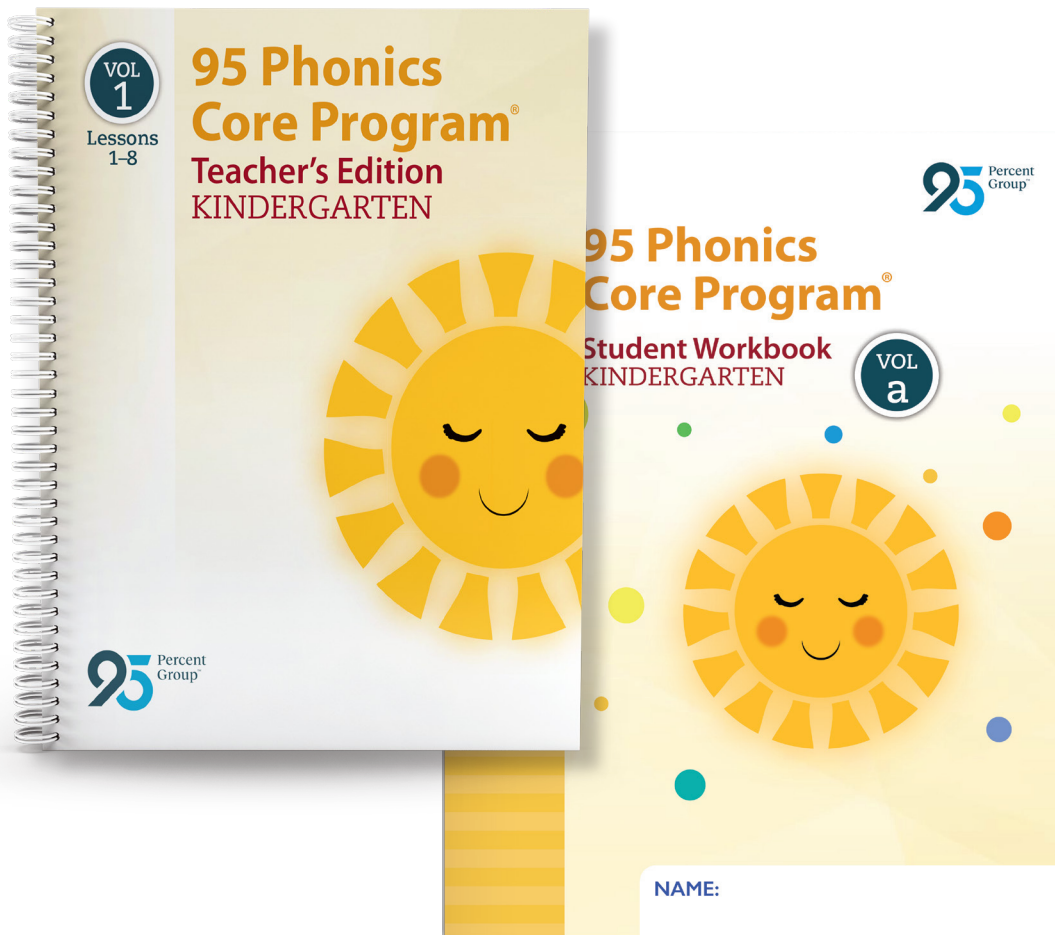


95 Phonics Core Program[®]

Product Sample



- ▶ Introduction
- ▶ Elements included in the classroom kit
- ▶ *Teacher's Edition*, sample lesson 11
- ▶ *Student Workbook*, sample lesson 11
- ▶ Sample ancillary materials



Access our 95 Phonics Core Resource Center:
95pg.info/95pcp-center

95 Phonics Core Program[®]

Introduction and classroom kit contents

Introduction

Description of 95 Phonics Core Program® (95PCP®)

The *95 Phonics Core Program*® is a K–3 phonics strand taught with the whole class within the Tier 1 reading block. This program is consistent with a core value of 95 Percent Group, which is that reading instruction should be teacher directed. Although digital tools are included, this program is grounded in the belief that the teacher—not a computer—teaches students how to read. The 25 weekly lessons in this program are designed to be taught for 20 minutes daily as 1 portion of a comprehensive reading and language arts curriculum. This program serves as a phonological awareness, phonics, and word study strand that enriches the other important strands of a school’s existing literacy program, including read-alouds, oral language and vocabulary development, reading of authentic text, comprehension instruction, and process writing.

Teachers can extend the time beyond 20 minutes if a slower pace is desirable or if they wish to add more practice opportunities. In grades 1–3, the program also includes an optional weekly spelling list of 10 words; teachers choosing to use this will need an additional 5 minutes on Day 5 to dictate the 10 words for a weekly spelling test.

Rationale for Developing the 95 Phonics Core Program

Clients have often asked 95 Percent Group to consider developing a Tier 1 phonics program. Across the company’s history, this has been the single most requested new product. The impetus for this request is the large, measurable gains occurring among the students receiving instruction with 95 Percent Group’s intervention materials. Having experienced what explicit, systematic, and sequential phonics instruction looks like, clients realize that their core program lacks phonics instruction grounded in the science of reading and the principles of structured literacy. Although a handful of clients have successfully used the intervention routines within their core reading block, most clients have experienced challenges adapting our phonics intervention materials for whole-class use.

Based on client feedback, this program addresses the following issues and needs:

- Inadequate phonics instruction in many popular literacy curricula
- An excessive number of students identified for Tier 2 or 3 phonics intervention
- Inadequate teacher knowledge about the science of reading and effective phonics instruction
- Gaps in students’ phonics skill development resulting from school closures, summer breaks, etc.
- A curriculum that enables a seamless transition between in-class and remote learning without disrupting or watering down the instruction
- Digital tools to enhance instruction in any setting

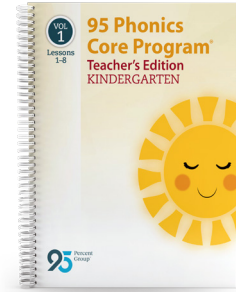
Using the deep phonics expertise of our team as well as leveraging instructional strategies found in our existing phonics products, this new Tier 1 phonics program was not only developed quickly but also entirely by our educator employees. A hallmark of the curriculum is that it provides explicit routines in each of the important components of phonics

instruction, including word sorting, sound-spelling mapping with and without phonics chips, word chains, and transfer to text. This program aligns with all of 95 Percent Group's phonics assessments and intervention materials so students will have consistent gestures, chip colors, and routines between Tier 1 and intervention. New decodable text was written specifically for these lessons so that passages used in our intervention materials will be fresh for students who require extra support in Tier 2 or 3.

Additionally, to address the potential of school closures, the program was designed to ensure a seamless transition to remote learning without disruption in the curriculum sequence by sending the provided plastic bags home filled with Student Workbooks, manipulatives, downloaded parent instructions, and spelling lists. These materials can be used from home in unison with the Presentation files when teachers instruct students on videoconferencing platforms.

Teacher's Edition (TE)

The Classroom Kit includes 3 full-color, spiral-bound TE volumes for kindergarten. Each TE volume includes 8 or 9 lessons. The back cover is a firm stock, enabling teachers to hold the book folded back to see a single page with assurance that it will not bend. The TE provides easy-to-follow lesson plans with scripts and rigorous, but engaging, routines grounded in the science of reading.



Student Workbook set (SW)

There are 3 SW volumes for the school year. Each SW volume is 40–75 pages and contains either 8 or 9 lessons with full-color covers and grayscale printing on the interior pages. Everything the student needs to participate in the lesson is contained in the workbook. This includes letters with arrows to learn letter formation, pictures for identification of initial sounds, words and phrases for reading practice, designated areas for writing words and phrases, and text for learning to read sentences and short stories. The Classroom Kit includes SW sets for 20 students.



Student manipulatives with letter-sound strips

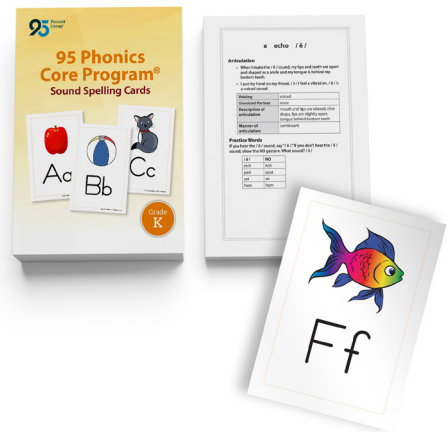
This kit includes individual sets of letter-sound strips. The kit includes 20 student sets of letter-sound strips to support letter-sound associations. The strips are durable, laminated cardstock. The letter-sound strips support letter-sound association as students trace each letter with their fingers while saying the letter name, keyword, and sound.



ELEMENTS INCLUDED

Sound-Spelling Cards

This set of 31 cards is printed in full color on the front and grayscale on the back. The 6" x 9" cards are printed on cover stock for durability. They also have a special treatment that not only protects the cards from mold, mildew, fungi, and bacteria but also makes them easy to clean. Teachers can hold up the cards during instruction or post them around the classroom as a quick reference to remind students of the keywords and letter-sound associations. The back side of the cards contains tips and reminders for teachers as they present each sound and letter association.



