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TN Foundational Skills Curriculum Supplement

Kindergarten

Unit 2

TN Foundational Skills Curriculum Supplement

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Table of Contents

Unit 2

Teacher Guide

Introduction to Unit 2.....	1
Lesson 1: Sound and Word Blending; Prewriting Skills: Cup	19
Lesson 2: Sound Blending; Hearing Initial Sounds; Prewriting Skills: Hump	29
Lesson 3: Sound and Word Blending; Prewriting Skills: Zigzag.....	38
Lesson 4: Sound Blending; Hearing Initial Sounds; Prewriting Skills: Wavy Line	47
Lesson 5: Sound Blending; Hearing Initial Sounds; Prewriting Skills: Spiral.....	56
Lesson 6: Sound Blending; Hearing Initial Sounds; Prewriting Skills: X, +	65
Lesson 7: Sound Blending; Hearing Initial Sounds; Prewriting Skills: Loop	72
Lesson 8: Sound Blending; Hearing Initial Sounds; Prewriting Skills: Cane	79
Lesson 9: Sound Blending; Prewriting Skills: Hook.....	86
Lesson 10: Sound Blending; Prewriting Skills; Student Performance Task Assessment	93
Targeted Support Stop.....	106
Appendices	
A: More on Sounds and Blending.....	115
Consonant Sounds	116
Vowel Sounds.....	124
Blending	130
B: Letter-Sound Correspondence Pretest (optional)	148
C: Letter Name Pretest (optional).....	152
Teacher Resources	156
Workbook Answer Key	159

TN FOUNDATIONAL SKILLS CURRICULUM SUPPLEMENT

Kindergarten Unit 2

Dear TN Kindergarten Teacher,

In Unit 2, students will learn how to blend syllables to make two-syllable words, as well as how to blend sounds to make two- and three-sound words.

Blending is a critical skill for reading. In fact, it is the single most important skill for reading. Working with sounds (or phonemes) is also extremely important because our writing system is a system for transcribing sounds into print.

If students can hear individual sounds and blend those sounds to make words, they will be prepared to use the letter-sound correspondences they will study in Unit 3 and beyond.

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

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.

Whenever sounds are mentioned in the lessons, they are printed in slashes like this: /m/.

Whenever letter names are mentioned in the lessons, they are shown in single quotation marks like this: ‘m’.

Unit Length: 10-13 days

Unit 2 contains a total of ten days of instruction, including Unit Assessments. In addition there are one -three **Targeted Support Stop** days.

Skills areas addressed in Unit 2 include:

- Syllable blending
- Sound blending
- Begin to discern initial sound
- Practice holding a writing utensil to draw wavy lines
- Recognize and trace own name

Materials and Resources:

- Teacher guide and student workbook
- Blending Picture Card
- 40 color pictures of objects and items
- Chart paper
- Small pieces of crayons for students
- Playdough
- Puppet
- Tracing paper or plastic sheet protector (If plastic sheet protectors are used, dry erase markers or grease pencils will be needed for all students.)

Unit 2 Overview

Unit 2 provides kindergarten students the opportunity to expand their **phonological awareness** and **phonemic awareness**. Students are introduced to identification of **initial and final phonemes**. Through instruction and practice activities, students are introduced to **orally blending syllables** together to form **multisyllabic words**. Students produce two- and three-sound words by **blending sounds**. Students continue to practice **drawing/writing strokes** to prepare for creating letters.

Focus Foundational Skills

- Phonological awareness
- Phonemic awareness

Introduction to Unit 2

Units 1 and 2 are in many ways the most important units of the Kindergarten Skills Units. These units lay the foundation for students' future reading and writing. In Unit 1, students learned speech is made up of words, and they practiced distinguishing and counting environmental sounds. In Unit 2, students will learn how to blend syllables to make two-syllable words, as well as how to blend sounds to make two- and three-sound words. Blending is a critical skill for reading. In fact, it is the single most important skill for reading. Working with sounds (or phonemes) is also extremely important because our writing system is a system for transcribing sounds into print. If students can hear individual sounds and blend those sounds to make words, they will be prepared to use the letter-sound correspondences they will study in Unit 3 and beyond.

The lessons in Unit 2 are structured in much the same way as the lessons in Unit 1. They are divided between oral language exercises and prewriting exercises. However, in this unit, the emphasis in the oral language exercises is on blending. Therefore, all of the lessons in Unit 2 begin with Warm-Up exercises that teach blending skills and reinforce the process with blending motions. In Lessons 1 and 2, the Warm-Up consists of syllable blending coupled with hand motions and clapping. In Lesson 3, students practice blending syllables and then sounds with the same clapping gestures. In Lessons 4–10, the emphasis is on blending sounds, and students practice blending three sounds using arm gestures introduced in Lesson 3. The blending in the Warm-Up exercises is purely oral; there are no letters or pictures involved.

We have provided a set of Blending Picture Cards. The set consists of 40 color pictures of objects and items. The pictures can be used as visual cues to help students blend names of objects and items. These names consist of either two or three sounds and are therefore suitable for early blending practice.

In the prewriting exercises students will learn additional shapes and strokes that will be helpful to them when they begin writing letters in the next unit. The main skills for this unit are outlined in the following sections.

Oral Language Exercises

The main purpose of the oral language exercises in this unit is to develop students' oral blending skills and to introduce students to blending at the phoneme level. The ability to blend sounds is crucial to reading because reading consists of decoding sounds represented by letters and blending those sounds together to make words. As adult readers, our minds have been altered by the process of reading and we no longer read in a procedural way, or perhaps the procedures have become so automatic we are no longer aware of them. Children are different. They need to practice blending sounds into words without any connection to print. When students can hear three sounds and blend those sounds to make a word, they are ready to start learning the alphabetic code. You will begin teaching the code in Unit 3.

In the first three lessons of this unit, students will blend two syllables to form two-syllable words. This is analogous to blending sounds to form words, which will be the next step. Blending syllables, however, is much easier because syllables can be meaningful units (e.g., *anthill*) as opposed to sounds, which are abstract and have no meaning in isolation (e.g., /a/ . . . /n/ . . . /t/).

Once students are comfortable blending two syllables, they will blend two sounds and move on to blend three sounds. In many of the exercises, students will be offered visual cues to support their blending. Using the Blending Picture Cards will be extremely helpful because the cards will limit the set of possible answers to the images displayed. If you are not familiar with the sounds of English, or if you are unclear why it is important for students to develop phonemic awareness, you may wish to read Appendix A, "More on Sounds and Blending."

As a teacher, you should be aware of the difference between sequential and final blending. In sequential blending the word is built step by step by adding sounds to blended sound sequences. For example, the word *fish* is blended like this: "/f/" . . . "/i/" . . . "fi" . . . "/sh/" . . . "fish." In final blending the sounds in a word are said individually and then blended: "/f/" . . . "/i/" . . . "/sh/" . . . "fish." In the blending exercises used in this supplement, we describe final blending. If a student requires more support, our first suggestion is to use sequential blending with the student. (For more discussion of these differences, see the section titled "Two Ways to Teach Blending" in Appendix A.)

When blending, we suggest you utilize motions to make the process a kinesthetic experience. In this unit we teach two sets of gestures for blending. The first set of gestures, explained in Lesson 1, works when blending two syllables or two sounds. It involves opening a palm for each component and then clapping the hands together when the two components are blended. The second set of gestures, introduced in Lesson 3, works for blending three sounds. It involves pointing to three parts of the arm (shoulder, elbow, and wrist) and sweeping the hand along the arm while blending the sounds. The specifics of these techniques are explained in the Warm-Ups of each lesson. Please do not be constrained by the exact wording of our explanation.

What is important is that children learn to experience phonemes as countable and concrete realities, so any set of patterned movements will work. If you are accustomed to using finger motions to illustrate blending, substitute finger motions for the arm motions described in the lessons. One system of finger motions is described in Appendix A, in the section called “Finger Gestures for Blending.”

Being able to hear the individual sounds in a word and recognize their positions in the word is an important skill needed to spell words. Unit 2 contains a number of exercises which develop students’ ability to recognize the beginning sound in a word. The focus in this unit is predominantly on initial sounds because these are the easiest for children to hear and segment.

Prewriting Skills

Unit 2 continues to reinforce the difference between left and right, and also focuses on tracking from left to right on paper. Another important skill that will be taught in the writing portion of this unit is to identify the beginning, middle, and end of rows. This is helpful for both left-to-right tracking and identifying the position of sounds in a word. It is important for students to be familiar with these concepts, as they will prove useful when students begin to work with printed three-sound words in Unit 3.

In this unit, students still work with crayons and continue to practice forming the tripod grip. We encourage you to work carefully to correct improper grips when you see them—the correct grip will help students write smoothly and efficiently later on. The tripod grip is emphasized continually throughout the unit as students draw various types of strokes and shapes preparing them for writing letters. Students work with cups, humps, zigzags, wavy lines, spirals, +’s, x’s, loops, canes, and hooks in this unit by completing a number of worksheets. They will also continue to practice their fine motor skills by forming some of the strokes and shapes with playdough.

In Unit 2, students will also learn to recognize and trace their names. Students should be able to identify their names as a special shape with special meaning even before they begin writing lowercase letters. You should teach them to write their names with an initial capital letter.

Phonological Awareness and Advanced Phonemic Awareness Component (Sounds First)

Why a robust phonemic awareness component from pre-K to 2nd grade?

Phonemic awareness is part of a larger umbrella known as phonological awareness. At its broadest, phonological awareness means being aware of the entire universe of sounds, but for educators it generally refers only to sounds made intentionally as part of human language. Phonological awareness includes the idea that spoken words are composed of units of sound that can be identified and intentionally manipulated. These units include whole words, large units within words such as syllables, and then each individual sound inside syllables and words, which are the phonemes. Phonemic awareness generally focuses exclusively on these smallest units of words: phonemes. The sounds-first component of the Tennessee Foundational Skills Curriculum Supplement focuses on phonemes, but also on rhyming and syllable-level manipulations.

Some educators have taught foundational skills programs for a long time, and many programs have focused on phonics. Some have included blending and segmenting phonemes (letter sounds) as part of their high-quality materials; however, their design covers only basic phonemic awareness (PA). A number of studies have shown that basic PA is not enough for all students and we need to do more work in this area for many students. Some have called this work advanced phonemic awareness (APA). Advanced phonemic awareness includes deleting and substituting phonemes in words (examples below), including medial vowels and consonant clusters. The research shows that students who can do these types of activities accurately and quickly (in under two seconds) are more likely to be proficient word readers. Further, studies show the impact of teaching advanced phonemic awareness through simple, fun, and game-like activities while building verbal skills for all students. That is what the materials here do.

Automaticity in perceiving, blending, segmenting, isolating, and manipulating phonemes is part of the bedrock for becoming successful readers. Speedy phonemic manipulation skill along with successful decoding are signals that students are well on their way to gaining automatic word recognition so their brains can be freed for all the other aspects of successful reading.

Why does the advanced phonemic awareness component continue into 2nd grade?

Curricula in the past often focused on basic phonemic awareness in kindergarten and reinforced it in first grade. Then, phonemic awareness would be largely “retired” and phonics instruction take its place. Recent research shows that this approach is insufficient

for many students, however. Given what we know now about how words are stored permanently for rapid retrieval, that approach leaves too many students at a disadvantage if they have not yet gained speed and automaticity of retrieving words. There is no statute of limitations on phonemic awareness work.

What the research shows. Words are stored in our brains by their sounds (phonemes), not by their letters (graphemes) or their shapes. When we process a word, we are processing the sounds of the word; when we recall a word, we are recalling the *sounds* of that word. It is the sound structure itself that is being stored in our long-term memory. When we read words, we essentially say them to ourselves.

Experiments done by research scientists give a sense of how this works. Consider the following three sentences.

1. He did some work on his **rose** garden.
2. He did some work on his **rows** garden.
3. He did some work on his **roze** garden.

Scientists have shown that human subjects read all three sentences at equal speeds and with equal comprehension. They successfully replace the strangely spelled homonym with the idea of the flower that the sentence needs. Studies of brain functioning have also shown that when proficient readers read words, the parts of the brain that control vocal chords are active during that reading. In other words, it as if the proficient readers are saying the words as they read them. Researchers have also studied word reading rates to show that sounds are what govern word reading for proficient readers. When the form of the word is changed to all UPPER CASE or MiXEd cASe, or even to very strange **FONTS**, nothing changes. No matter how strange or unfamiliar the font, reading rate does not change for students with proficient word recognition.

Implications of the research. Findings like these have shown that many students who struggle with slow word recognition need a foundation in systematic phonics, but they also need much more. Students who struggle with phonics may not ever learn to recognize words effortlessly and automatically without additional advanced phonemic awareness. In other words, many students need access to systematic phonics, reading connected text (stories and books), *and* basic as well as advanced phonemic awareness. Many readers of any age will not reach word reading proficiency without all of these components. The Tennessee Foundational Skills Curriculum Supplement provides all of them.

Further, recent research has underscored the power of doing this work at advanced levels of challenge until every student has mastered playing with, hearing and manipulating the sounds within words and until students are sharp and quick at doing it. For that reason, the APA component of this Curriculum Supplement continues into 2nd grade, or even beyond, to make sure all students have the chance to gain that proficiency and to become

automatic word readers. Then they can be fluent oral readers and be well on their way to independent reading comprehension.

The Tennessee Foundational Skills Curriculum Supplement also includes built-in assessments allow for students to go through the lesson sequence at different speeds. Once students have demonstrated mastery of all the skills, they can "graduate" and you can concentrate on the students who need more time to get there.

About the Daily Sounds-First Activities

Each lesson within the Tennessee Foundational Skills Curriculum Supplement begins with "Sounds-First Activities." These activities have been custom developed for Tennessee and anyone who recognizes the importance of basic and advanced phonemic awareness and wants access to free, high-quality lessons.

These activities can be used to jump-start your foundational skills block. They are designed to expose students to a range of listening activities and games that will develop their aural discrimination and better prepare students for the direct instruction they experience throughout the units. These activities may also be used during transitions, or to provide a break within your skills block depending on what your daily schedule allow.

The activities are carefully built to develop linguistic dexterity and acuity. While the focus always stays on the sounds of whole words and their parts, those words are often embedded in full, fun sentences.

The activities are lively and physical. There are some hand signals you will need to learn yourself and teach your children. These are displayed with simple graphics in the lessons, and eventually, there will be some model videos of these activities that demonstrate the hand signals and the quick pace we want you to keep.

The activities do not require much preparation at all. Once you learn all the routines and hand signals, they will take just a quick looking over to see what the day's activities are.

There are no materials to gather. The children get to move their own arms, hands, and bodies to act out the gestures that accompany the phonemic awareness work. This is most common during the introductory phase, *Experiencing*, when multi-sensory elements reinforce the brain learning that is at the heart of phonemic awareness.

The three phases your students will go through for *each* skill are:

- The EXPERIENCING phase, which is multisensory and very active
- The KNOWING phase, which has practice activities without multisensory cues
- The MASTERING phase, where students are able to go quickly and become automatic with each skill

There are a few things to note:

- The target word is always **bolded**.

- Teacher talk is always in *italics*.
- Student talk is in normal font.
- After the sample, the activity moves quickly through 4–5 more practice sentences.

Last, the activities are designed to be quick! The daily sounds-first activities should take no more than 12–15 minutes a day, though you may want to reinforce phonemic skills at other times of a day, or even use the activities to help your class settle down or make transitions smoother.

The phonological and phonemic awareness activities included within the Tennessee Foundational Skills Curriculum Supplement address the following Academic Content Standards:

K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

A Few Words about Building Word Knowledge:

Having strong word awareness (knowing a lot about a lot of words) is as important to being a good reader as foundational skills are. Young children are sponges for new words and learn new meanings with ease. It is powerful and important to stop whenever you see a word you think your students may not know and ask them to tell you if they know it or not, then quickly and simply define it before moving on. This should be done before or after an activity so the flow is not disrupted. That powerful practice is built into the sounds first activities. It actively builds vocabulary along with phonemic awareness.

Words students in that grade may not yet be familiar with are called out—*if they can be quickly and easily explained*. These words are underlined to draw teacher attention to them. Sometimes, especially with the multisyllabic words used in some of the activities, the words are abstract and unusual—tricky to explain. Those words were not underlined because they may take too much time to explain adequately and students are not likely to encounter them again for years.

Integration Options

Making phonemic awareness part of your classroom culture:

Don't isolate phonemic awareness to just the few minutes a day that these lessons will take up. Beyond the fun activities you'll see in this resource, we also encourage you to fold reinforcement of the phonemic skills you're working on into your phonics teaching

and even when you read aloud and do other language-rich parts of your day. Make it a habit for your students to listen alertly to the sounds in and across words and to enjoy them. They will profit so much from doing so!

Making phonemic awareness games part of your classroom management:

Phonemic activities can also be used as classroom transitions. These transitions can become phonemic awareness practice opportunities. Students will focus on the oral activity and won't get restless. A teacher can also work on increasing speed and also assess quickly who needs more practice and who doesn't by having students do the activity one at a time while transitioning.

A note on classroom grouping:

Phonemic awareness lessons are designed for whole-group or small-group work--that is, until a teacher determines a need for pinpointed reteaching and extra support. Then, the teacher should place students in small groups according to the areas of phonemic awareness they need reinforced. Both the daily checks modeled in the lessons and the included assessments will help teachers determine which students are on track and which students need additional support, as well as measure the whole class's progress.

Assessing

Knowing students' level of understanding and mastery of phonological and phonemic awareness skills is a critical step for ensuring students are receiving the support and instruction they need. These skills are the gateway to automatic and proficient reading. In addition to the Tennessee Foundational Skills Curriculum Supplement unit assessments, the sounds-first component provides two assessments that will generate valuable information about students' phonological and phonemic awareness skills: single-level assessments (i.e., Whip Around Assessment), and fuller, cumulative assessments to be administered quarterly. Results of the cumulative PA/APA assessments can be shared with parents and caregivers.

The sounds-first activities have been designed to be lively and fun every step of the way. They have also been designed to build accuracy and automaticity through a developmental progression that stretches from Pre-K through 2nd grade.

To help keep track of each student's progress, there are two kinds of assessments available to you:

- 'Whip Around' Assessments
- Cumulative Assessment (four per year)

The Whip-Around Assessments

There is a Whip-Around Assessment to use during every Mastering week, which is the final week of focus for each skill, when students are supposed to be fully automatic.

(Throughout the sounds-first activities, “automatic” is defined as responding accurately in under two seconds.) As the name “Whip-Around” implies, these are designed to be very fast. We recommend gathering your students in groups of 5 to be assessed quickly. Each student will get 3 chances to demonstrate speed and accuracy with just the focus skill. A recording sheet is provided so that teachers may score quickly. It should take only about 15–20 minutes to assess an entire class. The forms are easy to use, with simple directions and easy scoring. Teachers should take a moment between groups to make notes on which students need follow-up, but still, they should easily be able to assess each group of 5 students in 6–7 minutes or less time. For convenience, the Whip-Around assessments are built into the units.

- **Kindergarten** – Students are asked to demonstrate mastery (speed and accuracy) with 3 rhyming Whip-Arounds and 6 phonemic awareness skills (total of 9).
- **First Grade** – Students are asked to demonstrate mastery (speed and accuracy) in Whip-Arounds with 7 phonemic awareness skills.
- **Second Grade** – Students are asked to demonstrate mastery (speed and accuracy) in Whip-Arounds with 6 phonemic awareness skills. Second graders also have extra time built in after the lesson sequence ends (after 90 lessons) to gain mastery with any earlier skills they did not yet master.

Note: there are a few weeks in kindergarten and 1st grade where two skills come to mastery the same week.

Cumulative Assessment (A ‘rolling’ process throughout the year)

There is a comprehensive assessment available for each grade. These provide a full picture of students’ progress in phonemic awareness up to four times during the year. The cumulative assessments are built into the units, occurring about once every 4–6 weeks. These are administered in addition to unit assessments so that teachers have a complete picture of students’ mastery and potential gaps for all areas of foundational skills (i.e., phonological awareness, phonemic awareness, phonics, fluency, and vocabulary).

Students in *any* grade assessed early in each school year will not yet have been exposed to all the skills taught and practiced in their grade. As a result, the comprehensive assessment should be given just for skills already taught to mastery at the point of giving the assessment. If, however, teachers administer the full assessment before the end of the year, they can understand the results to be simply a snapshot of where a student is at that point in the year.

The assessment is designed to be cumulative. Teachers need not re-test skills of which a student has already displayed mastery. Because of this, the process of assessing students 1:1 using the cumulative assessment grows lighter and faster over time.

Results of the final assessment done each school year will ideally be shared with students’ next teachers so skills can accumulate coherently across K–2.

It is strongly recommended that 2nd-grade teachers do a baseline assessment using the cumulative assessment as early in the school year as possible so that students who aren't automatic in skills from lower grades get the practice and exposure they need to attain mastery by the end of the year.

Second-graders are introduced to fewer skills in their advanced phonemic awareness sequence. This is by design, so that second-graders who need more practice with any of the skills to achieve mastery with them can continue to practice in small groups.

The ability to manipulate phonemes rapidly is essential. Second-graders should ideally demonstrate mastery (speed and accuracy) with all skills in the sequence by the end of the year, and most will.

If phonemic awareness mastery is not achieved by the end of 2nd grade, older students should be supported in getting additional phonemic awareness skills practice until they too can speedily manipulate phonemes. That ability will carry over to greater decoding speed and accuracy as well as reading success.

For more information about the research base for extended phonemic awareness work, see the Appendix A.

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Syllable Blending (5 min.)	Syllable Blending (5 min.)	Blending Syllables and Sounds (5 min.)	Sound Blending (5 min.)	Sound Blending (5 min.)
Tap and Chase (10 min.)	Tap and Chase (10 min.) Blending Syllables and Sounds (10 min.)	Blending Gestures (10 min.) Picture Card Blending (10 min.)	Picture Card Blending (10 min.)	Picture Card Blending (10 min.)
Making Cups with Playdough (10 min.)	Making Humps with Playdough (10 min.)	Drawing Zigzags on a Vertical Surface (10 min.) Zigzag Practice (15 min.) Differentiating Shapes (10 min.)	Mixed-Up Monster (10 min.)	If Your Name Starts With... (10 min.)
Drawing Cups on a Vertical Surface (10 min.) Cup Practice (15 min.)	Drawing Humps on a Vertical Surface (10 min.) Hump Practice (15 min.)		Drawing Wavy Lines on a Vertical Surface (10 min.) Wavy Line Practice (15 min.)	Drawing Spirals on a Vertical Surface (10 min.) Spiral Practice (15 min.)
Tracking Practice (10 min.)			Beginning/End Recognition (10 min.)	Name Tracing (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)
Sound Blending (5 min.)	Sound Blending (5 min.)	Sound Blending (5 min.)	Sound Blending (5 min.)	Sound Blending (5 min.)
Picture Card Blending (10 min.)	Picture Card Blending (10 min.)	Mystery Pictures (10 min.)	Mystery Pictures (10 min.) Adding a Sound (10 min.)	I Spy (10 min.) Adding a Sound (10 min.)
Guess Who? (10 min.)	Finding Things by Beginning Sound (10 min.)	Finding Things by Beginning Sound (10 min.)	Drawing Hooks on a Vertical Surface (10 min.) Hook Practice (15 min.)	Name Tracing (10 min.)
Drawing +’s and x’s on a Vertical Surface (10 min.) + and x Practice (15 min.)	Drawing Loops on a Vertical Surface (10 min.) Loop Practice (15 min.)	Drawing Canes on a Vertical Surface (10 min.) Cane Practice (15 min.)	Name Tracing (10 min.)	Unit 2 Assessment (25 min.)
Name Tracing (10 min.)	Name Tracing (10 min.)	Name Tracing (10 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.

Additional Materials for Unit 2

The following additional materials are needed for the lessons in Unit 2; the number in parentheses indicates the first lesson in which the item is used.

- Chart paper (1)
- Small pieces of crayons for all students (1)
- Playdough or other modeling compound for all students (1)
- Puppet (4)
- Tracing paper or plastic sheet protectors (5)

If plastic sheet protectors are used, dry erase markers or grease pencils will be needed for all students.

Hint: Some teachers find it helpful to keep one unused copy of the student workbook in order to make copies for extra practice.

Projection System

Throughout this unit and others, whenever the lesson suggests 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 the board.

Take-Home Material

To encourage family 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 to students and instruct them to give the worksheet to a family member. At your discretion, take-home material can also be used in the classroom for extension activities and work stations.

Additional Pretests

In Unit 1 you were asked to give two pretests, the Writing Strokes Assessment and the Oral Blending Test. These are the two most important pretests, and they should, ideally, be given to all students before beginning this unit. A major focus in this unit is on blending, and one way to assess students' progress would be to utilize the Oral Blending Test at the end of this unit. This is not required, and we have included other assessments that test the same skill, but you may wish to be aware of it as an option.

We have included, as appendices, at the end of this unit, two additional pretests, which are optional. One is a test of letter-sound correspondences; the other is a test of letter names. These are not essential because we will be teaching students the letter-sound correspondences in Units 3 and beyond

Letter names will be taught later in the year. However, you may wish to administer these additional tests to establish a baseline against which to measure subsequent progress.

Although the teaching of letter names is postponed in this supplement, it is useful to know which students already know the letter names. Some students struggle to read words because they use the letter names instead of the sound values. By giving the letter naming pretest you can determine which students know the letter names and may be susceptible to this source of confusion.

Student Performance Task Assessment

In Lesson 10, you will assess students' ability to: draw a cup, a hump, a zigzag, a wavy line, a spiral, a **+**, an **×**, a loop, a cane, and a hook; and blend sounds to make words.

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

Targeted Support Stop

The 10 lessons in this unit are followed by a Targeted Support Stop. If students are having trouble with any of the unit skills, especially with blending, it would be wise to stop at the Targeted Support Stop and spend additional time reviewing the material taught in the lessons. As with Unit 1, you may use the additional exercises provided in the Targeted Support Stop when teaching the lessons of Unit 2.

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

Assessment and Remediation Guide

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

Student Workbooks

Student workbook pages may be used flexibly. Some pages could be optional based on the needs of your students.

Lesson 1

Sounds First Activities

Unit 2, Lesson 1

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Directions: Tell students they'll be hearing and saying words that rhyme. Tell them to repeat after you.

1. Say the sentence rhythmically, moving in time with the words and miming any logical actions in the sentence. This should be engaging but not overly exaggerated so as to distract.
2. Say the two rhyming words, pausing slightly in between them.

T: <i>I threw my ball against the wall.</i> S: repeat T: <i>ball (pause) wall</i> S: repeat	T: <i>A little mouse ran to his house.</i> S: repeat T: <i>mouse (pause), house</i> S: repeat	T: <i>I saw a bee land on my knee.</i> S: repeat T: <i>bee (pause), knee</i> S: repeat	T: <i>Will you please run up that hill?</i> S: repeat T: <i>will (pause), hill</i> S: repeat	T: <i>Did you see that pig wearing a bright pink wig?</i> S: repeat T: <i>pig (pause), wig</i> S: repeat
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Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word. To do this, students must be able to isolate each syllable in a compound word, delete one, and then say the new word. Lessons in the first week of the Experiencing stage scaffold towards eventual syllable deletion by isolating the targeted syllable with an action (knee bend) and whispering it.

