

ENGLISH



KINDERGARTEN FOUNDATIONAL SKILLS UNIT 4

Teacher Guide

EDITION 1

Kindergarten

Foundational Skills 4

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.

If you have further product questions or to report an error, please email
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Foundational Skills (60 min.)

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Foundational Skills (60 min.)

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Foundational Skills (60 min.)

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Foundational Skills (60 min.)

- Warm-Up:
 - Oral Segmenting
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Foundational Skills (60 min.)

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Foundational Skills (60 min.)

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Introduction

THE SOUNDS TAUGHT IN THIS UNIT

There are fifteen lessons in this unit that are designed to teach a number of skills. The lessons are followed by the Pausing Point, which provides recommendations for practicing the skills. In this unit eight sounds are introduced, along with the most common way of spelling each sound.

The eight sounds and corresponding spellings are:

1. /n/ spelled 'n' as in *man*
2. /h/ spelled 'h' as in *hat*
3. /s/ spelled 's' as in *sit*
4. /f/ spelled 'f' as in *fan*
5. /v/ spelled 'v' as in *van*
6. /z/ spelled 'z' as in *zigzag*
7. /p/ spelled 'p' as in *pig*
8. /e/ spelled 'e' as in *pen*

As in Unit 3, each new sound is introduced by playing oral language games. Students are shown how to make a picture of the sound. Only the most common, or least ambiguous, spelling for the sound is taught. Activity pages allow students to practice writing the spellings. Pocket chart chaining games provide students with reading and spelling practice. Take-Home Activity Pages encourage family involvement. The Unit 4 Student Performance Assessment follows the same format as the Unit 3 Student Performance Assessment.

As in Unit 3, only the lowercase letters are taught. Continue to avoid the use of letter names. For an explanation of these aspects of the program, read the Introduction to Unit 3 and/or the Unit 3 Appendix. Letter names will be taught in Unit 6.

One difference you will notice are the Warm-Ups, which suggest you begin using finger gestures to show the segmentation of words into sounds. Previously you may have used arm gestures for blending. The segmenting gestures are explained clearly in the lessons.

THE FIRST BIG BOOK, PET FUN

At the end of Unit 4, students will be introduced to the first decodable book presented as a Big Book, *Pet Fun*. After watching and listening to demonstration readings of this book by the teacher, students will be given an opportunity to read the short phrases that make up the story. The story is simple because this book is written with decodable text. In other words, every word in this book is made up of only the letter-sound correspondences students have been explicitly taught. So, while the story is simple, reading this book will be exciting for students as it represents their very first effort at reading connected text.

As students move into the subsequent Kindergarten units, they will encounter longer and more challenging stories. These stories will always be fully decodable in the sense that students will be presented with words comprised of letter-sound correspondences previously taught. For a more thorough explanation of the importance of decodable text and why the program was created with 100 percent decodable text for early readers, please refer to the Appendix: Decodable Text and Natural Text.

Use readings from the Big Book as opportunities to reinforce students' print awareness. Ask them to identify the front and back covers and title of the book and use the table of contents to find a story. Model holding the book properly and reading from top to bottom and left to right with a return sweep. Additional practice can be added to lessons and Pausing Points throughout the unit as needed.

TRICKY WORDS

Most of the words students are asked to read in the early units are 100% decodable. Students are able to arrive at the correct pronunciation by recognizing and blending the letter-sound correspondences. At the end of Unit 3, several high-frequency number words—*one*, *two*, and *three*—were introduced as Tricky Words that cannot be sounded out, but just memorized. In this unit, two common words are introduced that cannot be pronounced accurately using the letter-sound correspondences taught. The two new Tricky Words are: *a* and *the*.

To help students learn to read Tricky Words automatically, you should review all words that have been previously taught at the beginning of each Tricky Word lesson. To expedite this review, you may want to create a Tricky Word Wall in the classroom. Use yellow index cards for Tricky Words. (If you have a word wall of decodable words, it is recommended that you write those words on green or white index cards.)

For each new Tricky Word introduced, you should write the word on a yellow index card, which signals “proceed with caution,” and underline the tricky part(s) of the word.

one

You may want to arrange the words in alphabetical order on the wall. Here are some suggestions for using this wall for review:

- **Say It Fast** Randomly point to different words on the wall, calling on the whole class or individual students to read it quickly without hesitation. If one student hesitates, move quickly to another.
- **I'm Thinking of a Word** Provide a riddle, call on either the whole class or one student to name the word, and ask another student to simultaneously point to the word on the wall.
- **What's the Tricky Word?** Say an oral sentence using one of the Tricky Words and ask the class to listen carefully to orally identify the Tricky Word in the sentence, while another student points to the word on the wall.

Included below for your reference are the words from the Dolch Sight Word List and Fry's Instant Words List that students should be able to read at the beginning and end of Unit 4.

As of the beginning 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 three hundred words), as follows:

At the beginning of Unit 4:

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

By the end of this unit, students should be able to read the following new words from each of these respective lists, representing a **total of twenty four Dolch Words** and **twenty four Fry Words**.

By the end of Unit 4:

	New Dolch Words	New Fry Words
Tricky Words	a, the	a, the
Decodable Words	an, and, can, get, had, him, hot, if, in, its, not, on, sit, ten	an, and, can, get, had, him, if, in, its, man, men, not, on, set, sit

Note the significant increase in high-frequency words on both lists by the end of the unit, despite the fact that only two new Tricky Words are taught in this unit. This is because students are taught the new sound/spellings /n/ > 'n,' /h/ > 'h,' /s/ > 's,' /f/ > 'f,' and /e/ > 'e' which enables them to read additional high-frequency, decodable words on both the Dolch and Fry lists.

FORMATIVE ASSESSMENTS AND ADDITIONAL SUPPORT

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

- oral segmenting (Warm-Up: Oral Segmenting: Parts A and B)
- letter sounds (Warm-Up: Sound/Spelling Review)

Observation records for recording student performance are included in the Teacher Resources section for oral segmenting and letter sounds to copy for use.

Teachers may want to have a clipboard to hold the Oral Segmenting Observation Record and the Letter Sounds Observation Record. Careful organization of these materials will mean that they are readily accessible when needed, so they can be used most efficiently.

Quick “Checks for Understanding” are also designated in various lessons.

Paying careful attention to this information collected on a daily basis will enable teachers to quickly determine which students may benefit from reteaching and/or more practice in particular skills. Feel free to make use of any additional activities, words and phrases for reading, and/or chaining found in the Additional Support section of previously taught lessons. You may also consider using activities and activity pages included in the Pausing Point.

STUDENT PERFORMANCE ASSESSMENT

In Lessons 11 and 12, you are provided with a Student Performance Assessment. The assessment may be completed over the course of several days. There are two parts for this assessment:

- **Part 1** is provided in Lesson 11 and is required for all students. This assessment directs you to pronounce ten one-syllable CVC words made up of the sound/spellings taught in this unit. For each word you say, students are to circle the word on their activity page.
- **Part 2** is included in Lesson 12 and requires you to assess students individually if they scored 7 or fewer points on Part 1. Each student reads from a set of ten words printed on separate cards. Be sure to record the results on the Unit 4 Assessment Record Sheet provided in Teacher Resources at the end of this Teacher Guide.

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.

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 Segmenting Observation Record—Unit 4
- Letter Sounds Observation Record—Unit 4
- Sound Sprints Word Cards
- Sound Sprints Picture Cards
- Word Cards for Reading Assessment (Part 2)

- Unit 4 Assessment Record Sheet
- Additional Support Activity Pages
- Activity Book Answer Key

ADDITIONAL MATERIALS FOR UNIT 4

The following additional materials are needed in Unit 4. The number in parentheses indicates the first lesson in which the item is used.

- clipboard for Oral Segmenting Observation Record and Letter Sounds Observation Record (1)
- small, handheld speech mirror, one per student (1)
- crayons or primary pencils for all students (1)
- pocket chart and stand (1)
- unruled 4" x 6" or 5" x 7" index cards (1)
- primary ruled writing paper for students (7)
- yellow and white (or green) unlined index cards (14)
- 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 found on the program's online materials. (1)
- **Optional:** *Alphabet Jam: Songs and Rhymes to Build Early Reading Skills CD*, by Cathy Bollinger, available through various media outlets. (1)

BASIC CODE

Introduce /n/ > 'n'


PRIMARY FOCUS OF LESSON

Foundational Skills

Students will segment spoken one-syllable words into individual phonemes.

 **TEKS K.2.A.x**

Students will provide the corresponding sound when presented with the following

 lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**

Students will identify spoken words with the initial /n/ sound.

 **TEKS K.2.A.x**


Students will write the spelling 'n' to represent /n/, and will read and write simple CVC words that include the spelling 'n' to match a picture.

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

Students will distinguish between spoken minimal pair words with /n/ and /m/ in either the initial or final position by indicating which spelling, 'n' or 'm,' is heard in

 each word. **TEKS K.2.A.x; TEKS K.2.B.i**

Students will substitute individual sound/spellings in simple CVC words to make

 and read new words. Focus on /n/ > 'n.' **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT


Observation Oral Segmenting Observation Record


 **TEKS K.2.A.x**

Observation Letter Sounds

 **TEKS K.2.B.i**

Activity Page 1.1 Spelling the Sound

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

 **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **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; **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 Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	❑ Large Letter Cards for 'm,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' 'o'
Introduce the Sound /n/ (Phonological Awareness, Phonics)	Whole Group	10 min.	
Introduce the Spelling /n/ > 'n' (Phonics)	Whole Group	20 min.	❑ Activity Page 1.1 ❑ Activity Page 1.1 (Digital Components)
Minimal Pairs (Phonological Awareness, Phonics)	Whole Group	10 min.	❑ one small mirror per student ❑ Activity Pages 1.2, 1.3
Pocket Chart Chaining for Reading (Phonological Awareness, Phonics)	Whole Group	15 min.	❑ pocket chart ❑ cards for 'i,' 'a,' 'o,' 'm' (2), 'n' (2), 't' (2), 'd' (2), 'c,' 'g' (2)

ADVANCE PREPARATION

Note to Teacher

The Unit 4 Warm-Up has three sections. The first two sections, Oral Segmenting: Part A and Part B, introduce the opposite of blending: segmenting. In Part A you will segment two-sound words. In Part B you will segment three-sound words. You will use the same words each day. The third section of the Warm-Up, Sound/Spelling Review, consists of a Large Letter Card review of all the spellings taught.

Foundational Skills

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

➤ 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.
- Using index cards, create two 'n' 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

- Bring in pictures of a stoplight (red), a stoplight (green), a cat, and a baseball bat (or the mammal) to use for Oral Segmenting.

Pocket Chart Setup



Lesson 1: Basic Code

Foundational Skills

60M

Primary Focus

Students will segment spoken, one-syllable words into individual phonemes.

**TEKS K.2.A.x**

Students will provide the corresponding sound when presented with the following



lowercase letters: 'm,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**

Students will identify spoken words with the initial /n/ sound.

**TEKS K.2.A.x**

Students will write the spelling 'n' to represent /n/, and will read and write simple CVC words that include the spelling 'n' to match a picture.

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

Students will distinguish between spoken minimal pair words with /n/ and /m/ in either the initial or final position by indicating which spelling, 'n' or 'm', is heard in



each word. **TEKS K.2.A.x; TEKS K.2.B.i**

Students will substitute individual sound/spellings in simple CVC words to make



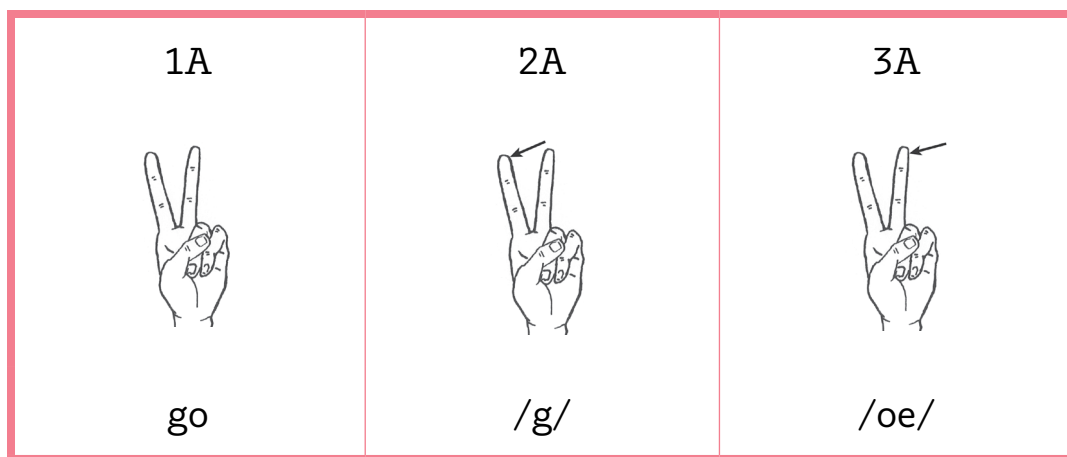
and read new words. Focus on /n/ > 'n.' **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

**WARM-UP (5 MIN.)****TEKS K.2.A.x****Oral Segmenting****Part A**

- Remind students that they have practiced blending. Guide students in blending the following sounds as an example: /g/... /oe/ > go.
- Tell students today they will practice doing the opposite of blending. This is called segmenting.



TEKS K.2.A.x Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **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; **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.



- Hold up your index finger and middle finger and say the word go (see illustration 1A).
- Have students repeat the word after you.
- Wiggle or move your index finger and say the first sound in the word, /g/ (see illustration 2A).
- Wiggle or move your middle finger and say the second sound in the word, /oe/ (see illustration 3A).
- Practice this with the class.
- Segment the remaining words.

- | | |
|----------------|-----------------|
| 1. go /g/ /oe/ | 3. say /s/ /ae/ |
| 2. no /n/ /oe/ | 4. day /d/ /ae/ |



Observation: Oral Segmenting Observation Record

Call on a different student to segment each word. Note students' performance in the Oral Segmenting Record.

Support

If students have difficulty wiggling only one finger at a time, they can tap on each finger with the pointing finger of their opposite hand as you say each sound.



**EMERGENT
BILINGUAL
STUDENTS**

Foundational Skills

Foundational Literacy Skills

Prior to segmenting go and no, tell students that these words are often used to talk about movement. Show them a picture of the green light, say the word go, and then ask them to repeat it. Next show them a picture of the red light, tell them that this means stop, and explain you want them to use this picture to remember the word no. Ask them to repeat the word. Repeat showing the pictures and saying "Green means go; red means no." Proceed with segmenting the last two words.

ELPS 1.H; ELPS 2.E



Foundational Skills





Foundational Literacy Skills

Prior to segmenting *cat* and *bat*, tell students that you have pictures to show them to help them remember the words. Point to the picture of the cat, say *cat*, and ask students to repeat the word. Then point to the picture of the bat, say *bat*, and ask students to repeat the word. Proceed with segmenting the next two words.

ELPS 2.A; ELPS 2.E;

ELPS 3.A

Part B TEKS K.2.A.x

1B	2B	3B	4B
			
cat	/k/	/a/	/t/

- Hold up your index finger, middle finger, and ring finger and say the word *cat* (see illustration 1B).
- Have students repeat the word after you.
- Wiggle or move your index finger and say the first sound in the word, /k/ (see illustration 2B).
- Wiggle or move your middle finger and say the second sound in the word, /a/ (see illustration 3B).
- Wiggle or move your ring finger and say the third sound in the word, /t/ (see illustration 4B).
- Practice this with the class.
- Segment the remaining words.

1. cat /k/ /a/ /t/

2. bat /b/ /a/ /t/

3. bet /b/ /e/ /t/

4. Ben /b/ /e/ /n/



Observation: Oral Segmenting Observation Record

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



TEKS K.2.A.x Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes.

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review the letter-sound correspondences taught thus far.
- Hold up the Large Letter Card for each letter.
- Have students say the sound, not the letter name.
- Review the Sound Poster for the same letter.
- Repeat this process with the remaining cards and posters.



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 /n/ (10 MIN.)

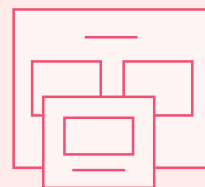
Sound Off

- Tell students the new sound is /n/.
- Have students say the /n/ sound several times, drawing it out.
- Ask students to repeat a number of words having the /n/ sound at the beginning: *nut, nice, not*.
- Ask students to repeat a number of words having the /n/ sound at the end: *fun, ran, tin, shine*.
- Ask students whether /n/ is a consonant sound or a vowel sound. (It is a consonant sound, made by touching the tip of the tongue against the bump behind the upper teeth and breathing air out through the nose.)
- Tell students you are going to read a story containing a number of examples of the /n/ sound.
- Tell students to touch their noses whenever they hear the /n/ sound.
- Read the story very slowly, almost word by word, making an effort to emphasize every /n/ sound.

Large Letter Cards



Sound Posters and Cards



My **n**ew **n**eighbor has a baby **n**amed **N**ed. The **n**oisy baby **n**ever stops crying. That **N**ed is a **n**oisy baby! I wish **n**oisy **N**ed would take a **n**ap!

- If you have time, read the story in phrases, asking students to repeat the /n/ words they hear in each phrase.

INTRODUCE THE SPELLING /N/ → 'N' (20 MIN.)

Teacher Modeling

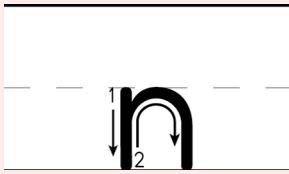
Note: Avoid using the letter name “en” during this activity. Instead, refer to the sound /n/.

- Tell students you are going to show them how to draw a picture of the /n/ sound.
- Draw a large lowercase ‘n’ on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start on the dotted line . . . 1. short line down . . . 2. hump.”) Then, say the sound /n/.
- 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 /n/ sound when you finish.

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 /n/ sound together.
- Point to the letter ‘n’ at the top of the page and ask students to say the sound /n/ together.
- 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 at the dot . . . 1. short line down . . . 2. hump.” As you finish each letter, say the sound, /n/.



Start on the dotted line.

1. short line down
2. hump

Activity Page 1.1



- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *not*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.



Activity Page 1.1: Spelling the Sound

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

MINIMAL PAIRS (10 MIN.)

- Explain that it can be difficult to tell the difference between the /n/ sound and the /m/ sound. Both sounds are made by channeling air through your nose.
- Distribute the small mirrors and have students say the two sounds to hear and see the difference: /m/ ... /n/ ... /m/ ... /n/.
- Explain that they should notice that for the /m/ sound their lips are pressed together, and for the /n/ sound their lips are slightly open.
- Distribute Activity Pages 1.2 and 1.3.
- Have students show you the picture of /m/ when you say the /m/ sound and the picture of /n/ when you say the /n/ sound.
- Practice this several times by simply saying /m/ or /n/ in isolation, asking students to show the correct card.
- Next, tell students you are going to say some words that begin with the /m/ sound or the /n/ sound.
- Tell students to hold up the picture of /m/ when you say a word that begins with the /m/ sound and the picture of /n/ when you say a word that begins with the /n/ sound.
- Have students close their eyes and listen as you say the first word pair.

Activity Pages 1.2, 1.3



Support

If students have trouble hearing the subtle difference between /m/ and /n/, teach them gestures (e.g., have students rub their stomachs for /m/ and touch their noses for /n/).

- Have students repeat both words to hear and feel the difference in articulation.
- Complete the remaining pairs.

- | | |
|-------------|--------------|
| 1. nut—mutt | 4. nice—mice |
| 2. met—net | 5. no—mow |
| 3. me—knee | |

- Now tell students you are going to say words that end with the /m/ sound or the /n/ sound.
- Tell students to hold up the picture of /m/ when you say a word that ends with the /m/ sound and the picture of /n/ when you say a word that ends with the /n/ sound.
- Complete the following word list in the same way.

- | | |
|--------------|--------------|
| 1. ran—ram | 4. grin—grim |
| 2. them—then | 5. tin—Tim |
| 3. some—sun | |



Check for Understanding

As students hold up their letter cards, check to see that they are displaying the correct picture of the sounds, /m/ or /n/.

POCKET CHART CHAINING FOR READING (15 MIN.)

- Move the 'n,' 'o,' and 'd' cards to the center of your pocket chart to spell *nod*.
- Ask a student to read the word.
- Replace the 'd' card with the 't' card and say to the class, "If that is *nod*, what is this?"
- Ask a student to read the word. (*not*)
- Ask students what letter-sound makes the new word different from the old word. (*In nod > not, the 'd' represents /d/ and the 't' represents /t/.*)
- Complete the chaining.

1. nod > not > dot > got > cot > cat > mat > mad > dad > did
2. tag > tad > ad > at > it > in > tin > tan > can > man

End Lesson

Lesson 1: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING

Push & Say

- Provide one copy of **Activity Page TR 1.1** (Sound Boxes) and a handful of **small objects** (e.g., cubes, tiles, beans, buttons) to each student.
- Tell students you will say words for them to break into sounds.
- The boxes and objects will represent individual sounds before they are blended into words.
- If students are unfamiliar with Push & Say, be sure to model with initial words.

Note: Demonstrate the objects being pushed from left to right from the students' perspective, which will be right to left from your perspective if you are sitting across from students.

- Tell students they will not need all the boxes for every word, but they should always start with the first box on the left.

Pocket Chart Setup



Support

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

- Say the first word for the students to segment (*an*).
- Students segment the phonemes and push an object into the boxes for each sound (from left to right). Then students run their finger under the boxes (from left to right) as they repeat the blended word.
- If students struggle, say the word again by stretching out the sounds (/aaaaa-nnnnn/).
- Continue with the next word.

1. an*	6. nag	10. tan
2. can*	7. nod	11. tin
3. din	8. not*	12. and*
4. in*	9. on*	13. ant
5. man*		

**Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.*

Note: VCC words like *and* and *ant* may be challenging at this point.

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 containing the sound. For example: “Give me a word starting with /n/.” (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 containing the targeted phoneme, give them a block.
- With each block students get a turn to place it, building a collective structure as the game continues.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards for 'i,' 'a,' 'o,' 'm,' 'n,' 't,' 'd,' 'c,' 'g' (2)**.
- Move the 'g,' 'o,' and 't' cards to the center of your pocket chart to spell *got*.
- Ask a student to read the word.
- Replace the 'g' card with the 'n' card and say, "If that is *got*, what is this?"
- Ask a student to read the word. (*not*)
- Ask students what letter sound makes the new word different from the old word. (*In got > not, the 'g' represents /g/ and the 'n' represents /n/.*)
- Complete the chaining.

1. got > not > nod > cod > cot > cat > mat > man > an > on
2. can > cat > at > it > in > tin > tan > tag > nag > gag

MORE HELP WITH LETTER SOUND /N/

Alphabet Jam (Optional)

- "Nellie Knows a Nurse" (from *Alphabet Jam* CD)

Code Knowledge

Before 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.

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

The sound /n/ is the third most common sound in English.

The sound /n/ is found in approximately 33 percent of English words.

The sound /n/ is spelled 'n' approximately 96 percent of the time.

The spelling alternative 'nn' as in *runner* is taught later in this grade.

The spelling alternative 'kn' as in *knot* is taught later in the program; the spelling alternative 'gn' as in *gnat* is rare.

'n' is a tricky spelling; it can stand for /n/ as in *pin* or /ng/ as in *pink*. In Kindergarten materials, however, 'n' is always sounded /n/.

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

2

BASIC CODE

Introduce /h/ > 'h'

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- ✦ Students will recognize spoken alliteration or groups of words that begin with the initial /h/ sound when provided with simple riddles. **TEKS K.2.A.ii; TEKS K.2.B.i**
- Students will write the spelling 'h' to represent /h/, and read and write simple CVC words that include the spelling 'h' 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 /h/ > 'h.'
- ✦ **TEKS K.2.A.vii; TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

- | | |
|-------------------|------------------------------------|
| Observation | Oral Segmenting Observation Record |
| | ✦ TEKS K.2.A.x |
| Observation | Letter Sounds Observation Record |
| | ✦ TEKS K.2.B.i |
| Activity Page 2.1 | Spelling Activity Page |
| | ✦ TEKS K.2.B.i; TEKS K.2.E |

- ✦ **TEKS K.2.A** Demonstrate phonological awareness by (x) segmenting spoken one-syllable words into individual phonemes; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **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; **TEKS K.2.A.vii** Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words; **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 Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	<input type="checkbox"/> Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' 'o' <input type="checkbox"/> Sound Poster for /n/ <input type="checkbox"/> Sound Card 9 (<i>man</i>)
Introduce the Sound /h/ (Phonological Awareness, Phonics)	Whole Group	10 min.	
Introduce the Spelling /h/ > 'h' (Phonics)	Whole Group	25 min.	<input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> Activity Page 2.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonological Awareness, Phonics)	Whole Group	20 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> cards for 'i,' 'a,' 'o,' 'm' (2), 'n' (2), 't' (2), 'd' (2), 'c,' 'g' (2), 'h'
Take-Home Material			
Connect It			<input type="checkbox"/> Activity Page 2.2

ADVANCE PREPARATION

Foundational Skills

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

➤ Digital Component 2.1

- 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.
- Using an index card, create one 'h' 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

- Bring in pictures of a stoplight (red), a stoplight (green), a cat, and a baseball bat (or the mammal) to use for Oral Segmenting.

Pocket Chart Setup



Lesson 2: Basic Code

Foundational Skills

60M

Primary Focus




- Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- Students will recognize spoken alliteration or groups of words that begin with the initial /h/ sound when provided with simple riddles. **TEKS K.2.A.ii; TEKS K.2.B.i**
- Students will write the spelling 'h' to represent /h/, and read and write simple CVC words that include the spelling 'h' 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 /h/ > 'h.' **TEKS K.2.A.vii; TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

WARM-UP (5 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.

1A	2A	3A
		
go	/g/	/oe/

- | | |
|----------------|-----------------|
| 1. go /g/ /oe/ | 3. say /s/ /ae/ |
| 2. no /n/ /oe/ | 4. day /d/ /ae/ |

- TEKS K.2.A** Demonstrate phonological awareness by (x) segmenting spoken one-syllable words into individual phonemes; (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound; **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; **TEKS K.2.A.vii** Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words; **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.

Support

If students have difficulty wiggling only one finger at a time, they can tap on each finger with the pointing finger of their opposite hand as you say each sound.



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Foundational Skills

Using Foundational Literacy Skills

Prior to segmenting *go* and *no*, tell students that these words are often used to talk about movement. Show them a picture of the green light, say the word *go*, then ask them to repeat it. Next show them a picture of the red light, tell them that this means stop, and explain you want them to use this picture to remember the word *no*. Ask them to repeat the word. Repeat showing the pictures and saying “Green means go; red means no.” Proceed with segmenting the last two words.

ELPS 1.H; ELPS 2.E



Foundational Skills

Using Foundational Literacy Skills

Prior to segmenting *cat* and *bat*, tell students that you have pictures to show them to help them remember the words. Point to the picture of the cat, say *cat* and ask students to repeat the word. Then point to the picture of the bat, say *bat*, and ask students to repeat it. Proceed with segmenting the last two words.

**ELPS 2.A; ELPS 2.E;
ELPS 3.A**







Observation: Oral Segmenting Observation Record

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

Part B

- Follow the steps outlined in Lesson 1.

1B	2B	3B	4B
			
cat	/k/	/a/	/t/

1. cat /k/ /a/ /t/

2. bat /b/ /a/ /t/

3. bet /b/ /e/ /t/

4. Ben /b/ /e/ /n/



Observation: Oral Segmenting Observation Record

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

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /n/ and Sound Card 9 (*man*), calling attention to the /n/ sound at the end of the word.



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 /H/ (10 MIN.)



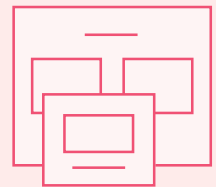
I'm Thinking of Something **TEKS K.2.A.ii**

- Tell students the new sound is /h/.
- Have students say the /h/ sound several times. Encourage them to say a clipped /h/, almost like a breath of air, not an elongated /huuu/.
- Ask students to repeat a number of words having the /h/ sound at the beginning: *hid, hop, hat, hut, him*.
- Tell students you are thinking of something beginning with the /h/ sound. You want them to guess what it is, but first you will give them a hint.
- Read the first hint and have students suggest the answer.
- If needed, read the second hint.
- Complete the remaining riddles.

Large Letter Cards



Sound Posters and Cards



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.

Hat

1. I'm thinking of a piece of clothing you use to keep your head warm.
2. I'm thinking of something you wear on top of your head.

Hand

1. I'm thinking of a part of your body with five fingers.
2. I'm thinking of something used for clapping.

Hi, Hello

1. I'm thinking of the first thing you say when you see a friend.
2. I'm thinking of a word meaning the opposite of goodbye.

Hungry

1. I'm thinking of a word describing how you feel when you have not eaten for a long time.
2. I'm thinking of a word you use to describe how you feel when your stomach growls.

Happy

1. I'm thinking of the way you feel when something nice happens.
2. I'm thinking of a word meaning the opposite of *sad*.

Head

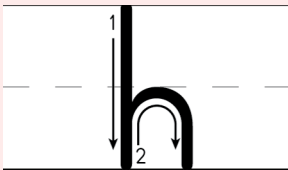
1. I'm thinking of a part of your body attached to your neck.
2. I'm thinking of a part of your body that holds your brain.

Hair

1. I'm thinking of something that grows on your head.
2. I'm thinking of something some people wear in a braid or ponytail.

Hot Dogs and Hamburgers

1. I'm thinking of foods you eat at a cookout or barbecue.
2. I'm thinking of foods on which people might use ketchup and mustard.



Start on the top line.