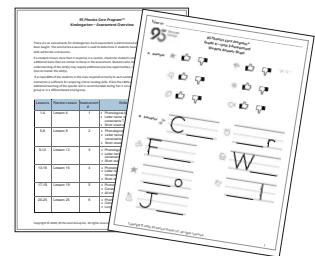
Presentation files

These 25 HTML animated files contain images to guide instruction of the 5 days in that week's lesson. Teachers access and use the Presentation files on our website either in the classroom or during remote instruction using a video conferencing platform such as Zoom or Google® Classroom. Because these files are HTML, they are accessible on any device with a current browser, including a Chromebook®.



Assessment

Teachers administer this summative assessment to the whole class to determine if students mastered the unit content. Teachers can download and copy the assessment and student forms from the Customer Portal.

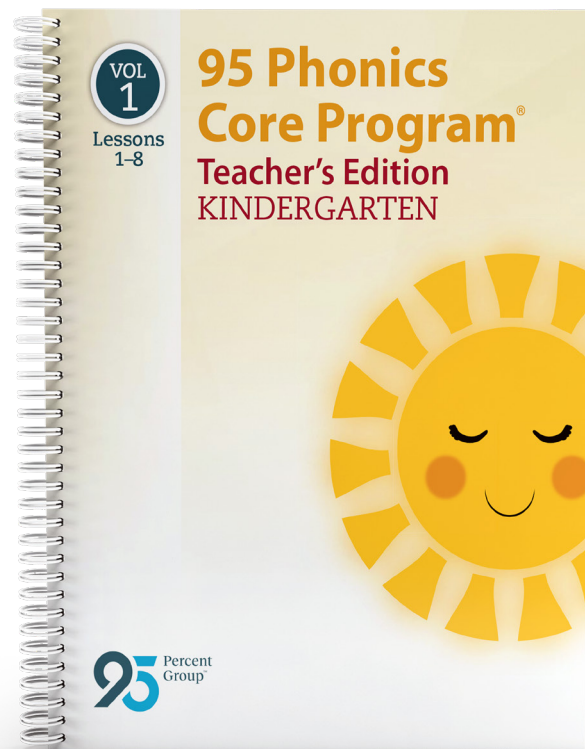


Product training video and other teacher support

This one-hour training video provides an overview of the program and tips for teaching the lessons. This video is accessible on the Customer Portal by all teachers who have Classroom Kits. More extensive professional development is available either virtually or in person for an additional fee. The product's resource page on the customer portal will be updated with teacher support tips and resources including parent letters in both Spanish and English. Teachers should check back frequently for additional resources.

95 Phonics Core Program[®]

Grade K - Lesson 11



Introduction of *j* & *w*



Learning Objective

Students demonstrate understanding of the letters *j* and *w* by correctly identifying and writing them as well as associating the correct sound with the letter.

DAY 1

Phonological Awareness Warm-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

Today we are going to learn how to change the onset, or beginning sound, in a word.

We'll keep the ending part the same and change only the beginning sound to make a new word; when we do this, the 2 words rhyme.

Watch me, my turn.

- I say sad. I'll change /s/ to /h/. The new word is had.
- Sad and had rhyme because the last part sounds the same.

Let's do one together.

- Say set: (set) Change /s/ to /g/. Word? get
- Do set and get rhyme? yes

Here are the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

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

kid

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

fill

Say win: (win) Change /w/ to /p/. Word?

pin

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

wink

Say dip: (dip) Change /d/ to /h/. Word?

hip

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

log

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

hum

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

just

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

nail

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

tag

Say face: (face) Change /f/ to /l/. Word?

lace

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

mat

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

lick

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

knock

Say hop: (hop) Change /h/ to /m/. Word?

mop

Say dunk: (dunk) Change /d/ to /s/. Word?

sunk

Letter-Sound Correspondence



2 min

INTRODUCTION OF LETTER-SOUND J - /j/

Now we are going to learn about the letter *j* and the sound it spells. Look at the *j* Sound-Spelling Card. (Display keyword /j/ jet.)

This is the letter *j*. Which letter? **j**

Letter *j* has a job. Its job is to spell the /j/ sound.

Watch me introduce the /j/ sound.

- Place
 - Look at my mouth when I make the /j/ sound. /j/
 - My lips push forward.
- Manner
 - I put my hand on my throat. /j/
 - I feel a vibration, so /j/ is a voiced sound.
 - The sound continues a short while and stops.

Let's review the /j/ sound together.

- Place
 - Look at my mouth when I make the /j/ sound. /j/
 - Are my lips straight or pushed forward? **pushed forward**
- Manner
 - Put your hand on your throat. Say /j/. **/j/** Say it again. **/j/**
 - Do you feel a vibration? **yes**
 - Because there is a vibration, /j/ is a voiced sound.
 - Does the sound continue or stop? **stop**

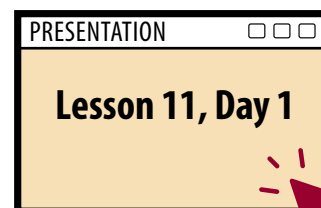
Look at the picture of the keyword *jet*. When you say the keyword *jet*, the first sound in jet is /j/, which reminds you that the letter *j* spells the /j/ sound.

- | | | | |
|-----------------------|-----------------------|---------------------|-------------------|
| • Listen and watch. | Letter name? j | Keyword? jet | Sound? /j/ |
| • Now say it with me. | Letter name? j | Keyword? jet | Sound? /j/ |
| • You say it. | Letter name? j | Keyword? jet | Sound? /j/ |

Let's listen for the sound. I'm going to say some words.

- If you hear the /j/ sound, show the thumbs-up gesture and say "/j/."
- If you don't hear the /j/ sound, show the NO gesture. (Extend hand with palm down and move it back and forth sideways a couple of times.)

Which sound are we listening for? **/j/**



Routine for Sound Articulation:

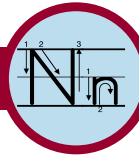
- Place
 - Lips?
 - Tongue?
- Manner
 - Voiced/unvoiced (vibration in throat)?
 - Continuant/stop (length of sound)?

Answer Key

- | | |
|----------------------------|----------------------------|
| 1. jack (thumbs up, /j/) | 5. jam (thumbs up, /j/) |
| 2. jog (thumbs up, /j/) | 6. lamb (NO gesture, /no/) |
| 3. back (NO gesture, /no/) | 7. put (NO gesture, /no/) |
| 4. log (NO gesture, /no/) | 8. jet (thumbs up, /j/) |

- | | |
|---------|---------|
| 1. jack | 5. jam |
| 2. jog | 6. lamb |
| 3. back | 7. put |
| 4. log | 8. jet |

Letter Formation



5 min

INTRODUCTION OF LETTER J

Now we're going to learn to write a new letter. Watch me write the letter *j*.

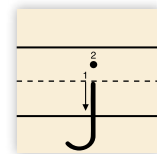
1. Start at the midline, pull down, curve left. Stop.
2. Dot over the top.



Now it's your turn. Turn to page 14 in your Student Workbook. Find the line that has cherries in front of it.

Let's review. Letter name? **j** Sound? **/j/**

- Finger ready? Follow the arrow to trace the letter while saying /j/.
- Pencil ready? Follow the arrow to trace the letter while saying /j/.
- Pencil ready? Follow the dotted line to trace the letter while saying /j/. Do this 2 times.
- Pencil ready? Write the letter until both lines are filled. Don't forget to say /j/ as you write it.



Reading



6 min

READ PHRASES

Now you'll read some phrases.



Turn to page 14 in your workbook. Find the line that has a watermelon slice in front of it. Put your pointer finger in front of the first word.

Answer with me as we do the first one together.

- How many words do you see? **2**
- How is the first word spelled? **c-a-n**
 - First sound? **/k/** Next sound? **/ă/** Last sound? **/n/**
 - Word? **can**

- How is the second word spelled? **j-o-g**
 - First sound? /j/ Next sound? /ö/ Last sound? /g/
 - Word? **jog**
- Read the phrase. **can jog**

Now it's your turn. On the line that has a watermelon slice in front of it, find the phrase that is below the one we just read together.

Above the line, there is a box with high-frequency words in it. Let's read them together. **a, do** Now, put your pointer finger in front of the first word in the next phrase.

Let's review the steps:

1. Look at each word and check the box to see 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 phrase.

READ SENTENCES

It's sentence time!



Turn to page 15 in your workbook. Find the line that has a blueberry in front of it.

Above the line, there is a box with high-frequency words in it. Let's read them together. **wants, a, his, is, has** Now, put your pointer finger in front of the first word in the sentence.

Answer with me as we do the first one together.

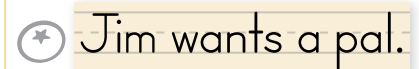
- How many words do you see? **4**
- How is the first word spelled? **J-i-m**
 - First sound? /j/ Next sound? /i/ Last sound? /m/ Word? **Jim**
 - Notice that J is an uppercase letter because it begins the first word in the sentence, and it is also a name.
- How is the second word spelled? **w-a-n-t-s**
 - The letters *w-a-n-t-s* spell the word **wants**.
- How is the third word spelled? **a** Word? **a**
- How is the last word spelled? **p-a-l**
 - First sound? /p/ Next sound? /ä/ Last sound? /l/ Word? **pal**
- Which punctuation mark is at the end? **a period**
- Now read the sentence. **Jim wants a pal.**



a, do

1. did a job
2. can do a jig

wants, a, his, is, has



Now it's your turn. On the line that has a blueberry in front of it, find the sentence that is next to the one we just read together.

