K–3 Foundational Skills

ENGLISH

KINDERGARTEN FOUNDATIONAL SKILLS UNIT 3

Teacher Guide

EDITION 1

Kindergarten

Foundational Skills 3

Teacher Guide

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Introduction

In Unit 3, students will begin to make connections between sounds and symbols. They will continue to practice blending sounds into words and they will be taught several of the symbols used when reading and writing. Specifically, they will learn the most common way to spell eight of the sounds of English:

Note: Whenever sounds are mentioned in the lessons, they are printed in slashes like this: /m/. Whenever spellings are mentioned in the lessons they are shown in single quotation marks like this 'm'.

- /m/ spelled 'm' as in *mat* (/m/ > 'm')
- /a/ spelled 'a' as in *mad* (/a/ > 'a')
- /t/ spelled 't' as in *tag* (/t/ > 't')
- /d/ spelled 'd' as in *dad* (/d/ > 'd')
- /o/ spelled 'o' as in *mom* (/o/ > 'o')
- /k/ spelled 'c' as in *cat* (/k/ > 'c')
- /g/ spelled 'g' as in *dog* (/g/ > 'g')
- /i/ spelled 'i' as in *dig* (/i/ > 'i')

Vowel and consonant spellings can be combined to make simple Consonant Vowel Consonant (CVC) and Vowel Consonant (VC) words. Students will use the letter-sound correspondences they learn in this unit and the oral blending skills they learned in Unit 2 to blend and read printed words. In this way, they will begin the process of decoding the mute symbols on the page into speech sounds—or what is traditionally called reading.

The three vowel sounds taught in this unit are the most distinct of the five English short vowel sounds. The consonants include /m/, one of the first sounds babies make, as well as two sets of consonant pairs, /t/–/d/ and /k/–/g/. In English there are eight pairs of consonant sounds that consist of unvoiced and voiced versions of the same sound. In the pair /t/ and /d/, /t/ is the unvoiced sound and /d/ is the voiced sound. In the pair /k/ and /g/, /k/ is the unvoiced sound and /g/ is the voiced sound. To see and feel the similarities and the differences in a pair, look in the mirror and put your hand on your throat. Say the sound pair and you will notice that the position and shape of your mouth are the same, but for the voiced consonant sound the voice box is engaged and you will feel vibration. This knowledge about speech sounds is very important because many errors that students make in learning to read and spell are products of confusion about the oral layer of the language. When a student confuses /k/ and /g/, or /d/ and /t/, there is a good reason for it: The differences between the sounds in each pair are very subtle.

In Lessons 4 and 10, students are also introduced to oral syllable awareness by adding a syllable to a word to make a two-syllable word.

UNIT 3 LESSON STRUCTURE

The majority of the lessons in this unit follow a standard format. They all begin with a Warm-Up exercise that consists of two parts: 1) practice with blending, and 2) practice with sound-symbol correspondences. The blending is a continuation of the exercises in Unit 2 where students blended segmented sounds into words. Starting in Lesson 2, the Warm-Up also includes practicing with Large Letter Cards in order to review the letter-sound correspondences taught. In Lesson 2, only the spelling for /m/ is reviewed. By Lesson 10 all eight of the spellings taught in this unit will be part of the Warm-Up.

After the Warm-Up exercise, a new sound is introduced. At first the sound is experienced orally. Students hear the sound and say it while completing oral language exercises. Once they are familiar with the sound as an oral phenomenon, the most common spelling for that sound will be introduced. You will show students how to make a "picture" of the sound by printing a letter. Students will then practice writing the picture of the sound, or spelling, on an activity page. Some teachers who have taught this program prefer to continue to use crayons throughout this unit, while others prefer to switch to pencils. After the first few lessons, students will also be asked to read words made up of spellings they have learned. A little later they will practice spelling words with letter cards. This type of lesson is referred to as a Basic Code Lesson. Essentially, a Basic Code Lesson introduces students to the most common spelling for a sound. To learn more about the Basic Code Lesson, see the Appendix A.

Many sounds in English can be spelled several different ways. For example, the sound /m/ is usually written with the spelling 'm' as in the words *me* and *him*. However, it can also be written with the spelling 'mm' as in *hammer* or 'mn' as in *hymn* or 'mb' as in *thumb*. Over the course of the program, you will only teach students the most common spellings for all of the sounds in the English language. It is important for students to first learn only the most common or least ambiguous spelling for a sound, or the basic code spelling.

All of the words students encounter during the lessons and on their activity pages for the next several weeks will have /m/ spelled 'm'. This will give students confidence that the English spelling system makes sense. Many students who are not taught in a systematic manner lose confidence in the predictability of English and develop strategies based on guessing. This causes poor decoding. In fact, English spelling is highly patterned and predictable. By teaching the most common sound-symbol correspondences first, students learn the simplest aspects of the English alphabetic code before having to confront the more complex features.

Note: If you have difficulty hearing the difference between voiced and unvoiced sounds, start with pairs of sounds that can be stretched out (e.g., /s/ [unvoiced] and /z/ [voiced], /f/ [unvoiced] and /v/ [voiced]). Then move to sounds that cannot be stretched out, like /k/ and/g/. You may also find it useful to place your fingertips on your ears and press the palms of your hands against your cheeks. This will allow you to feel the vibrations created by voiced sounds.

THE USE OF LETTER NAMES

Throughout these early unit lessons you are encouraged to avoid using letter names, as these confuse some students. They think that the letter "says its name." Students might try to read the word *cat* as "see – ay – tee." In fact, only five of the twenty-six letters in the English alphabet ever "say their name"—the letters 'a', 'e', 'i', 'o', and 'u'. In each case there is a more likely pronunciation for the letter: 'a' is more frequently pronounced */a/* as in *cat*, 'e' is more frequently pronounced */e/* as in *pet*, etc. Some letter names contain the letter sound. For example, the letter name "tee" contains the /t/ sound. There are other cases where the letter name is very difficult to connect to the sound. What is the connection between the /h/ sound and the letter name "aetch"? Or between the /w/ sound and the letter name "double you"? What matters most for beginning readers is that they connect the sound with the shape of the lowercase letter and, for that, no letter names are required. The teaching of letter names is delayed until Unit 6.

At first you may find it difficult to avoid using letter names. You may be accustomed to introducing letter-sound correspondences with a phrase like "the letter 'm' says /m/." The lessons in this book will provide guidelines and phrasing that will allow you to introduce the same correspondences in a slightly different way. You will begin by introducing the sound /m/. Once students have heard and said the sound, you will show them how to draw the letter, explaining that this is a "picture" of the sound. The concept of pictures of sounds is a very powerful teaching device that makes the logic of the alphabet code instantly clear to students. Once students understand that they can draw a picture of a sound in the same way they draw a picture of a person or a tree, they are equipped to understand how our writing system works.

If you use letter names inadvertently, just move on and do not worry about it. You are not likely to confuse students unless you repeatedly associate the letter name with the picture. You will find that avoiding letter names gets easier as you become familiar with the structure of the lessons and vocabulary of the program.

You may find that some or all of your students already know the letter names. Letter names are widely taught in homes and preschools, on educational television, and by educational toys and games. Knowing the letter names, however, is no guarantee that students know the sounds the letters stand for, which is the goal of early reading instruction. If students respond to the activities in this unit by calling the letters by names instead of sounds, please gently redirect them, saying something like, "That's the name. Can you tell me the sound we have been practicing?"

Letter names are only avoided during the initial units of Kindergarten instruction. In Unit 6, when students have learned many letter sounds, and the letter names are no longer likely to interfere with decoding, the letter names will then be introduced. For more information on letter names and other distinctive features of the phonics approach, see Appendix A.

LOWERCASE LETTERS

You will notice only lowercase letters are taught in this unit. Again, this keeps the initial steps on the road to reading as simple as possible. Teaching uppercase and lowercase letters simultaneously would not add much complexity if all uppercase letters had the same shape as the lowercase letters. This is the case for a few English letters (e.g., 'C' and 'c,' 'O' and 'o'), but for many other letters the uppercase letter has a wholly different shape (compare 'A' and 'a,' 'D' and'd,' 'G' and 'g,' etc.). If uppercase and lowercase letters were introduced together from day one, students would have to connect the sound */g/* not only with the symbol 'g' but also with the very different symbol 'G.' Our goal is to make the first steps as simple as possible, and so we delay the introduction of uppercase letters until the later Kindergarten units.

BLENDING GESTURES

In the Warm-Ups and in certain other exercises, use blending gestures to make the blending process concrete and tangible for students. The gestures described in this unit are arm gestures. This involves pointing to the shoulder, the elbow, and the wrist to represent the three sound segments and sweeping along the arm with the other hand to symbolize blending. These gestures can be easily adapted for use with two-sound words: simply point to the shoulder, then point to the elbow, then sweep. The arm gestures can also be adapted for use with four- and five-sound words: add the upper arm (between the shoulder and the elbow) and the lower arm (between the elbow and the wrist) as pointing targets.

Arm gestures have been selected for this unit because the large motor movements involved can be easier for young children to see and master. Some schools and teachers prefer to use finger tapping motions to signify individual sounds. There are several advantages to using the finger tapping if students are ready for the challenge. The fine-motor movements involved in finger tapping will be useful later in the program, when students learn to segment words into sounds and when they are ready to blend words with more than three sounds. Another advantage to the finger tapping is more sensory feedback and clear visual signals that words are made up of individual, separable sounds, or phonemes. If you want to introduce the finger gestures for blending, consult the lessons in the Unit 4 Teacher Guide for a detailed description. There are advantages to both systems, and you should consider students' motor skills in deciding which to use.

CHAINING EXERCISES

One distinctive feature of the program is its heavy reliance on chaining exercises. A chain is a series of words, sometimes including pseudowords, or silly words, that can be built by changing only one letter or spelling at a time. Here is a sample chain that can be read (or spelled) once students have learned the letter-sound correspondences taught in this unit:

dad > mad > mat > at > cat > cot > dot

Note only one change is required to change *dad* to *mad* and to change each subsequent word to the next word in the chain.

The rules of chaining are as follows:

RULE 1: Only one sound/spelling changes at a time.

RULE 2: There are only three permissible types of changes:

a. Addition: a sound/spelling is added (ad > mad)

b. Deletion: a sound/spelling is taken away (mad > ad)

c. Substitution: one sound/spelling is substituted for another (mat > cat)

These rules apply to all chaining. In this unit, Pocket Chart Chaining for Reading and Pocket Chart Chaining for Spelling are used. You will make the letter cards for these chaining exercises yourself, using index cards. You will be prompted to create any cards needed in the Advance Preparation section of each lesson.

In Pocket Chart Chaining for Reading, students are asked to read words you build on a pocket chart using the teacher-made letter cards. This exercise involves going from symbols to sounds.

In Pocket Chart Chaining for Spelling, students are asked to spell words on the pocket chart using the teacher-made index cards. This involves going from sounds to symbols. However, it is easier than spelling with paper and pencil because students do not have to remember how to form or write the letters. They only need to be able to select the cards showing the letters they need.

When using the pocket chart, place the teacher-made letter cards for the vowel sounds along the top, and the cards for the consonant sounds along the bottom. Leave enough space in between to build the words. It is good to try to keep the spellings in the same order as you move through the lessons. The optimal order and the number of teacher-made letter cards are specified in the chaining exercises.

You can see the correct setup for the pocket chart in Fig. 1. When you chain words, move the cards to the center of the chart, being sure to place the cards from left to right. It might be useful to place a green starting dot (or star) and a red ending dot on the pocket chart to help students with left-to-right directionality. Fig. 2 shows what a pocket chart looks like when a word has been built.

Fig. 1: Pocket Chart Setup

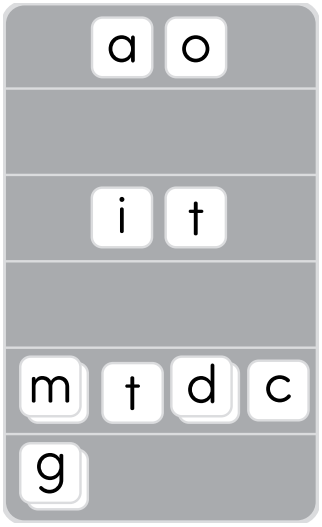


Fig. 2: Using the Pocket Chart

ACTIVITY BOOK

The student Activity Book for this unit contains a variety of exercises. There is an activity page for each lesson in which a letter-sound correspondence is introduced. This activity page allows students to practice writing the new spelling. On the back of this activity page, students will be asked to select pictures of objects that start with the target sound. If students have difficulty identifying some of the objects, you should feel free to tell them what is depicted. The point of the activity page is not to learn to recognize a picture of a mat, but to understand that *mat* starts with /m/.

Display and model completion of each Meet the Spelling activity page. Please use the activity page in digital version provided in the online materials or whatever display/projection system is readily available to you in your classroom.

SOUND POSTERS

Beginning with Lesson 5, you are asked to make use of a new component included in the program: the Sound Posters.

The Sound Posters are intended to be posted on the walls of the classroom as you teach letter-sound correspondences. These posters are intended to replace any traditional alphabet cards or posters you may have used in other programs or approaches to teaching early reading. They provide a visual reminder of the code knowledge students have been taught. They are also a very useful student reference for spelling and writing. If students are uncertain about the spelling of a sound, they can look at the appropriate Sound Poster for a quick overview of its various spellings.

Fig. 3 shows a Sound Poster. The target sound for each poster is printed in a speech bubble at the top of the poster. The speech bubble is included to emphasize to students that each poster represents a sound and not a letter. The Sound Posters have one box for each spelling taught in Kindergarten. If only one spelling is taught in Kindergarten, there will be only one box on the Sound Poster. If two spellings are taught, there will be two boxes, etc. The Sound Cards should be added to these boxes as the spellings are taught.

Fig. 3: Sound Poster

The Sound Cards that accompany the Sound Posters represent the spellings that stand for sounds. The card in Fig. 4 represents the 'm' spelling for the /m/ sound. The card shows a sample word, *mat*, that contains this spelling, and the 'm' spelling itself is printed in red (not visible here). The card also includes a color photograph of a mat.

Fig. 4: Sound Card 'm'

Wait until Lesson 5 to begin using the Sound Posters. In Lesson 5 the sample words on the first four Sound Cards will be decodable. Post the Sound Poster for the spelling /m/ and then add the Sound Card for 'm', so it resembles the poster shown in Fig. 5. Also, display the posters and add the Sound Cards for the other sounds and spellings learned up to that point (e.g., /a/ spelled 'a').

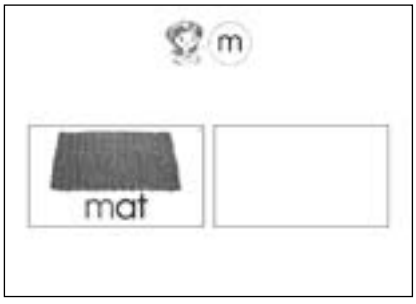


Fig. 5: Sound Poster showing basic code.

If you have space in your room, display the vowel posters on one wall and the consonant posters on another. This will help reinforce the distinction between vowel and consonant sounds.

As you teach the lessons in the program you will be continually affixing Sound Posters and Sound Cards on your walls. When you complete the entire Kindergarten program, you will have displayed ten vowel posters and twenty-five consonant posters. Each time a new letter-sound correspondence is taught, the Teacher Guide will remind you to display the Sound Poster and the Sound Card. Later in Kindergarten, there will also be some spelling alternatives that you will add to the posters. For example, when you introduce the double-letter spellings for consonant sounds in Unit 8, you will add the Sound Card for the 'mm' spelling with the keyword *drumming* to the /m/ Sound Poster, which will already be on the wall. With the addition of a second spelling, the poster will look like Fig. 6.

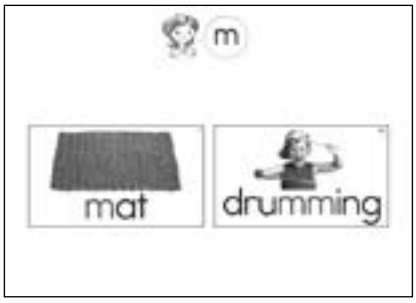


Fig. 6: Sound Poster showing a spelling alternative.

When there are no empty boxes left on a poster, students have learned all of the spellings for that sound taught in Kindergarten. For several sounds, they will learn additional spellings later in the program.

CODE KNOWLEDGE

After the first sound and letter have been taught, the Code Knowledge feature is introduced at the end of each lesson; this feature is included strictly for your information. The Code Knowledge feature gives you some simple numerical indications of how important the various letter-sound correspondences are, how much Code Knowledge students had before the current lesson, and how much they will have after the current lesson. The before and after numbers show how many words, on average, would be 100% decodable if students attempted to read 1,000 words of natural text. These numbers document how students gain decoding skill as they learn new letter-sound correspondences. They are also an indication of why it is unwise to use natural, uncontrolled text, which is found in nearly all children's picture books, as the primary vehicle for reading instruction. Students gain confidence and code knowledge mastery in Kindergarten through a systematic phonics approach that ensures that the text students are reading is decodable.

HIGH-FREQUENCY WORDS

In Lessons 1–12 of this unit, all of the words students are asked to read, whether in chaining exercises or in the Activity Book, are 100% decodable. Students are able to arrive at the correct pronunciation by recognizing and blending the letter-sound correspondences they have been taught in the unit (e.g., saying and blending /m/ /a/ /t/ when they see the written word *mat*). Mastering these and other letter-correspondences for use in decoding and encoding words is the foundation of the K–2 Skills Strand. With this systematic and explicit phonics approach to early reading instruction, students acquire the tools they will need to confidently and independently read written texts with words they have not been taught or have not encountered before.

You may wish to have students create a Dictation Journal that focuses on spelling learned Tricky Words, sound-spelling patterns and high-frequency words.

- For the dictation journal, you can either have students use a journal they use for other writing activities or you may wish to create a small dictation journal for each student. Stapling five pieces of paper together is all you will need for each journal. (1) **TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii**

In addition to learning and practicing letter-sounds correspondences to read words, it is also useful for students to learn what are referred to in most reading programs as high-frequency words. These are words that occur with high regularity in written text, which students must learn to recognize quickly and automatically. A number of well-respected Word Lists rank these words in terms of their frequency and importance for early readers. Two of these lists, the Dolch Sight Word List and the Fry's Instant Words List, were consulted in creating this program.

In the final lessons of this unit, Lessons 13 and 14, students will be introduced to their first set of high-frequency words: *one*, *two*, and *three*. These words were selected from the lists for their usefulness, as students will encounter them not just in language arts texts, but also in math and in reading directions.

These words are referred to as Tricky Words because, they are words that do not follow the pattern of letter-sound correspondences that students have learned thus far. Sometimes, an entire word may be tricky, and other times only parts of the word are tricky and do not "play by the rules." You will tell students that because these words are "tricky," they cannot use the letter-sound correspondences to read them, so they simply must learn and remember them.

You will introduce students to these Tricky Words in a very scaffolded way, fully described in Lessons 13 and 14, using a new component, the Picture Reader. The Picture Reader presents one Tricky Word at a time with colorful rebus pictures. Each page in the Picture Reader has a very limited amount of written text, coupled with different rebus pictures. You will display a copy of the page and demonstrate how to "read" what is written on the page, asking students to then join you.

TEKS K.2.C Demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; (iii) spelling high-frequency words from a research-based list.

The language patterns used with the rebus pictures are highly predictable and repetitive to ensure student success in reading these pages. Students will have opportunities to review and practice the Tricky Words taught in the last lessons of this unit using the Picture Reader, related Activity Book pages, and take-home mini-books in subsequent units.

Included for your reference are the words from the Dolch Sight Word List and Fry's Instant Word List that students should be able to read by the end of Unit 3.

At of the end of this unit, students should be able to read **seven words from the Dolch Sight Word List** (Preprimer–Grade 2) and **seven words from Fry's Instant Words List** (first 300 words), as follows.

At the end of Unit 3:

	Dolch Words	**Fry Words**
Tricky Words	one, two, three	one, two, three
Decodable Words	am, at, did, it	at, did, got, it

You will notice from the above lists that the high-frequency words on the Dolch and Fry lists may be either decodable or Tricky Words. For a more in depth discussion of high-frequency words and Tricky Words, please refer to Appendix B at the end of this unit.

WRITING

Left-Handed Handwriting Guidance

- Consider your seating arrangement for left-handed students. The placement of the arms and elbows in relation to other students can impact their writing space.
- Encourage your students to hold their writing tools correctly to reduce hand strain. Allow time for students to develop their hand strength in writing.
- Providing pencil grips for students could alleviate the strain on their hands when writing.
- Orienting the paper at an angle can help left-handed students write more easily and comfortably. Consider using paper with a raised line for students to rest their hands on as they write.

ASSESSMENT

Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring student performance and progress in key skills:

- Blending individual sounds
- Recognizing initial sounds
- Identifying and writing sound/spelling correspondences for /m/ > 'm,' /a/ > 'a,' /t/ > 't,' /d/ > 'd,' /o/ > 'o,' /g/ > 'g,' and /i/ > 'i'

Quick "Checks for Understanding" are also designated in various lessons.

Paying careful attention to this information, collected on a daily basis, will enable you to determine which students may benefit from reteaching and/or more practice in particular skills using the Additional Support activities found at the end of each lesson. Watch for students who master the correspondences quickly so that you can find ways to challenge them.

Student Performance Assessment

In Lesson 11, you are provided with Part 1 of the End-of-Unit Assessment, which you will administer to the whole class. This assessment directs you to pronounce ten one-syllable CVC words, as students look at the specified activity page. For each word you say, students are to circle the word on their activity page. Directions for scoring and analyzing the assessment are included in Lesson 11.

You will be prompted in Lesson 12 to administer Part 2 of the assessment individually to students who score 7 points or less on Part 1. You will work with students one-on-one, showing them individual word cards and asking them to read each one aloud. This will take several minutes to complete per student, and you may complete this assessment while other students work independently on designated Activity Book pages. You will also have an opportunity to assess additional students, if needed, in Lessons 13 and 14. Be sure to record the results of the Part 1 and Part 2 Assessments on the class record sheet provided in Teacher Resources.

PAUSING POINT

The fourteen lessons in this unit are followed by a Pausing Point with suggestions for further practice and reinforcement. As with the earlier units, we strongly recommend that teachers pause for two or three days to solidify the skills that have been introduced in the units before moving on to the next unit. If students are having trouble with any of the unit skills — either with specific letter-sound correspondences or blending — it is particularly important that you make use of the targeted activities for additional practice.

APPENDICES

Appendix A at the end of this unit, Understanding the Approach to Phonics, provides excellent background information about the program. Appendix A also explains how to use and adapt, if you would like, common reading practices to which you may be accustomed from other reading programs, such as using Word Walls, Morning Message, etc. Appendix B, High-Frequency and Tricky Words, and provides a detailed explanation of how Tricky Words are taught.

TEACHER RESOURCES

At the back of this Teacher Guide, you will find a section titled Teacher Resources. In this section, you will find assorted forms and charts that may be useful, including:

- Oral Blending Observation Record—Unit 3
- Letter Sounds Observation Record—Unit 3
- Sample Letter Sounds Observation Record
- Unit 3 Student Performance Assessment Class Record Sheet
- Word Cards for Reading Assessment (Part 2)
- Additional Support Activity Pages
- Activity Book Answer Key
- Appendices

ADDITIONAL MATERIALS FOR UNIT 3

The following additional materials are needed in Unit 3. The number in parentheses indicates the first lesson in which the item is used:

- small, handheld speech mirror, one per student (1)
- crayons or primary pencils for all students (1)
- chart paper or board (1)
- pocket chart and stand (3)
- unruled, white 4" x 6" or 5" x 7" index cards (3)
- Digital Components: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the program's online materials. (1)

LESSON

1

BASIC CODE

Introduce /m/ › ‘m’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will recognize spoken alliteration or groups of words that begin with the same spoken onset or initial /m/ sound. **TEKS K.2.A.ii**

Students will write the spelling ‘m’ to represent /m/ and read and write simple CVC words that include the spelling ‘m’ to match a picture. **TEKS K.2.B.i; TEKS K.2.E**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Activity Page 1.1	Spell the Sound **TEKS K.2.B.i; TEKS K.2.E**

TEKS K.2.A Demonstrate phonological awareness by: (viii) blending spoken phonemes to form one-syllable words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Blending (Phonological Awareness, Phonics)	Whole Group	10 min.	
Introduce the Sound /m/ (Phonological Awareness)	Whole Group	25 min.	❏ one small mirror per student
Introduce the Spelling /m/ > 'm' (Phonics)	Whole Group	25 min.	❏ crayons ❏ Activity Page 1.1 ❏ Activity Page 1.1 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

- Provide a handheld mirror for each student.

Digital Component 1.1

- Create an enlarged version of Activity Page 1.1 (Digital Component 1.1) to display for Meet the Spelling Activity Page, or use the digital version.

Universal Access

- Provide mats and cubes for students having difficulty hearing and blending sounds.
- Gather pictures to represent the words in the Oral Blending activity: *mouse*, *fish*, *moose*, *ape*, *sheep*, *seal*, *fly*, *rat*, *cat*, and *dog*.

Lesson 1: Basic Code

Foundational Skills

60M

Primary Focus

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will recognize spoken alliteration or groups of words that begin with the same spoken onset or initial /m/ sound. **TEKS K.2.A.ii**

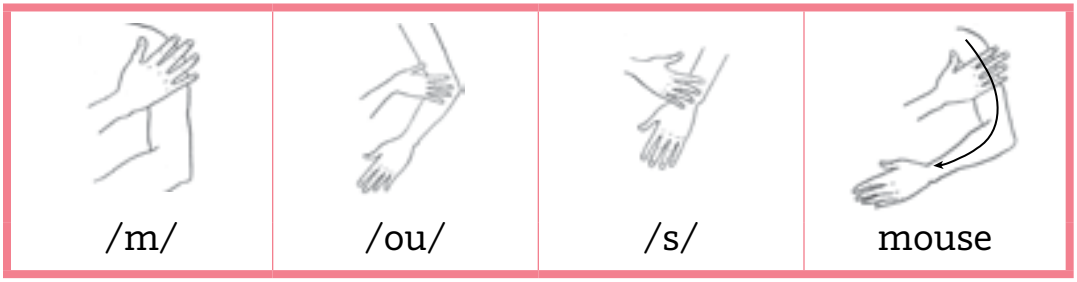
Students will write the spelling 'm' to represent /m/ and read and write simple CVC words that include the spelling 'm' to match a picture. **TEKS K.2.B.i; TEKS K.2.E**

WARM-UP (10 MIN.)

Oral Blending

- Explain that you will say sounds and that you want students to blend the sounds into words.
- Be sure to use the arm blending motions depicted in the illustration or the finger blending motions described in the Unit 2 Appendix.
- When blending two-sound words, simply skip the third blending motion illustrated here.

- Say the words in a segmented fashion.
- When you have finished the exercise, ask students if they noticed what all of the words they blended have in common. *(They are all animals.)*



TEKS K.2.A Demonstrate phonological awareness by: (viii) blending spoken phonemes to form one-syllable words; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Support

If students are having difficulty hearing and blending sounds, have them use the mats and cubes from Unit 2. With cubes, students can "feel" and see the sounds as they physically blend them.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Show pictures of the following words as they are blended: *mouse*, *fish*, *moose*, *ape*, *sheep*, *seal*, *fly*, *rat*, *cat*, and *dog*.

ELPS 3.J; ELPS 4.F

1. (3) /m/ /ou/ /s/ > mouse
2. (3) /f/ /i/ /sh/ > fish
3. (3) /m/ /oo/ /s/ > moose
4. (2) /ae/ /p/ > ape
5. (3) /sh/ /ee/ /p/ > sheep
6. (3) /s/ /ee/ /l/ > seal
7. (3) /f/ /l/ /ie/ > fly
8. (3) /r/ /a/ /t/ > rat
9. (3) /k/ /a/ /t/ > cat
10. (3) /d/ /o/ /g/ > dog

Note: Please refer to the appendix for the program's phoneme transcription system.

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

INTRODUCE THE SOUND /M/ (25 MIN.)

TEKS K.2.A.ii

Mirror, Mirror

- Tell students the first sound they will learn is the /m/ sound.
- Explain that we make sounds by putting parts of our mouth like our lips and our tongue into special positions while breathing out air.
- Distribute a handheld mirror to each student.
- Tell students to use the mirrors to watch the shape of their mouths as they say the sound /m/, speaking slowly in order to make the sound longer.
- Ask students if their mouths are open or closed when they make this sound. *(closed)*
- Ask what their lips do when they say the /m/ sound. *(Lips are pressed together.)*
- Have students say the words printed on the next page while looking into the mirrors.
- Ask them to focus on the shape of their mouths.

TEKS K.2.A.ii Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

1. me
2. mat
3. man
4. map
5. mouse
6. mud
7. mad
8. mom

Hear Initial Sounds

- Tell students you are going to say a number of words. Some of the words will begin with the /m/ sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word beginning with the /m/ sound.

1. mad
2. bad
3. pail
4. mail
5. cat
6. mat
7. match
8. silk
9. milk
10. mom
11. noon
12. Tom

Check for Understanding

As students close their eyes, check to see that they are raising their hands when you say a word that begins with the /m/ sound.

Support

If students have trouble hearing a word's initial sound, say the word in a segmented fashion: /m/ . . . /a/ . . . /d/. Then repeat the word in its blended form: *mad*.

Challenge

For students who can readily identify words beginning with /m/, ask them to try to identify words that end with /m/.

INTRODUCE THE SPELLING /M/ › 'M' (25 MIN.)

Teacher Modeling

Note: Avoid using the letter name "em" during this activity. Instead, refer to the sound /m/.

- Tell students you are going to show them how to draw a picture of the /m/ sound.
- Draw a large lowercase 'm' on the board and describe what you are doing using the phrases provided. ("Start on . . . 1. short line down 2. hump 3. hump.") Then, say the sound /m/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /m/ sound when you finish.

Start on the dotted line.

1. short line down
2. hump
3. hump

Meet the Spelling Activity Page

Digital Component 1.1

- Distribute and display Activity Page 1.1. Tell students they will practice drawing pictures of the /m/ sound.
- Point to the letter 'm' at the top of the page, and ask students to say the sound, /m/.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start on . . . 1. short line down 2. hump 3. hump." As you finish each letter, say the sound, /m/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- Turn to the back of the activity page. Ask students to name the items shown, and write 'm' under the pictures of the items beginning with the /m/ sound.

Activity Page 1.1: Spell the Sound

Collect Activity Page 1.1 to review at a later time to evaluate student performance.

End Lesson

Lesson 1: Foundational Skills Remediation

Additional Support

MORE HELP WITH BEGINNING SOUNDS

Give Me a Word

- Gather a collection of any variety of **blocks** (e.g., unit blocks or locking cubes).
- Tell students the target sound is /m/ and that you would like for them to think of a word that starts with that sound (e.g., "Give me a word that starts with /m/.")
  - If students struggle to think of a word, prompt them to look around the room for objects that start with /m/.
- As students provide words, give them a block.
- With each block, students get a turn to place it, building a collective structure as the game continues.

MORE HELP WITH WRITING

Trace and Write

- Make one copy of **Activity Pages TR 1.1, 1.2, and 1.3** for each student.
- Provide students with different colored crayons.
- Have students trace the letters on TR 1.1 and TR 1.2 first with a finger and then with different colors of crayons, saying the /m/ sound each time.
- Demonstrate the proper formation of the letter 'm' on the board for students again.
- Have students complete TR 1.3 with a pencil, saying the /m/ sound each time.

MORE HELP WITH LETTER-SOUND /M/

Code Knowledge

The sound /m/ is the fourteenth-most common sound in English.

The sound /m/ is found in approximately 17 percent of English words.

The sound /m/ is spelled 'm' approximately 94 percent of the time.

The spelling alternative 'mm' as in *hammer* is taught later in this grade.

The spelling alternatives 'mn' as in *hymn* and 'mb' as in *lamb* are rare.

Students have now learned one way to spell one of the forty-four sounds in the English language.

LESSON

2

BASIC CODE

Introduce /a/ › ‘a’

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**
- Students will provide the corresponding sound when presented with the lowercase letter ‘m.’ **TEKS K.2.B.i**
- Students will identify spoken words with the initial */a/* sound. **TEKS K.2.B.i**
- Students will write the spelling ‘a’ to represent */a/* and use letter-sound relationships to decode words that include the spelling ‘a’ to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record	**TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record	**TEKS K.2.B.i**
Activity Page 2.1	Spell the Sound	**TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness)	Whole Group	10 min.	❏ Large Letter Card for 'm'
Introduce the Sound */a/* (Phonological Awareness)	Whole Group	25 min.	❏ one small mirror per student
Introduce the Spelling */a/* > 'a' (Phonics)	Whole Group	25 min.	❏ crayons ❏ Activity Page 2.1 ❏ Activity Page 2.1 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.
- Prepare to provide a handheld mirror for each student.
- Create an enlarged version of Activity Page 2.1 (Digital Component 2.1) to display for Meet the Spelling Activity Page, or use the digital version.

Universal Access

- Gather pictures to represent the words in the Oral Blending activity: *soup*, *fish*, *meat*, *rice*, *cheese*, *juice*, *beef*, and *cake*.

Lesson 2: Basic Code

Foundational Skills

60M

Primary Focus

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will provide the corresponding sound when presented with the lowercase letter 'm.' **TEKS K.2.B.i**

Students will identify spoken words with the initial */a/* sound. **TEKS K.2.B.i**

Students will write the spelling 'a' to represent */a/* and use letter-sound relationships to decode words that include the spelling 'a' to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

WARM-UP (10 MIN.)

Oral Blending

- Explain that you will say sounds and you want students to blend the sounds into words.
- Be sure to use the arm blending motions from Lesson 1 or the finger blending motions described in the Unit 2 Appendix.
- Say the words below in a segmented fashion.
- When you have finished the exercise, ask students if they noticed what all of the words have in common. *(They are all foods.)*

1. (3) /s/ /oo/ /p/ > soup
2. (3) /f/ /i/ /sh/ > fish
3. (3) /m/ /ee/ /t/ > meat
4. (3) /r/ /ie/ /s/ > rice
5. (3) /ch/ /ee/ /z/ > cheese
6. (3) /j/ /oo/ /s/ > juice
7. (3) /b/ /ee/ /f/ > beef
8. (3) /k/ /ae/ /k/ > cake

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Show pictures of the following words as they are blended: *soup, fish, meat, rice, cheese, juice, beef, and cake.*

ELPS 3.J; ELPS 4.F

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

Sound/Spelling Review

- Display the Large Letter Card for 'm' you prepared in advance.
- Explain that you will show students a card with a picture of a sound and you want them to tell you the sound.
- Hold up the Large Letter Card for 'm.'
- Have students say the sound, not the letter name.

Large Letter Cards

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /A/ (25 MIN.)

Mirror, Mirror

- Tell students the new sound is */a/*.
- Have students repeat the sound several times, speaking slowly in order to make the sound longer.
- Distribute a handheld mirror to each student.
- Tell students to use the mirrors to watch the shape of their mouths as they say the sound */a/*.
- Ask students if their mouths are open or closed when they make this sound. *(open)*
- Ask students if they can tell where their tongue is when they make this sound. *(The tongue is low and in the front of the mouth.)*

- Have students compare today's sound /a/ with yesterday's sound /m/.
- Ask students what differences they see. *(/a/ is made with an open mouth, /m/ is made with the lips pressed closed.)*
- Have students say the words printed below while looking into the mirrors.
- Ask them to focus on the shape of their mouths.

