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# TN Foundational Skills Curriculum Supplement

## Kindergarten

### Unit 1

# TN Foundational Skills Curriculum Supplement

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# Table of Contents

## Unit 1

### Teacher Guide

<b>Introduction to Unit 1</b> .....	1
<b>Course Outline</b> .....	2
<b>Lesson 1:</b> Awareness of Noises; Prewriting Skills .....	11
<b>Lesson 2:</b> Awareness of Noises; Prewriting Skills: Vertical Line .....	15
<b>Lesson 3:</b> Awareness of Noises; Prewriting Skills .....	20
<b>Lesson 4:</b> Awareness of Noises; Prewriting Skills: Horizontal Line; Blending Pretest .....	25
<b>Lesson 5:</b> Awareness of Noises and Words; Prewriting Skills: Circle .....	33
<b>Lesson 6:</b> Awareness of Noises and Words; Prewriting Skills: Writing Strokes Pretest .....	38
<b>Lesson 7:</b> Awareness of Noises and Words; Prewriting Skills: Diagonal Line .....	49
<b>Lesson 8:</b> Awareness of Noises and Words; Prewriting Skills: Square .....	54
<b>Lesson 9:</b> Awareness of Words; Prewriting Skills: Triangle .....	58
<b>Lesson 10:</b> Awareness of Words; Prewriting Skills; Unit 1 Assessment .....	62
<b>Targeted Support Stop</b> .....	70
<b>Appendices</b>	
<b>A:</b> About this Curriculum Supplement .....	80
<b>B:</b> Kindergarten Scope and Sequence .....	90
<b>C:</b> Components of TN Foundational Skills Curriculum Supplement .....	94
<b>Teacher Resources</b> .....	98
<b>Workbook Answer Key</b> .....	101

# TN FOUNDATIONAL SKILLS CURRICULUM SUPPLEMENT

## Kindergarten Unit 1

Dear TN Kindergarten Teacher,

*Welcome to our TN Foundational Skills Curriculum Supplement. This supplemental resource follows evidenced-based research and was carefully crafted in order to build a solid foundation for early literacy. This supplement uses a systematic and explicit approach to instruction so that all students can gain the foundational skills necessary to become proficient readers.*

*Each unit includes important information in the introduction and appendix sections. It is crucial that you take time to read through this information as well as read each lesson prior to instruction. By doing this, you will gain insight into the what, why, and the how-to execute the lessons giving you a more in-depth vision on what skills are to be mastered by the end of each unit to support students on their journey to becoming proficient readers. The language of this supplement is specific and intentional. You and your students will benefit from the careful study of the each unit and its structure.*

Units 1 and 2 activities, while seemingly simple, lay a critical foundation for the reading instruction in later units. The time spent practicing these skills at the start of the year is time well spent as it will enable students to approach the early reading activities with success.

**TEACHING TIP:** In many ways, Units 1 and 2 are the most important of the Kindergarten Skills Strand units. Units 1 and 2 lay the groundwork for teaching students to read and write, which you will begin to do in Unit 3. (Please see explanation regarding the use of crayon pieces in Lesson 1, Drawing Time.)

### **Unit Length: 10-13 days**

Unit 1 contains a total of ten days of instruction including Unit Assessments. In addition, there are one -three for **Targeted Support Stop** days.

### **Skills areas addressed in Unit 1 include:**

- Environmental noises
- Words within sentences
- Draw a number of writing strokes used to create letters
- Various position word meanings

### **Materials and Resources:**

- Teacher guide and student workbook
- Rhythm band instruments
- Beanbags or any small objects
- Chart paper
- Broken crayons
- Mats, one per student
- Counting cubes, 4 per student
- Stamp and ink pad or stickers
- Rough or silky textured glove
- Playdough
- Peel & stick red dots/green stars

# Introduction to Unit 1

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## Welcome

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Some key aspects of the Skills Units are listed below.

- Focus on *sounds*, or *phonemes*, as the primary organizing principle of the supplement, rather than *letters*.
- Include phonics instruction, but the instruction differs from the sort of phonics usually taught in the United States in that it begins with *sounds* and then attaches those sounds to spellings. In a typical phonics lesson in the United States, the teacher writes the letter 'm' on the board and says, "This is the letter 'em'. It says /m/." As a teacher using this supplement, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: "Today's sound is /m/." You will then lead the class in some engaging oral language exercises that will allow students to say and hear the sound /m/. Once students are familiar with the sound, you will show them how to draw a "picture of the sound." You will write the letter 'm' on the board and explain this is how we make a picture of the /m/ sound.
- Use a synthetic phonics approach which teaches students to read by blending through the word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- Begin by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds which can be spelled several different ways. The system is kept simple at first and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- Avoid letter names in the early lessons of Kindergarten, because the importance for reading is not the letter names but the sound values the letters stand for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not "see aay tee."

## Kindergarten Course Outline

Unit	Concepts	Focus Foundational Skills
1	Unit 1 provides kindergarteners an opportunity to build on the <b>phonological awareness</b> and <b>phonemic awareness</b> skills learned through the preschool foundational skills curriculum supplement. For students with no prior preschool experience, this first unit gives them a strong beginning to <b>phonological awareness</b> and <b>phonemic awareness</b> work. Students explore and manipulate <b>phonemes</b> as they listen to and repeat nursery rhymes, poems, and fables. Instruction and activities provide explicit and systematic <b>phonological awareness</b> and <b>phonemic awareness</b> practice. Through listening and speaking activities, students focus on sounds heard within words as well as within the environment. In addition, students are introduced to <b>drawing/writing strokes</b> that will later support writing of letters. Every unit lesson balances <b>auditory and pre-writing</b> experiences and exercises. <b>Oral language</b> is enhanced through conversations about nursery rhymes, poems, and fables.	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonemic awareness</li> </ul>
2	Unit 2 provides kindergarten students the opportunity to expand their <b>phonological awareness</b> and <b>phonemic awareness</b> . Students are introduced to identification of <b>initial and final phonemes</b> . Through instruction and practice activities, students are introduced to <b>orally blending syllables</b> together to form <b>multisyllabic words</b> . Students produce two- and three-sound words by <b>blending sounds</b> . Students continue to practice <b>drawing/writing strokes</b> to prepare for creating letters.	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonemic awareness</li> </ul>
3	Unit 3 continues to build students' phonological awareness and phonemic awareness skills as they practice <b>segmenting spoken words into</b> phonemes, identifying <b>phoneme positions</b> , and <b>orally blending sounds</b> to form words. Students are introduced to <b>eight sounds and the "symbols" that represent those sounds</b> , learn how to <b>form the letters</b> , and practice <b>blending sounds</b> into words through <b>chaining exercises</b> .	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonemic awareness</li> </ul>
4	Unit 4 introduces students to <b>eight new sounds and their corresponding symbols</b> . Through <b>oral language games</b> and <b>chaining exercises</b> students practice blending sounds into <b>one-syllable short vowel</b> words. Students continue practicing <b>segmenting words into phonemes</b> and identifying <b>phoneme positions</b> . Students <b>read decodable texts</b> , continue using <b>spatial words</b> , and <b>write letters for most consonant and short vowel sounds</b> .	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonemic awareness</li> </ul>
5	Unit 5 introduces students to <b>eight new sounds and their corresponding symbols</b> , including a <b>spelling alternative for /k/</b> . Through <b>oral language games</b> and <b>chaining exercises</b> , students practice <b>blending sounds into words</b> . Students read and write <b>CVC words</b> , practice previously learned sounds, and read decodable texts.	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonemic awareness</li> </ul>
6	Unit 6 introduces students to <b>consonant clusters</b> , <b>letter names</b> , <b>rhyming words</b> , and <b>reading decodable texts independently</b> . Students continue practicing previously learned sounds through <b>oral language games</b> and <b>chaining exercises</b> . Through explicit and systematic instruction and practice with <b>consonant clusters</b> , students grow even more confident in their ability to <b>blend phonemes</b> quickly to read <b>decodable text</b> .	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonemic awareness</li> <li>• Phonics</li> </ul>

<b>7</b>	Unit 7 introduces students to <b>digraphs</b> . Students develop <b>automaticity in blending and segmenting</b> these sounds through <b>phonemic awareness activities, chaining exercises, independent practice</b> , and reading in their <b>decodables</b> . Students read and write one-syllable words with <b>blends and digraphs</b> , and they are introduced to <b>multiple-meaning words</b> .	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonemic awareness</li> <li>• Phonics</li> </ul>
<b>8</b>	Unit 8 introduces students to <b>double-letter spellings</b> for consonant sounds, as well as seven high- frequency “ <b>tricky words</b> .” Students continue to practice <b>one-to-one sound-spelling correspondences</b> of the most frequent sound for each consonant; reading and writing one-syllable short vowel words with <b>blends, digraphs, and double consonants</b> ; and <b>reading decodable texts</b> .	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonemic awareness</li> <li>• Phonics</li> </ul>
<b>9</b>	Unit 9 provides students with opportunities to practice writing <b>uppercase letters</b> . Building on exposure to “ <b>tricky words</b> ” introduced in the previous unit, students are introduced to 17 new “ <b>tricky words</b> .” Students read decodable texts and practice using <b>phonics skills</b> in conjunction with context to confirm or self-correct word recognition in their <b>decodable reader</b> . Through explicit instruction and systematic practice, students grow in both their confidence and their ability to quickly blend phonemes to read words.	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonemic awareness</li> <li>• Phonics</li> </ul>
<b>10</b>	Unit 10 introduces students to <b>five new vowel sounds</b> and eleven additional “ <b>tricky words</b> .” Students <b>review and practice</b> skills and concepts taught throughout the year. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with first grade teachers via the End-of-Year Summary sheet included in the Student Workbook.	<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonemic awareness</li> <li>• Phonics</li> </ul>

<b>Video Resources</b>	<ul style="list-style-type: none"> <li>• 7-Module mini course on <a href="#">understanding foundational skills</a> from Achieve the Core</li> <li>• <a href="#">Professional learning</a> for the TN State Standards through PBS Learning Media</li> </ul>
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Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Counting with Fingers (10 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.)
Knocking and Counting (10 min.)	Knocking and Counting (10 min.)	What Did You Hear? (10 min.)	What Did You Hear? (10 min.)	How Many Noises? (10 min.)
Same or Different? (10 min.)	Same or Different? (10 min.)	How Many Noises? (10 min.)	How Many Noises? (10 min.)	
Greeting (10 min.)	Greeting (5 min.)	Greeting (5 min.)	Greeting (5 min.)	Hearing Words in Phrases and Sentences (10 min.)
Follow Me (5 min.)	Follow Me (10 min.)	Follow Me (10 min.)	Reviewing the Tripod Grip (5 min.)	Greeting (5 min.)
Drawing on a Vertical Surface (15 min.)	Finger Introduction (5 min.) Introducing the Tripod Grip (5 min.)	Reviewing the Tripod Grip (5 min.)	Drawing Horizontal Lines on a Vertical Surface (10 min.) Horizontal Line Practice (15 min.)	Making Vertical Lines, Horizontal Lines, and Circles with Playdough (10 min.)
	Drawing Vertical Lines on a Vertical Surface (10 min.)	Vertical Line Practice (15 min.)	Blending Pretest	Drawing Circles to the Left on a Vertical Surface (10 min.)
				Tracking Practice (10 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)
Counting with Fingers (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.) What is This? (5 min.)	Counting with Fingers (5 min.)	Counting with Fingers (5 min.) What is This? (5 min.)
How Many Noises? (10 min.)	Stepping Forward for Noises (10 min.)	Stepping Forward for Noises (10 min.)	Stepping Forward for Words (10 min.) Circle the Cubes (10 min.)	Hearing Words in Phrases and Sentences (10 min.) Stepping Forward for Words (10 min.)
Hearing Words in Phrases and Sentences (10 min.)	Teacher-Student Echo (10 min.)	Teacher-Student Echo (10 min.)	Making Circles and Triangles with Playdough (10 min.)	Unit 1 Assessment (30 min.)
Writing Strokes Pretest (20 min.)	Drawing Diagonal Lines on a Vertical Surface (10 min.) Diagonal Line Practice (15 min.)	Drawing Squares on a Vertical Surface (15 min.) Reviewing Vertical and Horizontal Lines (15 min.)	Drawing Triangles on a Vertical Surface (10 min.) Reviewing Circles and Diagonal Lines (15 min.)	
Circle to the Left Practice (15 min.)	Tracking Practice (10 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.



## Skills Unit Components

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Here is a list of the components you will use as you teach the Skills supplement:

- Teacher Guide (one for each unit)
- Workbook (one copy per student per unit)
- Blending Picture Cards (one set per classroom)
- Large Cards (one set per classroom)
- Chaining Folder and Small Cards (one set per student)
- Decodable Reader (one copy per student per unit, Units 6–10)
- Big Book (one for each unit, Units 4–8)
- Sound Posters and Sound Cards
- *Assessment and Remediation Guide*

Please note only the Teacher Guide and Workbook are used in Unit 1. The other materials listed above will be introduced gradually throughout the year. For more detailed descriptions of these components, see Appendix C in this Teacher Guide. (Some teachers find it helpful to keep one unused copy of the Student Workbook in order to make copies for extra practice.)

## Additional Materials Needed in Unit 1

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Some additional materials (most typically available in Kindergarten classrooms) are needed for specific lessons of Unit 1. These materials are always listed in the At a Glance chart at the beginning of each lesson. For your convenience, a complete list of additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- Rhythm band instruments or other objects that make sounds (1)
- Beanbags, small balls, or other small objects, one per student (1)
- Chart paper (1)
- Broken crayons for all students (Please see explanation regarding the use of crayon pieces in Lesson 1, Drawing Time.) (1)
- Small stickers, any type (2)
- Mats, one per student; may be a placemat, construction paper; see directions in Lesson 3 (3)
- Counting cubes, 4 per student; if cubes are not available other markers or manipulatives may be used (3)
- Stamp and ink pad (3)
- Rough or silky textured glove (4)

- Playdough or other modeling compound (5)
- Peel and stick red dots (3)
- Peel and stick green stars (3)

In order to remain within the given time frames, it is essential for teachers to prepare all materials ahead of time, giving thought to their distribution and collection.

## Primary Goals of Unit 1

In many ways, Units 1 and 2 are the most important of the Kindergarten Skills supplement units. Units 1 and 2 lay the groundwork for teaching students to read and write, which you will begin to do in Unit 3.

Unit 1 has three main purposes. The first purpose is to increase students' awareness of environmental noises and words within sentences. Paying attention to environmental noises and to words within sentences prepares students to pay attention to sounds within words. The ability to hear sounds (i.e., phonemes) is crucial for writing; when we write a word, we essentially write one symbol (either a single- or multiple-letter spelling) for each sound in the word. For this reason, it is important to begin to increase students' awareness of the sounds they hear.

The second purpose of Unit 1 is to teach students to draw a number of writing strokes used to create letters (e.g., horizontal lines, vertical lines, circles, etc.). As students learn to draw these writing strokes, their fine motor skills will increase and they will begin to master the tripod grip. This will prepare students to write letters in Unit 3.

The third purpose of Unit 1 is to teach students the meanings of various position words (e.g., *right*, *left*, *top*, *bottom*, etc.). In Unit 3, students will begin to read and write. Reading and writing are done from left to right and top to bottom, so it will be helpful if students are able to identify the left side, right side, top, and bottom of a page. Additionally, when teaching students to write letters, you will use position words. Finally, you will often use position words when explaining worksheets to students.

Please note at the end of Unit 1, you will assess students' ability to:

- draw a horizontal line, a vertical line, a diagonal line, and a circle;
- understand the position words *right*, *left*, *top*, *middle*, and *bottom*; and
- discriminate words.

We recommend looking over the assessment in Lesson 10 before teaching Unit 1 in order to understand the level of mastery expected of students.

## Is Unit 1 Necessary for All Students?

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Students enter Kindergarten classrooms with a wide range of experiences making them more or less ready for Kindergarten instruction. Some students may have attended preschool; others may not. Some students may have had picture books read aloud to them on a regular basis while, again, others may not. As noted earlier, the activities included in Units 1 and 2, while seemingly simple, lay a critical foundation for the reading instruction in later units. The time spent practicing these skills at the start of the year is time well spent as it will enable students to approach the early reading activities with success. We strongly suggest you start instruction for your entire class with Unit 1 and not be tempted to skip these lessons.

If you believe students in your Kindergarten classroom have entered school particularly well prepared, you may want to administer the Unit 1 Student Performance Task Assessment, as described in Lesson 10, to all students during the first day or two of school. There are a total of 14 items on this assessment. If all students in your classroom answer at least 12 of 14 items correctly, with no more than 1 item missed per section (A, B, or C), you might consider starting instruction with Unit 2. You should not consider skipping Unit 1, however, under any other circumstances, even if just a few students perform below this benchmark. Instruction in the early units of the Kindergarten supplement (Units 1–4) is explicitly designed to be implemented as whole group instruction. We have found this approach to be the most effective and efficient way to ensure the reading success of all students.

## Format of the Unit 1 Lessons

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Lesson objectives are listed at the beginning of each lesson. Following the objectives is an At a Glance chart listing the exercises in the lesson, the materials needed for each exercise, and the amount of time allotted to each exercise. The lesson's exercises follow the At a Glance chart. Sidebars are printed alongside many of the exercises. These often list Targeted Support Stop activities that can be used to give students additional practice with a target skill.

Each Unit 1 lesson is divided equally between auditory exercises and prewriting exercises. The auditory exercises are intended to increase students' awareness of environmental noises and/or words, and the prewriting exercises are intended to prepare students to write letters, words, and sentences. The At a Glance chart at the beginning of each exercise has icons to help you distinguish the two parts of each lesson: auditory exercises are marked by an ear icon and prewriting exercises are marked by a hand icon.

For the handwriting activities in the early Kindergarten units, we strongly recommend that all students use crayons. For all handwriting, in fact, we prefer students use small or broken crayons. While this may sound odd, these smaller stubs increase the likelihood of students grasping the writing utensil with the preferred tripod or quadropod grip. Furthermore, writing with crayons provides students with increased sensory input as they

practice writing. This is because crayon wax has greater resistance to paper than graphite or ink. The push-pull motion will strengthen finger and hand muscles, permitting students greater control and endurance when writing.

## **Projection System**

Throughout this unit and others, whenever the lesson suggests that the teacher model the completion of a worksheet, you should choose the most convenient and effective method of reproducing and displaying the worksheet for all to see. This may include 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 writing the worksheet exercises on chart paper or a white board.

## **Take-Home Material**

To encourage family member involvement and to maximize student exposure to the material, we have included a number of take-home worksheets. These worksheets are optional. Should you choose to use them, please distribute these worksheets to students and instruct them to take the worksheet to a family member. At your discretion, take-home material may also be used in the classroom for extension activities and work stations.

