

Teacher's Edition

Reading Routines

COMPANION

*Practices Grounded in the
Science of Reading*



myview[®]

L I T E R A C Y

K

Teacher's Edition

Reading Routines

COMPANION

Practices Grounded in the Science of Reading

Developed in collaboration with Dr. Sharon Vaughn

In consultation with

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myView[®]
L I T E R A C Y

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myView Literacy Crosswalk

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Phonics Routines	myView Crosswalk
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Fluency Routines	myView Crosswalk
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Comprehension Routines	myView Crosswalk
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Instruction Grounded in Research

You are likely wondering, as are many educators, *what is the science of reading and how do I know if the program I'm using is responsive to the science of reading?* The science of reading is based on a cumulative and evolving set of evidence that is derived from studies built upon the scientific method. This evidence is useful in making decisions about what to teach and also in many cases, how to teach.



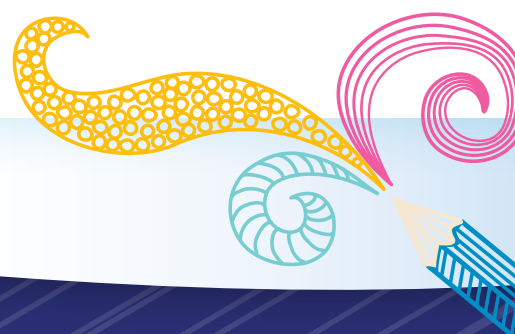
Some of the knowledge about learning to read is indisputable and would be expected to be a critical part of every reading program. There are several critical features to consider:

- ✓ The science of reading has established that there are critical elements of reading instruction that contribute to the successful acquisition of reading. Sometimes, these elements are referred to as “the big five” – phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension. However, these are not the only elements that contribute to reading success. Evidence also supports the reciprocal connection between learning to read and learning to spell and write.
- ✓ The emphasis on the critical elements of reading instruction may vary based on the differential needs of the reader – however, the vast majority of learners benefit from the organized, deliberate, and explicit instruction in the critical elements of reading.
- ✓ The science of reading has established that the explicitness of instruction is associated with beneficial outcomes for students. This explicitness includes modeling new skills, giving students ample practice with feedback, and providing structured opportunities for review and practice.
- ✓ The ultimate goal of reading, reading comprehension, is a product of both word decoding and linguistic comprehension – both are required for youngsters to acquire meaning from text.
- ✓ Teaching youngsters phonological awareness combined with letter knowledge improves word-decoding skills. Teaching students explicitly to apply phonics rules improves their word-decoding skills. Students also need to know or acquire the meaning of these words and to understand them in texts (i.e., linguistic comprehension).



Sharon Vaughn, Ph.D.

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myView Literacy Author



Meet Your Reading Routines Companion



This unparalleled companion to your myView Literacy Teacher's Edition provides additional explicit instruction to deepen your whole group and small group lessons. A systematic four-step routine introduces the skill, allows for teacher modeling, and supports guided and extended practice.

myView Literacy Lesson Connection

SIDE A

Isolate Phonemes: Medial /a/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE 1

Connect to myView Literacy: Medial /a/: Unit 1, p. T18

ROUTINE

STEP 1 INTRODUCE

Gather three counters. Today we will listen for the sound /a/ in the middle of words. The middle sound is the sound between the first and last sounds.

STEP 2 MODEL

- I will say a word. Listen carefully to the middle sound: *pan*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /p/ /a/ /n/. Sweep your hand under the counters as you say: *pan*.
- Point to each counter as you say: /p/ /a/ /n/, *pan*. The middle sound in *pan* is /a/. Say the middle sound in *pan* with me: /a/.

STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *cap* with you. Point to each counter and have students say the sounds with you: /k/ /a/ /p/. Sweep your hand under the counters: *cap*. What is the middle sound in *cap*? (/a/)

STEP 4 ON THEIR OWN

Have students segment the sounds in these words and identify the middle sound.

bat jam tab rag ham fan

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Isolate P

SIDE B

Rate

FLUENCY GRADE 1

CORRECTIVE FEEDBACK

IF students cannot read aloud at an appropriate rate,

THEN model how to read aloud at an appropriate rate, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read aloud at an appropriate rate may benefit from a word-recognition activity.

- Make a set of word cards of the decodable words from the text and another set of the high-frequency words from the text. Remember, we learn to read some words by saying the sounds that the letters make. We learn to read other words just by remembering them.
- Start with the decodable words and guide students in blending the sounds for each word. Then use the cards as flashcards and have students read aloud the words until they read them at an appropriate rate.
- Repeat using the high-frequency words.
- Have students read aloud the short text again until they make their reading "sound like talking."

Make It Harder

Students who can read aloud at an appropriate rate may enjoy reading aloud with a partner.

- Have each partner choose a short text in an appropriate leveled reader.
- Have partners take turns reading aloud their texts so their reading sounds like they are talking. Tell the other partner to listen carefully so he or she can ask the reader a question about the text.
- After each partner has read aloud and answered a question, have partners exchange texts and repeat the activity.

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Explicit Teacher Talk

Includes routines for Phonological and Phonemic Awareness, Phonics, Word Study, Fluency, Vocabulary, Comprehension, Dictation, High-Frequency Words, Syllable Patterns, and more!

Grade 1 Example



“The science of reading has established that the explicitness of instruction is associated with beneficial outcomes for students. This explicitness includes modeling new skills, giving students ample practice with feedback, and providing structured opportunities for review and practice.”



–Dr. Sharon Vaughn

Connected Digital Practice

Targeted feedback that is guided and corrective

SIDE A
Closed and Open Syllables: Reading

Applying syllabication skills to reading leads to increased fluency and stronger comprehension.

ROUTINE

STEP 1 INTRODUCE

Today we are going to use what we have learned about closed and open syllables to help us while we read.

STEP 2 MODEL

- I am going to read this sentence. If I come to words I don't know, I will look for closed and open syllables to help me read the words. Read the sentence. Pause at *lizards*. I am not sure what this word is. I see the vowel *i* and the consonant *z* after the vowel. Sound out /liz/ with emphasis on the sound /i/ and the consonant *z*. /liz/ is a closed syllable, so the first syllable in this word is /liz/. This word is *lizards*. Continue reading.
- Pause at *giant*. I am not sure what this word is. I see the vowel *i*, but there is no consonant after it. I wonder if this word has an open syllable. Sound out /gi/ with emphasis on the sound /i/. /gi/ is an open syllable, so the first syllable in this word is /gi/. This word is *giant*. Finish reading the sentence and then reread.

STEP 3 GUIDE PRACTICE

Let's read this sentence together. If we come to words we don't know, we will pause and use our knowledge of closed and open syllables to help us read the words. Use the instruction in Step 2 to guide the students' reading of the sentence at the right. Pause at *victory* (closed syllable, /vic/) and *remote* (open syllable, /re/).

STEP 4 ON THEIR OWN

Ask students to read the sentences at the right. Remind them to look for closed and open syllables to help them.

SYLLABLE PATTERNS

See digital practice on SavvasRealize.com.

SIDE B
Closed and Open Syllables: Reading

SYLLABLE PATTERNS
GRADE 3

CORRECTIVE FEEDBACK

IF students cannot read closed and open syllables in sentences,

THEN model how to read closed and open syllables, using Steps 2 and 3. Next, work through the Make It Easier activity on Side B.

Make It Easier

Students who cannot read words with closed and open syllables may benefit from more explicit instruction on identifying open syllables.

- Display the word *predict*. Let's read this word together: *predict*. *Predict* begins with an open syllable, /pre/. It is an open syllable because it ends with a long vowel sound, /ē/. Underline the vowel e. Let's say the open syllable together: /pre/. Now, let's read the whole word together: *predict*.
- Display the word *notice*. Let's read this word together: *notice*. What is the first syllable in *notice*? (/no/) Is /no/ a closed or an open syllable? (open) How do you know? (It is an open syllable because it ends with a long vowel sound, /ō./) Underline the vowel o. Let's say the open syllable together: /no/. Now, let's read the whole word together: *notice*.
- Repeat with the words at the right. Call on individual students to read the words. Then, ask students to identify the open syllable in each word. Ask them to underline the open syllable.

Make It Harder

Students who can read closed and open syllables can extend the activity by writing and reading extended sentences.

- Ask students to work with a partner. Each student should write a sentence with at least two multisyllabic words. One word should have a closed syllable. Another word should have an open syllable.
- Partners should exchange sentences and then take turns reading the sentences. Students should identify closed and open syllables in

Differentiation to meet the range of learners in your classroom

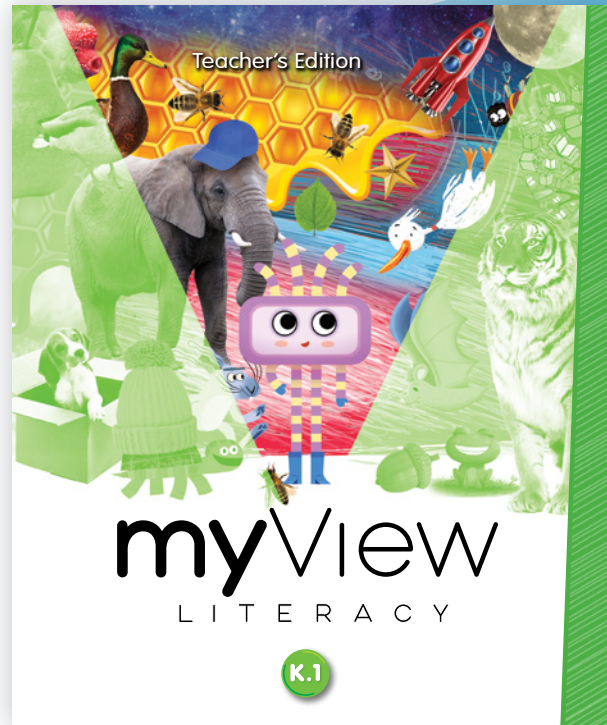
Grade 3 Example

Connected Resources for Whole and Small Group Instruction

Solid routines are a key ingredient in every classroom! Strengthen routines and deepen instruction with your *myView Literacy Teacher's Edition* and *Reading Routines Companion*.



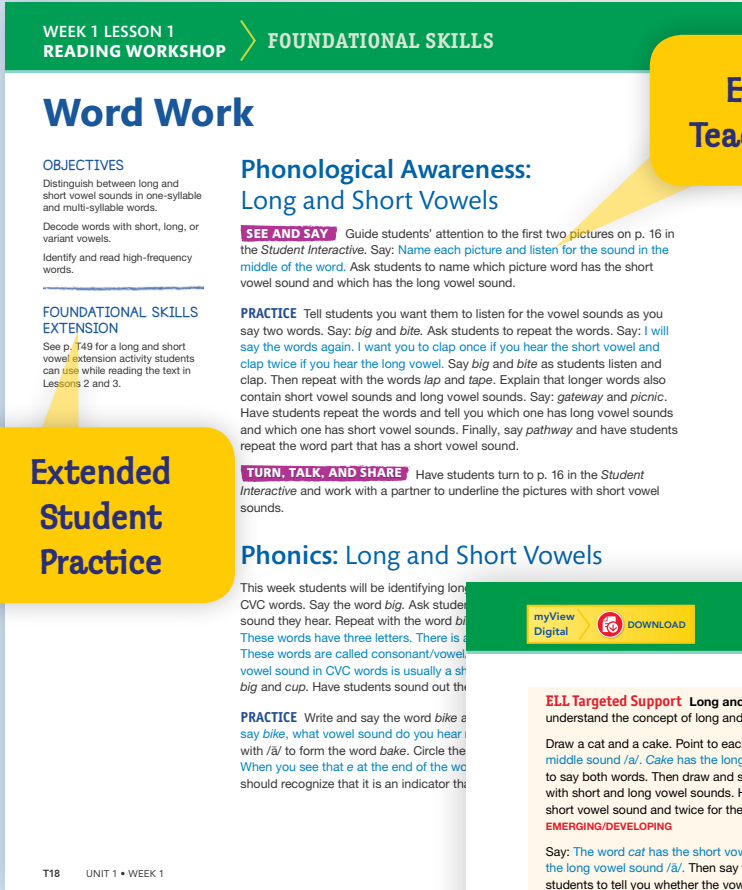
Instruction is Connected!



Teacher's Edition

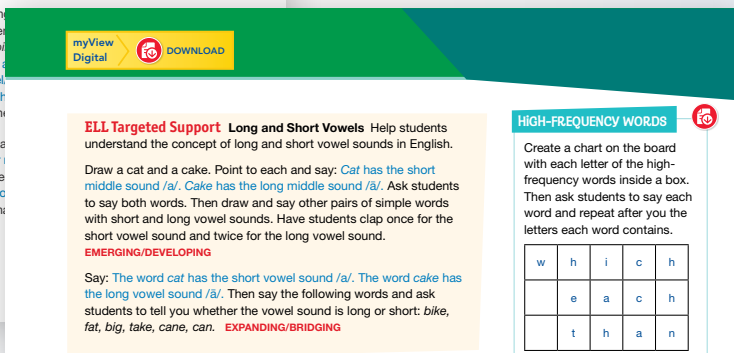
Core lessons launch instruction and help you deliver an explicit skill with an easy, consistent routine:

1. Focus (*I Do!*)
2. Model and Practice (*We Do!*)
3. Apply (*You Do!*)



Explicit Teacher Talk

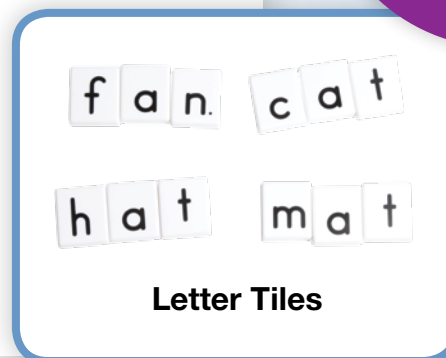
Extended Student Practice

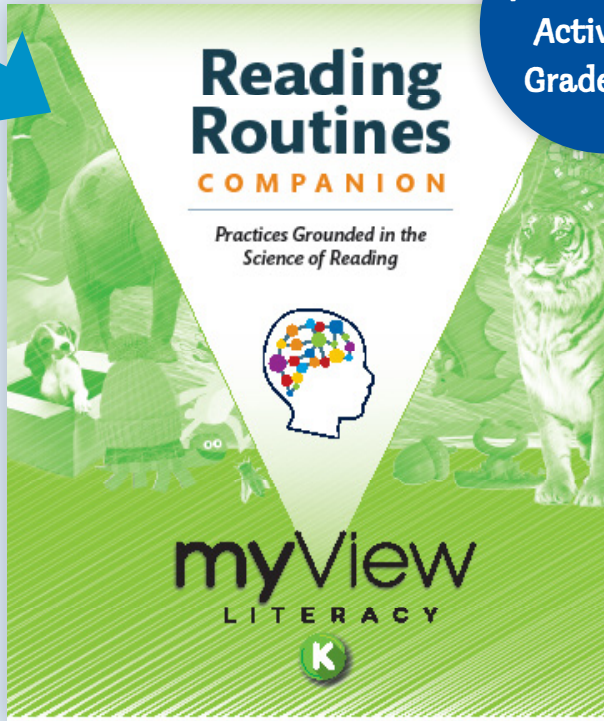


Pair with resources from your Foundational Skills Kit.

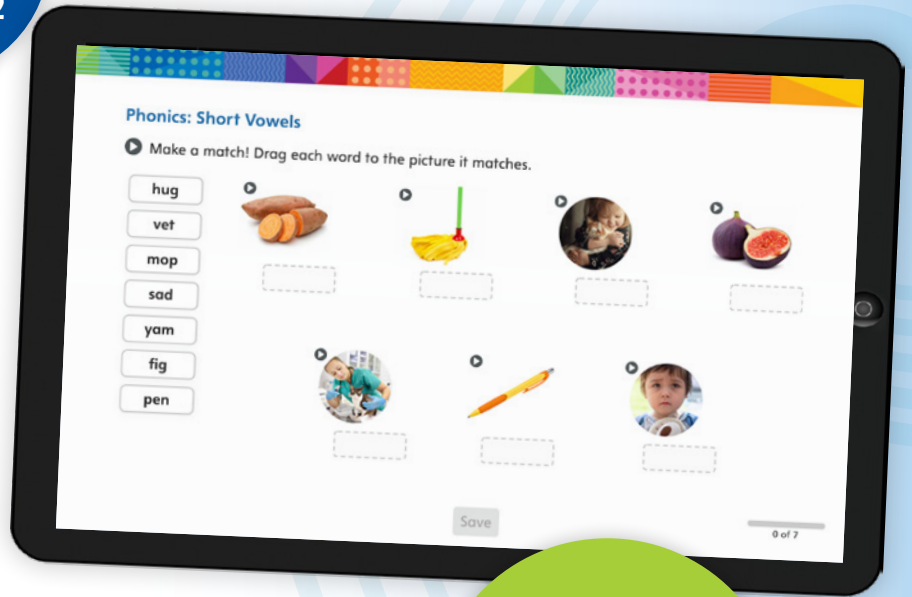
Student Practice

The Student Edition includes full color practice pages for each minilesson.





Multisensory Activities
Grades K-2



Digital Practice Activities to Reinforce Skills
Grades K-5

Routines directly connected to core lessons!

SIDE B
Distinguish Long and Short Vowel Sounds

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE 2

CORRECTIVE FEEDBACK
IF students cannot distinguish long and short vowel sounds in word pairs, THEN model how to segment the sounds in each word to identify its long or short vowel sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier
Students who cannot distinguish long and short vowel sounds in word pairs may need practice identifying the long or short vowel sound in individual words.

- Listen carefully as I say a sound and a word. If you hear the sound I say in the word, show a "thumbs up." Say: /e/, dress. Show a "thumbs up." If you do not hear the sound in the word, show a "thumbs down." Say: /b/, track. Show a "thumbs down."
- Say the following sounds and words. If students show the wrong thumb signal, guide them in segmenting the individual phonemes of the word and identifying the vowel sound.

Thumbs up: /a/, plant /ē/, screech /ī/, flight /o/, knot /u/, stump

Thumbs down: /ū/, lunch /ī/, drift /ā/, branch /e/, dream /ō/, prompt

Make It Harder
Students who can distinguish long and short vowel sounds in one-syllable words may be ready to identify the vowel sound in each part of two-syllable words.

- I will say a word with two parts. Listen carefully to the vowel sound in each part and say the vowel sound you hear.
- Read aloud one word at a time and have students identify the vowel sound they hear in each syllable: handbag, cocoa, finish, leaky, lifetime, sandstone, subway, daydream, highway, sunfish.

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4 Distinguish Long and Short Vowel Sounds

SIDE A
Distinguish Long and Short Vowel Sounds

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE 2

Connect to *myView Literacy: Long and Short Vowels: Unit 1*, p. T18

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 | INTRODUCE
Today we will listen for the vowel sound in words.

STEP 2 | MODEL

- Listen carefully to the vowel sound in this word: back, /b/ /a/ /k/. We hear the vowel sound /a/ in the middle of back. Have students repeat /a/ after you.
- Listen to the vowel sound in this word: bake, /b/ /ā/ /k/. We hear /ā/ in the middle of bake. Have students repeat /ā/ after you.
- Now I'm going to say a sound followed by two words. Listen carefully for the word that has the sound I say: /a/, mat, plate. The word mat has the sound /a/. Say the vowel sound in mat with me: /a/.

STEP 3 | GUIDE PRACTICE
Continue the activity, saying the sounds and word pairs below. Let's try these sounds and words. For each sound, ask: Which word has the vowel sound ___?

/ē/ pen, peas /ī/ rib, right /o/ loan, block /ū/ crumb, mule

STEP 4 | ON THEIR OWN
Have students distinguish the vowel sounds in other spoken word pairs. For each sound, ask: Which word has the vowel sound ___?

/ā/ stack, drain /e/ leak, speck /ī/ twice, kick /o/ loan, lock

/u/ plug, huge /ē/ pets, cheese /ī/ price, chimp /ō/ broke, stomp

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Distinguish Long and Short Vowel Sounds 3

Scope & Sequence

	K	1	2	3	4	5
Phonological Awareness Routines	✓	✓	✓			
Phonemic Awareness Screening Routines				✓	✓	✓
Phonemic Awareness Routines	✓	✓	✓	✓	✓	✓
Phonics Routines	✓	✓	✓			
Word Study Routines				✓	✓	✓
Dictation Routines	✓	✓				
Vocabulary Routines	✓	✓	✓	✓	✓	✓
High-Frequency Word Decoding Routines	✓	✓	✓	✓	✓	✓
Syllable Pattern Routines	✓	✓	✓	✓	✓	✓
Fluency Routines	✓	✓	✓	✓	✓	✓
Self-Monitoring Routine: Oral Reading		✓	✓	✓	✓	✓
Self-Monitoring Routine: Silent Reading			✓	✓	✓	✓
Comprehension Routines	✓	✓	✓	✓	✓	✓
Digital Practice Activities	✓	✓	✓	✓	✓	✓
Alphabet Tiles	✓	✓	✓			
Multisensory Activities	✓	✓	✓			
Phonics Generalizations	✓	✓	✓			
Articulation Support Guide	✓	✓	✓	✓	✓	✓
Glossary	✓	✓	✓	✓	✓	✓
Research	✓	✓	✓	✓	✓	✓

Phonological and Phonemic Awareness

The goal of phonological and phonemic awareness is recognizing and manipulating sounds. However, linking written words to sounds as quickly as possible helps students map sounds to print, use the alphabetic principle, and decode and read words with automaticity.

–Sharon Vaughn, Ph.D.

Professor and Executive Director

The Meadows Center for Preventing Educational Risk

The University of Texas at Austin

Isolate Phonemes: Initial /m/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Initial /m/: Unit 1, p. T18

ROUTINE

STEP 1 INTRODUCE

Today we will listen for the sound /m/ at the beginning of words. Make sure to pronounce the consonant /m/ (not /muh/).

STEP 2 MODEL

- Listen to these words: *met*, *man*. I will say them again. Listen carefully to their beginning sounds. Repeat the words, emphasizing the beginning sound /m/.
- The sound /m/ is at the beginning of *met* and *man*. Say *met* with me. Listen to make sure students pronounce the word correctly. Repeat with *man*. Say *man* with me.
- What is the sound at the beginning of each word? Pause for students to respond. Yes, both words have the beginning sound /m/.

STEP 3 GUIDE PRACTICE

Listen to this word: *mat*. Isolate and elongate the initial sound as you pronounce it. Say it with me: *mat*. What is the beginning sound? Yes, /m/ is the beginning sound.

STEP 4 ON THEIR OWN

I'm going to say several words. Raise your hand if the word has the beginning sound /m/. Say the following words aloud. Have students raise their hands if the word has the initial sound /m/.

mat

jet

mad

mint

hot

more

CORRECTIVE FEEDBACK

IF students cannot identify initial /m/ in a word,

THEN model how to isolate initial /m/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify initial /m/ might need more explicit instruction on how to make the sound /m/.

- We make the sound /m/ by pressing our lips together and saying “mmm,” like we do when we eat something we like.
- Let’s practice /m/ by making a puppet with our fingers! Take your four fingers and press them against your thumb. Say “mmm.” We’ll close our puppet’s mouth and say “mmm” when a word has the beginning sound /m/. If the word doesn’t have the beginning sound /m/, open its mouth wide by opening up your hand!
- I’m going to say some words. If the beginning sound is the sound /m/, say “mmm” and close your puppet’s mouth. If the beginning sound is not sound /m/, then leave your puppet’s mouth open.
- Say the following words. Allow students time to respond with their puppets after you say a word. Repeat each word as necessary, emphasizing the sound /m/.

map

sat

mad

nap

Make It Harder

Students who are able to isolate initial /m/ can extend the activity by identifying objects that have initial /m/.

- Tell students they are going to play a game. They will name objects in the classroom that have the initial sound /m/. Point to a map. [I see a map.](#)
- Have partners take turns identifying other objects with initial /m/. If a student is unable to find an example of /m/, she or he should say, “No more!”
- The game ends when neither partner can identify any other objects with initial /m/.

SIDE A

Isolate Phonemes: Initial and Final /t/

Connect to *myView Literacy*:
Initial and Final /t/: Unit 1, p. T46

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

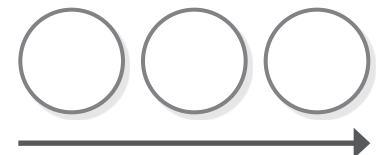
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Today we will listen for the sound /t/ in words. The sound /t/ might be the first sound or the last sound in the word.

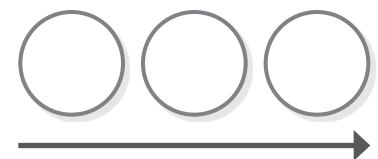
STEP 2 MODEL

- I will say a word. Listen carefully to the first sound in this word: *top*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /t/ /o/ /p/. Sweep your hand under the counters as you say: *top*.
- Tap each counter as you say: /t/ /o/ /p/, *top*. Tap the first counter: The first sound in *top* is /t/. Say the first sound in *top* with me: /t/.
- Repeat for final sound /t/ using *mat*.



STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *tan* with you. Have students tap each counter and say the sound with you: /t/ /a/ /n/. Sweep your hand under the counters: *tan*. What is the first sound in *tan*? (/t/) Repeat for final sound /t/ using the word *dot*.



STEP 4 ON THEIR OWN

Have students segment the sounds and identify whether /t/ is the initial sound or final sound in each of these words.

bat

heat

team

tin

pet

tag

Isolate Phonemes: Initial and Final /t/

CORRECTIVE FEEDBACK

IF students cannot identify initial or final sound /t/ in a word,

THEN model how to segment each sound to identify the sound /t/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more explicit instruction on isolating the sounds in words.

- Listen carefully: /t/ /t/ /t/. We make the sound /t/ by placing our tongue behind our top teeth and then pushing air through. Let's try it: /t/ /t/ /t/.
- Now let's explore some words to identify the sound /t/. As I say the following word, listen for the sound /t/: *hot*. Say the word with me: *hot*. Is the sound /t/ at the beginning or at the end of the word *hot*? (at the end)
- Repeat for initial sound /t/ using the word *tap*.
- Have students identify whether the sound /t/ is the initial or final sound in these words.

ten

tile

jet

tab

meat

ton

coat

feet

Make It Harder

Students may be ready to produce words with sound /t/.