Let's review the steps:

1. Look at each word and check the box to see 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 the sentences, discuss how Jim is probably feeling now that he has Lil.)



1. Jim got a dog.
2. His big dog is Lil.
3. Jim has a pal.
4. Lil has a pal.

Writing



2 min

WRITE PHRASES

Let's write some phrases. Remember that a phrase contains 2 or more words. Today's phrases contain the high-frequency word *was*, which is spelled w-a-s.



Turn to page 15 in your workbook. Find the line that has a strawberry in front of it.

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*.

Let's write the following phrase: Mac was. Repeat it with me. **Mac was**

- How many words do you hear? **2**
- What is the first word? **Mac**
 - Finger-stretch Mac. /m/ /ă/ /k/
 - Because Mac is a name, do we write a lowercase or uppercase letter? **uppercase**
 - Say the sounds and letters while writing. /m/ M - /ă/ a - /k/ c
 - Blend it. /mmmăăăk/ Word? **Mac**
- What is the second word? **was**
 - The word *was* is spelled w-a-s.
- Now let's read the phrase together. **Mac was**

Above the line, there is a box with some high-frequency words in it. Let's read them together. **was, a**



Mac -
Mac was

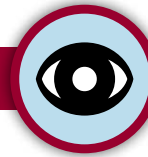
was, a

Here are the steps:

1. I'll say the phrase and you repeat it.
2. Before writing each word, check the box to see 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. Then, read the phrase.

1. was a cat
2. was a big hat

High-Frequency Words



1 min

Now I'm going to show you how to read a new high-frequency word. Watch me, my turn.

(Display jump.)

The word is jump; this word is the one you hear in the sentence "Let's jump."

- Watch me finger-stretch the sounds. /j/ /ŭ/ /m/ /p/ (Show thumb for /j/, pointer finger for /ŭ/, middle finger for /m/, and ring finger for /p/.)
- There are 4 sounds in the word *jump*. This word is spelled with 4 letters, j-u-m-p.

Now it's your turn. Word? **jump** How many letters? **4** The letter names are j-u-m-p. Say them with me. **j-u-m-p**

Let's review 3 other words that we have learned.

- (Display find.) This is the word *find*, as in "Did you find it?" Repeat the word *find*. **find**
- (Display no.) This is the word *no*, as in "No, thank you." Repeat the word *no*. **no**
- (Display they.) This is the word *they*, as in "They are here." Repeat the word *they*. **they**

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

Note: Although the students haven't been taught all the letter names yet, repeating them in the high-frequency word section is simply for exposure. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

jump

find
no
they



2 min

Phonological Awareness Wrap-Up

PHONOLOGICAL AWARENESS: ONSET-RIME

Now, we are going to practice changing the onset, or beginning sound, in a word.

Let's practice one together.

- Say tub: (**tub**) Change /t/ to /s/. Word? **sub**
- Tub and sub rhyme because the last part sounds the same.

Now it's your turn. Here are the instructions:

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

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

jet

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

luck

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

gate

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

hair

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

Sam

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

beat

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

mice

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

cold

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

hall

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

jump

Say cash: (**cash**) Change /k/ to /d/. Word?

dash

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

mind

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

horn

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

wing

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

dark

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

heel

DAY 2



2 min

Phonological Awareness Warm-Up

Today we are going to practice changing the onset, or beginning sound, in a word. Let's practice one together.

- Say bite: (**bite**) Change /b/ to /k/. Word? **kite**
- Bite and kite rhyme because the last part sounds the same.

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

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say jaw: (jaw) Change /j/ to /p/. Word?	paw	Say cart: (cart) Change /k/ to /h/. Word?	heart
Say hit: (hit) Change /h/ to /k/. Word?	kit	Say sun: (sun) Change /s/ to /f/. Word?	fun
Say shave: (shave) Change /sh/ to /w/. Word?	wave	Say me: (me) Change /m/ to /sh/. Word?	she
Say bag: (bag) Change /b/ to /r/. Word?	rag	Say pain: (pain) Change /p/ to /r/. Word?	rain
Say hose: (hose) Change /h/ to /n/. Word?	nose	Say nod: (nod) Change /n/ to /r/. Word?	rod
Say joy: (joy) Change /j/ to /b/. Word?	boy	Say joke: (joke) Change /j/ to /p/. Word?	poke
Say car: (car) Change /k/ to /f/. Word?	far	Say file: (file) Change /f/ to /m/. Word?	mile
Say tell: (tell) Change /t/ to /s/. Word?	sell	Say camp: (camp) Change /k/ to /d/. Word?	damp

Letter-Sound Correspondence



REVIEW OF LETTER-SOUND *J* - /j/

Now, we're going to review the letter *j* and the sound it spells. Look at the *j* Sound-Spelling Card. (Display keyword /j/ jet.)

- Listen and watch. Letter name? *j* Keyword? *jet* Sound? /j/
- Now say it with me. Letter name? *j* Keyword? *jet* Sound? /j/
- You say it. Letter name? *j* Keyword? *jet* Sound? /j/

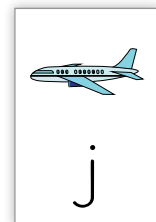
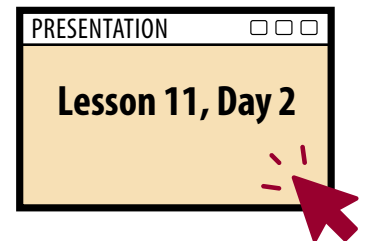
Now it's your turn. Find letter-sound strip #5.



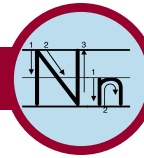
Here are the steps:

1. Find the lowercase letter *j* next to the jet picture. Place your finger on it.
2. While tracing the letter, say 3 things: the letter name *j*, the keyword *jet*, and the /j/ sound.
3. Do it with me now. *j*, *jet*, /j/
4. Keep tracing the letter over and over until I say "stop."
5. Remember to say 3 things while tracing the letter: *j*, *jet*, /j/.

(Time students for 1 minute. Then say it chorally as a class 5 times.)



Letter Formation



3 min

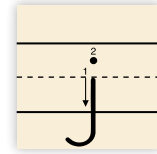
REVIEW OF LETTER J

We're going to review how to write the letter *j*, which we learned yesterday. Watch me write the letter *j*.

1. Start at the midline, pull down, curve left. Stop.
2. Dot over the top.



Now it's your turn. Turn to page 16 in your Student Workbook. Find the line that has a house in front of it.



Let's review. Letter name? **j** Sound? /j/

- Finger ready? Follow the arrow to trace the letter while saying /j/.
- Pencil ready? Follow the arrow to trace the letter while saying /j/.
- Pencil ready? Follow the dotted line to trace the letter while saying /j/. Do this 2 times.
- Pencil ready? Write the letter until both lines are filled. Don't forget to say /j/ as you write it.

Reading



2 min

READ SENTENCES

It's sentence time!

One of the words in the first sentence is "jam." You may think about jelly when you hear this word. Another meaning of jam is to have a problem.



Turn to page 16 in your workbook. Find the line that has an apple in front of it.

Above the line, there is a box with high-frequency words in it. Let's read them together. **is, a, has** Now, put your pointer finger in front of the first word in the sentence.

is, a, has

Let's review the steps:

1. Look at each word and check the box to see 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.



Jim is in a jam.

1. Jim is in a jam.
2. Jim has a rag.
3. Lil hid.
4. Is Dad mad?

(After reading the sentences, ask students to think about why Jim has a rag. It seems like Lil made a mess. Ask if they think Dad will be mad.)

Writing



8 min

INITIAL SOUND PRACTICE

Now we will look at a picture and write the first sound in the word.
Let's do the first one together.

(Display jump.)

Word? **jump**

- First sound? /j/
- Letter name? **j**
- I say /j/ while writing the letter **j**.

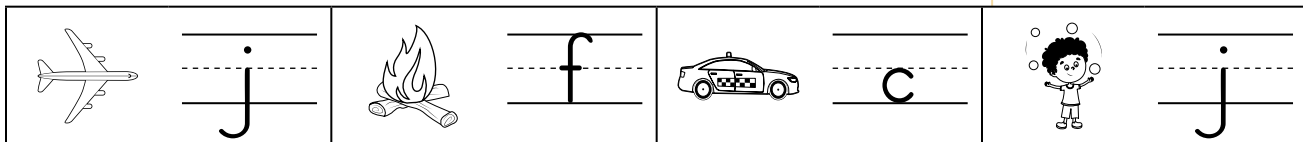


Now it's your turn. Turn to page 16 in your Student Workbook.
The pictures are jet, fire, cab, and juggle.

Here are the steps:

1. Say the word.
2. Say the first sound in the word.
3. Say the letter name.
4. Repeat the sound as you write the letter.