## **Pretests**

You will administer a blending pretest in Lesson 4 and a writing strokes pretest in Lesson 6. Instructions for administering and scoring the pretests are included in the lessons. The purpose of the pretests is strictly to establish a baseline for every student.

This curriculum supplemental has been designed to be suitable for the majority of Kindergarten students. Thus, these pretests are not meant to identify students who are not ready for the Kindergarten sequence. They are intended to help you determine what students already know and establish benchmarks against which you can document students' progress.

## **10 Student Performance Task Assessment**

All units in this supplemental will typically include an end-of-unit assessment, as well as multiple opportunities for other observation and evaluation throughout the unit. We strongly recommend that you start an assessment portfolio for each student. Beginning with this unit collect various examples of the student's work, as well as more formal assessments. Remember to include the date on any work you place in this portfolio.

Major assessments are indicated in this Teacher Guide by a circle with the number 10 inside it, like the one shown beside the word "Student" at the beginning of this subsection. The 10 is a reference to the Tens system of assessment which you can use, if you wish, as a way of recording the results of the assessments. If you would like to learn more about the Tens system of assessment, please consult Appendix C at the end of this Teacher Guide.

In addition to these major assessments, there are many additional opportunities to assess students. Almost every exercise or worksheet represents an opportunity to assess students and increase your awareness of skills they have mastered, and skills which need additional work. We encourage you to use assessment to systematically guide instruction.

In Lesson 10, you will assess students' ability to:

- draw a horizontal line, a vertical line, a diagonal line, and a circle;
- understand the position words *left*, *right*, *top*, *middle*, and *bottom*; and
- discriminate words.

Instructions for administering and scoring the assessment are included in Lesson 10.

## Targeted Support Stop

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The 10 lessons of this unit are followed by a Targeted Support Stop, which is comprised of a number of supplemental exercises. You should stop at the Targeted Support Stop if the unit assessment indicates students are having trouble with any of the Unit 1 objectives. Please note the Targeted Support Stop exercises are organized by the unit objectives they satisfy.

Targeted Support Stop exercises can also be used before you reach the end of the unit. Opportunities for using the Targeted Support Stop exercises are identified in the sidebars.

## Assessment and Remediation Guide

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A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills.

## Time Management

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You should use the time allotments listed in the At a Glance chart (and listed throughout the lesson) to guide you as you teach the lesson. For example, in Lesson 8, you should try to spend about 10 minutes on the "Teacher-Student Echo" exercise. You may find that 10 minutes is enough time to teach all of the sentences listed in the lesson plan, or you may find you can only get through half of them.

If you are forced to choose, it is better to leave out a few items in each exercise than it is to teach one exercise in full and omit other exercises. In other words, *your primary goal should be to teach all of the exercises in the lesson rather than to teach every item in every exercise.*

## **Appendices**

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This brief introduction covers the most basic information about Unit 1. If you would like to learn more about the philosophy behind the supplement, the Tens system of scoring, and other aspects of the supplement, we strongly encourage you to consult the appendices at the end of this volume.

## **Teacher Resources**

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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.



# Lesson 1

## Emergent Reading and Writing Skills

### Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment spoken sentences into words by counting fingers (K.FL.PA.2)**
- ✓ **Count the number of environmental sounds heard as the teacher varies the number of knocks on a desk (K.FL.PA.2)**
- ✓ **Identify whether environmental sounds are the same or different using a variety of common classroom objects (K.FL.PA.2)**
- ✓ **Demonstrate understanding of directionality by extending the right hand to greet others (K.FL.PC.1a)**
- ✓ **Establish bodily and spatial awareness by moving an object to various positions around the body (K.FL.PC.1a)**
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons (K.FL.WC.4g)**

At a Glance		Exercise	Materials	Minutes
	<b>Warm-Up</b>	Counting with Fingers		10
	<b>Listening to Environmental Noises</b>	Knocking and Counting		10
		Same or Different?	Musical instruments or classroom objects	10
	<b>Left/Right Discrimination</b>	Greeting		10
	<b>Spatial and Bodily Awareness</b>	Follow Me	One beanbag, foam ball, or small object per student	5
	<b>Drawing Time</b>	Drawing on a Vertical Surface	Crayons; chart paper	15
	<b>Take-Home Material</b>	Overview	Worksheet 1.1	*

### Counting with Fingers

**Note:** In this exercise students will practice counting to 10 using their fingers. This task is important because it visually emphasizes that a word (*one, two, etc.*) is an individual entity that can be represented, in this case, with fingers. This exercise will be repeated at the beginning of each lesson in Unit 1. If you find that counting to 10 is too difficult for students at this point, have them count to five and increase to 10 when students are ready.

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

## Listening to Environmental Noises

20 minutes

### Knocking and Counting

10 minutes

If students need additional practice discriminating noises, you may use the Targeted Support Stop exercise "Listening Walk" and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

**Note:** This exercise is important because it requires students to distinguish discrete noises (in this case, knocks). This is similar to distinguishing discrete sounds in spoken words. The ability to distinguish sounds is a prerequisite for writing; to write a word, you must know how many sounds are in the word so you can write a spelling for each sound.

- Tell students to listen and watch as you knock on your desk.
- Knock on your desk one to three times with your right hand. As you knock, raise one finger on your left hand for each knock, starting with your thumb. (To students, you should appear to be lifting your fingers from left to right.)
- Repeat the knocks at a slower pace, having students raise one finger for each knock (ideally from left to right, but do not dwell on this).
- Have students hold up their hands, indicating with their raised fingers how many times you knocked.
- Repeat several times, varying the number of knocks.

### Same or Different?

10 minutes

For this exercise, students need to know the meanings of the terms *same* and *different*. Make two noises that are the same and tell students two noises that sound alike are the *same*. Make two noises that are different and tell students two noises that do not sound alike are *different*.

**Note:** This exercise familiarizes students with the sources of noises and helps them to discriminate between them.

- Gather various rhythm instruments or classroom objects which make distinctive noises; e.g., stapler, pencil sharpener, scissors, etc.
- Familiarize students with the instruments or objects and the noises they make by naming them and producing the noises.
- Make two noises and ask students whether the noises were the same or different.
- If students are successful, repeat with the instruments or objects now hidden from view.



## Left/Right Discrimination

10 minutes

### Greeting

Please be aware that greeting a person by shaking his or her hand and looking him or her in the eyes is not a universal social tradition. Additionally, please note this exercise may be difficult for autistic students.

If students need additional work on left/right discrimination, you may use the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

**Note:** Shaking hands teaches American social skills. Additionally, a firm grip develops hand awareness and increases muscle tone in the hand, which is useful for writing. Finally, this exercise familiarizes students with their right hands (and with the concept of “right” in general). This knowledge will be beneficial when students are taught to read and write from left to right.

- Tell students when we greet a person we shake the person’s right hand.
- Greet one student after the other by saying hello, looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, “Hello, \_\_\_\_\_. We greet others by shaking their right hand. I’m using my right hand to shake your right hand.”
- Encourage students to greet you properly, “Hello, \_\_\_\_\_. I’m using my right hand to shake your right hand.”

## Spatial and Bodily Awareness

5 minutes

### Follow Me

A squishy object gives students plenty of sensory feedback as they move the object in space. If possible, have students use a soft object for this exercise.

If students need additional work on gross motor skills, you may use any of the Targeted Support Stop activities listed under “Gross Motor Activities.”

If students need additional practice with position words, you may use the Targeted Support Stop exercise “The Grand Old Duke of York” and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

**Note:** This exercise familiarizes students with position words, which you will use when teaching letter forms and when teaching the directionality of reading and writing (top to bottom/left to right). It also develops gross motor skills.

- Give each student a beanbag, foam ball, or another small object.
- Have students stand about an arm’s length apart.
- Stand with your back to students and tell them to do what you do.
- Make sure to emphasize the position words *top*, *bottom*, *over*, *under*, *right*, *other side*, and *around* by saying what you are doing.
- You should do the following actions in order before varying the game:
  - Move the ball to the **top** of your head.
  - Lift up your foot and move the ball down to the **bottom** of your foot.
  - Raise your arm sideways and move the ball **over** your arm.
  - Raise your arm sideways and move the ball **under** your arm.
  - Move the ball to the **right** of your body.
  - Move the ball to the **other side** of your body.
  - Move the ball **around** your legs.

**Note:** The position word *left* is avoided here to emphasize the right hand and right side of the body.

**Drawing on a Vertical Surface**

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If students need additional practice drawing on a vertical surface, you may use the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

**Note:** In this exercise students will learn to control movement at the shoulder, elbow, wrist, and fingers to make marks on paper with small crayons. The small size of the crayons encourages the pincer grasp, which leads into the efficient tripod grip. The tripod grip will be taught in the next lesson.

- Set up drawing paper on an easel or some other large, vertical surface at a height students can reach.
- Provide students with small pieces of crayon.
- Have students draw on the vertical surface. Encourage a range of motion, from large movements made at the shoulder and elbows to small movements made at the wrists and fingers.

**Take-Home Material**

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**Overview**

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- Have students give Worksheet 1.1 to a family member.

# Lesson 2

## Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment spoken sentences into words by counting fingers** (K.FL.PA.2)
- ✓ **Count the number of environmental sounds heard as the teacher varies the number of knocks on a desk** (K.FL.PA.2)
- ✓ **Identify whether environmental sounds are the same or different using a variety of common classroom objects** (K.FL.PA.2)
- ✓ **Demonstrate understanding of directionality by extending the right hand to greet others** (K.FL.PC.1a)
- ✓ **Establish bodily and spatial awareness by moving an object to various positions around the body** (K.FL.PC.1a)
- ✓ **Use spatial words while practicing writing strokes in the air and on paper** (K.FL.WC.4g)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (K.FL.WC.4g)

	<b>Warm-Up</b>	Counting with Fingers		5
	<b>Listening to Environmental Noises</b>	Knocking and Counting		10
		Same or Different?	Musical instruments or classroom objects	10
	<b>Left/Right Discrimination</b>	Greeting	Small stickers	5
	<b>Spatial and Bodily Awareness</b>	Follow Me	One beanbag, foam ball, or small object per student	10
	<b>Finger/Hand Awareness</b>	Finger Introduction		5
		Introducing the Tripod Grip	Crayons	5
	<b>Drawing Time</b>	Drawing Vertical Lines on a Vertical Surface	Crayons; chart paper	10
	<b>Take-Home Material</b>	Vertical Line Practice	Worksheet 2.1	*

**Counting with Fingers**

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

**Listening to Environmental Noises****20 minutes****Knocking and Counting****10 minutes**

If students need additional practice discriminating noises, you may use the Targeted Support Stop exercise “Listening Walk” and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

- Tell students to listen and watch as you knock on your desk.
- Knock on your desk one to four times with your right hand. As you knock, raise one finger on your left hand for each knock, starting with your thumb. (To students, you should appear to be lifting your fingers from left to right.)
- Repeat the knocks at a slower pace, having students raise one finger for each knock (ideally from left to right, but, again, do not dwell on this).
- Have students hold up their hands, indicating with their raised fingers how many times you knocked.
- Repeat several times, varying the number of knocks.

**Same or Different?****10 minutes**

- Gather various rhythm instruments or classroom objects that make distinctive noises.
- Familiarize students with the instruments or objects and the noises they make by naming them and producing the noises.
- Make two noises and ask students whether the noises were the same or different.
- Repeat until students have had significant practice.
- If students were successful, repeat with the instruments or objects hidden from view.
- Extension: Arrange a number of instruments or objects so students can see them. Have another set of these same instruments or objects hidden. Make the noise of an instrument or object out of view and ask students to identify the instrument or object making the same noise. Repeat and ask them to select an instrument or object making a different noise. You could also hand one instrument or object to each student and ask them to make the same noise or a different noise.

## Left/Right Discrimination

5 minutes

### Greeting

If students need additional practice differentiating their hands, you may use the Targeted Support Stop exercise “Left/ Right Hand Discrimination.”

- Greet one student after the other by saying hello, looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, “Hello, \_\_\_\_\_. We greet others by shaking their right hands. I’m using my right hand to shake your right hand.”
- Encourage students to greet you properly: “Hello, \_\_\_\_\_. I’m using my right hand to shake your right hand.”
- After shaking each student’s right hand, place a small sticker on it to remind him or her which side is the right side.
- Tell students, “What’s left is left.”

## Spatial and Bodily Awareness

10 minutes

### Follow Me

If students’ need additional gross motor skills practice, you may use any of the Targeted Support Stop activities listed under “Gross Motor Activities” and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

If students need additional practice with position words, you may use the Targeted Support Stop exercise “The Grand Old Duke of York” or the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Give each student a beanbag, foam ball, or other small object.
- Have students stand about an arm’s length apart.
- Stand with your back to students and tell them to do what you do.
- Make sure to emphasize the position words *top*, *bottom*, *over*, *under*, *right*, *other side*, and *around* by saying what you are doing.
- You should do the following actions in order before varying the game:
  - Move the ball to the **top** of your head.
  - Lift up your foot and move the ball down to the **bottom** of your foot.
  - Raise your arm sideways and move the ball **over** your arm.
  - Raise your arm sideways and move the ball **under** your arm.
  - Move the ball to the **right** of your body.
  - Move the ball to the **other side** of your body.
  - Move the ball **around** your legs.
- Extension: As students master position words, increase the length of your statements and make them more explicit. For example, say, “Move the ball to the middle of your right arm, under your elbow.” To make this an excellent oral language exercise, have students say what they are doing.

## Finger Introduction

5 minutes

**Note:** This exercise is important because knowing finger names is useful for learning the tripod grip.

- Raise your thumb, and tell students you are holding up your thumb.
- Raise each of your remaining fingers (one at a time), and tell students what they are called (*pointer or index finger, middle finger, ring finger, pinkie*).
- Tell students to touch their thumbs to the tips of their other fingers. This movement is called finger-thumb opposition and develops finger awareness.
- Tell students to repeat after you, pretending their thumbs are greeting each of their fingers.
  - Touch your thumb to your pointer finger, and say, "Hello, pointer finger! Hello, thumb!"
  - Touch your thumb to your middle finger, and say, "Hello, middle finger! Hello, thumb!"
  - Touch your thumb to your ring finger, and say, "Hello, ring finger! Hello, thumb!"
  - Touch your thumb to your pinkie, and say, "Hello, pinkie! Hello, thumb!"
- Extension: Sing the song "Where Is Thumbkin?" (to the tune of "Frère Jacques").

Having students practice finger-thumb opposition (touching the thumb to each finger) is a great way to prepare students for the tripod grip. When students begin writing, you may have them practice finger-thumb opposition for 30 seconds before asking them to pick up a writing utensil.

### Where Is Thumbkin?

"Where is thumbkin?" (hands behind back)

"Where is thumbkin?" (hands behind back)

"Here I am." (bring left thumb from behind back)

"Here I am." (bring right thumb from behind back)

"How are you today, sir?" (wiggle left thumb)

"Very well, I thank you." (wiggle right thumb)

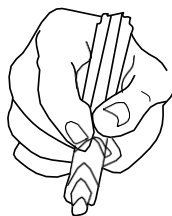
"Run away." (move left hand behind back)

"Run away." (move right hand behind back)

(Repeat four times, replacing "thumbkin" with "pointer finger," then "middle finger," then "ring finger," and then "pinkie.")

## Introducing the Tripod Grip

5 minutes



### Tripod Grip

To increase students' hand-eye coordination and exercise their pincer muscles, have them move water from one test tube to another using an eyedropper. Colored water will keep students engaged and provide a chance to teach color names.

**Note:** The standard writing grip is the *tripod grip*. The tripod grip is made by pinching the base of a writing utensil with the thumb and pointer finger and resting the shaft of the writing utensil on the tip of the middle finger.

- Provide each student with a small piece of crayon.
- Model the tripod grip for students.
- Have students use the tripod grip to hold their crayons.
- Circulate, correcting grips. (It is important that students learn the correct way to hold a writing utensil because a proper grip ensures efficient, smooth, and tension-free handwriting.)

**Note:** Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the *quadropod grip*, is fine as well.

## Drawing Time

10 minutes

### Drawing Vertical Lines on a Vertical Surface

If students have trouble drawing vertical lines, you may draw stars on the paper to indicate where they should start each vertical line. Tell students to "start at the star." If necessary, draw dots to indicate end points, and tell students to "stop at the dot."

If students need additional practice with vertical lines, you may use the Targeted Support Stop exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

**Note:** Drawing vertical lines will prepare students to write the letters 'a', 'b', 'd', 'h', 'i', 'k', 'l', 'm', 'n', 'p', 'q', 'r', 't', and 'u'.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Draw a vertical line on the board. Explain to students a vertical line is straight line that goes up and down; when we draw a vertical line, we start at the top and finish at the bottom.
- Invite students to trace vertical lines on their desks (or in the air) with their fingers.
- Have students draw vertical lines on the chart paper.
- Circulate, correcting grips and assisting students in drawing vertical lines.

## Take-Home Material

### Vertical Line Practice



- Have students give Worksheet 2.1 to a family member.

# Lesson 3

## Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Segment spoken sentences into words by counting fingers (K.FL.PA.2)
- ✓ Segment spoken sentences into words by moving cubes (K.FL.PA.2)
- ✓ Identify environmental sounds using a variety of classroom objects (K.FL.PA.2)
- ✓ Count the number of environmental sounds heard using a variety of classroom objects (K.FL.PA.2)
- ✓ Demonstrate understanding of directionality by placing cubes on a mat from left to right and by extending the right hand to greet others (K.FL.PC.1a)
- ✓ Establish bodily and spatial awareness by moving an object to various positions around the body (K.FL.PC.1a)
- ✓ Use spatial words while practicing writing strokes in the air and on paper (K.FL.WC.4g)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons (K.FL.WC.4g)

	<b>Warm-Up</b>	Counting with Fingers		5
	<b>Listening to Environmental Noises</b>	What Did You Hear?	Musical instruments or classroom objects	10
		How Many Noises?	Musical instruments or classroom objects; red dots and green star stickers; cubes (two per student); small mats (one per student)	10
	<b>Left/Right Discrimination</b>	Greeting	Stamp & ink pad or stickers	5
	<b>Spatial and Bodily Awareness</b>	Follow Me	One beanbag, foam ball, or small object per student	10
	<b>Finger/Hand Awareness</b>	Reviewing the Tripod Grip	Crayons	5
	<b>Drawing Time</b>	Vertical Line Practice	Worksheet 3.1; crayons; projection system	15
	<b>Take-Home Material</b>	Strengthening Fine Motor Skills	Worksheet 3.2	*



### *Advance Preparation*

Gather various rhythm instruments or objects and prepare the mats for students by placing a green start star on the left side of each mat and a red dot on the right. See illustration. It might also be helpful if students had a green star on their left hands and a red dot on their right hands.