1. long line down
2. hump

INTRODUCE THE SPELLING /H/ → 'H' (25 MIN.)**Teacher Modeling**

Note: Avoid using the letter name “aetch” during this activity. Instead, say the sound /h/.

- Tell students you are going to show them how to draw a picture of the /h/ sound.
- Draw a large lowercase ‘h’ on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start on the top line . . . 1. long line down . . . 2. hump.”) Then, say the sound /h/.

- 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 /h/ sound when you finish.

Meet the Spelling Activity Page

➤ Digital Component 2.1

- Distribute and display Activity Page 2.1. Tell students they will practice drawing pictures of the /h/ sound together.
- Point to the letter 'h' at the top of the page ask students to say the sound /h/ together.
- 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 at the top. . . 1. long line down . . . 2. hump." As you finish each letter, say the sound, /h/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *him*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.



Activity Page 2.1: Spelling the Sound

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



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Foundational Skills

Using Foundational Literacy Skills

In Spanish, the letter 'h' is silent and the /h/ sound is made (in a slightly raspier way) by the letter 'j.' Emphasize that in English this picture ('h') makes this sound (/h/).

ELPS 1.F

Activity Page 2.1



Pocket Chart Setup



POCKET CHART CHAINING FOR READING (20 MIN.)

- Explain to students that they are going to “clap” to blend, or put together, sounds to make words. Then they are going to “chop” to segment, or take apart, a word to identify its sounds. They are going to listen for the first sound of the word, called the onset. Explain that they will also listen for the sound that follows, called the rime. The rime includes a vowel sound.
- Hold up your left hand with the palm facing right. Say the /b/ sound.
- Hold up your right hand with your palm facing left. Say, “at.”
- Clap your hands together while you say *bat*.
- Then start with your hand at the bottom of your chin. Extend your arm forward to create a curve to indicate that sounds are coming out of your mouth. Say, “*mud*. Let’s chop off the *ud*.”
- Start making the curve of your arm.
- Say: /m/
- Mouth *ud* without using your voice, and make the chopping motion with your arm.
- Say, “We turned *mud* into /m/!”
- Have students mimic your actions and sounds using their own hands to model clapping to blend the words in the chaining activity below before you add them to the pocket chart.
- Move the ‘h,’ ‘a,’ and ‘d’ cards to the center of your pocket chart to spell *had*.
- Ask a student to read the word.
- Replace the ‘d’ card with the ‘t’ card and say, “If that is *had*, what is this?”
- Ask a student to read the word. (*hat*)
- Ask students what letter sound makes the new word different from the old word. (*In had > hat, the ‘d’ represents /d/ and the ‘t’ represents /t/.*)
- Complete the chaining.

1. had > hat > hit > hid > him > dim > dig > did > dad > mad
2. hot > hog > dog > dot > not > got > cot > cat > can > man

Take-Home Material

CONNECT IT

- Have students give Activity Page 2.2 to a family member.

Activity Page 2.2



Lesson 2: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING

Feed the Squirrel

- Make one copy of **Activity Page TR 2.1**, the squirrel image.
- Make enough copies of **Activity Page TR 2.2** for each student to have at least four acorn cut-outs. If available in your area, actual acorns could be collected and used.
- You may want to copy the squirrel and acorns on brown card stock and laminate for future use.
- Place the squirrel in the middle of the table and tell students they need to help you feed the squirrel.
- Give each student at least four acorns.
- Tell students you are going to say a word and they should remove one acorn from their pile for each sound in the word.
- Once all students have the correct number of acorns set out, ask individual students to feed the squirrel by saying each sound for the word as they place each acorn on the squirrel. When they are finished they may say, “Oh nuts!”
- As all students “feed the squirrel,” the acorns will pile up on the squirrel.
- Redistribute the acorns for the next word.

- | | |
|---------|---------|
| 1. had* | 5. him* |
| 2. ham | 6. hit |
| 3. hat* | 7. hog |
| 4. hid | 8. hot* |

**Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.*

Sound Boxes

- Make one copy of **Activity Page TR 1.1** (Sound Boxes) for each student to indicate the position (initial, medial, or final) of targeted sounds in two- and three-phoneme words.
- Say a target sound and word using the sentence frame (e.g., “Where is /e/ in the word *hen*?”).
- Students repeat the word and segment the sounds, touching the boxes from left to right for each phoneme.
- Then students place a **cube** (or other object: beans, buttons, etc.) in the box matching the position of the targeted sound.

- | | | |
|--------|--------|--------|
| 1. hip | 3. has | 5. hen |
| 2. hop | 4. hog | 6. hay |

Race to the Top

- Make one copy of **Activity Page TR 2.3** for each student.
- Make one copy of **Activity Page TR 2.4** and cut the letter cards apart.
- Each student gets their own ladder and game piece but will share a set of game cards. (Copy and cut the game cards from card stock to allow for reuse.)
- Place the letter cards facedown between students.
- As letter cards are flipped over, students provide the correct sound.
- For correct answers students move up a rung; for incorrect answers students fall down a rung. The first one who gets to the top wins.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the pocket chart and letter cards for cards for ‘i,’ ‘a,’ ‘o,’ ‘m,’ ‘n,’ ‘t’ (2), ‘d,’ ‘c,’ ‘g,’ ‘h.’
- Follow the procedure in Lesson 1.

1. hog > hot > tot > got > cot > con > on > in > an > tan
2. in > it > hit > hid > him > ham > hat > cat > can > man

MORE HELP WITH LETTER-SOUND /H/

Alphabet Jam (Optional)

- “Hiccups” (from *Alphabet Jam* CD)

Code Knowledge

Before today’s lesson: If students attempted to read one thousand words in a trade book, on average between eighty two and one hundred 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 eighty six and 116 of those words would be completely decodable.

The sound /h/ is the twenty sixth most common sound in English.

The sound /h/ is found in approximately 5 percent of English words.

The sound /h/ is spelled ‘h’ approximately 98 percent of the time.

The spelling alternative ‘wh’ as in *who* is rare. Students will encounter it when they are taught the Tricky Word *who*.

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

3

BASIC CODE

Introduce /s/ > 's'

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
Students will provide the corresponding sound when presented with the following
- ✦ lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
Students will orally provide a word with the initial /s/ sound when provided with
- ✦ simple riddles. **TEKS K.2.A.ii**
Students will identify and match the common sounds that letters
- ✦ represent. **TEKS K.2.B.i**
Students will write the spelling 's' to represent /s/, and read and write simple CVC words that include the spelling 's' 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 /s/ > 's.'
- ✦ **TEKS K.2.A.vii; TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

- Observation Oral Segmenting Observation Record
✦ **TEKS K.2.A.x**
- Observation Letter Sounds Observation Record
✦ **TEKS K.2.B.i**
- Activity Page 3.1 Spelling the Sound
✦ **TEKS K.2.B.i; TEKS K.2.E**

- ✦ **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **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 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.A.vii** Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words; **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 Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	<input type="checkbox"/> Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'h,' 'i,' 'a,' 'o' <input type="checkbox"/> Sound Poster for /h/ <input type="checkbox"/> Sound Card 10 (<i>hat</i>)
Introduce the Sound /s/ (Phonological Awareness, Phonics)	Whole Group	15 min.	
Introduce the Spelling /s/ > 's' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Activity Page 3.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonological Awareness, Phonics)	Whole Group	20 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> cards for 'i,' 'a,' 'o,' 'm' (2), 'n' (2), 't' (2), 'd' (2), 'c,' 'g' (2), 's' (2), 'h'

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.
- Use index cards to create two 's' cards.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Bring in pictures of a stoplight (red), a stoplight (green), a cat, and a baseball bat (or the mammal) to use for Oral Segmenting.

Pocket Chart Setup



Lesson 3: Basic Code

Foundational Skills

60M

Primary Focus




- Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- Students will orally provide a word with the initial /s/ sound when provided with simple riddles. **TEKS K.2.A.ii**
- Students will identify and match the common sounds that letters represent. **TEKS K.2.B.i**
- Students will write the spelling 's' to represent /s/, and read and write simple CVC words that include the spelling 's' 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 /s/ > 's'. **TEKS K.2.A.vii; TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

WARM-UP (5 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.

<p>1A</p>  <p>go</p>	<p>2A</p>  <p>/g/</p>	<p>3A</p>  <p>/oe/</p>
---	--	--

- | | |
|----------------|-----------------|
| 1. go /g/ /oe/ | 3. Joe /j/ /oe/ |
| 2. no /n/ /oe/ | 4. so /s/ /oe/ |

- TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **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 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.A.vii** Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words; **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.



**EMERGENT
BILINGUAL
STUDENTS**

Foundational Skills

Using Foundational Literacy Skills

Prior to segmenting *go* and *no*, tell students that these words are often used to talk about movement. Show them a picture of the green light, say the word *go*, then ask them to repeat it. Next show them a picture of the red light, tell them that this means stop, and explain you want them to use this picture to remember the word *no*. Ask them to repeat the word. Repeat showing the pictures and saying “Green means go; red means no.” Proceed with segmenting the last two words.

ELPS 1.H; ELPS 2.E



Foundational Skills

Using Foundational Literacy Skills

Prior to segmenting *cat* and *bat*, tell students that you have pictures to show them to help them remember the words. Point to the picture of the cat, say *cat* and ask students to repeat the word. Then point to the picture of the bat, say *bat*, and ask students to repeat it. Proceed with segmenting the last two words.

ELPS 2.A; ELPS 2.E;

ELPS 3.A







Observation: Oral Segmenting Observation Record

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

Part B

- Follow the steps outlined in Lesson 1.

1B	2B	3B	4B
			
cat	/k/	/a/	/t/

1. cat /k/ /a/ /t/

2. bat /b/ /a/ /t/

3. ten /t/ /e/ /n/

4. tin /t/ /i/ /n/



Observation: Oral Segmenting Observation Record

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

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /h/ and Sound Card 10 (*hat*).



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 /S/ (15 MIN.)

Tongue Twister

- Tell students the new sound is /s/.
- Have students say the /s/ sound several times, drawing it out.
- Ask students to repeat a number of words having the /s/ sound at the beginning: *sip, sat, suit, sun*.
- Ask students to repeat a number of words having the /s/ sound at the end: *miss, pass, dress, nuts*.
- Ask students if /s/ is a vowel sound or a consonant sound. (It is a consonant sound, made by touching the tip of the tongue against the bump behind the upper teeth and blowing air out.)
- Have students close their eyes and listen as you read the following tongue twister.

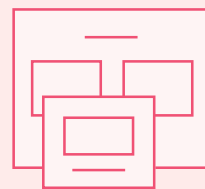
Silly **S**ammy and **S**assy Sue sailed several sailboats and sipped soda slowly, too!

- Ask students which sound they heard most often.
- Once the /s/ sound has been identified, read the tongue twister slowly a second time, having students clap their hands whenever they hear the /s/ sound.
- Break the tongue twister into phrases and read it again, having students repeat each phrase back to you: "Silly Sammy (pause) and Sassy Sue (pause) sailed several sailboats (pause) and sipped soda slowly, too!"

Large Letter Cards



Sound Posters and Cards



Sound Riddles

- Tell students you are going to say some riddles, each of which has an answer beginning with the /s/ sound.

1. I'm thinking of something grainy used to build a castle at the beach. (*sand*)
2. I'm thinking of something big, round, and yellow that rises in the sky every morning and sets every evening. (*sun*)
3. I'm thinking of something with a faucet and a drain. We run water into this to wash our hands and brush our teeth. (*sink*)
4. I'm thinking of a sharp tool we use to cut paper. (*scissors*)
5. I'm thinking of something we eat made with two slices of bread. (*sandwich*)
6. I'm thinking of how we might feel if we were to catch a cold and have a fever. (*sick*)
7. I'm thinking of the opposite of a brother. (*sister*)
8. I'm thinking of a reptile that has no legs, is smooth, and moves by slithering. (*snake*)
9. I'm thinking of what we might do at the beach or a pool if it is very hot. (*swim*)
10. I'm thinking of what our mouths do when we are happy. (*smile*)

INTRODUCE THE SPELLING /S/ → 'S' (20 MIN.)

Teacher Modeling **TEKS K.2.B.i**

Note: Try to avoid using the letter name “ess” during this activity. Instead, say the sound /s/.

- Tell students you are going to show them how to draw a picture of the /s/ sound.
- Draw a large lowercase ‘s’ on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start just below the dotted line . . . 1. half circle to the left, half circle to the right.”) Then, say the sound /s/.
- 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 /s/ sound when you finish.



Start just below the dotted line.

1. half circle to the left, half circle to the right



TEKS K.2.B.i Demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent.

Meet the Spelling Activity Page

➤ Digital Component 3.1

- Distribute and display Activity Page 3.1. Tell students they will practice drawing pictures of the /s/ sound together.
- Point to the letter 's' at the top of the page ask students to say the sound /s/ together.
- 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 the dotted line . . . 1. half circle to the left, half circle to the right." As you finish each letter, say the sound, /s/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *sad*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.

Activity Page 3.1



Activity Page 3.1: Spelling the Sound

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

POCKET CHART CHAINING FOR READING (20 MIN.)

- Explain to students that they are going to "clap" to blend, or put together, sounds to make words. Then they are going to "chop" to segment, or take apart, a word to identify its sounds. They are going to listen for the first sound of the word, called the onset. Explain that they will also listen for the sound that follows, called the rime. The rime includes a vowel sound.
- Hold up your left hand with the palm facing right. Say the /j/ sound.

Pocket Chart Setup

i	a	o	
m	n	t	d
c	g	s	h

- Hold up your right hand with your palm facing left. Say, “og.”
- Clap your hands together while you say *jog*.
- Then start with your hand at the bottom of your chin. Extend your arm forward to create a curve to indicate that sounds are coming out of your mouth. Say, “*cat*. Let’s chop off the *at*.”
- Start making the curve of your arm.
- Say: /k/
- Mouth *at* without using your voice, and make the chopping motion with your arm.
- Say, “We turned *cat* into /k/!”
- Have students mimic your actions and sounds using their own hands to model clapping to blend the words in the chaining activity below before you add them to the pocket chart.
- Move the ‘s,’ ‘a,’ and ‘d’ cards to the center of your pocket chart to spell *sad*.
- Ask a student to read the word.
- Replace the ‘d’ card with the ‘g’ card and say, “If that is *sad*, what is this?”
- Ask a student to read the word. (*sag*)
- Ask students what letter sound makes the new word different from the old word. (*In sad > sag, the ‘d’ represents /d/ and the ‘g’ represents /g/.*)
- Complete the chaining.

1. sad > sag > sat > hat > hit > hot > not > nod > sod > cod
2. sis > sit > hit > hat > had > sad > mad > man > can > cat

Lesson 3: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING**Flip Your Lid!**

- Collect a number of bottle caps from discarded water or soda bottles. They do not have to be alike and may certainly add more interest if the colors are varied.
- Cut off the bottom of a two-liter soda bottle and wash it thoroughly to remove any stickiness.
- Give each student at least four bottle caps.
- Tell students you are going to say a word and they should remove one bottle cap from their pile for each sound in the word.
- Once all students have the correct number of bottle caps set out, ask individual students to say each sound for the word as they gently toss each bottle cap into the soda bottle bottom.
- As all students get a turn, the bottle bottom will fill up with bottle caps.
- Redistribute the bottle caps for the next word.

- | | |
|---------|---------|
| 1. gas | 5. sis |
| 2. sad | 6. sod |
| 3. sag | 7. its* |
| 4. sat* | |

**Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.*

MORE HELP WITH SOUND/SPELLINGS**Review the Sound/Spelling**

- Provide one copy of **Activity Page TR 3.1** for each student to use to practice sound/spellings /n/ and /h/. Students should write 'n' or 'h' only below picture of words beginning with these corresponding sounds.

- Point out the letter formation arrows provided for the picture of each sound. This can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry erase marker.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards for 'i,' 'a,' 'o,' 'm' (2), 'n' (2), 't' (2), 'd' (2), 'c,' 'g' (2), 's' (2), 'h.'**
- Follow the procedure in Lesson 1.

1. at > sat > sad > mad > mat > hat > had > hid > him > ham
2. not > nod > sod > cod > cot > hot > hit > it > sit > sis

MORE HELP WITH LETTER-SOUND /S/

Alphabet Jam (Optional)

- “Six Señoritas” (from *Alphabet Jam* CD)

Code Knowledge

Before today’s lesson: If students attempted to read one thousand words in a trade book, on average between eighty six and 116 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 ninety two and 119 of those words would be completely decodable.

The sound /s/ is the seventh most common sound in English.

The sound /s/ is found in approximately 38 percent of English words.

The sound /s/ is spelled ‘s’ approximately 75 percent of the time.

The spelling alternative ‘ss’ as in *dress* is taught later in this grade.

The spelling alternatives ‘c’ as in *city*, ‘ce’ as in *prince*, and ‘se’ as in *rinse* are taught later in the program; the spelling alternatives ‘sc’ as in *science* and ‘st’ as in *whistle* are rare.

‘s’ is a tricky spelling; it can stand for /s/ as in *cats* or /z/ as in *dogs*. At this point in the program, ‘s’ is always pronounced /s/; however, later in this grade, students will be taught to read ‘s’ > /z/ words.

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

BASIC CODE

Introduce /f/ > 'f'

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 's,' 'h,' 'i,' 'a,' and 'o'. **TEKS K.2.B.i**
- ✦ Students will identify spoken words with the initial /f/ sound. **TEKS K.2.A.x**
Students will write the spelling 'f' to represent /f/, and read and write simple CVC words that include the spelling 'f' 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 /f/ > 'f'. **TEKS K.2.A.vii; TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

- Observation Oral Segmenting Observation Record
✦ **TEKS K.2.A.x**
- Observation Letter Sounds Observation Record
✦ **TEKS K.2.B.i**
- Activity Page 4.1 Spelling the Sound
✦ **TEKS K.2.B.ii; TEKS K.2.E**

- ✦ **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **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; **TEKS K.2.A.vii** Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words; **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 Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	<input type="checkbox"/> Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 's,' 'h,' 'i,' 'a,' 'o' <input type="checkbox"/> Sound Poster for /s/ <input type="checkbox"/> Sound Card 11 (<i>sit</i>)
Introduce the Sound /f/ (Phonological Awareness, Phonics)	Whole Group	15 min.	<input type="checkbox"/> one small mirror per student
Introduce the Spelling /f/ > 'f' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 4.1 <input type="checkbox"/> Activity Page 4.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonological Awareness, Phonics)	Whole Group	20 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> cards for 'i,' 'a,' 'o,' 'm' (2), 'n' (2), 't' (2), 'd' (2), 'g' (2), 'h,' 'f,' 's' (2)
Take-Home Material			
Label the Picture			<input type="checkbox"/> Activity Page 4.2

ADVANCE PREPARATION

Foundational Skills

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

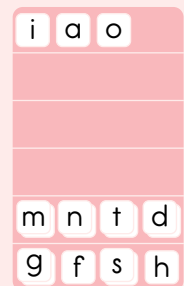
➤ Digital Component 4.1

- Create an enlarged version of Activity Page 4.1 (Digital Component 4.1) to display for editing, or use the digital version.
- Use an index card to create one 'f' card.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Bring in pictures of a stoplight (red), a stoplight (green), a cat, and a baseball bat (or the mammal) to use for Oral Segmenting.

Pocket Chart Setup



Lesson 4: Basic Code

Foundational Skills

60M

Primary Focus

- ✦ Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
Students will provide the corresponding sound when presented with the following
- ✦ lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 's,' 'h,' 'i,' 'a,' and 'o'. **TEKS K.2.B.i**
- ✦ Students will identify spoken words with the initial /f/ sound. **TEKS K.2.A.x**
Students will write the spelling 'f' to represent /f/, and read and write simple CVC words that include the spelling 'f' 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 /f/ > 'f'. **TEKS K.2.A.vii; TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

EMERGENT
BILINGUAL
STUDENTS

Foundational Skills

Using Foundational
Literacy Skills

Prior to segmenting *go* and *no*, tell students that these words are often used to talk about movement. Show them a picture of the green light, say the word *go*, then ask them to repeat it. Next show them a picture of the red light, tell them that this means stop, and explain that you want them to use this picture to remember the word *no*. Ask them to repeat the word. Repeat showing the pictures and saying "Green means go; red means no." Proceed with segmenting the last two words.

ELPS 1.H; ELPS 2.E

WARM-UP (5 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.

1A	2A	3A
go	/g/	/oe/

- | | |
|----------------|-----------------|
| 1. go /g/ /oe/ | 3. Joe /j/ /oe/ |
| 2. no /n/ /oe/ | 4. so /s/ /oe/ |

- ✦ **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **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; **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.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.2.A.vii** Demonstrate phonological awareness by blending spoken onsets and rimes to form simple words; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.



Foundational Skills

Using Foundational Literacy Skills

Prior to segmenting *cat* and *bat*, tell students that you have pictures to show them to help them remember the words. Point to the picture of the cat, say *cat* and ask students to repeat the word. Then point to the picture of the bat, say *bat*, and ask students to repeat it. Proceed with segmenting the last two words.

**ELPS 2.A; ELPS 2.E;
ELPS 3.A**







Observation: Oral Segmenting Observation Record

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

Part B

- Follow the steps outlined in Lesson 1.

1B	2B	3B	4B
			
cat	/k/	/a/	/t/

- | | |
|--------------------|--------------------|
| 1. cat /k/ /a/ /t/ | 3. ten /t/ /e/ /n/ |
| 2. bat /b/ /a/ /t/ | 4. tin /t/ /i/ /n/ |



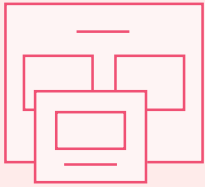
Observation: Oral Segmenting Observation Record

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

Large Letter Cards



Sound Posters and Cards



Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /s/ and Sound Card 11 (*sit*).



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 /F/ (15 MIN.)

Mirror, Mirror

- Tell students the new sound is /f/.
- Have students repeat the sound several times, drawing it out.
- 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 /f/, drawing it out.
- Ask students if their mouths are open or closed when they make this sound. (*closed*)
- Help students understand that /f/ is a consonant sound because it is made by closing two parts of the mouth together, the lower lip and the upper teeth. The airstream makes parts of our mouths rustle, just as the end of a balloon rustles when air is flowing out of it.
- Have students say the words printed below while looking into the mirrors.
- Ask them to focus on the shape of their mouths.

1. fit
2. fan
3. fog

4. fun
5. fish
6. fox

Hearing Initial Sounds

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

- | | |
|---------|---------|
| 1. fin | 6. fair |
| 2. fuzz | 7. joke |
| 3. ham | 8. fun |
| 4. face | 9. feet |
| 5. box | 10. gym |

Support

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



Check for Understanding

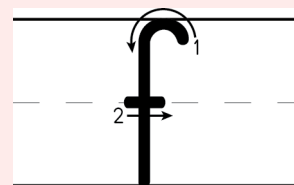
As students close their eyes, check to see that they are raising their hands when you say a word that begins with the /f/ sound.

INTRODUCE THE SPELLING /F/ → 'F' (20 MIN.)

Teacher Modeling

Note: Try to avoid using the letter name “ef” during this activity. Instead, say the sound /f/.

- Tell students you are going to show them how to draw a picture of the /f/ sound.
- Draw a large lowercase ‘f’ on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start just below the top line. . . 1. candy cane (lift) . . . 2. short line across.”) Then, say the sound /f/.
- 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 /f/ sound when you finish.



Start just below the top line.

1. candy cane (lift)

2. short line across

Activity Page 4.1



Meet the Spelling Activity Page

➤ Digital Component 4.1

- Distribute and display Activity Page 4.1. Tell students they will practice drawing pictures of the /f/ sound.
- Point to the letter 'f' at the top of the page ask students to say the sound, /f/.
- 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 the top line . . . 1. candy cane (lift) . . . 2. short line across." As you finish each letter, say the sound, /f/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *fit*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.



Activity Page 4.1: Spelling the Sound

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

Pocket Chart Setup



POCKET CHART CHAINING FOR READING (20 MIN.)

- Explain to students that they are going to "clap" to blend, or put together, sounds to make words. Then they are going to "chop" to segment, or take apart, a word to identify its sounds. They are going to listen for the first sound of the word, called the onset. Explain that they will also listen for the sound that follows, called the rime. The rime includes a vowel sound.

- Hold up your left hand with the palm facing right. Say the /s/ sound.
- Hold up your right hand with your palm facing left. Say, “un.”
- Clap your hands together while you say *sun*.
- Then start with your hand at the bottom of your chin. Extend your arm forward to create a curve to indicate that sounds are coming out of your mouth. Say, “*dog*. Let’s chop off the *og*.”
- Start making the curve of your arm.
- Say: /d/
- Mouth *og* without using your voice, and make the chopping motion with your arm.
- Say, “We turned *dog* into /d/!”
- Have students mimic your actions and sounds using their own hands to model clapping to blend the words in the chaining activity below before you add them to the pocket chart.
- Move the ‘i’ and ‘f’ cards to the center of your pocket chart to spell *if*.
- Ask a student to read the word.
- Replace the ‘f’ card with the ‘t’ card and say, “If that is *if*, what is this?”
- Ask a student to read the word. (*it*)
- Ask students what letter sound makes the new word different from the old word. (*In if > it, the ‘f’ represents /f/ and the ‘t’ represents /t/.*)
- Complete the chaining.

1. if > it > sit > fit > fin > fig > fog > dog > hog > hot
2. dad > sad > fad > fan > fat > mat > mad > had > hat > sat



Take-Home Material

LABEL THE PICTURE

- Have students give Activity Page 4.2 to a family member.

Lesson 4: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING

Construction Time!

- Gather a collection of any variety of **blocks** (e.g., unit blocks or locking cubes).
- Give each student at least four blocks.
- Tell students you are going to say a word and they should remove one block from their pile for each sound in the word.
- Once all students have the correct number of blocks set out, ask individual students to say each sound for the word as they place each block, building a collective structure as the game continues.
- Supply a few new blocks to each student for each successive word.

1. fad	3. fan	5. fin	7. fog
2. fat*	4. fig	6. fit	8. if*

**Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.*

MORE HELP WITH SOUND/SPELLINGS

Review the Sound/Spelling

- Provide one copy of **Activity Page TR 4.1** for each student to practice sound/spellings /s/ and /f/. Students should write only 'f' or 's' below pictures of words beginning with these sounds.

- Point out the letter formation arrows provided for the picture of each sound. This can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry-erase marker.

Pocket Chart Chaining for Reading

- Prepare the pocket chart and letter cards 'i', 'a', 'o', 'm', 'n', 't', 'd', 'g', 'h', 'f', 's'.
- Follow the procedure in Lesson 1.

1. at > fat > fan > fin > tin > tan > man > mad > had > fad
2. if > it > sit > fit > fig > fog > dog > dot > hot > hat

MORE HELP WITH LETTER-SOUND /F/

Alphabet Jam (Optional)

- “Four Friendly Fish” (from *Alphabet Jam* CD)

Code Knowledge

Before today’s lesson: If students attempted to read one thousand words in a trade book, on average between ninety two and 119 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 ninety four and 123 of those words would be completely decodable.

The sound /f/ is the twenty second most common sound in English.

The sound /f/ is found in approximately 10 percent of English words.

The sound /f/ is spelled ‘f’ approximately 82 percent of the time.

The spelling alternative ‘ff’ as in *stuff* is taught later in this grade.

The spelling alternative ‘ph’ as in *phone* is taught later in the program; the spelling alternative ‘gh’ as in *laugh* is rare.

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




5

BASIC CODE




Review


PRIMARY FOCUS OF LESSON

Foundational Skills

-  Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
 Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 's,' 'h,' 'i,' 'a,' and 'o.' **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.ii**
-  Students will spell CVC words by substituting individual sound/spellings to make and read new words. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

- | | |
|-------------------|---|
| Observation | Oral Segmenting Observation Record
 TEKS K.2.A.x |
| Observation | Letter Sounds Observation Record
 TEKS K.2.B.i |
| Activity Page 5.1 | Connect It
 TEKS K.2.B.ii |

-  **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes;
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 Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'm', 'n', 't', 'd', 'c', 'f', 'g', 's', 'h', 'i', 'a', 'o' <input type="checkbox"/> Sound Poster for /f/ <input type="checkbox"/> Sound Card 12 (<i>fan</i>)
Sound Sprints (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Sound Sprints Word and Picture Cards
Pocket Chart Chaining for Spelling (Phonological Awareness, Phonics)	Whole Group	15 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> cards for 'i', 'a', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 'g' (2), 'h', 'f', 's' (2)
Review the Spellings (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 5.1 <input type="checkbox"/> Activity Page 5.1 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

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

➤ 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.
- Make three copies of the Sound Sprints Word and Picture Cards located in Teacher Resources at the back of this Teacher Guide and cut the cards apart.
- Think about how to clear an area of your classroom of furniture so three students at a time can “sprint” a short distance. Alternatively, plan to conduct this activity in an alternate location, such as the playground or gym.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Bring in pictures of a stoplight (red), a stoplight (green), a cat, and a baseball bat (or the mammal) to use for Oral Segmenting.

Pocket Chart Setup



Lesson 5: Basic Code

Foundational Skills

60M

Primary Focus




- Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 's,' 'h,' 'i,' 'a,' and 'o.' **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.ii**
- Students will spell CVC words by substituting individual sound/spellings to make and read new words. **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

WARM-UP (10 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.

1A	2A	3A
		
go	/g/	/oe/

- | | | |
|----------------|-----------------|-----------------|
| 1. go /g/ /oe/ | 3. Joe /j/ /oe/ | 5. say /s/ /ae/ |
| 2. no /n/ /oe/ | 4. so /s/ /oe/ | 6. day /d/ /ae/ |

- TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes;
- 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.


