

***95 Phonics Core Program™***  
**Product Sample**  
**Grade K - Lesson 11**

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# 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 one 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 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.


### **In this sample, you will find:**

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## Elements included in the 95 Phonics Core Program™ Kindergarten Classroom Kit

	<p><b>Teacher's Editions (TEs)</b> – The Classroom Kit includes 3 full-color, spiral-bound TEs for kindergarten. Each TE 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.</p>
	<p><b>Student Workbook Set (SW)</b> – There are 3 SWs for the school year. Each SW 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.</p>
<p><b>Student Manipulatives Kit with Letter-Sound Strips</b> – This kit includes individual sets of letter-sound strips in plastic bags with slider closures. The kit includes 20 student sets of letter-sound strips to support letter-sound associations. The strips are durable, laminated cardstock. When the program is taught in class, students can store the bags containing their strips at their desks, or the bags can be sent home in case of remote instruction during a time of school closure. The letter-sound strips support letter-sound association as students trace each letter with their fingers while saying the letter name, keyword, and sound. Additionally, the bag is sized to allow inclusion of a Student Workbook plus parent instructions when materials are sent home for remote learning.</p>	





Ww



Jj

**j jet /j/**

**Articulation**

- When I make the /j/ sound, my lips push forward and the back of my tongue pushes against the top of my mouth.
- I put my hand on my throat. /j/ I feel a vibration. /j/ is a voiced sound.

<b>Voicing</b>	voiced
<b>Unvoiced Partner</b>	/ch/
<b>Place of articulation</b>	mouth slightly open, tongue up and against the roof of mouth
<b>Manner of articulation</b>	affricate

**Practice Words**

If you hear the /j/ sound, say "j". If you don't hear the /j/ sound, show the NO gesture. What sound? /j/

/j/	NO
back	back
jog	log
jam	lam
jet	pet

Note: An affricate is a sound that has characteristics of both stop consonants and fricatives.

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**w wig /w/**

**Articulation**

- When I make the /w/ sound, my lips are pushed out and tight.
- I put my hand on my throat. /w/ I feel a vibration. /w/ is a voiced sound.

<b>Voicing</b>	voiced
<b>Unvoiced Partner</b>	/wh/
<b>Place of articulation</b>	lips push out, tight
<b>Manner of articulation</b>	glide

**Practice Words**

If you hear the /w/ sound, say "w". If you don't hear the /w/ sound, show the NO gesture. What sound? /w/

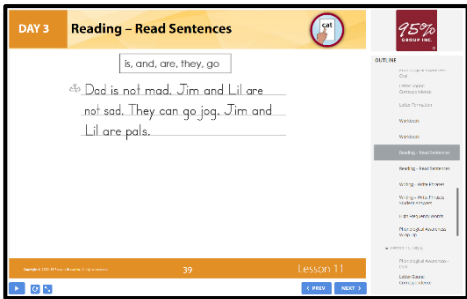
/w/	NO
wag	tag
win	pin
wing	king
wish	dish

Note: /w/ is considered a glide because it glides immediately into the vowel sound that follows it.

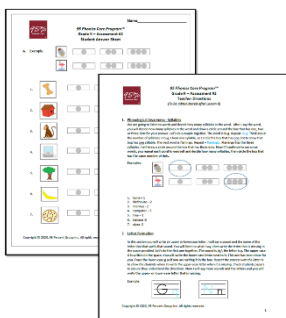
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**Sound-Spelling Cards** – This set of 31 cards is printed in full color on the front and grayscale on the back. The 6" x 9" cards are printed on cover stock for durability. They also have a special treatment that not only protects the cards from mold, 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.

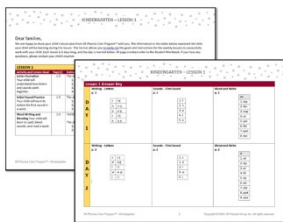
# Elements included in the 95 Phonics Core Program™ Kindergarten Classroom Kit



**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 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.



**Parent Instructions** – Teachers download these weekly instructions to send home so parents can support students in completing the work in the Student Workbook during remote instruction.



