

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.
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.

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 26: Phonological Awareness (RF.K.2B), Phonics: letter M, m (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 27: Phonological Awareness (RF.K.2B), Phonics: letter M, m (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 28: Phonological Awareness (RF.K.2B), Phonics: letter M, m, S, s (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 29: Phonological Awareness (RF.K.2B), Phonics: letter M, m, S, s (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 30: Phonological Awareness (RF.K.2B), Phonics: Review of Letters M, m, S, s (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)
Lesson 31: Phonological Awareness (RF.K.2B), Phonics: letter T, t (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 32: Phonological Awareness (RF.K.2B), Phonics: letter T, t (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 33: Phonological Awareness (RF.K.2B), Phonics: letter T, t, B, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 34: Phonological Awareness (RF.K.2B), Phonics: letter T, t, B, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 35: Phonological Awareness (RF.K.2B), Phonics: Review of Letters T, t, B, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)
Lesson 36: Phonological Awareness (RF.K.2B), Phonics: short letter A, a with a review of letters m, s, t, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 37: Phonological Awareness (RF.K.2B), Phonics: short letter A, a with a review of letters m, s, t, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 38: Phonological Awareness (RF.K.2B), Phonics: short letter A, a with a review of letters m, s, t, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 39: Phonological Awareness (RF.K.2B), Phonics: short letter A, a with a review of letters m, s, t, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 40: Phonological Awareness (RF.K.2B), Phonics: Review of short letter A, a with m, s, t, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)
Lesson 41: Phonological Awareness (RF.K.2B), Phonics: short letter N, n (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 42: Phonological Awareness (RF.K.2B), Phonics: short letter N, n (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 43: Phonological Awareness (RF.K.2B), Phonics: short letter N, n, D, d (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 44: Phonological Awareness (RF.K.2B), Phonics: short letter N, n, D, d (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)	Lesson 45: Phonological Awareness (RF.K.2B), Phonics: Review of Letter N, n, D, d (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Lesson 26: Phonological Awareness (RF.K.2B), Phonics: letter M, m (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 consonant m.
- I am learning how to recognize the letter and sound of Mm in a word.
- I am learning how to count syllables in words.

Success Criteria:

- I can say and write the sound-spelling of consonant m.
- I can recognize the letter and sound of Mm in a word.
- I can correctly write a dictated letter while saying its sound.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-counting game. I will say a word and you will count the syllables. Listen: classmate (class-mate). There are 2 syllables in classmate. Clap as you say the word: applesauce (ap-ple-sauce). There are 3 syllables.
- **We do:** With students clap syllables for the following words: **bathtub, backpack, afternoon**

- **You do:** Tell students to try the following words, independently. Now, I will say the word and you will clap the syllables.
 - Hop (1)
 - Teacher (2)
 - Bicycle (3)
 - Couch (1)
 - Turkey (2)
 - Cake (1)

Phonics

- **I do:** Display the Mm letter card. Model for students how to write and say the Mm sound. As you write the letter Mm, say Mm /m/ like in moth, from, remember.



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 sound: m.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonant m words, while saying the sound.
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

1. Predecodable Text: [Mm](#)



Center 1: Consonants m

1. Read the nursery rhyme Little Miss Muffet
2. Circle words that have the Mm in them.
3. Air write the letter M.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet
Eating her curds and whey.

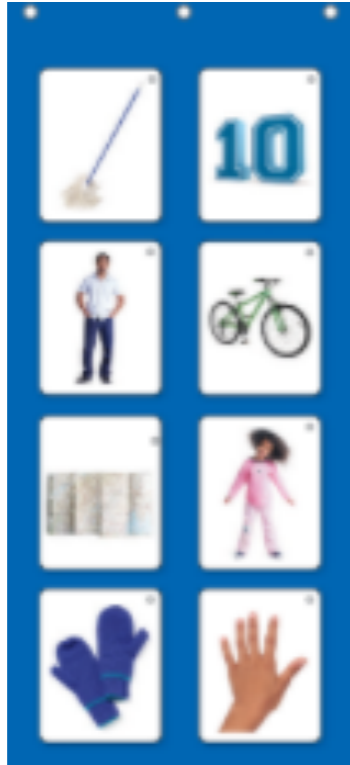
Along came a spider
Who sat down beside her,
And frightened Miss Muffet away!



Center 2: Word work

Picture sort words that have the /m/ sound on one side and all other words on the side.

Picture cards



Center 3: Independent Reading

1. Read the pre decodable text, [Mm](#).
2. Then read it to your partner.
3. Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate the letter Mm.
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 27: Phonological Awareness (RF.K.2B), Phonics: letter M, m (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonant m.
- I am learning how to recognize the letter and sound of Mm in a word.
- I am learning how to count syllables in words.

Success Criteria:

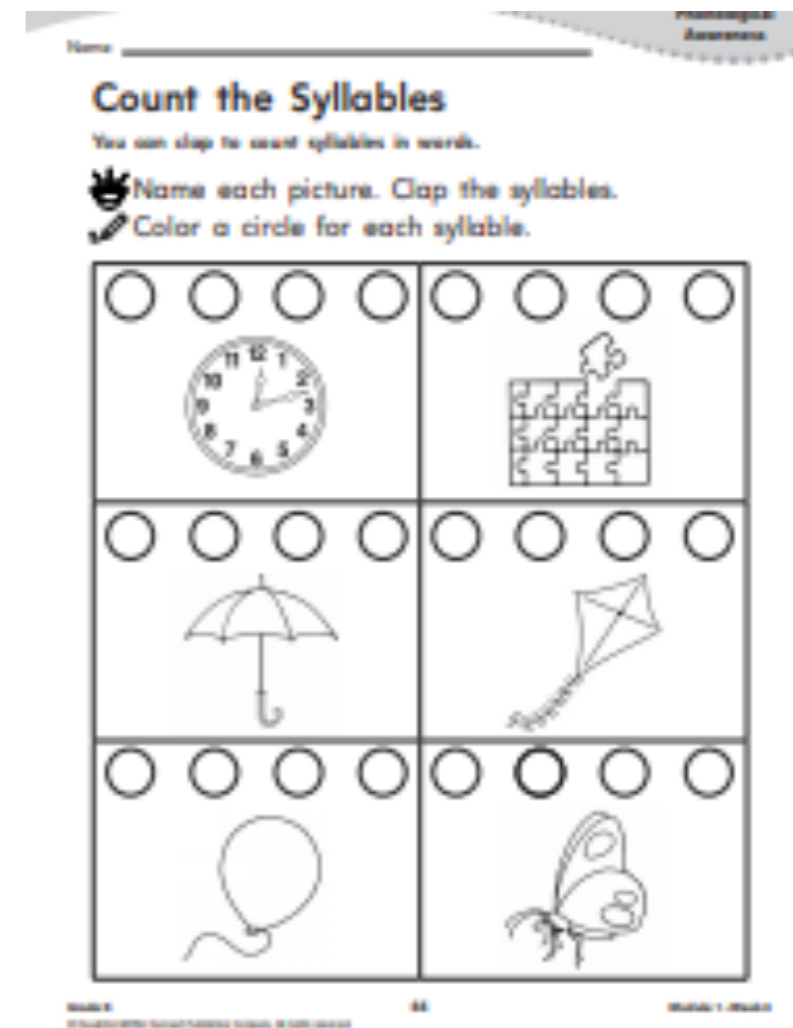
- I can say and write the sound-spelling of consonant m.
- I can recognize the letter and sound of Mm in a word.
- I can correctly write a dictated letter while saying its sound.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-counting game. I will say a word and you will count the syllables. Listen: notebook (note-book). There are 2 syllables in the word notebook. Clap as you say the word: pen. There is 1 syllable.

- **We do:** With students clap syllables for the following words: laundry, dress, undercover.
- **You do:** Tell students to try the following words, independently. Now, I will say the word and you will clap and color the syllables on the [Know It, Show It](#) worksheet.



Phonics

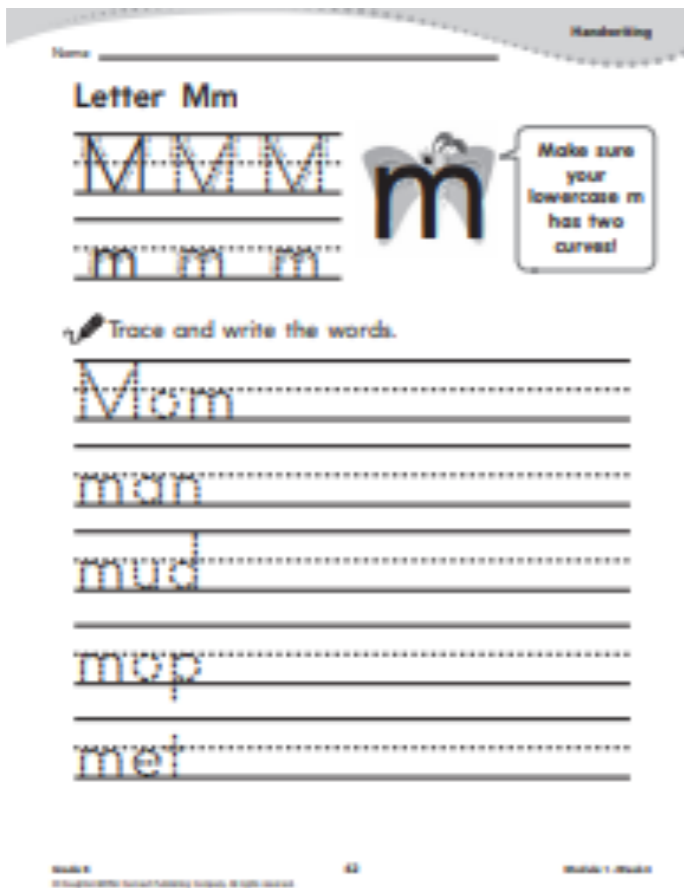
- **I do:** Display the Mm letter card. Model for students how to write and say the Mm sound. As you write the letter Mm, say Mm /m/ like in moth, from, remember.



- **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 /m/ and no 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 /m/ 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:

- mom (yes)
- drum (yes)
- box (no)
- **We do:** Have students say yes if they hear a word that has the sound /m/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /m/ then identify where the sound is being heard, beginning, middle, or end of the word.
 - come (yes)
 - spoon (no)
 - game (yes)
- **You do:** Now tell students they will try on their own the following words:
 - name (yes)
 - number (yes)
 - kite (no)

You do: Ask students to say the letter name, sound, and write the letter with you, using the manuscript Mm 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 sound: m.
2. Model again and have students mimic you. Correct as needed.

3. Have students write consonant m words, while saying the sound.
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

1. Predecodable Text: [Mm](#)



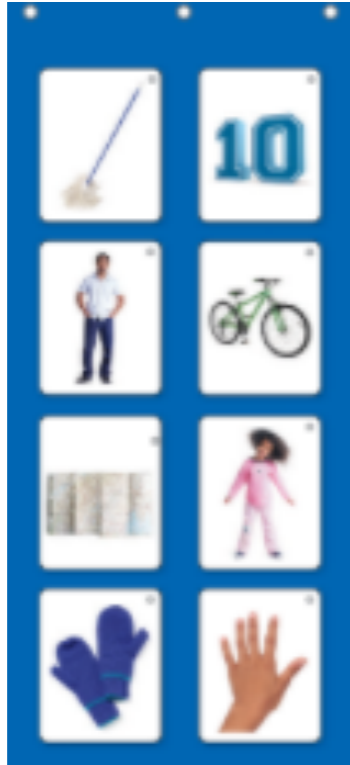
Center 1: Consonants m

1. Read the nursery rhyme Little Miss Muffet
2. Circle words that have the Mm in them.
3. Write the words using pipe cleaners or wikki sticks.

Center 2: Word work

Picture sort words that have the /m/ sound on one side and all other words on the side.

Picture cards



Center 3: Independent Reading

1. Read the pre decodable text, [Mm](#).
2. Then read it to your partner.
3. Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate the letter Mm.
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 28: Phonological Awareness (RF.K.2B), Phonics: letter M, m, S, s (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants m, s.
- I am learning how to recognize the letters and sounds of Mm and Ss in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

- I can say and write the sound-spelling of consonants m, s.
- I can recognize the letters and sounds of Mm and Ss in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-blending game. I will say two one syllable words and you will blend them together to create one word. When we put two words together to form one word this is called a compound word. Say and clap: out, side / outside; sun, shine / sunshine

- **We do:** With students clap syllables and create compound words for the following: **snow, flake / snowflake; sun, set / sunset; day, light / daylight**
- **You do:** Tell students to try the following words, independently. Now, I will say the two words and you will clap the syllables and form a compound word.
 - Sun, day / Sunday
 - In, side / inside
 - Note, book / notebook
 - Up, stairs / upstairs

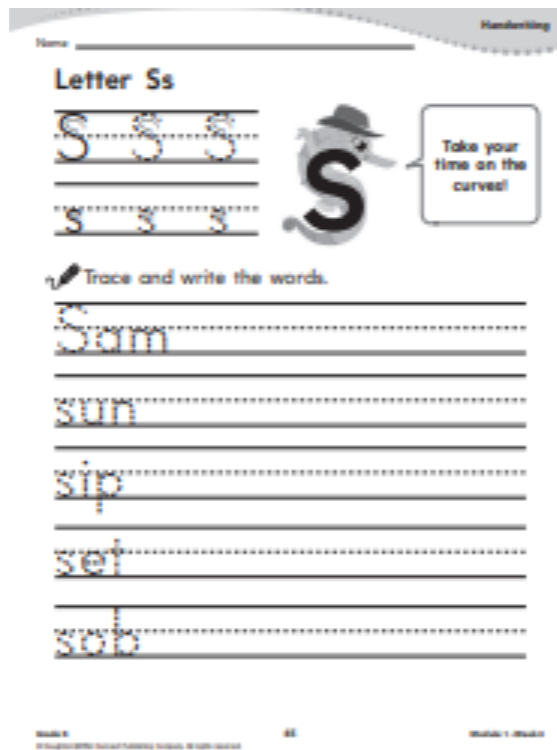
Phonics

- **Review:** Display the Mm letter card. Ask students to say the sound as they write the letter.
- **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/ like in seahorse, yes, sister.



