

Grades K-1

Implementing a Comprehensive Literacy Framework

Module Two: Phonics/Word Study

Handouts



ARKANSAS
DEPARTMENT
OF EDUCATION

Systematic, Sequential Instruction Phonics Curriculum Analysis

Teaching Reading Sourcebook, pg. 171

The hallmark of systematic phonics instruction is teaching... in a clearly defined, carefully selected, logical instructional sequence. (Armbruster et al. 2001). Systematic phonics lessons are organized in such a way that the logic of the alphabetic principle becomes evident, newly introduced skills are built on existing skills, and tasks are arranged from simplest to most complex. According to Marilyn Adams (2001), "the goal of systematic instruction is one of maximizing the likelihood that whenever children are asked to learn something new, they already possess the appropriate prior knowledge and understandings to see its value and to learn efficiently."

A Fresh Look at Phonics, Blevins, pg. 56

Examine your practices:

1. Do I know my basic phonics scope and sequence without looking? What is the big picture (what prerequisite skills were taught, what is coming next, etc.)?
2. Does my instruction have a formal scope and sequence, or am I selecting skills based on each week's readings? If so, on what am I basing my decisions? How am I keeping track of which skills have been taught, when, and how many times to ensure ample review and repetition?
3. Have I noticed specific skills with which my students struggle? Where are they in the scope and sequence? What has been taught before these skills? Is there a relation between this new skill and a previously taught skill? How much time am I spending on this skill? Is it at least four to six weeks? What support pieces do I have for students to practice this skill?

Activity:

Have participants look at a book that they would have their students read near the beginning of the year.

Compare it to the beginning of the phonics scope and sequence.

Choose a specific skill and circle all the words containing this skill.

Can all the words be sounded out using the current skill and all previously taught skills?

Put a box around all the words that can be sounded out using previously taught skills.

If a word contains even one sound spelling not taught, it doesn't count.

Put an X through all the irregular words you have formally taught students.

What's left? Is it a large number of words? Do these words have anything in common?

Is the percentage of words that the students can't read based on what you've taught larger than 30% or 40%?

If so, how are your students accessing these words (guessing, context, picture clues)? Is this book a good fit for this point in your phonics scope and sequence?

K-1 Foundations of Reading Survey**Pre Post**

- _____ 1. Which of the following students is demonstrating the specific type of phonological awareness known as phonemic awareness?
- A. a student who, after being shown a letter of the alphabet, can orally identify its corresponding sound(s)
 - B. a student who listens to the words sing, ring, fling, and hang and can identify that hang is different
 - C. a student who, after hearing the word hat, can orally identify that it ends with the sound /t/
 - D. a student who listens to the word magazine and can determine that it contains three syllables
- _____ 2. A kindergarten teacher could best determine if a child has begun to develop phonemic awareness by asking the child to:
- A. count the number of words the child hears in a sentence as the teacher says the sentence.
 - B. say the word cat, then say the first sound the child hears in the word.
 - C. point to the correct letter on an alphabet chart as the teacher names specific letters.
 - D. listen to the teacher say boat and coat, then identify whether the two words rhyme.
- _____ 3. As students begin to read, the ability to blend phonemes orally contributes to their reading development primarily because it helps students:
- A. recognize and understand sight words in a text.
 - B. use knowledge of letter-sound correspondence to decode words.
 - C. guess the meaning of unfamiliar words from their context.
 - D. divide written words into onsets and rimes.
- _____ 4. Phonemic awareness contributes most to the development of phonics skills in beginning readers by helping them:
- A. recognize different ways in which one sound can be represented in print.
 - B. count the number of syllables in a written word.
 - C. identify in spoken language separate sounds that can be mapped to letters.
 - D. understand the concept of a silent letter.
- _____ 5. Which of the following first-grade students has attained the highest level of phonemic awareness?
- A. a student who, after hearing the word *hot* and asked to substitute the sound /i/ for /o/ makes the word *hit*
 - B. a student who can orally segment the word wonderful into won-der-ful
 - C. a student who, after hearing the words fish and fun, can identify that they both begin with the same phoneme, /f/
 - D. a student who can orally segment the word train into its onset and rime
- _____ 6. Asking students to listen to a word (e.g., same) and then tell the teacher all the sounds in the word is an exercise that would be most appropriate for students who:
- A. have a relatively low level of phonological awareness.
 - B. are beginning to develop systematic phonics skills.
 - C. have a relatively high level of phonemic awareness.
 - D. are beginning to master the alphabetic principle.

Pre Post

- _____ 7. A kindergarten teacher asks a small group of students to repeat after her. First, she says the word grape and then pronounces it as gr and ape. Next, she says the word take and then pronounces it a t and ake. This activity is likely to promote the students' phonemic awareness primarily by:
- A. helping them recognize distinct syllables in oral language.
 - B. encouraging them to divide words into onsets and rimes.
 - C. teaching them how to distinguish between consonants and vowels.
 - D. promoting their awareness of letter-sound correspondence.
- _____ 8. A teacher shows a student pictures of familiar objects. As the teacher points to the first picture, she asks the student to name the object in the picture. Next, she asks the student to count on his fingers the number of sounds he makes as he says the word again. This activity is most likely to promote which of the following?
- A. understanding the alphabetic principle
 - B. phonemic awareness skills
 - C. development of letter-sound correspondence
 - D. word identification skills
- _____ 9. At the end of each school day, a preschool teacher encourages the children to talk about the day's events. As the children describe each event, the teacher writes it on large block paper. Afterward, the teacher reads the list back to the class. This activity would contribute to the children's literacy development primarily by promoting their:
- A. basic understanding of the alphabetic principle.
 - B. awareness that speech can be represented by writing.
 - C. basic understanding of word boundaries.
 - D. awareness of the relationship between syllables and the spoken word.
- _____ 10. Having kindergarten children practice the letters of the alphabet in sand is most appropriate for children who are having difficulty:
- A. internalizing the alphabetic principle.
 - B. recognizing that print carries meaning.
 - C. understanding the relationship between spoken and written language.
 - D. developing letter formation skills.
- _____ 11. According to basic principles of research-based, systematic phonics instruction, which of the following common English letter combinations would be most appropriate for a first-grade teacher to introduce first?
- A. ir
 - B. kn
 - C. th
 - D. oi

_____ 12. Which of the following provides the best rationale for incorporating spelling instruction into a first-grade reading program?

Spelling:

- A. promotes phonemic awareness by teaching students to break words into onsets and rimes.
- B. facilitates vocabulary development by introducing students to new words.
- C. simplifies the reading process by focusing students on a limited set of decoding rules.
- D. supports word recognition by helping students learn and retain common phonics patterns.

_____ 13. Which of the following pair of words differ from one another by one phoneme?

- A. cap / nap
- B. bank / bank
- C. buy / bought
- D. pale / pail

_____ 14. A student who has mastered which of the following skills along the phonological awareness continuum is best prepared to begin explicit phonics instruction?