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Foundational Skills

Foundational Literacy Skills

Prior to segmenting *go* and *no*, tell students that these words are often used to talk about movement. Show them a picture of the green light, say the word *go*, then ask them to repeat it. Next show them a picture of the red light, tell them that this means stop, and explain that you want them to use this picture to remember the word *no*. Ask them to repeat the word. Repeat showing the pictures and saying “Green means go; red means no.” Proceed with segmenting the remaining words.

ELPS 1.H; ELPS 2.E



Foundational Skills

Foundational Literacy Skills

Prior to segmenting *cat* and *bat*, tell students that you have pictures to show them to help them remember the words. Point to the picture of the cat, say *cat* and ask students to repeat the word.

Then point to the picture of the bat, say *bat*, and ask students to repeat it. Proceed with segmenting the remaining words.

ELPS 2.A; ELPS 2.E;

ELPS 3.A

Large Letter Cards







Observation: Oral Segmenting Observation Record

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

Part B

- Follow the steps outlined in Lesson 1.

1B	2B	3B	4B
			
cat	/k/	/a/	/t/

1. cat /k/ /a/ /t/

3. ten /t/ /e/ /n/

5. bet /b/ /e/ /t/

2. bat /b/ /a/ /t/

4. tin /t/ /i/ /n/

6. Ben /b/ /e/ /n/



Observation: Oral Segmenting Observation Record

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

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.

- Introduce the Sound Poster for /f/ and Sound Card 12 (*fan*).



Observation: Letter Sounds Observation Record

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

SOUND SPRINTS (20 MIN.)

- Place the word cards you prepared at the far end of the classroom, playground, or gym.
- Divide the class into three teams, and have each team form a line.
- Give the first student in each line the same picture card.
- Have students race to identify and return with a matching word card.
- The first student to return with a matching word card earns a point for their team.
- Repeat until each student has had a turn.
- The team with the most points wins. (Scoring is optional.)



POCKET CHART CHAINING FOR SPELLING (15 MIN.)

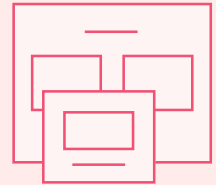
TEKS K.2.C.i

- Explain that you want students to combine cards to make words.
- Say the word *fin* loudly and slowly, repeating it if necessary.
- Ask the class for the first sound in *fin*.
- Ask a student to come to the pocket chart and move the picture of /f/ to the middle of the pocket chart.
- Repeat until the word *fin* has been spelled in the middle of the pocket chart.
- Say to the class, "If that is *fin*, who can show me *fit*?"
- Ask a student to come to the pocket chart and replace the picture of /n/ with the picture of /t/.



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

Sound Posters and Cards



Pocket Chart Setup



- Ask students what letter sound makes the new word different from the old word. (*In fin > fit, the 'n' represents /n/ and the 't' represents /t/.*)
- Complete the chaining.

1. fin > fit > fat > mat > mad > dad > sad > had > hid > hit
2. did > dig > fig > fog > dog > hog > hot > dot > not > nod

REVIEW THE SPELLINGS (15 MIN.)

Connect It

➤ Digital Component 5.1

- Distribute and display Activity Page 5.1.
- Ask students to read the first word.
- Ask which of the pictures matches the word *fin*.
- Have students draw a line from the word *fin* to the picture of the fin, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Activity Page 5.1



Activity Page 5.1: Connect It

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

End Lesson

Lesson 5: Foundational Skills Remediation

Additional Support

MORE HELP WITH SOUNDS

Isolate Sounds (Receptive)

- Make one copy of **Activity Pages TR 5.1 and TR 5.2** for each student pair.

Note: Copy and cut the images from card stock to allow for reuse. For Match Maker, the images will need to be copied onto darker colored paper, otherwise students can see the images through the paper when they are turned over.

- Lay out the picture cards. You may use **Activity Page TR 5.1** for /n/ and /h/ and/or **Activity Page TR 5.2** for /s/ and /f/. Increase the difficulty by showing pictures from only a single page.
- Review the names of all pictures.
- Ask students to find a picture of something with one of the target sounds in the beginning of its name.

Isolate Sounds (Expressive)

- Use the picture cards from **Activity Pages TR 5.1 and TR 5.2**.
- Lay out the picture cards. You may use one activity page at a time for two target sounds (both activity pages provide four target sounds).
- Review the names of all pictures.
- Ask students to tell you the beginning sound for a selected picture. If additional support is needed, segment the sounds for students.

Closed Sorts

- Use the picture cards from **Activity Pages TR 5.1 and TR 5.2**.
- Lay out the picture cards. You may use one activity page at a time for two target sounds (both activity pages provide four target sounds).
- Review the names of all pictures.
- Tell students which target sounds they need to listen for to help them sort the pictures.
- Complete the sorting with the appropriate level of support.

Challenge

Speed Sort: Time students so they can race against themselves to get their best time.

- Once the pictures are sorted, have students identify the sound for each category and name the pictures in each group to recheck their sort.

Match Maker

- Use the picture cards from **Activity Pages TR 5.1 and TR 5.2**.
- Review the names of all pictures.
- Mix up the cards, lay them out facedown, and model how to take turns turning pairs over to look for matches.
- The goal is to match for the targeted sounds, such as two words that begin with /f/.

6

BASIC CODE

Introduce /v/ > 'v'

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following
- ✦ lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 's,' 'h,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- Students will listen to spoken words with the /v/ sound, identifying whether the
- ✦ sound is heard in the initial or final position. **TEKS K.2.A.x**
- Students will write the spelling 'v' to represent /v/, and read and write simple CVC words
- ✦ that include the spelling 'v' to match a picture. **TEKS K.2.B.i, TEKS K.2.B.ii, TEKS K.2.E**
- Students will distinguish between spoken minimal pair words with /f/ and /v/ in either the initial or final position by indicating which spelling, 'f' or 'v,' is heard in
- ✦ each word. **TEKS K.2.B.i**
- Students will substitute individual sound/spellings in simple CVC words to make
- ✦ and read new words. Focus on /v/ > 'v.' **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

Observation Oral Segmenting Observation Record

✦ **TEKS K.2.A.x**

Observation Letter Sounds Observation Record

✦ **TEKS K.2.B.i**

Activity Page 6.1 Spelling the Sound

✦ **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

- ✦ **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes;
- 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; **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 Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	❑ Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'f,' 'g,' 's,' 'h,' 'i,' 'a,' 'o'
Introduce the Sound /v/ (Phonological Awareness, Phonics)	Whole Group	5 min.	
Introduce the Spelling /v/ > 'v' (Phonics)	Whole Group	20 min.	❑ Activity Page 6.1 ❑ Activity Page 6.1 (Digital Components)
Sister Sounds (Phonological Awareness, Phonics)	Whole Group	10 min.	❑ Activity Pages 6.2, 6.3
Pocket Chart Chaining for Reading (Phonological Awareness, Phonics)	Whole Group	15 min.	❑ pocket chart ❑ cards for 'i,' 'a,' 'o,' 'm' (2), 'n' (2), 't' (2), 'd' (2), 'f,' 'v,' 's' (2), 'h'
Take-Home Material			
Practice Pack			❑ Activity Page 6.4

ADVANCE PREPARATION

Foundational Skills

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

➤ 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.
- Create one 'v' card using an index card.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Bring in a stuffed animal or other object, and a small box to use to demonstrate the words *in* and *on* for Oral Segmenting: Part A. Bring in pictures of a veterinarian and a cake to use for Oral Segmenting: Part B. You may also want to plan how you will convey the word *mad* using facial expressions and body language.

Pocket Chart Setup



Lesson 6: Basic Code

Foundational Skills

60M

Primary Focus

- Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 's,' 'h,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- Students will listen to spoken words with the /v/ sound, identifying whether the sound is heard in the initial or final position. **TEKS K.2.A.x**
- Students will write the spelling 'v' to represent /v/, and read and write simple CVC words that include the spelling 'v' to match a picture.

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

- Students will distinguish between spoken minimal pair words with /f/ and /v/ in either the initial or final position by indicating which spelling, 'f' or 'v,' is heard in each word. **TEKS K.2.B.i**

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

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Foundational Skills

Foundational Literacy Skills

Prior to segmenting the words *in* and *on*, tell students that these words are often used to talk about placement. Show them the object or stuffed animal, and place it in the box, say the word *in*, then ask them to repeat it. Next, turn the box over and place the object or stuffed animal on the box, say the word *on*, then ask them to repeat. Repeat this demonstration saying the words *in* and *on* as you place the object in or on the box.




ELPS 2.E; ELPS 2.H;
ELPS 4.C; ELPS 4.F

WARM-UP (10 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.

1A	2A	3A
		
if	/i/	/f/

- TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **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; **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.

- | | |
|---------------|---------------|
| 1. if /i/ /f/ | 3. on /o/ /n/ |
| 2. in /i/ /n/ | 4. at /a/ /t/ |



Observation: Oral Segmenting Observation Record

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

Part B

- Follow the steps outlined in Lesson 1.

1B	2B	3B	4B
mad	/m/	/a/	/d/

- | | |
|--------------------|----------------------|
| 1. mad /m/ /a/ /d/ | 3. cake /k/ /ae/ /k/ |
| 2. vet /v/ /e/ /t/ | 4. type /t/ /ie/ /p/ |



Observation: Oral Segmenting Observation Record

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



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STUDENTS**

Foundational Skills

Foundational Literacy Skills

Prior to segmenting *mad*, tell students that this word is used to tell about a feeling. Make an expression that shows you are mad, then say *mad*, and ask students to repeat it. Prior to segmenting *vet*, explain that this is a word for an animal doctor. Show the picture of the vet, say *vet*, and ask students to repeat the word. Prior to segmenting the third word, show the picture of the cake, say *cake*, and have students repeat the word.

**ELPS 2.A; ELPS 2.E;
ELPS 3.A**

Large Letter Cards



Sound/Spelling Review

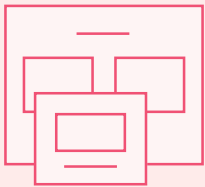
- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Encourage students to refer to Sound Posters throughout the school day.



Observation: Letter Sounds Observation Record

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

Sound Posters and Cards



INTRODUCE THE SOUND /V/ (5 MIN.)

Sound Off

- Tell students the new sound is /v/.
- Have students say the /v/ sound several times, drawing it out.
- Ask students to repeat a number of words that have the /v/ sound at the beginning: *vet, van, vine, voice*.
- Ask students to repeat a number of words having the /v/ sound at the end: *have, give, love, move*.
- Ask students whether /v/ is a consonant sound or a vowel sound. (*It is a consonant sound.*)
- Tell students that you are going to say some words. Some words will have the /v/ sound at the beginning of the word and some will have the /v/ at the end.
- Tell students to stand when you say a word that begins with the /v/ sound and clap when you say a word that has /v/ at the end.

- | | |
|----------|----------|
| 1. Vince | 4. Dave |
| 2. five | 5. prove |
| 3. Val | 6. vase |



Check for Understanding

Check to see that students are standing (beginning sound) and clapping (ending sound) at the appropriate times.

INTRODUCE THE SPELLING /v/ → 'v' (20 MIN.)

Teacher Modeling

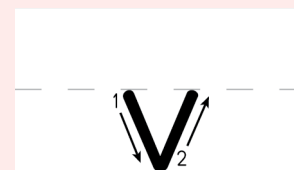
Note: Try to avoid using the letter name “vee” during this activity. Instead, say the sound /v/.

- Tell students you are going to show them how to draw a picture of the /v/ sound.
- Draw a large lowercase ‘v’ on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start on the dotted line . . . 1. diagonal down . . . 2. diagonal up.”) Then, say the sound /v/.
- 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 /v/ sound when you finish.

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 /v/ sound together.
- Point to the letter ‘v’ at the top of the page ask students to say the sound /v/ together.
- 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.



Start on the dotted line.

1. diagonal down
2. diagonal up

Activity Page 6.1



- Be sure to say, and prompt students to say, the steps and phrases as you complete each letter: “Start at the dot . . . 1. diagonal down . . . 2. diagonal up.” As you finish each letter, say the sound, /v/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *van*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.



Activity Page 6.1: Spelling the Sound

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

SISTER SOUNDS (10 MIN.)

- Explain to students that /v/ and /f/ sound very similar—they are sister sounds. Both of these consonant sounds are made by placing the top teeth against the bottom lip and blowing air out.
- Tell students to place their fingers over their ears and their palms on their cheeks, or their fingertips on their throats.
- Have students alternate between saying the /v/ sound and the /f/ sound, stretching each one out.
- Ask students if they can feel the difference between these two sounds.

- Explain that the /v/ sound is buzzier than the /f/ sound. It makes our mouths and throats vibrate.
- Distribute Activity Pages 6.2 and 6.3.
- Tell students you want them to show you the picture of /v/ when you say the /v/ sound and the picture of /f/ when you say the /f/ sound.
- Practice this several times by simply saying /f/ or /v/ in isolation, asking students to show the correct card.
- Next, tell students you are going to say some words: Some words will begin with the buzzy /v/ sound and some will begin with the /f/ sound.
- Tell students to hold up the picture of /v/ when you say a word beginning with the /v/ sound and the picture of /f/ when you say a word beginning with the /f/ sound. Have students close their eyes and listen as you say the first word, then the second. Students should repeat both words, covering their ears or touching their throats.
- Complete the word pairs.

- | | |
|----------------|--------------|
| 1. very—fairy | 5. vine—fine |
| 2. fault—vault | 6. fast—vast |
| 3. vat—fat | 7. few—view |
| 4. feel—veal | 8. van—fan |

Activity Pages 6.2, 6.3



Pocket Chart Setup



Check for Understanding

As students hold up their letter cards, check to see that they are displaying the correct picture of the sounds /v/ or /f/.

POCKET CHART CHAINING FOR READING (15 MIN.)

- Tell students you are going to arrange the cards to make some silly words. Remind students silly words are not real words.
- Move the 'n', 'i', and 'm' cards to the center of your pocket chart to spell *nim*.
- Ask a student to read the word.
- Remind the class that *nim* is a silly word.
- Replace the 'n' card with the 'v' card and say to the class, "If that is *nim*, what is this?"
- Ask a student to read the word. (*vim*)
- Ask students what letter sound makes the new word different from the old word. (*In nim > vim, the 'n' represents /n/ and the 'v' represents /v/.*)
- Complete the chaining.

1. nim > vim > vit > vid > fid > nid > nin > vin > von > fon
2. don > dod > fod > hod > vod > vad > nad > nid > sid > tid

End Lesson

Take-Home Material

PRACTICE PACK

- Have students give Activity Page 6.4 to a family member.

Activity Page 6.4



Lesson 6: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING

Give Me the Sound

- Gather a collection of any variety of **blocks** (e.g., unit blocks or linking cubes).
- Tell students you will provide a word and want them to say the sound at the beginning of the word. For example: Give me the sound at the beginning of *fan*. (If students struggle to identify the beginning sound, repeat the word with the beginning sound drawn out: *fffffffan*.)
- As students provide beginning sounds, give them a block. With each block students get a turn to place it, building a collective structure as the game continues.

- | | |
|--------|---------|
| 1. fan | 6. hat |
| 2. vat | 7. sit |
| 3. ham | 8. fog |
| 4. not | 9. dad |
| 5. sad | 10. van |

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the pocket chart and letter cards 'i,' 'a,' 'o,' 'm,' 'n,' 't,' 'd,' 'f,' 'v,' 'h.'
- Follow the procedure in Lesson 1.

- | |
|---|
| 1. at > vat > fat > fit > fig > fog > dog > hog > hot > not |
| 2. an > van > man > can > tan > fan > fin > tin > in > if |

Challenge

If successful with identifying beginning sounds, students could play this game by identifying sounds in the medial (vowels) or final position of words.

MORE HELP WITH LETTER-SOUND /V/

Alphabet Jam (Optional)

- “A Very Small Vampire” (from *Alphabet Jam* CD)

Code Knowledge

Before today’s lesson: If students attempted to read one thousand words in a trade book, on average between ninety four and 123 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 ninety five and 125 of those words would be completely decodable.

The sound /v/ is the nineteenth most common sound in English.

The sound /v/ is found in approximately 8 percent of English words.

The sound /v/ is spelled ‘v’ approximately 94 percent of the time.

The spelling alternative ‘ve’ as in *twelve* is taught in a later grade.

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

BASIC CODE

Introduce /z/ > 'z'

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✚ Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following
- ✚ lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'h,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- Students will listen to spoken words with the /z/ sound and identify whether the
- ✚ sound is heard in the initial or final position. **TEKS K.2.A.x**
- Students will write the spelling 'z' to represent /z/.
- ✚ **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**
- Students will distinguish between spoken minimal pair words with /z/ and /s/ in either the initial or final position by indicating which spelling, 'z' or 's,' is heard in
- ✚ each word. **TEKS K.2.B.i**
- Students will substitute individual sound/spellings in simple CVC words to make and read new words. Focus on /z/ > 'z' and /s/ > 's.'
- ✚ **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**
- Students will accurately write the following lowercase letters: 'a,' 'o,' 'm,' 't,' 's,' and 'c.' **TEKS K.2.E**

FORMATIVE ASSESSMENT

- Observation Oral Segmenting Observation Record
✚ **TEKS K.2.A.x**
- Observation Letter Sounds Observation Record
✚ **TEKS K.2.B.i**
- Activity Page 7.1 Spelling the Sound
✚ **TEKS K.2.B.ii; TEKS K.2.E**

- ✚ **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes;
- TEKS K.2.B.i** 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; **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 Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	<input type="checkbox"/> Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'h,' 'i,' 'a,' 'o' <input type="checkbox"/> Sound Poster for /v/ <input type="checkbox"/> Sound Card 13 (<i>van</i>)
Introduce the Sound /z/ (Phonological Awareness, Phonics)	Whole Group	5 min.	
Introduce the Spelling /z/ > 'z' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 7.1 <input type="checkbox"/> Activity Page 7.1 (Digital Components)
Sister Sounds (Phonological Awareness, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 7.2, 7.3
Pocket Chart Chaining for Reading (Phonics)	Whole Group	15 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> cards for 'i,' 'a,' 'o,' 'm' (2), 'n' (2), 't' (2), 'd' (2), 'g' (2), 's' (2), 'z,' 'h'
Sound Dictation (Conventions of Standard English)	Independent	5 min.	<input type="checkbox"/> Large Letter Cards for 'a,' 'o,' 'm,' 't,' 's,' 'c'
Take-Home Material			
T-Chart Sort			<input type="checkbox"/> Activity Pages 7.4, 7.5

ADVANCE PREPARATION

Foundational Skills

- Select Large Letter Cards for letters listed in the Lesson at a Glance for Sound/Spelling Review.

➤ Digital Component 7.1

- Create an enlarged version of Activity Page 7.1 (Digital Component 7.1) to display for Editing, or use the digital version.
- Create one 'z' card using an index card.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.
- Select Large Letter Cards for letters listed in the Lesson at a Glance for Sound Dictation.

Universal Access

- Bring in a stuffed animal or other object, and a small box to use to demonstrate the words *in* and *on* for Oral Segmenting: Part A. Bring in pictures of a veterinarian and a cake to use for Oral Segmenting: Part B. You may also want to plan how you will convey the word *mad* with your facial expressions and body language.

Pocket Chart Setup



Lesson 7: Basic Code

Foundational Skills

60M

Primary Focus

- Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'h,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- Students will listen to spoken words with the /z/ sound and identify whether the sound is heard in the initial or final position. **TEKS K.2.A.x**
- Students will write the spelling 'z' to represent /z/.

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

- Students will distinguish between spoken minimal pair words with /z/ and /s/ in either the initial or final position by indicating which spelling, 'z' or 's,' is heard in each word. **TEKS K.2.B.i**

- Students will substitute individual sound/spellings in simple CVC words to make and read new words. Focus on /z/ > 'z' and /s/ > 's.'

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

- Students will accurately write the following lowercase letters: 'a,' 'o,' 'm,' 't,' 's,' and 'c.' **TEKS K.2.E**

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Foundational Literacy Skills

Prior to segmenting the words *in* and *on*, tell students that these words are often used to talk about placement. Show them the object or stuffed animal, and place it in the box, say the word *in*, then ask them to repeat it. Next, turn the box over and place the object or stuffed animal on the box, say the word *on*, then ask them to repeat. Repeat this demonstration saying the words *in* and *on* as you place the object in or on the box.




ELPS 2.E; ELPS 2.H

WARM-UP (5 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.

1A	2A	3A
		
if	/i/	/f/

- TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes;
- 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; **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.

- | | |
|---------------|---------------|
| 1. if /i/ /f/ | 3. on /o/ /n/ |
| 2. in /i/ /n/ | 4. at /a/ /t/ |







Observation: Oral Segmenting Observation Record

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

Part B

- Follow the steps outlined in Lesson 1.

1B	2B	3B	4B
			
mad	/m/	/a/	/d/

- | | |
|--------------------|----------------------|
| 1. mad /m/ /a/ /d/ | 3. cake /k/ /ae/ /k/ |
| 2. vet /v/ /e/ /t/ | 4. type /t/ /ie/ /p/ |



Observation: Oral Segmenting Observation Record

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



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Foundational Literacy Skills

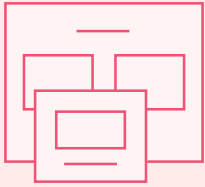
Prior to segmenting *mad*, tell students that this word is used to tell about a feeling. Make an expression that shows you are mad, then say the word *mad*, and ask students to repeat it. Prior to segmenting *vet*, explain that this is a word for an animal doctor. Show the picture of the vet, say *vet*, and ask students to repeat the word. Prior to segmenting the third word, show the picture of the cake, say *cake*, and have students repeat the word.

**ELPS 2.A; ELPS 2.E;
ELPS 3.A**

Large Letter Cards



Sound Posters and Cards



Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /v/ and Sound Card 13 (*van*).



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 /z/ (5 MIN.)

Sound Off

- Tell students the new sound is /z/.
- Have students say the /z/ sound several times, drawing it out.
- Ask students to repeat a number of words that have the /z/ sound at the beginning: *zip, zap, zoom, zoinks*.
- Ask students to repeat a number of words that have the /z/ sound at the end: *buzz, was, runs, is*.
- Ask students whether /z/ is a consonant sound or a vowel sound. (It is a consonant sound)
- Tell students that you are going to say some words. Some words will have the /z/ sound at the beginning of the word and some will have the /z/ at the end.
- Tell students to stand when you say a word that begins with the /z/ sound and clap when you say a word that has /z/ at the end.

1. zoo

2. zest

3. his

4. fuzz

5. zip

6. has



Check for Understanding

Check to see that students are standing (beginning sound) and clapping (ending sound) at the appropriate times.

INTRODUCE THE SPELLING /Z/ → 'Z' (20 MIN.)

Teacher Modeling

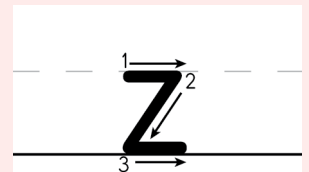
Note: Try to avoid using the letter name “zee” during this activity. Instead, say the sound /z/.

- Tell students you are going to show them how to draw a picture of the /z/ sound.
- Draw a large lowercase ‘z’ on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start on the dotted line . . . 1. short line across . . . 2. diagonal left . . . 3. short line across.”) Then, say the sound /z/.
- 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 /z/ sound when you finish.

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 /z/ sound together.
- Point to the letter ‘z’ at the top of the page and ask students to say the sound /z/ together.
- Have students follow your example as you model the writing process.



Start on the dotted line.

1. short line across
2. diagonal left
3. short line across

Activity Page 7.1



- 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 at the dot . . . 1. short line across . . . 2. diagonal left . . . 3. short line across.” As you finish each letter, say the sound, /z/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word oz. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.



Activity Page 7.1: Spelling the Sound

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

SISTER SOUNDS (10 MIN.)

- Explain to students that /z/ and /s/ sound very similar—they are sister sounds. Both of these consonant sounds are made by placing the tip of the tongue on the bump behind the upper teeth and pushing air out.
- Tell students to place their fingers over their ears and their palms on their cheeks, or their fingertips on their throats.
- Have students alternate between saying the /z/ sound and the /s/ sound, stretching each one out.

- Ask students if they can feel the difference between these two sounds.
- Explain that the /z/ sound is buzzier than the /s/ sound. It makes our mouths and throats vibrate.
- Distribute Activity Pages 7.2 and 7.3.
- Tell students to show you the picture of /z/ when you say the /z/ sound and the picture of /s/ when you say the /s/ sound.
- Practice this several times by simply saying /s/ or /z/ in isolation, asking students to show the correct card.
- Next, tell students you are going to say some words. Some words will begin with the buzzy /z/ sound and some will begin with the /s/ sound.
- Tell students to hold up the picture of /z/ when you say a word beginning with the /z/ sound and the picture of /s/ when you say a word beginning with the /s/ sound. Have students close their eyes and listen as you say the first word and the next. Students should repeat both words, covering their ears or touching their throats.

- | | |
|--------------|--------------|
| 1. zip—sip | 5. zee—see |
| 2. Sue—zoo | 6. sit—zit |
| 3. zap—sap | 7. sing—zing |
| 4. zeal—seal | 8. zinc—sink |



Check for Understanding

As students hold up their letter cards, check to see that they are displaying the correct picture of the sounds /s/ or /z/.

Activity Pages 7.2, 7.3



Pocket Chart Setup



Large Letter Cards



Activity Pages
7.4, 7.5



POCKET CHART CHAINING FOR READING (15 MIN.)

- Move the 's,' 'a,' and 't' cards to the center of your pocket chart to spell *sat*.
- Ask a student to read the word.
- Replace the 'a' card with the 'i' card and say to the class, "If that is *sat*, what is this?" Ask a student to read the word. (*sit*)
- Ask students what letter sound makes the new word different from the old word. (*In sat > sit, the 'a' represents /a/ and the 'i' represents /i/.*)
- Complete the chaining.

1. sat > sit > zit > zig > zag > sag > sad > mad > dad > did
2. oz > on > in > it > sit > hit > hot > not > got > dot

SOUND DICTATION (5 MIN.)

- Gather the Large Letter Cards you prepared in advance and distribute paper and pencils.
- Tell students they will draw sounds.
- Display the first card and say the sound.
- Remind students how to print the letter, and encourage them to trace it in the air before drawing it on paper.
- Repeat with the remaining cards.

End Lesson

Take-Home Material

T-CHART SORT

- Tell students to give Activity Pages 7.4 and 7.5 to a family member.

Lesson 7: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING

Push & Say

- Provide a copy of **Activity Page TR 1.1** (Sound Boxes) and a handful of small objects (e.g., **cubes, tiles, beans, buttons**) for each student.
- Follow the directions in Lesson 1 for Push & Say.

- | | |
|---------|---------|
| 1. oz | 6. fizz |
| 2. fizz | 7. as |
| 3. zig | 8. is |
| 4. zag | 9. has |
| 5. buzz | 10. his |

MORE HELP WITH SOUND/SPELLINGS

Review the Sound/Spellings

- Provide one copy of **Activity Page TR 7.1** for each student to practice sound/spellings /v/ and /z/. Students should write 'v' or 'z' only under pictures starting with the corresponding sound.
- Point out the letter formation arrows provided for the picture of each sound. This can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry-erase marker.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards** for 'i,' 'a,' 'o,' 'm,' 'n,' 't,' 'd,' 'g,' 's,' 'z' (2), 'h.'
- Follow the procedure in Lesson 1.

1. zat > zaz > maz > miz > niz > naz > nat > nit > nid > fid > zid
2. taz > daz > dag > zag > zig > zog > zom > zim > zam

MORE HELP WITH LETTER SOUND /Z/

Alphabet Jam (Optional)

- “Zany Zebra Zack” (from *Alphabet Jam* CD)

BASIC CODE

Introduce /p/ > 'p'

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✚ Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- ✚ Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- ✚ Students will orally provide a word with the initial /p/ sound, when provided with simple riddles. **TEKS K.2.A.x**
- ✚ Students will write the spelling 'p' to represent /p/, and read and write simple CVC words that include the spelling 'p' 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 /p/ > 'p.' **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

- Observation Oral Segmenting Observation Record
✚ **TEKS K.2.A.x**
- Observation Letter Sounds Observation Record
✚ **TEKS K.2.B.i**
- Activity Page 8.1 Spelling the Sound
✚ **TEKS K.2.B.i; TEKS K.2.B.ii; TEKS K.2.E**

- ✚ **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes;
- 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; **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 Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'h,' 'i,' 'a,' 'o' <input type="checkbox"/> Sound Poster for /z/ <input type="checkbox"/> Sound Card 14 (<i>zigzag</i>)
Introduce the Sound /p/ (Phonological Awareness, Phonics)	Whole Group	15 min.	
Introduce the Spelling /p/ > 'p' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 8.1 <input type="checkbox"/> Activity Page 8.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonological Awareness, Phonics)	Whole Group	15 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> cards for 'i,' 'a,' 'o,' 'm' (2), 'n' (2), 't' (2), 'd' (2), 'f,' 'z,' 'p' (2)
Take-Home Material			
Spelling Practice			<input type="checkbox"/> Activity Page 8.2

ADVANCE PREPARATION

Foundational Skills

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

➤ 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.
- Create two 'p' cards for the pocket chart.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Bring in a picture of an ape to use for Oral Segmenting: Part A, and pictures of a man, a group of men, and a zipper for Oral Segmenting: Part B. Alternatively, you may plan to zip something that has a zipper to demonstrate the word *zip*.

Pocket Chart Setup



Lesson 8: Basic Code

Foundational Skills

60M

Primary Focus

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

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Foundational Skills

Foundational Literacy Skills

Prior to segmenting *toe*, tell students this word is a name of a part of the body. Point to your own toe and say *toe*. Direct students to point to their own toe and say the word, *toe*. Prior to segmenting *ape*, tell students this is a name of an animal. Show the picture of an ape, say *ape*, and ask students to repeat.