- **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 /s/ or /m/ and no 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 /m/ or /s/ 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:
 - cup (no)
 - man (yes)
 - sun (yes)
 - said (yes)

- **We do:** Have students say yes if they hear a word that has the sound /s/ or /m/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /m/ or /s/ then identify where the sound is being heard, beginning, middle, or end of the word.
 - bus (yes)
 - dog (no)
 - map (yes)
 - sack (yes)
- **You do:** Now tell students they will try on their own the following words:
 - bag (no)
 - room (yes)
 - sad (yes)
 - sister (yes)
- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ss 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: m, s.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants m, s, while saying the sound.
4. Have students partner and read pre decodable text. Model as needed.

1. Pre Decodable Texts: [Ss](#), [Mm](#).



Center 1: Consonants m, s

1. Read the nursery rhyme Little Miss Muffet
2. Circle words that have the Mm and Ss in them.
3. Write the words using a tray with dry rice, cornstarch, sugar, sand, salt, or cornmeal.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet
Eating her curds and whey.

Along came a spider
Who sat down beside her,
And frightened Miss Muffet away!



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Center 2: Word Work

Picture sort words that have the /m/ sound on one side and all other words on the side.

[Picture cards](#)



Center 3: Independent Reading

1. Read the pre decodable texts, [Mm](#), [Ss](#).



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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate the letters Mm, Ss.
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 29: Phonological Awareness (RF.K.2B), Phonics: letter M, m, S, s (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants m, s.
- I am learning how to recognize the letters and sounds of Mm and Ss in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

- I can say and write the sound-spelling of consonants m, s.
- I can recognize the letters and sounds of Mm and Ss in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-blending game. I will say two one syllable words and you will blend them together to create one word. When we put two words together to form one word this is called a compound word. Say and clap: ball, park / ballpark; air, plane / airplane

- **We do:** With students clap syllables and create compound words for the following:
 - **blue, berry / blueberry**
 - **day, dream / daydream**
 - **dog, house / doghouse**
- **You do:** Tell students to try the following words, independently. Now, I will say the two words and you will clap the syllables and form a compound word.
 - fire, work / firework
 - good, night / goodnight
 - hot, dog / hotdog
 - milk, shake / milkshake

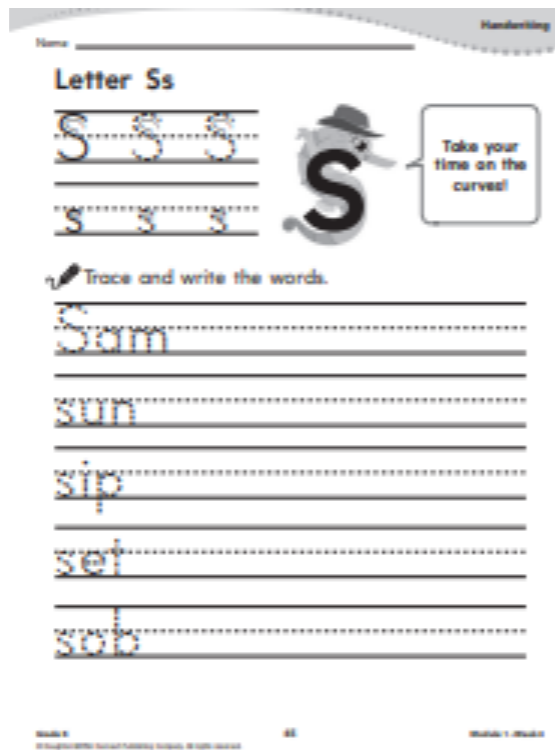
Phonics

- **Review:** Display the Mm letter card. Ask students to say the sound as they write the letter.
- **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/ like in seahorse, yes, sister



- **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 /s/ or /m/ and no 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 /m/ or /s/ 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:
 - fork (no)
 - moon (yes)
 - pasta (yes)
 - sack (yes)

- **We do:** Have students say yes if they hear a word that has the sound /s/ or /m/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /m/ or /s/ then identify where the sound is being heard, beginning, middle, or end of the word.
 - book (no)
 - gas (yes)
 - mother (yes)
 - sick (yes)
- **You do:** Now tell students they will try on their own the following words:
 - clock (no)
 - snake (yes)
 - time (yes)
 - whisper (yes)
- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ss 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: m, s.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants m, s, while saying the sound.
4. Have students partner and read pre decodable text. Model as needed.

1. Pre Decodable Texts: [Ss](#), [Mm](#).



Center 1: Consonants m, s

1. Read the nursery rhyme Little Miss Muffet
2. Circle words that have the Mm and Ss in them.
3. Write the words using a tray with dry rice, cornstarch, sugar, sand, salt, or cornmeal.

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet
Eating her curds and whey.

Along came a spider
Who sat down beside her,
And frightened Miss Muffet away!



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Center 2: Word Work

Picture sort words that have the /m/ sound on one side and all other words on the side.

[Picture cards](#)



Center 3: Independent Reading

1. Read the pre decodable texts, [Mm](#), [Ss](#).



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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate the letters Mm, Ss.
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 30: Phonological Awareness (RF.K.2B), Phonics: Review of Letters M, m, S, s (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants m, s.
- I am learning how to recognize the letters and sounds of Mm and Ss in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

- I can say and write the sound-spelling of consonants m, s.
- I can recognize the letters and sounds of Mm and Ss in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Assessment

1. Assess students' knowledge of syllables and compound words.
2. Ask students to clap the following syllables for each word:
 1. Cover
 2. School
 3. Computer
 4. Car

3. Dictate the following one syllable words and have students blend them into compound words.

Rain, drop / raindrop

Sail, boat / sailboat

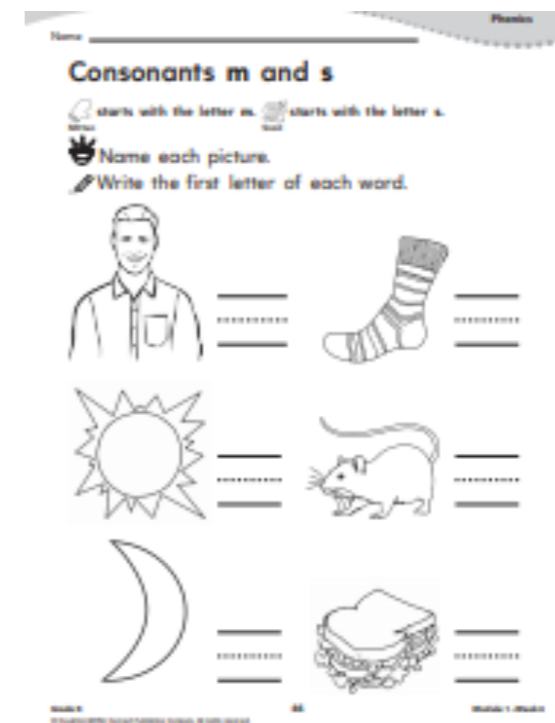
Tea, cup / teacup

Water, melon / watermelon

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

Hand, arm, mouse, snack, jump, swim, toy, bottle, bottom, sneeze

5. Give each student a [Know It, Show It](#) worksheet and ask them to write the first letter of each word Mm or Ss.



Part 2: Reading Pre Decodable Texts

1. Invite students to partner read, [Mm](#), [Ss](#).
2. Spend time during this period listening to students read the pre decodable texts: [Mm](#), [Ss](#).
3. Record your findings.

Lesson 31: Phonological Awareness (RF.K.2B), Phonics: letter T, t (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants t.
- I am learning how to recognize the letters and sounds of Tt in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

- I can say and write the sound-spelling of consonants t.
- I can recognize the letters and sounds of Tt in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-blending game. I will say two one syllable words and you will blend them together to create one word. We will then count the syllables for each word. When we put two words together to form one word this is called a compound word. Say and clap: straw, berry / strawberry (3 syllables); water, melon; watermelon (3 syllables).

- **We do:** With students clap syllables and create compound words for the following: **pine, apple / pineapple (3 syllables); rain, bow / rainbow (2 syllables)**
- **You do:** Tell students to try the following words, independently. Now, I will say the two words and you will clap the syllables and form a compound word. Have students use the [Know It, Show It](#) worksheet to color in the syllables.
 - Star, fish / starfish (2 syllables)
 - sun, flower / sunflower (3 syllables)
 - beach, ball / beachball (2 syllables)
 - down, stairs / downstairs (2 syllables)

Phonological Awareness

Name _____

Count the Syllables

You can clap to count syllables in words.

👂 Listen to each word. Clap the syllables.

🎨 Color the number of syllables.

1.
2.
3.
4.
5.
6.

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Phonics

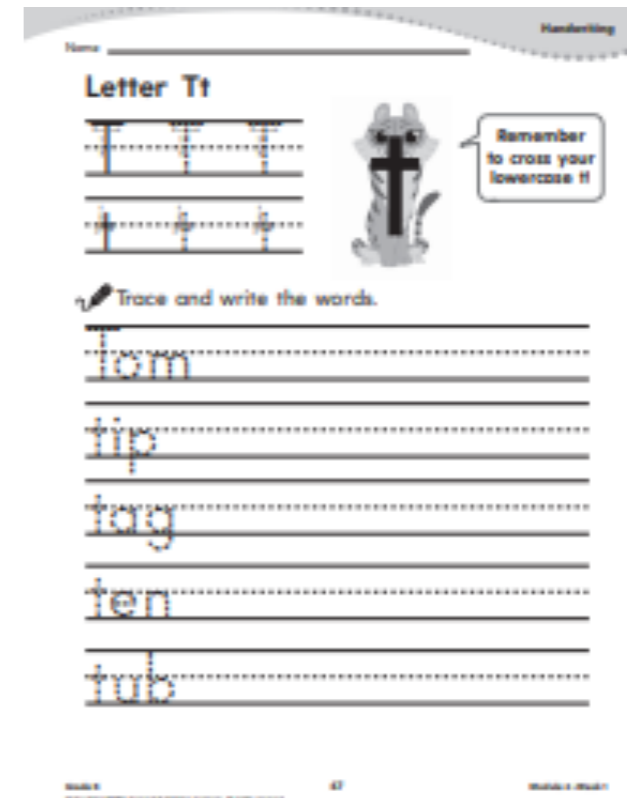
- **Review:** Display the Tt letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Tt letter card. Model for students how to write and say the Tt sound. As you write the letter Tt, say Tt / t/ like in tiger, art, beautiful.



- **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 /t/ and no 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 / t/ 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:

- alligator (yes)
 - bear (no)
 - table (yes)
 - tiger (yes)
- **We do:** Have students say yes if they hear a word that has the sound /t/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /t/ then identify where the sound is being heard, beginning, middle, or end of the word.
 - happy (no)
 - start (yes)
 - tight (yes)
 - top (yes)
 - **You do:** Now tell students they will try on their own the following words:
 - run (no)
 - smart (yes)
 - tap(yes)
 - teacher (yes)

- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Tt 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: t.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants t while saying the sound.

4. Have students partner and read pre decodable text. Model as needed.

Pre Decodable Texts: It.



Center 1: Consonant t

1. Read the nursery rhyme Little Teapot.
2. Circle words that have the Tt in them.
3. With a partner, students take turns air writing the letters on a partner's back. Students try to guess the letter and word.

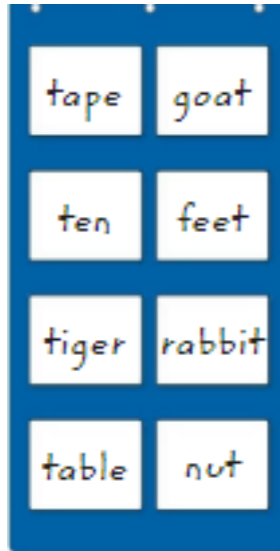
I'm a Little Teapot

I'm a little teapot,
Short and stout.
Here is my handle,
Here is my spout.
When I get all steamed up
Hear me shout,
Tip me over and
Pour me out!



Center 2: Word Work

Picture sort words that begin with t on one side and words that end with t on the other side.