- Have students sit in a circle. Give a beanbag or soft object to one student. I will say a word with the sound /t/ at either the beginning or the end. The person holding the beanbag will say another word with the sound /t/ in the same position in the word and pass the beanbag to the student on the left. For example, if I say *cot*, the person might say *dot*. The next person might say *got*. When we can't think of any other words, then I'll say a new word.
- Some possible starting words are *bat*, *let*, *pit*, *tan*, *tug*, and *ten*.

SIDE A

Identify Alliteration: /t/

Alliteration is the repetition of consonant sounds at the beginning of words or within words.

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Recognize Alliteration:
Unit 1, p. T64

ROUTINE

STEP 1 INTRODUCE

Today we will listen for words with the same beginning sounds. The beginning sound is the first sound in a word. Listen as I say the sound: /t/, /t/, /t/. Have students repeat sound /t/.

STEP 2 MODEL

- Emphasize the initial sound /t/ as you read aloud the sentence at the right.
- Have students say the sentence with you several times. Listen to make sure students pronounce sound /t/ correctly as they say each word.
- The same beginning sound is in every word of the sentence. The sound /t/ is at the beginning of *tiny*, *tots*, *tap*, and *tops*.

Tiny tots tap tops.

STEP 3 GUIDE PRACTICE

- Read aloud the sentence at the right and have students say it with you several times.
- What same sound is at the beginning of the words in the sentence? (/t/)
- What words in the sentence begin with sound /t/? (*take*, *two*, *tasty*, *tacos*)

**Take two tasty
tacos.**

STEP 4 ON THEIR OWN

Have students identify alliteration of sound /t/ and words beginning with sound /t/ in the following sentences.

Tippy toes tap tunes.

Two toads travel together.

Toothy tigers tame trainers.

CORRECTIVE FEEDBACK

IF students cannot identify alliteration of sound /t/,

THEN model how to identify alliteration of sound /t/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need additional practice in recognizing sound /t/.

- Emphasize initial sound /t/ as you say: *top, teeth, time*. Have students repeat the words after you. *What sound is at the beginning of each word?* (/t/)
- Play “I’m thinking of . . .” with students. *I will give you a clue, and you name the thing that begins with sound /t/.* Provide clues such as the following.

I’m thinking of something that we use to stick things together. (*tape*)

I’m thinking of a piece of furniture that has a flat top and four legs. (*table*)

I’m thinking of something that we sleep in when we camp. (*tent*)

I’m thinking of things in my mouth that I use for chewing. (*teeth*)

Make It Harder

Students may be ready to produce their own words beginning with sound /t/.

- Have students sit in a circle. Hold up a beanbag or other soft object. *Let’s think of as many words as we can that begin with sound /t/.*
- *I will say the first word and pass this beanbag to one of you. That person will say another word that begins with sound /t/ and pass the beanbag to his or her left. If you can’t think of a word, you can pass the beanbag to another student who has thought of a word.*

SIDE A

Isolate Phonemes: Medial /a/

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /a/: Unit 1, p. T74

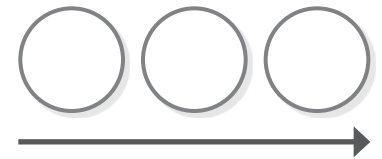
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Today we will listen for the middle sound /a/ in words. The middle sound is the sound between the first and last sounds.

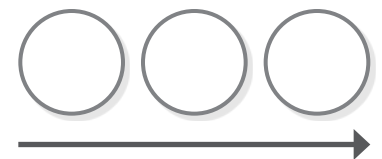
STEP 2 MODEL

- I will say a word. Listen carefully to the middle sound: *can*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /k/ /a/ /n/. Sweep your hand under the counters as you say: *can*.
- Tap each counter as you say: /k/ /a/ /n/, *can*. Tap the middle counter as you say: The middle sound in *can* is /a/. Say the middle sound in *can* with me: /a/.



STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *hat* with you. Have students tap each counter and segment the sounds with you: /h/ /a/ /t/. Sweep your hand under the counters: *hat*. What is the middle sound in *hat*? (/a/)



STEP 4 ON THEIR OWN

Have students segment the sounds in these words and then identify the medial sound.

map

ran

tag

cab

jam

rag

pan

mat

CORRECTIVE FEEDBACK

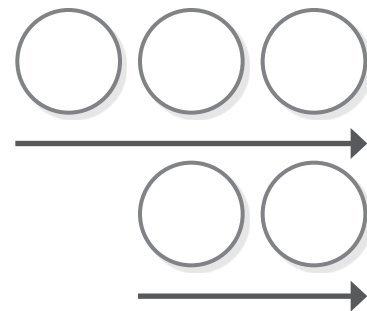
IF students cannot identify medial /a/ in a word,

THEN model how to segment each sound to identify medial /a/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify the medial /a/ in words may benefit from a tactile phoneme deletion activity.

- Segment the sounds of the word *tan*, placing a counter from left to right as you say each phoneme: /t/ /a/ /n/. Sweep your hand beneath the counters as you say: *tan*.
- **What is *tan* without /t/?** Remove the first counter and tap beneath each of the remaining counters as you say: /a/ /n/. Sweep your hand beneath the counters as you say: *an*.
- Distribute three counters to each student. Continue the phoneme deletion activity, but this time have students do the tapping and sweeping as they say and blend the sounds in these words: *ham, rat, mad, fat, tap, wag, sad, ram*.

**Make It Harder**

Students who can isolate the medial sound /a/ in three-phoneme words may be ready to isolate the sound /a/ in four- and five-phoneme words.

- Provide students with counters to segment the sounds of the word *crab* with you. Tap each counter and have students say the sound with you: /k/ /r/ /a/ /b/. **How many sounds are there?** (four) Tap the third counter and ask: **What sound is this?** (/a/)
- Have students segment the sounds in the following words and tap the counter that represents sound /a/.

flag

lamp

trap

pant

cramp

stand

plant

SIDE A

Identify Alliteration: /s/

Alliteration is the repetition of consonant sounds at the beginning of words or within words.

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Alliteration: Unit 1, p. T102

ROUTINE

STEP 1 INTRODUCE

Today we will listen for words with the same beginning sounds. The beginning sound is the first sound in a word. Listen as I say the sound: /s/, /s/, /s/. Have students repeat sound /s/.

STEP 2 MODEL

- Emphasize the initial sound /s/ as you read aloud the sentence at the right.
- Have students say the sentence with you several times. Listen to make sure students pronounce sound /s/ correctly as they say each word.
- The beginning sound is the same in every word of the sentence. The sound /s/ is at the beginning of *seven, sisters, sip, and soup*.

Seven sisters
sip soup.

STEP 3 GUIDE PRACTICE

- Read aloud the sentence at the right and have students say it with you several times.
- What same sound is at the beginning of the words in the sentence? (/s/)
- What words in the sentence begin with sound /s/? (*scary, skies, signal, storms*)

Scary skies
signal storms.

STEP 4 ON THEIR OWN

Have students identify alliteration of sound /s/ and words beginning with sound /s/ in the sentences below.

Slithering snakes slide silently. Six squawking seagulls soared.
Sally savors sour smelling socks.

Identify Alliteration: /s/

CORRECTIVE FEEDBACK

IF students cannot identify alliteration of sound /s/,

THEN model how to identify alliteration of /s/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need additional practice in recognizing sound /s/.

- Emphasize initial sound /s/ as you say: *salt, song, sick*. Have students repeat the words. *What sound is at the beginning of each word? (/s/)*
- Play “I’m thinking of . . .” with students. *I will give you a clue, and you name the thing that begins with sound /s/.* Provide clues such as the following.

I’m thinking of a tool we use to cut paper. (*scissors*)

I’m thinking of something we sit on inside a car. (*seat*)

I’m thinking of something overhead that’s blue with white puffy clouds. (*sky*)

I’m thinking of something we do when we go to bed. (*sleep*)

I’m thinking of something that covers our bones and muscles. (*skin*)

Make It Harder

Students may be ready to produce their own words beginning with sound /s/.

- Have students sit in a circle. Hold up a beanbag or other soft object. *Let’s think of as many words as we can that begin with sound /s/.*
- *I will say the first word and pass this beanbag to one of you. That person will say another word that begins with sound /s/ and pass the beanbag to the left. If you can’t think of a word, you can pass the beanbag to another student who has thought of a word.*

SIDE A

Blend and Segment Onsets and Rimes: Onsets /s/, /m/

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Blend and Segment Onset and Rime: Unit 1, p. T120

Onset is the part of a syllable that comes before the vowel, such as the *c* in *cat*. **Rime** is a vowel and any following consonants of a syllable or word, such as *-at* in *cat*.

ROUTINE

STEP 1 INTRODUCE

Say the word *sip*, pausing between the onset and the rime: /s/ (pause) /ip/. Does that sound like a word? (no) Let me say the sounds together without stopping: *sip*. Does that sound like a word? (yes) Today we will say the sounds in words. We will also blend sounds to make words.

STEP 2 MODEL

- Watch my face as I say these words: *sap*, *map*. Words are made up of sounds and parts. *Sap* and *map* have the same ending, or last, part: /ap/. They have different beginning, or first, sounds. Listen. Elongate each initial sound as you slowly say: /s/ (pause) /ap/; /m/ (pause) /ap/. We can identify the beginning sound and the ending part in each word.
- Now I will blend the beginning sounds with the ending parts to make whole words. Listen again: /s/ /ap/, *sap*; /m/ /ap/, *map*.

STEP 3 GUIDE PRACTICE

Let's do it together. Listen: *sat*, /s/ /at/. Say it with me: *sat*, /s/ /at/. What is the beginning sound? (/s/) What is the ending part? (/at/) What is the whole word? (*sat*) Repeat with the word *mat*, /m/ /at/, *mat*.

STEP 4 ON THEIR OWN

I will say a word. You repeat the word and say the beginning sound and the ending part. Then blend the sounds into a whole word. For example, *sag*, /s/ /ag/, *sag*. Have students segment and blend the sounds in these words: *mop*, *sail*, *mice*, *side*, *men*, *saw*, *meat*, and *sore*.

Blend and Segment Onsets and Rimes: Onsets /s/, /m/

CORRECTIVE FEEDBACK

IF students cannot blend and segment onsets /s/ and /m/ with rimes,

THEN model how to blend and segment onsets and rimes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more modeling and practice.

- Segment the onset and rime of *sock*: /s/ /ok/. Say it with me: /s/ /ok/. What is the beginning sound? (/s/) What is the ending part? (/ok/) I will blend the sounds: *sock*. Say the word with me: *sock*.
- Now I will say a beginning sound and an ending part. You tell me the word. Say these sounds and parts: /m/ /it/ (*mit*); /t/ /īd/ (*tide*); /s/ /ink/ (*sink*); /m/ /ash/ (*mash*); /t/ /ām/ (*tame*); /m/ /āk/ (*make*); /t/ /ag/ (*tag*); /m/ /ut/ (*mutt*).
- I will say the word *mock* slowly. Clap as you say the onset and then the rime: /m/ /ok/. Do it with me: (clap) /m/, (clap) /ok/. What is the beginning sound of *mock*? (/m/) What is the ending part of *mock*? (/ok/)
- Now I will say a word. Clap as you say the beginning sound and clap as you say the ending part. Say these words: *sick* (/s/ /ik/); *meat* (/m/ /ēt/); *said* (/s/ /ed/); *might* (/m/ /īt/); *sign* (/s/ /īn/); *main* (/m/ /ān/); *sell* (/s/ /el/); *tip* (/t/ /ip/).

Make It Harder

Students may be ready for this extension activity.

- Have partners find objects in the classroom that begin with /s/ or /m/. Have one partner say the name of the object and the other partner segment the sounds in the word into the beginning sound and ending part.
- Have students take turns until they cannot find any other objects that begin with /s/ or /m/.

SIDE A

Blend and Segment Onsets and Rimes: Onset /p/

Connect to *myView Literacy*:
Blend and Segment Onset and Rime: Unit 1, p. T130

Onset is the part of a syllable that comes before the vowel, such as the *c* in *cat*. **Rime** is a vowel and any following consonants of a syllable or word, such as *-at* in *cat*.

ROUTINE

STEP 1 INTRODUCE

Say the word *pan*, pausing between the onset and the rime: /p/ (pause) /an/. What did you hear? (/p/ /an/) Does that sound right? (no) Let me say the sounds together without stopping: *pan*. Does that sound better? (yes) Today we will say the sounds in words. We will also blend sounds to make words.

STEP 2 MODEL

- Watch my face as I say this word: *pen*. Words are made up of sounds and parts. The word *pen* has a beginning sound and an ending part. Listen. Elongate the onset and rime as you say: /p/ (pause) /en/. The beginning sound is /p/ and the ending part is /en/ in the word *pen*.
- Now I will blend the beginning sound with the ending part to make a whole word. Listen again: /p/ /en/, *pen*.

STEP 3 GUIDE PRACTICE

Let's do it together. Listen: *pick*, /p/ /ik/. Say it with me: *pick*, /p/ /ik/. What is the beginning sound? (/p/) What is the ending part? (/ik/) What is the whole word? (*pick*)

STEP 4 ON THEIR OWN

I will say a word. You repeat the word and say the beginning sound and the ending part. Then blend the sounds into a whole word. For example, *pack*, /p/ /ak/, *pack*. Have students segment and blend the sounds in these words: *pink*, *pot*, *pop*, *pain*, *pest*, *pig*, *paw*, and *pale*.

Blend and Segment Onsets and Rimes: Onset /p/

CORRECTIVE FEEDBACK

IF students cannot blend and segment onset /p/ with rimes,

THEN model how to blend and segment onset and rimes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more modeling and practice.

- Segment the onset and rime of *poke*: /p/ /ōk/. Say it with me: /p/ /ōk/. What is the beginning sound? (/p/) What is the ending part? (/ōk/) I will blend the sounds: *poke*. Say the word with me: *poke*.
- Now I will say a beginning sound and an ending part. You tell me the word. Say these sounds and parts: /p/ /it/ (*pit*); /p/ /īn/ (*pine*); /p/ /ēt/ (*Pete*); /p/ /āl/ (*pail*); /p/ /at/ (*pat*); /p/ /ak/ (*pack*); /p/ /est/ (*pest*); /p/ /an/ (*pan*).
- I will say the word *pick* slowly. Clap as you say the onset and then the rime: /p/ /ik/. Do it with me: (clap) /p/, (clap) /ik/. What is the beginning sound of *pick*? (/p/) What is the ending part of *pick*? (/ik/)
- I will say a word. Clap as you say the beginning sound and clap as you say the ending part. Say these words: *pane* (/p/ /ān/); *pest* (/p/ /est/); *poke* (/p/ /ōk/); *pink* (/p/ /ink/); *pine* (/p/ /īn/); *pain* (/p/ /ān/); *pat* (/p/ /at/); *pit* (/p/ /it/).

Make It Harder

Students may be ready for this extension activity.

- Have partners find objects in the classroom that begin with the sound /p/. Have one partner say the name of the object. Have the other partner segment the sounds into the beginning sound and ending part.
- Have students take turns until they cannot find any other objects that begin with the sound /p/.

SIDE A

Blend and Segment Onsets and Rimes: Onset /k/

Connect to *myView Literacy*:
Blend and Segment Onset and
Rime: Unit 1, p. T158

Onset is the part of a syllable that comes before the vowel, such as the *c* in *cat*. **Rime** is a vowel and any following consonants of a syllable or word, such as *-at* in *cat*.

ROUTINE

STEP 1 INTRODUCE

Say the word *cab* and repeat the sound /k/ several times. To make the sound /k/, place the back of your tongue against the top of your mouth, near your throat. Then breathe in air and let it out through your mouth by lowering your tongue. Let's try it together: /k/ /k/ /k/. Today we will say the sound /k/ in words. We will also blend the sound /k/ with other sounds to say words.

STEP 2 MODEL

- Watch my face as I say this word: *cat*. Words are made up of sounds and parts. The word *cat* has a beginning sound and an ending part. Listen. Elongate the onset and rime as you say: /k/ (pause) /at/. The beginning sound is /k/ and the ending part is /at/ in the word *cat*.
- Now I will blend the beginning sound with the ending part to say a whole word. Listen again: /k/ /at/, *cat*.

STEP 3 GUIDE PRACTICE

Let's do it together. Listen: *cup*, /k/ /up/. Say it with me: *cup*, /k/ /up/. What is the beginning sound? (/k/) What is the ending part? (/up/) What is the whole word? (*cup*)

STEP 4 ON THEIR OWN

I will say a word. You repeat the word and say the beginning sound and the ending part. Then blend the sounds into a whole word. For example, *cane*, /k/ /ān/, *cane*. Have students segment and blend these words: *cake*, *cot*, *coat*, *cook*, *core*, *cut*, *corn*, *car*, *cap*, *cow*, *cab*, *code*, and *cave*.

Blend and Segment Onsets and Rimes: Onset /k/

CORRECTIVE FEEDBACK

IF students cannot blend and segment onset /k/ with rimes,

THEN model how to blend and segment onset and rimes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more modeling and practice.

- Segment the onset and rime of *came*: /k/ /ām/. Say it with me: /k/ /ām/. What is the beginning sound? (/k/) What is the ending part? (/ām/) I will blend the sounds: *came*. Say the word with me: *came*.
- Now I will say a beginning sound and an ending part. You tell me the word. Say these sounds and parts: /k/ /ōld/ (*cold*); /k/ /ōt/ (*coat*); /k/ /āk/ (*cake*); /k/ /āp/ (*cape*); /k/ /ab/ (*cab*); /k/ /ap/ (*cap*); /k/ /ūb/ (*cube*); /k/ /ob/ (*cob*).
- I will say the word *cold* slowly. Clap as you say the onset and then the rime: /k/ /ōld/. Do it with me: (clap) /k/, (clap) /ōld/. What is the beginning sound of *cold*? (/k/) What is the ending part of *cold*? (/ōld/)
- Now I will say a word. You clap as you say the beginning sound and clap as you say the ending part. Say these words: *cot* (/k/ /ot/); *cuff* (/k/ /uf/); *can* (/k/ /an/); *cage* (/k/ /āj/); *cab* (/k/ /ab/); *colt* (/k/ /ōlt/).

Make It Harder

Students may be ready for this extension activity.

- Have partners think of words that begin with sound /k/. Have one student say the word and the partner segment the sounds in the word into the onset and rime.
- Have students take turns until they cannot think of any more words that begin with sound /k/.

SIDE A

Blend and Segment Onsets and Rimes: Onsets /k/, /m/, /p/, /s/, /t/

Onset is the part of a syllable that comes before the vowel, such as the *c* in *cat*. **Rime** is a vowel and any following consonants of a syllable or word, such as *-at* in *cat*.

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Blend and Segment Onset and Rime: Unit 1, p. T176

ROUTINE

STEP 1 INTRODUCE

Today we will say the sounds in words that begin with the sounds /k/, /m/, /p/, /s/, and /t/. We will blend those beginning sounds with ending parts to make words.

STEP 2 MODEL

- The words *cop*, *mop*, *pop*, *sop*, and *top* have the same ending part: /op/. They have different beginning sounds. Listen. Elongate each initial sound as you slowly say: /k/ /op/; /m/ /op/; /p/ /op/; /s/ /op/; /t/ /op/. We can identify the beginning sound and the ending part in each word.
- Now I will blend the beginning sounds with the ending parts to make whole words. Listen again: /k/ /op/, *cop*; /m/ /op/, *mop*; /p/ /op/, *pop*; /s/ /op/, *sop*; /t/ /op/, *top*.

STEP 3 GUIDE PRACTICE

Let's do it together. Listen: *cup*, /k/ /up/. Say it with me: *cup*, /k/ /up/. What is the beginning sound? (/k/) What is the ending part? (/up/) What is the whole word? (*cup*) Repeat with the words *man*, *pin*, *set*, and *top*.

STEP 4 ON THEIR OWN

I will say a word. You repeat the word and say the beginning sound and the ending part. Then blend the sounds into a whole word. For example, *sag*, /s/ /ag/, *sag*. Have students segment and blend the sounds in these words: *cub*, *men*, *pan*, *sun*, *tub*, *cob*, *map*, *pig*, *sip*, and *tag*.

Blend and Segment Onsets and Rimes: Onsets /k/, /m/, /p/, /s/, /t/

CORRECTIVE FEEDBACK

IF students cannot blend and segment onsets /k/, /m/, /p/, /s/, and /t/ with rimes,

THEN model how to blend and segment onsets and rimes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more modeling and practice.

- Segment the onset and rime of *team*: /t/ /ēm/. Say it with me: /t/ /ēm/. What is the beginning sound? (/t/) What is the ending part? (/ēm/) I will blend the sounds: *team*. Say the word with me: *team*.
- Now I will say a beginning sound and an ending part. You say the word. Say these sounds and parts: /s/ /un/ (*sun*); /p/ /ot/ (*pot*); /m/ /īl/ (*mile*); /k/ /ōl/ (*coal*); /t/ /en/ (*ten*); /s/ /ēd/ (*seed*); /p/ /ond/ (*pond*); /m/ /ug/ (*mug*); /k/ /an/ (*can*).
- I will say the word *test* slowly. Clap as you say the onset and then the rime: /t/ /est/. Do it with me: (clap) /t/, (clap) /est/. What is the beginning sound of *test*? (/t/) What is the ending part of *test*? (/est/)
- Now I will say a word. Clap as you say the beginning sound and clap as you say the ending part. Say these words: *sign* (/s/ /īn/); *pill* (/p/ /il/); *melt* (/m/ /elt/); *camp* (/k/ /amp/); *task* (/t/ /ask/); *soap* (/s/ /ōp/); *pump* (/p/ /ump/); *map* (/m/ /ap/).

Make It Harder

Students may be ready for this extension activity.

- Have partners find objects in the classroom that begin with the sound /k/, /m/, /p/, /s/, or /t/. Have one student say the name of the object and the partner segment the sounds into the beginning sound and ending part.
- Have students take turns as time allows.

Isolate Phonemes: Medial /i/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /i/: Unit 1, p. T186

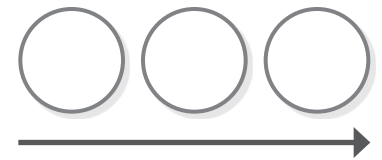
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Say the word *it* and repeat the sound /i/ several times. To make the sound /i/, open your mouth and push out from your throat. Let's try it together: /i/ /i/ /i/. Today we will listen for the sound /i/ in the middle of words. The middle sound is the sound between the first and last sounds.

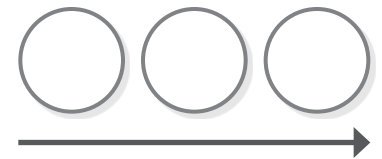
STEP 2 MODEL

- I will say a word. Listen carefully to the middle sound: *big*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /b/ /i/ /g/. Sweep your hand under the counters as you say: *big*.
- Tap each counter as you say: /b/ /i/ /g/, *big*. Tap the middle counter as you say: *The middle sound in big is /i/. Say the middle sound in big with me: /i/.*



STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *hid* with you. Have students tap each counter and say the sounds with you: /h/ /i/ /d/. Sweep your hand under the counters: *hid*. *What is the middle sound in hid? (/i/)*



STEP 4 ON THEIR OWN

Have students segment the sounds in these words and then identify the medial sound.

pit

win

sip

bin

him

lip

CORRECTIVE FEEDBACK

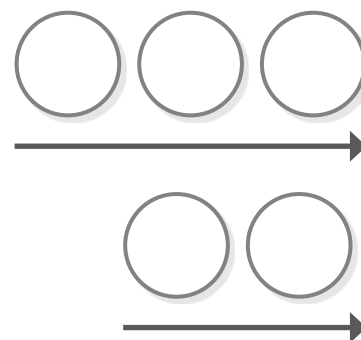
IF students cannot identify medial /i/ in a word,

THEN model how to segment each sound to hear medial /i/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile phoneme-deletion activity to practice recognizing the medial sound /i/.

- Segment the sounds of the word *tin*, placing a counter from left to right as you say each phoneme: /t/ /i/ /n/. Sweep your hand beneath the counters as you say: *tin*.
- *What is tin without /t/?* Remove the first counter and tap beneath each of the remaining counters as you say: /i/ /n/. Sweep your hand beneath the counters as you say: *in*.
- Distribute three counters to each student. Continue the phoneme-deletion activity with the following words, but this time have students do the tapping and sweeping as they say and blend the sounds.



him

win

lip

pit

his

Make It Harder

Students who can isolate the medial sound /i/ in three-phoneme words may be ready to isolate the middle sound /i/ in four- and five-phoneme words.

- Provide students with counters to segment the sounds of the word *slid* with you. Tap each counter and have students say the sound with you: /s/ /l/ /i/ /d/. *How many sounds are in this word?* (four) Tap the third counter and ask: *What is the middle sound?* (/i/)
- Have students segment the sounds in the following words and tap the counter that represents the position of sound /i/.

swim

skip

lift

crib

spin

crisp

print

SIDE A

Isolate Phonemes: Initial and Final /n/

Connect to *myView Literacy*:
Initial and Final /n/: Unit 1, p. T214

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

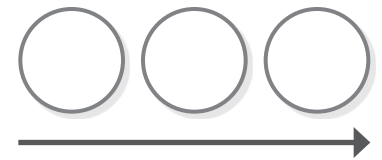
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Say *no* several times, elongating the sound /n/. To make the sound /n/, place your tongue just behind your teeth and lower your mouth a little. Try it: /n/ /n/ /n/. Today we will listen for the sound /n/ in words. The sound /n/ might be the first or last sound in the word.

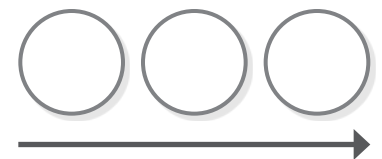
STEP 2 MODEL

- I will say a word. Listen carefully to the first sound in this word: *nut*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /n/ /u/ /t/. Sweep your hand under the counters as you say: *nut*. Tap each counter as you say: /n/ /u/ /t/, *nut*. Tap the first counter as you say: *The first sound in nut is /n/.* Say the first sound in *nut* with me: /n/.
- Repeat for final sound /n/ using *can*.



STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *pin* with you. Have students tap each counter and say the sound with you: /p/ /i/ /n/. Sweep your hand under the counters: *pin*. *What is the last sound in pin?* (/n/) Repeat for initial sound /n/ using the word *nod*.



STEP 4 ON THEIR OWN

Have students segment the sounds in these words and identify whether sound /n/ is the initial sound or final sound in each word.

- | | | | | | |
|-----|-----|------|------|-----|------|
| net | win | name | sign | nap | bean |
|-----|-----|------|------|-----|------|

Isolate Phonemes: Initial and Final /n/

CORRECTIVE FEEDBACK

IF students cannot identify initial or final sound /n/ in a word,

THEN model how to segment each sound to identify the sound /n/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need additional explicit instruction on isolating the sounds in words.

- Listen carefully: /n/ /n/ /n/. We make the sound /n/ by placing our tongue just behind our teeth and lowering our mouth a little. Let's try it: /n/ /n/ /n/.
- Now let's explore some words to identify the sound /n/. As I say the following word, listen for the sound /n/: *pan*. Say the word with me: *pan*. Where is the sound /n/ in the word *pan*? (at the end)
- Repeat for initial sound /n/ using the word *nod*.
- Have students identify whether the sound /n/ is the initial or final sound in these words.

ten

bun

nap

men

fan

nose

nail

Make It Harder

Students may be ready to produce words with final sound /n/.

- Have students sit in a circle; give a beanbag or soft object to one student. I will say a word with the sound /n/ at the end. The person holding the beanbag will say another word with the sound /n/ at the end and pass the beanbag to the student on the left. For example, if I say *fan*, the person might say *man*. The next person might say *plan*. When we can't think of any other words, then I'll say a new word.
- Some possible starting words are *own*, *can*, *rain*, *run*, *bin*, *ten*, and *won*.

SIDE A

Identify Alliteration: /k/, /m/, /n/, /p/

Alliteration is the repetition of consonant sounds at the beginning of words or within words.

Connect to *myView Literacy*:
Recognize Alliteration:
Unit 1, p. T232

ROUTINE

STEP 1 INTRODUCE

Today we will be listening for words with the same beginning sounds. The beginning sound is the first sound in a word.

STEP 2 MODEL

- Emphasize the initial sound /k/ as you read aloud the sentence at the right.
- Have students say the sentence with you several times. Listen to make sure students pronounce sound /k/ correctly as they say each word.
- The same beginning sound is in every word of the sentence. The sound /k/ is at the beginning of *cute*, *cats*, *crept*, and *close*.

Cute cats crept
close.

STEP 3 GUIDE PRACTICE

- Read aloud the sentence at the right and have students say it with you several times. *What same sound is at the beginning of the words in the sentence? (/m/)*
- *What words in the sentence begin with sound /m/? (my, mom, might, make, malts)*

My mom might
make malts.

STEP 4 ON THEIR OWN

Have students identify alliteration of sounds /k/, /m/, /n/, and /p/ in the following sentences.

Cam cooks cool cakes.
Ned needs nine naps.

My mom makes mittens.
Pam pets Pete's puppies.

Identify Alliteration: /k/, /m/, /n/, /p/

CORRECTIVE FEEDBACK

IF students cannot identify alliteration of sound /k/, /m/, /n/, or /p/,

THEN model how to identify alliteration of the initial sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need additional practice.

- Emphasize initial sound /n/ as you say these words: *new, nap, nod*. Have students repeat the words after you. **What sound is at the beginning of each word?** (/n/) Repeat for sound /k/ using *cut, cow, and cute*; for sound /m/ using *map, mud, and mix*; and for sound /p/ using *pear, pot, and pan*.
- Play “I’m thinking of . . .” with students. **I will give you a clue, and you name the object that begins with the sound I say.** Begin each clue with “I’m thinking of something that begins with sound . . .” Provide clues such as those at the right.

/k/: We wear it in the winter. (*coat*)

/m/: We put cocoa and coffee in it. (*mug*)

/n/: Birds live in it. (*nest*)

/p/: It says, “Oink, oink, oink.” (*pig*)

Make It Harder

Students may be ready to produce their own words beginning with sound /k/, /m/, /n/, and /p/.

- Have students sit in a circle. Give a beanbag or other soft object to one of the students. Say: **When I say “Go,” pass the beanbag around the circle to the person on your left until I say “Stop!”** Then I will say two words that begin with the same sound. The person holding the beanbag will identify the beginning sound of the two words and then name another word that begins with the same sound.
- Some pairs of words to use include the following.

nut, nod

paw, peg

cold, cane

map, mop

cap, car

nip, name

mat, moon

page, pet

Identify Alliteration: /b/

Alliteration is the repetition of consonant sounds at the beginning of words or within words.

Connect to *myView Literacy*:
Alliteration: Unit 1, p. T242

ROUTINE

STEP 1 INTRODUCE

Today we will listen for words with the same beginning sound. The beginning sound is the first sound in a word. Listen as I say the sound: /b/, /b/, /b/. Have students repeat sound /b/.

STEP 2 MODEL

- Emphasize the initial sound /b/ as you read aloud the sentence at the right.
- Have students say the sentence with you several times. Listen to make sure students pronounce sound /b/ correctly as they say each word.
- The same beginning sound is in every word of the sentence. The sound /b/ is at the beginning of *big, bees, buzz, and by*.

Big bees buzz by.

STEP 3 GUIDE PRACTICE

- Read aloud the sentence at the right and have students say it with you several times.
- What same sound is at the beginning of the words in the sentence? (/b/)
- What words in the sentence begin with sound /b/? (*busy, birds, bring, branches*)

**Busy birds bring
branches.**

STEP 4 ON THEIR OWN

Have students identify alliteration of sound /b/ and words beginning with sound /b/ in the silly sentences below.

Billy Bear buys bacon.

Big blue balls bounce.

Black bats bust brown barns.

Identify Alliteration: /b/

CORRECTIVE FEEDBACK

IF students cannot identify alliteration of sound /b/,

THEN model how to identify alliteration of /b/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need additional practice in recognizing sound /b/.

- Emphasize initial sound /b/ as you say: *bud, bag, bed*. Have students repeat the words. **What sound is at the beginning of each word?** (/b/)
- Play “I Spy” with students. **I will give you a clue, and you name the thing in the classroom that begins with sound /b/.** Provide clues such as the following.

I spy something we read. (*book*)

I spy a crayon color we use to color the sky. (*blue*)

I spy something we put our books in and carry on our back. (*backpack*)

I spy something I write on when I teach. (*board*)

I spy things we stack to build a tower. (*blocks*)

Make It Harder

Students may be ready to produce their own words beginning with sound /b/.

- Have students sit in a circle. Hold up a beanbag or other soft object. **Let’s think of as many words as we can that begin with sound /b/.**
- **I will say the first word and pass this beanbag to one of you. That person will say another word that begins with sound /b/ and pass the beanbag to the left. If you can’t think of a word, you can pass the beanbag to another student who has thought of a word.**

Isolate Phonemes: Initial /r/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Initial /r/: Unit 1, p. T270

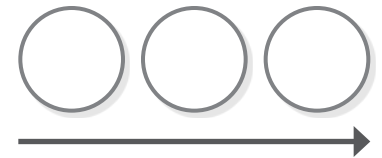
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Say *run* several times, elongating the sound /r/. To make the sound /r/, place your tongue just behind your teeth as you lower your mouth a little. Try it: /r/ /r/ /r/. Today we will listen for the sound /r/ at the beginning of words. The beginning sound is the first sound in a word.

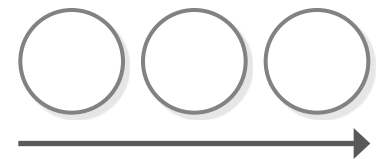
STEP 2 MODEL

- I will say a word. Listen carefully to the first sound in this word: *rod*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /r/ /o/ /d/. Sweep your hand under the counters as you say: *rod*.
- Tap each counter as you say: /r/ /o/ /d/, *rod*. Point to the first counter as you say: *The first sound in rod is /r/. Say the first sound in rod with me: /r/.*



STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *rip* with you. Have students tap each counter and say the sound with you: /r/ /i/ /p/. Sweep your hand under the counters: *rip*. *What is the first sound in rip? (/r/)*



STEP 4 ON THEIR OWN

Have students segment the sounds in these words and identify the first sound in each word.

rub

rut

rot

rag

rib

ram

CORRECTIVE FEEDBACK

IF students cannot identify initial /r/ in words,

THEN model how to segment each sound to identify the initial sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify initial /r/ in words may need more explicit instruction on isolating the initial sound in words.

- Listen carefully: /r/ /r/ /r/. We make the sound /r/ by placing our tongue just behind our teeth, closing our mouth a little. Let's try it: /r/ /r/ /r/.
- Now let's explore some words to identify the sound /r/. As I say the following word, listen for the sound /r/: *rake*. Say the word with me: *rake*. Where is the sound /r/ in the word *rake*? (at the beginning)
- Have students repeat these words and identify the initial sound in each.

room

race

road

raid

rose

ripe

robe

Make It Harder

Students may work on the following extension activity.

- Read aloud the sentence at the right two times. Identify the words that begin with sound /r/. (*Rob, raced, ramp*)
- Repeat with sentences such as the following.

**Rob raced his bike
down the ramp.**

The red robin sang a rosy tune.

Ruth rolled the rock to the pond.

The dog ran right up to the rabbit.

SIDE A

Blend and Segment Onsets and Rimes: Onsets /b/, /r/

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Blend and Segment Onset and Rime: Unit 1, p. T288

Onset is the part of a syllable that comes before the vowel, such as the *c* in *cat*. **Rime** is a vowel and any following consonants of a syllable or word, such as *-at* in *cat*.

ROUTINE

STEP 1 INTRODUCE

Say the word *big*, pausing between the onset and the rime: /b/ (pause) /ig/. Does that sound like a word? (no) Let me say the sounds together without stopping: *big*. Does that sound like a word? (yes) Today we will say the sounds in words. We will also blend sounds to make words.

STEP 2 MODEL

- Watch my face as I say these words: *bat*, *rat*. Words are made up of sounds and parts. *Bat* and *rat* have the same ending, or last, part: /at/. They have different beginning, or first, sounds. Listen. Elongate each initial sound as you slowly say: /b/ (pause) /at/; /r/ (pause) /at/. We can identify the beginning sound and the ending part in each word.
- Now I will blend the beginning sounds with the ending parts to make whole words. Listen again: /b/ /at/, *bat*; /r/ /at/, *rat*.

STEP 3 GUIDE PRACTICE

Let's do it together. Listen: *bed*, /b/ /ed/. Say it with me: *bed*, /b/ /ed/. What is the beginning sound? (/b/) What is the ending part? (/ed/) What is the whole word? (*bed*) Repeat with the word *red*, /r/ /ed/, *red*.

STEP 4 ON THEIR OWN

I will say a word. You repeat the word and say the beginning sound and the ending part. Then blend the sounds into a whole word. For example, *boat*, /b/ /ōt/, *boat*. Have students segment and blend the sounds in these words: *rip*, *bag*, *rode*, *bake*, *rug*, *bun*, *rope*, and *bite*.

Blend and Segment Onsets and Rimes: Onsets /b/, /r/

CORRECTIVE FEEDBACK

IF students cannot blend and segment onsets /b/ and /r/ with rimes,

THEN model how to blend and segment onsets and rimes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more modeling and practice.

- Segment the onset and rime of *ride*: /r/ /īd/. Say it with me: /r/ /īd/. What is the beginning sound? (/r/) What is the ending part? (/īd/) I will blend the sounds: *ride*. Say the word with me: *ride*.
- Now I will say a beginning sound and an ending part. You tell me the word. Say these sounds and parts: /b/ /ad/ (*bad*); /r/ /āk/ (*rake*); /b/ /ōn/ (*bone*); /r/ /ob/ (*rob*); /b/ /ug/ (*bug*); /r/ /od/ (*rod*); /b/ /est/ (*best*); /r/ /ok/ (*rock*).
- I will say the word *bend* slowly. Clap as you say the onset and then the rime: /b/ /end/. Do it with me: (clap) /b/, (clap) /end/. What is the beginning sound of *bend*? (/b/) What is the ending part of *bend*? (/end/)
- Now I will say a word. You clap as you say the beginning sound and clap as you say the ending part. Say these words: *bust* (/b/ /ust/); *real* (/r/ /ēl/); *bus* (/b/ /us/); *rash* (/r/ /ash/); *bin* (/b/ /in/); *ramp* (/r/ /amp/); *bait* (/b/ /āt/).

Make It Harder

Students may be ready for this extension activity.

- Have partners find objects in the classroom that begin with /b/ or /r/. Have one partner say the name of an object and the other partner segment the sounds in each word into the initial sound and ending part.
- Have students take turns until they cannot find any other objects that begin with /b/ or /r/.

Isolate Phonemes: Medial /a/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /a/: Unit 1, p. T426

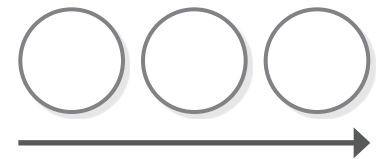
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Say the word *at* and repeat the sound /a/ several times. To make the sound /a/, open your mouth slightly and drop your jaw. Let's try it together: /a/ /a/ /a/. Today we will listen for the sound /a/ in the middle of words.

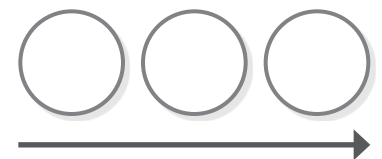
STEP 2 MODEL

- I will say a word. Listen carefully to the middle sound: *cab*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /k/ /a/ /b/. Sweep your hand under the counters as you say: *cab*.
- Tap each counter as you say: /k/ /a/ /b/, *cab*. Tap the middle counter as you say: The middle sound in *cab* is /a/. Say the middle sound in *cab* with me: /a/.



STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *sat* with you. Have students tap each counter and say the sounds with you: /s/ /a/ /t/. Sweep your hand under the counters: *sat*. What is the middle sound in *sat*? (/a/)



STEP 4 ON THEIR OWN

Have students segment the sounds in these words and then identify the medial sound.

mad

fan

rag

nap

ham

tab

fat

pad

CORRECTIVE FEEDBACK

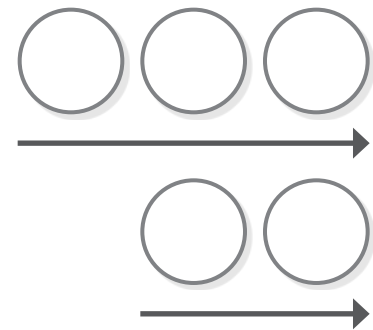
IF students cannot identify medial /a/ in a word,

THEN model how to segment each sound to identify medial /a/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile phoneme-deletion activity to practice recognizing the sound /a/.

- Segment the sounds of the word *ran*, placing a counter from left to right as you say each phoneme: /r/ /a/ /n/. Sweep your hand beneath the counters as you say: *ran*.
- **What is *ran* without /r/?** Remove the first counter and tap beneath each of the remaining counters as you say: /a/ /n/. Sweep your hand beneath the counters as you say: *an*.
- Distribute three counters to each student. Continue the phoneme-deletion activity with the following words, but this time have students do the tapping and sweeping as they say and blend the sounds.



nag

cap

jam

tab

mat

Make It Harder

Some students may be ready to isolate the sound /a/ in four- and five-phoneme words.

- Provide students with counters to segment the sounds of the word *grab* with you. Tap each counter and have students say the sound with you: /g/ /r/ /a/ /b/. **How many sounds are there?** (four) Tap the third counter and ask: **What sound is this?** (/a/)
- Have students segment the sounds in the following words and tap the counter that represents the position of sound /a/.

flat

glad

plan

brag

stamp

grand

SIDE A

Isolate Phonemes: Medial /i/

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /i/: Unit 1, p. T432

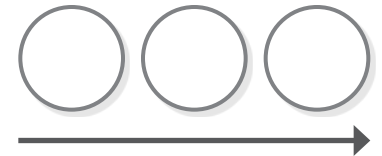
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Say the word *in* and repeat the sound /i/ several times. To make the sound /i/, open your mouth and push out from your throat. Let's try it together: /i/ /i/ /i/. Today we will listen for the sound /i/ in the middle of words.

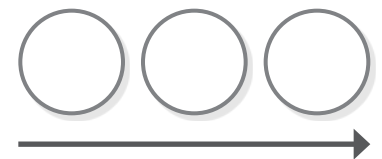
STEP 2 MODEL

- I will say a word. Listen carefully to the middle sound: *bit*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /b/ /i/ /t/. Sweep your hand under the counters as you say: *bit*.
- Tap each counter as you say: /b/ /i/ /t/, *bit*. Tap the middle counter as you say: The middle sound in *bit* is /i/. Say the middle sound in *bit* with me: /i/.



STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *dig* with you. Have students tap each counter and say the sounds with you: /d/ /i/ /g/. Sweep your hand under the counters: *dig*. What is the middle sound in *dig*? (/i/)



STEP 4 ON THEIR OWN

Have students segment the sounds in these words and then identify the middle sound.

fin	hid	kid	lit
pin	rip	tin	tip

CORRECTIVE FEEDBACK

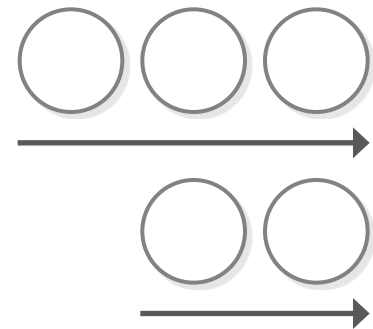
IF students cannot identify medial /i/ in a word,

THEN model how to segment each sound to identify medial /i/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile phoneme-deletion activity.

- Segment the sounds of the word *hit*, placing a counter from left to right as you say each phoneme: /h/ /i/ /t/. Sweep your hand beneath the counters as you say: *hit*.
- *What is hit without /h/?* Remove the first counter and tap beneath each of the remaining counters as you say: /i/ /t/. Sweep your hand beneath the counters as you say: *it*.
- Distribute three counters to each student. Continue the phoneme-deletion activity with the following words, but this time have students do the tapping and sweeping as they say and blend the sounds.



tin

zip

dim

rip

fin

Make It Harder

Some students may be ready to isolate the sound /i/ in four- and five-phoneme words.

- Provide students with counters to segment the sounds of the word *slid* with you. Tap each counter and have students say the sound with you: /s/ /l/ /i/ /d/. *How many sounds are there?* (four) Tap the third counter and ask: *What sound is this?* (/i/)
- Have students segment the sounds in the following words and tap the counter that represents the position of sound /i/.

trim

stick

grill

grin

drift

print

SIDE A

Segment and Blend Phonemes: Medial /a/ and /i/

Connect to *myView Literacy*:
Segment and Blend Phonemes:
Unit 1, p. T440

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

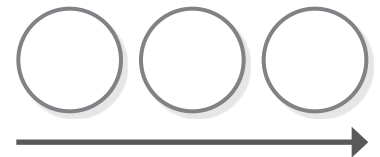
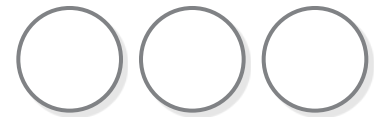
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

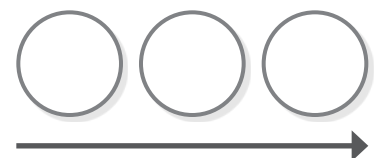
STEP 2 MODEL

- Listen to this word: *tap*. Have students repeat the word. Then segment the sounds, placing a counter from left to right as you say each phoneme. Listen to the individual sounds in the word: /t/ /a/ /p/. Point to the appropriate counter as you say each phoneme. Say each sound with me: /t/ /a/ /p/. How many sounds are there? (three) Repeat using the word *hid*.
- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word. Now I will blend the sounds together to say the word: /t/ /a/ /p/, *tap*. You try it with me: /t/ /a/ /p/, *tap*. Repeat using the word *rip*.



STEP 3 GUIDE PRACTICE

Provide students with counters. Listen to this word: *cat*. Have students place counters as they break *cat* into its individual sounds and say each sound: /k/ /a/ /t/. Now sweep your hand under the counters as you say the sounds more quickly: /k/ /a/ /t/. What is the word? (*cat*) Repeat using the word *big*.



STEP 4 ON THEIR OWN

Have students segment and blend the sounds in these words.

jam

nip

bag

sit

rat

kid

Segment and Blend Phonemes: Medial /a/ and /i/

CORRECTIVE FEEDBACK

IF students cannot segment and blend words with medial /a/ and /i/,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a visual and tactile support as they segment and blend sounds.

- Model holding the palms of your hands together as you say the word *gap*. [Now hold your hands together and say gap](#). Then model moving your hands out from each other as you say each sound: /g/ /a/ /p/. Have students repeat your motions as they say: /g/ /a/ /p/. Next, clap your hands together as you blend the sounds to say the word: *gap*. Have students clap their hands together as they say: *gap*. Repeat using the word *fit*.
- Have students continue using this visual and tactile support as they segment and blend the sounds of the following words.

sip

bin

ham

zip

map

tin

hat

Make It Harder

Some students may be ready to segment and blend words with four and five phonemes.

- Provide each student with five counters. [Listen to this word: snap](#). Let's place a counter from left to right as we say each sound in the word: /s/ /n/ /a/ /p/. [How many sounds are there?](#) (four)
- [Now sweep your hand under the counters as you blend the sounds together to say the word: /s/ /n/ /a/ /p/, snap](#).
- Continue with the following words.

twig

scab

brim

hand

split

grand

print

Isolate Phonemes: Initial and Final /d/

Connect to *myView Literacy*:
Initial and Final /d/:
Unit 2, p. T18

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

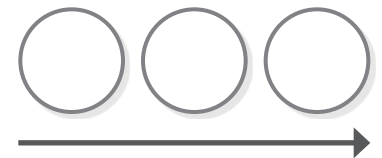
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Say *dip* several times, elongating the sound /d/. To make the sound /d/, place your tongue behind your top teeth. Then push air through, making the sound /d/. Try it: /d/ /d/ /d/. Today we will listen for the sound /d/ at the beginning and at the end of words.

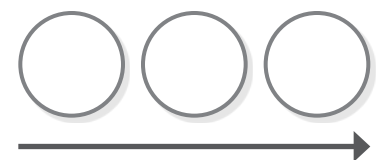
STEP 2 MODEL

- I will say a word. Listen carefully to the first sound in this word: *dot*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /d/ /o/ /t/. Sweep your hand under the counters as you say: *dot*.
- Point to the first counter as you say: *The first sound in dot is /d/.* Say the first sound in *dot* with me: /d/.
- Repeat for final sound /d/ using *red*, /r/ /e/ /d/.



STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *mud* with you. Have students tap each counter and say the sound with you: /m/ /u/ /d/. Sweep your hand under the counters: *mud*. What is the last sound in *mud*? (/d/) Repeat for initial sound /d/ using *dig*, /d/ /i/ /g/.



STEP 4 ON THEIR OWN

Have students segment the sounds of the following words and identify whether the sound /d/ is the initial or final sound in each word: *den*, *mad*, *dug*, *kid*, *toad*, *slid*, *dusk*, *fled*.

Isolate Phonemes: Initial and Final /d/

CORRECTIVE FEEDBACK

IF students cannot identify initial or final sound /d/ in words,

THEN model how to segment each sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more explicit instruction on isolating the initial or final sound in words.

- Say the sound /d/ with me: /d/. Let's explore some words to identify the sound /d/.
- As I say the following word, listen for the sound /d/: *made*. Say the word with me: *made*. Where is the sound /d/ in the word *made*? (at the end)
- Repeat for initial sound /d/ using *dent*.
- Have students identify whether the sound /d/ is the initial or final sound of these words.

rod

cord

dive

fed

bad

damp

drank

Make It Harder

Some students may be ready to work on the following extension activity.

- Listen to the following sentence: *Two tired ducks tried to doze*. Repeat the sentence. Identify the words with sound /d/ at the beginning or the end. (*tired, ducks, tried, doze*)
- Repeat with the sentences below.

The old door would not open.

Sid the dog dug a deep hole.

We had dinner at the deli.

Isolate Phonemes: Final /k/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:

Final /k/: Unit 2, p. T46

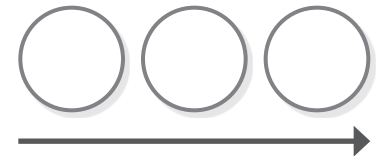
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Say *oak* several times, elongating the sound /k/. To make the sound /k/, place the back of your tongue toward the back of your mouth. Then push air through your mouth and release it. Try it: /k/ /k/ /k/. Today we will listen for the sound /k/ at the end of words.

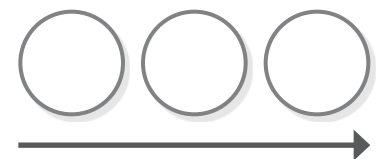
STEP 2 MODEL

- I will say a word. Listen carefully to the last sound in this word: *pick*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /p/ /i/ /k/. Sweep your hand under the counters as you say: *pick*.
- Tap each counter as you say: /p/ /i/ /k/, *pick*. Point to the last counter: *The last sound in pick is /k/. Say the last sound in pick with me: /k/.*



STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *rack* with you. Have students tap each counter and say the sound with you: /r/ /a/ /k/. Sweep your hand under the counters: *rack*. *What is the last sound in rack? (/k/)*



STEP 4 ON THEIR OWN

Have students segment the sounds in these words and identify the final sound in each word.

dock

beak

pack

neck

sick

luck

sack

tick

CORRECTIVE FEEDBACK

IF students cannot isolate final sound /k/ in words,

THEN model how to segment each sound to identify the final sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more practice with isolating the sound /k/ in words.

- Say the sound /k/ with me: /k/. Let's explore some words to identify the sound /k/.
- As I say the following words, listen for the sound /k/: *king, deck*. Say the words with me: *king, deck*. Where is the sound /k/ in the word *king*? (at the beginning) Where is the sound /k/ in the word *deck*? (at the end)
- Have students identify sound /k/ in these words by giving a thumbs up if sound /k/ is the initial sound of the word and a thumbs down if sound /k/ is the final sound.

kit

kind

tick

kite

back

week

Make It Harder

Students who can isolate final sound /k/ may work on the following extension activity.

