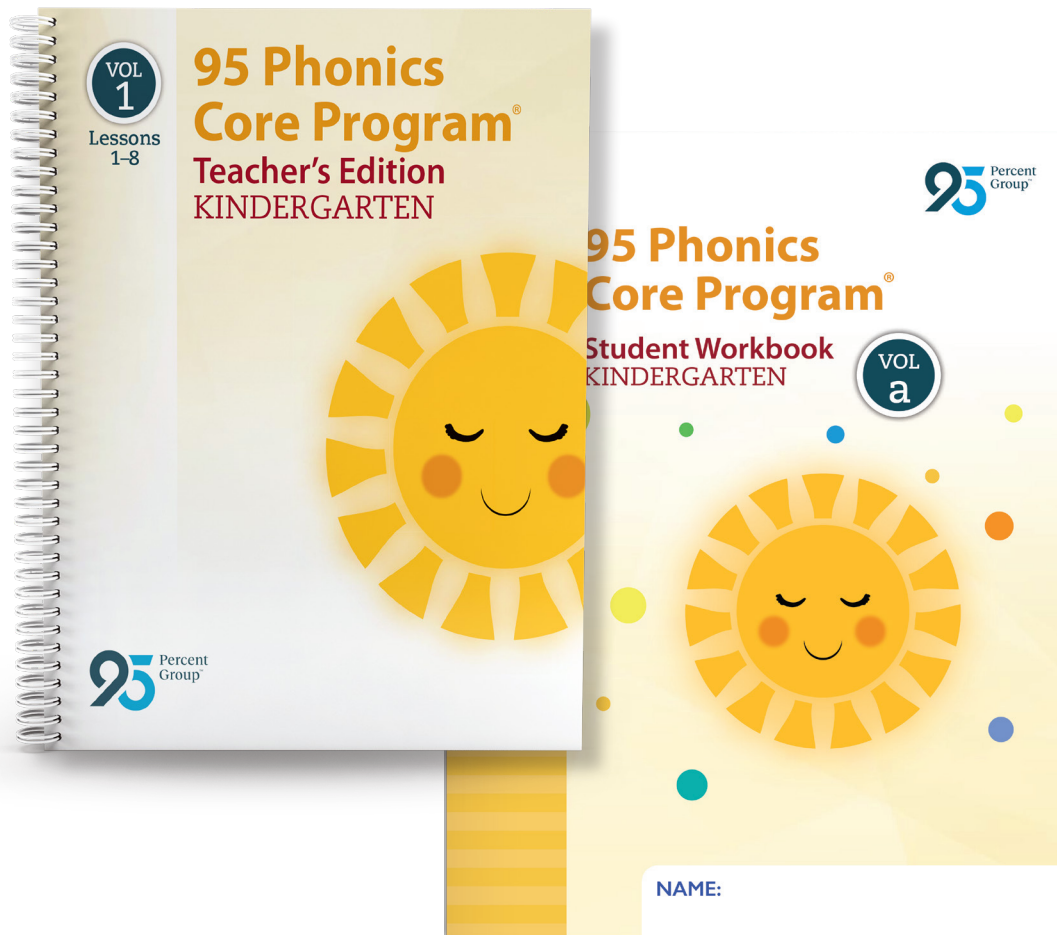


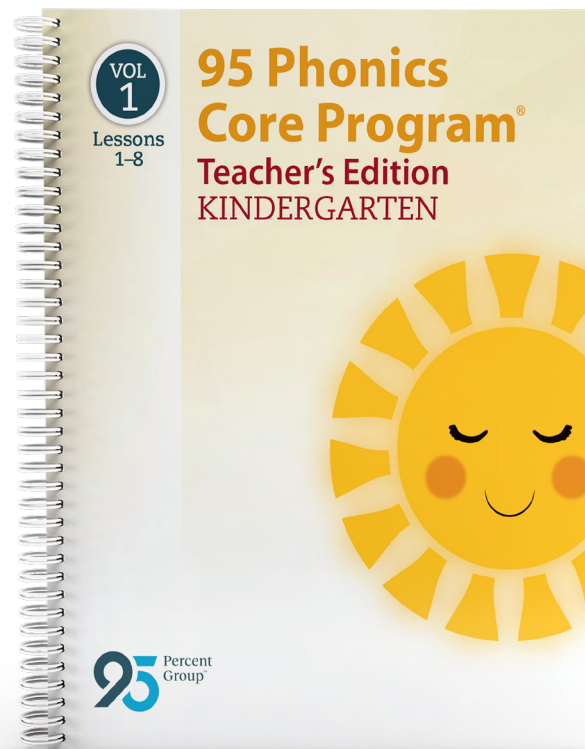
# 95 Phonics Core Program®

## Product Sample



# 95 Phonics Core Program<sup>®</sup>

## Grade K - Lesson 25



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

**mark**

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

**cat**

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

**must**

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

**sob**

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

**bone**

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

**look**

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

**pup**

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

**tell**

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

**kite**

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

**toe**

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

**bar**

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

**lap**

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

**came**

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

**see**

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."







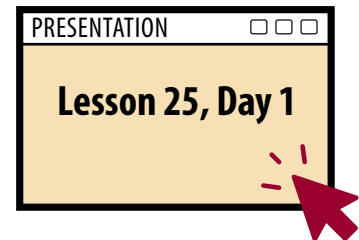
Now it's your turn. Turn to page 67 in your Student Workbook. The pictures are mad, rip, sun, and wig.

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.

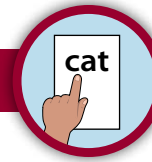
## Answer Key

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



mop

## Reading



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**

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? **r-e-d**
  - 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? /i/ 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.



was, went, away

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 - /ě/ 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 - /ĩ/ 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 - /ĩ/ i - /g/ g**
- Repeat the sentence.) What is the seventh word? **rut**