Directions: Tell students to repeat after you, using the same motions. They will need to stand for this activity.

1. Say the sentence aloud rhythmically, bending your knees when *saying* the syllable that will be deleted (**bolded**) and coming back up when saying the one that will remain.

2. Say the compound word, bending your knees while now also *whispering* the syllable that will be deleted (**bolded**).

In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right. Note: In this lesson, the first syllable is the targeted syllable (**bolded**). As always, the meaning of any underlined words should be quickly explained to students.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>I like to play outside.</i> (bend knees while saying out, come back up while saying <i>side</i>)</p> <p>S: repeat</p> <p>T: out (whisper while bending knees) ...<i>side</i> (come back up, use normal voice)</p> <p>S: repeat</p>	<p><i>Put on your raincoat so you don't get wet.</i></p> <p>Get your toothbrush.</p> <p><i>I park my car in the driveway.</i></p> <p><i>Let's go for a ride in an airplane.</i></p>



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*. Students must be able to isolate the onset from the rime, delete it, and then say the new word.

Important Note: Lessons in the Experiencing stage scaffold towards eventual phoneme deletion by isolating the targeted sound (the onset) with a snipping action by the mouth and making a curve motion outward with the hand when speaking the rime.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to cut off the *first* sound they hear (show “scissors” with your fingers).

1. Say the sentence.

2. Tell the students to repeat.
3. Place your fist under your chin. Then say the bolded word while moving your hand out and away from your mouth in the shape of a curve. This “shows” the word coming out of your mouth.
4. Place your fist back under your chin while pronouncing the first sound. [This helps students “see” and isolate the onset.] Say “*cut off the /insert the sound/*.”
5. Pronounce that sound again while making a snipping motion (like scissors) in front of your mouth with your fingers. Then move hand forward in the shape of a curve as you say the remainder of the word (the rime). [You are modeling segmentation of the onset and rime.]
6. Tell students to repeat (step 5).

Do this one first. Practice and model with the students.	Repeat the procedure using these sentences:
<p>T: <i>Be careful, don't fall!</i></p> <p>S: repeat</p> <p>T: <i>fall</i> (while moving hand forward from mouth on a curve) /f/ (hand by mouth) <i>cut off the /f/</i></p> <p>T: /f/ (while making snipping motion in front of lips) ...<i>all</i> (while moving hand forward in the shape of a curve)</p> <p>S: /f/ (snipping motion) ...all (moving hand forward away from mouth in the shape of a curve)</p>	<p><i>It's time to pick up the leaves!</i></p> <p><i>I like to lay on my mat.</i></p> <p><i>Can you reach up high?</i></p> <p><i>Can you reach up high?</i></p>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell the students to repeat after you.

2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Many merry men made movies.





Lesson 1

Blending Prewriting

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.

- ✓ Blend syllables to form words using hand gestures and by playing a game involving large motor skills (K.FL.PA.2b)
- ✓ Strengthen fine motor muscles, which support the tripod grip while writing, by molding playdough into cups (K.FL.WC.4g)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and draw cups (K.FL.WC.4g)
- ✓ Demonstrate understanding of directionality by tracking pictures on a page (K.FL.PC.1a)
- ✓ Use spatial words, such as *top* and *bottom*, while practicing handwriting (K.FL.PC.1a)

At a Glance	Exercise	Materials	Minutes
	Warm-Up	Syllable Blending	5
	Practicing Blending	Tap and Chase	10
	Fine Motor Skills	Making Cups with Playdough	10
	Drawing Time	Drawing Cups on a Vertical Surface	10
		Cup Practice	15
	Tracking from Left to Right and Top to Bottom	Tracking Practice	10
	Take-Home Material	Cup Practice	*

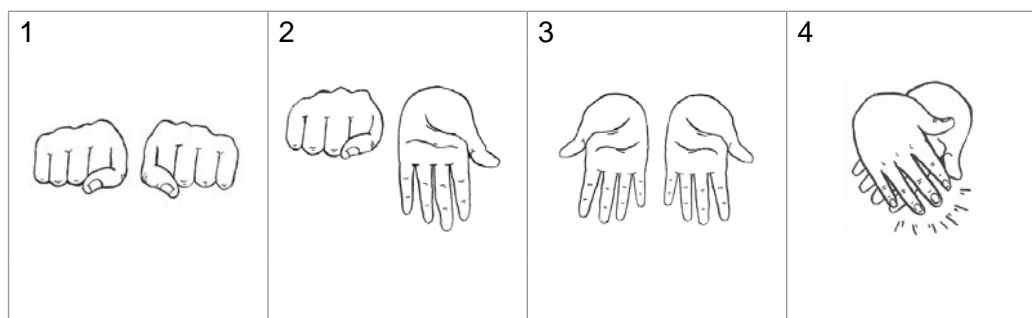
Note to Teacher

This Warm-Up gives students practice blending syllables. It is repeated in Lesson 2. In Lesson 3, students will blend syllables and then sounds during the Warm-Up. In Lessons 4–10, they will blend sounds.

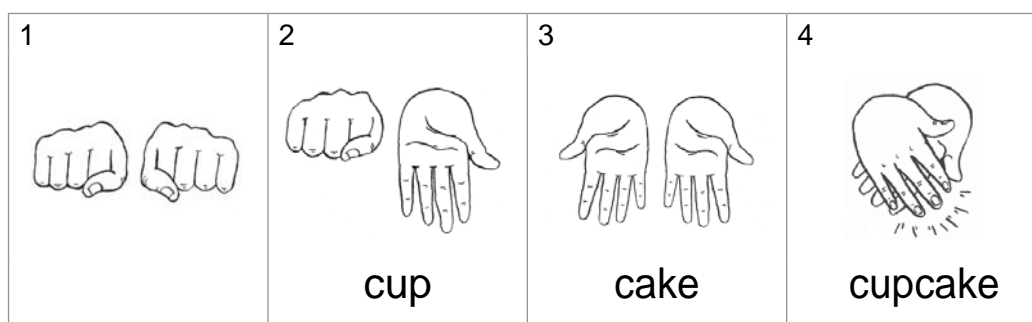
Syllable Blending

If students need additional practice blending syllables, you may use the activities in Unit 2, Section I of the *Assessment and Remediation Guide*.

- Hold your fists in front of you, palms facing down (see Illustration 1).
- Say the word *one* as you flip over your left fist and open it (see Illustration 2).
- Say the word *two* as you flip over your right fist and open it (see Illustration 3).
- Say the word *blend* as you clap your hands (see Illustration 4). Practice this with the class.



- Tell the class the word *cupcake* has two sound parts. Say the syllables in a segmented fashion: *cup . . . cake*.
- Hold your fists in front of you, palms facing down.
- Say the syllable *cup* as you flip over your left fist and open it.
- Say the syllable *cake* as you flip over your right fist and open it.
- Say the word *cupcake* as you clap your hands.
- Practice this with the class.
- Complete the activity using the words listed.



- | | |
|-------------------------------|-----------------------------|
| 1. cup . . . cake > cupcake | 5. pop . . . corn > popcorn |
| 2. bed . . . room > bedroom | 6. rain . . . bow > rainbow |
| 3. snow . . . man > snowman | 7. out . . . side > outside |
| 4. sea . . . shell > seashell | 8. bed . . . bug > bedbug |

Tap and Chase

Note: This exercise will strengthen syllable-blending skills.

- Have students sit in a circle. Tell students they are going to play a game similar to “Duck, Duck, Goose.”
- Tell students you are going to select a student to be “it.” You will tell that student a word, e.g., *sunshine*. Instead of saying, “duck, duck, duck, duck,” the student who is “it” should say the two parts of the word separately, e.g., “sun, shine, sun, shine,” as they walk around the circle and tap their classmates’ heads. Instead of saying “goose,” the student who is “it” should say the word blended, e.g., “sunshine.” The rest of the rules are the same as those for “Duck, Duck, Goose.” Demonstrate for students if

- | | |
|----------------|-----------------|
| 1. sun shine | 7. back pack |
| 2. doll house | 8. meat ball |
| 3. door bell | 9. moon light |
| 4. bed time | 10. pan cake |
| 5. play ground | 11. sail boat |
| 6. sand box | 12. wheel chair |

Fine Motor Skills**10 minutes****Making Cups with Playdough**

Note: This exercise is designed to strengthen fine motor muscles, improve fine motor skills, and introduce students to the cup shape.

- Provide each student with a piece of playdough.
- Model the steps needed 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 playdough lines.
- Demonstrate forming your playdough line into a cup.
- Have students make playdough cups.



If students have trouble drawing cups, you may draw stars on the paper to indicate where they should start each cup and dots to indicate where they should stop each cup.

If students need additional practice with cups, you may use the Targeted Support Stop exercise "Tray Tracing" and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

Drawing Cups on a Vertical Surface

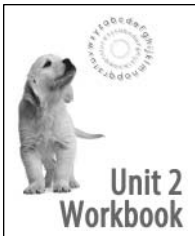
10 minutes

Note: Drawing cups will prepare students to write letters such as 'u' 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.
- Give each student a small piece of crayon.
- Draw a cup on the board. Explain that a cup is made by drawing a vertical line down, a curve to the right, and a vertical line up. Point out that a cup looks a lot like a drinking cup.
- Invite students to trace cups on their desks or in the air with their fingers.
- Have students draw cups on the chart paper.
- Circulate, correcting grips and assisting students as they draw cups.

Cup Practice

15 minutes

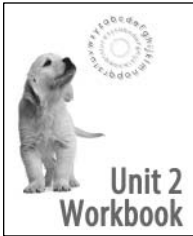


Worksheet 1.1

As time permits during the day, encourage students to practice the handwriting strokes on plain paper without dotted lines as guides.

- Have students settle into the proper writing posture (feet parallel and touching the floor, backs straight).
- Distribute and display Worksheet 1.1.
- Explain to students the worksheet shows some children jumping rope, but each child is missing his or her jump rope.
- Tell students you are going to give each child a jump rope. They should do the same on their worksheets.
- Show students how to give one of the children a jump rope by tracing the dotted line. As you draw, explain you are giving the child a jump rope by drawing a cup, 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.
- Students may color the pictures and/or draw a picture containing at least one cup if time permits.

Tracking Practice



Worksheet 1.2

If students need additional tracking practice, you may use the Targeted Support Stop exercises "Tracing Lines" and "Color Strips."

- Distribute Worksheet 1.2.
- Tell students to place their pointer fingers on the first star.
- Ask students, "What is the next picture?"
- Once students have provided the correct answer (a bird), direct 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. Then complete the items on the back of the worksheet.

Take-Home Material

Cup Practice

- Have students give Worksheet 1.3 to a family member.

Lesson 2

Sounds First Activities

Unit 2, Lesson 2

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Directions: Tell students they'll be hearing and saying words that rhyme.

1. Say the sentence(s) rhythmically, moving in time with the words and miming any logical actions in the sentence. This should be engaging but not overly exaggerated so as to distract.
2. Say the rhyming words, pausing slightly in between them.

Do this one first:	Repeat the procedure with the following sentences:
<p>T: Use that broom to sweep up the room.</p> <p>S: repeat</p> <p>T: broom (pause) room</p> <p>S: repeat</p>	<p>Listen to that crowd. They sound so loud.</p> <p>I love to run. It's really fun.</p> <p>I'm so glad that you're not feeling sad.</p> <p>I sat on my hat, and now it's very flat.</p>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word. To do this, students must be able to isolate each syllable, delete one, and then say the new word. Lessons in the Experiencing stage scaffold towards eventual syllable deletion by isolating the targeted syllable with an action (knee bend) and whispering it.

Directions: Tell students to repeat after you, using the same motions. They will need to stand for this activity.

1. Say the sentence aloud rhythmically, bending your knees when saying the syllable that will be deleted (**bolded**), staying

straight legged when saying the one that will remain.

2. Say the compound word, bending your knees while now also whispering the syllable that will be deleted (**bolded**).

In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right. As always, the meaning of any underlined words should be quickly explained to students.

Note: In this lesson, sometimes the first syllable is targeted (e.g. **sand**box) and sometimes it is the second (e.g. base**ball**). The targeted syllable is always **bolded**.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>My brother likes to play in the sandbox.</i> (stay straight legged while saying <i>sand</i>, bend your knees while saying box)</p> <p>S: repeat</p> <p>T: <i>sand</i> (use normal voice) ...box (bend knees and whisper)</p> <p>S: repeat</p>	<p><i>I hope we can go to the baseball game.</i></p> <p><i>I'm going on a trip. I need to find my <u>suitcase</u>.</i></p> <p><i>It would be fun to ride in a spaceship.</i></p> <p><i>It's dark in here. I need to turn on my flashlight.</i></p>



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*. Students must be able to isolate the onset from the rime, delete it, and then say the new word.

Important Note: Lessons in the Experiencing stage scaffold towards eventual phoneme deletion by isolating the targeted sound (the onset) with a snipping action by the mouth and making a curve motion outward with the hand when speaking the rime.

Directions: Tell students to imagine a word coming out of their mouth. Their job will be to cut off the *first* sound they hear (show “scissors” with your fingers).

1. Say the sentence.
2. Tell the students to repeat.
3. Place your fist under your chin. Then say the bolded word while moving your hand out and away from your mouth in the shape of a curve. This “shows” the word coming out of your mouth.
4. Place your fist back under your chin while pronouncing the first sound. [This helps students “see” and isolate the onset.] Say “*cut off the /insert the sound/*.”
5. Pronounce that sound again while making a snipping motion (like scissors) in front of your mouth with your fingers. Then move hand forward in the shape of a curve as you say the remainder of the word (the rime). [You are modeling segmentation of the onset and rime.]
6. Tell students to repeat (step 5).

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>Is that a rat under the <u>dumpster</u>?! </i></p> <p>S: repeat</p> <p>T: <i>rat</i> (while moving hand forward from mouth on a curve) /r/ (fist under chin) <i>cut off the /r/</i></p> <p>T: /r/ (while making snipping motion in front of lips) ...<i>at</i> (while moving hand forward in the shape of a curve)</p> <p>S: /r/ (snipping motion) .../at/ (moving hand forward away from mouth in the shape of a curve)</p>	<p>Please stay right here until I get back.</p> <p>I tried not to wake up the baby.</p> <p>The mice got into the bag of flour.</p> <p>I love to shop for presents.</p>



Alliteration: Silly Sentences.

Support students’ ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell the students to repeat after you.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Two tomatoes tiptoed together to town.





Lesson 2

Blending Prewriting

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.

- ✓ Blend syllables to form words using hand gestures and by playing a game involving large motor skills (K.FL.PA.2b)
- ✓ Blend syllables and sounds to form words using hand gestures (K.FL.PA.2b, K.FL.PA.2d)
- ✓ Strengthen fine motor muscles, which support the tripod grip while writing, by molding playdough into humps (K.FL.WC.4g)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and draw humps (K.FL.WC.4g)
- ✓ Use spatial words, such as *top* and *bottom*, while practicing handwriting (K.FL.PC.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	Syllable Blending		5
	Practicing Blending	Tap and Chase		10
		Blending Syllables and Sounds		10
	Fine Motor Skills	Making Humps with Playdough	Playdough	10
	Drawing Time	Drawing Humps on a Vertical Surface	Crayons; chart paper	10
		Hump Practice	Crayons; Worksheet 2.1; projection	15
	Take-Home Material	Hump Practice	Worksheet 2.2	*

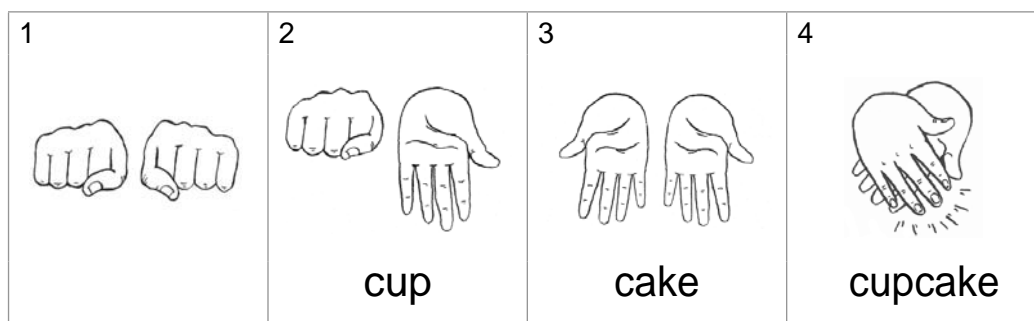
Note to Teacher

In this lesson, you will help students make the transition between syllable blending and sound blending. This is a very important transition since our writing system uses symbols to stand for sounds (not syllables). Please thoroughly familiarize yourself with the exercise called “Blending Syllables and Sounds” on page 14 before teaching this lesson.

Syllable Blending

If students need additional practice blending syllables, you may use the activities in Unit 2, Section I of the *Assessment and Remediation Guide*.

- Hold your fists in front of you, palms facing down (see Illustration 1).
- Say the word *one* as you flip over your left fist and open it (see Illustration 2).
- Say the word *two* as you flip over your right fist and open it (see Illustration 3).
- Say the word *blend* as you clap your hands (see Illustration 4).
- Practice this with students.
- Remind students the word *cupcake* has two parts. Say the syllables in a segmented fashion: *cup . . . cake*.
- Hold your fists in front of you, palms facing down.
- Say the syllable *cup* as you flip over your left fist and open it.
- Say the syllable *cake* as you flip over your right fist and open it.
- Say the word *cupcake* as you clap your hands.
- Practice this with the class.
- Complete the activity using the list below.



- | | |
|-------------------------------|-----------------------------|
| 1. cup . . . cake > cupcake | 5. pop . . . corn > popcorn |
| 2. bed . . . room > bedroom | 6. rain . . . bow > rainbow |
| 3. snow . . . man > snowman | 7. out . . . side > outside |
| 4. sea . . . shell > seashell | 8. bed . . . bug > bedbug |

Tap and Chase

10 minutes

- Have students sit in a circle. Tell students they are going to play a game similar to “Duck, Duck, Goose.”
- Select a student to be “it.” You will tell that student a word, e.g., *sunshine*. Instead of saying, “duck, duck, duck, duck,” the student who is “it” should say the two parts of the word separately, e.g., “sun, shine, sun, shine,” as they walk around the circle and tap their classmates’ heads. Instead of saying “goose,” the student who is “it” should say the word blended, e.g., “sunshine.” The rest of the rules are the same as those for “Duck, Duck, Goose.” Demonstrate for the students if necessary.

- | | |
|---------------|--------------|
| 1. swing set | 6. o ver |
| 2. bath room | 7. Fri day |
| 3. snow flake | 8. po ny |
| 4. in side | 9. sen tence |
| 5. friend ly | 10. trou ble |

Blending Syllables and Sounds

10 minutes

Note: This exercise is intended to help students make the important transition from blending syllables to blending sounds. The gestures and the number of items are held constant, but the components that are blended shift—from syllables to sounds.

- Remind students of the hand gestures they used in the Warm-Up when combining syllables.
- Hold your fists in front of you, palms facing down.
- Say the word *ant* as you flip over your left fist and open it.
- Say the word *hill* as you flip over your right fist and open it.
- Say the word *anthill* as you clap your hands.
- Practice this with students.
- Repeat these procedures for each of the two-syllable words listed in the following table:

- | | |
|---------------|--------------|
| 1. ant hill | 3. barn yard |
| 2. class room | 4. back pack |

- Once students have successfully blended the syllables listed above, explain that words are made up of sounds and sounds can be combined in the same manner as syllables.
- Say the sound /n/ as you flip over your left fist and open it.
- Say the sound /oe/ as you flip over your right fist and open it.
- Say the word *no* as you clap your hands.
- Practice this with students.
- Repeat these procedures for each of the two-sound words listed in the following table:

Please refer to Appendix A for phoneme transcription system.

- | | |
|---------------------------|--------------------------|
| 1. /n/ . . . /oe/ > no | 4. /m/ . . . /ee/ > me |
| 2. /sh/ . . . /oo/ > shoe | 5. /n/ . . . /ee/ > knee |
| 3. /z/ . . . /oo/ > zoo | 6. /o/ . . . /f/ > off |

Fine Motor Skills

10 minutes

Making Humps with Playdough



Note: This exercise is designed to strengthen students' fingers, advance their fine motor skills, and introduce students to the hump shape.

- Provide each student with a piece of playdough.
- Model the steps 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 playdough lines.
- Demonstrate curving your playdough line into a hump. Be sure to call attention to the position of the curved part at the top. Some students may recognize that the hump is an upside-down cup.
- Have students make playdough humps.

Drawing Time

25 minutes

Drawing Humps on a Vertical Surface

10 minutes

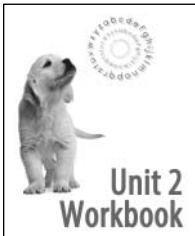


If students have trouble drawing humps, you may draw stars on the paper to indicate where they should start each hump and dots to indicate where they should stop each hump.

Note: Drawing humps will prepare students to write letters such as 'h', 'm', and 'n'.

- 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.

If students need additional practice with humps, you may use the Targeted Support Stop exercise "Tray Tracing" and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.



Worksheet 2.1

- Draw a hump on the board. Explain to students a hump is made by drawing a vertical line up, a curve to the right, and a vertical line down.
- Invite students to trace humps on their desks or in the air with their fingers.
- Have students draw humps on the chart paper.
- Circulate, correcting grips and assisting students as they draw humps.
- Extension: Invite students to name some hump shaped objects, e.g., rainbows, umbrellas, hills, a camel's back, etc. Have students draw something having a hump shape.

Hump Practice

15 minutes

- Have students settle into the proper writing posture.
- Distribute and display Worksheet 2.1.
- Explain the worksheet: it shows some camels, but each camel's hump is missing.
- Tell students you are going to complete each camel. They should do the same on their worksheets.
- Show students how to complete one of the camels by tracing the dotted line. As you draw, explain that you are completing the camel by drawing a hump, 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.
- Students may color the pictures and/or draw a picture containing at least one hump if time permits.

Take-Home Material

Hump Practice

- Have students give Worksheet 2.2 to a family member.

Lesson 3

Sounds First Activities

Unit 2, Lesson 3

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Remember to say the sentence rhythmically, moving in time with the words and miming logical actions in the sentence.

Do this one first:	Repeat the procedure with the following sentences:
<p>T: <i>I love to eat ice cream. It's a really sweet treat.</i></p> <p>S: repeat</p> <p>T: <i>sweet (pause) treat</i></p> <p>S: repeat</p>	<p><i>How did that fish get on my dish?</i></p> <p><i>Did you see that goose? He was playing with a moose!</i></p> <p><i>Quick! Get a book. We need to read!</i></p> <p><i>Is that your new blue shoe?</i></p>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word. To do this, students must be able to isolate each syllable in a compound word, delete one, and then say the new word. Lessons in the Experiencing stage scaffold towards eventual syllable deletion by isolating the targeted syllable with an action (knee bend) and whispering it.

Directions: Tell students to repeat after you, using the same motions. They will need to stand for this activity.

1. Say the sentence aloud rhythmically, bending your knees when saying the syllable that will be deleted (**bolded**), staying straight legged when saying the one that will remain.
2. Say the compound word, bending your knees while now also whispering the syllable that will be deleted (**bolded**).

Note: In this lesson, sometimes the first syllable is targeted (e.g. **sandbox**) and sometimes it is the second (e.g. base**ball**). The targeted syllable is always **bolded**.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>I love to watch the colors in the sky at sunset.</i> (bend knees while saying sun, come back up while saying <i>set</i>) S: repeat</p> <p>T: sun (whisper while bending knees) ...set (come back up, use normal voice) S: repeat</p>	<p><i>I hope we find a seashell when we go to the beach.</i> <i>Sometimes I like to look at books by myself.</i> <i>I would love to eat a delicious cupcake!</i> <i>Do you see that train coming down the railroad?</i></p>



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*. Students must be able to isolate the onset from the rime, delete it, and then say the new word.

Important note: This lesson begins a gradual release of the scaffolds. The only difference in this lesson is that the students isolate the onset and separate it from the rime with you instead of repeating after you model it. In the table below, the column to the left shows the entire procedure. That procedure is repeated with the sentences in the column to the right.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>He sat on the folding chair.</i> S: repeat</p>	<p><i>I like to take my dog for a walk in the morning.</i> <i>Please hang the jacket on the peg.</i></p>

<p>T: sat (while moving hand forward from mouth on a curve) /s/ (fist under chin) <i>cut off the /s/</i></p> <p>S and T: /s/ (snipping motion) ...<i>at</i> (moving hand forward away from mouth in the shape of a curve)</p>	<p>Let's play hide and seek!</p> <p>Please pour some milk into the cereal.</p>
--	--



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell the students to repeat after you.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Daisy daily does doorknob drumming.





Lesson 3

Blending
Prewriting

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.

- ✓ Blend syllables and sounds to form words using hand gestures (K.FL.PA.2.b, K.FL.PA.2d)
- ✓ Blend sounds to form words using large motor gestures and visual supports (K.FL.PA.2d)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and draw zigzags (K.FL.WC.4g)
- ✓ Identify items as same or different by discriminating shapes (K.FL.PC.1)
- ✓ Use spatial words, such as *top*, *bottom*, *left*, *right*, and *middle*, while practicing handwriting (K.FL.PC.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	Blending Syllables and Sounds		5
	Practicing Blending	Blending Gestures		10
		Picture Card Blending	Blending Picture Cards for <i>sun</i> , <i>mouth</i> , <i>nose</i> , <i>knife</i>	10
	Drawing Time	Drawing Zigzags on a Vertical Surface	Crayons; chart paper	10
		Zigzag Practice	Crayons; Worksheet 3.1; projection	15
		Differentiating Shapes	Crayons; Worksheet 3.2; projection system	10
	Take-Home Material	Tracing Shapes	Worksheet 3.3	*

Warm-Up

5 minutes

Blending Syllables and Sounds



Use the motions described in the Lesson 1 Warm-Up.

- Hold your fists in front of you, palms facing down.
- Say the word *bath* as you flip over your left fist and open it.
- Say the word *tub* as you flip over your right fist and open it.
- Say the word *bathtub* as you clap your hands.
- Practice with students.
- Repeat these procedures for each of the two-syllable words listed in the following box:

- | | |
|-------------|------------|
| 1. bath tub | 3. wind y |
| 2. pen cil | 4. sis ter |

If students need additional practice blending syllables, you may use the activities in Unit 2, Section I of the *Assessment and Remediation Guide*.