- Read aloud the following sentence two times: *The key got stuck in the bike lock.* Identify the words that end with sound /k/. (*stuck, bike, lock*)
- Repeat with the sentences below.

Jack took the rock from the dock to the deck.

Kylie put her pink bike in the rack.

The sack of coins sank into the black sea.

Brook will tack her art onto the oak plank.

SIDE A

Segment and Blend Phonemes: Initial /d/ and /k/

Connect to *myView Literacy*:
Segment and Blend Phonemes:
Unit 2, p. T64

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

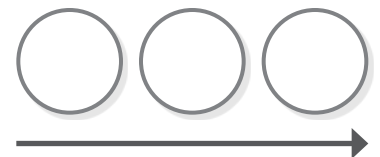
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

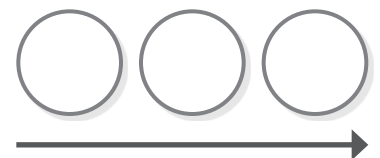
STEP 2 MODEL

- Listen to this word: *dip*. Have students repeat the word. Then segment the sounds of the word, placing a counter from left to right as you say each phoneme. Now listen to the individual sounds in the word: /d/ /i/ /p/. Point to the appropriate counter as you say each phoneme. Say each sound with me: /d/ /i/ /p/. How many sounds are there? (three)
- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word. Now I will blend the sounds to say the word: /d/ /i/ /p/, *dip*. Try it with me: /d/ /i/ /p/, *dip*.
- Repeat with the word *kiss*, /k/ /i/ /s/.



STEP 3 GUIDE PRACTICE

- Provide students with counters. Listen to this word: *kid*. Have students place counters as they break *kid* into its individual sounds and say each sound: /k/ /i/ /d/. Now sweep your hand under the counters as you say the sounds more quickly: /k/ /i/ /d/. What is the word? (*kid*)
- Repeat with the word *dig*, /d/ /i/ /g/.



STEP 4 ON THEIR OWN

Have students segment and blend the sounds in these words.

kin kit dug Dan Ken dill

Segment and Blend Phonemes: Initial /d/ and /k/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the initial sound /d/ or /k/,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a kinesthetic strategy as they segment and blend sounds.

- Tape three different colored squares of construction paper in a row on the board. Say: *I'm going to pound each square as I say each sound in the word dig.* As you say the first, second, and third sounds in the word, use your fist to pound the first, second, and third squares: /d/ /i/ /g/. Then slide your fist under the three squares as you blend the sounds and say the word: *dig.*
- Repeat with the word *kit*, /k/ /i/ /t/.
- Call on individual students to come forward and use the pound-and-sound strategy to segment and blend the sounds in the following words.

dog

kid

dip

kin

dot

kiss

Make It Harder

Some students may be ready to segment and blend the sounds in words with four phonemes.

- Provide each student with four blocks. *Listen to this word: camp.* Let's place a block from left to right as we say each sound in the word: /k/ /a/ /m/ /p/. How many sounds are there? (four)
- *Now sweep your hand under the blocks as you blend the sounds together and say the word: /k/ /a/ /m/ /p/, camp.*
- Continue with the following words.

dunk

clip

drag

clam

drop

crop

SIDE A

Segment and Blend Phonemes: Medial /o/ as in *hop*

Connect to *myView Literacy*:
Segment and Blend Phonemes:
Unit 2, p. T74

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

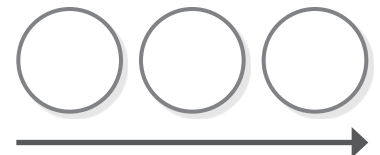
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Say *ox* several times. To make the sound /o/, open your mouth and drop your jaw. Try it: /o/ /o/ /o/. Today we will break words into their sounds and then blend, or combine, the sounds to form words.

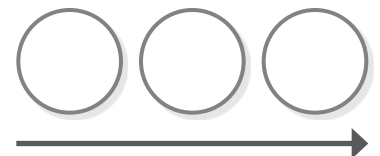
STEP 2 MODEL

- Listen to this word: *dot*. Have students repeat the word. Then segment the sounds of the word, placing a counter from left to right as you say each phoneme. Listen to the individual sounds in the word: /d/ /o/ /t/. Point to the appropriate counter as you say each phoneme. Say each sound with me: /d/ /o/ /t/. How many sounds are there? (three)
- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word. Now I will blend the sounds to say the word: /d/ /o/ /t/, *dot*. Try it with me: /d/ /o/ /t/, *dot*.



STEP 3 GUIDE PRACTICE

Provide students with counters. Listen to this word: *cob*. Have students place counters as they break *cob* into its individual sounds and say each sound: /k/ /o/ /b/. Now sweep your hand under the counters as you say the sounds more quickly: /k/ /o/ /b/. What is the word? (*cob*)



STEP 4 ON THEIR OWN

Have students segment and blend the sounds in these words.

job	cod	mom	hop	cot	sob
-----	-----	-----	-----	-----	-----

Segment and Blend Phonemes: Medial /o/ as in *hop*

CORRECTIVE FEEDBACK

IF students cannot segment and blend the medial sound /o/,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a kinesthetic strategy as they segment and blend sounds.

- Tape three different colored squares of construction paper in a row on the board. Say: *I'm going to pound each square as I say each sound in the word top.* As you say the first, second, and third sounds in the word, use your fist to pound the first, second, and third squares: /t/ /o/ /p/. Then slide your fist under the three squares as you blend the sounds and say the word: *top.*
- Call on individual students to come forward and use the pound-and-sound strategy to segment and blend the sounds in the following words.

pod

hop

got

rob

rod

lot

Make It Harder

Some students may be ready to segment and blend the sounds in words with four phonemes.

- Provide each student with four blocks. *Listen to this word: crop. Let's place a block from left to right as we say each sound in the word: /k/ /r/ /o/ /p/. How many sounds are there? (four)*
- *Now sweep your hand under the blocks as you blend the sounds together and say the word: /k/ /r/ /o/ /p/, crop.*
- Continue with the following words.

stop

block

drop

flop

blot

spot

SIDE A

Identify Alliteration: /f/

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Alliteration is the repetition of consonant sounds at the beginning of words or within words.

Connect to *myView Literacy*:
Alliteration: Unit 2, p. T102

ROUTINE

STEP 1 INTRODUCE

Today we will be listening for words with the same beginning sounds. The beginning sound is the first sound in a word. Say: Listen as I say the sound: /f/, /f/, /f/. Have students repeat sound /f/.

STEP 2 MODEL

- Emphasize the initial sound /f/ as you read aloud the sentence at the right.
- Have students say the sentence with you several times. Listen to make sure students pronounce sound /f/ correctly as they say each word.
- The same beginning sound is in every word of the sentence. The sound /f/ is at the beginning of *five*, *fish*, *fed*, and *fast*.

Five fish fed fast.

STEP 3 GUIDE PRACTICE

- Read aloud the sentence at the right and have students say it with you several times.
- What same sound is at the beginning of the words in the sentence? (/f/)
- What words in the sentence begin with sound /f/? (*fog*, *filled*, *flat*, *fields*)

Fog filled flat fields.

STEP 4 ON THEIR OWN

Have students identify alliteration of sound /f/ and words beginning with sound /f/ in the sentences below.

Fine ferns fell flat.

Flags flew from fans' fists.

Free food fuels folks.

CORRECTIVE FEEDBACK

IF students cannot identify alliteration of sound /f/,

THEN model how to identify alliteration of sound /f/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need additional practice in recognizing sound /f/.

- Emphasize initial sound /f/ as you say: *feet, farm, foam*. Have students repeat the words after you. **What sound is at the beginning of each word? (/f/)**
- Play “I’m thinking of . . .” with students. **I will give you a clue, and you name the thing that begins with sound /f/.** Provide clues such as the following.

I’m thinking of the soft, thick, hairy coat on a polar bear. (*fur*)

I’m thinking of the part of a fish that helps guide it through the water. (*fin*)

I’m thinking of something that we eat to give our bodies energy. (*food*)

I’m thinking of a utensil with prongs that we use to pick up food. (*fork*)

Make It Harder

Students may be ready to produce their own words beginning with sound /f/.

- Have students sit in a circle. Hold up a beanbag or other soft object. **Let’s think of as many words as we can that begin with sound /f/.**
- **I will say the first word and pass this beanbag to one of you. That person will say another word that begins with sound /f/ and pass the beanbag to his or her left. If you can’t think of a word, you can pass the beanbag to another student who has thought of a word. You might begin with the word *face*.**

Isolate Phonemes: Initial and Final /f/

Connect to *myView Literacy*:
Initial and Final /f/: Unit 2, p. T120

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

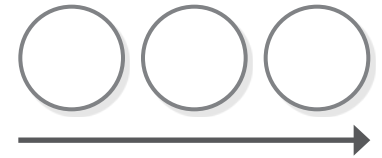
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Say *fin* several times, elongating the sound /f/. The word *fin* begins with the sound /f/. Today we will listen for the sound /f/ at the beginning and at the end of words.

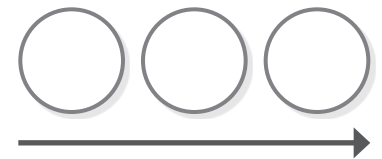
STEP 2 MODEL

- I will say a word. Listen carefully to the first sound in this word: *fun*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /f/ /u/ /n/. Sweep your hand under the counters as you say: *fun*.
- Point to the first counter as you say: The first sound in *fun* is /f/. Say the first sound in *fun* with me: /f/.
- Repeat for final sound /f/ using *cuff*, /k/ /u/ /f/.



STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *loaf* with you. Have students tap each counter and say the sound with you: /l/ /ō/ /f/. Sweep your hand under the counters: *loaf*. What is the last sound in *loaf*? (/f/) Repeat for initial sound /f/ using *fan*, /f/ /a/ /n/.



STEP 4 ON THEIR OWN

Have students segment the sounds of these words and identify whether the sound /f/ is at the beginning or end of each word.

fog

puff

elf

fig

half

fed

Isolate Phonemes: Initial and Final /f/

CORRECTIVE FEEDBACK

IF students cannot identify initial or final sound /f/ in words,

THEN model how to segment each sound to identify the initial or final sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need additional explicit instruction on isolating the initial or final sound in words.

- Say the sound /f/ with me: /f/. Let's explore some words to identify the sound /f/.
- As I say the following word, listen for the sound /f/: *calf*. Say the word with me: *calf*. Where is the sound /f/ in the word *calf*? (at the end)
- Repeat for initial sound /f/ using *fog*.
- Have students identify whether the sound /f/ is the initial or final sound in these words.

fox	fry	rough	far
few	laugh	poof	fuzz

Make It Harder

Some students may be ready to work on the following extension activity.

- Listen to the following sentence: *Few flying fish laugh as they surf*. Repeat the sentence. Identify the words with sound /f/ at the beginning or the end. (*few, flying, fish, laugh, surf*)
- Repeat with the sentences below.
 - Rain flowed off half of the roof.**
 - A fish flipped and flopped in the surf.**
 - A falcon flew far off the cliff.**

SIDE A

Identify Words in Spoken Sentences: Initial /h/

Connect to *myView Literacy*:
Identify Words: Unit 2, p. T130

Phonological awareness is the awareness of units of sound in spoken language, such as sentences, words, syllables, onsets and rimes, and phonemes.

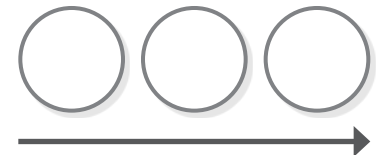
ROUTINE

STEP 1 INTRODUCE

Gather counters. Today we will listen for words in sentences that begin with the sound /h/. A sentence is a group of words that says something or asks a question. We also will identify the words in the sentences.

STEP 2 MODEL

- Listen carefully to the first sound in this word: *hat*. Have students repeat the word. Segment and blend the sounds: /h/ /a/ /t/, *hat*. The first sound in *hat* is /h/. Say the first sound in *hat* with me: /h/.
- I will use *hat* in a sentence. Place a counter from left to right as you say each word: *I lost my hat*. Point to each counter and have students identify the word. Then ask: Which word in the sentence begins with the sound /h/? (*hat*)



STEP 3 GUIDE PRACTICE

Let's identify the words in another sentence together. Place a counter for each word: *We hop on one foot*. What are the words in the sentence? (*we, hop, on, one, foot*) Which word begins with the sound /h/? (*hop*)

STEP 4 ON THEIR OWN

Have students identify the words in the following sentences and then identify the word that begins with sound /h/.

The stove is hot.

Dad hid the gift.

Our cat lies in the hay.

I love ham and eggs.

Identify Words in Spoken Sentences: Initial /h/

CORRECTIVE FEEDBACK

IF students cannot identify initial /h/ or the words in a sentence,

THEN model both tasks, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need practice with shorter sentences and an auditory cue.

- Listen to the first sound in this word: *hop*. Have students repeat the word. Now I will segment and blend the sounds of the word: /h/ /o/ /p/, *hop*. The first sound in *hop* is /h/. Say the first sound in *hop* with me: /h/.
- We usually speak in sentences. A sentence can have a few words, or it can have many words. Clap your hands for each word as you say: *Go home*. Have students repeat the sentence and clap as they say each word. What words are in the sentence? (*go, home*) Which word begins with sound /h/? (*home*)
- Have students clap as they say each word in the sentences below. Then have students identify the word that begins with sound /h/.

Car horns blast.

The wolf huffs.

Coyotes howl.

Did you hear the owl?

Make It Harder

Some students may be ready for this extension activity.

- Have students sit in a circle. Have the first student say a short sentence with an initial sound /h/ word. Have the next student say the first word of the sentence and, if it is the initial sound /h/ word, to identify it as such.
- Continue until each word of the sentence has been repeated and the initial sound /h/ word has been identified. The student who says the last word thinks of a new sentence.

SIDE A

Segment and Blend Phonemes: Initial /l/

Connect to *myView Literacy*:
Segment and Blend Phonemes:
Unit 2, p. T158

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

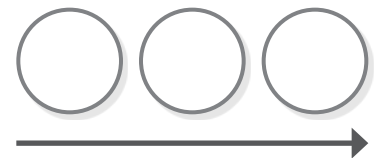
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Say *leg* several times, elongating the sound /l/. To make the sound /l/, place the tip of your tongue right above your two front teeth and say /l/. Try it: /l/ /l/ /l/. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

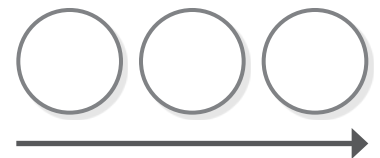
STEP 2 MODEL

- Listen to this word: *lip*. Have students repeat the word. Then segment the sounds of the word, placing a counter from left to right as you say each phoneme. Now listen to the individual sounds in the word: /l/ /i/ /p/. Point to the appropriate counter as you say: Say each sound with me: /l/ /i/ /p/. How many sounds are there? (three)
- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word. Now I will blend the sounds to say the word: /l/ /i/ /p/, *lip*. Try it with me: /l/ /i/ /p/, *lip*.



STEP 3 GUIDE PRACTICE

Provide students with counters. Listen to this word: *lid*. Have students place counters as they segment *lid* into its individual sounds and say each sound: /l/ /i/ /d/. Now sweep your hand under the counters as you say the sounds more quickly: /l/ /i/ /d/. What is the word? (*lid*)



STEP 4 ON THEIR OWN

Have students segment and blend the sounds in these words.

led	log	lap	lit	leg	let
-----	-----	-----	-----	-----	-----

Segment and Blend Phonemes: Initial /l/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the initial sound /l/,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a kinesthetic strategy as they segment and blend sounds.

- Tape three different colored squares of construction paper in a row on the board. Say: *I'm going to pound each square as I say each sound in the word log.* As you say the first, second, and third sounds in the word, use your fist to pound the first, second, and third squares: /l/ /o/ /g/. Then slide your fist under the three squares as you blend the sounds and say the word: *log.*
- Call on individual students to come forward and use the pound-and-sound strategy to segment and blend the sounds in the following words.

leg

lid

lip

lap

lot

lock

Make It Harder

Some students may be ready to segment and blend four phonemes.

- Provide each student with four blocks. *Listen to this word: lamp. Let's place a block from left to right as we say each sound in the word: /l/ /a/ /m/ /p/. How many sounds are there? (four)*
- *Now sweep your hand under the blocks as you blend the sounds together and say the word: /l/ /a/ /m/ /p/, lamp.*
- Continue with the following words.

land

lift

lung

lend

lump

lens

SIDE A

Segment and Blend Phonemes: Initial /h/ and /l/

Connect to *myView Literacy*:
Segment and Blend Phonemes:
Unit 2, p. T176

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

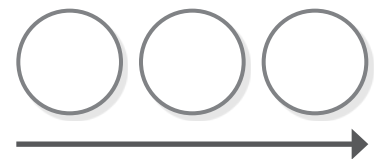
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

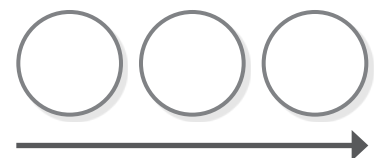
STEP 2 MODEL

- Listen to this word: *hen*. Have students repeat the word. Then segment the sounds of the word, placing a counter from left to right as you say each phoneme. Now listen to the individual sounds in the word: /h/ /e/ /n/. Point to the appropriate counter as you say: Say each sound with me: /h/ /e/ /n/. How many sounds are there? (three)
- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word. Now I will blend the sounds to say the word: /h/ /e/ /n/, *hen*. Try it with me: /h/ /e/ /n/, *hen*.
- Repeat with the word *lip*, /l/ /i/ /p/.



STEP 3 GUIDE PRACTICE

- Provide students with counters. Listen to this word: *leak*. Have students place counters as they break *leak* into its individual sounds and say each sound: /l/ /ē/ /k/. Now sweep your hand under the counters as you say the sounds more quickly: /l/ /ē/ /k/. What is the word? (*leak*)
- Repeat with the word *hide*, /h/ /ī/ /d/.



STEP 4 ON THEIR OWN

Have students segment and blend the sounds in these words.

hot	lid	hip	lap	home	lace
-----	-----	-----	-----	------	------

Segment and Blend Phonemes: Initial /h/ and /l/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the initial sound /h/ or /l/,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a kinesthetic strategy as they segment and blend sounds.

- Tape three different colored squares of construction paper in a row on the board. Say: *I'm going to pound each square as I say each sound in the word leap.* As you say the first, second, and third sounds in the word, use your fist to pound the first, second, and third squares: /l/ /ē/ /p/. Then slide your fist under the three squares as you blend the sounds and say the word: *leap.*
- Repeat with the word *hail*, /h/ /ā/ /l/.
- Call on individual students to come forward and use the pound-and-sound strategy to segment and blend the sounds in the following words.

hop

log

hut

lid

line

heel

Make It Harder

Some students may be ready to segment and blend four phonemes.

- Provide each student with four blocks. *Listen to this word: hand. Let's place a block from left to right as we say each sound in the word: /h/ /a/ /n/ /d/. How many sounds are there? (four)*
- *Now sweep your hand under the blocks as you blend the sounds together and say the word: /h/ /a/ /n/ /d/, hand.*
- Continue with the following words.

last

help

lump

hint

lamp

hump

SIDE A

Blend and Segment Onsets and Rimes: Onset /g/

Connect to *myView Literacy*:
Blend and Segment Onset and
Rime: Unit 2, p. T186

Onset is the part of a syllable that comes before the vowel, such as the *c* in *cat*. **Rime** is a vowel and any following consonants of a syllable or word, such as *-at* in *cat*.

ROUTINE

STEP 1 INTRODUCE

Say the word *go* and repeat the sound /g/ several times. To make the sound /g/, place the back of your tongue against the top of your mouth. Let's try it together: /g/ /g/ /g/. Today we will say the sound /g/ in words. We will also blend the sound /g/ with other sounds to make words.

STEP 2 MODEL

- Watch my face as I say this word: *gum*. Words are made up of sounds and parts. The word *gum* has a beginning sound and an ending part. Listen. Elongate the onset and rime as you say: /g/ (pause) /um/. The beginning sound is /g/ and the ending part is /um/ in the word *gum*.
- Now I will blend the beginning sound with the ending part to make a whole word. Listen again: /g/ /um/, *gum*.

STEP 3 GUIDE PRACTICE

Let's do it together. Listen: *gain*, /g/ /ān/. Say it with me: *gain*, /g/ /ān/. What is the beginning sound? (/g/) What is the ending part? (/ān/) What is the whole word? (*gain*)

STEP 4 ON THEIR OWN

I will say a word. You repeat the word and say the beginning sound and the ending part. Then blend the sounds into a whole word. For example, *gag*, /g/ /ag/, *gag*. Have students segment and blend the sounds in these words: *gut*, *got*, *game*, *gash*, *goof*, *get*, *gate*, *goat*, *goose*, and *girl*.

Blend and Segment Onsets and Rimes: Onset /g/

CORRECTIVE FEEDBACK

IF students cannot blend and segment onset /g/ with rimes,

THEN model how to blend and segment onset and rimes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may need more modeling and practice.

- Segment the onset and rime of *game*: /g/ /ām/. Say it with me: /g/ /ām/. What is the beginning sound? (/g/) What is the ending part? (/ām/) I will blend the sounds: *game*. Say the word with me: *game*.
- Now I will say a beginning sound and an ending part. You tell me the word. Say these sounds and parts: /g/ /ōld/ (*gold*); /g/ /ōt/ (*goat*); /g/ /āt/ (*gate*); /g/ /ām/ (*game*); /g/ /ap/ (*gap*); /g/ /ot/ (*got*); /g/ /irl/ (*girl*); /g/ /ōl/ (*goal*).
- I will say the word *gold* slowly. Clap as you say the onset and then the rime: /g/ /ōld/. Do it with me: (clap) /g/, (clap) /ōld/. What is the beginning sound of *gold*? (/g/) What is the ending part of *gold*? (/ōld/)
- Now I will say a word. Clap as you say the beginning sound and clap as you say the ending part. Say these words: *go* (/g/ /ō/); *goop* (/g/ /oop/); *gush* (/g/ /ush/); *gust* (/g/ /ust/); *gulp* (/g/ /ulp/); *gull* (/g/ /ul/).

Make It Harder

Students may be ready for this extension activity.

- Have partners think of words that begin with sound /g/. Have one student say the word and the partner segment the onset and rime.
- Have students take turns until they cannot think of any other words that begin with sound /g/.

SIDE A

Segment and Blend Phonemes: Initial /st/ and Final /nd/

Connect to *myView Literacy*:
Blended Sounds: Unit 2, p. T214

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

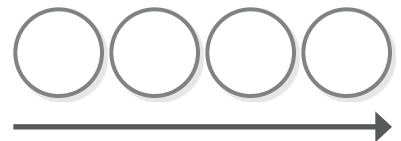
ROUTINE

STEP 1 INTRODUCE

Gather four counters. Today we will break words into their individual sounds and then blend, or combine, the sounds to form words.

STEP 2 MODEL

- Listen to this word: *stub*. Have students repeat the word. Segment the sounds of the word, placing a counter for each phoneme. Listen to the sounds in the word: /s/ /t/ /u/ /b/. Say each sound with me: /s/ /t/ /u/ /b/. What is the first sound? (/s/) What is the second sound? (/t/) Listen as I blend, or combine, the first two sounds: /s/ /t/, /st/. Say it with me: /s/ /t/, /st/.
- Point to the appropriate counter as you say each sound and then sweep your hand under the counters as you say the word: /s/ /t/ /u/ /b/, *stub*. Try it with me: /s/ /t/ /u/ /b/, *stub*.
- Repeat for final blend /nd/ using *send*, /s/ /e/ /n/ /d/.



STEP 3 GUIDE PRACTICE

Provide students with counters. Listen to this word: *band*. Have students place counters as they break *band* into its individual sounds and say each sound: /b/ /a/ /n/ /d/. Now sweep your hand under the counters and say the sounds quickly: *band*. What is the word? (*band*)



STEP 4 ON THEIR OWN

Have students segment and blend the sounds in these words.

- | | | | | | |
|------|------|------|------|------|------|
| stir | fund | stun | bend | step | sand |
|------|------|------|------|------|------|

Segment and Blend Phonemes: Initial /st/ and Final /nd/

CORRECTIVE FEEDBACK

IF students cannot segment and blend the sounds at the beginning or end of words,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a kinesthetic strategy as they segment and blend sounds at the beginning and end of words.

- Tape four different colored squares of construction paper in a row on the board. Say: *I'm going to pound each square as I say each sound in the word **wind**.* As you say each sound in the word, use your fist to pound the first, second, third, and fourth squares: */w/ /i/ /n/ /d/*. Then slide your fist under the four squares as you blend the sounds and say the word: *wind*.
- Call on individual students to come forward and use the pound-and-sound strategy to segment and blend the sounds in the following words.

still

pond

stick

mend

stuff

bond

Make It Harder

Some students may be ready for four- and five-phoneme words with two- or three-letter blends.

- Provide each student with five blocks. *Listen to this word: **stand**. Let's place a block from left to right as we say each sound in the word: /s/ /t/ /a/ /n/ /d/. How many sounds are there? (five) What is the first sound? (/s/) What is the second sound? (/t/) What is the third sound? (/a/) What is the fourth sound? (/n/) What is the last sound? (/d/)*
- *Now sweep your hand under the blocks as you blend the sounds together and say the word: /s/ /t/ /a/ /n/ /d/, **stand**.*
- Continue with the following words: *stress, kind, stream, bond, streak, round, stretch, sound, street, hound.*

SIDE A

Identify and Produce Rhyming Words: /ō/ /t/

Connect to *myView Literacy*:
Identify and Produce Rhyming Words: Unit 2, p. T232

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 INTRODUCE

Words that rhyme have the same middle and ending sounds, like *bug* and *rug*. Today we'll listen to some words and decide if they rhyme. Then we'll make more rhyming words.