## **Warm-Up**

**5 minutes**

### **Counting with Fingers**

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

## **Listening to Environmental Noises**

**20 minutes**

### **What Did You Hear?**

**10 minutes**

If students need additional practice discriminating noises, you may use the Pausing Point exercise "Listening Walk" and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

If students need additional practice identifying the sources of noises, you may use the Targeted Support Stop exercises "Tick-Tock, Find the Clock," "Listening Walk," and "Find the Animal."

If students need additional practice recreating noise sequences, you may use the Targeted Support Stop exercise "Clap the Pattern."

**Note:** In this exercise students will learn to identify noise sequences. This will prepare them for a future exercise in which they have to identify words in phrases. Students will also identify the sources of noises by naming the objects making the noises. This will prepare them to associate a sound with a letter.

- Gather various rhythm instruments or classroom objects and familiarize students with them by naming and producing a noise with the selected items.
- Hide the instruments or objects from view and have students identify them by the noises they make. Students should name the instruments or objects.
- Make the noises of two instruments or objects, one after the other, with the instruments or objects hidden from view.
- Have a student name the two instruments or objects and use them to copy the noises in correct sequence.
- Repeat with several sequences of two noises until students have had significant practice.
- Extension: If you have two sets of instruments, place one set where students can see them. Play the instruments from the hidden set. Have a student play instruments in the same order you played the hidden instruments.

## How Many Noises?

10 minutes

Instead of using the mat, you may affix a magnetic strip to each of your cubes and demonstrate on the board. Or you may demonstrate by projecting the cubes using a projection system.

"Feeling the Noises" might be beneficial to some students. Instead of placing the cubes on the mat, let students place the cubes in their hands.












If students need additional practice counting sounds, you may use the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

If students need additional practice with left-to-right directionality, you may use the Targeted Support Stop exercises "Tracing Lines" and "Color Strips" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

**Note:** This exercise familiarizes students with noise sequences. They will represent a noise with an object by placing a cube on a mat for each noise they hear. This is similar to representing a sound with a letter. Placing the cubes left to right introduces the same directionality used when reading print.

- Place a mat and two cubes for all students to see.
- Make sure from the students' perspective, you appear to be placing the cubes from left to right.
- Select a student to come forward and make a noise using one instrument or object.
- Once the student has made a noise, move one cube forward on the mat.
- Clear your mat and ask another student to come forward and make two different noises. For each noise, slide a cube on your mat.
- Distribute one mat and two cubes to each student.
- For each noise they hear, students should place one cube on the mat.
- Tell students the green star on the mat means "Go!" or "Start!" and the red dot means "Stop!" They should always slide their first cube on the left side of the mat where the green star is located. They should place the second cube next to it, placing them in a line toward the red dot.

**Note:** Instead of sounding instruments or objects, you could have students move cubes according to knocks.

SOUNDS:		
(silence)		
first sound (bell)		second sound (drum)
SYMBOLS:		
 	  	   

## Left/Right Discrimination

5 minutes

### Greeting

Instead of greeting each student yourself, you could have students greet each other.

- Greet one student after the other by saying hello, looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, \_\_\_\_\_. We greet others by shaking their right hands. I'm using my right hand to shake your right hand."

If students need additional practice differentiating their hands, you may use the Targeted Support Stop exercise “Left/ Right Hand Discrimination” and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Encourage students to greet you properly: “Hello, \_\_\_\_\_. I’m using my right hand to shake your right hand.”
- After shaking each student’s right hand, place a stamp or sticker on it to remind them which side is the right side.
- Tell students, “What’s left is left.”

## ***Spatial and Bodily Awareness***

**10** minutes

### **Follow Me**

If students are struggling with gross motor skills, you may use any of the Targeted Support Stop activities listed under “Gross Motor Activities.”

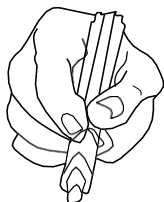
- Give each student a beanbag, foam ball, or another small object.
- Have students stand about an arm’s length apart.
- Stand with your back to students and tell them to do what you do. Turn your head around to monitor the class. If another adult is in the room, have him or her demonstrate the motions.
- Make sure to emphasize the position words *top*, *bottom*, *over*, *under*, *right*, *left*, and *around* by saying what you are doing.
- You should do the following actions, in order, before varying the game:
  - Move the ball to the **top** of your head.
  - Lift up your foot and move the ball down to the **bottom** of your foot.
  - Raise your arm sideways and move the ball **over** your arm.
  - Raise your arm sideways and move the ball **under** your arm.
  - Move the ball to the **right** of your body.
  - Move the ball to the **left** of your body.
  - Move the ball **around** your legs.

If students need additional practice with position words, you may use the Targeted Support Stop exercise “The Grand Old Duke of York” and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

## ***Finger/Hand Awareness***

**5** minutes

### **Reviewing the Tripod Grip**



**Tripod Grip**

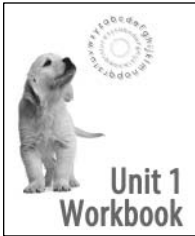
If students need additional practice using the tripod grip, you may use the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

- Provide each student with a small piece of crayon.
- Model the tripod grip for students. (The tripod grip is made by pinching the base of a writing utensil with the thumb and pointer finger and resting the shaft of the writing utensil on the tip of the middle finger.)
- Have students use the tripod grip to hold their crayons.
- Circulate, correcting grips.

**Note:** Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the *quadropod grip*, is fine as well.

**Vertical Line Practice**

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Worksheet 3.1

If students need additional practice with vertical lines, you may use the Targeted Support Stop exercise “Tray Tracing” and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

Please select the most convenient and effective method of displaying the worksheet for all students to see. This may include making a transparency of the worksheet and using an overhead projector, or a smart board, document camera, chart paper, etc.

**Note:** When students are writing at their desks, the bottom of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure that their posture is suitable for writing.

- Distribute and display Worksheet 3.1 using a projection system.
- Tell students the worksheet shows a bird in a cage, but the cage is missing its bars.
- Tell students you are going to add bars to the cage so the bird cannot fly away. They should do the same on their worksheets.
- Show students how to add bars to the cage by tracing the dotted lines. As you draw, tell students you are adding bars to the cage by drawing vertical lines from top to bottom, starting at the stars.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet.
- If students finish early, they may color the pictures and/or draw a picture containing at least one vertical line.

**Take-Home Material**

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**Strengthening Fine Motor Skills**

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- Have students give Worksheet 3.2 to a family member.



# Lesson 4

## Emergent Reading and Writing Skills

### Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Segment spoken sentences into words by counting fingers (K.FL.PA.2)
- ✓ Identify environmental sounds using a variety of common classroom objects (K.FL.PA.2)
- ✓ Count the number of environmental sounds heard using a variety of classroom objects (K.FL.PA.2)
- ✓ Segment spoken sentences into words by moving cubes (K.FL.PA.2)
- ✓ Demonstrate understanding of directionality by extending the right hand to greet others (K.FL.PC.1a)
- ✓ Use spatial words while practicing writing strokes in the air and on paper (K.FL.WC.4g)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons (K.FL.WC.4g)

At a Glance		Exercise	Materials	Minutes
	<b>Warm-Up</b>	Counting with Fingers		5
	<b>Listening to Environmental Noises</b>	What Did You Hear?	Musical instruments or classroom objects	10
		How Many Noises?	Musical instruments or classroom objects; cubes (three per student); small mats (one per student)	10
	<b>Left/Right Discrimination</b>	Greeting	Rough or silky glove	5
	<b>Finger/Hand Awareness</b>	Reviewing the Tripod Grip	Crayons	5
	<b>Drawing Time</b>	Drawing Horizontal Lines on a Vertical Surface	Crayons; chart paper	10
		Horizontal Line Practice	Worksheets 4.1, 4.2; crayons; projection system	15
	<b>Pretest</b>	Blending Pretest		*
	<b>Take-Home Material</b>	Horizontal Line Practice	Worksheet 4.3	*

### ***Note to Teacher***

During this lesson, you will begin administering a blending subtest to students individually. You will be able to administer the test to a few students during this lesson, but you will continue to administer it to other students in subsequent lessons. This blending pretest assesses ability to take isolated oral sounds and combine them to form a word. Blending ability is highly correlated with early reading ability; this test is being administered now to establish a baseline for each student. You will administer the pretest to one student at a time, while the remainder of the class completes Worksheet 4.2 or other work you deem appropriate. Display and demonstrate how to complete Worksheet 4.2 for the entire class and then pull aside one student at a time for the blending pretest.

A sample scoring sheet for the blending pretest is printed at the end of this lesson. Individual scoring sheets for each student are included in the Student Workbooks. Remove Worksheet 4.1 from each student's workbook prior to administering the test. Sit close to the student so he or she can clearly hear you and see your mouth. Tell the student you are going to say some sounds slowly. The student should listen to all of the sounds; when you finish, the student should try to say the sounds "fast" or "all together" so he or she is saying a real word. Explain that you can only say the sounds one time, so students must watch and listen carefully. Demonstrate using the examples. Say the sounds in a segmented fashion, pausing for about one second between sounds, e.g., /m/.../ee/. Then say *me*. Demonstrate again with /s/.../a/.../d/, *sad*, then administer the test items. If the student misses the first five items, you may discontinue the test. Score each student's overall performance. The correct answer for each item is given in the parentheses. Give one point for each correct answer and zero points for an incorrect answer. At the beginning of Kindergarten, any score greater than zero is a good outcome. A score of five or more is very good. Such a score indicates the student can hear discrete sounds and can blend them to make a word. Since blending is one of the key skills required for reading (along with knowing letter-sound correspondences), students who do well on this pretest are likely to learn to read quickly. On the other hand, students who cannot blend may struggle with reading—at least in the initial phases. These students may need additional support in order to learn to blend successfully. You will want to keep a close eye on them during the first several units of Kindergarten.

We strongly recommend creating an assessment portfolio for each student and storing his or her assessments (including pretests) in it. Throughout the year, you can refer to the folders to see how students are progressing.

## Counting with Fingers

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

# Listening to Environmental Noises

20 minutes

## What Did You Hear?

10 minutes

If students need additional practice identifying the sources of noises, you may use the Targeted Support Stop exercises “Tick-Tock, Find the Clock,” “Listening Walk,” and “Find the Animal” and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

If students need additional practice recreating noise sequences, you may use the Targeted Support Stop exercise “Clap the Pattern.”

- Gather various rhythm instruments or classroom objects and review them for students by naming and making a noise with them.
- Hide the instruments or objects from view and have students identify them by the noises they make. Students should respond with the names of the instruments or objects.
- Make the noises of two instruments or objects, one after the other, with the instruments or objects hidden from view.
- Have a student name the two instruments or objects and use the instruments to produce noises in correct sequence.
- Repeat with several noise sequences of up to three noises until students have had significant practice.

**Note:** For more student involvement, have the student who correctly identifies the instruments or objects make the next set of noises.

## How Many Noises?

10 minutes

If you have a tuning fork, you may wish to sound it and place it on each student’s hand. This will allow students to actually feel the vibrations that result in the noise.

If students need additional practice with left-to-right directionality, you may use the Targeted Support Stop exercises “Tracing Lines” and “Color Strips” and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Gather various rhythm instruments or classroom objects and place a mat and three cubes for students to see.
- Make sure that, from the students’ perspective, you appear to be placing the cubes from left to right.
- Select a student to come forward and make a noise using one instrument or object.
- Once the student has made a noise, move one cube forward on the mat.
- Clear your mat and ask a student to come forward and make up to three noises. For each noise, slide a cube on your mat.
- Distribute one mat and three cubes to each student.
- For each noise students hear, they should place one cube on the mat.
- Repeat with several noise sequences of up to three noises.

**Note:** One fun way to clear the mat is to brush off the cubes while making a *whoosh* sound.

## Left/Right Discrimination

5 minutes

### Greeting

The rough or silky glove stimulates students' sense of touch.

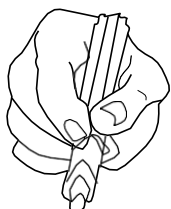
If students need additional practice differentiating their hands, you may use the Targeted Support Stop exercise "Left/Right Hand Discrimination."

- Today, wear some sort of **rough or silky glove** to shake students' right hands.
- Greet one student after the other by saying hello, looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, \_\_\_\_\_. We greet others by shaking their right hands. I'm using my right hand to shake your right hand."
- Encourage students to greet you properly: "Hello, \_\_\_\_\_. I'm using my right hand to shake your right hand."
- After shaking each student's right hand, ask the student how the glove feels. Is it rough? Is it silky?
- Ask, "What's left?" (The left hand!)

## Finger/Hand Awareness

5 minutes

### Reviewing the Tripod Grip



Tripod Grip

If students need additional practice using the tripod grip, you may use the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

- Provide each student with a small piece of crayon.
- Model the tripod grip for students. (The tripod grip is made by pinching the base of a writing utensil with the thumb and pointer finger and resting the shaft of the writing utensil on the tip of the middle finger.)
- Have students use the tripod grip to hold their crayons.
- Circulate, correcting grips.

**Note:** Some students might use the thumb, pointer finger, and middle finger to pinch the crayon. The crayon then rests on the tip of the ring finger. This alternate grip, called the *quadropod grip*, is fine as well.



## Drawing Horizontal Lines on a Vertical Surface

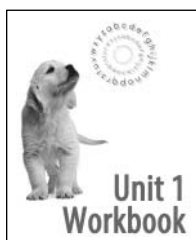
10 minutes

**Note:** Drawing horizontal lines will prepare students to write the letters 'e', 'f', 't', and 'z'.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Draw a horizontal line on the board. Explain to students that a horizontal line is a straight line that goes from side to side; to draw a horizontal line, start on the left and finish on the right.
- Invite students to trace horizontal lines on their desks (or in the air) with their fingers.
- Have students draw horizontal lines on the chart paper.
- Circulate, correcting grips and assisting students in drawing horizontal lines.
- Remind students how to draw a vertical line.
- Have students draw vertical lines on the chart paper.
- Then have them alternate horizontal and vertical lines on the chart paper.
- Extension: Have two students draw two long horizontal lines on a piece of chart paper. Have the other students draw short vertical lines across the two horizontal lines. The students have created train tracks! If there is time, students may draw trains on the track.

If students have trouble drawing horizontal lines, you can draw stars on the paper to indicate where they should start each horizontal line. Tell students to "start at the star." If necessary, draw dots to indicate end points, and tell students to "stop at the dot."

If students need additional practice with horizontal lines, you may use the Targeted Support Stop exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.



Worksheets 4.1, 4.2

## Horizontal Line Practice

15 minutes

**Note:** When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

- Distribute and display Worksheet 4.2 using your preferred projection system.
- Explain to students that the worksheet shows a student and a ladder, but the ladder is missing its steps.
- Tell students you are going to add steps to the ladder so the student can reach the top. They should do the same on their worksheets.
- Show students how to add steps to the ladder by tracing the dotted lines. As you draw, explain that you are adding steps to the ladder by drawing **horizontal lines from left to right**, starting at the stars.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

- Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet.
- If students finish early, they may color the picture and/or draw a picture containing at least one horizontal line.

## ***Pretest***

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### **Blending Pretest**

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- If students are able to work independently, administer the blending pretest (Worksheet 4.1) to individual students. If they are not, look for other opportunities to administer the pretest.

## ***Take-Home Material***

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### **Horizontal Line Practice**

---

- Have students give Worksheet 4.3 to a family member.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Blending Pretest

### Scoring Sheet

Examples: /m/ . . . /ee/—me      /s/ . . . /a/ . . . /d/—sad

1. /s/ . . . /ae/ (say) \_\_\_\_\_
2. /n/ . . . /oe/ (no) \_\_\_\_\_
3. /f/ . . . /i/ . . . /sh/ (fish) \_\_\_\_\_
4. /s/ . . . /u/ . . . /n/ (sun) \_\_\_\_\_
5. /s/ . . . /i/ . . . /t/ (sit) \_\_\_\_\_
6. /m/ . . . /a/ . . . /t/ (mat) \_\_\_\_\_
7. /t/ . . . /e/ . . . /n/ (ten) \_\_\_\_\_
8. /b/ . . . /a/ . . . /d/ (bad) \_\_\_\_\_
9. /f/ . . . /l/ . . . /i/ . . . /p/ (flip) \_\_\_\_\_
10. /sh/ . . . /i/ . . . /p/ (ship) \_\_\_\_\_

### Notes:

### Interpretation:

**8 or more correct: Strong**

**5–7 correct: Fair to Good**

**4 or fewer: Weak**

**Total Correct:** \_\_\_\_\_

### ***Class Record Sheet: Blending***

[illegible]



# Lesson 5

## Emergent Reading and Writing Skills

### Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment spoken sentences into words by counting fingers** (K.FL.PA.2)
- ✓ **Count the number of environmental sounds heard using a variety of classroom objects** (K.FL.PA.2)
- ✓ **Segment spoken sentences into words by moving cubes for every word spoken** (K.FL.PA.2)
- ✓ **Demonstrate understanding of directionality by manipulating cubes left to right and by extending the right hand to greet others** (K.FL.PC.1a, K.FL.PA.2)
- ✓ **Demonstrate understanding of directionality by manipulating playdough** (K.FL.WC.4g, K.FL.PC.1a)
- ✓ **Use spatial words while practicing writing strokes in the air and on paper** (K.FL.WC.4g)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (K.FL.WC.4g)
- ✓ **Demonstrate understanding of directionality by tracking pictures from left to right** (K.FL.PC.1a)

At a Glance		Exercise	Materials	Minutes
	<b>Warm-Up</b>	Counting with Fingers		5
	<b>Listening to Environmental Noises</b>	How Many Noises?	Musical instruments or classroom objects; cubes (three per student); small mats (one per student)	10
	<b>Listening to Words</b>	Hearing Words in Phrases and Sentences	Cubes (three per student); small mats (one per student)	10
	<b>Left/Right Discrimination</b>	Greeting	Small red dot stickers	5
	<b>Fine Motor Skills</b>	Making Vertical Lines, Horizontal Lines, and Circles with Playdough	Playdough	10
	<b>Drawing Time</b>	Drawing Circles to the Left on a Vertical Surface	Crayons; chart paper	10
	<b>Tracking from Left to Right and Top to Bottom</b>	Tracking Practice	Worksheet 5.1	10
	<b>Take-Home Material</b>	Circle Practice	Worksheet 5.2	*

**Counting with Fingers**

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

**Listening to Environmental Noises****10 minutes****How Many Noises?**

If students need additional practice discriminating noises, you may use the Targeted Support Stop exercise “Listening Walk” and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

- Gather various rhythm instruments or classroom objects and give one mat and three cubes to each student.
- Explain that for each noise they hear, they should place one cube on the mat.
- Make the noise of one instrument or object and have students move one cube forward on the mat.
- Have students clear their mats.
- Repeat this process several times, making up to three noises.