1. at	3. math	5. mat
2. ad	4. apple	6. mad

Support

If students have trouble hearing a word's initial sound, say the word in a segmented fashion: /a/ . . . /d/. Then repeat the word in its blended form: *ad.*

Hear Initial Sounds

- Tell students you are going to say a number of words. Some of the words will begin with the /a/ sound and some will not.
- Have students close their eyes and listen carefully.
- Tell students to raise their hands when they hear a word beginning with the /a/ sound.

1. ad	4. after	7. act	10. it
2. mitt	5. bit	8. kit	11. egg
3. at	6. attic	9. apple	12. ax

Check for Understanding

As students close their eyes, check to see that they are raising their hands when you say a word that begins with the /a/ sound.

INTRODUCE THE SPELLING /A/ › 'A' (25 MIN.) TEKS K.2.B.ii

Teacher Modeling

Note: In Kindergarten, students learn the following style for lowercase 'a': ɑ. This style is generally used in handwriting and early reading materials. The uppercase 'A' will be introduced later.

Note: Avoid using the letter name "ay" during this activity. Instead, refer to the sound */a/*.

- Tell students you are going to show them how to draw a picture of the */a/* sound.
- Draw a large lowercase 'a' on the board/chart paper and describe what you are doing using the phrases provided. ("Start between . . . 1. circle to the left 2. short line down.") Then, say the sound */a/*.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the */a/* sound when you finish.

Start between the dotted line and the bottom line.

1. circle to the left
2. short line down

Meet the Spelling Activity Page

Digital Component 2.1

Activity Page 2.1

- Distribute and display Activity Page 2.1. Tell students they will practice drawing pictures of the */a/* sound.
- Point to the letter 'a' at the top of the page, and ask students to say the sound, */a/*.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, then trace the gray dotted letters in the first row, following your example.

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start between . . . 1. circle to the left 2. short line down." As you finish each letter, say the sound, */a/*.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- Turn to the back of the activity page. Ask students to name the items shown, and write 'a' under the pictures of the items beginning with the */a/* sound.

Activity Page 2.1: Spell the Sound

Collect Activity Page 2.1 to review at a later time to evaluate student performance.

End Lesson

Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP WITH BEGINNING SOUNDS

Give Me a Word

- Tell students the targeted sounds for the game are */m/* and */a/*.
- Follow the procedures for Give Me a Word in Lesson 1.

MORE HELP WRITING

Trace and Write

- Make one copy of **Activity Pages TR 2.1, 2.2,** and **2.3** for each student.
- Follow the procedure for Trace and Write in Lesson 1.

MORE HELP WITH LETTER-SOUND /A/

Code Knowledge

Before today's lesson: If students attempted to read one thousand words in a trade book, on average none of those words would be completely decodable.

After today's lesson: If students attempted to read one thousand words in a trade book, on average between zero and one of those words would be completely decodable.

The sound */a/* is the tenth-most common sound in English.

The sound */a/* is found in approximately 14 percent of English words.

The sound */a/* is spelled 'a' 99 percent of the time. There are only a handful of exceptions (e.g., *aunt* and *laugh*).

Spelling 'a' is a tricky spelling; it can be pronounced */a/* as in *cat*, */ae/* as in *table*, schwa as in *about*, or */o/* as in *father*. However, at this point, materials include only 'a' > */a/* words.

Students have now learned one way to spell two of the forty-four sounds in the English language

LESSON

3

BASIC CODE

Introduce /t/ › ‘t’

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**
- Students will provide the corresponding sound when presented with the lowercase letters ‘m’ and 'a.' **TEKS K.2.B.i**
- Students will orally provide a word with the initial /t/ sound when provided with simple riddles. **TEKS K.2.A.ii**
- Students will write the spelling ‘t’ to represent /t/ and read simple CVC words that include the spelling ‘t’ to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**
- Students will substitute individual sound/spellings in simple CVC words recognizing that new words are created when letters are changed, added, or deleted. Focus on /t/ > 't.' **TEKS K.2.B.i; TEKS K.2.B.iii**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**
Activity Page 3.1	Spell the Sound **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.ii** Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❏ Large Letter Cards for 'm' and 'a'
Introduce the Sound /t/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /t/ > 't' (Phonics)	Whole Group	20 min.	❏ crayons ❏ Activity Page 3.1 ❏ Activity Page 3.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonics)	Whole Group	20 min.	❏ pocket chart ❏ teacher-made cards for 'a,' 'm' (2), 't' (2)

ADVANCE PREPARATION

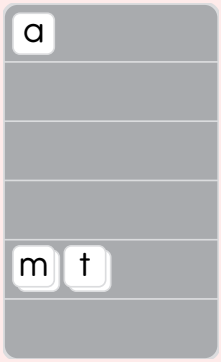
Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.

Digital Component 3.1

- Create an enlarged version of Activity Page 3.1 (Digital Component 3.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Using index cards, create one 'a' card, two 'm' cards, and two 't' cards to use with the pocket chart. Prepare the pocket chart as shown.
  - Arrange cards for vowel spellings along the top of the pocket chart.
  - Arrange cards for consonant spellings along the bottom of the pocket chart.

Pocket Chart Setup



Universal Access

- Gather pictures to represent the words in the Oral Blending activity: *mouth*, *lip*, *foot*, *leg*, *knee*, *nose*, *chin*, *cheek*, *toe*, and *teeth*.
- Gather pictures to represent the words in the I'm Thinking of Something activity: *teeth, toes, toy, tires, tiger, ten, tongue, tummy, teacher,* and *tree.*
- For students struggling with directionality, have green and red dots ready to use on the pocket chart.

Lesson 3: Basic Code

Foundational Skills

60M

Primary Focus

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will provide the corresponding sound when presented with the lowercase letters 'm' and 'a.' **TEKS K.2.B.i**

Students will orally provide a word with the initial /t/ sound when provided with simple riddles. **TEKS K.2.A.ii**

Students will write the spelling 't' to represent /t/ and read simple CVC words that include the spelling 't' to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii TEKS K.2.E**

Students will substitute individual sound/spellings in simple CVC words recognizing that new words are created when letters are changed, added, or deleted. Focus on /t/ > 't.' **TEKS K.2.B.i; TEKS K.2.B.iii**

WARM-UP (10 MIN.)

Oral Blending

- Follow the procedure in Lesson 1 using the words listed below.

1. (3) /m/ /ou/ /th/ > mouth
2. (3) /l/ /i/ /p/ > lip
3. (3) /f/ /oo/ /t/ > foot
4. (3) /l/ /e/ /g/ > leg
5. (2) /n/ /ee/ > knee
6. (3) /n/ /oe/ /z/ > nose
7. (3) /ch/ /i/ /n/ > chin
8. (3) /ch/ /ee/ /k/ > cheek
9. (2) /t/ /oe/ > toe
10. (3) /t/ /ee/ /th/ > teeth

- Be sure to use blending motions and ask what the words have in common. *(They are all body parts.)*

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Show pictures of the following words as they are blended: *mouth, lip, foot, leg, knee, nose, chin, cheek, toe, and teeth*.
ELPS 3.J; ELPS 4.F

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.ii** Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap.

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

Large Letter Cards

Sound/Spelling Review

- Use the Large Letter Cards listed in the Lesson at a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /T/ (10 MIN.)

I'm Thinking of Something

- Tell students the new sound is /t/.
- Have students say the /t/ sound several times.
- Ask students to repeat a number of words having the /t/ sound at the beginning: *tag, top, toe,* and *tin*.
- Ask students to repeat a number of words having the /t/ sound at the end: *kit, cat, kite*, and *bet*.
- Tell students you are thinking of something beginning with the /t/ sound. You want them to guess what it is, but first you will give them a hint.
- Read the first hint and ask students for the answer.
- Complete the remaining riddles.

Challenge

For students who can readily identify words beginning with /t/, ask them to make up their own riddles with /t/ as the answer.

Teeth
1. I'm thinking of something inside your mouth you use to chew.

Toes
2. I'm thinking of ten things attached to your feet. They are kind of like fingers.

Toy
3. I'm thinking of something you play with.

Tires
4. I'm thinking of another word for *wheels*. A car has four of these.

Tiger
5. I'm thinking of a large orange cat that has black stripes, lives in the jungle, and growls.

Ten
6. I'm thinking of the number that comes after nine.

Tongue
7. I'm thinking of the part of your body you use to lick a lollipop.

Tummy
8. I'm thinking of another word for *stomach* or *belly*.

Teacher
9. I'm thinking of my job. You are students and I'm a . . .

Tree
10. I'm thinking of something with a trunk, branches, and leaves.

INTRODUCE THE SPELLING /T/ › 'T' (20 MIN.)

Teacher Modeling

Note: Avoid using the letter name "tee" during this activity. Instead, refer to the sound /t/.

- Tell students you are going to show them how to draw a picture of the /t/ sound.
- Draw a large lowercase 't' on the board/chart paper and describe what you are doing using the phrases provided. ("Start between . . . 1. long line down (lift) 2. short line across.") Then, say the sound /t/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /t/ sound when you finish.

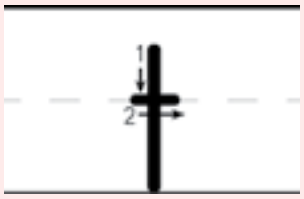
EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Show pictures of the possible answers before the riddles are read and go over the names of each picture.

ELPS 3.J; ELPS 4.F



Start between the top line and the dotted line.

1. long line down (lift)
2. short line across

Meet the Spelling Activity Page

Digital Component 3.1

Activity Page 3.1

- Distribute and display Activity Page 3.1. Tell students they will practice drawing pictures of the /t/ sound.
- Point to the letter 't' at the top of the page, and ask students to say the sound, /t/.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start between . . . 1. long line down (lift) 2. short line across." As you finish each letter, say the sound, /t/.
- Turn to the back of the activity page. Ask students to identify each picture and write a 't' under the picture if the depicted item begins with the /t/
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- Turn to the back of the activity page. Ask students to name the items shown, and write 't' under the pictures of the items beginning with the /t/ sound.

Pocket Chart Setup

Support

You might find it helpful to add a green start star and a red stop dot or an arrow to the pocket chart to help students remember to read from left to right.

Activity Page 3.1: Spell the Sound

Collect Activity Page 3.1 to review at a later time to evaluate student performance.

POCKET CHART CHAINING FOR READING (20 MIN.)

TEKS K.2.B.iii

- Point to the cards and have students say the sounds, not the letter names.
- Tell students you are going to arrange the cards to make a word.
- Move the 'm,' 'a,' and 't' cards to the center of your pocket chart to spell *mat*.
- Tell students they need to look at the pictures of the sounds from left to right in order to read this word. As they look at the pictures, they need to remember the sounds the pictures stand for and blend the sounds together to make the word.

TEKS K.2.B.iii Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it – pit – tip – tap.

- Point to each sound in the word and ask the class to say it.
- Have students join you in blending the sounds: /m/ . . . /a/ . . . /t/: *mat*, making sure students use the blending motions from the Warm-Up.
- Remove the 'm' card and say, "If that is *mat*, what is this?"
- Ask a student to read the word. *(at)*
- Ask students what sound/spelling makes the new word different from the old word (e.g., in *mat* > *at*, the 'm' represents /m/ and the 'a' represents /a/).
- Complete the chaining.

1. mat > at > mat > at

End Lesson

Lesson 3: Foundational Skills Remediation

Additional Support

MORE HELP ISOLATING SOUNDS

Show Me the Picture

- Make one copy of **Activity Page TR 3.1** for each student.
- Go over the names of the items depicted in each of the pictures with students (*mat*, *moon*, *moth*, *mug*, *hat*, *tag*, *cat*, and *mad*).
- Have students cut apart the picture cards and lay the cards faceup on their desks.
- Tell students you are going to say a list of words that contain the /m/ sound or the /t/ sound.
- Tell them that sometimes the sound may be at the beginning of a word, and sometimes at the end of a word.
- Ask students to show you the picture that represents each of the following:

1. A picture with the /m/ sound at the beginning of the word. (*moon*, *mug*, *mat*, *moth*, or *mad*)
2. A different picture with the /m/ sound at the beginning of the word. (*moon*, *mug*, *mat*, *moth*, or *mad*)
3. A picture with the /t/ sound at the beginning of the word. (*tag*)
4. A picture with the /t/ sound at the end of the word. (*hat*, *mat*, or *cat*)

Race to the Top

- Make one copy of the game board (ladder), **Activity Page TR 3.2**, for each pair of students, and provide each student with a different **game piece**.
- Make one copy of **Activity Page TR 3.3** for each student. Have students cut out the letter cards for 'm,' 'a,' and 't.'
- Have students shuffle the cards, place them facedown in a pile between them, and place their game pieces on the first rung of the ladder.
- Have students take turns turning the cards over and saying a word that begins or ends with the letter drawn.
- If a student answers correctly, they move up a rung on the ladder. If a student answers incorrectly they fall down a rung. The first student who gets to the top wins.

MORE HELP WITH LETTER-SOUND /T/

Letter Sound Craft

- Have students make a craft with each letter sound as they learn it. For example, they could decorate a /t/ by gluing on triangles.

Code Knowledge

Before today's lesson: If students attempted to read one thousand words in a trade book, on average between zero and one of those words would be completely decodable.

After today's lesson: If students attempted to read one thousand words in a trade book, on average between six and eight of those words would be completely decodable.

The sound /t/ is the second-most common sound in English.

The sound /t/ is found in approximately 36 percent of English words.

The sound /t/ is spelled 't' approximately 89 percent of the time.

The spelling alternatives 'tt' as in *sitting*, 'ed' as in *skipped*, and 'd' as in *baked* are taught later in this grade.

The spelling alternative 'bt' as in *doubt* is rare.

Students have now learned one way to spell three of the forty-four sounds in the English language.

LESSON

4

BASIC CODE

Introduce /d/ > ‘d’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii; TEKS K.2.A.ix**

Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘t,’ and ‘a.’ **TEKS K.2.B.i**

Students will orally provide a word with the initial /d/ sound to complete sentences provided. **TEKS K.2.A.ii**

Students will identify spoken words with the initial /d/ sound. **TEKS K.2.B.i**

Students will write the spelling ‘d’ to represent /d/ and read simple CVC words that include the spelling ‘d’ to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

Students will substitute individual sound/spellings in simple CVC words recognizing that new words are created when letters are changed, added, or deleted; Focus on /d/ > ‘d.’ **TEKS K.2.B.i; TEKS K.2.B.iii**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**
Activity Page 4.1	Spell the Sound **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.E**

TEKS K.2.A Demonstrate phonological awareness by: (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.ii** Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **TEKS K.2.B.ii** Demonstrate phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❏ Large Letter Cards for 'm,' 't,' 'a'
Introduce the Sound /d/ (Phonological Awareness)	Whole Group	10 min.	
Introduce the Spelling /d/ > 'd' (Phonics)	Whole Group	25 min.	❏ crayons ❏ Activity Page 4.1 ❏ Activity Page 4.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonics)	Whole Group	15 min.	❏ pocket chart ❏ teacher-made cards for 'a,' 'm' (2), 't' (2), 'd' (2)
Take-Home Material			
T-Chart Sort			❏ Activity Pages 4.2, 4.3

ADVANCE PREPARATION

Note to Teacher

By the end of this lesson, you can place the Sound Posters for /m/, /a/, /t/, and /d/ and the Sound Cards for 'm,' 'a,' 't,' and 'd' in the classroom where students can see them. Explain that the posters show sounds and spellings students have learned.

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.

Digital Component 4.1

- Create an enlarged version of Activity Page 4.1 (Digital Component 4.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Using index cards, create two 'd' cards to use with the pocket chart.
- Select cards for letters listed in the Lesson at a Glance and prepare the pocket chart as shown.

Universal Access

- Gather pictures to represent the words in the Oral Blending activity: *shoe, suit, sock, coat, cap, shirt, hat,* and *boot.*
- Gather pictures to represent the words in the Complete the Sentence activity: down, *diapers*, *dog*, *dark*, *doughnut*, *doctor*, *door*, *duck*, *dad*, and *day*.
- For students struggling with directionality, have green and red dots ready to use on the pocket chart.

Pocket Chart Setup

Lesson 4: Basic Code

Foundational Skills

60M

Primary Focus

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii; TEKS K.2.A.ix**

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' and 'a.' **TEKS K.2.B.i**

Students will orally provide a word with the initial /d/ sound to complete sentences provided. **TEKS K.2.A.ii**

Students will identify spoken words with the initial /d/ sound. **TEKS K.2.B.i**

Students will write the spelling 'd' to represent /d/ and read simple CVC words that include the spelling 'd' to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

Students will substitute individual sound/spellings in simple CVC words recognizing that new words are created when letters are changed, added, or deleted. Focus on /d/ > 'd.' **TEKS K.2.B.i; TEKS K.2.B.iii**

WARM-UP (10 MIN.)

Oral Blending

- Follow the procedure in Lesson 1 using the words in the box.
- Be sure to use blending motions and ask what the words have in common. *(They are all items of clothing.)* Model for students how to add a syllable to the word *coat* using the routine described in Appendix A.

1. (2) /sh/ /oo/ > shoe	5. (3) /k/ /a/ /p/ > cap
2. (3) /s/ /oo/ /t/ > suit	6. (3) /sh/ /er/ /t/ > shirt
3. (3)/s/ /o/ /k/ > sock	7. (3)/h/ /a/ /t/ > hat
4. (3) /k/ /oe/ /t/ > coat	8. (3) /b/ /oo/ /t/ > boot

- Guide students in adding a syllable using the routine in Appendix A for *shoe, cap, boot.*
- Ask students if they can name other one-syllable words that they could add to *shoe, cap, boot*.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Show pictures of the following words as they are blended: *shoe, suit, sock, coat, cap, shirt, hat, and boot*. **ELPS 3.J; ELPS 4.F**

TEKS K.2.A Demonstrate phonological awareness by: (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.ii** Demonstrate phonological awareness by recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **TEKS K.2.B.ii** Demonstrate phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap.

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

Sound/Spelling Review

- Use the Large Letter Cards listed in the Lesson at a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /D/ (10 MIN.)

Complete the Sentence

- Tell students the new sound is /d/.
- Have students say the /d/ sound several times.
- Ask students to repeat a number of words having the /d/ sound at the beginning: *dig, dog, dart, duck,* and *dull.*
- Ask students to repeat a number of words having the /d/ sound at the end: *mad, food, bed, need,* and *said.*
- Tell students you are going to say some incomplete sentences, each of which is missing its last word.
- Explain that the missing words begin with the /d/ sound.
- Read the first sentence and ask students for the answer.
- Complete the remaining sentences.

Large Letter Cards

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Show pictures of the possible answers before the sentences are read and go over the names of each picture.
ELPS 3.J; ELPS 4.F

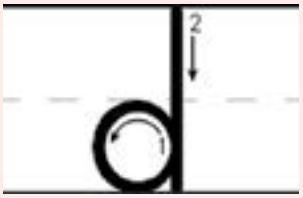
1. When I jump, first I go up and then I come _____. *(down)*
2. Babies wear _____. *(diapers)*
3. I have a pet that barks. It is a _____. *(dog)*
4. During the day, it is light. At night, it is _____. *(dark)*
5. A sweet, round breakfast food that has a hole in the middle is called a _____. *(doughnut)*
6. When I am sick, I go see a _____. *(doctor)*
7. To get into my house, I have to unlock and open the _____. *(door)*
8. An animal that quacks is called a _____. *(duck)*
9. Another word for *mother* is *mom*. Another word for *father* is _____. *(dad)*
10. We sleep at night, and we stay awake during the _____. *(day)*

INTRODUCE THE SPELLING /D/ › 'D' (25 MIN.)

Teacher Modeling

Note: Avoid using the letter name "dee" during this activity. Instead, refer to the sound /d/.

- Tell students you are going to show them how to draw a picture of the /d/ sound.
- Draw a large lowercase 'd' on the board/chart paper and describe what you are doing using the phrases provided. ("Start between . . . 1. circle to the left 2. long line down.") Then, say the sound /d/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /d/ sound when you finish.



Start between the dotted line and the bottom line.

1. circle to the left
2. long line down

Meet the Spelling Activity Page

Digital Component 4.1

Activity Page 4.1

- Distribute and display Activity Page 4.1. Tell students they will practice drawing pictures of the /d/ sound.
- Point to the letter 'd' at the top of the page, and ask students to say the sound, /d/.

- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start between . . . 1. circle to the left 2. long line down." As you finish each letter, say the sound, /d/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- Turn to the back of the activity page. Ask students to name the items shown, and write 'd' under the pictures of the items beginning with the /d/ sound.

Activity Page 4.1: Spell the Sound

Collect Activity Page 4.1 to review at a later time to evaluate student performance.

POCKET CHART CHAINING FOR READING (15 MIN.)

TEKS K.2.B.iii

- Move the 'd,' 'a,' and 'd' cards to the center of your pocket chart to spell *dad*.
- Point to each sound in the word and ask the class to say it.
- Have students join you in blending the sounds: /d/ . . . /a/ . . . /d/: *dad*, making sure that students use the blending motions from the Warm-Up.
- Replace the first 'd' card with the 'm' card and say to the class, "If that is *dad*, what is this?"
- Ask a student to read the word. (*mad*)
- Ask students what letter sound makes the new word different from the old word (e.g., in *dad* > *mad*, the 'd' represents /d/ and the 'm' represents /m/).

Pocket Chart Setup

Support

You might find it helpful to add a green start star and a red stop dot or an arrow to the pocket chart to help students remember to read from left to right.

TEKS K.2.B.iii Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added, or deleted such as it – pit – tip – tap.

- Complete the chaining.

1. dad > mad > mat > at > ad > dad > mad

End Lesson

Take-Home Material

T-CHART SORT

Activity Pages 4.2, 4.3

- Have students give Activity Pages 4.2 and 4.3 to a family member.

Lesson 4: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL BLENDING

Find My Word

- Make one copy of **Activity Page TR 4.1** for each student.
- Review the names of the depicted items with students (*cow*, *dog*, *duck*, *horse*, *bee*, *pig*, *cat*, *sheep*, and *bird*). Ask if students can identify the category for the page. *(animals)*
- Pronounce the names of the animals by saying the phonemes with a pause in between (e.g., "/d/ [pause] /o/ [pause] /g/").
- Have students echo you and point to the corresponding animal pictures.
- Encourage students to use the blending motions they have learned to help them blend the sounds.
- **Variation:** Students can use manipulatives to cover the pictures as they are identified.

MORE HELP WITH ISOLATING SOUNDS

Race to the Top

- Make one copy of the game board (ladder), **Activity Page TR 3.2**, for each pair of students, and provide each student with a different **game piece**.
- Make one copy of **Activity Page TR 4.2** for each student, and have each student cut their cards apart.
- Follow the procedure for Race to the Top in Lesson 3.

MORE HELP WITH LETTER-SOUND /D/

Code Knowledge

Before today's lesson: If students attempted to read one thousand words in a trade book, on average between six and eight of those words would be completely decodable.

After today's lesson: If students attempted to read one thousand words in a trade book, on average between six and ten of those words would be completely decodable.

The sound /d/ is the sixth-most common sound in English.

The sound /d/ is found in approximately 26 percent of English words.

The sound /d/ is spelled 'd' approximately 86 percent of the time.

The spelling alternatives 'dd' as in *rudder* and 'ed' as in *played* are taught later in this grade.

Students have now learned one way to spell four of the forty-four sounds in the English language.

LESSON

5

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' and 'a.' **TEKS K.2.B.i**

Students will read simple CVC words with previously taught sound spellings and will choose the word that correctly matches a picture.

TEKS K.2.B.i; TEKS K.2.B.ii

Students will spell CV and CVC words by substituting individual sound/spellings.

TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**
Activity Page 5.1	Spell the Sounds **TEKS K.2.C.i**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❑ Large Letter Cards 'm,' 't,' 'd,' 'a' ❑ Sound Posters: /m/, /a/, /t/, and /d/ ❑ Sound Cards: 1 (*mat*), 2 (*mad*), 3 (*tag*), 4 (*dad*)
Pocket Chart Chaining for Reading (Phonics)	Whole Group	15 min.	❑ pocket chart ❑ teacher-made cards for 'a', 'm' (2), 't' (2), 'd' (2)
Pocket Chart Chaining for Spelling (Phonics)	Whole Group	15 min.	
Review the Spellings (Phonics)	Whole Group	20 min.	❑ crayons ❑ Activity Page 5.1 ❑ Activity Page 5.1 (Digital Components)

ADVANCE PREPARATION

Note to Teacher

Reading and spelling are inverse processes. Reading involves turning the spellings of a word into sounds and blending them; spelling involves segmenting a word into its sounds and then representing those sounds with symbols or spellings. The two pocket chart exercises that are back to back in this lesson practice these processes.

Foundational Skills

Pocket Chart Setup

- Select Large Letter Cards for letters listed in the Lesson at a Glance.
- Prepare to display Sound Posters /m/, /a/, /t/, and /d/.
- Prepare to display Sound Cards 1 *(mat)*, 2 *(mad)*, 3 *(tag)*, 4 *(dad)*.

Digital Component 5.1

- Create an enlarged version of Activity Page 5.1 (Digital Component 5.1) to display for Review the Spellings, or use the digital version.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Gather pictures to represent the words in the Oral Blending activity: *ship, van, jet, car, cab, boat, bike,* and *bus.*

Start Lesson

Lesson 5: Basic Code

Foundational Skills

60M

Primary Focus

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' and 'a.' **TEKS K.2.B.i**

Students will read simple CVC words with previously taught sound spellings and will choose the word that correctly matches a picture.

TEKS K.2.B.i; TEKS K.2.B.ii

Students will spell CV and CVC words by substituting individual sound/spellings.

TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i

WARM-UP (10 MIN.)

Oral Blending

- Teach this Warm-Up as you did in previous lessons using the words listed below.
- Be sure to use blending motions and ask what the words have in common. *(They are all vehicles or forms of transportation.)*

1.	(3) /sh/ /i/ /p/ > ship	5.	(3) /k/ /a/ /b/ > cab
2.	(3) /v/ /a/ /n/ > van	6.	(3) /b/ /oe/ /t/ > boat
3.	(3) /j/ /e/ /t/ > jet	7.	(3) /b/ /ie/ /k/ > bike
4.	(2) /k/ /ar/ > car	8.	(3) /b/ /u/ /s/ > bus

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Show pictures of the following words as they are blended: *ship*, *van*, *jet*, *car*, *cab*, *boat*, *bike*, and *bus*.

ELPS 3.J; ELPS 4.F

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

Large Letter Cards

Sound/Spelling Review

- Use the Large Letter Cards listed in the Lesson at a Glance chart to review the sounds taught in this unit.
- Have students say the sounds, not the letter names.
- As you review each Large Letter Card and sound, introduce the corresponding Sound Poster. Show students the Sound Poster for /m/, explaining that as they learn new sounds and spellings this year in Kindergarten, new Sound Posters will be displayed throughout the room.
- At the top of the poster, point to the girl and the speech bubble that includes a picture of the sound /m/. Explain that the speech bubble shows the girl is saying a particular sound.
- Ask students to produce the associated sound /m/.
- Show students Sound Card 1 (*mat*), explaining this word is *mat*; point to the red 'm', explaining this is the sound picture for /m/. Ask students to repeat the word *mat*, calling attention to the initial sound /m/ represented by 'm.' Affix this card to the first box on the Sound Poster.
- Tell students that each time they learn a new way to spell or write a sound, you will add a card to the Sound Poster. Point to the empty box next to Sound Card 1 (*mat*) and explain this empty box means they will learn another way to spell the /m/ sound, in addition to the sound picture 'm' later this year.
- Introduce the Sound Posters and Sound Cards for /a/, /t/, and /d/ in a similar fashion. When introducing Sound Card 2 (*mad*), be sure to call attention to the fact that the /a/ sound is heard in the middle part of this word, where it is represented by the red 'a.'
- Encourage students to refer to the posters if they forget how a particular sound is written or which sound is associated with a particular sound picture. Demonstrate how the key word on the Sound Card can be a useful reminder.

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

POCKET CHAINING FOR READING (15 MIN.)

Note: The sound /a/ sounds a little different before /m/ (compare *at* and *am*). This is because /m/ is a nasal sound whereas /t/—and most other consonant sounds—are not. Some students may hesitate when blending words like *am* and *dam*.

- Move the 'd,' 'a,' and 'd' cards to the center of your pocket chart to spell *dad*.
- Point to each sound in the word and ask the class to say it.
- Have students join you in blending the sounds: /d/ . . . /a/ . . . /d/: *dad*, making sure that students use the blending motions from the Warm-Up.
- Replace the first 'd' card with the 't' card and say, "If that is *dad*, what is this?"
- Ask a student to read the word. *(*tad*)*
- Ask students what letter sound makes the new word different from the old word (e.g., in *dad* > *tad*, the 'd' represents /d/ and the 't' represents /t/).
- Complete the chaining.

1. dad > tad > mad > mat > at > ad > am

POCKET CHAINING FOR SPELLING (15 MIN.) TEKS K.2.C.i

Note: In this exercise you will use the pocket chart again, but this time you will use it to teach spelling. Instead of moving from sounds to spellings, students will be asked to move from sounds to spellings.

- Explain that you have been spelling words for students to read. Now you are going to read some words for them to spell.
- Explain that when we spell a word, we break the word up into sounds, then we write a spelling for each sound in the word.
- Explain that you want students to combine cards to make words.
- Say the word *ad* loudly and slowly, repeating it if necessary.
- Ask the class for the first sound in *ad*.
- Ask a student to come to the pocket chart and move the picture of /a/ to the middle of the pocket chart.
- Repeat until the word *ad* has been spelled in the middle of the pocket chart.

TEKS K.2.C.i Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

Pocket Chart Setup

Support

Remind students that in order to read a word, they need to look at the pictures of the sounds from left to right, remember which sounds the pictures stand for, and blend the sounds together to make the word.

Support

As you segment the words in preparation for spelling them, use the segmenting gestures outlined in the Warm-Up, or the finger-tapping gestures explained in the Unit 2 appendix.

- Model read the word to demonstrate a strategy to check for spelling accuracy.
- Say, "If that is *ad*, who can show me *at*?" Call students' attention to the fact that the ending sound is changed.
- Ask a student to come to the pocket chart and replace the picture of /d/ with the picture of /t/.
- Ask students what letter sound makes the new word different from the old word (e.g., in *ad* > *at*, the 'd' represents /d/ and the 't' represents /t/).
- Complete the chaining.

1. ad > at > mat > mad > tad > dad > am

REVIEW THE SPELLINGS (20 MIN.)

Connect It/Handwriting Practice

Digital Component 5.1

Activity Page 5.1

- Distribute and display Activity Page 5.1.
- Ask students to read the first word.
- Ask which of the pictures matches the word *mad*.
- Have students draw a line from the word *mad* to the matching picture, following your example.
- Complete the remaining items.
- Turn to the back of the activity page. Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.

Activity Page 5.1: Spell the Sounds

Collect Activity Page 5.1 to review at a later time to evaluate student performance.

Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL BLENDING

Find My Word

- Make one copy of **Activity Page TR 5.1** for each student.
- Review the names of the depicted items with students (*head*, *nose*, *mouth*, *ear*, *chin*, *knee*, *foot*, *leg*, and *thumb*). Ask if students can identify the category for the page (parts of the body).
- Follow the procedure for Find My Word in Lesson 4.

MORE HELP IDENTIFYING THE POSITION OF SOUNDS IN WORDS

Sound Boxes

- Make one copy of the sound boxes, **Activity Page TR 5.2**, for each student, and provide students with **small cubes, buttons, or other manipulatives**.
- Tell students you will say a sound and a word, and they should listen to hear where the sound is located in the word: at the beginning, in the middle, or at the end.
- Have students touch the first box and say, "beginning," the second box and say, "middle," and the third box and say, "end." Explain that based on where the sound is located in the sentence, students should place their manipulatives in the corresponding box.
- Say, "*/a/*, bat. Where do you hear the sound */a/* in the word *bat*?" *(Students should place their manipulatives in the second box and say "middle" aloud.)*
- Call out the following target sounds and words in the box and ask students to place their manipulatives in the corresponding box.

1. */a/* Dad *(middle)*
2. /t/ pet *(end)*
3. */m/* man *(beginning)*
4. /d/ glad *(end)*
5. */a/* add *(beginning)*
6. /m/ frame *(end)*
7. /t/ tall *(beginning)*
8. */a/* plan *(middle)*
9. /d/ sand *(end)*
10. /d/ drum *(beginning)*

LESSON

6

BASIC CODE

Introduce /o/ › ‘o’

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**
- Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘t,’ ‘d,’ and ‘a.’ **TEKS K.2.B.i**
- Students will listen to spoken words with the /o/ sound and identify whether the sound is heard in the initial or final position. **TEKS K.2.A.x**
- Students will write the spelling ‘o’ to represent /o/ and read and write simple CVC words that include the spelling ‘o’ to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**
- Students will substitute individual sound/spellings in simple CVC words to make and read new words. Focus on /o/ > ‘o’. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**
Activity Page 6.1	Spell the Sound **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❏ Large Letter Cards for 'm,' 't,' 'a,' 'd'
Introduce the Sound /o/ (Phonological Awareness)	Whole Group	10 min.	❏ one handheld mirror per student
Introduce the Spelling /o/ > 'o' (Phonics)	Whole Group	20 min.	❏ crayons ❏ Activity Page 6.1 ❏ Activity Page 6.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonics)	Whole Group	20 min.	❏ pocket chart ❏ teacher-made cards for 'a,' 'o,' 'm' (2),'t' (2), 'd' (2)
Take-Home Material			
Word Reading Practice			❏ Activity Page 6.2

ADVANCE PREPARATION

Note to Teacher

After asking students to chain some real words in the Pocket Chart Chaining for Reading activity, you will ask them to chain some silly words. Why read nonsense words? First, this is a pure test of decoding ability, since students cannot recognize the word as a whole. Second, studies have shown that the ability to read nonsense words is among the most accurate indicators of reading proficiency. Third, most students think it's fun to read "silly" words.

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.
- Prepare to provide a handheld mirror for each student.

Digital Component 6.1

- Create an enlarged version of Activity Page 6.1 (Digital Component 6.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Using index cards, create one 'o' card to use with the pocket chart.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Gather pictures to represent the words in the Oral Blending activity: *two, eight, five, nine, four, one, three, and ten.*

Pocket Chart Setup

Lesson 6: Basic Code

Foundational Skills

60M

Primary Focus

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' and 'a.' **TEKS K.2.B.i**

Students will listen to spoken words with the /o/ sound and identify whether the sound is heard in the initial or final position. **TEKS K.2.A.x**

Students will write the spelling 'o' to represent /o/ and read and write simple CVC words that include the spelling 'o' to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /o/ > 'o.' **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

WARM-UP (10 MIN.)

Oral Blending

- Follow the procedure in Lesson 1 using the words in the box.
- Be sure to use blending motions and ask what the words have in common. *(They are numbers.)*

1. (2) /t/ /oo/ > two	5. (2) /f/ /or/ > four
2. (2) /ae/ /t/ > eight	6. (3) /w/ /u/ /n/ > one
3. (3) /f/ /ie/ /v/ > five	7. (3) /th/ /r/ /ee/ > three
4. (3) /n/ /ie/ /n/ > nine	8. (3) /t/ /e/ /n/ > ten

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words;
TEKS K.2.B.i Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent;
TEKS K.2.A.x Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes;

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Show pictures of the following words as they are blended: *two*, *eight*, *five*, *nine*, *four*, *one*, *three*, and *ten*.
ELPS 3.J; ELPS 4.F

Large Letter Cards

Sound/Spelling Review

- Use the Large Letter Cards listed in the Lesson at a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /O/ (10 MIN.)