**Product Training Video** – This 1-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.

**Other Teacher Support** – The product’s landing page will be updated with teacher support tips and resources as new questions arise. Teachers should check back frequently for additional resources.

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

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



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**

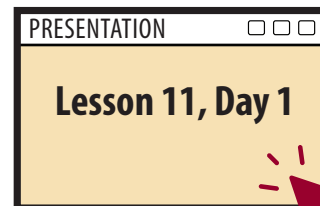
Look at the picture of the keyword *jet*. When you say the keyword *jet*, the first sound in jet is /j/, which reminds you that the letter *j* spells the /j/ sound.

- 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)?

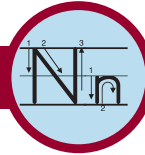
## SAMPLE

## 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

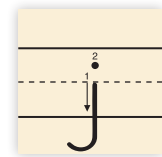


5 min

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**

SAMPLE

- How is the second word spelled? **j-o-g**
  - First sound? /j/ Next sound? /ɔ/ 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, and 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.

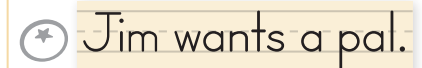
- How many words do you see? **4**
- How is the first word spelled? **J-i-m**
  - First sound? /J/ Next sound? /i/ Last sound? /m/ Word? **Jim**
  - Notice that J is an uppercase letter because it begins the first word in the sentence, and it is also a name.
- How is the second word spelled? **w-a-n-t-s**
  - 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? /ă/ 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





## SAMPLE

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/ k
  - 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 win

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

**hall**

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

**luck**

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

**jump**

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

**gate**

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

**dash**

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

**hair**

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

**mind**

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

**Sam**

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

**horn**

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

**beat**

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

**wing**

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

**mice**

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

**dark**

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

**cold**

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: ( <b>j</b> aw) Change /j/ to /p/. Word?	<b>paw</b>	Say cart: ( <b>c</b> art) Change /k/ to /h/. Word?	<b>heart</b>
Say hit: ( <b>h</b> it) Change /h/ to /k/. Word?	<b>kit</b>	Say sun: ( <b>s</b> un) Change /s/ to /f/. Word?	<b>fun</b>
Say shave: ( <b>sh</b> ave) Change /sh/ to /w/. Word?	<b>wave</b>	Say me: ( <b>m</b> e) Change /m/ to /sh/. Word?	<b>she</b>
Say bag: ( <b>b</b> ag) Change /b/ to /r/. Word?	<b>rag</b>	Say pain: ( <b>p</b> ain) Change /p/ to /r/. Word?	<b>rain</b>
Say hose: ( <b>h</b> ose) Change /h/ to /n/. Word?	<b>nose</b>	Say nod: ( <b>n</b> od) Change /n/ to /r/. Word?	<b>rod</b>
Say joy: ( <b>j</b> oy) Change /j/ to /b/. Word?	<b>boy</b>	Say joke: ( <b>j</b> oke) Change /j/ to /p/. Word?	<b>poke</b>
Say car: ( <b>c</b> ar) Change /k/ to /f/. Word?	<b>far</b>	Say file: ( <b>f</b> ile) Change /f/ to /m/. Word?	<b>mile</b>
Say tell: ( <b>t</b> ell) Change /t/ to /s/. Word?	<b>sell</b>	Say camp: ( <b>c</b> amp) Change /k/ to /d/. Word?	<b>damp</b>

## 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/

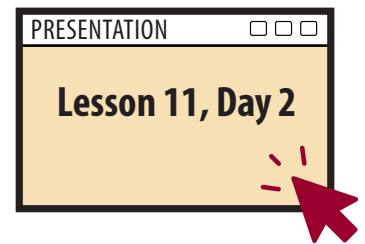
Now it's your turn. Find letter-sound strip #5.



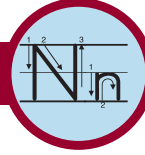
Here are the steps:

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*.

