

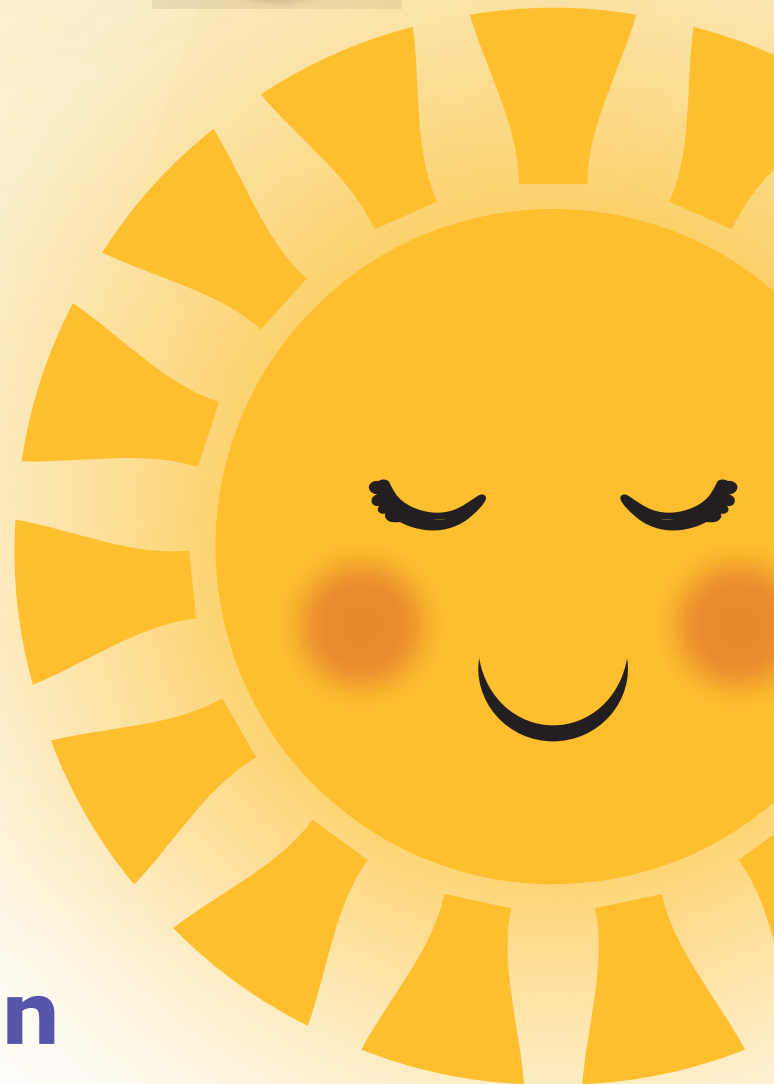


# 95 Phonics Core Program™

Teacher's Edition  
KINDERGARTEN



Lesson  
25



## Sample Lesson

# Final Kindergarten Review



## Learning Objective

Students demonstrate understanding of reading decodable VC and CVC words as well as selected irregularly spelled high-frequency words in sentences and short stories. Additionally, they write short sentences composed of these types of words.

## DAY 1

### Phonological Awareness Warm-Up



2 min

#### PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Today we are going to practice changing the beginning sound in a word to make a new word.

Listen, watch me.

The word is cat. I change /k/ to /b/. /b/ /ă/ /t/ The new word is bat.

Let's practice together.

- Say may. **may** Change /m/ to /s/. Word? **say**
- Say man. **man** Change /m/ to /r/. Word? **ran**

Now it's your turn. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say miss: (**miss**) Change /m/ to /k/ Word?

**kiss**

Say bell: (**bell**) Change /b/ to /t/ Word?

**tell**

Say bark: (**bark**) Change /b/ to /m/ Word?

**mark**

Say bite: (**bite**) Change /b/ to /k/ Word?

**kite**

Say hat: (**hat**) Change /h/ to /k/ Word?

**cat**

Say show: (**show**) Change /sh/ to /t/ Word?

**toe**

Say dust: (**dust**) Change /d/ to /m/ Word?

**must**

Say far: (**far**) Change /f/ to /b/ Word?

**bar**

Say cob: (**cob**) Change /k/ to /s/ Word?

**sob**

Say cap: (**cap**) Change /k/ to /l/ Word?

**lap**

Say phone: (**phone**) Change /f/ to /b/ Word?

**bone**

Say same: (**same**) Change /s/ to /k/ Word?

**came**

Say book: (**book**) Change /b/ to /l/ Word?

**look**

Say fee: (**fee**) Change /f/ to /s/ Word?

**see**

Say cup: (**cup**) Change /k/ to /p/ Word?

**pup**

Say bird: (**bird**) Change /b/ to /th/ Word?

**third**

## Letter-Sound Correspondence

a=/a/  
b=/b/  
c=/k/

2 min

**WORD COMPLETION WITH PICTURES**

Now we're going to fill in the missing sound in words. Look at each picture. Fill in the correct sound and letter to complete the word. After you write the word, whisper read it.

I'll do the first one. This picture is mop.

- I finger-stretch mop. /m/ /ō/ /p/
- I tap the letters and line, while saying the sounds to see what sound is missing. (Tap the line, the letter *o*, and the letter *p*)
  - The first sound /m/ is missing. The sound /m/ is spelled with the letter *m*.
- Next, I write the letter *m* in the first space.
- Finally, I slide a finger under the word and whisper "mop."



Now it's your turn. Turn to page 67 in your Student Workbook. The pictures are mad, rip, sun, and wig.

Here are the steps:

1. Finger-stretch the sounds.
2. Tap the letters and line while saying the sounds.
3. Write the letter for the missing sound.
4. Whisper read the word.

**Answer Key**

 <u>m</u> ad	 ri <u>p</u>	 s <u>u</u> n	 w <u>i</u> g
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mop

## Reading

cat

5 min

**READ SENTENCES**

It's sentence time!



Turn to page 68 in your workbook. Find the line that has a rocket in front of it.

Above the line, there is a box with some newer high-frequency words that we have learned. Let's read them together. **was, went, away**

was, went, away

Now, put your pointer finger in front of the first word in the sentence. Let's read this first sentence together.

**Note:** The letter s is pronounced /z/ in the word *was*. This is also the case for other high-frequency words, including *as, is, has,* and *his*.