Answer Key



WRITE PHRASES

Let's write some phrases. Remember that a phrase contains 2 or more words. Watch me write the first phrase. (want a big job)



Turn to page 17 in your workbook. Find the line that has a fish in front of it.

Above the line, there is a box with some high-frequency words in it.
Let's read them together. **want, a, to**

Here are the steps:

1. I'll say the phrase and you repeat it.
2. Before writing each word, check the box to see 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. Then, read the phrase.



want

want a

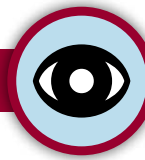
want a big

want a big job

want, a, to

1. jot it
2. a cat can
3. Jim ran to

High-Frequency Words



1 min

Now I'm going to show you how to read a new high-frequency word. Watch me, my turn.

(Display was.)

The word is was; this word is the one you hear in the question "Who was there?"

- Watch me finger-stretch the sounds. /w/ /ŭ/ /z/ (Show thumb for /w/, pointer finger for /ŭ/, and middle finger for /z/.)
- There are 3 sounds in the word *was*. This word is spelled with 3 letters, w-a-s.

Now it's your turn. Word? **was** How many letters? **3** The letter names are w-a-s. Say them with me. **w-a-s**

Let's review 3 other words that we have learned.

- (Display help.) This is the word *help*, as in "Please help." Repeat the word *help*. **help**
- (Display are.) This is the word *are*, as in "Are you coming?" Repeat the word *are*. **are**
- (Display little.) This is the word *little*, as in "a little bit." Repeat the word *little*. **little**

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

Note: Although the students haven't been taught all the letter names yet, repeating them in the high-frequency word section is simply for exposure. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

was

help
are
little

Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

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

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say bike: (**bike**) Change /b/ to /l/. Word?
 Say bone: (**bone**) Change /b/ to /k/. Word?
 Say hard: (**hard**) Change /h/ to /y/. Word?
 Say felt: (**felt**) Change /f/ to /b/. Word?
 Say rest: (**rest**) Change /r/ to /ch/. Word?
 Say sank: (**sank**) Change /s/ to /t/. Word?
 Say ring: (**ring**) Change /r/ to /k/. Word?
 Say might: (**might**) Change /m/ to /n/. Word?

like
cone
yard
belt
chest
tank
king
night

Say den: (**den**) Change /d/ to /t/. Word?
 Say cage: (**cage**) Change /k/ to /p/. Word?
 Say sound: (**sound**) Change /s/ to /p/. Word?
 Say peep: (**peep**) Change /p/ to /k/. Word?
 Say sock: (**sock**) Change /s/ to /r/. Word?
 Say dear: (**dear**) Change /d/ to /h/. Word?
 Say feed: (**feed**) Change /f/ to /s/. Word?
 Say row: (**row**) Change /r/ to /m/. Word?

ten
page
pound
keep
rock
hear
seed
mow

DAY 3



2 min

Phonological Awareness Warm-Up

PHONOLOGICAL AWARENESS: ONSET-RIME

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

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

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

lab

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

chip

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

soil

Say dine: (**dine**) Change /d/ to /f/. Word?

fine

Say cheek: (**cheek**) Change /ch/ to /p/. Word?

peek

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

lend

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

boot

Say dot: (**dot**) Change /d/ to /g/. Word?

got

Say mail: (**mail**) Change /m/ to /n/. Word?

nail

Say ran: (**ran**) Change /r/ to /t/. Word?

tan

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

job

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

game

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

heal

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

tie

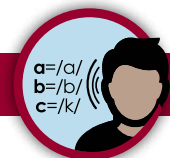
Say cane: (**cane**) Change /k/ to /j/. Word?

Jane

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

lime

Letter-Sound Correspondence



2 min

INTRODUCTION OF LETTER-SOUND *w* - /w/

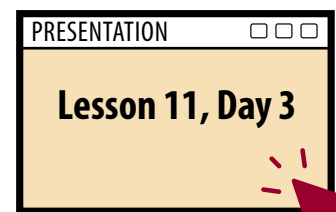
Now we are going to learn about the letter *w* and the sound it spells. Look at the *w* Sound-Spelling Card. (Display keyword /w/ wig.)

This is the letter *w*. Which letter? **w**

Letter *w* has a job. Its job is to spell the /w/ sound.

Watch me introduce the /w/ sound.

- Place
 - Look at my mouth when I make the /w/ sound. /w/
 - My lips are pushed out and tight.
- Manner
 - I put my hand on my throat. /w/
 - I feel a vibration, so /w/ is a voiced sound.



Let's review the /w/ sound together.

- Place
 - Look at my mouth when I make the /w/ sound. /w/
 - Are my lips open or pushed out and tight? **pushed out and tight**
- Manner
 - Put your hand on your throat. Say /w/. /w/ Say it again. /w/
 - Do you feel a vibration? **yes**
 - Because there is a vibration, /w/ is a voiced sound.

Look at the picture of the keyword *wig*. When you say the keyword *wig*, the first sound in *wig* is /w/, which reminds you that the letter *w* spells the /w/ sound.

- Listen and watch. Letter name? *w* Keyword? *wig* Sound? /w/
- Now say it with me. Letter name? **w** Keyword? **wig** Sound? **/w/**
- You say it. Letter name? **w** Keyword? **wig** Sound? **/w/**

Let's listen for the sound. I'm going to say some words.

- If you hear the /w/ sound, show the thumbs-up gesture and say "/w/."
- If you don't hear the /w/ sound, show the **NO** gesture. (Extend hand with palm down and move it back and forth sideways a couple of times.)

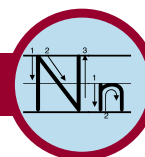
Which sound are we listening for? **/w/**

Answer Key

- | | |
|----------------------------|----------------------------|
| 1. wag (thumbs up, /w/) | 5. wing (thumbs up, /w/) |
| 2. take (NO gesture, /no/) | 6. sit (NO gesture, /no/) |
| 3. pet (NO gesture, /no/) | 7. dish (NO gesture, /no/) |
| 4. win (thumbs up, /w/) | 8. wish (thumbs up, /w/) |

Routine for Sound Articulation:

- Place
 - Lips?
 - Tongue?
- Manner
 - Voiced/unvoiced (vibration in throat)?
 - Continuant/stop (length of sound)?



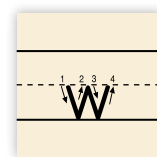
5 min

Letter Formation

INTRODUCTION OF LETTER *W*

Now we're going to learn to write a new letter. Watch me write the letter *w*.

1. Start at the midline. Slant to the right.
2. Slant up.
3. Slant to the right.
4. Slant up.

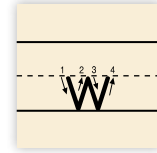




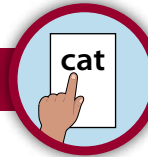
Now it's your turn. Turn to page 17 in your Student Workbook and find the line that has a ship in front of it.

Let's review. Letter name? **w** Sound? /w/

- Finger ready? Follow the arrows to trace the letter while saying /w/.
- Pencil ready? Follow the arrows to trace the letter while saying /w/.
- Pencil ready? Follow the dotted lines to trace the letter while saying /w/. Do this 2 times.
- Pencil ready? Write the letter until both lines are filled. Don't forget to say /w/ as you write it.



Reading



3 min

READ SENTENCES

It's sentence time!



Turn to page 18 in your workbook. Find the line that has a canoe in front of it.

Above the line, there is a box with high-frequency words in it. Let's read them together. **is, and, are, they, go** Now, put your pointer finger in front of the first word in the sentence.

is, and, are, they, go

Let's review the steps:

1. Look at each word and check the box to see 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.



Dad is not mad.

(After reading the sentences, ask the students what activity Lil and Jim can do together. **jog**)

1. Jim and Lil are not sad.
2. They can go jog.
3. Jim and Lil are pals.

Writing



5 min

WRITE PHRASES

Let's write some phrases. Remember that a phrase contains 2 or more words. Today's phrases contain the high-frequency word **want**, which is spelled w-a-n-t. Watch me write the first phrase. (want to jog)



Turn to page 18 in your workbook. Find the line that has a cupcake in front of it.

Above the line, there is a box with some high-frequency words in it. Let's read them together. **want, to, do**

Here are the steps:

1. I'll say the phrase and you repeat it.
2. Before writing each word, check the box to see 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. Then, read the phrase.



want

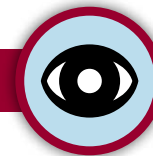
want to

want to jog

want, to, do

1. want to hop
2. do not want to mop

High-Frequency Words



1 min

Now I'm going to show you how to read a new high-frequency word. Watch me, my turn.

(Display will.)

The word is will; this word is the one you hear in the question "Will he come?"

- Watch me finger-stretch the sounds. /w/ /i/ /l/ (Show thumb for /w/, pointer finger for /i/, and middle finger for /l/.)
- There are 3 sounds in the word *will*. This word is spelled with 4 letters, w-i-l-l.

Note: If students ask, explain that sometimes 4 letters spell 3 sounds.

Now it's your turn. Word? **will** How many letters? **4** The letter names are w-i-l-l. Say them with me. **w-i-l-l**

Let's review 3 other words that we have learned.