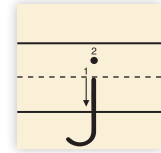
1. Start at the midline, pull down, curve left. Stop.
2. Dot over the top.



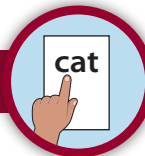
Now it's your turn. Turn to page 16 in your Student Workbook. Find the line that has a house in front of it.

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

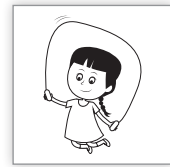
**INITIAL SOUND PRACTICE**

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*.

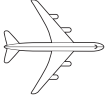
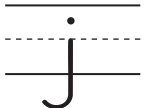

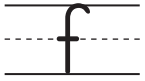

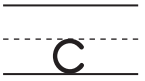




Now it's your turn. Turn to page 16 in your Student Workbook. The pictures are jet, fire, cab, and juggle.

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)

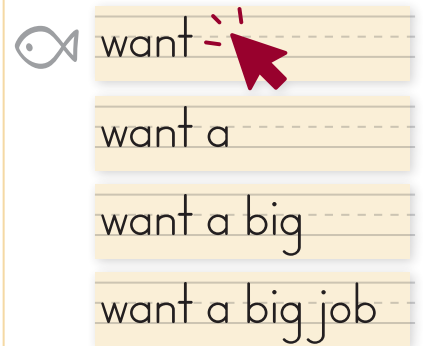


Turn to page 17 in your workbook. Find the line that has a fish in front of it.

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 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

Phonological Awareness Warm-Up



2 min

PHONOLOGICAL AWARENESS: ONSET-RIME

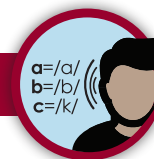
Today we are going to practice changing the onset, or beginning sound, in a word.

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 tab: ( <b>tab</b> ) Change /t/ to /l/. Word?	<b>lab</b>	Say mail: ( <b>mail</b> ) Change /m/ to /n/. Word?	<b>nail</b>
Say lip: ( <b>lip</b> ) Change /l/ to /ch/. Word?	<b>chip</b>	Say ran: ( <b>ran</b> ) Change /r/ to /t/. Word?	<b>tan</b>
Say boil: ( <b>boil</b> ) Change /b/ to /s/. Word?	<b>soil</b>	Say Bob: ( <b>Bob</b> ) Change /b/ to /j/. Word?	<b>job</b>
Say dine: ( <b>dine</b> ) Change /d/ to /f/. Word?	<b>fine</b>	Say lame: ( <b>lame</b> ) Change /l/ to /g/. Word?	<b>game</b>
Say cheek: ( <b>cheek</b> ) Change /ch/ to /p/. Word?	<b>peek</b>	Say meal: ( <b>meal</b> ) Change /m/ to /h/. Word?	<b>heal</b>
Say send: ( <b>send</b> ) Change /s/ to /l/. Word?	<b>lend</b>	Say pie: ( <b>pie</b> ) Change /p/ to /t/. Word?	<b>tie</b>
Say root: ( <b>root</b> ) Change /r/ to /b/. Word?	<b>boot</b>	Say cane: ( <b>cane</b> ) Change /k/ to /j/. Word?	<b>Jane</b>
Say dot: ( <b>dot</b> ) Change /d/ to /g/. Word?	<b>got</b>	Say dime: ( <b>dime</b> ) Change /d/ to /l/. Word?	<b>lime</b>

Letter-Sound Correspondence



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

2 min

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

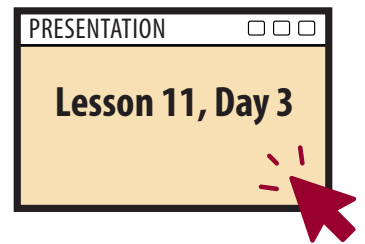
Now we are going to learn about the letter *w* and the sound it spells. Look at the *w* Sound-Spelling Card. (Display keyword /w/ wig.)

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.



