-bump
- You do: Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
- /d/ /ịp/-dip
- /t/ /ăb/- tab
- /m/ /ĕt/- met


## Phonics

- Review: Display the Ww letter card. Ask students to say the sound as they write the letter.
- I do: Display the Ww letter card. Model for students how to write and say the Ww sound. As you write the letter Ww say Ww /w/ like in whale, always, low


## Ww

- 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 $/ \mathrm{w} /$ and no to those that do not. Say:
- Wednesday (yes)
- bid (no)
- We do: Have students say yes if they hear a word that has the sound /I/.

```
- winter (yes)
- bug (no)
- washer (yes)
- window (yes)
```

- Follow the above steps for the letter Jj/j/- jellyfish, jam, jump
- 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 Ww li Nn. Model blending the word "win", use your finger and slide across while saying /w/ /i//n/ win.
- We do: Have students practice this blending task by displaying Blend and Read 4.4. 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.
- Hid, did, jog, dog


## 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: w and j .
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants $w$ and $j$ while saying the sound.
4. Have students partner and read decodable text. Model as needed.
5. Decodable Texts: Jobs! Jobs! Jobs!


## Center 1: Consonants w, j

Practice consonants and blending through the following worksheets. Know It, Show It; Build Words, Know It, Show It

## Build Words

| $b$ | $d$ | $g$ | $i$ |
| :---: | :---: | :---: | :---: |
| $j$ | $n$ | $\circ$ | $w$ |
| $b$ | $d$ | $g$ | $i$ |
| $j$ | $n$ | $\circ$ | $w$ |
| $b$ | $d$ | $g$ | $i$ |
| $j$ | $n$ | $o$ | $w$ |
| $b$ | $d$ | $g$ | $i$ |
| $j$ | $n$ | $\circ$ | $w$ |


Acmocesal
Acmocesal
Blend Sounds into Words
You con broek wordh into soundr and blend sounds to moke words.
2 Color the picture that matches the word you hear.


## Center 2: Word work

Picture sort words that begin with $w$ on one side and words that begin with $j$ on the other side.


## Center 3: Independent Reading

1. Read the decodable texts, Jobs! Jobs! Jobs!
2. Then read it to your partner.
3. Then listen to your partner read it to you.

Center 3: Lexia

## Part 3: Daily Instructional Task

1. Dictate the words: wag, jam, twin, Jim
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 83: Phonological Awareness (RF.K.2B), Phonics: letters W, w, J, j (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 $\mathrm{w}, \mathrm{j}$.
- I am learning how to recognize the letters and sounds of Ww and Jj 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/, /i//, /ŏ/, /m/, /s/, /t/, /b/, / n/, /d/, /k/, /p/,/r/, /f/, /l/, /h/,/w/, /j/.


## Success Criteria:

- I can recognize the letters and sounds of Ww and Jj 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 ă, $\check{i}, \mathrm{o}, \mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}, \mathrm{d}$, $c, p, r, f, l, h, w, j$.


## Part 1: Assessment

1. Assess students' knowledge of onset and rime.
2. Tell students that you will say two parts of a word and they will put those parts together to say the word.
3. Have pictures of the word for your students to circle the correct answer. Picture Cards
4. Say: ball ball
5. Say:/b/ /ăt/ bat
6. Say: /ch/ /inn/ chin
7. Say:/d/ /ōg/ dog
8. Give each student a word list and ask them to circle each word that has a Ww or Jj in them.
9. Wash, wish, Sam, jam, tab, bat, jag, wag
10. Have students write the following words:
11. bin
12. wam
13. job
14. jog
15. tag
16. rag

## Part 2: Reading Decodable Texts

1. Invite students to partner read, The Wig and Jobs!, Jobs!, Jobs!.
2. Spend time during this period listening to students read the decodable texts: The Wig and Jobs!, Jobs!, Jobs!.
3. Record your findings.