- (Display with.) This is the word *with*, as in "Come with me." Repeat the word *with*. **with**
- (Display he.) This is the word *he*, as in "He can." Repeat the word *he*. **he**
- (Display she.) This is the word *she*, as in "She can." Repeat the word *she*. **she**

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

Note: Although the students haven't been taught all the letter names yet, repeating them in the high-frequency word section is simply for exposure. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

will

with
he
she

Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

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

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say may: (may) Change /m/ to /b/. Word?	bay	Say fin: (fin) Change /f/ to /ch/. Word?	chin
Say fold: (fold) Change /f/ to /s/. Word?	sold	Say face: (face) Change /f/ to /r/. Word?	race
Say nice: (nice) Change /n/ to /r/. Word?	rice	Say hill: (hill) Change /h/ to /w/. Word?	will
Say shark: (shark) Change /sh/ to /p/. Word?	park	Say lump: (lump) Change /l/ to /b/. Word?	bump
Say rock: (rock) Change /r/ to /l/. Word?	lock	Say chair: (chair) Change /ch/ to /p/. Word?	pair
Say dog: (dog) Change /d/ to /f/. Word?	fog	Say find: (find) Change /f/ to /k/. Word?	kind
Say horn: (horn) Change /h/ to /t/. Word?	torn	Say pop: (pop) Change /p/ to /t/. Word?	top
Say pig: (pig) Change /p/ to /b/. Word?	big	Say bed: (bed) Change /b/ to /f/. Word?	fed

DAY 4

Phonological Awareness Warm-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

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

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say bank: (bank) Change /b/ to /th/. Word?	thank	Say mug: (mug) Change /m/ to /h/. Word?	hug
Say dark: (dark) Change /d/ to /p/. Word?	park	Say nope: (nope) Change /n/ to /r/. Word?	rope
Say paw: (paw) Change /p/ to /s/. Word?	saw	Say tag: (tag) Change /t/ to /w/. Word?	wag
Say know: (know) Change /n/ to /l/. Word?	low	Say link: (link) Change /l/ to /p/. Word?	pink
Say sound: (sound) Change /s/ to /r/. Word?	round	Say neat: (neat) Change /n/ to /s/. Word?	seat
Say fit: (fit) Change /f/ to /b/. Word?	bit	Say did: (did) Change /d/ to /l/. Word?	lid
Say pest: (pest) Change /p/ to /n/. Word?	nest	Say bell: (bell) Change /b/ to /w/. Word?	well
Say sat: (sat) Change /s/ to /r/. Word?	rat	Say rust: (rust) Change /r/ to /m/. Word?	must

Letter-Sound Correspondence

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

2 min

REVIEW OF LETTER-SOUND *W* - /w/

Now, we're going to review the letter *w* and the sound it spells. Look at the *w* Sound-Spelling Card. (Display keyword /w/ wig.)

- Listen and watch. Letter name? *w* Keyword? *wig* Sound? /w/
- Now say it with me. Letter name? *w* Keyword? *wig* Sound? /w/
- You say it. Letter name? *w* Keyword? *wig* Sound? /w/

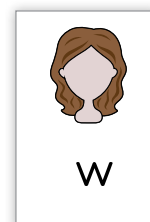
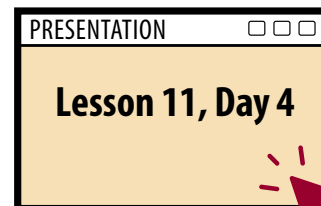
Now it's your turn. Find letter-sound strip #5.



Here are the steps:

1. Find the lowercase letter *w* next to the wig picture. Place your finger on it.
2. While tracing the letter, say 3 things: the letter name *w*, the keyword *wig*, and the /w/ sound.
3. Do it with me now. *w*, *wig*, /w/
4. Keep tracing the letter over and over until I say "stop."
5. Remember to say 3 things while tracing the letter: *w*, *wig*, /w/.

(Time students for 1 minute. Then say it chorally as a class 5 times.)



Letter Formation

N n

3 min

REVIEW OF LETTER *W*

We're going to review how to write the letter *w*, which we learned yesterday. Watch me write the letter *w*.

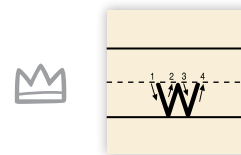
1. Start at the midline. Slant to the right.
2. Slant up.
3. Slant to the right.
4. Slant up.



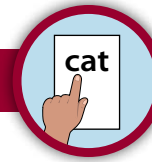
Now it's your turn. Turn to page 18 in your Student Workbook. Find the line that has a crown in front of it.

Let's review. Letter name? *w* Sound? /w/

- Finger ready? Follow the arrows to trace the letter while saying /w/.
- Pencil ready? Follow the arrows to trace the letter while saying /w/.
- Pencil ready? Follow the dotted lines to trace the letter while saying /w/. Do this 2 times.
- Pencil ready? Write the letter until both lines are filled. Don't forget to say /w/ as you write it.



Reading



5 min

READ SENTENCES

It's sentence time!



Turn to page 19 in your workbook. Find the line that has a shopping cart in front of it.

Above the line, there is a box with high-frequency words in it. Let's read them together. **and, want, to, play, who, they, look, for** Now, put your pointer finger in front of the first word in the sentence.

and, want, to, play,
who, they, look, for

Let's review the steps:

1. Look at each word and check the box to see 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.



Pam and Nan want to play.

(After reading the sentences, ask students to make a connection. Ask them what they like to play.)

1. Who can play?
2. They look for Sam and Bob.
3. Sam and Bob want to play.
4. Sam and Bob want to win.

Writing



5 min

INITIAL SOUND PRACTICE

Now we will look at a picture and write the first sound in the word. Let's do the first one together.

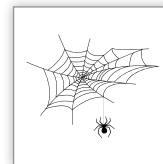
(Display web.)

Word? **web**

- First sound? **/w/**
- Letter name? **w**
- I say /w/ while writing the letter **w**.



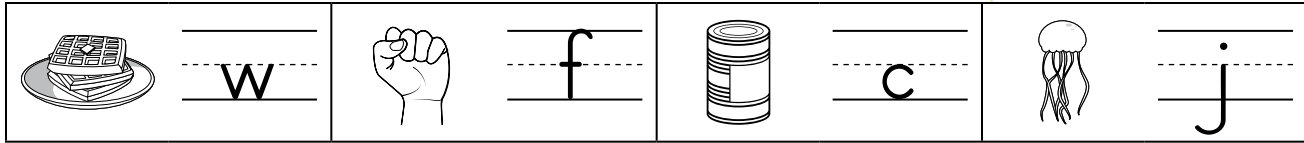
Now it's your turn. Turn to page 19 in your Student Workbook. The pictures are waffle, fist, can, and jellyfish.



Here are the steps:

1. Say the word.
2. Say the first sound in the word.
3. Say the letter name.
4. Repeat the sound as you write the letter.

Answer Key



WRITE PHRASES

Let's write some phrases. Remember that a phrase contains 2 or more words. Today's phrases start with the high-frequency word **will**, which is spelled w-i-l-l. Watch me write the first phrase. (will fit the wig)

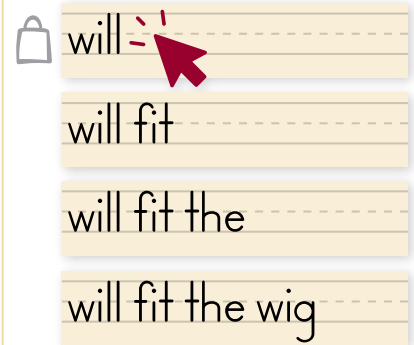


Turn to page 19 in your workbook. Find the line that has a bag in front of it.

Above the line, there is a box with some high-frequency words in it. Let's read them together. **will, the**

Here are the steps:

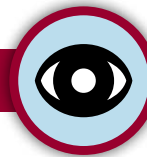
1. I'll say the phrase and you repeat it.
2. Before writing each word, check the box to see if it's a high-frequency word.
 - If it's a high-frequency word, write the letters.
 - If it's not a high-frequency word, break the word into sounds and write the letter for each sound.
3. Then, read the phrase.



will, the

1. will not win
2. will jog

High-Frequency Words



1 min

Now I'm going to show you how to read a new high-frequency word. Watch me, my turn

(Display went.)

The word is went; this word is the one you hear in the sentence "I went home."

- Watch me finger-stretch the sounds. /w/ /ě/ /n/ /t/ (Show thumb for /w/, pointer finger for /ě/, middle finger for /n/, and ring finger for /t/.)
- There are 4 sounds in the word **went**. This word is spelled with 4 letters, w-e-n-t.


Now it's your turn. Word? **went** How many letters? **4** The letter names are w-e-n-t. Say them with me. **w-e-n-t**

went

Let's review 3 other words that we have learned.