- Once students have successfully blended the syllables, explain that words are made up of sounds and sounds can be combined in the same way as syllables.
- Say the sound /sh/ as you flip over your left fist and open it.
- Say the sound /ee/ as you flip over your right fist and open it.
- Say the word *she* as you clap your hands.
- Practice this with students.
- Repeat these procedures for each of the two-sound words listed in the following box:

- | | |
|---------------------------|-------------------------|
| 1. /sh/ . . . /ee/ > she | 3. /z/ . . . /oo/ > zoo |
| 2. /sh/ . . . /oo/ > shoe | 4. /o/ . . . /f/ > off |

Practicing Blending

20 minutes

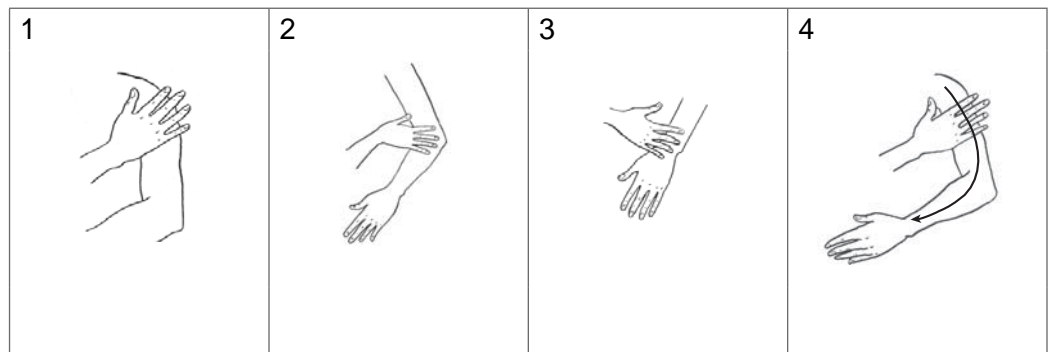
Blending Gestures

10 minutes

There is an additional set of blending motions described in the Appendix. This second set of blending motions involves tapping the fingers to the thumb and then making a fist. Please feel free to use the finger-blending motions instead of the arm-blending motions. Some teachers prefer the finger-blending motions because they feel the finger-blending motions are more conducive to blending longer words.

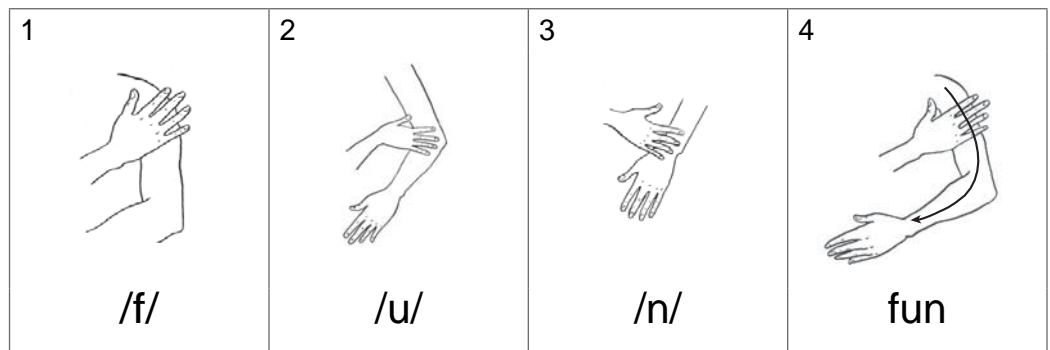
- Tell students clap blending works well when you are blending two syllables or two sounds. It does not work when you blend three or more sounds.
- Explain that you will be teaching students new gestures they can use when they blend three sounds.
- Hold your left arm in front of your body.
- Say the word *one* as you touch your left shoulder with your right hand (see Illustration 1).
- Say the word *two* as you touch the inside of your left elbow with your right hand (see Illustration 2).
- Say the word *three* as you touch your left wrist with your right hand (see Illustration 3).
- Say the word *blend* as you slide your right hand from your left shoulder down to your left wrist (see Illustration 4).

- Practice this with students.



- Tell the class the word *fun* has three sounds. Say the sounds in a segmented fashion: /f/ . . . /u/ . . . /n/.
- Say the sound /f/ as you touch your left shoulder with your right hand.
- Say the sound /u/ as you touch your left elbow with your right hand.
- Say the sound /n/ as you touch your left wrist with your right hand.
- Say the word *fun* as you slide your right hand from your left shoulder down to your left wrist.
- Practice this with students.
- Complete the remaining words.

You are blending sounds without calling attention to the number of letters in a word.



- | | |
|------------------------------------|------------------------------------|
| 1. /f/ . . . /u/ . . . /n/ > fun | 4. /s/ . . . /ie/ . . . /n/ > sign |
| 2. /m/ . . . /e/ . . . /s/ > mess | 5. /m/ . . . /ee/ . . . /n/ > mean |
| 3. /f/ . . . /i/ . . . /sh/ > fish | 6. /z/ . . . /oo/ . . . /m/ > zoom |

Picture Card Blending

10 minutes

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under “Blend Two or Three Sounds to Form a Word” and the activities in Unit 2, Section II of the *Assessment and Remediation Guide*.

Look for other opportunities during the school day to segment words students can then blend. When calling on Ben, ask for /b/ ... /e/ ... /n/. When it is time for gym, say it is time for /j/ ... /i/ ... /m/.

- Gather the four Blending Picture Cards for this exercise (*sun*, *mouth*, *nose*, *knife*).
- Show the first picture to students and say, “This is the *sun*.”
- Tell the class the word *sun* contains three sounds.
- Say /s/ as you touch your shoulder.
- Say /u/ as you touch your elbow.
- Say /n/ as you touch your wrist.
- Say *sun* as you sweep your hand down your arm.
- Have students do the same.
- Place the picture of the mouth next to the picture of the sun. Repeat the procedures outlined above with the word *mouth*.
- Displaying both pictures, ask the class if they can find the picture of the /m/ ... /ou/ ... /th/. (Say the word in a segmented fashion, with a one-second pause between the sounds.)
- Ask students to find the picture of the /s/ ... /u/ ... /n/.
- Remove the pictures of the sun and the mouth and repeat the above procedures with the next two pictures (*nose*, *knife*).
- Display all four pictures and ask the class to find one of them, while you say the word in a segmented fashion. Repeat until all four pictures have been identified.

Drawing Time

35 minutes

Drawing Zigzags on a Vertical Surface

10 minutes

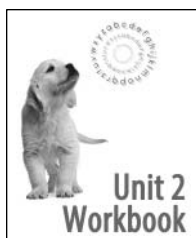


If students have trouble drawing zigzags, you may draw stars on the paper to indicate where they should start each zigzag and dots to indicate where they should stop each zigzag.

If students need additional practice with zigzags, you may use the Targeted Support Stop exercise “Tray Tracing” and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

Note: Drawing zigzags will prepare students to write letters such as ‘w’, ‘z’, ‘N’, and ‘M’.

- 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 zigzag on the board. Explain that a zigzag is made up of a series of diagonal lines made without lifting the crayon from the paper.
- Invite students to trace zigzags on their desks or in the air with their fingers.
- Have students draw zigzags on the chart paper.
- Circulate, correcting grips and assisting students as they draw zigzags.

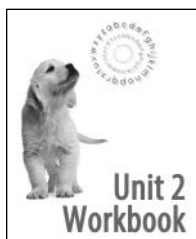


Worksheet 3.1

Zigzag Practice

15 minutes

- Have students settle into the proper writing posture.
- Distribute and display Worksheet 3.1.
- Explain to students the worksheet shows five animals and five 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 zigzag, starting at the star.
- Continue demonstrating (providing guided practice) until students are able to work independently.
- Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet.
- Students may color the pictures and/or draw a picture containing at least one zigzag if time permits.



Worksheet 3.2

Differentiating Shapes

10 minutes

Note: This worksheet directs students to discriminate shapes.

- Distribute and display Worksheet 3.2.
- Point to the first row, and ask students which shape is the same as the one on the left and which is different.
- Circle the matching shape and have students do the same on their worksheets.
- Cross out the non-matching shape and have students do the same on their worksheets.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Complete the back of the worksheet in the same way. (Do not refer to any of the items as letters or by their letter name. Simply call them shapes.)
- Circulate, correcting grips and assisting students.

Take-Home Material

Tracing Shapes

- Have students give Worksheet 3.3 to a family member.

Lesson 4

Sounds First Activities

Unit 2, Lesson 4

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Remember to say the sentence rhythmically, moving in time with the words and miming logical actions in the sentence.

Do this one first:	Repeat the procedure with the following sentences:
<p>T: <i>The turtle wasn't fast so he always came in last.</i></p> <p>S: repeat</p> <p>T: <i>fast (pause) last</i></p> <p>S: repeat</p>	<p><i>Is that a bug swimming in my mug?!?</i></p> <p><i>I only have three cookies. One more will make it four.</i></p> <p><i>Did you see that cow take a big bow?</i></p> <p><i>Can you stay and play with me?</i></p>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important note: This lesson begins a gradual release of the scaffolds. See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>Flip the pancake.</i></p> <p><i>(bend knees while saying pan, come back up while saying cake)</i></p> <p>S: repeat</p>	<p><i>That sandwich looks delicious.</i></p> <p><i>A baby frog is called a tadpole.</i></p> <p><i>Last night we went for a walk in the <u>moonlight</u>.</i></p>

<p>T: Say pancake but whisper (put finger by lips) pan</p> <p>S and T: pan (finger by lips while whispering) cake (normal voice)</p>	<p>The hall is right outside that doorway.</p>
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Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.
Remember the students isolate the onset and separate it from the rime with you instead of repeating after you model it.

<p>Do this one first:</p> <p>T: I got a new pair of shoes for the first day of school!</p> <p>S: repeat</p> <p>T: <i>pair</i> (while moving hand forward from mouth on a curve) /p/ (fist under chin) cut off the /p/</p> <p>S and T: /p/ (snipping motion) ...<i>air</i> (moving hand forward away from mouth in the shape of a curve)</p>	<p>Repeat the procedure using these sentences:</p> <p>The bees buzzed around the <u>hive</u>.</p> <p>Her room is nice and neat.</p> <p>I can see so many stars in the sky.</p> <p>We can't go until he ties his shoes.</p>
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Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell the students to repeat after you.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Five fish fluffed their feathery fins.





Lesson 4

Blending Prewriting

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.

- ✓ **Blend sounds to form words using large motor gestures and/or visual supports**
(K. FL.PA.2)
- ✓ **Listen to one-syllable words and begin to discern initial sounds** (K.FL.PA.2d)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and draw wavy lines** (K.FL.WC.4g)
- ✓ **Demonstrate understanding of directionality by recognizing the beginning and end of a row** (K.FL.PC.1a)
- ✓ **Use spatial words, such as *top*, *bottom*, *left*, *right*, and *middle*, while practicing handwriting** (K.FL.PC.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	Sound Blending		5
	Practicing Blending	Picture Card Blending	Blending Picture Cards for <i>fish, five, rose, moon</i>	10
	Listening for Beginning Sounds	Mixed-Up Monster	Puppet	10
	Drawing Time	Drawing Wavy Lines on a Vertical Surface	Crayons; chart paper	10
		Wavy Line Practice	Crayons; Worksheet 4.1; projection	15
	Left-to-Right Directionality	Beginning/End Recognition	Crayons; Worksheet 4.2; projection system	10
	Take-Home Material	Tracing Shapes	Worksheet 4.3	*

Sound Blending

- Hold your left arm in front of your body.
- Say the word *one* as you touch your left shoulder with your right hand (see Illustration 1).
- Say the word *two* as you touch your left elbow with your right hand (see Illustration 2).
- Say the word *three* as you touch your left wrist with your right hand (see Illustration 3).
- Say the word *blend* as you slide your right hand from your left shoulder down to your left wrist (see Illustration 4).
- Practice this with students.
- Tell the class the word *fun* has three sounds. Say the sounds in a segmented fashion: /f/ . . . /u/ . . . /n/.
- Say the sound /f/ as you touch your left shoulder with your right hand.
- Say the sound /u/ as you touch your left elbow with your right hand.
- Say the sound /n/ as you touch your left wrist with your right hand.
- Say the word *fun* as you slide your right hand from your left shoulder down to your left wrist.
- Practice this with students.
- Complete the remaining words.

<p>1</p>  <p>/f/</p>	<p>2</p>  <p>/u/</p>	<p>3</p>  <p>/n/</p>	<p>4</p>  <p>fun</p>
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- | | |
|------------------------------------|------------------------------------|
| 1. /f/ . . . /u/ . . . /n/ > fun | 5. /m/ . . . /ee/ . . . /n/ > mean |
| 2. /m/ . . . /e/ . . . /s/ > mess | 6. /z/ . . . /oo/ . . . /m/ > zoom |
| 3. /f/ . . . /i/ . . . /sh/ > fish | 7. /n/ . . . /ie/ . . . /s/ > nice |
| 4. /s/ . . . /ie/ . . . /n/ > sign | 8. /s/ . . . /ee/ . . . /m/ > seem |

Picture Card Blending

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under “Blend Two or Three Sounds to Form a Word” and the activities in Unit 2, Section II of the *Assessment and Remediation Guide*.

Look for other opportunities during the school day to segment words students can then blend. When calling on Ben, ask for /b/ ... /e/ ... /n/. When it is time for gym, say it is time for /j/ ... /i/ ... /m/.

- Gather the four Blending Picture Cards you will need for this exercise (*fish*, *five*, *rose*, *moon*).
- Show the first picture to students and say, “This is a *fish*.”
- Tell students the word *fish* contains three sounds.
- Say /f/ as you touch your shoulder.
- Say /i/ as you touch your elbow.
- Say /sh/ as you touch your wrist.
- Say *fish* as you sweep your hand down your arm.
- Have students do the same.
- Place the picture of the five next to the picture of the fish. Repeat the procedures outlined above with the word *five*.
- Displaying both pictures ask students to identify the picture of the /f/ . . . /ie/ . . . /v/. (Say the word in a segmented fashion, with a one-second pause between the sounds.)
- Ask students to identify the picture of the /f/ . . . /i/ . . . /sh/.
- Remove the pictures of the fish and the five and repeat the above procedures with the next two pictures (*rose*, *moon*).
- Display all four pictures and ask the class to find one of them, saying the word in a segmented fashion. Repeat until all four pictures have been identified.

Listening for Beginning Sounds

Mixed-Up Monster

Instead of using classroom objects, you could do this exercise with the Blending Picture Cards.

Remember to use the sound not the letter name.

Note: This exercise allows students to practice listening for the beginning sound in a word. You will need to provide a puppet for this exercise.

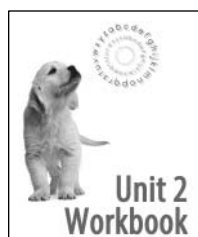
- Point to different objects in your classroom and have students identify them.
- Introduce the class to the puppet, “The Mixed-Up Monster.” Tell students he is a friendly monster. Sometimes he needs help pronouncing words correctly.
- Have the Mixed-Up Monster point to one of the objects and incorrectly identify it by mixing up the first sound, e.g., “That’s a *fesk!*” for *desk*.
- Ask students whether or not the Mixed-Up Monster pronounced the name of the object correctly. Have them correct the Mixed-Up Monster.
- Have the monster pronounce the names of other objects correctly and incorrectly. As you discuss the objects, talk about the initial sounds and the mistakes the monster makes, e.g., “The monster said /f/ instead of /d/. . .”

Drawing Wavy Lines on a Vertical Surface**10 minutes**

If students have trouble drawing wavy lines, you may draw stars on the paper to indicate where they should start each wavy line and dots to indicate where they should stop each wavy line.

If students need additional practice with wavy lines, you may use the Targeted Support Stop exercise “Tray Tracing” or worksheets listed in the Targeted Support Stop and the activities in Unit 2, Section III *Remediation Guide*.

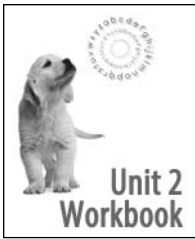
- Tape multiple pieces of chart paper to the wall at a height students can reach.
- Review the position words *top*, *bottom*, *left*, *right*, and *middle* with students, pointing out the top, bottom, left side, right side, and middle of one of the pieces of chart paper.
- Give each student a small piece of crayon.
- Draw a wavy line on the board. Explain to students a wavy line is made by alternating between cups and humps without picking up the crayon.
- Invite students to trace wavy lines on their desks or in the air with their fingers.
- Have students draw wavy lines on the chart paper.
- Circulate, correcting grips and assisting students as they draw wavy lines.

Wavy Line Practice**15 minutes**

Worksheet 4.1

- Have students settle into the proper writing posture.
- Distribute and display Worksheet 4.1.
- Explain the worksheet: it shows 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 how you are connecting each animal to its home by drawing a wavy line, starting at the star.
- Continue demonstrating (providing guided practice) until students are able to work independently.
- Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet.
- Students may color the pictures and/or draw a picture containing at least one wavy line if time permits.

Beginning/End Recognition



Worksheet 4.2

If students need additional practice with beginning/end recognition, you may use the exercises found in the Targeted Support Stop.

Note: This worksheet reinforces the terms *beginning* and *end*, which are crucial for tracking from left to right.

- Distribute and display Worksheet 4.2.
- Explain to students there are three items in each row. The item at the *beginning* of each row needs to be colored green and the item at the *end* of each row needs to be colored red.
- Point to the first item in the first row, and tell students it is at the *beginning* of the row.
- Have students color the item green and repeat *beginning*.
- Point to the last item in the first row, and tell students it is at the *end* of the row.
- Have students color the item red and repeat *end*.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Circulate, correcting grips and assisting students.

Take-Home Material

Tracing Shapes

- Have students give Worksheet 4.3 to a family member.

Lesson 5

Sounds First Activities

Unit 2, Lesson 5

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Remember to say the sentence rhythmically, moving in time with the words and miming logical actions in the sentence.

Do this one first:	Repeat the procedure with the following sentences:
<p>T: Get in the boat. We can <u>float</u> on the pond.</p> <p>S: repeat</p> <p>T: boat (pause) float</p> <p>S: repeat</p>	<p>My sister is ten and she has a new pen.</p> <p>There's a bird flying high up in the sky!</p> <p>I want to go to the park but it's way too dark.</p> <p>Let's stop and shop at the grocery store.</p>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important note: This lesson continues the gradual release of the scaffolds. See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
<p>T: Do you see <i>that tree way up on the hilltop?</i> (stay upright while saying <i>hill</i>, bend knees)</p>	<p>Ouch! A mosquito bit me on my <u>forehead</u>!</p> <p>My sister loves to play with the <u>jigsaw</u> puzzles.</p>

<p>while saying top)</p> <p>S: repeat</p> <p>T: Say hilltop but whisper (put finger by lips)</p> <p>S and T: hill...top (finger by lips while whispering top)</p>	<p>We have to come indoors when it gets too cold.</p> <p>When I turn my head sideways, everything looks funny.</p> <p>When it starts to get late, my mom says “It’s bedtime!”</p>
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Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Remember, the students isolate the onset and separate it from the rime with you.

Do this one first:	Repeat the procedure using these sentences:
<p>T: Please give me a call when you get home!</p> <p>S: repeat</p> <p>T: call (while moving hand forward from mouth on a curve) /k/ (fist under chin) cut off the /k/</p> <p>S and T: /k/ (snipping motion) ...all (moving hand forward away from mouth in the shape of a curve)</p>	<p><i>I love going to the beach!</i></p> <p>Please walk down the hall in a straight line.</p> <p>The seal splashed in the water.</p> <p>I would rather have milk than water.</p> <p>Note: Be sure to support students with the pronunciation of /th/ in the word as this is the first digraph sound to be segmented.</p>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell the students to repeat after you.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Abner played Abracadabra with an apple.





Lesson 5

Blending Prewriting

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.

- ✓ Blend sounds to form words using large motor gestures, and/or visual supports (K.FL.PA.2)
- ✓ Recognize and isolate the initial sounds in classmates' names. (K.FL.PA.2d)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and draw spirals (K.FL.WC.4g)
- ✓ Recognize and trace own name (K.FL.WC.4g, K.FL.PC.1b)
- ✓ Use spatial words, such as *top*, *bottom*, *left*, and *right*, while practicing handwriting (K.FL.PC.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	Sound Blending		5
	Practicing Blending	Picture Card Blending	Blending Picture Cards for <i>shell, mice, fan, wave</i>	10
	Listening for Beginning Sounds	If Your Name Starts With . . .		10
	Drawing Time	Drawing Spirals on a Vertical Surface	Crayons; chart paper	10
		Spiral Practice	Crayons; Worksheet 5.1; projection	15
	Writing Names	Name Tracing	Crayons or dry-erase marker; tracing paper or sheet protector; name cards	10
	Take-Home Material	Tracing Shapes	Worksheet 5.2	*





Advance Preparation

Make a list of students' names organized by the first sound of each name: e.g., /k/: Ken, Chris, Caleb; /m/: Mike, Meg, Mitch, etc., for Listening for Beginning Sounds.

Write each student's name on a card, capitalizing the first letter and writing the remaining letters in lowercase. Affix the name cards on the students' desks to be used for Writing Names.

Sound Blending

- Remind students the word *mat* has three sounds. Say the sounds in a segmented fashion: /m/ . . . /a/ . . . /t/.
- Say the sound /m/ as you touch your left shoulder with your right hand.
- Say the sound /a/ as you touch your left elbow with your right hand.
- Say the sound /t/ as you touch your left wrist with your right hand.
- Say the word *mat* as you slide your right hand from your left shoulder down to your left wrist.
- Practice this with students.
- Complete the list of remaining words.

1  /m/	2  /a/	3  /t/	4  mat
---	---	---	--

- | | |
|-------------------------------------|------------------------------------|
| 1. /m/ . . . /a/ . . . /t/ > mat | 5. /s/ . . . /i/ . . . /t/ > sit |
| 2. /w/ . . . /i/ . . . /sh/ > wish | 6. /z/ . . . /i/ . . . /p/ > zip |
| 3. /n/ . . . /ee/ . . . /t/ > neat | 7. /s/ . . . /u/ . . . /n/ > sun |
| 4. /f/ . . . /ie/ . . . /t/ > fight | 8. /m/ . . . /ee/ . . . /t/ > meet |

Practicing Blending

Picture Card Blending

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under “Blend Two or Three Sounds to Form a Word” and the activities in Unit 2, Section II of the *Assessment and Remediation Guide*.

- Gather the four Blending Picture Cards you will need for this exercise (*shell*, *mice*, *fan*, *wave*).
- Show the first picture to students and say, “This is a *shell*.”
- Tell the class the word *shell* contains three sounds.
- Say /sh/ as you touch your shoulder.
- Say /e/ as you touch your elbow.
- Say /l/ as you touch your wrist.

Look for other opportunities during the school day to segment words students can then blend. When calling on Ben, ask for /b/.../e/.../n/. When it is time for gym, say it is time for /j/.../i/.../m/.

- Say *shell* as you sweep your hand down your arm.
- Have students do the same.
- Place the picture of the mice next to the picture of the shell. Repeat the procedures outlined above with the word *mice*.
- Displaying both pictures, ask students to identify the picture of the /sh/ . . . /e/ . . . /l/. (Say the word in a segmented fashion, with a one-second pause between the sounds.)
- Ask students to identify the picture of the /m/ . . . /ie/ . . . /s/.
- Remove the pictures of the shell and the mice and repeat the same procedures with the next two pictures (*fan*, *wave*).
- Display all four pictures and ask students to find one of them, saying the word in a segmented fashion. Repeat until all four pictures have been identified.
- Extension: Add more cards if students appear ready.

Listening for Beginning Sounds

10 minutes

If Your Name Starts With . . .

Changing “clap your hands” to a different action will hold students’ attention longer. Some suggestions are: stand up, wink your eye, touch your nose, touch your toes, or stomp your feet.

- As a class, review the first sound in each of the students’ names.
- Sing the following verses to the tune of “If You’re Happy and You Know It.”
If your name starts with (sound), clap your hands.
If your name starts with (sound), clap your hands.
If your name starts with (sound), then you surely want to show it.
If your name starts with (sound), clap your hands.
- Be sure to say sounds, not letter names.
- Continue until each student has had a chance to respond or until the game is no longer useful.

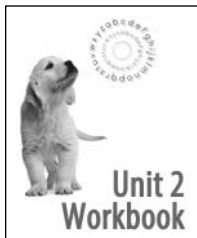


If students have trouble drawing spirals, you may draw stars on the paper to indicate where they should start each spiral and dots to indicate where they should stop each spiral.

If students need additional practice with spirals, you may use the Targeted Support Stop exercise “Tray Tracing” and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

Drawing Spirals on a Vertical Surface**10 minutes**

- 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 spiral on the board starting from the inside of the spiral. Explain to students a spiral starts out like a circle but then curls around outside, getting larger as it goes.
- Invite students to trace spirals on their desks or in the air with their fingers.
- Have students draw spirals on the chart paper.
- Circulate, correcting grips and assisting students as they draw spirals.

Spiral Practice**15 minutes**

Worksheet 5.1

- Distribute and display Worksheet 5.1.
- Have students settle into the proper writing posture.
- Explain to students the worksheet shows some snails, and each snail is missing its shell.
- Tell students you are going to give each snail a shell. They should do the same on their worksheets.
- Show students how to give one of the snails a shell by tracing the dotted spiral. As you draw, explain that you are giving the snail a shell by drawing a spiral, 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.
- Students may color the pictures and/or draw a picture containing at least one spiral if time permits.

Name Tracing

You may use various methods to teach students to write their names, including, but not limited to, sand writing, air writing, finger tracing, and playdough modeling.

Note: This exercise will help students begin to recognize and write their names.

- Provide each student with a sheet of tracing paper or plastic sheet protector. If you use the sheet protector, grease pencils or dry erase markers will work best.
- Have each student trace his or her name several times.

Take-Home Material

Tracing Shapes

- Have students give Worksheet 5.2 to a family member.

Lesson 6

Sounds First Activities

Unit 2, Lesson 6

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>If you spill your drink, I guess it will make a mess.</i></p> <p>S: Repeat.</p> <p>T: <i>guess (pause) mess</i></p> <p>S: Repeat.</p>	<p>Ouch! I think there's a rock in my sock!</p> <p>Can you make a cake for my birthday?</p> <p>My mom and I like to walk and talk.</p> <p>Look at that book. It shows you how to cook.</p>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Important Note: Lessons in the Experiencing stage scaffold towards independence with syllable deletion by isolating the targeted syllable with an action. In this second week of the Experiencing stage, students now stomp the floor on the targeted syllable. This allows them to still isolate the syllable but moves them to where they are no longer saying it.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>I must feed my goldfish.</i></p>	<p>Can I have that gumdrop?</p>

<p>S: repeat</p> <p>T: (stomp one foot) <i>fish</i></p> <p>S: repeat</p>	<p><i>The bus drops me off at the store <u>downtown</u>.</i></p> <p><i>When I type on the computer, I use my <u>key</u>board.</i></p> <p><i>The baby fell asleep in her play<u>pen</u>.</i></p>
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(E)

Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important Note: In this second week of the Experiencing stage, you will now just make the snipping motion in front of your mouth to show isolation and deletion of the first sound. You will not pronounce that sound. You continue to say and show the rime by extending your arm away from the mouth as you pronounce it. Students repeat after you.

In the table below, the column to the left shows the entire procedure.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>My sister gave birth to a baby boy!</i></p> <p>S: repeat</p> <p>T: <i>birth</i> (while moving hand forward from mouth on a curve) /b/ (fist under chin) <i>cut off the /b/</i></p> <p>T: (snipping motion) /irth/ (moving hand forward away from mouth in the shape of a curve)</p> <p>S: (snipping motion) /irth/</p>	<p><i>The gate was open and the dog escaped.</i></p> <p><i>Put a shawl over your shoulders if you are cold.</i></p> <p><i>We paid the bill then left the restaurant.</i></p> <p><i>Paul is the nicest person I've ever met!</i></p>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Directions:

1. Tell students to repeat after you.
2. Say alliterative sentences aloud rhythmically, swaying to the beat and making a movement to show action.
3. Say the repeated initial sounds rhythmically (as many times as you'd like).

Extension

Throughout the day, invite students to chant the silly sentence and the sounds as they transition from one activity to another.

Sentence: Zippy the zany zebra eats zippers.