## SAMPLE

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/)   |

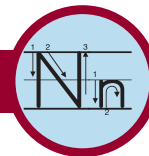
### Routine for Sound Articulation:

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



- |         |         |
|---------|---------|
| 1. wag  | 5. wing |
| 2. take | 6. sit  |
| 3. pet  | 7. dish |
| 4. win  | 8. wish |

## Letter Formation

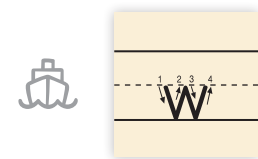


5 min

### 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.

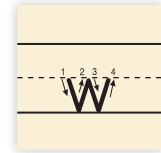




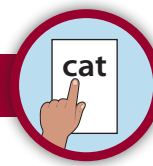
Now it's your turn. Turn to page 17 in your Student Workbook and find the line that has a ship in front of it.

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.

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

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

## 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)

## SAMPLE



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



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

sold

Say nice: (**nice**) Change /n/ to /r/. Word?

rice

Say shark: (**shark**) Change /sh/ to /p/. Word?

park

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

lock

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

fog

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

torn

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

big

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

chin

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

race

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

will

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

bump

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

pair

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

kind

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

top

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

fed

## DAY 4



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 bank: (**bank**) Change /b/ to /th/. Word?

thank

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

park

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

saw

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

low

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

round

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

bit

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

nest

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

rat

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

hug

Say nope: (**nope**) Change /n/ to /r/. Word?

rope

Say tag: (**tag**) Change /t/ to /w/. Word?

wag

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

pink

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

seat

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

lid

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

well

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/

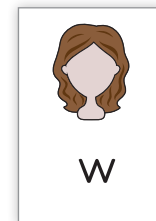
Now it's your turn. Find letter-sound strip #5.



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.

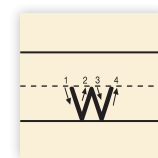
1. Start at the midline. Slant to the right.
2. Slant up.
3. Slant to the right.
4. Slant up.



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

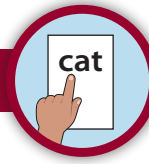
Let's review. Letter name? w Sound? /w/

- 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.



SAMPLE

## 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

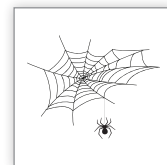
**INITIAL SOUND PRACTICE**

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**.

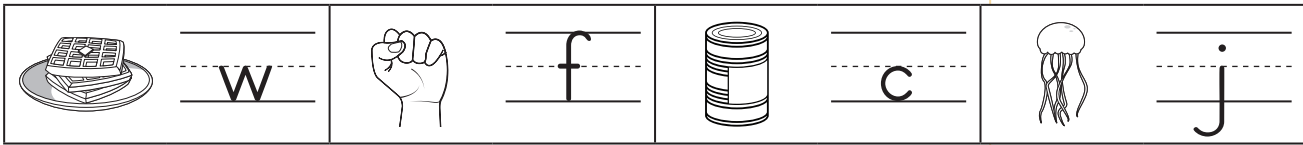


Now it's your turn. Turn to page 19 in your Student Workbook. The pictures are waffle, fist, can, and jellyfish.

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*)

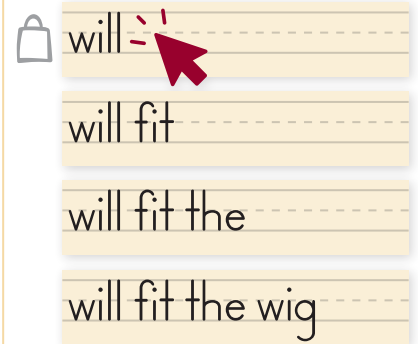


Turn to page 19 in your workbook. Find the line that has a bag in front of it.

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



will, the, a

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.