- A. being aware that a word is made up of one or more phonemes
- B. being able to separate a word's onset and rime
- C. being aware that words can be divided into syllables
- D. being able to segment and blend a word's phoneme

Consonants Phonemes

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Unvoiced	Voiced	Unvoiced	Voiced
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Stops

Continuants

Cognates

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Others

Vowel Phonemes

All vowels are opened and voiced.

Vowels that make you
smile

Vowels that make
your mouth
round

Vowels that make
your mouth
open

R-Controlled vowels

Two vowels blended smoothly
together in the same syllable
Diphthongs

Phonological Awareness Standards

Kindergarten - Reading Standards for Foundational Skills

RF.K.2 Demonstrate understanding spoken words, syllables, and sounds (phonemes).

RF.K.2.A Recognize and produce rhyming words orally.

RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2.C Blend and segment onsets and rimes of one-syllable spoken words.

RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words. (This does not include CVC words ending with /l/, /r/, or /x/.)

RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

First Grade - Reading Standards for Foundational Skills

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.1.2.A Distinguish long from short vowel sounds in spoken one-syllable words.

RF.1.2.B Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.

RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.

RF.1.2.D Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).

RF.1.2.E Delete a syllable from a word (e.g., say “remember,” now say it without the “re”).

RF.1.2.F Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.

RF.1.2.G Delete individual initial, and final sounds (phonemes) in simple, spoken words (e.g., say “nice” without the /n/, say “lamp” without the /p/).

Second Grade – Reading Standards for Foundational Skills

RF.2.2A Distinguish vowels (long, short, variant) in spoken single-syllable words.

RF.2.2B Delete phonemes in the initial, medial, and final positions of spoken words including blends.

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Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr

WORD AWARENESS

- ➡ As you read aloud from the book, have students point to individual words and then count the number of words on a page.
- ➡ Read the story aloud, omitting words. Have the students tell the missing words.
- ➡ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.
- ➡ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.
 - see you what do
(What do you see?)
 - I horse looking blue me at see a (Repeat for similar patterns throughout story.)
(I see a blue horse looking at me.)

SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

➡ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

red (1)	purple (2)	children (2)
looking (2)	frog (1)	teacher (2)
yellow (2)	goldfish (2)	see (1)

➡ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

look•ing	pur•ple	teach•er
yell•ow	gold•fish	chil•dren

Brown Bear, Brown Bear, What Do You See?, *continued*

➡ **Deleting Syllables**

- "Say **goldfish**. Say it again, but don't say **gold**." (fish)
- "Say **goldfish** again. Say it again, but don't say **fish**." (gold)
- "Say **teacher**. Say it again, but don't say **er**." (teach)
- "Say **looking**. Say it again, but don't say **ing**." (look)
- "Say **purple**. Say it again, but don't say **ple**." (purr)

RHYMING

➡ **Recognizing Rhymes**

"Do these words rhyme?"

see • me
red • duck
yellow • fellow

you • blue
horse • course
frog • dog

green • cat
white • night
black • blue

➡ **Discriminating Rhymes**

"Which word does not rhyme?"

black • see • we
you • blue • horse

mean • red • green
sheep • keep • cat

down • bird • brown
frog • duck • truck

➡ **Matching Rhymes**

- "Which word rhymes with **frog**? dog • horse"
- "Which word rhymes with **bird**? blue • word"
- "Which word rhymes with **bear**? hair • duck"
- "Which word rhymes with **cat**? white • sat"
- "Which word rhymes with **sheep**? leap • show"

➡ **Generating Rhymes**

"Tell an animal from the story that rhymes with ____."

log (dog)
fat (cat)

chair (bear)
heard (bird)

luck (duck)
creep (sheep)

force (horse)
dish (fish)

"Tell a color from the story that rhymes with ____."

down (brown)
bed (red)

fellow (yellow)
flew (blue)

mean (green)
night (white)

Brown Bear, Brown Bear, What Do You See?, continued

SOUND AWARENESS

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

➔ Identifying Words Beginning with a Given Sound

"Which words begin with the /b/ sound? blue • red • brown"

"Which words begin with the /w/ sound? white • what • do"

"Which words begin with the /d/ sound? black • dog • duck"

"Which words begin with the /g/ sound? goldfish • horse • green"

➔ Generating Words Beginning with a Given Sound

"Name a color that begins with ____."

/b/
/y/

/w/
/p/

/g/
/r/

➔ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

b•ear
s•ee
r•ed

b•ird
d•uck
h•orse

c•at
wh•ite
sh•eep

➔ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

br•own
bl•ue
gr•een

fr•og
bl•ack

➔ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

s•ee
d•o
a•t
m•e

d•o•g
c•a•t
r•e•d
d•u•ck

wh•i•te
f•r•og
p•u•r•p•le
y•e•ll•ow

Brown Bear, Brown Bear, What Do You See?, continued

➡ Matching Initial Sounds

- "Which word begins with the same sound as **bear**? cat • bird"
- "Which word begins with the same sound as **dog**? duck • brown"
- "Which word begins with the same sound as **green**? sheep • goldfish"
- "Which word begins with the same sound as **white**? what • see"

➡ Identifying the Final Sound of Two Words

- "What sound do **white** and **cat** end with?" (/t/)
- "What sound do **black** and **duck** end with?" (/k/)
- "What sound do **bird** and **red** end with?" (/d/)
- "What sound do **horse** and **us** end with?" (/s/)
- "What sound do **frog** and **dog** end with?" (/g/)

➡ Identifying Initial Sounds

"What sound does the word _____ begin with?"

sheep (/sh/)	teacher (/t/)	dog (/d/)
brown (/b/)	children (/ch/)	yellow (/y/)
goldfish (/g/)	red (/r/)	purple (/p/)

➡ Substituting Initial Sounds

- "Say **bear**. Now say it with /d/ instead of /b/." (dare)
- "Say **white**. Now say it with /l/ instead of /w/." (light)
- "Say **looking**. Now say it with /k/ instead of /l/." (cooking)
- "Say **see**. Now say it with /b/ instead of /s/." (bee)
- "Say **teacher**. Now say it with /kr/ instead of /t/." (creature)

➡ Identifying Final Sounds

"What sound does the word _____ end with?"

brown (/n/)	teacher (/r/)	horse (/s/)
sheep (/p/)	white (/t/)	goldfish (/sh/)
frog (/g/)	duck (/k/)	bird (/d/)

➡ Substituting Final Sounds

- "Say **bird**. Now say it with /n/ instead of /d/." (burn)
- "Say **cat**. Now say it with /n/ instead of /t/." (can)
- "Say **white**. Now say it with /p/ instead of /t/." (wipe)
- "Say **sheep**. Now say it with /t/ instead of /p/." (sheet)
- "Say **red**. Now say it with /st/ instead of /d/." (rest)

Brown Bear, Brown Bear, What Do You See?, *continued*

➡ **Segmenting Sounds**

"What sounds do you hear in the word _____?"

at (a•t)

us (u•s)

see (s•ee)

we (w•e)

do (d•o)

red (r•e•d)

dog (d•o•g)

bird (b•ir•d)

sheep (sh•ee•p)

white (wh•i•te)

yellow (y•e•ll•ow)

frog (f•r•o•g)

black (b•l•a•ck)

purple (p•ur•p•le)

teacher (t•ea•ch•er)