Lesson 6

Blending
Prewriting

Objectives

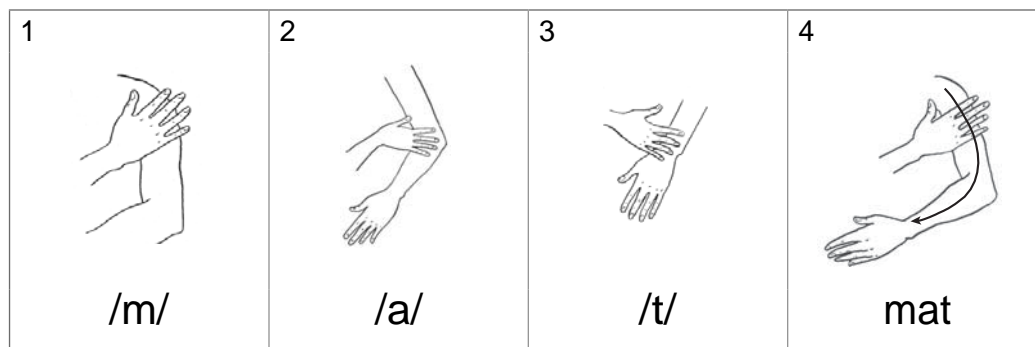
The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Blend sounds to form words using large motor gestures and/or visual supports** (K.FL.PA.2)
- ✓ **Recognize the initial sounds in classmates' names** (K.FL.PA.2d)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and draw +’s and x’s** (K.FL.WC.4g)
- ✓ **Recognize and trace own name** (K.FL.WC.4g, K.FL.PC.1b)
- ✓ **Use spatial words, such as *left*, *right*, *up*, and *down*, while practicing handwriting** (K.FL.PC.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	Sound Blending		5
	Practicing Blending	Picture Card Blending	Blending Picture Cards	10
	Listening to Beginning Sounds	Guess Who?		10
	Drawing Time	Drawing +’s and x’s on a Vertical Surface	Crayons; chart paper	10
		+ and x Practice	Crayons; Worksheet 6.1; projection	15
	Writing Names	Name Tracing	Crayons; tracing paper; name cards	10
	Take-Home Material	+ and x Practice	Worksheet 6.2	*

Sound Blending

- Follow the steps outlined in Lesson 5.



- | | |
|-------------------------------------|------------------------------------|
| 1. /m/ . . . /a/ . . . /t/ > mat | 5. /s/ . . . /i/ . . . /t/ > sit |
| 2. /w/ . . . /i/ . . . /sh/ > wish | 6. /z/ . . . /i/ . . . /p/ > zip |
| 3. /n/ . . . /ee/ . . . /t/ > neat | 7. /s/ . . . /u/ . . . /n/ > sun |
| 4. /f/ . . . /ie/ . . . /t/ > fight | 8. /m/ . . . /ee/ . . . /t/ > meet |

Practicing Blending

10 minutes

Picture Card Blending

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under “Blend Two or Three Sounds to Form a Word” and the activities in Unit 2, Section II of the *Assessment and Remediation Guide*.

- Gather eight to 10 of the Blending Picture Cards you have already used.
- Display all of the cards and review the names of the pictures with students.
- Say one of the names of the pictures in a segmented fashion and have a student select the correct Picture Card.
- Have the student and/or the entire class segment and blend the word. Make sure students use the arm motions as they segment and blend the word.
- Blend the remaining cards.
- If students are overwhelmed, reduce the number of Picture Cards.

Listening to Beginning Sounds

10 minutes

Guess Who?

Once students are familiar with this game, let them take turns thinking of a person.

- Tell students you are thinking of a person in the classroom. You want students to guess who it is but first you will give them a hint.
- Tell students the first sound of the person's name. Be sure to elongate the sound if it can be stretched out, or repeat the sound several times if it cannot.
- Have students identify the person.
- Repeat with eight to 10 or more names.

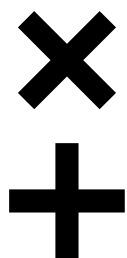
Drawing Time

25 minutes

Drawing +’s and ✕’s on a Vertical Surface

10 minutes

Note: Drawing +’s and ✕’s will prepare students to write ‘t,’ ‘x’ and other letters.

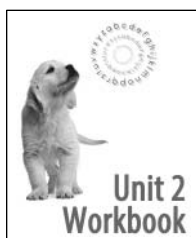


If students have trouble drawing ✕’s, you may draw stars on the paper to indicate where they should start each diagonal line in each ✕ and dots to indicate where they should stop each diagonal line in each ✕.

- 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 vertical line on the board and invite students to do the same on chart paper.
- Tell students you are going to make a new design, called a plus sign, by adding a horizontal line to the vertical line. Demonstrate and point out how to estimate the middle of the vertical line, so you can draw the horizontal line at that level, starting to the left of the vertical line.
- Have students draw +’s on the chart paper.
- Circulate, correcting grips and assisting students. Be sure students are creating +’s with vertical and horizontal lines that “stand up straight” and create right angles where the lines intersect.
- Now tell students you are going to make another new design called an ✕. It also has two lines that cross in the middle like the plus sign, but looks different because diagonal lines are used to create it. Demonstrate drawing an ✕, calling attention to the way the diagonal lines cross at the middle of each line.

Note: The ✕ will likely be more difficult for students to copy initially as they may experience difficulty in estimating and drawing the angle of each diagonal line so they intersect in the middle.

- Have students draw ✕’s on the chart paper.
- Circulate, correcting grips and assisting students.



Worksheet 6.1

+ and × Practice

15 minutes

- Have students settle into the proper writing posture.
- Distribute and display Worksheet 6.1.
- Tell students the worksheet shows some +’s and ×’s.
- Tell students you are going to trace each + and × and they should do the same on their worksheets.
- Show students how to trace one of the +’s, starting each of the +’s vertical and horizontal lines at a star.
- Continue demonstrating (providing guided practice) until students are ready to work independently. Then repeat the demonstration and practice of ×.
- Tell students once they have finished the front of the worksheet, they should complete the back of the worksheet.
- Students may draw a picture containing at least one + or × if time permits.

Writing Names

10 minutes

Name Tracing

If students need additional practice writing their names, you may use the Targeted Support Stop exercise “Edible Names” and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

- Provide each student with a sheet of tracing paper.
- Have each student trace his or her name several times using the affixed name card.

Take-Home Material

+ and × Practice

- Have students give Worksheet 6.2 to a family member.

Lesson 7

Sounds First Activities

Unit 2, Lesson 7

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Do this one first:	Repeat the procedure using these sentences:
<p>T: Look! A <i>snail</i> is hiding in a <u>pail</u>.</p> <p>S: repeat</p> <p>T: <i>snail</i> (pause) <i>pail</i></p> <p>S: repeat</p>	<p>We don't have time. That song is too long.</p> <p>In my town, there lives a queen with a crown.</p> <p>Put your finger by your lip and your hand on your hip!</p> <p>When you walk in the snow, you have to go slow.</p>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
<p>T: My grandmother came to visit me last weekend.</p> <p>S: repeat</p> <p>T: week (stomp one foot)</p> <p>S: repeat</p>	<p>I love to watch the snowflakes.</p> <p>My hat is on top of the bookcase.</p> <p>Where did you put your workbook?</p> <p>I think I hurt my <u>back</u>bone.</p>





Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Directions: This is the same procedure as introduced in the previous lesson (Week 2, Day 1). You just make the snipping motion in front of your mouth to show isolation and deletion of the first sound without pronouncing it. You continue to say and show the rime by extending your arm away from the mouth as you pronounce it. Students repeat after you.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>There was only one <u>lone</u> star in the sky!</i></p> <p>S: repeat</p> <p>T: <i>lone</i> (while moving hand forward from mouth on a curve) // (fist under chin) <i>cut off the //</i></p> <p>T: (snipping motion) /ōne/ (moving hand forward away from mouth in the shape of a curve)</p> <p>S: (snipping motion) /ōne/</p>	<p><i>What a nice thing to say!</i></p> <p><i>That was a wise choice.</i></p> <p>Dial 911 for an emergency.</p> <p><i>My grandmother got a needle from her sewing kit.</i></p>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Do you drop donuts down daily?





Lesson 7

Blending Prewriting

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.

- ✓ Blend sounds to form words using large motor gestures and/or visual supports (K.FL.PA.2)
- ✓ Isolate the initial sounds of common objects by identifying pictures (K.FL.PA.2d)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and draw loops (K.FL.WC.4g)
- ✓ Recognize and trace own name (K.FL.WC.4g, K.FL.PC.1b)
- ✓ Use spatial words, such as *top*, *bottom*, *left*, *right*, and *middle*, while practicing handwriting (K.FL.PC.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	Sound Blending		5
	Practicing Blending	Picture Card Blending	Blending Picture Cards	10
	Listening to Beginning Sounds	Finding Things by Beginning Sound	Blending Picture Cards for <i>mouth, moon, moth, mice, fish, five, fan, foot</i>	10
	Drawing Time	Drawing Loops on a Vertical Surface	Crayons; chart paper	10
		Loop Practice	Crayons; Worksheet 7.1; projection system	15
	Writing Names	Name Tracing	Crayons; tracing paper; name cards	10
	Take-Home Material	Tracing Shapes	Worksheet 7.2	*

Sound Blending

- Follow the steps outlined in earlier lessons.

1 /k/	2 /u/	3 /p/	4 cup
--------------	--------------	--------------	--------------

- | | |
|----------------------------------|---------------------------------|
| 1. /k/ ... /u/ ... /p/ > cup | 5. /s/ ... /ae/ ... /m/ > same |
| 2. /f/ ... /ee/ ... /t/ > feet | 6. /n/ ... /ie/ ... /t/ > night |
| 3. /sh/ ... /ee/ ... /p/ > sheep | 7. /k/ ... /a/ ... /t/ > cat |
| 4. /m/ ... /e/ ... /n/ > men | 8. /t/ ... /o/ ... /p/ > top |

Practicing Blending

10 minutes

Picture Card Blending

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under “Blend Two or Three Sounds to Form a Word” and the activities in Unit 2, Section II of the *Assessment and Remediation Guide*.

- Gather eight to 10 of the Blending Picture Cards you have already used with students.
- Display all of the cards and review the names of the pictures with students.
- Say one of the names of the pictures in a segmented fashion and have a student select the correct Picture Card.
- Elicit student responses from individuals as well as the entire group. Have the student and then the whole class segment and blend the word. Make sure students use the arm motions as they segment and blend the word.
- Blend the remaining cards.

Note: If students are overwhelmed, reduce the number of Picture Cards.

Finding Things by Beginning Sound

Note: In this exercise students practice listening to beginning sounds in words.

- Gather the Blending Picture Cards listed in the box that follows.
- Mix up the pictures and place them face up on the floor.
- Review the names of the depicted items with students.
- Ask a student to find a picture of something beginning with either the /m/ sound or the /f/ sound.
- Have the student name the picture.
- Repeat until all pictures have been identified.
- Extension: Add objects or additional pictures of objects starting with either of the target sounds.

/m/	/f/
1. mouth	1. fish
2. moon	2. five
3. moth	3. fan
4. mice	4. foot

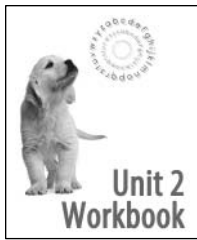
Drawing Time

Drawing Loops on a Vertical Surface



If students have trouble drawing loops, you may draw stars on the paper to indicate where they should start each loop and dots to indicate where they should stop each loop.

- 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 loop on the board. Tell students a loop is made by drawing a line that goes up, around, and down, crossing itself at the bottom.
- Invite students to trace loops on their desks or in the air with their fingers.
- Have students draw loops on the chart paper.
- Circulate, correcting grips and assisting students as they draw loops.



Worksheet 7.1

If students need additional practice of the handwriting strokes without dotted guidelines, you may use the exercises in the Targeted Support Stop and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

Loop Practice

15 minutes

- Have students settle into the proper writing posture.
- Distribute and display Worksheet 7.1.
- Explain the worksheet to students. It shows some bees, and each bee needs to get to its hive.
- Tell students you are going to add a path for each bee. They should do the same on their worksheets.
- Show students how to add a path for each bee by tracing the dotted line. As you draw, explain that you are adding a path for the bee by drawing a series of loops, 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 loop.

Writing Names

10 minutes

Name Tracing

If students need additional practice writing their names, you may use the Targeted Support Stop exercise "Edible Names" and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

- Provide each student with a sheet of tracing paper.
- Have each student trace his or her name using the affixed name card.
- Instruct each student to write the first letter of his or her name below the tracing and then trace the rest of his or her name.
- Have students repeat this process until they have filled up the rest of the tracing paper.
- Extension: Have each student glue pictures of items beginning with the same sound as his or her name on the tracing paper. Or have each student draw pictures of items beginning with the same sound as his or her name on the tracing paper.

Take-Home Material

Tracing Shapes

- Have students give Worksheet 7.2 to a family member.

Lesson 8

Sounds First Activities

Unit 2, Lesson 8

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>I bumped my head when I fell off the bed.</i></p> <p>S: repeat</p> <p>T: <i>head (pause) bed</i></p> <p>S: repeat</p>	<p><i>Did you find the boy with the toy?</i></p> <p><i>A bunch of kids always munch when they eat their lunch.</i></p> <p><i>Can you smell that rose with your nose?</i></p> <p><i>Please don't peek when you're playing hide and seek.</i></p>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Gradual Release: See the box on the left side of the table for the procedure. In this lesson, you will tell the students to stomp on one of the syllables in the compound word. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>My cousin eats a bowl of oatmeal every day.</i></p> <p>S: repeat</p> <p>T: <i>Say oatmeal but stomp on oat</i></p> <p>S: (stomp foot) meal</p>	<p><i>Let's get up early so we can watch the sunrise.</i></p> <p><i>When I came to school, there were lots of cars driving down the highway.</i></p> <p><i>My cousin scored a touchdown at the football game.</i></p> <p><i>My cousin scored a touchdown at the football game.</i></p>



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important: This is the same procedure as introduced in the previous two lessons (Week 2, Days 1-2) with one important difference. This time, the students separate the onset and rime with you, instead of repeating after they see and hear you do it.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>The chair was very comfortable.</i></p> <p>S: repeat</p> <p>T: <i>chair</i> (while moving hand forward from mouth on a curve) /ch/ (fist under chin) <i>cut off the /ch/</i></p> <p>T and S: (snipping motion) /air/ (moving hand forward away from mouth in the shape of a curve)</p>	<p><i>It was raining outside, so we played a board game.</i></p> <p><i>We like to chase each other at recess.</i></p> <p><i>I had a ham and cheese sandwich for lunch.</i></p> <p><i>My dad fried some eggs in the pan.</i></p>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Sally sells so many silly sticks!





Lesson 8

Blending Prewriting

Objectives

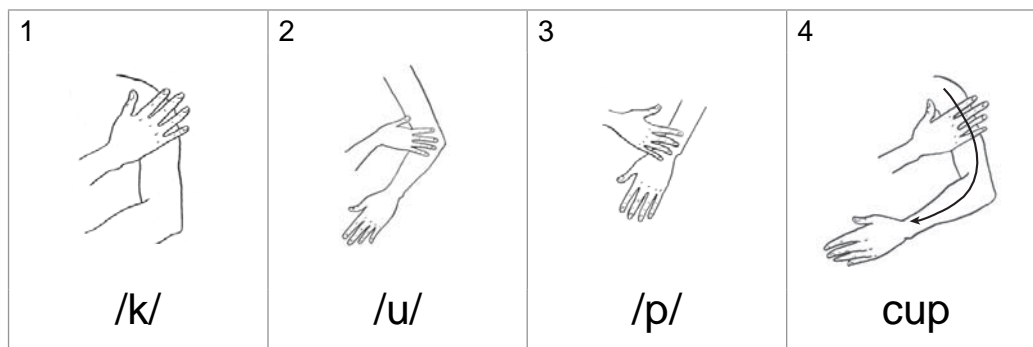
The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ **Blend sounds to form words using large motor gestures and blend sounds to form words that represent hidden pictures** (K.FL.PA.2)
- ✓ **Isolate the initial sounds of common objects by identifying pictures** (K.FL.PA.2d)
- ✓ **Hold a writing utensil with a tripod (or pincer) grip and draw canes** (K.FL.WC.4g)
- ✓ **Recognize and trace own name** (K.FL.WC.4g, K.FL.PC.1b)
- ✓ **Use spatial words, such as *top*, *bottom*, *left*, *right*, and *middle*, while practicing handwriting** (K.FL.PC.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	Sound Blending		5
	Practicing Blending	Mystery Pictures	Blending Picture Cards	10
	Listening to Beginning Sounds	Finding Things by Beginning Sound	Blending Picture Cards for <i>shell</i> , <i>sheep</i> , <i>ship</i> , <i>shed</i> , <i>knee</i> , <i>nose</i> , <i>knife</i> , <i>nut</i>	10
	Drawing Time	Drawing Canes on a Vertical Surface	Crayons; chart paper	10
		Cane Practice	Crayons; Worksheet 8.1; projection	15
	Writing Names	Name Tracing	Crayons; tracing paper; name cards	10
	Take-Home Material	Cane Practice	Worksheet 8.2	*

Sound Blending

- Follow the steps outlined in earlier lessons.



/m/:

- /m/ ... /ou/ ... /th/ > mouth
- /m/ ... /oo/ ... /n/ > moon
- /m/ ... /o/ ... /th/ > moth
- /m/ ... /i/ ... /s/ > mice

/f/:

- /f/ ... /i/ ... /sh/ > fish
- /f/ ... /i/ ... /v/ > five
- /f/ ... /a/ ... /n/ > fan
- /f/ ... /oo/ ... /t/ > foot

Practicing Blending

10 minutes

Mystery Pictures

Note: This exercise removes some of the visual scaffolding students have had in previous blending activities. In this exercise the pictures on the cards are not offered as clues to help with the blending but as rewards presented when blending is successful. This exercise strengthens students' blending skills without the use of visual clues.

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under "Blend Two or Three Sounds to Form a Word" and the activities in Unit 2, Section II of the *Assessment and Remediation Guide*.

Look for other opportunities during the school day to segment words students can then blend. When calling on Ben, ask for /b/ ... /e/ ... /n/. When it is time for gym, say it is time for /j/ ... /i/ ... /m/.

- Gather several of the Blending Picture Cards you have already used with students.
- Hold the cards so students cannot see the pictures.
- Tell students you will say the sounds in a word and you want them to blend the sounds to figure out what is on the card.
- Say the target word in a segmented fashion, e.g., /m/ ... /ou/ ... /th/.
- When a student answers correctly, reveal the card.
- For the sake of those who may be struggling, illustrate the blending process needed to identify the picture, using the arm gestures if you wish.
- Repeat with additional Blending Picture Cards.

Finding Things by Beginning Sound

Note: In this exercise students practice listening to beginning sounds in words.

- Gather the Blending Picture Cards listed in the following box.
- Mix up the pictures and place them face up on the floor.
- Review the names of the depicted items with students.
- Ask a student to find a picture of something beginning with either the /sh/ sound or the /n/ sound.

/sh/:

1. shell
2. sheep
3. ship
4. shed

/n/:

1. knee
2. nose
3. knife
4. nut

- Have the student name the picture.
- Repeat until all of the pictures have been identified.
- Extension: Add objects or additional pictures of objects starting with either of the target sounds.

Drawing Time

25 minutes

Drawing Canes on a Vertical Surface

10 minutes



If students have trouble drawing canes, you may draw stars on the paper to indicate where they should start each cane and dots to indicate where they should stop each cane.

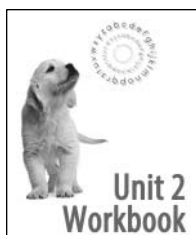
If students need additional practice with canes, you may use the exercises in the Targeted Support Stop and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

Note: The cane shape is similar to the stroke used in the letter 'f'.

- 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 cane on the board. Tell students a cane is made by drawing a small hump and continuing with a vertical line down. Point out that a cane looks a lot like a candy cane or a walking cane.
- Invite students to trace canes on their desks or in the air with their fingers.
- Have students draw canes on the chart paper.
- Circulate, correcting grips and assisting students as they draw canes.

Cane Practice

15 minutes



Worksheet 8.1

- Have students settle into the proper writing posture.
- Distribute and display Worksheet 8.1.
- Tell students the worksheet shows a box of candy canes, but some of the candy canes are missing.
- Tell students you are going to add the missing candy canes. They should do the same on their worksheets.
- Show students how to add candy canes to the box by tracing the dotted lines. As you draw, tell students you are adding candy canes to the box by drawing canes, starting at the stars.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Once students have finished the front of the worksheet, they should complete the back of the worksheet.
- Students may color the pictures and/or draw a picture containing at least one cane if time permits.

Writing Names

10 minutes

Name Tracing

If students need additional practice writing their names, you may use the Targeted Support Stop exercise “Edible Names” and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

- Provide each student with a sheet of tracing paper.
- Have each student trace his or her name.
- Instruct each student to write the first two letters of his or her name below the tracing and then trace the rest of his or her name.
- Have students repeat this process until they have filled up the rest of the tracing paper.
- Extension: Have each student glue pictures of items beginning with the same sound as his or her name to the tracing paper. Or have each student draw pictures of items beginning with the same sound as his or her name on the tracing paper.

Take-Home Material

Cane Practice

- Have students give Worksheet 8.2 to a family member.

Lesson 9

Sounds First Activities

Unit 2, Lesson 9

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Do this one first:	Repeat the procedure using these sentences:
<p>T: Last week I had a bad cold.</p> <p>S: repeat</p> <p>T: <i>had</i> (pause) <i>bad</i></p> <p>S: repeat</p>	<p>We'll take this peach and eat it on the beach.</p> <p>Do you see that little toad hopping across the road?</p> <p>My mother said my nose is red!</p> <p>Watch out for the frog sitting on the log.</p>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
<p>T: This morning I saw a bluebird flying in the sky.</p> <p>S: repeat</p> <p>T: Say bluebird but stomp on blue</p> <p>S: (stomp) bird</p>	<p>My mother carries her phone in her handbag.</p> <p>My sister has a classmate who loves to read with her.</p> <p>In the summer, I like to go barefoot on the beach.</p> <p>My mother has a toolbox full of good tools.</p>



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Do this one first:	Repeat the procedure using these sentences:
<p>T: Let's <u>pose</u> for a picture.</p> <p>S: repeat</p> <p>T: pose (while moving hand forward from mouth on a curve) /p/ (fist under chin) cut off the /p/</p> <p>T and S: (snipping motion) /ōse/ (moving hand forward away from mouth in the shape of a curve)</p>	<p>He scraped his chin when he fell.</p> <p>I like drinks with fizz in them.</p> <p>She hit the baseball out of the park.</p> <p>I usually rise pretty early in the morning.</p>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase.

Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: Kittens can cuddle caterpillars.





Lesson 9

Blending Prewriting

Objectives

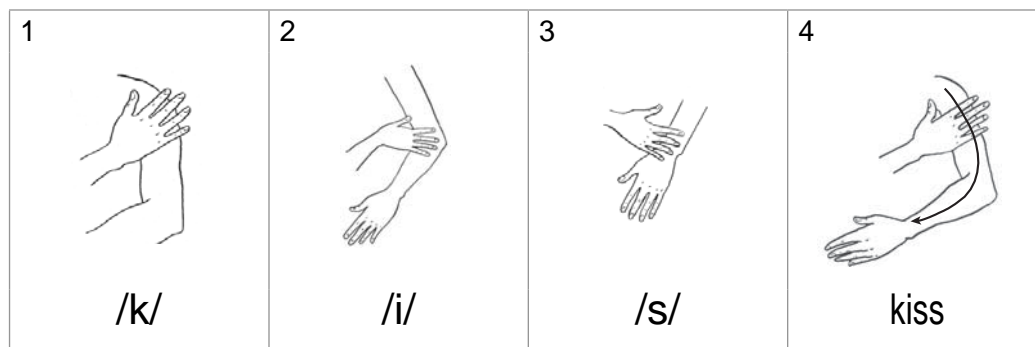
The following language arts objectives are addressed in this lesson. Objectives aligning with the Tennessee State Standards are noted with the corresponding standard in parentheses.

- ✓ Blend sounds to form words using large motor gestures and blend sounds to form words that represent hidden pictures (K.FL.PA.2)
- ✓ Add a phoneme to the end of each one-syllable word spoken and blend to create a new word (K.FL.PA.2e)
- ✓ Hold a writing utensil with a tripod (or pincer) grip and draw hooks (K.FL.WC.4g)
- ✓ Recognize and trace own name (K.FL.WC.4g, K.FL.PC.1b)
- ✓ Use spatial words, such as *top*, *bottom*, *left*, *right*, and *middle*, while practicing handwriting (K.FL.PC.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	Sound Blending		5
	Practicing Blending	Mystery Pictures	Blending Picture Cards	10
		Adding a Sound		10
	Drawing Time	Drawing Hooks on a Vertical Surface	Crayons; chart paper	10
		Hook Practice	Crayons; Worksheet 9.1; projection	15
	Writing Names	Name Tracing	Crayons; tracing paper; name cards	10
	Take-Home Material	Hook Practice	Worksheet 9.2	*

Sound Blending

- Follow the steps outlined in earlier lessons.



- | | |
|----------------------------------|--------------------------------|
| 1. /k/ ... /i/ ... /s/ > kiss | 5. /k/ ... /oe/ ... /t/ > coat |
| 2. /s/ ... /i/ ... /p/ > sip | 6. /n/ ... /u/ ... /t/ > nut |
| 3. /sh/ ... /ae/ ... /p/ > shape | 7. /z/ ... /oo/ ... /m/ > zoom |
| 4. /t/ ... /o/ ... /m/ > Tom | 8. /l/ ... /ie/ ... /k/ > like |

Practicing Blending

20 minutes

Mystery Pictures

10 minutes

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under "Blend Two or Three Sounds to Form a Word" and the activities in Unit 2, Section II of the *Assessment and Remediation Guide*.

Look for other opportunities during the school day to segment words students can then blend. When calling on Ben, ask for /b/ ... /e/ ... /n/. When it is time for gym, say it is time for /j/ ... /i/ ... /m/.

- Gather several of the Blending Picture Cards you have already used with students.
- Hold the cards so students cannot see the pictures.
- Tell students you will say the sounds in a word and you want them to blend the sounds to identify the picture on the card.
- Say the target word in a segmented fashion, e.g., /m/ ... /ou/ ... /th/.
- When a student answers correctly, reveal the card.
- For the sake of those who may be struggling, illustrate the blending process needed to identify the picture, using the arm gestures.
- Repeat with additional Blending Picture Cards.
- Variation: If students are able to blend successfully and identify pictures they have seen previously, you may begin to introduce cards they have not seen before.

Adding a Sound

10 minutes

Note: In this exercise students will learn to add a sound to the end of a word to make a new word. This will strengthen their blending skills.

- Explain that a sound can be added to a word to make a new word.
- Say *lie*. Have students repeat the word.
- Ask students to name the word you would make by adding the /f/ sound to the end of *lie* (*life*).
- If students are unable to answer, say the word in a segmented fashion: *lie . . . /f/*.
- Repeat with the remaining words.
- Extension: Once students have said the new word, invite them to discuss its meaning or use it in a sentence.