STEP 2 MODEL

- Listen to the sounds in the word *boat*: /b/ /ō/ /t/. Say the sounds with me: /b/ /ō/ /t/. Now listen to the sounds in *coat*: /k/ /ō/ /t/. *Boat, coat*. Both words end in /ō/ /t/. *Boat* and *coat* are rhyming words.
- Now I'll find another word that rhymes with *boat* and *coat*. What other word do I know that ends in /ō/ /t/? I know—*goat*. The word *goat* rhymes with *boat* and *coat*: *boat, coat, goat*. All three words end with /ō/ /t/.

boat

coat

goat

STEP 3 GUIDE PRACTICE

Let's do it together. Listen to these words: *wrote, tote*. *Wrote*, /r/ /ō/ /t/. Say the middle and ending sounds with me: /ō/ /t/. *Tote*, /t/ /ō/ /t/. Say the middle and ending sounds with me: /ō/ /t/. Do *wrote* and *tote* rhyme? (yes) What other words do we know that end in /ō/ /t/? (*goat, boat, moat, coat, float, note, throat, vote, quote*)

wrote

tote

STEP 4 ON THEIR OWN

I'll say two words. You tell me if the words rhyme. If they rhyme, then tell me other words that rhyme with them. Accept both nonsense and real words.

vote, vet

throat, float

cot, coat

gloat, quote

boat, blot

goat, note

Identify and Produce Rhyming Words: /ō/ /t/

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a rhyme completion task using phonograms for the middle and ending sounds of words.

- Help me complete the following sentence with a word that rhymes: *I saw a goat, /g/ /ōt/, sitting in a ___.* (boat, /b/ /ōt/)
- Have students complete these sentences with rhyming words. Accept nonsense and real words that rhyme.

The song's high note, /n/ /ōt/, got stuck in my ___. (throat, /thr/ /ōt/)

Matt could not tote, /t/ /ōt/, the heavy ___. (boat, /b/ /ōt/)

Dad jotted a note, /n/ /ōt/, to remember to ___. (vote, /v/ /ōt/)

I sure hope that boat, /b/ /ōt/, is able to ___. (float, /fl/ /ōt/)

We wondered who wrote, /r/ /ōt/, that clever ___. (note, /n/ /ōt/)

They crossed the castle's moat, /m/ /ōt/, in a ___. (boat, /b/ /ōt/)

Make It Harder

Students may be ready to work with a partner on an extension activity.

- Have one student say a word that ends in /ōt/: *My word is boat.*
- Have the partner say a rhyming word: *My word is coat.*
- Partners take turns producing rhyming words. If a student is not able to think of one, he or she may pass. Have students continue as time allows.

SIDE A

Isolate Phonemes: Medial /e/

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /e/: Unit 2, p. T242

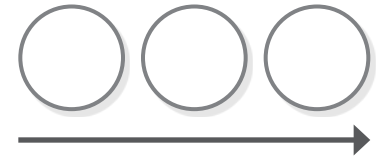
ROUTINE

STEP 1 INTRODUCE

Gather three counters. Say the word *men* and repeat the medial sound /e/ several times. To make the sound /e/, open your mouth and place the tip of your tongue behind your bottom teeth. Let's try it together: /e/ /e/ /e/. Today we will listen for the sound /e/ in the middle of words.

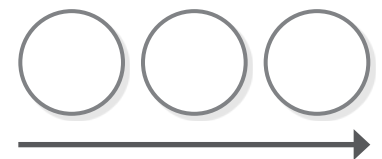
STEP 2 MODEL

- I will say a word. Listen carefully to the middle sound: *ten*. Have students repeat the word.
- Segment the sounds of the word, placing a counter from left to right as you say each phoneme: /t/ /e/ /n/. Sweep your hand under the counters as you say: *ten*.
- Tap each counter as you say: /t/ /e/ /n/, *ten*. Tap the middle counter as you say: The middle sound in *ten* is /e/. Say the middle sound in *ten* with me: /e/.



STEP 3 GUIDE PRACTICE

Provide students with counters to segment the sounds of the word *hen* with you. Have students tap each counter and say the sounds with you: /h/ /e/ /n/. Sweep your hand under the counters: *hen*. What is the middle sound in *hen*? (/e/)



STEP 4 ON THEIR OWN

Have students segment the sounds in these words and then identify the medial sound.

men

beg

wet

led

set

hem

den

pep

CORRECTIVE FEEDBACK

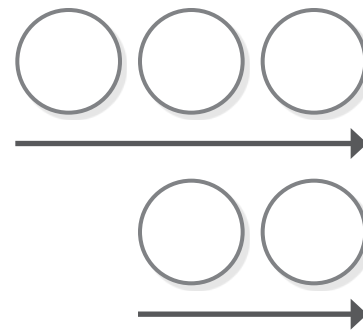
IF students cannot identify medial /e/ in a word,

THEN model how to segment each sound to identify medial /e/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile phoneme-deletion activity to practice recognizing the sound /e/.

- Segment the sounds of the word *bed*, placing a counter from left to right as you say each phoneme: /b/ /e/ /d/. Sweep your hand beneath the counters as you say: *bed*.
- **What is *bed* without /b/?** Remove the first counter and tap beneath each of the remaining counters as you say: /e/ /d/. Sweep your hand beneath the counters as you say: *ed*.
- Distribute three counters to each student. Continue the phoneme-deletion activity with the following words, but this time have students do the tapping and sweeping as they say and blend the sounds.



peg

met

den

web

jet

beg

Make It Harder

Some students may be ready to isolate middle sound /e/ in four-phoneme words.

- Provide students with counters to segment the sounds of the word *sled* with you. Tap each counter and have students say the sound with you: /s/ /l/ /e/ /d/. **How many sounds are there?** (four) Tap the third counter and ask: **What sound is this?** (/e/)
- Have students segment the sounds in the following words and identify the position of sound /e/.

bend

stem

send

smell

mend

cent

SIDE A

Isolate Phonemes: Initial /w/ and /y/

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE K

Connect to *myView Literacy*:
Initial /w/ and /y/: Unit 2, p. T270

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 INTRODUCE

Today we will listen for the sound /w/ and the sound /y/ at the beginning of words.

STEP 2 MODEL

- Listen to these words: *wet*, *wag*. As I say them again, I want you to listen carefully to their beginning sounds. Repeat the words, emphasizing the initial sound /w/.
- The same sound /w/ is at the beginning of *wet* and *wag*. Say *wet* with me. Listen to make sure students pronounce the word correctly. Repeat with *wag*. Say *wag* with me.
- What is the beginning sound of each word? Pause for students to respond. Yes, both words have the beginning sound /w/. Repeat this procedure for the /y/ sound using the words *yet* and *yam*.

wet

wag

yet

yam

STEP 3 GUIDE PRACTICE

Listen to this word: *waffle*. Isolate and elongate the initial sound as you pronounce it. Say it with me: *waffle*. What is the beginning sound? Yes, /w/ is the beginning sound. Repeat with the word *yellow*.

waffle

yellow

STEP 4 ON THEIR OWN

I'm going to say several words. Wave your hand if the word has the beginning sound /w/. Nod your head up and down like you're saying "yes" if it begins with /y/. Say these words aloud. Repeat words as necessary.

window

yum

wall

yarn

Isolate Phonemes: Initial /w/ and /y/

CORRECTIVE FEEDBACK

IF students cannot identify initial /w/ and initial /y/ in words,

THEN model how to isolate these initial phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot produce initial /w/ and initial /y/ might need more explicit instruction on how to make these sounds.

- When we see something that we haven't seen before, we sometimes say, "Wow!" *Wow* begins with the sound /w/. Say *wow* with me: *wow*.
- Sometimes when something happens that we aren't expecting to happen, we might say, "Yikes!" *Yikes* begins with the sound /y/. Say *yikes* with me: *yikes*.
- I'm going to say some words. If the sound /w/ is at the beginning of the word, say "Wow!" If the sound /y/ is at the beginning, say "Yikes!"
- Say the following words aloud. Allow students time to respond. Repeat each word as necessary, emphasizing the sounds /w/ or /y/.

you

yes

wait

water

Make It Harder

Students who are able to isolate initial /w/ and /y/ can extend the activity by playing a game with a partner identifying objects in the room that have initial /w/ or /y/.

- Demonstrate identifying initial /w/. Point to the wall. *I see the wall.*
- Students take turns identifying other objects with initial /w/ or /y/. If a student is unable to find other examples, she or he should say, "No more!"
- The game ends when neither partner can identify any other words with initial /w/ or /y/.

SIDE A

Identify and Produce Rhyming Words: /e/ /d/

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE K

Connect to *myView Literacy*:
Identify and Produce Rhyming Words: Unit 2, p. T288

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 INTRODUCE

Words that rhyme have the same middle and ending sounds, like *bug* and *rug*. Today we'll listen to some words and decide if they rhyme. Then we'll make more rhyming words.

STEP 2 MODEL

- Listen to the sounds in the word *bed*: /b/ /e/ /d/. Say the sounds with me: /b/ /e/ /d/. Now listen to the sounds in *red*: /r/ /e/ /d/. *Bed*, *red*. Both words end in /ed/. *Bed* and *red* are rhyming words.
- Now I'll find another word that rhymes with *bed* and *red*. What other word do I know that ends in /ed/? I know—*fed*. The word *fed* rhymes with *bed* and *red*: /b/ /e/ /d/, /r/ /e/ /d/, /f/ /e/ /d/. All three words end with /ed/.

bed

red

fed

STEP 3 GUIDE PRACTICE

Let's try this together. Listen to these words: *Ted*, *sled*. *Ted*, /t/ /e/ /d/. Say the middle and ending sounds with me: /e/ /d/. *Sled*, /s/ /l/ /e/ /d/. Say the middle and ending sounds with me: /e/ /d/. Do *Ted* and *sled* rhyme? (yes) What other words do we know that end in /ed/? (Possible responses: *led*, *Ned*, *wed*)

Ted

sled

STEP 4 ON THEIR OWN

I'll say two words. Raise your hand if the words rhyme. Repeat the words as necessary.

ped, paid

Fred, led

Jed, ped

Ted, toad

Identify and Produce Rhyming Words: /e/ /d/

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty producing rhyming words may benefit from a rhyme completion task using phonograms for the medial and ending sounds of words.

- Let's complete the following sentence with a word that rhymes: *I saw Fred, /f/ /r/ /ed/, sitting on a ___.* (*bed, /b/ /ed/*)
- Have students complete these sentences with rhyming words. Accept nonsense and real words that rhyme.

He went to bed, /b/ /ed/, and bumped his ___. (*head, /h/ /ed/*)

"I want some bread, /b/ /r/ /ed/, she ___. (*said, /s/ /ed/*)

Make It Harder

Students who are able to identify rhyming words with /ed/ may work with a partner on an extension activity.

- The first partner says a word that ends in /ed/. *My word is fed.*
- The partner then says a rhyming word. *My word is bed.*
- Each partner continues producing rhyming words. If a student is not able to think of one, he or she may pass. Have students make a predetermined number of rhymes.

SIDE A

Identify and Produce Rhyming Words: /o/ /p/ and /o/ /b/

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE K

Connect to *myView Literacy*:
Identify and Produce Rhyming Words: Unit 2, p. T426

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 INTRODUCE

Words that rhyme have the same middle and ending sounds, like *rag* and *bag*. Today we'll listen to some words and decide if they rhyme. Then we'll make more rhyming words.

STEP 2 MODEL

- Listen to the sounds in the word *hop*: /h/ /o/ /p/. Say the sounds with me: /h/ /o/ /p/. Emphasize the sound /p/. Now listen to the sounds in *mop*: /m/ /o/ /p/. *Hop, mop*. Both words end in /op/. *Hop* and *mop* are rhyming words. They both end in the sound /op/.
- Let's try this with a different sound. Listen to the sounds in this word *cob*: /k/ /o/ /b/. Emphasize the sound /b/ to differentiate from the sound /p/. Say the sounds with me: /k/ /o/ /b/. Now listen to the sounds in *knob*: /n/ /o/ /b/. *Cob, knob*. Both words end in /ob/. *Cob* and *knob* are rhyming words. They both end in the sound /ob/. Have students repeat the words after you say them.

hop

mop

cob

knob

STEP 3 GUIDE PRACTICE

Let's try this together. Listen to these words: *Shop, drop*. *Shop*, /sh/ /o/ /p/. Say the middle and ending sounds with me: /o/ /p/. *Drop*, /d/ /r/ /o/ /p/. Say the middle and ending sounds with me: /o/ /p/. Do *shop* and *drop* rhyme? (yes) Repeat with the words *bob* and *job*.

shop

bob

drop

job

STEP 4 ON THEIR OWN

I'll say two words. Raise your hand if the words rhyme. Repeat the words as necessary.

nob, nib

flop, lop

job, glob

tip, top

Identify and Produce Rhyming Words: /o/ /p/ and /o/ /b/

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty producing rhyming words may benefit from a rhyme completion task using phonograms for the middle and ending sounds of words.

- Let's make sentences with words that rhyme. I'll say the first part of a sentence, and then you complete the second part by adding a rhyming word.
- Listen to the first part of this sentence: *I like to hop, but then I decided to ____.* (Possible responses: *stop, drop*) Which words rhyme? Allow time for students to reply. That's correct: *hop* and *stop* both have the sound /op/, so they rhyme.
- Repeat with words with the sound /ob/. Now listen to this sentence: *I began to sob because my clay turned into a ____.* (Possible responses: *blob, gob*) That's correct: *sob* and *blob* (or *gob*) both have the sound /ob/, so they rhyme.

Make It Harder

Students who are able to identify rhyming words with /o/ /p/ and /o/ /b/ may work with a partner on an extension activity.

- The first partner says a word that ends in /op/ or /ob/. *My word is flop.*
- The partner then says a rhyming word. *My word is mop.*
- Each partner continues producing rhyming words. If a student is not able to think of one, he or she may pass. Have students make a predetermined number of rhymes.
- As an added challenge, students could create sentences with rhyming words.

SIDE A

Identify and Produce Rhyming Words: /e/ /n/

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE K

Connect to *myView Literacy*:
Identify and Produce Rhyming Words: Unit 2, p. T432

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 INTRODUCE

Words that rhyme have the same middle and ending sounds, like *rug* and *bug*. Today we'll listen to some words and decide if they rhyme. Then we'll make more rhyming words.

STEP 2 MODEL

- Listen to the sounds in the word *pen*: /p/ /e/ /n/. Say the sounds with me: /p/ /e/ /n/. Emphasize the sound /en/. Now listen to the sounds in the word *men*: /m/ /e/ /n/. *pen*, *men*. Both words end in /en/. *Pen* and *men* are rhyming words.
- Let's try this again. Listen to the sounds in this word *hen*: /h/ /e/ /n/. Say the sounds with me: /h/ /e/ /n/. *Hen* ends in /en/. The word *hen* rhymes with *pen* and *men*: /p/ /e/ /n/, /m/ /e/ /n/, /h/ /e/ /n/. All three words end with /en/. Say the words with me: *pen*, *men*, *hen*. These are all rhyming words.

pen

men

hen

STEP 3 GUIDE PRACTICE

Let's try this together. Listen to these words: *when*, *hen*. *When*, /hw/ /e/ /n/. Say the middle and ending sounds with me: /e/ /n/. *Hen*, /h/ /e/ /n/. Say the middle and ending sounds with me: /e/ /n/. Do *when* and *hen* rhyme? Allow time for replies. That's correct. Both *when* and *hen* end in /en/, so they rhyme.

when

hen

STEP 4 ON THEIR OWN

I'll say two words. Raise your hand if the words rhyme. Repeat the words as necessary.

Ben, wren

fen, fan

then, Jen

ton, ten

Identify and Produce Rhyming Words: /e/ /n/

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty producing rhyming words may benefit from a rhyme completion task using phonograms for the medial and ending sounds of words.

- Let's make sentences with words that rhyme. I'll say the first part of a sentence and then you complete the second part by adding a rhyming word.
- Listen to the first part of this sentence: *I can use a pen to write the number ____.* (*ten*) Which words rhyme? Allow time for students to reply. That's correct: *pen* and *ten* both have the sound /en/, so they rhyme.
- Now listen to this sentence: *My friend Gwen has a pet ____.* (*hen*) That's correct: *Gwen* and *hen* both have the sound /en/, so they rhyme.
- Have students think of other pairs of rhyming words.

Make It Harder

Students who are able to identify rhyming words with /en/ may work with a partner on an extension activity.

- The first partner says a word that ends in /en/. *My word is men.*
- The partner then says a rhyming word. *My word is Ben.*
- Each partner continues producing rhyming words. If a student is not able to think of one, he or she may pass. Have students make a predetermined number of rhymes.
- As an added challenge, students could create sentences with rhyming words.

SIDE A

Identify and Produce Rhyming Words: /o/ /t/ and /e/ /n/

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE K

Connect to *myView Literacy*:
Review Rhyme: Unit 2, p. T440

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 INTRODUCE

Words that rhyme have the same middle and ending sounds, like *bat* and *cat*. Today we'll listen to some words and decide if they rhyme. Then we'll make more rhyming words.

STEP 2 MODEL

- Listen to the sounds in the word *hot*: /h/ /o/ /t/. Say the sounds with me: /h/ /o/ /t/. Emphasize the sound /ot/. Now listen to the sounds in *pot*: /p/ /o/ /t/. *Hot, pot*. Both words end in /ot/. *Hot* and *pot* are rhyming words.
- Let's try this with a different sound. Listen to the sounds in this word *den*: /d/ /e/ /n/. Say the sounds with me: /d/ /e/ /n/. Now listen to the sounds in *pen*: /p/ /e/ /n/. *Den, pen*. Both words end in /en/. *Den* and *pen* are rhyming words. Have students repeat the words after you say them.

hot

pot

den

pen

STEP 3 GUIDE PRACTICE

Let's try this together. Listen to these words: *got, lot*. *Got*, /g/ /o/ /t/. Say the middle and ending sounds with me: /o/ /t/. *Lot*, /l/ /o/ /t/. Say the middle and ending sounds with me: /o/ /t/. Do *got* and *lot* rhyme? (yes) Repeat with the words *Ben* and *ten*.

got

Ben

lot

ten

STEP 4 ON THEIR OWN

I'll say two words. Raise your hand if the words rhyme. Repeat the words as necessary.

jot, not

pot, pit

men, hen

ten, ton

Identify and Produce Rhyming Words: /o/ /t/ and /e/ /n/

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty producing rhyming words may benefit from a rhyme completion task using phonograms for the medial and ending sounds of words.

- Let's make sentences with words that rhyme. I'll say the first part of a sentence and then you complete the second part by adding a rhyming word.
- Listen to the first part of this sentence: *The pot can hold a ____*. (Possible response: *lot*) Which words rhyme? Allow time for students to reply. That's correct: *pot* and *lot* both have the sound /ot/, so they rhyme.
- Repeat with words with the sound /en/. Now listen to this sentence: *My sister Jen just turned ____*. (*ten*) That's correct: *Jen* and *ten* both have the sound /en/, so they rhyme.

Make It Harder

Students who are able to identify rhyming words with /ot/ and /en/ may work with a partner on an extension activity.

- The first partner says a word that ends in /ot/ or /en/. *My word is tot.*
- The partner then says a rhyming word. *My word is spot.*
- Each partner continues producing rhyming words. If a student is not able to think of one, he or she may pass. Have students make a predetermined number of rhymes.
- As an added challenge, students could create sentences with rhyming words.

SIDE A

Identify and Count Syllables in Spoken Words: One to Three Syllables

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE K

Connect to *myView Literacy*:
Syllables: Unit 3, p. T18

A **syllable** is a word part that has one vowel sound.

ROUTINE

STEP 1 INTRODUCE

Words are made of parts called syllables. Today we will put syllables together to make words.

STEP 2 MODEL

- Explain that short words have one syllable and longer words have more than one syllable. Listen as I say the syllables that make a word. Clap as you say each syllable: *mu* (clap) *sic* (clap). I will put the syllables together to make the word. I will say them quickly without stopping: *music*.
- How many syllables are in *music*? Remember, I clapped my hands for the syllables: *mu* (clap) *sic* (clap). *Music* has two syllables.
- Now let's count with our fingers. Watch: *mu* (raise your thumb) *sic* (raise your index finger on the same hand). Repeat and have students count with you.

music

STEP 3 GUIDE PRACTICE

Some words only have one syllable. Let's try this word: *blue*. Repeat Step 2 with *blue*. We only clapped once, so *blue* has one syllable.

blue

STEP 4 ON THEIR OWN

Say and count the syllables in each of these words. Have students repeat the syllables after you say them. Then have students blend the sounds to form the word.

rainbow

jellyfish

class

Identify and Count Syllables in Spoken Words: One to Three Syllables

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in spoken words,

THEN model how to identify and count syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables in spoken words may benefit from a visual and tactile approach as they identify and count syllables.

- I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *parent*. Segment the syllables. Lightly tap the palm of your hand for each syllable. *Par* (tap) *ent* (tap). Tap the syllables with me. Segment the syllables again, making sure the students segment correctly.
- Let's count again, but once we've finished counting, we'll blend the syllables together and say *parent*. Segment the syllables again, tapping each syllable. After you finish, blend the syllables and tap once as you say the whole word. Segment with me: *par* (tap) *ent* (tap). Blend with me: *parent*. Tap once.
- Practice with these words: *pen*, *garden*, *bee*, *wonderful*.

Make It Harder

Students who can segment and blend syllables can extend the activity by practicing with a partner.

- Have students think of a word with one to three syllables. Think of a word for your partner. Then have your partner count the number of syllables.
- Provide this example. My word is *tiger*. How many syllables does *tiger* have? The partner should either clap or tap the syllables and reply. *Ti* (clap) *ger* (clap), *tiger*. *Tiger has two syllables*. The partner then says a word for the first student to segment and blend.
- Have students count syllables for a predetermined number of words.

Isolate Phonemes: Final /ks/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Final /ks/: Unit 3, p. T48

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn the sound /ks/. The sound /ks/ is made by combining the sound /k/ and /s/. We're going to listen for this sound at the end of words.

STEP 2 MODEL

- Listen as I say the sound: /ks/ /ks/ /ks/. Have students repeat the final sound /ks/. Say the sound with me: /ks/ /ks/ /ks/.
- Demonstrate with the word *mix*. I'm going to say a word. Listen to the ending sound in this word: /m/ /i/ /ks/, *mix*. What is the ending sound? Allow time for students to reply. That's correct. The ending sound is /ks/. Say the word with me: *mix*.

mix

STEP 3 GUIDE PRACTICE

- Let's practice with this word: *box*. Listen to the ending sound as I say it again: *box*. What is the ending sound in *box*? Allow time for students to reply.
- That's correct. The ending sound is /ks/. Say the word with me: *box*.

box

STEP 4 ON THEIR OWN

Say the following words. Have students raise their hand if the word ends in /ks/. Repeat the words as necessary.

ox

wish

fix

wax

four

CORRECTIVE FEEDBACK

IF students cannot identify final /ks/ in words,

THEN model how to segment each sound to identify the final sound, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify final /ks/ in words may need more explicit instruction on isolating the final sound in words.

- Say the sound /ks/ with me: /ks/. Let's explore some words to identify the sound /ks/.
- As I say the following word, listen for the sound /ks/: *fox*. Say the word with me: *fox*. What is the last sound in the word *fox*? Students should identify the sound /ks/ as the last sound.
- Read each of the following words. Have students repeat the word and then identify the final sound.

six

tux

axe

ox

Make It Harder

Students who can isolate final sound /ks/ may work on the following extension activity.

- Listen to the following sentence. Raise your hand if a word ends with sound /ks/. Read aloud the sentence. Allow time between each word for students to respond.

A fox helped an ox move a box.

- Repeat with the sentences below.

Dex has an axe that needs wax.

Alex baked a box mix cake.

SIDE A

Identify and Count Words in Spoken Sentences: Initial /j/ and Final /ks/

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy: Identify and Count Words in Sentences*: Unit 3, p. T66

Phonological awareness is the awareness of units of sound in spoken language, such as sentences, words, syllables, onsets and rimes, and phonemes.

ROUTINE

STEP 1 INTRODUCE

We put words together to make a sentence. Today we are going to count the number of words in sentences.

STEP 2 MODEL

- Listen to this sentence: *John can fix it. I'm going to say it again. I want you to say each word after me.* Repeat the sentence, allowing time for students to repeat each word.
- Now let's count the number of words. Raise one finger for each word. *John* (pause) *can* (pause) *fix* (pause) *it.* How many fingers do you have up? Allow time for students to reply. *That's correct. We have four fingers up. There are four words in this sentence.*
- Which word begins with the sound /j/? Allow time for students to reply. *That's correct. John begins with /j/. Which word ends with the sound /ks/?* Allow time for students to reply. *That's correct. Fix ends in /ks/.*

STEP 3 GUIDE PRACTICE

Let's count the words in this sentence together. Raise a finger for each word. Say the sentence and count the words together. Then ask students which words have the sounds /j/ and /ks/.

The fox jumps.

STEP 4 ON THEIR OWN

Say this sentence and have students count the number of words. Then have them identify the words with /j/ and /ks/.

Mix the juice.

Identify and Count Words in Spoken Sentences: Initial /j/ and Final /ks/

CORRECTIVE FEEDBACK

IF students cannot identify and count words in spoken sentences,

THEN model how to identify and count words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and count words in spoken sentences may benefit from explicit instruction on counting words.

- Give students counters to use to count words in sentences. *I'm going to say a sentence. After I say each word, I want you to put down one counter.* Say the following sentence, pausing after each word. *There* (pause) *are* (pause) *six* (pause) *jets*.
- *How many counters did you put down? Let's count them.* Count with the students. *There are four counters. There are four words in the sentence.* Have students identify the words with initial sound /j/ and final sound /ks/. (*jets, six*)
- Repeat with this sentence: *Max ate jam on bread.*

Make It Harder

Students who can identify and count words in spoken sentences may benefit from this extension activity.

- Have students sit in a circle. The first student thinks of a short sentence. *My sentence is The ox jumped. How many words does it have?*
- Beginning with the next student, each student in the circle puts down one counter and says in order one word from the sentence. The students then count the total number of counters.
- Continue until each student has had a chance to make up his or her own sentence. Have students identify any words that have initial sound /j/ or final sound /ks/.

SIDE A

Isolate Phonemes: Medial /u/

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /u/: Unit 3, p. T76

ROUTINE

STEP 1 INTRODUCE

Today we will listen for the sound /u/ in the middle of words.