Center 3: Independent Reading

1. Read the pre decodable texts, [It](#).



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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate the letters Mm, Ss, Tt.
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 32: Phonological Awareness (RF.K.2B), Phonics: letter T, t (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants t.
- I am learning how to recognize the letters and sounds of Tt in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

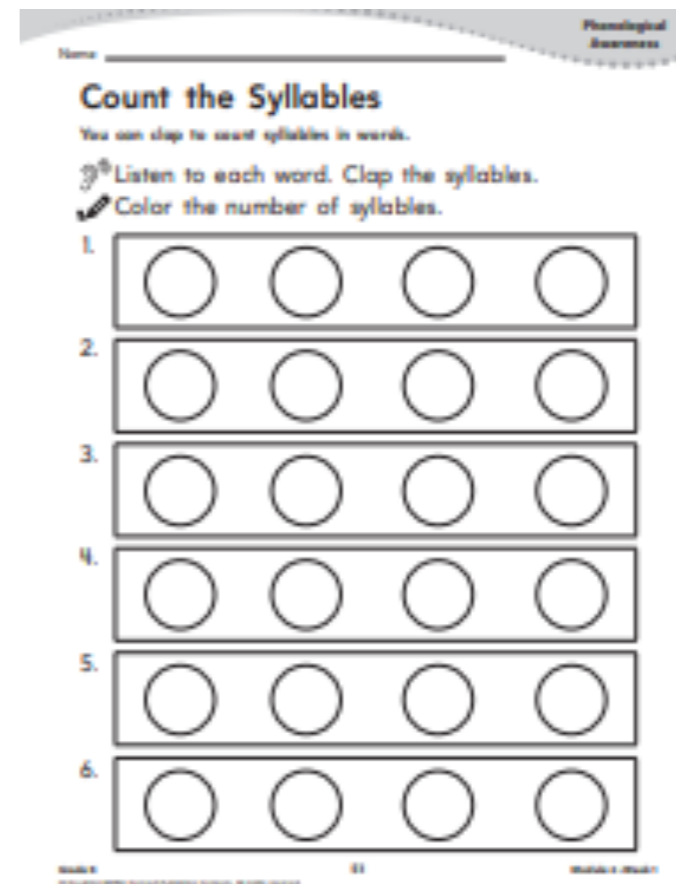
- I can say and write the sound-spelling of consonants t.
- I can recognize the letters and sounds of Tt in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-blending game. I will say two one syllable words and you will blend them together to create one word. We will then count the syllables for each word. When we put two words together to form one word this is called a compound word. Say and clap: play, ground / playground (2 syllables); space, ship; spaceship (2 syllables).

- **We do:** With students clap syllables and create compound words for the following: **class, room / classroom (2 syllables); flash, light / flashlight (2 syllables)**
- **You do:** Tell students to try the following words, independently. Now, I will say the two words and you will clap the syllables and form a compound word. Have students use the [Know It, Show It](#) worksheet to color in the syllables.
 - Bed, room / bedroom (2 syllables)
 - Honey, bee / honeybee (3 syllables)
 - Air, port / airport (2 syllables)
 - Foot, ball / football (2 syllables)



Phonics

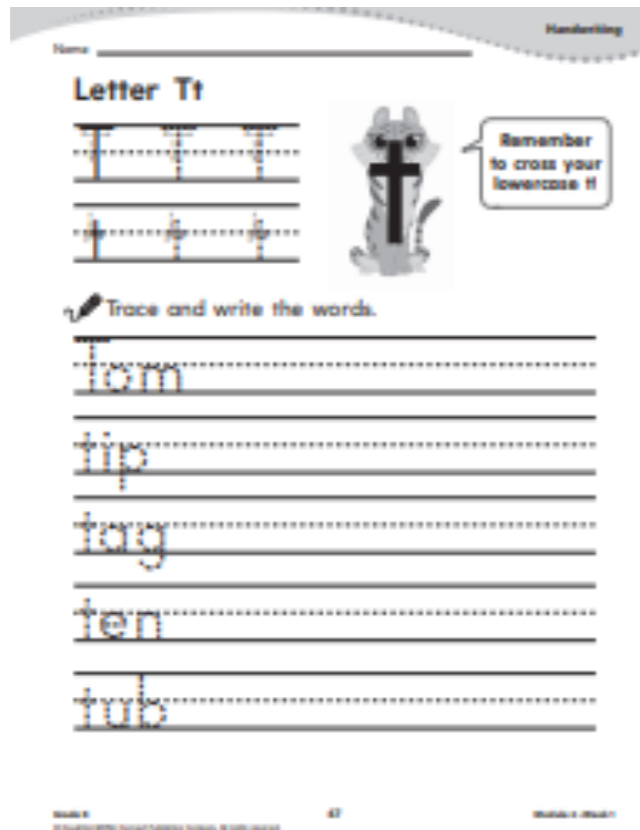
- **Review:** Display the Tt letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Tt letter card. Model for students how to write and say the Tt sound. As you write the letter Tt, say Tt /t/ like in tiger, art, beautiful.



- **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 /t/ and no 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 /t/ 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:

- hand (no)
 - repeat (yes)
 - tug (yes)
 - top (yes)
- **We do:** Have students say yes if they hear a word that has the sound /t/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /t/ then identify where the sound is being heard, beginning, middle, or end of the word.
 - airport (yes)
 - card (no)
 - take (yes)
 - tear (yes)
 - **You do:** Now tell students they will try on their own the following words:
 - run (no)
 - smart (yes)
 - tap (yes)
 - teacher (yes)

- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Tt 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: t.

2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants t while saying the sound.
4. Have students partner and read pre decodable text. Model as needed.

Pre Decodable Texts: [Tt](#).



Center 1: Consonant t

1. Read the nursery rhyme Little Teapot
2. Circle words that have the Tt in them.
3. Students use paint to form the letters of the words circled.

I'm a Little Teapot

I'm a little teapot,
Short and stout.
Here is my handle,
Here is my spout.
When I get all steamed up
Hear me shout,
Tip me over and
Pour me out!



Center 2: Word work

Picture sort words that begin with t on one side and words that end with t on the other side.

tape	goat
ten	feet
tiger	rabbit
table	nut

Center 3: Independent Reading

1. Read the pre decodable texts, [It](#).



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 Mm, Ss, Tt.
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 33: Phonological Awareness (RF.K.2B), Phonics: letter T, t, B, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants t, b.
- I am learning how to recognize the letters and sounds of Tt and Bb in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

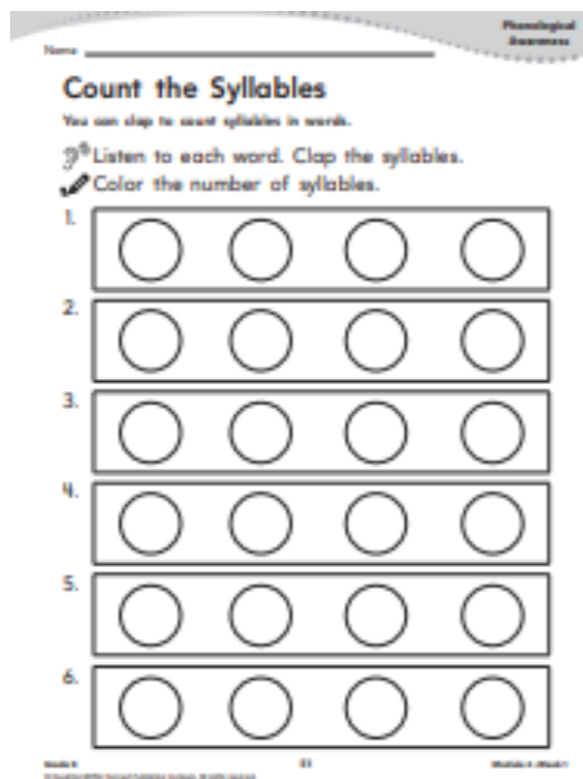
- I can say and write the sound-spelling of consonants t, b.
- I can recognize the letters and sounds of Tt and Bb in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-blending game. I will say two one syllable words and you will blend them together to create one word. We will then count the syllables for each word. When we put two words together to form one word this is called a compound word. Say and clap: rain, drop / raindrop (2 syllables); blue, berry / blueberry (3 syllables).

- **We do:** With students clap syllables and create compound words for the following: **finger, nail / fingernail (3 syllables); lower, case / lowercase (3 syllables)**
- **You do:** Tell students to try the following words, independently. Now, I will say the two words and you will clap the syllables and form a compound word. Have students use the [Know It, Show It](#) worksheet to color in the syllables.
 - Back, bone / backbone (2 syllables)
 - Water, fall / waterfall (3 syllables)
 - Day, dream / daydream (2 syllables)
 - Eye, lid / eyelid (2 syllables)



Phonics

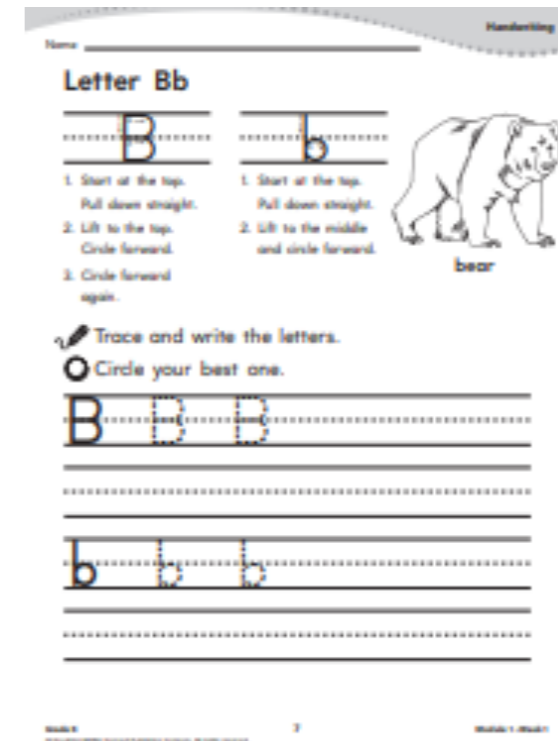
- **Review:** Display the Bb letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Bb letter card. Model for students how to write and say the Bb sound. As you write the letter Bb, say Bb /b/ like in beautiful, tub, brother.



- **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 /t/ or /b/ sound and no 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 /t/ or /b/ 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:

- back (yes)
 - bob (yes)
 - head (no)
 - tag (yes)
- **We do:** Have students say yes if they hear a word that has the sound /t/ or /b/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /t/ or /b/ then identify where the sound is being heard, beginning, middle, or end of the word.
 - bag (yes)
 - paper (no)
 - rub (yes)
 - teach (yes)
 - **You do:** Now tell students they will try on their own the following words:
 - baby (yes)
 - breakfast (yes)
 - pencil (no)
 - rat (yes)

- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript [Know It, Show It](#) Bb 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: t and b.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants t and b while saying the sound.
4. Have students partner and read pre decodable text. Model as needed.

Pre Decodable Texts: Tt , Bb.



Center 1: Consonants t, b

1. Read the nursery rhyme Baa Baa Black Sheep.
2. Circle words that have the Tt and Bb in them.
3. 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.

Baa, Baa Black Sheep

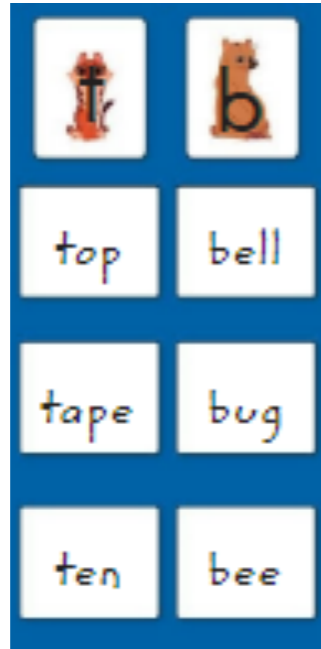
Baa, baa, black sheep
Have you any wool?
“Yes sir, yes sir,
Three bags full!”

Once for the master,
One for the dame,
And one for the little boy
Who lives down the lane.



Center 2: Word Work

Picture sort words that begin with *t* on one side and words that begin with *b* on the other side.