  - Sounds and letters? **/r/ r - /ũ/ 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**

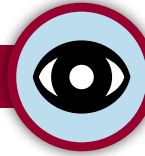
Here are the steps:

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?  
Say back: (**back**) Change /b/ to /p/. Word?  
Say get: (**get**) Change /g/ to /m/. Word?  
Say bad: (**bad**) Change /b/ to /s/. Word?  
Say pole: (**pole**) Change /p/ to /h/. Word?  
Say too: (**too**) Change /t/ to /sh/. Word?  
Say bike: (**bike**) Change /b/ to /l/. Word?  
Say bull: (**bull**) Change /b/ to /p/. Word?

**bed**  
**pack**  
**met**  
**sad**  
**hole**  
**shoe**  
**like**  
**pull**

Say lip: (**lip**) Change /l/ to /s/. Word?  
Say hear: (**hear**) Change /h/ to /f/. Word?  
Say gum: (**gum**) Change /g/ to /h/. Word?  
Say cop: (**cop**) Change /k/ to /ch/. Word?  
Say house: (**house**) Change /h/ to /m/. Word?  
Say fill: (**fill**) Change /f/ to /p/. Word?  
Say mug: (**mug**) Change /m/ to /b/. Word?  
Say way: (**way**) Change /w/ to /l/. Word?

**sip**  
**fear**  
**hum**  
**chop**  
**mouse**  
**pill**  
**bug**  
**lay**



## DAY 2



2 min

## Phonological Awareness Warm-Up

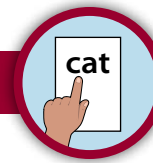
## PHONOLOGICAL AWARENESS: INITIAL PHONEME SUBSTITUTION

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 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 pool: ( <b>pool</b> ) Change /p/ to /t/. Word?	<b>tool</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.



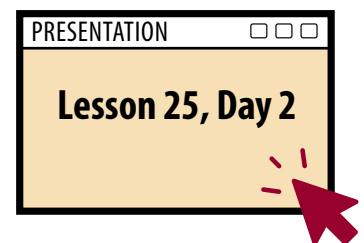
Turn to page 65 in your workbook. Find the title of the story.

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.

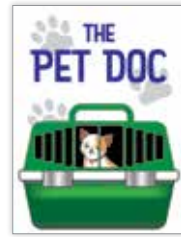
We'll discuss the story when you've finished reading.





**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 spelled uppercase T, lowercase 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 - /ō/ 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 -  
 The lid  
 The lid will  
 The lid will not  
 The lid will not fit.



