

Unit 4

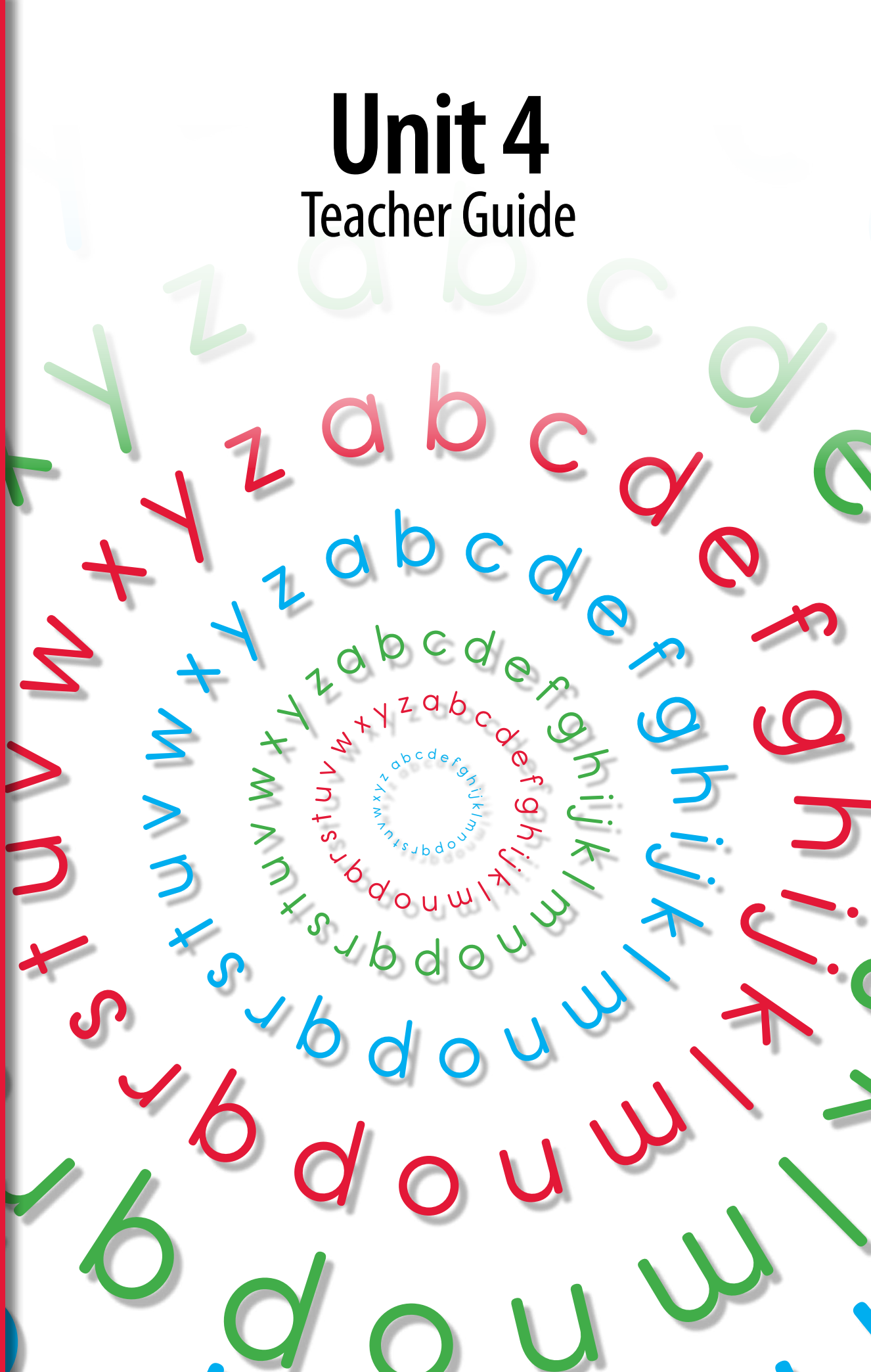
Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

KINDERGARTEN





Unit 4

Teacher Guide

Skills Strand
KINDERGARTEN

Core Knowledge Language Arts®



Core Knowledge®

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.



You are free:

- to Share** — to copy, distribute and transmit the work
- to Remix** — to adapt the work

Under the following conditions:

Attribution — You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial — You may not use this work for commercial purposes.

Share Alike — If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Table of Contents

Unit 4

Teacher Guide

Alignment Chart for Unit 4	v
Introduction to Unit 4	1
Lesson 1: Sound /n/ Spelled 'n'	6
Lesson 2: Sound /h/ Spelled 'h'	14
Lesson 3: Sound /s/ Spelled 's'	21
Lesson 4: Sound /f/ Spelled 'f'	27
Lesson 5: Review	33
Lesson 6: Sound /v/ Spelled 'v'	41
Lesson 7: Sound /z/ Spelled 'z'	48
Lesson 8: Sound /p/ Spelled 'p'	54
Lesson 9: Sound /e/ Spelled 'e'	61
Lesson 10: Review	67
Lesson 11: Review and Student Performance Task Assessment	71
Lesson 12: Review and Student Performance Task Assessment	79
Lesson 13: Review and Student Performance Task Assessment	83
Lesson 14: Review and Student Performance Task Assessment	87
Lesson 15: Review and Student Performance Task Assessment	91
Pausing Point	95
Appendix: Decodable Text and Natural Text.	106
Teacher Resources	111
Workbook Answer Key	114

Alignment Chart for Unit 4

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Unit 4		Lesson														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading Standards for Informational Text: Kindergarten																
Craft and Structure																
STD RI.K.5	Identify the front cover, back cover, and title page of a book.															
CKLA Goal(s)	Identify the parts of books and function of each part (front cover, back cover, title page, table of contents)												✓	✓		
Reading Standards for Foundational Skills: Kindergarten																
Print Concepts																
STD RF.K.1	Demonstrate understanding of the organization and basic features of print.															
STD RF.K.1a	Follow words from left to right, top to bottom, and page by page.															
CKLA Goal(s)	Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud												✓	✓		
STD RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.															
CKLA Goal(s)	Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds															✓
Phonological Awareness																
STD RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)															
CKLA Goal(s)	Segment a spoken word into phonemes, e.g., given <i>bat</i> , produce the segments /b/ /a/ /t/															✓
	Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/	✓						✓	✓		✓					
	Indicate whether a target phoneme is present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of <i>mat</i> and /g/ at the end of <i>bag</i>	✓	✓	✓	✓			✓	✓	✓						


Alignment Chart for Unit 4


1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

Phonics and Word Recognition															
STD RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding work.														
STD RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for many of the most frequent sounds for each consonant.														
CKLA Goal(s)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or basic code sound for every consonant 'b','bb' > /b/; 'd','dd' > /d/; 'f','ff' > /f/; 'g','gg' > /g/; 'h' > /h/; 'j' > /j/; 'c','k','ck','cc' > /k/; 'l','ll' > /l/; 'm','mm' > /m/; 'n','nn' > /n/; 'p','pp' > /p/; 'r','rr' > /r/; 's','ss' > /s/; 't','tt' > /t/; 'v' > /v/; 'w' > /w/; 'x' > /x/; 'y' > /y/; 'z','zz','s' > /z/; 'ch' > /ch/; 'sh' > /sh/; 'th' > /th/(thin); 'th' > /th/(then); 'qu' > /qu/; 'ng','n' > /ng/														
				✓						✓			✓		
STD RF.K.3b	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.														
CKLA Goal(s)	Read and write any one-syllable short vowel CVC word, e.g., <i>sit, cat, wet, not, cup</i>														
									✓	✓			✓	✓	✓
	Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted, e.g., at > bat > bad > bid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Fluency															
STD RF.K.4	Read emergent-reader texts with purpose and understanding.														
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding														
													✓	✓	✓
Speaking and Listening Standards: Kindergarten															
Presentation of Knowledge and Ideas															
STD SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.														
CKLA Goal(s)	Speak audibly and express thoughts, feelings, and ideas clearly														
															✓

Alignment Chart for Unit 4

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Language Standards: Kindergarten																
Conventions of Standard English																
STD L.K.1	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.															
STD L.K.1a	Print many lowercase letters.															
CKLA Goal(s)	Hold a writing utensil with a tripod (or pincer) grip and make marks on paper															
	Trace, copy, and write from memory the letters of the alphabet accurately in lowercase form	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.K.1e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).															
CKLA Goal(s)	Use spatial words: <i>there, here; in, on; in front of, behind; at the top of, at the bottom of; under, over; above, below; next to, in the middle of; near, far; inside, outside; around, between; up, down; high, low; left, right; front, back</i>	✓	✓	✓	✓		✓	✓	✓	✓						
STD L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.															
STD L.K.2c	Write a letter or letters for most consonant and short vowel sounds (phonemes).															
CKLA Goal(s)	Recognize, isolate, and write the spellings for short vowel sounds									✓	✓	✓	✓	✓	✓	✓
	Recognize, isolate, and write single letter, double letter, and digraph spellings for consonant sounds	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓

 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

Introduction to Unit 4

The Sounds Taught in this Unit

In this unit we introduce eight sounds along with the most common way of spelling each sound. The eight sounds and corresponding spellings are:

- /n/ spelled 'n' as in *man*
- /h/ spelled 'h' as in *hat*
- /s/ spelled 's' as in *sit*
- /f/ spelled 'f' as in *fan*
- /v/ spelled 'v' as in *van*
- /z/ spelled 'z' as in *zigzag*
- /p/ spelled 'p' as in *pig*
- /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. Worksheets allow students to practice writing the spellings. Pocket chart chaining games provide students with reading and spelling practice. Take-Home worksheets encourage family involvement. The Unit 4 Student Performance Task Assessment follows the same format as the Unit 3 Student Performance Task 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.

WEEK ONE				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Segmenting and Sound/ Spelling Review (5 min.)	Segmenting and Sound/ Spelling Review (5 min.)	Segmenting and Sound/ Spelling Review (5 min.)	Segmenting and Sound/ Spelling Review (5 min.)	Segmenting and Sound/ Spelling Review (10 min.)
Sound Off (10 min.)	I'm Thinking of Something (10 min.)	Tongue Twister Sound Riddles (15 min.)	Mirror, Mirror Hearing Initial Sounds (15 min.)	Sound Sprints (20 min.)
Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (25 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Pocket Chart Chaining for Spelling (15 min.)
Minimal Pairs (10 min.)	Pocket Chart Chaining for Reading (20 min.)	Pocket Chart Chaining for Reading (20 min.)	Pocket Chart Chaining for Reading (20 min.)	Connect It (15 min.)
Pocket Chart Chaining for Reading (15 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

WEEK TWO				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Segmenting and Sound/ Spelling Review (10 min.)	Segmenting and Sound/ Spelling Review (5 min.)	Segmenting and Sound/ Spelling Review (10 min.)	Segmenting and Sound/ Spelling Review (5 min.)	Segmenting and Sound/ Spelling Review (10 min.)
The New Sound (5 min.)	The New Sound (5 min.)	Tongue Twister I'm Thinking of Something (15 min.)	Mirror, Mirror Minimal Pairs (20 min.)	Large Card Chaining (20 min.)
Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Teacher Modeling Meet the Spelling Worksheet (20 min.)	Sound Dictation (20 min.)
Sister Sounds (10 min.)	Sister Sounds (10 min.)	Pocket Chart Chaining for Reading (15 min.)	Pocket Chart Chaining for Reading (15 min.)	Phrases (10 min.)
Pocket Chart Chaining for Reading (15 min.)	Pocket Chart Chaining for Reading (15 min.)			
	Sound Dictation (5 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

WEEK THREE				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Segmenting and Sound/ Spelling Review (5 min.)	Segmenting and Sound/ Spelling Review (5 min.)	Segmenting and Sound/ Spelling Review (5 min.)	Segmenting and Sound/ Spelling Review (5 min.)	Segmenting and Sound/ Spelling Review (5 min.)
Large Card Chaining (15 min.)	Demonstration Story: <i>Pet Fun</i> (15 min.)	Demonstration Story: <i>Pet Fun</i> (15 min.)	Wiggle Cards(10 min.)	Sound Dictation (10 min.)
Sound Dictation (10 min.)	Sound Dictation (10 min.)	Sound Dictation Dictation Identification (20 min.)	Dictation Identification (15 min.)	Sort by Vowel Sound Word Box Spelling Hopscotch (45 min.)
Circle the Picture Rainbow Letters (30 min.)	Vowel Pairs Stomp and Spell (30 min.)	Circle Spelling Label the Picture (20 min.)	Circle the Word Connect It (30 min.)	
Reading Assessment	Reading Assessment (Cont.)	Reading Assessment (Cont.)	Reading Assessment (Cont.)	Reading Assessment (Cont.)
60 min.	60 min.	60 min.	60 min.	60 min.

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 in CKLA. 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 CKLA program was created with 100% decodable text for early readers, please refer to the Appendix: Decodable Text and Natural Text.

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.

- 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)
- **Optional:** *Alphabet Jam: Songs and Rhymes to Build Early Reading Skills* CD by Cathy Bollinger (1), available through various media outlets
- Projection system: This may include chart paper, making a transparency of the worksheet and using an overhead projector, scanning the page and projecting it on a Smart Board, using a document camera, or other system of your choice.

Student Performance Task Assessment

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

Part One is required for all students. This assessment directs you to pronounce 10 one-syllable CVC words. For each word you say, students are to circle the word on their worksheet. **Part Two** requires you to assess students individually if they scored 7 or fewer points on Part One. Each student reads from a set of 10 words printed on separate cards.

Be sure to record the results on the Class Record sheet provided at the end of Lesson 11 in this Teacher Guide.

In the Teacher Guide we typically mark only a few exercises with a Tens icon (10). However, some teachers like to treat all written work as material for ongoing assessment, and some also assign scores for oral performance. Do what works best for you.

There are two kinds of Tens scores: observational Tens scores and data-driven Tens scores. A data-driven Tens score is based on the number of correct answers on an exercise or worksheet. To record this kind of Tens score, use the *Tens Conversion Chart* to convert a raw score into a Tens score.