Answer with me as we read the first sentence together.

- How many words do you see? **7**
- How is the first word spelled? **A** This is the high-frequency word *a*.
  - Notice that **A** is an uppercase letter because it is the first word in the sentence.
- How is the second word spelled? **red**
  - First sound? /r/ Next sound? /ĕ/ Last sound? /d/ Word? **red**
- How is the third word spelled? **h-e-n**
  - First sound? /h/ Next sound? /ĕ/ Last sound? /n/ Word? **hen**
- How is the fourth word spelled? **w-a-s** This is the high-frequency word *was*.
- How is the fifth word spelled? **i-n**
  - First sound? /ĭ/ Last sound? /n/ Word? **in**
- How is the sixth word spelled? **a** This is the high-frequency word *a*.
- How is the seventh word spelled? **p-e-n**
  - First sound? /p/ Next sound? /ĕ/ Last sound? /n/ Word? **pen**
- Which punctuation mark is at the end? **a period**
- Now read the sentence. **A red hen was in a pen.**

A red hen was in a pen.

Now it's your turn. On the line that has a rocket in front of it, find the sentence that is next to the one we just read together. Put your pointer finger in front of the first word.

Let's review the steps:

1. Look at each word and decide if it's a high-frequency word.
  - If it's a high-frequency word, read the word.
  - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.

(After reading, ask the students what the fox did at the end. **went away**)

1. A red fox said, "Yum."
2. The hen ran and hid.
3. The red fox went away.



**Writing**



8 min

**WRITE SENTENCES**

Now we'll practice writing sentences. Remember that a sentence contains 2 or more words. The first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end such as a period or question mark.

Answer with me as we do the first one together.

Let's write the following sentence: Ken and Kim see a big rut. Repeat it.

**Ken and Kim see a big rut.**

- How many words do you hear? **7**
- What is the first word? **Ken**
  - Sounds and letters? **/k/ uppercase K - /ë/ e - /n/ n**
- (Repeat the sentence.) What is the second word? **and**  
I write the high-frequency word spelled *a-n-d*.
- (Repeat the sentence.) What is the third word? **Kim**
  - Sounds and letters? **/k/ uppercase K - /i/ i - /m/ m**
- (Repeat the sentence.) What is the fourth word? **see**  
I write the high-frequency word spelled *s-e-e*.
- (Repeat the sentence.) What is the fifth word? **a**  
I write the high-frequency word spelled *a*.
- (Repeat the sentence.) What is the sixth word? **big**
  - Sounds and letters? **/b/ b - /i/ i - /g/ g**
- Repeat the sentence.) What is the seventh word? **rut**
  - Sounds and letters? **/r/ r - /ü/ u - /t/ t**
- Punctuation mark? **period**
- Read the sentence. **Ken and Kim see a big rut.**

Ken

Ken and

Ken and Kim

Ken and Kim see

Ken and Kim see a

Ken and Kim see a big

Ken and Kim see a big rut.



Now it's your turn. Turn to page 68 in your Student Workbook. Find the line that has a leaf in front of it.

Above the line, there is a box that has some newer high-frequency words that we have learned. Let's read them together. **see, has**

Here are the steps:

1. I'll say the sentence and you repeat it.
2. I'll say each word and before you write it, decide if it's a high-frequency word.
  - If it's a high-frequency word, write the letters.
  - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Make sure the first letter in your sentence is uppercase.
4. Put a punctuation mark at the end.
5. Then, read the sentence.

see, has

1. The rut has a log in it.
2. Ken hops up on the log.
3. Kim hops in the rut.

## High-Frequency Words



1 min

Let's review 3 high-frequency words that we have learned.

- (Display want.) This is the word *want*, as in "I want to play soccer."  
Repeat the word *want*. **want**
- (Display went.) This is the word *went*, as in "Maria went to the store."  
Repeat the word *went*. **went**
- (Display was.) This is the word *was*, as in "I was glad to be home."  
Repeat the word *was*. **was**

want   
went  
was

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

**Note:** Repeating the letter names in the high-frequency word section is simply for exposure to the sound-symbol structure of the words. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

## Phonological Awareness Wrap-Up



2 min

### PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Now, we are going to practice changing the beginning sound in a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say said: (**said**) Change /s/ to /b/ Word?

**bed**

Say lip: (**lip**) Change /l/ to /s/ Word?

**sip**

Say back: (**back**) Change /b/ to /p/ Word?

**pack**

Say hear: (**hear**) Change /h/ to /f/ Word?

**fear**

Say get: (**get**) Change /g/ to /m/ Word?

**met**

Say gum: (**gum**) Change /g/ to /h/ Word?

**hum**

Say bad: (**bad**) Change /b/ to /s/ Word?

**sad**

Say cop: (**cop**) Change /k/ to /ch/ Word?

**chop**

Say pole: (**pole**) Change /p/ to /h/ Word?

**hole**

Say house: (**house**) Change /h/ to /m/ Word?

**mouse**

Say too: (**too**) Change /t/ to /sh/ Word?

**shoe**

Say fill: (**fill**) Change /f/ to /p/ Word?

**pill**

Say bike: (**bike**) Change /b/ to /l/ Word?

**like**

Say mug: (**mug**) Change /m/ to /b/ Word?

**bug**

Say bull: (**bull**) Change /b/ to /p/ Word?

**pull**

Say way: (**way**) Change /w/ to /l/ Word?