Center 3: Independent Reading

1. Pre Decodable Texts: [Tt](#) , [Bb](#).



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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate the letters Mm, Ss, Tt, Bb.
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 34: Phonological Awareness (RF.K.2B), Phonics: letter T, t, B, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants t, b.
- I am learning how to recognize the letters and sounds of Tt and Bb in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

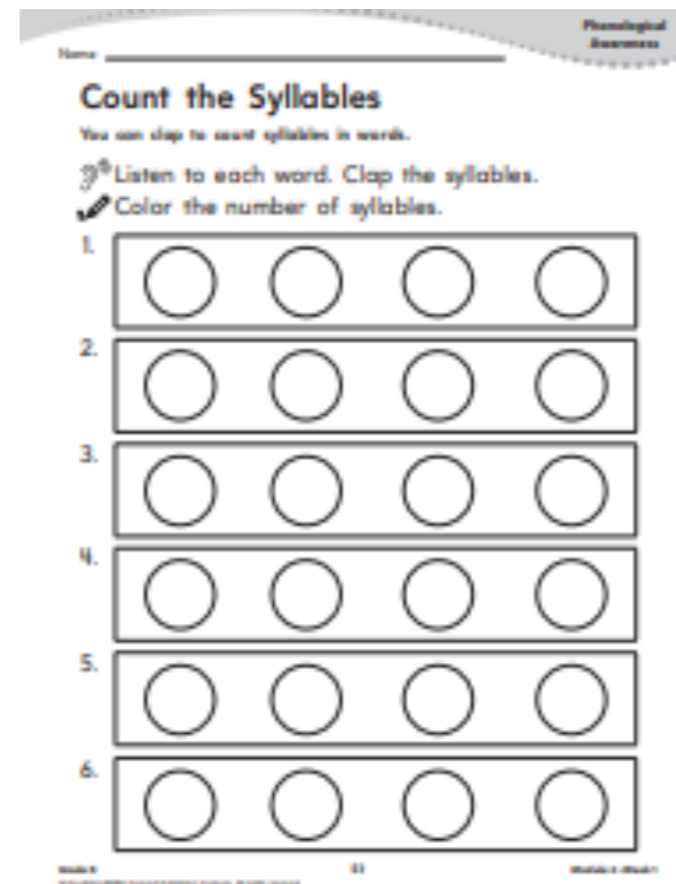
- I can say and write the sound-spelling of consonants t, b.
- I can recognize the letters and sounds of Tt and Bb in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-counting game. I will say a word and you will count the syllables. Listen: banana (ba-na-na). There are 3 syllables in banana. Clap as you say the word: orange (or-ange). There are 2 syllables in orange.

- **We do:** With students clap syllables for the following words: **coconut (co-co-nut 3 syllables); instruments (in-stru-ments 3 syllables)**
- **You do:** Tell students to try the following words, independently. Now, I will say the word and you will clap the syllables. Have students use the [Know It, Show It](#) worksheet to color in the syllables.
 - singer (2 syllables)
 - Tambourine (3 syllables)
 - trombone (2 syllables)
 - Drum (1 syllable)



Phonics

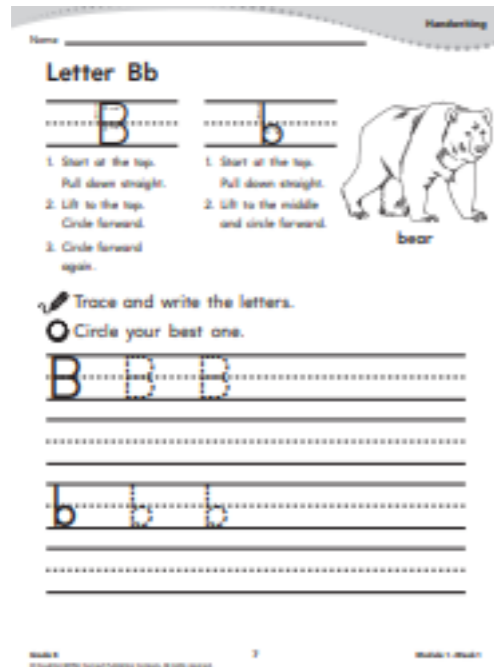
- **Review:** Display the Bb letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Bb letter card. Model for students how to write and say the Bb sound. As you write the letter Bb, say Bb /b/ like in beautiful, tub, brother.



- **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 /t/ or /b/ sound and no 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 /t/ or /b/ 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:

- baby (yes)
 - bucket (yes)
 - car (no)
 - teacup (yes)
- **We do:** Have students say yes if they hear a word that has the sound /t/ or /b/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /t/ or /b/ then, identify where the sound is being heard, beginning, middle, or end of the word.
 - baboon (yes)
 - button (yes)
 - dress (no)
 - puppet (yes)
- **You do:** Now tell students they will try on their own the following words:
 - babble (yes)
 - barefoot (yes)
 - butter (yes)
 - doll (no)

- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript [Know It, Show It](#) Bb 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: t and b.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants t and b while saying the sound.
4. Have students partner and read pre decodable text. Model as needed.

Pre Decodable Texts: [Tt](#) , [Bb](#).



Center 1: Consonants t, b

1. Read the nursery rhyme Baa Baa Black Sheep
2. Circle words that have the Tt and Bb in them.
3. Students form the letter using playdoh.

Baa, Baa Black Sheep

Baa, baa, black sheep
Have you any wool?
“Yes sir, yes sir,
Three bags full!”

Once for the master,
One for the dame,
And one for the little boy
Who lives down the lane.



Center 2: Word Work

Picture sort words that begin with *t* on one side and words that begin with *b* on the other side.



Center 3: Independent Reading

1. Pre Decodable Texts: [Tt](#) , [Bb](#).



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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate the letters Mm, Ss, Tt, Bb.
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 35: Phonological Awareness (RF.K.2B), Phonics: Review of Letters T, t, B, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants t, b.
- I am learning how to recognize the letters and sounds of Tt and Bb in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

- I can say and write the sound-spelling of consonants t, b.
- I can recognize the letters and sounds of Tt and Bb in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Assessment

1. Assess students' knowledge of syllables and compound words.
2. Ask students to clap the following syllables for each word:
 1. guitar
 2. creature
 3. spider
 4. octopus

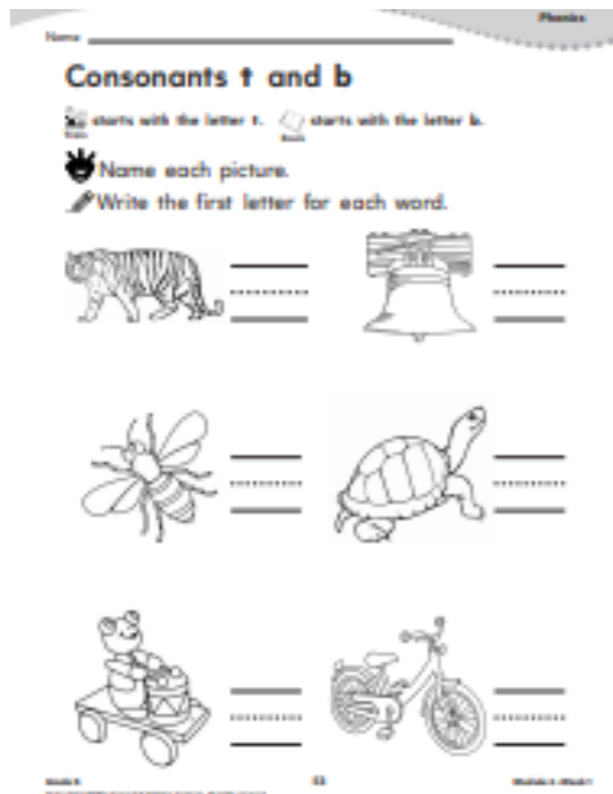
3. Dictate the following singular words and have students blend them into compound words.

- Upper, case / uppercase
- High, chair / highchair
- Life, time / lifetime
- Finger, nail / fingernail

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

- Toy, crib, roll, baseball, talk, taxi, letter, phone, bottle, draw

5. Give each student a [Know It, Show It](#) worksheet and ask them to write the first letter of each word Tt or Bb.



Part 2: Reading Pre Decodable Texts

1. Invite students to partner read, [Tt](#) , [Bb](#).
2. Spend time during this period listening to students read the pre decodable texts: [Tt](#) , [Bb](#).
3. Record your findings.

Lesson 36: Phonological Awareness (RF.K.2B), Phonics: short letter A, a with a review of letters m, s, t, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for long and short vowel Aa.
- I am learning how to recognize the letters and sounds of Aa in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

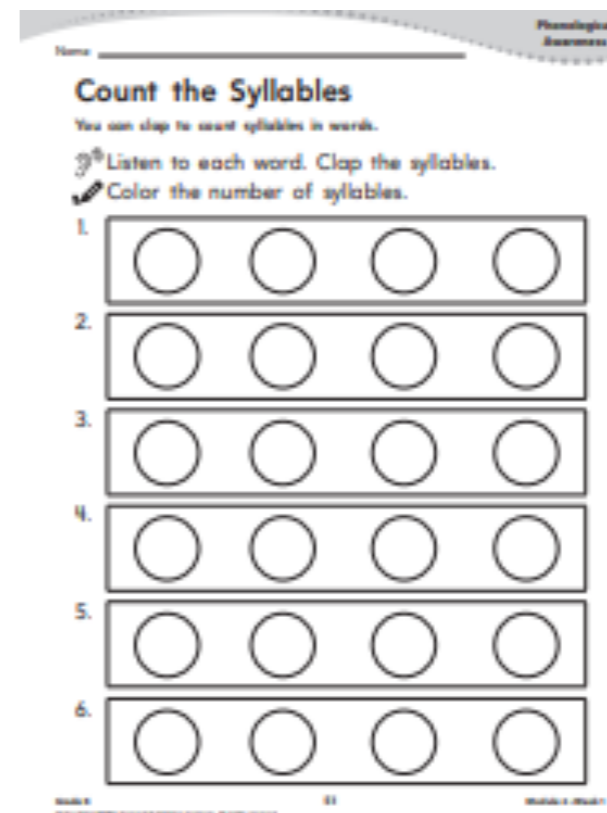
- I can say and write the sound-spelling for short vowel Aa.
- I can recognize the letters and sounds of Aa in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-blending game. I will say two one syllable words and you will blend them together to create one word. We will then count the syllables for each word. When we put two words together to form one word this is called a compound word. Say and clap: pan, cake / pancake (2 syllables); air, plane; airplane (2 syllables).

- **We do:** With students clap syllables and create compound words for the following: **night, light/nightlight (2 syllables); rain, bow/rainbow (two syllables), lower, case/lowercase (3 syllables)**
- **You do:** Tell students to try the following words, independently. Now, I will say the two words and you will clap the syllables and form a compound word. Have students use the [Know It, Show It](#) worksheet to color in the syllables.
 - bee, hive/ beehive (2 syllables)
 - finger, nail / fingernail (3 syllables)
 - tea, pot /teapot (2 syllables)
 - hedge,hog /hedgehog (2 syllables)



Phonics

- **Review:** Display the A letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Aa letter card. Model for students how to write and say the Aa sound. As you write the letter say that letter Aa can be short and say /a/ like apple, cat, alligator. Remind students to focus on the short a sound.



- **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 and no 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 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:

- ask (yes)
- dot (no)
- map (yes)
- sat (yes)
- **We do:** Have students say yes if they hear a word that has the sound. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound then, identify where the sound is being heard, beginning, middle, or end of the word.
 - astronaut (yes)
 - bat (yes)
 - beg (no)
 - cup (no)
- **You do:** Now tell students they will try on their own the following words:
 - chat (yes)
 - dish (no)
 - mask (yes)
 - past (no)

- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Aa worksheet from HMH.

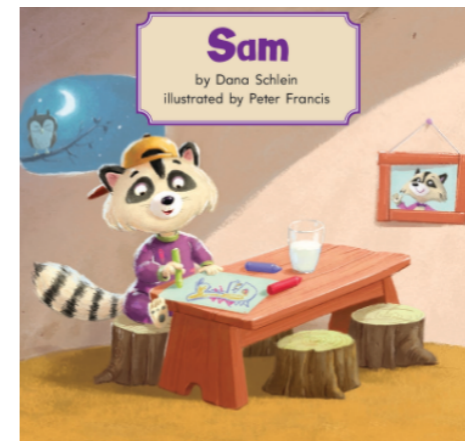


Part 2: Practice / Centers

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

1. Pre Decodable Texts: Aa. [Sam](#)



Center 1: Vowel short a

1. Read the nursery rhyme *A Tisket a Tasket*
2. Circle words that have the short a sound in them.
3. Students use paint to form the letters of the words circled.

A -tisket A-tasket

A-tisket a-tasket
A green and yellow basket.
I wrote a letter to my love
And on the way I dropped it.
I dropped it,
I dropped it,
And on the way I dropped it.
A little boy he picked it up and
put it in his pocket.



Center 2: Word work

Picture sort words that have a short a sound like the a in cat.



Center 3: Independent Reading

- Read the pre decodable texts, [Sam](#)



- 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 Aa.
- 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 37: Phonological Awareness (RF.K.2B), Phonics: short letter A, a with a review of letters m, s, t, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for long and short vowel Aa.
- I am learning how to recognize the letters and sounds of Aa in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

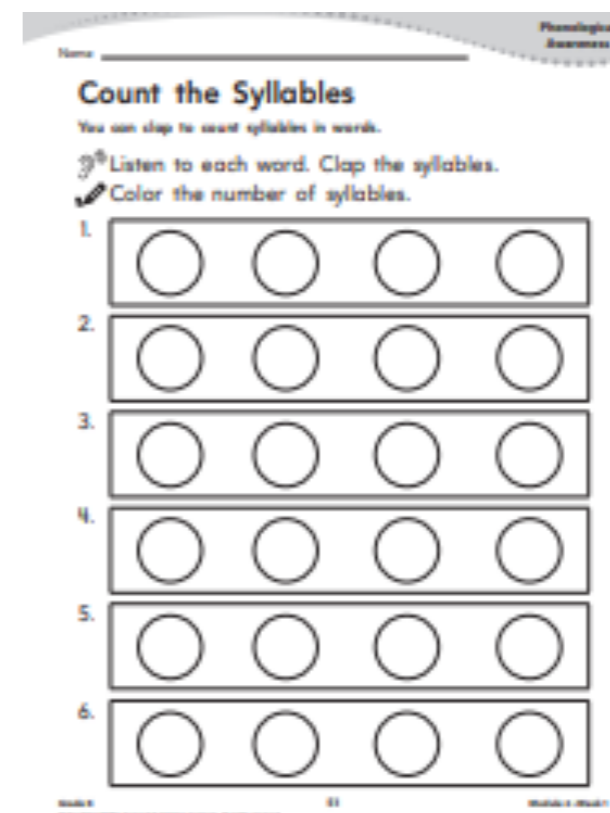
- I can say and write the sound-spelling for the short vowel Aa.
- I can recognize the letters and sounds of Aa in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-blending game. I am going to say the syllables in a mystery word. I will clap for each syllable and then fold my hands together when I say the whole word. Say 'teach' with a clap then 'er' with another clap. Fold your hands together and say 'teacher'.