STEP 2 MODEL

- Demonstrate how to make the sound /u/. We make the sound /u/ by slightly opening our mouths and saying /u/. Say the sound with me: /u/.
- Listen to this word: *cub*. Listen to each of the sounds in the word: /k/ /u/ /b/, *cub*. The sound /u/ is in the middle.
- Say the sounds in *cub* with me: /k/ /u/ /b/. Pause after each phoneme for students to repeat. *What sound is in the middle?* Allow time for students to reply. *That's right. The middle sound is /u/.*

cub

STEP 3 GUIDE PRACTICE

Let's try another word. Listen to the sounds in this word: /p/ /u/ /p/. Say the sounds with me: /p/ /u/ /p/. Pause after each phoneme for students to repeat. *What is the middle sound?* Allow time for students to reply. *Yes, sound /u/ is the middle sound.*

pup

STEP 4 ON THEIR OWN

I'm going to say several words. Wave your hand if the word has the middle sound /u/. Say the following words aloud. Repeat the words as necessary, and then have students say the words with /u/ with you.

up

fizz

yum

run

CORRECTIVE FEEDBACK

IF students cannot identify medial /u/ in words,

THEN model how to isolate medial /u/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot produce medial sound /u/ might need more explicit instruction on how to make this sound.

- We make the sound /u/ by slightly opening our mouths and saying /u/. Say /u/ with me. Make sure students pronounce /u/ correctly.
- I'm going to say some words. If the sound /u/ is in the middle of the word, raise your hand and say /u/.
- Say the following words aloud. Allow students time to respond. Repeat each word as necessary, emphasizing the phoneme /u/.

truck

rain

water

cup

Make It Harder

Students who are able to isolate medial sound /u/ can extend the activity by working with a partner to say sentences that have words with medial sound /u/.

- Demonstrate using medial sound /u/ words in a sentence. *We drink out of a cup.*
- The partner identifies the word in the sentence that has medial sound /u/. *Cup has the sound /u/ in the middle.* The partner then creates a sentence of his or her own.
- The activity continues until each student has had the chance to say a predetermined number of sentences with words that have the medial phoneme /u/.

Identify and Count Syllables in Spoken Words: One to Three Syllables

Connect to *myView Literacy*:
Syllables: Unit 3, p. T110

A **syllable** is a word part that has one vowel sound.

ROUTINE

STEP 1 INTRODUCE

Words are made of parts called syllables. Today we will count the number of syllables in words.

STEP 2 MODEL

- Explain that short words have one syllable and longer words have more than one syllable. Listen as I say the syllables that make a word. Clap as you say each syllable: *rab* (clap) *bit* (clap). I will put the syllables together to make the word. I will say them quickly: *rabbit*.
- How many syllables are in *rabbit*? Remember, I clapped my hands for the syllables: *rab* (clap) *bit* (clap). *Rabbit* has two syllables.
- Now let's count with our fingers. Watch: *rab* (raise your thumb) *bit* (raise your index finger on the same hand). Repeat and have students count with you.

rabbit

STEP 3 GUIDE PRACTICE

Let's try this word: *octopus*. *Oc* (clap) *to* (clap) *pus* (clap). We clapped three times, so there are three syllables in *octopus*.

octopus

STEP 4 ON THEIR OWN

Say and count the syllables in each of these words. Have students repeat the syllables after you say them. Then have students blend to form the word.

tiger

elephant

lion

Identify and Count Syllables in Spoken Words: One to Three Syllables

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in spoken words,

THEN model how to identify and count syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables in spoken words may benefit from a visual and tactile approach as they identify and count syllables.

- I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *violin*. Segment the syllables. Lightly tap the palm of your hand for each syllable. *vi • o • lin*. Tap the syllables with me. Segment the syllables again, making sure the students segment correctly.
- Let's count again, but once we've finished counting, we'll blend the syllables together and say *violin*. Segment the syllables again, tapping each syllable. After you finish, blend the syllables and tap once as you say the whole word. Segment with me: *vi • o • lin*. Tap three times. Blend with me: *violin*. Tap once.
- Practice with these words: *van, airplane, volleyball, train*.

Make It Harder

Students who can segment and blend syllables can extend the activity by practicing with a partner.

- Have students think of a word with one to three syllables. Think of a word for your partner. Then have your partner count the number of syllables.
- Provide this example. *Volcano*. How many syllables does *volcano* have? The partner should either clap or tap the syllables and reply. *Vol* (clap) *ca* (clap) *no* (clap), *volcano*. *Volcano has three syllables*. The partner then says a word for the first student to segment and blend the syllables.
- Have students count syllables for a predetermined number of words.

SIDE A

Identify and Produce Rhyming Words: /a/ /n/

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE K

Connect to *myView Literacy*:
Identify and Produce Rhyming Words: Unit 3, p. T128

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 INTRODUCE

Words that rhyme have the same middle and ending sounds, like *rag* and *bag*. Today we'll listen to some words and decide if they rhyme. Then we'll make more rhyming words.

STEP 2 MODEL

- Listen to the sounds in the word *pan*: /p/ /a/ /n/. Say the sounds with me: /p/ /a/ /n/. Emphasize the sound /an/. Now listen to the sounds in *man*: /m/ /a/ /n/. *pan*, *man*. Both words end in /an/. *Pan* and *man* are rhyming words. They both end in the sound /an/.
- Let's try this again. Listen to the sounds in the word *tan*: /t/ /a/ /n/. Say the sounds with me: /t/ /a/ /n/. *Tan* ends in /an/. The word *tan* rhymes with *pan* and *man*: /p/ /a/ /n/, /m/ /a/ /n/, /t/ /a/ /n/. All three words end with /an/. Say the words with me: *pan*, *man*, *tan*. These are all rhyming words.

pan

man

tan

STEP 3 GUIDE PRACTICE

Let's try this together. Listen to these words: *fan*, *ran*. *Fan*, /f/ /a/ /n/. Say the middle and ending sounds with me: /a/ /n/. *Ran*, /r/ /a/ /n/. Say the middle and ending sounds with me: /a/ /n/. Do *fan* and *ran* rhyme? Allow time for replies. That's correct. Both *fan* and *ran* end in /an/, so they rhyme.

fan

ran

STEP 4 ON THEIR OWN

I'll say two words. Raise your hand if the words rhyme. Repeat the words as necessary.

ban, pan

fen, fan

scan, Jan

plan, span

Identify and Produce Rhyming Words: /a/ /n/

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty producing rhyming words may benefit from a rhyme completion task using phonograms for the middle and ending sounds of words.

- Let's make sentences with words that rhyme. I'll say the first part of a sentence and then you complete the second part by adding a rhyming word.
- Listen to the first part of this sentence: *I ran and kicked a ___.* (*can*) Which words rhyme? Allow time for students to reply. That's correct: *ran* and *can* both have the sound /an/, so they rhyme.
- Now listen to this sentence: *My friend Fran cooks with a frying ____.* (*pan*) Which words rhyme? That's correct: *Fran* and *pan* both have the sound /an/, so they rhyme.
- Have students think of other pairs of rhyming words.

Make It Harder

Students who are able to identify rhyming words with /an/ may work with a partner on an extension activity.

- The first partner says a word that ends in /an/. *My word is can.*
- The partner then says a rhyming word. *My word is van.*
- Each partner continues producing rhyming words. If a student is not able to think of one, he or she may pass. Have students make a predetermined number of rhymes.
- As an added challenge, students could create sentences with rhyming words.

SIDE A

Segment and Blend Syllables in Spoken Words: Compound Words

PHONOLOGICAL AND
PHONEMIC AWARENESS
GRADE K

Connect to *myView Literacy*:
Syllables: Unit 3, p. T138

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 INTRODUCE

Today we will listen for syllables and make new words from those syllables.

STEP 2 MODEL

- Listen to this word: *playground*. Have students repeat the word. Then segment the syllables. Listen as I say the two syllables: *play* (pause) *ground*. Say the syllables with me: *play* (pause) *ground*.
- In this word, each syllable is a word. If I take away the first syllable, I have the word *ground*. Say *ground* with me: *ground*.
- I could also take away the second syllable and make a new word, *play*. Say *play* with me: *play*.

playground

STEP 3 GUIDE PRACTICE

Listen to this word: *bookshelf*. Say it with me. Have students repeat. Now listen to the syllables: *book* (pause) *shelf*. What are the syllables? Allow time for students to respond. Demonstrate taking away either the first or second syllable.

bookshelf

STEP 4 ON THEIR OWN

Say the syllables in each of these words. Have students take away either syllable to form a new word.

raincoat

mailbox

dogsled

touchdown

Segment and Blend Syllables in Spoken Words: Compound Words

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in spoken words,

THEN model how to segment and blend the sounds in the smaller words of compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables may benefit from a visual and tactile approach.

- I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *seashell*. Segment the syllables. Lightly tap the palm of your hand for each syllable. *sea* • *shell*. Tap the syllables with me. Segment the syllables again, making sure the students correctly segment the syllables.
- Each syllable in *seashell* is a word. What two words make up *seashell*? Allow time for replies. If I take away *sea* from *seashell*, what word do I have? (*shell*) If I take away *shell* from *seashell*, what word do I have? (*sea*)
- Practice with these words: *bedroom*, *tiptoe*, *snowball*.

seashell

Make It Harder

Students who can segment and blend syllables can extend the activity by practicing with a partner.

- Students should think of other compound words. My word is *basketball*. Which two words make up my word?
- The partner segments the syllables and then shares a different compound word. *Basket and ball make up your word. My word is railroad.*
- Continue the activity until each partner has correctly segmented the syllables in a predetermined number of compound words.

Isolate Phonemes: Initial /kw/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Initial /kw/: Unit 3, p. T166

ROUTINE

STEP 1 INTRODUCE

Today we will listen for the sound /kw/ at the beginning of words.

STEP 2 MODEL

- Listen to these words: *quiet, queen*. As I say them again, I want you to listen carefully to their beginning sounds. Repeat the words, emphasizing the beginning sound /kw/.
- The same sound /kw/ is at the beginning of *quiet* and *queen*. Say *quiet* with me. Listen to make sure students pronounce the word correctly. Repeat with *queen*.
- What is the beginning sound of each word? Pause for students to respond. Yes, both words have the beginning sound /kw/.

quiet

queen

STEP 3 GUIDE PRACTICE

Listen to this word: *quick*. Isolate and elongate the initial sound as you pronounce it. Say it with me: *quick*. What is the beginning sound? Yes, /kw/ is the beginning sound. Repeat with the word *quit*.

quick

quit

STEP 4 ON THEIR OWN

I'm going to say several words. Raise your hand if the word has the beginning sound /kw/. Say the following words aloud. Repeat words as necessary.

quail

quilt

rain

question

CORRECTIVE FEEDBACK

IF students cannot identify initial /kw/ in words,

THEN model how to isolate the initial phoneme, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot produce initial /kw/ might need more explicit instruction on how to make this sound.

- Listen to the sound /kw/: /kw/, /kw/, /kw/. Now let's say it together. Check to make sure students are correctly producing the sound.
- Quack has the beginning sound /kw/. Let's make ducks with our hands and say quack. Open and close your fingers and thumb like a duck's bill.
- I'm going to say some words. If the word has the sound /kw/ at the beginning, make your hands like a duck and then say the word. Practice with these words: quick, quill, mouse, jet, quite.

Make It Harder

Students who are able to isolate initial /kw/ can extend the activity by playing a word game with a partner.

- Have students think of a word with initial /kw/.
- The first student says the word without the sound /kw/; for example, -iet (*quiet*), -ilt (*quilt*), -est (*quest*), -een (*queen*). The second student then adds initial /kw/ and says the word.
- The activity ends when neither partner can identify any other words with initial /kw/.

SIDE A

Identify and Count Words in Spoken Sentences: Initial /kw/ and /z/

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy: Identify and Count Words in Sentences*: Unit 3, p. T184

Phonological awareness is the awareness of units of sound in spoken language, such as sentences, words, syllables, onsets and rimes, and phonemes.

ROUTINE

STEP 1 INTRODUCE

We put words together to make a sentence. Today we are going to count the number of words in sentences.

STEP 2 MODEL

- Listen to this sentence: *The quilt is warm*. I'm going to say it again. I want you to say each word after me. Repeat the sentence, allowing time for students to repeat each word.
- Now let's count the number of words. Raise one finger for each word. *The* (pause) *quilt* (pause) *is* (pause) *warm*. How many fingers do you have up? Allow time for students to reply. *That's correct. We have four fingers up. There are four words in this sentence.*
- Which word begins with the sound /kw/? Allow time for students to reply. *That's correct. Quilt begins with /kw/.*

STEP 3 GUIDE PRACTICE

Let's count the words in this sentence together. Raise a finger for each word. Say the sentence and count the words together. Then ask students which word has the sound /z/.

The zipper broke.

STEP 4 ON THEIR OWN

Say this sentence and have students count the number of words. Then have them identify the words with initial /kw/ and /z/.

Quint can zip.

Identify and Count Words in Spoken Sentences: Initial /kw/ and /z/

CORRECTIVE FEEDBACK

IF students cannot identify and count words in spoken sentences,

THEN model how to identify and count words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and count words in spoken sentences may benefit from explicit instruction on counting words.

- Have students use counters to count words in sentences. *I'm going to say a sentence. After I say each word, I want you to put down one counter.* Say the following sentence. *The (pause) queen (pause) waved.*
- *How many counters did you put down? Let's count them.* Count with the students. *There are three counters. There are three words in the sentence.* Have students identify the word with /kw/.
- Repeat with this sentence: *Lightning zapped the tree.* Have students identify *zapped* as having the initial /z/.

Make It Harder

Students who can identify and count words in spoken sentences may benefit from this extension activity.

- Have students sit in a circle. The first student thinks of a short sentence with words with initial /kw/ or /z/. *My sentence is My dog can zig and zag. How many words does it have?*
- Beginning with the next student, each student in the circle puts down one counter and says, in order, one word from the sentence. The students then count the total number of counters.
- Continue until each student has had a chance to make up his or her own sentence. Have students identify any words that have initial /kw/ or /z/.

SIDE A

Segment and Blend Syllables in Spoken Words: Compound Words

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Connect to *myView Literacy*:
Syllables: Unit 3, p. T194

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 INTRODUCE

Today we will listen for syllables and make new words from those syllables.

STEP 2 MODEL

- Listen to this word: *upset*. Have students repeat the word. Then segment into syllables. Listen as I say the two syllables: *up* (pause) *set*. Say the syllables with me: *up* (pause) *set*.
- In this word, each syllable is a word. If I take away the first syllable, I have the word *set*. Say *set* with me: *set*.
- I could also take away the second syllable and make a new word, *up*. Say *up* with me: *up*.

upset

STEP 3 GUIDE PRACTICE

Listen to this word: *daylight*. Say it with me. Have students repeat. Now listen to the syllables: *day* (pause) *light*. What are the syllables? Allow time for students to respond. Demonstrate taking away either the first or second syllable.

daylight

STEP 4 ON THEIR OWN

Say the syllables in each of these words. Have students take away either syllable to form a new word.

playground

airport

beehive

sunrise

Segment and Blend Syllables in Spoken Words: Compound Words

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in spoken words,

THEN model how to segment and blend compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables may benefit from a visual and tactile approach.

- I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *bedroom*. Segment the compound word. Lightly tap the palm of your hand for each syllable. *bed • room*. Tap the syllables with me. Segment the compound word again, making sure the students segment the compound word correctly.
- Each syllable in *bedroom* is a word. What two words make up the compound word *bedroom*? Allow time for replies. If I take away *bed* from *bedroom*, what word do I have? (*room*) If I take away *room* from *bedroom*, what word do I have? (*bed*)
- Practice with these words: *catfish*, *bulldog*, *goldfish*.

bedroom

Make It Harder

Students who can segment and blend syllables can extend the activity by practicing with a partner.

- Students should think of other compound words. *My word is snowball. Which two words make up my word?*
- The partner segments the word and then shares a different compound word. *Snow and ball make up your word. My word is tiptoe.*
- Continue the activity until each partner has correctly segmented a predetermined number of compound words.

SIDE A

Identify and Count Words in Spoken Sentences: /a/ and /ā/

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Identify Words: Unit 3, p. T222

Phonological awareness is the awareness of units of sound in spoken language, such as sentences, words, syllables, onsets and rimes, and phonemes.

ROUTINE

STEP 1 INTRODUCE

We put words together to make a sentence. Today we are going to count the number of words in sentences. We're also going to listen for words that have the /a/ and /ā/ sounds.

STEP 2 MODEL

- Listen to this sentence: *The man held the rake. I want you to say each word after me.* Repeat the sentence, allowing time for students to repeat each word.
- Now let's count the number of words. Raise one finger for each word. *The* (pause) *man* (pause) *held* (pause) *the* (pause) *rake.* How many fingers do you have up? Allow time for students to reply. That's correct. We have five fingers up. There are five words in this sentence.
- Which word has the /a/ sound? Allow time for students to reply. That's correct. *Man* has the /a/ sound. Which word has the /ā/ sound? (*rake*)

STEP 3 GUIDE PRACTICE

Let's count the words in this sentence together. Raise a finger for each word you hear. Say the sentence and count the words together. Then ask students which words have the /a/ or /ā/ sounds. (*Nate, has, cat*)

Nate has the cat.

STEP 4 ON THEIR OWN

Say this sentence and have students count the number of words. Then have them identify words with /a/ or /ā/. (*that, away*)

Put that away.

Identify and Count Words in Spoken Sentences: /a/ and /ā/

CORRECTIVE FEEDBACK

IF students cannot identify and count words in spoken sentences,

THEN model how to identify and count words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and count words in spoken sentences may benefit from explicit instruction on counting words.

- Have students use counters to count words in sentences. *I'm going to say a sentence. After I say each word, I want you to put down one counter.* Say the following sentence. *Pat* (pause) *waved* (pause) *hello*.
- *How many counters did you put down? Let's count them.* Count with the students. *There are three counters. There are three words in the sentence.* Have students identify words with /a/ or /ā/. (*Pat, waved*)
- Repeat with this sentence: *Kate ran fast to home plate.* (*Kate, ran, fast, plate*)

Make It Harder

Students who can identify and count words in spoken sentences may benefit from this extension activity.

- Have students sit in a circle. The first student thinks of a sentence with /a/ or /ā/ words. *My sentence is The cat is late to eat. How many words does it have?*
- Beginning with the next student, each student in the circle puts down one counter and says in order one word from the sentence. The students then count the total number of counters.
- Continue until each student has had a chance to make up his or her own sentence. Have students identify any words that have /a/ or /ā/.

SIDE A

Identify and Produce Rhyming Words: /a/ /t/ and -ake

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE K

Connect to *myView Literacy*:
Identify and Produce Rhyming Words: Unit 3, p. T240

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 INTRODUCE

Words that rhyme have the same middle and ending sounds, like *door* and *floor*. Today we'll listen to some words and decide if they rhyme. Then we'll say more rhyming words.

STEP 2 MODEL

- Listen to the sounds in the word *pat*: /p/ /a/ /t/. Say the sounds with me: /p/ /a/ /t/. Emphasize the /at/ sound. Now listen to the sounds in *mat*: /m/ /a/ /t/. *Pat, mat*. Both words have the sounds /a/ /t/. *Pat* and *mat* are rhyming words. They both have the sounds /a/ /t/.
- Let's try this again. Listen to the sounds in the word *cake*: /k/ /ā/ /k/. Say the sounds with me: /k/ /ā/ /k/. *Cake* ends in /āk/. Now listen to the sounds in *wake*: /w/ /ā/ /k/. Both words end in /āk/. *Cake* and *wake* rhyme.

pat

mat

cake

wake

STEP 3 GUIDE PRACTICE

Let's try this together. Listen to these words: *fake, rake*. *Fake*, /f/ /ā/ /k/. Say the middle and ending sounds with me: /ā/ /k/. *Rake*, /r/ /ā/ /k/. Say the middle and ending sounds with me: /ā/ /k/. Do *fake* and *rake* rhyme? Allow time for replies. That's correct. Both *fake* and *rake* end in /āk/, so they rhyme.

fake

rake

STEP 4 ON THEIR OWN

I'll say two words. Raise your hand if the words rhyme. Repeat the words as necessary.

bat, pat

fun, fan

cake, Jake

flat, sat

Identify and Produce Rhyming Words: /a/ /t/ and -ake

CORRECTIVE FEEDBACK

IF students cannot identify or produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who have difficulty producing rhyming words may benefit from a rhyme completion task using phonograms for the middle and ending sounds of words.

- Let's make sentences with words that rhyme. I'll say the first part of a sentence, and then you complete the second part by adding a rhyming word.
- Listen to the first part of this sentence: *My cat sat on her ____.* (*mat*) Which words rhyme? Allow time for students to reply. That's correct: *cat, sat,* and *mat* have the /a/ /t/ sounds, so they rhyme.
- Now listen to this sentence: *I love to bake, so I made a ____.* (*cake*) Which words rhyme? That's correct: *bake* and *cake* both have the /āk/ sound, so they rhyme.
- Have students think of other pairs of rhyming words.

Make It Harder

Students who are able to identify rhyming words with /a/ /t/ and -ake may work with a partner on an extension activity.

- The first partner says a word that ends in /a/ /t/ or -ake. *My word is take.*
- The partner then says a rhyming word. *My word is make.*
- Each partner continues producing rhyming words. If a student is not able to think of one, he or she may pass. Have students make a predetermined number of rhymes of each sound, /a/ /t/ and -ake.
- As an added challenge, students could create sentences with rhyming words.

Manipulate Syllables: Compound Words

Connect to *myView Literacy*:
Syllables: Unit 3, p. T250

Compound words are made up of two smaller words.

ROUTINE

STEP 1 INTRODUCE

Syllables are word parts. Today we will listen for syllables and say new words by manipulating, or switching, those syllables.

STEP 2 MODEL

- Listen to this word: *goldfish*. Have students repeat the word. Then segment into syllables. Listen as I say the two syllables: *gold* (pause) *fish*. Say the syllables with me: *gold* (pause) *fish*.
- In this word, each syllable is a word. I can switch the first syllable with the last syllable and make a new word, *fishgold*. That's a nonsense word!
- I could also change the first syllable and make a new word. I will change the first syllable in *goldfish* to *sun*. What is my new word? Allow time for students to reply. That's correct. My new word is *sunfish*.

goldfish

STEP 3 GUIDE PRACTICE

Listen to this word: *airport*. Say it with me. Have students repeat. Now listen to the syllables: *air* (pause) *port*. What are the syllables? Allow time for students to respond. Demonstrate switching the first and second syllables to create a nonsense word. Then ask students to change the second syllable in *airport* to *plane*.

airport

STEP 4 ON THEIR OWN

Say the syllables in each of these words. Have students switch the first and last syllables to form new words. Then ask students to change the second syllable in the original word to form a new word.

upset (side)

daylight (time)

snowball (man)

Manipulate Syllables: Compound Words

CORRECTIVE FEEDBACK

IF students cannot manipulate syllables,

THEN model how to manipulate syllables in compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate syllables may benefit from a visual and tactile approach.

- I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *catfish*. Segment the compound word. Lightly tap the palm of your hand for each syllable. *cat • fish*. Tap the syllables with me. Segment the compound word again, making sure the students segment the word correctly.
- Each syllable in *catfish* is a word. What two words make up *catfish*? Allow time for replies. If I switch *cat* with *fish*, what word do I have? (*fishcat*) Is that a real word? No. It's a nonsense word.
- Practice with these words.

catfish

beehive

tiptoe

rainbow

Make It Harder

Students who are able to manipulate syllables can extend the activity by practicing with a partner.

- Students should think of other compound words. *My word is playground.*
- The partner switches the syllables and then shares the new compound word. *I can switch the syllables and make the word groundplay. Now it's my turn. My word is snowball.*
- Continue the activity until each partner has manipulated syllables for a predetermined number of compound words.

SIDE A

Isolate Phonemes: Medial /i/ and /ī/

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE K

Connect to *myView Literacy*:
Medial /i/ and Medial /ī/: Unit 3,
p. T278

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 INTRODUCE

Today we will listen for the sounds /i/ and /ī/ in the middle of words.

STEP 2 MODEL

- Listen to the middle sound as I say this word: /f/ /i/ /n/, *fin*. Say the word with me: *fin*. Do you hear the sound /i/ or the sound /ī/? (/i/)
- Listen to this word: *pipe*. Listen to each of the sounds in the word: /p/ /ī/ /p/, *pipe*. What is the middle sound? (/ī/)

fin

pipe

STEP 3 GUIDE PRACTICE

- Let's try another word. Listen to the sounds in this word: /s/ /i/ /ks/. Say the sounds with me: /s/ /i/ /ks/. Pause after each phoneme for students to repeat. What is the middle sound? Allow time for students to reply. Yes, /i/ is the middle sound. Say the word with me, *six*.
- Repeat with the word *pine*.

six

pine

STEP 4 ON THEIR OWN

Say the following words aloud. After each word, have the students repeat the word with you. Then have students say the middle sound in each word.

ripe

trip

wig

vine

Isolate Phonemes: Medial /i/ and /ī/

CORRECTIVE FEEDBACK

IF students cannot identify medial /i/ and /ī/ in words,

THEN model how to isolate these phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot produce medial /i/ and /ī/ might need more explicit instruction on how to make these sounds.

- The sound /ī/ sounds like you're talking about yourself. For example / (point to yourself) *like pie*. Say /ī/ with me and point to yourself. Make sure students pronounce /ī/ correctly.
- The sound /i/ is the same sound as in the word *pig*. Say /i/ with me. Make sure students pronounce /i/ correctly.
- I'm going to say some words. If you hear the sound /ī/ in the middle of the word, point to yourself and say // If you hear the sound /i/, wave your hand.
- Say the following words aloud: *Kim, time, lime, film, mine*.

Make It Harder

Students who are able to isolate medial /i/ and /ī/ can extend the activity by working with a partner to say sentences that have words with these phonemes.

- Demonstrate using medial /i/ or /ī/ words in a sentence. *The rice is hot.*
- The partner identifies the word in the sentence that has medial /i/ or /ī/. *Rice has the /ī/ sound in the middle.* The partner then creates a sentence of his or her own with either phoneme.
- The activity continues until each student has had the chance to say a sentence with a word that has medial /i/ and one that has medial /ī/, or until each student has created a predetermined number of sentences.