To convert a raw score into a Tens score, find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or exercise along the left side. Find the cell where the column and the row converge, this indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 30, into a Tens score.

Observational Tens scores are based on your observations during class. They are, necessarily, a bit less objective than the data-driven Tens scores. However, they are still valuable. We suggest you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having serious difficulty understanding
0	Student appears to have no understanding or does not participate

If you do not observe a student, or if you were not able to make a determination of the student’s performance, simply leave the cell blank. Do not write a zero in the cell, as a zero indicates a very poor performance.

If a student appears to be doing poorly, your first recourse should be to focus more attention on him or her during the regular period of instruction, during small group activities, or through individual sessions with the student.

Teacher Resources

At the end of each unit, you will find a section titled, “Teacher Resources.” In this section, we have included assorted forms and charts which may be useful.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-GK-U4>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

Lesson 1

Basic Code

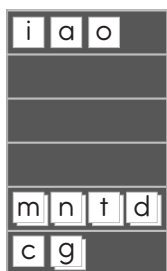
✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, and 'i' for /i/ (RF.K.1b)
- ✓ Indicate whether the phoneme /n/ is present in the initial position of a spoken word (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'n' for /n/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'n' for consonant sound /n/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'n' (L.K.1a)
- ✓ Differentiate between the initial consonants /m/ and /n/ in spoken words and choose the correct spelling. (RF.K.2d)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted using the sound spellings taught to date (RF.K.3b)
- ✓ Trace and copy the lowercase letter 'n' (L.K.1a)
- ✓ Use spatial words, such as *left*, *right*, and *down*, while practicing handwriting (L.K.1e)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 't', 'd', 'c', 'g', 'i', 'a', 'o'	5
Introducing the Sound	Sound Off		10
Introducing the Spelling	Teacher Modeling		5
	Meet the Spelling Worksheet	crayons or pencils; Worksheet 1.1; projection system	15
Practice	Minimal Pairs	one small mirror per student; Worksheets 1.2, 1.3	10
Chaining	Pocket Chart Chaining for Reading	pocket chart; cards for 'i', 'a', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 'c', 'g' (2)	15

Advance Preparation



Pocket Chart Setup

Using index cards, create two 'n' cards to use with the pocket chart.

Prepare the pocket chart.

Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 'n' (2), 't' (2), 'd' (2), 'c', 'g' (2).

Warm-Up

5 minutes

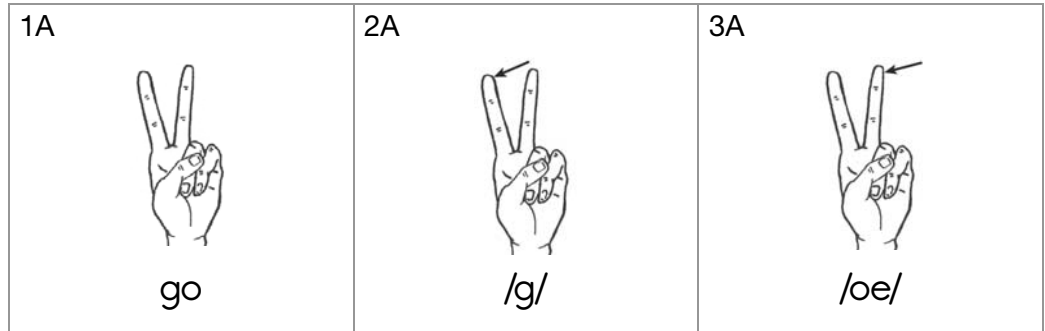
Segmenting and Sound/Spelling Review

Note: The Unit 4 Warm-Up has three sections. The first two sections, 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, Part C, consists of a Large Card review of all the spellings taught.

Part A

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.

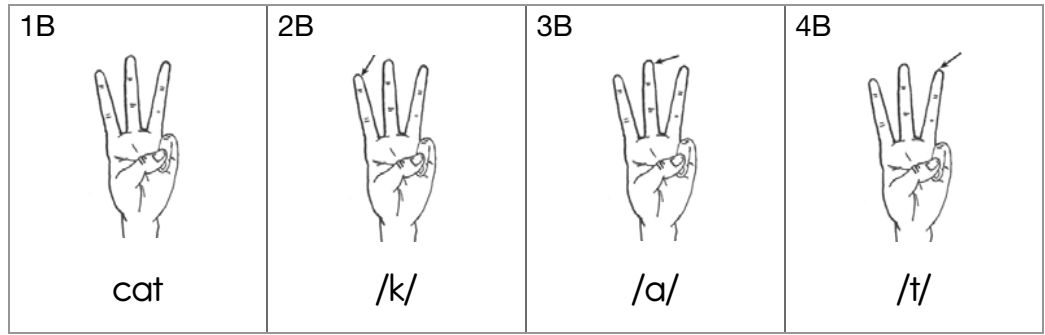
- Remind students they have practiced blending. Guide students in blending the following sounds as an example:
/g/. . . /oe/ > go.
- Tell students they will practice doing the opposite of blending. This is called segmenting.
- Hold up your index finger and middle finger and say the word go (see Illustration 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.



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

Part B

- 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.



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

Part C

- Use the Large Cards listed in the At a Glance chart to review the letter-sound correspondences taught thus far.
- Hold up the Large 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.

Introducing the Sound

10 minutes

Sound Off

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 4” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

If students need additional practice listening for sounds, you may use the activities in Unit 4, Section I of the *Assessment and Remediation Guide*.

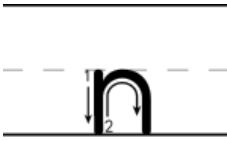
- Tell students the new sound is /n/.
- Have students say the /n/ sound several times, drawing it out.
- Ask students to repeat a number of words having the /n/ sound at the beginning: *nut, nice, not*.
- Ask students to repeat a number of words having the /n/ sound at the end: *fun, ran, tin, shine*.
- 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.

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**aughty, **n**aughty 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.

Teacher Modeling

5 minutes

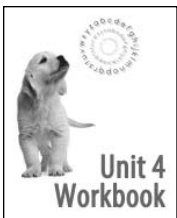


1. Start on the dotted line.
2. short line down
3. hump

- 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 and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- 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 phrases with you.
- Try to avoid using the letter name "en" during this activity. Instead, say the sound /n/.

Meet the Spelling Worksheet

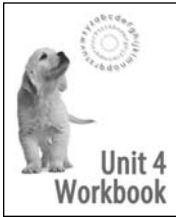
15 minutes



Worksheet 1.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 1.1. Tell students everyone will practice drawing pictures of the /n/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first, then write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- At the bottom of the page, show students how to read and trace the word *not*; and have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, find the matching picture, and write the word on the corresponding line. Model each step so students can follow along.



Worksheets 1.2, 1.3

In order to help students hear the subtle difference between /m/ and /n/, you can teach them gestures. The students can rub their stomachs for /m/ and touch their noses for /n/.

Minimal Pairs

- Explain to students 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 the nose.
- Distribute the small mirrors and have students say the two sounds to hear and see the difference: /m/ . . . /n/ . . . /m/ . . . /n/.
- Students should notice for the /m/ sound the lips are pressed together, and for the /n/ sound the lips are slightly open.
- Distribute Worksheets 1.2 and 1.3.
- Tell students to 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.
- 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 | |

- 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 | |

Note: The last words have /m/ or /n/ as their final sounds.

If students need additional practice differentiating sounds, you may use the Pausing Point exercise “T-Charts” and the activities in Unit 4, Section I of the *Assessment and Remediation Guide*.



Pocket Chart Setup

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*.

If students need additional chaining practice, you may use the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

Pocket Chart Chaining for Reading

- 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*)
- 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

Supplemental Resources

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

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

- Newly decodable words:

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

- Chains:

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

- Song:

1. “Nellie Knows a Nurse” (from *Alphabet Jam* CD)

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 15 and 36 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 82 and 100 of those words would be completely decodable.
- The sound /n/ is the 3rd 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 CKLA Kindergarten materials, however, 'n' is always sounded /n/.
- Students have now learned one way to spell 9 of the 44 sounds in the English language.

Lesson 2

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart in the Introduction for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, and 'n' for /n/ (RF.K.1b)
- ✓ Listen to riddles and provide words with an initial /h/ as an answer (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'h' for /h/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'h' for consonant sound /h/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'h' (L.K.1a)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted using the sound spellings taught to date (RF.K.3b)
- ✓ Trace and copy the lowercase letter 'h' (L.K.1a)
- ✓ Use spatial words, such as *down*, while practicing handwriting (L.K.1e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'i', 'a', 'o'; Sound Poster for /n/; Sound Card 9 (<i>man</i>)	5
Introducing the Sound	I'm Thinking of Something		10
Introducing the Spelling	Teacher Modeling		5
	Meet the Spelling Worksheet	crayons or pencils; Worksheet 2.1; projection system	20
Chaining	Pocket Chart Chaining for Reading	pocket chart; cards for 'i', 'a', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 'c', 'g' (2), 'h'	20
Take-Home Material	Connect It	Worksheet 2.2	*

Advance Preparation



Pocket Chart Setup

Warm-Up

Use an index card to create one 'h' card.

Prepare the pocket chart.

Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.




Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 'n' (2), 't' (2), 'd' (2), 'c', 'g' (2), 'h'.

5 minutes

Segmenting and Sound/Spelling Review

Part A

- Follow the steps outlined in Lesson 1.

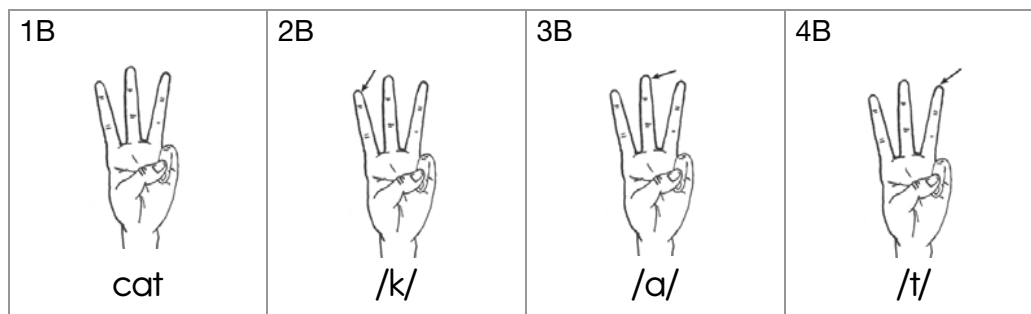
<p>1A</p>  <p>go</p>	<p>2A</p>  <p>/g/</p>	<p>3A</p>  <p>/oe/</p>
--	--	--

- go /g/ /oe/
- no /n/ /oe/

- say /s/ /ae/
- day /d/ /ae/

Part B

- 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/ |

Part C

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.
- Introduce the Sound Poster for /n/ and Sound Card 9 (*man*), calling attention to the /n/ sound at the end of the word.

Introducing the Sound

10 minutes

I'm Thinking of Something

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 4" and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- 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.

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

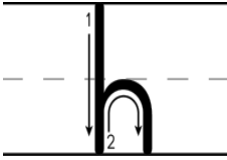
1. I'm thinking of something that grows on your head.
2. I'm thinking of something some people wear in a braid or ponytail.

Hot Dogs and Hamburgers

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

Teacher Modeling

5 minutes



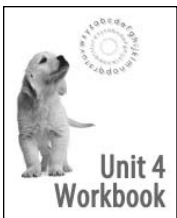
Start on the top line.

1. long line down
2. hump

- 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 and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- 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 phrases with you.
- Remember: Try to avoid using the letter name “aetch” during this activity. Instead, say the sound /h/.

Meet the Spelling Worksheet

20 minutes



Worksheet 2.1

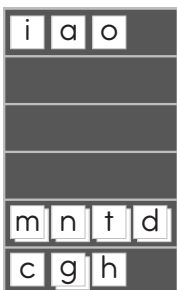
If the students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 2.1. Tell students everyone will practice drawing pictures of the /h/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first, then write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- 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 English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, find the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

Chaining

20 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

- Move the ‘h’, ‘a’, and ‘d’ cards to the center of your pocket chart to spell *had*.
- Ask a student to read the word.

If students need additional reading practice, you may select appropriate Pausing Point exercises from those listed under “Read Two- and Three-Sound Words” and “Read Phrases” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- Replace the ‘d’ card with the ‘t’ card and say to the class, “If that is *had*, what is this?”
- Ask a student to read the word (*hat*).
- 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 Worksheet 2.2 to a family member.

Supplemental Resources

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

- Newly decodable words:

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

- Chains:

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

- Song:

1. “Hiccups” (from *Alphabet Jam* CD)

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 82 and 100 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 86 and 116 of those words would be completely decodable.
- The sound /h/ is the 26th 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 10 of the 44 sounds in the English language.

Lesson 3

Basic Code

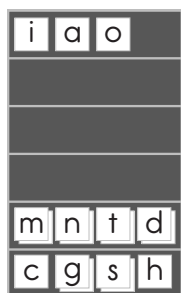
✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, and 'h' for /h/ (RF.K.1b)
- ✓ Indicate whether the phoneme /s/ is present in the initial and/or final position of a spoken word (RF.K.2d)
- ✓ Listen to riddles and provide words with an initial /s/ as an answer (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 's' for /s/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 's' for consonant sound /s/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 's' (L.K.1a)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)
- ✓ Trace and copy the lowercase letter 's' (L.K.1a)
- ✓ Use spatial words, such as *left* and *right*, while practicing handwriting (L.K.1e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'h', 'i', 'a', 'o'; Sound Poster for /h/, Sound Card 10 (<i>hat</i>)	5
Introducing the Sound	Tongue Twister		5
	Sound Riddles		10
Introducing the Spelling	Teacher Modeling		5
	Meet the Spelling Worksheet	crayons or pencils; Worksheet 3.1; projection system	15
Chaining	Pocket Chart Chaining for Reading	pocket chart or pencils; cards for 'i', 'a', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 'c', 'g' (2), 's' (2), 'h'	20

Advance Preparation



Pocket Chart Setup

Use index cards to create two 's' cards.