➡ **Deleting Initial Sounds**

"Say **cat**. Say it again, but don't say /k/." (at)

"Say **bear**. Say it again, but don't say /b/." (air)

"Say **sheep**. Say it again, but don't say /sh/." (eep)

➡ **Deleting Final Sounds**

"Say **brown**. Say it again, but don't say /n/." (brow)

"Say **sheep**. Say it again, but don't say /p/." (she)

"Say **bird**. Say it again, but don't say /d/." (burr)

➡ **Deleting Sounds in Blends**

"Say **black**. Say it again, but don't say /l/." (back)

"Say **blue**. Say it again, but don't say /b/." (Lou)

"Say **frog**. Say it again, but don't say /r/." (fog)

Phonological Awareness and Letter ID/Formation Lesson Plan

1. Phonological Awareness Activities (10-15 minutes)

Two Phonological Awareness Activities based on where the majority of students are in regards to phonological awareness continuum

Activity 1: _____

Focus: _____

Model:

Guided:

Collaboration:

Activity 2: _____

Focus: _____

Model:

Guided:

Collaboration:

2. Instruction Letter Name Identification: (~ 3-4 minutes)

This is the letter _____. This is the uppercase letter _____. This is the lowercase letter _____. (Show and/or write the letter, explaining the form.) Connect the sound to / / to the letter. When I hear / / it is the letter _____.

Let's practice naming this letter. What is this letter? _____.
(Point to uppercase and lowercase letters in different order at least 3 times asking students to identify the letter name).

Recognizing the Letter in Text: (~ 3-5 minutes)

Now, let's see if we can find the letter _____

(Students locate the uppercase and lowercase letter in text and state the letter name and sound each time the letter is located)

There are a number of alternatives for student practice with recognizing the letter in text such as:

- sorting through magnetic letters/tiles to isolate the particular letter
- identifying the letter in charts
- using a crayon to circle the letter in a poem or connected text
- placing highlighter tape over the letter in easy-to-read children's books
- letter fluency chart with known letters and new letter
- letter ID activities from Florida Center for Reading Research

3. Producing the Letter Form: (3-5 minutes)

Let me show you how to write the letter _____. Here's where I begin on the paper lines to write the letter ____.

(Path of Movement: Provide description and hints about how to write the uppercase and lowercase form of the letter).

Let's practice writing the letter ____ together.

Producing the letter can also use alternatives for practice such as:

- carpet
- sky writing
- writing the letters on small white boards
- sandpaper
- sand

It is important that we are always using the path of movement language with forming letters and that students are saying the letter name.

Note: Tasks such as using a rubber stamp and ink to stamp the letter or gluing items to an outline of the letter (e.g. gluing beans on the letter *b*) is not producing the letter form as the form has already been produced and students are not required to think about *how* to create the form.

4. Review of Previously Taught Letters for Identification and Formation (5-7 minutes)

Phonological Awareness Scope and Sequence

Week 1	<p>Monday Phonological Awareness Skill Focus: Listening Skills</p> <p>Letter ID, Path of Movement/ Handwriting Focus: A a</p>	<p>Tuesday Phonological Awareness Skill Focus: Listening Skills</p> <p>Letter ID(Path of Movement/ Handwriting Focus: B</p>	<p>Wednesday Phonological Awareness Skill Focus: Listening Skills</p> <p>Letter ID, Path of Movement/ Handwriting Focus: b</p>	<p>Thursday Phonological Awareness Skill Focus: Word Awareness (Sent. Segmentation /Left to Right) Review: Listening Skills</p> <p>Letter ID, Path of Movement/ Handwriting Focus: C c</p>	<p>Friday Phonological Awareness Skill Focus: Word Awareness (Sent. Segmentation Left to Right) Review: Listening Skills</p> <p>Letter ID, Path of Movement/ Handwriting Focus: D Letter Review Activities</p>
Week 2	<p>Monday Phonological Awareness Skill Focus: Word Awareness Review: Listening</p> <p>Letter ID, Path of Movement/ Handwriting Focus: d Letter Review Activities</p>	<p>Tuesday Phonological Awareness Skill Focus: Word Awareness Review: Listening</p> <p>Letter ID, Path of Movement/ Handwriting Focus: E e Letter Review Activities</p>	<p>Wednesday Phonological Awareness Skill Focus: Syllable Blending (start with compound words) Review: Word Awareness or Listening</p> <p>Letter ID, Path of Movement/ Handwriting Focus: G - Letter Review</p>	<p>Thursday Phonological Awareness Skill Focus: Syllable Blending Review: Word Awareness or Syllable Blending</p> <p>Letter ID, Path of Movement/ Handwriting Focus: F f - Letter Review Activities</p>	<p>Friday Phonological Awareness Skill Focus: Syllable Segmenting Review: Word Awareness or Syllable Blending</p> <p>Letter ID, Path of Movement/ Handwriting Focus: F f - Letter Review Activities</p>

Phonological Awareness Scope and Sequence

	Activities				
Week 3	Monday Phonological Awareness Skill Focus: Syllable Segmenting Review: Syllable Blending (start with compound words) or Word Awareness Letter ID, Path of Movement/ Handwriting Focus: H h Letter Review Activities	Tuesday Phonological Awareness Skill Focus: Syllable Counting Review: Syllable Segmenting or Blending or Word Awareness Letter ID, Path of Movement/ Handwriting Focus: I i Letter Review Activities	Wednesday Phonological Awareness Skill Focus: Syllable Counting Review: Review: Syllable Segmenting or Blending or Word Awareness Letter ID, Path of Movement/ Handwriting Focus: J j Letter Review Activities	Thursday Phonological Awareness Skill Focus: Syllable Counting Review: Syllable Segmenting or Blending Letter ID, Path of Movement/ Handwriting Focus: K k Letter Review Activities	Friday Phonological Awareness Skill Focus: Syllable Counting Review: Syllable Segmenting or Blending Letter ID, Path of Movement/ Handwriting Focus: L l Letter Review Activities
Week 4	Monday Phonological Awareness Skill Focus: Syllable Deletion (start with compound words) Review: Syllable Counting or Segmenting Letter ID, Path of Movement/ Handwriting	Tuesday Phonological Awareness Skill Focus: Syllable Deletion Review: : Syllable Counting or Segmenting Letter ID, Path of Movement/ Handwriting Focus: P p	Wednesday Phonological Awareness Skill Focus: Syllable Deletion Review: Syllable Counting or Segmenting Letter ID, Path of Movement/ Handwriting Focus: O o	Thursday Phonological Awareness Skill Focus: Syllable Substitution Review: Syllable Deletion or Counting Letter ID, Path of Movement/ Handwriting Focus: N n	Friday Phonological Awareness Skill Focus: Syllable Substitution Review: Syllable Deletion or Counting Letter ID Path of Movement/ Handwriting Focus: Q q