- | | |
|----------------------------|----------------------------|
| 1. lie > life (/f/ added) | 6. say > safe (/f/ added) |
| 2. lie > lime (/m/ added) | 7. say > same (/m/ added) |
| 3. lie > line (/n/ added) | 8. say > save (/v/ added) |
| 4. lie > lies (/z/ added) | 9. say > sail (/l/ added) |
| 5. lie > light (/t/ added) | 10. say > sane (/n/ added) |

Drawing Time

25 minutes

J

Drawing Hooks on a Vertical Surface

10 minutes

Note: Drawing hooks will prepare students to write letters such as 'g', 'j', and 'J'.

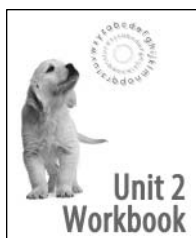
If students have trouble drawing hooks, you may draw stars on the paper to indicate where they should start each hook and dots to indicate where they should stop each hook.

If students need additional practice with hooks, you may use the exercises in the Targeted Support Stop and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

- 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 hook on the board. Tell students a hook is made by drawing a vertical line down and a small cup—it looks a lot like a fishhook.
- Invite students to trace hooks on their desks or in the air with their fingers.
- Have students draw hooks on the chart paper.
- Circulate, correcting grips and assisting students as they draw hooks.

Hook Practice

15 minutes



Worksheet 9.1

If students need additional practice making the handwriting strokes without dotted guidelines, you may use the exercises in the Targeted Support Stop and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

- Have students settle into the proper writing posture.
- Distribute and display Worksheet 9.1.
- Explain that the worksheet shows some fishing lines, but each fishing line is missing its fishing hook.
- Tell students you are going to add a fishing hook to each fishing line. They should do the same on their worksheets.
- Show students how to add a fishing hook to one of the fishing lines by tracing the dotted line. As you draw, explain that you are adding a fishing hook to the fishing line by drawing a hook, starting at the star.
- Continue demonstrating (providing guided practice) until students are ready to work independently.
- Once students have finished the front of the worksheet, they should complete the back of the worksheet.
- Students may color the pictures and/or draw a picture containing at least one hook if time permits.

Writing Names

10 minutes

Name Tracing

If students need additional practice writing their names, you may use the Targeted Support Stop exercise "Edible Names" and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

- Provide each student with a sheet of tracing paper.
- Have each student trace his or her name.
- Instruct each student to write the first three letters of his or her name below the tracing and then trace the rest of his or her name.
- Have students repeat this process until they have filled up the rest of the tracing paper.
- Extension: Have each student glue pictures of items beginning with the same sound as his or her name to the tracing paper. Or have each student draw pictures of items beginning with the same sound as his or her name on the tracing paper.

Take-Home Material

Hook Practice

- Have students give Worksheet 9.2 to a family member.

Lesson 10

Sounds First Activities

Unit 2, Lesson 10

Rhyme Activity: Feel the Rhyme.

Skill: Rhyme repetition. Support students' ability to recognize rhyming words.

Do this one first:	Repeat the procedure using these sentences:
<p>T: Cover your mouth, please, when you sneeze.</p> <p>S: repeat</p> <p>T: <i>please</i> (pause) sneeze</p> <p>S: repeat</p>	<p>What's the name of that new game?</p> <p>The little brown cat sat on the mat.</p> <p>All the men counted to ten.</p> <p>What's that thing stuck on my ring?</p>



Manipulating Syllables: Leave a Syllable Off.

Skill: Delete one syllable in a two-syllable compound word.

Directions: See the box on the left side of the table for the procedure. Remember, sometimes the first syllable is targeted, while sometimes it is the second.

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>Uh, oh. Is that a raindrop I feel?</i></p> <p>S: repeat</p> <p>T: Say raindrop but stomp on drop.</p> <p>S: rain (stomp)</p>	<p>My brother wrote a story in his notebook.</p> <p>Let's build a snowman.</p> <p>My brother has a skateboard.</p> <p>There's a bug on my windshield!</p>



Manipulating Phonemes: Cut Off the Sound Part 1.

Skill: Delete a single phoneme onset from a one-syllable word (i.e. onsets with just one sound, no blends). Ex: *Fall* to *all*.

Important: This is the same as the previous two lessons. At this point, you can release responsibility for the last step to the students (see left hand column in the table).

Do this one first:	Repeat the procedure using these sentences:
<p>T: <i>I should have shown you this before.</i></p> <p>S: repeat</p> <p>T: <i>shown</i> (while moving hand forward from mouth on a curve) /sh/ (fist under chin) <i>cut off the</i> /sh/</p> <p>S: (snipping motion) /own/ (moving hand forward away from mouth in the shape of a curve)</p>	<p><i>I don't want to leave, but it's late.</i></p> <p><i>I bit my tongue by accident when I was eating.</i></p> <p>The wheel spun around and around.</p> <p>I found my seat in the movie theater.</p>



Alliteration: Silly Sentences.

Support students' ability to recognize the repeated initial sound in multiple words in a phrase. Teacher leads, students follow. Say the sentence first, then the alliterative sounds in isolation.

Sentence: My momma made massive meatballs.





Lesson 10

Blending 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.

- ✓ **Blend sounds to form words using large motor gestures and blend sounds to form words that represent common classroom objects** (K.FL.PA.2)
- ✓ **Add initial or final phonemes to spoken one-syllable words and blend to create a new word** (K.FL.PA.2e)
- ✓ **Recognize and trace own name** (K.FL.WC.4g, K.FL.PC.1b)
- ✓ **Use spatial words, such as *below*, while practicing handwriting** (K. FL.PC.1a)

At a Glance		Exercise	Materials	Minutes
	Warm-Up	Sound Blending		5
	Practicing Blending	I Spy		10
		Adding a Sound		10
	Writing Names	Name Tracing	Crayons; tracing paper; name cards	10
	Student Performance Task Assessment	Student Performance Task Assessment	Part One: Worksheets 10.1, 10.2; crayons; Part Two: Worksheet 10.3; crayons	25
	Take-Home Material	Beginning/End Recognition	Worksheet 10.4	*

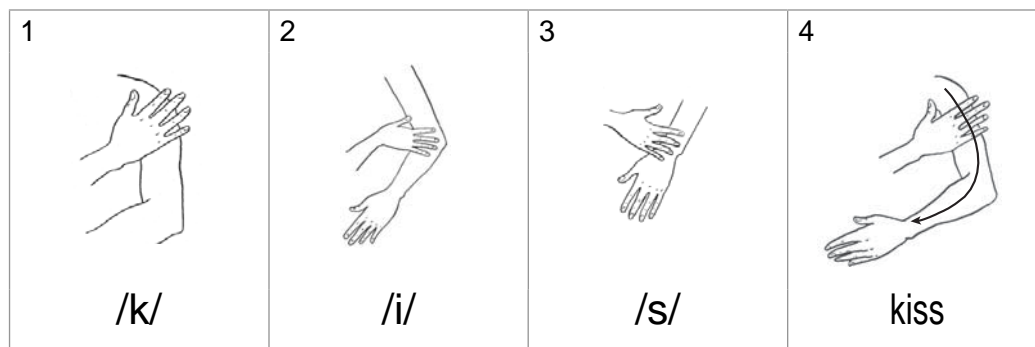
Note to Teacher

This is the last lesson in Unit 2. During this lesson, you will assess students to determine their readiness for Unit 3.

The Unit 2 Student Performance Task Assessment has two parts. Part One tests students' ability to draw strokes and shapes taught in the first two units. Part Two tests students' ability to blend sounds to form words.

Sound Blending

- Follow the steps outlined in Lesson 5.



- | | |
|----------------------------------|--------------------------------|
| 1. /k/ ... /i/ ... /s/ > kiss | 5. /k/ ... /oe/ ... /t/ > coat |
| 2. /s/ ... /i/ ... /p/ > sip | 6. /n/ ... /u/ ... /t/ > nut |
| 3. /sh/ ... /ae/ ... /p/ > shape | 7. /z/ ... /oo/ ... /m/ > zoom |
| 4. /t/ ... /o/ ... /m/ > Tom | 8. /l/ ... /ie/ ... /k/ > like |

Practicing Blending

20 minutes

I Spy

10 minutes

If students need additional blending practice, you may use any of the Targeted Support Stop exercises listed under “Blend Two or Three Sounds to Form a Word” and the activities in Unit 2, Section II of the *Assessment and Remediation Guide*.

Look for other opportunities during the school day to segment words students can then blend. When calling on Ben, ask for /b/ ... /e/ ... /n/. When it is time for gym, say it is time for /j/ ... /i/ ... /m/.

Note: This exercise will strengthen students’ blending skills.

- Look around the room and mentally note items with names containing three sounds, e.g., a book, a rug, a light, a pen, a box, etc.
- Say to the class, “I spy with my little eye a /b/ ... /oo/ ... /k/.”
- Have students blend the word, using the arm motions, and point to the object in the room.
- Repeat until students have had sufficient blending practice.
- Extension: Instead of choosing classroom objects, tell students you are thinking of colors, animals, or numbers. This gives students less support because there are no visual clues.

Adding a Sound

10 minutes

- Remind students a sound can be added to a word to make a new word.
- Say *ray*. Have students repeat the word.
- Ask students to name the word you would make by adding the /n/ sound to the end of *ray* (*rain*).
- If students are unsure, say the word in a segmented fashion: *ray* . . . /n/.
- Repeat with the remaining words.
- Note items 6–10 involve adding a sound to the beginning of a word as opposed to the end. Be sure to explain this to students.
- Extension: Once students have said the new word, invite them to discuss its meaning or use it in a sentence.

- | | |
|----------------------------|------------------------------|
| 1. ray > rain (/n/ added) | 6. eat > meat (/m/ added) |
| 2. ray > raise (/z/ added) | 7. eat > feet (/f/ added) |
| 3. ray > race (/s/ added) | 8. eat > seat (/s/ added) |
| 4. ray > rake (/k/ added) | 9. eat > neat (/n/ added) |
| 5. ray > rail (/l/ added) | 10. eat > sheet (/sh/ added) |

Writing Names

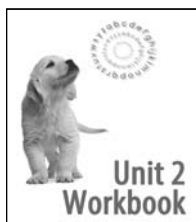
10 minutes

Name Tracing

If students need additional practice writing their names, you may use the Targeted Support Stop exercise “Edible Names” and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*.

- Provide each student with a sheet of tracing paper.
- Have each student trace his or her name.
- Instruct each student to write the first four letters of his or her name below the tracing and trace the rest of his or her name.
- Have students repeat this process.
- Extension: Have each student glue pictures of items beginning with the same sound as his or her name on the tracing paper. Or, have each student draw pictures of items beginning with the same sound as his or her name on the tracing paper.

10 Student Performance Task Assessment Unit 2



Worksheets 10.1, 10.2, 10.3

Students have practiced blending the first four items listed for Part One of the assessment during Picture Card Blending, but they have not practiced blending the last four items. The last four items are particularly important because they test each student's ability to generalize what they have learned.

Part One

- Distribute Worksheets 10.1 and 10.2.
- Ask students to print their names on the worksheets; provide assistance for those who need it.
- Provide each student with a small piece of crayon.
- Instruct students to copy each shape on the worksheets.
- Use the assessment to guide remediation and reteaching; keep copies of the assessment in your assessment portfolio.

Part Two

- Distribute Worksheet 10.3.
- Ask students to print their names on the worksheet; provide assistance for those who need it.
- Tell students you are going to say eight groups of sounds. They should blend each group of sounds in their heads to make a word and circle the matching picture on the worksheet.
- Tell students to look at the first row of pictures.
- Instruct students to circle the picture of the /n/ . . . /ee/.
- Complete the remaining rows.

- | | |
|-------------------------------------|-------------------------------------|
| 1. /n/ . . . /ee/ (knee) | 6. /h/ . . . /ou/ . . . /s/ (house) |
| 2. /m/ . . . /oo/ . . . /n/ (moon) | 7. /p/ . . . /i/ . . . /g/ (pig) |
| 3. /f/ . . . /i/ . . . /sh/ (fish) | 8. /m/ . . . /ou/ . . . /s/ (mouse) |
| 4. /n/ . . . /ie/ . . . /f/ (knife) | 9. /k/ . . . /a/ . . . /t/ (cat) |
| 5. /sh/ . . . /oo/ (shoe) | 10. /k/ . . . /ae/ . . . /k/ (cake) |

Interpretation

Part One—Writing Strokes

Assign the following points for each rating. Please refer to the scoring guide at the end of this lesson.

Not Yet Ready (NYR)	0
Progressing (P)	0.5
Ready (R)	1

Excellent	12–16 points
Good	8–11 points
Weak	7 or fewer points

Make note of the particular writing strokes continuing to pose challenges for students and provide additional practice in forming those specific writing strokes.

For students whose performance falls in the weak range, provide additional practice suggested in the Targeted Support Stop section entitled, “Draw/Trace” and the activities in Unit 2, Section III of the *Assessment and Remediation Guide*. You may also want to provide additional fine motor skill reinforcement by offering the following activities: kneading playdough to make shapes, using tweezers to pick up bits of crumpled paper, transferring water from one container to another using an eyedropper, cutting and pasting, hole punching, lacing hole punched cards, stringing beads, or playing with pegs and pegboard.

Excellent	8–10 points
Good	6–7 points
Weak	5 or fewer points

Make note of any error patterns you notice for particular students. For example, are students confused by words that end the same, i.e., choosing *bee* for *knee* or spoon for *moon*? This might indicate the student is not paying attention to the beginning sound. Or, is the opposite true with students disregarding the ending sound, i.e., choosing *nine* for *knife* or *ship* for *shoe*?

Provide practice for students whose performance falls in the weak range using any of the following Targeted Support Stop sections: “Blend Syllables to Form Words,” “Blend Two or Three Sounds to Form a Word,” or “Recognizing the Beginning Sound in a Word.” You may also use the activities in Unit 2, Section II of the *Assessment and Remediation Guide*.

Take-Home Material

Beginning/End Recognition





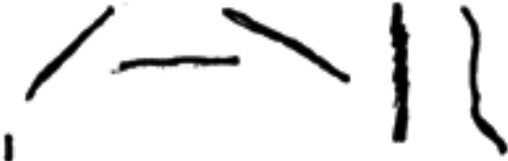
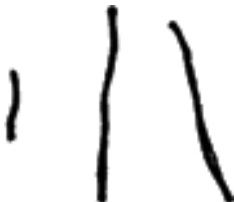



- Have students give Worksheet 10.4 to a family member.

Writing Strokes: Class Summary Sheet

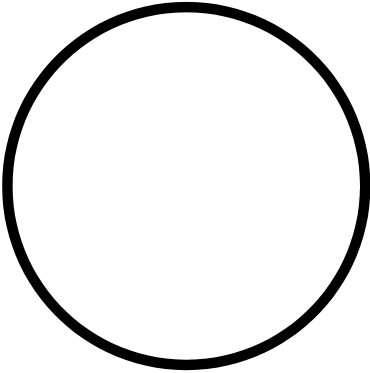



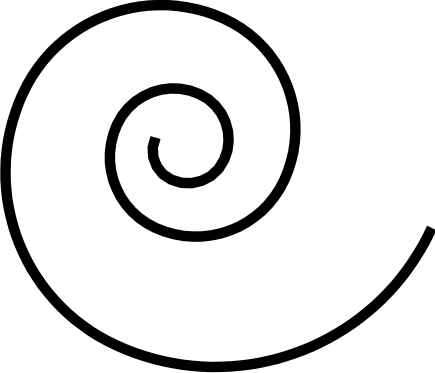

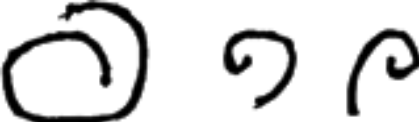

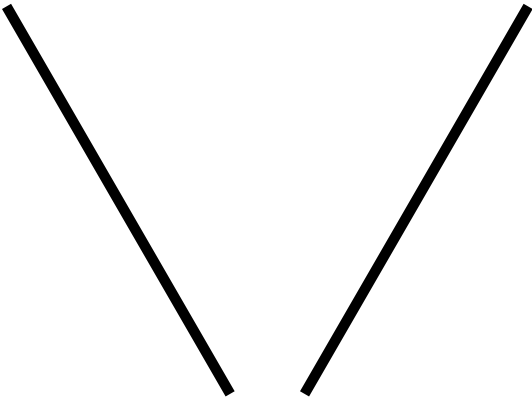
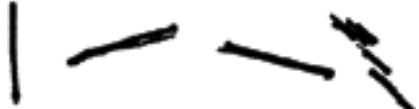


Name																
																horizontal line
																vertical line
																dot
																circle
																spiral
																diagonal lines
																zigzag
																moon
																plus sign
																cane
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																star
																Total

Writing Strokes Scoring Guide:

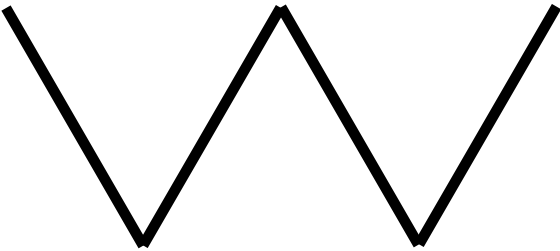



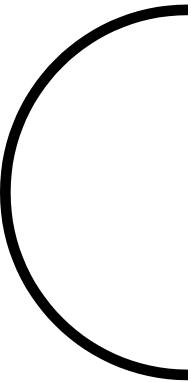


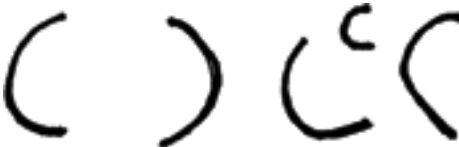
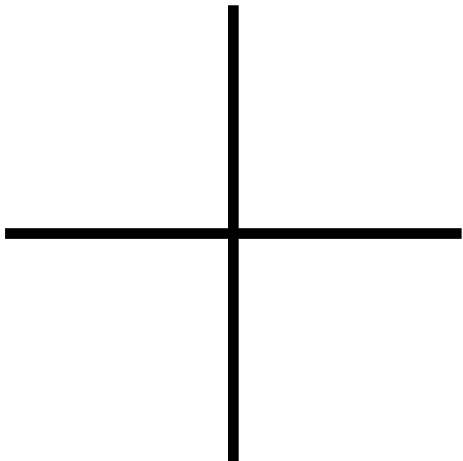
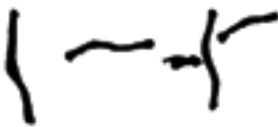

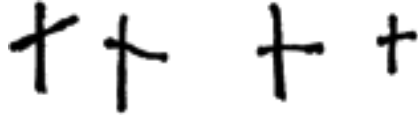
Rate each student's attempt to copy each writing stroke as Not Yet Ready (NYR), Progressing (P), or Ready (R).

	<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> 





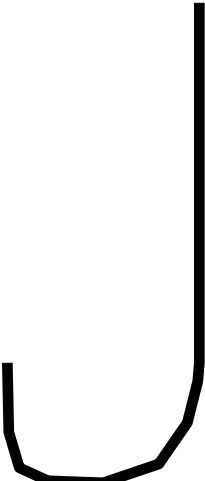



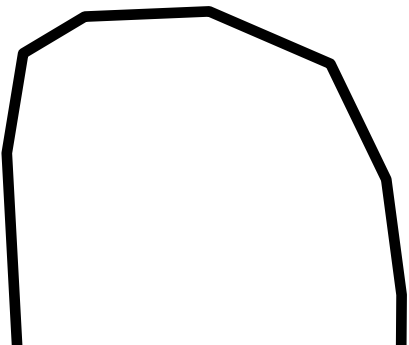

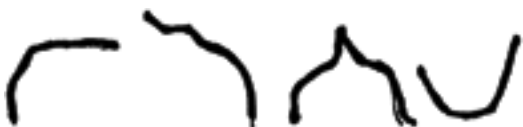

Writing Strokes Scoring Guide Continued

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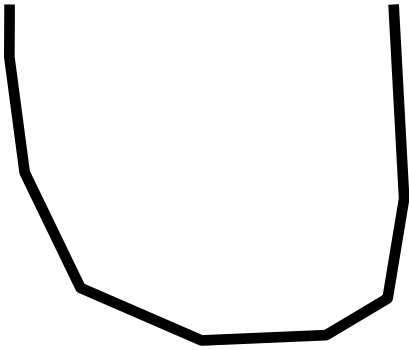







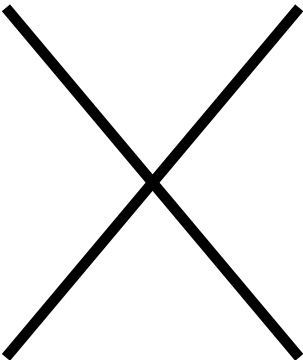

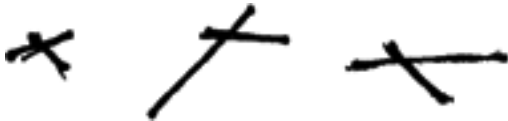
Writing Strokes Scoring Guide Continued

	<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>

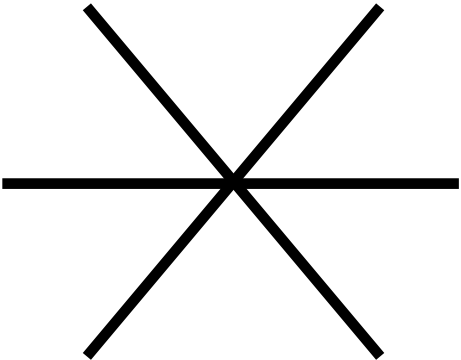



Writing Strokes Scoring Guide Continued

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	<p>NYR:</p>  <hr/> <p>P:</p>  <hr/> <p>R:</p> 
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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> 
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Unit 2 Targeted Support Stop

With the conclusion of Unit 2, if a significant number of students are having difficulty with any of the objectives, pause here and spend additional days reviewing the material. You may have the students complete any combination of exercises listed below, in any order. The exercises are listed under the unit objectives they satisfy. Procedures are not reprinted for exercises that are included in the Unit 2 lessons. Instead, we simply list the lessons where the exercises can be found. Exercises not included in the Unit 2 lessons, however, have procedures printed here.

Targeted Support Stop Topic Guide

Blend Syllables to Form Words

Syllable Blending	Lessons 1, 2, 3
Tap and Chase	Lessons 1, 2
Blending Syllables	Lessons 1, 2, 3; Page 61

Blend Two or Three Sounds to Form a Word

Blending Sounds	Lessons 3–10; Page 62
Picture Card Blending	Lessons 3–7
Adding Sounds	Lessons 9, 10
I Spy	Lesson 10
Mystery Pictures	Lessons 8, 9
Mystery Bag	Page 62
Have You Ever?	Page 63
Cut Up Pictures	Page 63
Touch It!	Page 63
Clapping and Slapping Sounds	Page 64
I'm Going on a Trip	Page 64
Relay Blending	Page 64
Nursery Rhyme Blending	Page 64
Name Blending	Page 65

Recognize the Beginning Sound in a Word

Mixed-Up Monster	Lesson 4
If Your Name Starts With...	Lesson 5
Guess Who?	Lesson 6
Finding Things by Beginning Sound	Lessons 7, 8

Track from Left to Right and Top to Bottom

Tracing Lines	Page 65
Color Strips	Page 66
Tracking Practice	Page 66

Draw/Trace

Tracing and Copying	Page 66; Worksheets PP1–PP5
Drawing on a Vertical Surface	Page 66
Drawing on a Horizontal Surface	Page 66
Decorating with the Writing Strokes	Page 67; Worksheets PP9–PP12
Tray Tracing	Page 67

Differentiate Shapes

Differentiating Shapes I	Page 67; Worksheet PP6
Differentiating Shapes II	Page 67; Worksheet PP7

Recognize the Beginning, Middle and End of a Row

Beginning/Middle/End Recognition	Page 68; Worksheet PP8
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Recognize Own Name in Print and Trace It

Name Tracing	Lessons 5–10
Edible Names	Page 68

Blend Syllables to Form Words

Syllable Blending

- See Lessons 1, 2, and 3.

Tap and Chase

- See Lessons 1 and 2.

Blending Syllables

- See Lessons 1, 2, and 3.

- | | |
|-----------------------------------|-------------------------------|
| 1. arm . . . pit > armpit | 6. cow . . . boy > cowboy |
| 2. base . . . ball > baseball | 7. home . . . sick > homesick |
| 3. dough . . . nut > doughnut | 8. mail . . . man > mailman |
| 4. earth . . . quake > earthquake | 9. row . . . boat > rowboat |
| 5. bed . . . time > bedtime | 10. fire . . . fly > firefly |

Blend Two or Three Sounds to Form a Word

Blending Sounds

- See Lessons 3–10.

- | | |
|--------------------------|--------------------------|
| 1. /i/ . . . /f/ > if | 6. /m/ . . . /ie/ > my |
| 2. /m/ . . . /ae/ > may | 7. /t/ . . . /oe/ > toe |
| 3. /sh/ . . . /ie/ > shy | 8. /l/ . . . /ie/ > lie |
| 4. /i/ . . . /z/ > is | 9. /h/ . . . /ee/ > he |
| 5. /s/ . . . /ee/ > see | 10. /t/ . . . /oo/ > two |

Picture Card Blending

- See Lessons 3–7.

Adding Sounds

- See Lessons 9 and 10.

I Spy

- See Lesson 10.

Mystery Pictures

- See Lessons 8 and 9.

Mystery Bag

You may add riddles to this game. For example, say, “I’m holding something you can write with. It sounds like /p/.../e/.../n/.” Be careful not to overemphasize the riddles. The point of this exercise is to allow students to practice blending.

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

Have You Ever?

Variation: Sing the following verse to the tune of “The Wheels on the Bus.”

The sounds in the word go

/d/.../o/.../g/,

/d/.../o/.../g/,

/d/.../o/.../g/,

The sounds in the word go

/d/.../o/.../g/.

Can you guess that word?

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

Have you ever seen a /k/ . . . /a/ . . . /t/, /k/ . . . /a/ . . . /t/, /k/ . . . /a/ . . . /t/?

Have you ever seen a /k/ . . . /a/ . . . /t/?

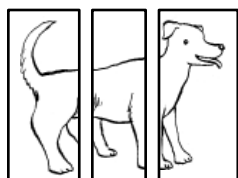
What did you see?

- Have the class answer the last line with the blended word (*cat*).
- Repeat using three-sound words, e.g., *dog*, *fish*, *moth*, *rose*, etc.

Cut Up Pictures

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

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



Touch It!

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

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

Clapping and Slapping Sounds

Note: This exercise allows students to “feel” sounds by clapping them.

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

I’m Going on a Trip

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

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

Relay Blending

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

Nursery Rhyme Blending

Look for other opportunities during the school day to segment words students can blend. When calling on Ben, ask for /b/ . . . /e/ . . . /n/. When it is time for gym, say it is time for /j/ . . . /i/ . . . /m/, etc.

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

Treats/er/(as in her),
/ar/(as in car), and /or/
(as in for) as single vowel
sounds rather than
vowel + consonant
combinations. This is
because adjacent sounds
slightly alter each
other—a process
referred to as co-
articulation. Occasionally
co-articulation occurs to
such a degree that a new
phoneme is created. This
is the case with

Name Blending

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

- Pick a student's name that contains only two or three sounds, e.g., *Sue* (/s/ /oo/) or *Ben* (/b/ /e/ /n/).
- Say the name in a segmented fashion and ask students to raise their hands if they know what name you said.
- Once you have finished segmenting the two- and three-sound names, proceed to the longer ones.