Prepare the pocket chart.

Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 'n' (2), 't' (2), 'd' (2), 'c', 'g' (2), 's' (2), 'h'.




Warm-Up

5 minutes

Segmenting and Sound/Spelling Review

Part A

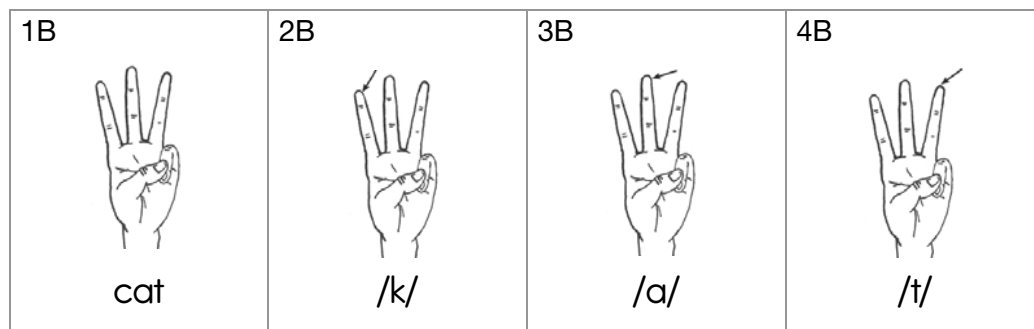
- Follow the steps outlined in Lesson 1.

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

- go /g/ /oe/
- no /n/ /oe/
- Joe /j/ /oe/
- so /s/ /oe/

Part B

- Follow the steps outlined in Lesson 1.



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

Part C

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.
- Introduce the Sound Poster for /h/ and Sound Card 10 (*hat*).

Introducing the Sound

15 minutes

Tongue Twister

5 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 4" and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- 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 Sammy and Sassy Sue sailed several sailboats and sipped sodas 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 sodas slowly, too*.

Sound Riddles

10 minutes

- 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)

Introducing the Spelling

20 minutes

Teacher Modeling

5 minutes



Start just below the dotted line.

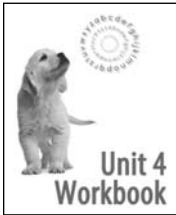
1. half circle to the left, half circle to the right

- 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 and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.

- 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 phrases with you.
- Try to avoid using the letter name “ess” during this activity. Instead, say the sound /s/.

Meet the Spelling Worksheet

15 minutes



Worksheet 3.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 3.1. Tell students everyone will practice drawing pictures of the /s/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- 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 English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, find the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

Chaining

20 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

If students need additional reading practice, you may select appropriate Pausing Point exercises from those listed under “Read Two- and Three-Sound Words” and “Read Phrases” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- 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 to the class, “If that is *sad*, what is this?”
- Ask a student to read the word (*sag*).
- 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

Supplemental Resources

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

VCC words like *its* may be challenging.

- Newly decodable words:

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

- Chains:

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

- Song:

1. “Six Señoritas” (from *Alphabet Jam CD*)

Code Knowledge

- Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 86 and 116 of those words would be completely decodable.
- After today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 92 and 119 of those words would be completely decodable.
- The sound /s/ is the 7th 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 11 of the 44 sounds in the English language.

Lesson 4

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, and 's' for /s/ (RF.K.1b)
- ✓ Indicate whether the phoneme /f/ is present in the initial position of a spoken word (RF.K.2d)
- ✓ Observe the position of the mouth while making the sound /f/ (RF.K.3a)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'f' for /f/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'f' for consonant sound /f/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'f' (L.K.1a)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)
- ✓ Trace and copy the lowercase letter 'f' (L.K.1a)
- ✓ Use spatial words, such as *across*, *left*, and *right*, while practicing handwriting (L.K.1e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 's', 'h', 'i', 'a', 'o'; Sound Poster for /s/; Sound Card 11 (<i>sit</i>) one small mirror per student	5
Introducing the Sound	Mirror, Mirror		10
	Hearing Initial Sounds		5
Introducing the Spelling	Teacher Modeling		5
	Meet the Spelling Worksheet	crayons or pencils; Worksheet 4.1; projection system	15
Chaining	Pocket Chart Chaining for Reading	pocket chart; cards for 'i', 'a', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 'g' (2), 'f', 's' (2), 'h'	20
Take-Home Material	Label the Picture	Worksheet 4.2	*

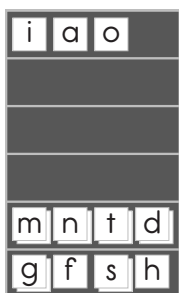
Advance Preparation

Use an index card to create one 's' card.

Prepare the pocket chart.

Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 'n' (2), 't' (2), 'd' (2), 'g' (2), 'f', 's' (2), 'h'.



Pocket Chart Setup

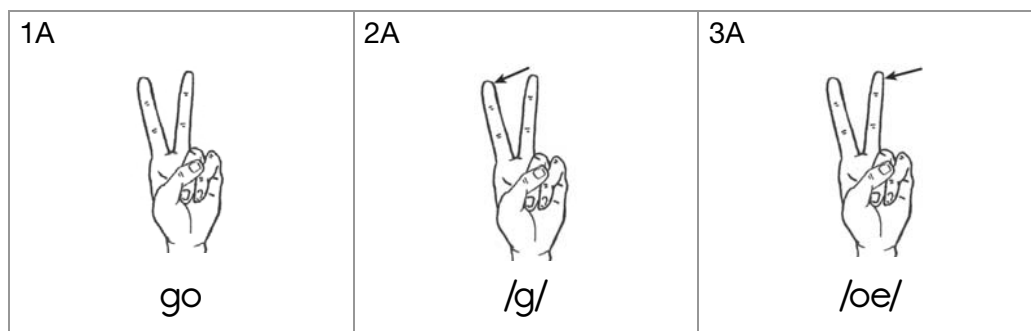
Warm-Up

5 minutes

Segmenting and Sound/Spelling Review

Part A

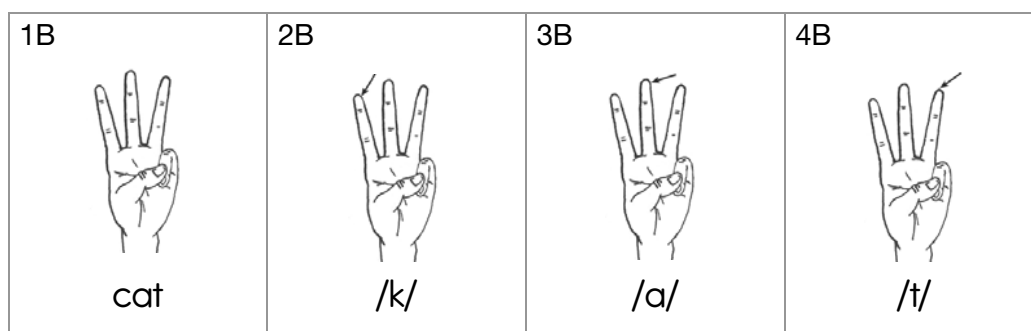
- Follow the steps outlined in Lesson 1.



- go /g/ /oe/
- no /n/ /oe/
- Joe /j/ /oe/
- so /s/ /oe/

Part B

- Follow the steps outlined in Lesson 1.



1. cat /k/ /a/ /t/
2. bat /b/ /a/ /t/

3. ten /t/ /e/ /n/
4. tin /t/ /i/ /n/

Part C

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.
- Introduce the Sound Poster for /s/ and Sound Card 11 (*sit*).

Introducing the Sound

15 minutes

Mirror, Mirror

10 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 4" and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- 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

5 minutes

If students need additional practice listening for sounds, you may use the activities in Unit 4, Section I of the *Assessment and Remediation Guide*.

- 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 when they hear a word beginning with the /f/ sound.

Note: 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*.

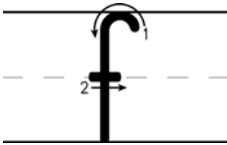
- | | |
|---------|---------|
| 1. fin | 6. fair |
| 2. fuzz | 7. joke |
| 3. ham | 8. fun |
| 4. face | 9. feet |
| 5. box | 10. gym |

Introducing the Spelling

20 minutes

Teacher Modeling

5 minutes



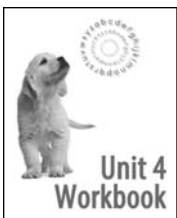
Start just below the top line.

1. candy cane (lift)
2. short line across

- 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 and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- 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 phrases with you.
- Try to avoid using the letter name “ef” during this activity. Instead, say the sound /f/.

Meet the Spelling Worksheet

15 minutes



Worksheet 4.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 4.1. Tell students everyone will practice drawing pictures of the /f/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- 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 English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, find the matching picture, and then write the word on the corresponding line. Model each step so students can follow along.

Pocket Chart Chaining for Reading



Pocket Chart Setup

If students need additional reading practice, you may select appropriate Pausing Point exercises from those listed under “Read Two- and Three-Sound Words” and “Read Phrases” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- 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 to the class, “If that is *if*, what is this?”
- Ask a student to read the word (*it*).
- 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 Worksheet 4.2 to a family member.

Supplemental Resources

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

- Newly decodable words:

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

- Chains:

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

- Song:

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

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 92 and 119 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 94 and 123 of those words would be completely decodable.
- The sound /f/ is the 22nd 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 12 of the 44 sounds in the English language.

Lesson 5

Review

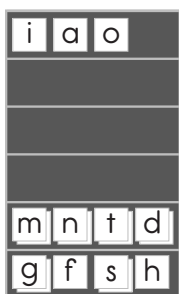
✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, and 'f' for /f/ (RF.K.1b)
- ✓ Read one-syllable short vowel CVC words (which use the spellings taught to date) while playing a relay game (RF.K.3b)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)
- ✓ Read one-syllable short vowel CVC words and match them to pictures (RF.K.3b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip to draw lines between words and corresponding pictures (L.K.1a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'f', 'g', 's', 'h', 'i', 'a', 'o'; Sound Poster for /f/; Sound Card 12 (<i>fan</i>)	10
Practicing Reading	Sound Sprints	three copies of the cards at the end of this lesson	20
Chaining	Pocket Chart Chaining for Spelling	pocket chart; cards for 'i', 'a', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 'g' (2), 'f', 's' (2), 'h'	15
Reviewing the Spellings	Connect It	crayons or pencils; Worksheet 5.1; projection system	15

Advance Preparation



Pocket Chart Setup

Prepare the pocket chart.

Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 'n' (2), 't' (2), 'd' (2), 'g' (2), 'f', 's' (2), 'h'.




Make three copies of each of the pages (cards) at the end of this lesson.

Cut the word cards apart.

Segmenting and Sound/Spelling Review

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/ | 5. say /s/ /ae/ |
| 2. no /n/ /oe/ | 4. so /s/ /oe/ | 6. day /d/ /ae/ |

Part B

- Follow the steps outlined in Lesson 1.

<p>1B</p>  <p>cat</p>	<p>2B</p>  <p>/k/</p>	<p>3B</p>  <p>/a/</p>	<p>4B</p>  <p>/t/</p>
--	--	--	--

- | | | |
|--------------------|--------------------|--------------------|
| 1. cat /k/ /a/ /t/ | 3. bet /b/ /e/ /t/ | 5. ten /t/ /e/ /n/ |
| 2. bat /b/ /a/ /t/ | 4. Ben /b/ /e/ /n/ | 6. tin /t/ /i/ /n/ |

Part C

- Review all letter-sound correspondences using the Large Cards listed in the At a Glance chart.
- Introduce the Sound Poster for /f/ and Sound Card 12 (*fan*).

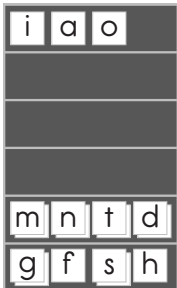
Sound Sprints

If students need additional reading practice, you may select appropriate Pausing Point exercises from those listed under “Read Two- and Three-Sound Words” and “Read Phrases” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- 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 his or her team.
- Repeat until each student has had a turn.
- The team with the most points wins. (Scoring is optional.)

Chaining

Pocket Chart Chaining for Spelling



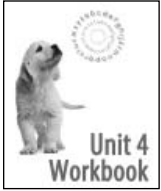
Pocket Chart Setup

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- Explain that you want students to combine the cards to make words.
- Say the word *fin* loudly and slowly, repeating it if necessary.
- Ask the class for the first sound in *fin*.
- Select 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*?”
- Select a student to come to the pocket chart and replace the picture of /n/ with the picture of /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

Connect It



Worksheet 5.1

- Distribute and display Worksheet 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.

hat

man

fin

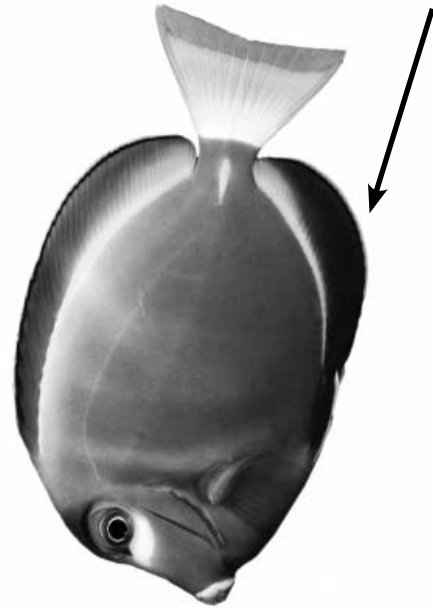
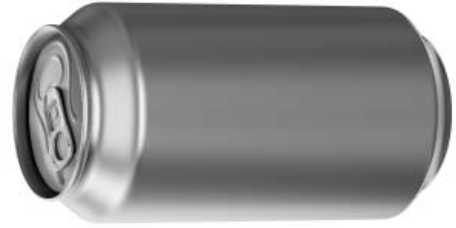
can

fan

sit

hog

said





Lesson 6

Basic Code

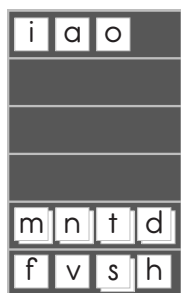
✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, and 'f' for /f/ (RF.K.1b)
- ✓ Practice pronouncing the sound /v/ by repeating words with the sound /v/ in initial or final positions (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'v' for /v/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'v' for consonant sound /v/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'v' (L.K.1a)
- ✓ Use spatial words, such as *up*, *left*, and *right*, while practicing handwriting (L.K.1e)
- ✓ Differentiate between the initial consonants /v/ and /f/ in spoken words and choose the correct spelling. (RF.K.2d)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)
- ✓ Trace and copy the lowercase letter 'v' (L.K.1a)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 's', 'h', 'i', 'a', 'o'	10
Introducing the Sound	The New Sound		5
Introducing the Spelling	Teacher Modeling		5
	Meet the Spelling Worksheet	crayons or pencils; Worksheet 6.1; projection system	15
Practice	Sister Sounds	Worksheets 6.2, 6.3	10
Chaining	Pocket Chart Chaining for Reading	pocket chart; cards for 'i', 'a', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 'f', 'v', 's' (2), 'h'	15
Take-Home Material	Practice Pack	Worksheet 6.4	*

Advance Preparation



Pocket Chart Setup

Create one 'v' card using an index card.