Phonological Awareness Scope and Sequence

	Focus: M m	Letter Review Activities	Letter Review Activities	Letter Review Activities	Letter Review Activities	Letter Review Activities
Week 5	Monday Phonological Awareness Skill Focus: Onset and Rime (Blending) Review: Any Previous Skill Based on Need Letter ID, Path of Movement/ Handwriting Focus: q Letter Review Activities	Tuesday Phonological Awareness Skill Focus: Onset and Rime (Blending) Review: Any Previous Skill Based On Need Letter ID, Path of Movement/ Handwriting Focus: R r Letter Review Activities	Wednesday Phonological Awareness Skill Focus: Onset and Rime (Blending) Review: Any Previous Skill Based on Need Letter ID, Path of Movement/ Handwriting Focus: S s Letter Review Activities	Thursday Phonological Awareness Skill Focus: Onset and Rime (Segmentation) Review: Onset/Rime (Blending) Letter ID, Path of Movement/ Handwriting Focus: T t Letter Review Activities	Friday Phonological Awareness Skill Focus: Onset and Rime (Segmentation) Review: Onset/Rime (Blending) Letter ID, Path of Movement/ Handwriting Focus: U u Letter Review Activities	Letter Review Activities
Week 6	Monday Phonological Awareness Skill Focus: Onset and Rime(Segmentati on) Review: Onset/Rime (Blending)	Tuesday Phonological Awareness Skill Focus: Rime Isolation/Rhyme Recognition Review: Onset/Rime (Segmentation)	Wednesday Phonological Awareness Skill Focus: Rime Isolation/Rhyme Recognition Review: Onset/Rime (Segmentation)	Thursday Phonological Awareness Skill Focus: Rime Isolation/Rhyme Recognition Review:Onset/Rime (Segmentation)	Friday Phonological Awareness Skill Focus: Rime Identification/Rhyme Recognition Review: Rime Isolation/Rhyme Recognition Letter ID, Path of	Letter Review Activities

Phonological Awareness Scope and Sequence

	Letter ID, Path of Movement/ Handwriting Focus: V v Letter Review Activities	Letter ID, Path of Movement/ Handwriting Focus: W w Letter Review Activities	Letter ID, Path of Movement/ Handwriting Focus: X x Letter Review Activities	Letter ID, Path of Movement/ Handwriting Focus: Y y Letter Review Activities	Movement/ Handwriting Focus: Z z Letter Review Activities
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Week 7	Monday Phonological Awareness Skill Focus: Rime Identification/ Rhyme Recognition Review: Rime Isolation/ Rhyme Recognition Letter ID, Path of Movement/ Handwriting Review of Letters	Tuesday Phonological Awareness Skill Focus: Rime Categorization/ Rhyme Oddity Review: Rime Identification/ Rhyme Rhyme Recognition Letter ID, Path of Movement/ Handwriting Review of Letters	Wednesday Phonological Awareness Skill Focus: Rime Categorization/ Rhyme Oddity Review: Rime Identification/ Rhyme Recognition Letter ID, Path of Movement/ Handwriting Review of Letters	Thursday Phonological Awareness Skill Focus: Rime Substitution Review: Rime Categorization/ Rhyme Oddity Letter ID, Path of Movement/ Handwriting Review of Letters	Friday Phonological Awareness Skill Focus: Rime Substitution Review: Rime Categorization/ Rhyme Oddity Letter ID, Path of Movement/ Handwriting Review of Letters
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Phonological Awareness Scope and Sequence

**** Students should also work on these skills during Assisted Reading Group Time specific to their level. Students on grade level will get reinforcement during assisted reading groups based on whole group lessons. If students have not mastered the phonological skill in whole group instruction, focus on the skills that are a weakness using different activities to teach it in a different way. Any time you are able to use some type of multisensory activity or manipulatives this will help solidify the learning.**

**** Remember: Letters will be worked on with sounds and phonemic awareness activities in the next cycles of letter instruction. You should also continue work on path of movement and handwriting during these cycles. The most important part of these lessons is the phonological awareness activities and to begin letter identification and formation.**

****For those students experiencing great difficulty a structured phonological approach like the 95% Groups Phonological Awareness Lessons may be needed, or other Phonological Awareness programs.**

Resources to use for Phonological Awareness Activities: Florida Center for Reading Research, sightword.com (go to phonological awareness activities , Phonemic Awareness in Young Children, Getting Ready to Read by Creative Teaching Press (CTP 2265), Phonological Awareness Assessment Tools and Strategies by Yvette Zgonc, Phonemic Awareness Activities for Early Reading Success by Wiley Blevins (Scholastic), Phonemic Awareness Playing with Sounds to Strengthen Beginning Reading Skills Creative Teaching Press (CTP 2332), Benchmark Phonetic Connections Phonological Awareness Activities from Red Lessons
More Strategic/ Sequential Resources: 95% Group Phonological Awareness Lessons Kit, The Intensive Phonological Awareness Program by C. Melanie Schuele and Naomi D. Murphy, or Neuhaus Education Center Reading Readiness Skills

******Onset- Rime activities and Phonemic Awareness Continuum activities should be taught with single syllable words and be of great focus in letter-sound cycle lessons at the beginning of each whole group lesson.**

Handout 8C : Pairing Purple Kindergarten Phonetic Connections with the LIPs program

Black= Phonetic Connections

LIPs= blue

Type of Sound	Weeks	Letters	Letters	Letters to Review
Nose sound	Week 1 and Week 8	m	a smile o open	
Skinny air	Week 2	s	z brother	m, a, o
Tip tappers	Week 3	t	d brother	m, a, s, z, o
Nose sound	Week 4	n	m cousins	m, a, s, z, t, d, o
Smile	Week 5	i smile	* contrast of a and o	m, a, s, z, t, d, n, o
Lip Coolers	Week 6	f	v brother	m, a, s, z, t, d, n, i, o
Lip Poppers	Week 7	p	b brother	m, a, s, z, t, d, n, i, f, v, o
Tongue Scrapers	Week 9	c /k/	g brother	m, a, s, z, t, d, n, i, f, v, p, b, o
Wind Sounds	Week 10	h		m, a, s, z, t, d, n, i, f, v, p, b, o, c, g
Lip Poppers	Week 11 Review	b	p	Same as above
Smile	Week 12	u	* contrast with a, i, o	Same as above
Lifter	Week 13	r		m, a, s, z, t, d, n, i, f, v, p, b, o, c, g, u

Smile	Week 14	e		* contrast with a, i, o and u	m, a, s, z, t, d, n, i, f, v, p, b, o, c, g, u, r
Tongue Scrapers	Week 15 Review	g		c /k/ brothers	m, a, s, z, t, d, n, i, f, v, p, b, o, c, g, u, r, e
Tip Tappers	Week 16 Review	d		t	Same as above
Wind Sounds	Week 17	w		h and wh are the cousins	Same as above
Lifters	Week 18	l		r cousins	m, a, s, z, t, d, n, i, f, v, p, b, o, c, g, u, r, e, w
Fat- Pushed air	Week 19	j		ch brothers	m, a, s, z, t, d, n, i, f, v, p, b, o, c, g, u, r, e, w, l
Tongue Scraper	Week 20	k /k/			m, a, s, z, t, d, n, i, f, v, p, b, o, c, g, u, r, e, w, l, j, ch
Borrower	Week 21	y Beginning of Words pg. 46			m, a, s, z, t, d, n, i, f, v, p, b, o, c, g, u, r, e, w, l, j, ch, k
Lip Coolers	Week 22 Review	v		f brothers	m, a, s, z, t, d, n, i, f, v, p, b, o, c, g, u, r, e, w, l, j, ch, k, y
Borrower	Week 23	q qu /kw/		Could Introduce long a and long o	Same as above