- **We do:** With students clap syllables and create two and three syllable words as described above the following: **bas, ket; basket (2 syllables); bal, loon/ balloon (2 syllables); di,no,saur; dinosaur (3 syllables)**
- **You do:** Tell students to try the following words, independently. Now, I will say the two words and you will clap the syllables and form a compound word. Have students use the [Know It, Show It](#) worksheet to color in the syllables.
 - hu,man /human (2 syllables)
 - wa,ter /water (2 syllables)
 - dra,gon /dragon (2 syllables)
 - ba,nan,a/ banana(3 syllables)



Phonics

- **Review:** Display the Aa letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Aa letter card. Model for students how to write and say the short Aa sound. As you write the letter Aa say short Aa makes the sounds in ant, basket, catfish



- **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 /a/ and no 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 /a/ 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:

- chat (yes)
- tap (yes)
- that (yes)
- top (no)
- **We do:** Have students say yes if they hear a word that has the sound /a/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /a/ then, identify where the sound is being heard, beginning, middle, or end of the word.
 - ham (yes)
 - pump (no)
 - stack (yes)
 - take (no)
- **You do:** Now tell students they will try on their own the following words:
 - alligator (yes)
 - brat (yes)
 - bush (no)
 - snack (yes)

- **You do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Aa worksheet from HMH.

Handwriting

Name _____

Letter Aa



Hold the pencil between your thumb and your first and second fingers!

Trace and write the words.

Ann Ann Ann

as as as

am am am

bat bat bat

sat sat sat

Grade K
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54

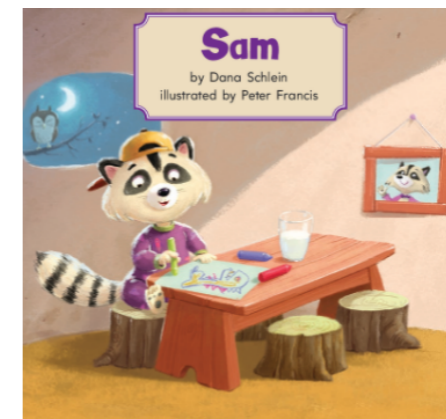
Module 2-Week 2

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

1. Predecodable Text: [Sam](#)



A -tisket A-tasket

A-tisket a-tasket
A green and yellow basket.
I wrote a letter to my love
And on the way I dropped it.
I dropped it,
I dropped it,
And on the way I dropped it.
A little boy he picked it up and
put it in his pocket.



Center 2: Word work

Picture sort the words that have the short a sound like cat.



Center 3: Independent Reading

- Read the pre decodable texts, [Sam](#)



- 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 Aa.
- 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 38: Phonological Awareness (RF.K.2B), Phonics: short letter A, a with a review of letters m, s, t, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K. 1.A)

Learning Intentions:

- I am learning the sound-spellings for long and short vowel Aa /a/.
- I am learning how to recognize the letters and sounds of Aa in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

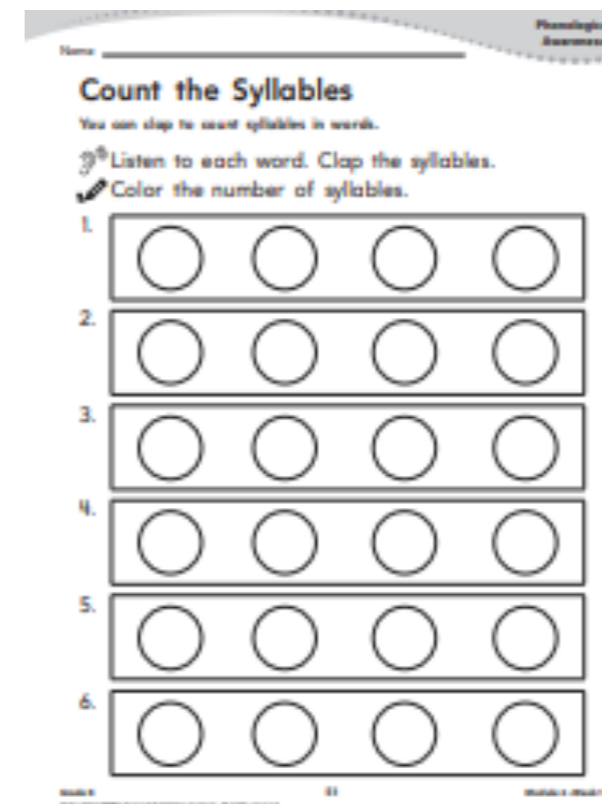
- I can say and write the sound-spelling for short vowel Aa.
- I can recognize the letters and sounds of Aa in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-blending game. I will say two one syllable words and you will blend them together to create one word. We will then count the syllables for each word. When we put two words together to form one word this is called a compound word. Say and clap: base,ball /baseball (2 syllables)

- **We do:** With students clap syllables and create compound words for the following: **star, fish / starfish (2 syllables); rail, road/ railroad (2 syllables)**
- **You do:** Tell students to try the following words, independently. Now, I will say the two words and you will clap the syllables and form a compound word. Have students use the [Know It, Show It](#) worksheet to color in the syllables.
 - cup, cake/cupcake (2 syllables)
 - sail, boat/ sailboat (2 syllables)
 - flash, light/flashlight (2 syllables)
 - sand, box/ sandbox (2 syllables)



Phonics

- **Review:** Display the Aa letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Aa letter card. Model for students how to write and say the short Aa sound. As you write the letter Aa say short Aa makes the sounds in ant, basket, catfish



- **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 /a/ and no 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 /a/ 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:


- bash (yes)
- flap (yes)
- rag (yes)
- stop (no)
- **We do:** Have students say yes if they hear a word that has the sound /a/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /a/ then, identify where the sound is being heard, beginning, middle, or end of the word.
 - clap (yes)
 - glad (yes)
 - tax (yes)
 - wet (no)
- **You do:** Now tell students they will try on their own the following words:
 - crash (yes)
 - hat (yes)
 - math (yes)
 - sweat (no)

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

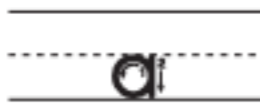
Handwriting

Name _____

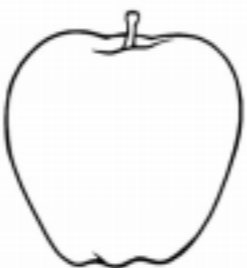
Letter Aa




1. Start at the top.
Slant left.
2. Lift to the top.
Slant right.
3. Lift to the middle.
Slide right.



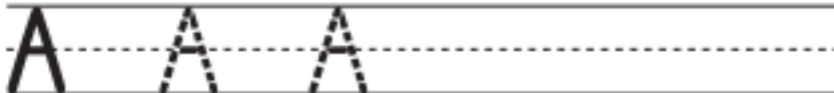
1. Start just below the middle. Circle back.
2. Pull down straight.

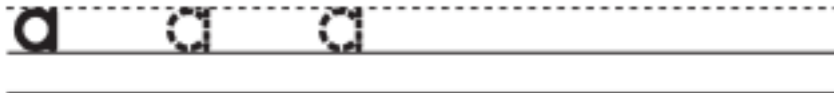


apple

 Trace and write the letters.

Circle your best one.





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 a.
- Model again and have students mimic you. Correct as needed.
- Have students write consonants t and b while saying the sound.
- Have students partner and read pre decodable text. Model as needed.
 - Pre Decodable Texts: [At Bat](#)



Center 1: short vowel a

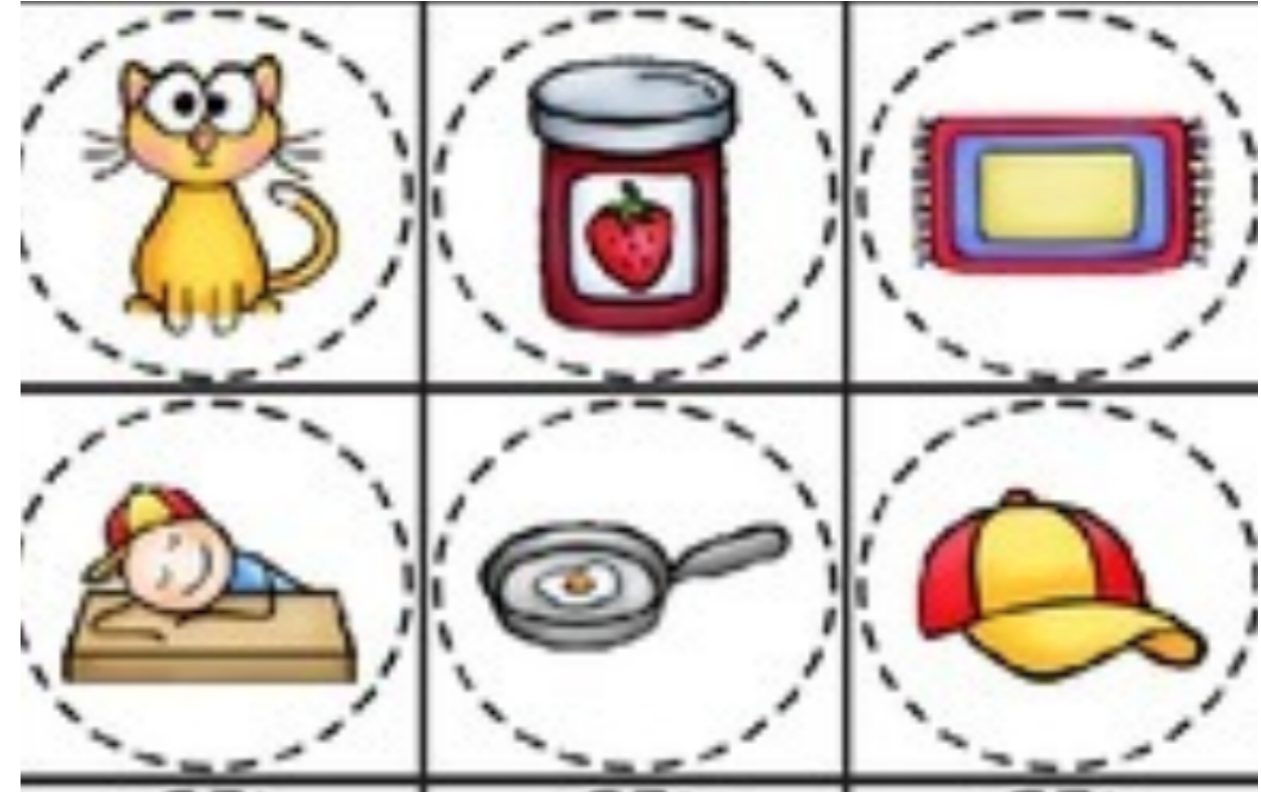
1. Read the nursery rhyme *Twinkle Twinkle Little Star*
2. Circle words that have a in them.
3. Students use paint to form the letters of the words circled.



**Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!**

Center 2: Word work

Practice saying words with the short a sound.



Center 3: Independent Reading

- Pre Decodable Texts: [At Bat](#)



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

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate the letter Aa.
- 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 39: Phonological Awareness (RF.K.2B), Phonics: short letter A, a with a review of letters m, s, t, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for long and short vowel Aa /a/.
- I am learning how to recognize the letters and sounds of Aa in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

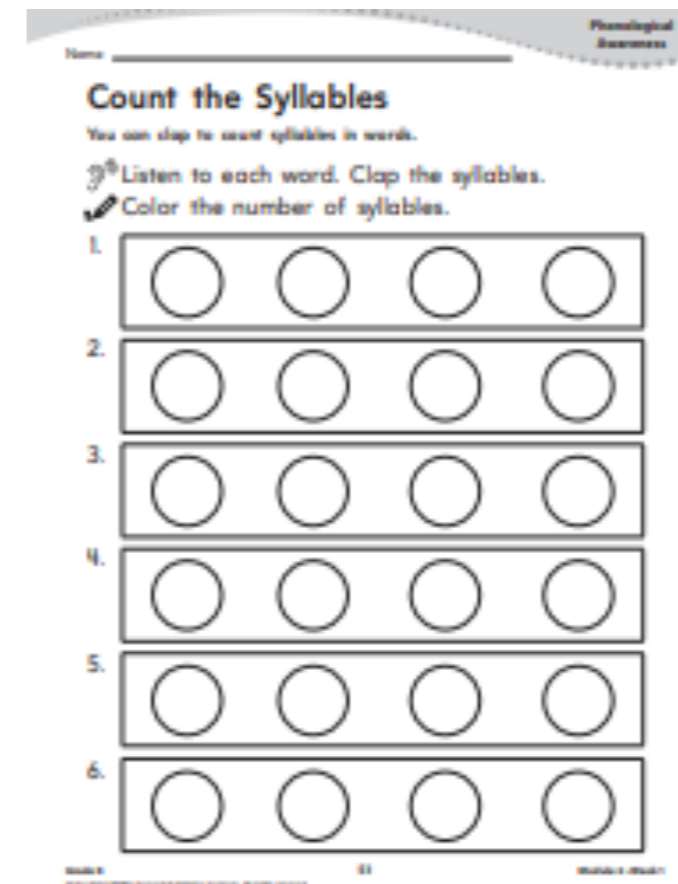
- I can say and write the sound-spelling for short vowel Aa.
- I can recognize the letters and sounds of Aa in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a syllable-counting game. I will say a word and you will count the syllables. Listen: bi-cy-cle. There are 3 syllables in the word bicycle. Clap as you say the word: window (win-dow). There are 2 syllables in the word window.