ELPS 2.A; ELPS 2.E;**ELPS 3.A**

WARM-UP (10 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.

1A	2A	3A
		
toe	/t/	/oe/

- TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes;
- 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; **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.

- | | |
|------------------|-----------------|
| 1. toe /t/ /oe/ | 3. is /i/ /z/ |
| 2. high /h/ /ie/ | 4. ape /ae/ /p/ |







Observation: Oral Segmenting Observation Record

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

Part B

- Follow the steps outlined in Lesson 1.

1B	2B	3B	4B
			
sit	/s/	/i/	/t/

- | | |
|--------------------|--------------------|
| 1. sit /s/ /i/ /t/ | 3. men /m/ /e/ /n/ |
| 2. sat /s/ /a/ /t/ | 4. zip /z/ /i/ /p/ |



Observation: Oral Segmenting Observation Record

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



**EMERGENT
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Foundational Skills

Foundational Literacy Skills

Prior to segmenting *sit*, tell students this word is used to describe an action. Stand with a chair beside you, ensuring both you and the chair are clearly visible. Sit down in the chair and say, *sit*. Stand up and ask students to repeat the word as you repeat the motion. Have students stand and say *sit* as they sit down.

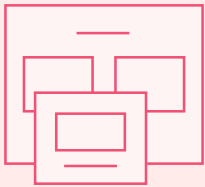
Prior to segmenting *men*, show the picture of a man and say *man*, then show the picture of the men and say *men*. Explain that *men* is used to refer to more than one man. Have students repeat the word, *men*. Prior to segmenting the last word, show students the picture of a zipper or demonstrate zipping a zipper, say *zip*, and ask students to repeat.

**ELPS 2.A; ELPS 2.E;
ELPS 3.A**

Large Letter Cards



Sound Posters and Cards



Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /z/ and Sound Card 14 (*zigzag*). Be sure to point out that the /z/ sound occurs twice in this word.



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 /P/ (15 MIN.)

Tongue Twister

- Tell students the new sound is /p/.
- Have students say the /p/ sound several times.
- Ask students to repeat a number of words having the /p/ sound at the beginning: *pat, pull, pear, plum*.
- Ask students to repeat a number of words having the /p/ sound at the end: *drop, sap, top, sharp*.
- Have students close their eyes and listen as you read the following tongue twister.

Peter Piper picked a **peck** of **pickled peppers**.

- Ask students which sound they heard most often.
- Once the /p/ sound has been identified, read the tongue twister a second time, having students raise their hands whenever they hear the /p/ sound.
- Break the tongue twister into phrases and read it again, having students repeat each phrase back to you: *Peter Piper* (pause) *picked a peck* (pause) *of pickled peppers*.
- Ask students if they can tell which parts of their mouths they are using to make the /p/ sound. Explain that /p/ is made by pressing both lips together and making a popping sound.

- Ask students whether today's sound is a vowel sound or a consonant sound. (It is a consonant sound made by pressing the lips together and then popping them open with a burst of air.)

I'm Thinking of Something

- Tell students you are thinking of something beginning with the /p/ 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.
- If needed, read the second hint.
- Complete the remaining riddles.

Pizza

1. I'm thinking of a flat and round food.
2. I'm thinking of a type of food made with dough, tomato sauce, and cheese.

Pepper

1. I'm thinking of a black spice you might use with salt.
2. I'm thinking of a seasoning that will make you sneeze if it gets in your nose.

Pig

1. I'm thinking of a fat animal who lives on a farm.
2. I'm thinking of an animal that says, "Oink, oink!"

Pumpkin

1. I'm thinking of a round orange vegetable that some people carve for Halloween.
2. I'm thinking of something mashed up to make a pie for Thanksgiving.

Pool, Pond

1. I'm thinking of a place where you can swim.
2. I'm thinking of something you can jump into only when it is full of water.

Puppy

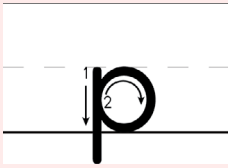
1. I'm thinking of a soft and cuddly animal that could be a pet.
2. I'm thinking of a baby dog.

Paper

1. I'm thinking of something you can write on.
2. I'm thinking of something used to make the pages of a book.

Present

1. I'm thinking of something people give you on your birthday.
2. I'm thinking of something you unwrap.



Start on the dotted line.

1. line down ending below bottom line
2. circle to the right

INTRODUCE THE SPELLING /P/ → 'P' (20 MIN.)

Teacher Modeling

Note: Try to avoid using the letter name “pee” during this activity. Instead, say the sound /p/.

- Tell students you are going to show them how to draw a picture of the /p/ sound.
- Draw a large lowercase ‘p’ on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start on the dotted line . . . 1. line down ending below the bottom line . . . 2. circle to the right.”) Then, say the sound /p/.
- 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 /p/ sound when you finish.

Meet the Spelling Activity Page

➤ Digital Component 8.1

Activity Page 8.1



- Distribute and display Activity Page 8.1. Tell students they will practice drawing pictures of the /p/ sound together.
- Point to the letter ‘p’ at the top of the page ask students to say the sound /p/ together.
- 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 at the dot . . . 1. line down ending below the line . . . 2. circle to the right.” As you finish each letter, say the sound, /p/.
- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *pig*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)

- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.



Activity Page 8.1: Spelling the Sound

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

POCKET CHART CHAINING FOR READING (15 MIN.)

- Move the 'f,' 'a,' and 'n' cards to the center of your pocket chart to spell *fan*.
- Ask a student to read the word.
- Replace the 'a' card with the 'i' card and say to the class, "If that is *fan*, what is this?"
- Ask a student to read the word. (*fin*)
- Ask students what letter sound makes the new word different from the old word. (*In fan > fin, the 'a' represents /a/ and the 'i' represents /i/.*)
- Complete the chaining.

1. fan > fin > fit > pit > pin > pan > pad > pat > pot > pop
2. top > tip > tap > nap > zap > map > mop > mom

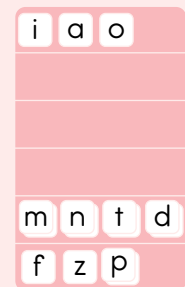
End Lesson

Take-Home Material

SPELLING PRACTICE

- Have students give Activity Page 8.2 to a family member.

Pocket Chart Setup



Activity Page 8.2



Lesson 8: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING

Race to the Top

- Provide one copy of **Activity Page TR 2.3** for each student and one copy of **Activity Page TR 8.1** to share. Copy and cut the game cards from card stock to allow for reuse.
- Word/Picture Cards should be concealed and drawn from a container, such as a paper bag.
- As cards are drawn, the word side of the card is shown to the opposing player to be read. The picture side allows for confirmation/correction.
- For correct answers students move up a rung; for incorrect answers students fall down a rung. The first one who gets to the top wins.
- Play again, this time as cards are drawn, the picture side of the card is shown to the opposing player to be spelled (e.g., on a dry-erase board). The word side allows for confirmation/correction.

Match Maker

- Provide students with a set of Word/Picture Cards from **Activity Page TR 8.1**, which include some with words and others with the corresponding images for those words. Copy and cut the game cards from card stock or darker colored paper.
- Mix up the cards, lay them out facedown, and model how to take turns turning pairs over to look for matches.
- The goal is to match the word with its corresponding image.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards** 'i,' 'a,' 'o,' 'm,' 'n,' 't,' 'd,' 'z,' 'p' (2)
- Follow the procedure in Lesson 1.

1. gap > cap > cop > hop > hip > zip > zap > tap
2. pin > pan > pad > pod > pot > pop > top > tap > map > mop

MORE HELP WITH LETTER-SOUND /P/

Alphabet Jam (Optional)

- "Peter Piper" (from *Alphabet Jam* CD)

Code Knowledge

Before today's lesson: If students attempted to read one thousand words in a trade book, on average between ninety five and 125 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 ninety six and 125 of those words would be completely decodable.

The sound /p/ is the twenty first most common sound in English.

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

The sound /p/ is spelled 'p' approximately 93 percent of the time.

The spelling alternative 'pp' as in *happy* is taught later in this grade.

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

9

BASIC CODE

Introduce /e/ > 'e'

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following
- ✦ lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- Students will distinguish between spoken minimal pair words with medial /e/ and /i/ sounds or /e/ and /a/ sounds by indicating which word includes the /e/ sound.
- ✦ **TEKS K.2.B.i**
- Students will write the spelling 'e' to represent /e/, and read and write simple CVC words that include the spelling 'e' 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 /e/ > 'e.' **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

- | | |
|-------------------|---|
| Observation | Oral Segmenting Observation Record |
| | ✦ TEKS K.2.A.x |
| Observation | Letter Sounds Observation Record |
| | ✦ TEKS K.2.B.i |
| Activity Page 9.1 | Spelling the Sound |
| | ✦ TEKS K.2.B.i; TEKS K.2.B.ii; K.2.E |

- ✦ **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **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 **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 Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	<input type="checkbox"/> Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'a,' 'o' <input type="checkbox"/> Sound Poster for /p/ <input type="checkbox"/> Sound Card 15 (<i>pig</i>)
Introduce the Sound /e/ (Phonological Awareness)	Whole Group	20 min.	<input type="checkbox"/> one small mirror per student
Introduce the Spelling /e/ > 'e' (Phonics)	Whole Group	20 min.	<input type="checkbox"/> Activity Page 9.1 <input type="checkbox"/> Activity Page 9.1 (Digital Components)
Pocket Chart Chaining for Reading (Phonics)	Whole Group	15 min.	<input type="checkbox"/> pocket chart <input type="checkbox"/> cards for 'i,' 'e' (2), 'a,' 'o,' 'm' (2), 'n' (2), 't' (2), 'd' (2), 'f,' 'v,' 'p' (2)

ADVANCE PREPARATION

Foundational Skills

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

➤ 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.
- Create two 'e' cards for the pocket chart.
- Select cards for letters listed in the Lesson at a Glance and prepare pocket chart as shown.

Universal Access

- Bring in pictures an ape to use for Oral Segmenting: Part A, and pictures of a man, a group of men, and a zipper for Oral Segmenting: Part B. Alternatively, you may plan to zip something that has a zipper to demonstrate the word *zip*.

Pocket Chart Setup



Lesson 9: Basic Code

Foundational Skills

60M

Primary Focus

- Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**

Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' and 'o.'

TEKS K.2.B.i

Students will distinguish between spoken minimal pair words with medial /e/ and /i/ sounds or /e/ and /a/ sounds by indicating which word includes the /e/ sound.

TEKS K.2.B.i

Students will write the spelling 'e' to represent /e/, and read and write simple CVC words that include the spelling 'e' 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 /e/ > 'e.' **TEKS K.2.B.i; TEKS K.2.B.iii; TEKS K.2.C.i**

WARM-UP (5 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.

1A	2A	3A
		
toe	/t/	/oe/

- TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **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 **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.



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Foundational Skills

Foundational Literacy Skills

Prior to segmenting *toe*, tell students this word is a name of a part of the body. Point to your own toe and say *toe*. Direct students to point to their own toe and say the word, *toe*. Prior to segmenting the last word, tell students this is a name of an animal. Show the picture of an ape, say *ape*, and ask students to repeat.

**ELPS 2.A; ELPS 2.E;
ELPS 3.A**



Foundational Skills

Foundational Literacy Skills

Prior to segmenting *sit*, tell students this word is used to describe an action. Stand with a chair beside you, ensuring both you and the chair are clearly visible. Sit down in the chair and say, *sit*. Stand up and ask students to repeat the word as you repeat the motion. Have students stand and say the word *sit* as they sit down.

Prior to segmenting *men*, show the picture of a man and say *man*, then show the picture of the men and say *men*. Explain that *men* is used to refer to more than one man. Have students repeat the word, *men*.

Prior to segmenting the last word, show students the picture of a zipper or demonstrate zipping a zipper, say *zip*, and ask students to repeat.

ELPS 2.A; ELPS 2.E;
ELPS 3.A

1. toe /t/ /oe/
2. high /h/ /ie/

3. is /i/ /z/
4. ape /ae/ /p/



Observation: Oral Segmenting Observation Record

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

Part B

- Follow the steps outlined in Lesson 1.

1B	2B	3B	4B
sit	/s/	/i/	/t/

1. sit /s/ /i/ /t/
2. sat /s/ /a/ /t/

3. men /m/ /e/ /n/
4. zip /z/ /i/ /p/



Observation: Oral Segmenting Observation Record

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

Sound/Spelling Review

- Use the Large Letter Cards you prepared in advance to review letter-sound correspondences.
- Introduce the Sound Poster for /p/ and Sound Card 15 (*pig*), calling attention to the /i/ sound in the middle of the word.



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 /E/ (20 MIN.)

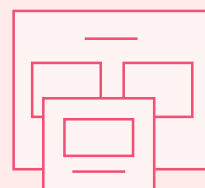
Mirror, Mirror

- Tell students the new sound is /e/.
- Have students say the /e/ sound several times.
- Ask students to repeat a number of words having the /e/ sound at the beginning: *edge, egg, elephant, extra*.
- Ask students to repeat a number of words having the /e/ sound in the middle: *bed, left, head, wet*.
- Ask students whether /e/ is a vowel sound or a consonant sound.
- Explain that /e/ is a vowel sound because it is made with the mouth open.
- 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 /e/.
- Tell students to use the mirrors to watch the shape of their mouths as they say the sounds /i/, /e/, and /a/.
- Explain that to make the /i/ sound we open our mouth just a little bit and gently push air out. To make the /e/ sound we open our mouth a bit more and gently push air out. To make the /a/ sound we open our mouth even more and gently push air out.
- Repeat the progression /i/, /e/, /a/ several times so students can see their mouths opening wider with each new sound.

Large Letter Cards



Sound Posters and Cards



- Have students put their hands under their chins so that they can feel their jaws shifting downward with each sound in the progression. Their jaws go down to help their mouths open wider.

Minimal Pairs

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

- | | |
|--------------|---------------|
| 1. pit—pet | 5. pig—peg |
| 2. will—well | 6. wrist—rest |
| 3. sit—set | 7. knit—net |
| 4. bit—bet | 8. miss—mess |

- Repeat this process with the word pairs containing /e/ and /a/, again asking students to identify the word with the /e/ sound.

- | | |
|------------|--------------|
| 1. pet—pat | 5. mess—mass |
| 2. set—sat | 6. met—mat |
| 3. bed—bad | 7. hem—ham |
| 4. bet—bat | 8. ten—tan |



Check for Understanding

As students respond, monitor the overall accuracy of their oral responses.

INTRODUCE THE SPELLING /E/ → 'E' (20 MIN.)

Teacher Modeling

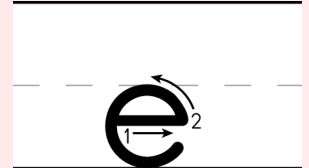
Note: Try to avoid using the letter name “ee” during this activity. Instead, say the sound /e/.

- Tell students you are going to show them how to draw a picture of the /e/ sound.
- Draw a large lowercase 'e' on the board/chart paper and describe what you are doing using the steps and phrases provided. (“Start between the dotted line and the bottom line . . . 1. short line across . . . 2. most of a circle to the left.”) Then say the sound, /e/.
- 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 /e/ sound when you finish.

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 /e/ sound together.
- Point to the letter 'e' at the top of the page ask students to say the sound /e/ together.
- 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 the dotted line and the bottom line . . . 1. short line across . . . 2. most of a circle to the left.” As you finish each letter, say the sound, /e/.



Start between the dotted line and the bottom line.

1. short line across
2. most of a circle to the left



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Foundational Skills

Foundational Literacy Skills

In Spanish, the letter 'e' makes the /ae/ sound. Emphasize that in English this picture ('e') makes this sound (/e/).

ELPS 1.F

Activity Page 9.1



- Working as a group, guide students to complete each item in the rows of letters as you continue to model the writing process.
- At the bottom of the page, show students how to read and trace the word *ten*. Have students trace and write the word using the black dots to start each letter. Remind students that English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the activity page. Ask students to read each word, find the matching picture, and write the word on the corresponding line.



Activity Page 9.1: Spelling the Sound

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

Pocket Chart Setup



POCKET CHART CHAINING FOR READING (15 MIN.)

- Move the 'n,' 'e,' and 't' cards to the center of your pocket chart to spell *net*.
- Ask a student to read the word.
- Replace the 'n' card with the 'm' card and say, "If that is *net*, what is this?"
- Ask a student to read the word. (*met*)
- Ask students what letter sound makes the new word different from the old word. (*In net > met, the 'n' represents /n/ and the 'm' represents /m/.*)
- Complete the chaining.

1. net > met > vet > vat > van > fan > fin > pin > pan > pad
2. ten > den > men > pen > pet > pat > fat > fit > pit > pot

End Lesson

Lesson 9: Foundational Skills Remediation

Additional Support

MORE HELP SEGMENTING

Silly Monster

- Provide each student with a copy of **Activity Page TR 9.1, TR 9.2, or TR 9.3.**
- Tell students Silly Monster talks by breaking the sounds in words apart. Say: "For example, instead of saying *sun*, Silly Monster would say, /s/ /u/ /n/."
- Review the names of the depicted items with students.
- Point to a picture and ask students to identify by talking like Silly Monster.
- If students are unable to answer, say the name of the item by stretching out the word (e.g., /sssss-uuuuu-nnnnn/).
- Cover each picture with a **token** (e.g., blocks, beans, tiles, etc.) as sounds are identified.
- Continue until all the pictures are identified using Silly Monster talk.

Feed the Squirrel

- Make one copy of **Activity Pages TR 2.1 and TR 2.2.**
- Follow the procedure in Lesson 2 using the words in the box.

1. den	6. hen	11. pen
2. end*	7. men*	12. pet
3. fed	8. met	13. set*
4. get*	9. net	14. ten*
5. hem	10. peg	15. vet

**Words included on the Dolch word list or the Fry word list (two lists of sight words) are indicated with an asterisk.*

MORE HELP WITH SOUND/SPELLINGS

Race to the Top

- Make one copy of **Activity Page TR 2.3** for each student.
- Make one copy of **Activity Page TR 9.4** and cut the letter cards apart.
- Follow the procedure in Lesson 2.

Review the Sound/Spellings

- Provide one copy of **Activity Page TR 9.5** for each student to use to practice the sound/spellings /p/ and /e/. Students should write 'p' or 'e' only under pictures of words with the corresponding sounds.
- Point out the letter formation arrows provided for the picture of each sound. This can serve as a reference when writing and/or as tracing practice if used with a clear plastic sleeve and dry-erase marker.

Match Maker

- Make one copy of **Activity Page TR 9.6** for student pairs.
- Add to the picture cards from **Activity Pages TR 5.1 and TR 5.2**.
- Mix up the cards, lay them facedown, and model how to take turns turning pairs over to look for matches.
- The goal is to match for the targeted sounds, such as two words that begin with /p/.

MORE HELP READING

Pocket Chart Chaining for Reading

- Prepare the **pocket chart** and **letter cards for 'i,' 'a,' 'o,' 'm,' 'n,' 't,' 'd,' 'f,' 'v,' 'h.'**
- Follow procedures in Lesson 1.

1. vet > met > set > pet > pat > hat > ham > hem > hen > den
2. in > tin > ten > pen > men > met > get > got > hot > hop

MORE HELP WITH LETTER-SOUND /E/

Alphabet Jam (Optional)

- "Eddie Elephant" (from *Alphabet Jam* CD)

Code Knowledge

Before today's lesson: If students attempted to read one thousand words in a trade book, on average between ninety six and 125 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 103 and 132 of those words would be completely decodable.

The sound /e/ is the fifteenth most common sound in English.

The sound /e/ is found in approximately 24 percent of English words.

The sound /e/ is spelled 'e' approximately 95 percent of the time.

The spelling alternative 'ea' as in *head* is taught later in the program; the spelling alternative 'ai' as in *again* is rare.

The spelling 'e' is a tricky spelling; it can be pronounced /e/ as in *bed*, /ee/ as in *he*, or schwa as in *debate*. In Kindergarten materials, however, 'e' is always sounded /e/.

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




10

BASIC CODE

Review

PRIMARY FOCUS OF LESSON

Foundational Skills

-  Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
 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; TEKS K.2.C.i**
-  Students will accurately write the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' 'o,' and 'e.' **TEKS K.2.E**
-  Students will read phrases with simple CVC words. **TEKS K.2.B.ii; TEKS K.2.D.iii**


FORMATIVE ASSESSMENT

Observation



Oral Segmenting Observation Record

TEKS K.2.A.x

-  **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **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.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.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.D.iii** Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Oral Segmenting (Phonological Awareness)	Whole Group	5 min.	
Large Card Chaining (Phonological Awareness, Phonics)	Whole Group	20 min.	<input type="checkbox"/> Sound Poster for /e/ <input type="checkbox"/> Sound Card 16 (<i>pen</i>) <input type="checkbox"/> Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o'
Sound Dictation (Conventions of Standard English)	Whole Group	25 min.	<input type="checkbox"/> Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o'
Introduce Phrases (Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> Decodable Phrases Chart (Digital Components)
Take-Home Material			
Practice Pack			<input type="checkbox"/> Activity Page 10.1

ADVANCE PREPARATION

Foundational Skills

- Select the Large Letter Cards listed in the Lesson at a Glance for Large Card Chaining.
- You may want to make “necklaces” out of the Large Letter Cards by punching two holes in the top of the cards and running a loop of yarn or string through each hole. By placing a card around each student’s neck, you can ensure they are displayed right side up and avoid ‘b’/‘d’/‘p’ confusion.
- Select the Large Letter Cards listed in the Lesson at a Glance for Sound Dictation.

➤ Digital Component 10.1

- Create the chart with phrases (Digital Component 10.1) found in Introduce Phrases on the board/chart paper or use the digital version.

Lesson 10: Basic Code

Foundational Skills

60M

Primary Focus




- Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- 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; TEKS K.2.C.i**
- Students will accurately write the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' 'o,' and 'e.' **TEKS K.2.E**
- Students will read phrases with simple CVC words. **TEKS K.2.B.ii; TEKS K.2.D.iii**

WARM-UP (5 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.





1A	2A	3A
		
go	/g/	/oe/

- | | |
|----------------|----------------|
| 1. go /g/ /oe/ | 3. at /a/ /t/ |
| 2. if /i/ /f/ | 4. day /d/ ae/ |

- TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **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.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.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.D.iii** Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.

Part B

- Follow the steps outlined in Lesson 1.

1B	2B	3B	4B
			
cat	/k/	/a/	/t/

- | | |
|--------------------|--------------------|
| 1. cat /k/ a/ /t/ | 3. vet /v/ /e/ /t/ |
| 2. mad /m/ /a/ /d/ | 4. zip /z/ /i/ /p/ |



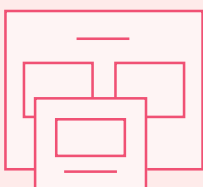
Observation: Oral Segmenting Observation Record

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

Large Letter Cards



Sound Posters and Cards



LARGE CARD CHAINING (20 MIN.)

- Introduce the Sound Poster for /e/ and Sound Card 16 (*pen*), calling attention to the /e/ sound in the middle of the word.
- Distribute the Large Letter Cards for each of the sounds listed, reviewing each card's sound as you hand it out: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o.'
- Tell students if they are holding or wearing a card with a picture of a sound in *zip*, they should go to the front of the room and stand in the order, left to right, that spells *zip*.
- If necessary, help students arrange themselves in the correct order.

- Once students are standing in place, ask a seated student to blend the letters and confirm the word is *zip*.
- Once the word has been spelled and read correctly, say to students, “If that is *zip*, show me *hip*.”
- Guide students to recognize that some of the letter cards are still needed, but the ‘z’ card needs to be replaced with the ‘h’ card.
- Help students arrange themselves to make the new word.
- Continue this process until all of the words in the first chain have been spelled.
- Have students trade cards.
- Proceed to the next chain.

1. zip > hip > him > hit > hat > cat > sat > vat > van > fan
2. fog > dog > dig > pig > pin > pen > ten > hen > men > man

Note: Once students understand how to play the game, provide less guidance in helping students arrange themselves and the letter cards in correct order. If the letters are in the wrong order, ask a seated student to sound out the letters as they are presently ordered and indicate what change is needed.



Check for Understanding

As students hold up their Large Letter Cards, check to see that they are arranging themselves in the correct order. After students blend the letters and read the word, have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the word provided.

Large Letter Cards



SOUND DICTATION (25 MIN.)

- Distribute paper and pencils. Give sixteen students the Large Letter Cards for the sound/spellings taught in Units 3 and 4.
- Say a sound and tell the student with the Large Letter Card for that sound to stand up.
- Remind the other students how to write the letter, and encourage them to trace the spelling in the air. Have all students write the letter on paper.
- Repeat for the remaining sounds.

INTRODUCE PHRASES (10 MIN.)

- Explain that words can be combined to make ideas called phrases.
- Tell students when we write a phrase we put spaces between the words in the phrase.
- Refer to the list that you prepared in advance.
- Point to *tan dog* and point out the space between the two words.
- Ask a student to read the phrase.
- Repeat with the remaining phrases.

► Digital Component 10.1

- | | |
|------------|----------------|
| 1. tan dog | 6. sit on mat |
| 2. mad man | 7. dad met man |
| 3. pet pig | 8. mom fed dog |
| 4. zip it | 9. dot on cat |
| 5. ten men | 10. dog at vet |

End Lesson

Activity Page 10.1



Take-Home Material

PRACTICE PACK

- Have students give Activity Page 10.1 to a family member.

Lesson 10: Foundational Skills Remediation

Additional Support

MORE HELP READING

Bingo

- Make one copy of **Activity Page TR 10.2**. Cut apart word cards.
- Make enough copies of Activity Page TR 10.1 for each student to have a game board.

Note: Copy and cut the game boards and word cards from card stock to allow for reuse.

- Any collection of tokens can be used for students to cover spaces on their game boards (e.g., **cubes, beans, tiles**, etc.).
- As word cards are selected and read, students search for the word on their game board.
- Ask students to put their finger on the word if they find it and read it aloud to confirm they are correct before covering the space.
- When students are incorrect, use the opportunity to address the confusion.
- When students are correct ask, “How did you know that was . . .?” This verbalization of knowledge or strategies is powerful for reinforcing learning.
- The game can be played until one or all students get three spaces covered in a row or until one or all students get “blackout” (covering the entire board).

11

BASIC CODE

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- ✦ Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' and 'o.' **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; TEKS K.2.C.i**
- ✦ Students will accurately write the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' 'o,' and 'e.' **TEKS K.2.E**
- ✦ Students will read phrases with simple CVC words and will match them to the appropriate picture. **TEKS K.2.B.ii; TEKS K.2.D.iii**

FORMATIVE ASSESSMENT

- | | |
|--------------------|--------------------------------------|
| Observation | Oral Segmenting Observation Record |
| ✦ | TEKS K.2.A.x |
| Observation | Letter Sounds Observation Record |
| ✦ | TEKS K.2.B.i |
| Activity Page 11.1 | Reading Assessment (Part 1) |
| ✦ | TEKS K.2.B.ii; TEKS K.2.D.iii |

- ✦ **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes;
- 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.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.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.D.iii** Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: - Oral Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	❑ Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o'
Student Performance Assessment: Reading Assessment (Part 1) (Phonics)	Whole Group	15 min.	❑ Activity Page 11.1 ❑ Activity Page 11.1 (Digital Components)
Large Card Chaining (Phonological Awareness, Phonics)	Whole Group	15 min.	❑ Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o'
Sound Dictation (Conventions of Standard English)	Whole Group	15 min.	❑ Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o'
Circle the Picture (Print Concepts, Phonics)	Whole Group	10 min.	❑ Activity Page 11.2 ❑ Activity Page 11.2 (Digital Components)
Take-Home Material			
T-Chart Sort			❑ Activity Pages 11.3, 11.4

ADVANCE PREPARATION

Note to Teacher

This lesson and the following four are devoted to review and assessment of Unit 4. The assessment consists of two parts. Part 1 is a whole-group activity required of all students. As you pronounce each one-syllable CVC word, students will circle one word per row (ten words in total).

After scoring Part 1, you will determine which students need to complete Part 2. Part 2 will be administered in Lesson 12.

Foundational Skills

- Select Large Letter Cards 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 Reading Assessment (Part 1), or use the digital version.

➤ Digital Component 11.2

- Create an enlarged version of Activity Page 11.2 (Digital Component 11.2) to display for Circle the Picture, or use the digital version.

Universal Access

- Bring in pictures of a cat, a veterinarian, and a zipper. Alternatively, you may plan to zip something that has a zipper to demonstrate the word *zip* to use for Oral Segmenting.

Lesson 11: Basic Code

Foundational Skills

60M

Primary Focus




- Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' and 'o.' **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; TEKS K.2.C.i**
- Students will accurately write the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' 'o,' and 'e.' **TEKS K.2.E**
- Students will read phrases with simple CVC words and will match them to the appropriate picture. **TEKS K.2.B.ii; TEKS K.2.D.iii**

WARM-UP (5 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.

1A	2A	3A
		
go	/g/	/oe/

- TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes;
- 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.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.ii** Demonstrate and apply phonetic knowledge by using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.D.iii** Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries

1. go /g/ /oe/

2. if /i/ /f/

3. at /a/ /t/

4. say /s/ /ae/



Observation: Oral Segmenting Observation Record

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

**EMERGENT
BILINGUAL
STUDENTS**



Foundational Skills

Foundational Literacy Skills

Prior to *cat*, show students the picture of the cat, say *cat*, and ask students to repeat it. Prior to *mad*, make an expression that shows you are mad, say the word *mad*, and ask students to repeat it. Prior to segmenting the last two words, show the picture of the veterinarian, say *vet*, and ask students to repeat. Then, show the picture of the zipper, say *zip*, and have students repeat.