Mirror, Mirror

- Tell students the new sound is */o/*.
- Have students say the */o/* sound several times, stretching it out.
- Ask students to repeat a number of words with the */o/* sound at the beginning: *odd*, *on*, *off*, *otter*, and *ox*.
- Ask students to repeat a number of words with the */o/* sound in the middle: *hop*, *dock*, *dot*, *nod*, and *mom*.
- Distribute a handheld mirror to each student.
- Tell students to use the mirrors to watch the shape of their mouths as they say the sound */o/*, speaking slowly in order to make the sound longer.
- Ask students if their mouths are open or closed when they make this sound. *(open)*
- Say the sound */a/*; ask students if their mouths are open or closed when they say this sound. *(open)*
- Explain that sounds made with a wide-open mouth are called vowel sounds. */o/* and */a/* are both vowel sounds.
- Have students compare these two vowel sounds by alternating between them: */a/ . . . /o/ . . . /a/ . . . /o/*.
- Ask students which sound is made with the wider mouth opening. *(/o/)*

TEKS K.2.B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

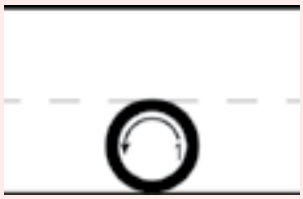
- Ask students what their mouths are doing as they move from /a/ to /o/. *(The jaw drops lower to make the /o/ sound.)*
- Explain that vowel sounds can be stretched out when you sing them.
- Tell students you are going to sing a song without some of the sounds in each word and you want them to guess the name of the song.
- Sing "Happy Birthday" with only the vowel sounds and ask students to identify the song: "/a/, /ee/, /er/, /ae/, /oo/, /oo/, /a/, /ee/, /er/, /ae/, /oo/, /oo/."
- Say several students' names with the vowel sounds stretched out. For example, the name *Sally* can be said: "S-aaaa-ll-eeeee!"
- Tell students every word has at least one vowel sound. Some words have more than one vowel sound, but all words have at least one vowel sound.
- Ask students to recall some of the facts they have learned about vowel sounds:
  - Vowel sounds are made with the mouth open.
  - Vowel sounds are the parts of words you stretch out when you sing.
  - Vowel sounds are the sounds which may be stretched out when saying a name or word.
  - Every word has a vowel sound.

INTRODUCE THE SPELLING /O/ › 'O' (20 MIN.)

Teacher Modeling

Note: Avoid using the letter name "oh" during this activity. Instead, refer to the sound /o/.

- Tell students you are going to show them how to draw a picture of the /o/ sound.
- Draw a large lowercase 'o' on the board/chart paper and describe what you are doing using the phrases provided. ("Start between . . . 1. circle to the left.") Then, say the sound /o/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /o/ sound when you finish.



Start between the dotted line and the bottom line.

1. circle to the left

Meet the Spelling Activity Page

Digital Component 6.1

- Distribute and display Activity Page 6.1. Tell students they will practice drawing pictures of the /o/ sound.
- Point to the letter 'o' at the top of the page, and ask students to say the sound, /o/.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start between . . . 1. circle to the left." As you finish each letter, say the sound, /o/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- Turn to the back of the activity page. Ask students to name the items shown, and write 'o' under the pictures of the items beginning with the /o/ sound.

Activity Page 6.1

Pocket Chart Setup

Support

Remind students that in order to read a word, they need to look at the pictures of the sounds from left to right, remember which sounds the pictures stand for, and blend the sounds together to make the word.

Activity Page 6.1: Spell the Sound

Collect Activity Page 6.1 to review at a later time to evaluate student performance.

POCKET CHART CHAINING FOR READING (20 MIN.)

- Move the 'm,' 'o,' and 'm' cards to the center of your pocket chart to spell *mom*.
- Point to each sound in the word and ask the class to say it.
- Have students join you in blending the sounds: */m/ . . . /o/ . . . /m/; mom* making sure that students use the blending motions from the Warm-Up.
- Ask a student to read the word.
- Replace the first 'm' card with the 't' card and say, "If that is *mom*, what is this?"
- Ask a student to read the word. *(tom)*
- Ask students what letter sound makes the new word different from the old word (e.g., in *mom* > *tom*, the 'm' represents /m/ and the 't' represents /t/).

- Complete the chaining.

1. mom > tom > tot > dot
2. dod > dom > om > ot > mot

End Lesson

Take-Home Material

WORD READING PRACTICE

- Have students give Activity Page 6.2 to a family member.

Activity Page 6.2

Lesson 6: Foundational Skills Remediation

Additional Support

MORE HELP WITH BEGINNING AND ENDING SOUNDS

Race to the Top

- Make one copy of the game board (ladder), **Activity Page TR 3.2**, for each pair of students, and provide each student with a different **game piece**.
- Make one copy of **Activity Page TR 6.1** for each student. Have students cut out the letter cards for ''m,' 'a,' 'o,' 'd,' and 't.'
- Have students shuffle the cards, place them facedown in one pile between them, and place their game pieces on the first rung of the ladder.
- Have students take turns turning the cards over and saying a word that begins or ends with the letter drawn.
- If a student answers correctly, they move up a rung on the ladder. If a student answers incorrectly they fall down a rung. The first student who gets to the top wins.

MORE HELP RECOGNIZING SOUNDS IN MEDIAL POSITIONS

Stand or Clap

- Tell students you will say some words with the /a/ or /o/ in the middle position.
- Ask students to listen carefully and clap once if the word contains an /a/ and stand if the word contains an /o/.
- Tell students you will say a practice word and say *top*. Tell students they should stand.
- Continue with the words in the box.

1. bad	4. cap	7. plop
2. mop	5. pal	8. flag
3. drop	6. spot	9. shock

MORE HELP WITH LETTER-SOUND /O/

Code Knowledge

Before today's lesson: If students attempted to read one thousand words in a trade book, on average between six and ten of those words would be completely decodable.

After today's lesson: If students attempted to read one thousand words in a trade book, on average between six and eleven of those words would be completely decodable.

The sound /o/ is the twentieth-most common sound in English.

The sound /o/ is found in approximately 13 percent of English words.

The sound /o/ is spelled 'o' approximately 76 percent of the time.

The spelling alternative 'a' as in *father* and *watch* is taught in a later grade.

'o' is a tricky spelling; it can be pronounced /o/ as in *hot*, /oe/ as in *noble*, or /u/ as in *mother*. In Kindergarten materials, however, 'o' is always sounded /o/.

Students have now learned one way to spell five of the forty-four sounds in the English language.

LESSON

7

BASIC CODE

Introduce /k/ > ‘c’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘t,’ ‘d,’ ‘a,’ and ‘o.’ **TEKS K.2.B.i**

Students will orally provide a word with the initial /k/ sound, when provided with simple riddles. **TEKS K.2.A.x**

Students will write the spelling ‘c’ to represent /k/ and read simple CVC words that include the spelling ‘c’ to match a picture.
TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /k/ > ‘c.’ **TEKS K.2.B.i; TEKS K.2.B.iii; K.2.C.i**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**
Activity Page 7.1	Spell the Sound **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❏ Large Letter Cards for 'm,' 't,' 'd,' 'a,' 'o' ❏ Sound Poster for */o/* ❏ Sound Card 5 *(mom)*
Introduce the Sound /k/ (Phonological Awareness)	Whole Group	20 min.	❏ one small mirror per student
Introduce the Spelling /k/ > 'c' (Phonics)	Whole Group	20 min.	❏ crayons ❏ Activity Page 7.1 ❏ Activity Page 7.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonics)	Whole Group	10 min.	❏ pocket chart ❏ teacher-made cards for 'a,' 'o,' 'm' (2), 't' (2),'d' (2), 'c'
Take-Home Material			
T-Chart Sort			❏ Activity Pages 7.2, 7.3

ADVANCE PREPARATION

Note to Teacher

After asking students to chain some real words in the Pocket Chart Chaining for Reading activity, you will ask them to chain some silly words. Why read nonsense words? First, this is a pure test of decoding ability, since students cannot recognize the word as a whole. Second, studies have shown that the ability to read nonsense words is among the most accurate indicators of reading proficiency. Third, most students think it's fun to read "silly" words.

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.
- Prepare to display Sound Poster */o/*.
- Prepare to display Sound Card 5 (*mom*).
- Prepare to provide a handheld mirror for each student.

Digital Component 7.1

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Using index cards, create one 'o' card to use with the pocket chart.
- Select cards for letters listed in the materials section of the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Gather pictures to represent the words in the I'm Thinking of Something activity: *car*, *cat*, *corn*, *cake*, *coat*, and *cold*.

Pocket Chart Setup

Lesson 7: Basic Code

Foundational Skills

60M

Primary Focus

- Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'a,' and 'o.' **TEKS K.2.B.i**
- Students will orally provide a word with the initial /k/ sound, when provided with simple riddles. **TEKS K.2.A.x**
- Students will write the spelling 'c' to represent /k/ and read simple CVC words that include the spelling 'c' to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**
- Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /k/ > 'c.' **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

WARM-UP (10 MIN.)

Oral Blending

- Follow the procedure in Lesson 1 using the words in the box.
- Be sure to use blending motions and ask what the words have in common. *(They are all names for girls.)*

1. (2) /a/ /n/ > Ann	6. (3) /j/ /ae/ /n/ > Jane
2. (3) /l/ /i/ /z/ > Liz	7. (3) /j/ /oe/ /n/ > Joan
3. (3) /m/ /e/ /g/ > Meg	8. (3) /k/ /ae/ /t/ > Kate
4. (3) /j/ /e/ /n/ > Jen	9. (3) /j/ /e/ /s/ > Jess
5. (3) /p/ /a/ /m/ > Pam	10. (3) /b/ /e/ /th/ > Beth

Support

For students who need extra support in blending, have these students work on blending words with two phonemes.

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters, using appropriate directionality; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

Sound/Spelling Review

- Use the Large Letter Cards listed in the Lesson at a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.
- Introduce the Sound Poster for /o/ and Sound Card 5 *(mom)* as described in Lesson 5.

Large Letter Cards

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /K/ (20 MIN.)

I'm Thinking of Something

- Tell students the new sound is /k/.
- Have students say the /k/ sound several times.
- Ask students to repeat a number of words having the /k/ sound at the beginning: *cat*, *kite*, *kit*, *cold*, and *car*.
- Ask students to repeat a number of words having the /k/ sound at the end: *back*, *kick*, *bake*, *poke*, and *snake*.
- Tell students you are thinking of something beginning with the /k/ sound. You want them to guess what it is, but first you will give them a hint.
- Read the first hint and have students guess the answer.

Challenge

For students who can readily identify words beginning with /k/, ask them to make up their own riddles with /k/ as the answer.

- Complete the riddles.

Car
1. I'm thinking of something with four wheels. A grown-up has to drive this.

Cat
2. I'm thinking of a small animal with four legs, whiskers, and a tail. This animal says, "Meow!"

Corn
3. I'm thinking of a yellow vegetable. Sometimes you eat this on the cob.

Cake
4. I'm thinking of a dessert. On birthdays, there are often candles on this.

Coat
5. I'm thinking of something you wear outside when it gets cold. You wear this over your other clothes. It keeps you warm!

Cold
6. I'm thinking of the opposite of hot. I'm thinking of the temperature of snow and ice.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Show pictures of the possible answers before the riddles are read and go over the names of each picture.

ELPS 3.J; ELPS 4.F

Consonant Sounds

- Distribute a small mirror to each student. Remind students of the vowel sounds they have learned (/a/ and /o/) and recall what they have learned about them:
  - Vowel sounds are made with the mouth open.
  - Vowel sounds are the parts of words you stretch out when you sing.
  - Vowel sounds are the sounds you may stretch out when saying a name or word.
  - Every word has at least one vowel sound.
- Tell students today they are going to learn about a different kind of sound—consonant sounds.
- Have students say the sounds /m/, /t/, /d/, and /k/. Explain that these are all consonant sounds.

Note: The word *consonant* means "sounded with." Many consonant sounds need to be sounded with vowels to be heard distinctly.

- Explain that when we make consonant sounds, parts of our mouths touch together and the flow of air coming out of our mouths slows down or stops altogether, even if it is only for a split second.
  - For /m/, the lips are pressed together and the mouth is completely closed. Have students say /m/, and ask if they can feel their lips touching together.
  - For /d/ and /t/, the tongue touches the top of the mouth, just behind the teeth. Have students say /t/ and /d/, ask if they can feel their tongues tapping behind their teeth.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Make sure to focus on the consonant sounds that are nontransferable to students in their primary language. These sounds may be harder for students to hear and form.

ELPS 2.C

- For /k/, the back of the tongue touches the roof of the mouth. Have students say /k/, ask if they can feel their tongue tapping behind their teeth as they did when saying /d/ and /t/.

- Explain that some consonant sounds—like /m/—can be stretched out like vowels, but others cannot be stretched. Have students try to stretch /t/, /d/, and /k/.

- Sing "Happy Birthday" again, this time sounding only the consonants: " /h/ . . . /p/ . . . /b/ . . . /th/ . . . /d/ . . . /t/ . . . /y/ . . . /h/. . . /p/ . . . /b/ . . . /th/ . . . /d/ . . . /t/ . . . /y/."

Note: The point of this exercise is to show how hard it is to pronounce consonant sounds in isolation.

- Explain that many consonant sounds are very hard to hear when they are sounded alone because many of them are so quick and short. They are easier to hear when they are sounded with vowel sounds. Remind students every word must have a vowel sound but there are words that do not have a consonant sound (e.g., *a* and *I*). Most words have both vowel and consonant sounds.

INTRODUCE THE SPELLING /K/ › 'C' (20 MIN.)

Teacher Modeling

Note: Avoid using the letter name "see" during this activity. Instead, refer to the sound /k/.

- Tell students you are going to show them how to draw a picture of the /k/ sound.

- Draw a large lowercase 'c' on the board/chart paper and describe what you are doing using the phrases provided. ("Start just below . . . 1. most of a circle to the left.") Then, say the sound /k/.

- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.

- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /k/ sound when you finish.

Start just below the dotted line.

1. most of a circle to the left

Meet the Spelling Activity Page

Digital Component 7.1

- Distribute and display Activity Page 7.1. Tell students they will practice drawing pictures of the /k/ sound.
- Point to the 'c' at the top of the page, and ask students to say the sound, /k/.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start just below . . . 1. draw most of a circle to the left." As you finish each letter, say the sound, /k/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- Turn to the back of the activity page. Ask students to name the items shown, and write 'c' under the pictures of the items beginning with the /k/ sound.

Activity Page 7.1

Activity Page 7.1: Spell the Sound

Collect Activity Page 7.1 to review at a later time to evaluate student performance.

Pocket Chart Setup

POCKET CHART CHAINING FOR READING (10 MIN.)

- Move the 'a' and 't' cards to the center of your pocket chart to spell *at*.
- Point to each sound in the word and ask the class to say it.
- Have students join you in blending the sounds: /a/ . . . /t/: *at*, making sure that students use the blending motions from the Warm-Up.
- Add the 'm' card to the beginning of at and say, "If that is *at*, what is this?"
- Ask a student to read the word. (*mat*)
- Ask students what letter sound makes the new word different from the old word (e.g., in at > mat, the 'a' represents /a/ and the 'm' represents /m/).
- Complete the chaining.

Support

Remind students that in order to read a word, they need to look at the pictures of the sounds from left to right, remember which sounds the pictures stand for, and blend the sounds together to make the word.

1. at > mat > cat > cot > dot > tot
2. cod > cot > cat > mat > mad > dad

End Lesson

Take-Home Material

T-CHART SORT

- Have students give Activity Pages 7.2 and 7.3 to a family member.

Activity Pages 7.2, 7.3

Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP WITH CONSONANT SOUNDS

Show Me the Sound

- Make one copy of **Activity Page TR 7.1** for each student. Have students cut out the letter cards for 'm','d', 't', and 'c'.
- Tell students you will say a list of words and they should listen to the beginning sound of each word and hold up the picture of that sound for you to see.
- Say the word *cat*. Tell students they should hold up the 'c.'
- Continue with the words in the box.

1. mask
2. carrot
3. camera
4. tomorrow
5. daughter
6. mountain
7. dandy
8. traffic
9. carpool
10. music

MORE HELP WITH WRITING

Letters in the Sand

- Provide each student with a **shallow tray of sand**.
- Write the letters 'm,' 'a,' 'o,' 'd,' 't,' and 'c' on the board/chart paper one at a time, modeling for students.
- Have students practice writing the letters with a finger in their trays of sand.
- Write the words in the box, one at a time, asking students to write the words in the sand.

1. cat
2. mat
3. tad
4. dot
5. cot
6. mad

MORE HELP WITH LETTER-SOUND /K/

Code Knowledge

Before today's lesson: If students attempted to read one thousand words in a trade book, on average between six and ten of those words would be completely decodable.

After today's lesson: If students attempted to read one thousand words in a trade book, on average between six and eleven of those words would be completely decodable.

The sound /o/ is the twentieth-most common sound in English.

The sound /o/ is found in approximately 13 percent of English words.

The sound /o/ is spelled 'o' approximately 76 percent of the time.

The spelling alternative 'a' as in father and *watch* is taught in a later grade.

'o' is a tricky spelling; it can be pronounced /o/ as in *hot*, /oe/ as in *noble*, or /u/ as in *mother*. In Kindergarten materials, however, 'o' is always sounded /o/.

Students have now learned one way to spell five of the forty-four sounds in the English language.

LESSON

8

BASIC CODE

Introduce /g/ › ‘g’

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘t,’ ‘d,’ ‘c,’ ‘a,’ and ‘o.’ **TEKS K.2.B.i**

Students will orally provide a word with the initial /g/ sound, when provided with simple riddles. **TEKS K.2.A.x**

Students will distinguish between spoken minimal pair words with initial /k/ and /g/ sounds by indicating which word includes the /g/ sound.
TEKS K.2.A.x

Students will write the spelling ‘g’ to represent /g/ and read simple CVC words that include the spelling ‘g’ to match a picture.
TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /g/ > ‘g.’ **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**
Activity Page 8.1	Spell the Sound **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❏ Large Letter Cards for 'm,' 't,' 'd,' 'c,' 'a,' 'o' ❏ Sound Poster for /k/ ❏ Sound Card 6 *(cat)*
Introduce the Sound /g/ (Phonological Awareness)	Whole Group	20 min.	
Introduce the Spelling /g/ > 'g' (Phonics)	Whole Group	20 min.	❏ crayons ❏ Activity Page 8.1 ❏ Activity Page 8.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonics)	Whole Group	10 min.	❏ pocket chart ❏ teacher-made cards for 'a,' 'o,' 'm' (2), 't' (2), 'd' (2), 'c', 'g' (2)

ADVANCE PREPARATION

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.
- Prepare to display Sound Poster /k/.
- Prepare to display Sound Card 6 (*cat*).

Digital Component 8.1

- Create an enlarged version of Activity Page 8.1 (Digital Component 8.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Using index cards, create two 'g' cards to use with the pocket chart.
- Select cards for letters listed in the materials section of the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Gather pictures to represent the words in the I'm Thinking of Something activity: *grandma, glass, green, gum, grass, good, glue,* and *goose*.

Pocket Chart Setup

Lesson 8: Basic Code

Foundational Skills

60M

Primary Focus

- Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'a,' and 'o.' **TEKS K.2.B.i**
- Students will orally provide a word with the initial /g/ sound, when provided with simple riddles. **TEKS K.2.A.x**
- Students will distinguish between spoken minimal pair words with initial /k/ and /g/ sounds by indicating which word includes the /g/ sound. **TEKS K.2.A.x**
- Students will write the spelling 'g' to represent /g/ and read simple CVC words that include the spelling 'g' to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**
- Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /g/ > 'g.' **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

WARM-UP (10 MIN.)

Oral Blending

- Follow the procedure in Lesson 1 using the words in the box.
- Be sure to use blending motions and ask what the words have in common. *(They are all names for boys.)*

1. (3) /m/ /ie/ /k/ > Mike	6. (3) /b/ /i/ /l/ > Bill
2. (4) /a/ /d/ /a/ /n/ >Adan	7. (3) /d/ /a/ /n/ > Dan
3. (3) /l/ /e/ /o/ >Leo	8. (4) /p/ /a/ /c/ /o/ >Paco
4. (3) /p/ /a/ /x/ >Pax	9. (3) /d/ /ae/ /v/ > Dave
5. (3) /t/ /i/ /m/ > Tim	10. /e/ /l/ /i/ >Eli

Support

Have students who need extra support in blending work on blending words with two phonemes.

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

Sound/Spelling Review

- Use the Large Letter Cards listed in the Lesson at a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.
- Introduce the Sound Poster for /k/ and Sound Card 6 (*cat*) as described in Lesson 5.

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /G/ (20 MIN.)

I'm Thinking of Something

- Tell students the new sound is /g/.
- Have students say the /g/ sound several times.
- Ask students to repeat a number of words having the /g/ sound at the beginning: *go*, *give*, *get*, *goat*, and *girl*.
- Ask students to repeat a number of words having the /g/ sound at the end: *big*, *hug*, *rag*, *leg*, and *log*.
- Tell students you are thinking of something beginning with the /g/ sound. You want them to guess what it is, but first you will give them a hint.
- Read the first hint and ask students for the answer.

Large Letter Cards

Challenge

For students who can readily identify words beginning with /g/, ask them to make up their own riddles with /g/ as the answer.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Show pictures of the possible answers before the riddles are read and go over the names of each picture.

ELPS 3.J; ELPS 4.F

- Complete the remaining riddles.

Grandma
1. I'm thinking of someone in your family who is your mom's mom or your dad's mom.

Glass
2. I'm thinking of the material windows are made of. This is very hard and smooth, and it is usually clear. Don't break it!

Green
3. I'm thinking of a color. Grass, leaves, and some apples are this color.

Gum
4. I'm thinking of something you can chew but you're not supposed to swallow. You can use it to blow bubbles!

Grass
5. I'm thinking of a kind of plant growing in many yards. You have to mow it.

Good
6. I'm thinking of the opposite of bad.

Glue
7. I'm thinking of a kind of white, sticky substance you use to hold things together. It's really sticky, and when it dries, it becomes hard.

Goose
8. I'm thinking of a bird similar to a duck. It has a long neck and big webbed feet.
It says "HONK!"

Minimal Pairs

- Explain that it can be difficult to tell the difference between the /g/ sound and the /k/ sound.
- Tell students you are going to say two words. The words will be very similar, but one word will begin with the /g/ sound and the other word will begin with the /k/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word begins with the /g/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

After saying each word pair, say the words again but isolate the initial sound from the word "cap—gap" pause then say "c . . . ap—g . . . ap"

ELPS 2.C

1. cap—gap
2. gold—cold
3. could—good
4. cave—gave
5. grab—crab
6. gauge—cage
7. come—gum
8. coal—goal
9. goat—coat
10. clad—glad

Check for Understanding

After you say each word, have the students repeat the word after you, making sure that they are hearing the same word you are saying.

INTRODUCE THE SPELLING /G/ › 'G' (20 MIN.)

Teacher Modeling

Note: In Kindergarten, students learn the following style for lowercase 'g': g. This style is generally used in handwriting and early reading materials. The uppercase 'G' will be introduced later.

Note: Avoid using the letter name "jee" during this activity. Instead, refer to the sound /g/.

- Tell students you are going to show them how to draw a picture of the /g/ sound.
- Draw a large lowercase 'g' on the board/chart paper and describe what you are doing using the phrases provided. ("Start between . . . 1. circle . . . 2. fish hook . . .") Then, say the sound /g/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /g/ sound when you finish.

Start between the dotted line and the bottom line.

1. circle to the left

2. fish hook ending below bottom line

Meet the Spelling Activity Page

Digital Component 8.1

- Distribute and display Activity Page 8.1. Tell students they will practice drawing pictures of the /g/ sound.
- Point to the letter 'g' at the top of the page, and ask students to say the sound, /g/.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, then trace the gray dotted letters in the first row, following your example.

- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start between . . . 1. circle . . . 2. fish hook . . ." As you finish each letter, say the sound, /g/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- Turn to the back of the activity page. Ask students to name the items shown, and write 'g' under the pictures of the items beginning with the /g/ sound.

Activity Page 8.1

Activity Page 8.1: Spell the Sound

Collect Activity Page 8.1 to review at a later time to evaluate student performance.

POCKET CHART CHAINING FOR READING (10 MIN.)

Pocket Chart Setup

- Move the 't,' 'a,' and 'g' cards to the center of your pocket chart to spell *tag*.
- Point to each sound in the word and ask the class to say it.
- Have students join you in blending the sounds: /t/ . . . /a/ . . . /g/: *tag*, making sure that students use the blending motions from the Warm-Up.
- Replace the 'g' card with the 'd' card and say, "If that is *tag*, what is this?"
- Ask a student to read the word. (*tad*)
- Ask students what letter sound makes the new word different from the old word (e.g., in tag > tad, the 'g' represents /g/ and the 'd' represents /d/).
- Complete the chaining.

1. tag > tad > dad > mad > mat
2. cot > got > tot > dot > dog

Support

Remind students that in order to read a word, they need to look at the pictures of the sounds from left to right, remember which sounds the pictures stand for, and blend the sounds together to make the word.

Lesson 8: Foundational Skills Remediation

Additional Support

MORE HELP WITH CONSONANT SOUNDS

"Wee Willie Winkie"

- Tell students you will recite a poem, and then recite "Wee Willie Winkie."
- Change the alliteration from /w/ to /m/ and recite the poem again (e.g., Mee Millie Minkie).
- Ask students to tell you what consonant sound they heard.
- Repeat with each of the following consonant sounds: /d/, /t/, and /c/.

"Wee Willie Winkie"

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Rapping at the window, crying through the lock:
Are all the children in their beds? It's past eight o'clock!

Race to the Top

- Make one copy of the game board (ladder), **Activity Page TR 3.2**, for each pair of students, and provide each student with a different **game piece**.
- Make one copy of **Activity Page TR 8.1** for each student. Have students cut out the letter cards for 'm,' 'a,' 'o,' 'd,' 't,' and 'c.'
- Follow the procedure for Race to the Top in Lesson 6.

MORE HELP WITH LETTER-SOUND /G/

Code Knowledge

Before today's lesson: If students attempted to read one thousand words in a trade book, on average between six and twelve of those words would be completely decodable.

After today's lesson: If students attempted to read one thousand words in a trade book, on average between seven and sixteen of those words would be completely decodable.

The sound /g/ is the thirty-first-most common sound in English.

The sound /g/ is found in approximately 7 percent of English words.

The sound /g/ is spelled 'g' approximately 87 percent of the time.

The spelling alternative 'gg' as in *egg* is taught later in this grade.

The spelling alternatives 'gu' as in *guess*, 'gh' as in *ghost*, and 'gue' as in *dialogue* are rare.

'g' is a tricky spelling; it can stand for /g/ (sometimes called "hard" 'g') or /j/ (sometimes called "soft" 'g'). In Kindergarten materials, however, 'g' is always sounded /g/.

Students have now learned one way to spell seven of the forty-four sounds in the English language.

LESSON

9

BASIC CODE

Introduce /i/ > ‘i’

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**
- Students will provide the corresponding sound when presented with the following lowercase letters: ‘m,’ ‘t,’ ‘d,’ ‘c,’ ‘g,’ ‘a,’ and ‘o.’ **TEKS K.2.B.i**
- Students will distinguish between spoken minimal pair words with initial or medial /i/ and /a/ sounds by indicating which word includes the /i/ sound. **TEKS K.2.A.x**
- Students will write the spelling ‘i’ to represent the /i/ sound and read and write simple CVC words that include the spelling ‘i’ to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**
- Students will substitute individual sound/spellings in simple CVC words to make and read new words. Focus on /i/ > ‘i,’ **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**
Activity Page 9.1	Spell the Sound **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	❏ Large Letter Cards for 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o' ❏ Sound Poster for /g/ ❏ Sound Card 7 (*dog*)
Introduce the Sound /i/ (Phonological Awareness)	Whole Group	15 min.	
Introduce the Spelling /i/ > 'i' (Phonics)	Whole Group	25 min.	❏ crayons ❏ Activity Page 9.1 ❏ Activity Page 9.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonics)	Whole Group	15 min.	❏ pocket chart ❏ teacher-made cards for 'i,' 'a,' 'o', 'm' (2), 't' (2), 'd' (2), 'c,' 'g' (2)
Take-Home Material			
Spelling Activity Page			❏ Activity Page 9.2

ADVANCE PREPARATION

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.
- Prepare to display Sound Poster /g/.
- Prepare to display Sound Card 7 (*dog*).

Digital Component 9.1

- Create an enlarged version of Activity Page 9.1 (Digital Component 9.1) to display for Meet the Spelling Activity Page, or use the digital version.
- Using index cards, create one 'i' card to use with the pocket chart.
- Select cards for letters listed in the materials section of the Lesson at a Glance and prepare pocket chart as shown.

Pocket Chart Setup

Lesson 9: Basic Code

Foundational Skills

60M

Primary Focus

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' and 'o.' **TEKS K.2.B.i**

Students will distinguish between spoken minimal pair words with initial or medial /i/ and /a/ sounds by indicating which word includes the /i/ sound. **TEKS K.2.A.x**

Students will write the spelling 'i' to represent the /i/ sound and read and write simple CVC words that include the spelling 'i' to match a picture. **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

Students will substitute individual sound/spellings in simple CVC words to make and read new words; focus on /i/ > 'i,' **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

WARM-UP (5 MIN.)

Oral Blending

- Follow the procedure in Lesson 1 using the words in the box.
- Be sure to use blending motions and ask what the words have in common. *(They are all tools we use when eating and drinking.)*

1. (3) /m/ /u/ /g/ > mug	5. (3) /p/ /a/ /n/ > pan
2. (3) /f/ /or/ /k/ > fork	6. (3) /p/ /o/ /t/ > pot
3. (3) /k/ /u/ /p/ > cup	7. (3) /d/ /i/ /sh/ > dish
4. (3) /n/ /ie/ /f/ > knife	8. (3) /b/ /oe/ /l/ > bowl

Support

Have students who need extra support in blending work on blending words with two phonemes.

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iii** Demonstrate and apply phonetic knowledge by recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

Sound/Spelling Review

- Use the Large Letter Cards listed in the Lesson at a Glance chart to review the sounds.
- Have students say the sounds, not the letter names.
- Introduce the Sound Poster for */g/* and Sound Card 7 *(dog)* as described in earlier lessons. Be sure to point out that the */g/* sound occurs in the final position in the keyword, *dog*.

Large Letter Cards

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

INTRODUCE THE SOUND /I/ (15 MIN.)

Minimal Pairs

- Tell students the new sound is /i/.
- Have students say the /i/ sound several times.
- Ask students to repeat a number of words having the /i/ sound at the beginning: *it*, *is*, *in*, *if*, and *icky*.
- Ask students to repeat a number of words having the /i/ sound in the middle: *big, hit, thick, mitt,* and *sick*
- Ask students if /i/ is a vowel sound or a consonant sound. *(It is a vowel sound.)*
- Explain that it can be difficult to tell the difference between the /i/ sound and other vowel sounds like */a/*.

- Have students put their hands under their jaws and say the two sounds several times: /i/ . . . /a/ . . . /i/ . . . /a/.
- Point out that the jaw drops from the /i/ sound to the /a/ so the mouth can open wider.
- Tell students you are going to say two words. The words will be very similar, but one word will contain the /i/ sound and the other word will contain the /a/ sound.
- Have students close their eyes and listen as you say the first word pair.
- Ask students which word contains the /i/ sound.
- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs, pointing out that in some words they will hear the /a/ or /i/ in the middle, not the beginning of a word.

1. it—at	6. hit—hat
2. an—in	7. sang—sing
3. fat—fit	8. dash—dish
4. limp—lamp	9. fin—fan
5. cat—kit	10. tip—tap

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

After saying each word pair, say the word again this time isolating the initial sound from the word *it—at*, pause, then say "i . . . t—a . . . t."

ELPS 2.C

- Have students put their hands under their jaws and say the following sounds several times: /i/ . . . /a/ . . . /o/. Point out that the jaw drops from /i/ to /a/ to /o/ so the mouth can open wider.
- Say the following sets of real and silly words containing the vowel sounds /i/, /a/, and /o/, and ask students which word contains the /i/ sound.

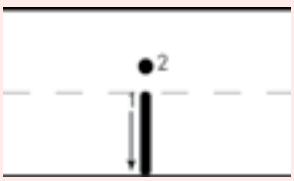
1. bat—bit—bot	6. sit—sat—sot
2. lamp—lomp—limp	7. it—at—ot
3. cat—kit—cot	8. lip—lap—lop
4. fit—fat—fot	9. hip—hap—hop
5. mat—mot—mitt	10. pit—pat—pot

INTRODUCE THE SPELLING /I/ › 'I' (25 MIN.)

Teacher Modeling

Note: Avoid using the letter name "eye" during this activity. Instead, refer to the sound /i/.

- Tell students you are going to show them how to draw a picture of the /i/ sound.
- Draw a large lowercase 'i' on the board/chart paper and describe what you are doing using the phrases provided. ("Start on . . . 1. short line . . . 2. dot on top.") Then, say the sound /i/.
- Repeat several times, saying the steps and phrases as you create the letter, and the sound when you finish.
- Tell students you are going to use your entire arm to draw a very large letter in the air. Model this with your back to students, encouraging them to copy the motions and repeat the steps and phrases with you. Say the /i/ sound when you finish.



Start on the dotted line.

1. short line down (lift)

2. dot on top

Meet the Spelling Activity Page

Digital Component 9.1

- Distribute and display Activity Page 9.1. Tell students they will practice drawing pictures of the /i/ sound.
- Point to the letter 'i' at the top of the page, and ask students to say the sound, /i/.
- Have students follow your example as you model the writing process.
- Tell students to use the black dots as starting points, then trace the gray dotted letters in the first row, following your example.
- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: "Start on . . . 1. short line . . . 2. dot on top." As you finish each letter, say the sound, /i/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- Turn to the back of the activity page. Ask students to name the items shown, and write 'i' under the pictures of the items beginning with the /i/ sound.

Activity Page 9.1

Pocket Chart Setup

Support

Remind students that in order to read a word, they need to look at the pictures of the sounds from left to right, remember which sounds the pictures stand for, and blend the sounds together to make the word.

Activity Page 9.2

Activity Page 9.1: Spell the Sound

Collect Activity Page 9.1 to review at a later time to evaluate student performance.

POCKET CHART CHAINING FOR READING (15 MIN.)

- Move the 'd,' 'i,' and 'g' cards to the center of your pocket chart to spell *dig*.
- Point to each sound in the word and ask the class to say it.
- Have students join you in blending the sounds: /d/ . . . /i/ . . . /g/: *dig*, making sure that students use the blending motions from the Warm-Up.
- Replace the 'd' card with the 'g' card and say, "If that is *dig*, what is this?"
- Ask a student to read the word. *(gig)*
- Ask students what letter sound makes the new word different from the old word (e.g., in *dig* > *gig*, the 'd' represents /d/ and the 'g' represents /g/).
- Complete the chaining.

1. dig > gig > gag > tag > tad > mad > dad > did > dim
2. it > at > cat > mat > mad > dad > did > dig > dog

End Lesson

Take-Home Material

SPELLING ACTIVITY PAGE

- Have students give Activity Page 9.2 to a family member.

Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL BLENDING

Push & Say

- Make one copy of **Activity Page TR 5.2** for each student.
- Provide students with blocks, beans, or other manipulatives.
- Tell students you will say words for them to break into their smallest sounds.
- The boxes and objects will represent individual sounds before they are blended into words.
- Use the following words to give students segmenting practice:

1. tot > /t/ /o/ /t/
2. mat > /m/ /a/ /t/
3. tic > /t/ /i/ /k/
4. dot > /d/ /o/ /t/
5. dim > /d/ /i/ /m/
6. cod > /k/ /o/ /d/
7. dam > /d/ /a/ /m/
8. mad > /m/ /a/ /d/

- Have students segment phonemes by pushing an object into the boxes for each sound (from left to right). Then have students run their finger under the boxes (from left to right) as they repeat the blended word.