Borrower	Week 24	x /ks/ /z/		Could introduce long i and u	m, a, s, z, t, d, n, i, f, v, p, b, o, c, g, u, r, e, w, l, j, ch, k, y, q
Skinny air	Week 25 Review	z and s brothers		Could introduce long e	m, a, s, z, t, d, n, i, f, v, p, b, o, c, g, u, r, e, w, l, j, ch, k, y, q, x
Tongue Coolers	Week 26	/th/		/th/ brothers	Same as above
Fat air	Week 27	/sh/		/zh/ brothers	m, a, s, z, t, d, n, i, f, v, p, b, o, c, g, u, r, e, w, l, j, ch, k, y, q, x, th, th
	Week 28	l- blends			
	Week 29	r- blends			

Letter Formation

A - slant down, slant down, across	a – over, around and down
B – down, up, around, around	b - down...n, up and around
C – over, around and open	c – over, around and open
D – down, up around	d – over, around, u...p and down
E – down, across, across, across	e – across, over, around and open
F – down, across, across	f – over, dow...n, across
G – over, around, across	g – over, around, dow...n, and curve
H – down, down, across	h – dow...n, up and over
I - down, across, across	I - down, dot
J – down, curve	j – down, curve, dot
K – down, slant in, slant out	k – dow...n, slant in, slant out
L – down, across	l - dow...n
M – down, slant down, slant up, down	m – down, up, over, up, over
N – down, slant down, up	n – down, up, over
O – over, around, close	o – over, around, close
P – down, up, around	p – down...n, up, around
Q – over, around, close, slant out	q – over, around, down
R – down, up, around, slant out	r – down, up, curve
S – over, around, curve	s – over, around, and curve
T – down, across	t – down, across
U – down, curve up	u – down, curve up, down
V – slant down, slant up	v – slant down, slant up
W – slant down, slant up, slant down, slant up	w – slant down, slant up, slant down, slant up
X – slant down, slant across	x – slant down, slant across
Y – slant down, slant up, down	y – slant down, slant dow...n
Z – across, slant down, across	z – across, slant down, across

Adapted from *Shaping Literate Minds*, Dorn and Soffos, 2001 p. 57

Basic Reading Generalizations

Grapheme	Phoneme	Placement in a syllable			Sample Words	Generalizations
		B	M	E		
b	/b/	X	X	X	Bat, bed, tribe, globe, crab, bulb, baby, bandage, bathtub	When you see b , it is read /b/.
c	/k/	X	X	X	Cat, cob, cup, crunch, scab, scratch, picnic, optic	When you see c before a, o, u or any consonant except h, it is read /k/. In final position, c it is read /k/.
		X	X		Cent, cyst, cider, scent, scissors, circus, cycle	When you see c before e, i, or y, it is read /s/.
d	/d/	X	X	X	Dog, dent, dude, dud, dentist, tendril, salad	When you see d , it is read /d/.
f	/f/	X	X	X	Fish, safe, stuff, self, figment, after, dandruff	When you see f , it is read /f/.
g	/g/	X		X	Goat, gag, gun, grab, gargle, beg, zigzag	When you see g before a, or, u or any consonant, it is read /g/. In multi-syllable words, it is rare for a word to end in g. Most end in -ng.
		X	X		Gel, gist, gym, stage, stooge, gentle, ginger	When you see g before e, i, or y, it is read /j/. *get, girl
h	/h/	X			Hen, hat, hill, hoax, hatchet, behind	When you see h , it is read /h/.
j	/j/	X			Jam, jar, jog, jet, jumble, jacket, injury, project	When you see j , it is read /j/.
k	/k/	X	X	X	Kite, key,	When you see k , it is read /k/.

					keep, snake, skip, skill, sketch, bucket, book, peak, skillet, kitten, mask	
l	/l/	X	X	X	Leaf, bulb, lamp, lunch, lion, liver, slime, black, smile, smell, velvet, sliver, silver	When you see <u>l</u> , it is read /l/.
m	/m/	X	X	X	Man, mop, mud, smash, smell, smile, hamster, pumpkin, cam, stem, stadium, tantrum, wisdom	When you see <u>m</u> , it is read /m/.
n	/n/	X	X	X	Nest, snip, sun, noodle, sniper, spindle, napkin,	When you see <u>n</u> , it is read /n/.
	/ng/		X		Tank, zinc, puncture, uncle, sink, pink, punk	When you see <u>n</u> before /k/, it is read /ng/.
p	/p/	X	X	X	Pig, pepper, spit, spoon, snoop, help, present, spindle, purple, ketchup	When you see <u>p</u> , it is read /p/.
r	/r/	X	X		Rat, trip, gripe, rabbit, rocket, fire, fizzles, grumble	When you see <u>r</u> , it is read /r/.
s	/s/	X		X	Sun, snake, sat, hiss, pass, fuss, sister, silly, confess, minus	When you see <u>s</u> , it is read /s/.
				X	Maps, kicks,	A single <u>s</u> in final position after an unvoiced sound is read /s/.

	/z/								A single <u>s</u> in final position of a one-syllable word after a voiced sound is read /z/.
						X		Is, his, as, has, beds	
								Nose, hose, rise, rose, fuse, please	If an s is between two vowels, it is read /z/.
				X				Nasal, visor, damsel,	In a multi-syllable word, a single <u>s</u> is read /z/ when it is between two vowels or after a voiced consonant.
t	/t/		X	X			X	Top, tiger, tip, tub, stand, felt, object, bucket, skillet	When you see <u>t</u> , it is read /t/.
v	/v/		X	X				Van, vet, Visor, five, solve, valentine, swerve	When you see <u>v</u> , it is read /v/.
w	/w/		X					Wet, water, wagon, wig, swat, swipe, swell, swelter, swollen	When you see <u>w</u> , it is read /w/.
x	/ks/						X	Fox, box, six, fax, flax, expect, reflex	When you see <u>x</u> , it is read /ks/.
y	/y/		X					Yes, you, yellow, yell, yummy, canyon	When you see <u>y</u> in initial position of a word or syllable, it is read /y/.
z	/z/		X				X	Zebra, zoo, zip, zany, razor, buzz, fuzz, quiz, sizzle, guzzle	When you see <u>z</u> , it is read /z/.
ch	/ch/		X				X	Chip, chew, church, munchkin, sandwich, merchant, crunch	When you see <u>ch</u> , it is read /ch/.
sh	/sh/		X				X	Ship, shelf, worship, marsh, crush	When you see <u>sh</u> , it is read /sh/.