Prepare the pocket chart.

Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 'n' (2), 't' (2), 'd' (2), 'f', 'v', 's' (2), 'h'.

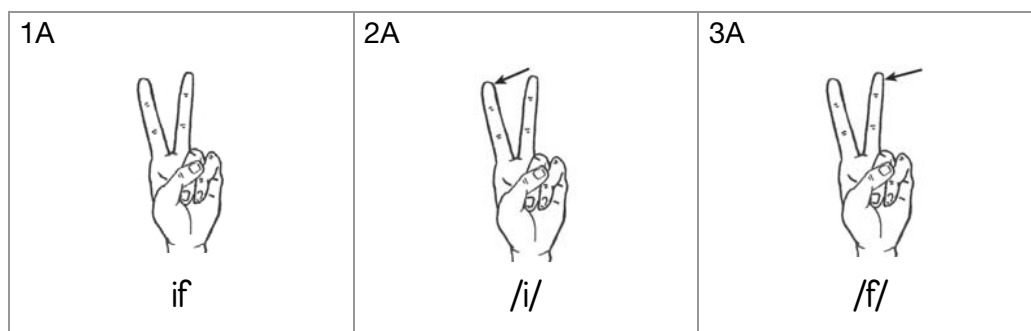
Warm-Up

10 minutes

Segmenting and Sound/Spelling Review

Part A

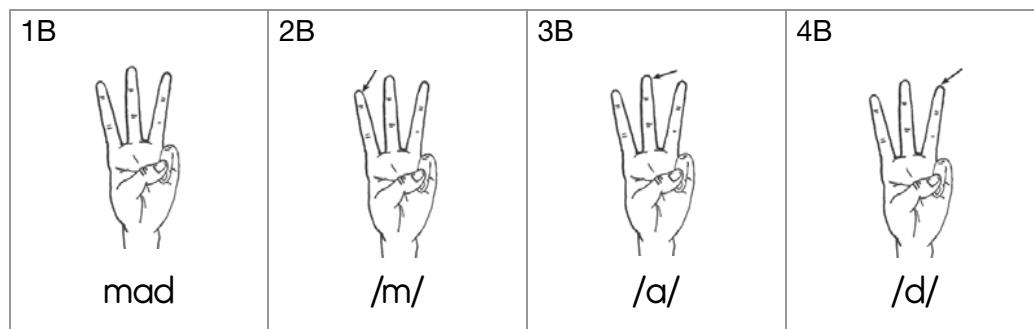
- Follow the steps outlined in Lesson 1.



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

Part B

- Follow the steps outlined in Lesson 1.



1. mad /m/ /a/ /d/

2. vet /v/ /e/ /t/

3. cake /k/ /ae/ /k/

4. type /t/ /ie/ /p/

Part C

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.
- Encourage students to refer to the Sound Posters throughout the school day.

Introducing the Sound

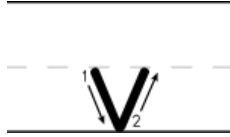
5 minutes

The New Sound

- 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).
- Extension: If you have time and students are ready, read the following words and ask students whether they hear the sound /v/ at the beginning of the word or the end: *Vince, five, Val, Dave, prove, vase*.

Teacher Modeling

5 minutes



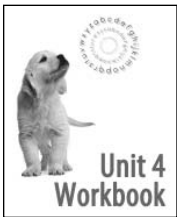
Start on the dotted line.

1. diagonal right
2. diagonal up

- 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 and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- 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 phrases with you.
- Try to avoid using the letter name "vee" during this activity. Instead, say the sound /v/.

Meet the Spelling Worksheet

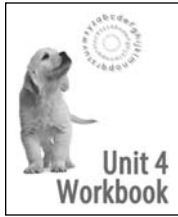
15 minutes



Worksheet 6.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 6.1. Tell students everyone will practice drawing pictures of the /v/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- 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 English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, find the matching picture, and write the word on the corresponding line. Model each step so students can follow along.



Worksheets 6.2, 6.3

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 4” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

If students need additional practice differentiating sounds, you may use the Pausing Point exercise “T-Charts” and the activities in Unit 4, Section I of the *Assessment and Remediation Guide*.

Sister Sounds

- Explain to students /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 Worksheets 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 |

Pocket Chart Chaining for Reading

If students need additional reading practice, you may select appropriate Pausing Point exercises from those listed under “Read Two- and Three-Sound Words” and “Read Phrases” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.



Pocket Chart Setup

- 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*).
- 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

Take-Home Material

Practice Pack

- Have students give Worksheet 6.4 to a family member.

Supplemental Resources

- Newly decodable words:

1. van
2. vat

- Chains:

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

- Song:

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

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 94 and 123 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 94 and 123 of those words would be completely decodable.
- The sound /v/ is the 19th 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 13 of the 44 sounds in the English language.

Lesson 7

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart in the Introduction for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Practice pronouncing the sound /z/ by repeating words with the sound /z/ in the initial or final position (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/ and 'v' for /v/ (RF.K.1b)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'z' for /z/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'z' for consonant sound /z/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'z' (L.K.1a)
- ✓ Trace and copy the lowercase letter 'z' (L.K.1a)
- ✓ Use spatial words, such as *left* and *across*, while practicing handwriting (L.K.1e)
- ✓ Differentiate between the initial consonants /z/ and /s/ in spoken words and choose the correct spelling (RF.K.2d)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)
- ✓ Accurately copy the lowercase letters of the alphabet taught to date (L.K.1a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'h', 'i', 'a', 'o'; Sound Poster for /v/; Sound Card 13 (<i>van</i>)	5
Introducing the Sound	The New Sound		5
Introducing the Spelling	Teacher Modeling		5
	Meet the Spelling Worksheet	crayons; Worksheet 7.1; projection system	15
Practice	Sister Sounds	Worksheets 7.2, 7.3	10
Chaining	Pocket Chart Chaining for Reading	pocket chart; cards for 'i', 'a', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 'g' (2), 's' (2), 'z', 'h'	15
Dictation	Sound Dictation	crayons or pencils; paper; Large Cards for 'a', 'o', 'm', 't', 's', 'c'	5
Take-Home Material	T-Chart Sort	Worksheets 7.4, 7.5	*



Pocket Chart Setup

Advance Preparation

Make one 'z' card for pocket chart chaining.

Prepare the pocket chart.

Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 'n' (2), 't' (2), 'd' (2), 'g' (2), 's' (2), 'z', 'h'.

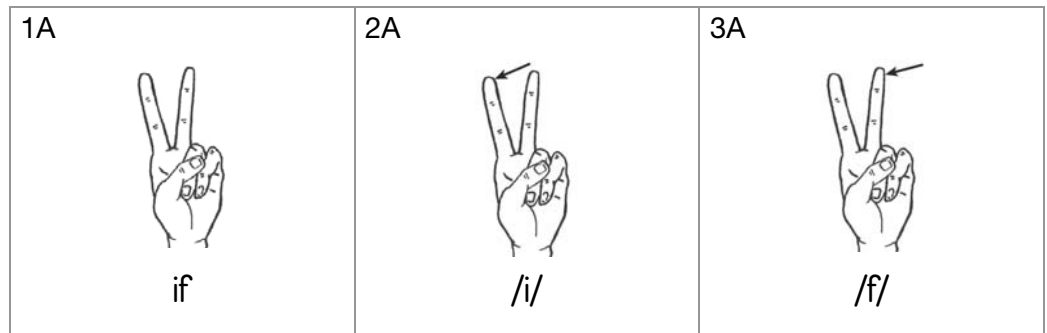
Warm-Up

5 minutes

Segmenting and Sound/Spelling Review

Part A

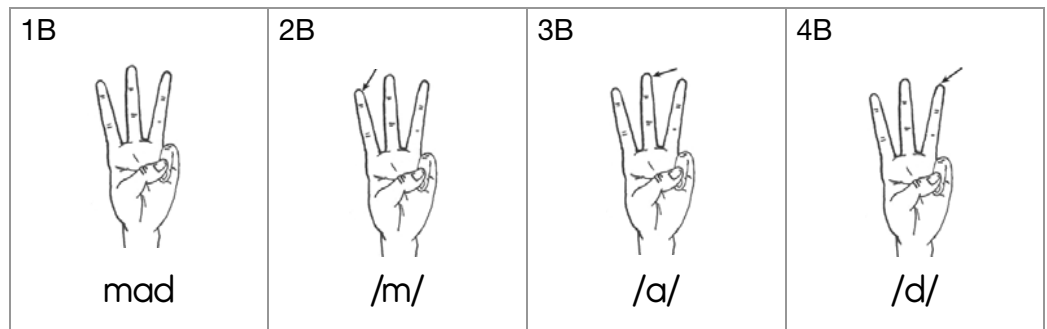
- Follow the steps outlined in Lesson 1.



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

Part B

- Follow the steps outlined in Lesson 1.



1. mad /m/ /a/ /d/

2. vet /v/ /e/ /t/

3. cake /k/ /ae/ /k/

4. type /t/ /ie/ /p/

Part C

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.
- Introduce the Sound Poster for /v/ and Sound Card 13 (*van*).

Introducing the Sound

5 minutes

The New Sound

If students need additional practice listening for sounds, you use the activities in Unit 4, Section I of the *Assessment and Remediation Guide*.

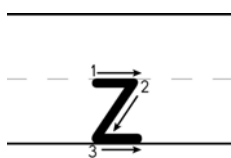
- Tell students the new sound is /z/.
- Have students say the /z/ sound several times, drawing it out.
- Ask students to repeat a number of words that have the /z/ sound at the beginning: *zip, zap, zoom, zoinks*.
- Ask students to repeat a number of words that have the /z/ sound at the end: *buzz, was, runs, is*.
- Ask students whether /z/ is a consonant sound or a vowel sound. (It is a consonant sound)

Introducing the Spelling

20 minutes

Teacher Modeling

5 minutes



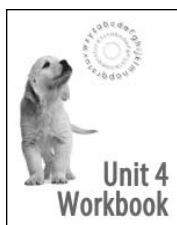
Start on the dotted line.

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

- 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 and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- 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 phrases with you.
- Try to avoid using the letter name "zee" during this activity. Instead, say the sound /z/.

Meet the Spelling Worksheet

15 minutes



Worksheet 7.1

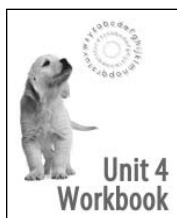
If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 7.1. Tell students everyone will practice drawing pictures of the /z/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first; write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- 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 English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Complete the back of the worksheet.

Practice

10 minutes

Sister Sounds



Worksheets 7.2, 7.3

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 4” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

If students need additional practice differentiating sounds, you may use the Pausing Point exercise “T-Charts” and the activities in Unit 4, Section I of the *Assessment and Remediation Guide*.

- 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 buzzy than the /s/ sound. It makes our mouths and throats vibrate.
- Distribute Worksheets 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 |

Chaining

15 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

If students need additional reading practice, you may select appropriate Pausing Point exercises from those listed under “Read Two- and Three-Sound Words” and “Read Phrases” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- Move the ‘s’, ‘a’, and ‘t’ cards to the center of your pocket chart to spell *sat*.
- Ask a student to read the word (*sat*).
- 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.
- 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

Dictation

5 minutes

Sound Dictation

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting.

- Gather the Large Cards for ‘a’, ‘o’, ‘m’, ‘t’, ‘s’, and ‘c’, and distribute paper and pencils or crayons.
- 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.

Take-Home Material

T-Chart Sort

- Have students give Worksheets 7.4 and 7.5 to a family member.

Supplemental Resources

- Newly decodable words:

1. oz
2. zit
3. zig
4. zag

- Silly word chains:

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

Song:

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

Code Knowledge

- Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 94 and 123 of those words would be completely decodable.
- After today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 95 and 125 of those words would be completely decodable.
- The sound /z/ is the 11th most common sound in English.
- The sound /z/ is found in approximately 20 percent of English words.
- The sound /z/ is spelled ‘z’ approximately 7 percent of the time.
- The spelling alternatives ‘s’ as in *his* and ‘zz’ as in *buzz* are taught later in this grade.
- The spelling alternatives ‘se’ as in *cause* and ‘ze’ as in *bronze* are taught later in the program.
- Students have now learned one way to spell 14 of the 44 sounds in the English language.