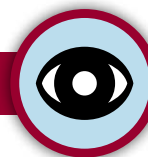
Now it's your turn. Turn to page 69 in your Student Workbook.  
 Find the line that has an umbrella in front of it.

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: (**hair**) Change /h/ to /b/. Word?

**bear**

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

**boss**

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

**tooth**

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

**dip**

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

**chalk**

Say pay: (**pay**) Change /p/ to /d/. Word?

**day**

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

**pour**

Say care: (**care**) Change /k/ to /f/. Word?

**fair**

Say pain: (**pain**) Change /p/ to /l/. Word?

**lane**

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

**pool**

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

**rake**

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

**sick**

Say go: (**go**) Change /g/ to /b/. Word?

**bow**

Say nose: (**nose**) Change /n/ to /h/. Word?

**hose**

Say wife: (**wife**) Change /w/ to /n/. Word?

**knife**

Say bead: (**bead**) Change /b/ to /n/. Word?

**need**

## 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

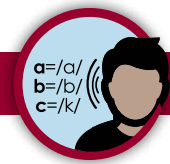
Say page: (**page**) Change /p/ to /k/. Word?

cage

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

mat

## Letter-Sound Correspondence



2 min

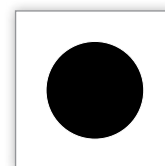
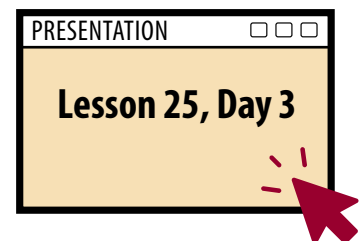
## WORD COMPLETION WITH PICTURES

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/ /ö/ /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

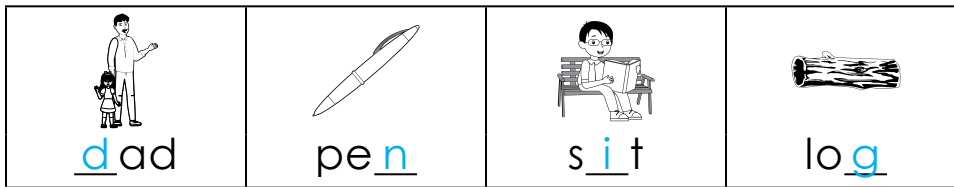


Now it's your turn. Turn to page 69 in your Student Workbook. The pictures are dad, pen, sit, and log.

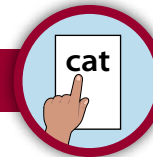
Here are the steps:

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 spelled uppercase W, lowercase 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 - /ā/ 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: (**pork**) Change /p/ to /f/. Word?

fork

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

dice

Say self: (**self**) Change /s/ to /sh/. Word?

shelf

Say pan: (**pan**) Change /p/ to /t/. Word?

tan

Say tub: (**tub**) Change /t/ to /k/. Word?

cub

Say call: (**call**) Change /k/ to /t/. Word?

tall

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

let

Say so: (**so**) Change /s/ to /n/. Word?

no

Say nurse: (**nurse**) Change /n/ to /p/. Word?

purse

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

lick

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

cot

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

rig

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

bed

Say fit: (**fit**) Change /f/ to /k/. Word?

kit

Say leg: (**leg**) Change /l/ to /p/. Word?

peg

Say ride: (**ride**) Change /r/ to /h/. Word?

hide

## 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: (**hole**) Change /h/ to /b/. Word?

bowl

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

ten

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

bell

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

sun

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

guess

Say when: (**when**) Change /w/ to /d/. Word?

den

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

fine

Say pass: (**pass**) Change /p/ to /g/. Word?

gas

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

jar

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

child

Say see: (**see**) Change /s/ to /w/. Word?

we

Say were: (**were**) Change /w/ to /h/. Word?

her

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

more

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

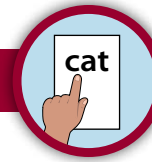
hen

Say heard: (**heard**) Change /h/ to /b/. Word?

bird

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

wag

**Reading**

10 min

**READ A STORY**

Now, let's read a story.