SIDE A

Identify and Count Syllables in Spoken Words: One or More Syllables

PHONOLOGICAL AND PHONEMIC AWARENESS
GRADE K

Connect to *myView Literacy*:
Identify and Count Syllables:
Unit 3, p. T296

A **syllable** is a word part that has one vowel sound.

ROUTINE

STEP 1 INTRODUCE

Words are made of parts called syllables. Today we will count the number of syllables in words.

STEP 2 MODEL

- Listen as I say this word: *banana*. I'm going to clap as I say each syllable. Clap as you say each syllable: *ba* (clap) *na* (clap) *na* (clap). I will put the syllables together to make the word. I will say them quickly without stopping: *banana*.
- How many syllables are in *banana*? Remember, I clapped my hands for the syllables: *ba* (clap) *na* (clap) *na* (clap). *Banana* has three syllables.
- Now let's count with our fingers. Watch: *ba* (raise one finger) *na* (raise a second finger), *na* (raise a third finger). Repeat and have students count with you.

banana

STEP 3 GUIDE PRACTICE

Let's try this word: *flower*. *Flow* (clap) *er* (clap). We clapped two times, so there are two syllables in *flower*.

flower

STEP 4 ON THEIR OWN

Say and count the syllables in each of these words. Have students repeat the syllables after you say them. Then have students blend to form the word.

house

chair

salamander

Identify and Count Syllables in Spoken Words: One or More Syllables

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in spoken words,

THEN model how to identify and count syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables in spoken words may benefit from a visual and tactile approach as they identify and count syllables.

- **I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *monkey*.** Segment the syllables in the word. Lightly tap the palm of your hand for each syllable: *mon • key*. **Tap the syllables with me.** Segment the syllables in the word again, making sure the students segment the syllables correctly.
- **Let's count again, but once we've finished counting, we'll blend the syllables together and say *monkey*.** Segment the syllables in the word again, tapping each syllable. After you finish, blend the syllables and tap once as you say the whole word. **Segment the syllables with me: *mon • key*.** Tap two times. **Blend with me: *monkey*.** Tap once.
- Practice with these words: *computer, jet, swimming, train*.

Make It Harder

Students who can segment and blend syllables can extend the activity by practicing with a partner.

- Have students think of a word with one or more syllables. **Think of a word for your partner. Then have your partner count the number of syllables.**
- Provide this example. **My word is *wonderful*. How many syllables does *wonderful* have?** The partner should either clap or tap the syllables and reply. ***Won* (clap) *der* (clap) *ful* (clap), *wonderful*. *Wonderful* has three syllables.** The partner then says a word for the first student to segment and blend.
- Have students count syllables for a predetermined number of words.

Isolate Phonemes: Medial /u/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /u/: Unit 3, p. T434

ROUTINE

STEP 1 INTRODUCE

Today we will listen for the sound /u/ in the middle of words.

STEP 2 MODEL

- Listen to this word: *run*. Listen to each of the sounds in the word: /r/ /u/ /n/, *run*. I hear the sound /u/ in the middle.
- Say the sounds in *run* with me: /r/ /u/ /n/. Pause after each phoneme for students to repeat. What sound do you hear in the middle? Allow time for students to reply. That's right. The middle sound is /u/.

run

STEP 3 GUIDE PRACTICE

Let's try another word. Listen to the sounds in this word: /m/ /u/ /g/. Say the sounds with me: /m/ /u/ /g/. Pause after each phoneme for students to repeat. What is the middle sound? Allow time for students to reply. Yes, /u/ is the middle sound.

mug

STEP 4 ON THEIR OWN

I'm going to say several words. Wave your hand if the word has the middle sound /u/. Say the following words aloud. Repeat the words as necessary, and then have students say the words with /u/ with you.

hut

fan

fuzz

yam

run

CORRECTIVE FEEDBACK

IF students cannot identify medial /u/ in words,

THEN model how to isolate medial /u/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot produce medial /u/ might need more explicit instruction on how to say this sound.

- Demonstrate how to say the sound /u/. *We say the sound /u/ by slightly opening our mouths and saying /u/. Say the sound with me: /u/.*
- *I'm going to say some words. Raise your hand if you hear the sound /u/ in the middle of the word.*
- Say the following words aloud. Allow students time to respond. Repeat each word as necessary, emphasizing the phoneme /u/.

cuff

lag

tuck

watch

cup

Make It Harder

Students who are able to isolate medial /u/ can extend the activity by working with a partner to say sentences that have words with medial /u/.

- Demonstrate using medial /u/ words in a sentence. *My dog ran in the mud.*
- The partner identifies the word in the sentence that has medial /u/. *Mud has the sound /u/ in the middle.* The partner then creates a sentence of his or her own.
- The activity continues until each student has had the chance to say a predetermined number of sentences with words that have the medial phoneme /u/.

SIDE A

Distinguish Medial /a/ and /ā/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Medial /a/ and Medial /ā/: Unit 3,
p. T440

ROUTINE

STEP 1 INTRODUCE

Today we will identify the difference between the sounds /a/ and /ā/ in the middle of words.

STEP 2 MODEL

- Listen to this word: *pack*. As I say the word again, I want you to listen carefully to the middle sound you hear. Repeat the word. The middle sound is /a/. Say *pack* with me.
- Now listen to this word: *make*. Listen for the middle sound as I say it again, *make*. The middle sound is /ā/. Say *make* with me.
- Listen as I say both words, *pack*, *make*. Which word has the sound /a/? Pause for students to respond. That's correct, *pack*. What middle sound do you hear in *make*? That's correct, /ā/.

pack

make

STEP 3 GUIDE PRACTICE

Listen as I say another pair of words: *lane*, *band*. Which word has /ā/? (*lane*) Which word has /a/? (*band*) Say both words with me: *lane*, *band*.

STEP 4 ON THEIR OWN

- I'm going to say two words. Raise your hand when you hear the word that has /ā/. Say these pairs aloud. Repeat the words if students have difficulty hearing the difference between /a/ and /ā/.
- Once you have finished the activity, have students think of words that have /a/ and /ā/. Now you think of words that have /a/ and /ā/. Tell your partner.

man/mane

tape/tap

can/cane

back/bake

rack/rake

Distinguish Medial /a/ and /ā/

CORRECTIVE FEEDBACK

IF students cannot distinguish medial /a/ and /ā/ in words,

THEN model how to isolate medial /a/ and /ā/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish medial /a/ and /ā/ might need more explicit instruction on how to identify the sounds /a/ and /ā/.

- Listen as I say this sound: /a/. Now listen as I say a word with /a/: *map*. Say *map* again, elongating the /a/. Say the word with me, and let's stretch the /a/ sound in the word: *maaap*.
- Now let's practice saying this sound: /ā/. Listen to this word: *take*. Say *take* again, elongating the /ā/. Say the word with me, and let's stretch the /ā/ sound in the word: *taaake*.
- I'm going to say some words. If the word has /a/, raise your hand. Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary.

nab

tame

safe

cat

cap

Make It Harder

Students who are able to distinguish medial /a/ and /ā/ can extend the activity by playing a game in which students produce words with /a/ and /ā/.

- Have a small group of students sit in a circle. Begin by saying a word with the sound /a/. *My word is fan.*
- The student to the right must say a word with the sound /ā/. *My word is cave.*
- Play continues with students alternating words with medial /a/ and words with medial /ā/.
- If a student is unable to come up with another word, he or she may pass to the next student.
- Play continues until each student has had a chance to say both a word with /a/ and a word with /ā/ during his or her turn, or until no one is able to provide a new word.

SIDE A

Distinguish Medial /i/ and /ī/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Connect to *myView Literacy*:
Medial /i/ and Medial /ī/: Unit 3,
p. T448

ROUTINE

STEP 1 INTRODUCE

Today we will listen for the sounds /i/ and /ī/ in the middle of words.

STEP 2 MODEL

- Listen to the middle sound as I say this word: /b/ /i/ /t/, *bit*. Say the word with me: *bit*. Do you hear the sound /i/ or the sound /ī/? (/i/)
- Listen to this word: *bike*. Listen to each of the sounds in the word: /b/ /ī/ /k/, *bike*. What is the middle sound? (/ī/)

bit

bike

STEP 3 GUIDE PRACTICE

- Let's try another word. Listen to the sounds in this word: /f/ /ī/ /p/. Say the sounds with me: /f/ /ī/ /p/. Pause after each phoneme for students to repeat. What is the middle sound? Allow time for students to reply. Yes, /ī/ is the middle sound. Say the word with me, *flip*.
- Repeat with the word *line*.

flip

line

STEP 4 ON THEIR OWN

Say the following words aloud. After each word, have the students repeat the word with you. Then have students say the middle sound in each word.

rip

pint

wig

vine

Distinguish Medial /i/ and /ī/

CORRECTIVE FEEDBACK

IF students cannot identify medial /i/ and /ī/ in words,

THEN model how to isolate these phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot produce medial /i/ and /ī/ might need more explicit instruction on how to make these sounds.

- The sound /ī/ is the same sound as in the word *mice*. Say /ī/ with me. Make sure students pronounce /ī/ correctly.
- The sound /i/ is the same sound as in the word *pig*. Say /i/ with me. Make sure students pronounce /i/ correctly.
- I'm going to say some words. If you hear the sound /ī/ in the middle of the word, point to yourself and say // If you hear the sound /i/, wave your hand and say /i/.
- Say the following words aloud: *Tim, fine, lime, film, time*.

Make It Harder

Students who are able to isolate medial /i/ and /ī/ can extend the activity by working with a partner to say sentences that have words with these phonemes.

- Demonstrate using medial /i/ or /ī/ words in a sentence. *I like apple pie.*
- The partner identifies the words in the sentence that have medial /i/ or /ī/. *Like and pie have the /ī/ sound in the middle.* The partner then creates a sentence of his or her own with either phoneme.
- The activity continues until each student has had the chance to say a sentence with a word that has medial /i/ and one that has medial /ī/, or until each student has created a predetermined number of sentences.

SIDE A

Distinguish Medial /o/ and /ō/

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /o/ and Medial /ō/:
Unit 4, p. T18

ROUTINE

STEP 1 INTRODUCE

Today we will identify the difference between the sounds /o/ and /ō/ in the middle of words.

STEP 2 MODEL

- Say this word: *Spot*. I hear the sound /o/ when I say the word *spot*. Repeat the word while emphasizing the sound /o/. *Spot*.
- Say this word: *Nose*. I hear the sound /ō/ when I say the word *nose*. Repeat the word while emphasizing the sound /ō/. *Nose*.
- I hear the sound /o/ in the word *spot*, and I hear the sound /ō/ in the word *nose*.

spot

nose

STEP 3 GUIDE PRACTICE

Listen as I say these words: *shop, rope*. Which word has /o/? (*shop*) Which word has /ō/? (*rope*) Repeat the words as necessary. Say both words with me: *shop, rope*.

shop

rope

STEP 4 ON THEIR OWN

I'm going to say some words. Raise your hand when you hear a word that has /ō/. Say the following words aloud.

tote

block

not

phone

log

hope

Distinguish Medial /o/ and /ō/

CORRECTIVE FEEDBACK

IF students cannot distinguish medial /o/ and /ō/ in words,

THEN model how to distinguish medial /o/ and /ō/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish medial /o/ and /ō/ might need more explicit instruction on how to identify the sounds /o/ and /ō/.

- Listen as I say this sound: /o/. Now listen as I say a word with /o/: *stop*. Say *stop* again, elongating the /o/. Say the word with me, and let's stretch the /o/ in the word: *stooop*.
- Now let's practice saying this sound: /ō/. Listen to this word: *bone*. Say *bone* again, elongating the /ō/. Say the word with me, and let's stretch the /ō/ in the word: *booone*.
- I'm going to say some words. If the word has /o/, raise your hand. Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary.

lob

hose

jog

box

tone

poke

Make It Harder

Students who are able to distinguish medial /o/ and /ō/ may work on the following extension activity.

- Have a small group of students sit in a circle. Begin by saying a word with sound /o/. *My word is hop.*
- The student on the right should say a word with sound /ō/. *My word is alone.*
- The activity should continue until every student has had a chance to share a word with sound /o/ and a word with sound /ō/. If a student struggles to come up with a word, the other students may suggest a word. That student then uses the suggested word in a sentence.

SIDE A

Segment and Blend Phonemes: Medial /o/ and /ō/

Connect to *myView Literacy*:
Segment and Blend Phonemes:
Unit 4, p. T46

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 INTRODUCE

Today we will break words into their sounds and then blend, or combine, the sounds to form words. The words will either have the sound /o/ as in *box* or /ō/ as in *bone*.

STEP 2 MODEL

- Listen to this word: *not*. Listen to the sounds in the word: /n/ /o/ /t/. Say each sound with me: /n/ /o/ /t/. How many sounds do we hear? (three)
- Now I will blend the sounds to say the word: /n/ /o/ /t/, *not*. Try it with me: /n/ /o/ /t/, *not*.
- Repeat with the word *cone*.

not

cone

STEP 3 GUIDE PRACTICE

- Listen to this word: *robe*. Let's say the sounds together: /r/ /ō/ /b/. Now let's say the sounds more quickly: /r/ /ō/ /b/. What is the word? (*robe*)
- Repeat with the word *stop*.

robe

stop

STEP 4 ON THEIR OWN

Have students segment and blend these words.

bob

code

mom

hope

lot

tone

knob

Segment and Blend Phonemes: Medial /o/ and /ō/

CORRECTIVE FEEDBACK

IF students cannot segment and blend phonemes,

THEN model how to segment and blend sounds, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend medial /o/ and /ō/ might need more explicit instruction.

- Demonstrate segmenting the sounds in the word *note*. Listen to this word: *note*. I'm going to break it apart by its sounds. Listen carefully to the middle sound: /n/ /ō/ /t/. What is the middle sound? Allow time for students to reply. Say the sounds with me: /n/ /ō/ /t/.
- Now let's blend the sounds to form a word: /n/ /ō/ /t/, *note*.
- Practice with the following words: *jot*, *sock*, *lone*, *mope*.

Make It Harder

Students who are able to segment and blend medial /o/ and /ō/ may work on the following extension activity with a partner.

- Have students think of a word with medial /o/ or /ō/. The first student segments the word. My word is /p/ /o/ /p/. What is my word?
- The second student blends the phonemes. /p/ /o/ /p/. Your word is *pop*.
- Have each student segment and blend a predetermined number of words with /o/ and /ō/.

SIDE A

Identify and Count Words in Spoken Sentences

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Connect to *myView Literacy*:
Identify and Count Words in
Sentences: Unit 4, p. T64

Phonological awareness is the awareness of units of sound in spoken language, such as sentences, words, syllables, onsets and rimes, and phonemes.

ROUTINE

STEP 1 INTRODUCE

We put words together to make a sentence. Today we are going to count the number of words in sentences.

STEP 2 MODEL

- Listen to this sentence: *Sam rode a bike*. I'm going to say it again. I want you to say each word after me. Repeat the sentence, allowing time for students to repeat each word.
- Now let's count the number of words. Raise one finger for each word. *Sam* (pause) *rode* (pause) *a* (pause) *bike*. How many fingers do you have up? Allow time for students to reply. That's correct. We have four fingers up. There are four words in this sentence.

STEP 3 GUIDE PRACTICE

Let's count the words in this sentence together. Raise a finger for each word you hear. Say the sentence and count the words together.

Bella told a joke.

STEP 4 ON THEIR OWN

Say this sentence and have students count the number of words.

Hop over the line.

Identify and Count Words in Spoken Sentences

CORRECTIVE FEEDBACK

IF students cannot identify and count words in spoken sentences,

THEN model how to identify and count words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and count words in spoken sentences may benefit from explicit instruction on counting words.

- Give students counters to use to count words in sentences. *I'm going to say a sentence. After I say each word, I want you to put down one counter.* Say the following sentence, pausing after each word. *The (pause) lemonade (pause) is (pause) cold.*
- *How many counters did you put down? Let's count them.* Count with the students. *There are four counters. There are four words in the sentence.*
- Repeat with this sentence: *Gracie scored a goal.*

Make It Harder

Students who can identify and count words in spoken sentences may benefit from this extension activity.

- Have students sit in a circle. Provide counters for the group. The first student thinks of a short sentence. *My sentence is I like to swim. How many words does it have?*
- Beginning with the next student, each student in the circle puts down one counter and says in order one word from the sentence. The students then count the total number of counters.
- Continue until each student has had a chance to make up his or her own sentence.

SIDE A

Distinguish Medial /u/ and /ū/

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /u/ and Medial /ū/: Unit 4,
p. T74

ROUTINE

STEP 1 INTRODUCE

Today we will identify the difference between the sounds /u/ and /ū/ in the middle of words.

STEP 2 MODEL

- Say this word: *Hug*. I hear the sound /u/ when I say the word *hug*. Repeat the word while emphasizing the sound /u/. *Hug*.
- Say this word: *Tune*. I hear the sound /ū/ when I say the word *tune*. Repeat the word while emphasizing the sound /ū/. *Tune*.
- I hear the sound /u/ in the word *hug*, and I hear the sound /ū/ in the word *tune*.

hug

tune

STEP 3 GUIDE PRACTICE

Listen as I say these words: *sun, prune*. Which word has /u/? (*sun*) Which word has /ū/? (*prune*) Repeat the words as necessary. Say both words with me: *sun, prune*.

sun

prune

STEP 4 ON THEIR OWN

I'm going to say some words. Raise your hand when you hear a word that has /ū/. Say the following words aloud.

tub

fun

cube

bun

mule

CORRECTIVE FEEDBACK

IF students cannot distinguish medial /u/ and /ū/ in words,

THEN model how to distinguish medial /u/ and /ū/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish medial /u/ and /ū/ might need more explicit instruction on how to identify the sounds /u/ and /ū/.

- Listen as I say this sound: /u/. Now listen as I say a word with /u/: *duck*. Say *duck* again, elongating the /u/. Say the word with me, and let's stretch the /u/ in the word: *duuuck*.
- Now let's practice saying this sound: /ū/. Listen to this word: *dune*. Say *dune* again, elongating the /ū/. Say the word with me, and let's stretch the /ū/ in the word: *duuune*.
- I'm going to say some words. If the word has /u/, raise your hand. Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary.

hut

fuse

jug

bus

cute

truck

Make It Harder

Students who are able to distinguish medial /u/ and /ū/ may work on the following extension activity.

- Have a small group of students sit in a circle. Begin by saying a word with the sound /u/. *My word is bump.*
- The student on the right should say a word with the sound /ū/. *My word is rule.*
- The activity should continue until every student has had a chance to share a word with the sound /u/ and a word with the sound /ū/. If a student struggles to come up with a word, the other students may suggest a word. That student then uses the suggested word in a sentence.

SIDE A

Identify and Count Words in Spoken Sentences

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Connect to *myView Literacy*:
Identify and Count Words in
Sentences: Unit 4, p. T102

Phonological awareness is the awareness of units of sound in spoken language, such as sentences, words, syllables, onsets and rimes, and phonemes.

ROUTINE

STEP 1 INTRODUCE

We put words together to make a sentence. Today we are going to count the number of words in sentences. We're also going to listen for words that have the /u/ and /ū/ sounds.

STEP 2 MODEL

- Listen to this sentence: *Amelia likes trucks*. I want you to say each word after me. Repeat the sentence, allowing time for students to repeat each word.
- Now let's count the number of words. Raise one finger for each word. *Amelia* (pause) *likes* (pause) *trucks*. How many fingers do you have up? Allow time for students to reply. That's correct. We have three fingers up. There are three words in this sentence.
- Which word has with the /u/ sound? Allow time for students to reply. That's correct. *Trucks* has the /u/ sound.

STEP 3 GUIDE PRACTICE

Let's count the words in this sentence together. Raise a finger for each word you hear. Say the sentence and count the words together. Then ask students which words have the /u/ or /ū/ sounds. (*Jude, cup*)

Jude has a cup.

STEP 4 ON THEIR OWN

Say this sentence and have students count the number of words. Then have them identify words with /u/ or /ū/. (*rug, blue*)

The rug is blue.

Identify and Count Words in Spoken Sentences

CORRECTIVE FEEDBACK

IF students cannot identify and count words in spoken sentences,

THEN model how to identify and count words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and count words in spoken sentences may benefit from explicit instruction on counting words.

- Have students use counters to count words in sentences. *I'm going to say a sentence. After I say each word, I want you to put down one counter.* Say the following sentence. *Cora* (pause) *hums* (pause) *a* (pause) *tune*.
- *How many counters did you put down? Let's count them.* Count with the students. *There are four counters. There are four words in the sentence.* Have students identify words with /u/ or /ū/. (*hums, tune*)
- Repeat with this sentence: *They cut the plastic tube.* (*cut, tube*)

Make It Harder

Students who can identify and count words in spoken sentences may benefit from this extension activity.

- Have students sit in a circle. The first student thinks of a sentence with /u/ or /ū/ words. *My sentence is That bug is cute. How many words does it have?*
- Beginning with the next student, each student in the circle puts down one counter and says in order one word from the sentence. The students then count the total number of counters.
- Continue until each student has had a chance to make up his or her own sentence. Have students identify any words that have /u/ or /ū/.

Identify and Count Syllables in Spoken Words: Two Syllables

A **syllable** is a word part that has one vowel sound.

Connect to *myView Literacy*:
Identify and Count Syllables:
Unit 4, p. T120

ROUTINE

STEP 1 INTRODUCE

Words are made of parts called syllables. Today we will count syllables in words.

STEP 2 MODEL

- Explain that longer words have more than one syllable. Listen as I say the syllables that make a word. Clap as you say each syllable: *sum* (clap) *mer* (clap). I will put the syllables together to make the word. I will say them quickly without stopping: *summer*.
- How many syllables are in *summer*? Remember, I clapped my hands for the syllables: *sum* (clap) *mer* (clap). *Summer* has two syllables.
- Now let's count with our fingers. Watch: *sum* (raise your thumb) *mer* (raise your index finger on the same hand). Repeat and have students count with you.

summer

STEP 3 GUIDE PRACTICE

Let's try this word: *backpack*. Repeat Step 2 with *backpack*. We clapped two times, so *backpack* has two syllables.

backpack

STEP 4 ON THEIR OWN

Say and count the syllables in each of these words. Have students repeat the syllables after you say them. Then have students blend to form each word.

upstairs

butter

classroom

Identify and Count Syllables in Spoken Words: Two Syllables

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in spoken words,

THEN model how to identify and count syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and count syllables in spoken words may benefit from a visual and tactile approach as they identify and count syllables.

- **I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *sunshine*.** Segment the word. Lightly tap the palm of your hand for each syllable. *sun • shine*. **Tap the syllables with me.** Segment the word again, making sure the students segment the word correctly.
- **Let's count again, but once we've finished counting, we'll blend the syllables together and say *sunshine*.** Segment the word again, tapping each syllable. After you finish, blend the syllables and tap once as you say the whole word. **Segment with me: *sun • shine*.** Tap twice. **Blend with me: *sunshine*.** Tap once.
- Practice with these words: *pencil, beehive, plenty, cupcake*.

Make It Harder

Students who can segment, blend, and count syllables can extend the activity by practicing with a partner.

- Have students think of a word with two syllables. **Think of a word for your partner. Then have your partner count the number of syllables.**
- Provide this example. **My word is *robot*. How many syllables does *robot* have?** The partner should either clap or tap the syllables and reply. *Ro* (clap) *bot* (clap), *robot*. ***Robot has two syllables.*** The partner then says a word for the first student to segment and blend.
- Have students count syllables for a predetermined number of words.

SIDE A

Isolate Phonemes: Medial /e/ and /ē/

Connect to *myView Literacy*:
Medial /e/ and Medial /ē/: Unit 4,
p. T130

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 INTRODUCE

Today we will listen for the sounds /e/ and /ē/ in the middle of words.

STEP 2 MODEL

- Listen to the middle sound as I say this word: /f/ /e/ /n/ /s/, *fence*. Say the word with me: *fence*. Do you hear the sound /e/ or the sound /ē/? (/e/)
- Listen to this word: *bean*. Listen to each of the sounds in the word: /b/ /ē/ /n/, *bean*. What is the middle sound? (/ē/)

fence

bean

STEP 3 GUIDE PRACTICE

- Let's try another word. Listen to the sounds in this word: /b/ /e/ /d/. Say the sounds with me: /b/ /e/ /d/. Pause after each phoneme for students to repeat. What is the middle sound? Allow time for students to reply. Yes, /e/ is the middle sound. Say the word with me, *bed*.
- Repeat with the word *wheat*.

bed

wheat

STEP 4 ON THEIR OWN

Say the following words aloud. After each word, have the students repeat the word with you. Then have students say the middle sound in each word.

jeans

beam

vet

web

Isolate Phonemes: Medial /e/ and /ē/

CORRECTIVE FEEDBACK

IF students cannot identify medial /e/ and /ē/ in words,

THEN model how to isolate these phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot produce medial /e/ and /ē/ might need more explicit instruction on how to say the sound /e/.

- The sound /e/ is the same sound as in the word *pet*. Say /e/ with me. Make sure students pronounce /e/ correctly.
- I'm going to say some words. If you hear the sound /e/ in the middle of the word, raise your hand. If you hear the sound /ē/, don't raise your hand.
- Say the following words aloud: *them, team, beg, cream, set*.

Make It Harder

Students who are able to isolate medial /e/ and /ē/ can extend the activity by working with a partner to say sentences that have words with these phonemes.

- Demonstrate using medial /e/ or /ē/ words in a sentence. *Pat cooked the meat.*
- The partner identifies the word in the sentence that has medial /e/ or /ē/. *Meat has the /ē/ sound in the middle.* The partner then creates a sentence of his or her own with either phoneme.
- The activity continues until each student has had the chance to say a sentence with a word that has medial /e/ and one that has medial /ē/, or until each student has created a predetermined number of sentences.

Segment and Blend Syllables in Spoken Words: Two Syllables

Connect to *myView Literacy*:
Syllables: Unit 4, p. T158

A **syllable** is a word part that has one vowel sound.

ROUTINE

STEP 1 INTRODUCE

Words can be broken down into syllables, or word parts. Today we will segment and blend syllables in words.