**lay**

DAY 2

Phonological Awareness Warm-Up



2 min

**PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION**

Today we are going to practice changing the beginning sound in a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say row: ( <b>row</b> ) Change /r/ to /m/ Word?	<b>mow</b>	Say lace: ( <b>lace</b> ) Change /l/ to /f/ Word?	<b>face</b>
Say cop: ( <b>cop</b> ) Change /k/ to /t/ Word?	<b>top</b>	Say room: ( <b>room</b> ) Change /r/ to /b/ Word?	<b>boom</b>
Say feet: ( <b>feet</b> ) Change /f/ to /m/ Word?	<b>meet</b>	Say lid: ( <b>lid</b> ) Change /l/ to /k/ Word?	<b>kid</b>
Say sip: ( <b>sip</b> ) Change /s/ to /z/ Word?	<b>zip</b>	Say fed: ( <b>fed</b> ) Change /f/ to /l/ Word?	<b>led</b>
Say peach: ( <b>peach</b> ) Change /p/ to /b/ Word?	<b>beach</b>	Say zoo: ( <b>zoo</b> ) Change /z/ to /m/ Word?	<b>moo</b>
Say sit: ( <b>sit</b> ) Change /s/ to /p/ Word?	<b>pit</b>	Say corn: ( <b>corn</b> ) Change /k/ to /b/ Word?	<b>born</b>
Say lash: ( <b>lash</b> ) Change /l/ to /k/ Word?	<b>cash</b>	Say jeep: ( <b>jeep</b> ) Change /j/ to /b/ Word?	<b>beep</b>
Say mail: ( <b>mail</b> ) Change /m/ to /n/ Word?	<b>nail</b>	Say late: ( <b>late</b> ) Change /l/ to /w/ Word?	<b>wait</b>

Reading



10 min

**READ A STORY**

Now, let's read a story. You'll see in your workbook that the story looks like open pages of a book and includes some pictures.

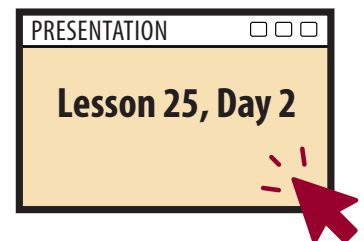


Turn to page 65 in your workbook. Find the title of the story. Let's read it together. **The Pet Doc** What do you think the story will be about?

Now, find the first sentence of the story. Here are the steps:

1. Look at each word and decide if it's a high-frequency word.
  - If it's a high-frequency word, read the word.
  - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word in all the sentences.

We'll discuss the story when you've finished reading.



**The Pet Doc**

My name is Ana.  
 I am a Doc.  
 My job is to help pets.  
 I see hens, hogs, cats, and dogs.  
 This is Max, a big black ram.  
 Max is sad and is not well.  
 I dab a hot rag on his hip.  
 Soon Max will run and jump.  
 Now I must go help a pup.  
 It is good to be a vet.



(After reading, ask students what job Ana has. **a vet, to help pets**)

**Writing**

5 min

**WRITE SENTENCES**

Now we'll practice writing sentences. Remember that a sentence contains 2 or more words. The first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end such as a period or question mark.

Answer with me as we do the first one together.

Let's write the following sentence: The lid will not fit. Repeat it. **The lid will not fit.**

- How many words do you hear? **5**
- What is the first word? **The** I write the high-frequency word *T-h-e*
- (Repeat the sentence.) What is the second word? **lid**  
– Sounds and letters? */l/ l - /i/ i - /d/ d*
- (Repeat the sentence.) What is the third word? **will** I write the high-frequency word spelled *w-i-l-l*.
- (Repeat the sentence.) What is the fourth word? **not**  
– Sounds and letters? */n/ n - /o/ o - /t/ t*
- (Repeat the sentence.) What is the fifth word? **fit**  
– Sounds and letters? */f/ f - /i/ i - /t/ t*
- Punctuation mark? **period**
- Read the sentence. **The lid will not fit.**



The lid will not fit.

The lid

The lid will

The lid will not

The lid will not fit.



Now it's your turn. Turn to page 69 in your Student Workbook. Find the line that has an umbrella in front of it.

Here are the steps:

1. I'll say the sentence and you repeat it.
2. I'll say each word and before you write it, decide if it's a high-frequency word.
  - If it's a high-frequency word, write the letters.
  - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Make sure the first letter in your sentence is uppercase.
4. Put a punctuation mark at the end.
5. Then, read the sentence.

1. The pot is big.  
2. The lid is not.

### High-Frequency Words



1 min

Let's review 3 high-frequency words that we have learned.

- (Display when.) This is the word *when*, as in "When is lunch?" Repeat the word *when*. **when**
- (Display who.) This is the word *who*, as in "Who left the door open?" Repeat the word *who*. **who**
- (Display where.) This is the word *where*, as in "Where did he go?" Repeat the word *where*. **where**

when

who

where

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

**Note:** Repeating the letter names in the high-frequency word section is simply for exposure to the sound-symbol structure of the words. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

### Phonological Awareness Wrap-Up



2 min

#### PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Now, we are going to practice changing the beginning sound in a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say hair: ( <b>hair</b> ) Change /h/ to /b/ Word?	<b>bear</b>	Say pain: ( <b>pain</b> ) Change /p/ to /l/ Word?	<b>lane</b>
Say toss: ( <b>toss</b> ) Change /t/ to /b/ Word?	<b>boss</b>	Say cool: ( <b>cool</b> ) Change /k/ to /p/ Word?	<b>pool</b>
Say booth: ( <b>booth</b> ) Change /b/ to /t/ Word?	<b>tooth</b>	Say bake: ( <b>bake</b> ) Change /b/ to /r/ Word?	<b>rake</b>
Say ship: ( <b>ship</b> ) Change /sh/ to /d/ Word?	<b>dip</b>	Say pick: ( <b>pick</b> ) Change /p/ to /s/ Word?	<b>sick</b>
Say walk: ( <b>walk</b> ) Change /w/ to /ch/ Word?	<b>chalk</b>	Say go: ( <b>go</b> ) Change /g/ to /b/ Word?	<b>bow</b>
Say pay: ( <b>pay</b> ) Change /p/ to /d/ Word?	<b>day</b>	Say nose: ( <b>nose</b> ) Change /n/ to /h/ Word?	<b>hose</b>
Say sore: ( <b>sore</b> ) Change /s/ to /p/ Word?	<b>pour</b>	Say wife: ( <b>wife</b> ) Change /w/ to /n/ Word?	<b>knife</b>
Say care: ( <b>care</b> ) Change /k/ to /f/ Word?	<b>fair</b>	Say bead: ( <b>bead</b> ) Change /b/ to /n/ Word?	<b>need</b>

## DAY 3



2 min

## Phonological Awareness Warm-Up

**PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION**

Today we are going to practice changing the beginning sound in a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say sir: (**sir**) Change /s/ to /f/ Word?

fur

Say bunch: (**bunch**) Change /b/ to /l/ Word?

lunch

Say dug: (**dug**) Change /d/ to /j/ Word?

jug

Say ship: (**ship**) Change /sh/ to /n/ Word?

nip

Say sigh: (**sigh**) Change /s/ to /p/ Word?