MORE HELP WITH CONSONANT SOUNDS

Closed Sort

- Make one copy of **Activity Pages TR 4.2** and **TR 9.1** for each student. Have students cut out the picture cards.
- Write the letters 't,' 'd,' 'c,' and 'g' on the board/chart paper and call on students to give you the sounds made by each letter.
- Have students sort the pictures into groups of items beginning with the targeted sounds.

MORE HELP WITH LETTER-SOUND /I/

Code Knowledge

Before today's lesson: If students attempted to read one thousand words in a trade book, on average between seven and sixteen of those words would be completely decodable.

After today's lesson: If students attempted to read one thousand words in a trade book, on average between fifteen and thirty-six of those words would be completely decodable.

The sound /i/ is the fourth-most common sound in English.

The sound /i/ is found in approximately 29 percent of English words.

The sound /i/ is spelled 'i' approximately 94 percent of the time.

The spelling alternative 'y' as in *gym* is taught later in the program; the spelling alternative 'ui' as in *build* is rare.

'i' is a tricky spelling; it can stand for/i/as in *hit*, /ie/as in *tiny*, or/ee/ as in *radio*. In Kindergarten materials, however, 'i' is always sounded /i/.

Students have now learned one way to spell eight of the forty-four sounds in the English language.

LESSON

10

BASIC CODE

Short Vowel Discrimination

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii; TEKS K.2.A.ix**

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.B.i**

Students will substitute individual sound/spellings in simple CVC words to make and read new words. **TEKS K.2.B.i; TEKS K.2.B.iii**

Students will distinguish between spoken minimal pair words with medial /i/ and /a/ sounds by indicating which sound each word includes. **TEKS K.2.A.x**

Students will read and spell simple CVC words. **TEKS K.2.B.i; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**

TEKS K.2.A Demonstrate phonological awareness by: (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	❏ Large Letter Cards for 'm,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' 'o' ❏ Sound Poster for /i/ ❏ Sound Card 8 *(dig)*
Pocket Chart Chaining for Reading (Phonics)	Whole Group	15 min.	❏ pocket chart ❏ teacher-made cards for 'i,' 'a,' 'o,' 'm' (2), 't' (2), 'd' (2), 'c,' 'g' (2)
Pocket Chart Chaining for Spelling (Phonics)	Whole Group	15 min.	
Vowel Discrimination	Whole Group	15 min.	❏ Activity Pages 10.1, 10.2
Rainbow Letters	Whole Group	10 min.	❏ Activity Page 10.3 ❏ Activity Page 10.3 (Digital Components) ❏ crayons
Take-Home Material			
Connect It			❏ Activity Page 10.4

ADVANCE PREPARATION

Note to Teacher

Reading and spelling are inverse processes. Reading involves turning the spelling of a word into sounds and blending them; spelling involves segmenting a word into its sounds and representing those sounds with symbols or spellings. The two pocket-chart exercises that are back to back in this lesson practice these processes.

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.
- Prepare to display Sound Poster /i/.
- Prepare to display Sound Card 8 (*dig*).

Digital Component 10.1

- Create an enlarged version of Activity Page 10.3 (Digital Component 10.1) to display for Rainbow Letters, or use the digital version.
- Select cards for letters listed in the materials section of the Lesson at a Glance and prepare pocket chart as shown.

Pocket Chart Setup

Lesson 10: Review

Foundational Skills

60M

Primary Focus

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii; TEKS K.2.A.ix**

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.B.i**

Students will substitute individual sound/spellings in simple CVC words to make and read new words. **TEKS K.2.B.i; TEKS K.2.B.iii**

Students will distinguish between spoken minimal pair words with medial /i/ and /a/ sounds by indicating which sound each word includes. **TEKS K.2.A.x**

Students will read and spell simple CVC words. **TEKS K.2.B.i; TEKS K.2.C.i**

WARM-UP (5 MIN.)

Oral Blending

- Follow the procedure in Lesson 1 using the words in the box.
- Be sure to use blending motions and ask what the words have in common. *(They are associated with the sea.)* Model for students how to add a syllable to the word *shell* using the routine described in Appendix A.

1. (2) /ee/ /l/ > eel	5. (3) /sh/ /ar/ /k/ > shark
2. (3) /f/ /i/ /sh/ > fish	6. (3) /sh/ /e/ /l/ > shell
3. (3) /w/ /ae/ /l/ > whale	7. (3) /w/ /ae/ /v/ > wave
4. (3) /r/ /ee/ /f/ > reef	8. (3) /sh/ /i/ /p/ > ship

- Guide students in adding a syllable using the routine in Appendix A for *fish, wave, ship.*
- Ask students if they can name other one-syllable words that they could add to *fish, wave, ship*.

Support

Have students who need extra support in blending work on blending words with two phonemes.

TEKS K.2.A Demonstrate phonological awareness by: (viii) blending spoken phonemes to form one-syllable words; (ix) manipulating syllables within a multisyllabic word; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

Sound/Spelling Review

- Use the Large Letter Cards listed in the Lesson at a Glance chart to review the sounds taught in this unit.
- Have students say the sounds, not the letter names.
- Introduce the Sound Poster for /i/ and Sound Card 8 (*dig*), as described in earlier lessons. Be sure to point out that /i/ sound in *dig* occurs in the medial position.

Large Letter Cards

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

POCKET CHART CHAINING FOR READING (15 MIN.)

- Move the 'i' and 't' cards to the center of your pocket chart to spell *it*.
- Point to each sound in the word and ask the class to say it.
- Have students join you in blending the sounds: /i/ . . . /t/: *it*, making sure that students use the blending motions from the Warm-Up.
- Replace the 'i' card with the 'a' card and say, "If that is *it*, what is this?"
- Ask a student to read the word. (*at*)
- Ask students what letter sound makes the new word different from the old word (e.g., in *it* > *at*, the 'i' represents /i/ and the 'a' represents /a/).
- Complete the chaining.

Pocket Chart Setup

1. it > at > mat > cat > cot > dot
2. gag > tag > tad > dad > did > dig

POCKET CHART CHAINING FOR SPELLING (15 MIN.) TEKS K.2.C.i

Note: In this exercise you will use the pocket chart again, but this time you will use it to teach spelling. Instead of moving from sounds to spellings, students will be asked to move from sounds to spellings.

- Explain that you have been spelling words for students to read. Now you are going to read some words for them to spell.
- Explain that when we spell a word, we break the word up into sounds, then we write a spelling for each sound in the word.
- Explain that you want students to combine cards to make words.
- Say the word *at* and break it into its two sounds: /a/ . . . /t/.
- Ask the class for the first sound in *at*.
- Ask a student to come to the pocket chart and move the picture of /a/ to the middle of the pocket chart.
- Repeat until the word *at* has been spelled in the middle of the pocket chart.
- Model read the word to demonstrate a strategy to check for spelling accuracy.
- Say, "If that is *at*, who can show me *mat*?" Call students' attention to the fact that the new word has an extra sound at the beginning.
- Have a student come to the pocket chart and add the picture of /m/.
- Complete the chaining.

1. at > mat > mad > mid > did > dad
2. dog > dot > got > tot > cot > cat

Support

Remind students that in order to read a word, they need to look at the pictures of the sounds from left to right, remember which sounds the pictures stand for, and blend the sounds together to make the word.

Support

As you segment the words in preparation for spelling them, use the segmenting gestures outlined in the Warm-Up, or the finger-tapping gestures explained in the Unit 2 appendix.

VOWEL DISCRIMINATION (15 MIN.)

Activity Pages 10.1, 10.2

- Distribute Activity Pages 10.1 and 10.2.
- Explain that one activity page has a picture of the /i/ sound and the other has a picture of the /a/ sound.

TEKS K.2.C.i Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.

- Ask students to show you the picture of /i/ when you say the /i/ sound and the picture of /a/ when you say the /a/ sound.
- Practice this several times.
- Next, tell students you will be reading some three-sound words containing only one vowel sound. The vowel sound will always be the middle sound and it will always be either /i/ or /a/.
- Tell students to hold up the picture of /i/ when you say a word containing the /i/ sound and the picture of /a/ when you say a word that contains the /a/ sound.

1. big	7. sit
2. cat	8. rat
3. bag	9. dig
4. pat	10. jam
5. kick	11. can
6. hip	12. lip

RAINBOW LETTERS (10 MIN.)

Digital Component 10.1

- Distribute and display Activity Page 10.3.
- Show students how to trace the letter 'm', pointing out the starting dot and explaining the need to stay between the lines. Trace the 'm' several times, using a different color each time.
- Have students follow along with crayons on their activity page.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Support

If students are having trouble hearing a word's middle sound, say the word in a segmented fashion: /b/ . . . /i/ . . . /g/. Then repeat the word in its blended form: *big*.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Have students place their hand beneath their chin. Say the sound for the short vowels 'a' and 'i.' Bring to their attention the position of their hand when they say the different sounds. Have them use this exercise when repeating the words you say to help identify the sounds they are hearing. **ELPS 1.B**

Activity Page 10.3

Take-Home Material

CONNECT IT

Activity Page 10.4

- Have students give Activity Page 10.4 to a family member.

Lesson 10: Foundational Skills Remediation

Additional Support

MORE HELP WITH CONSONANT SOUNDS

Grab Bag

- Make one copy of **Activity Pages TR 4.2** and **9.1**. Cut the picture cards out, and drop them into a paper bag or other opaque container.
- Have a student select a picture from the bag, say the name of the picture, and provide the beginning consonant sound.
- If a student responds correctly, allow them to keep the card, then have another student select a picture.

MORE HELP WITH BEGINNING SOUNDS

Match Maker

- Make two copies of **Activity Page TR 10.1** for each student. Review the names of the pictures with students (*log*, *mom*, *sock*, *dot*, *chick*, *fish*, *mitt*, and *pig*).

Note: Copy the pages on darker card stock to prevent transparency and to allow for reuse.

- Have students cut out the picture cards, and spread them facedown on their desktops.
- Have students turn over two cards at a time, saying the name of the pictures and determining the beginning sounds of each.
- A match is made when two beginning sounds are the same even when the pictures themselves may not match (e.g., *mom* and *dot*).
- Have students continue play until all cards are matched.

LESSON

11

BASIC CODE

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.B.i**
- Students will substitute individual sound/spellings in simple CVC words to make and read new words. **TEKS K.2.B.i; TEKS K.2.B.iii**
- Students will accurately write the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.E**
- Students will read phrases with simple CVC words and will match them to the appropriate picture. **TEKS K.2.B.i; TEKS K.2.B.ii**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words;
TEKS K.2.B Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap;
TEKS K.2.E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality;
TEKS K.2.B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	❏ Large Letter Cards for 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' 'i'
Pocket Chart Chaining for Reading (Phonics)	Whole Group	15 min.	❏ pocket chart ❏ teacher-made cards for 'i,' 'a,' 'o,' 'm' (2), 't' (2), 'd' (2), 'c,' 'g' (2)
Pocket Chart Chaining for Spelling (Phonics)	Whole Group	15 min.	
Label the Picture	Whole Group	10 min.	❏ crayons ❏ Activity Page 11.1 ❏ Activity Page 11.1 (Digital Components)
Spelling Hopscotch	Whole Group	15 min.	❏ marker ❏ paper
Reading Assessment (Part 1)	Whole Group		❏ Activity Page 11.2 ❏ Activity Page 11.2 (Digital Components) ❏ crayons ❏ Unit 3 Student Performance Assessment Class Record Sheet
Take-Home Material			
Practice Pack			❏ Activity Page 11.3

ADVANCE PREPARATION

Note to Teacher

This lesson and the three following lessons are devoted to review and assessment of Unit 3. The Reading Assessment consists of Parts 1 and 2. Part 1 is a whole group activity required of all students in this lesson. Students will circle ten words, one per row, as you pronounce each one-syllable CVC word.

After scoring Part 1, you will determine which students need to complete Part 2. In Part 2, which appears in Lesson 12, you will meet briefly with students individually to administer a ten-word reading assessment.
The estimated time for each child is 2 to 4 minutes.

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.

Digital Component 11.1

- Create an enlarged version of Activity Page 11.1 (Digital Component 11.1) to display for Label the Picture, or use the digital version.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.
- For Spelling Hopscotch, write the vowel spellings 'a,' 'i,' and 'o' on circular sheets of paper. Write the consonant spellings 'm,' 't,' 'd,' 'c,' and 'g' on oval- or petal-shaped white sheets of paper. If possible, laminate the paper.

Pocket Chart Setup

Digital Component 11.2

- Create an enlarged version of Activity Page 11.2 (Digital Component 11.2) to display for Reading Assessment (Part 1), or use the digital version.
- Have the Unit 3 Student Performance Assessment Class Record Sheet (located in Teacher Resources) on hand for the assessment.

Start Lesson

Lesson 11: Review and Assessment

Foundational Skills

60M

Primary Focus

- Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.B.i**
- Students will substitute individual sound/spellings in simple CVC words to make and read new words. **TEKS K.2.B.i; TEKS K.2.B.iii**
- Students will accurately write the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.E**
- Students will read phrases with simple CVC words and will match them to the appropriate picture. **TEKS K.2.B.i; TEKS K.2.B.ii**

WARM-UP (5 MIN.)

Oral Blending

- Follow the procedure in Lesson 1 using the words in the box.
- Be sure to use blending motions and ask what the words have in common. *(They are all farm animals.)*

1. (3) /sh/ /ee/ /p/ > sheep	5. (3) /d/ /u/ /k/ > duck
2. (2) /k/ /ow/ > cow	6. (3) /h/ /or/ /s/ > horse
3. (3) /h/ /e/ /n/ > hen	7. (3) /g/ /oo/ /s/ > goose
4. (3) /p/ /i/ /g/ > pig	8. (3) /b/ /oo/ /l/ > bull

Support

Have students who need extra support in blending work on blending words with two phonemes.

Challenge

For students who need an extension, call on them to blend the words on their own and say the word aloud.

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words;
TEKS K.2.B Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap;
TEKS K.2.E Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality;
TEKS K.2.B.ii Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.

Sound/Spelling Review

- Use the Large Letter Cards listed in the Lesson at a Glance chart to review the sounds taught in this unit.
- Have students say the sounds, not the letter names.
- Encourage students to refer to the Sound Posters if they forget either how a particular sound is written or which spelling is associated with a particular sound picture.

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

POCKET CHART CHAINING FOR READING (15 MIN.)

- Tell students you are going to arrange the cards to make a silly word.
- Explain that silly words are words that do not mean anything. See if students can come up with their own silly words. Once students understand the concept, move on with the chaining activity.
- Move the 't,' 'i,' and 'd' cards to the center of your pocket chart to spell *tid*.
- Point to each sound in the word and ask the class to say it.
- Have students join you in blending the sounds: /t/ . . . /i/ . . . /d/: *tid*, making sure students use the blending motions from the Warm-Up.
- Remind the class that *tid* is a silly word.
- Replace the 't' card with the 'g' card and say, "If that is *tid*, what is this?"
- Ask a student to read the word. (*gid*)
- Ask students what letter sound makes the new word different from the old word (e.g., in *tid* > *gid*, the 't' represents /t/ and the 'g' represents /g/).
- Complete the chaining.

1. tid > gid > gad > gam > gom > com
2. mot > ot > og > ig > mig > mog

Large Letter Cards

Pocket Chart Setup

Support

Remind students that in order to read a word, they need to look at the pictures of the sounds from left to right, remember which sounds the pictures stand for, and blend the sounds together to make the word.

POCKET CHART CHAINING FOR SPELLING (15 MIN.)

Note: In this exercise you will use the pocket chart again, but this time you will use it to teach spelling. Instead of moving from spellings to sounds, students will be asked to move from sounds to spellings.

- Explain that you want students to combine the letters to make silly words.
- Say the word *ag* loudly and slowly, repeating it if necessary.
- Ask the class for the first sound in *ag*.
- Ask a student to come to the pocket chart and move the picture of */a/* to the middle of the pocket chart.
- Repeat until the silly word *ag* has been spelled in the middle of the pocket chart.
- Model reading the silly word as a strategy to make sure you have spelled it correctly.
- Say, "If that is *ag*, who can show me *cag*? */k/ . . . /a/ . . . /g/*."
- Ask a student to come to the pocket chart and add the picture of */k/*.
- Ask students what letter sound makes the new word different from the old word (e.g., in *ag* > *cag*, the 'a' represents */a/* and the 'c' represents */k/*).
- Complete the chaining.

1. ag > cag > dag > dat > dit > git
2. dod > dom > om > im > mim > mit

Support

As you segment the words in preparation for spelling them, use the segmenting gestures outlined in the Warm-Up, or the finger-tapping gestures explained in the Unit 2 appendix.

LABEL THE PICTURE (10 MIN.)

Digital Component 11.1

Activity Page 11.1

- Distribute and display Activity Page 11.1.
- Ask students to read the first word.
- Ask which of the first two pictures matches the word *cat*.
- Have students write *cat* under the picture of the cat, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

SPELLING HOPSCOTCH (15 MIN.)

Note: This game can be played in the classroom, in the gym, or on the playground.

- Using the vowel circles and consonant petals you made, arrange the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside. Tape the pieces to the floor.
- Ask a student to spell a real word or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside. Have the student say the sounds while hopping on the letters—/t/ . . . /a/ . . . /g/—and then blend them to make the word or silly word—*tag*.
- Ask the class whether the word is a real word or silly word.
- Repeat with additional students.
- After students have made a few words, switch in a new vowel spelling.

Note: As students spell words, point out that every word contains a vowel sound and many words follow the consonant-vowel-consonant (CVC) pattern.

READING ASSESSMENT (PART 1)

Administration

- Distribute Activity Page 11.2 and crayons or pencils.

Digital Component 11.2

- Display the front of Activity Page 11.2 in order to familiarize students with the format. If you wish to provide an example, create one using words other than those used in the assessment.
- Describe the activity to students by telling them they will be asked to circle one word in each row: the word you pronounce. Proceed with the assessment.
- Record the results on the Unit 3 Student Performance Assessment Class Record Sheet.

Activity Page 11.2

1. cat
2. dog
3. mat
4. dot
5. dig

- Display the back of Activity Page 11.2 and continue.

6. mom
7. tag
8. dad
9. mad
10. cot

Analysis and Interpretation

- Assign one point for each word circled correctly. There are ten three-letter words making a total score of 10 points possible. Interpret scores as follows:
  - 9–10 points—excellent
  - 8 points—good
  - 7 points—fair
  - 6 points or less—poor
- Students scoring 7 or fewer points need to complete Part 2 of the assessment in Lesson 12.

End Lesson

Take-Home Material

PRACTICE PACK

- Have students give Activity Page 11.3 to a family member.

Activity Page 11.3

Lesson 11: Foundational Skills Remediation

Additional Support

MORE HELP WITH BEGINNING CONSONANT AND MEDIAL VOWEL SOUNDS

Open Sort

- Make one copy of **Activity Pages TR 9.1** and **TR 10.1** for each student, and have students cut out the picture cards.
- Review the names of all pictures (*cat*, *cone*, *cup*, *cow*, *gill*, *gift*, *gate*, *goat*, *log*, *mom*, *sock*, *dot*, *chick*, *fish*, *mitt*, and *pig*).
- Ask students to decide how to sort the pictures into groups according to beginning consonant or medial vowel sounds.
- Once the pictures are sorted, have students identify the sound for each category and name the pictures in each group to recheck their sort.

MORE HELP WITH SPELLING

Circle Spelling

- Make one copy of **Activity Page TR 11.1** for each student.
- For each picture, identify the depicted item for students.
- Then have students circle the letters that spell the name of the depicted item.
- Students should then write the name of the item on the line.

LESSON

12

BASIC CODE

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.B.i**
- Students will substitute individual sound/spellings in simple CVC words to make and read new words. **TEKS K.2.B.i; TEKS K.2.B.iii**
- Students will read, spell, and write simple CVC words, and then match the correct CVC word to the picture. **TEKS K.2.B.ii; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.E**

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	❏ Large Letter Cards for 'm,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' 'o'
Pocket Chart Chaining for Reading (Phonics)	Whole Group	10 min.	❏ pocket chart ❏ teacher-made cards for 'i,' 'a,' 'o,' 'm' (2), 't' (2), 'd' (2), 'c,' 'g' (2)
Pocket Chart Chaining for Spelling (Phonics)	Whole Group	15 min.	
Label the Picture	Independent	15 min.	❏ crayons ❏ Activity Page 12.1 ❏ Activity Page 12.1 (Digital Components)
Reading Assessment (Part 2)	One-on-One		❏ Activity Page 12.2 ❏ Word Cards for Reading Assessment (Part 2) ❏ Unit 3 Student Performance Assessment Class Record Sheet
Spelling Hopscotch	Whole Group	15 min.	❏ game pieces from Lesson 11

ADVANCE PREPARATION

Note to Teacher

Part 2 of the Reading Assessment should be administered to students based on the results of scoring Part 1 of the assessment from Lesson 11. In Part 2, you meet briefly with students individually to administer a ten-word reading assessment. The estimated time for each child is 2 to 4 minutes. Another opportunity to administer Part 2 of the assessment will be available in Lessons 13 and 14 if needed.

Foundational Skills

Pocket Chart Setup

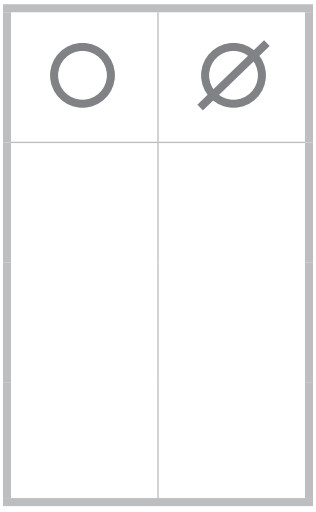
- Select Large Letter Cards for letters listed in the Lesson at a Glance.

Digital Component 12.1

- Create an enlarged version of Activity Page 12.1 (Digital Component 12.1) to display for Label the Picture, or use the digital version.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.
- Have the Unit 3 Student Performance Assessment Class Record Sheet and Word Cards for Reading Assessment (Part 2) (located in Teacher Resources) on hand for the assessment.

Universal Access

- Create a T-chart like the one illustrated here. The symbol in the left column represents real words, and the symbol in the right column represents silly words (words that are "not real").



Lesson 12: Review and Assessment

Foundational Skills

60M

Primary Focus

- Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.B.i**
- Students will substitute individual sound/spellings in simple CVC words to make and read new words. **TEKS K.2.B.i; TEKS K.2.B.iii**
- Students will read, spell, and write simple CVC words, and then match the correct CVC word to the picture. **TEKS K.2.B.ii; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.E**

WARM-UP (5 MIN.)

Oral Blending

- Follow the procedure in Lesson 1 using the words in the box.
- Be sure to use blending motions and ask what the words have in common. *(They all start with the sound /m/.)*

1. (3) /m/ /a/ /n/ > man
2. (3) /m/ /o/ /m/ > mom
3. (3) /m/ /i/ /s/ > miss
4. (3) /m/ /oo/ /v/ > move
5. (2) /m/ /ie/ > my
6. (3) /m/ /u/ /g/ > mug
7. (3) /m/ /o/ /p/ > mop
8. (3) /m/ /a/ /d/ > mad

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

Sound/Spelling Review

- Use the Large Letter Cards listed in the Lesson at a Glance chart to review

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; (iii) recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.

Support

If students are having a hard time hearing the sounds, have them watch as you say the word, noticing when your mouth shape changes. Have them repeat the same process taking notice of their own mouth shape as the sound changes.

Challenge

For students who seem to be able to easily blend two or three sounds to form a word, challenge them by giving them a word with four sounds to blend.

Large Letter Cards

the sounds taught in this unit.

- Have students say the sounds, not the letter names.

Observation: Letter Sounds Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

POCKET CHART CHAINING FOR READING (10 MIN.)

- Move the 'd,' 'i,' and 'm' cards to the center of your pocket chart to spell *dim*.
- Point to each sound in the word and ask the class to say it.
- Have students join you in blending the sounds: /d/ . . . /i/ . . . /m/: *dim*, making sure that students use the blending motions from the Warm-Up.
- Replace the 'm' card with the 'g' card and say, "If that is *dim*, what is this?"
- Ask a student to read the word. (*dig*)
- Ask students what letter sound makes the new word different from the old word (e.g., in *dim* > *dig*, the 'm' represents /m/ and the 'g' represents /g/).
- Complete the chaining.

1. dim > dig > did > dad > mad > mat
2. got > dot > cot > cat > at > it

POCKET CHART CHAINING FOR SPELLING (15 MIN.)

Note: In this exercise you will use the pocket chart again, but this time you will use it to teach spelling. Instead of moving from spellings to sounds, students will be asked to move from sounds to spellings.

- Explain that you have been spelling words for students to read. Now you are going to read some words for them to spell.

Pocket Chart Setup

Support

Remind students that in order to read a word, they need to look at the pictures of the sounds from left to right, remember which sounds the pictures stand for, and blend the sounds together to make the word.

- Explain that when we spell a word, we break the word up into sounds, then we write a spelling for each sound in the word.
- Explain that you want students to combine cards to make words.
- Say the word *at* loudly and slowly, repeating it if necessary.
- Ask the class for the first sound in *at*.
- Ask a student to come to the pocket chart and move the picture of /a/ to the middle of the pocket chart.
- Repeat until the word *at* has been spelled in the middle of the pocket chart.
- Model read the word to demonstrate a strategy to check for spelling accuracy.
- Say, "If that is *at*, who can show me *cat*? /k/ . . . /a/ . . . /t/." Point out that the new word has an extra sound at the beginning.
- Ask a student to come to the pocket chart and add the picture of /k/.
- Ask students what letter sound makes the new word different from the old word (e.g., in *at* > *cat*, the 'a' represents /a/ and the 'c' represents /k/).
- Complete the chaining.

1. at > cat > cot > got > dot > dog
2. tad > dad > mad > mid > did > dig

LABEL THE PICTURE (15 MIN.)

Digital Component 12.1

- Distribute and display Activity Page 12.1.
- Ask students to read the first word.
- Explain that *doc* is a short way to say *doctor*.
- Ask which of the first two pictures matches the word *doc*.
- Have students write *doc* under the picture of the doctor, following your example.
- After completing the first example as a class, prompt students to complete the rest of the activity page on their own.

Support

As you segment the words in preparation for spelling them, use the segmenting gestures outlined in the Warm-Up, or the finger-tapping gestures explained in the Unit 2 appendix.

Activity Page 12.1

Note: While students are working independently on the activity, you can administer Part 2 of the Reading Assessment as necessary to individual students. If time does not permit you to assess all students you have identified as in need of Part 2 of the assessment, additional opportunities will be available in Lessons 13 and 14.

READING ASSESSMENT (PART 2)

Administration

- This involves assessing students individually by having them read aloud ten words printed on separate cards. The words for the assessment are found in Teacher Resources. Copy the page and cut out the words. Show the cards to the student one at a time.

Activity Page 12.2

- Use the Unit 3 Reading Assessment (Part 2) Record Sheet on Activity Page 12.2 to record each sound as the student reads a word.

Scoring and Analysis

- Scoring is based on one point assigned for every sound in a word which is read correctly. Interpret scores as follows:

  26 or more points—excellent

  21–25 points—good

  15–20 points—fair

  Less than 15 points—poor

- Further analyze each student's errors to determine whether there are one or more individual letter-sound correspondences that are particularly problematic. The subtotals for each sound/spelling at the bottom of the record sheet should facilitate the identification of specific problem areas.

- Also examine whether there are mispronunciations that occur more frequently in a given position in words (i.e., does the student read the initial sound correctly, but misread either the middle and/or final sound?).

- Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

- Students who score in the fair–poor range are at risk of experiencing considerable difficulty in Unit 4. If a number of students in the classroom fall into this category, it is strongly recommended that you provide substantial practice and remediation using the activities in the Pausing Point and Additional Support. Students who do not understand the concept of blending or who have not mastered the eight letter-sound correspondences taught in Unit 3 will only fall further behind if they move on to Unit 4 without remediation.

SPELLING HOPSCOTCH (15 MIN.)

Note: This game can be played in the classroom, in the gym, or on the playground.

- Using the flower pieces from Lesson 11, arrange the spellings on the floor in a flower pattern, with one of the vowel spellings in the center and the consonant spellings around the outside. Tape the pieces to the floor.
- Ask a student to spell a real word or silly word by starting on the outside, hopping to the inside, and then hopping back to the outside. Have the student say the sounds while hopping on the letters—/t/ . . . /a/ . . . /g/—and then blend them to make a word or silly word—*tag*.
- Ask whether the word is a real word or silly word.
- Repeat with additional students.
- After students have made a few words, switch in a new vowel spelling.
- As students spell words, point out that every word contains a vowel sound and many words follow the consonant-vowel-consonant (CVC) pattern.

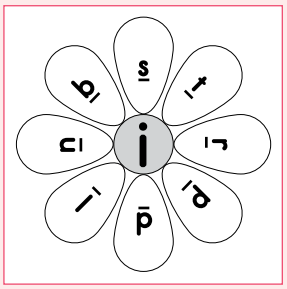
End Lesson

Lesson 12: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL BLENDING

Note: If students need additional blending practice, you may use any of the Pausing Point exercises listed under "Blend Two or Three Sounds to Form a Word."



Challenge

Challenge students by adding more than one vowel option.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Preteach all the real and silly word options with the students. Make a T-chart and sort the words accordingly. For each of the real words, draw a picture that represents it.

ELPS 4.D

MORE HELP IDENTIFYING THE POSITION OF SOUNDS IN WORDS

Sound Boxes

- Make one copy of the sound boxes, **Activity Page TR 5.2**, for each student, and provide students with small **cubes, buttons, or other manipulatives**.
- Follow the procedure in Lesson 5 using the words in the box.

1. /o/ dock (middle)
2. /t/ wet (end)
3. /g/ game (beginning
4. /d/ glad (end)
5. /i/ itch (beginning)
6. /m/ flame (end)
7. /t/ talk (beginning)
8. /i/ flip (middle)
9. /d/ sand (end)
10. /g/ ghost (beginning)

MORE HELP WITH BEGINNING SOUNDS

Give Me a Word

- Tell students the target sounds for the game are /k/ and /g/.
- Follow the procedure for Give Me a Word in Lesson 1.

MORE HELP WITH BEGINNING SOUNDS

Match Maker

- Make copies of picture cards (**Activity Pages TR 3.1, 4.2, 9.1,** and **10.1**) representing two to four target sounds for each pair of students.
- Review the names of all the pictures.
- Model how to mix up the cards, lay them out, and take turns turning pairs over to look for matches.
- The goal is to match for the target sounds, such as two words beginning with /t/.
- As students become comfortable with the game, they may be able to play independently.

LESSON

13

ASSESSMENT AND TRICKY WORDS

Introduce One and Two

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.B.i**

Students will read, spell, and write simple CVC words.
TEKS K.2.B.ii; TEKS K.2.C.i; TEKS K.2.E

Students will read the Tricky Words *one* and *two*.
TEKS K.2.B.iv; TEKS K.2.C.i; TEKSK.2.C.ii; TEKS K.2.C.iii

Students will use a resource such as a picture dictionary to find words.
TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.3.A

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.C** Demonstrate and apply spelling knowledge by: (i) spelling words with VC, CVC, and CCVC; (ii) spelling words using sound-spelling patterns; (iii) spelling high-frequency words from a research-based list; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.D** Demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.3.A** Use a resource such as a picture dictionary or digital resource to find words.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	❏ Large Letter Cards for 'm,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' 'o'
Eraser Man (Phonological Awareness)	Whole Group	15 min.	
Circle Spelling (Phonics)	Independent	20 min.	❏ crayons ❏ Activity Page 13.1 ❏ Activity Page 13.1 (Digital Components)
Reading Assessment (Part 2)	One-on-One		❏ Activity Page 12.2 ❏ Word Cards for Reading Assessment (Part 2) ❏ Unit 3 Student Performance Assessment Class Record Sheet
Introduce Tricky Words: *One*, *Two*	Whole Group	20 min.	❏ Picture Reader
Take-Home Material			
Picture Reader			❏ Activity Pages 13.2, 13.3

ADVANCE PREPARATION

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.

Digital Component 13.1

- Create an enlarged version of Activity Page 13.1 (Digital Component 13.1) to display for Circle Spelling, or use the digital version.
- Have the Unit 3 Student Performance Assessment Class Record Sheet and Word Cards for Reading Assessment (Part 2) (located in Teacher Resources) on hand for the assessment.
- Prepare to load pages 3–10 from the digital Picture Reader in the program's online materials.

Start Lesson

Lesson 13: Assessment and Tricky Words

Foundational Skills

60M

Primary Focus

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.B.i**

Students will read, spell, and write simple CVC words.
TEKS K.2.B.ii; TEKS K.2.C.i; TEKS K.2.E

Students will read the Tricky Words *one* and *two*.
TEKS K.2.B.iv; TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii

Students will use a resource such as a picture dictionary to find words.
TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.3.A

WARM-UP (5 MIN.)

Oral Blending

- Follow the procedure in Lesson 1 using the words in the box.
- Be sure to use blending motions and ask what the words have in common. *(They all start with the sound /d/.)*

1. (3) /d/ /ie/ /m/ > dime	5. (3) /d/ /u/ /k/ > duck
2. (2) /d/ /ae/ > day	6. (2) /d/ /or/ > door
3. (3) /d/ /i/ /sh/ > dish	7. (3) /d/ /ar/ /k/ > dark
4. (3) /d/ /u/ /z/ > does	8. (3) /d/ /i/ /g/ > dig

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

Support

If students are having a hard time hearing the sounds, have them watch as you say the word, noticing when your mouth shape changes. Have them repeat the same process taking notice of their own mouth shape as the sound changes.

Challenge

For students who seem to be able to easily blend two or three sounds to form a word, challenge them by giving them a word with four sounds to blend.

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.D** Demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.2.C** Demonstrate and apply spelling knowledge by: (ii) spelling words using sound-spelling patterns; (iii) spelling high-frequency words from a research-based list; **TEKS K.3.A** Use a resource such as a picture dictionary or digital resource to find words.

Sound/Spelling Review

- Use the Large Cards listed in the Lesson at a Glance Chart to review the sounds taught in this unit.
- Have students say the sounds, not the letter names.

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

ERASER MAN (15 MIN.)

- Draw a stick figure on the board.
- Tell the class you are thinking of a word with three sounds. Be sure to think of a word with sounds the students have been taught and remind students they may refer to the Sound Posters.
- Write one box on the board for each spelling in the word. The height and width of each box should approximate the height and width of the spelling it represents, (i.e., high-rising boxes for spellings that have ascenders and low dipping boxes for spellings that have descenders).
- Ask a student to guess a sound.
- If the student guesses a sound in the word, fill in the corresponding box.
- If the student guesses a sound that is not in the word, erase one of the stick figure's body parts.
- Repeat until the stick figure has been completely erased (you win) or until the boxes are filled in (the students win), whichever comes first.
- Repeat with a second word, time permitting.

CIRCLE SPELLING (20 MIN.)

Digital Component 13.1

- Distribute and display Activity Page 13.1.
- Point to the first picture and ask students to identify it. (If necessary, tell the class it is a cat.)

Large Letter Cards

Support

If students need additional handwriting practice, you may use the Pausing Point exercises and Additional Support activities that address handwriting.