th	/θ/	X	X	Than, then, them, those, bother, mother, weather, bathe, breathe	When you see th between two vowels, read it as the voiced th sound. If you see th at the beginning or middle of a word, try the voiced sound first. If it does not produce a word that makes sense, try the unvoiced sound .
	/θ/			Thumb, thimble, think, bath, thin, math, mouth	When you see th at the end of a word, read it with the unvoiced sound . When you see th at the beginning or middle of a word, try the unvoiced sound if the voiced sound doesn't produce a word that makes sense.
wh	/hw/		X	Whale, white, where, what	When you see wh , it is read /wh/ .
-ng	/ng/			X King, sang, wrong, lung	When you see -ng , it is read /ng/ .
-ck	/k/			X Kick, sack, clock, duck, peck	When you see -ck , it is read /k/ .
qu	/kw/		X	Quick, quack, queasy, quill, question	When you see qu , it is read /kw/ .
tch	/ch/			X Match, catch, stitch, witch, glitch	When you see tch , it is read /ch/ .
-dge	/j/			X Ledge, edge, ridge, smudge, lodge, badge	When you see -dge , it is read /j/ .
a	/ă/		X	Sat, ask, mascot, action	When you see a in a closed syllable, it is read /ă/ .
	/ā/		X	Bacon, apron, tomato	When you see a in an open, accented syllable, it is read /ā/ .
	/ō/		X	Water, wash, wasp, swap, swamp	When you see bossy w before a, it is read /ō/ .

	/au/	X	X		Always, ball, falter	When you see <u>a</u> before <u>l</u> , it is read /au/.
e	/ě/	X	X		Bed, wet, effort	When you see <u>e</u> in a closed syllable, it is read /ě/.
	/ē/	X		X	Even, he, we, she, me, meter, frequent	When you see <u>e</u> in an open, accented syllable, it is read /ē/.
i	/ī/	X	X			When you see <u>i</u> in a closed syllable, it is read /ī/.
	/î/	X		X		When you see <u>i</u> in an open, accented syllable, it is read /î/.
o	/ō/	X	X		Hot, optic, oxygen, cost	When you see <u>o</u> in a closed syllable, it is read /ō/.
	/ō/	X		X	Go, no, moment, open	When you see <u>o</u> in an open, accented syllable, it is read /ō/.
u	/ū/	X	X		Bug, ugly, bus, uncle	When you see <u>u</u> in a closed syllable, it is read /ū/.
	/ū/	X		X	Human, cupid, music, unit, student	When you see <u>u</u> in an open, accented syllable, it is read /ū/.
y	/ī/ or /ē/				Baby, lady, cherry,	If you see <u>y</u> in final position of an open, unaccented syllable, read it /ē/
	/ī/				Sky, my, by, cyclops, cyclone	If you see a <u>y</u> in final position of an open, accented syllable, it is read /ī/.
a_e	/ā/	X	X		Hate, cremate, base, case, cane, mistake, beware	When you see <u>a_e</u> , it is read /ā/.
e_e	/ē/	X	X		Here, athlete, complete, adhere	When you see <u>e_e</u> , it is read /ē/.
i_e	/î/	X	X		Bite, fine, invite, kite, dime	When you see <u>i_e</u> , it is read /î/.
o_e	/ō/	X	X		Poke, bone, choke, grove, globe, rose,	When you see <u>o_e</u> , it is read /ō/.

							ignore		
u_e	/ū/	X	X				Cube, future, huge, secure, amuse, cute		When you see <u>u_e</u> , it is read /ū/.
ar	/ar/	X	X	X			Art, card, far, cartoon, market, argue, star	X	When you see <u>ar</u> in the accented syllable, it is read /ar/.
	/er/	?	X	X			Mustard, dollar, collar, pillar, lanyard	X	When you see <u>ar</u> in the unaccented syllable in a multi-syllable word, it is read /er/.
er	/er/	X	X	X			Finger, letter, ermine,	X	When you see <u>er</u> , it is read /er/.
ir	/er/	X	X	X			Irritate, irk, thirty, bird, chirp, birthday, shirt	X	When you see <u>ir</u> , it is read /er/.
or	/or/	X	X	X			Or, for, orbit, fork, pork, order, ordain	X	When you see <u>or</u> in the accented syllable it is read /or/.
	/er/		X	X			Word, worth, worm, worship	X	When you see bossy <u>w</u> before or, it is read /er/
	/er/		X	X			Doctor, tractor, parlor, comfort	X	When you see <u>or</u> in the unaccented syllable in a multi-syllable word it is read /er/.
ur	/er/	X	X	X			Urn, urgent, burn, fur	X	When you see <u>ur</u> , it is read /ur/.
ai	/ā/	X	X				Air, aim,		When you see <u>ai</u> , it is read /ā/.
ay	/ā/			X			Pay, stay, spray, portray,	X	When you see <u>ay</u> , it is read /ā/.
au	/au/	X	X				Caulk, sauce, launch, sausage		When you see <u>au</u> , it is read /au/.
aw	/au/	X	X	X			Awful, straw, crawl,	X	When you see <u>aw</u> , it is read /au/.
ea	/ē/	X	X	X			Each, eat, beach, team, tea, flea, season	X	When you see <u>ea</u> , it is read most often /ē/.


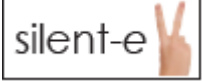


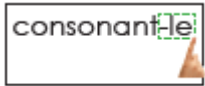

	/ĕ/		X		Bread, head, spread,, wealth, heaven	When you see <u>ea</u> in short, Anglo Saxon words, it is read /ĕ/.
	/ā/		X	X	Steak, break, great, yea	In four common words, <u>ea</u> is read /ā/. Use the mnemonic: Yea! Steak is great but it will break your budget.
ee	/ē/	X	X	X	Eel, eek, eerie, seem, peel, speed, canteen, referee, chimpanzee	When you see <u>ee</u> , it is read /ē/.
ie	/ī/			X	Pie, lie, die, tie	When you see ie, it is read /ī/
oa	/ō/	X	X		Oats, boat, roam, cloak, load	When you see <u>oa</u> , it is read /ō/.
oe	/ō/			X	Toe, hoe, woe, doe, foe	When you see <u>oe</u> , it is read /ō/.
oo	/ōo/		X		look, book, took, hood, hoof	When you see <u>oo</u> , try /ōo/ first. If it doesn't sound right, try /ōo/. Usually, /ōo/ occurs in short words.
	/ōo/		X	X	Boots, zoom, boo, food, kangaroo,	When you see <u>oo</u> , try /ōo/ first. If it doesn't sound right, try /ōo/. The sound /ōo/ can occur in any length words.
igh	/ī/		X	X	Flight, high, sigh, might	When you see <u>igh</u> , it is read /ī/.
oi	/oi/	X	X		Point, ointment, oil, joint, joist	When you see <u>oi</u> , it is read /oi/.
oy	/oi/			X	Joy, boy, convoy	When you see <u>oy</u> , it is read /oi/.
ou	/ou/	X	X		Ouch, couch, pouch, pout, out,	When you see <u>ou</u> , it is read /ou/.
ow	/ou/		X	X	How, now, bow, cow, clown, crowd	When you see <u>ow</u> , try the /ou/ sound first. If it doesn't make sense in context, try the /ō/ sound. Kids need to become familiar and comfortable with the /ou/ sound of ow before introducing the /ō/ sound of ow.