## Lesson 84: Phonological Awareness (RF.K.2B), Phonics: short vowel 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 vowel u.
- I am learning how to recognize the letters and sounds of Ww and Jj in a word.
- I am learning how to blend spoken onset and rhyme to form one syllable words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /i//, /ŏ/,/ŭ/, /m/, /s/, /t/, / b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.


## Success Criteria:

- I can recognize the letters and sounds of WW and Jj 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 ă, 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 game. Explain - I will say the beginning and ending sounds in a word. Listen /b/ /ŭn/ bun. When I put the sounds together I say the word bun. No you try. /s /ŭn/ What word is that? sun. I will do one more.
- /b/ /us/ - bus
- We do: With students practice the following:
- /c/up/ - cup
- /r/ /ug/ - rug
- /s/ /ub/ - sub
- /h/ /ŭg/ - hug
- You do: Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
- /r/ /ub/ rub
- /g//um/gum
- /sh/ /ut/ shut


## Phonics

- Review: Display the Uu letter card. Ask students to say the sound as they write the letter.
- I do: Display the Uu letter card. Model for students how to write and say the Uu sound. As you write the letter Uu say Uu like umbrella, sun, and unlock.

- 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 $u$ /ŭ/ and no to those that do not. Say:
- up (yes)
- cot (no)
- We do: Have students say yes if they hear a word that has the sound for short u.
- hum (yes)
- sip (no)
- shut (yes)
- fun (yes)
- 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 Ss Uu Nn. Model blending the word "sun", use your finger and slide across while saying /s/ /ŭ /n/ sun.

- We do: Tell students that they will be blending words with you. Display the letter cards Gg Uu Mm . With students, blend the word "gum", use your finger and slide across while saying with students $/ \mathrm{g} / \mathrm{u} / / \mathrm{m} / \mathrm{jam}$.
- Blend the words: pug, run,
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Gus, mug
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Uu 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 u sound.
- Model again and have students mimic you. Correct as needed.
- Have students write consonants $w$ and $j$ while saying the sound.
- Have students partner and read decodable text. Model as needed.

1. Decodable Text: Nuts, Not Rugs


## Center 1: Short Vowel u

Practice consonants and blending through the following worksheets. Know It. Show It. Know It. Show It


## Center 2: Word work

Sort words by their middle vowel sound. Sort words with /ŭ/ under sun and words with /ŏ/ under hop.


## Center 3: Independent Reading

- Read the decodable text, Nuts, Not Rugs

- 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 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 85: Phonological Awareness (RF.K.2B), Phonics: short vowel 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 vowel u.
- I am learning how to recognize the letters and sounds of Ww and Jj 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/, /i//, /ŏ/,/ŭ/, /m/, /s/, /t/, / b/,/n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/,/w/,/j/.


## Success Criteria:

- I can recognize the letters and sounds of Ww and Jj 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 ă, $\mathbf{i}, \mathrm{o}, \mathrm{u}$ u $m, s, t, b, n$, $d, c, p, r, f, l, h, w, j$.


## 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 /n/ /ŭt/ nut. When I put the sounds together I say the word bun. No you try. /h/ŭg/ What word is that? hug. I will do one more.
- /m/ /ust/ -must
- We do: With students practice the following:
- /m/ /ud/ - mud
- /sl//ug// - slug
- /tr /uck/ - truck
- /f/ /un/ - fun
- You do: Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
- /l/ /uck/ luck
- /b/ /ud/ bud
- /s//um/ sum


## Phonics

- Review: Display the Uu letter card. Ask students to say the sound as they write the letter.
- I do: Display the Uu letter card. Model for students how to write and say the Uu sound. As you write the letter Uu say Uu like umbrella, sun, and unlock.