- (Display be.) This is the word *be*, as in "I'll be late." Repeat the word *be*. **be**
- (Display me.) This is the word *me*, as in "Go with me." Repeat the word *me*. **me**
- (Display we.) This is the word *we*, as in "We jump." Repeat the word *we*. **we**

be
me
we



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

Note: Although the students haven't been taught all the letter names yet, repeating them in the high-frequency word section is simply for exposure. 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: ONSET-RIME

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

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

Say bun: (**bun**) Change /b/ to /r/. Word?
 Say chain: (**chain**) Change /ch/ to /m/. Word?
 Say rub: (**rub**) Change /r/ to /k/. Word?
 Say lamp: (**lamp**) Change /l/ to /ch/. Word?
 Say tell: (**tell**) Change /t/ to /b/. Word?
 Say bake: (**bake**) Change /b/ to /sh/. Word?
 Say need: (**need**) Change /n/ to /w/. Word?
 Say fail: (**fail**) Change /f/ to /s/. Word?

run
main
cub
champ
bell
shake
weed
sale

Say deep: (**deep**) Change /d/ to /b/. Word?
 Say far: (**far**) Change /f/ to /j/. Word?
 Say bone: (**bone**) Change /b/ to /f/. Word?
 Say we: (**we**) Change /w/ to /h/. Word?
 Say cut: (**cut**) Change /k/ to /b/. Word?
 Say dive: (**dive**) Change /d/ to /f/. Word?
 Say back: (**back**) Change /b/ to /p/. Word?
 Say cave: (**cave**) Change /k/ to /g/. Word?

beep
jar
phone
he
but
five
pack
gave

DAY 5



2 min

Phonological Awareness Warm-Up

PHONOLOGICAL AWARENESS: ONSET-RIME

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

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

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

white

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

lap

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

mash

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

name

Say tent: (**tent**) Change /t/ to /r/. Word?

rent

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

bike

Say knot: (**knot**) Change /n/ to /l/. Word?

lot

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

chick

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

song

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

king

Say while: (**while**) Change /wh/ to /t/. Word?

tile

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

met

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

rip

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

ram

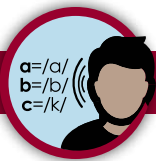
Say may: (**may**) Change /m/ to /d/. Word?

day

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

rug

Letter-Sound Correspondence



2 min

REVIEW OF LETTER-SOUND *J* - /j/

Now, we're going to review the letter *j* and the sound it spells. Look at the *j* Sound-Spelling Card. (Display keyword /j/ jet.)

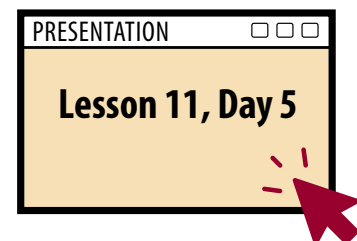
- Listen and watch. Letter name? *j* Keyword? jet Sound? /j/
- Now say it with me. Letter name? *j* Keyword? jet Sound? /j/
- You say it. Letter name? *j* Keyword? jet Sound? /j/

Now it's your turn. Find letter-sound strip #5.



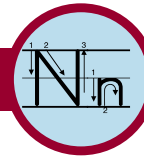
Here are the steps:

1. Find the lowercase letter *j* next to the jet picture. Place your finger on it.
2. While tracing the letter, say 3 things: the letter name *j*, the keyword *jet*, and the /j/ sound.



3. Do it with me now. **j, jet, /j/**
4. Keep tracing the letter over and over until I say “stop.”
5. Remember to say 3 things while tracing the letter: *j*, jet, /j/.

Letter Formation

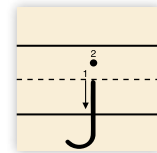


3 min

REVIEW OF LETTERS *J* AND *W*

We're going to review how to write the letters *j* and *w*. Watch me write the letter *j*.

1. Start at the midline, pull down, curve left. Stop.
2. Dot over the top.



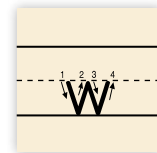
Now it's your turn. Turn to page 20 in your Student Workbook. Find the line that has the mountains in front of it.

Let's review. Letter name? **j** Sound? **/j/**

- Finger ready? Follow the arrow to trace the letter while saying /j/.
- Pencil ready? Follow the arrow to trace the letter while saying /j/.
- Pencil ready? Follow the dotted line to trace the letter while saying /j/. Do this 2 times.
- Pencil ready? Write the letter until both lines are filled. Don't forget to say /j/ as you write it.

Now watch me write the letter *w*.

1. Start at the midline. Slant to the right.
2. Slant up.
3. Slant to the right.
4. Slant up.



On page 20 in your Student Workbook, find the line that has a snow cloud in front of it.

Let's review. Letter name? **w** Sound? **/w/**

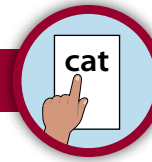
(Guide students to trace the solid line letter first with their finger and then their pencil. Then, have students trace the 2 dotted line letters. Finally, have students practice writing letters until both lines are filled.)



Teacher Tip

By this point in the program, students have learned how to write 18 of the 26 lowercase letters. Lesson 12 is a review lesson where the uppercase letters for the letters taught since Lesson 8 will be covered. The 8 remaining letters will be taught in Lessons 13–15 and their uppercase pairs will be taught in Lesson 16.

Reading



5 min

READ SENTENCES

It's sentence time!



Turn to page 20 in your workbook. Find the line that has a skier in front of it.

Above the line, there is a box with high-frequency words in it. Let's read them together. **and, a, will, find, they, the** Now, put your pointer finger in front of the first word in the sentence.

and, a, will, find,
they, the

Let's review the steps:

1. Look at each word and check the box to see 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.



Nan and Pam hid a red cap.

1. Will Sam and Bob find it and win?
2. They did not find the red cap.
3. Sam and Bob did not win.

(After reading the sentences, ask students whether Sam and Bob won the game. What did they have to do to win?)

Writing



5 min

WRITE PHRASES

Let's write some phrases. Remember that a phrase contains 2 or more words. In 1 of the phrases you'll be writing, the word *jab* is used, which means a painful poke. Watch me write the first phrase. (I win a)



Turn to page 21 in your Student Workbook. Find the line that has a butterfly in front of it.

Above the line, there is a box with some high-frequency words in it. Let's read them together. **I, a**

Here are the steps:

1. I'll say the phrase and you repeat it.
2. Before writing each word, check the box to see 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. Then, read the phrase.

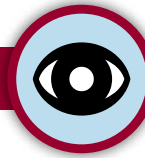


I
I win
I win a

I, a

1. it can wag
2. did not jab
3. a wig fit

High-Frequency Words



1 min


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

- (Display jump.) This is the word *jump*, as in "Let's jump." Repeat the word *jump*. **jump**
- (Display was.) This is the word *was*, as in "Was he there?" Repeat the word *was*. **was**
- (Display will.) This is the word *will*, as in "Will you?" Repeat the word *will*. **will**
- (Display went.) This is the word *went*, as in "I went." Repeat the word *went*. **went**
- (Display they.) This is the word *they*, as in "They can go." Repeat the word *they*. **they**

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

Note: Although the students haven't been taught all the letter names yet, repeating them in the high-frequency word section is simply for exposure. If students ask, explain that the numbers of letters and sounds in a word are sometimes different.

jump
was
will
went
they



Phonological Awareness Wrap-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

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

- I'll say a word and you repeat it.
- Next, I'll tell you the first sound to change in the word.
- Then, tell me the new word that rhymes. Ready?

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

call

Say sad: (**sad**) Change /s/ to /m/. Word?

mad

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

lack

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

hen

Say male: (**male**) Change /m/ to /wh/. Word?

whale

Say real: (**real**) Change /r/ to /s/. Word?

seal

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

wade

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

chime

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

bend

Say while: (**while**) Change /wh/ to /p/. Word?