pie

Say bob: (**bob**) Change /b/ to /j/ Word?

job

Say fort: (**fort**) Change /f/ to /sh/ Word?

short

Say soak: (**soak**) Change /s/ to /p/ Word?

poke

Say dog: (**dog**) Change /d/ to /h/ Word?

hog

Say map: (**map**) Change /m/ to /t/ Word?

tap

Say lake: (**lake**) Change /l/ to /k/ Word?

cake

Say fine: (**fine**) Change /f/ to /l/ Word?

line

Say ray: (**ray**) Change /r/ to /b/ Word?

bay

Say low: (**low**) Change /l/ to /b/ Word?

bow

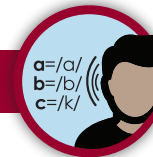
Say page: (**page**) Change /p/ to /k/ Word?

cage

Say rat: (**rat**) Change /r/ to /m/ Word?

mat

## Letter-Sound Correspondence



a=/a/  
b=/b/  
c=/k/

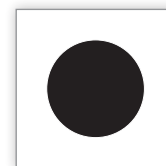
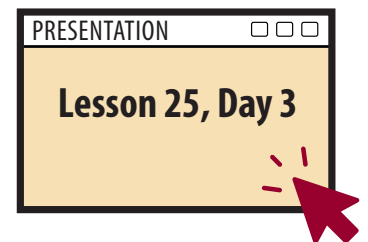
2 min

**WORD COMPLETION WITH PICTURES**

Now we're going to fill in the missing sound in words. Look at each picture. Fill in the correct sound and letter to complete the word. After you write the word, whisper read it.

I'll do the first one. This picture is dot.

- I finger-stretch dot. /d/ /ō/ /t/
- I tap the letters and line, while saying the sounds to see what sound is missing. (Tap the line, the letter o and the letter t.)
  - The first sound /d/ is missing. The sound /d/ is spelled with the letter *d*.
- Next, I write the letter *d* in the first space.
- Finally, I slide a finger under the word and whisper "dot."



dot

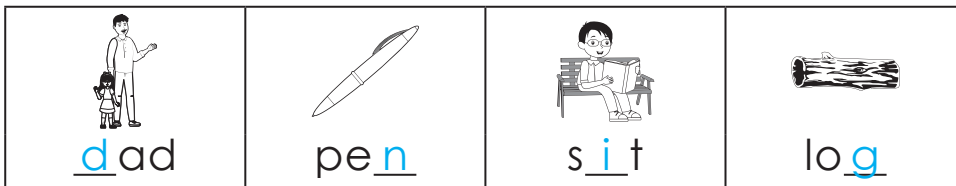


Now it's your turn. Turn to page 69 in your Student Workbook. The pictures are dad, pen, sit, and log.

Here are the steps:

1. Finger-stretch the sounds.
2. Tap the letters and line while saying the sounds.
3. Write the letter for the missing sound.
4. Whisper read the word.

**Answer Key**



**Reading**



5 min

**READ SENTENCES**

It's sentence time!



Turn to page 69 in your workbook. Find the line that has cherries in front of it.

Above the line, there is a box with some newer high-frequency words that we have learned. Let's read them together. **we, went, there, was, so, my**

Let's review the steps:

1. Look at each word and decide if it's a high-frequency word.
  - If it's a high-frequency word, read the word.
  - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.

(After reading, ask students where the cat sat. **on the speaker's lap**)

we, went, there,  
was, so, my



1. We went to the lot.
2. There was wet mud.
3. So I sat on a log.
4. My cat sat on my lap.

**Writing**



8 min

**WRITE SENTENCES**

Now we'll practice writing sentences. Remember that a sentence contains 2 or more words. The first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end such as a period or question mark.



Answer with me as we do the first one together.

Let's write the following sentence: We have a big van. Repeat it. **We have a big van.**

- How many words do you hear? **5**
- What is the first word? **We** I write the high-frequency word *W-e*.
- (Repeat the sentence.) What is the second word? **have** I write the high-frequency word spelled *h-a-v-e*.
- (Repeat the sentence.) What is the third word? **a** I write the high-frequency word spelled *a*.
- (Repeat the sentence.) What is the fourth word? **big**
  - Sounds and letters? **/b/ b - /i/ i - /g/ g**
- (Repeat the sentence.) What is the fifth word? **van**
  - Sounds and letters? **/v/ v - /ă/ a - /n/ n**
- Punctuation mark? **period**
- Read the sentence. **We have a big van.**



We -

We have

We have a

We have a big

We have a big van.



Now it's your turn. Turn to page 70 in your Student Workbook. Find the line that has a shirt in front of it.

Above the line, there is a box that has some newer high-frequency words that we have learned. Let's read them together. **we, have, my, too**

Here are the steps:

1. I'll say the sentence and you repeat it.
2. I'll say each word and before you write it, decide if it's a high-frequency word.
  - If it's a high-frequency word, write the letters.
  - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Make sure the first letter in your sentence is uppercase.
4. Put a punctuation mark at the end.
5. Then, read the sentence.

we, have, my,  
too

1. My pals and I get in.
2. Dad gets in.
3. The dog can fit in too.

## High-Frequency Words



1 min

Let's review 3 high-frequency words that we have learned.

- (Display pretty.) This is the word *pretty*, as in "Butterflies are pretty." Repeat the word *pretty*. **pretty**
- (Display funny.) This is the word *funny* as in "Did you think that was funny?" Repeat the word *funny*. **funny**
- (Display away.) This is the word *away*, as in "Please move away from the stove." Repeat the word *away*. **away**

pretty -

funny

away

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

**Note:** Repeating the letter names in the high-frequency word section is simply for exposure to the sound-symbol structure of the words. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