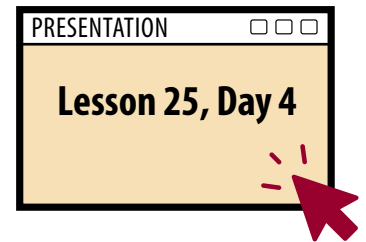


Turn to page 65 in your workbook. Find the title of the story.  
Let's read it together. **The Pet Doc**

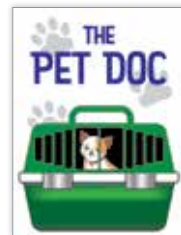
Now, find the first sentence of the story. Here are the steps:

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 - /ō/ 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. **she, has, of**

**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.

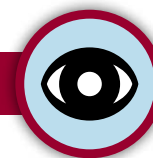


Jen -  
Jen likes  
Jen likes to  
Jen likes to jog.

she, has, of

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

fight

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

map

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

hand

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

beak

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

jam

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

lab

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

jet

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

tear

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

mad

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

live

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

chill

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

why

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

share

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

win

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 /d/. Word?

deep

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

toes

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

jog

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

feel

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

dime

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

ran

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

race

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

shy

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

fame

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

buck

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

mop

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

hat

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

goat

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

see

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

bun

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

back

## 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 cop.

- I finger-stretch cop. /k/ /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."

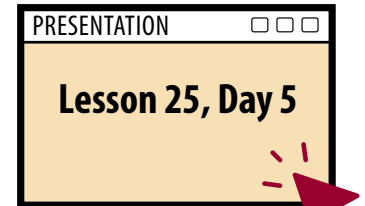
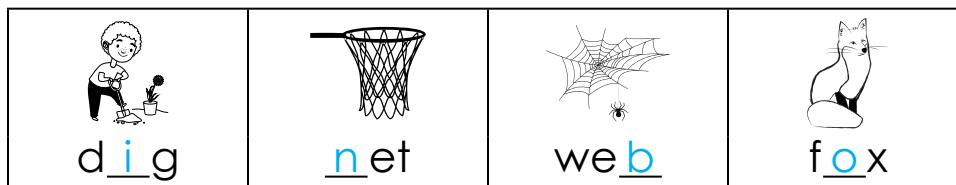


Now it's your turn. Turn to page 71 in your Student Workbook. The pictures are dig, net, web, and fox.

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

cop

## Reading

cat

5 min

## READ SENTENCES

It's sentence time!



Turn to page 71 in your workbook. Find the line that has a paw print 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, he**

was, now, there,  
saw, my, away, he

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, he**

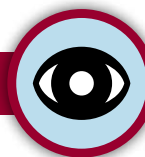
was, too, now, he

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: (**dive**) Change /d/ to /h/. Word?

**hive**

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

**mash**

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

**pile**

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

**bag**

Say like: (**like**) Change /l/ to /h/. Word?

**hike**

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

**mice**

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

**fall**

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

**moo**

Say goat: (**goat**) Change /g/ to /b/. Word?

**boat**

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

**late**

Say jack: (**jack**) Change /j/ to /t/. Word?

**tack**

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

**roll**

Say seed: (**seed**) Change /s/ to /w/. Word?

**weed**

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

**lime**

Say might: (**might**) Change /m/ to /l/. Word?

**light**

Say lock: (**lock**) Change /l/ to /r/. Word?

**rock**

# Glossary

**Affricate** – A consonant phoneme that begins as a stop and ends as a fricative. For examples, /j/ or /ch/.

**Alphabetic Principle** – The insight that letters represent phonemes that, when blended together, will produce a word.

**Automaticity** – Performance of a skill without conscious thinking, even in the presence of distraction.

**Coarticulated** – Sounds spoken together, making it difficult to detect each segment. Coarticulation causes 1 sound to influence others. For example, /ě/ in the word *echo* sounds different from /ě/ in *egg*, or /ă/ in the word *ant* sounds different from /ă/ in *apple*.

**Compound Word** – An English word, most often of Anglo-Saxon origin, where 2 base words combine to make a new word. Typically, the second base in a compound word is the “namer” and the first word is the “describer”. For example, a doghouse is a house for a dog.