ELPS 2.A; ELPS 2.E;

ELPS 3.A

Part B

- Follow the steps outlined in Lesson 1.

1B



cat

2B



/k/

3B



/a/

4B



/t/

1. cat /k/ /a/ /t/

2. mad /m/ /a/ /d/

3. vet /v/ /e/ /t/

4. zip /z/ /i/ /p/



Observation: Oral Segmenting Observation Record

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

Sound/Spelling Review

- Review letter-sound correspondences using the Large Letter Cards you prepared in advance.



Observation: Letter Sounds Observation Record

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

STUDENT PERFORMANCE ASSESSMENT (15 MIN.)

Reading Assessment (Part 1)

Administration

➤ Digital Component 11.1

- Distribute and display Activity Page 11.1.
- Display the front of Activity Page 11.1 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 say aloud. Proceed with the assessment.

- | | |
|--------|--------|
| 1. net | 4. pen |
| 2. van | 5. fin |
| 3. hen | |

- Display the back of Activity Page 11.1 and continue.

- | | |
|--------|---------|
| 6. sad | 9. fan |
| 7. pot | 10. hat |
| 8. zip | |

- Collect Activity Page 11.1 to analyze student scores.

Large Letter Cards



Challenge

Challenge students to think of words beginning with these sounds.

Activity Page 11.1



Scoring

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 or 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 (You will administer Part 2 in the next lesson.)

LARGE CARD CHAINING (15 MIN.)

- Distribute the Large Letter Cards for each of the sounds listed, reviewing each card's sound: 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o.'
- Follow the same procedure described in Lesson 10 with both chains.
- Have students trade cards so everyone participates.

1. can > man > men > den > ten > tin > tip > sip > zip > zap
2. fit > fig > fog > dog > hog > hot > hat > cat > vat > van

Large Letter Cards



Check for Understanding

As students hold up their Large Letter Cards, check to see that they are arranging themselves in the correct order. After students blend the letters and read the word, have the class use **Thumbs-Up/Thumbs-Down** to indicate if they agree or disagree with the word provided.

SOUND DICTATION (15 MIN.)

- Distribute paper and pencils. Give sixteen students the Large Letter Cards for the sound/spellings taught in Units 3 and 4.
- Say a sound, and tell the student with the Large Letter Card for that sound to stand up.
- Remind students how to print the letter, and encourage them to trace the spelling in the air. Have students print the letter on paper.
- Repeat for the remaining sounds.

CIRCLE THE PICTURE (10 MIN.)

➤ Digital Component 11.2

- Distribute and display Activity Page 11.2.
- Remind students that words can be combined to make phrases and that there are spaces between the words in a phrase.
- Ask students to read the first phrase.
- Ask which of the first two pictures matches the phrase *mom and dad*.
- Have students circle the matching picture, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Collect Activity Page 11.2 to review at a later time to evaluate student performance.

End Lesson

Take-Home Material

T-CHART SORT

- Have students give Activity Pages 11.3 and 11.4 to a family member.

Large Letter Cards



Activity Page 11.2



Activity Pages 11.3, 11.4



Lesson 11: Foundational Skills Remediation

Additional Support

PROGRESS MONITORING (OPTIONAL)

Segmenting

Note: This optional progress monitoring exercise may also be used for additional practice. (See Push & Say directions, Lesson 1).

- Make one copy of either **Activity Page TR 11.1 or 11.2** (Record Sheets).
- Provide each student with a copy of **Activity Page TR 1.1** and **at least three small objects** (cubes, beans, buttons, etc.).
- Tell students you are going to say a word. Students should repeat the word, break the word into its sounds, and push an object into a box (from left to right) for each phoneme, and finish by running their finger (from left to right) under the boxes to say the whole word again.
- Model with the sample word, *ten*.
- Say the first word and record student responses on the corresponding Record Sheet.
- Continue with the remaining words.

Word List 1 (Activity Page TR 11.1):

sample: ten	3. pen	6. hip
1. set	4. zap	7. sis
2. van	5. neck	

Word List 2 (Activity Page TR 11.2):

sample: ten	3. sip	6. peck
1. vet	4. hen	7. sap
2. pan	5. fizz	

Scoring: Scoring is based on one point assigned for every sound in a word which is segmented correctly.

Interpret scores as follows:

- 14–15 points—excellent
- 11–13 points—good
- 8–10 points—fair
- Less than 8 points—poor

MORE HELP WITH READING

Pocket Chart Chaining for Reading

- Follow the procedure in Lesson 1.

1. pot > pod > nod > sod > sad > pad > pat > pet > net > not
2. hot > hog > fog > fig > pig > pit > hit > hat > vat > vet
3. set > sit > sip > zip > zap > nap > tap > tip > top > pop
4. hip > him > hid > did > din > den > hen > pen > men > met

MORE HELP WITH SISTER SOUNDS

T-Charts

- Gather pictures of items that begin with the sounds /f/ and /v/ (a fan, a van, a fin, a foot, a vacuum, a vampire, a football, etc.)
- Draw a chart with two columns on a piece of chart paper and write /f/ and /v/ at the top of the columns.
- Show students pairs of pictures, one starting with /f/ and one with /v/, and ask students to identify the beginning sounds.
- Place the pictures in the appropriate columns of the chart.
- Repeat the activity for sister sounds /s/ and /z/.

12

BASIC CODE

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✦ Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following
- ✦ lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- Students will identify the front cover, back cover, and title page of a book; understand that reading moves from top to bottom and left to right with return sweep; recognize that sentences are comprised of words separated by spaces, and recognize word boundaries. **TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.2.D.iii**
- ✦ Students will read and spell simple CVC words. **TEKS K.2.B.ii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

- Observation Oral Segmenting Observation Record
✦ **TEKS K.2.A.x**
- Observation Letter Sounds Observation Record
✦ **TEKS K.2.B.i**
- Activity Page 12.2 Reading Assessment (Part 2)
✦ **TEKS K.2.B.ii**

- ✦ **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. **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.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 Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	<input type="checkbox"/> Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o'
Teacher Demonstration: Read <i>Pet Fun</i> (Print Concepts, Phonics)	Whole Group	10 min.	<input type="checkbox"/> <i>Pet Fun</i> Big Book
Rainbow Letters (Language)	Independent	15 min.	<input type="checkbox"/> crayons or colored pencils <input type="checkbox"/> Activity Page 12.1 <input type="checkbox"/> Activity Page 12.1 (Digital Components)
Student Performance Assessment: Reading Assessment (Part 2) (Phonics)	One-on-One		<input type="checkbox"/> Activity Page 12.2 <input type="checkbox"/> Word Cards for Reading Assessment (Part 2)
Stomp and Spell (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Stomp and Spell letters: 'a,' 'i,' 'o,' 'n,' 'h,' 's,' 'f,' 'v,' 'z,' 'p,' and 't'
Vowel Pairs (Phonics)	Whole Group	15 min.	<input type="checkbox"/> Activity Page 12.3 <input type="checkbox"/> Activity Page 12.2 (Digital Components)

ADVANCE PREPARATION

Foundational Skills

- Select Large Letter Cards listed in the Lesson at a Glance.
- Prepare to display the *Pet Fun* Big Book or download the digital version from the program's online materials.

➤ Digital Component 12.1

- Create an enlarged version of Activity Page 12.1 (Digital Component 12.1) to display for Rainbow Letters, or use the digital version.

➤ Digital Component 12.2

- Create an enlarged version of Activity Page 12.3 (Digital Component 12.2) to display for Vowel Pairs, or use the digital version.
- Add to the Stomp and Spell materials you created for Unit 3 or make new materials by writing the sound/spellings listed in the Lesson at a Glance on sheets of paper or card stock. Laminate if possible.

Assessment

- In this lesson, you will administer Reading Assessment (Part 2) to those students who scored 7 or fewer points on Part 1. 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.
- Copy and cut out the Word Cards for Reading Assessment (Part 2), located in Teacher Resources.

Universal Access

- Bring in a picture of a pig (or stuffed animal, figurine, or other toy pig) to use for Oral Segmenting.

Lesson 12: Basic Code

Foundational Skills

60M

Primary Focus

- Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**

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

Students will identify the front cover, back cover, and title page of a book; understand that reading moves from top to bottom and left to right with return sweep; recognize that sentences are comprised of words separated by spaces, and recognize word boundaries. **TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.2.D.iii**

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

WARM-UP (5 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.



**EMERGENT
BILINGUAL
STUDENTS**

Foundational Skills

Foundational Literacy Skills

Prior to segmenting *knee*, point to your own knee, say *knee*, and ask students to repeat the word. Then, direct students to point to their own knees and repeat the word again. Prior to segmenting *me*, point to yourself, say *me*, then ask students to repeat the word. Then, direct students to point to themselves, and say *me*.

**ELPS 2.A; ELPS 2.E;
ELPS 3.A**

1A



is

2A



/i/

3A



/z/

- | | |
|-----------------|------------------|
| 1. is /i/ /z/ | 3. knee /n/ /ee/ |
| 2. Joe /j/ /oe/ | 4. me /m/ /ee/ |

- TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries. **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.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.



Foundational Skills





Foundational Literacy Skills

Prior to segmenting *sad* and *pig*, make a sad expression (frowning, pretending to cry, etc.), then say the word *sad*. Ask students to repeat the word. Have students make a sad expression and say the word again. Then show students the picture of the pig, say *pig*, and have students repeat the word.

ELPS 2.A; ELPS 2.E;
ELPS 3.A

Part B

- Follow the steps outlined in Lesson 1.

1B	2B	3B	4B
			
cat	/k/	/a/	/t/

- | | |
|----------------------|--------------------|
| 1. knock /n/ /o/ /k/ | 3. sad /s/ /a/ /d/ |
| 2. get /g/ /e/ /t/ | 4. pig /p/ /i/ /g/ |



Observation: Oral Segmenting Observation Record

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

Large Letter Cards



Challenge

Challenge students to think of words beginning with these sounds.

Sound/Spelling Review

- Review letter-sound correspondences using the Large Letter Cards you prepared in advance.



Observation: Letter Sounds Observation Record

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

TEACHER DEMONSTRATION (10 MIN.)

Read *Pet Fun*

- Display the *Pet Fun* Big Book or use the digital version. Demonstrate positioning the book right side up.
- Ask students to read the title of the book.
- Introduce parts of a book to students (cover page with title, title page, back cover, page numbers). **TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.2.D.iii**
- Read the story once without interruption, running a finger beneath the words as you read them, and model turning the pages correctly.
- Read the story a second time, pausing to point out that print goes from left to right across the page and that words are separated by spaces. Call on volunteers, and ask them to identify individual sounds. Then have them identify words within the sentences. Also, discuss word meanings and ask questions, such as “What is a vet? How does the picture help you understand what a vet does?”
- If you have time, read the story again, having students read individual phrases.

RAINBOW LETTERS (15 MIN.)

- Distribute Activity Page 12.1 and crayons or colored pencils.

➤ Digital Component 12.1

- Display the activity page.
- Show students how to trace the letter ‘n,’ pointing out that you are starting at the dot and staying between the lines. Tell students to trace the ‘n’ several times, using a different color each time.
- Tell students to trace all of the letters on the page, tracing each letter several times with different colors.
- Have students work independently on Activity Page 12.1, while you work individually with students administering Part 2 of the Reading Assessment.

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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.

Big Book: *Pet Fun*



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Foundational Skills

Print Awareness

Model for students how to run your finger beneath the words to read from left to right and top to bottom. For additional support and to help individual students with left-to-right directionality, you may wish to place a large green “start star” on the left of the student’s desk and a large red “stop dot” to the right.

ELPS 4.B

Activity Page 12.1





STUDENT PERFORMANCE ASSESSMENT

Reading Assessment (Part 2)

Note: Part 2 involves assessing students individually by having them read aloud ten words printed on separate cards.

Administration

- Show the cards you prepared in advance to the student one at a time and ask the student to read the word.
- Use the Record Sheet for Unit 4 Word Reading Assessment on Activity Page 12.2 to record each word as the student reads it.

Scoring and Analysis

Scoring is based on one point assigned for every sound in a word that 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

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 medial 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 5. It is strongly recommended that you provide substantial practice and remediation using the activities in the Pausing Point for those students who do not understand the concept of blending or who have not mastered the eight letter-sound correspondences taught in Unit 4. These students will only fall further behind if they move on to Unit 5 without remediation.

STOMP AND SPELL (15 MIN.)

- Tape the spellings on the floor to resemble the setup on a pocket chart with vowel spellings on top, consonants below.
- Choose a student to review the vowel spellings by stomping 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 *pen* for the student to “stomp and spell.” The student should stomp on each letter in the word to spell it.
- Repeat with the words listed below.

1. pen	5. fan	9. hen
2. van	6. vet	10. zap
3. hop	7. zip	11. hop
4. sip	8. fin	12. set

VOWEL PAIRS (15 MIN.)

➤ Digital Component 12.2

- Distribute and display Activity Page 12.3.
- Point to the first row of words, and tell the class you are going to say one of the two words.
- Say the word *sit* and use it in a sentence orally.
- Ask students which of the two words spells *sit*.
- Once students have answered correctly, have students circle *sit*, following your example, and copy the word on the line.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

1. sit	3. top	5. net
2. mat	4. pen	6. vet

Activity Page 12.3



Lesson 12: Foundational Skills Remediation

Additional Support

PROGRESS MONITORING (OPTIONAL)**Word Reading**

This assessment involves asking individual students to read seven words.

- Copy **Activity Page TR 12.1** and cut out the words. You may want to use one set of words to assess each student, or make each student a set to use for flash card practice.
- Make one copy of **Activity Page TR 12.2** (Record Sheet) for each student.
- Use the sample word card, *ten*, to model the process.
- Show each card to the student one at a time.
- Record student responses on **Activity Page TR 12.2**.
- Place a check next to each word read correctly.
- For misread words, write exactly what the student said as the word is sounded out.
- If the student misreads a word, prompt them to try to read the word again, letting them know the first attempt was incorrect.

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

- 14 or 15 points—excellent
- 11–13 points—good
- 8–10 points—fair
- Less than 8 points—poor

MORE HELP SEGMENTING

Push & Say (Word Builder)

- Prepare one copy of **Activity Page TR 1.1** (Sound Boxes) and one set of letter cards (**Activity Pages TR 2.4 and TR 9.4**) for each student.
- Say a word, such as *hat*.
- Students echo the word and then individually work to select the letter cards for the sound/spellings identified as they segment the word into phonemes.
- Have students place the letter cards directly below the boxes in the correct positions from left to right. Tell students they will not always use all the Sound Boxes.
- Once you see a student is ready, ask them to push the cards into the boxes from left to right and say the sound as they push each card. Students should immediately run their finger under the word in one smooth motion and say the whole word blended.
- Clear the board for the next word.

1. hat	6. hen	11. van
2. ten	7. fin	12. pen
3. vet	8. fan	13. fed
4. zip	9. pet	14. hop
5. sap	10. set	15. pin

MORE HELP WITH LETTER SOUNDS

Sound Dictation

- Select **Large Letter Cards** for previously taught sound/spellings that students need to practice: **'m', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'**
- Distribute **paper** and **crayons or pencils**. Give students the Large Letter Cards for the sound/spellings that need further practice.
- Say a sound, and ask the student with the Large Letter Card for that sound to stand up.
- Remind students how to print the letter, and encourage them to trace the spelling in the air. Have students print the letter on paper.
- Repeat for the other sounds.

MORE HELP CHAINING

Large Card Chaining

- See Lesson 10 for instructions.

1. at > mat > fat > hat > sat > pat > pit > pot > pop > pod
2. man > tan > can > fan > van > pan > man > map > zap > zip
3. in > pin > pen > hen > den > men > ten > tan > tag > tap
4. mat > mad > had > hid > hit > sit > set > net > not > dot

MORE HELP READING

Pet Fun

- Reread *Pet Fun*, using the Big Book.
- 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.
- Ask one student at a time to read the phrase on each page, standing close to the Big Book and pointing a finger under each word, from left to right, as they read.

BASIC CODE

Student Performance Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

- ✚ Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
- Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- As the teacher reads *Pet Fun* aloud, students will track print from top to bottom, left to right, and will read some of the phrases aloud.
- ✚ **TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.2.D.iii**
- Students will accurately write the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' 'o,' and 'e.' **TEKS K.2.E**
- Students will read, spell, and write simple CVC words and will match them to the appropriate picture. **TEKS K.2.B.ii; TEKS K.2.C.i**

FORMATIVE ASSESSMENT

Observation Oral Segmenting Observation Record

✚ **TEKS K.2.A.x**

Observation Letter Sounds Observation Record

✚ **TEKS K.2.B.i**

Activity Page 12.2 Reading Assessment (Part 2)

✚ **TEKS K.2.B.ii**

- ✚ **TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **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; **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 Segmenting - Sound/Spelling Review (Phonological Awareness, Phonics)	Whole Group	5 min.	❑ Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o'
Teacher Demonstration: Read <i>Pet Fun</i> (Print Concepts)	Whole Group	15 min.	❑ <i>Pet Fun</i> Big Book
Sound Dictation (Conventions of Standard English)	Whole Group	10 min.	❑ Large Letter Cards for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o'
Practice: - Circle the Spelling - Label the Picture - Rainbow Letters (Phonics, Language)	Independent	30 min.	❑ crayons or colored pencils ❑ Activity Pages 13.1–13.3
Student Performance Assessment: Reading Assessment (Part 2) (Phonics)	Independent		❑ Activity Page 12.2 ❑ Word Cards for Reading Assessment (Part 2)
Take-Home Material			
Word Wheel			❑ Activity Page 13.4

ADVANCE PREPARATION

Note to Teacher

In this lesson, you will administer Reading Assessment (Part 2) to students who scored 7 or fewer points on Part 1. 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 listed in the Lesson at a Glance.
- Prepare to display the *Pet Fun* Big Book or download the digital version of the *Pet Fun* Big Book from the program's online materials.

Universal Access

- Bring in a picture of a pig (or stuffed animal, figurine, or other toy pig) to use for Oral Segmenting.

Lesson 13: Basic Code

Foundational Skills

60M

Primary Focus

- Students will orally segment words with two or three phonemes. **TEKS K.2.A.x**
Students will provide the corresponding sound when presented with the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' and 'o.' **TEKS K.2.B.i**
- As the teacher reads *Pet Fun* aloud, students will track print from top to bottom, left to right, and will read some of the phrases aloud.
- TEKS K.2.D.i; TEKS K.2.D.ii; TEKS K.2.D.iii**
Students will accurately write the following lowercase letters: 'm,' 'n,' 'p,' 't,' 'd,' 'f,' 'v,' 'c,' 'g,' 's,' 'z,' 'h,' 'i,' 'a,' 'o,' and 'e.' **TEKS K.2.E**
- Students will read, spell, and write simple CVC words and will match them to the appropriate picture. **TEKS K.2.B.ii; TEKS K.2.C.i**

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Foundational Skills

Foundational Literacy Skills

Prior to segmenting *knee* and *me*, point to your knee, say *knee*, and ask students to repeat. Next, point to yourself, say *me*, then ask students to repeat. You may also ask students to point to their own knee and themselves as they repeat each word again.




ELPS 2.A; ELPS 2.E;**ELPS 3.A**

WARM-UP (5 MIN.)

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1.

1A 	2A 	3A 
is	/i/	/z/

- TEKS K.2.A.x** Demonstrate phonological awareness by segmenting spoken one-syllable words into individual phonemes; **TEKS K.2.B.i** Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent; **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; (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries; **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; **TEKS K.2.C.i** Demonstrate and apply spelling knowledge by spelling words with VC, CVC, and CCVC.



Foundational Skills

Foundational Literacy Skills





Prior to segmenting *sad* and *pig*, make a sad expression (frown, pretend to cry, etc.), then say *sad*. Ask students to repeat the word. Have students make a sad expression and say the word again. Then, show students the picture of the pig, say *pig*, and have students repeat the word.

ELPS 2.A; ELPS 2.E;
ELPS 3.A

- | | |
|-----------------|------------------|
| 1. is /i/ /z/ | 3. knee /n/ /ee/ |
| 2. Joe /j/ /oe/ | 4. me /m/ /ee/ |

Part B

- Follow the steps outlined in Lesson 1.

1B  cat	2B  /k/	3B  /a/	4B  /t/
--	--	--	--

- | | |
|----------------------|--------------------|
| 1. knock /n/ /o/ /k/ | 3. sad /s/ /a/ /d/ |
| 2. get /g/ /e/ /t/ | 4. pig /p/ /i/ /g/ |



Observation: Oral Segmenting Observation Record

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

Sound/Spelling Review

- Review letter-sound correspondences using the Large Letter Cards you prepared in advance.

Large Letter Cards



Challenge

Challenge students to think of words beginning with these sounds.

Big Book: Pet Fun



Large Letter Cards 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.

TEACHER DEMONSTRATION (15 MIN.)

Read *Pet Fun*

- Display the *Pet Fun* Big Book or use the digital version. Demonstrate positioning the book right side up.
- Review the parts of a book with students (cover page with title, title page, back cover, page numbers).
- Read the story once without interruption, running a finger beneath the words as you read them, and model turning the pages correctly.
- Read the story a second time, pausing to point out that print goes from left to right across the page and words are separated by spaces. Distinguish between letters and words within sentences. Also, discuss word meanings and ask questions, such as "What is a pen? How does the picture help you figure out what the word means?"
- If you have time, read the story again, having students read individual phrases.

SOUND DICTATION (10 MIN.)

- Distribute paper and pencils.
- Give sixteen students the Large Letter Cards you prepared in advance
- Say a sound, and ask the student with the Large Letter Card for that sound to stand up.
- Remind students how to print the letter, and encourage them to trace the spelling in the air. Then have students print the letter on paper.
- Repeat for the remaining sounds.
- Show students how to trace the letter 'n,' pointing out that you are starting at the dot and staying between the lines. Trace the 'n' several times, using a different color each time.
- Have students follow along on their activity pages.
- Continue demonstrating (providing guided practice) until students are ready to work independently.



Check for Understanding

As students hold up their letter cards, check to see that they are displaying the correct picture of the sounds.

PRACTICE (30 MIN.)

- Distribute Activity Pages 13.1, 13.2, and 13.3. Explain the directions for each activity page so students can complete them independently while you work individually with students on the Reading Assessment.

Circle the Spelling (Activity Page 13.1)

- Have students identify each picture, circle the letter that matches the sounds (initial, medial, end), then write the word on the line provided.

Label the Picture (Activity Page 13.2)

- Have students read the word and write the word under the picture that matches the word.

Rainbow Letters (Activity Page 13.3)

- Have students start at the dot and trace the letter 'm' several times, using a different color crayon or colored pencil each time.

STUDENT PERFORMANCE ASSESSMENT

Reading Assessment (Part 2)

- Follow the procedure explained in Lesson 12.

End Lesson

Take-Home Material

WORD WHEEL

- Have students give Activity Page 13.4 to a family member.

Activity Pages 13.1–13.3



Activity Page 12.2



Activity Page 13.4



Lesson 13: Foundational Skills Remediation

Additional Support

MORE HELP ISOLATING SOUNDS

Circle Spelling

- Make one copy of **Activity Page TR 13.1 or TR 13.2** for each student.
- Using the lists in the box, review the names of all pictures.
- Tell students you are going to say two words at a time. The words will be very similar, but one will have a sound we are listening for.
- Ask students: “Which picture begins with the /_ / sound?” (for beginning consonants) or “Which picture has the /_ / sound in the middle?” (for medial vowels).
- Students should circle the matching picture on the activity page.
- Model with the sample item.
- Prompt students to look at the next row of pictures and circle the picture with the target sound.
- Work through the remaining rows. (Correct answers are noted in bold.)

Activity Page TR 13.1	Activity Page TR 13.2
<p>SAMPLE: /p/—hen, pen</p> <p>1. /n/—nut, mutt</p> <p>2. /s/—zip, sip</p> <p>3. /h/—hop, pop</p> <p>4. /e/—man, men</p>	<p>SAMPLE: /t/—dot, tot</p> <p>1. /z/—sit, zip</p> <p>2. /v/—fan, van</p> <p>3. /p/—hat, pat</p> <p>4. /e/—pen, pin</p>

MORE HELP WITH DICTATION

Word Recognition

- Provide a copy of **Activity Page TR 13.3** for each student (or distribute Activity Page PP.7).
- Point to the first row of words, and tell students you are going to say one of the two words.
- Say the word *pot*.
- Ask students which of the two words spells *pot*.
- Have students circle *pot* and then write the word on the line.
- Elicit student responses to complete the activity page providing guided practice.

1. pot	3. set	5. sad
2. met	4. gap	6. sip

Chaining Dictation

- Have students take out a crayon or pencil and a piece of paper.
- Explain that you are going to say a number of words, and each word will have three sounds.
- Tell students each new word will be very similar to the previous word, but one sound will be different, as in the chaining games they have been playing.
- Tell students to write each word you say.
- For each word you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *pad*, three lines would be drawn on the paper: __ __ __. Once students have drawn one line for each sound in the word, instruct them to write the word's spellings on their respective lines. Finally, ask students to read the word back to you.

- If students are having trouble remembering the letter forms during dictation, draw their attention to the Sound Posters or write the letters on the board/chart paper.
- As you move from one word to the next, use the chaining phrase, “If that is *pad*, show me *had*.”

1. pad > had > hid > did > dad > mad > mat > met > set > sit
2. pan > van > fan > fin > tin > ten > den > hen > men > man
3. hit > hot > pot > pop > top > tap > sap > zap > zip > sip

MORE HELP READING

Pet Fun

- Reread *Pet Fun*, using the Big Book.
- 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.
- Ask one student at a time to read the phrase on each page, standing close to the Big Book and pointing a finger under each word, from left to right, as they read.

TRICKY WORD

Introduce *The*

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the Tricky Word *the* and will use it with adult assistance to edit sentences. **TEKS K.2.B.iv; TEKS K.2.E; TEKS K.10.D.iv**

Students will read simple CVC words and act them out, and will choose the correct CVC word to match a picture. **TEKS K.2.B.ii**

Students will read phrases with simple CVC words and will match them to the appropriate picture. **TEKS K.2.B.ii; TEKS K.2.D.iii**

FORMATIVE ASSESSMENT

Activity Page 12.2 Reading Assessment (Part 2)

TEKS K.2.B.ii

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.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.10.D.iv** Edit drafts with adult assistance using standard English conventions, including: adjectives, including articles; **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.D.iii** Recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Introduce Tricky Word: <i>The</i> (Word Recognition)	Whole Group	20 min.	<input type="checkbox"/> Tricky Word Wall (Digital Components) <input type="checkbox"/> yellow index cards <input type="checkbox"/> Picture Reader <input type="checkbox"/> Activity Page 14.1
Sound Dictation (Conventions of Standard English)	Whole Group	10 min.	<input type="checkbox"/> Large Letter Cards for ‘m,’ ‘n,’ ‘t,’ ‘d,’ ‘c,’ ‘g,’ ‘f,’ ‘v,’ ‘s,’ ‘z,’ ‘p,’ ‘h,’ ‘i,’ ‘e,’ ‘a,’ and ‘o’
Practice: - Circle the Word - Connect It (Phonics)	Independent	30 min.	<input type="checkbox"/> Activity Pages 14.2, 14.3
Student Performance Assessment: Reading Assessment (Part 2) (Phonics)	One-on-One		<input type="checkbox"/> Activity Page 12.2 <input type="checkbox"/> Word Cards for Reading Assessment (Part 2)
Take-Home Material			
Tricky Word: <i>The</i>			<input type="checkbox"/> Activity Page 14.4

ADVANCE PREPARATION

Foundational Skills

- If you have not already done so, you may want to start a Tricky Word Wall. Be sure to write Tricky Words on yellow cards to signal that students need to proceed with caution when reading these words. (When adding decodable words to the Word Wall, write these words on green cards.)

➤ Digital Component 14.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 14.1) on the board/chart paper or display the digital version.
- Prepare to load pages 19–22 from the digital Picture Reader found on the program's online materials.
- Select the Large Letter Cards listed in the Lesson at a Glance.

Lesson 14: Basic Code

Foundational Skills

60M

Primary Focus

Students will read the Tricky Word *the* and will use it with adult assistance to edit sentences. **TEKS K.2.B.iv; TEKS K.2.E; TEKS K.10.D.iv**

Students will read simple CVC words and act them out, and will choose the correct CVC word to match a picture. **TEKS K.2.B.ii**

Students will read phrases with simple CVC words and will match them to the appropriate picture. **TEKS K.2.B.ii; TEKS K.2.D.iii**

**INTRODUCE TRICKY WORD: THE (20 MIN.)****TEKS K.10.D.iv****Tricky Word Review**

- Tell students that most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Tell students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Tell students that you created a Tricky Word Wall to help them review and remember the Tricky Words they have learned. Show students the Tricky Words you prepared in advance.

Digital Component 14.1

- | | |
|---------------|-----------------|
| 1. <u>one</u> | 3. <u>three</u> |
| 2. <u>two</u> | |

- Explain that Tricky Words are written on yellow cards to signal that students need to proceed with caution when reading these words. Tell them that when decodable words are added to a word wall, you will write these words on green or white cards. Green means go!
- Point out that the tricky parts of each word are underlined.



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.E** Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality; **TEKS K.10.D.iv** Edit drafts with adult assistance using standard English conventions, including: adjectives, including articles; **TEKS K.2.B.ii** Demonstrate and apply phonetic knowledge by: (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words; **TEKS K.2.D.iii** Recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.