Activity Page 13.1

- Ask students for the first sound in *cat*.
- Ask which of the first two spellings is a picture of the /k/ sound.
- Have students circle the 'c,' following your example.
- Repeat for the remaining two sounds in *cat*.
- Have students write *cat* on the line, following your example.
- After completing the first example as a class, prompt students to complete the rest of the activity page on their own.

Note: While students are working independently on the activity, you can administer Part 2 of the Reading Assessment as necessary to individual students. If time does not permit you to assess all students you have identified as in need of Part 2 of the assessment, an additional opportunity will be available in Lesson 14.

Activity Page 12.2

READING ASSESSMENT (PART 2)

- Follow the procedure outlined in Lesson 12 for Reading Assessment (Part 2).

INTRODUCE TRICKY WORDS: ONE, TWO (20 MIN.)

Introduce Tricky Words

- Remind students that they are learning to read words by sounding out each spelling in a word.
- Write the word *dot* on the board/chart paper. Review the sound for each spelling: /d/ /o/ /t/. Repeat the procedure using the word *mat*.
- Tell students that these words "play by the rules"; the sound/spellings are pronounced exactly the way students have been taught. Explain that some words in English do not "play by the rules." Words that do not "play by the rules" are called Tricky Words.
- Tell students that even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.

Tricky Word *One*

- Draw one dot on the board/chart paper. Ask students how many it is, prompting students to say "one" aloud.
- Then write the numeral '1' on the board/chart paper. Tell students that this is one way to write *one* as a number. Tell students that we write *one* this way in math.

EMERGENT BILINGUAL STUDENTS

Foundational Skills

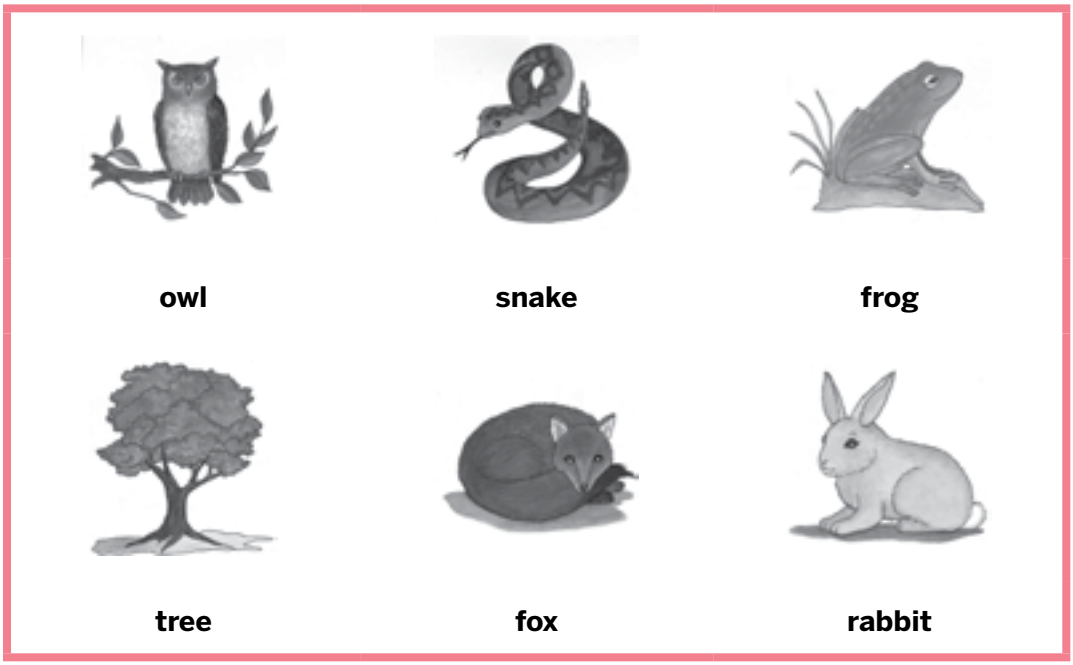
Foundational Literacy Skills

Before you read the story, do a detailed overview of the features that are in the Picture Reader. Preteach the words for each picture in today's lesson so students can fluently read the book and focus on the Tricky Words rather than worrying about the name of the pictures.

ELPS 4.C; ELPS 4.D; ELPS 4.E

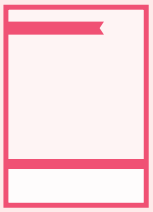
- Write the word *one* on the board/chart paper, and tell students that this is another way to write *one*. Tell students that this is the way we use *one* when reading and writing.
- Write the sound picture 'o' on the board/chart paper, and ask students what sound it makes (/o/). Then draw their attention to the word *one*, and point out that it starts with the sound picture 'o'.
- Ask if *one* starts with the sound /o/. As needed, explain that it does not.
- Tell students that *one* is a Tricky Word because it does not follow the rules. Reinforce that Tricky Words are words that do not follow the sound rules for the sound pictures that they have learned so far.
- Finally, underline the word *one* and explain that we underline it so we know we cannot sound it out, we just have to remember how to say it.
- Display page 3 of the digital Picture Reader and ask students to turn to the same page in their Picture Readers. **TEKS K.3.A**
- Point out to students that you are holding the book correctly and will be reading from top to bottom and left to right (with return sweep). Ask a volunteer to come up and point to the cover of the book. Have another student identify the title page.
- Point to each of the following new pictures, explaining that students should "read" these pictures as follows:

Picture Reader Key



TEKS K.3.A Use a resource such as a picture dictionary or digital resource to find words.

Picture Reader



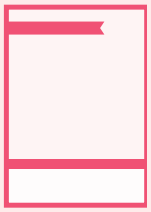
Page 3

- Point to *one* at the top of the page, asking all students to read the word aloud.
- Tell students that in the Picture Reader, Tricky Words, or parts of words, are underlined to remind them that they must pay attention and memorize these word parts, not just sound them out.
- Tell students to turn the page to page 4.
- Point to the first phrase on this page.
- Call on individual students to read each phrase on pages 4 and 5 aloud.

Tricky Word *Two*

- Draw two dots on the board/chart paper. Ask students how many there are, prompting students to say "two" aloud.
- Then write the numeral '2.' Tell students that this is one way to write *two* as a number. Tell students that we write *two* this way in math.
- Write the word *two* on the board/chart paper, and tell students that this is another way to write *two*. Tell students that this is the way we use *two* when reading and writing.
- Write the sound picture 't' on the board/chart paper, and ask students what sound it makes. *(/t/)* Then draw their attention to the word *two*, and point out that it starts with the sound picture 't.'
- Tell students that *two* begins with the 't' as /t/, but the rest of the word cannot be sounded out: 'wo.'
- Underline 'wo' in the word *two*, and explain that you are doing this because we just have to remember how to say it, we cannot sound it out. Explain that the 't' in *two* is not underlined because it follows the rules.

Picture Reader



Page 7

- Display page 7 of the digital Picture Reader and ask students to turn to the same page in their copies of the Picture Reader.
- Point to each of the following new pictures, explaining that students should "read" these pictures as follows:

Picture Reader Key

duck

fish

bear

- Point to *two* at the top of the page, asking all students to read the word aloud.
- Remind students that in their Picture Reader, Tricky Words, or parts of words, are underlined to remind them that they must pay attention and memorize these word parts, not just sound them out.
- Tell students to turn the page to page 8.
- Now point to the first phrase on this page.
- Call on individual students to read each phrase on pages 8 and 9 aloud.
- Then tell students they will practice writing tricky words *one* and *two.*
- Say the word *one.* Repeat the word and draw lines to represent each letter.
- Explain that tricky words don't follow the usual rules, and they must be memorized. Tell students that writing a tricky word three times will help them remember how to spell it.
- Model writing *one* three times on the board. The have students repeat with the Tricky Word *two.*
- Ask students which two Tricky Words they learned in today's lesson. Tell students that they will learn a new Tricky Word in the next lesson.

End Lesson

Take-Home Material

PICTURE READER

- Have students give Activity Pages 13.2 and 13.3 to a family member.

Activity Pages 13.2, 13.3

Lesson 13: Foundational Skills Remediation

Additional Support

MORE HELP WITH READING

Teacher Chaining

- Write *cod* on the board.
- Ask a student to read the word, first in a segmented fashion and then blended.
- Remove the 'd' and add 't' to the word to create *cot*.

- As you make this change, say, "If that is cod, what is this?"
- Continue this process with the remaining words.
- Complete the chaining.

1. cod > cot > cat > mat > mad > dad > cad > gad
2. tag > tad > dad > ad > at > cat > cot > got > tot
3. am > ad > at > cat > cam > dam > dad > mad
4. cog > dog > dot > cot > cod > tod > tad > tag

MORE HELP WITH LETTER SOUNDS

T-Chart Sort

- Make one copy of **Activity Pages TR 13.1** and **TR 13.2** for each student. Have students cut out the picture cards.
- Have students glue or tape the cards with pictures beginning with the /i/ sound (insect, igloo, inch) under the 'i' heading on Activity Page TR 13.2. Identify the names of the items pictured as needed.
- Next have students glue or tape the cards with pictures beginning with the /o/ sound (octopus, otter, ostrich) under the 'o' heading on Activity Page TR 13.2. Identify the names of the items pictured as needed.

MORE HELP WITH BEGINNING SOUNDS

Give Me a Word

- Gather a collection of any **variety of blocks** (e.g., unit blocks or locking cubes).
- Tell students you will provide a sound and want them to say a word starting with that sound. For example: "Give me a word starting with /m/." (If students struggle to think of a word, prompt them to look around the room for objects starting with the target sound.)
- As students provide words starting with the target phoneme, give them a block. With each block, students get a turn to place it, building a collective structure as the game continues.

LESSON

14

ASSESSMENT AND TRICKY WORDS

Introduce Three

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.B.i**

Students will read, spell, and write simple CVC words, as well match the correct CVC word to the picture. **TEKS K.2.B.ii; TEKS K.2.C.i; TEKS K.2.E**

Students will read the Tricky Word *three*.

TEKS K.2.B.iv; TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii; TEKS K.2.D.i; TEKS K.2.D.ii

FORMATIVE ASSESSMENT

Observation	Oral Blending Observation Record **TEKS K.2.A.viii**
Observation	Letter Sounds Observation Record **TEKS K.2.B.i**

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.D** Demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.2.C** Demonstrate and apply spelling knowledge by: (ii) spelling words using sound-spelling patterns; (iii) spelling high-frequency words from a research-based list.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Blending - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	❏ Large Letter Cards for 'm,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' 'o'
Label the Picture	Independent	15 min.	❏ crayons ❏ Activity Page 14.1 ❏ Activity Page 14.1 (Digital Components)
Reading Assessment (Part 2)	One-on-One		❏ Activity Page 12.2 ❏ Word Cards for Reading Assessment (Part 2) ❏ Unit 3 Student Performance Assessment Class Record Sheet
Stomp and Spell (Phonics)	Whole Group	20 min	❏ vowel and consonant pages
Introduce Tricky Word: *Three*	Whole Group	20 min.	❏ Picture Reader
Take-Home Material			
Tricky Word Mini-Books			❏ Activity Pages 14.2, 14.3

ADVANCE PREPARATION

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance.

Digital Component 14.1

- Create an enlarged version of Activity Page 14.1 (Digital Component 14.1) to display for Label the Picture, or use the digital version.
- Have the Unit 3 Student Performance Assessment Class Record Sheet and Word Cards for Reading Assessment (Part 2) (located in Teacher Resources) on hand for the assessment.
- Write the vowel spellings 'a,' 'i,' and 'o' and the consonant spellings 'm,' 't,' 'd,' 'c,' and 'g' on sheets of paper for the Stomp and Spell activity. If possible, laminate the paper.
- Prepare to load pages 11–15 from the digital Picture Reader in the program's online materials.

Start Lesson

Lesson 14: Assessment and Tricky Words

Foundational Skills

60M

Primary Focus

- Students will orally blend words of two or three phonemes. **TEKS K.2.A.viii**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'a,' 'o,' and 'i.' **TEKS K.2.B.i**
- Students will read, spell, and write simple CVC words, as well match the correct CVC word to the picture. **TEKS K.2.B.ii; TEKS K.2.C.i; TEKS K.2.E**
- Students will read the Tricky Word *three*.

TEKS K.2.B.iv; TEKS K.2.C.i; TEKS K.2.C.ii; TEKS K.2.C.iii; TEKS K.2.D.i; TEKS K.2.D.ii

WARM-UP (5 MIN.)

Oral Blending

- Follow the procedure in Lesson 1 using the words in the box.
- Be sure to use blending motions and ask what the words have in common. *(They are all sounds that animals make.)*

1. (2) /m/ /oo/ > moo	5. (2) /b/ /o/ > baa
2. (2) /n/ /ae/ > neigh	6. (3) /ch/ /er/ /p/ > chirp
3. (3) /h/ /i/ /s/ > hiss	7. (3) /b/ /u/ /z/ > buzz
4. (2) /p/ /er/ > purr	8. (3) /b/ /ar/ /k/ > bark

EMERGENT BILINGUAL STUDENTS

Foundational Skills

Foundational Literacy Skills

Say the segmented sounds and have students repeat after you to ensure that they are hearing the same sounds you are saying. **ELPS 1.B; ELPS 2.A**

Observation: Oral Blending Observation Record

Call on a different student to blend each word. Note students' performance in the Oral Blending Observation Record.

TEKS K.2.A.viii Demonstrate phonological awareness by blending spoken phonemes to form one-syllable words; **TEKS K.2.B** Demonstrate and apply phonetic knowledge by: (i) identifying and matching the common sounds that letters represent; (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC; **TEKS K.2.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.B.iv** Demonstrate and apply phonetic knowledge by identifying and reading at least 25 high-frequency words from a research-based list; **TEKS K.2.D** Demonstrate print awareness by: (i) identifying the front cover, back cover, and title page of a book; (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep; **TEKS K.2.C** Demonstrate and apply spelling knowledge by: (ii) spelling words using sound-spelling patterns; (iii) spelling high-frequency words from a research-based list.

Sound/Spelling Review

- Use the Large Cards listed in the Lesson at a Glance chart to review the sounds taught in this unit.
- Have students say the sounds, not the letter names.

Large Letter Cards

Observation: Letter Sounds Observation Record

Call on a different student to say each letter sound. Note students' performance in the Letter Sounds Observation Record.

LABEL THE PICTURE (15 MIN.)

Note: Students may need assistance identifying a cod and a dam.

Digital Component 14.1

Activity Page 14.1

- Distribute and display Activity Page 14.1.
- Ask students to read the first word.
- Ask which of the first two pictures matches the word *dad*.
- Have students write *dad* under the picture of the dad, following your example.
- After completing the first example as a class, prompt the students to complete the rest of the activity page on their own.

Note: While students are working independently on the activity page, you can administer Part 2 of the Reading Assessment as necessary to individual students.

READING ASSESSMENT (PART 2)

Activity Page 12.2

- Follow the procedure outlined in Lesson 12 for Reading Assessment (Part 2).

STOMP AND SPELL (20 MIN.)

- Arrange the vowel and consonant papers you prepared in advance on the floor to resemble the setup of a pocket chart—vowel spellings on top, consonants below. Secure the cards to the floor.
- Choose a student to review the vowel spellings by stomping or tapping on each one and calling out the appropriate sound.

- Choose a second student to review the consonant spellings in the same fashion.
- Select a third student and call out the word *got* for the student to "stomp and spell." The student should stomp or tap on each letter in the word to spell *got*.
- Repeat with the words listed below.

1. got	5. mat	9. cot
2. mad	6. cat	10. dad
3. tag	7. dim	11. cod
4. did	8. dog	12. mom

INTRODUCE TRICKY WORD: THREE (20 MIN.)

Tricky Word Review

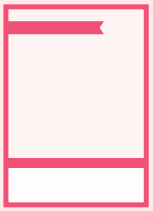
- Remind students that Tricky Words are words in English that don't "play by the rules." Tricky Words are words that do not follow the sound rules for the sound pictures that students have learned so far.
- Ask students which Tricky Words they learned in the previous lesson. (*one* and *two*)
- Tell students that even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.

Tricky Word *Three*

- Draw three dots on the board/chart paper. Ask students how many there are, prompting students to say "three" aloud.
- Then write the numeral '3' on the board/chart paper. Tell students that this is one way to write *three* as a number. Tell students that we write *three* this way in math.
- Write the word *three* on the board/chart paper, and tell students that this is another way to write *three*. Tell students that this is the way that we use *three* when reading and writing.
- Write the sound picture 't' on the board/chart paper, and ask the students what sound it makes (/t/). Then draw their attention to the word *three* and point out that it starts with the sound picture 't.'
- Ask if *three* starts with the sound /t/. As needed, explain that it does not.
- Tell students that *three* is a Tricky Word because it does not follow the rules. Reinforce that Tricky Words are words that do not follow the sound rules for the sound pictures that they have learned so far.
- Finally, underline the word *three*, and explain that we underline it so we know we cannot sound it out, we just have to remember how to read it.

- Display page 11 of the digital Picture Reader and ask students to turn to the same page in their copies of the Picture Reader.
- Point out to students that you are holding the book correctly and will be reading from top to bottom and left to right (with return sweep). Ask a volunteer to come up and point to the cover of the book. Have another student identify the title page.
- Point to *three* at the top of the page, asking all students to read the word aloud.
- Remind students that in their Picture Reader, Tricky Words, or parts of words, are underlined to remind them that they must pay attention and memorize these word parts, not just sound them out.
- Tell students to turn the page to page 12.
- Now point to the first phrase on this page.
- Call on individual students to read each phrase on pages 12–15 aloud.
- Then tell students they will practice writing tricky words *three.*
- Say the word *three.* Repeat the word and draw lines to represent each letter.
- Reminder students that tricky words don't follow the usual rules, and they must be memorized. Tell students that writing a tricky word three times will help them remember how to spell it.
- Model writing *three* on the board once. Then have students use their own paper to write the word *three* three times.

Picture Reader



Page 11

End Lesson

Take-Home Material

TRICKY WORD MINI-BOOKS

- Have students give Activity Pages 14.2 and 14.3 to a family member.

Activity Pages 14.2, 14.3

Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP WITH ORAL SEGMENTING

Push & Say

- Make one copy of the sound boxes (**Activity Page TR 5.2**) for each student.
- Follow the procedure in Lesson 9 for Push & Say, using the following words:

1. gag > /g/ /a/ /g/
2. gig > /g/ /i/ /g/
3. tag > /t/ /a/ /g/
4. dog > /d/ /o/ /g/
5. dig > /d/ /i/ /g/
6. cog > /k/ /o/ /g/
7. bog > /b/ /o/ /g/
8. beg > /b/ /e/ /g/
9. big > /b/ /i/ /g/
10. bug > /b/ /u/ /g/

MORE HELP WITH BEGINNING SOUNDS

Give Me the Sound

- Gather a collection of any **variety of blocks** (e.g., unit blocks or locking cubes).
- Tell students you will provide a word and you would like them to say the sound at the beginning of the word. For example: "Give me the sound at the beginning of *mop*." (If students struggle to identify the sound, repeat the word with the beginning sound drawn out: mmmop.)
- Use the following words:

1. mock
2. mother
3. counter
4. gash
5. bowl
6. mice
7. deck
8. cage
9. couch
10. game
11. down
12. tooth
13. garage
14. camera
15. marker

- As students provide sounds, give them a block. With each block students get a turn to place it, building a collective structure as the game continues.

MORE HELP WITH READING

Word Wheel

- Provide a Word Wheel (**Activity Page TR 14.1**) to each student.
- Have students spin the smaller wheels to make words, blending and reading the words they make.
- For handwriting practice, have students copy the words on a sheet of paper.

Pausing Point

This is the end of Unit 3. You should pause here and spend additional time reviewing the material taught in Unit 3. Students may do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

Note: This is one of the most important Pausing Points in this grade. If students are having trouble blending (reading words), it would be wise to pause for several days before introducing more sounds and spellings. Focus on Pocket Chart Chaining for Reading if students are having problems blending.

PAUSING POINT TOPIC GUIDE

More Help with Oral Blending

Mystery Bag	Page 144
Have You Ever?	Page 144
Cut Up Pictures	Page 145
Touch It!	Page 145
Clap and Pat Sounds	Page 145
I'm Going on a Trip	Page 146
Relay Blending	Page 146
Nursery Rhyme Blending	Page 146
Name Blending	Page 147
Find My Word	Additional Support Lessons 4, 5

More Help with Letter Sounds

I'm Thinking of Something	Page 147
Complete the Sentence	Page 148
Hear Initial Sounds	Page 148
Sound Sprints	Page 149
Mirror, Mirror	Page 149
T-Chart Sort	Additional Support Lesson 13; Page 149
Simon Says Sounds	Page 150

Guess the Sound	Page 150
Sound Search	Page 150
Minimal Pairs	Page 151
Open Sort	Additional Support Lesson 11
Closed Sort	Additional Support Lesson 9
Grab Bag	Additional Support Lesson 10
Sound Boxes	Additional Support Lessons 5,12
Race to the Top	Additional Support Lessons 3,4,6,8
Match Maker	Additional Support Lessons 10,12
Give Me a Word	Additional Support Lessons 1, 2, 12, 13
Push & Say	Additional Support Lessons 9, 14
Show Me the Sound	Additional Support Lesson 7
"Wee Willie Winkie"	Additional Support Lesson 8
Show Me the Picture	Additional Support Lesson 3
Give Me the Sound	Additional Support Lesson 14

More Help with Reading

Pocket Chart Chaining for Reading	Page 151
Word Box	Page 152
Label the Picture	Page 152
No Ride for You!	Page 152
Real Word or Silly Word?	Page 152
Word Reading Sprints	Page 153
Teacher Chaining	Additional Support Lesson 13
Word Wheel	Additional Support Lesson 14

More Help with Spelling

Pocket Chart Chaining for Spelling	Page 154

More Help with Writing

Play with Clay	Page 154
Handwriting Activity Pages	Page 154
Rough Around the Edges	Page 154
Sort by Sound	Page 155
Circle Spelling	Additional Support Lesson 11; Page 155
Trace and Write	Additional Support Lessons 1, 2
Letters in the Sand	Additional Support Lesson 7

MORE HELP WITH ORAL BLENDING

Mystery Bag

- Gather a number of objects and review their names with students before placing them in a bag. Make sure the name of each object has no more than three sounds.
- Explain that you want them to guess what you have in the bag.
- Reach into the bag and select one of the objects, but do not remove the object from the bag.
- Say the name of the object in a segmented fashion (e.g., "/p/ . . . /e/ . . . /n/") and ask students to blend the word
- Reveal the object once students have the blended word.
- Repeat with the remaining objects.

Note: You can add riddles to this game (e.g., "I'm holding something you can use to write. It sounds like /p/ . . . /e/ . . . /n/."). However, the point of this exercise is to allow students to practice blending.

Have You Ever?

- Teach students the following verse to the tune of "Have You Ever Seen a Lassie?"

  Have you ever seen a /k/ . . . /a/ . . . /t/, /k/ . . . /a/ . . . /t/, /k/ . . . /a/ . . . /t/?
  Have you ever seen a /k/ . . . /a/ . . . /t/?
  What did you see?

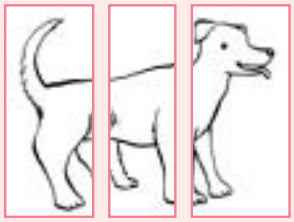
- Have the class answer the last line with the blended word. *(cat)*
- Repeat using three-sound words (e.g., *dog, fish, moth, rose)*.
- **Variation:** Sing the following verses to the tune of "The Wheels on the Bus."

  The sounds in the word go
  /d/ . . . /o/ . . . /g/,
  /d/ . . . /o/ . . . /g/,
  /d/ . . . /o/ . . . /g/,

  The sounds in the word go
  /d/ . . . /o/ . . . /g/,

  Can you guess that word?

Cut Up Pictures



Note: This exercise allows students to "physically" manipulate the sounds in a word by moving pieces of a picture of the word.

- Gather pictures of objects having names containing only three sounds.
- Cut each picture into three pieces—the first piece represents the first sound in the name of the object, the second piece represents the second sound, and the third piece represents the third sound.
- Place the three pieces in order on an easel or the board, leaving space between them.
- Say the name of the picture in a segmented fashion, pointing to each piece as you say the sound it represents.
- Have students repeat the segmented word.
- Move the pieces together as you say the blended word.
- Have students repeat the blended word.
- Repeat with several pictures.

Touch It!

Note: This exercise allows students to "feel" sounds by having them touch different parts of their bodies for each sound in a word.

- Say a three-sound word in a segmented fashion.
- Have students say the first sound as they touch their shoulders, the second sound as they touch their waists, and the third sound as they touch their toes (e.g., "/r/ [touch shoulders], /u/ [touch waist], /g/ [touch toes]").
- Have students stand up and thrust their arms in the air as they say the blended word (e.g., "RUG!").
- Repeat with several words.

Clap and Pat Sounds

Note: This exercise allows students to "feel" sounds by having them clap them out.

- Say a three-sound word in a segmented fashion, clapping once for each sound (e.g., "/b/ [clap] . . . /i/ [clap] . . . /n/ [clap]").
- Say the blended word as you pat your lap: *bin*.
- Have students practice this with a number of words.

I'm Going on a Trip

- Explain that you are going on a trip and you want students to guess the objects you are taking.
- Say the name of a three-sound object in a segmented fashion, touching your shoulder, elbow, and wrist for the individual sounds (e.g., "/sh/ . . . /oo/ . . . /z/").
- Have students repeat the segmented sounds and say the blended word.
- Repeat with additional objects.

Note: Be careful not to make this a riddle game. The point of this exercise is to allow students to practice blending.

Relay Blending

- Divide the class into two teams and have each team form a line.
- Say a segmented word, (e.g., "/s/ . . . /a/ . . . /t/"), and ask the first student in each line to blend it.
- The student who is first to blend the word correctly gets a point for their team. (Scoring is optional.) Both students should then move to the back of their respective lines.
- If neither student can blend the word correctly, have both students move to the back of their respective lines and have the next students in line take a turn.

Nursery Rhyme Blending

- Select a nursery rhyme with which students are familiar, and note the words having two or three sounds.
- Tell students you are going to recite a nursery rhyme, but you will say some of the words in a segmented fashion.
- Recite the nursery rhyme for the class. When you get to a two- or three-sound word, say it in a segmented fashion.
- Pause and ask students to repeat the segmented sounds. Then have students blend the word.

Name Blending

Note: In this exercise students will practice blending the segmented names of their classmates. Segmenting student names as opposed to random words drastically reduces the number of possible responses for students. Additionally, hearing the sounds in their names is easier for most students than hearing the sounds in random words.

This program treats /er/ (as in *her*), /ar/ (as in *car*), and /or/ (as in *for*) as single vowel sounds rather than vowel + consonant combinations. Thus, you should segment a name like *Mark* into: /m/ /ar/ /k/. Practice segmenting students' names in advance. With practice it will become automatic and will not require additional preparation.

- Select a student's name containing only two or three sounds (e.g., *Sue* [/s/ /oo/] or *Ben* [/b/ /e/ /n/]).
- Say the name in a segmented fashion and ask students to say the name.
- Once you have finished segmenting the two- and three-sound names, proceed to the longer ones.

MORE HELP WITH LETTER SOUNDS

I'm Thinking of Something

- Follow the procedure in Lesson 3 using the hints in the following boxes.

/m/:

1. I'm thinking of a woman who has a child. *(mom, mother)*
2. I'm thinking of another word for *angry. (mad)*
3. I'm thinking of a word for beef, ham, and *chicken. (meat)*
4. I'm thinking of something yellow. People put this on hot dogs. *(mustard)*
5. I'm thinking of a tool you use to draw a picture. *(marker)*

/a/:

1. I'm thinking of a crunchy autumn fruit. *(apple)*
2. I'm thinking of the top part of the inside of a house. People sometimes store things here. *(attic)*
3. I'm thinking of an animal a lot like a crocodile. It has scales, large teeth, and a long tail. *(alligator)*
4. I'm thinking of the name for a response to a question. *(answer)*

Complete the Sentence

- Follow the procedure in Lesson 4 using the sentences in the box.

/i/:

1. If I am scratching, I probably have an _____. *(itch)*
2. Another word for *sick* is _____. *(ill)*
3. A word that means the opposite of *out* is _____. *(in)*

Hear Initial Sounds

- Follow the procedure in Lesson 1 using the words in the following boxes.

/o/:

1. October
2. odd
3. add
4. octopus
5. end
6. otter
7. inch

/d/:

1. dog
2. daisy
3. great
4. dance
5. drink
6. tall
7. baby

/g/:	
1. cut	4. green
2. guess	5. good
3. leap	6. dream
	7. grass

Sound Sprints

- Make two sets of cards with previously taught sound/spellings.
- Place the two sets of letter cards at the far end of the classroom, the gym, or the playground.
- Select two students to race.
- Call out a sound.
- Have students race to grab the sound and bring it back.
- Let each student that gets back quickly with the correct letter get a point for their team (as long as they don't look at the other team's choice and do their own work).

Mirror, Mirror

Note: This exercise will probably be most successful when you contrast sounds that are markedly different and have easily visible mouth positions. The sounds /m/, /a/, and /o/ are probably the easiest sounds in this unit to observe because the movements of the lips and jaw are quite pronounced.

- Distribute a handheld mirror to each student.
- Have students observe the shape of their mouths when producing the sounds taught in this unit.
- Have students contrast sounds like /a/ and /o/, or /a/ and /i/, so the differences become clear.

T-Chart Sort

- Select two sounds taught in this unit and find pictures of items beginning with these sounds. One suggestion is to make charts contrasting the sister sounds /t/ and /d/, the sister sounds /k/ and /g/, or the vowel sounds /i/, /a/, and /o/.
- Draw a chart with two columns on a piece of chart paper and write the spellings for the sounds at the top of the chart.
- Show students the pictures and have them determine the beginning sounds.
- Have them place the pictures in the appropriate columns of the chart.

t	d

- **Variation:** To make this exercise easier, select only one target sound. Show students pictures of items beginning with that sound and pictures of items beginning with other sounds. This way students only have to decide if the words begin with the target sound or not. To make this exercise a little more challenging, have students sort the pictures according to the last sounds in the words.

Simon Says Sounds

Note: Be sure to explain and practice the game Simon Says if students are not familiar with it.

- Give each student a set of teacher-made letter cards.
- Play Simon Says, using commands such as:
  - Simon says, "Touch the picture that stands for the /m/ sound as in *man*."
  - Simon says, "Touch the picture that stands for the /a/ sound as in *at*."
  - Touch the picture that stands for the /t/ sound as in *toad*. (Since Simon did not say to touch it, they should not have touched the picture.)

Guess the Sound

- Whisper a "secret sound" to a student and ask them to find an object in the classroom beginning with that sound.
- When the student points to an object, have the other students guess the "secret sound."

Sound Search

- Say a sound and ask students to find an object in the classroom beginning with that sound.
- Help students find the first object.
- When a student has found an object, have them show it to the other students and say its name.

Minimal Pairs

- Follow the procedure in Lesson 8 for the minimal pairs /t/ and /d/.

/t/–/d/:

1. tip—dip
2. tad—dad
3. tomb—doom
4. tab—dab
5. tug—dug
6. tot—dot
7. ten—den

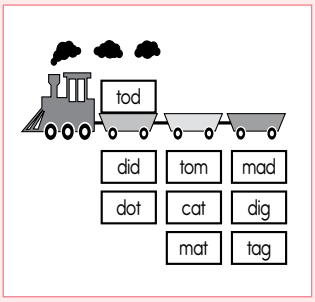
MORE HELP WITH READING

Pocket Chart Chaining for Reading

- Follow the procedure in Lesson 3 using chains from the box. Only do as many chains as time allows.

1. am > ad > at > cat > cam > dam > dad > mad > mac > mat
2. cog > dog > dot > cot > cod > tod > tad > tag > gag > gig
3. mid > did > dig > dim > dam > tam > Tom > tot > dot > doc
4. gag > tag > tad > dad > did > dig > dog > cog > cot > got
5. tic > tac > mac > mat > at > ad > dad > dam > dim > tim
6. id > od > dod > did > dig > gig > gag > tag > mag > mat > mac
7. cod > cog > dog > dig > dim > tim > tic > toc > tot > got
8. at > mat > mad > mid > did > dad > tad > tag > gag > mag

Activity Pages
PP.1, PP.2



This game can also be made into a folder game.

Word Box

- Have students complete Activity Page PP.1 (front and back).
- Tell students to read the words in the box at the top of the activity page and write each word under its matching picture.
- Try to refer to letters by their sounds rather than their letter names.

Label the Picture

- Have students complete Activity Page PP.2 (front and back).

No Ride for You!

- On the board, draw a train with three boxcars.
- Select a target sound (e.g., /t/), and write nine decodable words on cards, making sure three of them begin with the target sound.
- Attach the cards in columns of three under the three boxcars.
- Explain that only words beginning with the /t/ sound are allowed to ride on this train.
- Ask students to sound out and blend the words in the first column and have them decide which one can take the ride.
- Call students one at a time to move the card.
- Ask why the other two words are not allowed to take a ride.
- Repeat with the remaining columns of words.

Note: Increase the difficulty of this exercise by making the middle or last sound in each word the target sound.

Real Word or Silly Word?

- Tell students you are going to write a mix of real words and silly words on the board. Remind them silly words can be read in the same way as real words—by blending the sounds.
- Write a real word or a silly word on the board and ask a student to read it. Be sure to write two- or three-sound words using previously taught sound/spellings.
- Ask if the word you have written is a real word or a silly word.
- Repeat for additional words, discussing the meaning of any real words students think are silly words. This activity can also be adapted for reading chains of words. Only do as many words as time allows.

1. mat (*real*)
2. dad (*real*)
3. gom (*silly*)
4. mom (*real*)
5. mag (*silly*)
6. com (*silly*)
7. got (*real*)
8. gad (*silly*)
9. tog (*silly*)
10. mim (*silly*)
11. hat (*real*)
12. dim (*real*)
13. ot (*silly*)
14. cat (*real*)
15. dig (*real*)
16. cot (*real*)
17. dot (*real*)
18. ag (*silly*)
19. mad (*real*)
20. tid (*silly*)

Word Reading Sprints

- Make sets of decodable word cards and matching picture cards (e.g., one card has the word *dog* and the matching card has a picture of a dog).
- Make one set of cards for each group that will be racing.
- Place the word cards at the far end of the classroom, playground, or gym.
- Divide the class into teams, and have each team form a line.
- Give the first student in each line a picture card.
- Have the students race to identify and return with a matching word card.
- The child who gets back first earns a point for their team.
- Repeat until each student has had a turn.
- The team with the most points wins. (Scoring is optional.)

MORE HELP WITH SPELLING

Pocket Chart Chaining for Spelling

- Follow the procedure in Lesson 5 using the chains in the box.

1. cat > mat > mad > tad > tod > cod > cog > dog > dot > doc
2. mid > did > dig > gig > gag > tag > tam > dam > cam > am
3. got > dot > tot > tom > mom > mod > cod > cog > dog > dig
4. it > at > mat > cat > cot > cod > tod > tad > tac > mac
5. tad > tod > tot > dot > dog > dig > did > dad > mad > ad
6. mom > tom > tim > dim > dam > cam > com > cog > cod > cot
7. ad > am > tam > tad > mad > mac > tac > tag > gag > mag

MORE HELP WITH WRITING

Play with Clay

- Provide students with modeling clay and have them shape the spellings taught in this unit.

Handwriting Activity Pages

- Have students complete Activity Pages PP.3 and/or PP.4 (letters) or Activity Pages PP.5 and/or PP.6 (words).
- You may wish to laminate these activity pages and have students write on them with dry-erase markers. This way students may practice repeatedly.