**Consonant** – A phoneme that is not a vowel. A consonant phoneme is formed by a temporary obstruction in the air stream. This obstruction may be caused by the lips, teeth, or tongue. It is the blockage of air flow that differentiates a consonant from a vowel.

**Consonant Blend** – Two or more consonants in sequence before or after a vowel. Each consonant sound is pronounced.

**Consonant Digraph** – A combination of 2 letters that represent 1 speech sound. For example, /th/ or /sh/.

**Continuant** – A speech sound that can be spoken without interruption. For example, /mmm/ or /sss/.

**Decodable Text** – Text that contains a large proportion of words (typically 70–80%) made up of skills that have been previously taught. These are used for decoding practice and as a bridge to other text.

**Decoding** – Translating words from print to speech; sounding out new words to read them.

**Distributed Practice** – Reviewing recently taught information in spaced intervals across a period of time.

**Encoding** – Production of graphemes or letters in a word. Spelling involves encoding.

**Finger-Stretching** – A technique used to count the number of phonemes in a word.

**Fricative** – Speech sounds articulated with friction created by air flowing through a narrowed opening of the teeth and lips. For example, /v/ or /z/.

**Glide** – A consonant phoneme that immediately glides into a vowel. Sometimes called a semivowel. For example, /w/ or /y/.

**Glottal (Stop)** – A consonant sound that is produced by obstructing the airflow in the vocal tract or glottis. For example, /t/.

**Grapheme** – A letter, or string of letters, that spells a single phoneme. A word can only have as many graphemes as phonemes, although sometimes several graphemes spell a single phoneme. For example, the word *eight* has 2 phonemes: /ā/ and /t/. Therefore, it has 2 graphemes: *igh* and *t*. At the same time, a single phoneme may be represented by more than 1 grapheme. For example, the phoneme /f/ may be represented as *f*, *ff*, *gh*, or *ph*.

**High-Frequency Word** – Words that appear most frequently in written text. Some are spelled regularly and others have unexpected spellings.

**Irregular Word** – A word that has irregular sound(s)/spelling(s) and does not follow a typical phonics pattern.

**Lexicon** – The mental dictionary of a speaker (knowledge of words).

**Liquid** – Speech sounds made with the airstream moving around the tongue with minimal obstruction. The liquid sounds in English are /l/ and /r/.

**Nasal** – Sounds spoken with the air stream directed through the nasal cavity. For example, /m/, /n/, and /ng/.

**Orthographic Mapping** – The mental process of connecting letters in words to sounds in their pronunciations; how patterns are stored in memory for automatic retrieval.

**Orthography** – A writing system that, in English, is the connection between speech and print.

**Phoneme** – The smallest unit of speech that combines with others to make words.

**Phonemic Awareness** – The ability to notice and manipulate individual sounds in spoken words.

**Phonics** – The relationship between written letters and the speech sounds the letters spell.

**Phonological Awareness** – A sensitivity to the sound structure of spoken language.

**Phonology** – The science or rule system of speech sounds within a language.

**Sight Word** – All types of written words instantly and effortlessly recognized. These words do not have to be decoded because they are stored in memory so that the spellings, pronunciations, and meanings are linked and can be retrieved without conscious effort.



**Stop** – A consonant sound produced by blocking the vocal tract from airflow. For example, /p/, /t/, or /k/.

**Syllable** – A unit of sounds that is organized around a vowel sound.

**Unvoiced** – A sound spoken with no vocal resonance. For example, /th/ in the word *bath*.

**Voiced** – A speech sound articulated with vibration of the vocal folds in the larynx. For example, /th/ in the word *then*.

**Vowel** – A phoneme that occurs without obstruction by the teeth, tongue, lips, palate, etc. Vowel phonemes are “open” and form the nucleus of every syllable.

**Vowel Nasalization** – When a vowel sound is directed through the nose because it is spoken immediately before a nasal sound. For example, man, ham, or sing.