**Phonological Awareness Wrap-Up**



2 min

**PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION**

Now, we are going to practice changing a sound in a word to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say pork: ( <b>pork</b> ) Change /p/ to /f/ Word?	<b>fork</b>	Say nurse: ( <b>nurse</b> ) Change /n/ to /p/ Word?	<b>purse</b>
Say mice: ( <b>mice</b> ) Change /m/ to /d/ Word?	<b>dice</b>	Say sick: ( <b>sick</b> ) Change /s/ to /l/ Word?	<b>lick</b>
Say self: ( <b>self</b> ) Change /s/ to /sh/ Word?	<b>shelf</b>	Say pot: ( <b>pot</b> ) Change /p/ to /k/ Word?	<b>cot</b>
Say pan: ( <b>pan</b> ) Change /p/ to /t/ Word?	<b>tan</b>	Say big: ( <b>big</b> ) Change /b/ to /r/ Word?	<b>rig</b>
Say tub: ( <b>tub</b> ) Change /t/ to /k/ Word?	<b>cub</b>	Say red: ( <b>red</b> ) Change /r/ to /b/ Word?	<b>bed</b>
Say call: ( <b>call</b> ) Change /k/ to /t/ Word?	<b>tall</b>	Say fit: ( <b>fit</b> ) Change /f/ to /k/ Word?	<b>kit</b>
Say set: ( <b>set</b> ) Change /s/ to /l/ Word?	<b>let</b>	Say leg: ( <b>leg</b> ) Change /l/ to /p/ Word?	<b>peg</b>
Say so: ( <b>so</b> ) Change /s/ to /n/ Word?	<b>no</b>	Say ride: ( <b>ride</b> ) Change /r/ to /h/ Word?	<b>hide</b>

**DAY 4**

**Phonological Awareness Warm-Up**



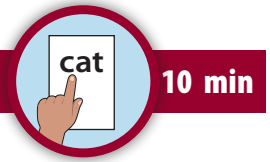
2 min

**PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION**

Now, we are going to practice changing the beginning sound to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say hole: ( <b>hole</b> ) Change /h/ to /b/ Word?	<b>bowl</b>	Say car: ( <b>car</b> ) Change /k/ to /j/ Word?	<b>jar</b>
Say men: ( <b>men</b> ) Change /m/ to /t/ Word?	<b>ten</b>	Say mild: ( <b>mild</b> ) Change /m/ to /ch/ Word?	<b>child</b>
Say shell: ( <b>shell</b> ) Change /sh/ to /b/ Word?	<b>bell</b>	Say see: ( <b>see</b> ) Change /s/ to /w/ Word?	<b>we</b>
Say fun: ( <b>fun</b> ) Change /f/ to /s/ Word?	<b>sun</b>	Say were: ( <b>were</b> ) Change /w/ to /h/ Word?	<b>her</b>
Say mess: ( <b>mess</b> ) Change /m/ to /g/ Word?	<b>guess</b>	Say door: ( <b>door</b> ) Change /d/ to /m/ Word?	<b>more</b>
Say when: ( <b>when</b> ) Change /w/ to /d/ Word?	<b>den</b>	Say pen: ( <b>pen</b> ) Change /p/ to /h/ Word?	<b>hen</b>
Say mine: ( <b>mine</b> ) Change /m/ to /f/ Word?	<b>fine</b>	Say heard: ( <b>heard</b> ) Change /h/ to /b/ Word?	<b>bird</b>
Say pass: ( <b>pass</b> ) Change /p/ to /g/ Word?	<b>gas</b>	Say bag: ( <b>bag</b> ) Change /b/ to /w/ Word?	<b>wag</b>

**Reading**

10 min

**READ A STORY**

Now, let's read a story.

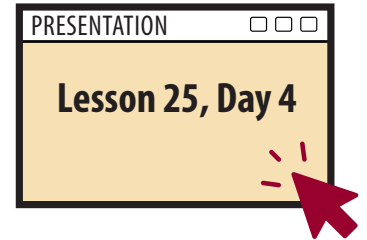


Turn to page 65 in your workbook. Find the title of the story.  
Let's read it together. **The Pet Doc**

Now, find the first sentence of the story. Here are the steps:

1. Look at each word and decide if it's a high-frequency word.
  - If it's a high-frequency word, read the word.
  - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word in all the sentences.

We'll discuss the story when you've finished reading.

**The Pet Doc**

My name is Ana.

I am a Doc.

My job is to help pets.

I see hens, hogs, cats, and dogs.

This is Max, a big black ram.

Max is sad and is not well.

I dab a hot rag on his hip.

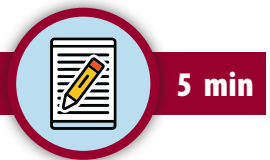
Soon Max will run and jump.

Now I must go help a pup.

It is good to be a vet.



(After reading, ask students why Max is sad. **does not feel well, hurt his hip**)

**Writing**

5 min

**WRITE SENTENCES**

Now we'll practice writing sentences. Remember that a sentence contains 2 or more words. The first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end such as a period or question mark.

Answer with me as we do the first one together.

Let's write the following sentence: Jen likes to jog. Repeat it. **Jen likes to jog**.

- How many words do you hear? **4**
- What is the first word? **Jen**
  - Sounds and letters? **/j/ uppercase J - /ě/ e - /n/ n**
- (Repeat the sentence.) What is the second word? **likes** I write the high-frequency word spelled l-i-k-e-s.
- (Repeat the sentence.) What is the third word? **to** I write the high-frequency word spelled t-o.
- (Repeat the sentence.) What is the fourth word? **jog**
  - Sounds and letters? **/j/ j - /õ/ o - /g/ g**
- Punctuation mark? **period**
- Read the sentence. **Jen likes to jog.**



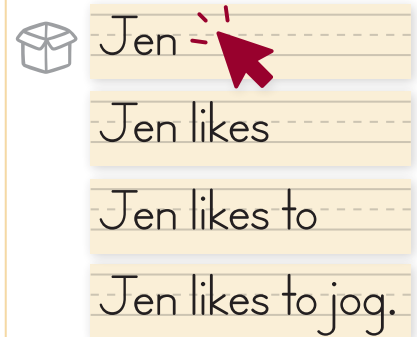
Now it's your turn. Turn to page 70 in your Student Workbook. Find the line that has a box in front of it.

Above the line, there is a box that has some newer high-frequency words that we have learned. Let's read them together. **likes, she, has**

**Note:** The letter s is pronounced /z/ in the word *has*. This is also the case for other high-frequency words, including *as, is, his, and was*.

Here are the steps:

1. I'll say the sentence and you repeat it.
2. I'll say each word and before you write it, decide if it's a high-frequency word.
  - If it's a high-frequency word, write the letters.
  - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Make sure the first letter in your sentence is uppercase.
4. Put a punctuation mark at the end.
5. Then, read the sentence.



likes, she, has

1. She ran ten laps.
2. Jen has a lot of pep.

## High-Frequency Words



1 min

Let's review 3 high-frequency words that we have learned.