	/ō/				Blow, crow, know, stow, below	When you see ow , try the / ou / sound first. If it doesn't make sense in context, try the / ō / sound. Kids need to become familiar and comfortable with the /
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Decoding Skills That Should Be Mastered by Year's End

K	Syllable Types	Decoding Skills	1	Syllable Types	Decoding Skills
	Closed (RF.K.3.B,E,F) <ul style="list-style-type: none">VC (at)CVC (cat)	Letter/Sound Correspondences (RF.K.3.A) <ul style="list-style-type: none">InitialFinalMedial		Closed (RF.1.3.E) <ul style="list-style-type: none">back, mess Open (RF.1.3) <ul style="list-style-type: none">go, by Silent e (RF.1.3) <ul style="list-style-type: none">eve/cake	Letter/Sound Correspondences <ul style="list-style-type: none">BlendingConsonant digraphs (th, sh, ch, ck) RF.1.3.ASilent e (RF.1.3.B)Vowel teams (RF.1.3.B)<ul style="list-style-type: none">Digraphs (predictable long sound - ee, oo, ai, ay, oa, ow, oe, trigraph igh)Diphthongs (oi, oy, ou, ow)
	Open (RF.K.3.B,F) <ul style="list-style-type: none">goby	Common High Frequency Words (RF.K.3.C) <ul style="list-style-type: none">Limited number		Vowel Teams (RF.1.3.E) <ul style="list-style-type: none">rain, beam	Morphemic Units <ul style="list-style-type: none">Inflectional endings (suffixes) (s, es, ing, ed, er) (RF.1.3.D)
				R-controlled (RF.1.3.E) <ul style="list-style-type: none">Sort, star, dirt, fern	Syllable Division (2 syllable words) (RF.1.3.F) <ul style="list-style-type: none">Compound wordsCle (candle)VC/CV (napkin)V/CV (bonus)
				Cle (RF.1.3.E) <ul style="list-style-type: none">Apple, battle, turtle, middle	Common irregular words (RF.1.3.C)

Six Syllable Types

Syllable Type	Definition	Gesture
Closed	The pattern for the closed syllable type is 1 vowel letter followed by 1 or more consonants.	
Silent e	The pattern for the silent-e syllable type is 1 vowel letter, followed by 1 consonant, and a silent-e at the end.	
Open	The pattern for the open syllable type is 1 vowel letter with no consonants following the vowel.	
Vowel Team	The pattern for the vowel team syllable type is 2 vowel letters side by side in a syllable.	
Consonant -le	The pattern for the consonant-/e syllable type is any consonant letter, plus the letter /, and the vowel letter e at the end.	
Vowel -r	The pattern for the vowel-r syllable type is 1 vowel letter immediately followed by the consonant letter r.	

Steps for Reading a Single Syllable Base Word

1. Identify the vowel.
2. Identify the syllable type.
3. **Read the vowel sound.**
4. Read the word.

Steps for Reading a Derivative

1. Box any affixes (prefixes, suffixes).
2. Identify the vowel in the base word.
3. Identify the syllable type.
4. **Read the vowel sound.**
5. Read the word.
6. Read the suffix.
7. Read the whole word.

Steps for Reading a Multi-syllable Word

1. Are there any affixes (prefixes, suffixes)?
2. Identify the vowels.
3. Identify the pattern.
4. Divide.
5. Identify the syllable types.
6. Read each syllable.
7. Read the whole word.
8. Adjust the accent or place of division.

Syllable Division Patterns

VCCV

VC / CV	nap kin, mag net, vel vet, un til , in sist , can teen
V / CCV	se cret, fra grant

VCV

V / CV	si lent, o pen, u nit
VC / V	rob in, riv er, sev en

VCCCV

VC / CCV	pil grim, chil dren, hun dred, sur prise , com plete , im ply
VCC / CV	pump kin, sand wich

VV

V / V	li on, qui et, du et , cre ate
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1st Grade Syllable Division

Consonant le [Cle]

[ble, [cle, [dle, [fle, [gle, [kle, [ple, [sle, [tle, [zle]

When decoding words with the consonant -le syllable, **don't look for the vowels first**. Take off the Cle and then locate the vowels to determine the other syllable pattern."

VC [<u>Cle</u> Closed / <u>Cle</u>	V [<u>Cle</u> Open / <u>Cle</u>	VV/<u>Cle</u> Vowel team [<u>Cle</u>	Vr/<u>Cle</u> R-Controlled [<u>Cle</u>
bun [dle	sta [ble	noo [dle	spar [kle
sim [ple	ti [tle	bee [tle	pur [ple
pad [dle	bu [gle	ea [gle	cir [cle
a [ble	no [ble	peo [ple	gar [gle

VCCV

Generalization: The most common place to divide a VCCV word is between the consonants (nap/kin, muf/fin). However, VCCV words are not always closed/closed syllables.

VC/CV Closed / Closed	VC/CV Closed / Open	VC/CV Closed / VCe	VC/CV Closed / VV	VC/CV Closed / Vr
nap kin	jum bo	tad pole	tip toe	chap ter
mag net	tem po	cos tume	rac coon	num ber
muffin	hip po	rep tile	cof fee	dol lar
hap pen	ap ply	com pute	six teen	cel lar
un til		stam pede	con tain	trac tor
com ment		up date	en joy	mir ror

VCV

Generalization: The most common place to divide a VCV word is before the consonant (o/pen, mi/nus).

V/CV Open / Closed	V/CV Open / Open	V/CV Open / VCe	V/CV Open / VV	V/CV Open / Vr
e / ven	ve / to	lo / cate	de / lay	pa / per
bo / nus	so / lo	hu / mane	o / bey	spi / der
ba / sic		fe / male	be / low	o / dor
u / nit		do / nate	de / lay	clo / ver
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1. Review

- Letter/grapheme review with card deck
Teacher shows letter cards for those letters that have been taught. Students tell the sound of each card. (P says /p/)
- Practice blending with deck
 - As you review the sounds in the first part of the review, put the cards into three piles. Remember your spelling rules and pay attention to which sounds are in each place. For example, don't put an x in the beginning pile. Don't put f, s, l, or z in the last pile. When you are finished sorting the cards (vowels are usually placed in the middle stack) practice blending the sounds together. Put your hand over each sound and ask the students to say each sound. Then run your hand under the entire word as they blend the sounds together to make a new word.

2. Introduce New Skill

- **Auditory** Discovery
Teacher says three words that have the new sound; students echo the words. What sound do you hear in all of the words?
Where do you hear the sound? (beginning, middle, end)
- **Visual** Discovery
Teacher writes three words that contain the new sound.
What letter or letters is making the sound?
- **Keyword**
Use a key picture from core program or decide on one together.