Note: Practice segmenting the students' names in advance. With practice it will become automatic and will not require additional preparation.

Recognize the Beginning Sound in a Word

Mixed-Up Monster

- See Lesson 4.

If Your Name Starts With . . .

- See Lesson 5.

Guess Who

- See Lesson 6.

Finding Things by Beginning Sound

- See Lesson 7 for /m/ and /f/ and Lesson 8 for /sh/ and /n/, or do this exercise with pictures for other target sounds.

Track from Left to Right and Top to Bottom

Tracing Lines

- Draw a straight line, a zigzag, and a wavy line horizontally on a sheet of paper.
- Photocopy the sheet.
- 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.

- Variation: Laminate the sheets to allow students to practice the exercise repeatedly with dry-erase markers.

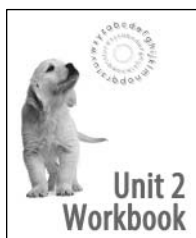
Color Strips

- 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. The middle dots should be other colors. All students’ strips should be the same color sequence.
- 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.

Tracking Practice

- Reuse Worksheet 1.2.

Draw/Trace



Worksheets PP1–PP5

Tracing and Copying

- Distribute Worksheets PP1, PP2, PP3, PP4 or PP5.
- Have students first trace and then copy the strokes.
- Variation: Laminate the sheets to allow students to practice the exercise repeatedly with dry-erase markers.

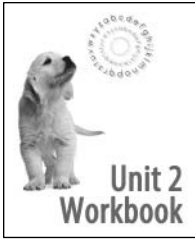
Drawing on a Vertical Surface

- Have students draw cups (see Lesson 1), humps (see Lesson 2), zigzags (see Lesson 3), wavy lines (see Lesson 4), spirals (see Lesson 5), +’s (see Lesson 6), ✕’s (see Lesson 6), loops (see Lesson 7), canes (see Lesson 8), or hooks (see Lesson 9) on pieces of chart paper taped to the wall.

Drawing on a Horizontal Surface

- Have students sit at their desks and draw cups (see Lesson 1), humps (see Lesson 2), zigzags (see Lesson 3), wavy lines (see Lesson 4), spirals (see Lesson 5), +’s (see Lesson 6), ✕’s (see Lesson 6), loops (see Lesson 7), canes (see Lesson 8), or hooks (see Lesson 9) on sheets of paper.

Decorating with the Writing Strokes



Worksheets PP9–PP12

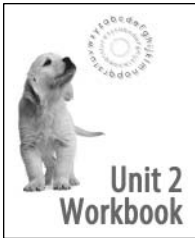
- Using Worksheets PP9, PP10, PP11 and/or PP12, tell students to use different color crayons to make their choice of any combination of the writing strokes to decorate the interior of the large shapes on the worksheets. Provide a display of the all the writing strokes students have learned thus far to remind them of their many choices. You may want to demonstrate making small controlled writing strokes to fill the space. Students may also find it enjoyable to create simple patterns of different color writing strokes.

Tray Tracing

- Give each student a shallow tray containing sand or rice.
- Have students trace any of the Unit 2 shapes in the sand or rice.

Differentiate Shapes

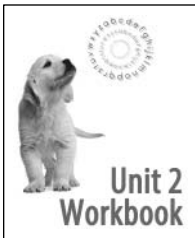
Differentiating Shapes I



Worksheet PP6

- Distribute Worksheet PP6.
- For each row, have students circle the shape that is the same as the shape on the left and cross out the two shapes that are different.

Differentiating ShapesII

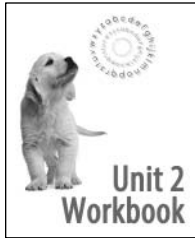


Worksheet PP7

- Distribute Worksheet PP7.
- For each row, have students circle the shape that is the same as the shape on the left and cross out the shape that is different.

Recognize the Beginning, Middle, and End of a Row

Beginning/Middle/End Recognition



Worksheet PP8

- Distribute Worksheet PP8.
- Tell students to look at the first row.
- Have students color the item at the *beginning* of the row green.
- Have students color the item in the *middle* of the row yellow.
- Have students color the item at the *end* of the row red.
- Complete the remaining rows. Make sure to emphasize the terms *beginning*, *middle*, and *end*.

Recognize Own Name in Print and Trace It

Name Tracing

- See Lessons 5–10.

Edible Names

- Give each student a paper plate or a paper towel and an assortment of round and linear cereal, crackers, and/or pretzels.
- Ask students to “write” their names using the snacks.

Note: Be aware of food allergies.

Inedible Names

- If you are concerned about using food then, have students write their names using different materials, e.g., paint, shaving cream, pipe cleaners, playdough, chalk, etc. To make this a bit more challenging, have students write their names with their eyes closed.

Appendix A: More on Sounds and Blending

Vowel Sounds and Consonant Sounds

If you begin with sounds, and then teach the spellings that stand for those sounds, you will need to have a working knowledge of the sounds of English to teach the supplement effectively. Surprisingly, most speakers of English have only partial knowledge of the sounds of English. We use the sounds of the language every day, but most of us are not actually aware of them unless we have reason to be. When we speak and listen, we focus on meaning, not sounds. If English had a writing system that set down symbols for syllables, there would probably be no need to be aware of individual sounds. However, because our writing system is a way of setting down symbols that stand for individual sounds, it is important that both you and your students be aware of the individual sounds that make up English words.

Linguists refer to single sounds in words as *phonemes*. This is a term we use occasionally in the instructional materials. With students, however, you may prefer to use the word *sound*. In this supplement we use a 44-phoneme classification scheme.

English phonemes are divided into two categories, vowel sounds and consonant sounds. The /a/ sound in *at* is a vowel sound; the /t/ sound is a consonant sound. Vowel sounds are made with an open mouth and an unobstructed flow of air. They are the phonemes that tend to get the emphasis when we sing or stretch out a word. By contrast, consonant sounds are made by closing parts of the mouth together, which causes either a partial or a complete blockage of the airflow. Some consonant sounds can be stretched out, but many others are quick sounds that last only a split second and cannot be stretched out.

In the United States, we are in the habit of referring to the letters of the alphabet as “vowels” and “consonants.” Thus, people often say that the letter ‘a’ is a vowel and the letter ‘p’ is a consonant. Many of us were taught that the vowels of English are ‘a’, ‘e’, ‘i’, ‘o’, ‘u’—and sometimes ‘y’ and ‘w’. What we really should say is the letters ‘a’, ‘e’, ‘i’, ‘o’, ‘u’—and sometimes ‘y’ and ‘w’—are used to stand for vowel sounds. This tendency to speak as if vowels and consonants were letters, as opposed to sounds, leads to confusion and misunderstanding.

In this supplement we use the terms *vowel* and *consonant* to refer to sounds rather than letters. To avoid ambiguity and make it clear, we generally avoid the ambiguous nouns *vowel* and *consonant*, preferring the more specific noun phrases *vowel sound* and *consonant sound*.

The Consonant Sounds of English

Table 1 shows the consonant sounds of English, each with its basic code spelling and a sample word. The basic code spelling is the most common, or least ambiguous, spelling for a sound. It is also the first spelling for the sound taught in this supplement.

Table 1

Phoneme	Basic Code Spelling(s)	Sample Word(s)
/b/	'b'	bib
/ch/	'ch'	chip
/d/	'd'	dad
/f/	'f'	fish
/g/	'g'	gig
/h/	'h'	hip
/j/	'j'	jam
/k/	'c', 'k'	cab, kit
/l/	'l'	lip
/m/	'm'	mom
/n/	'n'	nun
/ng/	'ng'	sing
/p/	'p'	pop
/qu/	'qu'	quit
/r/	'r'	red
/s/	's'	sis
/sh/	'sh'	shush
/t/	't'	tot
/th/	'th'	thin
/th/	'th'	them
/v/	'v'	vet
/w/	'w'	win
/x/	'x'	box
/y/	'y'	yes
/z/	'z'	zip
/zh/	(none)	treasure

As you study this table, notice the sounds are written inside slashes. This notation makes it possible to distinguish sounds from spellings, which are written inside single quotation marks. These styles are used throughout the instructional materials: /m/ refers to the sound “mmm”; ‘m’ refers to the most common way to spell that sound.

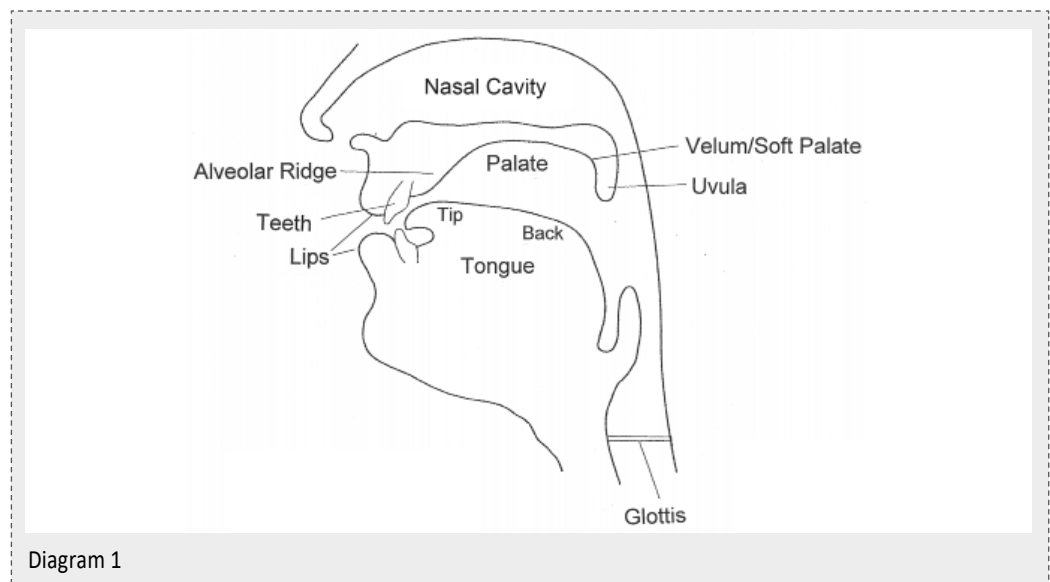
All of these consonant sounds are taught in Kindergarten, with the exception of /zh/ as in *treasure*, which is very rare and spelled inconsistently. It should be pointed out that two of the sounds listed in Table 1 are actually **sound combinations** rather than single sounds:

- /x/ is really /k/ + /s/
- /qu/ is really /k/ + /w/

However, these are taught in the supplement as if they were single sounds. The first, /x/, is so taught because it is usually written with the letter 'x', and the second, /qu/, because it is almost always written with the letters 'qu'. Because these sound combinations are usually written with indivisible spellings, they are taught as if they are indivisible sounds.

Parts of the Mouth

Diagram 1 shows the parts of the mouth involved in producing the consonant sounds of English.



Most of the parts of the mouth in this diagram will be familiar. A few may not be:

- The alveolar ridge is the part of the roof of the mouth right behind the front teeth. When you run your tongue from the upper front teeth back, you can feel it as a bump.
- The palate is the hard central part of the roof of the mouth.
- The velum, or soft palate, is the rear roof of the mouth. It is softer than the hard palate. You can feel the difference between the hard and soft palate, when you run your tongue along the roof of the mouth backwards as far as you can.
- The uvula is the dangly set of muscles that hang from the velum.
- The glottis is the space between the vocal cords inside the voice box.
- These terms are frequently used in the paragraphs that follow to describe the point of articulation for the sounds of the English language.

Voiced and Unvoiced Sounds

Some of the consonant sounds listed in Table 1 are related to one another because they are made with the same parts of the mouth, or with the mouth in the same position. For example, /z/ and /s/ are both made by placing the tongue just behind the upper teeth, on the alveolar ridge. The only difference is that /z/ is buzzier sounding because the vocal chords vibrate when you make this sound. Linguists say that /z/ is *voiced* and /s/ is *unvoiced*, or *voiceless*.

Table 2 shows the consonant sounds of English. It also provides information about which parts of the mouth are involved in making each consonant sound, which consonants are voiced, and which are unvoiced.

Voiced sound	Unvoiced sound	Place of articulation	Manner of articulation	Air through nose?
/b/	/p/	both lips	plosive	no
/d/	/t/	alveolar ridge	plosive	no
/g/	/k/	velum/soft palate	plosive	no
/j/	/ch/	alveolar ridge/palate	affricate	no
/zh/	/sh/	alveolar ridge/palate	fricative	no
/z/	/s/	alveolar ridge	fricative	no
/v/	/f/	lower lip and upper teeth	fricative	no
/th/	/th/	tongue between teeth	fricative	no
	/h/	glottis	fricative	no
/w/		both lips and velum/soft palate	fricative	no
/m/		both lips	continuous (nasal)	yes
/n/		alveolar ridge	continuous (nasal)	yes
/ng/		velum/soft palate	continuous (nasal)	yes
/l/		alveolar ridge	continuous (non-nasal)	no
/r/		alveolar ridge/palate	continuous (non-nasal)	no
/y/		palate	continuous (non-nasal)	no

It is important for you to be able to hear the difference between the voiced and unvoiced sounds in the first eight rows of Table 2. To do so, you may find it helpful to alternately pronounce voiced and unvoiced sounds while pressing your fingertips against your ears and pressing your palms against your cheeks. This makes it easier to hear—and feel—the voicing.

The voicing is easiest to hear for the fricative pairs (/zh/ and /sh/, /z/ and /s/, /v/ and /f/, voiced /th/ and voiceless /th/) because these sounds can be stretched out and continued for several seconds. Once you can hear the difference between these pairs of sounds, try to hear the difference between the affricate pair, /j/ and /ch/, and the plosive pairs (/b/ and /p/, /d/ and /t/, /g/ and /k/). The voicing for the voiced plosive sounds /b/, /d/, /g/, and /j/ is harder to hear because these sounds are made with a little puff of air and cannot be stretched out. This means you have only a split second to hear the voicing.

The other information in Table 2 is less essential, but it may be useful to you in various ways. Some of the terms require explanation.

How the Consonant Sounds Are Made

The sounds are grouped into four categories: plosives, affricates, fricatives, and continuous sounds.

The word *plosive* comes from the same root as *explosive*. Plosive sounds are made with a short burst of air, like a short explosion bursting out of the mouth. They do not last long and cannot be stretched out.

As Table 2 shows, there are three pairs of plosives, each of which is distinguished by the presence or absence of voicing.

- The sounds /b/ and /p/ are made with both lips. The lips are pressed together; air is held back behind the lips and then suddenly released.
- The sounds /d/ and /t/ are made by pressing the tip of the tongue against the alveolar ridge, which is the part of the mouth just behind your upper teeth (see Diagram 1). Again, air is held back behind the barrier this forms and then suddenly released.
- The sounds /g/ and /k/ are made by pressing the back of the tongue against the velum or soft palate, which is farther back in the mouth, behind the alveolar ridge. Air is held back and suddenly released.

Because the plosives are difficult to pronounce in isolation, it is tempting to add a short vowel sound after the consonant sound. Thus there is a tendency to pronounce /b/ like this: /buh/. When you teach these sounds, make an effort to keep the sounds as clipped as possible. They should sound more like a burst of air and less like /buh/, /kuh/, /guh/, etc. Be aware that there is a kind of tradeoff at work here: if you add a vowel sound after the plosive consonant, your pronunciation is less accurate but it will probably be easier for students to hear; on the other hand, if you eliminate the vowel sound and pronounce only the clipped consonant sound, your pronunciation becomes more accurate but will probably be harder for students to hear. There is no perfect solution, but it is good to be aware of the problem.

You might even find it useful to talk about the problem with students, explaining that it is hard to make a consonant sound without adding a little bit of a vowel sound.

The affricates form a middle group between the plosive sounds and the fricatives. These sounds begin like plosives, with a burst of air, but they end like fricatives, as air forced out creates friction.

- The sounds /j/ and /ch/ are made by pressing the rim of the tongue against the alveolar ridge/palate. Again, air is held back and then suddenly released with friction.

The word *fricative* comes from the same root as *friction*. When you make a fricative sound, you generate friction by forcing air out of a narrowed mouth. Unlike plosives, fricatives can be stretched out and pronounced continuously for several seconds.

As Table 2 shows, there are four pairs of fricatives, each of which is distinguished by the presence or absence of voicing and two additional fricatives.

- The sounds /zh/ and /sh/ are made by placing the rim of the tongue next to the alveolar ridge/palate and forcing air noisily through the space between. The first is voiced; the second is not.
- The sounds /z/ and /s/ are made by placing the tip of the tongue next to the alveolar ridge and forcing air noisily through the space between. The first is voiced; the second is not.
- The sounds /v/ and /f/ are made by placing the upper teeth on the lower lip and forcing air noisily through the space between. The first is voiced; the second is not.
- The sounds /th/ and /th/ are made by placing the tip of the tongue between the upper and lower teeth and forcing air noisily through the space between. The first is voiced; the second is not. A useful pair to help you hear the difference is *either/ether*.
- The sound /h/ is a fricative that is hard to feel. The vocal folds in the voice box are opened slightly and air is forced noisily through the space between the folds.
- The sound /w/ is another challenging fricative sound. The lips are rounded, while the back of the tongue is raised and the air is pushed through the space between the tongue and the velum or soft palate.

Continuous sounds can be grouped into two categories, nasal and non-nasal. Nasal sounds are made by forcing air out through the nose. The velum, or soft palate, is lowered so that air can flow through the nasal cavity. You can locate the velum by looking into your mouth in a mirror. The uvula can be seen hanging down in the back of your throat. It is an extension of the velum.

- The sound /m/ is made by pressing both lips together and forcing air out through the nose.

- The sound /n/ is made by pressing the tip of the tongue against the alveolar ridge and forcing air out through the nose.
- The sound /ng/ is made by pressing the back of the tongue against the velum or soft palate and forcing air out through the nose. (Note that this is a single sound and not a combination of /n/ + /g/.)

Nasals can be stretched out and said continuously in a way that the stop sounds cannot. However, because these nasal sounds require movement of air through the nose, they can be hard to pronounce if your nose is stuffy from a cold.

The last three consonant sounds are non-nasal sounds. For these non-nasals, the velum, or soft palate, is raised so that air flows through the oral cavity instead of the nasal cavity.

- The sound /l/ is made with the tip of the tongue pressed against the alveolar ridge and air passing through the mouth cavity with minimal friction.
- The sound /r/ is made with the tip of the tongue pressed just behind the alveolar ridge and air passing through the mouth cavity with minimal friction.
- The sound /y/ is made with the tongue pressed against the palate and air passing through the mouth cavity with minimal friction.

Please note: It is not necessary that you understand all of the linguistic terms and information provided here. You can teach the supplement successfully if you can do the following:

- Hear, speak, isolate, and distinguish the consonant sounds.
- Distinguish voiced from unvoiced sounds.

We do not recommend that you attempt to teach terms like *fricative* and *plosive* to students. However, some of the information in Table 2 may be helpful to you, either as you prepare to teach the supplement or as a reference source later in the year. In general, the more you know about sounds and how they are made, the better you will be at teaching the supplement. A knowledge of English sounds and the various places of articulation can be useful in many ways. For example, if you understand that /d/ and /t/ are made with the same parts of the mouth and differ only in voicing, you may be able to understand why a student spells *dark* as *tark*. The student is confusing two very similar sounds. Likewise, you will be better able to explain why the letters ‘ed’ are often pronounced /t/, as in *ripped* and *fished*. Again, this has to do with similarities between /d/ and /t/, and with voicing. There are many interesting patterns in English spelling that can only be fully understood if you know a little linguistics.

Spelling Alternatives for Consonant Sounds

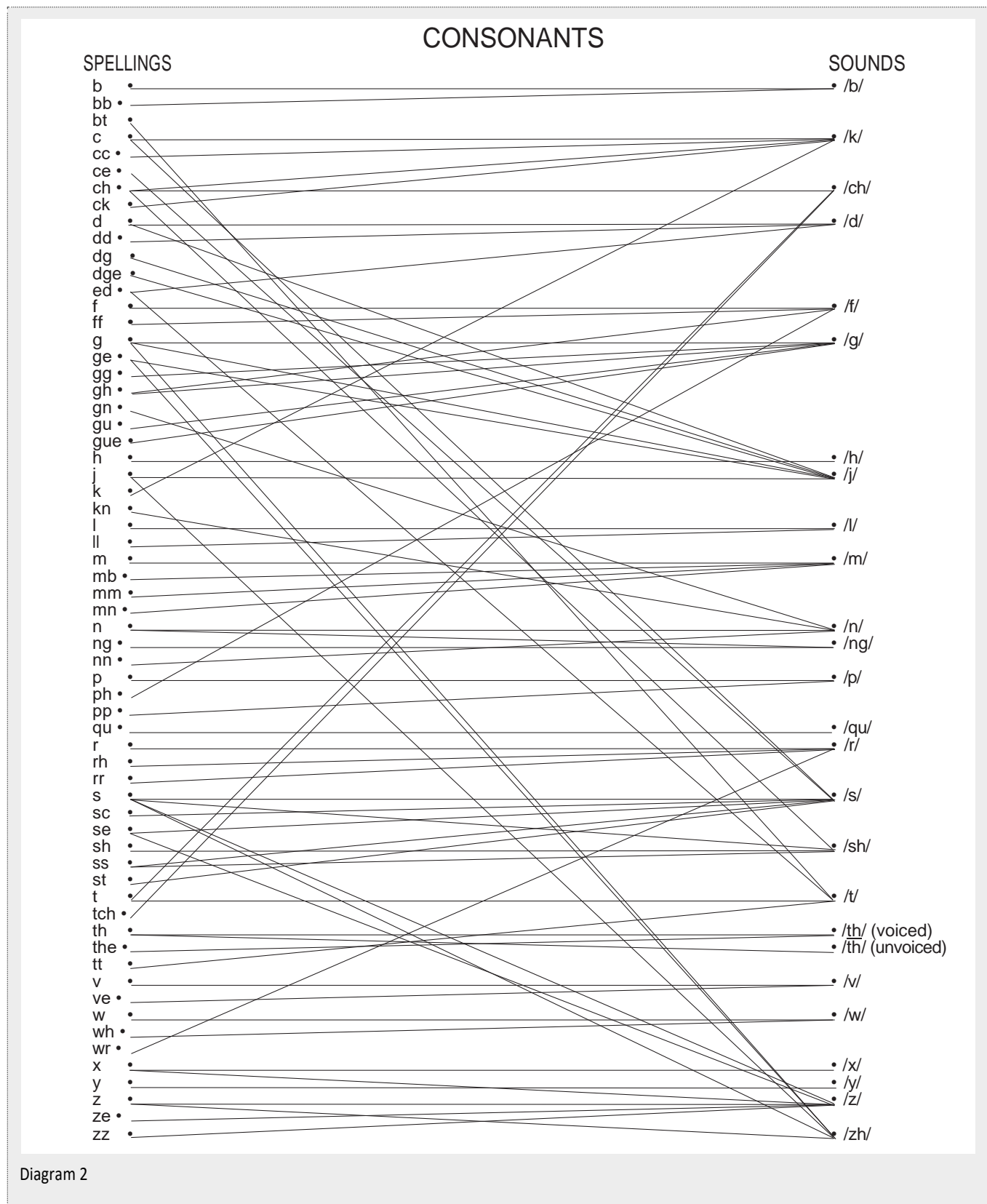
Most of the consonant sounds in English can be spelled at least two different ways. A few can be spelled several different ways. Table 3 shows some spelling alternatives for consonant sounds.

Table 3

Phoneme	Basic Code Spelling	Advanced Code Spellings	Example Words
/b/	'b'	'bb'	bat, ebb
/ch/	'ch'	'tch', 't'	chop, watch, future
/d/	'd'	'dd', 'ed'	mad, rudder, played
/f/	'f'	'ff', 'ph', 'gh'	fox, stuff, phone, rough
/g/	'g'	'gg', 'gu', 'gh', 'gue'	get, egg, guess, ghost, vague
/h/	'h'	'wh'	hat, who
/j/	'j'	'g', 'dge', 'dg', 'ge', 'd'	jump, giant, judge, judging, barge, education
/k/	'c', 'k'	'ck', 'cc', 'ch'	cat, kit, rock, raccoon, school
/l/	'l'	'll'	lip, bell
/m/	'm'	'mm', 'mn', 'mb'	mat, hammer, hymn, lamb
/n/	'n'	'nn', 'kn', 'gn'	net, runner, knot, gnat
/ng/	'ng'	'n'	thing, think
/p/	'p'	'pp'	pit, pepper
/qu/	'qu'		quit
/r/	'r'	'rr', 'wr', 'rh'	red, squirrel, wrong, rhombus
/s/	's'	'ss', 'c', 'sc', 'st', 'ce', 'se'	sit, dress, city, science, whistle, prince, rinse
/sh/	'sh'	'ss', 's', 'ch', 'ssi', 'si', 'ti', 'ci'	ship, assure, sure, chef, session, tension, Martian, Grecian
/t/	't'	'tt', 'ed', 'bt'	top, mitt, walked, doubt
/th/	'th'		thin
/th/	'th'	'the'	them, bathe
/v/	'v'	've'	vet, valve
/w/	'w'	'wh'	wet, when
/x/	'x'		tax
/y/	'y'		yes
/z/	'z'	'zz'	zip, buzz
/zh/	(none)	'ge', 'j', 's'	garage, Jacques, treasure

Notice consonant sounds can be written with single letters or with letter teams. When two letters work together to stand for a single sound, as in *thin* or *fish*, we call the two letters that stand for one sound a *digraph*. One of the complexities of reading English is that students must be able to take words made up of single-letter spellings (monographs) and double-letter spellings (digraphs) and rapidly distinguish the letters that stand for sounds individually from those working together as a letter team or digraph. For example, to successfully decode the word *graph*, students have to determine that the letters 'g', 'r', and 'a' each stand for one sound, while the last two letters, 'p' and 'h' work together as a letter team, to stand for a single sound, /f/. This requires a fairly complicated "chunking" operation.

Diagram 2 shows the relationships between consonant sounds (on the right) and consonant spellings (on the left).



You can see that the relationship between English consonant sounds and the spellings used to represent those sounds is not simple. If every consonant sound in the language were spelled only one way, all of the lines on Diagram 2 would run straight across; there would be no diagonal lines on the chart. As you can see, that is not the case.

You can see that the sound /j/ on the right side of the chart is connected to six different spellings on the left side of the chart. That is to say, the sound /j/ can be spelled six different ways: with 'j' as in *jump*, 'g' as in *gem*, 'ge' as in *large*, 'dge' as in *judge*, 'dg' as in *judging*, and 'd' as in *education*. This is an example of sound-to-spelling complexity. One sound can be spelled several different ways.

There are also spelling-to-sound complexities. Consider the spelling 'c'. It is connected with two sounds on the right side of the chart: the connecting lines show that 'c' can be sounded /k/ ("hard") as in *cat* or /s/ ("soft") as in *cent*.

No attempt is made to introduce all of this complexity in Kindergarten. Rather, this supplement shields kindergarteners from most of this complexity so that they can learn the most common letter-sound correspondences without interference from the less common ones. The Kindergarten lessons introduce the most common spelling for each consonant sound, except /zh/. They also introduce 'c', 'k', and 'ck' as spellings for /k/, 's' as a spelling for /z/, and the double-letter spellings, e.g., 'ff' for /f/, 'ss' for /s/, 'll' for /l/, etc. Other spelling alternatives for consonant sounds are taught in Grade 1.