- (Display want.) This is the word *want*, as in "I want to play soccer."  
Repeat the word *want*. **want**
- (Display went.) This is the word *went*, as in "Maria went to the store."  
Repeat the word *went*. **went**
- (Display was.) This is the word *was*, as in "I was glad to be home."  
Repeat the word *was*. **was**

want  
went  
was

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

**Note:** Repeating the letter names in the high-frequency word section is simply for exposure to the sound-symbol structure of the words. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

## Phonological Awareness Wrap-Up



2 min

### PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Now, we are going to practice changing the beginning sound to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say mean: (**mean**) Change /m/ to /b/ Word?

**bean**

Say near: (**near**) Change /n/ to /t/ Word?

**tear**

Say night: (**night**) Change /n/ to /f/ Word?

**fight**

Say pad: (**pad**) Change /p/ to /m/ Word?

**mad**

Say gap: (**gap**) Change /g/ to /m/ Word?

**map**

Say give: (**give**) Change /g/ to /l/ Word?

**live**

Say sand: (**sand**) Change /s/ to /h/ Word?

**hand**

Say will: (**will**) Change /w/ to /ch/ Word?

**chill**

Say week: (**week**) Change /w/ to /b/ Word?

**beak**

Say my: (**my**) Change /m/ to /w/ Word?

**why**

Say ham: (**ham**) Change /h/ to /j/ Word?

**jam**

Say where: (**where**) Change /w/ to /sh/ Word?

**share**

Say tab: (**tab**) Change /t/ to /l/ Word?

**lab**

Say fin: (**fin**) Change /f/ to /w/ Word?

**win**

Say pet: (**pet**) Change /p/ to /j/ Word?

**jet**

Say chat: (**chat**) Change /ch/ to /b/ Word?

**bat**

## DAY 5

## Phonological Awareness Warm-Up



2 min

### PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Today we are going to practice changing the beginning sound to make a new word. Let's review the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say keep: (**keep**) Change /k/ to /j/ Word?

**jeep**

Say game: (**game**) Change /g/ to /f/ Word?

**fame**

Say hose: (**hose**) Change /h/ to /t/ Word?

**toes**

Say luck: (**luck**) Change /l/ to /b/ Word?

**buck**

Say log: (**log**) Change /l/ to /j/ Word?

**jog**

Say chop: (**chop**) Change /ch/ to /m/ Word?

**mop**

Say meal: (**meal**) Change /m/ to /f/ Word?

**feel**

Say cat: (**cat**) Change /k/ to /h/ Word?

**hat**

Say lime: (**lime**) Change /l/ to /d/ Word?

**dime**

Say coat: (**coat**) Change /k/ to /g/ Word?

**goat**

Say can: (**can**) Change /k/ to /r/ Word?

**ran**

Say tea: (**tea**) Change /t/ to /s/ Word?

**see**

Say base: (**base**) Change /b/ to /r/ Word?

**race**

Say fun: (**fun**) Change /f/ to /b/ Word?

**bun**

Say by: (**by**) Change /b/ to /sh/ Word?

**shy**

Say rack: (**rack**) Change /r/ to /b/ Word?

**back**

**Letter-Sound Correspondence**

**WORD COMPLETION WITH PICTURES**

Now we're going to fill in the missing sound in words. Look at each picture. Fill in the correct sound and letter to complete the word. After you write the word, whisper read it.

I'll do the first one. This picture is cop.

- I finger-stretch cop. /c/ /ō/ /p/
- I tap the letters and line, while saying the sounds to see what sound is missing. (Tap the letter *c*, the line, and the letter *p*)
  - The middle sound /ō/ is missing. The sound /ō/ is spelled with the letter *o*.
- Next, I write the letter *o* in the middle space.
- Finally, I slide a finger under the word and whisper "cop."







Now it's your turn. Turn to page 71 in your Student Workbook. The pictures are dig, net, web, and fox.

Here are the steps:

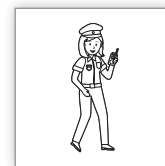
1. Finger-stretch the sounds.
2. Tap the letters and line while saying the sounds.
3. Write the letter for the missing sound.
4. Whisper read the word.

**Answer Key**

 d <u>i</u> g	 <u>n</u> et	 we <u>b</u>	 f <u>o</u> x
---	--	--	---

PRESENTATION

Lesson 25, Day 5



cop

**Reading**

**READ SENTENCES**

It's sentence time!



Turn to page 71 in your workbook. Find the line that has a pawprint in front of it.

Above the line, there is a box with some newer high-frequency words that we have learned. Let's read them together. **was, now, there, saw, my, away**

was, now, there,  
saw, my, away



Let's review the steps:

1. Look at each word and decide if it's a high-frequency word.
  - If it's a high-frequency word, read the word.
  - If it's not a high-frequency word, point to the letters, say the sounds, and then read the word.
2. Continue until you read each word.
3. Then read the sentence.

(After reading, ask students what the dog did at the end of the story. **run away**)



1. The ham was in a pot.
2. But now it is not there.
3. I saw my dog run away.
4. Did he get the ham?

## Writing



8 min

### WRITE SENTENCES

Now we'll practice writing sentences. Remember that a sentence contains 2 or more words. The first word in a sentence starts with an uppercase letter, and there's a punctuation mark at the end such as a period or question mark.

Answer with me as we do the first one together.

Let's write the following sentence: Did Yen get the pan? Repeat it. **Did Yen get the pan?**

- How many words do you hear? **5**
- What is the first word? **Did**
  - Sounds and letters? **/d/ uppercase D - /i/ i - /d/ d**
- (Repeat the sentence.) What is the second word? **Yen**
  - Sounds and letters? **/y/ uppercase Y - /ě/ e - /n/ n**
- (Repeat the sentence.) What is the third word? **get**
  - Sounds and letters? **/g/ g - /ě/ e - /t/ t**
- (Repeat the sentence.) What is the fourth word? **the** I write the high-frequency word spelled *t-h-e*.
- (Repeat the sentence.) What is the fifth word? **pan**
  - Sounds and letters? **/p/ p - /ă/ a - /n/ n**
- Punctuation mark? **question mark**
- Read the sentence. **Did Yen get the pan?**



Did **!**

Did Yen

Did Yen get

Did Yen get the

Did Yen get the pan?