If students need additional practice with left-to-right directionality, you may use the Targeted Support Stop exercises “Tracing Lines” and “Color Strips” and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

**Listening to Words****10 minutes****Hearing Words in Phrases and Sentences**

If students need additional practice in awareness of words, you may use the Targeted Support Stop exercise “Grocery Shopping” and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

**Note:** In this exercise students move away from environmental noises and learn to break phrases and sentences into words. This process sets the stage for breaking words into sounds. Students will learn this skill in Unit 2. Placing the cubes from left to right reinforces the directionality used in reading. Again, students will represent a noise, in this case a word, with an object (cube). This will prepare them to associate a sound with a sound picture or letter.

- Position your mat and cubes so students can see them.
- Explain to the class that phrases and sentences are made up of words. Tell the class you want them to try to hear the individual words in the phrases and sentences you are going to say.
- Say, “Hit the ball.” twice—the first time at a normal speaking pace and the second time with an exaggerated pause between the words. Count the words with your fingers.
- Say the phrase a third time and move one cube onto the mat for each word you speak, counting the words with your fingers as you go.

If students need additional practice representing words with objects, you may use the Targeted Support Stop exercise “Counting with Cubes.”

If students need additional practice with left-to-right directionality, you may use the Targeted Support Stop exercises “Tracing Lines” and “Color Strips.”

You may wish to have students clap out the words in each sentence, or you may wish to have them use a gross motor movement for each word. For example, you could have them stomp their feet or touch their

- Make sure from the students' perspective, you appear to be placing the cubes from left to right.
- Ask an individual student to move the cubes and count the words.
- Distribute one mat and three cubes to each student.
- Complete the remaining phrases and sentences, or create your own using the names of students in your class, such as "Susan's red shirt." Make sure to only use phrases and sentences with three words.

- |                  |                        |
|------------------|------------------------|
| 1. Hit the ball. | 4. Chocolate is sweet. |
| 2. a cold day    | 5. Dogs can bark.      |
| 3. He hugs Mom.  | 6. Cats can purr.      |

## Left/Right Discrimination

5 minutes

### Greeting

If students need additional practice differentiating their hands, you may use the Targeted Support Stop exercise "Left/ Right Hand Discrimination."

- Greet one student after the other by saying hello, looking him or her in the eyes, and firmly shaking his or her right hand.
- Say, "Hello, \_\_\_\_\_. We greet others by shaking their right hands. I'm using my right hand to shake your right hand."
- Encourage students to greet you properly: "Hello, \_\_\_\_\_. I'm using my right hand to shake your right hand."
- After shaking each student's right hand, place a red dot sticker on his or her right hand.
- Ask, "What's left?" The left hand.

## Fine Motor Skills

10 minutes

### Making Vertical Lines, Horizontal Lines, and Circles with Playdough

If students need additional practice with fine motor skills, you may use any of the Targeted Support Stop "Fine Motor Activities" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

**Note:** This exercise is designed to strengthen fine motor muscles and reinforce the concept of vertical and horizontal lines. It also introduces students to circles.

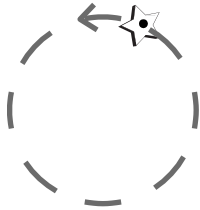
- Provide each student with a piece of playdough. Keep a piece for yourself, too.
- Using the playdough, show students how to make a line: roll the playdough into a ball, and then place the ball on a flat surface and roll it into a line.
- Explain to students that you can make a vertical line by positioning the line vertically and a horizontal line by positioning the line horizontally.
- Have students make vertical and horizontal lines using playdough.

- Demonstrate forming a playdough line into a circle.
- Have students make playdough circles.

## Drawing Time

10 minutes

### Drawing Circles to the Left on a Vertical Surface



If students have trouble drawing circles, you can draw stars on the paper to indicate where they should start each circle. Draw a dot inside of each star to indicate where students should stop each circle. Tell students circles are special because they start and stop at the same spot. Instruct students to “start at the start and stop at the dot.”

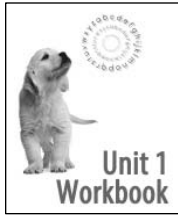
If students need additional practice with circles, you may use the Targeted Support Stop exercise “Tray Tracing” and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

**Note:** Drawing circles to the left will prepare students to write the letters ‘a’, ‘c’, ‘d’, ‘e’, ‘g’, ‘o’, and ‘q’.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Give each student a small piece of crayon.
- Draw a circle to the left on the board. Explain to students that when we draw a circle to the left, we start near the top and move to the left.
- Invite students to trace circles to the left on their desks (or in the air) with their fingers.
- Have students draw circles to the left on the chart paper.
- Circulate, correcting grips and assisting students in drawing circles to the left.
- Extension: Invite students to name some objects that are circle shaped, e.g., cookies, soccer balls, oranges, plates, the moon, etc. Have students draw something that is circle shaped.



### Tracking Practice



Worksheet 5.1

**Note:** This worksheet teaches students left-to-right tracking, which is crucial for reading and writing. It is also an excellent whole group oral exercise.

To help students with left-to-right directionality, you may wish to have them color each star green and have them add a red stop dot to the end of each row.

If students need additional tracking practice, you may use the Targeted Support Stop exercises “Tracing Lines” and “Color Strips” and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Distribute Worksheet 5.1.
- Tell students to place their pointer fingers on the first star.
- Ask students, “What is the next picture?”
- Once the class has provided the correct answer (a bird), ask students to place their pointer fingers on the bird.
- Repeat with each of the remaining pictures in the first row.
- Complete the items in the second, third, and fourth rows in the same fashion as the first row. Then complete the back of the worksheet.

## Take-Home Material

### Circle Practice

- Have students give Worksheet 5.2 to a family member.



# Lesson 6

Emergent Reading and  
Writing Skills  
Student Performance  
Task Assessment

## Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Segment spoken sentences into words by counting fingers (K.FL.PA.2)
- ✓ Count the number of environmental sounds heard using a variety of classroom objects (K.FL.PA.2)
- ✓ Segment spoken sentences into words by moving a cube for every word spoken (K.FL.PA.2)
- ✓ Demonstrate understanding of directionality by placing cubes on a mat from left to right (K.FL.PC.1a)
- ✓ Use spatial words while practicing writing strokes on paper (K.FL.WC.4g)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons (K.FL.WC.4g)

At a Glance		Exercise	Materials	Minutes
	<b>Warm-Up</b>	Counting with Fingers		5
	<b>Listening to Environmental Noises</b>	How Many Noises?	Musical instruments or classroom objects; cubes (four per student); small mats (one per student)	10
	<b>Listening to Words</b>	Hearing Words in Phrases and Sentences	Cubes (four per student); small mats (one per student)	10
	<b>Pretest</b>	Writing Strokes Pretest	Worksheets 6.1, 6.2; crayons	20
	<b>Drawing Time</b>	Circle to the Left Practice	Worksheet 6.3; crayons; projection system	15
	<b>Take-Home Material</b>	Increasing Sound and Word Awareness	Worksheet 6.4	*

### Note to Teacher

Continue to administer the blending pretest (from Lesson 4) to individual students while the class is completing Worksheet 6.3 or doing other work you deem appropriate.

Students will also take a writing strokes pretest during this lesson. This pretest assesses fine motor skills and prewriting abilities. The results will indicate which students are almost ready to begin writing letters and which students may need extra support over the course of this and the following unit. This pretest is to be administered to the entire class as a group.

Collect the completed pretests, and evaluate them using the scoring guide provided at the end of this lesson. Students who receive a “Progressing” or “Ready” evaluation for most of the strokes are probably ready to attempt to write letters, a task introduced in Unit 3. Handwriting will improve as students practice drawing the strokes covered in Units 1 and 2. Students who receive a “Not Yet Ready” evaluation on several of the strokes will probably need additional support as they work through the fine motor exercises and writing stroke exercises in Units 1 and 2. These students will need to improve significantly during Units 1 and 2 in order to succeed in Unit 3 and beyond. You may want to encourage the families of these students to practice the activities on Worksheet 3.2 from Lesson 3.

Keep the results of this test in your assessment portfolio.

## ***Warm-Up***

***5 minutes***

### ***Counting with Fingers***

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

## ***Listening to Environmental Noises***

***10 minutes***

### ***How Many Noises?***

If students need additional practice discriminating noises, you may use the Targeted Support Stop exercise “Listening Walk” and the activities in Unit 1, Section I of the *Assessment and Remediation Guide*.

- Gather various rhythm instruments or classroom objects and distribute one mat and four cubes to each student.
- For each noise students hear, they should place one cube on the mat.
- Make one noise and have students move one cube forward on the mat.
- Have students clear their mats.
- Repeat this process several times, making up to four noises.
- Make sure students line up the cubes from left to right.

If students need additional practice with left-to-right directionality, you may use the Targeted Support Stop exercises “Tracing Lines” and “Color Strips” and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

Hearing Words in Phrases and Sentences

Additional practice in awareness of words can be found in the Targeted Support Stop exercise, "Grocery Shopping."

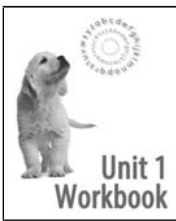
If students need additional practice representing words with objects, you may use the Targeted Support Stop exercise "Counting with Cubes" and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

- Position your mat and cubes so students can see them.
- Tell the class you want them to learn to hear the individual words in the phrases and sentences you are going to say.
- Say, "the green plant," twice—the first time at a normal speaking pace and the second time with an exaggerated pause between the words. Count the words with your fingers.
- Say the phrase a third time and move one cube onto the mat for each word you speak, counting the words with your fingers as you go.
- Make sure from the students' perspective, you appear to be placing the cubes from left to right.
- Ask an individual student to move the cubes and count the words.
- Distribute one mat and four cubes to each student.
- Complete the remaining phrases and sentences, or create your own using the names of students in your class.

**Note:** The examples below contain three or four words. Start with three-word phrases and sentences and extend to four words.

- |                    |          |                      |
|--------------------|----------|----------------------|
| 1. the green plant | Practice | 4. A car goes fast.  |
| 2. makes perfect.  |          | 5. Red is a color.   |
| 3. The sun is hot. |          | 6. A phone can ring. |

Writing Strokes Pretest

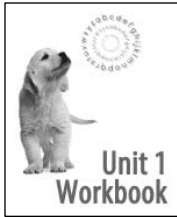


Worksheets 6.1, 6.2

- Distribute Worksheets 6.1 and 6.2.
- Provide each student with a small piece of crayon.
- Instruct students to copy each stroke in the box provided. (Feel free to demonstrate on the board using strokes not being tested, e.g., a triangle, a square, a heart, etc.)

**Circle to the Left Practice**

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Worksheet 6.3

If students need additional practice with circles, you may use the Targeted Support Stop exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

**Note:** When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

- Distribute and display Worksheet 6.3.
- Explain to students the worksheet shows some snowmen, but each snowman is missing three snowballs.
- Tell students you are going to add three snowballs to each snowman. They should do the same on their worksheets.
- Show students how to add snowballs to one of the snowmen by tracing the dotted circles. As you draw, explain you are adding snowballs to the snowman by drawing circles to the left, starting at the stars.
- Continue demonstrating (providing guided practice) until you feel students are ready to work independently.
- Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet.
- If students finish early, they may color the pictures and/or draw a picture containing at least one circle.

**Take-Home Material**

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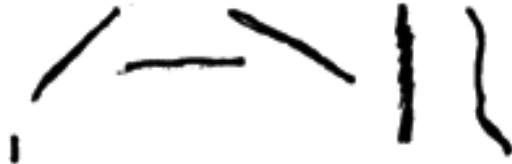
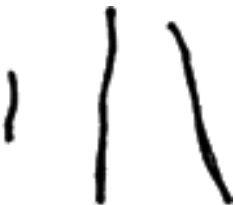



**Increasing Sound and Word Awareness**

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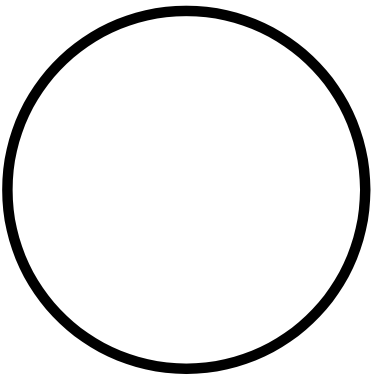


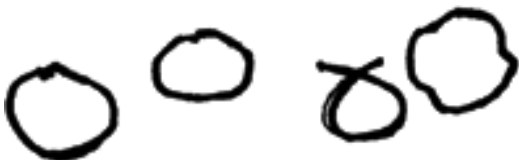
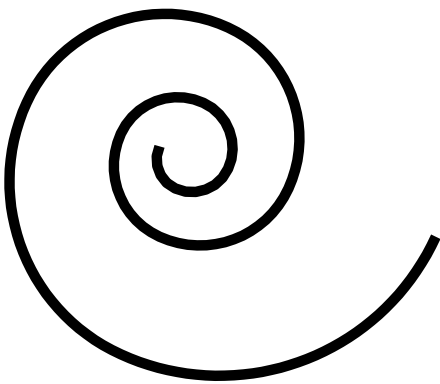

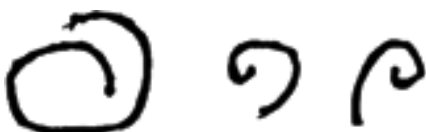

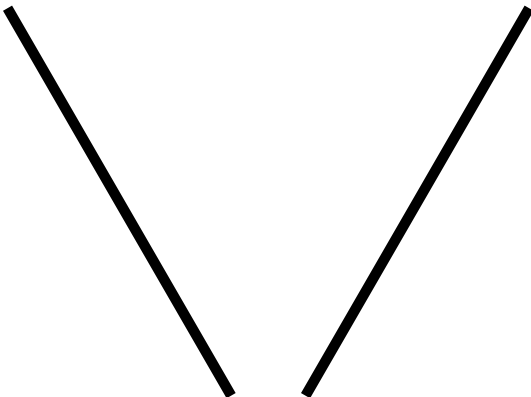
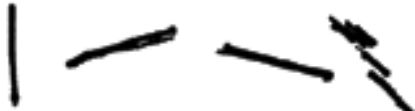


- Have students give Worksheet 6.4 to a family member.

## Writing Strokes Scoring Guide:

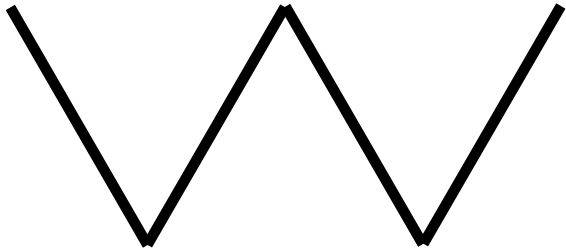
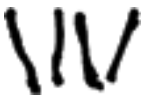


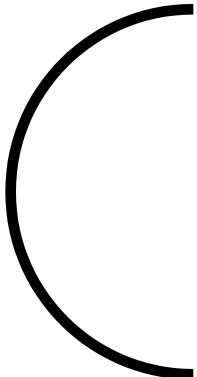



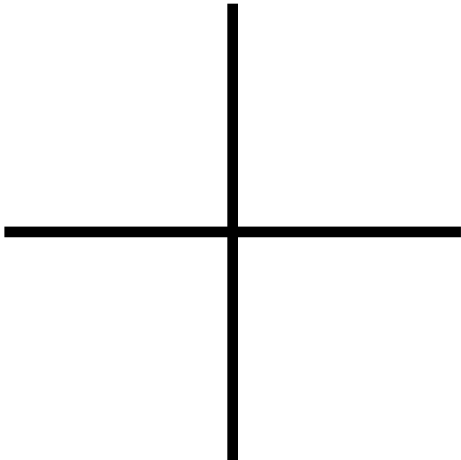
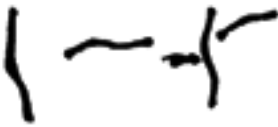

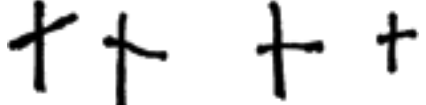
Rate each student's attempt to copy each writing stroke as Not Yet Ready (NYR), Progressing (P), or Ready (R).