The Vowel Sounds of English

Consonant sounds are made by obstructing the air flow out of the mouth in one way or another, vowel sounds are made with an open mouth and an unobstructed flow of air.

Table 4 shows the vowel sounds of English, along with the basic code spelling for each sound and a sample word containing that spelling. The basic code spelling is the first spelling taught. It is usually the most common spelling for the sound, though in some cases it is the least ambiguous of several common spellings. (In other words, there may be other spellings just as common or even a little more common, but those spellings can be pronounced several different ways and are not the best choices for a basic code spelling.) The basic bolded code spellings listed in the chart are taught in Kindergarten; the other spellings are taught in subsequent grades.

Notice this chart is organized around the phonemes, not the letters of the alphabet. Whenever vowels or vowel sounds are discussed, we are referring to this set of eighteen sounds—not the seven letters 'a', 'e', 'i', 'o', 'u', and sometimes 'y' and 'w'. Those seven letters are the letters most commonly used, singly and in combinations, to represent the vowel sounds. They are not the vowels themselves, in spite of what most of us have been taught.

Table 4

Phoneme	Basic Code Spelling	Sample Word
/a/	'a'	at
/ae/	'a_e'	ate
/ar/	'ar'	car
/aw/	'aw'	paw
/e/	'e'	bet
/ee/	'ee'	teen
/er/	'er'	her
/i/	'i'	big
/ie/	'i_e'	time
/o/	'o'	cot
/oe/	'o_e'	note
/oi/	'oi'	coin
/oo/	'oo'	soon
/oo/	'oo'	book
/or/	'or'	for
/ou/	'ou'	out
/u/	'u'	bun
/ue/	'u_e'	cute

Differences among the vowel sounds are determined mostly by the position of the tongue inside the mouth, the openness of the mouth (i.e., the position of the jaw), and the degree of rounding of the lips.

Linguists divide vowels into two groups: so-called simple vowels and diphthongs. The simple vowels involve a steady mouth position—a position that does not change during the articulation of the sound. The sounds /ee/, /i/, /a/, /e/, /u/, /o/, /aw/, /oo/ as in *book*, and /oo/ as in *soon* are simple vowels. When pronouncing a diphthong, the mouth moves from one articulatory position at the beginning of the sound to another at the end. The sounds /ae/, /ie/, /ue/, /oe/, /ou/, /oi/, /er/, /or/, and /ar/ are diphthongs. Students do not need to be aware of the distinction between simple vowels and diphthongs (in fact we recommend you not teach this), but it may be useful for you to be aware of it.

Every word in English must contain a vowel sound. Most words also contain consonant sounds, but the vowel is the required element.

Every syllable in English contains one (and only one) vowel sound. A syllable may contain no consonant sounds, or it may contain several. However, it always contains exactly one vowel sound. The number of vowel sounds in a word determines the number of syllables: a word with one vowel sound is a one-syllable word. A word with two vowel sounds is a two-syllable word, and so on.

All of the vowel sounds can be stretched out, at least a little. When we need to call Sandy to dinner, we yell her name and stretch out the vowel sounds: “Saaaaaaaandeeeee!” The vowel sounds are also the parts of the word that we emphasize when singing.

You can sing “Happy Birthday” with just the vowels and it still sounds recognizable. Try it: “/a/ . . . /ee/ . . . /er/ . . . /ae/ . . . /oo/ . . . /oo/.” On the other hand, if you sing the same song with only the consonant sounds, it does not sound like anything at all: /h/ . . . /p/ . . . /b/ . . . /th/ . . . /d/ . . . /t/ . . . etc.” This is why consonants are called consonants. The word *consonant* comes from the Latin verb *consonare*, meaning “to sound with.” Many consonant sounds have to be *sounded with* a vowel to be heard distinctly.

The sounds /er/, /ar/, and /or/ are treated as vowel diphthongs in this supplement because /r/ has certain vowel-like qualities that make it combine with the preceding vowel sound. This is one area where we may differ from what you learned in school and what you have taught in previous years. The r-controlled vowel sounds are discussed in more detail when those sounds are taught.

The sound /aw/ is very close to the sound /o/, and in some regions of the United States /aw/ and /o/ have “fallen together” to such a degree that the two are more or less indistinguishable. In other parts of the country, however, these two sounds are still distinct. Try pronouncing *cot* and *caught*, *knotty* and *naughty*, and see if you can hear a difference. If you cannot hear a difference, these sounds may have fallen together in your region. Before you decide, you might try looking in a mirror: the /aw/ sound is made with the lips more tightly rounded and the /o/ sound with less rounded lips. The sound /aw/ is not taught in Kindergarten. The relationship between /o/ and /aw/ is discussed when the /aw/ sound is first taught, in Grade 1.

Note the sound /oo/ is not the same as the sound /ue/. Compare *food* and *feud*. From a strictly phonemic point of view, /ue/ must be seen as a combination of two sounds: /y/ + /oo/. However, it is taught in this supplement as if it were a single sound (a diphthong).

The vowel sounds /a/, /e/, /i/, /o/, and /u/ have traditionally been called the “short vowels,” while /ae/, /ie/, /ee/, /oe/, and /ue/ have been tagged as the “long vowels.” There is some controversy about whether these categories are defensible. Many linguists think the short/long distinction is dubious, and some reading experts think it may be confusing to students, since /ae/ does not necessarily last longer than /a/. You can say the “short” /a/ sound in a stretched-out fashion so that it lasts several seconds. Imagine a mother yelling across a field to her son, whose name is Adam: “Aaaaaa–dum!” Is that first sound a “short” vowel sound or a “long” vowel sound?

On the other hand, “long” and “short” are widely used terms most teachers know, and there do not appear to be competing terms that can be easily substituted. Also, there are certain interesting relationships between the “short” and “long” vowels that are more difficult to describe if the terms “short” and “long” are not available. For example, in the pair *photo/photography*, the second vowel sound is /oe/ (also known as long ‘o’) in the base form and /o/ (a.k.a. short ‘o’) in the derivative form, but both are written ‘o’. Likewise, in the pair *bath/bathe*, there is a relationship between /a/ (a.k.a. “short” ‘a’) and /ae/ (a.k.a. long ‘a’). The root word appears in two slightly different forms, one of which has long ‘a’ /ae/ while the other has the “short” ‘a’ /a/.

Without the terms “long” and “short” it would be hard to talk about such systematic relationships. The terms are also useful when describing spelling patterns; for example, one can say that the spelling ‘ss’ is usually used after the short vowels. In these materials we make use of the terms “long vowels” and “short vowels” less than is usual, but we do use them occasionally when there is a warrant for doing so, for example when discussing spelling patterns and when it is necessary to contrast the two sets of sounds—/a/, /e/, /i/, /o/, /u/ vs. /ae/, /ee/, /ie/, /oe/, /ue/.

Spelling Alternatives for Vowel Sounds

Most vowel sounds can be spelled in several different ways. Some of the most common ways are shown in Table 5.

Table 5

Phoneme	Basic Code Spelling	Advanced Code Spellings	Example Words
/a/	‘a’		cat
/ae/	‘a_e’	‘a’, ‘ai’, ‘ay’, ‘ei’, ‘ey’, ‘eigh’, ‘ea’, ‘aigh’	date, baby, rain, tray, vein, prey, eight, steak, straight
/ar/	‘ar’		arm
/aw/	‘aw’	‘au’, ‘ough’, ‘augh’	paw, pause, ought, naughty
/e/	‘e’	‘ea’, ‘ai’, ‘ay’, ‘a’, ‘ie’	bed, head, said, says, many, friend
/ee/	‘ee’	‘e’, ‘ea’, ‘y’, ‘e_e’, ‘ey’, ‘ie’, ‘i’, ‘ei’	bee, me, meat, bunny, scene, key, chief, variation, receive
/er/	‘er’	‘ir’, ‘ur’, ‘or’, ‘ar’, ‘ear’, ‘urr’, ‘our’	her, fir, fur, work, dollar, earth, hurry, courage
/i/	‘i’	‘y’, ‘ui’, ‘i_e’	sit, gym, build, give
/ie/	‘i_e’	‘i’, ‘igh’, ‘ie’, ‘y’, ‘y_e’, ‘ye’, ‘uy’	fine, find, high, pie, my, style, bye, guy
/o/	‘o’	‘a’	hot, water
/oe/	‘o_e’	‘o’, ‘oe’, ‘ow’, ‘oa’	rope, no, toe, snow, boat
/oi/	‘oi’	‘oy’	oil, boy
/oo/	‘oo’	‘o_e’, ‘u’, ‘u_e’, ‘ue’, ‘ew’, ‘o’, ‘ou’, ‘ui’, ‘eu’, ‘oe’	soon, approve, super, tune, blue, new, do, soup, fruit, neutral, shoe
/oo/	‘oo’	‘u’, ‘oul’	wood, put, could
/ou/	‘ou’	‘ow’, ‘ough’	out, now, bough
/or/	‘or’	‘ore’, ‘our’, ‘oor’, ‘oar’, ‘ar’	for, bore, four, door, soar, award
/u/	‘u’	‘o’, ‘ou’, ‘o_e’, ‘a’, ‘e’	but, among, touch, come, above, the
/ue/	‘u_e’	‘u’, ‘ue’, ‘ew’	cute, pupil, hue, few

Notice that there are only two vowel sounds that are almost always spelled the same way: the sound /a/ as in *cat* and the sound /ar/ as in *arm*. All of the other vowels can be spelled at least two different ways, and several of them are spelled many different ways.

VOWELS

SPELLINGS

SOUNDS

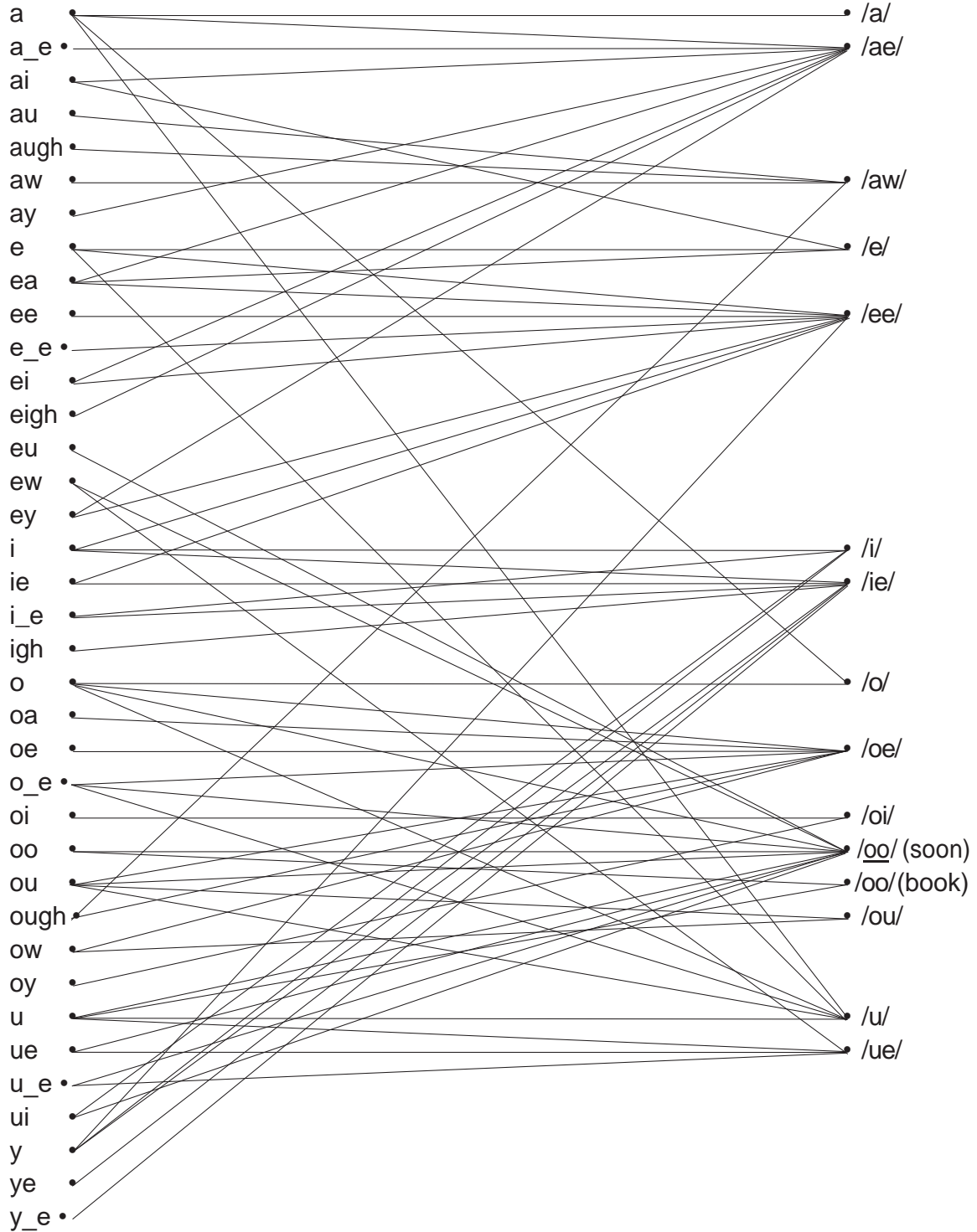
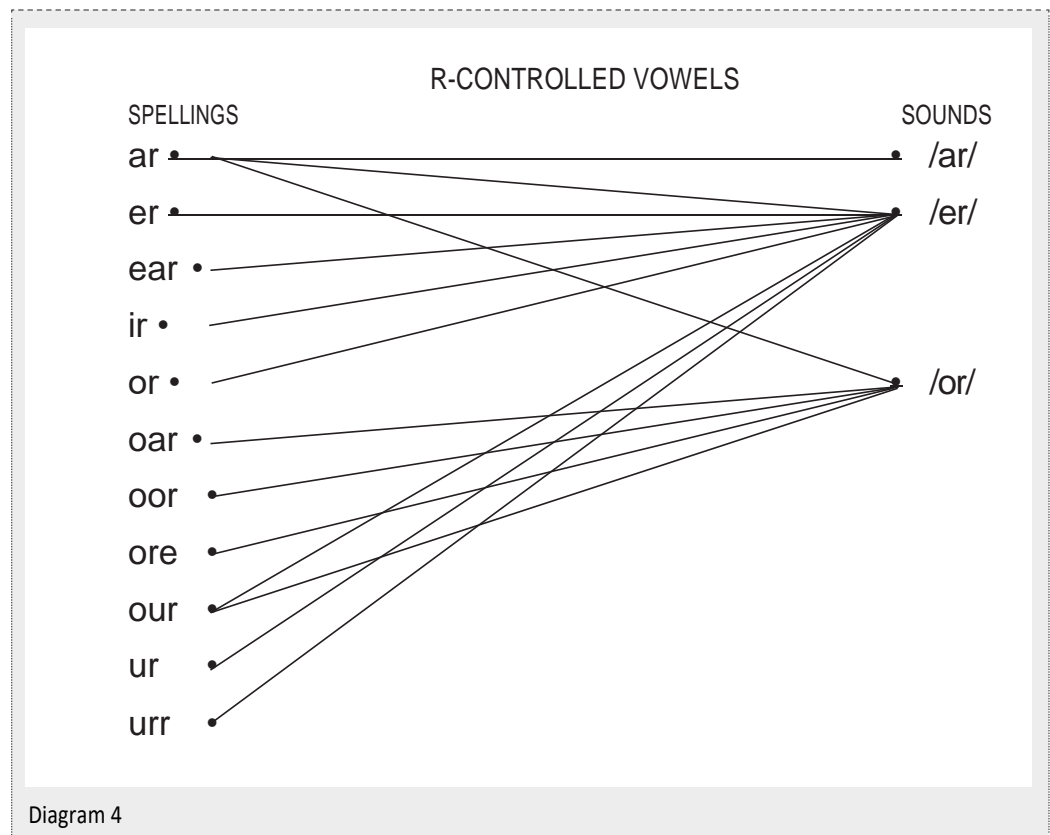


Diagram 3

Diagram 3 shows the complex relationships between vowel sounds (on the right) and vowel spellings (on the left). In a simple spelling system, where every sound is written one way, the lines in the diagram would all run straight across, with no diagonals. What we see here, on the other hand, is that many of the sounds on the right can be written with several of the spellings on the left. For example, the sound /ae/ can be spelled 'a' as in *table*, 'a_e' as in *gate*, 'ai' as in *wait*, 'ay' as in *say*, 'ea' as in *great*, 'ei' as in *vein*, and 'eigh' as in *weight*. What this means in practice is the sound /ae/ is hard to spell.

There are also problems moving from spelling to sound. Many of the spellings on the left can be pronounced several different ways. For example, the 'a' spelling can be pronounced /a/ as in *apple*, /ae/ as in *able*, /o/ as in *water*, and /u/ (schwa) as in *about*. This means that 'a' is a tricky spelling that can be difficult to pronounce with confidence.

Vowel sounds and their spellings are the trickiest part of the English spelling code. There are a great many spellings students need to learn, and many of these spellings are "shared" by two or more sounds, which means they are sounded differently in different words. Thus, vowel sounds tend to be hard to spell, and vowel spellings can be hard to pronounce during oral reading.



The r-controlled vowels have been depicted in Diagram 4. Again, you can see some complicated relationships between sounds and spellings, and vice versa.

No attempt is made to introduce all of the vowel spellings shown in Table 5 in Kindergarten. On the contrary, great pains have been taken to avoid some of the less common and/or more ambiguous vowel spellings during the early phases of instruction. For the most part, the challenging task of mastering English vowel spellings is saved for Grades 1 and 2. A goal for Grade 1 is to teach students to recognize the most common vowel spellings while reading. A goal for Grade 2 and beyond is to teach students to begin to use the correct spellings when writing.

Blending

As noted above, blending (sometimes called *sounding out*) is taught as the primary strategy for reading. It de-emphasizes, and in fact, discourages the teaching of other cueing strategies you may have been encouraged to teach along with phonics, including the use of context clues, spelling analogies, and pictures to guess how a word is pronounced. Context does have a role to play in reading, but it is a secondary role, and it should not be emphasized at the outset. The same is true of reading words by spelling analogy, e.g., reading *fable* by analogy with *table*. This is an important skill but it needs to come later, after blending and the basic letter-sound correspondences have been taught.

Blending is an essential skill for reading instruction. Where there is no blending, there is no real reading. There may be story retelling and whole-word recognition, but this is not really reading. A student who “reads” books from memory and “reads” words by remembering them as wholes has not grasped the essence of our writing system. Such a student is not really reading and cannot generalize his knowledge of specific words to allow him to read new words. He or she will be helpless when confronted with new words or new stories.

The Kindergarten curriculum has been set up to maximize the chances that students will learn to read by blending. The first two units of Kindergarten contain a very carefully scaffolded buildup to oral blending. Units 3–5 have been carefully constructed to focus on blending sounds that are written with single letters. During these early units, ambiguous spellings are avoided and letters are always sounded one way. Digraphs are avoided so students can learn to blend without the additional difficulty of chunking words into single- and double-letter spellings. Letter names are avoided because the letter names can interfere with blending. Tricky words are avoided because they contain some parts that cannot be pronounced correctly via blending. In short, everything has been arranged to maximize the chances that students will learn to blend and will have many opportunities to practice error-free blending. If that can be accomplished, the chances are very good that the student will go on to become a good reader.

Two Ways to Teach Blending

There are two slightly different ways of teaching blending. One way is called final blending and one is called sequential blending.

When final blending is taught, the student says each sound in the word and then, when all of the sounds in the word have been spoken in isolation, the student blends the sounds together. A student blending the word *dog* using final blending would say the following:

1. /d/
2. /o/
3. /g/
4. blend: *dog*

Because blending is the last thing the student does, this procedure is called final blending.

Sequential blending is a little different because it requires the student to blend in chunks as she adds sounds, rather than waiting until she gets to the final sound. A student blending the word *dog* using sequential blending would say the following:

1. /d/
2. /o/
3. blend: *do* [dah]
4. /g/
5. blend again: *dog*

Some have argued that sequential blending is the superior method. They point out that if students are asked to blend four- and five-sound words, final blending begins to make greater demands on memory. It requires students to keep the earlier sounds in mind while they are thinking about the sound values of later letters in the word. For some students this may lead to a processing overload. They may forget the first sound by the time they get to the fourth or fifth one. By contrast, sequential blending asks students to blend each time a new sound is added, so the earlier sound values are constantly being freshened up with each episode of mid-word blending. This reduces the burden on memory.

Final blending is faster, less cumbersome in its procedures, more familiar to most teachers, and closer to the process students will later use when reading multi-syllable words. Also, the differences between the two procedures are much less pronounced if initial instruction is confined to two- and three-sound words. When the student is blending only two sounds, final blending is no different than sequential blending, and when the student is blending three sounds the difference between the two is rather small, as can be seen in the two examples given above.

Final blending is used as the basic procedure in the early units of Kindergarten. In the early units of Kindergarten students are asked to blend two or three sounds. It is not until later in the supplement—Units 6 and following—that students are asked to blend four and five sounds.

By that point students should have had so much practice blending that the procedure is beginning to become automatic.

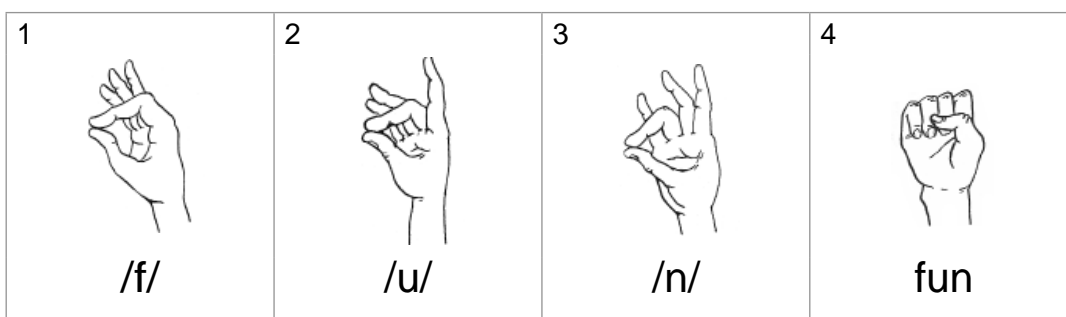
Most of the activities in the lessons can be tweaked so they can be done with sequential blending, if you feel strongly about the issue. You should also be aware of sequential blending as an alternative mode of presentation that may be helpful for students who struggle with blending. If you have students who struggle with final blending, you might try to teach them to blend using sequential blending.

There are various gestures and motions that can be used to reinforce blending and make it visual and kinesthetic. We introduce some of these gestures in the early units of Kindergarten. However, there are many variations, almost all of which can be added to the basic framework without much difficulty. The particular movements are not very important; you can use any patterned, memorable set of movements that helps reinforce the idea of pushing discrete phonemes together to make a word.

Finger Gestures for Blending

In the lessons, we teach gestures for blending that involve pointing to the shoulder, elbow, and wrist, and then sweeping along the arm while blending the sounds. Below we outline a different set of blending gestures that can be used to illustrate the same process. These gestures involve tapping fingers to represent individual sounds and then making a fist to represent the blending. In an earlier version of the curriculum we asked teachers to teach both sets of gestures, but some teachers felt that this was too many sets of gestures for the students to master. We decided, therefore, to teach the arm gestures in the lessons. The arm gestures recommended in the lessons tap gross motor skills, whereas the finger gestures illustrated below tap fine motor skills. We suspect that the arm motions will be easier for some children to master than the finger gestures. However, if you prefer the finger gestures, you should feel free to substitute them for the arm gestures.

- Tap thumb against pointing finger while saying first sound.
- Tap thumb against middle finger while saying second sound.
- Tap thumb against ring finger while saying third sound.
- Make a fist while blending the sounds.



An advantage of the finger gestures is that it is easy to add a fourth sound, using the fourth finger. However, students will not be asked to blend four-sound words until Unit 6, by which point we hope the gestures will have become less necessary.

The Elusiveness of the Phoneme

One of the major goals of this unit is to get students to begin to be consciously aware that spoken words are made up of sounds, or phonemes. In their early years, children process language in a holistic way, with an emphasis on meaning. They can hear and understand a difference between the spoken words *bat* and *cat*. Therefore, on some level, they must be able to distinguish the sound /b/ from /k/; otherwise they would not be able to distinguish *bat* from *cat*. However, there is a difference between processing phonemes unconsciously and becoming consciously aware of phonemes. A growing body of evidence suggests most people are not consciously aware of phonemes—and have no reason to be aware of them—until they have to learn an alphabetic writing system such as our own.

José Morais of the University of Brussels and his colleagues did a series of important studies on phonemic awareness among European illiterates. They set up controlled experiments in which the literate and illiterate participants were asked to perform two phoneme-level oral language tasks.

1. Subjects were asked to make a new word (or pseudoword) by deleting an initial sound. For example, given the spoken word *phone*—/f/ /oe/ /n/—they would be asked to remove the initial sound—/f/—to make a new spoken word, in this case *own*—/oe/ /n/.
2. Subjects were asked to make a new word (or pseudoword) by adding an initial sound. Given the spoken word *pit*—/p/ /i/ /t/—they would be asked to generate a new word by adding the phoneme /s/ at the beginning, making /s/ /p/ /i/ /t/ (*spit*).

Morais, et al., “Does Awareness of Speech as a Sequence of Phonemes Arise Spontaneously?” *Cognition* 7 (1979) pages 323–331.

Morais found that his illiterate subjects were unable to perform either of these oral tasks, whereas his literate subjects could. He concluded that phonemic awareness is not a normal outcome of cognitive development and maturation. It is not something you just “grow into”; rather, it is a specific skill you need to acquire, and which is usually acquired as part of literacy education. “The present results,” Morais wrote, “clearly indicate that the ability to deal explicitly with the phonetic units of speech is not acquired spontaneously.” Those subjects who had not learned to read an alphabetic writing system had no reason to pay attention to phonemes, and therefore had not acquired the ability to process language at the phoneme level.

Another remarkable study a few years later confirmed the findings of Morais and his team. Charles Read worked with several Chinese scholars to test Chinese adults who had learned to read traditional Chinese characters (which stand for syllables), and had never learned to read Chinese using the pinyin alphabet, which is now taught in Chinese schools.

These older Chinese men and women had learned a writing system in which symbols stand for syllables but they had never been exposed to an alphabetic writing system, in which symbols stand for sounds. Read and his colleagues gave the Chinese subjects the same two oral language tests Morais had used. They found, as Morais and his collaborators had found, the subjects who had not learned to use an alphabet were largely unable to complete oral exercises at the phoneme level. They could not reliably create a new word (or pseudoword) by adding a sound. Nor could they create a new word (or pseudoword) by deleting a sound. Their reading instruction had taught them to work at the syllabic level, but they were not able to work at the level of the single sound.