Lesson 8

Basic Code

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart in the Introduction for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, and 'z' for /z/ (RF.K.1b)
- ✓ Indicate whether the phoneme /p/ is present in the initial or medial positions of words (RF.K.2d)
- ✓ Listen to riddles and provide words with an initial /p/ as an answer (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'p' for /p/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'p' for consonant sound /p/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'p' (L.K.1a)
- ✓ Trace and copy the lowercase letter 'p' (L.K.1a)
- ✓ Use spatial words, such as *down*, *below*, and *right*, while practicing handwriting (L.K.1e)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)
- ✓ Read and write one-syllable short vowel CVC words corresponding to pictures (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'h', 'i', 'a', 'o'; Sound Poster for /z/; Sound Card 14 (<i>zigzag</i>)	10
Introducing the Sound	Tongue Twister		5
	I'm Thinking of Something		10
Introducing the Spelling	Teacher Modeling		5
	Meet the Spelling Worksheet	crayons or pencils; Worksheet 8.1; projection system	15
Chaining	Pocket Chart Chaining for Reading	pocket chart; cards for 'i', 'a', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 'f', 'z', 'p' (2)	15
Take-Home Material	Spelling Worksheet	Worksheet 8.2	*



Pocket Chart Setup

Warm-Up

Advance Preparation

Using index cards, prepare two 'p' cards for the pocket chart.

Prepare the pocket chart.

Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'a', 'o'.

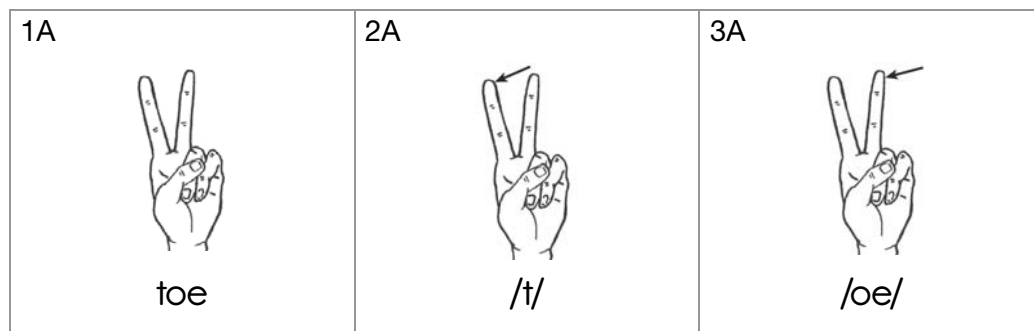
Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 'n' (2), 't' (2), 'd' (2), 'f', 'z', 'p' (2).

10 minutes

Segmenting and Sound/Spelling Review

Part A

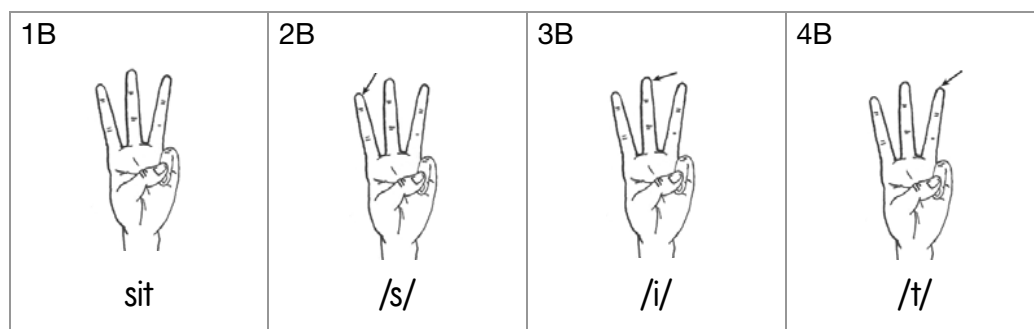
- Follow the steps outlined in Lesson 1.



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

Part B

- Follow the steps outlined in Lesson 1.



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

Part C

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.
- Introduce the Sound Poster for /z/ and Sound Card 14 (*zigzag*), being sure to point out that the /z/ sound occurs two times in this word.

Introducing the Sound

15 minutes

Tongue Twister

5 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under "Recognize and Isolate the Sounds Taught in Unit 4" and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

If students need additional practice listening for sounds, you may use the activities in Unit 4, Section I of the *Assessment and Remediation Guide*.

- 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

10 minutes

- 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 something 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.

Teacher Modeling

5 minutes



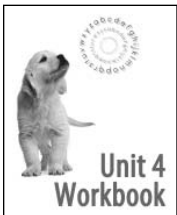
Start on the dotted line.

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

- 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 and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- 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 phrases with you.
- Try to avoid using the letter name "pee" during this activity. Instead, say the sound /p/.

Meet the Spelling Worksheet

15 minutes



Worksheet 8.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 8.1. Tell students everyone will practice drawing pictures of the /p/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first, then write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- At the bottom of the page, show students how to read and trace the word *pig*; then have students trace and write the word using the black dots to start each letter. Remind students English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, find the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

Chaining

15 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

- 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*).
- Complete the chaining.

If students need additional reading practice, you may select appropriate Pausing Point exercises from those listed under “Read Two- and Three-Sound Words” and “Read Phrases” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

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

Take-Home Material

Spelling Worksheet

- Have students give Worksheet 8.2 to a family member.

Supplemental Resources

- Newly Decodable Words:

- | | | |
|--------|---------|---------|
| 1. cap | 9. pip | 17. pod |
| 2. cop | 10. nap | 18. pop |
| 3. dip | 11. pad | 19. pot |
| 4. gap | 12. pan | 20. sip |
| 5. hip | 13. pat | 21. tip |
| 6. hop | 14. pig | 22. top |
| 7. map | 15. pin | 23. zip |
| 8. mop | 16. pit | |

- Chains:

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

- Song:

1. “Peter Piper” (from *Alphabet Jam* CD)

Code Knowledge

- Before today's lesson: If students attempted to read 1,000 words in a trade book, on average between 95–125 of those words would be completely decodable.
- After today's lesson: If students attempted to read 1,000 words in a trade book, on average between 96 and 125 of those words would be completely decodable.
- The sound /p/ is the 21st 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 15 of the 44 sounds in the English language.

Lesson 9

Basic Code

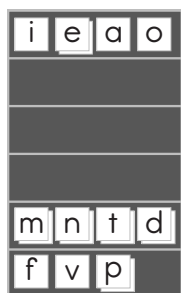
✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Observe the position of the mouth while making the sound /e/ (RF.K.3a)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, and 'p' for /p/ (RF.K.1b)
- ✓ Listen to minimal word pairs with the medial vowel sounds /i/, /e/, or /a/ and identify which word includes the medial /e/ (RF.K.2d)
- ✓ Identify whether the pair of phonemes, /a/ and /e/, is the same or different (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by drawing a picture of 'e' for /e/ in the air and on paper (RF.K.1b)
- ✓ Recognize, isolate, and write 'e' for vowel sound /e/ (L.K.2c)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form the letter 'e' (L.K.1a)
- ✓ Trace and copy the lowercase letter 'e' (L.K.1a)
- ✓ Use spatial words, such as *left* and *across*, while practicing handwriting (L.K.1e)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted (RF.K.3b)
- ✓ Read and write one-syllable short vowel CVC words corresponding to pictures (RF.K.3b)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'a', 'o'; Sound Poster for /p/; Sound Card 15 (<i>pig</i>)	5
Introducing the Sound	Mirror, Mirror	one small mirror per student	10
	Minimal Pairs		10
Introducing the Spelling	Teacher Modeling		5
	Meet the Spelling Worksheet	crayons or pencils; Worksheet 9.1; projection system	15
Chaining	Pocket Chart Chaining for Reading	pocket chart; cards for 'i', 'e' (2), 'a', 'o', 'm' (2), 'n' (2), 't' (2), 'd' (2), 'f', 'v', 'p' (2)	15

Advance Preparation



Pocket Chart Setup

Using index cards, prepare two 'e' cards for the pocket chart.

Prepare the pocket chart.

Arrange cards for the following vowel spellings along the top of the pocket chart: 'i', 'e', 'a', 'o'.

Arrange cards for the following consonant spellings along the bottom of the pocket chart: 'm' (2), 'n' (2), 't' (2), 'd' (2), 'f', 'v', 'p' (2).




Warm-Up

5 minutes

Segmenting and Sound/Spelling Review

Part A





- Follow the steps outlined in Lesson 1.

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

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

Part B

- Follow the steps outlined in Lesson 1.

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

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

Part C

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.
- Introduce the Sound Poster for /p/ and Sound Card 15 (*pig*), calling attention to the /i/ sound in the middle of the word.

Introducing the Sound

20 minutes

Mirror, Mirror

10 minutes

If students need additional practice recognizing and isolating the sounds taught in this unit, you may select appropriate Pausing Point exercises from those listed under “Recognize and Isolate the Sounds Taught in Unit 4” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- 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: *head, wet, bed, deaf*.
- 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.
- 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

10 minutes

- Explain to students 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 |

Introducing the Spelling

20 minutes

Teacher Modeling

5 minutes



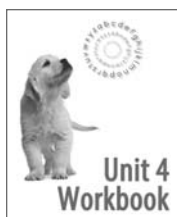
Start between the dotted line and the bottom line.

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

- 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 and describe what you are doing using the phrases on the left. Repeat several times, using the phrases or counting off the strokes as you create the letter.
- 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 phrases with you.
- Try to avoid using the letter name "ee" during this activity. Instead, say the sound /e/.

Meet the Spelling Worksheet

15 minutes



Worksheet 9.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

- Distribute and display Worksheet 9.1. Tell students everyone will practice drawing pictures of the /e/ sound.
- Work as a group, guiding students to complete each item in the rows of letters as you model the writing process. Trace the gray dotted letters in the row first, then write the letters, using the black dots as starting points. Say the sound as you finish each letter.
- 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 English is written from left to right. (You may wish to draw an arrow to indicate directionality.)
- Turn to the back of the worksheet. Ask students to read each word, find the matching picture, and write the word on the corresponding line. Model each step so students can follow along.

Chaining

15 minutes

Pocket Chart Chaining for Reading



Pocket Chart Setup

If students need additional reading practice, you may use any of the Pausing Point exercises listed under "Read Two- and Three-Sound Words" and "Read Phrases" and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- Move the 'n', 'e', and 't' cards to the center of your pocket chart to spell *net*.
- Ask a student to read the word (*net*).
- Replace the 'n' card with the 'm' card and say to the class, "If that is *net*, what is this?"
- Ask a student to read the word.
- 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

Supplemental Resources

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

- Newly decodable words:

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

- Chains:

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

- Song:

1. “Eddie Elephant” (from *Alphabet Jam* CD)

Code Knowledge

- Before today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 96 and 125 of those words would be completely decodable.
- After today’s lesson: If students attempted to read 1,000 words in a trade book, on average between 103 and 132 of those words would be completely decodable.
- The sound /e/ is the 15th 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 CKLA Kindergarten materials, however, ‘e’ is always sounded /e/.
- Students have now learned one way to spell 16 of the 44 sounds in the English language.

Lesson 10

Review

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, and 'e' for /e/ (RF.K.1b)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted by
- ✓ playing a group game using Large Cards (RF.K.3b)
- ✓ Accurately copy the lowercase letters of the alphabet taught to date (L.K.1a)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form letters (L.K.1a)
- ✓ Read decodable phrases that incorporate the letter-sound correspondences taught to date, observing the spaces between words (RF.K.4)
- ✓ Recognize, isolate, and write the spellings for short vowel sounds and consonant sounds (L.K.2c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'; Sound Poster for /e/; Sound Card 16 (<i>pen</i>)	10
Chaining	Large Card Chaining	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	20
Dictation	Sound Dictation	crayons or pencils; paper; Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	20
Concept Introduction	Phrases		10
Take-Home Material	Practice Pack	Worksheet 10.1	*




Advance Preparation

Optional: You can make “necklaces” out of the Large Cards by punching two holes in the top of the cards and running a loop of string through the holes. By placing a card around each student’s neck, you can ensure they are displayed right side up and avoid ‘b’/‘d’/‘p’ confusion.

Segmenting and Sound/Spelling Review

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>
---	---	---

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

Part B

- Follow the steps outlined in Lesson 1.

<p>1B</p>  <p>cat</p>	<p>2B</p>  <p>/k/</p>	<p>3B</p>  <p>/a/</p>	<p>4B</p>  <p>/t/</p>
--	--	--	--

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

Part C

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.
- Introduce the Sound Poster for /e/ and Sound Card 16 (*pen*), calling attention to the /e/ sound in the middle of the word.

Large Card Chaining

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

If students need additional practice listening for sounds, you may use the activities in Unit 4, Section I of the *Assessment and Remediation Guide*.

- If you have created necklaces out of the Large Cards this is the activity for which you would use them.
- Distribute the Large 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 wearing or holding 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.

Sound Dictation

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

- Distribute paper and crayons or pencils. Give 16 students the Large Cards for the sound-spellings taught in Units 3 and 4.
- Say a sound and tell the student with the Large 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.

Concept Introduction**Phrases**

If students need additional reading practice, you may use any of the Pausing Point exercises listed under “Read Two- and Three-Sound Words” and “Read Phrases” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- Explain to students 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.
- Write *tan dog* on the board and point out the space between the two words.
- Ask a student to read the phrase.
- Repeat with the remaining phrases.

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

Take-Home Material**Practice Pack**

- Have students give Worksheet 10.1 to a family member.

Lesson 11

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, and 'e' for /e/ (RF.K.1b)
- ✓ Read, spell, and/or write chains of one-syllable short vowel words in which one sound is added, substituted, or omitted by playing a group game using Large Cards (RF.K.3b)
- ✓ Accurately trace and copy the lowercase letters of the alphabet taught to date (L.K.1a)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form letters (L.K.1a)
- ✓ Recognize, isolate, and write the spellings for short vowel sounds and consonant sounds (L.K.2c)
- ✓ Read decodable phrases that incorporate the letter-sound correspondences taught to date, observing spaces between words (RF.K.4)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	5
Chaining	Large Card Chaining	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	15
Dictation	Sound Dictation	crayons or pencils; Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	10
Practice	Circle the Picture	crayons or pencils; Worksheet 11.1	15
	Rainbow Letters	crayons or pencils; Worksheet 11.2	15
Student Performance Task Assessment	Reading Assessment	Part One: Worksheet 11.4; crayons or pencils; Part Two: Worksheet 11.3; reading test word cards	*
Take Home Material	T-Chart Sort	Worksheets 11.5, 11.6	*

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 One is a whole-group activity required of all students. They will circle 10 words, one per row, as you pronounce each one-syllable CVC word. After scoring Part One, you will determine which students need to complete Part Two. In Part Two, meet briefly with students individually to administer a 10-word reading assessment. The estimated time for each child is two to four minutes.