	<p>Not Yet Ready (NYR): No attempt or mark on paper whatsoever.</p> <hr/> <p>Progressing (P):</p>  <hr/> <p>Ready (R):</p> 
	<p>NYR: No attempt or mark on paper whatsoever.</p> <hr/> <p>P:</p>  <hr/> <p>R:</p> 
	<p>NYR: No attempt or mark on paper whatsoever.</p> <hr/> <p>P:</p>  <hr/> <p>R:</p> 

## Writing Strokes Scoring Guide Continued

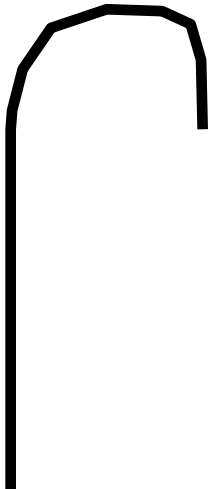



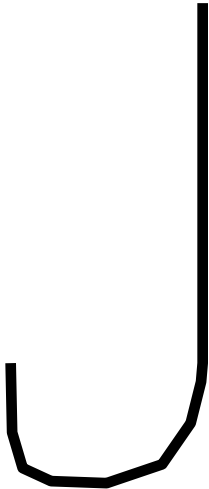



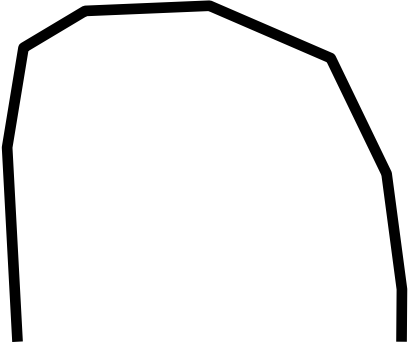

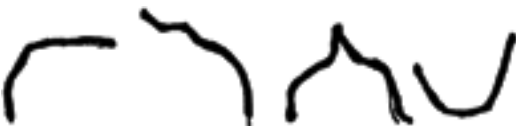

	<p>NYR:</p>  <p>P:</p>  <p>R:</p> 
	<p>NYR:</p>  <p>P:</p>  <p>R:</p> 
	<p>NYR:</p>  <p>P:</p>  <p>R:</p> 

## Writing Strokes Scoring Guide Continued

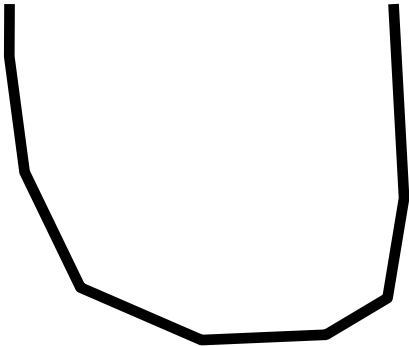







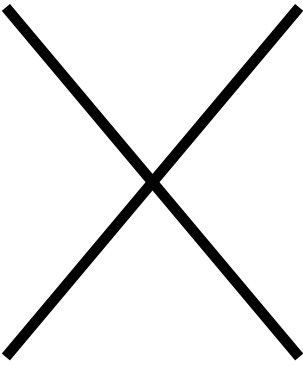
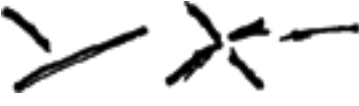
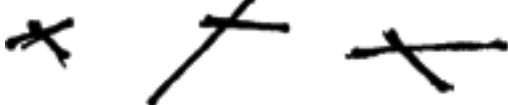

	<p>NYR:  </p> <hr/> <p>P:  </p> <hr/> <p>R:  </p>
	<p>NYR:  </p> <hr/> <p>P:  </p> <hr/> <p>R:  </p>
	<p>NYR:  </p> <hr/> <p>P:  </p> <hr/> <p>R:  </p>



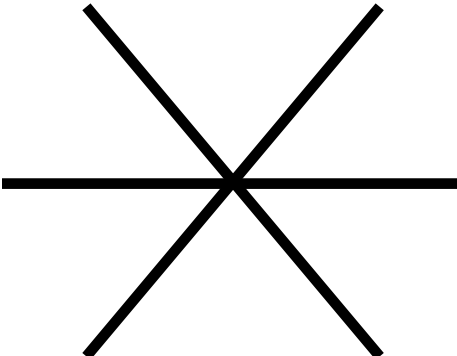



## Writing Strokes Scoring Guide Continued

	<p>NYR:</p>  <hr/> <p>P:</p>  <hr/> <p>R:</p> 
	<p>NYR:</p>  <hr/> <p>P:</p>  <hr/> <p>R:</p> 
	<p>NYR:</p>  <hr/> <p>P:</p>  <hr/> <p>R:</p> 

## Writing Strokes Scoring Guide Continued

	<p>NYR:</p>  <hr/> <p>P:</p>  <hr/> <p>R:</p> 
	<p>NYR:</p>  <hr/> <p>P:</p>  <hr/> <p>R:</p> 
	<p>NYR:</p>  <hr/> <p>P:</p>  <hr/> <p>R:</p> 

## Writing Strokes Scoring Guide Continued

	NYR: 
	P: 
	R: 

Assign the following points for each rating:

NYR	0
P	0.5
R	1

Interpretation:

12 or more points	Strong
8–11 points	Good to Fair
7 or fewer points	Weak

**Note:** Students will continue to practice Writing Strokes throughout Units 1 and 2 and should demonstrate progress by the end of Unit 2.

Writing Strokes: Class Summary Sheet

															Name
															horizontal line
															vertical line
															dot
															circle
															spiral
															diagonal lines
															zigzag
															moon
															plus sign
															cane
															hook
															hump
															cup
															wavy line
															X
															star
															Total



# Lesson 7

## Emergent Reading and Writing Skills

### Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Segment spoken sentences into words by counting fingers (K.FL.PA.2)
- ✓ Count the number of environmental sounds heard, stepping forward each time a sound is produced (K.FL.PA.2)
- ✓ Segment spoken sentences into words by clapping hands (K.FL.PA.2)
- ✓ Use spatial words while practicing writing strokes in the air and on paper (K.FL.PC.1a, K.FL.WC.4g)
- ✓ Demonstrate understanding of directionality by tracking pictures from left to right (K.FL.PC.1a)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons (K.F.WC.4g)

At a Glance		Exercise	Materials	Minutes
	<b>Warm-Up</b>	Counting with Fingers		5
	<b>Listening to Environmental Noises</b>	Stepping Forward for Noises	Musical instruments or classroom objects	10
	<b>Listening to Words</b>	Teacher-Student Echo		10
	<b>Drawing Time</b>	Drawing Diagonal Lines on a Vertical Surface	Crayons; chart paper	10
		Diagonal Line Practice	Worksheet 7.1; crayons; projection system	15
	<b>Tracking from Left to Right and Top to Bottom</b>	Tracking Practice	Worksheet 7.2; crayons	10
	<b>Take-Home Material</b>	Diagonal Line Practice	Worksheet 7.3	*

#### Note to Teacher

Continue to administer the blending pretest (from Lesson 4) to individual students while the class is completing Worksheet 7.1 or doing other work you deem appropriate.

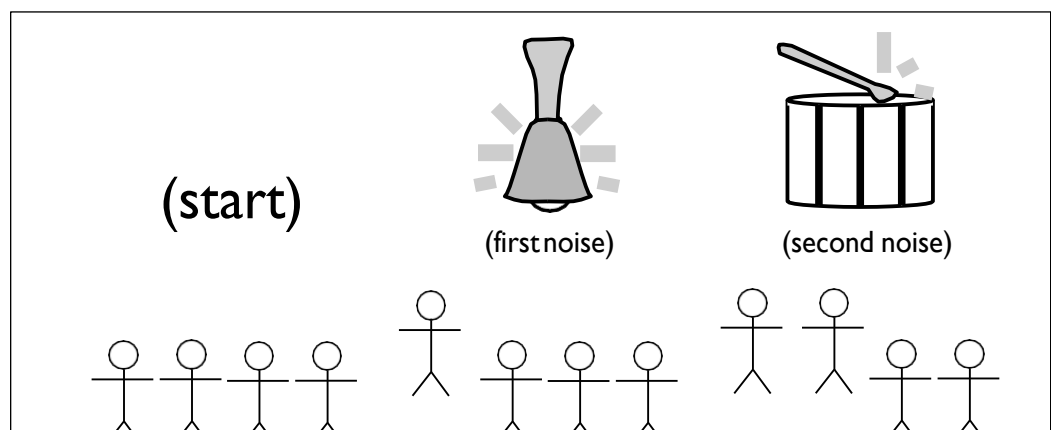
**Counting with Fingers**

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

**Listening to Environmental Noises****Stepping Forward for Noises**

To help the class with left-to-right directionality, place a large green “start star” to the left of the line of students and a large red “stop dot” to the right.

- Gather various rhythm instruments or classroom objects which produce noises.
- Select four students and have them line up facing the class.
- Make noise sequences with up to four noises. Have one student step forward for each noise.
- Make sure students step forward from left to right.
- Repeat until all class members have had a turn.

**Listening to Words****Teacher-Student Echo**

Additional practice with awareness of words may be found in the Targeted Support Stop exercise “Grocery Shopping.”

If students need additional practice representing words with movements, you may use the Targeted Support Stop exercises “Leap Frog” and “Head, Shoulders, Knees, and Toes” and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

**Note:** This exercise will help students develop the skills needed to break phrases and sentences into words.

- Say a phrase or sentence, clap for each word, and then signal the number of claps with your fingers.
- Have the class or a student repeat the phrase or sentence and clap for each word.

- Complete the remaining phrases and sentences or create your own using the names of students or other things familiar to students (events, places, etc.).

**Note:** The examples below contain three to five one-syllable words. Start with three-word phrases and sentences and then extend to five words.

- |                       |                             |
|-----------------------|-----------------------------|
| 1. the big cat        | 6. We are in class.         |
| 2. the small house    | 7. The girls can clap.      |
| 3. I love you.        | 8. The desks are all clear. |
| 4. It is hot.         | 9. The books are all here.  |
| 5. We can play games. | 10. The room is so clean.   |

## Drawing Time

25 minutes

### Drawing Diagonal Lines on a Vertical Surface

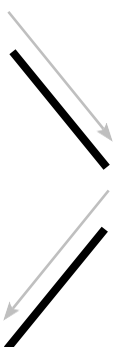
10 minutes

If students have trouble drawing diagonal lines, you can draw stars on the paper to indicate where they should start each diagonal line. Tell students to “start at the star.” If necessary, draw dots to indicate end points, and tell students to “stop at the dot.”

If students need additional practice with diagonal lines, you may use the Targeted Support Stop exercise “Tray Tracing” and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

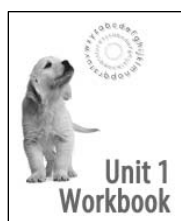
**Note:** Drawing diagonal lines will prepare students to write the letters ‘k’, ‘v’, ‘w’, ‘x’, ‘y’, and ‘z’.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Give each student a small piece of crayon.
- Draw a diagonal line from top to bottom and left to right on the board. Explain to students that a diagonal line is a slanted line; we can draw a diagonal line by starting at the top left and finishing at the bottom right.
- Ask students to trace diagonal lines from top to bottom and left to right on their desks (or in the air) with their fingers.
- Have students draw diagonal lines from top to bottom and left to right on the chart paper.
- Draw a diagonal line from top to bottom and right to left on the board. Tell students a diagonal line can also be drawn by starting at the top right and finishing at the bottom left.
- Ask students to trace diagonal lines from top to bottom and right to left on their desks (or in the air) with their fingers.
- Have students draw diagonal lines from top to bottom and right to left on the chart paper.
- Circulate, correcting grips and assisting students as they draw diagonal lines.
- Extension: Ask students to find vertical, horizontal, and diagonal lines in the classroom.



## Diagonal Line Practice

15 minutes



Worksheet 7.1

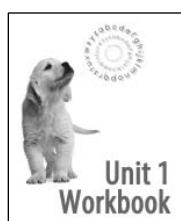
**Note:** When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

- Distribute and display Worksheet 7.1.
- Explain to students the worksheet shows some houses, but each house is missing its roof.
- Tell students you are going to add a roof to each house. They should do the same on their worksheets.
- Show students how to add a roof to each house by tracing the dotted lines. As you draw, explain that you are adding a roof to each house by drawing one diagonal line from top to bottom and right to left and another diagonal line from top to bottom and left to right, starting at the star.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet.
- If students finish early, they may color the pictures and/or draw a picture containing at least one diagonal line.

## Tracking from Left to Right and Top to Bottom

10 minutes

### Tracking Practice



Worksheet 7.2

If students need additional tracking practice, you may use the Targeted Support Stop exercises "Tracing Lines" and "Color Strips" and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Distribute Worksheet 7.2.
- Tell students to place their pointer fingers on the first star.
- Ask students, "What is the next picture?"
- Once the class has provided the correct answer (a mouse), tell students to place their pointer fingers on the mouse.
- Repeat with each of the remaining pictures in the first row.
- Complete the items in the second, third, and fourth rows in the same fashion as the first row. Complete the rows on the back of the worksheet.



## ***Take-Home Material***

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### **Diagonal Line Practice**

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- Have students give Worksheet 7.3 to a family member.



# Lesson 8

Emergent Reading and  
Writing Skills

## Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Segment spoken sentences into words by counting fingers (K.FL.PA.2)
- ✓ Count the number of environmental sounds heard, stepping forward each time a sound is produced (K.FL.PA.2)
- ✓ Segment sentences into words by clapping for each word spoken (K.FL.PA.2)
- ✓ Use spatial words while practicing writing strokes in the air and on paper (K.FL.WC.4 g)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons (K.FL.WC.4g)

At a Glance		Exercise	Materials	Minutes
	<b>Warm-Up</b>	Counting with Fingers		5
		What is This?	Crayons; chart paper	5
	<b>Listening to Environmental Noises</b>	Stepping Forward for Noises	Musical instruments or classroom objects	10
	<b>Listening to Words</b>	Teacher-Student Echo		10
	<b>Drawing Time</b>	Drawing Squares on a Vertical Surface	Crayons; chart paper	15
		Reviewing Vertical and Horizontal Lines	Worksheet 8.1; crayons; projection system	15

### Note to Teacher

Continue administering the blending pretest (from Lesson 4) to individual students while the class is completing Worksheet 8.1 or doing other work you deem appropriate.

## Counting with Fingers

5 minutes

- Count from one to ten, lifting one finger for each number as you count.
- Have students repeat after you.

## What Is This?

5 minutes

- Draw a vertical line on chart paper, and ask students to identify it.
- Repeat with a horizontal line, a circle, a diagonal line from top to bottom and left to right, and a diagonal line from top to bottom and right to left.

**Note:** Students should simply answer “diagonal line” for both diagonal lines.

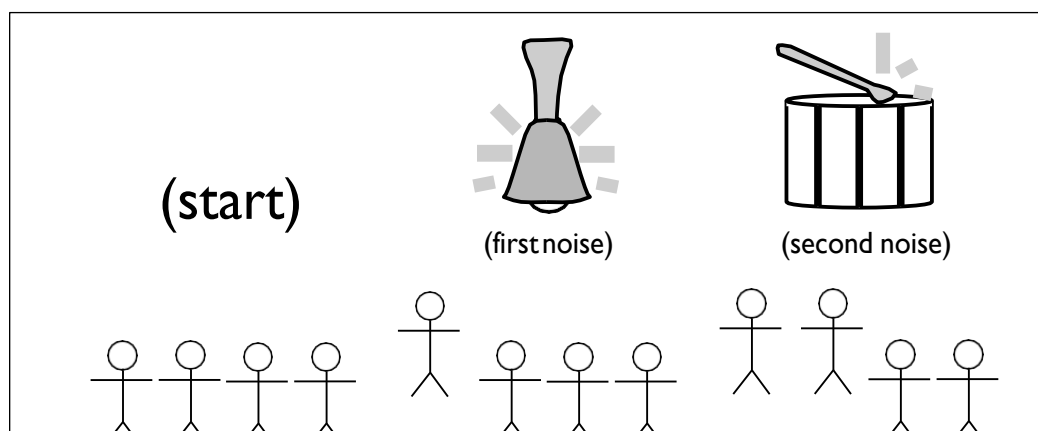
# Listening to Environmental Noises

10 minutes

## Stepping Forward for Noises

If students need additional practice with left-to-right directionality, you may use the Targeted Support Stop exercises “Tracing Lines” and “Color Strips” and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Gather various instruments or objects which make noises.
- Select four students and have them line up facing the class.
- Make one to four noises with the instruments or objects. Have one student step forward for each noise.
- Make sure students step forward from left to right.
- Repeat until students have had significant practice.



## Listening to Words

10 minutes

### Teacher-Student Echo

If students need additional practice representing words with movements, you may use the Targeted Support Stop exercises “Leap Frog” and “Head, Shoulders, Knees, and Toes” and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

One way to increase students’ attention span for language is by having them memorize nursery rhymes, e.g., “Jack Be Nimble.”

- Say a sentence, clap for each word, and then signal the number of claps with your fingers.
- Have the class or a student repeat the sentence and clap for each word.
- Complete the remaining sentences or create your own sentences with classroom examples.

**Note:** The examples below contain three to six words. Start with three-word phrases and sentences and then extend to six words.

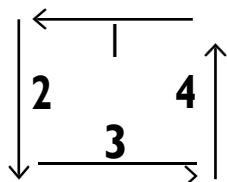
1. Dogs are pets.
2. Milk is white.
3. I like cats and dogs.
4. One, two, three, look at me.
5. We eat lunch in the room.

## Drawing Time

30 minutes

### Drawing Squares on a Vertical Surface

15 minutes



If students have trouble drawing squares, you can draw stars on the paper to indicate where they should start each square. Draw a dot inside of each star. Tell students squares start and stop at the same spot. Instruct students to “Start at the start and stop at the dot.” If students need even more support, draw a dot for each of the remaining three corners and tell students to “Turn at each dot.”

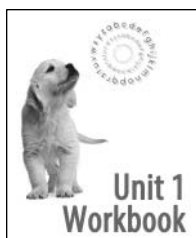
If students need additional practice with squares, you may use the Targeted Support Stop exercise “Tray Tracing” and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

**Note:** This exercise is important because understanding that writing strokes can be combined to create a shape is similar to understanding that writing strokes can be combined to create a letter.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Give each student a small piece of crayon.
- Draw a square on the board, starting at its upper right corner. Explain to students a square is made up of four lines: a horizontal line, then a vertical line, then another horizontal line, and then another vertical line. Encourage students to draw these squares without picking up their crayons (as shown).
- Ask students to trace squares on their desks or in the air with their fingers.
- Have students draw squares on the chart paper.
- Circulate, correcting grips and assisting students as they draw squares.
- Extension: Ask students to name some objects that are the shape of a square, e.g., boxes, windows, tiles, etc. Have students draw something that is in the shape of a square.

## Reviewing Vertical and Horizontal Lines

15 minutes



Worksheet 8.1

**Note:** When students are writing at their desks, the bottom of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

- Distribute and display Worksheet 8.1.
- Explain to students that the front of the worksheet has four hats and four people.
- Tell students you are going to draw a line from each hat to the person below. They should do the same on their worksheets.
- Show students how to trace the dotted lines. As you draw, tell students you are connecting each hat to its owner by drawing a vertical line from top to bottom, starting at the star.
- Have students turn Worksheet 8.1 over.
- Display the back of Worksheet 8.1.
- Explain to students that the back of the worksheet has five animals and five homes.
- Tell students you are going to draw a line from each animal on the left to its home on the right. They should do the same on their worksheets.
- Show students how to trace the dotted lines. As you draw, tell students you are connecting each animal to its home by drawing a horizontal line from left to right, starting at the star.
- Continue demonstrating (providing guided practice) until you feel students are ready to work independently.
- Students finishing early, may color the pictures and/or draw a picture containing at least one vertical line and at least one horizontal line if time permits.



# Lesson 9

Emergent Reading and  
Writing Skills

## Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Segment spoken sentences into words by counting fingers (K.FL.PA.2)
- ✓ Count the number of environmental sounds heard, stepping forward each time a sound is produced (K.FL.PA.2)
- ✓ Segment spoken sentences into words by stepping forward for each word in a phrase or sentence (K.FL.PA.2)
- ✓ Demonstrate understanding of directionality by stepping forward from left to right (K.FL.PC.1a, K.FL.PA.2)
- ✓ Demonstrate understanding of directionality by manipulating playdough (K.FL.PC.1a, K.FL.WC.4g)
- ✓ Use spatial words while practicing writing strokes in the air and on paper (K.FL.WC.4g)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons (K.FL.WC.4 g)

At a Glance		Exercise	Materials	Minutes
	<b>Warm-Up</b>	Counting with Fingers		5
	<b>Listening to Words</b>	Stepping Forward for Words		10
		Circle the Cubes	Worksheet 9.1; crayons; projection system	10
	<b>Fine Motor Skills</b>	Making Circles and Triangles with Playdough	Playdough	10
	<b>Drawing Time</b>	Drawing Triangles on a Vertical Surface	Crayons; chart paper	10
		Reviewing Circles and Diagonal Lines	Worksheet 9.2; crayons; projection system	15
	<b>Take-Home Material</b>	Understanding Position Words	Worksheet 9.3	*

### Note to Teacher

Continue to administer the blending pretest (from Lesson 4) to individual students while the class is completing other work you deem appropriate.