- **We do:** With students clap syllables for the following words: **cab-i-net (3 syllables); chil-dren (2 syllables)**
- **You do:** Tell students to try the following words, independently. Now, I will say the word and you will clap the syllables. Have students use the [Know It, Show It](#) worksheet to color in the syllables.
 - o-ver (2 syllables)
 - cu-ri-ous (3 syllables)
 - wom-an (2 syllables)
 - walk (1 syllable)




- Complete [Complete Know It Show It](#)

Phonological Awareness



















Name _____

Break Words into Syllables

You can clap the parts of a word to break it into syllables.

 Name the first picture.

Circle the picture that matches each syllable.

Picture	First Syllable	Last Syllable
		
		
		
		
		
		

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Phonics

- **Review:** Display the Aa letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Aa letter card. Model for students how to write and say the short Aa sound. As you write the letter Aa say short Aa makes the sounds in ant, basket, catfish



- **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 a sound and no 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 /t/ or /b/ 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:


- answer (yes)
 - bad (yes)
 - bend (no)
 - brand (yes)
- **We do:** Have students say yes if they hear a word that has the sound /t/ or /b/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /t/ or /b/ then, identify where the sound is being heard, beginning, middle, or end of the word.
 - author (yes)
 - bath (yes)
 - tub (no)
 - wet (no)
 - **You do:** Now tell students they will try on their own the following words:
 - across (yes)
 - babble (yes)
 - rocket (no)
 - tan (yes)

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

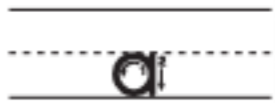
Handwriting

Name _____

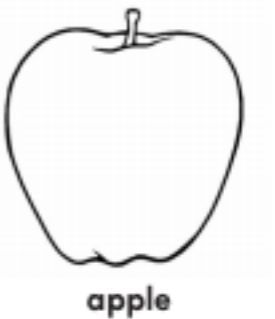
Letter Aa




1. Start at the top.
Slant left.
2. Lift to the top.
Slant right.
3. Lift to the middle.
Slide right.



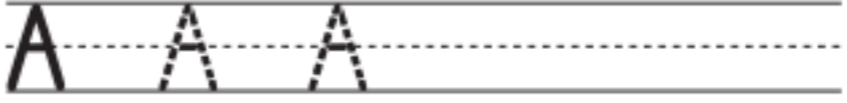
1. Start just below the middle. Circle back.
2. Pull down straight.

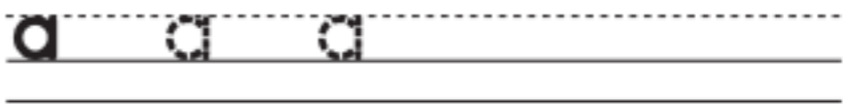


apple

 Trace and write the letters.

Circle your best one.





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6

Module 1 • Week 1

Part 2: Practice / Centers

Teacher Table Time (TTT)

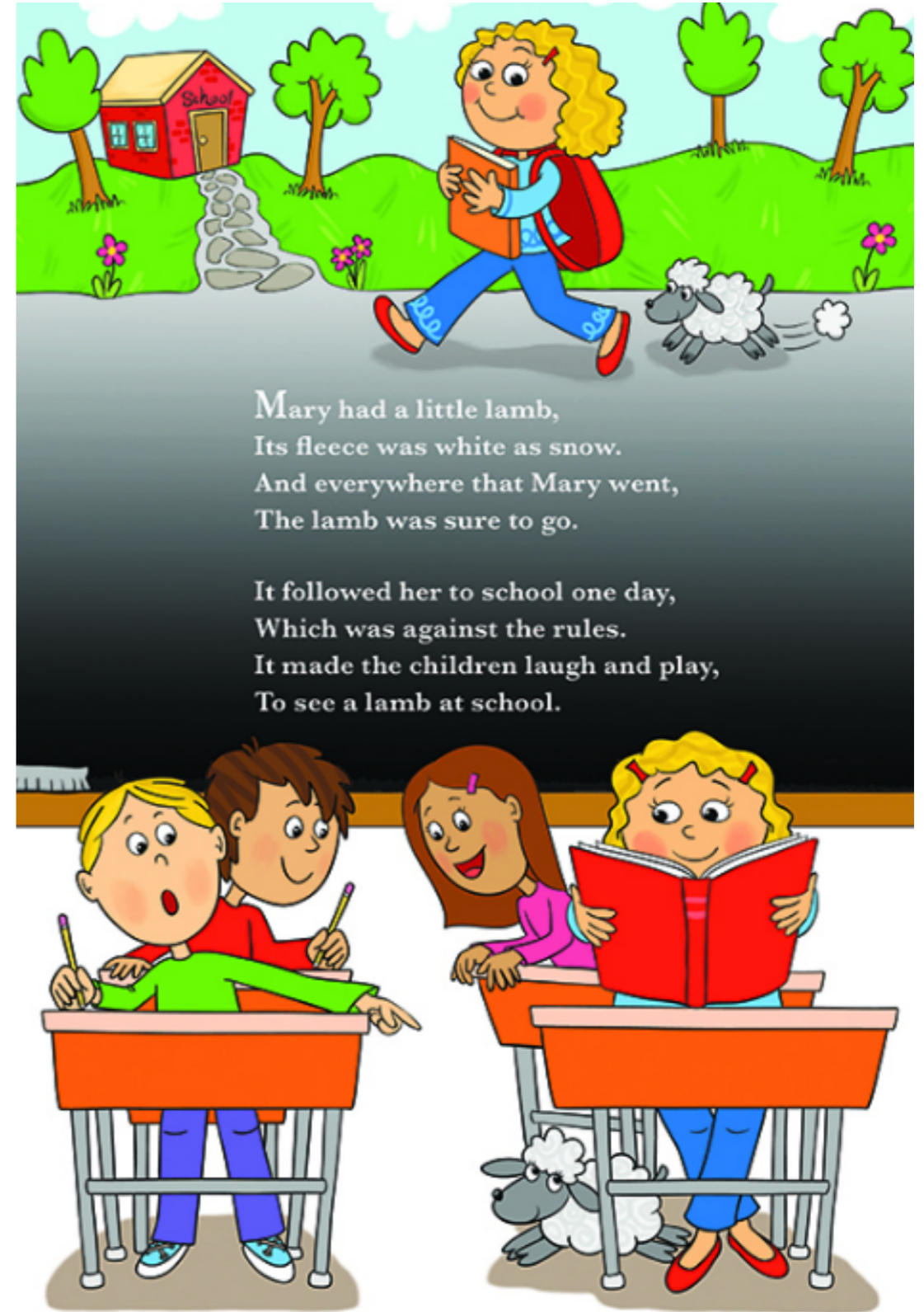
1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing consonant sounds: t and b.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants t and b while saying the sound.
4. Have students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

Pre Decodable Texts: [At Bat](#) and [Sam](#)



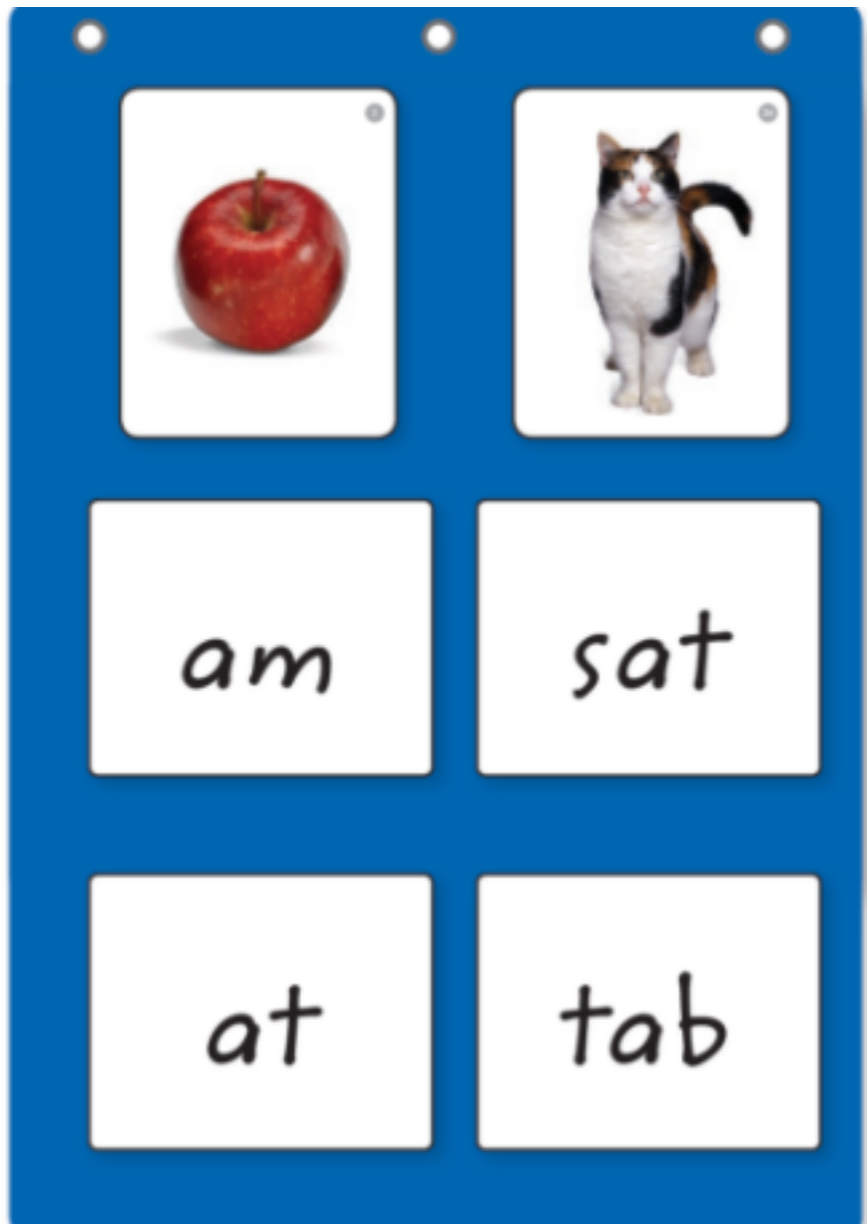
Center 1: short vowel a

1. Read the nursery rhyme *Mary Had a Little Lamb*
2. Circle words that have the Aa in them.
3. Write the words using a tray with dry rice, cornstarch, sugar, sand, salt, or cornmeal.



Center 2: Word work

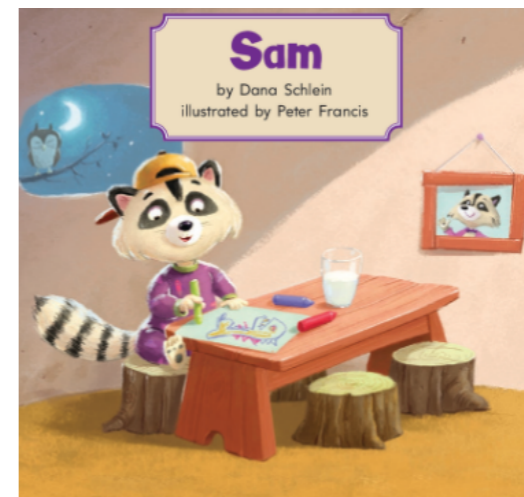
Sort words with short a sound in the beginning of the word and short a sound in the middle of the word.



A blue board with four white cards. The top row has an apple and a cat. The bottom row has the words 'am', 'sat', 'at', and 'tab'.

Center 3: Independent Reading

- Pre Decodable Texts: [At Bat](#) and [Sam](#)



- 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 Aa.
- 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 40: Phonological Awareness (RF.K.2B), Phonics: Review of short letter A, a with m, s, t, b (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for long and short vowel Aa /a/.
- I am learning how to recognize the letters and sounds of Aa in a word.
- I am learning how to count and blend syllables in words.