These examples may seem only tangentially connected to the business of teaching American children to read, but they are in fact highly relevant, for they indicate that the phoneme is not something we tend to notice in our everyday use of oral language. In fact, these studies demonstrate that there is something elusive about the phoneme. People can live their whole lives without becoming consciously aware of phonemes. They can even learn to read and write using a syllabic writing system without becoming consciously aware of sub-syllabic units like the phoneme. Therefore, we must not think of phonemic awareness as a skill that develops naturally. There is nothing “natural” about phonemic awareness; in fact, there would be no reason to be aware of phonemes if our language were not written using an alphabet that represents phonemes. However, since our writing system is based on the phoneme, it is imperative that students develop phonemic awareness.

Since our writing system codes for sound at the phoneme level, and since the phoneme is somewhat elusive, you can see why the phonemic awareness activities in this unit are so important. They help to draw students’ attention to segments of their speech that might otherwise go unrecognized, and set the stage for the introduction of letter-sound correspondences in the next unit.

Phonological Awareness and Advanced Phonemic Awareness Component

K-2 Scope and Sequence of Phonological Awareness and Advanced Phonemic Awareness “Sounds First” Activities:

What’s Special about Kindergarten:

There are 120 activities for kindergarten. This allows plenty of time to administer the quarterly assessments, which need to be done 1:1 with students. It also allows for additional practice opportunities to get any skill to automatic levels for students who need more time—and, of course, for any unplanned disruptions to the calendar. In the Tennessee Foundational Skills Curriculum Supplement these activities start appearing in Week 3 as part of the foundational skills lessons.

Kindergarten Phonemic Awareness Scope and Sequence

All activities contain four parts, each representing a different component of phonological awareness and manipulation training in the curriculum: **Rhyme**, **Manipulating Syllables**, **Manipulating Phonemes**, and **Alliteration**. The following tables show the skills taught in kindergarten and the stages by week. With the exception of **Alliteration**, all of the skills within each of these parts move through three stages: Experiencing (E) (light gray), Knowing (K) (medium gray), and Mastering (M) (dark gray). Unshaded weeks denote review weeks. Mix It Up is an activity that is periodically embedded in the curriculum. It provides practice with the skills accumulated to that point.

Rhyme																								
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Skill	Repetition		Recognition				Judgement				Completion				Production									
Activity	Feel the Rhyme		Do They Rhyme This Time?				Listen Well, Can You Tell?				Make It Rhyme				That's Not Right!		Popcorn Rhyme		Mix It Up		Rhyme It			

Manipulating Syllables																								
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Skill	Two Syllables						Two Syllables						Three Syllables						Three Syllables					
	Delete one syllable in a compound word. sand box → sand sand box → box						Delete one syllable in a non-compound word. sister → sis sister → ter						Delete one syllable in a compound word. basket ball → basket pine apple → apple						Delete first syllable in a non-compound word. remember → member					
Activity	Leave a Syllable Off						Leave a Syllable Off						Put the Beat in Your Pocket						Put the Beat in Your Pocket					

Manipulating Phonemes																																
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24								
Skill	Delete single phoneme onset from one-syllable word. fall → all				Delete rime unit from one-syllable word. fall → /f/				Mix It Up				Substitute single phoneme onset in one-syllable word. fall → mall				Substitute rime unit in one-syllable word. sun → sat				Mix It Up				Delete the first sound from the second syllable in a two-syllable word. winter → winner				Substitute first sound in the second syllable in a two-syllable word. winning → wishing			
Activity	Cut Off the Sound Part 1 (onset)				Silence the End (rime)				Mix It Up				Change the Sound Part 1				Change the End (rime)				Cut Off the Sound Part 2				Change the Sound Part 2							

Alliteration	
Week	Year Long
Activity	<p>Silly Sentences</p> <p>Support students’ ability to recognize the repeated initial sound in two or more words in a phrase and to have fun with words and language.</p>

What’s Special about First Grade:

There are 120 lessons for first grade. This allows plenty of time to administer the quarterly assessments, which need to be done 1:1 with students. It also allows for additional practice opportunities to get any skill to automatic levels for students who need more time—and, of course, for any unplanned disruptions to the calendar. In the Tennessee Foundational Skills Curriculum Supplement these activities start appearing in Week 3 as part of the foundational skills lessons.

First Grade Scope and Sequence

All activities contain four parts, each representing a different component of phonological awareness and manipulation training in the curriculum: **Playing with Sounds**, **Manipulating Syllables**, **Manipulating Phonemes**, and **Alliteration**. The following tables show the skills taught in first grade and the stages by week. Notice that instruction in **Manipulating Syllables** and **Manipulating Phonemes** skills move through three stages: Experiencing (E) (light gray), Knowing (K) (medium gray), and Mastering (M) (dark gray). Unshaded weeks denote review weeks. Playing with Sounds activities include a review of skills such as rhyming, deleting, substituting, and isolating sounds. Mix It Up is an activity that is periodically embedded in the curriculum. It provides practice with the skills accumulated to that point.

Playing with Sounds																									
These activities allow students to review prior learning. They provide students an opportunity to hone in and analyze specific underlying skills, such as rhyming, and phonemic isolation and manipulation.																									
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Activity	Popcorn Rhyme	Onset Rime: Mix It Up		Playing With Words: Word Parts ID					Phoneme ID: Locate the Sound					Mix It Up		Word Categorization: Which One Doesn't Belong?								Make a Word	

Manipulating Syllables																		
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18-24
Skill	None		Two Syllables		Two Syllables		Two Syllables		Three Syllables		Three Syllables		Three Syllables		Three Syllables		None	
			Delete the onset in the second syllable of a two-syllable word. winter → winner		Substitute onset in the second syllable of a two-syllable word. meeting → meaning		Delete the first syllable from a 3-syllable word. barbecue → becue		Delete the first syllable from a 3-syllable word. *second syllable is a vowel sound holiday → iday		Delete the first syllable from a 3-syllable word. holiday → holi		Delete the last syllable from a 3-syllable word. holiday → holi		None			
Activity			Cut Off Sound in a Two-Syllable Word		Change the Sound in a Two-Syllable Word				Clap Away the Beat		Clap Away the Beat Part 2				Stomp Out the Beat			

Manipulating Phonemes																								
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Skill	Delete the first phoneme (from a blend) in a one-syllable word. slip → lip clean → lean				Substitute the first phoneme in a one-syllable word. slip → flip grow → crow				Mix It Up!				Delete the final phoneme in a one-syllable word with a final blend. lamp → lamb corn → core				Delete the final phoneme in a one-syllable word. seed → see team → tea				Substitute the medial vowel in a one-syllable word. hat → hot weed → wide			
Activity	Cut Off a Sound to Make a New Word				Change a Sound to Make a New Word								Cut Off a Sound to Make a New Word				Snatch Off the Sound to Make a New Word				Change the Sound (Medial Sound)			

Alliteration	
Week	Year Long
Activity	Silly Sentences Support students' ability to recognize the repeated initial sound in two or more words in a phrase and to have fun with words and language.

What's Special about Second Grade:

There are 90 lessons in second grade, six weeks fewer than the other grades. This is so for two reasons. First, if teachers are just adopting the materials, they won't be familiar with how to coach students through these activities and they may take some time. Second, students may not have mastery of the earlier skills in the sequence and teachers may need to go back and work on the easier versions of the 2nd-grade skills.

If neither of those factors applies, the sequence can be completed by about mid-year for students who are quick at picking up the advanced phonemic awareness skills (presuming they have a solid foundation in basic phonemic awareness). The remaining time is

Manipulating Phonemes																		
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Skill	Delete the second sound in an initial blend with two sounds. Ex: skip → sip Challenge: Delete the third sound in a word that begins with a blend. Ex: straight → state			Substitute the second sound in an initial blend. Ex: slate → skate			Substitute the ending consonant sound. Ex: seed → seat			Substitute the ending consonant sound (from an ending blend). Ex: arm → ark			Delete the first sound in an ending blend from a one-syllable word. Ex: desk → deck			Substitute the first sound from an ending blend in a one-syllable word (splits an ending blend). Ex: lift → list		
Activity	Cut the Second Sound in Initial Blend *Note: Week 2 also has an activity called Cut the Sound After the Blend			Change the Second Sound in an Initial Blend			Change the Final Sound of the Word			Change the Final Sound of Words with Blends			Delete the First Sound of an Ending Blend			Substitute the First Sound of an Ending Blend		

The phonemic awareness skills in second grade are advanced while still being fun and lively. Teachers may find themselves having to think hard and focus right along with their students! This may be especially true for teachers who have never taught phonemic awareness before. Mature readers don't think very often about the sounds inside of words and how hard they may be for novice readers to distinguish. However, it is both fun *and* critically important for students to do so to cement their automatic word recognition. One more note: if your students really like the Spoonerisms challenge that ends each day's sequence of activities, consider getting a copy of one of the *Runny Babbit* books, by Shel Silverstein, which are built around spoonerisms.

What You Can Do to Prepare: To Learn More and Get Ready to Teach This Program With Your Students:

If You Can Only Do One Thing and Have NO TIME (less than 15 minutes):

It is **most important** that you have crisp pronunciation of phonemes yourself so your students will hear the separate sounds when you model for them and play all the word games that make up this program.

[This video](https://www.youtube.com/watch?v=wBuA589kfMg), graciously developed by Rollins Center for Language and Literacy, is an excellent guide to pronouncing the 44 phonemes of the English language. The presenter is easy to learn from and demonstrates clearly how to make each sound. <https://www.youtube.com/watch?v=wBuA589kfMg>

[This blog](https://www.dyslexiafriend.com/2020/06/letter-sounds-by-kid-from-lagos.html), by Luqman Michel, a reading tutor in Malaysia, is almost exclusively focused on the vital importance of correct pronunciation of phonemes. Here is a [short video of a child from Lagos, Nigeria](https://www.dyslexiafriend.com/2020/06/letter-sounds-by-kid-from-lagos.html) from Luqman's Dyslexia Blog, displaying the joys of active learning of letter sounds. His articulations are nearly perfect, and the joy in this video is worth a million words on the importance of modeling precise pronunciation. <https://www.dyslexiafriend.com/2020/06/letter-sounds-by-kid-from-lagos.html>

If You Can Do Two Things, and Take a Couple of Hours, Add This:

The Heggerty Organization, one of the major resources in the phonemic awareness field, has graciously made many teaching videos available for free because of school closures caused by the pandemic. These can be found by grade level at [this link](https://www.hegerty.org/download-assessments-and-resources). <https://www.hegerty.org/download-assessments-and-resources>

If You Can Do More, and Take Several Hours, Add These:


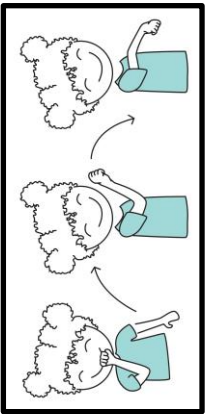
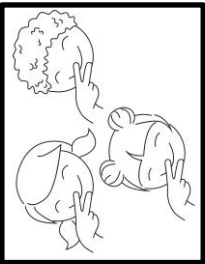
Dr. Dave Kilpatrick, who has been most responsible for raising the importance of advanced phonemic awareness, did [several webinars for CORE](https://www.corelearn.com/core-kilpatrick-webinar-series-202004/core-kilpatrick-webinar-series-on-demand-202004/). You may need to register before the links work, but the webinars are free. Here is the link. <https://www.corelearn.com/core-kilpatrick-webinar-series-202004/core-kilpatrick-webinar-series-on-demand-202004/>

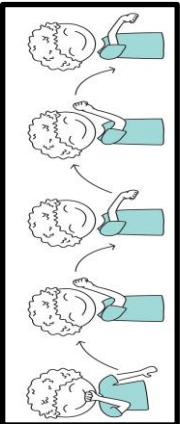




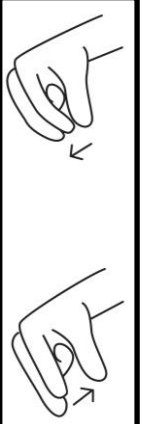
If You Want to Become Fully Immersed in Advanced Phonemic Awareness:



Get your school or district to buy you or put in the Professional Library copies of Dr. Kilpatrick's book: [Equipped for Reading Success](https://equippedforreading.com/product/equipped-for-reading-success-2/). <https://equippedforreadingsuccess.com/product/equipped-for-reading-success-2/>

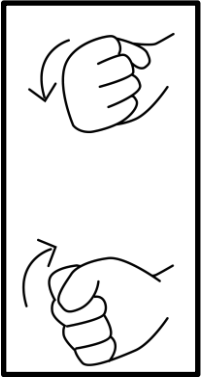
Glossary of Symbols and Terms for Sounds-First Activities

(In alphabetical order)

<p>Breve Symbol /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/</p>	<p>Short Vowel Symbol. Small arc above a vowel to indicate it is a short vowel sound. This might also be represented without the arc. Ex: /a/ /e/ /i/ /o/ /u/</p>
	<p>Blending. Place hands on top of each other on the belly. Blend syllables together to make a word. To blend together a compound word, say <i>hand</i> (move palm on belly), say <i>stand</i> (move palm on belly, <i>handstand</i>).</p>
	<p>Curve. Teacher says a word and makes a curve with their arm. Students repeat the word and make the same curve with their hand. This represents the word coming out of the mouth. It is used in the curriculum to show the position of sounds in the word.</p> <p>Begin with a fist under your chin; open hand and stretch arm up as word is said, moving in order from the beginning, middle, and ending sounds of the word. The medial (middle) sound is said at the top of the curve.</p> <p>Grab the sound at the end by closing hand into fist, like you are snatching the sound from the air.</p>
	<p>Cut the Sound. Delete the phoneme (sound) from the beginning or ending of a word.</p>

	<p>Double Curve. Teacher says a two syllable word and makes two curves with their arm. Students repeat the word and make the same curves with their hand.</p>
 <p>Experiencing Stage</p>	<p>Experiencing: First stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade.</p> <p>Learning Stages: Experience, Knowing, Mastering</p>
 <p>Knowing Stage</p>	<p>Knowing: Second stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade.</p> <p>Learning Stages: Experience, Knowing, Mastering</p>
<p>Macron Symbol (/ā/, /ē/, /ī/, /ō/, /ū/)</p>	<p>Long Vowel Symbol. Straight line above the vowel to indicate a long vowel sound.</p>
 <p>Mastering Stage</p>	<p>Mastering: Third and final stage of learning students pass through for skills within Kindergarten, First Grade, and Second Grade.</p> <p>Learning Stages: Experience, Knowing, Mastering</p>
 <p>Mix It Up! Activities</p>	<p>Teachers lead students through quick exercises that contain a review of the skills they worked on in earlier weeks to keep students on their toes and to give students who haven't yet reached mastery more practice opportunities.</p>
	<p>No (American Sign Language, ASL). Students answer no to questions during a lesson. Open and close thumb and index finger/middle finger together.</p> <p>This action is used in preschool lessons.</p>

Onset	The first part of each word. For example, /b/ is the onset of /bat/.
Phoneme	Smallest unit of sound.
Phonemic Awareness	Ability to identify and manipulate individual sounds in spoken words.
Rime	The rest of the word, after the onset. It is usually made up of the vowels and final consonants. For example, /at/ is the rime of /bat/.
	Segmenting Syllables. Place palms upwards to separate syllables in a two-syllable word. Place hand upwards, say <i>hand</i> (first syllable), place second hand upwards, say <i>stand</i> (second syllable), <i>handstand</i> .
	Snatch the Sound. An action or motion completed with your hand in isolation or after the word curve. In pre-K, students use this motion to show they snatch or isolate the initial and final sound of a word. In First Grade, students revisit this idea. Only this time, they use this motion to snatch the final sound of a word to symbolize deleting it (taking it away).
Syllable	Single, unbroken sound consisting of one vowel sound and consonants. For example, nap is a one-syllable word, with one vowel sound, whereas nap/kin is a two-syllable word, with two vowel sounds.

	<p>Whip-Around Assessment</p>
<p>Yes (American Sign Language, ASL). Students answer yes to questions during a lesson. Make a fist with your hand and move it up and down like you are nodding your head yes, but with your fist.</p> <p>This action is used in pre-K lessons.</p>	<p>Quick assessment of a single skill, done during the Mastering weeks, in groups of five, and intended to assess mastery of that skill in just a few minutes.</p> <p>*Optional in pre-K since mastering of phonemic awareness is not expected so early.</p>

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Appendix B

Letter-Sound Correspondence Pretest

This optional pretest assesses each student's knowledge of letter-sound correspondences. It needs to be administered individually. Make multiple copies of the scoring sheet on the next page—one for each student you will be testing. Make one copy of the two pages showing the 37 graphemes (single letters and digraphs). Show the student the graphemes one at a time by pointing to them, beginning with the single-letter graphemes. Point to the grapheme and say, "If you saw this in a word, what **sound** would you say?" The student is to provide a sound for each grapheme (not the letter name).

Scoring Notes: Place a check on the line for each grapheme the student is able to pronounce correctly and an 'x' for each incorrect answer or failure to answer. If the student supplies a letter name, e.g., 'em', say, "That's a letter name; I want to know the sound." If the student continues to provide the letter name, mark the response wrong. Note that for two graphemes there are two possible answers, either of which should be counted as correct. If the student struggles with the single-letter graphemes, it is unnecessary to complete the digraphs.

At the beginning of Kindergarten any total score, even zero, is an acceptable score on this test. It is assumed that students know none of the letter-sound correspondences tested on this pretest. The supplement teaches all of them (plus a number of others) in the course of Kindergarten. Anything students happen to know at the beginning of Kindergarten is a bonus. If you use this assessment, be sure to add it to your assessment portfolio.

Letter-Sound Correspondences Scoring Sheet

Name: _____

Date: _____

1. ____ 'm' > /m/ as in *mat*
2. ____ 't' > /t/ as in *toy*
3. ____ 'd' > /d/ as in *dog*
4. ____ 'a' > /a/ as in *hat*
(not letter name /ae/)
5. ____ 'c' > /k/ as in *cat*
6. ____ 'b' > /b/ as in *bad*
7. ____ 'o' > /o/ as in *hot*
(not letter name /oe/)
8. ____ 'g' > /g/ as in *got*
(not /j/ as in *gem*)
9. ____ 'f' > /f/ as in *fun*
10. ____ 'u' > /u/ as in *up*
(not letter name /ue/)
11. ____ 'w' > /w/ as in *wet*
12. ____ 'z' > /z/ as in *zip*
13. ____ 'e' > /e/ as in *bed*
(not letter name /ee/)
14. ____ 'h' > /h/ as in *hot*
15. ____ 'i' > /i/ as in *hit*
(not letter name /ie/)
16. ____ 'j' > /j/ as in *jet*
17. ____ 'l' > /l/ as in *lot*
18. ____ 'r' > /r/ as in *red*
19. ____ 'k' > /k/ as in *kit*
20. ____ 'n' > /n/ as in *net*
21. ____ 'p' > /p/ as in *pin*
22. ____ 's' > /s/ as in *sit*
23. ____ 'v' > /v/ as in *van*
24. ____ 'x' > /x/ (/k/ + /s/) as in *tax*
25. ____ 'sh' > /sh/ as in *sheep*
26. ____ 'ee' > /ee/ as in *feet*
27. ____ 'ch' > /ch/ as in *chop*
28. ____ 'ng' > /ng/ as in *sing*
29. ____ 'th' > /th/ as in *thin* or /th/
as in *them*
30. ____ 'qu' > /qu/ (/k/ + /w/) as in *quick*
31. ____ 'ck' > /k/ as in *back*

Notes:

Letter-Sound Correspondence Pretest

m	t	d	a
c	b	o	g
f	u	w	z
e	h	i	j
l	r	k	n
p	s	v	x

Letter-Sound Correspondence Pretest Continued

sh	ee	ch	ng
th	qu	ck	

Appendix C

Letter Name Pretest

This optional pretest assesses each student's knowledge of letter names. It needs to be administered individually. Make multiple copies of the scoring sheet on the next page—one for each student you will be testing. Make one copy of the Letter Name Test sheets that show 26 lowercase letters and 26 uppercase letters out of order. You may test lower case, upper case, or both cases. Lowercase letters are more relevant, as they are taught first. Tell the student you are going to show him or her some letters, and you would like the student to tell you the letter names (not the sounds). Show the student the letters one at a time by pointing to them.

Scoring Notes: Place a check on the line for each letter the student is able to name correctly and an 'x' for each incorrect answer or failure to answer. Letter names are not taught until later in Kindergarten. Students who do not know the letter names will not be at a disadvantage in the early units. In fact, they may have an advantage over students who have learned the letter names because students who know the letter names may try to read words using the letter names instead of the sound values. This is a very common mistake among beginning readers. It leads students to read the word *cat* as 'see' 'ay' 'tee'. If any students who know letter names struggle to read in Unit 3 and following, it is possibly because they are trying to use the letter names to decode words instead of the sound values. If you use this assessment, be sure to add it to your assessment portfolio.

Letter Name Scoring Sheet

Name: _____

Date: _____

A	F	K	P	U
Z	B	G	L	Q
V	C	H	M	R
W	D	I	N	S
X	E	J	O	T
Y				

a	f	k	p	u
z	b	g	l	q
v	c	h	m	r
w	d	i	n	s
x	e	j	o	t
y				

Letter Name Pretest

A	F	K	P
U	Z	B	G
L	Q	V	C
H	M	R	W
D	I	N	S
X	E	J	O
T	Y		

Letter Name Pretest Continued

a	f	k	p
u	z	b	g
l	q	v	c
h	m	r	w
d	i	n	s
x	e	j	o
t	y		

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 on the next page to provide an at-a-glance overview of student performance.

Tens Recording Chart

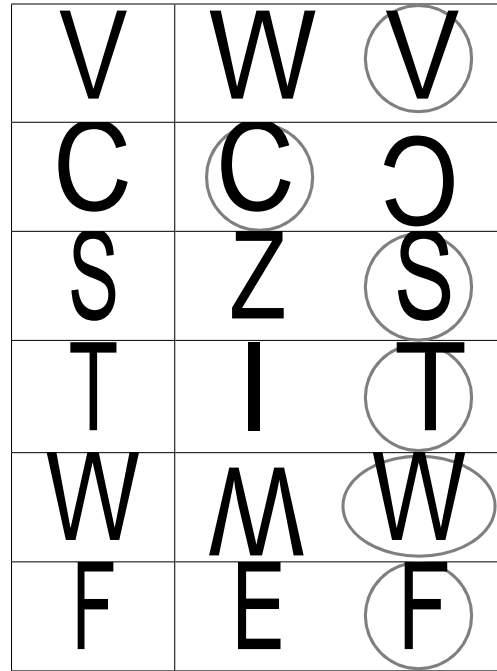
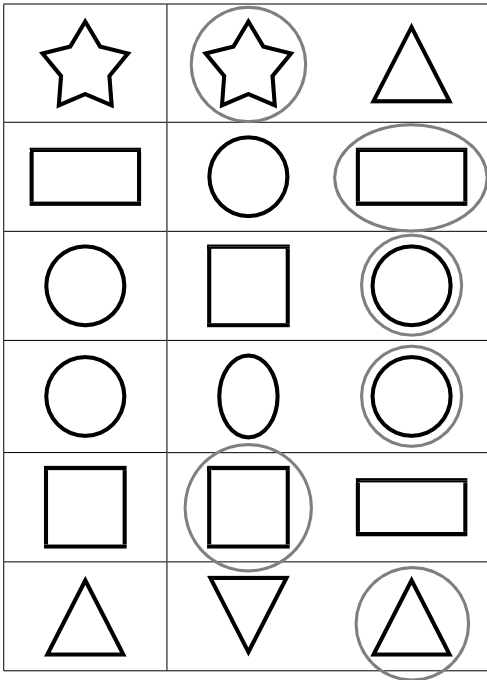
Use the following grid to record students' Tens scores. Refer to the previous page for the Tens Conversion Chart.

Name														

Name _____

3.2

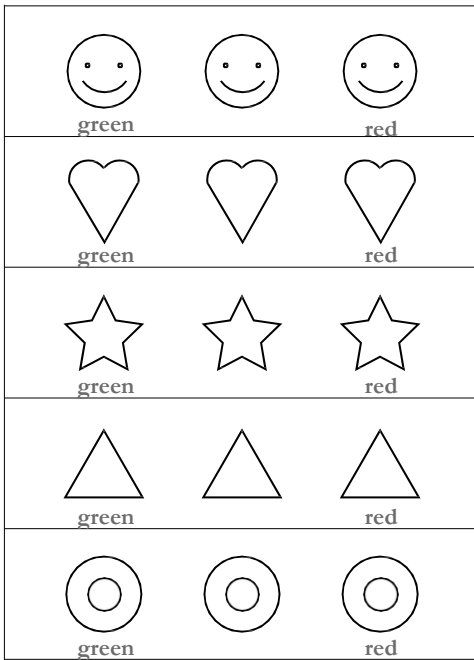
Directions: For each row, have students circle the shape that is the same as the shape on the left and cross out the shape that is different.



Name _____

4.2

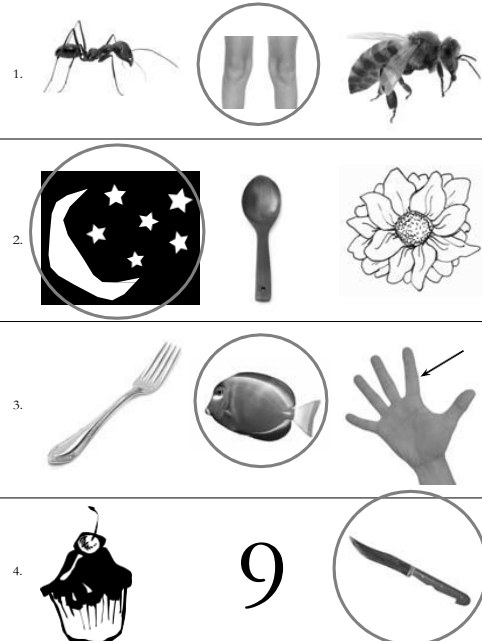
Directions: For each row, ask students to color the item that is at the beginning green and the item that is at the end red.



Name _____



















10.3

Part Two



Directions: Only segment each word and have students circle each picture.

Part Two, Blending Score: _____

5.			
6.			
7.			
8.			
9.			
10.			













Name _____








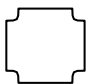


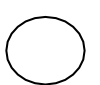


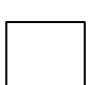

10.4

Dear Family Member,

In class, we have been using the terms "beginning" and "end." Knowing these terms is important for tracking from the beginning of a row to the end of a row when reading. For each row, please have your child color the item at the *beginning* green and the item at the *end* red, saying the word *beginning* and *end* as he or she colors each of them.








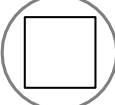











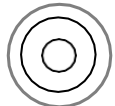


		
green		red
		
green		red
		
green		red
		
green		red

		
green		red
		
green		red
		
green		red
		
green		red
		
green		red

Name _____

PP6

Directions: For each row, have students circle the shape that is the same as the shape on the left and cross out the shapes that are different.

Name _____

PP7

Directions: For each row, have students circle the shape that is the same as the shape on the left and cross out the shape that is different.
















t	f	t
i	j	i
w	w	v
o	a	o
d	d	b
e	e	c

n	n	m
x	t	x
u	n	u
g	g	a
h	n	h
f	t	f

Name _____

PP8

Directions: For each row, have students color the item that is at the beginning green and the item that is at the end red.

		
green	yellow	red
		
green	yellow	red
		
green	yellow	red
		
green	yellow	red
		
green	yellow	red

Unit2

Teacher Guide

Skills Strand

Kindergarten