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 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: ( <b>bun</b> ) Change /b/ to /r/. Word?	<b>run</b>	Say deep: ( <b>deep</b> ) Change /d/ to /b/. Word?	<b>beep</b>
Say chain: ( <b>chain</b> ) Change /ch/ to /m/. Word?	<b>main</b>	Say far: ( <b>far</b> ) Change /f/ to /j/. Word?	<b>jar</b>
Say rub: ( <b>rub</b> ) Change /r/ to /k/. Word?	<b>cub</b>	Say bone: ( <b>bone</b> ) Change /b/ to /f/. Word?	<b>phone</b>
Say lamp: ( <b>lamp</b> ) Change /l/ to /ch/. Word?	<b>champ</b>	Say we: ( <b>we</b> ) Change /w/ to /h/. Word?	<b>he</b>
Say tell: ( <b>tell</b> ) Change /t/ to /b/. Word?	<b>bell</b>	Say cut: ( <b>cut</b> ) Change /k/ to /b/. Word?	<b>but</b>
Say bake: ( <b>bake</b> ) Change /b/ to /sh/. Word?	<b>shake</b>	Say dive: ( <b>dive</b> ) Change /d/ to /f/. Word?	<b>five</b>
Say need: ( <b>need</b> ) Change /n/ to /w/. Word?	<b>weed</b>	Say back: ( <b>back</b> ) Change /b/ to /p/. Word?	<b>pack</b>
Say fail: ( <b>fail</b> ) Change /f/ to /s/. Word?	<b>sale</b>	Say cave: ( <b>cave</b> ) Change /k/ to /g/. Word?	<b>gave</b>

**DAY 5**



2 min

**Phonological Awareness Warm-Up**

**PHONOLOGICAL AWARENESS: ONSET-RIME**

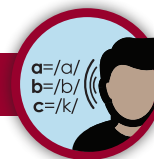
Today we are going to practice changing the onset, or beginning sound, in a word.

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: ( <b>bite</b> ) Change /b/ to /wh/. Word?	<b>white</b>	Say long: ( <b>long</b> ) Change /l/ to /s/. Word?	<b>song</b>
Say cap: ( <b>cap</b> ) Change /k/ to /l/. Word?	<b>lap</b>	Say ring: ( <b>ring</b> ) Change /r/ to /k/. Word?	<b>king</b>
Say rash: ( <b>rash</b> ) Change /r/ to /m/. Word?	<b>mash</b>	Say while: ( <b>while</b> ) Change /wh/ to /t/. Word?	<b>tile</b>
Say game: ( <b>game</b> ) Change /g/ to /n/. Word?	<b>name</b>	Say let: ( <b>let</b> ) Change /l/ to /m/. Word?	<b>met</b>
Say tent: ( <b>tent</b> ) Change /t/ to /r/. Word?	<b>rent</b>	Say hip: ( <b>hip</b> ) Change /h/ to /r/. Word?	<b>rip</b>
Say hike: ( <b>hike</b> ) Change /h/ to /b/. Word?	<b>bike</b>	Say Pam: ( <b>Pam</b> ) Change /p/ to /r/. Word?	<b>ram</b>
Say knot: ( <b>knot</b> ) Change /n/ to /l/. Word?	<b>lot</b>	Say may: ( <b>may</b> ) Change /m/ to /d/. Word?	<b>day</b>
Say pick: ( <b>pick</b> ) Change /p/ to /ch/. Word?	<b>chick</b>	Say dug: ( <b>dug</b> ) Change /d/ to /r/. Word?	<b>rug</b>

**Letter-Sound Correspondence**



2 min

**REVIEW OF LETTER-SOUNDS 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.



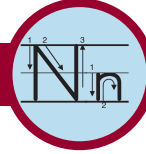
Here are the steps:

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

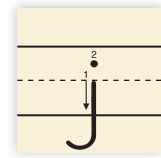


3 min

### 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.



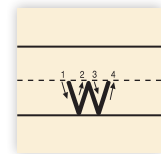
Now it's your turn. Turn to page 20 in your Student Workbook. Find the line that has the mountains in front of it.

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 first with their finger and then their pencil. Then, have students trace the 2 dotted line strokes. Finally, have students practice writing strokes 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 8 uppercase letters taught since L8 will be covered. The 8 remaining letters will be taught in lessons 13-15 and their uppercase pairs will be taught in L16.