Now it's your turn. Turn to page 72 in your Student Workbook. Find the line that has a shopping cart in front of it.

Above the line, there is a box that has some newer high-frequency words that we have learned. Let's read them together. **was, too, now**

was, too, now



Here are the steps:

1. I'll say the sentence and you repeat it.
2. I'll say each word and before you write it, decide if it's a high-frequency word.
  - If it's a high-frequency word, write the letters.
  - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Make sure the first letter in your sentence is uppercase.
4. Put a punctuation mark at the end.
5. Then, read the sentence.

1. Yen did not get the pan.
2. It was too hot.
3. Yen got a pad.
4. Now he can get it.

### High-Frequency Words



1 min

Let's review 3 high-frequency words that we have learned.

- (Display when.) This is the word *when*, as in "When is lunch?" Repeat the word *when*. **when**
- (Display who.) This is the word *who*, as in "Who left the door open?" Repeat the word *who*. **who**
- (Display where.) This is the word *where*, as in "Where did he go?" Repeat the word *where*. **where**

when

who

where

(Ask students to use a word in a sentence. Take volunteers to share sentences.)

**Note:** Repeating the letter names in the high-frequency word section is simply for exposure to the sound-symbol structure of the words. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

### Phonological Awareness Wrap-Up



2 min

#### PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

Now, we are going to practice changing the beginning sound to make a new word. Let's review the instructions:

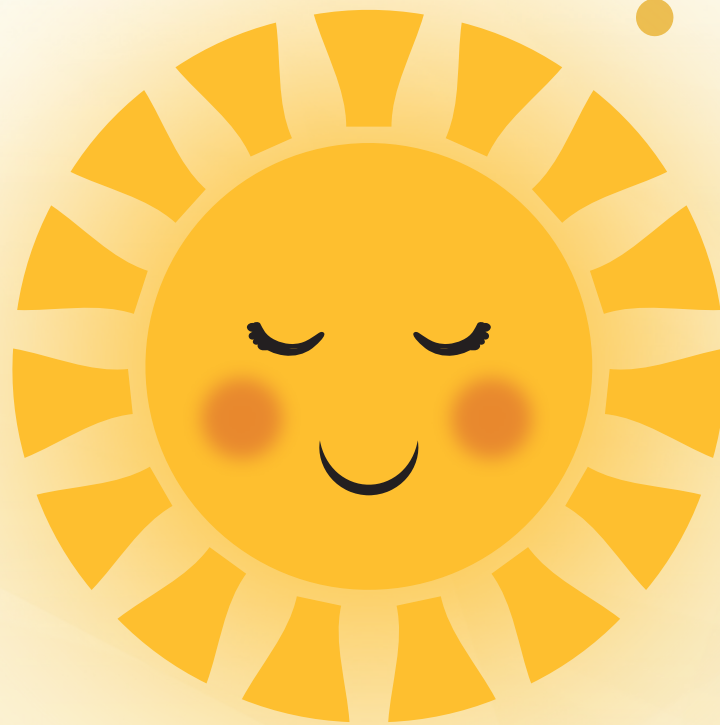
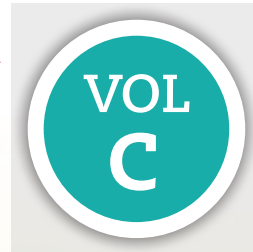
- I'll say a word and you repeat it.
- Next, I'll tell you a sound to change in the word.
- Then, I'll ask you to tell me the new word.

Say dive: ( <b>dive</b> ) Change /d/ to /h/ Word?	<b>hive</b>	Say goat: ( <b>goat</b> ) Change /g/ to /b/ Word?	<b>boat</b>
Say rash: ( <b>rash</b> ) Change /r/ to /m/ Word?	<b>mash</b>	Say date: ( <b>date</b> ) Change /d/ to /l/ Word?	<b>late</b>
Say mile: ( <b>mile</b> ) Change /m/ to /p/ Word?	<b>pile</b>	Say jack: ( <b>jack</b> ) Change /j/ to /t/ Word?	<b>tack</b>
Say rag: ( <b>rag</b> ) Change /r/ to /b/ Word?	<b>bag</b>	Say pole: ( <b>pole</b> ) Change /p/ to /r/ Word?	<b>roll</b>
Say like: ( <b>like</b> ) Change /l/ to /h/ Word?	<b>hike</b>	Say seed: ( <b>seed</b> ) Change /s/ to /w/ Word?	<b>weed</b>
Say rice: ( <b>rice</b> ) Change /r/ to /m/ Word?	<b>mice</b>	Say time: ( <b>time</b> ) Change /t/ to /l/ Word?	<b>lime</b>
Say ball: ( <b>ball</b> ) Change /b/ to /f/ Word?	<b>fall</b>	Say might: ( <b>might</b> ) Change /m/ to /l/ Word?	<b>light</b>
Say too: ( <b>too</b> ) Change /t/ to /m/ Word?	<b>moo</b>	Say lock: ( <b>lock</b> ) Change /l/ to /r/ Word?	<b>rock</b>



# 95 Phonics Core Program™

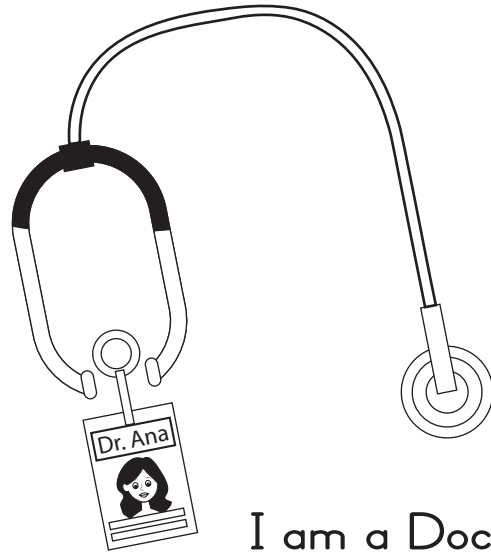
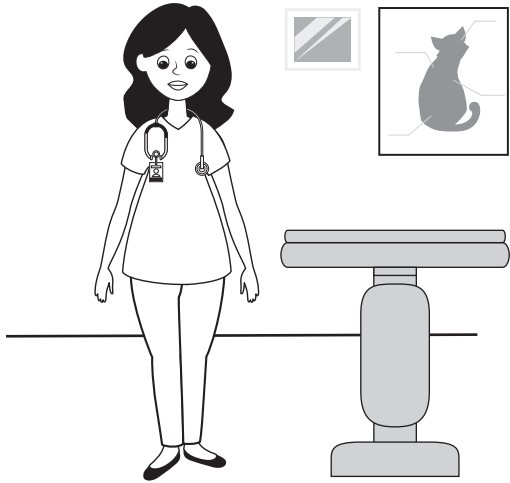
Student Workbook  
KINDERGARTEN