Warm-Up

5 minutes

Segmenting and Sound/Spelling Review

Part A





- Follow the steps outlined in Lesson 1.

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

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

Part B

- Follow the steps outlined in Lesson 1.

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

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

Part C

Challenge students to think of words beginning with these sounds.

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.

Chaining

15 minutes

If students need additional practice spelling words with Large Cards, you may use any of the Pausing Point exercises listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

Large Card Chaining

- Distribute the Large 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

Dictation

10 minutes

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

Sound Dictation

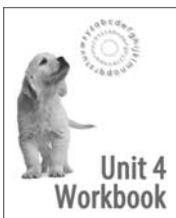
- Distribute paper and crayons or pencils. Give 16 students the Large Cards for the sound-spellings taught in Units 3 and 4.
- Say a sound, and tell the student with the Large Card for that sound to stand up.
- Remind students how to print the letter, and encourage them to trace the spelling in the air. Have students print the letter on paper.
- Repeat for the remaining sounds.

Practice

30 minutes

Circle the Picture

15 minutes

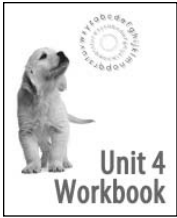


Worksheet 11.1

- Distribute and display Worksheet 11.1.
- Remind students words can be combined to make phrases and 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.

Rainbow Letters

15 minutes



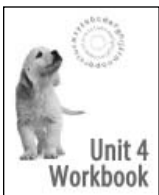
Worksheet 11.2

- Distribute Worksheet 11.2 and crayons or colored pencils.
- Display the worksheet.
- 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 worksheets.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Student Performance Task Assessment

10 Reading Assessment

Part One



Worksheet 11.4

- Distribute Worksheet 11.4 and crayons or pencils.
- Display the front of Worksheet 11.4 in order to familiarize students with the format. If you wish to provide an example, create one using words other than those used in the assessment.
- Describe the activity to students by telling them they will be asked to circle one word in each row: the word you pronounce. Proceed with the assessment.
 1. net
 2. van
 3. hen
 4. pen
 5. fin
- Display the back of Worksheet 11.4 and continue.
 6. sad
 7. pot
 8. zip
 9. fan
 10. hat

Analysis and Interpretation

Part One

Assign one point for each word circled correctly.

There are 10 three-letter words making a total score of 10 points possible.

Interpret scores as follows:

9–10 points—excellent

8 points—good

7 points—fair

6 points or less—poor

Students scoring 7 or fewer points need to complete Part Two of the assessment.

Part Two

- Part Two involves assessing students individually by having them read aloud 10 words printed on separate cards.
- The words for the assessment are printed on the next to last page of this lesson. Copy the page and cut out the words. Show the cards to the student one at a time.
- Use the individual record sheet on Worksheet 11.3 to record each word as the student reads it. 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

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

Also examine whether there are mispronunciations that occur more frequently in a given position in words, i.e., does the student read the initial sound correctly, but misread either the 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. If a number of students in the classroom fall into this category, it is strongly recommended that you provide substantial practice and remediation using the activities in the Pausing Point and the *Assessment and Remediation Guide*. Students who do not understand the concept of blending or who have not mastered the eight letter-sound correspondences taught in Unit 4 will only fall further behind if they move on to Unit 5 without remediation.

Take-Home Material

T-Chart Sort

Have students give Worksheets 11.5 and 11.6 to a family member.

net

sad

van

pot

hen

zip

pen

fan

fin

hat

Lesson 12

Story Demonstration
Review
Student Performance
Task Assessment

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, and 'e' for /e/ (RF.K.1b)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding by reading phrases from the story (RF.K.4)
- ✓ Accurately copy the lowercase letters of the alphabet taught to date (L.K.1a)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and draw letters (L.K.1a)
- ✓ Read and write one-syllable short vowel CVC words (RF.K.3b)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by playing a large motor game using sounds taught to date (RF.K.3a)
- ✓ Recognize, isolate, and write the spellings for short vowel sounds and consonant sounds (L.K.2c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	5
Teacher Demonstration	Demonstration Story: <i>Pet Fun</i>	<i>Pet Fun</i> Big Book	15
Dictation	Sound Dictation	crayons or pencils; paper; Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	10
Practice	Vowel Pairs	crayons; Worksheet 12.1; projection system	15
	Stomp and Spell		15
Student Performance Task Assessment	Reading Assessment	materials from Lesson 11	*

Advance Preparation

Add to the Stomp and Spell materials you created for Unit 3 or make new materials by writing the vowel spellings 'a', 'i', 'o', and 'e' and the consonant spellings 'n', 'h', 's', 'f', 'v', 'z', 'p', and 't' on sheets of paper or card stock; laminate if possible.




Warm-Up

5 minutes

Segmenting and Sound/Spelling Review

Part A





- Follow the steps outlined in Lesson 1.

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

- | | |
|-----------------|------------------|
| 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/ |

Part C

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.

Teacher Demonstration

15 minutes

Demonstration Story: *Pet Fun*



If you find it helpful, use the *Pet Fun* Media Disk instead of the Big Book once you have introduced students to the parts of a book.

If students need additional practice identifying the parts of a book, you may use the activities in Unit 4, Section III of the *Assessment and Remediation Guide*.

- Display the *Pet Fun* Big Book for the class.
- Ask students to read the title of the book.
- Introduce parts of the book to 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.
- 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. Also, discuss word meanings and ask questions.
- If you have time, read the story again, having students read individual phrases.

Dictation

10 minutes

Sound Dictation

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

- Distribute paper and crayons or pencils. Give 16 students the Large Cards for the sound-spellings taught in Units 3 and 4.
- Say a sound, and ask the student with the Large 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.

Vowel Pairs

15 minutes



Worksheet 12.1

- Distribute and display Worksheet 12.1.
- 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 |

Stomp and Spell

15 minutes

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- 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 |

Student Performance Task Assessment

10 Reading Assessment

- Follow the procedures explained in Lesson 11.

Lesson 13

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.




- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, and 'e' for /e/ (RF.K.1b)
- ✓ Identify the parts of books and function of each part (front cover, back cover, title page, table of contents) (RI.K.5)
- ✓ Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to a text read aloud (RF.K.1a)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding, by reading phrases from the story (RF.K.4)
- ✓ Accurately copy the lowercase letters of the alphabet taught to date (L.K.1a)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and form letters (L.K.1a)
- ✓ Read and write one-syllable short vowel CVC words (RF.K.3b)
- ✓ Read and write one-syllable short vowel CVC words by circling the letters that spell the word and match a picture cue (RF.K.3b)
- ✓ Recognize, isolate, and write the spellings for short vowel sounds and consonant sounds (L.K.2c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	5
Teacher Demonstration	Demonstration Story: <i>Pet Fun</i>	<i>Pet Fun</i> Big Book	15
Dictation	Sound Dictation	crayons or pencils; paper; Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	10
	Dictation Identification	crayons or pencils; Worksheet 13.1; projection system	10
Practice	Circle Spelling	crayons or pencils; Worksheet 13.2; projection system	10
	Label the Picture	crayons or pencils; Worksheet 13.3; projection system	10
Student Performance Task Assessment	Reading Assessment	materials from Lesson 11	*
Take-Home Material	Word Wheel Worksheet	Worksheet 13.4	*

Segmenting and Sound/Spelling Review

Part A





- Follow the steps outlined in Lesson 1.

<p>1A</p>  <p>is</p>	<p>2A</p>  <p>/i/</p>	<p>3A</p>  <p>/z/</p>
---	---	--

- | | |
|-----------------|------------------|
| 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.

<p>1B</p>  <p>cat</p>	<p>2B</p>  <p>/k/</p>	<p>3B</p>  <p>/a/</p>	<p>4B</p>  <p>/t/</p>
--	--	--	--

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

Part C

Challenge students to think of words beginning with each sound.

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.

Demonstration Story: *Pet Fun*



If you find it helpful, you may use the *Pet Fun* Media Disk instead of the Big Book once you have reviewed the parts of a book.

If students need additional practice identifying the parts of a book, you may use the activities in Unit 4, Section III of the *Assessment and Remediation Guide*.

- Display the *Pet Fun* Big Book for the class.
- 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.
- 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. Also, discuss word meanings and ask questions.
- If you have time, read the story again, having students read individual phrases.

Dictation

20 minutes

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

Sound Dictation

10 minutes

- Distribute paper and crayons or pencils. Give 16 students the Large Cards for the sound-spellings taught in Units 3 and 4.
- Say a sound, and ask the student with the Large 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.

Dictation Identification

10 minutes



Worksheet 13.1

- Distribute and display Worksheet 13.1.
- 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 the class has answered correctly, have students circle *pot*, following your example, and then write the word on the line.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

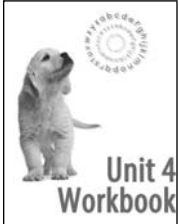
- | | | |
|--------|--------|--------|
| 1. pot | 3. set | 5. sad |
| 2. met | 4. gap | 6. sip |

Practice

20 minutes

Circle Spelling

10 minutes

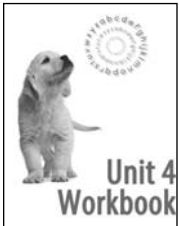


Worksheet 13.2

- Distribute and display Worksheet 13.2.
- Point to the first picture and ask the class to identify it. (If necessary, tell the class it is a pin.)
- Ask students for the first sound in *pin*.
- Ask students which of the first two spellings is a picture of the /p/ sound.
- Have students circle the 'p', following your example.
- Repeat for the remaining two sounds in *pin*.
- Have students write *pin* on the line provided, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Label the Picture

10 minutes



Worksheet 13.3

- Distribute and display Worksheet 13.3.
- Ask students to read the first word.
- Ask which of the first two pictures matches the word *fan*.
- Have students write *fan* under the picture of the fan, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Student Performance Task Assessment

10 Reading Assessment

- Follow the procedures explained in Lesson 11.

Take-Home Material

Word Wheel Worksheet

- Have students give Worksheet 13.4 to a family member.

Lesson 14

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, and 'e' for /e/ (RF.K.1b)
- ✓ Read a one-syllable short vowel CVC word and perform the action indicated on a card (RF.K.3b)
- ✓ Read and write a one-syllable short vowel CVC word (RF.K.3b)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and draw letters (L.K.1a)
- ✓ Read and write one-syllable short vowel CVC words to match the picture provided (RF.K.3b)
- ✓ Read decodable text that incorporates the letter-sound correspondences that have been taught, with purpose and understanding, by reading phrases and matching them to the appropriate picture (RF.K.4)
- ✓ Recognize, isolate, and write the spellings for short vowel sounds and consonant sounds (L.K.2c)
- ✓ Accurately copy the lowercase letters of the alphabet taught to date (L.K.1a)

<i>At a Glance</i>	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	5
Practicing Reading	Wiggle Cards	cards for <i>cat, dog, pig, hen, mom, dad, cop, vet, hot, mad, sad</i>	10
Dictation	Dictation Identification	crayons or pencils; Worksheet 14.1; projection system	15
Practice	Circle the Word	crayons or pencils; Worksheet 14.2; projection system	15
	Connect It	crayons or pencils; Worksheet 14.3; projection system	15
Student Performance Task Assessment	Reading Assessment	materials from Lesson 11	*

Advance Preparation

Write the following words on cards, one word per card: *cat, dog, pig, hen, mom, dad, cop, vet, hot, mad, sad*. Use these cards for the Wiggle Card activity.




Warm-Up

5 minutes

Segmenting and Sound/Spelling Review

Part A





- Follow the steps outlined in Lesson 1.

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

- go /g/ /oe/
- no /n/ /oe/
- Joe /j/ /oe/
- so /s/ /oe/

Part B

- Follow the steps outlined in Lesson 1.

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

- cat /k/ /a/ /t/
- bat /b/ /a/ /t/
- bet /b/ /e/ /t/
- Ben /b/ /e/ /n/

Part C

Challenge students to think of words beginning with each sound.

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.

Wiggle Cards

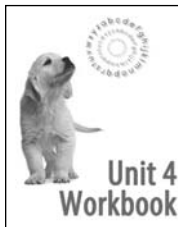
If students need additional reading practice, you may use any of the Pausing Point exercises listed under “Read Two- and Three-Sound Words” and “Read Phrases” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

- Hold up the *cat* card while saying, “Pretend to be a . . .” Have students read the card and perform the action.

- | | |
|--------------------------|---------------------------|
| 1. “Pretend to be a” cat | 7. “Pretend to be a” cop |
| 2. “Pretend to be a” dog | 8. “Pretend to be a” vet |
| 3. “Pretend to be a” pig | 9. “Pretend you are” hot |
| 4. “Pretend to be a” hen | 10. “Pretend you are” mad |
| 5. “Pretend to be a” mom | 11. “Pretend you are” sad |
| 6. “Pretend to be a” dad | |

Dictation

Dictation Identification

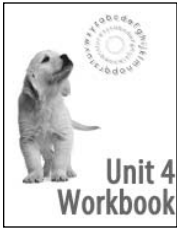


Worksheet 14.1

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

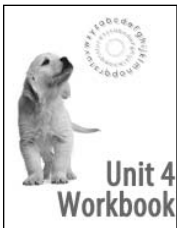
- Distribute and display Worksheet 14.1.
- Point to the first row of words, and tell the class you are going to say one of the two words.
- Say the word *it*.
- Ask the class which of the two words spells *it*.
- Once the class has answered correctly, have students circle *it*, following your example, and then write the word on the line.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

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

Circle the Word**15 minutes**

Worksheet 14.2

- Distribute and display Worksheet 14.2.
- Point to the first picture and ask students to identify it. (If necessary, tell the class it is a hen.)
- Ask students to read the first word; repeat for the second and the third word.
- Ask if the first word, second word, or third word matches the picture of the hen.
- Have students circle the word *hen*, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Connect It**15 minutes**

Worksheet 14.3

- Distribute and display Worksheet 14.3.
- Remind students words can be combined to make phrases and there are spaces between the words in a phrase.
- Ask students to read the first phrase.
- Ask which of the pictures matches the phrase *cat in net*.
- Have students draw a line from the phrase *cat in net* to the matching picture, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Student Performance Task Assessment**10 Reading Assessment**

- Follow the procedures explained in Lesson 11.