## Counting with Fingers

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

# Listening to Words

20 minutes

## Stepping Forward for Words

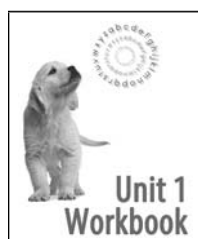
10 minutes

To help the class with left-to-right directionality, place a large green “start dot” to the left of the line of students and a large red “stop dot” to the right.

If students need additional practice with left-to-right directionality, you may use the Targeted Support Stop exercises “Tracing Lines” and “Color Strips” and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Select six students and have them line up facing the class.
- Have students count from one to six from left to right, each student stepping forward as he or she says his or her number. Repeat until the students can do this fluently.
- Say the first sentence, counting the number of words with your fingers.
- Repeat the sentence and have students step forward from left to right. One student steps forward for each word.
- Select another six students and repeat the process with the next sentence.
- Continue until all students have had a turn.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1. The black cat is a friend. | 4. The small gray cat is glad.  |
| 2. The sad cat is not black.  | 5. Gray and black cats are fun. |
| 3. A cat sat on the rug.      | 6. The cats are in the box.     |



Worksheet 9.1

If students are struggling with awareness of words, you may use the Targeted Support Stop exercise “Grocery Shopping” and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

## Circle the Cubes

10 minutes

- Distribute and display Worksheet 9.1 and provide each student with a small piece of crayon.
- Tell students you are going to say a sentence and they should indicate how many words are in the sentence by circling a cube on Worksheet 9.1 for each word.
- Ask students to look at the first row of cubes.
- Slowly say the first sentence from the following box. Model the activity and have students do the same on their worksheets.
- Complete the remaining sentences.

- |                  |                     |
|------------------|---------------------|
| 1. Mike is tall. | 3. I like hot days. |
| 2. She laughed.  | 4. The flower grew. |

**Making Circles and Triangles with Playdough**

If students are struggling with fine motor skills, you may use the Targeted Support Stop exercise “Fine Motor Activities” and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

- Provide each student with a piece of playdough.
- Using the playdough, show students how to make a line: roll the playdough into a ball, and then place the ball on a flat surface and roll it into a line.
- Have students make their own playdough lines.
- Demonstrate forming a playdough line into a circle.
- Have students make playdough circles.
- Demonstrate combining three playdough lines to make a triangle.
- Have students make playdough triangles.

**Drawing Time****25 minutes****Drawing Triangles on a Vertical Surface****10 minutes**

If students have trouble drawing triangles, you may draw stars on the paper to indicate where they should start each triangle. Draw a dot inside of each star to indicate where students should stop each triangle. Tell students triangles start and stop at the same spot. Instruct students to “start at the start and stop at the dot.” If students need even more support, draw a small triangle for each of the remaining two corners and tell students to “turn at the triangles.”

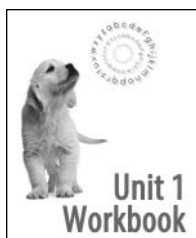
**Note:** This exercise is important because understanding that writing strokes can be combined to create a shape is similar to understanding that writing strokes can be combined to create a letter.

- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Give each student a small piece of crayon.
- Draw a triangle on the board. Explain to students a triangle is made up of three lines: a diagonal line, a horizontal line, and another diagonal line.
- Ask students to trace triangles on their desks (or in the air) with their fingers.
- Have students draw triangles on the chart paper.
- Circulate, correcting grips and assisting students as they draw triangles.



## Reviewing Circles and Diagonal Lines

15 minutes



Worksheet 9.2

If students need additional practice with triangles, circles, or diagonal lines, you may use the Targeted Support Stop exercise "Tray Tracing" and the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

**Note:** When students are writing at their desks, the bottoms of their feet should touch the floor, their feet should be parallel, and their backs should be straight. Before asking students to write, have them shake their arms above their heads and stamp their feet. This will ensure their posture is suitable for writing.

- Distribute and display Worksheet 9.2.
- Explain to students that the front of the worksheet has six cars and six garages, but the cars cannot enter the garages because there are no driveways.
- Tell students you are going to draw a circular driveway for each car. They should do the same on their worksheets.
- Show students how to trace the dotted circles. As you draw, tell students you are giving each car a driveway by drawing a circle to the left.
- Display the back of Worksheet 9.2.
- Explain to students that the back of the worksheet has four animals and four homes.
- Tell students you are going to draw a line from each animal to its home. They should do the same on their worksheets.
- Show students how to trace the dotted lines. As you draw, explain that you are connecting each animal to its home by drawing a diagonal line, starting at the star.
- Continue demonstrating (guided practice) until students are ready to work independently.
- If students finish early, they may color the pictures and/or draw a picture containing at least one circle and at least one diagonal line if time permits.

## ***Take-Home Material***

### Understanding Position Words

- Have students give Worksheet 9.3 to a family member.



# Lesson 10

## Student Performance Task Assessment

### Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Segment spoken sentences into words by counting fingers** (K.FL.PA.2)
- ✓ **Segment sentences into words by counting and moving cubes for each word spoken** (K.FL.PA.2, K.FL.PC.1a)
- ✓ **Demonstrate understanding of directionality by stepping forward from left to right** (K.FL.PC.1a, K.FL.PA.2)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and make marks on paper using small crayons** (K.FL.WC.4g)

At a Glance		Exercise	Materials	Minutes
	<b>Warm-Up</b>	Counting with Fingers		5
		What is This?	Crayons; chart paper	5
	<b>Listening to Words</b>	Hearing Words in Phrases and Sentences	Cubes (five per student); small mats (one per student)	10
		Stepping Forward for Words		10
	<b>Student Performance Task Assessment</b>	Unit 1 Student Performance Task Assessment	Worksheets 10.1, 10.2; crayons	30
	<b>Take-Home Material</b>	Tracking Practice	Worksheet 10.3	*

#### Note to Teacher

This is the last lesson in Unit 1. During this lesson, you will assess students to ascertain their understanding of the material presented in Unit 1.

Worksheets 10.1 and 10.2 are assessment worksheets. The front of Worksheet 10.1 evaluates students' ability to draw a vertical line, a horizontal line, a circle, a diagonal line from top to bottom and left to right, and a diagonal line from top to bottom and right to left. The back of Worksheet 10.1 tests students' understanding of the position words *left*, *right*, *top*, *middle*, and *bottom*. Worksheet 10.2 assesses students' ability to hear separate words in sentences.

Collect the completed worksheets, and record a "writing strokes" score and a "position words" score on the back of Worksheet 10.1. Record a "word discrimination" score on the front of Worksheet 10.2.

When evaluating the front of Worksheet 10.1, please refer to the Writing Strokes Scoring Guide located at the end of Lesson 6. If a student's writing stroke falls into the "Not Yet Ready" category, mark it wrong.

When evaluating the back of Worksheet 10.1, check to see if the *left* box is colored green, the *right* box is colored red, the *top* box is colored yellow, the *middle* box is colored orange, and the *bottom* box is colored blue. If a box is the wrong color or if it is not colored, mark it wrong.

When evaluating Worksheet 10.2, check to see if *two cubes* are circled for item 1, *four cubes* are circled for item 2, *three cubes* are circled for item 3, and *four cubes* are circled for item 4.

## Interpretation and Analysis

There are 14 items in the Unit 1 assessment. Students who miss three items or less overall are performing well. However, a score of 2 or less in any one section (Part One, Two, or Three) may be an indication students would benefit from additional practice in the given area.

We recommend you use the Record Sheet for Unit 1 Assessment found at the end of this lesson to record every student's performance on each section. Once this Record Sheet is complete, you should be able to scan it quickly to determine whether there are groups of students who might benefit from additional practice in a given area. There are numerous activities included in the Unit 1 Targeted Support Stop that may be used to provide additional practice if there are students who would benefit from more practice. In this case, we recommend that you pause—no more than one week—before continuing to Unit 2. If there are only one or two specific students who seem to be experiencing difficulty, you may decide to continue to Unit 2 without pausing. Be sure to look for opportunities to work with these individual students one-on-one to provide additional practice in weak areas.

If students perform poorly on Part One, provide additional practice, especially Targeted Support Stop Sections "Develop Fine Motor Skills" and "Draw/Trace." You may also use the activities in Unit 1, Section IV of the *Assessment and Remediation Guide*.

If students perform poorly on Part Two, provide additional practice from Targeted Support Stop sections "Develop an Understanding of Directionality," "Develop Bodily and Spatial Awareness," and "Recognize Position Words." You may also use the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

If students perform poorly on Part Three, provide additional practice using various activities included in the Targeted Support Stop. You may also use the activities in Unit 1, Sections I and II of the *Assessment and Remediation Guide*.

There have only been three lessons since the writing strokes pretest was given, so it is quite likely some students will not show a great deal of improvement.

Students will continue to work on writing strokes throughout Unit 2. The assessment at the end of that unit will offer another indication of handwriting skills.

Keep the results of this assessment in the students' assessment portfolios.

## Warm-Up

10 minutes

### Counting with Fingers

5 minutes

- Count from one to 10, lifting one finger for each number as you count.
- Have students repeat after you.

### What is This?

5 minutes

- Draw a vertical line on chart paper, and ask students to identify it.
- Repeat with a horizontal line, a circle, a diagonal line from top to bottom and left to right, and a diagonal line from top to bottom and right to left.

**Note:** Students should simply answer “diagonal line” for both diagonal lines.

## Listening to Words

20 minutes

### Hearing Words in Phrases and Sentences

10 minutes

If students are struggling with awareness of words, you may use the Targeted Support Stop exercise “Grocery Shopping” and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

If students need additional practice representing words with objects, you may use the Targeted Support Stop exercise “Counting with Cubes” and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

If students need additional practice with left-to-right directionality, you may use the Targeted Support Stop exercises “Tracing Lines” and “Color Strips” and the activities in Unit 1, Section III of the *Assessment and Remediation Guide*.

- Position your mat and cubes so students can see them.
- Tell the class you want them to try to hear the individual words in some sentences you are going to say.
- Say, “We sit on chairs,” twice—the first time at a normal speaking pace and the second time with an exaggerated pause between the words.
- Say the sentence a third time and move one cube onto the mat for each word you speak, counting the words.
- Make sure from the students' perspective, you appear to be placing the cubes from left to right.
- Ask an individual student to move the cubes and count the words.
- Give each student a small mat and five cubes.
- Complete the remaining sentences or create your own sentences.

**Note:** The examples below contain four to five words. Start with four-word sentences and extend to five words.

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. We sit on chairs.          | 4. The boys like to swing.    |
| 2. The plant has leaves.      | 5. Pears and plums are fruit. |
| 3. Each girl has five grapes. | 6. I eat hotdogs for lunch.   |

## Stepping Forward for Words

10 minutes

If students need additional practice representing words with movements, you may use the Targeted Support Stop exercises “Leap Frog” and “Head, Shoulders, Knees, and Toes” and the activities in Unit 1, Section II of the *Assessment and Remediation Guide*.

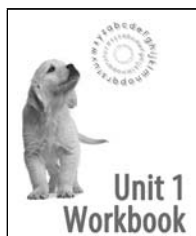
- Select six students and have them line up facing the class.
- Have students count from one to six from left to right, each student stepping forward as he or she says his or her number. Repeat until students can do this fluently.
- Say the first sentence, counting the number of words with your fingers.
- Repeat the sentence and have students step forward from left to right. One student steps forward for each word.
- Select another six students and repeat the process with the next sentence.
- Continue until all students have had their turn.

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1. Birds can sing and lay eggs. | 4. Cats run up trees really fast. |
| 2. Cats like to play and purr.  | 5. Cows eat grass and give milk.  |
| 3. Dogs like to bark and lick.  | 6. Some bears like to eat bugs.   |

## Student Performance Task Assessment

30 minutes

### 10 Unit 1 Student Performance Task Assessment



Worksheet 10.1

#### Part One

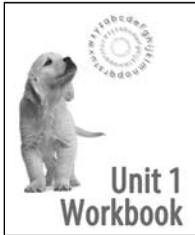
- Distribute Worksheet 10.1.
- Provide each student with a green crayon, a red crayon, a yellow crayon, an orange crayon, and a blue crayon.
- Instruct students to copy each shape on the front of the worksheet.

#### Part Two

- Once students have completed the front of the worksheet, have them turn Worksheet 10.1 over.
- Hold up a green crayon, and tell students to quickly color the box on the **left** green.
- Wait for students to finish coloring.
- Hold up a red crayon, and tell students to quickly color the box on the **right** red.
- Wait for students to finish coloring.
- Hold up a yellow crayon, and tell students to quickly color the **top** box yellow.
- Wait for students to finish coloring.
- Hold up an orange crayon, and tell students to quickly color the **middle** box orange.
- Wait for students to finish coloring.

- Hold up a blue crayon, and tell students to quickly color the **bottom** box blue.
- Wait for students to finish coloring and collect papers.

### *Part Three*



Worksheet 10.2

- Distribute Worksheet 10.2.
- Tell students you are going to say a sentence. Explain to students they should indicate how many words are in the sentence by circling a cube for each word.
- Direct students' attention to the first row of cubes.
- Slowly say the first sentence from the following box. Tell students to circle a cube for each word in the sentence.
- If necessary, repeat the sentence.
- Complete the activity using the remaining sentences.

- |                      |                   |
|----------------------|-------------------|
| 1. I smiled.         | 3. He has toys.   |
| 2. They found a bug. | 4. She has a cat. |

## ***Take-Home Material***

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### **Tracking Practice**

---

- Have students give Worksheet 10.3 to a family member.

## **Record Sheet for Unit 1 Assessment**

[illegible]

**Students Needing Additional Instruction at the End of Unit 1**

A. Students who scored 2 or less on Part One	B. Students who scored 2 or less on Part Two	C. Students who scored 2 or less on Part Three



## **Next Steps**

---

### ***For students in Column A***

- Provide practice from the following Targeted Support Stop sections:
  - Draw/Trace
  - Develop Fine Motor Skills
- Additional practice activities may also be found in Unit 1, Section IV of the *Assessment and Remediation Guide*.

### ***For students in Column B***

- Provide practice from the following Targeted Support Stop sections:
  - Develop an Understanding of Directionality
  - Develop Bodily and Spatial Awareness
  - Recognize Position Words
- Additional practice activities may also be found in Unit 1, Section III of the *Assessment and Remediation Guide*.

### ***For students in Column C***

- Provide practice from the following Targeted Support Stop sections:
  - Develop Awareness of Noises
  - Discriminate Noises
  - Represent a Word with a Movement/Object
- Additional practice activities may also be found in Unit 1, Sections I and II of the *Assessment and Remediation Guide*.

# Unit 1 Targeted Support Stop

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With the conclusion of Unit 1, if a significant number of students are having difficulty with any of the objectives, pause here and spend additional days reviewing the material presented in this unit. You may have students complete any combination of the exercises listed below, in any order. The exercises are listed under the unit objectives they satisfy. Procedures are not reprinted for exercises included in the Unit 1 lessons. Instead, we simply list the lessons where these exercises can be found. Exercises not included in the Unit 1 lessons, however, have procedures printed here.

If individual students are having trouble with specific skills, you can provide pullout instruction and/or targeted homework assignments.

## Targeted Support Stop Topic Guide

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### Develop Awareness of Noises

Knocking and Counting	Lessons 1, 2
Same or Different?	Lessons 1, 2
What Did You Hear?	Lessons 3, 4
How Many Noises?	Lessons 3–6
Stepping Forward for Noises	Lessons 7, 8

### Discriminate Noises

Knocking and Counting	Lessons 1, 2
Same or Different?	Lessons 1, 2
What Did You Hear?	Lessons 3, 4
How Many Noises?	Lessons 3–6
Stepping Forward for Noises	Lessons 7, 8
Listening Walk	Page 71

### Identify the Source of a Noise

What Did You Hear?	Lessons 3, 4
Tick-Tock, Find the Clock	Page 71
Find the Animal	Page 71

### Recreate a Noise Sequence

What Did You Hear?	Lessons 3, 4
Clap the Pattern	Page 72

### Represent a Noise with a Movement/Object

Knocking and Counting	Lessons 1, 2
How Many Noises?	Lessons 3–6

Stepping Forward for Noises	Lessons 7, 8
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### **Develop Awareness of Words**

Hearing Words in Phrases and Sentences	Lessons 5, 6, 10
Teacher-Student Echo	Lessons 7, 8
Stepping Forward for Words	Lessons 9, 10
Grocery Shopping	Page 72

### **Represent a Word With a Movement/Object**

Counting with Fingers	Lessons 1–10
Hearing Words in Phrases and Sentences	Lessons 5, 6, 10
Teacher-Student Echo	Lessons 7, 8
Stepping Forward for Words	Lessons 9, 10
Counting with Cubes	Page 73
Leap Frog	Page 73
Head, Shoulders, Knees, and Toes	Page 74

### **Develop an Understanding of Directionality/Track from Left to Right and Top to Bottom**

Counting with Fingers	Lessons 1–10
How Many Noises?	Lessons 3–6
Stepping Forward for Noises	Lessons 7, 8
Hearing Words in Phrases and Sentences	Lessons 5, 6, 10
Stepping Forward for Words	Lessons 9, 10
Greeting	Lessons 1–5
Left/Right Hand Discrimination	Page 75, Worksheet PP1
Tracking Practice	Page 75, Worksheets 5.1, 7.2
Tracing Lines	Page 75, Worksheet 4.2
Color Strips	Page 75

### **Develop Fine Motor Skills**

Fine Motor Activities	Page 75
Playdough Shapes	Page 75

### **Develop Bodily and Spatial Awareness**

Follow Me	Lessons 1–3
Gross Motor Activities	Page 76

### **Recognize Position Words**

Follow Me	Lessons 1–3
The Grand Old Duke of York	Page 76

## Identify Shapes

What is This?

Lessons 8, 10

## Draw/Trace

Drawing on a Vertical Surface

Page 77

Drawing on a Horizontal Surface

Page 77

Coloring Sheets

Worksheets PP2, PP3, PP4,  
PP5

Tracing and Copying Shapes

Worksheet PP6

Tracing Lines

Worksheet PP6

Tray Tracing

Page 77

## ***Develop Awareness of Noises***

### Knocking and Counting

- See Lessons 1 and 2.

### Same or Different?

- See Lessons 1 and 2.