NAME: **Sample Lesson**

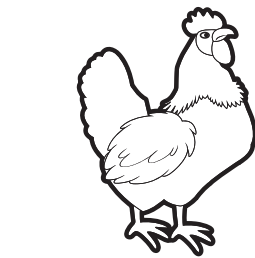
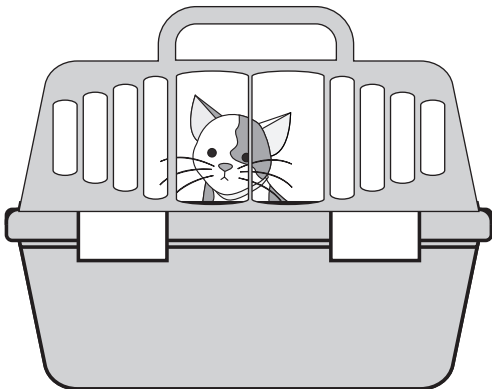
# The Pet Doc

My name is Ana.

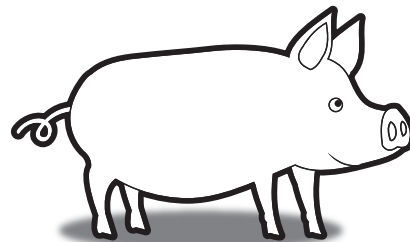


I am a Doc.

My job is to help pets.



I see hens, hogs,  
cats, and dogs.



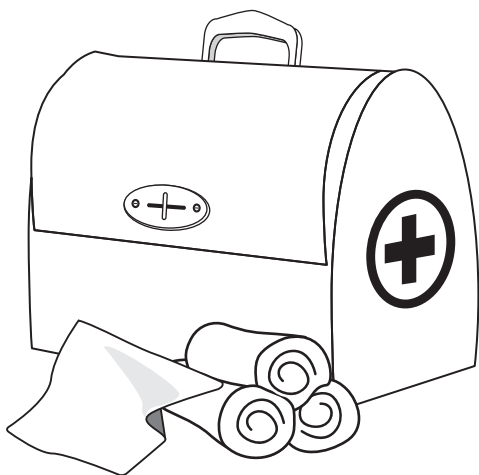
This is Max,  
a big black ram.



Max is sad and is not well.

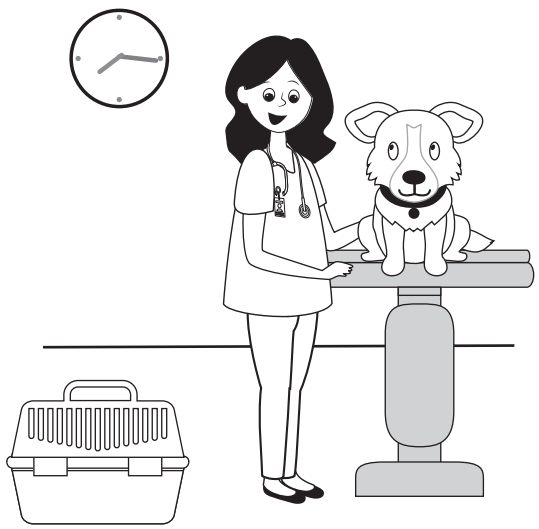



I dab a hot rag on his hip.



Soon Max will  
run and jump.




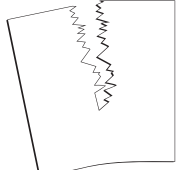


<p>Now I must go help a pup.</p> 	 <p>It is good to be a vet.</p> 
--	--

**Some Words I Know**


a, and, do, go, here, I, is, said, the, they, this, to, want, who, will, with

**DAY 1**

**Word Completion with Pictures**

 <p>__ad</p>	 <p>ri__</p>	 <p>s__n</p>	 <p>w__g</p>
---	---	--	---

**Read Sentences** was, went, away

 A red hen was in a pen. A red fox said, "Yum." The hen ran and hid. The red fox went away.

**Write Sentences** see, has

 Ken and Kim see a big

rut.

## DAY 2





## Write Sentences

 The lid will not fit.


\_\_\_\_\_

## DAY 3

## Word Completion with Pictures

 __ad	 pe__	 s__t	 l__g
--	---	---	---

Read Sentences we, went, there, was, so, my

 We went to the lot. There was wet  
 mud. So I sat on a log. My cat sat on  
 my lap.



Write Sentences we, have, my, too



We have a big van.

Blank handwriting practice line with a dashed midline.

Blank handwriting practice line with a dashed midline.

Blank handwriting practice line with a dashed midline.

## DAY 4

Write Sentences likes, she, has





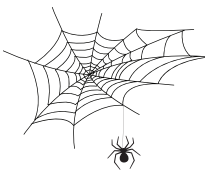

Jen likes to jog.

Blank handwriting practice line with a dashed midline.

Blank handwriting practice line with a dashed midline.


## DAY 5

## Word Completion with Pictures

 <p>d__g</p>	 <p>__et</p>	 <p>we__</p>	 <p>f__x</p>
---	---	--	---

## Read Sentences

was, now, there, saw, my, away

 The ham was in a pot. But now it is not there. I saw my dog run away. Did he get the ham?

Write Sentences was, too, now



Did Yen get the pan?

Blank writing line with a dashed midline for handwriting practice.

Blank writing line with a dashed midline for handwriting practice.

Blank writing line with a dashed midline for handwriting practice.

Blank writing line with a dashed midline for handwriting practice.

Blank writing line with a dashed midline for handwriting practice.



Education Consulting and  
Professional Development

# 95 Phonics Core Program™

**Sample Lesson**  
KINDERGARTEN

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