**Word Recognition** – The ability to read single words accurately and effortlessly.

# 95 Phonics Core Program®

Teacher's Edition

GRADE K



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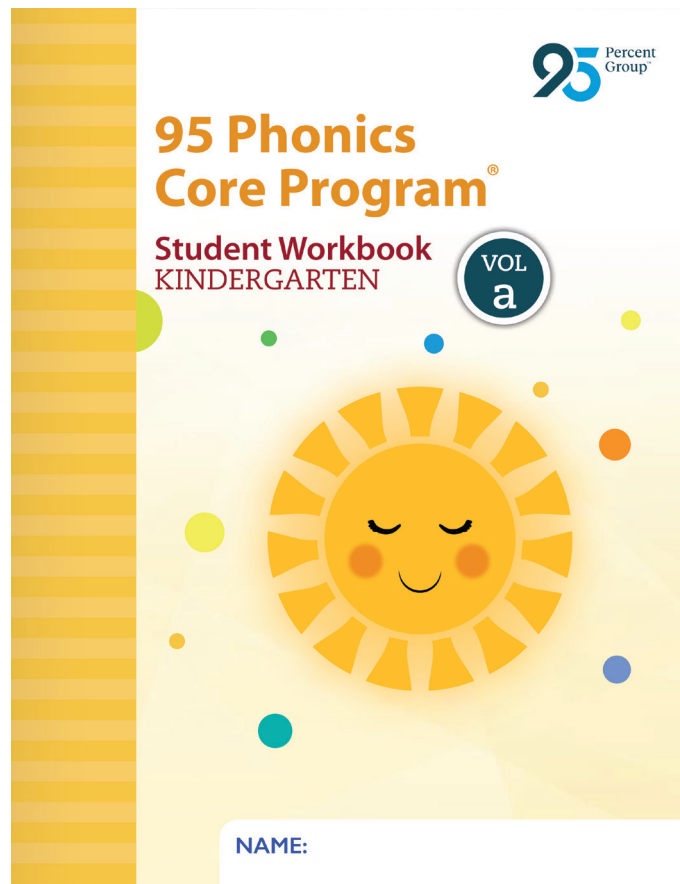


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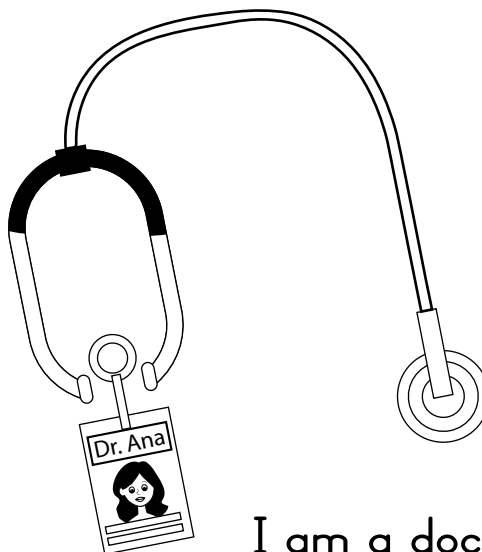
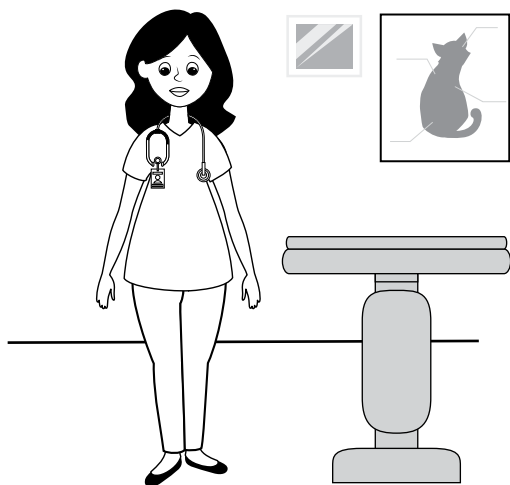
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## Grade K - Lesson 25



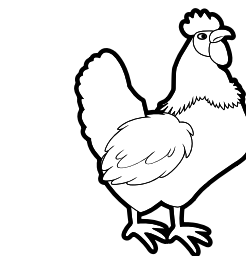
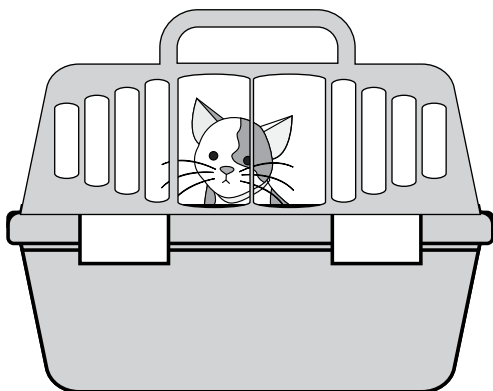
# The Pet Doc

My name is Ana.