Success Criteria:

- I can say and write the sound-spelling for the short vowel Aa.
- I can recognize the letters and sounds of Aa in a word.
- I can correctly write dictated letters while saying their sounds.

Part 1: Assessment

- Assess students' knowledge of syllables and compound words.
- Ask students to clap the following syllables for each word:
 - today
 - fancy
 - class
 - Family
- Dictate the following singular words and have students blend them into compound words.
 - night, gown/nightgown
 - hide, out /hideout
 - moon, light/moonlight
 - foot,ball/ football

- Give each student a word list and ask them to circle each word that has an a -

Word List

- Bat
- Battle
- Bread
- Candy
- Cap
- Coat
- Flap
- Mask
- Sat
- Scrap

- Give students [Know It, Show It](#) worksheet and have them sort words with the short a sound.

Phonics

Name _____



Sort Words with Short a

You can hear the short a sound at the beginning of a word or in the middle of a word.

Read the words.

bat	at	am	mat
-----	----	----	-----

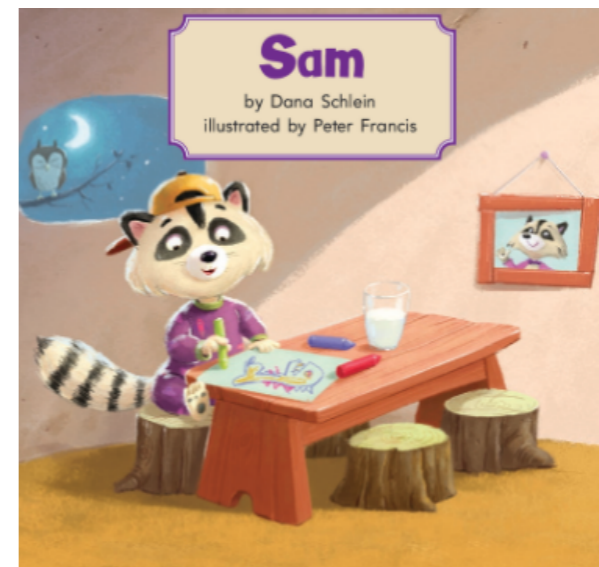
Spell each word in the right column.

 <u>a</u> pple <hr style="border-top: 1px dashed;"/> am <hr style="border-top: 1px dashed;"/> at	 ca <u>t</u> <hr style="border-top: 1px dashed;"/> ba <u>t</u> <hr style="border-top: 1px dashed;"/> ma <u>t</u>
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Part 2: Reading Pre Decodable Texts

- Invite students to partner read.
- Spend time during this period listening to students read the pre decodable texts: [At Bat](#) and [Sam](#)
- Record your findings.



Lesson 41: Phonological Awareness (RF.K.2B), Phonics: short letter N, n (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants n, d.
- I am learning how to recognize the letters and sounds of Nn and Dd 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 /a/, /m/, /s/, /t/, /b/, /n/, and /d/.

Success Criteria:

- I can recognize the letters and sounds of Nn and Dd 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, and d.

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 two words and you will say 'yes' if it rhymes; if the words do not rhyme say 'no'. Listen: **lip, dip (yes); stop, go (no); kite, site (yes)**
- **We do:** With students practice the following: **pan, pad (no); luck, duck (yes); run, done (yes)**
- **You do:** Tell students to try the following words, independently. Now, I will say the two words and you will say 'yes' if it rhymes; if the words do not rhyme say 'no'.
 - Hat, dog (no)
 - Pig, dig (yes)
 - Cat, bat (yes)
 - Fan, fib (no)

Phonics

- **Review:** Display the Nn letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Nn letter card. Model for students how to write and say the Nn sound. As you write the letter Nn, say Nn /n/ like in newt, down, candy



- **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 /n/ 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 /n/ 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:

- can (yes)
- end (yes)
- nut (yes)
- top (no)

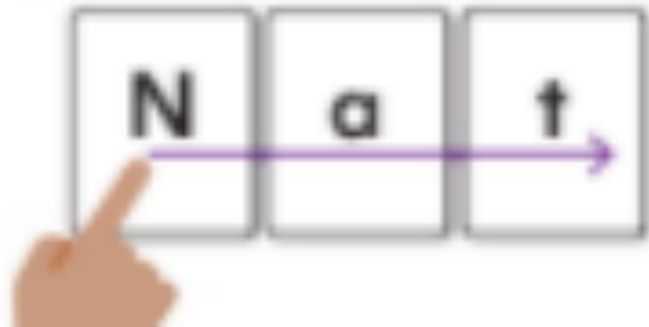
- **We do:** Have students say yes if they hear a word that has the sound /n/.

- bam (no)
- need (yes)
- new (yes)
- note (yes)

- **Follow the above steps for the letter Dd /d/- duck, glad, radio.**



- **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 Nn Aa Tt. Model blending the word 'nat', use your finger and slide across while saying /n/ /a/ /t/ nat.



- **We do:** Tell students that they will be blending words with you. Display the letter cards Tt Aa Nn. With students, blend the word 'tan', use your finger and slide across while saying with students /t/ /a/ /n/ tan.
 - Blend the words: man, ban, sad

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Nan, tab, bat
 - Ask students to say the letter name, sound, and write the letter with you, using the manuscript Nn, Dd worksheet from HMH.

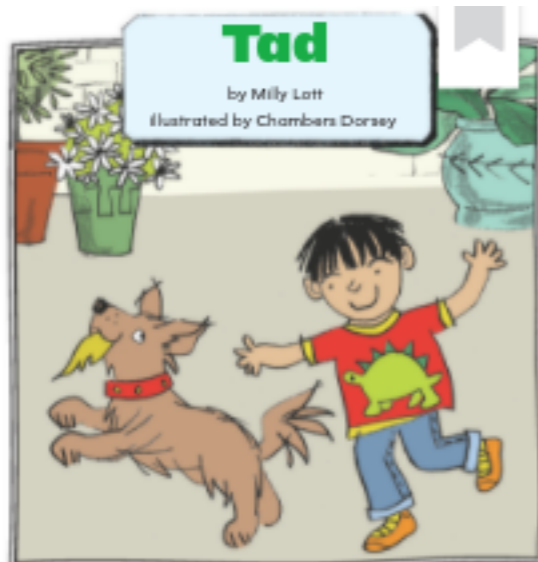


Part 2: Practice / Centers

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: n and d.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants n and d while saying the sound.
4. Write sounds already reviewed onto cards and place them on the floor. Give one student a flyswat and call out a sound. The student then finds that sound and hits it with the flyswat.
5. Have students partner and read pre decodable text. Model as needed.

1. Pre Decodable Texts: Nn and Dd.



Center 1: Consonants n, d

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

Consonants n and d

n starts with the letter n. d starts with the letter d.

Color pictures that start with n in green.

Color pictures that start with d in red.

Build Words

Cut out the letters to build words.

a	b	m
S	s	t
a	b	m
S	s	t
a	b	m
S	s	t
a	b	m
S	s	t

Build Words

Cut out the letters to build words.

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	

Part 2: Practice / Centers

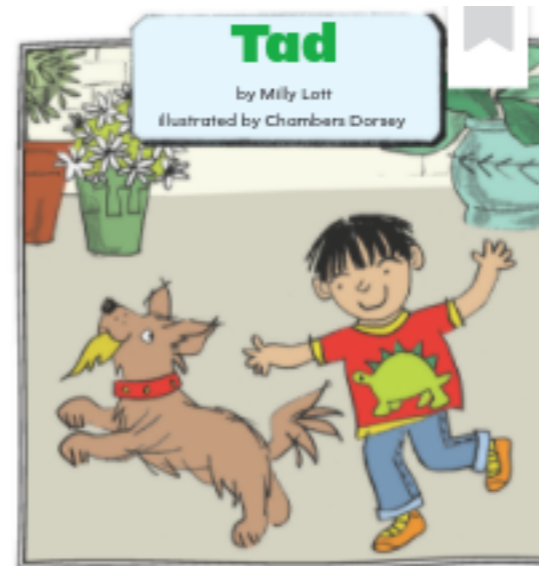
Center 2: Word work

Picture sort words that begin with *n* on one side and words that begin with *d* on the other side.



Center 3: Independent Reading

1. Read the pre decodable texts, Nn and Dd.
2. Then read it to your partner.
3. Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate the letters Nn, Dd.
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 42: Phonological Awareness (RF.K.2B), Phonics: short letter N, n (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants n, d.
- I am learning how to recognize the letters and sounds of Nn and Dd 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 /a/, /m/, /s/, /t/, /b/, /n/, and /d/.

Success Criteria:

- I can recognize the letters and sounds of Nn and Dd 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, and d.

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 two words and you will say 'yes' if it rhymes; if the words do not rhyme say 'no'. Listen: **sun, run (yes); cat, hat (yes); up, down (no)**
- **We do:** With students practice the following: **bit, sit (yes); top, bottom (no); men, hen (yes)**
- **You do:** Tell students to try the following words, independently. Now, I will say the two words and you will say 'yes' if it rhymes; if the words do not rhyme say 'no'.
 - Bag, box (no)
 - Jot, not (yes)
 - Heat, meat (yes)
 - Zig, zag (no)

Phonics

- **Review:** Display the Nn letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Nn letter card. Model for students how to write and say the Nn /n/ sound. As you write the letter Nn, say Nn /n/ like in new, down, candy

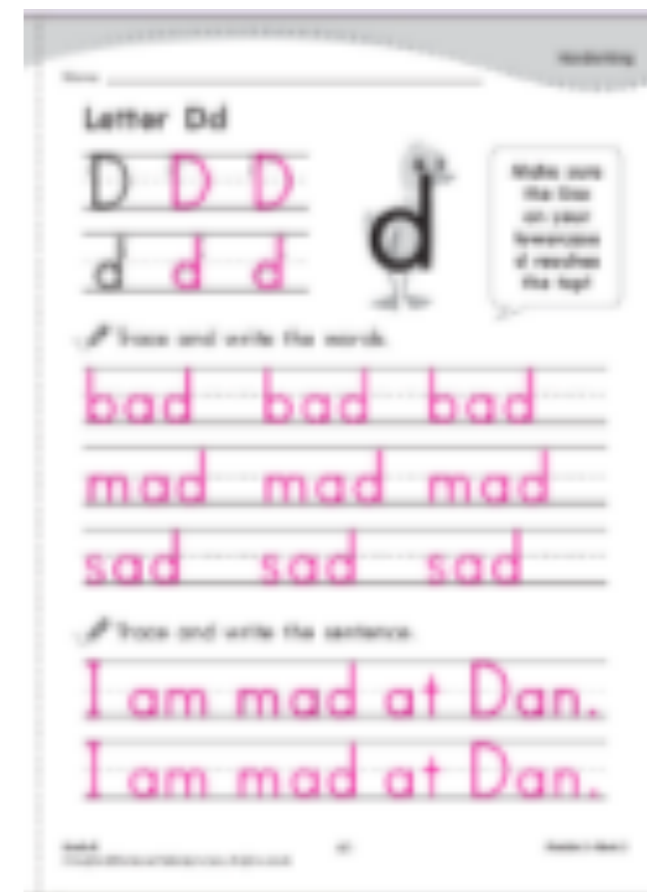


- **We do:** Ask students to say the letter name, sound, and write the letter with you 3 times.
- **I do:** Have students listen as you say multiple words; saying yes to the words that have the sound /n/ and no to those that do not. Have students listen to the sound they hear as you say multiple words;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

- **We do:** Have students say yes if they hear a word that has the sound /n/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /n/ then, identify where the sound is being heard, beginning, middle, or end of the word.
 - neat (yes)
 - nice (yes)
 - nun (yes)
 - sock (no)
- **Follow the above steps for the letter Dd /d/- duck, glad, radio.**



- **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 Dd Aa Nn. Model blending the word 'Dan' use your finger and slide across while saying /d/ /a/ /n/ Dan.
- **We do:** Tell students that they will be blending words with you. Display the letter cards Mm Aa Dd. With students, blend the word 'mad', use your finger and slide across while saying with students /s/ /a/ /d/ mad.
 - Blend the words: dad, tad, Sam
- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Sat, bat, dab
 - Ask students to say the letter name, sound, and write the letter with you, using the manuscript Nn, Dd worksheet from HMH.

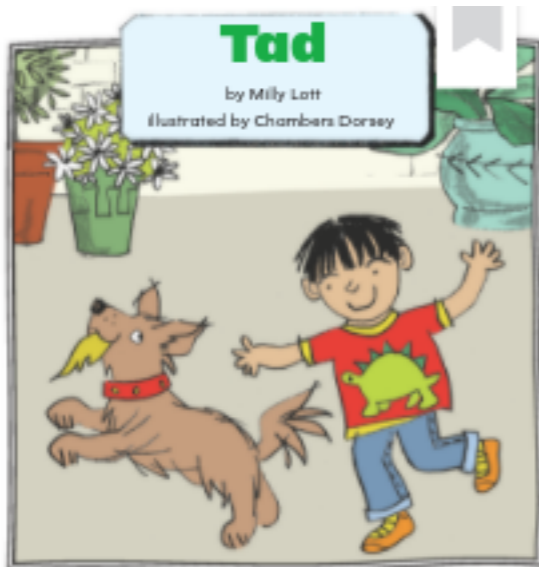


Part 2: Practice / Centers

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: n and d.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants n and d while saying the sound.
4. Have students partner and read pre decodable text. Model as needed.