### What Did You Hear?

- See Lessons 3 and 4.

### How Many Noises?

- See Lessons 3–6.

### Stepping Forward for Noises

- See Lessons 7 and 8.

## ***Discriminate Noises***

### Knocking and Counting

- See Lessons 1 and 2.

### Same or Different?

- See Lessons 1 and 2.

### What Did You Hear?

- See Lessons 3 and 4.

### How Many Noises?

- See Lessons 3–6.

## Stepping Forward for Noises

---

- See Lessons 7 and 8.

## Listening Walk

---

You can introduce this exercise by reading “The Listening Walk” (by Paul Showers) to the class.

**Note:** This is an excellent transition exercise. You may use this exercise when the class is outside or walking to and from the classroom.

- Take a walk with students.
- Tell students to raise their hands and wait to be called on if they would like to identify a noise they hear.
- Call on students to share.

**Note:** If you like, you can adapt the question-and-answer structure found in “*Brown Bear, Brown Bear, What Do You See?*” For example, “Brandon, Brandon, what do you hear?” Answer: “I hear a bird chirping in my ear.”

- Extension: Have students point to the sources of the sounds they hear.
- After the walk, ask students which noise they heard first/last and which noise was the quietest/loudest.
- Extension: Have students draw something they heard during the walk. Make a class book with the drawings.

## ***Identify the Source of a Noise***

---

### What Did You Hear?

---

- See Lessons 3 and 4.

### Tick-Tock, Find the Clock

---

- Let students listen to the noise made by a kitchen timer or a wind-up toy.
- Have students close their eyes.
- Hide the object somewhere in the classroom.
- Have students open their eyes.
- Ask a student to locate the object by “following its sound.”
- Once the student has found the object, let him or her hide it.

### Find the Animal

---

- Have the class sit in a circle.
- Select one student to sit blindfolded in the center of the circle.
- Select a second student to go somewhere in the classroom and make an animal sound.

- Ask the blindfolded student what animal his or her classmate is pretending to be and point to the location of the sound.
- After the blindfolded student gives the correct answers, he or she becomes the next animal impersonator and a new student moves to the center of the circle.

## ***Recreate a Noise Sequence***

---

### **What Did You Hear?**

---

- See Lessons 3 and 4.

### **Clap the Pattern**

---

- Tell students you are going to clap out a pattern for them to repeat.
- Start with one or two claps, and gradually increase to five claps.
- Variation: Have students clap their knees, head, etc.

## ***Represent a Noise with a Movement/Object***

---

### **Knocking and Counting**

---

- See Lessons 1 and 2.

### **How Many Noises?**

---

- See Lessons 3–6.

### **Stepping Forward for Noises**

---

- See Lessons 7 and 8.

## ***Develop Awareness of Words***

---

### **Hearing Words in Phrases and Sentences**

---

- See Lessons 5, 6, and 10.

### **Teacher-Student Echo**

---

- See Lessons 7 and 8.

### **Stepping Forward for Words**

---

- See Lessons 9 and 10.

### **Grocery Shopping**

---

- Gather five pictures of items that can be purchased at a grocery store.
- Have the class identify each item.

- Display one of the pictures, and tell the class, “Tonight, I am going to buy [name of item] from the grocery store.”
- Have students repeat the sentence.
- Display a second picture alongside the first, and tell the class, “Tonight, I am going to buy [name of first item] and [name of second item] from the grocery store.”
- Have students repeat the sentence.
- Continue until all five pictures are displayed and all five items are included in the sentence.
- Remove the pictures and see if students can repeat the final sentence without the picture clues.
- Extension: Use this exercise to strengthen counting skills by having students count the items.

## ***Represent a Word with a Movement/Object***

---

### **Counting with Fingers**

---

- See Lessons 1–10.

### **Hearing Words in Phrases and Sentences**

---

- See Lessons 5, 6, and 10.

### **Teacher-Student Echo**

---

- See Lessons 7 and 8.

### **Stepping Forward for Words**

---

- See Lessons 9 and 10.

### **Counting with Cubes**

---

- Give each student a mat and 10 cubes.
- Have each student position his or her mat with the green star on the left and the red dot on the right.
- Have students count from one to 10, placing one cube on their mat for each number.

**Note:** Students should place each cube between the green star and the red dot, with each additional cube getting closer and closer to the red dot.)

### **Leap Frog**

---

- Make three “lily pads” out of construction paper.
- Place the three lily pads in a row on the floor. You may wish to tape the lily pads in place.

- Say a three-word sentence and have a student jump on the first pad for the first word, the second pad for the second word, and the third pad for the third word.
- If students are ready for longer sentences, tape down as many as five lily pads and say sentences containing up to five words.
- Variation: Instead of having students jump from lily pad to lily pad, have them jump on a hopscotch board.

### **Head, Shoulders, Knees, and Toes**

- Sing the song “Head, Shoulders, Knees, and Toes” as a class.
- Each time you say the name of a body part, touch that body part.
- Sing the song a second time, increasing the tempo.

Head, shoulders, knees, and toes  
 Knees and toes  
 Head, shoulders, knees, and toes  
 Knees and toes  
 Eyes and ears and mouth and nose  
 Head, shoulders, knees, and toes  
 Knees and toes

## ***Develop an Understanding of Directionality/Track from Left to Right and Top to Bottom***

### **Counting with Fingers**

- See Lessons 1–10.

### **How Many Noises?**

- See Lessons 3–6.

### **Stepping Forward for Noises**

- See Lessons 7 and 8.

### **Hearing Words in Phrases and Sentences**

- See Lessons 5, 6, and 10.

### **Stepping Forward for Words**

- See Lessons 9 and 10.



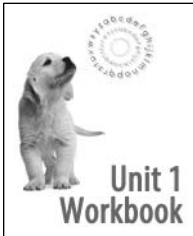
## Greeting

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- See Lessons 1–5.

## Left/Right Hand Discrimination

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Worksheet PP1

- Distribute Worksheet PP1.
- Provide each student with a red and a green crayon.
- Tell students to place their hands on top of the hands on the worksheet.
- Have students determine which hand is the left hand and which hand is the right hand.
- Tell students to color the left hand green and the right hand red.
- If time permits, students may decorate the hands with patterns.

## Tracking Practice

---

- See Lessons 4, 5, and 7.

- 
- Draw a horizontal line, a vertical line, and a diagonal line on a sheet of paper.
  - Give each student a photocopy of the sheet and a small piece of crayon.
  - Tell students to trace each line from left to right. (If necessary, model this on the board.)

**Note:** You can place a green “start star” on the left of each sheet and a red “stop dot” on the right to help students with left-to-right directionality.

## Color Strips

---

- Give each student a strip of paper that has a row of colored dots on it. The dot on the far left should be green and the dot on the far right should be red. Between the green and red dots, place dots of other colors. The colors need to be in the same order on all student strips.
- Tell students you are going to say the names of the colors on the strip from left to right. Students should touch each color as you say its name.
- Say the color names from left to right.
- Repeat multiple times.

## ***Develop Fine Motor Skills***

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### Fine Motor Activities

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- The following activities are excellent for strengthening fine motor skills: building with blocks, pouring water from a pitcher to a cup, cutting and pasting, hole punching, stringing beads onto thread, and lacing hole-punched cards.

## Playdough Shapes

---

- Have students use playdough to make the strokes and shapes covered in Unit 1.

## ***Develop Bodily and Spatial Awareness***

---

### Follow Me

---

- See Lessons 1–3.

### Gross Motor Activities

---

- The following activities are excellent for strengthening gross motor skills: throwing a ball overhand, hopping on one foot, playing tag, kicking a ball, marching, dancing to a song.

## ***Recognize Position Words***

---

### Follow Me

---

- See Lessons 1–3.

### The Grand Old Duke of York

---

- Recite the following poem, emphasizing the position words *up*, *top*, and *down*.
- As you recite the poem, invite the class to act it out.

The grand old Duke of York,  
He had ten thousand men.  
He marched them up to the top of the hill,  
And he marched them down again.  
When they were up, they were up.  
And when they were down, they were down.  
And when they were only halfway up,  
They were neither up nor down.

## ***Identify Shapes***

---

### What is This?

---

- See Lessons 8 and 10.
- Variation: Have students take turns drawing shapes on the board for the class to identify.

### **Drawing on a Vertical Surface**

---

- Have students draw vertical lines (see Lesson 2), horizontal lines (see Lesson 4), circles (see Lesson 5), diagonal lines (see Lesson 7), squares (see Lesson 8), or triangles (see Lesson 9) on pieces of chart paper which have been affixed to the wall.

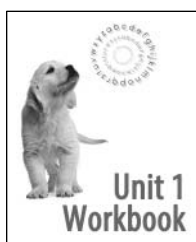
### **Drawing on a Horizontal Surface**

---

- Have students sit at their desks and draw vertical lines (see Lesson 2), horizontal lines (see Lesson 4), circles (see Lesson 5), diagonal lines (see Lesson 7), squares (see Lesson 8), or triangles (see Lesson 9) on sheets of paper.

### **Coloring Sheets**

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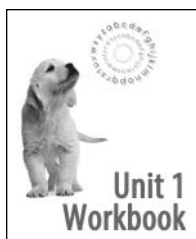
Worksheets PP2, PP3, PP4, PP5

If you prefer, you may have students draw and color their own pictures.

- Distribute Worksheet PP2, PP3, PP4, or PP5.
- Provide students with crayons.
- Instruct students to outline the figure several times using different colored crayons. Students may decorate the figure using the strokes they have learned in this unit if time permits.
- Extension: Have students decorate the figure with specific patterns of writing strokes.

### **Tracing and Copying Shapes**

---



Worksheet PP6

- Distribute Worksheet PP6.
- Provide each student with a small piece of crayon.
- Have students trace and draw each shape.

### **Tracing Lines**

---

- See Tracing and Copying Shapes.

### **Tray Tracing**

---

- Give each student a shallow tray containing sand or rice.
- Have students trace any of the Unit 1 shapes in the sand or rice.

## **Appendix A: About This Curriculum Supplement**

### **The Simple View of Reading**

Insight about the necessity of background knowledge has been confirmed in many experiments. Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as “the simple view of reading.” This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: *decoding skills* and *language comprehension ability*.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, she will not be able to achieve reading comprehension, no matter how much oral language she can understand. Even if the person *can* decode the words on the page, that in and of itself is still no guarantee of reading comprehension. If the sentences the person is attempting to read are sentences she could not understand if they were read aloud to her, then there is not much hope that she will understand them during independent reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills, e.g., a test of single-word reading or pseudoword reading. The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person’s reading comprehension ability.” If the person is a rapid and accurate decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

$$\mathbf{R = D \times C}$$

In this equation, each of the letters is a variable that stands for a specific skill:

**R** is a measure of reading comprehension ability.

**D** is a measure of decoding skills.

**C** is a measure of language comprehension ability as measured using a listening task.

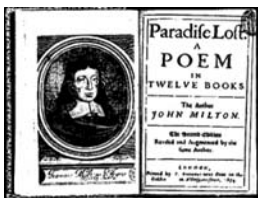
Each of these skills can be quantified as a numerical value between 0 and 1, where zero stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Obviously most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability ( $D > 0$ ) and you also have some language comprehension ability ( $C > 0$ ), you will probably also have some reading comprehension ability ( $R > 0$ ). How much reading comprehension ability you have will depend on the exact values of  $D$  and  $C$ .

What does it mean to have no decoding ability ( $D = 0$ )? It means you cannot turn printed words back into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability ( $C = 0$ )? Basically, it means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability ( $D > 0$ ) but not language comprehension ability ( $C = 0$ ). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him.



John Milton

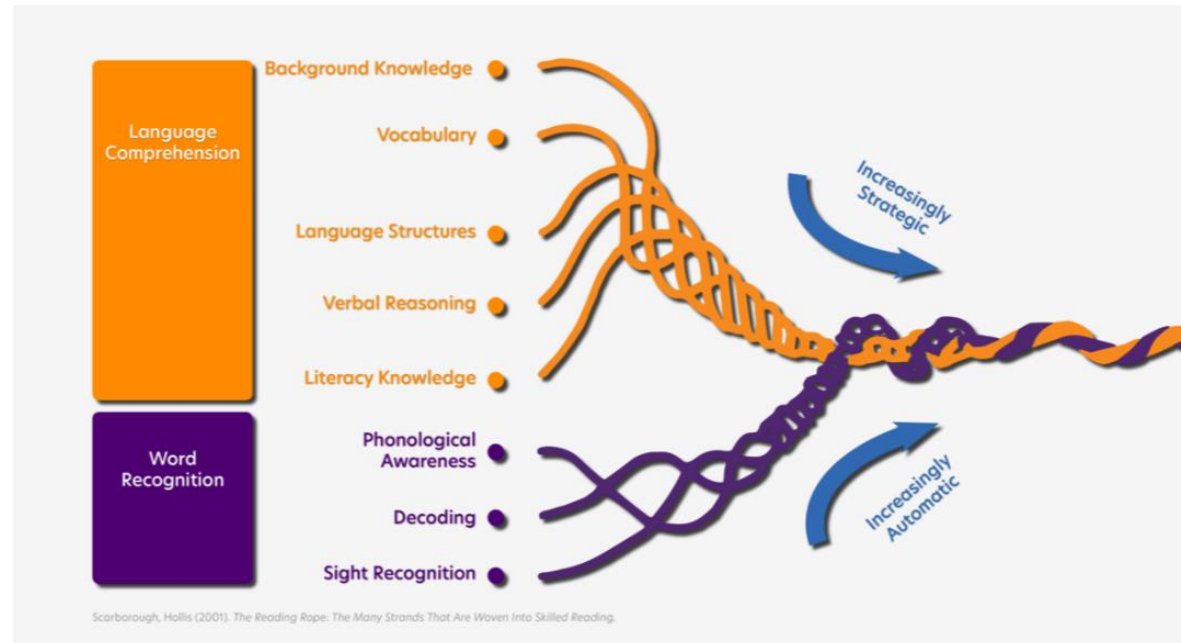
Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages ( $D > 0$ ), but they would have scored a zero on any measure of language comprehension ( $C = 0$ ). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills ( $D = 0$ ). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him ( $C > 0$ ). Between Milton and his daughters, you might say, there was reading comprehension ( $R$ ), but the younger generation brought the decoding skills ( $D$ ) and the elderly poet brought the language comprehension ( $C$ ).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are *reading* Russian. You would have some rudimentary decoding skills ( $D > 0$ ), but you would be lacking language comprehension ( $C = 0$ ). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

## How These Ideas Inform This Curriculum Supplement

Although this may seem abstract and not tied to daily instruction, there are two components that are very important for reading instruction and for understanding the TN Foundational Skills Curriculum supplement. The first important idea is that reading comprehension depends crucially on both decoding skills (also known as word recognition) and language comprehension ability; the second is that language comprehension ability takes much longer to acquire than decoding skills and encompasses all the components of a knowledge-building focus.

The image below represents the Simple View of Reading (Scarborough, Hollis (2001).



Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children over the course of Grades PreK–2. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–2.

This simplicity does not work with language comprehension ability. It is going to take you and your teacher teams a long time to build up your students' language comprehension ability. Why? Language comprehension is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, and thus increasing the range of materials they are equipped to understand; first orally and later via reading. The more teachers teach them and the more a teacher exposes children to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities. No matter how good their decoding skills may be or how much time one focuses on word recognition, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The TN Foundational Skills is meant to build students' word recognition and oral language development. You may feel the word recognition skills taught in foundational skills are more important to teach in the early grades, and certainly this is the area where you can expect to have the most immediate impact, however, instruction must also focus on language comprehension ability.

Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Early Childhood Education settings (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early years, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the “fourth-grade slump,” and it occurs because material assessed on reading tests changes over time. As student's progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

If you understand the insight into the importance of background knowledge, and you understand the simple view of reading, you can understand why both foundational skills and language comprehension are very important. Further, literacy instruction should include a focus on word recognition and on language comprehension. Therefore, English Language Arts instruction must include a knowledge-building curriculum. This supplement does not intend to replace the language comprehension components of your core English Language Arts curriculum nor is it align to the Tennessee standards that address RL, RI, SL, or W. The next several sections of this document outline the TN Foundational Skills Curriculum Supplement and its' focal areas.



## Two Misconceptions About Reading and Writing

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The TN Foundational Skills Curriculum Supplement teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

### Learning to Read and Write is Not Natural

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Many scholars have argued that *spoken* language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a *language instinct*, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of *oral* language is not necessarily true of *written* language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken, but not written or read.

Ten thousand years ago this was the norm, rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an *art* that can be taught and learned. It is an *invention*—one of the greatest inventions in human history. It is a *technology* enabling us to do things we could not do without it—a technology every bit as exciting and amazing as airplane flight or electric power. *But it is not natural.* The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly *artificial*. We tend to recoil at that word. We have internalized the idea that *natural* is good and *artificial* is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly *unnatural* act.

The first step toward good reading and writing instruction is to understand that reading and writing are *artificial*—but not necessarily in a bad sense. We need to remind ourselves the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

## **Learning to Read and Write is Not Easy**

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The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one to one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. In order to read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all of the discrete bits of information a person needs to know in order to be able to read and write in English.

As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (in order to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare B to b, D to d, H to h, R to r, Q to q. At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this supplement we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, to blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that there are many letters in English that can be pronounced different ways. We could also point out that reading a word like *thin* requires the students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e', and realize it controls the pronunciation of the 'a' earlier.

Even without these additions it is clear that the English writing system is quite complicated.

## The Problem with Whole Language

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On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all of this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called "Whole Language" approaches. Whole Language instruction is based on the assumption that learning to read is natural, and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not.

Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for *leaving many children behind*. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this supplement is based.

The strategy adopted in this supplement is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn “Whole Tennis” and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a fore hand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this supplement begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

### Key Aspects of the Foundational Skills Supplement

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Some key aspects of the Skills Supplement are listed below.

- Teach reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- Reject the Whole Language notion that exposure to rich language and lots of environmental print is sufficient to ensure mastery of the writing system.
- Explicitly teach letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of “analytic” phonics).
- Focus on *sounds*, or *phonemes*, as the primary organizing principle of the supplement, rather than *letters*.
- Include phonics instruction, but the instruction differs from the phonics usually taught in the United States in that it begins with *sounds* and then attaches those sounds to spellings. In a typical phonics lesson in the United States, the teacher writes the letter ‘m’ on the board and says, “This is the letter ‘em’. It says /m/.” As a teacher using this supplement, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: “Today’s sound is /m/.” You will lead the class in some engaging oral language exercises that will allow students to say and hear the sound /m/. Once students are familiar with the sound, you will show them how to draw a “picture of the sound.” You will write the letter ‘m’ on the board and explain that this is how we make a picture of the /m/ sound.