Lesson 15

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart in for additional standards addressed in all lessons in this unit.

- ✓ Segment spoken words into phonemes by moving one finger for each phoneme heard (RF.K.2d)
- ✓ Demonstrate understanding that a systematic, predictable relationship exists between written letters and spoken sounds by producing 'a' for /a/, 'm' for /m/, 't' for /t/, 'd' for /d/, 'o' for /o/, 'c' for /k/, 'g' for /g/, 'i' for /i/, 'n' for /n/, 'h' for /h/, 's' for /s/, 'f' for /f/, 'v' for /v/, 'z' for /z/, 'p' for /p/, and 'e' for /e/ (RF.K.1b)
- ✓ Accurately copy the lowercase letters of the alphabet taught to date (L.K.1a)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and draw letters (L.K.1a)
- ✓ Read and write one-syllable short vowel CVC words by matching pictures with words (RF.K.3b)
- ✓ Demonstrate basic knowledge of one-to-one letter-sound correspondences by playing a large motor game using sounds taught to date (RF.K.3a)
- ✓ Recognize, isolate, and write the spellings for short vowel sounds and consonant sounds (L.K.2c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Segmenting and Sound/Spelling Review	Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	5
Dictation	Sound Dictation	crayons or pencils; paper; Large Cards for 'm', 'n', 't', 'd', 'c', 'g', 'f', 'v', 's', 'z', 'p', 'h', 'i', 'e', 'a', 'o'	10
Practice	Sort by Vowel Sound	crayons or pencils; Worksheet 15.1; projection system	15
	Word Box	crayons or pencils; Worksheet 15.2; projection system	15
	Spelling Hopscotch	marker; paper	15
Student Performance Task Assessment	Reading Assessment	materials from Lesson 11	*
Take-Home Material	Practice Pack	Worksheet 15.3	*

Advance Preparation

Add to the Spelling Hopscotch materials you created for Unit 3 or make new materials by writing the vowel spellings 'a', 'i', 'o', and 'e' and the consonant spellings 'n', 'h', 's', 'f', 'v', 'z', 'p', and 't' on circular sheets of paper or card stock; laminate if possible.




Warm-Up

5 minutes

Segmenting and Sound/Spelling Review

Part A





- Follow the steps outlined in Lesson 1.

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

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

Part B

- Follow the steps outlined in Lesson 1.

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

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

Part C

Challenge students to think of words beginning with each sound.

- Review letter-sound correspondences using the Large Cards listed in the At a Glance chart.

Dictation

10 minutes

Sound Dictation

If students need additional handwriting practice, you may select appropriate Pausing Point exercises from those addressing handwriting and the activities in Unit 4, Section IV of the *Assessment and Remediation Guide*.

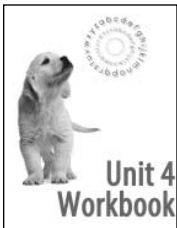
- Distribute paper and crayons or pencils. Give 16 students the Large Cards for the sound-spellings taught in Units 3 and 4.
- Say a sound, and tell the student with the Large Card for that sound to stand up.
- Remind students how to print the letter, and encourage them to trace the spelling in the air. Have students print the letter on paper.
- Repeat for the remaining sounds.

Practice

45 minutes

Sort by Vowel Sound

15 minutes

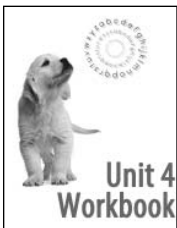


Worksheet 15.1

- Distribute and display Worksheet 15.1.
- Ask students to read the first word.
- Ask students if *it* has the vowel sound /a/, /o/, /i/, or /e/.
- Have students write *it* in the third row, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Word Box

15 minutes



Worksheet 15.2

- Distribute and display Worksheet 15.2 .
- Ask students to read the first word.
- Ask which of the pictures matches the word *mop*.
- Have students write *mop* under the picture of the mop, following your example.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

Spelling Hopscotch

15 minutes

If students need additional practice spelling words with cards, you may use any of the Pausing Point exercises listed under “Spell Two- and Three-Sound Words with Cards” and the activities in Unit 4, Section II of the *Assessment and Remediation Guide*.

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.

Student Performance Task Assessment

10 Reading Assessment

- Follow the procedures explained in Lesson 11.

Take-Home Material

Practice Pack

- Have students give Worksheet 15.3 to a family member.

Unit 4 Pausing Point

With the conclusion of Unit 4, if a significant number of students are having difficulty with any of the objectives, pause here and spend additional days reviewing the material. 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. Procedures are not reprinted for exercises that are included in the Unit 4 lessons. Instead, we list the lessons where the exercises can be found. Exercises not included in the Unit 4 lessons, however, have procedures printed here.

Pausing Point Topic Guide

Segment Two- and Three-Sound Words

Segmenting

Lessons 1–15

Recognize and Isolate the Sounds Taught in Unit 4

I'm Thinking of Something

Lessons 2, 8; Page 97

Sound Riddles

Lesson 3; Page 97

Sound Off

Lesson 1

Tongue Twister

Lessons 3, 8; Page 98

Sound Sprints

Page 98

Mirror, Mirror

Lessons 4, 9; Page 98

Simon Says Sounds

Page 98

Guess the Sound!

Page 99

Happy Birthday to You!

Page 99

Sound Search

Page 99

Differentiate Sister Sounds

Sister Sounds

Lessons 6, 7

T-Charts

Page 100

Differentiate Consonant and Vowel Sounds

Minimal Pairs

Lessons 1, 9

Vowel Pairs

Lesson 12

T-Charts

Page 100

Read Two- and Three-Sound Words

Pocket Chart Chaining for Reading	Lessons 1–4, 6–9
Word Puzzles	Page 101
Pop-Up People	Page 101
Matching the Words	Page 101; Worksheets PP1, PP2
Relay Blending	Page 101
Sound Sprints	Lesson 5
Wiggle Cards	Lesson 14

Read Phrases

Unscramble the Words!	Page 102
-----------------------	----------

Spell Two- and Three-Sound Words with Cards

Large Card Chaining	Lessons 10, 11
Unscramble the Sounds!	Page 102
Spelling Hopscotch	Lesson 15
Stomp and Spell	Lesson 12

Write the Spellings Taught in Unit 4

Sound Dictation	Lessons 7, 10–13, 15
Simon Says Sounds	Page 103

Write Two- and Three-Sound Words

Circle Spelling	Page 103; Worksheet PP3
Label the Picture	Page 103; Worksheet PP4
Word Box	Page 103; Worksheet PP5

Write Two- and Three-Sound Words from Dictation

Chaining Dictation	Page 110
Dictation with Phrases	Page 104; Worksheet PP6
Dictation with Words	Page 104
Dictation with Phrases (without a worksheet)	Page 105

Recognize the Parts of a Book

Demonstration Story: <i>Pet Fun</i>	Lessons 12, 13
-------------------------------------	----------------

Segment Two- and Three-Sound Words

Segmenting

- See Lessons 1–15.

Recognize and Isolate the Sounds Taught in Unit 4

I'm Thinking of Something

- See Lesson 2 for /h/ and Lesson 8 for /p/.
- See below for /f/ and /b/.

/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)

/b/:

1. I'm thinking of the color of the sky. (blue)
2. I'm thinking of a place where you can build sand castles. (beach)
3. I'm thinking of a round toy you can kick or throw. (ball)
4. I'm thinking of a stinging insect. It is often yellow and black. (bee)
5. I'm thinking of something with two wheels many children like to ride. (bike)

Sound Riddles

- See Lesson 3 for /s/.
- See following for /v/ and /z/.

/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)

Sound Off

- See Lesson 1 for /n/.

Tongue Twister

- See Lesson 3 for a tongue twister with /s/ and Lesson 8 for a tongue twister with /p/.
- See below for /f/ and /e/.

/f/:

Friendly **F**ranks **f**lips **f**abulous **f**lapjacks on **F**riday.

/e/:

Ed **E**vans **e**ntertains **E**velyn **E**dwards **e**very **W**ednesday.

Sound Sprints

- Place two sets of Large Cards at the far end of the classroom, the gym, or the playground.
- Select two students to race.
- Call out a sound.
- Have students race to grab the sound and bring it back.
- The first student to return with the correct letter is the winner.

Mirror, Mirror

- See Lesson 4 for /f/ and Lesson 9 for /i/, /e/, and /a/.
- 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.

- Using index cards, 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 him or her 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 he or she only likes 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 him or her show it to the other students and say its name.

Differentiate Sister Sounds

Sister Sounds

- See Lesson 6 for /f/ and /v/ and Lesson 7 for /s/ and /z/.



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.

Differentiate Consonant and Vowel Sounds

Minimal Pairs

- See Lesson 1 for /m/ and /n/ and Lesson 9 with /i/ and /e/ and /e/ and /a/.

Vowel Pairs

- See Lesson 12.

T-Charts

- See above. Make T-charts for all consonant and vowel sounds that are problematic for students.

Read Two- and Three-Sound Words

Pocket Chart Chaining for Reading

- See Lessons 1–4 and 6–9.
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

Word Puzzles

- Write a number of decodable words on construction paper.
- 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 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.

Matching the Words

- Distribute Worksheets PP1 and PP2.
- Have students cut out the word cards from Worksheet PP1.
- Have students read the words on the word cards and match them to the words on Worksheet PP2 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 his or her team. (Scoring is optional.) Both students should then move to the back of their respective lines.



Worksheets PP1, PP2

- 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.

Sound Sprints

- See Lesson 5.

Wiggle Cards

- See Lesson 14.

Read Phrases

Unscramble the Words!

- Write a number of decodable words on cardstock.
- 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 his or her word.
- Have students arrange the cards to make the phrase.

Spell Two- and Three-Sound Words with Cards

Large Card Chaining

- See Lessons 10 and 11.

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

Spelling Hopscotch

- See Lesson 15.

Stomp and Spell

- See Lesson 12.

Write the Spellings Taught in Unit 4

Sound Dictation

- See Lessons 7, 10, 11, 12, 13, and 15.

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

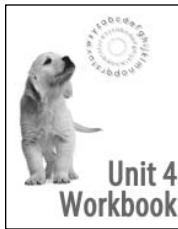
- Have students complete Worksheet PP3 (both sides).

Label the Picture

- Have students complete Worksheet PP4 (both sides).

Word Box

- Have students complete Worksheet PP5 (both sides).



Worksheets PP3, PP4, PP5

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 might want to use these exercises with advanced students now or with all students at a later point.

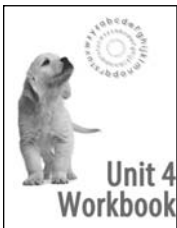
Chaining Dictation

- 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.
- 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



Worksheet PP6

- Distribute Worksheet PP6.
- Tell students you are going to say a number of phrases.
- Explain that phrases are written on the worksheet, but each phrase is missing one word.
- Ask students to fill in the blanks as you read the phrases.

1. sit on cot
2. cap and hat
3. pig pen
4. hot pot
5. hog and pig
6. sit on mat

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 | 14. in | 27. sip | 40. if |
| 2. tip | 15. hid | 28. vet | 41. fad |
| 3. mat | 16. set | 29. sod | 42. dip |
| 4. it | 17. sat | 30. vat | 43. men |
| 5. dot | 18. an | 31. zip | 44. sis |
| 6. hot | 19. sad | 32. fig | 45. not |
| 7. van | 20. fin | 33. zap | 46. map |
| 8. pot | 21. had | 34. hop | 47. hog |
| 9. net | 22. fed | 35. hip | 48. on |
| 10. den | 23. pan | 36. pet | 49. can |
| 11. nap | 24. fat | 37. fog | 50. pop |
| 12. ham | 25. pip | 38. peg | 51. hit |
| 13. hen | 26. fan | 39. pin | |

Dictation with Phrases (without a worksheet)

- 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.

- | | | |
|----------------|-------------|-----------------|
| 1. men in van | 8. hot pan | 15. mom did it |
| 2. sit on mat | 9. sip it | 16. mad tan dog |
| 3. dog can dig | 10. sad man | 17. pin it on |
| 4. fat hog | 11. on map | 18. cop got him |
| 5. pig in pen | 12. pet cat | 19. dad can mop |
| 6. tap on it | 13. sad sis | 20. get on mat |
| 7. get in den | 14. hot ham | |

Recognize the Parts of a Book

Demonstration Story: *Pet Fun*

- See Lessons 12 and 13.
- Practice recognizing the parts of a book with any trade books in your classroom.

Decodable Text and Natural Text

In this unit you introduced the first decodable text, the Big Book *Pet Fun*. CKLA makes extensive use of decodable text as an instructional tool. When we refer to “decodable text” in this program we are speaking of a story written using words that are *entirely* decodable. Every word in the story is either made up of 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. CKLA has adopted a rigorous standard of 100% decodable text. In CKLA, 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 non-decodable. It can only be designated decodable or non-decodable at a specific point in a particular sequence of instruction. A story that is 100% decodable in Unit 6 of CKLA 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 CKLA. 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 worksheets and “decodable” readers from different programs. Once you become familiar with CKLA, 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 multi-syllable 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 47 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 44 sounds of English—including many spellings not taught in the CKLA 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 a worksheet, 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.