1. Pre Decodable Texts: Nn and Dd.



Center 1: Consonants n, d

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

Consonants n and d

n starts with the letter n. d starts with the letter d.

Color pictures that start with n in green.

Color pictures that start with d in red.

Build Words

Cut out the letters to build words.

a	b	m
S	s	t
a	b	m
S	s	t
a	b	m
S	s	t
a	b	m
S	s	t

Build Words

Cut out the letters to build words.

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	

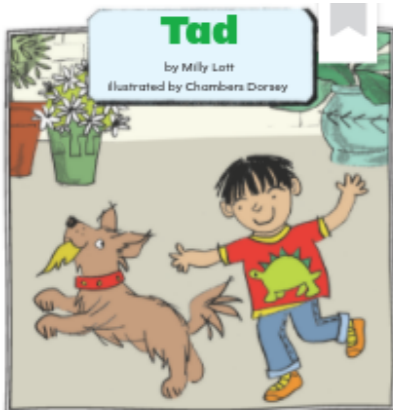
Center 2: Word work

Picture sort words that begin with *n* on one side and words that begin with *d* on the other side.



Center 3: Independent Reading

1. Read the pre decodable texts, Nn and Dd.



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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate the letters Nn, Dd.
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 43: Phonological Awareness (RF.K.2B), Phonics: short letter N, n, D, d (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants n, d.
- I am learning how to recognize the letters and sounds of Nn and Dd 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 /a/, /m/, /s/, /t/, /b/, /n/, and /d/.

Success Criteria:

- I can recognize the letters and sounds of Nn and Dd 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, and d.

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:
 - Find the **tag** on the **cat / bag. (bag)**
 - Lay your **head** on the **bed / pillow. (bed)**
- **We do:** With students practice the following:
 - **Mel** has a **bag / shell. (shell)**
 - **Bryan** pets a **cat / lion. (lion)**
- **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.
 - **Willow** loves her **bed / pillow. (pillow)**
 - **Pat** loves her **dog / cat. (cat)**
 - Ask students to come up with their own two words that rhyme.

Phonics

- **Review:** Display the Nn letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Nn letter card. Model for students how to write and say the Nn sound. As you write the letter Nn, say Nn /n/ like in newt, down, candy



- **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 /n/ 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 /n/ 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:
 - book (no)
 - not (yes)

- **We do:** Have students say yes if they hear a word that has the sound /n/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /n/ then, identify where the sound is being heard, beginning, middle, or end of the word.
 - door (no)
 - nag (yes)
 - net (yes)
 - nod (yes)
- **Follow the above steps for the letter Dd /d/- duck, glad, radio.**




- **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 Dd Aa Dd. Model blending the word 'dad', use your finger and slide across while saying /d/ /a/ /d/ dad.
- **We do:** Have students practice this blending task by displaying [Blend and Read 2.3](#). Have children 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.
 - Mat, Tam, ban
 - Ask students to say the letter name, sound, and write the letter with you, using the manuscript Nn, Dd worksheet from HMH.



Blend and Read 2.3

Words with n and d

1 nab	tan	Dan	man
2 dab	mad	dad	sad
3 Sam	mat	bad	bat
4 Dad is mad at Dan.			

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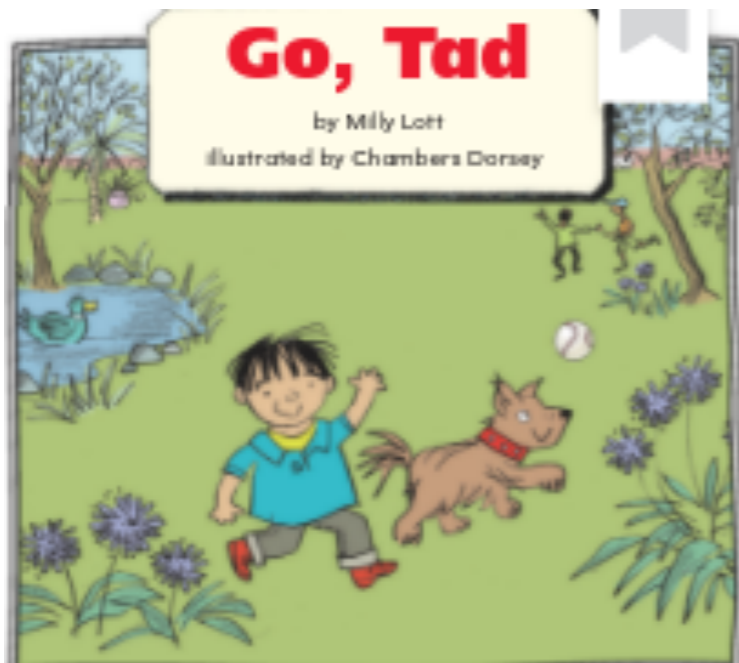
Grade K-1 Foundational Skills Module 2 • Week 2

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: n and d.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants n and d while saying the sound.
4. With a partner, students take turns air writing the letters on a partner's back. Students try to guess the letter and word.
5. Have students partner and read pre decodable text. Model as needed.



1. Pre Decodable Texts: [Nn and Dd](#).





Center 1: Consonants n, d


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

Consonants n and d


 starts with the letter n.  starts with the letter d.

 Color pictures that start with n in green.

 Color pictures that start with d in red.




Build Words

 Cut out the letters to build words.

a	b	m
S	s	t
a	b	m
S	s	t
a	b	m
S	s	t
a	b	m
S	s	t

Build Words

 Cut out the letters to build words.

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	

Center 2: Word work

Picture sort words that begin with *n* on one side and words that begin with *d* on the other side.

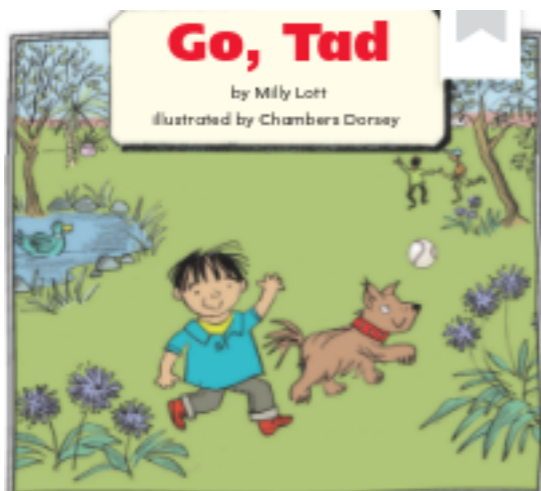


Part 3: Daily Instructional Task

1. Dictate the words Dan, nat, tan, tad.
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.

Center 3: Independent Reading

1. Read the pre decodable texts, [Nn and Dd](#).



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

Center 4: Lexia

Lesson 44: Phonological Awareness (RF.K.2B), Phonics: short letter N, n, D, d (RF.K.3.A), Centers (L.K.1.A), Daily Instructional Task: Print letters (L.K.1.A)

Learning Intentions:

- I am learning the sound-spellings for consonants n, d.
- I am learning how to recognize the letters and sounds of Nn and Dd 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 /a/, /m/, /s/, /t/, /b/, /n/, and /d/.

Success Criteria:

- I can recognize the letters and sounds of Nn and Dd 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, and d.

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 **cat** ate a **mouse / rat. (rat)**
 - The **ball** will **fall / bounce. (fall)**
- **We do:** With students practice the following:
 - Fly the **kite** to the **left / right. (right)**
 - The **owl** will not **growl / quack. (growl)**
- **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 **boy** liked playing with his **truck / toy. (toy)**
 - The **king** liked to **sing / sit. (sing)**
 - Ask students to come up with their own two words that rhyme.

Phonics

- **Review:** Display the Nn letter card. Ask students to say the sound as they write the letter.
- **I do:** Display the Nn letter card. Model for students how to write and say the Nn /n/ sound. As you write the letter Nn, say Nn /n/ like in newt, down, candy



- **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 /n/ 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 /n/ 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:
 - book (no)
 - north (yes)

- **We do:** Have students say yes if they hear a word that has the sound /n/. Have students listen to the sound they hear as you say multiple words; students will say yes to the words that have the sound /n/ then, identify where the sound is being heard, beginning, middle, or end of the word.
 - door (no)
 - navy (yes)
 - night (yes)
 - noel (yes)
- **Follow the above steps for the letter Dd /d/- duck, glad, radio.**




- **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 Nn Aa Nn. Model blending the word 'nan', use your finger and slide across while saying /n/ /a/ /n/ nan.
- **We do:** Have students practice this blending task by displaying [Blend and Read 2.3](#). Have children 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.
 - Nab, bad, man
 - Ask students to say the letter name, sound, and write the letter with you, using the manuscript Nn, Dd worksheet from HMH.



Blend and Read 2.3

Words with n and d

1 nab	tan	Dan	man
2 dab	mad	dad	sad
3 Sam	mat	bad	bat
4 Dad is mad at Dan.			

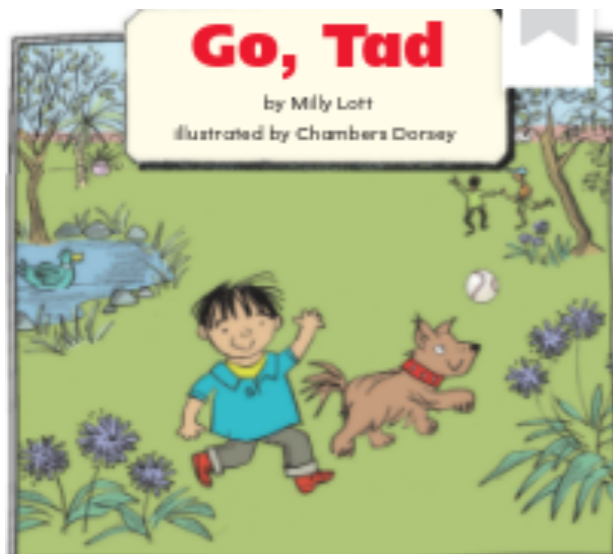
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Part 2: Practice / Centers

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: n and d.
2. Model again and have students mimic you. Correct as needed.
3. Have students write consonants n and d while saying the sound.
4. Create a set of cards that include sounds /d/ and /n/ and pictures. Use the pictures from the worksheet so the students can be exposed (desk, nose, nine, doll, drum, nut) Students identify the sound and pictures on the card and match the picture.
5. Have students partner and read pre decodable text. Model as needed.

1. Pre Decodable Texts: [Nn and Dd](#).



Center 1: Consonants n, d

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

Consonants n and d

n starts with the letter n. d starts with the letter d.

Color pictures that start with n in green.
Color pictures that start with d in red.

Build Words

Cut out the letters to build words.

a	b	m
S	s	t
a	b	m
S	s	t
a	b	m
S	s	t
a	b	m
S	s	t

Build Words

Cut out the letters to build words.

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	

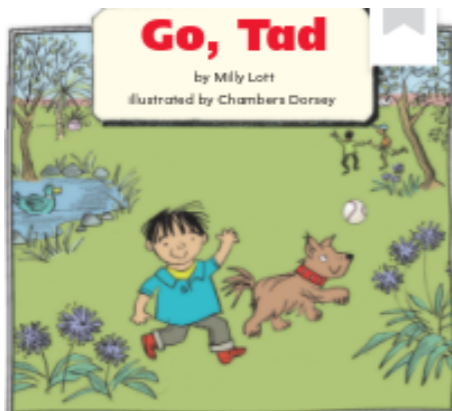
Center 2: Word work

Picture sort words that begin with *n* on one side and words that begin with *d* on the other side.



Center 3: Independent Reading

1. Read the pre decodable texts, [Nn and Dd](#).



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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate the words ban, Sam, mat, bam.
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 45: Phonological Awareness (RF.K.2B), Phonics:
Review of Letter N, n, D, d (RF.K.3.A), Centers (L.K.1.A), Daily
Instructional Task: Print letters (L.K.1.A)**

Learning Intentions:

- I am learning the sound-spellings for consonants n, d.
- I am learning how to recognize the letters and sounds of Nn and Dd 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 /a/, /m/, /s/, /t/, /b/, /n/, and /d/.

Success Criteria:

- I can recognize the letters and sounds of Nn and Dd 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, and d.

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:
 1. Bore, more
 2. Fuss, bus
 3. Went, go
 4. Look, took
 5. Up, down
3. Ask students to circle the rhyming word that completes the sentence:
 1. The *shoe* is *blue / red*. (**blue**)
 2. Mom *cut* the *orange / nut*. (**nut**)
 3. In *June* I saw the *moon / stars*. (**moon**)
4. Give each student a word list and ask them to circle each word that has a Nn or Dd in them.
 1. Not, now, top, rock, did, damp, lot, boy, nice, dance

5. Have students write the following words:

1. Dab
2. Bad
3. Nab
4. dad

Part 2: Reading Pre Decodable Texts

1. Invite students to partner read, *Tad* and *Go, Tad*.
2. Spend time during this period listening to students read the pre decodable texts: *Tad* and *Go, Tad*.
3. Record your findings.