When you see ____, it is read ____.

3. Practice reading words

Make sure words are decodable based on what you have already

taught and contain the new skill.

4. Teach **Irregular Words** for decoding

- Say the word; ask students to say the word.
- Show the students the word.
- Teacher points to each word part and makes the sound.
- Based on what we know, does each part make the sound you would expect?
- Circle the parts that don't make the expected sound.
- Use a phrase or sentence that includes words with the phonics skills they are practicing as well as this irregular word.
- In small groups, practice reading irregular words in lists, phrases and sentences.

5. **Practice** reading phrases and sentences

- Make sure phrases and sentences are decodable based on what you have already taught and contain the irregular word. As a scaffold, you can give students a page of phrases and sentences and ask them to search out and circle the irregular words that they have learned to remind them that something makes an unexpected sound.
- In small groups, practice reading irregular words in lists, phrases and sentences.

Phonetic Connections Start Up for Kindergarten
Unit 14 Short Ee

Letters taught so far:

a
m
s
t
n
i
f
p
o
c
h
b
u
r
e

High-Frequency Words taught so far:

is
a
has
the
and
of
with
see
for
no
cannot
have
are
said

Words with new skill: (Teacher read, echo, choral, partner, independent read, practice in center)
set, net, ten, bet, pen, Ben, pet, men, hen, met, hem

Phrases with new skill: (Teacher read, echo, choral, partner, independent read, practice in center)
Set it up
Ben is ten
See the net
I bet it is
Pet the pup

Decodable sentences to use for practice: (Teacher read, echo, choral, partner, independent read, practice in center)
The men see a pen.
A pup is in the pen.
Ben the pup is a pet.
Ten men run with Ben.
I bet it is fun.

Use the decodable book, *Mem the Hen* in small groups to practice independently:
(Guide students to read book independently in groups. More support for slower readers, less support for average and above average readers.)

Encoding Skills That Should Be Mastered by Year's End

K	Handwriting and spelling standards	1	Handwriting and spelling standards
	Print all upper- and lowercase letters legibly. L.K.1.K		Print all upper- and lowercase letters with proper letter formation. L.1.1.K
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for kindergarten when writing. L.K.2		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for grade 1 when writing. L.1.2
	Write a letter or letters for most consonant and short-vowel sounds (phonemes) L.K.2.D		Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2.D
	Spell consonant-vowel-consonant (CVC) words correctly. L.K.2.D		Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns. L.1.2.D
	Spell words phonetically, drawing on knowledge of sound-letter relationships. L.K.2.D		

How To Teach Phonics - Encoding

1. Review

- Instant spelling practice - Teacher says a sound; students echo the sound, names and writes the spelling(s) for the sound that have been taught.
- Phoneme/grapheme mapping with previously learned sounds. Teacher says a word, students map the sounds in boxes.

2. Introduce New Skill

● **Auditory** Discovery

- Teacher draws Elkonin boxes on the board, then says the word; students echo the word.
- What are all the sounds in the word? Teacher puts a small dot at the bottom of each box as they segment the word.

● **Visual** Discovery

- How do you spell each sound? In the box, above each dot, write the letter that makes each sound.
- Practice writing the word.
- When you hear ____, it is spelled ____.

3. Practice writing words

Teacher dictates words so students can practice their encoding skills.

4. Teach **irregular words** for encoding

- Say the word; ask students to say the word.
- Segment the sounds with **manipulatives**.
- Map the graphemes to phonemes, drawing attention to the parts that are irregular.
- During daily phrase and sentence dictation, add this word for practice.

5. Practice writing phrases and sentences.

Teacher dictates phrases and sentences that allow students to

practice their phonics skills to encode.

ONE WAY TO USE MANIPULATIVES:

- *Say the word.*
- *Provide Elkonin boxes.*
- *Add dots for sounds.*
- *Show students the written word.*
- *Ask students which grapheme is acting in an unexpected way.*
- *Add a symbol above the box with the tricky sound to show that it is tricky.*
- *Write a grapheme in each box as you isolate the sound, skipping the box with the tricky part.*
- *Go back and explain how to spell the tricky part.*

A SECOND WAY TO USE MANIPULATIVES:

- *Provide green and red chips for each student.*
- *Say the word.*
- *Students repeat the word.*
- *Ask students how many sounds they hear.*
- *For each sound, students put a green manipulative.*
- *Show and pronounce the written word.*
- *Ask students what is unexpected in the word.*
- *For the irregular part, students replace the green manipulative with a red manipulative.*
- *Underline the irregular part with a red marker. For students who need more support, write the word with green letters (regular) and red letters (irregular).*

Spelling Generalizations

Sort the list of words and decide on a spelling generalization. Are there common exceptions?

1. What are the 5 jobs of e?

give	me	wet	drape
nice	probe	love	horse
have	bed	he	please
make	cute	serve	chance

2. Which letters never end English words?

a	h	q	i
r	v	x	u
f	j	w	o

3. Why do some one syllable words spell the /k/ sound with ck and some spell the /k/ sound with k?

lick	soak	rock	leak
tuck	creak	cheek	neck
sock	squeak	click	black
croak	quack	buck	sleek

4. Why do some one syllable words spell an ending /j/ sound with dge and some with ge?

dodge	wage	sledge	village
fudge	bridge	cage	judge
huge	plunge	edge	strange
rage	hinge	range	hedge

5. Why do some one syllable words spell an ending /ch/ sound with tch and some with ch?

munch	latch	smooch	bench
wretch	pitch	such	botch
welch	clutch	belch	couch
fetch	which	branch	match

6. Why is the /oi/ sound spelled sometimes with oi and sometimes with oy?

boy	boil	coin	joy
voice	oink	toy	choice
spoil	hoist	soil	moist

7. What is the floss rule?

shall	shell	gas	chess	staff
his	glass	jazz	base	stiff
class	mile	gel	dress	buzz

Consonants Phonemes

		Cognates												Others									
Stops		Continuants																					
Unvoiced		Voiced		Unvoiced		Voiced		m		/m/		/n/		/ng/		/w/		/hw/		/h/		/y/	
/p/		/b/		/f/		/v/		p		b		f		v		w		wh		h		y	
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ch		j		sh		zh		ch		j		sh		zh		/l/		/r/		/r/		/r/	
tch		g		ti		si		l		r		r		r		/l/		/r/		/r/		/r/	

*Notice x and qu are not placed by a phoneme because:
x is a blend of /k/ and /s/
qu is a blend of /K/ and /w/

Vowel Phonemes

All vowels are opened and voiced.

/ē/

/ī/

Vowels that make you
smile

/ě/

/ā/

/ǎ/

/ī/

/ǔ/

R-Controlled vowels

/er/

/ar/

/or/

Vowels that make
your mouth
round

 /oo/

/ū/

/oo/

Vowels that make
your mouth
open

/ō/

/ö/

/au/
/ô/

Two vowels blended smoothly
together in the same syllable
Diphthongs

/oi/

/ou/