Activity Pages
PP.3–PP.6

Rough Around the Edges

- Using a fine grade sandpaper, cut out the shapes for the spellings in this unit.
- Have students trace the sandpaper spellings with their fingers.

Sort by Sound

- Have students complete Activity Pages PP.7, PP.8 and/or PP.9.
- Explain that there are six words in the box at the top of the page.
- Ask students to sort these words by the first or middle sound (depending on the activity page) and to write them on the lines.
- Encourage students to say the sound as they write each letter.

Circle Spelling

- Have students complete Activity Page PP.10 (front and back).

Activity Pages
PP.7 –PP.10

Teacher Resources

Kindergarten	Foundational Skills 3

Teacher Guide

Teacher Resources

Oral Blending Observation Record—Unit 3
Letter Sounds Observation Record—Unit 3
Sample Letter Sounds Observation Record
Unit 3 Student Performance Assessment Class Record Sheet
Word Cards for Reading Assessment (Part 2)
Additional Support Activity Pages
Activity Book Answer Key
Appendices
Texas Essential Knowledge and Skills Correlation Chart
English Language Proficiency Standards Correlation Chart

ORAL BLENDING OBSERVATION RECORD—UNIT 3

✓ - Correctly Blended (write the word blended)

× - Incorrectly Blended (write the word given/the sounds blended)

Subtotal = number of correct responses/total responses per student

Student	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson	Subtotal
							/
							/
							/
							/
							/
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							/
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							/

LETTER SOUNDS OBSERVATION RECORD—UNIT 3

✓ - Correct Letter-Sound correspondence (write the letter given)

× -Incorrect Letter-Sound correspondence (write the letter given)

Subtotal = number of correct responses/total responses per student

Student	Lesson	Lesson	Lesson	Lesson	Lesson	Subtotal
						/
						/
						/
						/
						/
						/
						/
						/
						/
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SAMPLE LETTER SOUNDS OBSERVATION RECORD

Below is an example of a completed Letter Sounds Observation Record. A blank copy for you to photocopy and fill in can be found in Teacher Resources. Throughout the unit, as you ask students to identify letter-sound correspondences, record each student's performance using the legend below or one that you devise. Be sure to note whether or not the student gave the correct letter-sound correspondence. Include the sound given next to the marks. At the end of each row, tabulate the student's performance in the subtotal column. Pay particular attention to what letters and sounds may be problematic for students.

✓ - Correct Letter-Sound correspondence (write the letter given)

× -Incorrect Letter-Sound correspondence (write the letter given)

Subtotal = number of correct responses/total responses per student

Student	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Subtotal
B. Allen	(m)				(m)	1 /2
S. Bishop	(m)			(a)		2 /2
L. Bronson				(d)	(d)	1 /2
J. Chen		(a)	(t)			2 /2
T. Ellis	(m)			(d)		2 /2
B. Finn	(m)				(t)	1 /2
J. Joyce		(m)		(t)		2 /2
R. Little					(d)	1 /2
K. Miller				(a)	(a)	1 /2
M. Moore	(m)			(m)		0 /2
P. Nuñez			(t)		(a)	1 /2
G. O'Neill				(m)	(a)	2 /2
K. Powell		(m)	(a)			2 /2
T. Smith			(m)	(t)		1 /2
W. Stein		(m)			(d)	2 /2

UNIT 3 STUDENT PERFORMANCE ASSESSMENT CLASS RECORD SHEET

Student	Part One	Part Two	Notes

WORD CARDS FOR READING ASSESSMENT (PART 2)

cat	mom
dog	tag
mat	dad
dot	mad
dig	cot

Additional Support Activity Pages

Kindergarten	Foundational Skills 3

Teacher Guide

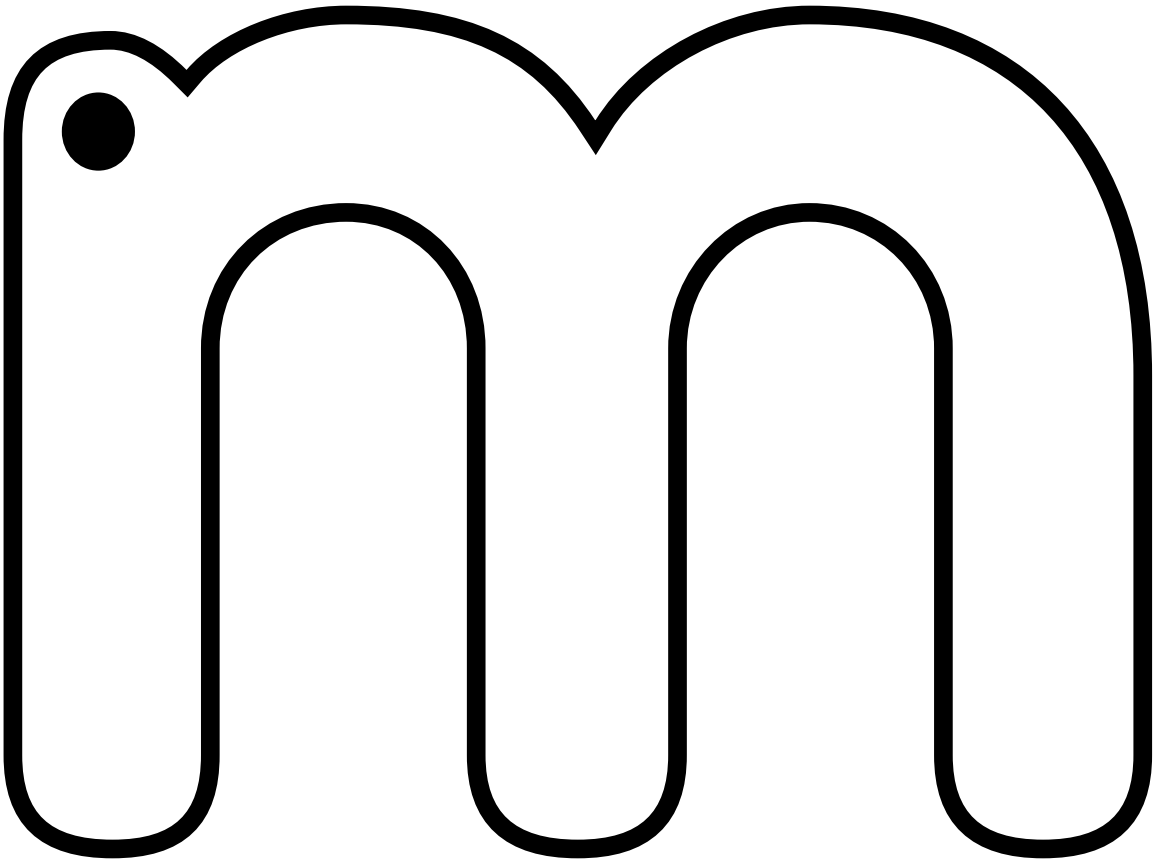
NAME: _____

DATE: _____

TR 1.1

Large Letter Practice (m)

Directions: Have students trace the letter several times, using a different color crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as they write the letter.



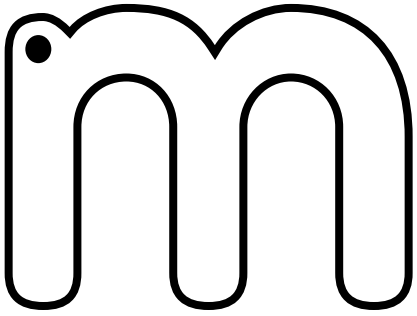
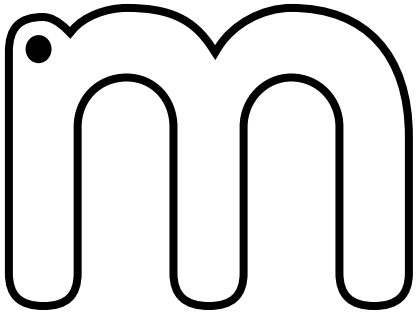
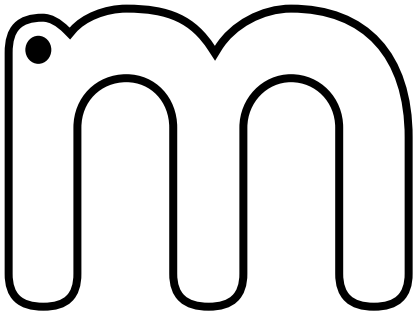
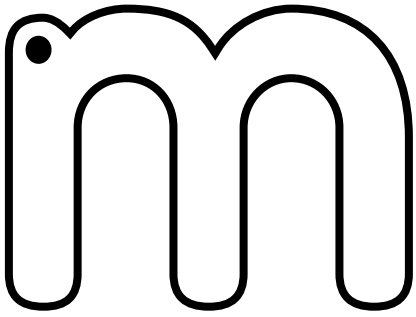
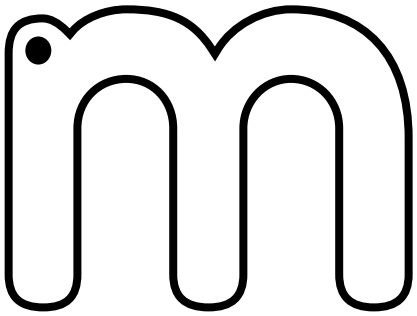
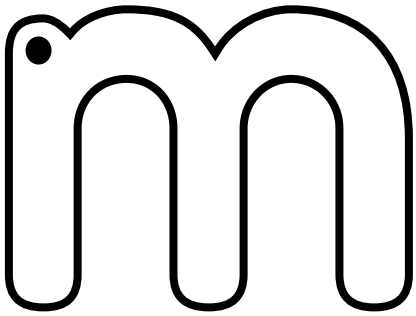
NAME: _____

DATE: _____

TR 1.2

Medium Letter Practice (m)

Directions: Have students trace the letter several times, using a different color crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as they write the letter.

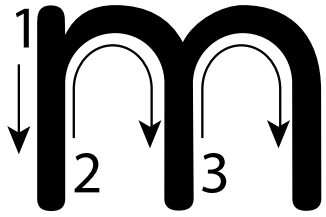







NAME: _____

DATE: _____

TR 1.3

Small Letter Practice (m)



Directions: Have students trace and copy the letter. The motion can be described as 1. short line down; 2. hump; 3. hump. Student should say the sound as they write the letter.

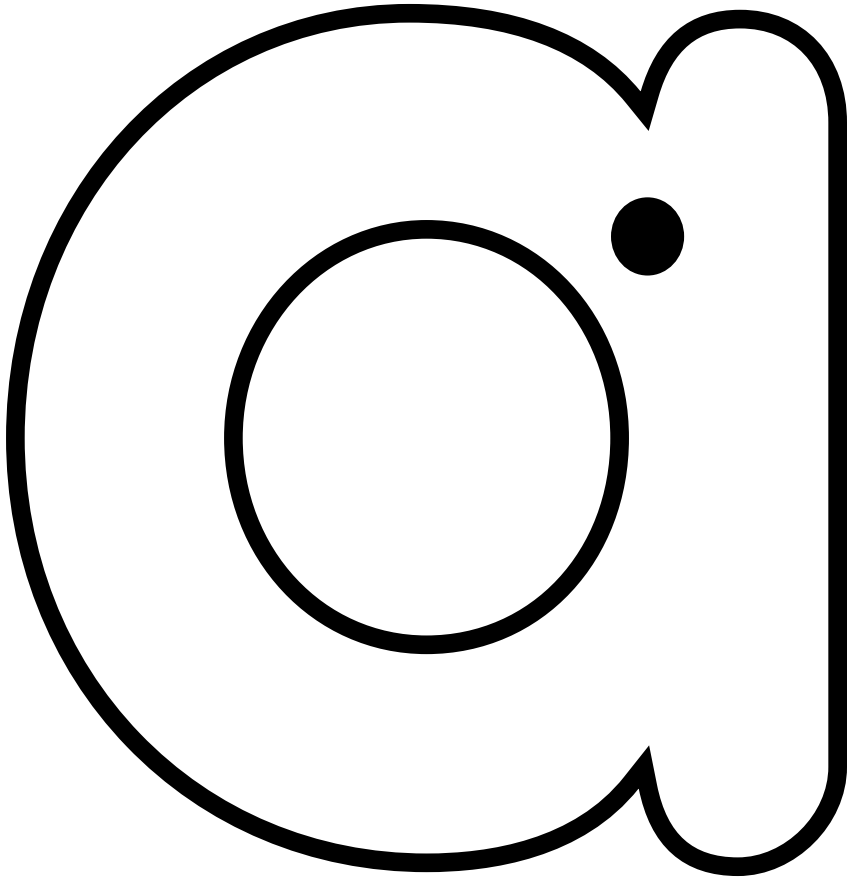
NAME: _____

DATE: _____

TR 2.1

Large Letter Practice (a)

Directions: Have students trace the letter several times, using a different color crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as they write the letter.



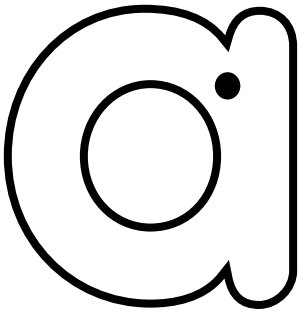
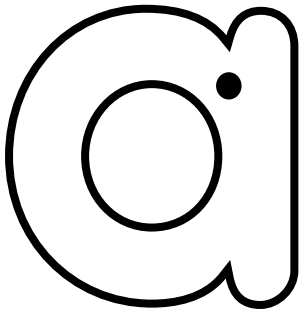
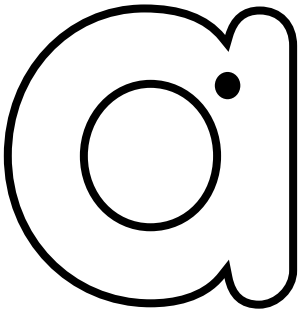
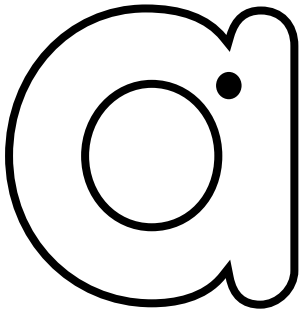
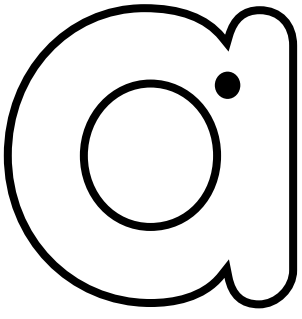
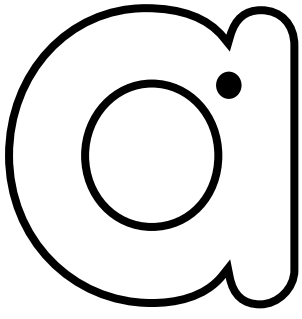
NAME: _____

DATE: _____

TR 2.2

Medium Letter Practice (a)

Directions: Have students trace the letter several times, using a different color crayon each time. Make sure students start tracing at the starting dot. Students should say the letter formation chant or the sound as they write the letter.

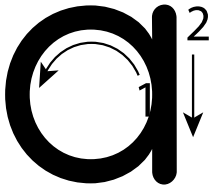
NAME: _____

DATE: _____

TR 2.3

Small Letter Practice (a)

Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left; 2. short line down. Student should say the sound as they write the letter.



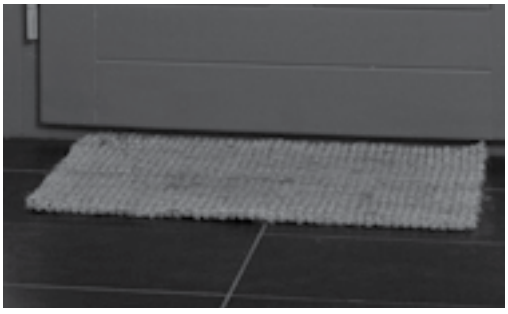
NAME: _____

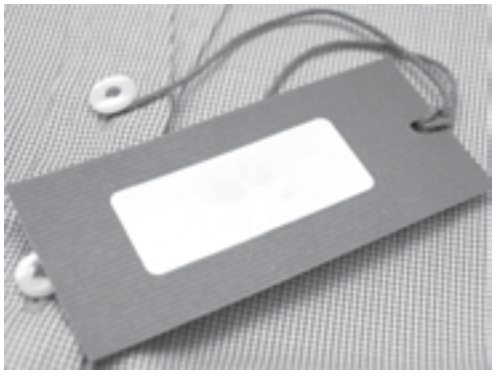
DATE: _____

TR 3.1

Picture Cards

Directions: Make copies of this page for students, and cut out the picture cards.





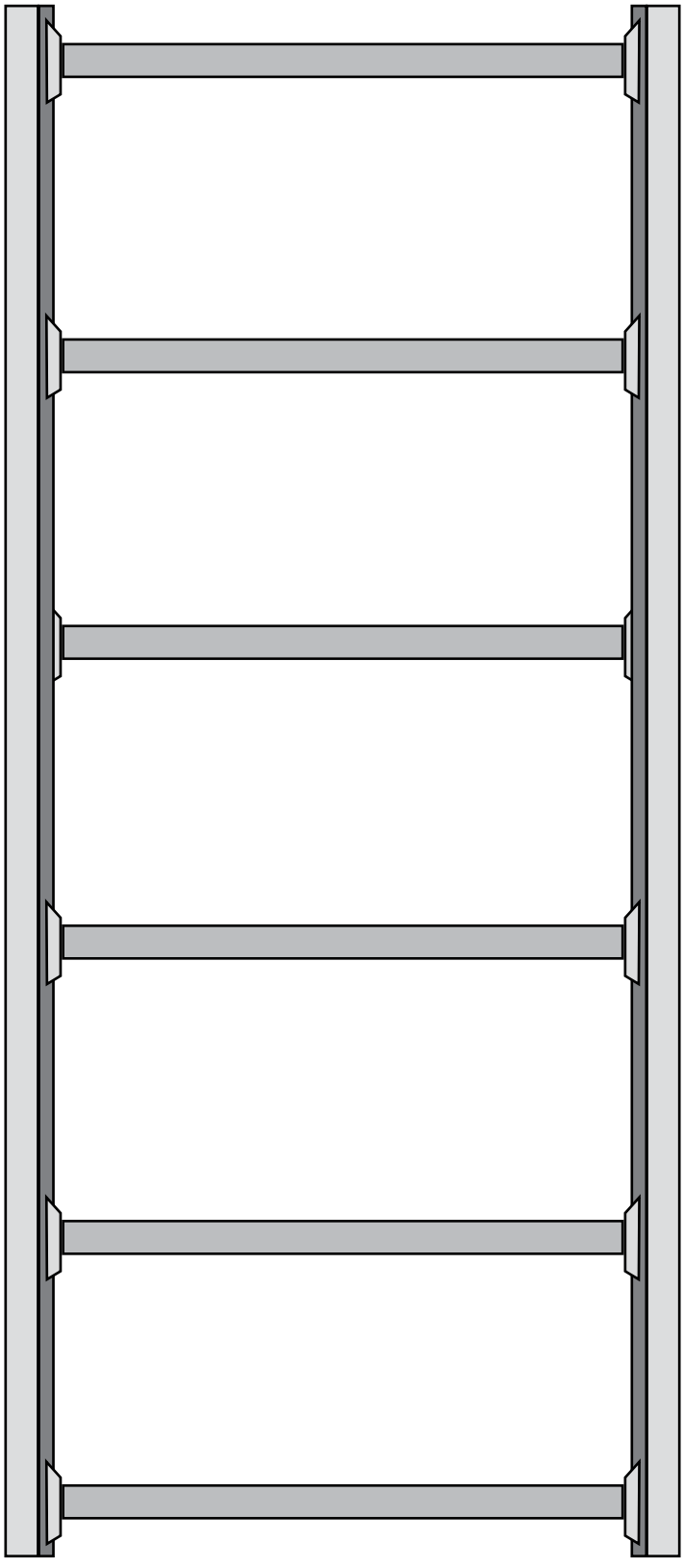
NAME: _____

DATE: _____

TR 3.2

Race to the Top

Directions: Copy (card stock is recommended to allow for reuse) this page for the game Race to the Top.



NAME: _____

DATE: _____

TR 3.3

Letter Cards

Directions: Make copies of this page for students and cut out the letter cards.

m	a
t	

NAME: _____

DATE: _____

TR 4.1

Find My Word

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: cow, dog, duck, horse, bee, pig, cat, sheep, bird.

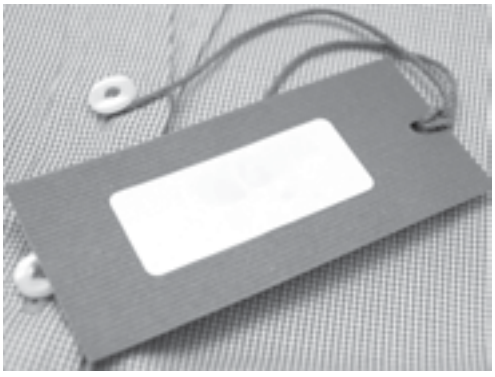
NAME: _____

DATE: _____

TR 4.2

Picture Cards

Directions: Make copies of this page for students and cut out the picture cards.



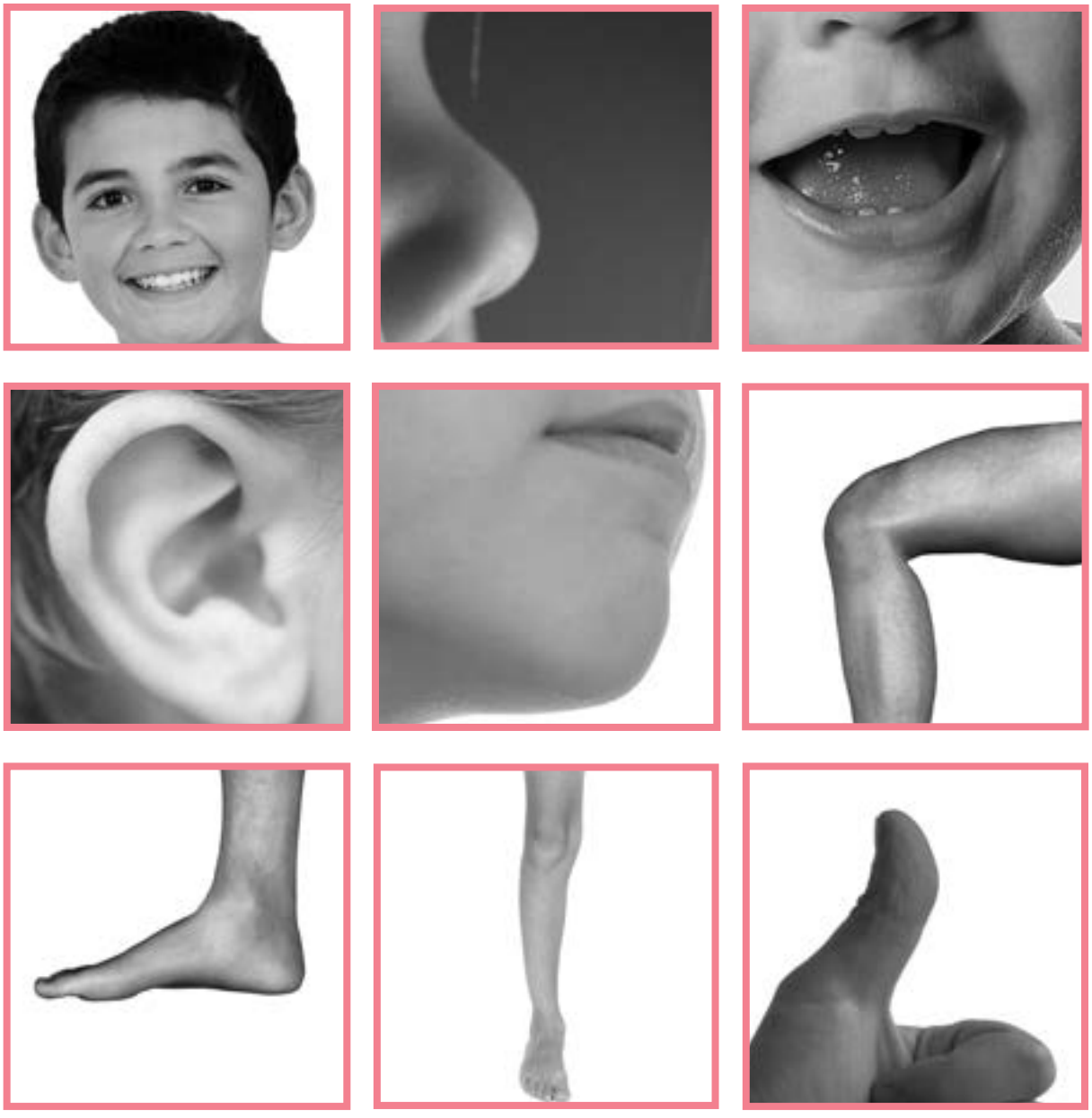
NAME: _____

DATE: _____

TR 5.1

Find My Word

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: head, nose, mouth, ear, chin, knee, foot, leg, thumb.



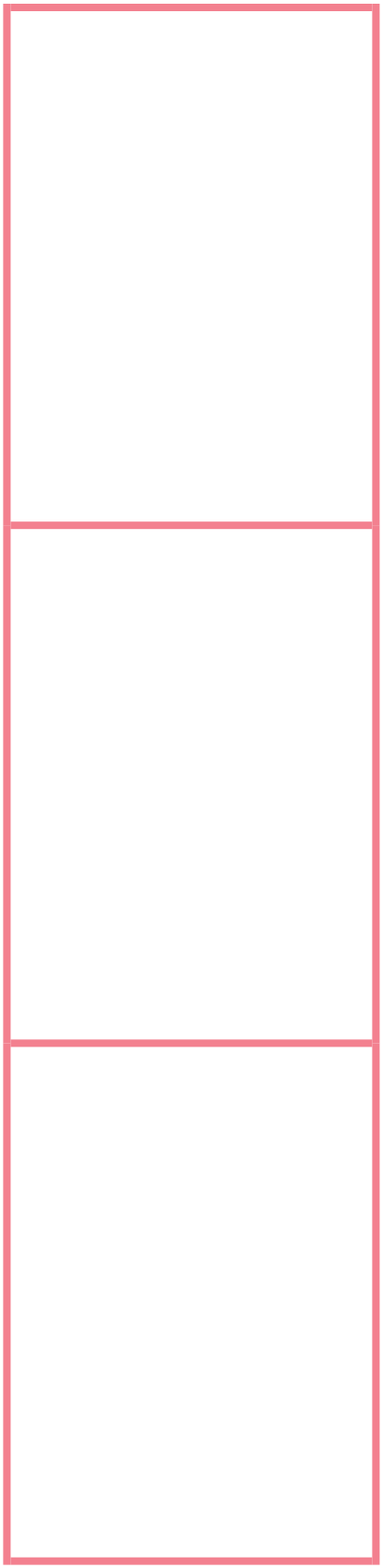
NAME: _____

DATE: _____

TR 5.2

Sound Boxes

Directions: Make copies of this page for students to use with the Sound Boxes activity.



NAME: _____

DATE: _____

TR 6.1

Letter Cards

Directions: Make copies of this page for students and cut out the letter cards.

m	a
o	d
t	

NAME: _____

DATE: _____

TR 7.1

Letter Cards

m	d
t	c

Directions: Make copies of this page for students and cut out the letter cards.

NAME: _____

DATE: _____

TR 8.1

Letter Cards

Directions: Make copies of this page for students and cut out the letter cards.

m	a
o	d
t	c

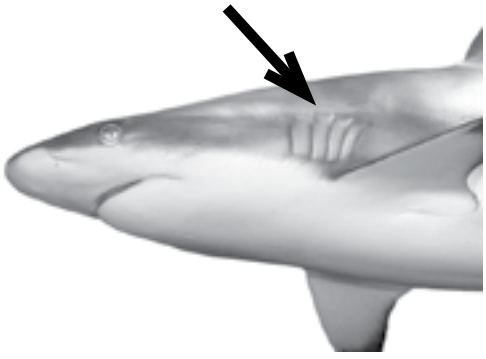
NAME: _____

DATE: _____

TR 9.1

Picture Cards

Directions: Make copies of this page for students and cut out the picture cards.



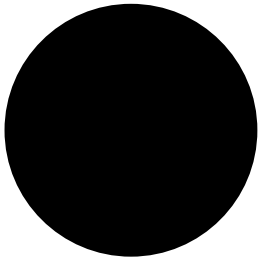
NAME: _____

DATE: _____

TR 10.1

Picture Cards

Directions: Copy and cut these picture cards for use with Open Sorts and Match Maker. Darker card stock is recommended to prevent transparency and to allow for reuse.



NAME: _____

DATE: _____

TR 11.1

Circle Spelling

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

t c	o a	g t

_____

_____

d m	o a	g t

_____

_____

t c	o a	g t

_____

_____

NAME: _____

DATE: _____

TR 11.1

CONTINUED

Circle Spelling

d m	e o	m g

c m	a o	g t

d m	a o	d g

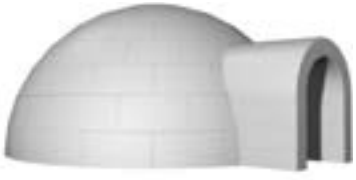
NAME: _____

DATE: _____

TR 13.1

T-Chart Sort

Directions: Make copies of this page for the T-Chart sort activity.



NAME: _____

DATE: _____

TR 13.2

T-Chart Sort

i	o

Directions: Have students glue or tape picture cards from Activity Page TR 13.1 here.

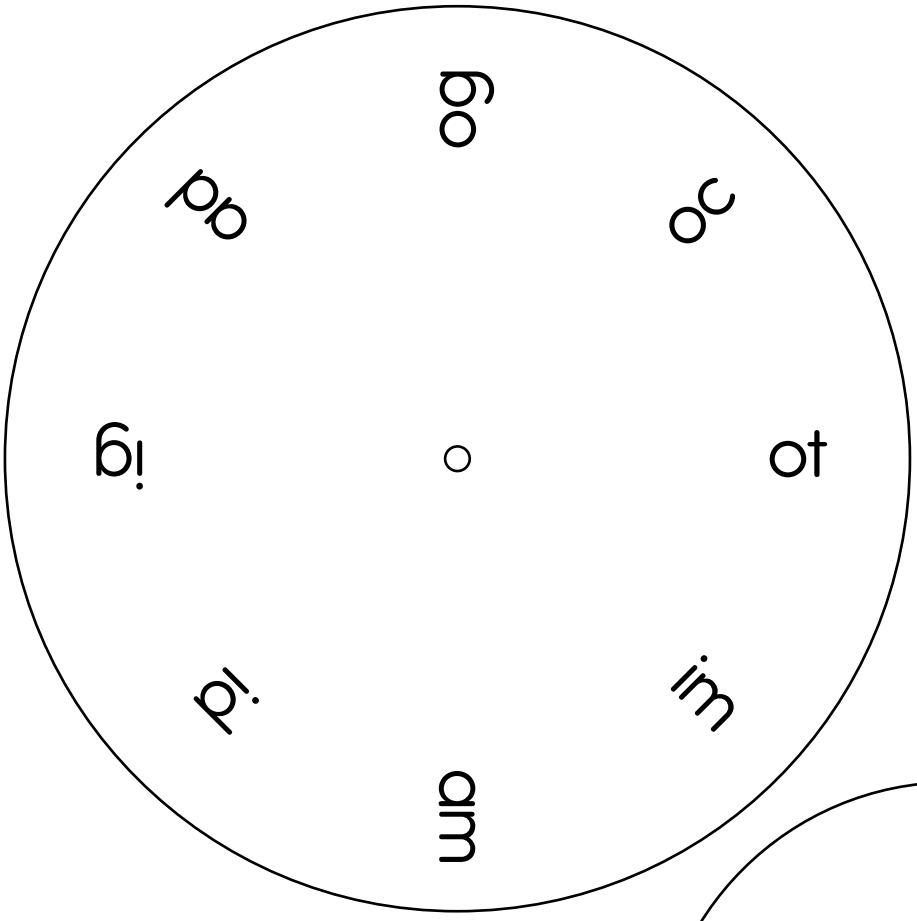
NAME: _____

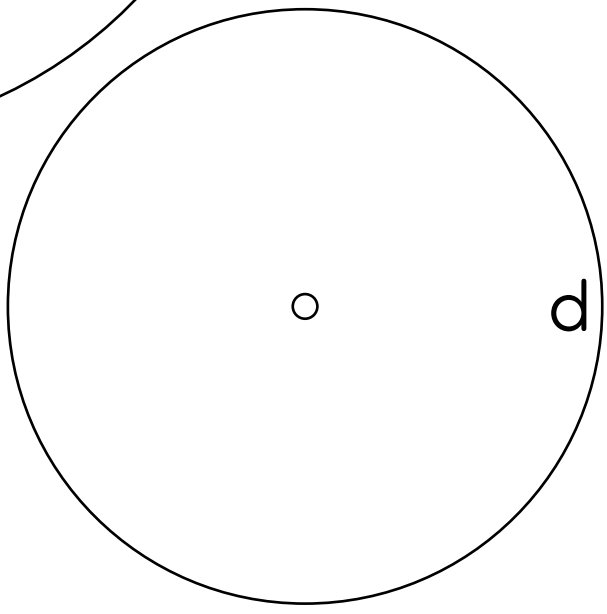
DATE: _____

TR 14.1

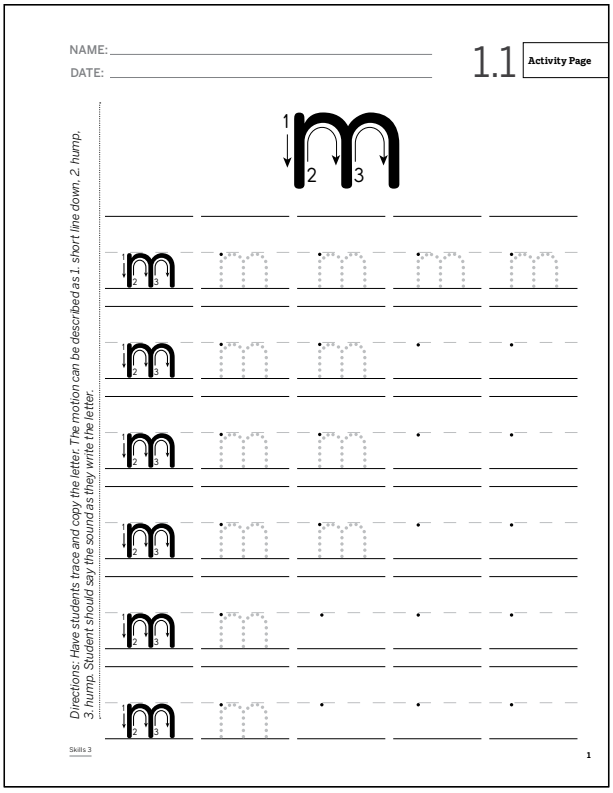
Word Wheel

Directions: Copy and cut these circles. Pin the smaller circle on top of the larger circle with a brass fastener. Have students spin the smaller circle to make words, blending and reading the words they make.