- Review the Tricky Words *one*, *two*, and *three* with one of the review activities suggested in the Introduction of this Teacher Guide (Say It Fast, I'm Thinking of a Word, or What's the Tricky Word?).
- Add the cards for *one*, *two*, and *three* to the Tricky Word Wall.

Tricky Word: *The*

Note: The word *the* can also be pronounced /th/ /ee/ when strongly emphasized, as in, “This is the best game I have ever played.” You may discuss pronunciation variations with students if the topic comes up, but it is not important at this point. You may omit it if you think it will confuse students. It is more important that they learn the unstressed versions and understand the concept of Tricky Words.

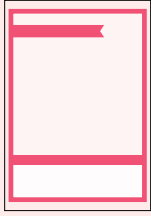
- Write the Tricky Word *the* on the board and ask students how they would pronounce it by blending. (They may say /t/ /h/ /e/, which is not a real word.)
- Tell students we actually pronounce this word /th/ /u/ as in, “Please bring me the puzzle.”
- Underline the letters ‘t’ and ‘h’ and explain that this the first tricky part of the word. They would probably expect the letter ‘t’ to be pronounced /t/ and the letter ‘h’ to be pronounced /h/. But these two letters work together to make the /th/ sound.
- Now underline the letter ‘e’ and explain it is also a tricky part of the word. They would probably expect this letter to be pronounced /e/, but it is pronounced /u/.
- Tell students that when reading *the*, they have to remember to pronounce the letters ‘t’ and ‘h’ as /th/ and the letter ‘e’ as /u/.
- Tell students that when writing *the*, they have to remember to spell the /th/ sound with the letters ‘t’ and ‘h’ and the /u/ sound with the letter ‘e’.
- Point to the word *the* as you say the following sentence, “The book is heavy.” Ask students to **Turn and Talk**, completing the following sentence frame with another word: “The book is . . .”
- Write the Tricky Word *the* on a yellow card and add it to the Tricky Word Wall.



Check for Understanding

As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Word *the*.

Picture Reader

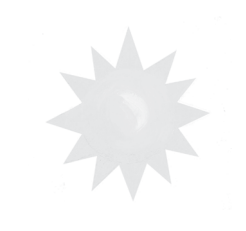





Page 19

Picture Reader and Activity Page

- Display page 19 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

			
sun	moon	clouds	stars

- Point to *the* at the top of the page, asking all students to read the word aloud.
- Tell students to turn to page 20 .
- Now point to the first phrase on this page.
- Call on individual students to read each phrase on pages 20–22 aloud.
- Distribute Activity Page 14.1 and complete each item as a class. Ask one student to read each sentence aloud and have all students say and write the word *the* in the blank space to complete the sentence.

Activity Page 14.1



SOUND DICTATION (10 MIN.)

- Distribute paper and pencils.
- Give sixteen students the Large Letter Cards you prepared in advance
- Say a sound, and tell the student with the Large Letter Card for that sound to stand up.
- Remind students how to print the letter, and encourage them to trace the spelling in the air. Have students print the letter on paper.
- Repeat for the remaining sounds.

Large Letter Cards



PRACTICE (30 MIN.)

- Distribute Activity Pages 14.2 and 14.3. Explain the directions for each activity page so students can complete them independently while you work individually with students on the Reading Assessment.

Circle the Word (Activity Page 14.2)

- Have students read each word, circle the word that matches each picture, then write the word on the line provided.

Connect It (Activity Page 14.3)

- Remind students words can be combined to make phrases, and there are spaces between the words in a phrase.
- Have students draw a line from each phrase to the matching picture.

STUDENT PERFORMANCE ASSESSMENT

Reading Assessment (Part 2)

- Follow the procedures explained in Lesson 12.

End Lesson

Take-Home Material

TRICKY WORD: THE

- Tell students to take home Activity Page 14.4 to practice reading the Tricky Word with a family member.

Activity Pages 14.2, 14.3



Activity Page 12.2



Activity Page 14.4



Support

If students have difficulty wiggling only one finger at a time, they can tap on each finger with the pointing finger of their opposite hand as you say each sound.

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Foundational Skills

Foundational Literacy Skills

Prior to segmenting *go* and *no*, tell students that these words are often used to talk about movement. Show them the picture of a green light, say the word *go*, then ask them to repeat it. Next show them the picture of a red light, tell them that this means stop, but you want them to use this picture to remember the word *no*. Ask them to repeat the word. Repeat showing the pictures and saying “Green means go; red means no.” Proceed with segmenting the last two words.

ELPS 2.A; ELPS 2.E;

ELPS 3.A

Lesson 14: Foundational Skills Remediation

Additional Support

MORE HELP ORAL SEGMENTING

Oral Segmenting





Part A

- Follow the steps outlined in Lesson 1.

1A	2A	3A
go	/g/	/oe/

- | | |
|----------------|-----------------|
| 1. go /g/ /oe/ | 3. Joe /j/ /oe/ |
| 2. no /n/ /oe/ | 4. so /s/ /oe/ |

Part B

1B	2B	3B	4B
			
cat	/k/	/a/	/t/

- Follow the steps outlined in Lesson 1.

- | | |
|--------------------|--------------------|
| 1. cat /k/ /a/ /t/ | 3. bet /b/ /e/ /t/ |
| 2. bat /b/ /a/ /t/ | 4. Ben /b/ /e/ /n/ |

Sound/Spelling Review

- Gather the **Large Letter Cards** for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o.'
- Follow the steps outlined in Lesson 1.
- Challenge students to think of words beginning with each sound.

MORE HELP WITH READING AND WRITING

Bingo

- Make enough copies of **Activity Page TR 10.1** for each student to have a Bingo board. Make one copy of the Bingo Word Cards (**Activity Page TR 10.2**) and cut apart the word cards.
- Follow directions for Bingo in Lesson 10.

Word Recognition

- Make one copy of **Activity Page TR 14.1** for each student.
- Point to the first row of words, and tell students you are going to say one of the two words.



Foundational Skills

Foundational Literacy Skills

Prior to segmenting *cat* and *bat*, tell students that you have pictures to show them to help them remember the words. Point to the picture of the cat, say *cat* and ask students to repeat the word. Then point to the picture of the bat, say *bat*, and ask students to repeat it. Proceed with segmenting the next two words.

ELPS 2.A; ELPS 2.E;
ELPS 3.A

- Say the word *it*.
- Ask students which of the two words spells *it*.
- Have students circle *it* and then write the word on the line.
- Elicit student responses to complete the activity page providing guided practice.

- | | | |
|--------|--------|--------|
| 1. it | 3. pot | 5. mop |
| 2. set | 4. zap | 6. hid |

MORE HELP WITH SOUND/SPELLINGS

Sound Sprints

- Make two sets of large cards with previously taught sound/spellings. Place them 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.
- The first student to return with the correct letter is the winner.

TRICKY WORD

Introduce A

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the Tricky Word a. **TEKS K.2.B.iv; TEKS K.10.D.iv**

Students will read and spell simple CVC words and will match them to the appropriate picture **TEKS K.2.B.ii; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.E**

FORMATIVE ASSESSMENT

Activity Page 12.2 Reading Assessment (Part 2)

TEKS K.2.B.ii

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.10.D.iv** Edit drafts, with adult assistance, using standard English conventions, including adjectives, including articles; **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; **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			
Introduce Tricky Word: A (Word Recognition)	Whole Group	20 min.	<input type="checkbox"/> Tricky Word Wall (Digital Components) <input type="checkbox"/> one yellow and one green or white index card <input type="checkbox"/> Picture Reader <input type="checkbox"/> Activity Page 15.1
Phrases and Wiggle Cards (Phonics)	Whole Group	10 min.	<input type="checkbox"/> index cards
Spelling Hopscotch (Phonics, Language)	Whole Group	15 min.	<input type="checkbox"/> Spelling Hopscotch vowel spellings 'a,' 'i,' 'o,' and 'e' and consonant spellings 'n,' 'h,' 's,' 'f,' 'v,' 'z,' 'p,' and 't'
Word Box (Phonics)	Independent	15 min.	<input type="checkbox"/> Activity Page 15.2
Student Performance Assessment: Reading Assessment (Part 2) (Phonics)	One-on-One		<input type="checkbox"/> Activity Page 12.2 <input type="checkbox"/> Word Cards for Reading Assessment (Part 2)
Take-Home Material			
Practice Pack; Tricky Word: A			<input type="checkbox"/> Activity Pages 15.3, 15.4

ADVANCE PREPARATION

Foundational Skills

➤ Digital Component 15.1

- If you do not have a Tricky Word Wall, write the Tricky Words from the chart in Tricky Word Review (Digital Component 15.1) on the board/chart paper or display the digital version.
- Prepare to load pages 23–30 from the digital Picture Reader found on the program's online materials.
- Write the following phrases or words on cards, one per card. Use these cards for the Wiggle Card activity.

- | | |
|-----------------|-----------------|
| 1. <u>a</u> cat | 6. <u>a</u> dad |
| 2. <u>a</u> dog | 7. <u>a</u> vet |
| 3. <u>a</u> pig | 8. hot |
| 4. <u>a</u> hen | 9. mad |
| 5. <u>a</u> mom | 10. sad |

- Add to the Spelling Hopscotch materials you created for Unit 3 or make new materials by writing the sound/spellings listed in the Lesson at a Glance on circular sheets of paper or card stock. Laminate if possible.

Lesson 15: Introduce A

Foundational Skills

60M

Primary Focus

- Students will read the Tricky Word *a*. **TEKS K.2.B.iv; TEKS K.10.D.iv**
- Students will read and spell simple CVC words and will match them to the appropriate picture. **TEKS K.2.B.ii; TEKS K.2.B.iii; TEKS K.2.C.i; TEKS K.2.E**

INTRODUCE TRICKY WORD: A (20 MIN.)

Tricky Word Review

- Tell students that while most words in English “play by the rules” and are pronounced exactly the way you would expect, but some do not. Words that do not “play by the rules” are called Tricky Words.
- Tell students, even in a Tricky Word, some parts are pronounced just as you would expect. Usually, only one or two letters are tricky.
- Refer the Tricky Words you prepared in advance.

➤ Digital Component 15.1

- | | |
|---------------|-----------------|
| 1. <u>one</u> | 3. <u>three</u> |
| 2. <u>two</u> | 4. <u>the</u> |

- Explain that Tricky Words are written on yellow cards to signal that students need to proceed with caution when reading these words. Tell them that when decodable words are added to the Word Wall you will write these words on green cards. Green means go!
- Point out that the tricky parts of each word are underlined.
- Review the Tricky Words *one*, *two*, *three*, and *the* with one of the review activities suggested in the Introduction of this Teacher Guide (e.g., Say It Fast, I’m Thinking of a Word, What’s the Tricky Word?, etc.).
- If you haven’t already, add the cards for *one*, *two*, *three*, and *the* to the Tricky Word Wall.

- **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.10.D.iv** Edit drafts, with adult assistance, using standard English conventions, including adjectives, including articles; **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; **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.

Tricky Word: A

Note: Both *the* and *a* can be pronounced two different ways. The word *the* can be pronounced /th/ /ee/ when strongly emphasized, as in, “This is the best game I have ever played.” In the same way, the word *a* can be pronounced /ae/ when it receives sentence stress. For example, if somebody brought you five puzzles but you only wanted one, you might say, “I said bring me a puzzle.” You may discuss pronunciation variations with students if the topic comes up, but it is not important at this point. You may omit it if you think it would confuse students. It is more important that they learn the unstressed versions and understand the concept of Tricky Words.

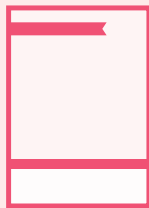
- Write the lowercase letter *a* on the board/chart paper and ask students how they would pronounce it. (They should say /a/.)
- Tell students that this letter is actually a word by itself that is pronounced /u/ as in, “May I have a cookie?”
- Tell students that when reading *a*, they have to remember to pronounce it /u/.
- Tell students that when writing *a*, they have to remember to spell it with the letter ‘a.’
- Point to the word *a* as you say the following sentence, “Do you have a pencil?” Ask students to **Turn and Talk**, completing the following sentence frame with another word: “Do you have a . . . ?”
- Write the Tricky Word *a* on a yellow card and add it to the Tricky Word Wall.



Check for Understanding

As students **Turn and Talk**, circulate through the room, listening for correct pronunciation and grammatically correct use of Tricky Word *a*.

Note: Since students have learned all the corresponding letter sounds, they can read the word *and* as a decodable word. We have chosen to include the word *and* in this lesson and the Picture Reader for two reasons: it is a high-frequency word that merits additional practice to ensure automatic student recognition, and it is also useful to pair reading of phrases that include the Tricky Words *a* and *the*.







- Write the word *and* on the board/chart paper and ask students to read this word.
- Tell students that the word *and* is not tricky because it “follows the rules” and is pronounced exactly the way you think it should be.
- Point to *and* as you say the following sentence, “I am tired and hungry.”
- Ask students to **Turn and Talk**, filling in the blanks for the sentence frame “I am _____ and _____.” with two different words.
- Write the decodable word *and* on a green or white card and add it to the Tricky Word Wall.

Picture Reader and Activity Page

- Display page 23 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

			
bird	plane	butterfly	rainbow

- Point to *a* at the top of the page, asking all students to read the word aloud.
- Tell students to turn the page to page 24.
- Now point to the first phrase on this page.
- Call on individual students to read each phrase on pages 24–26 aloud.
- Have students turn to page 27.
- Point to *and* at the top of the page, asking all students to read the word aloud.
- Tell students to turn the page to page 28.
- Point to the first phrase on this page.

- Call on individual students to read each phrase on pages 28–30 aloud.
- Distribute Activity Page 15.1 and complete each item as a class. Ask one student to read each sentence aloud and have all students say and write the word *a*, *the*, or *and* in the blank space to complete the phrase.

PHRASES AND WIGGLE CARDS (10 MIN.)

- Hold up each card you prepared in advance and say, “Pretend to be . . .” Have students read the card and perform the action.

SPELLING HOPSCOTCH (15 MIN.)

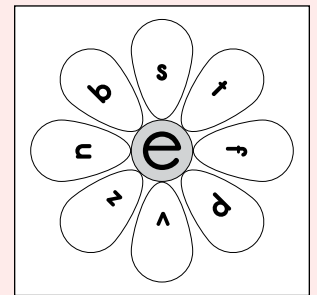
Note: This game may be played in the classroom, in the gym, or on the playground.

- 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.
- Ask a student to spell a 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—/h/ . . . /e/ . . . /n/—and then blend them to make the word—*hen*.
- Ask students whether the word is a real word or silly word.
- Repeat with additional students.
- After students have made a few words with ‘e,’ substitute 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.

WORD BOX (15 MIN.)

- Distribute Activity Page 15.2.
- Explain the directions so students can complete it independently while you work individually with students on the Reading Assessment.
- Have students read each word, select which of the pictures matches the word, and then write the word under the matching picture.

Activity Page 15.1



Activity Page 15.2



Activity Page 12.2



Activity Pages
15.3, 15.4



STUDENT PERFORMANCE ASSESSMENT

Reading Assessment (Part 2)

- Follow the procedures explained in Lesson 12.

End Lesson

Take-Home Material

PRACTICE PACK AND TRICKY WORD: A

- Tell students to take home Activity Pages 15.3 and 15.4 to practice with a family member.

Lesson 15: Foundational Skills Remediation




Additional Support

MORE HELP WITH ORAL SEGMENTING

Oral Segmenting

Part A

- Follow the steps outlined in Lesson 1 and Additional Support Lesson 14.

1A	2A	3A
		
go	/g/	/oe/

- | | |
|----------------|-----------------|
| 1. go /g/ /oe/ | 3. Joe /j/ /oe/ |
| 2. no /n/ /oe/ | 4. so /s/ /oe/ |

Support

If students have difficulty wiggling only one finger at a time, they can tap on each finger with the pointing finger of their opposite hand as you say each sound.



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Foundational Skills

Foundational Literacy Skills

Prior to segmenting *go* and *no*, tell students that these words are often used to talk about movement. Show them a picture of the green light, say the word *go*, then ask them to repeat it. Next show them a picture of the red light, tell them that this means stop, and explain that you want them to use this picture to remember the word *no*. Ask them to repeat the word. Repeat showing the pictures and saying “Green means go; red means no.” Proceed with segmenting the last two words.

ELPS 1.H; ELPS 2.E







Foundational Skills

Foundational Literacy Skills

Prior to segmenting *cat* and *bat*, tell students that you have pictures to show them to help them remember the words. Point to the picture of the cat, say *cat* and ask students to repeat the word. Then point to the picture of the bat, say *bat*, and ask students to repeat it. Proceed with segmenting the next two words.

ELPS 2.A; ELPS 2.E;
ELPS 3.A

Part B

1B	2B	3B	4B
			
cat	/k/	/a/	/t/

- Follow the steps outlined in Lesson 1 and Additional Support Lesson 14.

- | | |
|--------------------|--------------------|
| 1. cat /k/ /a/ /t/ | 3. bet /b/ /e/ /t/ |
| 2. bat /b/ /a/ /t/ | 4. Ben /b/ /e/ /n/ |

Sound/Spelling Review

- Gather **Large Letter Cards** for 'm,' 'n,' 't,' 'd,' 'c,' 'g,' 'f,' 'v,' 's,' 'z,' 'p,' 'h,' 'i,' 'e,' 'a,' and 'o.'
- Follow the steps outlined in Lesson 1 and Additional Support Lesson 14.
- Challenge students to think of words beginning with each sound.

MORE HELP SPELLING

Sort by Vowel Sound

- Provide a copy of **Activity Page TR 15.1** for each student.
- Ask students to read the first word.
- Ask students if the word *it* has the vowel sound /a/, /o/, /i/, or /e/.
- Have students write the word *it* in the third row, following your example.
- Elicit student responses to complete the activity page together.

Pausing Point

With the conclusion of Unit 4, it is recommended that you pause two days, reviewing the material as needed. You may have students complete any combination of the exercises listed below, in any order. The exercises are listed under the unit skills they satisfy. References to Additional Support lessons that address these skills are included. Additional exercises not included in the Unit 4 lessons have procedures printed in this section.

There are a variety of different activities to choose from during the Pausing Point including those listed below as specific Pausing Point activities, and the activities in Additional Support at the end of each lesson.

PAUSING POINT TOPIC GUIDE

Recognize and Isolate the Sounds Taught in Unit 4

More Help with Sound/Spellings	Additional Support Lessons 3, 4, 7, 9, 14
More Help Segmenting	Additional Support Lessons 1–4, 6–9, 12, 14, 15
More Help with Sounds	Additional Support Lessons 5, 12, 13
I’m Thinking of Something	Page 171
Sound Riddles	Page 172
Tongue Twister	Page 172
Mirror, Mirror	Page 172
Simon Says Sounds	Page 172
Guess the Sound!	Page 172
Happy Birthday to You!	Page 173
Sound Search	Page 173
Alphabet Jam	Additional Support Lessons 1–4, 6–9
Sound Dictation	Additional Support Lesson 12

More Help with Sister Sounds

T-Charts

Additional Support
Lesson 11; Page 173

Read Two- and Three-Sound Words

Bingo

Additional Support
Lessons 10, 14

Pocket Chart Chaining for Reading

Additional Support
Lessons 1–4, 6–9, 11

Word Puzzles

Page 173

Pop-Up People

Page 174

Match the Words

Page 174

Relay Blending

Page 174

Read Phrases

Unscramble the Words!

Page 174

Demonstration Story: *Pet Fun*

Additional Support
Lessons 12, 13

Spell Two- and Three-Sound Words with Cards

Large Card Chaining

Additional Support
Lesson 12; Page 175

Unscramble the Sounds!

Page 175

Write the Spellings Taught in Unit 4

Sound Dictation

Additional Support
Lesson 12

Simon Says Sounds

Page 175

Write Two- and Three-Sound Words

Circle Spelling

Page 175

Label the Picture

Page 175

Word Box

Page 175

Write Two- and Three-Sound Words from Dictation

Chaining Dictation	Additional Support Lesson 13; Page 176
Dictation with Phrases	Page 176
Word Recognition	Additional Support Lessons 13, 14; Page 177
Dictation with Words	Page 178
Sort By Vowel Sound	Additional Support Lesson 15; Page 179
Dictation with Phrases (without an activity page)	Page 179

RECOGNIZE AND ISOLATE THE SOUNDS TAUGHT IN UNIT 4

I'm Thinking of Something

- Follow the procedure in Lesson 2 for /f/.

/f/:

1. I'm thinking of the number that comes after three. (*four*)
2. I'm thinking of what we eat. (*food*)
3. I'm thinking of another word for pal or buddy. (*friend*)
4. I'm thinking of an animal that says, "Ribbit!" and hops into a pond. (*frog*)
5. I'm thinking of a body part connected to the bottom of each of your legs. (*feet*)

Sound Riddles

- Follow the procedure in Lesson 3.

/v/:

1. I'm thinking of a doctor who helps sick animals. (*vet*)
2. I'm thinking of another word for carrots, broccoli, and peas. (*vegetables*)
3. I'm thinking of something used to hold flowers in water. (*vase*)
4. I'm thinking of a machine used to clean up dirt on the floor or carpet. (*vacuum*)
5. I'm thinking of an ice cream flavor. (*vanilla*)

Tongue Twister

- Follow the procedure in Lesson 3.

/f/:

Friendly Frank flips fabulous flapjacks on Friday.

/e/:

Ed Evans entertains Evelyn Edwards every Wednesday.

Mirror, Mirror

- Have students observe their mouths when producing the sounds taught in this unit.

Note: This exercise will probably be most successful when you contrast markedly different sounds and have easily observed mouth positions. The sounds /f/, /v/, and /p/ are probably the easiest sounds in this unit to observe because the movements of the lips and teeth are quite pronounced.

Simon Says Sounds

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

- Create multiple sets of cards printed with the letters that have been taught.
- Give each student the same set of cards.
- Play Simon Says, using commands such as: “Simon says, ‘Hold up the letter or sound picture that stands for the /n/ sound as in *net*.’; Simon says, ‘Touch the picture that stands for the /e/ sound as in *egg*.’; ‘Hold up the picture that stands for the /v/ sound as in *van*.’” (Since Simon did not say to hold it up, they should not have held up the picture.)

Guess the Sound!

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

Happy Birthday to You!

- Tell students you have a friend who is having a birthday and you need their help to pick out a gift.
- Explain that they only like things beginning with a certain sound (e.g., /p/).
- Have your students make gift suggestions beginning with the target sound (e.g., *puppy*, *popcorn*, *perfume*).

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.

MORE HELP WITH SISTER SOUNDS

T-Charts

Note: Students have been taught the sister sounds /t/ and /d/, /k/ and /g/, /f/ and /v/, and /s/ and /z/. These sounds are produced in the same way but differ in voicing. Being able to hear whether a sound is voiced (/d/, /g/, /v/, /z/) or unvoiced (/t/, /k/, /f/, /s/) is crucial for correct spelling. In this exercise students will practice hearing the difference between sister sounds.

- Select two sister sounds, for example /t/ and /d/, and gather pictures of items that begin with either of these sounds.
- Draw a chart with two columns on a piece of chart paper and write the target sounds at the top of the chart.
- Show students pairs of pictures, one starting with /t/ and one with /d/, and ask students to identify the beginning sounds.
- Have them place the pictures in the appropriate columns of the chart.
- If students are having difficulties distinguishing sister sounds, have them say the sound pairs repeatedly, touching their throats with their hands. For the voiced sounds they will be able to feel the vibration of the vocal cords. For the unvoiced sounds, if they are said in a clipped fashion without a vowel attached to it like /tu/, they will feel no vibration.
- **Extension:** The target sounds could also be at the end of the words (e.g., *hat* and *dad*). Identifying ending sounds is more difficult than beginning sounds.

Note: Make T-charts for any consonant or vowel sounds that are problematic for students.

READ TWO- AND THREE-SOUND WORDS

Word Puzzles

- Write a number of decodable words on construction paper.

Large Letter Cards



Activity Pages PP.1, PP.2



- Cut each word into puzzle pieces so they are self-correcting, and only fit together in their proper positions.
- Put the pieces of each word in individual bags and let students put the puzzle pieces together to form words.

Pop-Up People

- Have three students sit in front of the class.
- Secretly tell the first student the beginning sound of a three-sound word, the second student the middle sound, and the third student the ending sound. Give each student the matching Large Letter Card.
- Sitting in sequence, have students “pop up” one at a time and say their sounds.
- Ask the rest of the class to read the word, blending the sounds.

Match the Words

- Distribute Activity Pages PP.1 and PP.2.
- Have students cut out the word cards from Activity Page PP.1.
- Have students read the words on the word cards and match them to the words on Activity Page PP.2 by gluing the word cards on top of the matching words.

Relay Blending

- Divide the class into two teams and have each team form a line.
- Say a segmented word (e.g., “/v/ . . . /a/ . . . /n/”), 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 let the next students in line take a turn.

READ PHRASES

Unscramble the Words!

- Write a number of decodable words on card stock.
- Hand two or three cards needed to make a phrase (e.g., *cat on mat*) to three students in random order.

- Have each student say their word.
- Have students arrange the cards to make the phrase.

SPELL TWO- AND THREE-SOUND WORDS WITH CARDS

Large Card Chaining

- See Lesson 10 for directions.

1. at > mat > fat > hat > sat > pat > pit > pot > pop > pod
2. man > tan > can > fan > van > pan > man > map > zap > zip
3. in > pin > pen > hen > den > men > ten > tan > tag > tap
4. mat > mad > had > hid > hit > sit > set > net > not > dot

Unscramble the Sounds!

- Hand three Large Letter Cards needed to spell a three-letter word (e.g., *zip*) to three students in random order.
- Have each student say their sound.
- Have students arrange the cards to spell the given word.

Large Letter Cards



WRITE THE SPELLINGS TAUGHT IN UNIT 4

Simon Says Sounds

- See Simon Says Sounds earlier in this Pausing Point.
- Once students have identified the spelling, have them write it on paper.

WRITE TWO- AND THREE-SOUND WORDS

Circle Spelling

- Have students complete Activity Page PP.3 (both sides).

Label the Picture

- Have students complete Activity Page PP.4 (both sides).

Word Box

- Have students complete Activity Page PP.5 (both sides).

Activity Pages PP.3–PP.5



WRITE TWO- AND THREE-SOUND WORDS FROM DICTATION

Note: In the following dictation exercises students will write spoken words on their own for the first time. Up to this point they have only copied words. You may want to use these exercises with advanced students now or with all students at a later point.

Chaining Dictation

- Have students take out a crayon or pencil and a piece of paper.
- Explain that you are going to say a number of words, each word will have three sounds.
- Tell students each new word will be very similar to the previous word, but one sound will be different, as in the chaining games they have been playing.
- Tell students to write each word you say.
- For each word you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a line on their paper for each sound that they hear. For example, for the word *pad*, three lines would be drawn on the paper: _ _ _. Once students have drawn one line for each sound in the word, instruct them to write the word's spellings on their respective lines. Finally, ask students to read the word back to you.
- If students are having trouble remembering the letter forms during dictation, draw their attention to the sound posters or write the letters on the board/chart paper.
- As you move from one word to the next, use the chaining phrase, "If that is *pad*, show me *had*."

1. pad > had > hid > did > dad > mad > mat > met > set > sit
2. pan > van > fan > fin > tin > ten > den > hen > men > man
3. hit > hot > pot > pop > top > tap > sap > zap > zip > sip

Dictation with Phrases

- Distribute Activity Page PP.6.
- Tell students you are going to say a number of phrases.
- Explain that phrases are written on the activity page, but each phrase is missing one word.
- Ask students to fill in the blanks as you read the phrases.

Activity Page PP.6



- | | |
|-----------------------|-----------------------|
| 1. sit on <u>cot</u> | 4. hot <u>pot</u> |
| 2. cap and <u>hat</u> | 5. hog and <u>pig</u> |
| 3. pig <u>pen</u> | 6. <u>sit</u> on mat |

Word Recognition

- Give each student Activity Page PP.7 or PP.8 and a pencil.
- Point to the first row of words, and tell students you are going to say one of the two words.
- Say the word *pot*.
- Ask students which of the two words spells *pot*.
- Once they have answered correctly, have students circle *pot*, following your example, and then write the word on the line.
- Elicit student responses to complete the activity page together.

Activity Page PP.7

- | | | |
|--------|--------|--------|
| 1. pot | 3. set | 5. sad |
| 2. met | 4. gap | 6. sip |

Activity Pages
PP.7, PP.8



Activity Page PP.8

- | | | |
|--------|--------|--------|
| 1. it | 3. pot | 5. mop |
| 2. set | 4. zap | 6. hid |

Dictation with Words

- Ask students to take out a crayon or pencil and a piece of paper.
- Explain that you are going to say a number of words.
- Have students write each word that you say.
- For each word you say, hold up one finger for each sound.
- Ask students to count the sounds in the word and then draw a horizontal line on their paper for each sound that they hear. For example, for the word *at*, two lines would be drawn on the paper: __ __. Once students have drawn one line for each sound in the word, instruct them to write the word's spellings on their respective lines. Finally, ask students to read the word back to you.
- Use only three to five words for each dictation activity.

- | | | | |
|---------|---------|---------|---------|
| 1. at | 1. hid | 1. vet | 1. if |
| 2. tip | 2. set | 2. sod | 2. fad |
| 3. mat | 3. sat | 3. vat | 3. dip |
| 4. it | 4. an | 4. zip | 4. men |
| 5. dot | 5. sad | 5. fig | 5. sis |
| 6. hot | 6. fin | 6. zap | 6. not |
| 7. van | 7. had | 7. hop | 7. map |
| 8. pot | 8. fed | 8. hip | 8. hog |
| 9. net | 9. pan | 9. pet | 9. on |
| 10. den | 10. fat | 10. fog | 10. can |
| 11. nap | 11. pip | 11. peg | 11. pop |
| 12. ham | 12. fan | 12. pin | 12. hit |
| 13. hen | 13. sip | | |
| 14. in | | | |

**Sort by Vowel Sound**

- Give each student Activity Page PP.9 and a pencil.
- Ask students to read the first word.
- Ask students if the word *it* has the vowel sound /a/, /o/, /i/, or /e/.
- Have the student write the word *it* in the third row, following your example.
- Elicit student responses to complete the activity page together.