pile

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

late

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

toy

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

sob

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

rake

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

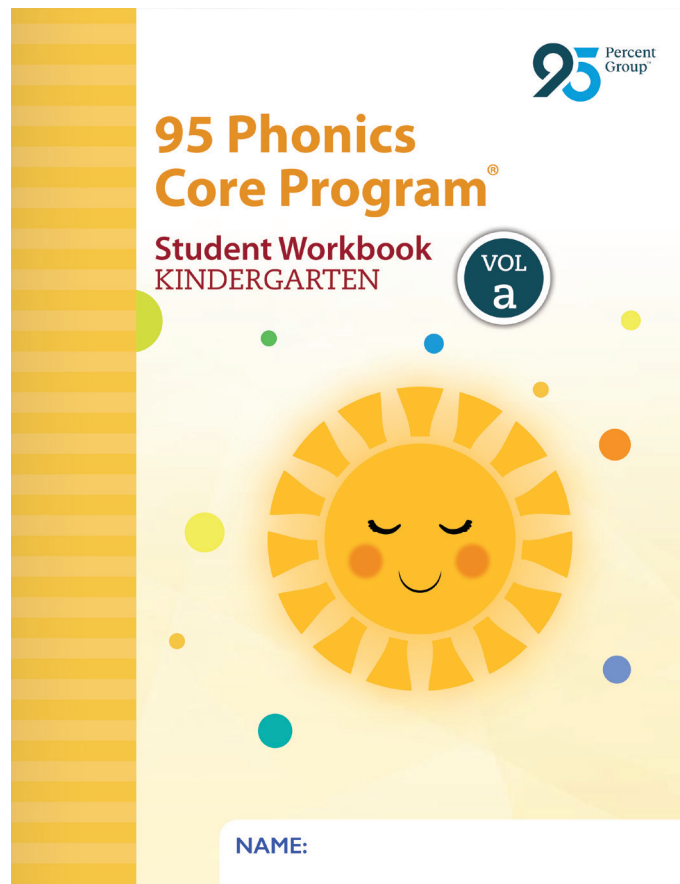
tight

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

near

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Grade K - Lesson 11



DAY 1

Letter Formation



Read Phrases

a, do



can jog

did a job

can do a jig

Read Sentences wants, a, his, is, has

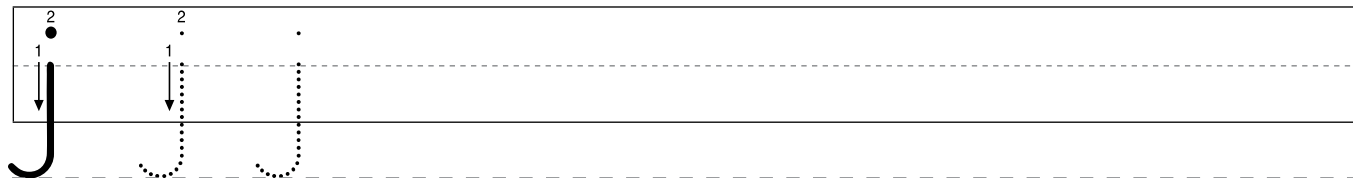
★ Jim wants a pal. Jim got a dog.
His big dog is Lil. Jim has a pal.
Lil has a pal.

Write Phrases was, a

Mac was

DAY 2

Letter Formation



Blank three-line grid for independent letter formation practice.

Read Sentences

is, a, has

🍏 Jim is in a jam. Jim has a rag.
Lil hid. Is Dad mad?

Writing • Initial Sound Practice



Blank three-line grid for writing practice.



Blank three-line grid for writing practice.



Blank three-line grid for writing practice.



Blank three-line grid for writing practice.

Write Phrases

want, a, to



want a big job

Handwriting practice line with a dashed midline.

Handwriting practice line with a dashed midline.

Handwriting practice line with a dashed midline.

DAY 3


Letter Formation




Handwriting practice line showing the formation of the letter 'w' with numbered arrows (1, 2, 3, 4) indicating stroke order. The first 'w' is solid, the second is dotted, and the third is dotted.

Handwriting practice line with a dashed midline.

Read Sentences is, and, are, they, go


 Dad is not mad. Jim and Lil are
not sad. They can go jog. Jim and
Lil are pals.

Write Phrases want, to, do

 want to jog

DAY 4

Letter Formation

Read Sentences and, want, to, play, who, they, look, for

Pam and Nan want to play. Who
can play? They look for Sam and
Bob. Sam and Bob want to play. Sam
and Bob want to win.

Writing • Initial Sound Practice





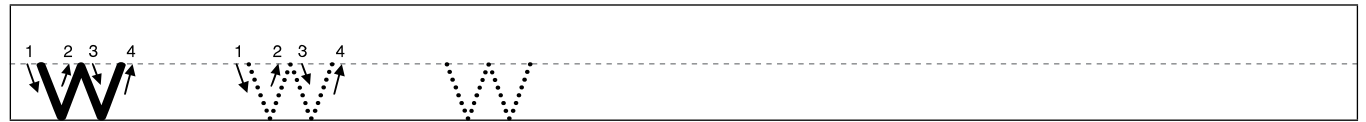


Write Phrases will, the

will fit the wig

DAY 5

Letter Formation



Read Sentences and, a, will, find, they, the



Nan and Pam hid a red cap. Will
Sam and Bob find it and win? They
did not find the red cap. Sam and
Bob did not win.

Write Phrases

I, a



I win a

Handwriting practice line with a dashed midline.

Handwriting practice line with a dashed midline.

Handwriting practice line with a dashed midline.

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Digital ancillary materials

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Kindergarten – Assessment Overview

There are six assessments for Kindergarten. Each assessment is administered after the review lesson has been taught. The summative assessment is used to determine if students have mastered the critical skills within the unit lessons.

If a student misses more than 1 response in a section, check the student's understanding of the skill with additional items that are similar to those in the assessment. Students who do not have full understanding of the skill(s) may require additional practice opportunities, re-teaching or additional time to master the skill(s).

If at least 80% of the students in the class respond correctly to each section, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group.

Lessons	Review Lesson	Assessment #	Skills Assessed
1-4	Lesson 4	1	<ul style="list-style-type: none"> Phonological Awareness Letter name, sound, and formation of consonants T, P, N Short vowel sound a
5-8	Lesson 8	2	<ul style="list-style-type: none"> Phonological Awareness Letter name, sound, and formation of consonants M, D, G, S, H, B Short vowel sounds /ă/, /ĭ/
9-12	Lesson 12	3	<ul style="list-style-type: none"> Phonological Awareness Letter name, sound, and formation of consonants L, R, C, F, J, W Short vowel sounds /ă/, /ĭ/, /ö/
13-16	Lesson 16	4	<ul style="list-style-type: none"> Phonological Awareness Letter name, sound, and formation of consonants Z, K, Y, V, Q, X Short vowel sounds /ă/, /ĭ/, /ö/, /ě/, /ü/
17-19	Lesson 19	5	<ul style="list-style-type: none"> Phonological Awareness Consonant sounds All short vowel sounds
20-25	Lesson 25	6	<ul style="list-style-type: none"> Phonological Awareness Consonants & Short vowels Long vowel silent-e

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Grade K—Unit 3 Assessment

Teacher Directions

(Administer after Lesson 12.)

A. PHONOLOGICAL AWARENESS (ONSET-RIME) RF.K.2c
















We are going to practice deciding if 2 words have the same last part. I'll break each word into 2 parts and you will listen for whether the last part is the same.

Let's practice one together. Find the star on your paper. You will see pictures of a 'thumbs up' and a 'thumbs down' next to the star. If the words we say have the same last sound, we will circle the thumbs up for yes. If the words do not have the same last sound, we will circle the thumbs down for no. The words are lock and sock. Repeat the words lock, sock. (lock, sock) I'll take apart each word: l-ock, s-ock. Is the last part the same in both words? yes Let's circle the thumbs up for yes. (Model how to circle the picture of a thumbs up while the students do it on their own paper.)

Example:



Now it's your turn. I'll say 2 words and then take them apart. Then, I'll ask you if the last part is the same in both words. You will circle thumbs up for yes or thumbs down for no. Ready?

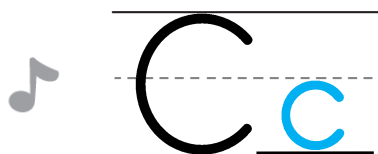
	Say: house – mouse	Say: h-ouse m-ouse	Say: Do the words have the same last part?	 	1
	fan – mop	f-an m-op	Do the words have the same last part?	 	1
	ship – lip	sh-ip l-ip	Do the words have the same last part?	 	1
	hot – not	h-ot n-ot	Do the words have the same last part?	 	1
	toe – top	t-oe t-op	Do the words have the same last part?	 	1

Scoring: Award 1 point for each correct response. **Total: 5**

B. LETTER FORMATION RF.K.1d, L.K.1a

In this section, you will write upper and lowercase letters. I will say a sound and the name of the letter that spells the sound. Listen to what I say, then write the letter that is missing in the box. Let's do the first 2 together. (Model by pointing to the uppercase C.) Find the music note on your paper and point to the uppercase C next to it. The sound is /k/, the letter name is c. The uppercase C is already written in the box, so we will write a lowercase c next to it on the dark black line. (Give students time to write a lowercase c.) Does your lowercase c look like mine? If not, take a minute to correct it.

Example: C c








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Grade K—Unit 3 Assessment
Teacher Directions
(Administer after Lesson 12.)

Let's do 1 more together. (Model by pointing to the lowercase r.) Find the strawberry and point to the lowercase r next to it. The sound is /r/, the letter name is r. The lowercase r is already written in the box, so you will write an uppercase R in the empty space before it on the dark black line. (Give students time to write an uppercase R.) Does your uppercase R look like mine? If not, take a minute to correct it.

Example: Rr



Now, it's your turn. I will say more letter sounds and letter names and you will write the uppercase or lowercase letter that is missing. [For each letter: 1) Say the letter sound. 2) Say the letter name. 3) Prompt students to write the uppercase or lowercase letter.]

	/f/	letter <i>f</i>	Write the lowercase <i>f</i> .	Ff	1
	/ō/	letter <i>o</i>	Write the uppercase <i>O</i> .	Oo	1
	/j/	letter <i>j</i>	Write the lowercase <i>j</i> .	Jj	1
	/w/	letter <i>w</i>	Write the lowercase <i>w</i> .	Ww	1
	/l/	letter <i>l</i>	Write the uppercase <i>L</i> .	Ll	1

Scoring: Award 1 point for the correct letter or a formation that resembles the correct letter. Points are not deducted for reversals.

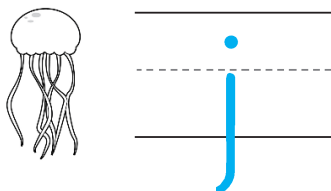
Total: 5

C. INITIAL SOUND RF.K.2d, RF.K.3a, L.K.2c

Now, you will write the first sound for the word that names each picture on your paper. After I say the word for the picture, you will write the lowercase letter that spells the first sound of the word in the box next to the picture.