Our reason for doing this allows 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. CKLA students begin reading in a world where almost all letters and multi-letter 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 we believe decodable text is a great aid to children just learning to read.

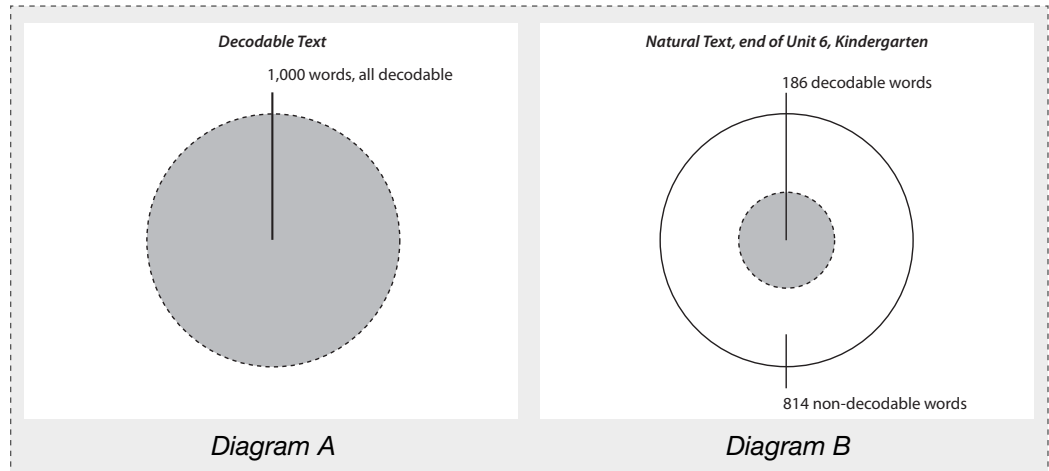


Diagram A represents 1,000 words of decodable text similar to words included in the Readers for this program. The entire circle is shaded to indicate that if a student reads 1,000 words of text in a CKLA Reader in tandem with the lessons, all 1,000 of those words will be 100% decodable. Compare this 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 CKLA's Kindergarten sequence of instruction, attempted to read 1,000 words of natural text, e.g., in a trade book or magazine. Of those 1,000 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. She might be able to recognize some common words by sight. She might be able to blend and read all but one of the spellings in a word. She might be able to use context and illustrations to infer the meaning of some words she cannot quite read. Even so, there would be at least 814 occasions on which she would need to go beyond the code knowledge she has 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 CKLA readers, she will be reading only 100% decodable words. On average, there will be *814 fewer opportunities for mistakes and confusion* when she is 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 we have developed containing sounds, spellings, and frequency information for 25,000 common English words drawn from educational materials used in Kindergarten through college. That same database allows us to track the differences between CKLA decodable texts and natural text throughout the program.

Transition to Natural Text

One of the program's main goals is to ensure all students make a successful transition to natural text and children's trade books no later than Grade 2. We expect that some students (perhaps many) will be able to make this transition earlier. Some students may be able to switch from CKLA 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 expresses interest in reading trade books should not be discouraged. You may wish to encourage her to select a book written for children, but you should generally let her choose a title or subject that interests her. Personal interest will go a long way towards helping her cope with the difficulties of reading natural text.

Reading trade books should be done *in addition* to reading the stories in CKLA, not as replacement for reading the stories in the CKLA Reader. That way, students continue to learn about the spelling patterns taught in CKLA, while also reading on their own.

The student can then attempt to read a trade book on her own. You can help her with any words or spellings with which she struggles. For example, if she comes to you with the word *head* and wishes 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 her rapid development as a reader. If the student finds the book she has selected to be too difficult, she will probably put it down on her 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 CKLA 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.

Teacher Resources

Assessments

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given workbook page for individual, independent completion to use as an assessment. It may be useful to use the Tens Conversion Chart and the Tens Recording Chart to collect and analyze all assessment data.

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

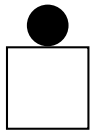
Simply find the number of correct answers along the top of the chart and the total number of questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score. You may choose to use the Tens Recording Chart on the next page to provide an at-a-glance overview of student performance.

Tens Recording Chart

Use the following grid to record students' Tens scores. Refer to the previous page for the Tens Conversion Chart.

Name													

in cat
on dog



dog

on



cat

in

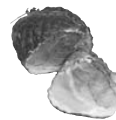
Directions: Have students write each word under the matching picture.

hat dog
hot ham



dog

hat



ham

hot

Directions: Have students write each word under the matching picture.

Name _____

2.2

Dear Family Member,

On the front and back of this worksheet, have your child draw a line from each word to the matching picture. If necessary, identify the pictures for your child.



1. man



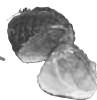
2. hat



3. ham



4. can



5. hog



6. cat



7. dot



8. dig



9. dad

sit	sad	dig
dog	ham	man



_____	_____	_____
-----	-----	-----
ham	man	dog



_____	_____	_____
-----	-----	-----
sit	dig	sad

Directions: Have students write each word under the matching picture.

dog	hat	mat
fin	man	fan



_____	_____	_____
-----	-----	-----
dog	fan	fish



_____	_____	_____
-----	-----	-----
mat	hat	man

Directions: Have students write each word under the matching picture.

Name _____

4.2

Dear Family Member,

On the front and back of this worksheet, have your child copy each word under the matching picture. If necessary, identify the pictures for your child.



1. sad



_____	_____
-----	-----
sad	

2. fan



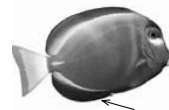
_____	_____
-----	-----
fan	

3. sit



_____	_____
-----	-----
sit	

4. fin



_____	_____
-----	-----
	fin

5. hat



_____	_____
-----	-----
	hat

6. can



_____	_____
-----	-----
can	

Name _____

5.1

1. fin



2. hog



3. sit



4. dig



5. fan



Directions: Draw a line from each word to the matching picture.

Unit 4 17

© 2013 Core Knowledge Foundation

6. sad



7. hat



8. ham



9. can



10. man



18 Unit 4

© 2013 Core Knowledge Foundation

van

can

hog

hat

sad

fan



sad

hog

hat



van

fan

can

Directions: Have students write each word under the matching picture.

20 Unit 4

© 2013 Core Knowledge Foundation

Name _____

7.5

Dear Family Member,

Please have your child glue or tape the cards from Worksheet 7.4 here. Affix pictures beginning with the /s/ sound under the 's' heading and pictures beginning with the /z/ sound under the 'z' heading.



S

Z

star
snake
six

zebra
zigzag
zipper

Unit 4 35

© 2013 Core Knowledge Foundation

pig	pan	cop
tag	nap	map



pig

tag

cop



nap

pan

map

Directions: Have students write each word under the matching picture.

hen	net	ten
pen	men	pet



10

men

hen

ten



pet

pen

net

Directions: Have students write each word under the matching picture.

Name _____

11.1

1. mom and dad



2. fat cat



3. dog on mat



4. pig pen



Directions: For each phrase, have students circle the matching picture.

5. pet dog



6. cat in hat



7. sip it



8. hot pot



Name _____

11.4

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

Directions: In each row, have students circle the word the teacher says aloud.

Unit 4 51

© 2013 Core Knowledge Foundation

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

52 Unit 4

© 2013 Core Knowledge Foundation

Name _____

11.6

Dear Family Member,

Please have your child glue or tape the cards from Worksheet 11.5 here. Affix pictures beginning with the /f/ sound under the 'f' heading and pictures beginning with the /v/ sound under the 'v' heading.



f

v

frog

fan

four

vase

van

vet

Unit 4 55

© 2013 Core Knowledge Foundation

Name _____

12.1

1. sit set

2. met mat

3. tap top

4. pen pan

5. not net

6. vat vet

Directions: Have students circle the dictated words and copy them on the lines.

Unit 4 57

© 2013 Core Knowledge Foundation

Name _____

13.1

1. pot pat

2. met mat

3. sat set

4. gap tap

5. sad sat

6. sit sip

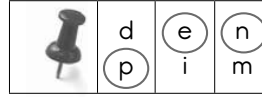
Directions: Have students circle the dictated words and copy them on the lines.

Unit 4 59

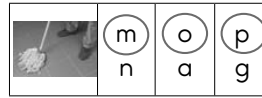
© 2013 Core Knowledge Foundation

Name _____

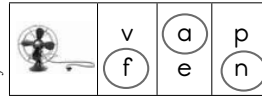
13.2



pen



mop

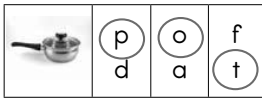


fan

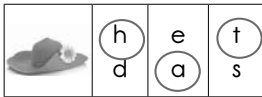
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

Unit 4 61

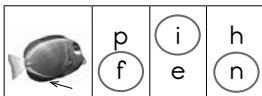
© 2013 Core Knowledge Foundation



pot



hat



fin

62 Unit 4

© 2013 Core Knowledge Foundation

Name _____

13.3

1. fan



fan

2. van



van

3. pan



pan

Directions: Have students write each word under the matching picture.

Unit 4 63

© 2013 Core Knowledge Foundation

4. net



net

5. pen



pen

6. zip



zip

Name _____

14.1

1. in

it

2. set

sat

3. got

pot

4. cap

zap

5. mop

hog

6. did

hid

Directions: Have students circle the dictated words and copy them on the lines.

Name _____

14.2

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.

6.



dog

hog

fog

7.



sat

man

sad

8.



zap

zip

hit

9.



sit

sip

tip

10.



den

pin

pen

Name _____

14.3

1. cat in net



2. hen on hog



3. dog can dig



4. ham in pan



5. mop it



Directions: Have students draw a line from each phrase to the matching picture.

Unit 4 71

© 2013 Core Knowledge Foundation

6. dog on mat



7. fat hog



8. zip it



9. pet cat



72 Unit 4

© 2013 Core Knowledge Foundation

Name _____

15.1

it pop fed get

on tip ad at

a

ad

at

o

pop

on

i

it

tip

e

fed

get

Directions: Have students write the word on the line beside the correct vowel sound.

Unit 4 73

© 2013 Core Knowledge Foundation

hen pet tag cod

top fit gap in

a

tag

gap

o

cod

top

i

fit

in

e

hen

pet

74 Unit 4

© 2013 Core Knowledge Foundation

Name _____

15.2

mop	van	hat
hen	pig	nap





Directions: Have students write each word under the matching picture.

Unit 4 75

© 2013 Core Knowledge Foundation

pan	net	cap
dig	cop	map



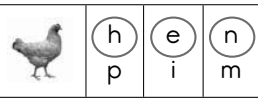


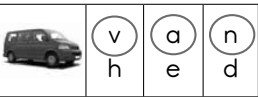
Unit 4 76

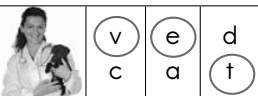
© 2013 Core Knowledge Foundation

Name _____

PP3



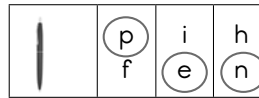


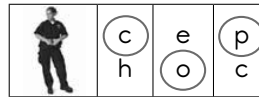


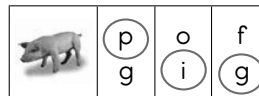
Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

Unit 4 83

© 2013 Core Knowledge Foundation







Unit 4 84

© 2013 Core Knowledge Foundation

Name _____

PP4

1. man



man



Directions: Have students write each word under the matching picture.

2. sit



sit



3. van



van

Unit 4 85

© 2013 Core Knowledge Foundation

4. pet



pet



5. dog



dog



6. zip



zip

86 Unit 4

© 2013 Core Knowledge Foundation

Name _____

PP5

cat

vet

pot

pig

tag

hen



cat



hen



pig



vet



tag



pot

Directions: Have students write each word under the matching picture.

Unit 4 87

© 2013 Core Knowledge Foundation

ham

fan

mop

pen

men

zip



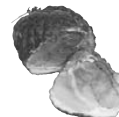
fan



pen



zip



ham



mop



men

88 Unit 4

© 2013 Core Knowledge Foundation

Name _____

PP6

1. sit on
c o t

2. cap and
h a t

3. pig
p e n

4. hot
p o t

5. hog and
p i g

6. s i t on mat

Directions: Have students fill in the blanks as the phrases are dictated.

Unit 4 89

© 2013 Core Knowledge Foundation

CORE KNOWLEDGE LANGUAGE ARTS

SERIES EDITOR-IN-CHIEF

E. D. Hirsch, Jr.

PRESIDENT

Linda Bevilacqua

EDITORIAL STAFF

Carolyn Gosse, Senior Editor - Preschool
Khara Turnbull, Materials Development Manager
Michelle L. Warner, Senior Editor - Listening & Learning

Mick Anderson
Robin Blackshire
Maggie Buchanan
Paula Coyner
Sue Fulton
Sara Hunt
Erin Kist
Robin Luecke
Rosie McCormick
Cynthia Peng
Liz Pettit
Ellen Sadler
Deborah Samley
Diane Auger Smith
Sarah Zelinke

DESIGN AND GRAPHICS STAFF

Scott Ritchie, Creative Director

Kim Berrall
Michael Donegan
Liza Greene
Matt Leech
Bridget Moriarty
Lauren Pack

CONSULTING PROJECT MANAGEMENT SERVICES

ScribeConcepts.com

ADDITIONAL CONSULTING SERVICES

Ang Blanchette
Dorrit Green
Carolyn Pinkerton

ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



CREDITS

Every effort has been taken to trace and acknowledge copyrights. The editors tender their apologies for any accidental infringement where copyright has proved untraceable. They would be pleased to insert the appropriate acknowledgment in any subsequent edition of this publication. Trademarks and trade names are shown in this publication for illustrative purposes only and are the property of their respective owners. The references to trademarks and trade names given herein do not affect their validity.

All photographs are used under license from Shutterstock, Inc. unless otherwise noted.



Core Knowledge®

Unit 4

Teacher Guide

Skills Strand
KINDERGARTEN

The Core Knowledge Foundation
www.coreknowledge.org