ACTIVITY BOOK ANSWER KEY

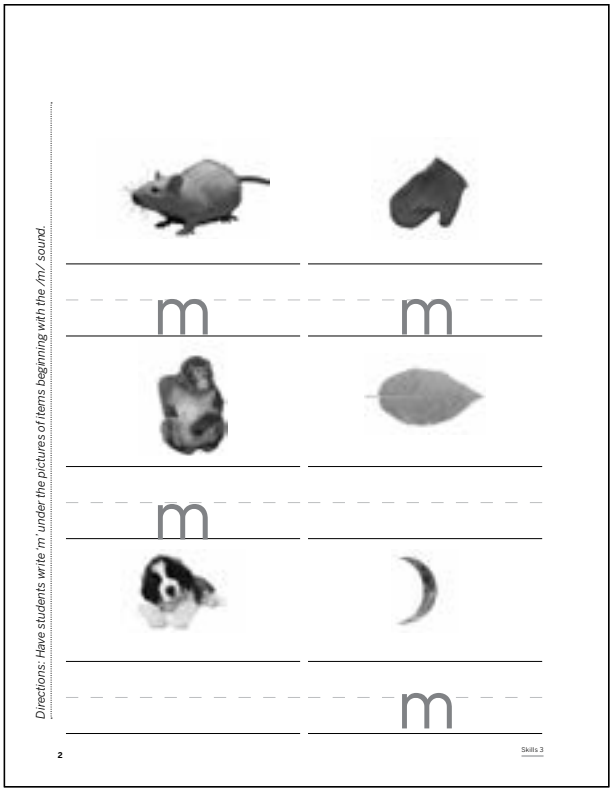

NAME: _____
DATE: _____

1.1 Activity Page

Directions: Have students trace and copy the letter. The motion can be described as 1. short line down, 2. hump, 3. hump. Student should say the sound as they write the letter.

Skills 3

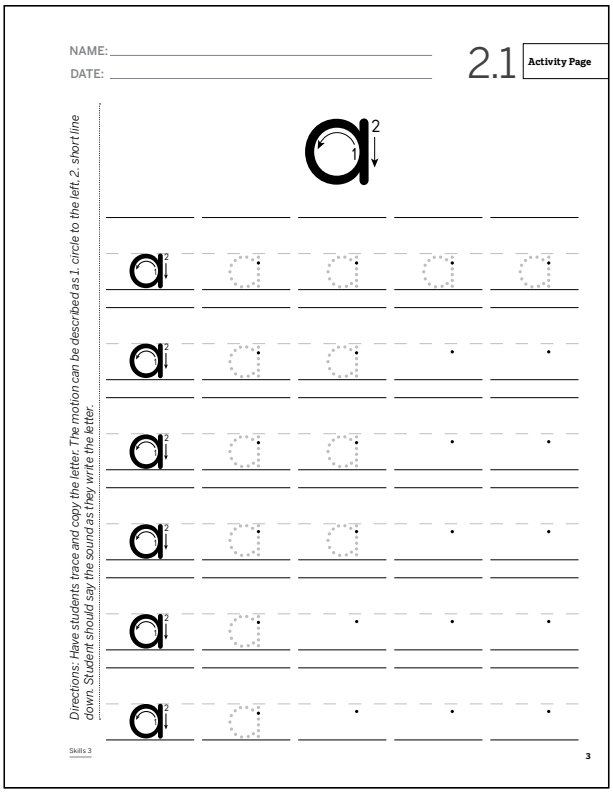
1


Directions: Have students write 'm' under the pictures of items beginning with the /m/ sound.

m m m m

2

Skills 3

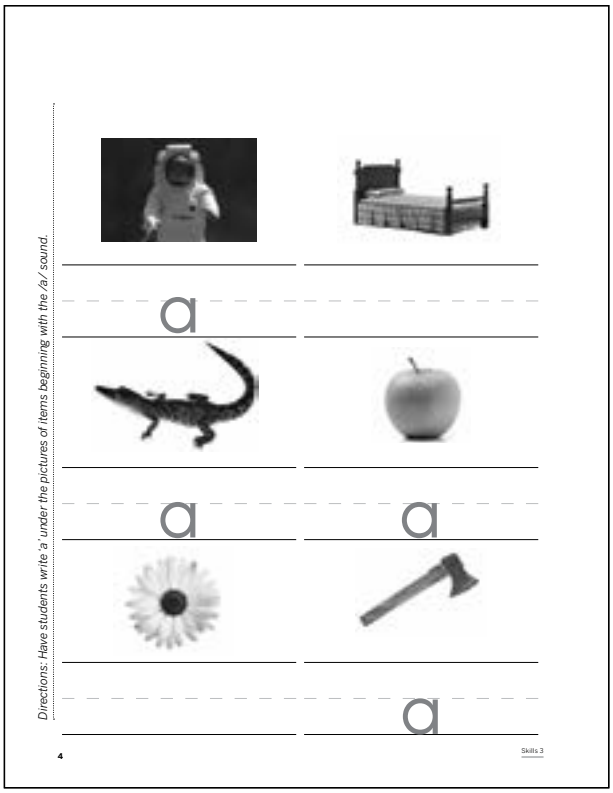

NAME: _____
DATE: _____

2.1 Activity Page

Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left, 2. short line down. Student should say the sound as they write the letter.

Skills 3

3


Directions: Have students write 'a' under the pictures of items beginning with the /a/ sound.

a a a a

4

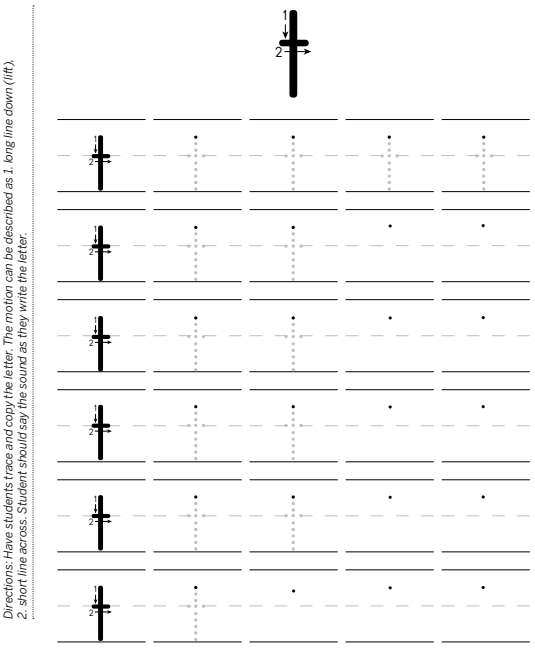
Skills 3

NAME: _____

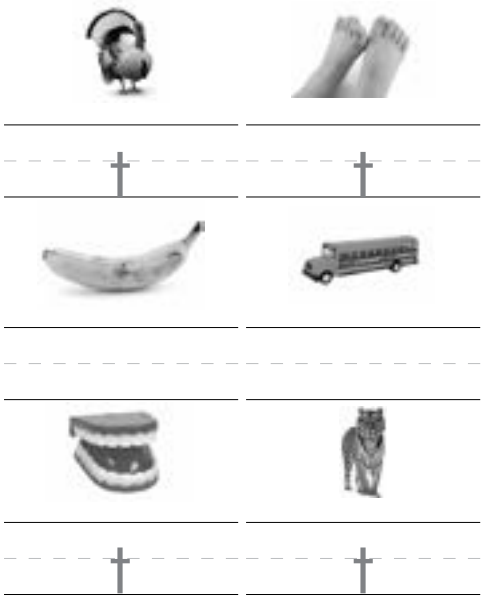
DATE: _____

3.1 Activity Page

Directions: Have students trace and copy the letter. The motion can be described as 1. long line down (lift), 2. short line across. Student should say the sound as they write the letter.



Directions: Have students write 't' under the pictures of items beginning with the /t/ sound.

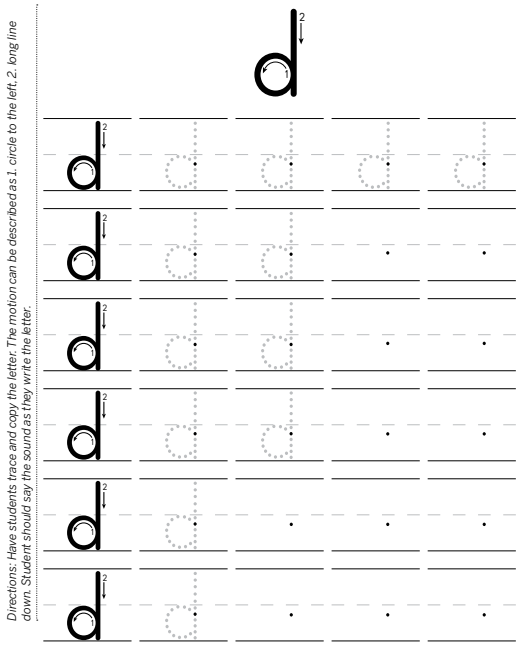


NAME: _____

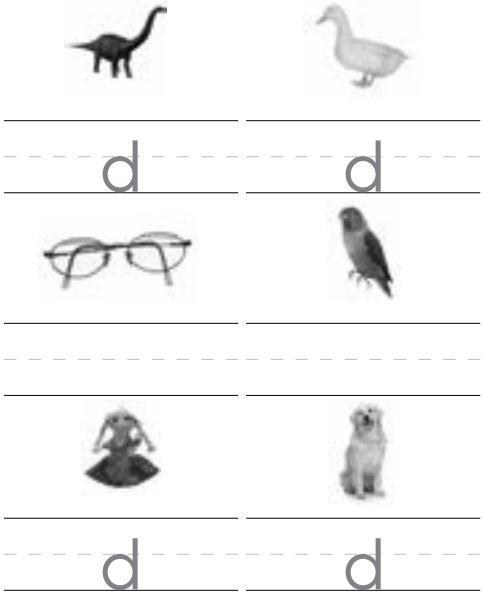
DATE: _____

4.1 Activity Page

Directions: Have students trace and copy the letter. The motion can be described as 1. circle to the left. 2. long line down. Student should say the sound as they write the letter.



Directions: Have students write 'd' under the pictures of items beginning with the /d/ sound.



NAME: _____

DATE: _____

5.1 **Activity Page**

Directions: Draw a line from each word on the left to the matching picture.

1. mad

2. dad

3. mat

Skills 3

13

NAME: _____

DATE: _____

6.1 **Activity Page**

Directions: Have students trace and copy the letter 'o.' The motion can be described as 1 circle to the left. Student should say the sound as they write the letter.

Skills 3

15

Directions: Have students write 'o' under the pictures of items beginning with the /o/ sound.

16

Skills 3

NAME: _____

DATE: _____

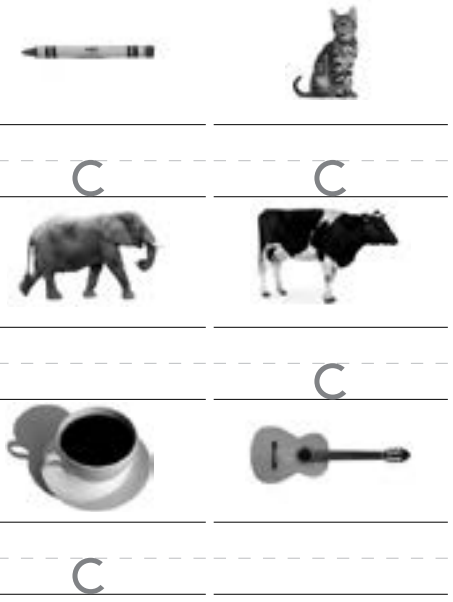
7.1 **Activity Page**

Directions: Have students trace and copy the letter 'c.' The motion can be described as 1, most of a circle to the left. Students should say the sound as they write the letter.

Skills 3

19

Directions: Have students write 'c' under the pictures of items beginning with the /k/ sound.



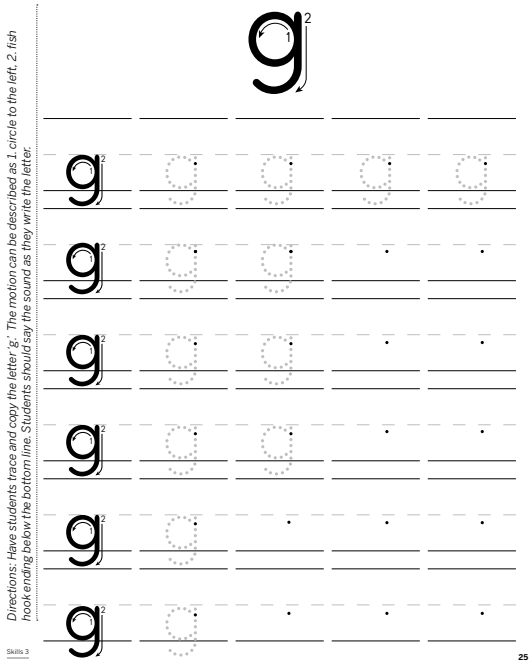
c c c c

NAME: _____

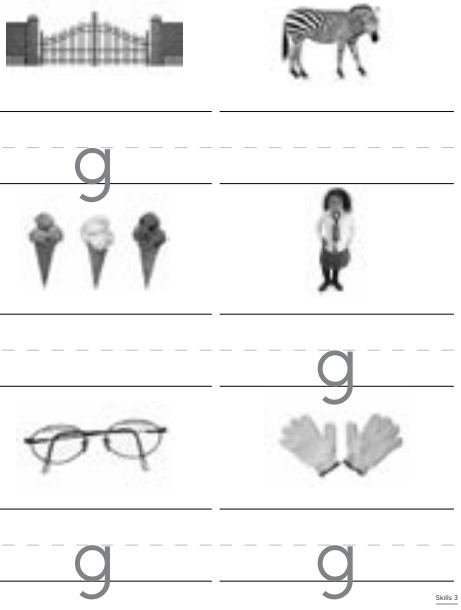
DATE: _____

8.1 Activity Page

Directions: Have students trace and copy the letter 'g.' The motion can be described as 1 circle to the left, 2. fish hook ending below the bottom line. Students should say the sound as they write the letter.



Directions: Have students write 'g' under the pictures of items beginning with the /g/ sound.



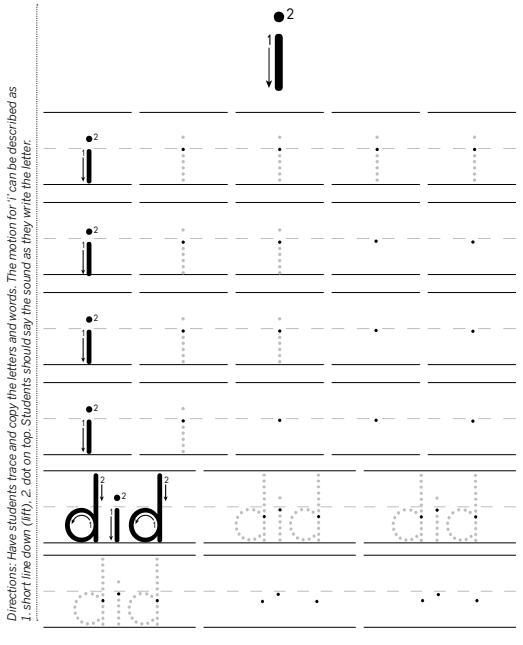
g g g g

NAME: _____

DATE: _____

9.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'i' can be described as 1. short line down (lift), 2. dot on top. Students should say the sound as they write the letter.



Directions: Have students write 'i' under the pictures of items beginning with the /ĭ/ sound.

i

i

i
i

NAME: _____

DATE: _____

11.1 Activity Page

Directions: Have students copy each word under its matching picture.

1. cat

cat

2. dog

dog

3. dam

dam

4. dig

dig

5. dad

dad

6. cot

cot

NAME: _____

DATE: _____

11.2 Activity Page

Directions: In each row, have students circle the word the you pronounce.

1.	cot	(cat)	mat	dot
2.	(dog)	got	did	tag
3.	at	cat	mad	(mat)
4.	(dot)	tot	got	dog
5.	gig	cot	(dig)	dim

6. mad **mom** dot dim

7. tot dig **tag** dad

8. cat did **dad** dog

9. **mad** tad mat dad

10 cat mat got **cot**

NAME: _____
DATE: _____

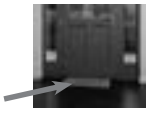
12.1 Activity Page

Directions: Have students write each word under its matching picture.

1. doc

doc

2. mat



mat

3. tag

tag

4. mad

mad

5. cat

cat

6. cot

cot

NAME: _____
DATE: _____

13.1 Activity Page

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

d (c) | (a) i | h (t)

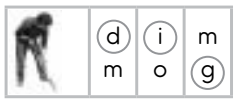
cat

(d) h | (o) e | (g) t

dog

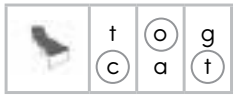
t (c) | o (a) | (g) t

tag



d	i	m	
m	o	g	

dig



t	o	g	
c	a	t	

cot

c	a	d	
m	o	c	

mad

50

Skills 3

NAME: _____

DATE: _____

14.1 Activity Page

Directions: Have students write each word under its matching picture.

1. dad

dad

2. dog

dog

3. cod

cod

Skills 3

55

4. dot

dot

5. mad

mad

6. dam

dam

56

Skills 3

NAME: _____

DATE: _____

PP.1 Activity Page

Directions: Have students write each word under its matching picture.

~~dog~~	tag
dad	cot

dog

dad

tag

cot

Skills 3

61

cat	doc
dig	mad

cat doc

mad dig

NAME: _____
DATE: _____

PP.2 Activity Page

Directions: Have students write each word under its matching picture.

1. cot

cot

2. mom

mom

3. cat

cat

4. dot

dot

5. dad

dad

6. dam

dam

NAME: _____
DATE: _____

PP.7 Activity Page

Directions: Have students sort the six words by their first sounds, copying each word twice.

dad	at	tic
~~mom~~	got	cot

m mom mom

a at at

d dad dad

g got got

t tic tic

c cot cot

NAME: _____
DATE: _____

PP.8 Activity Page

dot	cod	~~tag~~
got	it	mom

Directions: Have students sort the six words by their first sounds, copying each word twice.

t	tag	tag
g	got	got
m	mom	mom
d	dot	dot
c	cod	cod
i	it	it

Skills 3

75

NAME: _____
DATE: _____

PP.9 Activity Page

cat	cod	dad
did	~~dig~~	dog

Directions: Have students sort the six words by their middle sounds, copying each word twice.

i	dig	dig
i	did	did
a	dad	dad
a	cat	cat
o	cod	cod
o	dog	dog

Skills 3

77

NAME: _____
DATE: _____

PP.10 Activity Page

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

d c a i h d — dad

• d c o a m t — dot

d c o a m t — dam

v m e o m c — mom

d m a o g c — dog

c m a o d c — cod

80

Skills 3

Appendix A: Understanding the Approach to Phonics

ORAL BLENDING

Prerequisite Foundational Skills

Using a routine to help students learn to add syllables will reinforce their oral syllable awareness. Add the following routine during Syllable Blending activities as noted in Lessons 4 and 10.

- Tell students that you will practice adding syllables in spoken compound words. If possible, project an image of a coat for students to see before you say the word *coat* aloud.
- Say, "The name of the object in this picture is a one-syllable word. I can add another one-syllable word to it, such as *rain.*"
- Write *raincoat* on the board.
- Say, "I now have the compound (multisyllabic) word *raincoat.*"
- Have students repeat *raincoat* after you.
- Ask students if they can name other one-syllable words that they could add to either *rain* or *coat* to create a new compound word *(topcoat, overcoat; rainwater, rainspout, rainstorm).*
- Call on students as you repeat the routine with the words *snow, ball, house,* and *plane.* **TEKS K.2.A.ix**

BEGINNING WITH THE BASICS

Our approach to phonics instruction differs from the approach used in other reading programs. When it comes to teaching letter-sound correspondences, many reading programs introduce a great deal of material at once, which presents a significant cognitive demand for many young students. For example, most phonics-based programs used in the United States introduce the lowercase letter 'g' along with the uppercase letter 'G' (which has a very different shape). Generally these programs also introduce the letter name, pronounced 'jee'. Students are taught to connect these letters to the sound */g/*. Many programs go even further, adding to this a keyword that is meant to help students remember the letter and/or the sound. For 'g' the keyword might be the word *goat*. Other programs add a gesture that goes with the letter or the sound. For example, they may teach students to move their hand as if raising a glass to gulp. While introducing all of this information together may seem logical and well intentioned, if you add it up, you can see students are being asked to remember quite a lot of information—not just 'g,' 'G,' 'jee,' */g/*, *goat*, and the gulping gesture, but also the relationship among them.

TEKS K.2.A.ix Demonstrate phonological awareness by manipulating syllables within a multisyllabic word.

We have adopted a different strategy for this program's Kindergarten lessons. Instead of burdening students in the initial lessons with all of this information, this program has tried to strip the lessons down, so only the most basic and essential elements are taught at first and the less essential material is introduced later. In the Basic Code Lesson on /g/, the sound /g/ and the lowercase letter 'g'are taught—and that is all. This information is selected because these are the two components needed for students to begin reading words. The introduction of the letter name and the uppercase letter is postponed until later. Keywords are not taught, and gestures for consonant sounds are not included in the program.

UPPERCASE LETTERS

If uppercase letters and lowercase letters had exactly the same form and differed only in size, there would be no reason to delay the teaching of uppercase letters alongside lowercase letters. However, that is not the case with the Roman alphabet used to write English words. Many of the uppercase letters have a totally different form than the lowercase letters: compare 'D' and 'd,' 'E' and 'e,' 'G' and 'g.'

This program begins with the lowercase letters. These were chosen as a starting point since they are much more widely used in reading written text than uppercase letters. Most words in books and magazines contain no uppercase letters, and those that do generally contain only one uppercase letter (the first letter). Lowercase letters make up the great majority of the letters in printed matter.

Only lowercase letters are used in Units 3 and 4 and most of Unit 5.

At the end of Unit 5 the first story with sentences is included. The sentences in this story begin with uppercase letters. However, at this point only uppercase letters that have the same basic shape as their lowercase equivalents are used.

Used: C, F, J, K, M, O, P, S, T, U, V, W, X, Y, Z.
Not Used: A, B, D, E, G, H, I, L, N, Q, R

Only the uppercase letters that closely resemble the lowercase letters are used until Unit 9 of Kindergarten, when the remaining uppercase letters are introduced.

LETTER NAMES

One of the distinguishing features of this program is that it does not teach letter names at the outset. This seems very odd to many teachers and requires some explanation.

Letter names are less essential for reading than sound values. In order to blend, a student absolutely needs to know the sound values that the letters stand for. The student does not need to know letter

names. For example, what is crucial for reading the word *dog* is being able to produce the sound values associated with each letter: /d/, /o/, /g/. It is not essential to know the letter names. In fact, the letter names can interfere with the sound values, leading some students to say "dee-oh-jee." Since the letter names are not required to blend, and since they have been shown to interfere with some students' ability to master blending, this program postpones the teaching of letter names until students have had time to learn to blend with confidence. Although this is unusual in the United States, it is quite common with synthetic phonics programs in use in other parts of the world.

You are asked to teach Units 1–5 of Kindergarten without using the letter names. Depending on where you teach, you may find that some or all of your students come to school knowing the letter names. In this program, letter names are introduced in Unit 6, by which point most students should be securely blending using the sound values. The letter names are then used throughout the rest of Kindergarten and beyond.

THE BASIC CODE LESSON

Letter Sounds

Previous Unit	Current Unit	Upcoming Unit
No letter sounds are taught	/m/, /a/, /t/, /d/, /o/, /k/, /g/, /i/	/n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/

The Basic Code Lesson is the starting point for introducing the English writing system. This type of lesson is taught once for each of the 44 sounds in the language.

A Basic Code Lesson is always organized around a single sound. You begin a Basic Code Lesson by introducing a new sound and guiding students through one or more oral language exercises that give them chances to hear and say the sound. When students are familiar with the sound as an acoustic phenomenon, you introduce the most common, or least ambiguous, spelling for the sound. In early Kindergarten you are encouraged to refer to the spelling as a "picture of the sound." As you move further along, you will transition to using the term "spelling."

After modeling how to draw a picture of the sound, students are given an opportunity to practice making the new spelling on an activity page with guiding lines. This is the last element in the Basic Code Lesson, although the introduction of the sound and spelling is often followed by chaining or word-building exercises that include the new spelling.

A specific example will make the shape of this lesson type more clear. Imagine you are teaching the Basic Code Lesson for the sound /m/ and its basic code spelling 'm.' The Teacher Guide will prompt you to do the following:

- Tell students the sound is /m/.
- Ask students to say the sound in isolation: /mmmmm/.

- Ask students to repeat a few words with /m/ at the beginning: *man*, *Mike*, *mint*.
- Ask students to repeat a few words with /m/ at the end: *him*, *dime*, *slam*.
- Tell students, "I'm thinking of something that begins with the /m/ sound. This is something you might see up in the sky at night." (Hopefully students will say "moon.")
- Give similar clues for several other words beginning with /m/ (*milk*, *mud*, *mouse*, etc.).
- Show students how to make a picture (or spelling) for the /m/ sound.
- Model drawing an 'm' on the board several times.
- Distribute activity pages and guide students as they begin learning to form the letter themselves.

This is an abbreviated version of longer and more explicit guidelines that would stretch across several exercises in the Teacher Guide, but it gives you a sense of what you will be asked to do when you teach a Basic Code Lesson.

Note that only one spelling is taught during the Basic Code Lesson. This is true even if the sound can be spelled several different ways. For example, when teaching the Basic Code Lesson for the sound /m/, you will only introduce the basic code spelling 'm,' saving the double-letter spelling 'mm' as in *swimmer* for later. Likewise, during the Basic Code Lesson on /ee/, you will only introduce the basic code spelling 'ee', saving the spelling alternatives 'e,' 'ea,' 'y,' 'ey,' etc., to be taught later.

The Basic Code Lesson is used extensively in Kindergarten, beginning in this unit. You will be asked to teach a Basic Code Lesson for 35 of the 44 sounds in English, and a variation of the steps outlined above will be used each time.

If you are teaching Basic Code Lessons in Units 3–5 of Kindergarten, try to avoid using letter names. Remember, the key information for reading is the sound the letter stands for (/m/), not the letter name ('em'). Students may call the letter /mmm/ or refer to it as a picture of /m/. Beginning in Unit 7, the Basic Code Lesson is adjusted so it includes letter names.

CHAINING

One distinctive feature of this program is its heavy reliance on chaining exercises. A chain is a series of words (sometimes including pseudowords or "silly words") that can be built by changing only one letter or spelling at a time. Here is a sample chain:

it > at > ad > mad > mat > cat > cap > tap > tip > top > mop > map

Note that only one change is required to change *it* to *at* and to change each subsequent word to the next word in the chain.

The rules of chaining are as follows:

RULE 1. Only one sound/spelling changes at a time.

RULE 2. There are three permissible changes:

a. Addition: a sound/spelling is added (*ad* > *mad*).

b. Deletion: a sound/spelling is taken away (*mad* > *ad*).

c. Substitution: one sound/spelling is substituted for another (*mat* > *cat*).

These rules apply to all chaining included in this program. Different kinds of chaining exercises are used at various points in the program.

In Pocket Chart Chaining for Reading, the teacher arranges letter cards and (later) multi-letter graphemes on a pocket chart and students are asked to read the words. In this kind of chaining, students are asked to translate from symbols to sounds. In other words, this is a chaining exercise that builds reading/decoding skills.

In Pocket Chart Chaining for Spelling, the teacher says a word and individual students are asked to come up to the pocket chart and arrange letter cards and multi-letter graphemes to spell the word. In this case, students are asked to translate from sounds to symbols. This is an exercise that builds spelling/encoding skills. Spelling words with cards is significantly easier than spelling words with paper and pencil. In this case the student has only to select the correct spellings from several that are visible on the chart. When writing, the student must remember the letter or letter combination and then print it from scratch—a much more difficult task.

One advantage of both pocket chart exercises is teacher control of the chaining surface, thus minimizing the chances for distraction.

In Student Chaining, a type of chaining used in later Kindergarten units, the teacher says a word and students are asked to spell the words by arranging cards on individual Chaining Folders. The process is similar to what happens in Pocket Chart Chaining for Spelling, except that in this kind of chaining each student has a set of cards and a folder on which to arrange the cards. This has a major advantage: for each word that is built, every student is actively engaged and you have the opportunity to monitor the performance of numerous students. Student Chaining is used extensively in the middle of Kindergarten and can be used in tutorial situations as needed for remediation.

In Large Card Chaining each student is given a single Large Letter Card with a single- or multi-letter spelling printed on it. The teacher says a word and students arrange themselves to spell the word. The movement is from sounds to symbols, so this is a "spelling" game. This has proven to be a classroom favorite and is a good activity to do if you have students who "need to move." Large Card Chaining is used in both

Kindergarten and Grade 1.

In Teacher Chaining, the teacher writes a series of words on the board or chart paper and students read the words. This is a reading activity. One advantage of this exercise is that it requires little equipment—no cards, folders, or pocket charts. All you need is a board and a writing implement. As there is less setup and cleanup, this exercise can be done in a shorter amount of time than some of the other chaining games.

DECODABLE AND NONDECODABLE WORDS

This program distinguishes between decodable and nondecodable words. A word is considered nondecodable until all of the letter-sound correspondences a student needs to read and spell the word have been taught. For example, the word *cat* is considered decodable after students have learned /k/ spelled 'c,' /a/ spelled 'a,' and /t/ spelled 't,' which is early in the sequence of instruction. The word *cheap* is considered decodable when students have learned /ch/ spelled 'ch,' /ee/ spelled 'ea,' and /p/ spelled 'p,' which is later in the sequence of instruction.

It is important to understand that no word is inherently decodable or nondecodable. You cannot say that *cat* is a decodable word and *dog* is not, unless you also refer to a specific sequence of instruction and say where you are in that sequence of instruction. A word that becomes decodable in the early lessons of one program might not be decodable until much later in another program. A word that is not decodable in one lesson might become decodable later in the year, or perhaps in the very next lesson.

The number of decodable words increases steadily throughout Kindergarten and Grade 1. In Unit 3 of Kindergarten, when students are learning their first letter-sound correspondences, only a tiny handful of words are 100% decodable. By the end of Grade 1, thousands of English words are completely decodable. What has changed in the meantime is not the words themselves, but the number of letter-sound correspondences students have been taught and have at their disposal for decoding.

It is strongly recommended that you not use trade or picture books with natural, uncontrolled text as a primary source for early reading instruction in Kindergarten. The words in these texts will far exceed students code knowledge, leading to either frustration or random guessing at words. Many children who are able to "read" these types of books are able to do so only because someone has read the book aloud to them multiple times and they have memorized the text in association with the illustrations. This is not a sustainable reading or decoding strategy.

That said, you are strongly encouraged to provide opportunities outside the reading instructional block, for children to choose and explore picture books of interest. They will gain a sense of wonder and motivation about reading and the world of books. Provide opportunities for children to explore picture books and to get a sense of the wonder of reading from looking at many books. You are especially encouraged to read aloud interesting trade books related to the Knowledge Strand Units. If you have students who are eager to try reading trade books, by all means encourage them, but you may wish to

explain that these books may contain some spellings the student has not yet studied in class. In addition, allow the student to put the book down if they become frustrated.

ADAPTING COMMON READING ACTIVITIES

In its lessons and stories, this program asks students to read primarily decodable words for which explicit letter-sound correspondences have been taught to date. Of course, the world at large presents words in a much less selective fashion. Students will be bombarded with words on billboards, signs, menus, clothing, television, and in books and magazines—and only some of these will be 100% decodable in the sense described above. It is, however, important that you understand the importance of using materials for classroom reading instruction that control the complexity of letter-sound correspondence to create an optimal environment for learning to read. It is teacher's discretion to supplement readings that align to the program. The instructional potential of the program will be maximized if you make an effort to ensure the words you ask students to read in your classroom are decodable.

WORD WALLS

Word Walls can be easily adapted for use in classrooms. As students learn decodable words, write individual words on either white or green, unruled index cards.

Kindergarten students will encounter many interesting decodable words during chaining exercises and while completing activity pages. They can be allowed to choose words that interest them to copy onto cards and add to the word wall. This allows students to have input as to which words go on the wall, and also ensures that decodable words are chosen.

A good time to set up a first word wall would be during Unit 3 of Kindergarten, when students begin learning letter-sound correspondences. Organize the wall space around the *sounds* students are learning to write, so there is a space for /m/ words, a space for /a/ words, a space for /t/ words, etc. (If you do not have room on the walls for forty sounds, you can add sounds until you are out of space and then start taking down old sounds to make room for new ones.) If possible, try to use one wall for vowel sounds and another wall for consonant sounds. This will help students learn to distinguish between these important categories.

Words can be added to the wall in different ways:

- Strategy 1: Words are placed on the wall according to *initial* sounds. Example: students post the word *mat* under /m/ because it starts with the /m/ sound. (This will work for most sounds but not for /x/ and /ng/; also, many vowel sounds are rare in initial position and more common in medial position.)
- Strategy 2: Words are placed on the wall according to sounds they contain but without limitation to first sound. Example: students are invited to post the word *mat* under /m/ or /a/ or /t/ (wherever they prefer, wherever the teacher prefers, or wherever there is room).

- Strategy 3: Words are placed on the wall under *each* sound they contain. Students write *mat* on three cards and post the cards under /m/ and /a/ and /t/. (This will fill your walls quickly!)

Though students are introduced to three nondecodable, high-frequency words as Tricky Words- *one*, *two*, and *three*- in the last lessons of Unit 3, it is not recommended that you include these words yet on your word wall. This is important because during this period students are still stabilizing the first letter-sound correspondences and learning to pronounce regular words. Specific guidance will be provided in the Unit 4 Teacher Guide for posting Tricky Words. You will be guided to distinguish between decodable words and Tricky Words.

There are at least two ways to do this:

- Strategy 1: Write decodable words on green cards and Tricky Words on yellow cards and post the Tricky Words on the word wall according to the sounds they contain. Green means *go ahead and blend*; yellow means *caution: there is a part of this word that cannot be read by blending* (using the letter-sound correspondences taught so far). Note that some words that are tricky at first will not be tricky later on. For example, the word *down* is taught as a Tricky Word in Kindergarten and also early in Grade 1. However, later in Grade 1 students learn the 'ow' spelling for the /ou/ sound. When that happens, *down* is no longer tricky; rather, it can be seen as part of a larger spelling pattern. The yellow card for *down* should be removed from the word wall and replaced with a green card. As time goes on and students learn more spelling patterns, many of the yellow words will "turn" green.
- Strategy 2: Have a separate wall space for Tricky Words. As the year goes on and students learn more spelling patterns, some of the cards will migrate from the "tricky word space" to the "regular word space."

Create a word wall that meets the needs of your students and is consistent with the philosophy of instruction in this program.

MORNING MESSAGE

Many Kindergarten teachers like to present a morning message. This is done differently from classroom to classroom, but a typical morning message might read something like this:

Today is Wednesday, December 1, 2007. This is the 76th day we have been in school. The weather today is sunny.

One main purpose of the morning message is to help students begin to understand the connections between oral and written language. The teacher models the writing process for students, and the text of the message itself gives the teacher opportunities to talk about important concepts of print, such as:

- Left to right progression of text
- Letter-sound correspondences
- Spaces between words
- Dissemination of information
- Return sweep
- Capitalization
- Punctuation (e.g., period, question mark)

One disadvantage of the way the morning message has traditionally been handled is that the messages tend to contain a mix of decodable and nondecodable words. You are not asked to discontinue the morning message, but you are encouraged not to think of the morning message as a time to teach reading and decoding skills. Instead, use this part of your day to set expectations, convey information, and teach social skills. You may also find that you can incorporate rebus-like pictures for nondecodable words, similar to the way the Picture Reader is designed. At the start of the year, the written text will be primarily useful to the you, but as the year progresses the students will be able to follow along and access more and more from the text. Just remember not to use the morning message as a method to teach decoding.