Let's do the first one together. Put your finger on the picture of the jellyfish. (Model pointing to the jellyfish.) The word is jellyfish. Repeat. (jellyfish) What is the first sound in the word jellyfish? /j/ Yes, the first sound is /j/. Which letter spells the sound /j/? (j) Let's say /j/ while we write the letter j next to the picture of the jellyfish. (Model how to write the letter j on the line next to the picture.) Does your letter j look like mine? If not, take a minute to correct it.

Example: *jellyfish*



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Grade K—Unit 3 Assessment
Teacher Directions
(Administer after Lesson 12.)

Now it's your turn. I will tell you the word that names each picture. You will repeat the word and then write the letter that spells the first sound of the word.

1.		fox	f	1
2.		carrot	c	1
3.		lion	l	1
4.		otter	o	1
5.		waffles	w	1

Scoring: Award 1 point for the correct letter or a formation that resembles the correct letter. Points are not deducted for reversals or if the student uses an uppercase letter instead of a lowercase letter.

Total: 5

D. WRITE WORDS *RF.K.1b, RF.K.2d, L.K.2d*

Let's write some words. Remember, there are no spaces between the letters in words. Answer with me as we do the first one together. Find the picture of the moon and point to the line next to the moon. We will write the first word together on this line.

The word is lot. Repeat it with me. (lot) Finger-stretch lot. /l/ /ō/ /t/ Whisper the sounds and letters while writing the word lot. /l/ l - /ō/ o - /t/ t (Model how to write each letter that represents each sound in the word lot while the students are writing the word on their own paper.) Does your word look like mine? If not, take a minute to correct it. Now, let's blend the sounds and read the word. /lllōōōt/ Word? lot

Example:



Now it's your turn. Here are the steps: 1.) I'll say a word and you'll repeat it. 2.) Finger-stretch the sounds in the word. 3.) Whisper the sound and letter name while writing each letter in the word. 4.) Blend the sounds and read the word. Ready?

Words to Dictate

1. **on** (2)
2. **log** (3)

Scoring: Award 1 point for each correct letter-sound correspondence in the word.

Example: Student receives 2 out of 3 points for log if it is spelled -o-j-; 1 point is deducted for spelling the /g/ sound with the letter *j* instead of the letter *g*. Points are not deducted for reversals or if the student uses an uppercase letter instead of a lowercase letter.

Total: 5

Name: _____

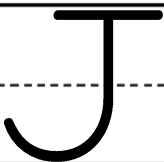
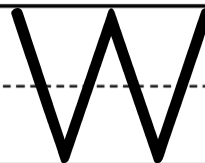
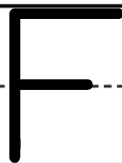
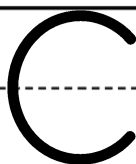


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Grade K—Unit 3 Assessment
Student Answer Sheet

A. Example:



B. Examples:



C. Example:



1.



2.



3.



4.



5.



D. Example:



1.

2.

Fechas: _____

Kínder: Enfoque fonético semanal

Lección 11

Esta semana vamos a aprender en clase acerca de las **letras j y w**. Aprenderemos a escribir las letras *j* y *w* en minúscula, y también los sonidos que representan. Primero, aprenderemos acerca de la letra *j*. Luego, aprenderemos acerca de la letra *w*. Al final de la semana, practicaremos lo aprendido sobre los sonidos que representan las letras *j* y *w*. A continuación está la información que usaremos como ayuda.

Consonantes	La letra <i>j</i> minúscula representa el sonido /j/, tal como en la palabra clave <i>jet</i> . La letra <i>w</i> minúscula representa el sonido /w/, tal como en la palabra clave <i>wig</i> .
Palabras de uso frecuente	Las palabras de uso frecuente son aquellas que vemos a menudo cuando leemos. Aún no hemos aprendido a pronunciar estas palabras. Cada semana, estudiamos y practicamos algunas de estas palabras para que las podamos leer al verlas en frases, oraciones y cuentos.

(**Nota:** Una letra que se encuentra entre barras, como /t/, indica que se debe decir preferiblemente el sonido de la letra más que el nombre de la letra).

A continuación están las actividades para practicar en casa esta semana. Además, use las actividades y preguntas de la **Carta de apoyo inicial para las familias**, a fin de favorecer aún más el éxito de su hijo(a) en el aprendizaje del enfoque fonético semanal.

Prestar atención al sonido

Pida a su hijo(a) que preste atención al sonido /j/, como en *jet*. Dígale: —Voy a decir algunas palabras. Si la palabra tiene el sonido /j/, haz la señal del pulgar hacia arriba y pronúncialo. Si, por el contrario, no oyes el sonido /j/, di ‘NO’.

/j/	
1. joy (pulgar hacia arriba)	5. bee (NO)
2. job (pulgar hacia arriba)	6. jug (pulgar hacia arriba)
3. hit (NO)	7. jar (pulgar hacia arriba)
4. join (pulgar hacia arriba)	8. rain (NO)

Pida a su hijo(a) que preste atención al sonido /w/, como en wig. Dígame: —Voy a decir algunas palabras. Si la palabra tiene el sonido /w/, haz la señal del pulgar hacia arriba y pronúncialo. Si, por el contrario, no oyes el sonido /w/, di ‘NO’.

/w/	
1. wet (pulgar hacia arriba)	5. zip (NO)
2. wide (pulgar hacia arriba)	6. we (pulgar hacia arriba)
3. van (NO)	7. with (pulgar hacia arriba)
4. wave (pulgar hacia arriba)	8. gas (NO)

Pida a su hijo(a) que preste atención al primer sonido en algunas palabras. Dígame: —Voy a decir una palabra. Después de que te diga la palabra, seguirás los pasos a continuación.

Luego, léale los pasos.

1. Repite la palabra.
2. Pronuncia el primer sonido de la palabra.
3. Pronuncia la letra que representa el primer sonido.

/j/ y /w/	
1. just (just, /j/, letra j)	5. joke (joke, /j/, letra j)
2. joy (joy, /j/, letra j)	6. wait (wait, /w/, letra w)
3. web (web, /w/, letra w)	7. well (well, /w/, letra w)
4. won (won, /w/, letra w)	8. jog (jog, /j/, letra j)

Palabras de uso frecuente

Pida a su hijo(a) que señale cada palabra y la lea, siguiendo cada fila horizontalmente.

jump	was	will	went
will	went	jump	was

Dates: _____

Kinder: Weekly Phonics Focus

Lesson 11

In our classroom this week, we are learning about the **letters *j* and *w***. We are going to learn to write the lowercase letters *j* and *w* and learn about the sounds these letters spell. First, we will learn about the letter *j*. Then we will learn about the letter *w*. By the end of the week, we will practice what we have learned about the sounds that letters *j* and *w* spell. Here is the information we will use to help us.

Consonants	Lowercase letter <i>j</i> spells the /j/ sound, as in the keyword <i>jet</i> . Lowercase letter <i>w</i> spells the /w/ sound, as in the keyword <i>wig</i> .
High-Frequency Words	High-frequency words are words that we see often when we read. We have not yet learned to sound out these words. We study and practice with a few of these words each week so we can read them when we see them in phrases, sentences, and stories.

(**Note:** A letter in slashes, such as /t/, indicates that the letter sound rather than the letter name should be said.)

Below are activities to practice at home this week. In addition, use the activities and questions from the initial **Family Support Letter** to further assist your child's success in learning the weekly phonics focus.

Listen for the Sound

Ask your child to listen for the /j/ sound, as in jet, by saying, "I'm going to say some words. If the /j/ sound is in the word, show the thumbs-up gesture and say the sound. If you do not hear the /j/ sound, say 'NO' instead."

/j/	
1. joy (thumbs up)	5. bee (NO)
2. job (thumbs up)	6. jug (thumbs up)
3. hit (NO)	7. jar (thumbs up)
4. join (thumbs up)	8. rain (NO)

Ask your child to listen for the /w/ sound, as in wig, by saying, “I’m going to say some words. If the /w/ sound is in the word, show the thumbs-up gesture and say the sound. If you do not hear the /w/ sound, say ‘NO’ instead.”

/w/	
1. wet (thumbs up)	5. zip (NO)
2. wide (thumbs up)	6. we (thumbs up)
3. van (NO)	7. with (thumbs up)
4. wave (thumbs up)	8. gas (NO)

Ask your child to listen for the first sound in words by saying, “I am going to say a word. After I say the word, you will follow these steps.” Then, read the steps.

1. Repeat the word.
2. Say the first sound in the word.
3. Say the letter that spells the first sound.

/j/ and /w/	
1. just (just, /j/, letter j)	5. joke (joke, /j/, letter j)
2. joy (joy, /j/, letter j)	6. wait (wait, /w/, letter w)
3. web (web, /w/, letter w)	7. well (well, /w/, letter w)
4. won (won, /w/, letter w)	8. jog (jog, /j/, letter j)

High-Frequency Words

Moving across each row, ask your child to point to each word and read it.

jump	was	will	went
will	went	jump	was