## 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.

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

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

## Writing



5 min

WRITE PHRASES

Let's write some phrases. Remember that a phrase contains 2 or more words. In one 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:

Let's review the steps:

1. Before writing each word, 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.
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 lend: (**lend**) Change /l/ to /b/. Word?

**bend**

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

**mad**

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

**pile**

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

**lack**

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

**late**

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

**hen**

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

**toy**

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

**whale**

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

**sob**

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

**seal**

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

**rake**

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

**wade**

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

**tight**

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

**chime**

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

**near**



# 95 Phonics Core Program™

Student Workbook  
KINDERGARTEN



NAME: **SAMPLE LESSON**

## SAMPLE

## DAY 2

## Letter Formation



## Read Sentences

is, a, has

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

## Writing • Initial Sound Practice






Write Phrases

want, a, to



want a big job

Blank handwriting practice line with a dashed midline.

Blank handwriting practice line with a dashed midline.

Blank handwriting practice line with a dashed midline.

# DAY 3

## Letter Formation




W W w w

Blank handwriting practice line with a dashed midline.

## SAMPLE

**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




1 2 3 4 1 2 3 4

W w



SAMPLE

**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**



\_\_\_\_\_

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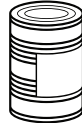
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\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_

**Write Phrases** will, the, a



will fit the wig

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



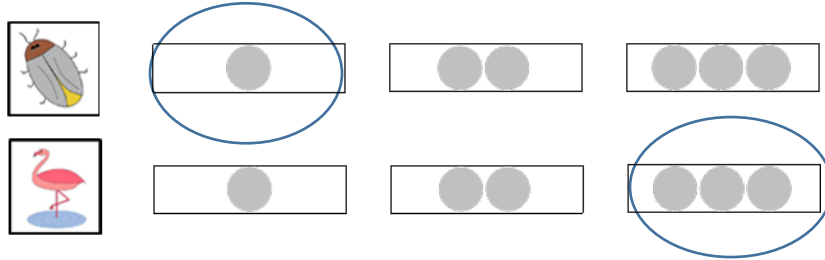
# **Digital Ancillary Materials**

available on the  
95 Percent Group Resources  
and Products Customer Portal

**1. Phonological Awareness - Syllables**

We are going to listen to words and decide how many syllables in the word. After I say the word, you will decide how many syllables in the word and draw a circle around the box that has one, two or three dots for your answer. Let's do a couple together. The word is bug. Repeat- **bug**. Think about the number of syllables in bug. I hear one syllable, so I circle the box that has one dot to show that bug has one syllable. The next word is flamingo. Repeat – **flamingo**. **Flamingo** has the **three** syllables. I will draw a circle around the box that has **three** dots. **Now I'll continue to say some words, you repeat each word to yourself and decide how many syllables, then circle the box that has the same number of dots.**

Examples:



1. bone – 1
2. birdhouse – 2
3. monkey - 2
4. computer – 3
5. tree – 1
6. banana -3
7. pizza -2

**2. Letter Formation**

In this section you will write an upper or lowercase letter. I will say a sound and the name of the letter that that spells that sound. You will listen to what I say, then write the letter that is missing in the space provided. **Let's do the first one together. The sound is /g/, the letter is g. The upper-case G is written in the space. You will write the lower-case letter next to it. This one has been done for you. Trace the lower-case g as if you are writing it in the box. Repeat the process with the letter N to show the students where to write the upper-case letter when it is missing.** Check students papers to ensure they understand the directions. **Now I will say more sounds and the letters and you will write the upper- or lower-case letter that is missing.**

Example:



95 Phonics Core Program™  
Grade K – Assessment #2  
Student Answer Sheet

A. Example



1.



2.



3.



4.



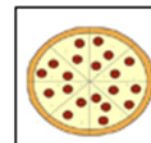
5.



6.



7.





Education Consulting and  
Professional Development

# 95 Phonics Core Program™

## Student Workbook

### KINDERGARTEN

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