READING AND WRITING

This program teaches reading and writing together, because reading and writing are inverse processes. The letters are a code for the sounds. Writing is an encoding procedure that involves turning sounds into symbols. Reading is a decoding procedure that involves translating symbols back into sounds, words, and sentences. Students learn the letter-sound correspondences more thoroughly and automatize their skills more rapidly when they are asked to work in both directions, that is, from speech to print and from print to speech.

Although reading and writing are taught together, you should not expect that students' reading and writing skills will develop at the same pace. Writing is more difficult than reading. To read the word *cat*, one must be able to recognize the letters, recall the sounds they stand for, and then blend the sounds to make the word. This is not trivial, but it is easier than the task that faces the writer. The writer has a word in their head and needs to write. They must be able to segment the word into its component sounds, remember how to form a spelling for each sound in the word, and then actually make the letter on paper. In short, reading requires only recognition skills, and writing requires the actual creation of letters from memory. You should not be surprised if students' writing skills lag behind their reading skills. It is normal for that to be the case.

WRITING AND SPELLING

The early lessons in the Kindergarten program contain various kinds of spelling and writing exercises. Students begin by making writing strokes and simple geometric shapes. Later they move on to copying single-letter spellings for sounds and copying words. Copying is an excellent exercise to emphasize in the early stages of reading and writing instruction because a student who is copying has a target that they can imitate and consult as needed. Copying is therefore significantly easier than writing from memory, without a model.

In the early units of Kindergarten, students also build words with letter cards during various chaining games. This is not exactly writing, but it is a writing-related exercise because it requires students to move from sounds to symbols. Spelling a word with letter cards is easier than spelling the same word with a pencil. The student arranging cards has the symbols in front of them and only needs to identify the correct ones. The student holding a pencil must remember and create the symbols from memory. This is why dictation is more difficult than chaining exercises—dictation requires students to remember and make the letters themselves. Answering short questions is harder still, since it generally requires writing multiple words.

Since writing involves drawing pictures of sounds, it is really not fair to require students to do free writing assignments until you have shown them how to make a picture of most of the sounds in the language. It certainly is not appropriate to grade them on work done under these conditions. Students should not be required to do free writing, and certainly should not be graded/evaluated/assessed for shortcomings in the writing they produce until they have been taught the most common or least ambiguous spelling for most of the sounds of English. To require students to write without teaching them the letters and spellings that stand for sounds is like asking someone to build a house but only providing some of the tools that are required. For these reasons, Kindergarten students are not asked to complete genre writing exercises independently in the Skills Strand.

This does not mean that all writing is off-limits in the early Skills units of the program. As noted, students are frequently asked to do copying, chaining, and dictation exercises, but in these exercises they are only asked to write words and phrases that are *encodable*, meaning they can be written using the spellings they have learned so far. Beginning in Unit 9, students are asked to answer questions about the stories they read. However, the stories in the Readers are made up of words they should be able to read and spell. The questions asked on the activity pages can be answered using the words in the story and the code knowledge students have at each juncture.

That said, even in Kindergarten, students can benefit from exposure to the logical thought processes that underlie the writing process in composing different type or genres of writing. This is best accomplished in Kindergarten through highly scaffolded, shared writing experiences in which the teacher serves as a scribe for either the whole class or small groups of students. Indeed, this is precisely the approach called for in the Kindergarten writing standards of the TEKS.

There are many opportunities for this type of shared writing experience in the Kindergarten Knowledge Strand. When approached in this way, the emphasis is on the clear communication of ideas derived from the substantive fiction and nonfiction Read-Alouds to which children have been listening, rather than the physical mechanics of writing (i.e., forming and writing the letters, spelling, and so on). Young students are able to devote their full attention to clearly articulating their thoughts orally, without the limitations imposed by the physical demands of handwriting or their lack of extensive code knowledge at this time.

The introduction of independent, free writing exercises can be handled in a manner parallel to the introduction of natural text. The important thing is to not give *mandatory* free writing assignments until you have shown students how to make a "picture" of most of the sounds in the language. Prior to that, students can be asked to draw pictures and/or copy decodable words, sentences, and phrases. (Even a student who has no code knowledge can draw and color, and these exercises are good for the student's eye-hand coordination.)

Any student who wishes to go beyond copying and coloring and do free writing may be allowed to do so, beginning the moment the student expresses an interest. You should tell the eager student something like this: "As you write, you may need to write down a sound we have not yet learned. If that happens, you can just leave a space, or draw a line underneath the space where the letters will go, and I will help you fill in the spellings you need." *This allows the student to spell using the code knowledge they have and releases them from the expectation that they will somehow write spellings they have not learned.* With free writing, as with trade book reading, students should be allowed to do just as much, or as little as they want to do.

The following chart shows how many sounds students know how to write at the beginning and end of the Kindergarten units, what percentage of the 44 sounds of English they are able to write, and what sorts of activities are recommended for each stage.

Unit	Sounds students are able to spell			Recommended writing activities
	Beginning of unit	End of unit	Total (%)	
1	0	0	0	drawing; student-initiated free writing
2	0	0	0	drawing; student-initiated free writing
3	0	8	0–18	drawing; copying decodable words; student-initiated free writing
4	8	16	18–36	drawing; copying decodable words and phrases; student-initiated free writing
5	16	24	36–54	drawing; copying decodable words and phrases; student-initiated free writing
6	24	24	54	drawing; copying decodable words and phrases; student-initiated free writing
7	24	30	54–68	drawing; copying decodable words, phrases, and sentences; student-initiated free writing
8	30	30	68	drawing; copying decodable words, phrases, and sentences; student-initiated free writing
9	30	30	68	drawing; copying decodable words, phrases, and sentences; completing story questions activity pages; student-initiated free writing
10	30	35	68–80	drawing; copying decodable words, phrases, and sentences; completing story questions activity pages; student-initiated free writing

ASSESSING AND MARKING SPELLING

In assessing Kindergarten students' writing and spelling, it is important to remember students have only been taught a portion of the English spelling code. In Kindergarten, you should honor and praise students for many spellings that a teacher in later grades might mark as incorrect. A student who has not been taught the 'ea' spelling for /e/ should not be faulted or marked down for writing *hed* instead of *head*. A student who has not learned the 'gg' spelling for /g/ should not be blamed for writing *eg* instead of *egg*.

Spelling has traditionally been assessed on the word level, with words marked correct or incorrect. However, this kind of grading is not very well suited for our writing system. It is recommended that you consider evaluating spelling on a phoneme-by-phoneme basis. For each phoneme in a word, the student should write a spelling (or grapheme). These spellings can generally be sorted into three categories: correct spellings, plausible spellings, and incorrect spellings.

The correct spelling is the accepted spelling for this sound in this word. It is the spelling you would find if you looked the word up in a dictionary. A plausible spelling is a spelling that, while not the same as the accepted dictionary spelling, is nevertheless a plausible spelling for the phoneme in question. An incorrect spelling is a spelling that is neither dictionary-correct nor plausible.

Some examples will make this clear. Imagine a student who is trying to write the word *kid*. The correct spelling is *kid*. However, if the student writes *cid* instead of *kid*, that is still quite good. The student has spelled the second and third sound correctly and has provided a plausible spelling for the first sound. A student who writes *ked* would be credited with two correct spellings and one incorrect spelling. A student who writes *dxr* would be viewed as having produced three incorrect spellings.

In Unit 3 of Kindergarten *cid* should be praised and given high marks, because it shows the student has heard all of the sounds in the word and written a plausible spelling for each one. Indeed, at this point, it would be inappropriate to take a point away for the spelling that is merely plausible since students have not yet learned any spelling besides 'c.' How can students be faulted for using the only spelling we have taught them?

The larger point is that spelling should always be assessed *relative to the code knowledge students have been taught.* If students have never been taught the advanced spelling code, they may spell *egg* as *eg*. *Eg* is not only a perfectly plausible spelling, it is also the only spelling students can be expected to offer at the end of Unit 3 of Kindergarten. It should therefore be given full credit. As you evaluate the writing students produce, you should evaluate it with the above considerations in mind, looking at the word phoneme by phoneme and giving credit for plausible spellings, especially when alternative spellings have not yet been introduced.

JOURNAL WRITING

Journal writing is a popular activity in many Kindergarten classrooms. Begin with journal drawing, then add word/phrase and sentence copying, so students are copying a word or phrase and then illustrating it. Those students who wish to extend beyond the basic draw-and-copy assignment and do free writing may do so. By making drawing-and-copying mandatory and having free writing remain optional, you can allow those who are eager to do free writing to pursue their interest.

Here are some ideas for early journal writing prompts that require drawing and copying but leave free writing as an optional add-on:

- Give students a target sound (e.g., /m/). Ask students to draw a picture of something containing the /m/ sound.
- Put a set of decodable words including recently taught spellings on the board. Allow students to choose one or more of the words, copy them in their journals, and draw pictures related to them.

- Allow students to select words from the Word Wall and illustrate them.
- Have students draw a picture based on something they have heard in the Knowledge Strand.

SOME DIFFERENCES BETWEEN TRADITIONAL PHONICS AND OUR PHONICS

This program breaks with traditional practice in using the terms *vowel* and *consonant* to refer to *sounds*, *not letters*. This seems like a very small change, perhaps even a trivial one. However, when you consider the consequences of this shift, you find that it significantly changes the way you think and talk about phonics and literacy instruction. Some of the more significant differences from what might be called the "Traditional Phonics Worldview" are outlined in the following chart.

Traditional Phonics Worldview	OUR Phonics Worldview
Consonants are letters.	Consonants are sounds.
There are 21 consonants: ''b,' 'c,' 'd,' 'f,' 'g,' 'h,' 'j,' 'k,' 'l,' 'm,' 'n,' 'p,' 'q,' 'r,' 's,' 't,' 'v,' 'w,' 'x,' 'y,' 'z.'	There are 24 consonants, /b/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, /v/, /w/, /y/, /z/, /ch/, /sh/, /zh/, /th/ (voiced), /th/ (unvoiced), /ng/, plus the sound combinations /x/ and /qu/.
Pet is a CVC word because it contains a Consonant letter, a Vowel letter, and a Consonant letter.	*Pet* is a CVC word because it contains a Consonant sound, a Vowel sound, and a Consonant sound.
Fish is a CVCC word (four letters)	*Fish* is a CVC word (three sounds, with a consonant digraph at the end).
Vowels are letters.	Vowels are sounds.
The vowels are 'a,' 'e,' 'i,' 'o,' 'u'—and sometimes 'y' and 'w.'	The letters 'a,' 'e,' 'i,' 'o,' 'u'—and sometimes 'y' and 'w'—are used, singly and in various combinations, to stand for the vowel sounds in our language.
There are 5 vowels in English, or 7 if you count 'y' and 'w.'	There are 19 vowels in English: /a/ as in *cat*, /i/ as in *sit*, /e/ as in *bed*, /o/ as in *hot*, /u/ as in *but*, /ae/ as in *wait*, /ee/ as in *bee*, /oe/ as in *toe*, /ie/ as in *time*, /ue/ as in *cue*, /oo/ as in *soon*, /oo/ as in *look*, /ou/ as in *out*, /oi/ as in *oil*, /aw/ as in *law*, /er/ as in *her*, /ar/ as in *far*, /or/ as in *for*, and /ə/ (schwa) spelled different ways in many words.
There are two vowels in the word *reach*, 'e' and 'a'	There is one vowel in *reach*—the letters 'e' and 'a' stand for a single vowel sound, /ee/.
When two vowels go walking, the first one does the talking.	Very few words contain two vowel sounds back to back (*react* is an example). When two of the letters commonly used to stand for vowels stand next to one another (e.g., 'ea,' 'ai,' 'ou') they are usually working together, as a digraph, to indicate a single sound. When reading these digraphs, the reader needs to pay attention to both letters, not just the first one.
The 'e' in made is silent.	All letters are silent. A person is needed to turn them into sounds. The 'a' and the 'e' in *made* are two parts of a separated digraph spelling that stands for the /ae/ sound. The 'e' in this spelling is just as important as the 'a.'
The letter 'a' makes two sounds, a long and a short sound.	Letters don't make sounds; people do. Better to say the letter 'a' can stand for two sounds, /a/ or /ae/.
When the consonant 'r' follows a vowel like 'a,' it changes the sound of the vowel.	When the sound /r/ follows a vowel sound, it is often co-articulated with the vowel sound, creating a vowel diphthong like /er/, /ar/, or /or/.

CUSTOMIZING AND ADAPTING THE PROGRAM

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is *not* a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. It is expected—indeed, it is hoped—that teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

The goal is to put things in a logical order and provide all of the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time, there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons the exact phrasing is suggested; more often, however, indirect phrasing is given and/or you are encouraged to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of "a picture of a sound" or a "spelling." Later in the year, you may want to teach the term "digraph," or you may prefer to refer to the letters in a digraph as a "letter team" or as "buddy letters." There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For presentation of words, you may write on a chalkboard, a whiteboard, chart paper, an overhead projector, a document camera or the projection system of your choice. A projection system works especially well for activity pages, since it allows the teacher to model the task exactly as the student will be completing it. For the chaining exercises, you may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a Smartboard. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and activity pages that are consistent with our philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

- *You should not skip a lesson in which new code knowledge is taught.* If you are not able to teach Lesson 12 on Monday, teach it on Tuesday. If you are not able to teach it on Tuesday, teach it on Wednesday. Do not try to "catch up" by skipping ahead to Lesson 14. If you do, students will lack important code knowledge, untaught spellings will begin to appear in their word lists and on their activity pages, and the lessons will start to make less sense to them.
- For the same reasons, *you should not reorder the lessons.* The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.
- Finally, *you are asked to attempt to preserve the "sounds first" emphasis of the program.* This means beginning the lessons with a sound and moving to the spelling (or spellings) later. It also means trying to avoid letter names until Unit 6.

SMALL GROUP WORK

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. Since all students need to learn that /t/ is spelled 't,' it is instructionally efficient to teach the Basic Code Lessons and other lessons that introduce the letter-sound correspondences to the whole class. You will note that there Support and Challenge sidebars sprinkled throughout the Kindergarten lessons, as well as the Additional Support activities at the end of each lesson, that will guide you in how to differentiate instruction for your students, while still using the whole class approach described in the Basic Code Lessons.

However, since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. This has been taught very effectively in small groups and in workstations that students visit on rotation. Starting in Unit 6, when students are first introduced to their own Reader of decodable stories, opportunities for small-group instruction are explicitly included in the lessons.

ADJUSTING THE SPEED OF INSTRUCTION

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master particular concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that *you can pause at any point in the program*. If students are not learning the material, simply stop where you are and do additional work to remediate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit there is a "Pausing Point." If the end-of-unit assessment, or your observations, suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 4–5 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or activity page. Other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. It is not recommended that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

GROUPING AND PULL-OUT INSTRUCTION

The Kindergarten program has been developed so it will provide an appropriate starting point for virtually all students. It assumes very little prior knowledge and makes an attempt to teach all of the skills necessary for reading and writing systematically. It should work well for a wide range of students. You should begin with the assumption that the Kindergarten program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly, while others will have more difficulty. There are many strategies for dealing with this. In general, you are encouraged to try to keep most of the class together as long as it makes sense to do so. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice. The various chaining activities are especially good to do in these remedial groups.

If this is not sufficient, you may eventually need to regroup. In the first half of Kindergarten one of the significant skills students need involves learning to blend. Most students should learn to blend orally in Unit 2 and then learn to blend with printed letters in Unit 3. However, a few may not understand blending right away. Since blending is the essence of reading, this is a serious problem, you should plan to work with the nonblenders whenever possible. The non-blenders can be allowed to stay with the main class group for the next few units while you remediate, but after a while it will become counterproductive to keep non-blenders with the blenders. Students who can blend, even if only haltingly, will benefit from learning more letter-sound correspondences in Units 7–10 of Kindergarten. Students who do not know how to blend the letter-sound correspondences taught in Units 3–5 will probably not benefit from learning about consonant digraphs in Unit 7 or the information that follows. These students will be better served if they receive explicit targeted instruction reviewing the letter-sound correspondences and blending. In some schools where there are multiple Kindergarten classrooms, teachers have effectively regrouped across the grade level after Unit 6. For example, if

there are two classrooms, these two teachers should look at all of the Kindergarten students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher works with those students ready to move on to the later Kindergarten units.

Appendix B: High-Frequency and Tricky Words

The term *Tricky Word* is used in this program to refer to a word that does not "play by the rules" of spelling and/or pronunciation. Examples of Tricky Words include *one*, *said*, *of*, *were*, and *have*.

You can describe the trickiness of a Tricky Word like *said* in two ways. If you think about it from a spelling point of view, you might say that the word *said* is tricky because the sound */e/* is not spelled with an 'e,' as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters 'ai' are not pronounced */ae/*, as you might expect they would be. Either way you look at it, *said* is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you would expect. Or, if you prefer to look at things from the speller's perspective, you might say the first and last sounds are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. More often than not, you will find the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest you write the Tricky Word on the board. If students have already been introduced to all the sound/spellings used in the word, you may wish to ask a student to read the word as they think it might be sounded (i.e., to blend according to the normal procedures). Alternatively, you can read the Tricky Word that way yourself. Then point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect (e.g., the 'ai' in *said)*. This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

The Tricky Word Lesson is taught frequently in the last half of Kindergarten, but only occasionally in the first several units. It is preferred that students begin working with the regular parts of the writing system first before they get to the exceptions. This program wants them to learn to blend and spell, and become proficient at these skills before they are told "sometimes blending doesn't work," and "some words aren't spelled quite the way you would think." When Tricky Words are introduced in these early Kindergarten units, they are read and practiced in the context of a separate and distinct book or reader called the Picture Reader. Very controlled opportunities for practice are intentionally provided using only the Picture Reader and related activity pages, relying heavily on the use of pictures, with a limited number of words presented in very predictable, repetitive language. This controlled approach for introducing Tricky Words early in the students' Kindergarten reading experience reduces the level of cognitive demand so students can focus solely on remembering the Tricky Word(s) in this context without also being called upon to make use of the code knowledge they have learned to decode other words in the text.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be* and *me* are taught as Tricky Words early on because it is hard to write stories without them. However, once the 'e' spelling alternative for */ee/* is taught, these Tricky Words can be seen as part of a larger pattern that includes word like *replay* and *prefix*. Other Tricky Words, like *one* and *of* remain tricky even when most of the spelling alternatives have been taught.

It is important to note that Tricky Words are not the same as sight words. The distinction is discussed in the next few sections.

SIGHT WORDS AND TRICKY WORDS

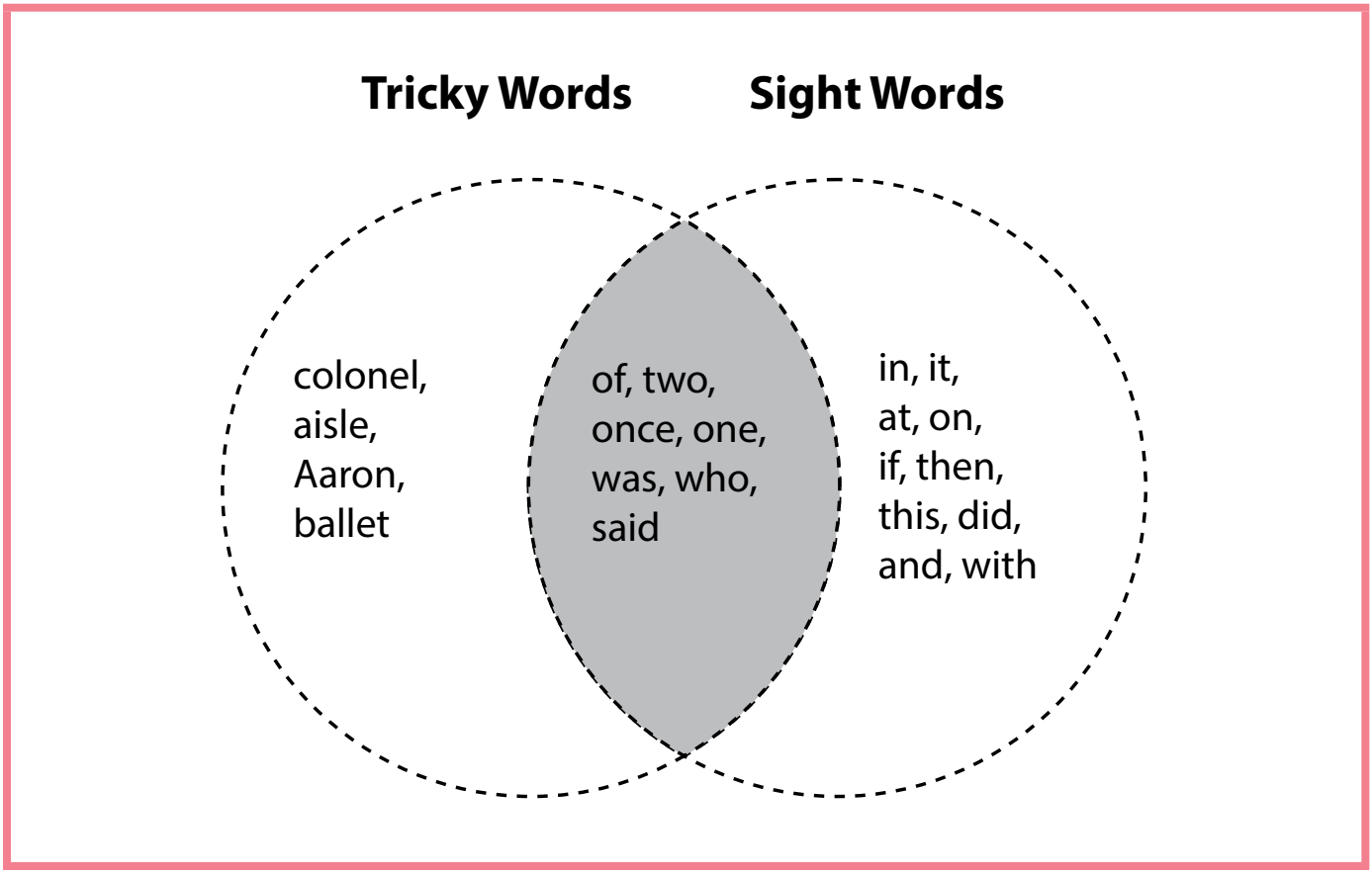
One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

This program distinguishes between *Tricky Words* and *sight words*. These terms are defined as follows:

A *Tricky Word*, as noted in the previous section, is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.

A *sight word* is a high-frequency word that students should see many, many times and learn to read quickly.

The main difference here is that *a Tricky Word always contains some irregular element*, whereas a sight word may or may not. The Venn diagram that follows shows the relationship between these two categories, as understood within this program.



The words in the left circle are Tricky Words: each one contains at least one set of letters that is not pronounced the way you would expect. Or, if you prefer to look at matters from a spelling point of view, you could say each contains at least one sound that is not written as you would expect it to be.

The words in the right circle are sight words: they are all high-frequency words that students should see frequently and eventually learn to recognize rapidly.

The shaded area in the middle shows that there is considerable overlap between the two categories (which is probably why the two connotations of *sight word* are regularly confused). Some words qualify as *sight words* because they are used a lot, and also as *Tricky Words* because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program. (See "tricky words" earlier.)

The area on the far left shows words that are tricky in the sense that they depart from the most common spelling patterns. But these words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention because they are only used occasionally. Students can learn them as the need arises in upper grades.

The area on the far right shows words that qualify as sight words because they are very common and should be rapidly recognized but do not qualify as Tricky Words because they are completely regular. All of them are pronounced and spelled exactly as you would expect. They can be sounded out and set down on paper using basic letter-sound correspondences taught in Kindergarten. Students need to see these words—and they will see most of them frequently—but you probably do not need to give these words special attention and you certainly should not ask students to memorize them as wholes. Students can simply read them by sounding them out. After sounding them out several times, they will begin to recognize them more rapidly. In other words, no special teaching is required for these regular high-frequency words. All that is required is multiple exposures, and students are likely to get multiple exposures since the words are so common.

SIGHT WORDS

The guidelines for teaching Tricky Words are outlined in the earlier section. As noted, the term *sight word* is used in this program to refer to high-frequency words that students should see many, many times and learn to recognize rapidly.

This program *does* place the initial emphasis on reading regular words. But that does not mean high-frequency sight words are not being learned. In fact, as noted above, many sight words are completely regular and become decodable as students learn letter-sound correspondences. This means that this program is a very effective program for teaching sight words.

To illustrate this, consider one of the most widely used lists of sight words, Dr. Edward Fry's Instant Words list. Fry's list is divided into groups of 100. For purposes of illustration, the focus is on the first three lists of 100 words, 300 words in all. These are words that Fry recommends be mastered in the first several grades of school. More than half of the Fry's Instant Words become fully decodable in Kindergarten, meaning they are either regular and can be sounded out using the letter-sound correspondences taught, or they are Tricky Words explicitly taught in the program.

By the end of Unit 3, four of Fry's Instant Words are 100% decodable: *at*, *did*, *got*, and *it*.

By the end of Unit 4, 16 Instant Words are 100% decodable: *can*, *an*, *and*, *not*, *in*, *on*, *man*, *him*, *had*, *if*, *its, get*, *end*, *men*, *sit,* and *set*.

If you have a simple numerical requirement to meet (e.g., you are required to teach 20 sight words) you will easily meet this requirement. By the end of Unit 10, you will have taught 129 high-frequency words (41 Tricky Words, plus 88 decodable words) from the Fry Instant Word List. If you are using the Dolch Sight Word List as your criteria, by the end of Unit 10, you will have taught 116 high-frequency words (42 Tricky Words, plus 74 decodable words) from the Dolch Sight Word List.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Foundational Skills 3		Correlation—Teacher's Guide
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
TEKS K.1.A	listen actively and ask questions to understand information and answer questions using multi-word responses	
TEKS K.1.B	restate and follow oral directions that involve a short, related sequence of actions	
TEKS K.1.C	share information and ideas by speaking audibly and clearly using the conventions of language	
TEKS K.1.D	work collaboratively with others by following agreed-upon rules for discussion, including taking turns	
TEKS K.1.E	develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants	
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate phonological awareness by:		
TEKS K.2.A.i	identifying and producing rhyming words	
TEKS K.2.A.ii	recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound	p. 14, p. 17, p. 18, p. 32, p. 35, p. 41, p. 44
TEKS K.2.A.iii	identifying the individual words in a spoken sentence	
TEKS K.2.A.iv	identifying syllables in spoken words	
TEKS K.2.A.v	blending syllables to form multisyllabic words	
TEKS K.2.A.vi	segmenting multisyllabic words into syllables	
TEKS K.2.A.vii	blending spoken onsets and rimes to form simple words	
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	p. 14, p. 17, p. 23, p. 26, p. 32, p. 35, p. 41, p. 44, p. 50, p. 53, 58, p. 61, p. 67, p. 70, p. 77, p. 80, p. 87, p. 90, p. 97, p. 100, p. 105, p. 108, p. 114, p. 117, p. 123, p. 126, p. 133, p. 136
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	p. 41, p. 44, p. 97, p. 100, p. 198
TEKs K.2.A.x	segmenting spoken one-syllable words into individual phonemes	p. 58, p. 61, p. 67, p. 70, p. 77, p. 80, p. 87, p. 90, p. 97, p. 100
(B) demonstrate and apply phonetic knowledge by:		
TEKS K.2.B.i	identifying and matching the common sounds that letters represent	p. 14, p. 17, p. 23, p. 26, p. 32, p. 35, p. 41, p. 44, p. 50, p. 53, p. 58, p. 61, p. 67, p. 70, p. 77, p. 80, p. 87, p. 90, p. 97, p. 100, p. 105, p. 108, p. 114, p. 117, p. 123, p. 126, p. 133, p. 136
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	p. 23, p. 26, p. 29, p. 32, p. 35, p. 41, p. 44, p. 50, p. 53, p. 58, p. 61, p. 62, p. 67, p. 70, p. 77, p. 80, p. 87, p. 90, p. 105, p. 108, p. 114, p. 117, p. 123, p. 126, p. 133, p. 136

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Foundational Skills 3		Correlation—Teacher's Guide
TEKS K.2.B.iii	recognizing that new words are created when letters are changed, added or deleted such as it – pit – tip – tap	p. 32, p. 35, p. 38, p. 41, p. 44, p. 47, p. 50, p. 53, p. 58, p. 61, p. 62, p. 67, p. 70, p. 77, p. 80, p. 87, p. 90, p. 97, p. 100, p. 105, p. 108, p. 114, p. 117
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list	p. 123, p. 126, p. 133, p. 136
(C) demonstrate and apply spelling knowledge by:		
TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	p. 10, p. 50, p. 53, p. 55, p. 58, p. 61, p. 62, p. 67, p. 70, p. 77, p. 80, p. 87, p. 90, p. 97, p. 100, p. 102, p. 114, p. 117, p. 123, p. 126, p. 133, p. 136
TEKS K.2.C.ii	spelling words using sound-spelling patterns	p. 10, p. 123, p. 126, p. 133, p. 136
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	p. 10, p. 123, p. 126, p. 133, p. 136
(D) demonstrate print awareness by:		
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book	p. 123, p. 126, p. 133, p. 136
TEKS K.2.D.ii	holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep	p. 123, p. 126, p. 133, p. 136
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	
TEKS K.2.D.iv	recognizing the difference between a letter and a printed word	
TEKS K.2.D.v	identifying all uppercase and lowercase letters	
TEKS K.2.E	develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality	p. 14, p. 17, p. 23, p. 26, p. 32, p. 35, p. 41, p. 44, p. 58, p. 61, p. 62, p. 67, p. 70, p. 77, p. 80, p. 87, p. 90, p. 105, 108, p. 114, p. 117, p. 123, p. 126, p. 133, p. 136
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
TEKS K.3.A	use a resource such as a picture dictionary or digital resource to find words	p. 123, p. 126, p. 129
TEKS K.3.B	use illustrations and texts the student is able to read or hear to learn or clarify word meanings	
TEKS K.3.C	identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations	
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.		
TEKS K.4.A	self-select text and interact independently with text for increasing periods of time	
(5) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
TEKS K.5.A	establish purpose for reading assigned and self-selected texts with adult assistance	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Foundational Skills 3		Correlation—Teacher's Guide
TEKS K.5.B	generate questions about a text before, during, and after reading to deepen understanding and gain information with adult assistance	
TEKS K.5.C	make and confirm predictions using text features and structures with adult assistance	
TEKS K.5.D	create mental images to deepen understanding with adult assistance	
TEKS K.5.E	make connections to personal experiences, to ideas in other texts, and society with adult assistance	
TEKS K.5.F	make inferences and use evidence to support understanding with adult assistance	
TEKS K.5.G	evaluate details to determine what is most important with adult assistance	
TEKS K.5.H	synthesize information to create new understanding with adult assistance	
TEKS K.5.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance	
(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
TEKS K.6.A	describe personal connections to a variety of sources	
TEKS K.6.B	provide an oral, pictorial, or written response to a text	
TEKS K.6.C	use text evidence to support an appropriate response	
TEKS K.6.D	retell texts in ways that maintain meaning	
TEKS K.6.E	interact with sources in meaningful ways such as illustrating or writing	
TEKS K.6.F	respond using newly acquired vocabulary as appropriate	
(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
TEKS K.7.A	discuss topics and determine the basic theme using text evidence with adult assistance	
TEKS K.7.B	identify and describe the main character(s)	
TEKS K.7.C	identify the elements of plot development including the main events, the problem, and the resolution for texts read aloud with adult assistance	
TEKS K.7.D	describe the setting	
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
TEKS K.8.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, fairy tales, and nursery rhymes	
TEKS K.8.B	discuss rhyme and rhythm in nursery rhymes and a variety of poems	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Foundational Skills 3		Correlation—Teacher's Guide
TEKS K.8.C	discuss main characters in drama	
(D) recognize characteristics and structures of informational text, including:		
TEKS K.8.D.i	the central idea and supporting evidence, with adult assistance	
TEKS K.8.D.ii	titles and simple graphics to gain information	
TEKS K.8.D.iii	the steps in a sequence with adult assistance	
TEKS K.8.E	recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do	
TEKS K.8.F	recognize characteristics of multimodal and digital texts	
(9) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
TEKS K.9.A	discuss with adult assistance the author's purpose for writing text	
TEKS K.9.B	discuss with adult assistance how the use of text structure contributes to the author's purpose	
TEKS K.9.C	discuss with adult assistance the author's use of print and graphic features to achieve specific purposes	
TEKS K.9.D	discuss with adult assistance how the author uses words that help the reader visualize	
TEKS K.9.E	listen to and experience first- and third-person texts	
(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
TEKS K.10.A	plan by generating ideas for writing through class discussions and drawings	
TEKS K.10.B	develop drafts in oral, pictorial, or written form by organizing ideas	
TEKS K.10.C	revise drafts by adding details in pictures or words	
(D) edit drafts with adult assistance using standard English conventions, including:		
TEKS K.10.D.i	complete sentences	
TEKS K.10.D.ii	verbs	
TEKS K.10.D.iii	singular and plural nouns	
TEKS K.10.D.iv	adjectives, including articles	
TEKS K.10.D.v	prepositions	
TEKS K.10.D.vi	pronouns, including subjective, objective, and possessive cases	
TEKS K.10.D.vii	capitalization of the first letter in a sentence and name	
TEKS K.10.D.viii	punctuation marks at the end of declarative sentences	
TEKS K.10.D.ix	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words	
TEKS K.10.E	share writing	

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Foundational Skills 3		Correlation—Teacher's Guide
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
TEKS K.11.A	dictate or compose literary texts, including personal narratives	
TEKS K.11.B	dictate or compose informational texts	
(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
TEKS K.12.A	generate questions for formal and informal inquiry with adult assistance	
TEKS K.12.B	develop and follow a research plan with adult assistance	
TEKS K.12.C	gather information from a variety of sources with adult assistance	
TEKS K.12.D	demonstrate understanding of information gathered with adult assistance	
TEKS K.12.E	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	

ENGLISH LANGUAGE PROFICIENCY STANDARDS - KINDERGARTEN

Foundational Skills 3		Correlation—Teacher's Guide
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 1.A	use prior knowledge and experiences to understand meanings in English	
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	p. 103, p. 136
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	
ELPS 1.D	speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	
ELPS 1.E	internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	
ELPS 1.F	use accessible language and learn new and essential language in the process	
ELPS 1.G	demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	
ELPS 1.H	develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 2.A	distinguish sounds and intonation patterns of English with increasing ease	p. 136
ELPS 2.B	recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	p. 72, p. 82, p. 92
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	

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Foundational Skills 3		Correlation—Teacher's Guide
ELPS 2.F	listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	
ELPS 2.G	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	
ELPS 2.H	understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:		
ELPS 3.A	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	
ELPS 3.B	expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	
ELPS 3.E	share information in cooperative learning interactions	
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired	

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Foundational Skills 3		Correlation—Teacher's Guide
ELPS 3.I	adapt spoken language appropriately for formal and informal purposes	
ELPS 3.J	respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	p. 18, p. 26, p. 35, p. 37, p. 44, p. 45, p. 53, p. 61, p. 72, p. 82
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:		
ELPS 4.A	learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	
ELPS 4.B	recognize directionality of English reading such as left to right and top to bottom	
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	p. 128
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	p. 121, p. 128
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	p. 128
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	p. 18, p. 26, p. 35, p. 37, p. 44, p. 45, p. 53, p. 61, p. 72, p. 82
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	
ELPS 4.H	read silently with increasing ease and comprehension for longer periods	
ELPS 4.I	demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
ELPS 4.J	demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	

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Foundational Skills 3		Correlation—Teacher's Guide
ELPS 4.K	demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:		
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly	
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired	
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	

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