## Uu

- Review: Display the Uu letter card. Ask students to say the sound as they write the letter.
- 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 short u sound /ŭ/ and no to those that do not. Say:

```
- us (yes)
- feet (no)
```

- We do: Have students say yes if they hear a word that has the sound /ŭ/.
- summer (yes)
- swimming (no)
- jump(yes)
- Pup (yes)
- 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 Ss Uu Nn. Model blending the word "hum", use your finger and slide across while saying /h/ /ŭ /m/ hum.
- We do: Tell students that they will be blending words with you. Display the letter cards Gg Uu Mm. With students, blend the word "fun", use your finger and slide across while saying with students /f/ /ŭ/ /n/ fun.
- Blend the words: cub, run,
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Bud, gut
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Uu 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 $u$ sound.
- Model again and have students mimic you. Correct as needed.
- Have students write Uu while saying the sound.
- Have students partner and read decodable text. Model as needed.

1. Decodable Text: Nuts, Not Rugs


## Center 1: Short Vowel u

Practice consonants and blending through the following worksheets.
Know It. Show It. Know It. Show It Build Words 5.1


| Build Words |
| :--- |
| \&Cut out the letters to build words. |
| $c$ $f$ $g$ <br> $n$ $r$ $t$ <br> $c$ $f$ $g$ <br> $n$ $r$ $t$ <br> $c$ $f$ $g$ <br> $n$ $r$ $t$ <br> $c$ $f$ $g$ <br> $n$ $r$ $t$ |

## Center 2: Word work

Sort words by their middle vowel sound. Sort words with /ŭ/ under sun and words with /ŏ/ under hop.


## Center 3: Independent Reading

- Read the decodable text, Nuts, Not Rugs

- Then read it to your partner.
- Then listen to your partner read it to you.


## Part 3: Daily Instructional Task

- Dictate the letters 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 86: Phonological Awareness (RF.K.2B), Phonics: short vowel 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 vowel u.
- I am learning how to recognize the letters and sounds of Ww and Jj 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/, /ī/, /ŏ/,/ŭ/, /m/, /s/, /t/, / b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.


## Success Criteria:

- I can recognize the letters and sounds of Ww and Jj 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 ă, $\grave{1}, \mathrm{o}, \mathrm{u}$ ŭ $\mathrm{m}, \mathrm{s}, \mathrm{t}, \mathrm{b}, \mathrm{n}$, 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 /sl/ /ŭg/ slug. When I put the sounds together I say the word run. No you try. /l/ /ŭck/ What word is that? luck. I will do one more.
- /d/ /ud/ - dud
- We do: With students practice the following:
- /b/ /un/ - bun
- /t/ /ug/ - tug
- /r/ /ub/ - rub
- /b/ /ut/ - but
- You do: Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
- /h/ /um/ hum
- /p/up/pup
- /g/ /ut/ gut


## Phonics

- Review: Display the Uu letter card. Ask students to say the sound as they write the letter.
- I do: Display the Uu letter card. Model for students how to write and say the Uu sound. As you write the letter Uu say Uu like umbrella, sun, and unlock.

- Review: Display the Uu letter card. Ask students to say the sound as they write the letter.
- We do: Ask students to say the letter name, sound, and write the letter with you 3 times.
- 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 short $u / u ̆ /$ sound and no to those that do not. Say:
- dug (yes)
- went (no)
- We do: Have students say yes if they hear a word that has the sound /I/.
- punt (yes)
- cake (no)
- whim (no)
- dump (yes)
- 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 Ss Uu Mm. Model blending the word "sum", use your finger and slide across while saying /s/ /ŭ /m/ sum.
- We do: Have students practice this blending task by displaying Blend and Read 5.1. 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.

- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- cup, sub, tug


## 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 u sound.
- Model again and have students mimic you. Correct as needed.
- Have students write Uu while saying the sound.
- Have students partner and read decodable text. Model as needed.