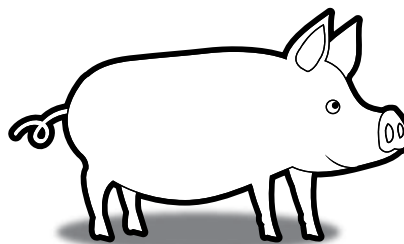


I am a doc.

My job is to help pets.



I see hens, hogs,  
cats, and dogs.



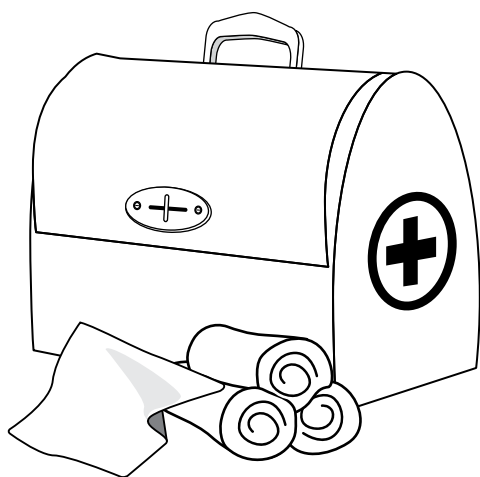
This is Max,  
a big black ram.



Max is sad and is not well.



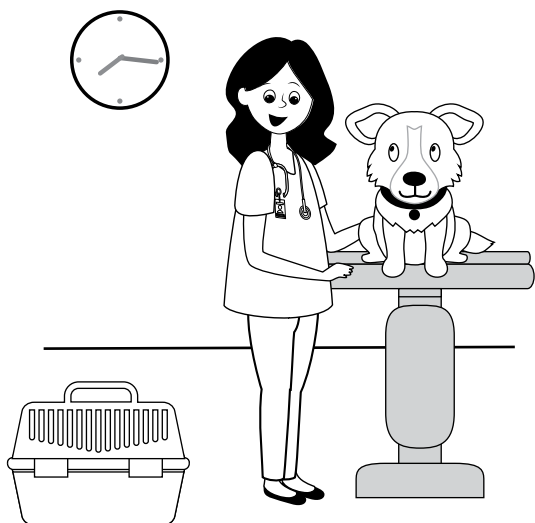
I dab a hot rag on his hip.



Soon Max will  
run and jump.



Now I must go help a pup.



It is good to be a vet.



### Some Words I Know

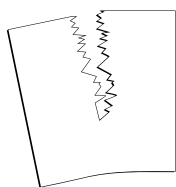
a, and, do, go, here, I, is, said, the, they, this, to, want, who, will, with

## DAY 1

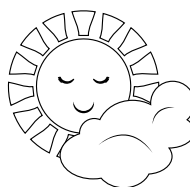
### Word Completion with Pictures



\_\_ad



ri\_\_



s\_\_n



w\_\_g

## 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.

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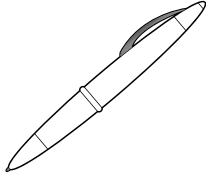


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## DAY 3

## Word Completion with Pictures

 _ad	 pe_	 s_t	 lo_
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## 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.

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**DAY 4****Write Sentences** she, has, of

Jen likes to jog.

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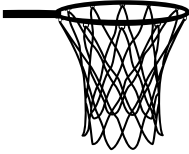
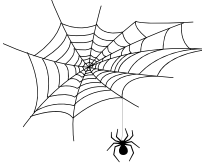

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## DAY 5

## Word Completion with Pictures

 d__g	 __et	 we__	 f__x
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## Read Sentences

was, now, there, saw, my, away, he

 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, he



Did Yen get the pan?

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