Dictation with Phrases (without an activity page)

- Ask students to take out a crayon or pencil and a piece of paper.
- Explain that you are going to say a number of phrases.
- Have students write each phrase you say.
- Use only three to five phrases for each dictation activity.

- | | | |
|----------------|---------------|----------------|
| 1. men in van | 1. sad man | 1. tan dog |
| 2. sit on mat | 2. on map | 2. pin it on |
| 3. dog can dig | 3. pet cat | 3. sip it |
| 4. pig in pen | 4. sad sis | 4. dad can mop |
| 5. tap on it | 5. hot ham | 5. get on mat |
| 6. get in den | 6. mom did it | 6. hot pan |

Teacher Resources

Kindergarten	Foundational Skills 4
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Teacher Guide

Teacher Resources

- Oral Segmenting Observation Record—Unit 4
- Letter Sounds Observation Record—Unit 4
- Sound Sprints Word Cards
- Sound Sprints Picture Cards
- Word Cards for Reading Assessment (Part 2)
- Unit 4 Assessment Record Sheet
- Additional Support Activity Pages
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

- x** - Incorrectly Segmented (write the word given/the sounds segmented)

Subtotal = number of correct responses/total responses per student

[illegible]

- ✓ - Correct letter-sound correspondence (write the sound given)
- ✗ - Incorrect letter-sound correspondence (write the sound given)

Subtotal = number of correct responses/total responses per student

[illegible]

man

can

hat

fin



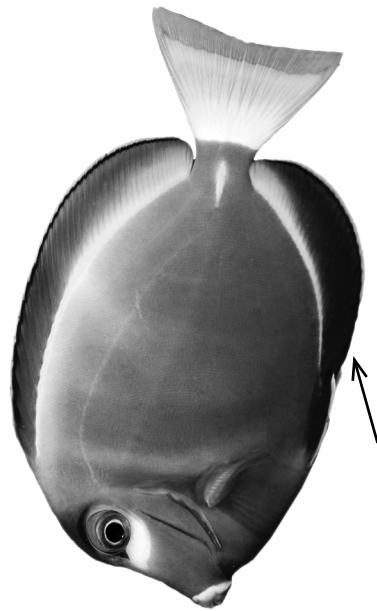
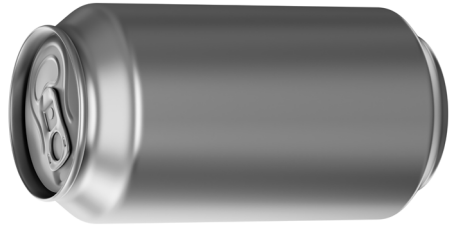
sit

sad

fan

hog







net

sad

van

pot

hen

zip

pen

fan

fin

hat



UNIT 4 ASSESSMENT RECORD SHEET

Date _____

[illegible]

Additional Support Activity Pages

Kindergarten

Skills 4

Teacher Guide

NAME: _____

DATE: _____

TR 1.1

Sound Boxes

Directions: Say a target sound and word using the sentence frame: "Where is / _ / in the word ____?" Students repeat the word and segment the sounds, touching the boxes from left to right for each phoneme. Students place an object (cube, bean, etc.) in the box matching the position of the target sound.

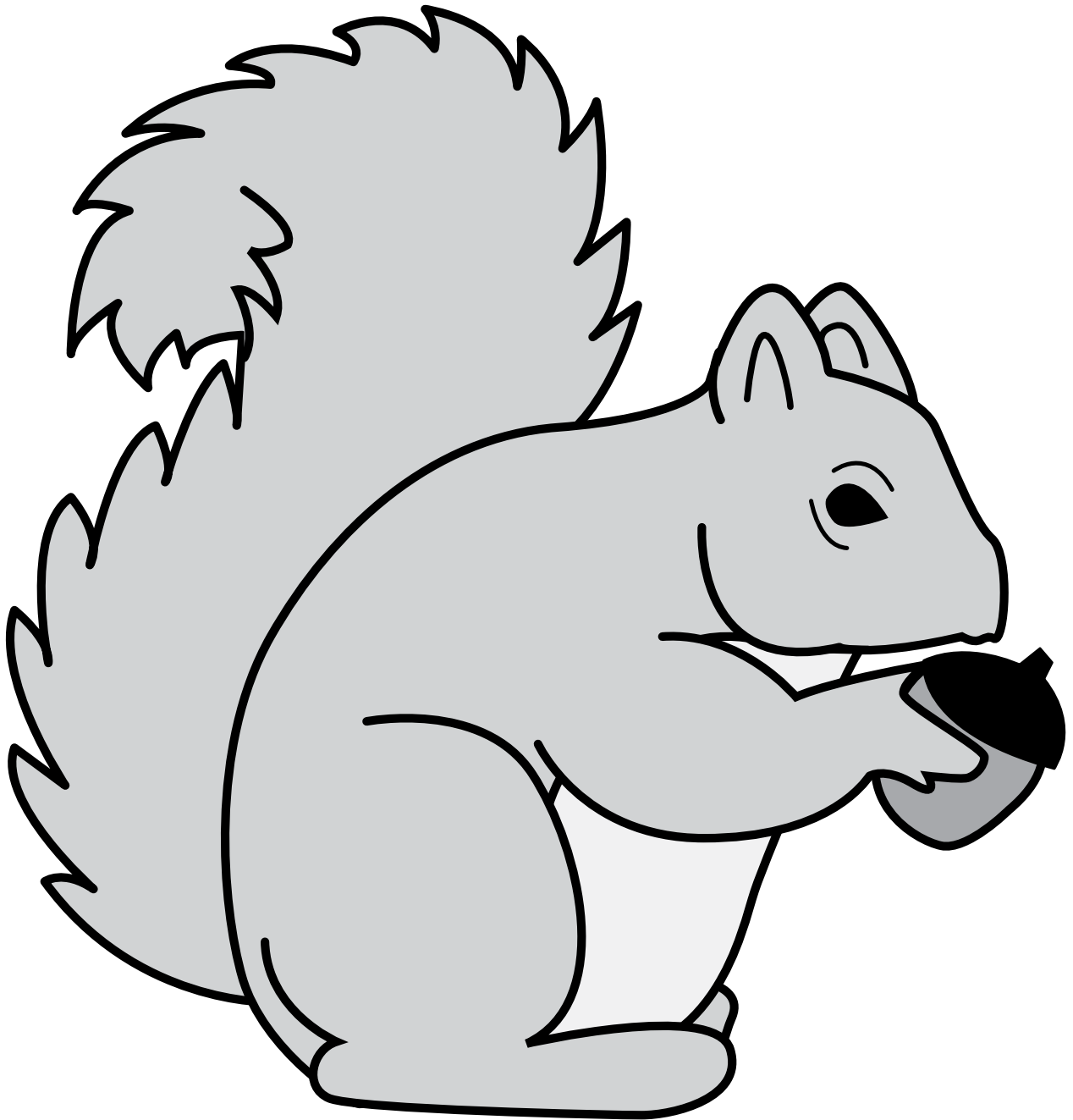
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NAME: _____

DATE: _____

TR 2.1

Feed the Squirrel



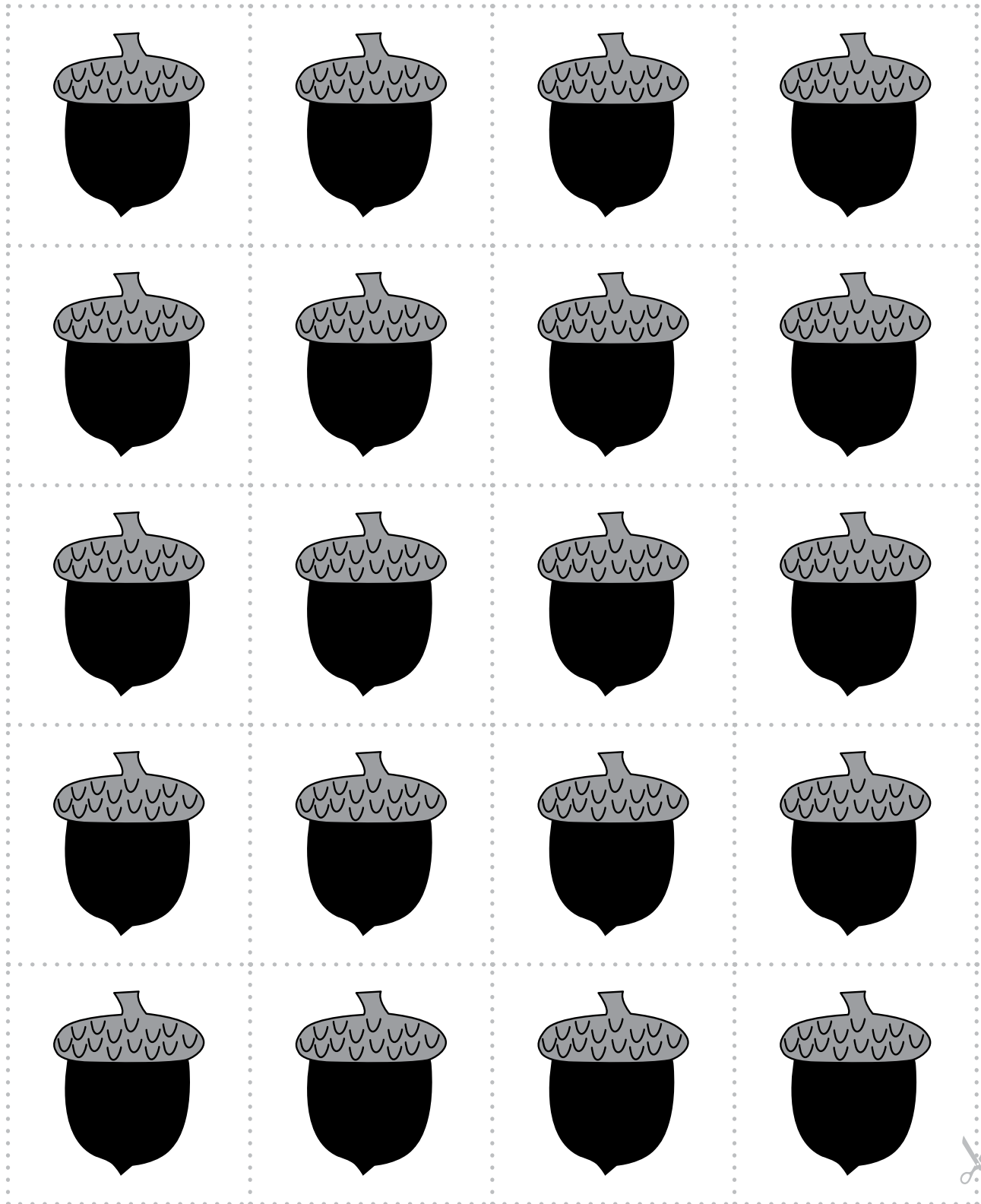
NAME: _____

DATE: _____

TR 2.2

Feed the Squirrel

Directions: Copy on card stock and cut out acorns to use with Feed the Squirrel.



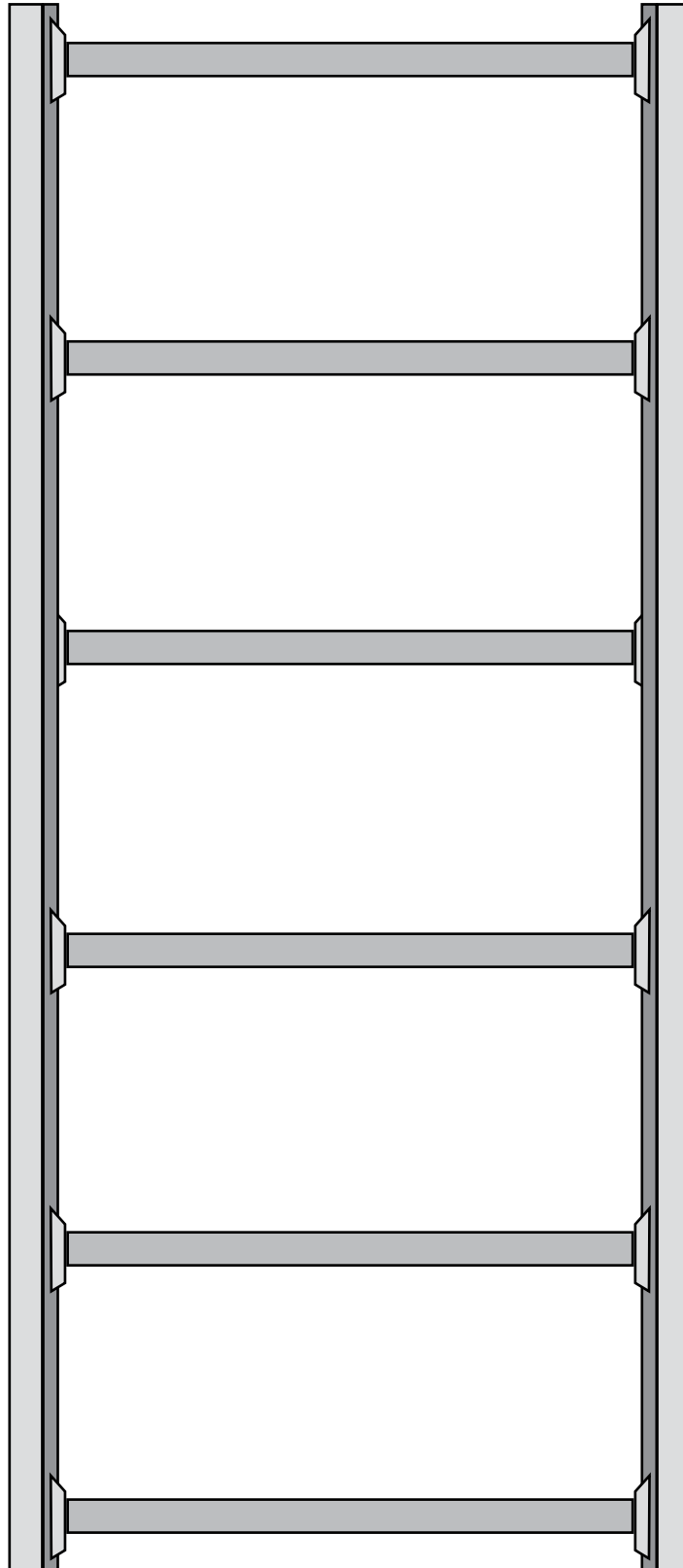
NAME: _____

DATE: _____

TR 2.3

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 2.4

Race to the Top Letter Cards Unit 4

m

m

t

t

d

d

g

g



NAME: _____

DATE: _____

TR 2.4

CONTINUED

Race to the Top Letter Cards Unit 4

c

d

o

i

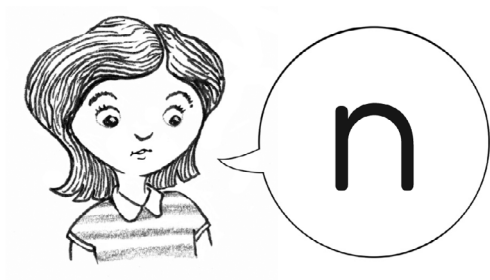


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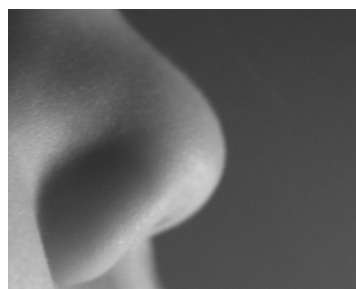
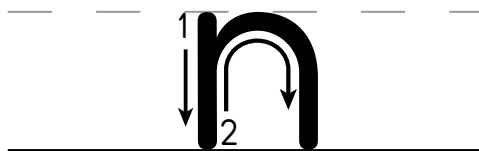
DATE: _____

TR 3.1

Review the Sound/Spelling



man





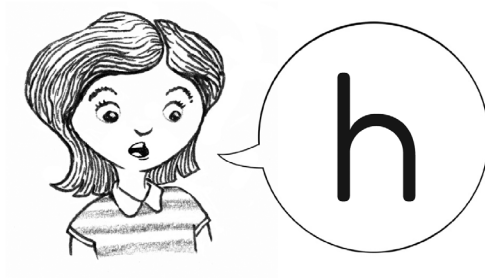
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DATE: _____

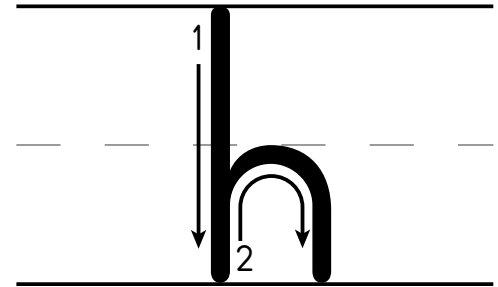
TR 3.1

CONTINUED

Review the Sound/Spelling



hat





NAME: _____

DATE: _____

TR 4.1

CONTINUED

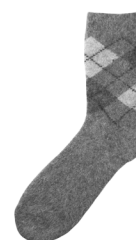
Review the Sound/Spelling



sit

S





NAME: _____

DATE: _____

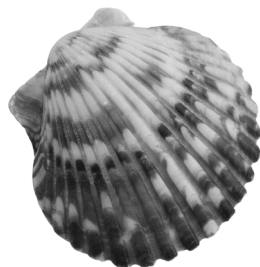
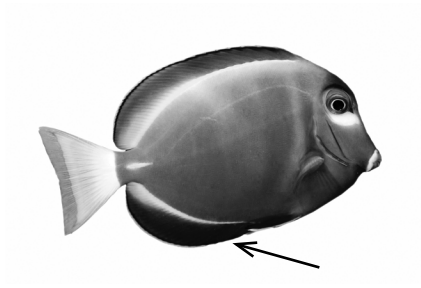
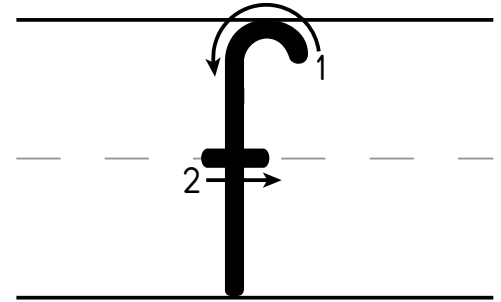
TR 4.1

CONTINUED

Review the Sound/Spelling



fan

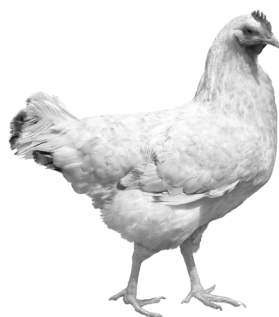
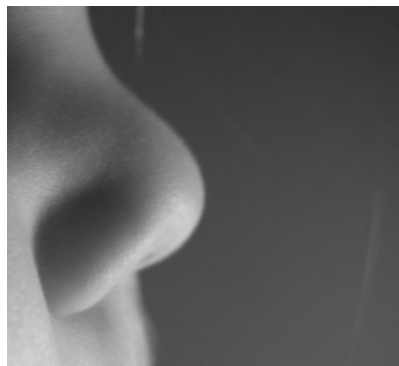


NAME: _____

DATE: _____

TR 5.1

Picture Cards

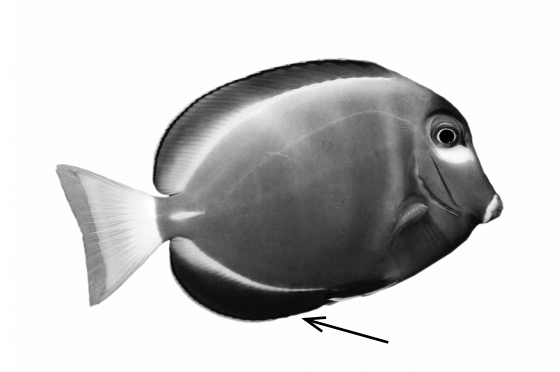


NAME: _____

DATE: _____

TR 5.2

Picture Cards



5

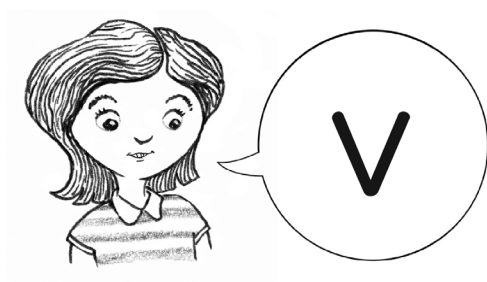


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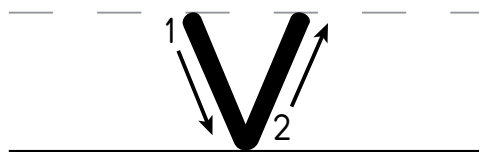
DATE: _____

TR 7.1

Review the Sound/Spelling



van



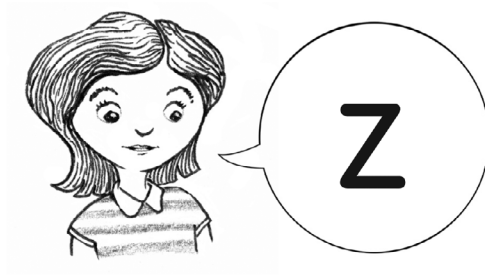
NAME: _____

DATE: _____

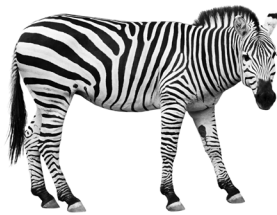
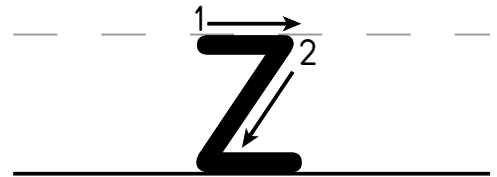
TR 7.1

CONTINUED

Review the Sound/Spelling



zigzag



NAME: _____

DATE: _____

TR 8.1

Word/Picture Cards



man



hat



sit



fan

NAME: _____

DATE: _____

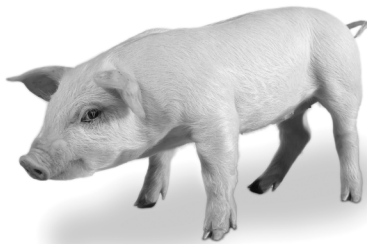
TR 8.1
CONTINUED
Word/Picture Cards



van



zip



pig



pen

NAME: _____

DATE: _____

TR 8.1

CONTINUED

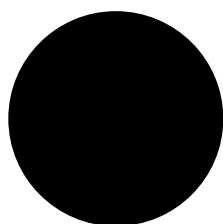
Word/Picture Cards



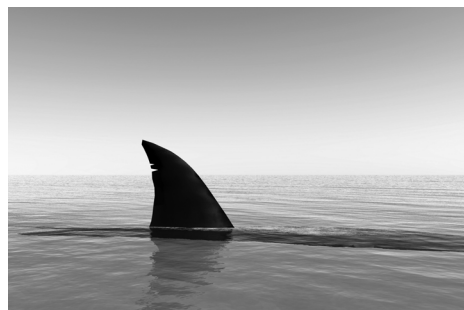
net



hen



dot



fin

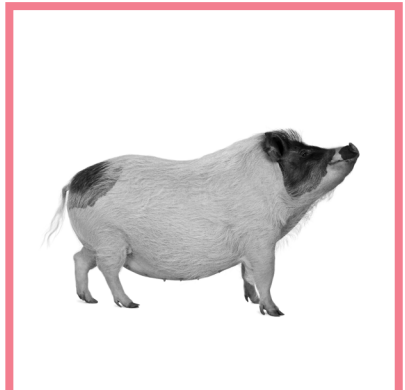
NAME: _____

DATE: _____

TR 9.1

Silly Monster

Directions: Point to or name pictures on the page. Students repeat by talking like Silly Monster who breaks words into their individual sounds. (net, ham, sad, fan, zip, pig, egg, pan, map)



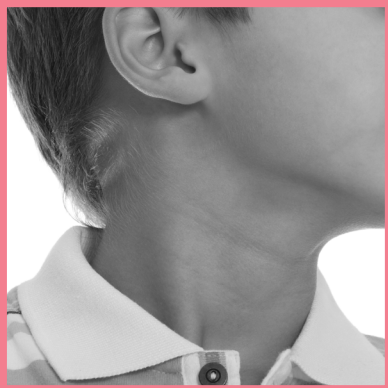
NAME: _____

DATE: _____

TR 9.2

Silly Monster

Directions: Point to or name pictures on the page. Students repeat by talking like Silly Monster who breaks words into their individual sounds. (fin, hat, sock, van, pot, nap, neck, hen, ill)



NAME: _____

DATE: _____

TR 9.3

Silly Monster

Directions: Point to or name pictures on the page. Students repeat by talking like Silly Monster who breaks words into their individual sounds. (pen, head, sit, dog, vet, pig, mop, hip, leg)



NAME: _____

DATE: _____

TR 9.4

Race to the Top Letter Cards

n

n

h

f

s

s

v

v



NAME: _____

DATE: _____

TR 9.4

CONTINUED

Race to the Top Letter Cards

z

z

p

p



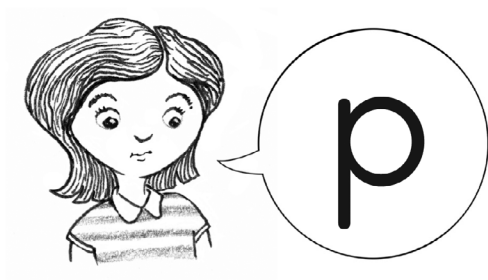
e

NAME: _____

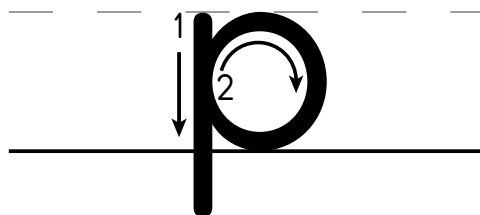
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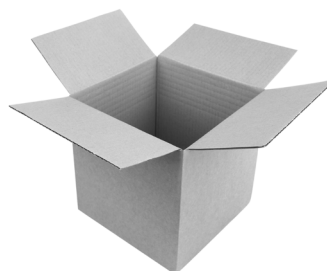
TR 9.5

Review the Sound/Spelling



pig





NAME: _____

DATE: _____

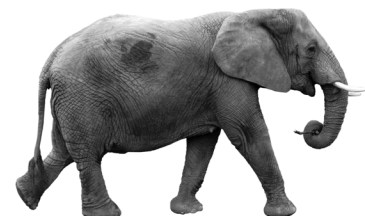
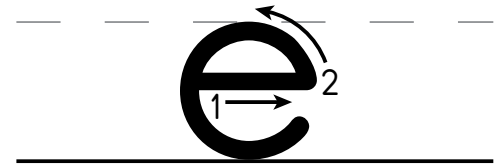
TR 9.5

CONTINUED

Review the Sound/Spelling



pen



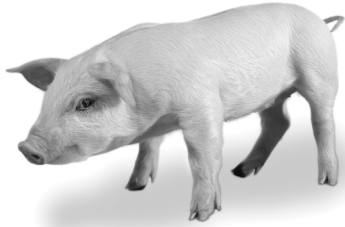
NAME: _____

DATE: _____

TR 9.6

Picture Cards

Directions: Copy (darker colored card stock is recommended) and cut these Picture Cards for use with Isolating Sounds, Sorts, and Match Maker.



NAME: _____

DATE: _____

TR 10.1

Bingo Boards

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

am	dip	fed
set	on	if
cap	hen	vet

zip	an	on
van	mop	sit
if	gas	den

NAME: _____

DATE: _____

TR 10.1

CONTINUED
Bingo Boards

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

man	zap	ten
him	it	van
gap	pig	an

top	him	am
pig	dip	pen
not	in	cap

NAME: _____

DATE: _____

TR 10.1

CONTINUED
Bingo Boards

Directions: Copy (card stock is recommended to allow for reuse) and cut out the game boards. Students apply phonics knowledge by reading words to play the traditional game Bingo.

can	fit	in
net	am	hen
pen	dip	top

it	mop	net
gap	sit	den
vet	on	zip

NAME: _____

DATE: _____

TR 10.1

CONTINUED
Bingo Boards

if	fed	man
set	it	pig
den	zap	hen

gas	in	him
fit	can	ten
an	not	pen

NAME: _____

DATE: _____

TR 10.2

Bingo Word Cards

am	it	an	on
in	if	man	map
top	ten	dip	den
can	cap	gas	gap
not	net	hen	him
set	sit	fed	fit
van	vet	zap	zip
pig	pen		

NAME: _____

DATE: _____

TR 11.1

Record Sheet for Segmenting Progress Monitoring Word List 1

Word	Student Pronunciation			
Sample: ten				
1. set	/s/	/e/	/t/	____ (2)
2. van	/v/	/a/	/n/	____ (2)
3. pen	/p/	/e/	/n/	____ (3)
4. zap	/z/	/a/	/p/	____ (2)
5. neck	/n/	/e/	/k/	____ (2)
6. hip	/h/	/i/	/p/	____ (2)
7. sis	/s/	/i/	/s/	____ (2)
Total Correct	____ /15			

Note: Highlighted phonemes are target sounds from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 phonemes are scored.