1. Decodable Texts: Nuts, Not Rugs and/or Big Bugs


## Center 1: Short Vowel u

Practice consonants and blending through the following worksheets.
Know It. Show It. Know It. Show It Build Words 5.1


Sort Words with Short Vowels You can heor the short u sound in the middle of the word bug.
You can hear the short o sound in the middle of the word mop.国 Read the words.

| cup | dog | top | log |
| :---: | :---: | :---: | :---: |
| tug | rub | hot | jug |



Build Words
WCut out the letters to build words.

| $c$ | $f$ | $g$ | $h$ |
| :---: | :---: | :---: | :---: |
| $n$ | $r$ | $t$ | $u$ |
| $c$ | $f$ | $g$ | $h$ |
| $n$ | $r$ | $t$ | $u$ |
| $\mathbf{n}$ | $f$ | $g$ | $h$ |
| $\mathbf{n}$ | $f$ | $t$ | $u$ |
| $n$ | $r$ | $t$ | $u$ |



## Center 2: Word work

Sort words by their middle vowel sound. Sort words with /ŭ/ under sun and words with /ŏ/ under hop.


## Center 3: Independent Reading

- Read the decodable texts, Nuts, Not Rugs and/or Big Bugs

- 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 words: jug, pun, rub, lug
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 87: Phonological Awareness (RF.K.2B), Phonics: short vowel 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 vowel u.
- I am learning how to recognize the letters and sounds of Ww and Jj 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/, /i//, /ŏ/,/ŭ/, /m/, /s/, /t/, / b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.


## Success Criteria:

- I can recognize the letters and sounds of WW and Jj 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 ă, 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 game. Explain - I will say the beginning and ending sounds in a word. Listen /sp/ /ŭg/ spug. When I put the sounds together I say the word spug. Now you try. /s/ /ŭnk/ What word is that? sunk. I will do one more.
- /d/ /ud/ - dud
- We do: With students practice the following:
- /u/ /s/ - us
- /m/ /ug/ - mug
- /t /ub/ - tub
- /c/ /ut/ - cut
- You do: Tell students to try the following words, independently. Now, I will read the word parts and you will say the whole word.
- /n//un/nun
- /t /ug/tug
- /r/ /ut/ rut


## Phonics

- Review: Display the Uu letter card. Ask students to say the sound as they write the letter.
- I do: Display the Uu letter card. Model for students how to write and say the Uu sound. As you write the letter Uu say Uu like umbrella, sun, and unlock.


## Uu

- Review: Display the Uu letter card. Ask students to say the sound as they write the letter.
- We do: Ask students to say the letter name, sound, and write the letter with you 3 times.
- 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 short $u / u / /$ sound and no to those that do not. Say:
- plum (yes)
- camp (no)
- We do: Have students say yes if they hear a word that has the sound /I/.
- up(yes)
- like (no)
- lamp(no)
- duck (yes)
- 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 Ss Uu Mm. Model blending the word "sum", use your finger and slide across while saying /s/ /ŭ /m/ sum.
- We do: Have students practice this blending task by displaying Blend and Read 5.1. 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.

Words with Short u

- bug hug but hut
(2) cup
jug
run
mug
(3) wag
fun
lip
hop
(1) Bud and the man go on the bus.

- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- cup, sub, tug


## 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 u sound.
- Model again and have students mimic you. Correct as needed.
- Have students write Uu while saying the sound.
- Have students partner and read decodable text. Model as needed.

1. Decodable Texts: Nuts, Not Rugs and/or Big Bugs


## Center 1: Short Vowel u

Practice consonants and blending through the following worksheets. Know It. Show It. Know It. Show It Build Words 5.1


Build Words
WCut out the letters to build words.

| $c$ | $f$ | $g$ | $h$ |
| :---: | :---: | :---: | :---: |
| $n$ | $r$ | $t$ | $u$ |
| $c$ | $f$ | $g$ | $h$ |
| $n$ | $r$ | $t$ | $u$ |
| $c$ | $f$ | $g$ | $h$ |
| $n$ | $r$ | $t$ | $u$ |
| $c$ | $f$ | $g$ | $h$ |
| $n$ | $r$ | $t$ | $u$ |

## Center 2: Word work

Sort words by their middle vowel sound. Sort words with /ŭ/ under sun and words with /ŏ/ under hop.