- Focus consistently on the phoneme, or single sound, and not on larger units; students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *-ick* and initial clusters like *st-* are not taught as units but as combinations.
- Use a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- Begin by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- Include words, phrases, and stories for students to read and worksheets for them to complete that allow for focused, distributed practice working with the letter-sound correspondences students have been taught.
- Do not require students to read words that go beyond the letter-sound correspondences they have been taught. In other words, all words students are asked to read as part of the supplement are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.
- Do not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- Avoid Tricky Words and exception words in the first part of Kindergarten, preferring to have students learn to read and write with regular words that can be blended and spelled in accordance with the letter-sound correspondences taught.
- Avoid letter names in the early lessons of Kindergarten, because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not “see aay tee.”
- Teach lowercase letters first and introduces the uppercase letters later.

## **Appendix B: Kindergarten Scope and Sequence**

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### **Scope and Sequence of Kindergarten Skills Instruction**

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The Skills supplement for Kindergarten is divided into 10 units. In the course of these 10 units you will introduce 10 vowel sounds and 25 consonant sounds and teach students the most common, or least ambiguous, spelling for each sound. You will teach students to read words by blending through the word and to spell words by segmenting them into sounds and writing a spelling for each sound. You will lead the class in various chaining exercises that help build word decoding skills and supervise the completion of worksheets. Once students' word reading skills are strong, you will introduce them to book reading. In the later units you will introduce a handful of high-frequency Tricky Words that do not play by the rules.

Although the main focus in Kindergarten is to teach blending and the basic code, you will also introduce a small number of spelling alternatives—the 'c', 'k', and 'ck' spellings for /k/ (cat, kit, ckack), the 's' spelling for /z/ (sis, shas, sdogs), a number of double-letter spellings for consonant sounds (dress, sell, stuff), and a few spellings for /d/ and /t/ in past-tense words (played, walked). We think you will be pleasantly surprised by how well your Kindergarten students are reading by the end of the year. This was a reaction we encountered many times when these materials were first piloted between 2007 and 2010.

The first two units set the stage for the eight that follow. In these two units you will teach students to hear words and phonemes in words. You will also teach students to hold a writing utensil (initially a crayon) and make marks on paper. The oral language and handwriting skills are presented separately in Units 1 and 2, but these two streams of instruction are combined beginning in Unit 3 when the students begin to use handwriting skills to make pictures of sounds (letters). In Unit 3, you will introduce eight sounds, and a single-letter spelling for each sound, e.g., /m/ spelled 'm', /a/ spelled 'a', /t/ spelled 't', etc. Students will learn to read and spell two- and three-letter words that can be constructed using these eight spellings. More sounds and single-letter spellings are introduced in Units 4 and 5. Students continue to read, spell, copy, and write words that can be made with the spellings they have learned.

The first story is presented in Big Book form at the end of Unit 4. There is another Big Book in Unit 5. By Unit 6, the students will be reading stories in Readers.

As you move through the sequence, students will learn more sounds and spellings and will begin to blend and read longer words. In Unit 6, they will learn to read consonant clusters in words like spot and desk; they will also learn the letter names. In Unit 7, they will learn consonant sounds written with digraphs like the 'ch' spelling for the /ch/ sound. In Unit 8, the first Tricky Words are introduced. More high-frequency Tricky Words are taught in Unit 9. Unit 10 covers the "long" vowel sounds, each with its basic code spelling. The outline below gives a more detailed breakdown of what is covered in each unit.

Much of the instruction in the early units of Kindergarten is whole-group instruction. However, if some members of the class begin to fall behind, you may need to supplement the whole-group instruction and add one to three small-group sessions per week.

### ***Unit 1***

- phonological awareness (hearing environmental sounds, hearing words in phrases and sentences)
- prewriting skills (tripod grip, lines, circles, etc.)

### ***Unit 2***

- phonemic awareness (hearing sounds in words)
- oral blending of sounds, e.g., given /f/ . . . /i/ . . . /sh/, the student can blend the sounds to make the word *fish*
- prewriting skills

### ***Unit 3***

- first letter-sound correspondences: /m/ spelled 'm', /a/ spelled 'a', /t/ spelled 't', /d/ spelled 'd', /o/ spelled 'o', /k/ spelled 'c', /g/ spelled 'g', and /i/ spelled 'i'
- reading and writing one-syllable words containing up to three letters (VC and CVC words)
- word-building and chaining exercises

### ***Unit 4***

- more letter-sound correspondences: /n/ spelled 'n', /h/ spelled 'h', /s/ spelled 's', /f/ spelled 'f', /v/ spelled 'v', /z/ spelled 'z', /p/ spelled 'p', and /e/ spelled 'e'
- reading and writing one-syllable words containing up to three letters (VC and CVC words)
- reading short phrases
- first story (a phrase story in Big Book format)
- word-building and chaining exercises
- dictation exercises

### ***Unit 5***

- more letter sound-correspondences: /b/ spelled 'b', /l/ spelled 'l', /r/ spelled 'r', /u/ spelled 'u', /w/ spelled 'w', /j/ spelled 'j', /y/ spelled 'y', /x/ spelled 'x', and /k/ spelled 'k'
- reading and writing one-syllable words containing up to three letters (VC and CVC words)
- reading short phrases and sentences beginning with uppercase letters that look like the lowercase letters (C, F, K, M, O, P, S, T, U, V, W, X, Z)
- reading stories (a Big Book)

- introduce punctuation (period)
- word-building and chaining exercises
- dictation exercises

### **Unit 6**

- initial and final consonant clusters (e.g., *clip* and *task*)
- reading and writing one-syllable words containing up to five letters (CVCC, CCVC, CCVCC)
- /z/ spelled 's'; plural words ending in the letter 's' sounded /s/ or /z/
- letter names and "The Alphabet Song"
- punctuation (period, question mark, exclamation point, comma, apostrophe, quotation marks)
- reading decodable stories

### **Unit 7**

- consonant sounds spelled with digraphs: /ch/ spelled 'ch', /sh/ spelled 'sh', /th/ spelled 'th', /th/ spelled 'th', /qu/ spelled 'qu', and /ng/ spelled 'ng'
- reading and writing one-syllable words containing up to seven letters
- reading decodable stories

### **Unit 8**

- the Tricky Words *the, a, of, all, one, from, and was*
- double-letter spellings for consonant sounds: /b/ spelled 'bb', /d/ spelled 'dd', /f/ spelled 'ff', /g/ spelled 'gg', /k/ spelled 'cc' and 'ck', /l/ spelled 'll', /m/ spelled 'mm', /n/ spelled 'nn', /p/ spelled 'pp', /r/ spelled 'rr', /s/ spelled 'ss', /t/ spelled 'tt', and /z/ spelled 'zz'
- reading decodable stories

### **Unit 9**

- the Tricky Words *word, to, I, no, when, where, why, what, which, so, once, said, says, are, were, here, and there*
- uppercase letters (A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, and Z)
- reading decodable stories
- answering questions about stories in written form



### ***Unit 10***

- letter-sound correspondences for the e-controlled vowels: /ee/ spelled 'ee', /ae/ spelled 'a\_e', /ie/ spelled 'i\_e', /oe/ spelled 'o\_e', and /ue/ spelled 'u\_e'
- the Tricky Words *he, she, we, be, me, they, their, my, by, you, and your*
- reading decodable stories
- answering questions about stories in written form
- Units 1–10 Comprehensive Student Performance Task Assessments

## **Appendix C: Components of TN Foundational Skills Curriculum Supplement**

### **Components**

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The components for the Skills supplement for Kindergarten are as follows:

#### ***Teacher Guides***

- The Teacher Guides outline the lessons. There is one Teacher Guide for each unit.

#### ***Workbooks***

- The Workbooks contain worksheets for students to complete as part of the lessons. There is one Workbook for each unit. When it is possible to include 100% decodable instructions, they are printed on the top of the worksheet. When it is not possible to do this, family member/teacher instructions are printed vertically along the left side. Each student should have a Workbook.

#### ***Readers***

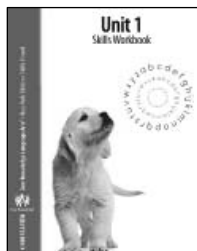
- The Readers contain 100% decodable texts for students to read in Units 6–10. There is a Reader for each of the units listed, and new spellings taught in the unit are printed in bold throughout the Reader to help student's master new material. The last few stories in each Reader are stories for the Targeted Support Stop, which can be either assigned or omitted depending on the needs of students in the class. Ideally, each student should have his or her own Reader. The Workbooks include take-home copies of each story for further practice.

#### ***Big Books***

- The Big Books are exact replicas of the readers, but larger. They can be used for “demonstration stories” as you model reading for students. In Kindergarten, the stories for Units 4 and 5 are available only in Big Books. The stories for



Kindergarten  
Teacher Guide

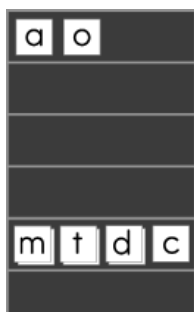


Kindergarten  
Workbook



Kindergarten  
Unit 6 Reader

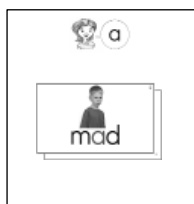
### ***Pocket Chart***



Pocket Chart



Large Cards



Sound Poster with  
Sound Card affixed

- We expect that you have or can obtain a pocket chart for use in chaining exercises. We ask that you make letter cards out of index cards and use the cards to build words on the chart.

### ***Large Cards***

- This set of cards is used for teaching and reviewing sounds and spellings, especially during the Large Card Chaining exercise. The cards are used throughout Kindergarten.

### ***Mirrors***

- Handheld mirrors allow students to see the shape of the mouth when a sound is produced. We expect that you have or can obtain a small handheld mirror for each student in your class.

### ***Sound Posters***

- The Sound Posters allow you to display code knowledge on the walls of your classroom as it is taught. When a sound is taught for the first time, the Teacher Guide will prompt you to mount the poster for that sound on the wall of the classroom, along with the Sound Card representing the basic code spelling, e.g., the 'm' spelling for /m/. The Teacher Guide will also prompt you to post the Sound Cards for spelling alternatives when they are taught. We suggest you post the vowel posters on one wall and the consonant posters on another to emphasize the differences between these two categories of sounds. The Sound Posters will be very useful for students as they begin to spell words on their own. If they are not sure how to spell the /k/ sound, they can look at the posters, find /k/ and see that four possibilities are 'c' as in *cat*, 'k' as in *kid*, 'cc' as in *soccer*, and 'ck' as in *clock*.

### ***Chaining Folders***

- Students use these folders to practice building words with Small Cards. The folders are used whenever the Teacher Guide calls for the Student Chaining or the Chain and Copy exercises. During Student Chaining you call out words and students arrange letter cards on their Chaining Folders to spell the words. Each student should have his or her own folder. The folder has pockets so the Small Cards can be stored between lessons.

### ***Small Cards***

- These cards are to be used in tandem with the Chaining Folders just described. We suggest you keep the cards in envelopes or in an organizer or caddy. As new sounds and spellings are introduced, you can either distribute Small Cards for students to use during Student Chaining exercises, or change the cards before the lessons. Students will store their cards in the pockets of their Chaining Folders between lessons.

### ***Assessment and Remediation Guide***

- This resource guide consists of both assessment and remediation materials that go beyond the Targeted Support Stop materials typically included at the end of each unit. Selected materials may be printed and used for reteaching and/or additional practice for students who are experiencing difficulty.



*Students using chaining folders*

### **Lesson Structure**

The lessons in the supplement are laid out in the Teacher Guides.

Each lesson begins with an Objectives header. This specifies the sounds, spellings, Tricky Words, and/or concepts students are expected to learn during the lesson. The focus here is generally on new letter-sound correspondences and new Tricky Words.

The At a Glance Chart gives an overview of the lesson. This chart lists the name of each exercise in the lesson along with the materials needed to teach that exercise and the time allotted to each exercise. The remainder of the lesson plan is devoted to a detailed description of the procedures for each of the exercises listed in the At a Glance chart.

Those exercises that represent good opportunities for assessment are marked with a Tens icon. For more on the Tens system of assessment, see the next section.

## 10 Tens Scores

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In order to identify struggling students and keep track of student progress, we recommend you use the Tens system of assessment.

With the Tens system of assessment, raw scores are converted to numbers between 0 and 10 using the Tens Conversion Chart (printed in Teacher Resources section). To use the chart to determine a student's Tens score, first locate the number of answers the student answered correctly (along the top of the chart) and then locate the number of "test items" (along the left side of the chart). Next, find the square where the column with the correct number of answers and the row with the number of items meet. This square contains the student's Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 30, into a Tens score.

You may wish to record the students' Tens scores on the Tens Recording Chart (printed on the page after the Tens Conversion Chart). To do this, list the students' names in the first row and the various exercises in each column. Record a student's Tens score for a particular exercise in the square where the column with the student's name and the row with the exercise meet.

Once you have recorded a number of Tens scores, it will be very easy to get an overview of student progress because all of the scores are comparable.

We hope you will calculate Tens scores for students each time you encounter an exercise marked with a Tens icon. Note that many exercises not marked with a Tens icon are also suitable for calculating Tens scores.

If a student appears to be doing poorly, your first course of action should be to provide the student with more support, either during the regular period of instruction or during a small-group session. Often this will be enough to get the student back on track. If a student continues to post low Tens scores for a longer period of time, despite additional instruction, please refer to the *Assessment and Remediation Guide*.

### To Learn More

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To learn more about sounds, spellings, and the general approach to reading instruction used here, we highly recommend that you read and study Diane McGuinness, *Why Our Children Can't Read*.

# 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
Number of Questions	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 following 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.

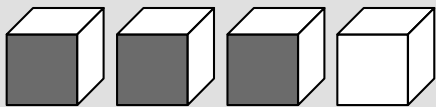
Name														
				</										



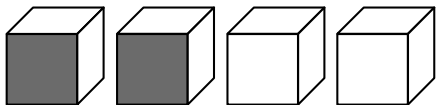
Name \_\_\_\_\_

**9.1**

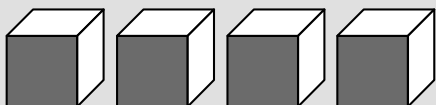
1.



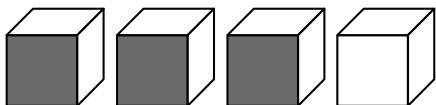
2.



3.



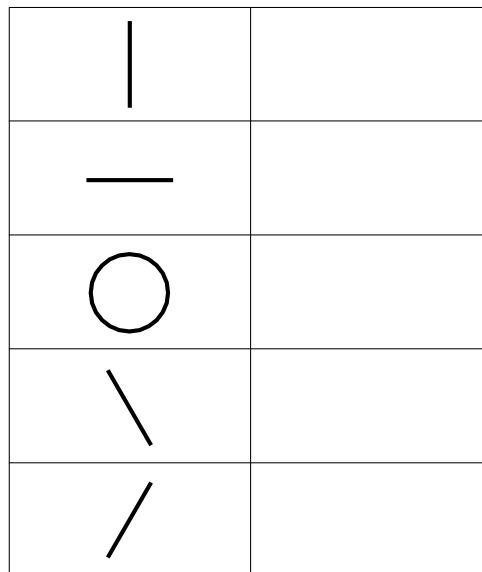
4.



Directions: For each sentence, ask students to circle one cube for each word in the sentence read aloud.

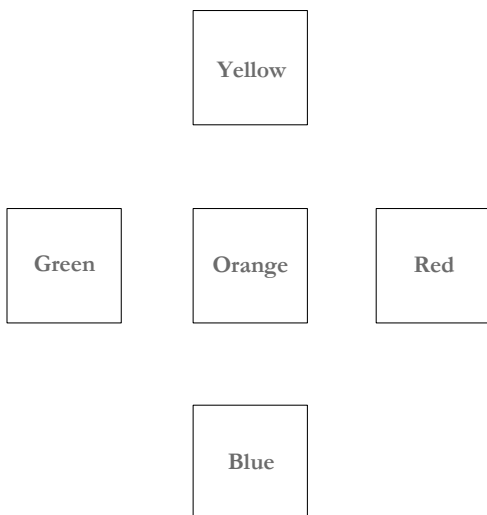
Name \_\_\_\_\_

**10.1**



Directions: Ask students to copy each item.

Directions: Ask students to color the box on the left green, the box on the right red, the top box yellow, the middle box orange, and the bottom box blue.

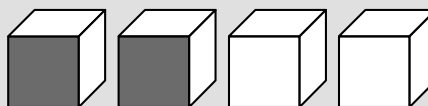


Part A, Writing Strokes Score: \_\_\_\_\_  
Part B, Position Words Score: \_\_\_\_\_

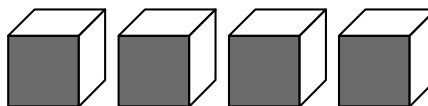
Name \_\_\_\_\_

**10.2**

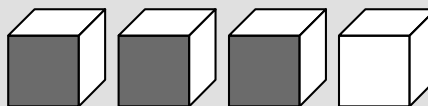
1.



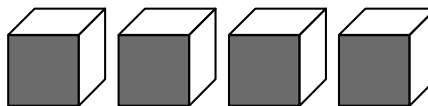
2.



3.



4.



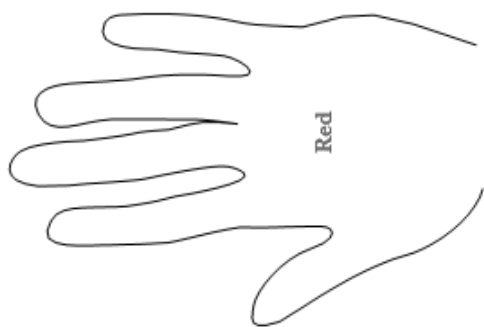
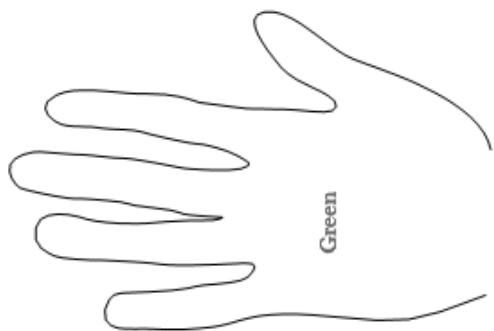
Directions: For each sentence, ask students to circle one cube for each word in the sentence read aloud.

Part C, Word Discrimination Score: \_\_\_\_\_

Name \_\_\_\_\_

PP1

Directions: Ask students to color the left hand green and the right hand red. Students may decorate the hands (optional).



# Unit1

Teacher Guide

SkillsStrand

**Kindergarten**