/n/ (2, 3, 5) ____ /3

/v/ (2) ____ /1

/p/ (3, 4, 6) ____ /3

/h/ (6) ____ /1

/z/ (4) ____ /1

/e/ (1, 3, 5) ____ /3

/s/ (1, 7) ____ /3

NAME: _____

DATE: _____

TR 11.2

Record Sheet for Segmenting Progress Monitoring Word List 2

Word	Student Pronunciation			
Sample: ten				
1. vet	/v/	/e/	/t/	____ (2)
2. pan	/p/	/a/	/n/	____ (2)
3. sip	/s/	/i/	/p/	____ (2)
4. hen	/h/	/e/	/n/	____ (3)
5. fizz	/f/	/i/	/z/	____ (2)
6. peck	/p/	/e/	/k/	____ (2)
7. sap	/s/	/a/	/p/	____ (2)
Total Correct	____ /15			

Note: Highlighted phonemes are target sounds from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 phonemes are scored.

/n/ (2, 4) ____ /2

/f/ (5) ____ /1

/p/ (2, 3, 6, 7) ____ /4

/h/ (4) ____ /1

/v/ (1) ____ /1

/e/ (1, 4, 5) ____ /3

/s/ (3, 7) ____ /2

/z/ (5) ____ /1

NAME: _____

DATE: _____

TR 12.1

Word Cards for Progress Monitoring 3

zip

fin

vet

hen

pet

ten

sap

fan



NAME: _____

DATE: _____

TR 12.2

Record Sheet for Word Reading Progress Monitoring 3

Word	Student Pronunciation			
Sample: ten				
1. vet	/v/	/e/	/t/	____ (2)
2. zip	/z/	/i/	/p/	____ (2)
3. sap	/s/	/a/	/p/	____ (2)
4. hen	/h/	/e/	/n/	____ (3)
5. fin	/f/	/i/	/n/	____ (2)
6. fan	/f/	/a/	/n/	____ (2)
7. pet	/p/	/e/	/t/	____ (2)
Total Correct	____ /15			

Note: Highlighted phonemes are target sound/spellings from Unit 3. Student performance with these phonemes should be noted for evaluation; however, only Unit 4 sound/spellings are scored.

'n' > /n/ (4, 5, 6) ____ /3

'f' > /f/ (5, 6) ____ /2

'p' > /p/ (2, 3, 7) ____ /3

'h' > /h/ (4) ____ /1

'v' > /v/ (1) ____ /1

'e' > /e/ (1, 4, 7) ____ /3

's' > /s/ (3) ____ /1

'z' > /z/ (2) ____ /1

NAME: _____

DATE: _____

TR 13.1



1.



2.



3.



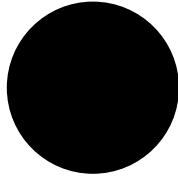
4.



NAME: _____

DATE: _____

TR 13.2



1.



2.



3.



4.



NAME: _____

DATE: _____

TR 13.3

Directions: Have students write the word on the line beside the correct vowel sound.

1. pot pat

2. met mat

3. sat set

4. gap tap

5. sad sat

6. sit sip

NAME: _____

DATE: _____

TR 14.1

Directions: Have students circle the dictated words and copy them on the lines.

1. in it

2. set sat

3. got pot

4. cap zap

5. mop hog

6. did hid

NAME: _____

DATE: _____

TR 15.1

it

pop

fed

on

tip

at

a

o

i

e

Directions: Have students write the word on the line beside the correct vowel sound.

ACTIVITY BOOK ANSWER KEY

NAME: _____ 1.1 Activity Page

DATE: _____

Directions: Have students trace and copy the letters and words. The motion for 'n' can be described as 1. short line down, 2. hump. The student should say the sound as they write the letter.

n n n

n n n

n n n

not not

not not

Skills 4 1

in cat

on dog

dog

on

cat

in

Skills 4 2

NAME: _____ 2.1 Activity Page

DATE: _____

Directions: Have students trace and copy the letters and words. The motion for 'h' can be described as 1. long line down, 2. hump. The student should say the sound as they write the letter.

h h h

h h h

h h h

him him

him him

Skills 4 7

hat dog

hot ham

dog

hat

ham

hot

Skills 4 8

NAME: _____

DATE: _____

2.2

Take-Home

Dear Family Member,

On the front and back of this activity page, have your child read the words in the first column and match each word to its corresponding picture. If necessary, identify the pictures for your child.

1. man



2. hat



3. ham



4. can



Skills 4

9

5. hog



6. cat



7. dot



8. dig



10

Skills 4

NAME: _____

DATE: _____

3.1

Activity Page

Directions: Have students trace and copy the letters and words. The motion for 's' can be described as 1. half circle to the left, half circle to the right. The student should say the sound as he or she writes the letter.

S

s

s

s

s

s

s

s

s

s

s

s

s

said

said

said

said

Skills 4

11

sit

sad

ham

man



ham

man



sit

sad

Directions: Have students read the words in the box and write each word under the matching picture.

12

Skills 4

NAME: _____
DATE: _____

4.1

Activity Page

Directions: Have student trace and copy the letter and word. The motion for "f" can be described as 1. candy cane (left), 2. short line across. The student should say the sound as they write the letter.

Tracing practice for the letter 'f' and the word 'fit'. The page shows a large 'f' at the top, followed by four rows of dashed 'f's for tracing. Below these are two rows of dashed 'fit' words for tracing. Each row of tracing is followed by blank lines for independent practice.

Skills 4

13

dog

hat

man

fan



dog

fan



hat

man

Directions: Have students read the words in the box and write each word under the matching picture.

14

Skills 4

NAME: _____
DATE: _____

5.1

Activity Page

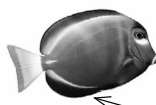
Directions: Have students read the words in the first column and draw a line from each word to the matching picture.

1. fin

2. hog

3. dig

4. fan



Skills 4

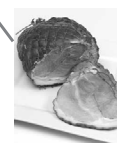
17

5. hat

6. ham

7. can

8. man



18

Skills 4

NAME: _____
DATE: _____

6.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'v' can be described as 1. diagonal down, 2. diagonal up. The student should say the sound as he or she writes the letter.



v v v
v v v
v v v
van van
van van

Skills 4

19

Directions: Have students read the words in the box and write each word under the matching picture.

van

hog

hat

fan



hog

hat



van

fan

20

Skills 4

NAME: _____
DATE: _____

7.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'z' can be described as 1. short line across, 2. diagonal left, 3. short line across. The student should say the sound as they write the letter.



z z z
z z z
z z z
oz oz
oz oz

Foundational Skills 4

27

Directions: Have students read the words in the box and write each word under the matching picture.

fin

zag

pan

van



zag

pan



fin

van

28

Foundational Skills 4

NAME: _____
DATE: _____

8.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'p' can be described as 1. line down ending below bottom line, 2. circle to the right. The student should say the sound as he or she writes the letter.



p p p
p p p
p p p
p p p
pig pig
pig pig

Skills 4

37

pig
cop

pan
map



pig

map



pan

cop

Directions: Have students read the words in the box and write each word under the matching picture.

38

Skills 4

NAME: _____
DATE: _____

9.1 Activity Page

Directions: Have students trace and copy the letters and words. The motion for 'e' can be described as 1. short line across, 2. most of a circle to the left. The student should say the sound as they write the letter.



e e e e e
e e e e e
e e . . .
e e . . .
ten ten
ten ten

Skills 4

41

hen
ten

net
pen



10

hen

ten



pen

net

Directions: Have students read the words in the box and write each word under the matching picture.

42

Skills 4

NAME: _____ 11.1 Assessment
DATE: _____

Directions: In each row, have students circle the dictated word.

1. net met nit ten

2. man fan vet van

3. din hen ham pen

4. pen fin ten pan

5. van tin fin vim

Skills 4

45

6. zap sad sat had

7. got pat pot pad

8. sip zip sap get

9. van fan pen tam

10. hat fat hen fin

46

Skills 4

NAME: _____ 11.2 Activity Page
DATE: _____

Directions: Have students read each phrase. Then have them circle the matching picture.

1. mom and dad



2. zip it



3. dog on mat



4. ham in pan



Skills 4

47

5. pet dog



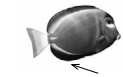
6. cat in hat



7. sip it









8. hot pot



48

Skills 4

NAME: _____ 12.3 Activity Page
DATE: _____

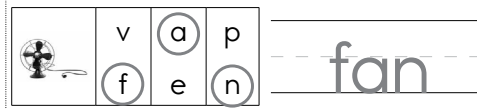
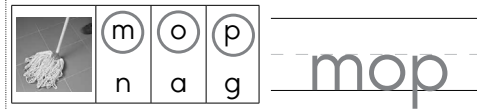
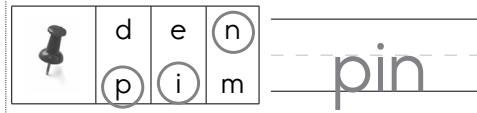
1.  set sit
2. met  mat
3. tap  top
4.  pan pen
5. not  net
6. vat  vet

Directions: Have students circle the dictated words and copy them on the lines.

Skills 4

57

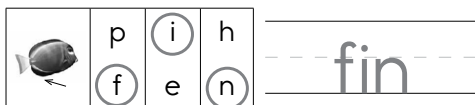
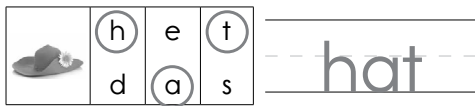
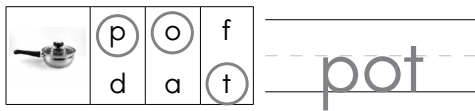
NAME: _____ 13.1 Activity Page
DATE: _____



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.

Skills 4

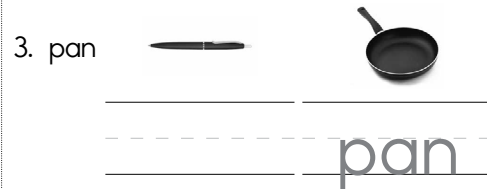
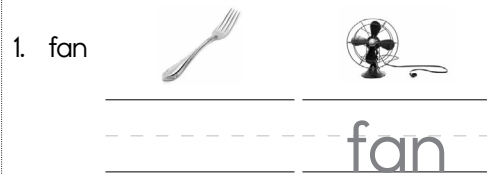
59



60

Skills 4



NAME: _____ 13.2 Activity Page
DATE: _____





Directions: Have students read the words in the first column and write each word under the matching picture.

Skills 4



61

4. net  

net

5. pen  

pen

6. zip  


zip


62 Skills 4


NAME: _____ 14.1 Activity Page


DATE: _____

the

1. the 

2. the 


3. the 


4. the 


Directions: Have students write the word from the box to complete each phrase and then read the phrase aloud.


67 Skills 4

the

5. the 

6. the 


7. the 


8. the 


68 Skills 4


NAME: _____ 14.2 Activity Page


DATE: _____

1.  hen ham hog

2.  dog dot doc


3.  hat had hit


4.  not net hot


5.  vat van man


Directions: For each picture, have students circle the matching word.


69 Skills 4

6.  dog hog fog

7.  sat man sad

8.  zap zip hit

9.  sit sip tip





10.  den pin pen

70 Skills 4




NAME: _____ 14.3 Activity Page

DATE: _____

Directions: Have students read the phrases in the first column and draw a line from each phrase to the matching picture.

- hen on hog 
- dog can dig 
- ham in pan 
- mop it 

71

- dog on mat 
- zip it 
- pet cat 





72 Skills 4

NAME: _____ 15.1 Activity Page

DATE: _____

Directions: Have students write the word from the box to complete each phrase and then read the phrase aloud.

a

- a 
- a 
- a 
- a 


75


NAME: _____
DATE: _____


15.1


Activity Page

and

1. a  _____

a  _____

2. a  _____

the  _____

and


and


76
Skills 4


NAME: _____
DATE: _____


15.1


Activity Page


3. a  _____

the  _____

4. the  _____

the  _____

5. three  _____

two  _____

and

and

77
Skills 4


NAME: _____
DATE: _____


15.2

Activity Page

mop
hen


hat
nap

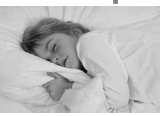
 _____

 _____

hat

hat

 _____

 _____


mop


mop

79
Skills 4

pan
cat


cap
map


 _____

 _____

cat

cat

 _____

 _____

cap


cap

80
Skills 4

NAME: _____ PP.3 Activity Page


DATE: _____

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.




p	e	n
h	i	m

hen



v	e	n
h	a	d

van




v	e	d
c	a	t

vet


Skills 4

89




p	i	h
f	e	n

pen



c	e	p
h	o	c

cop



p	o	f
g	i	g

pig

90


Skills 4



NAME: _____ PP.4 Activity Page

DATE: _____

Directions: Have students read the words in the first column and write each word under the matching picture.

1. man  
man

2. sit  
sit



3. van  
van

Skills 4

91

4. pet  
pet

5. dog  
dog

6. zip  
zip

92



Skills 4

NAME: _____ PP.5 Activity Page



DATE: _____

cat
tag

ham
fan

cat
tag

fan
ham

Directions: Have students read the words in the box and write each word under the matching picture.

Skills 4



93

NAME: _____ PP.5 Activity Page



DATE: _____

pig
vet

hen
pot

hen
pot

vet
pig

Skills 4

94

NAME: _____ PP.6 Activity Page

DATE: _____

1. sit on cot
2. cap and hat
3. pig pen
4. hot pot
5. hog and pig
6. sit on mat

Directions: Have students fill in the blanks as the phrases are dictated.

Skills 4

95

NAME: _____ PP.7 Activity Page

DATE: _____

1. pot pat pot
2. met mat met
3. sat set set
4. gap tap gap
5. sad sat sad
6. sit sip sip

Directions: Have students circle the dictated words and copy them on the lines.

Skills 4

97

NAME: _____ PP.8 Activity Page

DATE: _____

Directions: Have students circle the dictated words and copy them on the lines.

1.	in	it	it
2.	set	sat	set
3.	got	pot	pot
4.	cap	zap	zap
5.	mop	hog	mop
6.	did	hid	hid

Skills 4 99

NAME: _____ PP.9 Activity Page

DATE: _____

Directions: Have students write the word on the line beside the correct vowel sound.

	it	pop	fed
	on	tip	at
a	at		
o	pop	on	
i	it	tip	
e	fed		

Skills 4 101

hen	pet	tag
top	fit	in

a tag

o top

i fit in

e hen pet

Skills 4 102

Appendix

DECODABLE TEXT AND NATURAL TEXT

In this unit you introduced the first decodable text, the Big Book *Pet Fun*. This program makes extensive use of decodable text as an instructional tool. When “decodable text” is referred to in this program it means a story written using words that are *entirely* decodable. Every word in the story is either made up of previously taught letter-sound correspondences or is a Tricky Word that has been taught.

In other programs, a text may be designated “decodable” if *most* of the words in the text are decodable. This program has adopted a rigorous standard of 100% decodable text. In this program, students are never asked to perform tasks that go beyond the code knowledge they have been taught. (If you find an exception, please let us know!)

With stories, as with words, it only makes sense to say something is decodable or not decodable if you discuss decodability relative to the specific letter-sound correspondences that have been taught. A story is not inherently decodable or nondecodable. It can only be designated decodable or nondecodable at a specific point in a particular sequence of instruction. A story that is 100% decodable in Unit 6 might only be 90% or 95% decodable in Unit 5. A story that is 100% decodable in another program may not be 100% decodable if imported into this program. This means you should assign the decodable stories in the order they are presented and not assign a story before teaching the matching lesson. It also means you will need to use some caution when importing activity pages and “decodable” readers from different programs. Once you become familiar with this program, you will develop a good eye for what is and is not decodable at various stages of the sequence of instruction.

The opposite of decodable text is *natural text*. Decodable text has been written to include only words containing the code knowledge students have been taught. Natural text is text that has been written with no consideration regarding decodability. Most trade books contain natural text.

You might think that books written for children would be more decodable than books written for adults. Most writers for children make an effort to use common words children are likely to have heard spoken. However, a word that is heard frequently in everyday speech is not necessarily a word that is written with the most common spelling patterns. In fact, some very common words contain unusual spellings. Some children’s authors also make an effort to avoid multisyllable words and try to use an increased number of high-frequency words. These efforts do tend to make a book easier to read in one sense, but they do not directly address two of the major obstacles facing beginning readers—the great variety of spellings used in English writing, and the multiple ways some of those spellings can be pronounced.

As an example, consider the Dr. Seuss classic *Green Eggs and Ham*. This book contains only forty seven different words, arranged in repetitive patterns. You might think it would be an excellent selection for a beginning reader. Indeed it has often been used as such. Yet in this book the /ee/ sound is spelled five different ways: green, eat, anywhere, me, here. There are also a number of tricky spellings that can cause pronunciation dilemmas for beginning readers who try to read the words by sounding them out. For example, the letter 'a' is pronounced very differently in the words *a*, *Sam*, *anywhere*, and *car*. The letter 'o' is pronounced three different ways in *to*, *so*, and *not*. The digraph 'ou' is pronounced differently in *you*, *would*, and *house*. The letters 'ere' are pronounced one way in *here* and another in *there* and *anywhere*. The letter 'y' is pronounced differently in *anywhere* and *try*. In short, for a reader who is trying to read by blending and has only learned a few letter-sound correspondences, this story could pose considerable difficulties.

Consider Arnold Lobel's delightful *Frog and Toad Are Friends*. This short book is written mostly with one-syllable words and short sentences, and yet it contains at least 118 different spelling patterns for the forty four sounds of English—including many spellings not taught in the Kindergarten sequence. *Frog and Toad Are Friends* also contains many tricky spellings like the ones noted above in connection with *Green Eggs and Ham*.

The creators of this program have gone to great lengths to ensure that students in Kindergarten are not asked to read words that include sound/spellings they have not been taught. That means every word on an activity page, used in a chaining game, and appearing in a Reader or Big Book is either 100% decodable based on the letter-sound relationships taught, or is a Tricky Word that has been introduced in a previous lesson.

The reason for doing this is to allow students to learn to read with words that follow the most common spelling and pronunciation patterns before introducing words that feature less common spelling and pronunciation patterns. Students begin reading in a world where almost all letters and multiletter spelling units (e.g., digraphs) are reliably pronounced one way. At the outset, 'c' is always sounded /k/ as in *cat* and never /s/ as in *center*. The challenging work of decoding tricky spellings is introduced gradually, as students improve and automatize their decoding skills.

In essence, the program provides reliable predictability for early reading within the language as a whole, a predictability in which letters are more or less sounded consistently. Students can work and feel confident that their blending skills will deliver a correct pronunciation. They gain confidence and begin to automatize their blending and reading skills. They are less likely to be distracted, confused, or disheartened.

THE POWER OF DECODABLE TEXT

Decodable text has tremendous instruction potential, and the full benefits of decodable text have rarely, if ever, been realized in American reading instruction. Students who move through the decodable Readers in this program will develop very strong decoding skills. The illustrations below may give you a sense of why decodable text is a great aid to students just learning to read.

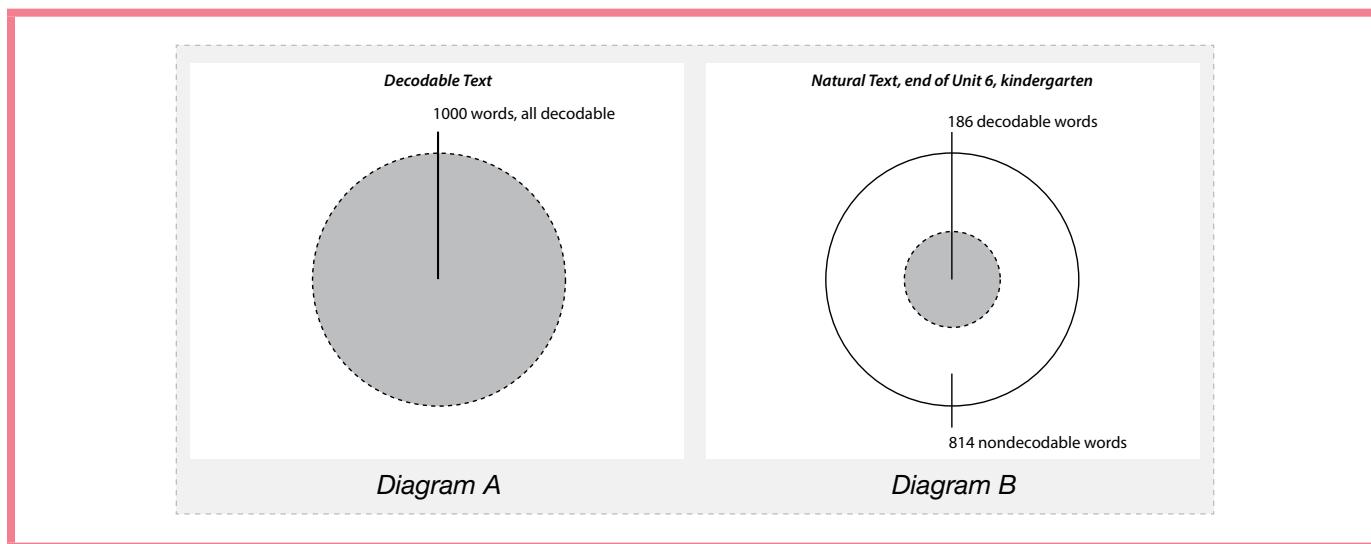


Diagram A represents one thousand words of decodable text similar to words included in the Readers for this program. The entire circle is shaded to indicate that if a student reads one thousand words of text in a Reader in tandem with the lessons, all one thousand of those words will be 100% decodable. Compare this to Diagram B which represents natural text. Specifically, Diagram B shows in graphic form what would happen if a student, having reached the end of Unit 6 of the Kindergarten sequence of instruction, attempted to read one thousand words of natural text (e.g., in a trade book or magazine). Of those one thousand words, the student will find, on average, about 186 words that are completely decodable. The actual number will vary from one selection to another, and it might be a bit higher in books written for young children.

A student may be able to blend some of these 814 words. A student might know a few spellings beyond those that have been taught in class. They might be able to recognize some common words by sight. They might be able to blend and read all but one of the spellings in a word. They might be able to use context and illustrations to infer the meaning of some words they cannot quite read. Even so, there would be at least 814 occasions on which they would need to go beyond the code knowledge they have been taught, which means at least 814 opportunities for mistakes and/or frustration.

By comparison, if the student is asked to read the stories in the readers, they will be reading only 100% decodable words. On average, there will be 814 *fewer opportunities for mistakes and confusion* when they are reading decodable text. You could say there are 814 more chances for successful word reading and positive learning experiences. In short, in these early phases, there is a very marked difference between natural text and decodable text. Decodable text is a powerful strategy for creating successful reading experiences.

The numbers in the diagrams are based on a database that contains sounds, spellings, and frequency information for twenty five thousand common English words drawn from educational materials used in Kindergarten through college. That same database allows us to track the differences between decodable texts and natural text throughout the program.

TRANSITION TO NATURAL TEXT

One of the program's main goals is to ensure that all students make a successful transition to natural text and children's trade books no later than Grade 2. Some students (perhaps many) will be able to make this transition earlier. Some students may be able to switch from Readers to natural texts without even noticing the difference. Even those who do notice the difference should be able to blend and read the occasional word that goes beyond their code knowledge.

There are some students who can learn a few spelling patterns and then rapidly figure out the rest of the English spelling code using context clues and self-teaching skills. Students who are able to pick up reading skills on their own and infer new letter-sound correspondences from context may be able to begin reading trade books earlier.

Any student who establishes a purpose for reading or expresses interest in reading trade books should not be discouraged. You may wish to encourage them to select a book written for children, but you should generally let them choose a title or subject that interests them. Personal interest will go a long way towards helping students cope with the difficulties of reading



natural text. **TEKS K.4; TEKS K.5.A**

Reading trade books should be done *in addition* to reading the stories in the program, not as replacement for reading the stories in the Reader. That way, students continue to learn about the spelling patterns taught, while also reading on their own.

The student can then attempt to read a trade book on their own. You can help them with any words or spellings with which they struggle. For example, if they come to you with the word *head* and wish to know what the word is, you can explain that, in this word, 'ea' is a spelling for the /e/ sound. In this way, the student can begin to learn the advanced spelling code, and you can support their rapid development as a reader. If the student finds the book they have selected to be too difficult, they will probably put it down on their own, or just look at the pictures.

This approach allows you to provide a carefully scaffolded build-up to natural text for all students while also allowing those who are ready to venture beyond the materials included in the program.

The one thing we strongly discourage is assigning natural text during reading instruction in Kindergarten. If you insist students read natural text in the very early stages of reading, while they are still learning the basic code, it may destabilize and undermine the letter-sound correspondences you are teaching in the lessons. The key word in this section is *assign*. Those students who are ready to begin reading trade books on their own may certainly do so.



TEKS K.4 Self-select text and interact independently with text for increasing periods of time; **TEKS K.5.A** Establish purpose for reading assigned and self-selected texts with adult assistance.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - KINDERGARTEN

Foundational Skills 4

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. 20, p. 23, p. 25, p. 32, p. 35
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	p. 20, p. 23, p. 32, p. 35, p. 43, p. 46
TEKS K.2.A.viii	blending spoken phonemes to form one-syllable words	
TEKS K.2.A.ix	manipulating syllables within a multisyllabic word	
TEKS K.2.A.x	segmenting spoken one-syllable words into individual phonemes	p. 7, p. 10, p. 12, p. 20, p. 23, p. 32, p. 35, p. 43, p. 46, p. 54, p. 57, p. 63, p. 66, p. 75, p. 78, p. 87, p. 90, p. 98, p. 101, p. 110, p. 113, p. 118, p. 121, p. 128, p. 131, p. 139, p. 142

(B) demonstrate and apply phonetic knowledge by:

TEKS K.2.B.i	identifying and matching the common sounds that letters represent	p. 7, p. 10, p. 20, p. 23, p. 32, p. 35, p. 38, p. 43, p. 46, p. 54, p. 57, p. 63, p. 66, p. 75, p. 78, p. 87, p. 90, p. 98, p. 101, p. 110, p. 113, p. 118, p. 121, p. 128, p. 131, p. 139, p. 142
TEKS K.2.B.ii	using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	p. 7, p. 10, p. 20, p. 23, p. 32, p. 35, p. 43, p. 46, p. 54, p. 57, p. 63, p. 66, p. 75, p. 78, p. 87, p. 90, p. 98, p. 101, p. 110, p. 113, p. 118, p. 121, p. 128, p. 131, p. 139, p. 142, p. 149, p. 152, p. 159, p. 162
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. 7, p. 10, p. 20, p. 23, p. 32, p. 35, p. 43, p. 46, p. 54, p. 57, p. 63, p. 66, p. 75, p. 78, p. 87, p. 90, p. 98, p. 101, p. 110, p. 113, p. 118, p. 121, p. 159, p. 162
TEKS K.2.B.iv	identifying and reading at least 25 high-frequency words from a research-based list	p. 149, p. 152, p. 159, p. 162

(C) demonstrate and apply spelling knowledge by:

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TEKS K.2.C.i	spelling words with VC, CVC, and CCVC	p. 7, p. 10, p. 20, p. 23, p. 32, p. 35, p. 43, p. 46, p. 54, p. 57, p. 59, p. 63, p. 66, p. 75, p. 78, p. 87, p. 90, p. 98, p. 101, p. 110, p. 113, p. 118, p. 121, p. 128, p. 131, p. 139, p. 142, p. 159, p. 162
TEKS K.2.C.ii	spelling words using sound-spelling patterns	
TEKS K.2.C.iii	spelling high-frequency words from a research-based list	
(D) demonstrate print awareness by:		
TEKS K.2.D.i	identifying the front cover, back cover, and title page of a book	p. 128, p. 131, p. 133, p. 139, p. 142
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. 128, p. 131, p. 133, p. 139, p. 142
TEKS K.2.D.iii	recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	p. 110, p. 113, p. 118, p. 121, p. 128, p. 131, p. 133, p. 139, p. 142, p. 149, p. 152
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. 7, p. 10, p. 20, p. 23, p. 32, p. 35, p. 43, p. 46, p. 63, p. 66, p. 75, p. 78, p. 87, p. 90, p. 98, p. 101, p. 110, p. 113, p. 118, p. 121, p. 139, p. 142, p. 149, p. 152, p. 159, p. 162
(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	
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	self-select text and interact independently with text for increasing periods of time	p. 247
(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	p. 247
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	

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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	
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	

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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	p. 149, p. 152, p. 159, p. 162
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	
(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	

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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	

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(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	
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	p. 27, p. 105
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	p. 11, p. 23, p. 35, p. 46, p. 57, p. 167
(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. 12, p. 24, p. 36, p. 47, p. 58, p. 67, p. 79, p. 90, p. 91, p. 101, p. 102, p. 122, p. 131, p. 132, p. 142, p. 143, p. 156, p. 157, p. 168
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	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	

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ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	p. 11, p. 12, p. 23, p. 24, p. 35, p. 36, p. 46, p. 47, p. 57, p. 58, p. 66, p. 67, p. 78, p. 79, p. 90, p. 91, p. 101, p. 102, p. 122, p. 131, p. 132, p. 142, p. 143, p. 156, p. 157, p. 167, p. 168
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	p. 66, p. 78
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	p. 12, p. 24, p. 36, p. 47, p. 58, p. 67, p. 79, p. 90, p. 91, p. 101, p. 102, p. 122, p. 131, p. 132, p. 142, p. 143, p. 156, p. 158, p. 168
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	

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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	
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>(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:</p>		
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	p. 133
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. 66
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	
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	
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. 66
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	

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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	
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	
<p>(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:</p>		
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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