## Center 3: Independent Reading

- Read the decodable texts, Nuts, Not Rugs and/or Big Bugs

- 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 words: up, pup, Gus,
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 88: Phonological Awareness (RF.K.2B), Phonics: short vowel 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 vowel u.
- I am learning how to recognize the letters and sounds of Ww and Jj 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/, /i//, /ŏ/,/ŭ/, /m/, /s/, /t/, / b/,/n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/,/j/.


## Success Criteria:

- I can recognize the letters and sounds of Ww and Jj 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 ă, $\mathbf{i}, \mathrm{o}, \mathrm{u}$ u $m, s, t, b, n$, $d, c, p, r, f, l, h, w, j$.


## 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 /d/ /uck/ duck
- Say:/s//ub/ sub
- Say:/n//ut/ nut
- Say:/r/ /ug/ rug
```

- Give each student a word list and ask them to circle each word that has a Uu
- plug, tuck, up, dump
- Have students write the following words
- sub
- nut
- sun
- jug
- tug
- tub


## Part 2: Reading Decodable Texts

- Invite students to partner read, Nuts, Not Rugs and/or Big Bugs
- Spend time during this period listening to students read the decodable texts: Nuts, Not Rugs and/or Big Bugs
- Record your findings.


## Lesson 89: Phonological Awareness (RF.K.2B), Phonics: letters V, v, Y, y (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 $\mathrm{v}, \mathrm{y}$.
- 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/, /i//, /ŏ/, /ŭ/,/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 ă, i, ŭ, ŏ, 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 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


## Yy

- 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 $/ \mathrm{y} /$ 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 $/ \mathrm{y} /$.

```
- 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.




## 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

Build Words
XCut out the leters to build words.

| $a$ | $m$ | $n$ |
| :---: | :---: | :---: |
| $t$ | $u$ | $v$ |
| $a$ | $m$ | $n$ |
| $\dagger$ | $u$ | $v$ |
| $a$ | $m$ | $n$ |
| $t$ | $u$ | $v$ |
| $a$ | $m$ | $n$ |
| $t$ | $u$ | $v$ |
|  | $y$ |  |



## Center 2: Word work

Picture sort words the begin with $/ \mathrm{y}$ / on one side and words that begin with $/ v /$ on the other side.


## 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.


## 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 90: Phonological Awareness (RF.K.2B), Phonics: letters V, v, Y, y (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 $\mathrm{v}, \mathrm{y}$.
- I am learning how to recognize the letters and sounds of $\mathrm{V} v$ and $Y y$ 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/, /ì/, /ŏ/, /ŭ/,/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 ă, ĭ,ŭ,ŏ, m, s, t, b, n, d, $c, p, r, f, l, h, w, j$.


## 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/ /ellow/ - yellow
- /y/ /ummy/ - yummy
- We do: With students practice the following:
- /y/ /ogurt/ - yogurt
- /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/ /awn/ yawn
- /y/ /acht/ yacht


## 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 $/ \mathrm{y} /$ and no to those that do not. Say:
- yacht (yes)
- Pink (no)
- We do: Have students say yes if they hear a word that has the sound $/ \mathrm{y} /$.
- yahoo (yes)
- unicorn (no)
- yak(yes)
- yoke (yes)
- Follow the above steps for the letter Vv- van, vat, Vic


## Vv

- 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: ell students that they will be blending words with you. Display the letter cards Yy Aa Kk. With students, blend the word "yak", use your finger and slide across while saying with students /V/ /i/ /c/ Vic.
- Blend the words: yes, vat
- You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
- Vat, yum
- Ask students to say the letter name, sound, and write the letter with you, using the manuscript Yy Vv worksheet from HMH.



## 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 the begin with $/ \mathrm{y}$ / on one side and words that begin with $/ v /$ on the other side.


## 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.


[^0]:    - pin
    - Tim
    - bin
    - sit

[^1]:    - gum(yes)
    - path (no)
    - gate (yes)
    - Gift (yes)

[^2]:    - Decodable Texts: Pot of Pods

[^3]:    - Blend the words: lap, had