STEP 2 MODEL

- When I say the word *blanket*, I hear two syllables. Segment the word into syllables. *blan* (pause) *ket*.
- Practice blending the syllables. To form a word, I blend the two syllables *blan* and *ket*. When I blend the syllables, the word *blanket* is formed.
- Repeat with *happy*.

STEP 3 GUIDE PRACTICE

- Let's try this together. Listen to these two syllables: *mon* (pause) *key*. Say them with me. Allow time for students to repeat. Now let's blend the syllables *mon* and *key*. What is the word? That's correct: *monkey*.
- Repeat with *salad*.

STEP 4 ON THEIR OWN

Say the syllables in each of these words. Have students repeat and count the syllables after you say them. Then have students blend to form the word.

paper

carrot

rocket

Segment and Blend Syllables in Spoken Words: Two Syllables

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in spoken words,

THEN model how to segment and blend two syllables in spoken words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables in spoken words may benefit from a tactile approach as they segment sounds.

- I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *bubble*. Segment the word. Lightly tap the palm of your hand for each syllable. *Bub* (pause) *ble*. Tap the syllables with me. Segment the word again, making sure the students segment the word correctly.
- Let's do this again with a different word. I'm going to segment the syllables in a word by tapping with my fingers. Let's practice with the word *tower*. Segment the word. Lightly tap the palm of your hand for each syllable. *Tow* (pause) *er*. Tap the syllables with me. Segment the word again, making sure the students segment the word correctly.
- Practice with these words: *upper*, *crayon*, *pillow*.

Make It Harder

Students who can segment and blend syllables can extend the activity by practicing with a partner.

- Ask students to work with a partner. One student should think of a word with two syllables. The student should segment the word.
- The partner should blend the phonemes.
- Continue the activity until each partner has successfully segmented and blended a predetermined number of words.

SIDE A

Identify and Count Syllables in Spoken Words: Two Syllables

A **syllable** is a word part that has one vowel sound.

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Connect to *myView Literacy*:
Identify and Count Syllables: Unit 4,
p. T176

ROUTINE

STEP 1 INTRODUCE

Words can be broken down into syllables, or word parts. Today we will say and count syllables in words.

STEP 2 MODEL

- When I say the word *present*, what syllables do I hear? Clap the syllables. *Pres* (pause) *ent*. *Pres* and *ent* are the syllables in the word *present*. I hear two syllables in the word *present*.
- When I say the word *wonder*, what syllables do I hear? Clap the syllables. *Won* (pause) *der*. *Won* and *der* are the syllables in the word *wonder*. I hear two syllables in the word *wonder*.

STEP 3 GUIDE PRACTICE

- Let's try this together. *Wagon*. Let's clap the syllables in the word *wagon*. Clap the syllables with students. *Wag* (pause) *on*. What are the syllables? (*wag* and *on*) How many syllables are in the word *wagon*? (two syllables)
- Repeat with *penguin*.

STEP 4 ON THEIR OWN

Say each of these words. Ask students to repeat the words. Then ask students to identify the syllables and to count the syllables in each word.

market

peanut

letter

Identify and Count Syllables in Spoken Words: Two Syllables

CORRECTIVE FEEDBACK

IF students cannot identify and count syllables in spoken words,

THEN model how to identify and count syllables in spoken words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and count syllables in spoken words may benefit from a tactile approach as they count syllables.

- I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *oven*. Lightly tap the palm of your hand for each syllable. *Ov* (pause) *en*. Tap the syllables with me. How many syllables did we tap in the word *oven*? (two syllables)
- Let's do this again with a different word. I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *curtain*. Lightly tap the palm of your hand for each syllable. *Cur* (pause) *tain*. Tap the syllables with me. How many syllables did we tap in the word *curtain*? (two syllables)
- Practice with these words: *canal*, *level*, *puppet*.

Make It Harder

Students who can identify and count syllables in spoken words can extend the activity by practicing with a partner.

- Ask students to work with a partner. One student should think of a word with two syllables. The student should say the word.
- The partner should identify the syllables.
- Continue the activity until each partner has successfully identified syllables in a predetermined number of words.

SIDE A

Identify and Count Words in Spoken Sentences

Connect to *myView Literacy*:
Identify and Count Words in Sentences: Unit 4, p. T186

Phonological awareness is the awareness of units of sound in spoken language, such as sentences, words, syllables, onsets and rimes, and phonemes.

ROUTINE

STEP 1 INTRODUCE

Each word in a sentence is important. Today we will say and count words in sentences. Collect six counters for the routine.

STEP 2 MODEL

- I hear the following words when I say the sentence *My cat is brown*. Pause after each word to place a counter. *My* (pause) *cat* (pause) *is* (pause) *brown*. Let me count the number of words. Count the counters out loud. There are four words in the sentence *My cat is brown*.
- The first word I hear is *My*. The second word I hear is *cat*. The third word I hear is *is*. The fourth word I hear is *brown*.

STEP 3 GUIDE PRACTICE

- Listen to this sentence. *Red apples are the best*. How many words do you hear in this sentence? For each word I say, hold up one finger. Say the sentence again while pausing after each word to give students time to raise a finger. *Red* (pause) *apples* (pause) *are* (pause) *the* (pause) *best*. How many words are in the sentence? (five words)
- What is the first word you hear? (*red*) What is the second word you hear? (*apples*) Repeat with the remaining words.

STEP 4 ON THEIR OWN

Say the sentence at the right. Ask students to count the number of words in the sentence. Then ask students to identify the words.

**Lunch will be in
one hour.**

Identify and Count Words in Spoken Sentences

CORRECTIVE FEEDBACK

IF students cannot identify and count words in spoken sentences,

THEN model how to identify and count words in spoken sentences, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and count words in spoken sentences may benefit from explicit instruction on counting words.

- Listen to the following sentence. *The park has swings.* How many words do we hear in this sentence? Let's count them together. Say each word. Pause after each word to place a counter. *The* (pause) *park* (pause) *has* (pause) *swings.* How many words are in this sentence? (four words)
- Listen to the following sentence. *Jamal got a new dog.* How many words do we hear in this sentence? Let's count them together. Say each word. Pause after each word to place a counter. *Jamal* (pause) *got* (pause) *a* (pause) *new* (pause) *dog.* How many words are in this sentence? (five words)
- Repeat with the sentence at the right.

Cay found her ball.

Make It Harder

Students who can identify and count words in spoken sentences may benefit from this extension activity.

- Ask students to sit in a circle. One student should say a sentence.
- The student to the right should count and identify the words.
- Continue the activity until every student has had a turn to count and identify words in a sentence.

SIDE A

Identify Alliteration: /p/, /y/

Alliteration is the repetition of consonant sounds at the beginning of words or within words.

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Recognize Alliteration:
Unit 4, p. T214

ROUTINE

STEP 1 INTRODUCE

Alliteration is when many words in a sentence begin with the same sound. For example, *The pony poked the pig*. Many of the words start with the sound /p/, so there is alliteration in this sentence.

STEP 2 MODEL

- I hear alliteration when I say this sentence: *The young yak yawned*. Most of the words start with the sound /y/: *young, yak, and yawned*.
- I hear alliteration when I say this sentence: *Peggy's pen is purple*. Most of the words start with the sound /p/: *Peggy's, pen, and purple*.

STEP 3 GUIDE PRACTICE

- Listen to this sentence. *Yasmeen ate yellow yogurt*. Does this sentence have alliteration? (yes) How do we know that the sentence has alliteration? (The sound /y/ is repeated.) What words have the sound /y/? Repeat the sentence. (*Yasmeen, yellow, and yogurt*)
- Repeat with this sentence. *Please pick pebbles from the park*.

STEP 4 ON THEIR OWN

Say the following sentence. Ask students to identify the alliteration.

Yoni yanked the yo-yo.

CORRECTIVE FEEDBACK

IF students cannot identify alliteration,

THEN model how to identify alliteration, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify alliteration may benefit from explicit instruction on identifying words with the same initial sound.

- Listen to the following words: *palace*, *point*, and *pillow*. What is the same in these words? Repeat the words. Students should identify that the words start with the same sound. What sound do you hear at the beginning of each word? (/p/)
- Listen to the following words: *yolk*, *yes*, and *yard*. What is the same in these words? Repeat the words. Students should identify that the words start with the same sound. What sound do you hear at the beginning of each word? (/y/)
- Repeat with these words: *purple*, *pilot*, *peel*; *young*, *yacht*, *yak*.

Make It Harder

Students who can identify alliteration may benefit from this extension activity.

- Ask students to work with a partner. One student should say a sentence with alliteration.
- The partner should identify the alliteration.
- Continue the activity until each student has said a predetermined number of sentences.

SIDE A

Identify and Produce Rhyming Words

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Identify and Produce Rhyming
Words: Unit 4, p. T232

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 INTRODUCE

Words that rhyme have the same middle and ending sounds. For example, the words *man*, *can*, *ran*, and *tan* rhyme because they have the middle sound /a/ and the ending sound /n/.

STEP 2 MODEL

- When I say the words *fed*, *bed*, *wed*, and *led*, I hear the same middle and ending sounds. I hear the middle sound /e/ and the ending sound /d/. *Fed*, *bed*, *wed*, and *led* are rhyming words because they have the same middle and ending sounds.
- Repeat with *coat*, *float*, *goat*, and *moat*.

STEP 3 GUIDE PRACTICE

- Listen to these words: *top*, *pop*, *stop*, and *mop*. What do you notice in these words? Students should identify that the words rhyme. How do you know the words rhyme? Students should identify that the words have the same middle sound /o/ and the same ending sound /p/.
- Repeat with *bake*, *take*, *make*, and *cake*.

STEP 4 ON THEIR OWN

Say the words. Ask students to identify the middle and ending sounds.

mat

sat

cat

bat

Identify and Produce Rhyming Words

CORRECTIVE FEEDBACK

IF students cannot identify and produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and produce rhyming words may benefit from explicit instruction on identifying words with the same ending sound.

- Listen to the following words: *job*, *crib*, and *herb*. What is the same in these words? Repeat the words. Students should identify that the words end with the same sound. What sound do you hear at the end of each word? (/b/)
- Listen to the following words: *dock*, *rank*, and *sick*. What is the same in these words? Repeat the words. Students should identify that the words end with the same sound. What sound do you hear at the end of each word? (/k/)
- Repeat with these words: *bad*, *load*, *mind*; *cup*, *ship*, *keep*.

Make It Harder

Students who can identify and produce rhyming words may benefit from this extension activity.

- Ask students to sit in a circle. One student says a word.
- The student on the right says a word that rhymes with the word.
- Continue this until a student cannot think of a rhyming word. When this happens, ask the student to think of a new word. The game should continue with the new word.
- Continue the activity until each student has had a chance to produce a rhyming word.

SIDE A

Add Phonemes: Initial

Phoneme addition is the ability to make a new word by adding a phoneme (sound) to a word.

Connect to *myView Literacy*:
Add Phonemes: Unit 4, p. T242

ROUTINE

STEP 1 INTRODUCE

Today we will add sounds to the beginning of words to make new words.

STEP 2 MODEL

- Say the following word: *in*. When I add the sound /p/ to the beginning of the word *in*, I hear /p/ -*in*, *pin*. The new word *pin* is formed when the sound /p/ is added to the beginning of the word *in*.
- When I add the sound /t/ to the beginning of the word *in*, I hear /t/ -*in*, *tin*. The new word *tin* is formed when the sound /t/ is added to the beginning of the word *in*.

STEP 3 GUIDE PRACTICE

- Listen to this word: *all*. What happens to the word *all* when the sound /b/ is added to the beginning of the word? (The new word *ball* is formed.)
- What happens to the word *all* when the sound /f/ is added to the beginning of the word? (The new word *fall* is formed).

STEP 4 ON THEIR OWN

Ask students to add the following phonemes to the beginning of the word *it*: /f/, /b/, /s/, and /h/.

CORRECTIVE FEEDBACK

IF students cannot add initial phonemes,

THEN model how to add initial phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot add initial phonemes may benefit from explicit instruction on identifying initial sounds.

- Listen to the following word: *dog*. What is the first sound we hear in the word *dog*? (Students should identify the initial sound /d/.)
- Listen to the following word: *hike*. What is the first sound we hear in the word *hike*? (Students should identify the initial sound /h/.)
- Repeat with these words: *mask*, *put*, *snake*.

Make It Harder

Students who can add initial phonemes may benefit from this extension activity.

Say the following words. Working with a partner, ask students to list phonemes that can be added to the beginning of the word to make a new word.

arm

an

at

SIDE A

Identify and Produce Rhyming Words

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Identify and Produce Rhyming
Words: Unit 4, p. T270

Rhyming words are two or more words that have the same middle and ending sounds.

ROUTINE

STEP 1 INTRODUCE

Words that rhyme have the same middle and ending sounds. However, they do not have the same beginning sound.

STEP 2 MODEL

- When I say the words *hot*, *trot*, *pot*, and *got*, I hear the same middle and ending sounds. I hear the middle sound /o/ and the ending sound /t/. *Hot*, *trot*, *pot*, and *got* are rhyming words because they have the same middle and ending sounds, but they have different beginning sounds.
- Repeat with *miss*, *kiss*, *hiss*, and *bliss*.

STEP 3 GUIDE PRACTICE

- Listen to these words. *Jet*, *pet*, *set*, and *met*. What do you notice in these words? Students should identify that the words rhyme. How do you know the words rhyme? Students should identify that the words have the same middle sound /e/ and the same ending sound /t/.
- Repeat with *stand*, *band*, *land*, and *hand*.

STEP 4 ON THEIR OWN

Say the words. Ask students to identify the middle and ending sounds that make these rhyming words.

map

nap

clap

gap

Identify and Produce Rhyming Words

CORRECTIVE FEEDBACK

IF students cannot identify and produce rhyming words,

THEN model how to identify and produce rhyming words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and produce rhyming words may benefit from explicit instruction on identifying words with the same ending sound.

- Listen to the following words: *hop*, *clip*, and *sap*. What is the same in these words? Repeat the words. Students should identify that the words end with the same sound. What sound do you hear at the end of each word? (/p/)
- Listen to the following words: *den*, *phone*, and *fan*. What is the same in these words? Repeat the words. Students should identify that the words end with the same sound. What sound do you hear at the end of each word? (/n/)
- Repeat with these words: *car*, *bear*, *stir*; *cub*, *Bob*, *grab*.

Make It Harder

Students who can identify and produce rhyming words may benefit from this extension activity.

- Ask students to sit in a circle. One student says a word.
- The student on the right says a word that rhymes with the word.
- Continue until a student cannot think of a rhyming word. When this happens, ask the student to think of a new word. The game should continue with the new word.
- Continue the activity until each student has had a chance to produce a rhyming word.

SIDE A

Identify and Count Words in Spoken Sentences

Phonological awareness is the awareness of units of sound in spoken language, such as sentences, words, syllables, onsets and rimes, and phonemes.

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
**Identify and Count Words in
Sentences**: Unit 4, p. T288

ROUTINE

STEP 1 INTRODUCE

Each word in a sentence is important. Today we will say and count words in sentences. Collect seven counters for the routine.

STEP 2 MODEL

- I hear the following words when I say this sentence: *I drink milk with my lunch*. Pause after each word to place a counter. *I* (pause) *drink* (pause) *milk* (pause) *with* (pause) *my* (pause) *lunch*. Let me count the number of words. Count the counters out loud. There are six words in the sentence *I drink milk with my lunch*.
- Repeat with the following sentence: *Sam and I played in the yard*.

STEP 3 GUIDE PRACTICE

- Listen to this sentence: *The book has bears in it*. How many words do you hear in this sentence? Hold up one finger for each word I say. Say the sentence again while pausing after each word to give students time to raise a finger. *The* (pause) *book* (pause) *has* (pause) *bears* (pause) *in* (pause) *it*. How many words are in the sentence? (six words)
- Repeat with the following sentence: *She likes to draw trees and birds*.

STEP 4 ON THEIR OWN

Say the sentence at the right. Ask students to count the number of words in the sentence.

Please walk the dog
with your mom.

Identify and Count Words in Spoken Sentences

CORRECTIVE FEEDBACK

IF students cannot identify and count words in spoken sentences,

THEN model how to identify and count words in spoken sentences, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and count words in spoken sentences may benefit from explicit instruction on counting words.

- Listen to the following sentence: *Pete pet the cat.* How many words do we hear in this sentence? Let's count them together. Say each word. Pause after each word to place a counter. *Pete* (pause) *pet* (pause) *the* (pause) *cat.* How many words are in this sentence? (four words)
- Listen to the following sentence: *The road has rocks on it.* How many words do we hear in this sentence? Let's count them together. Say each word. Pause after each word to place a counter. *The* (pause) *road* (pause) *has* (pause) *rocks* (pause) *on* (pause) *it.* How many words are in this sentence? (six words)
- Repeat with the sentence at the right.

The girl ate grapes.

Make It Harder

Students who can identify and count words in spoken sentences may benefit from this extension activity.

- Ask students to sit in a circle. One student should say a sentence.
- The student to the right should count the words.
- Continue the activity until every student has had a turn to count words in a sentence.

Distinguish Medial /o/ and /ō/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /o/ and Medial /ō/:
Unit 4, p. T426

ROUTINE

STEP 1 INTRODUCE

Today we will identify the difference between the sounds /o/ and /ō/ in the middle of words.

STEP 2 MODEL

- Say this word: *dot*. I hear the middle sound /o/ when I say the word *dot*. Repeat the word while emphasizing the middle sound /o/. *Dot*.
- Say this word: *hose*. I hear the middle sound /ō/ when I say the word *hose*. Repeat the word while emphasizing the middle sound /ō/. *Hose*.
- I hear middle sound /o/ in the word *dot*, and I hear middle sound /ō/ in the word *hose*.

STEP 3 GUIDE PRACTICE

Listen as I say these words: *hop*, *soap*. Which word has the sound /o/? (*hop*) Which word has the sound /ō/? (*soap*) Say both words with me: *hop*, *soap*.

STEP 4 ON THEIR OWN

I'm going to say some words. Raise your hand when you hear a word that has /ō/. Say the following words aloud.

road

box

hot

home

jog

toad

Distinguish Medial /o/ and /ō/

CORRECTIVE FEEDBACK

IF students cannot distinguish medial /o/ and /ō/ in words,

THEN model how to distinguish medial /o/ and /ō/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish medial /o/ and /ō/ might need more explicit instruction on how to identify the sounds /o/ and /ō/.

- Listen as I say the sound /o/. Now listen as I say a word with /o/: *top*. Say *top* again, elongating the /o/. Say the word with me, and let's stretch the /o/ in the word: *tooop*.
- Now let's practice saying the sound /ō/. Listen to this word: *tone*. Say *tone* again, elongating the /ō/. Say the word with me, and let's stretch the /ō/ in the word: *toooone*.
- I'm going to say some words. If the word has the sound /o/, raise your hand. Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary.

pot

nose

job

fox

bone

joke

Make It Harder

Students who are able to distinguish medial /o/ and /ō/ may work on the following extension activity.

- Have a small group of students sit in a circle. Begin by saying a word with the sound /o/.
- The student on the right should say a word with the sound /ō/.
- The activity should continue until every student has had a chance to share a word with sound /o/ and a word with sound /ō/.

Distinguish Medial /u/ and /ū/

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /u/ and Medial /ū/: Unit 4,
p. T434

ROUTINE

STEP 1 INTRODUCE

Today we will identify the difference between the sounds /u/ and /ū/ in the middle of words.

STEP 2 MODEL

- Say this word: *run*. I hear the middle sound /u/ when I say the word *run*. Repeat the word while emphasizing the middle sound /u/. *Run*.
- Say this word: *tube*. I hear the middle sound /ū/ when I say the word *tube*. Repeat the word while emphasizing the middle sound /ū/. *Tube*.
- I hear middle sound /u/ in the word *run*, and I hear middle sound /ū/ in the word *tube*.

STEP 3 GUIDE PRACTICE

Listen as I say these words: *mud*, *cube*. Which word has the sound /u/? (*mud*) Which word has the sound /ū/? (*cube*) Say both words with me: *mud*, *cube*.

STEP 4 ON THEIR OWN

I'm going to say some words. Raise your hand when you hear a word that has /u/. Say the following words aloud.

dug

fruit

nut

drum

cup

dew

Distinguish Medial /u/ and /ū/

CORRECTIVE FEEDBACK

IF students cannot distinguish medial /u/ and /ū/ in words,

THEN model how to distinguish medial /u/ and /ū/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish medial /u/ and /ū/ might need more explicit instruction on how to identify the sounds /u/ and /ū/.

- Listen as I say the sound /u/: /u/. Now listen as I say a word with /u/: *duck*. Say *duck* again, elongating the /u/. Say the word with me, and let's stretch the /u/ in the word: *duuuck*.
- Now let's practice saying the sound /ū/: /ū/. Listen to this word: *flute*. Say *flute* again, elongating the /ū/. Say the word with me, and let's stretch the /ū/ in the word: *fluute*.
- I'm going to say some words. If the word has the sound /u/, raise your hand. Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary.

new

dune

sun

dust

June

hug

Make It Harder

Students who are able to distinguish medial /u/ and /ū/ may work on the following extension activity.

- Have a small group of students sit in a circle. Begin by saying a word with the sound /u/.
- The student on the right should say a word with the sound /ū/.
- The activity should continue until every student has had a chance to share a word with /u/ and a word with /ū/.

SIDE A

Distinguish Medial /e/ and /ē/

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Phoneme isolation is the ability to identify individual sounds (phonemes) at the beginning, middle, and end of words.

Connect to *myView Literacy*:
Medial /e/ and Medial /ē/: Unit 4,
p. T442

ROUTINE

STEP 1 INTRODUCE

Today we will identify the difference between the sounds /e/ and /ē/ in the middle of words.

STEP 2 MODEL

- Say this word: *men*. I hear the middle sound /e/ when I say the word *men*. Repeat the word while emphasizing the middle sound /e/. *Men*.
- Say this word: *mean*. I hear the middle sound /ē/ when I say the word *mean*. Repeat the word while emphasizing the middle sound /ē/. *Mean*.
- I hear middle sound /e/ in the word *men*, and I hear middle sound /ē/ in the word *mean*.

STEP 3 GUIDE PRACTICE

Listen as I say these words: *sell, seal*. Which word has the sound /e/? (*sell*) Which word has the sound /ē/? (*seal*) Say both words with me: *sell, seal*.

STEP 4 ON THEIR OWN

I'm going to say some words. Raise your hand when you hear a word that has /e/. Say the following words aloud.

met

Pete

seat

meet

pet

set

led

Distinguish Medial /e/ and /ē/

CORRECTIVE FEEDBACK

IF students cannot distinguish medial /e/ and /ē/ in words,

THEN model how to distinguish medial /e/ and /ē/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot distinguish medial /e/ and /ē/ might need more explicit instruction on how to identify the sounds /e/ and /ē/.

- Listen as I say the sound /e/. Now listen as I say a word with /e/: *fell*. Say *fell* again, elongating the /e/. Say the word with me, and let's stretch the /e/ in the word: *feeell*.
- Now let's practice saying the sound /ē/. Listen to this word: *feel*. Say *feel* again, elongating the /ē/. Say the word with me, and let's stretch the /ē/ in the word: *feeel*.
- I'm going to say some words. If the word has the sound /e/, raise your hand. Say the following words aloud. Allow students time to respond after you say the word. Repeat each word as necessary.

net

bean

fed

bead

neat

Ben

feed

bed

Make It Harder

Students who are able to distinguish medial /e/ and /ē/ may work on the following extension activity.

- Have a small group of students sit in a circle. Begin by saying a word with the sound /e/.
- The student on the right should say a word with the sound /ē/.
- The activity should continue until every student has had a chance to share a word with /e/ and /ē/.

SIDE A

Segment and Blend Syllables in Spoken Words: Compound Words

Connect to *myView Literacy*:
Segment and Blend Syllables:
Unit 5, p. T18

Compound words are made up of two smaller words.

ROUTINE

STEP 1 INTRODUCE

Syllables are the parts of a word. Today we will segment, or break apart, words. Then we will blend, or put together, syllables in words.

STEP 2 MODEL

- Say this word: *bedtime*. I hear two syllables when I segment, or break apart, the word *bedtime*. Segment the word.
Bed (pause) *time*.
- I hear the word *bedtime* when I blend, or put together, the syllables.
- Repeat with *snowball* and *doorman*.

STEP 3 GUIDE PRACTICE

- Listen to this word: *airplane*. What syllables do you hear when you segment the word *airplane*? (*air • plane*)
- What word is formed when you blend the syllables *air* (pause) *plane*? (*airplane*)
- Repeat with *goldfish* and *eyelash*.

STEP 4 ON THEIR OWN

Practice with these words. Say the words. Then have students segment and blend the syllables.

pancake

haircut

toothbrush

Segment and Blend Syllables in Spoken Words: Compound Words

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in compound words,

THEN model how to segment and blend syllables in compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables in compound words may benefit from a visual and tactile approach as they segment and blend syllables.

- I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *lunchroom*. Lightly tap the palm of your hand for each syllable. *Lunch* (pause) *room*. Tap the syllables with me. What syllables did we tap in the word *lunchroom*? (*lunch • room*)
- Let's do this again with a different word. I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *backpack*. Lightly tap the palm of your hand for each syllable. *Back* (pause) *pack*. Tap the syllables with me. What syllables did we tap in the word *backpack*? (*back • pack*)
- Practice with the words at the right.

backyard

bulldog

raincoat

Make It Harder

Students may be ready to extend the activity by practicing with a partner.

- Ask students to think of a compound word. Allow time for students to think of a word. One partner should segment the word.
- The other partner should blend the word.
- Continue the activity until each partner has successfully segmented and blended a predetermined number of compound words.

SIDE A

Manipulate Syllables: Compound Words

Compound words are made up of two smaller words.

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Connect to *myView Literacy*:
Manipulate Syllables:
Unit 5, p. T46

ROUTINE

STEP 1 INTRODUCE

Today we will segment, or break apart, words into syllables. Then we will take away a syllable to make a new word.

STEP 2 MODEL

- Say this word: *shoebox*. I hear two syllables in *shoebox* when I segment, or break apart, the word. Segment the word.
Shoe (pause) *box*.
- If I take away the second syllable, *box*, I am left with the word *shoe*. If I take away the first syllable, *shoe*, I am left with the word *box*.
- Repeat with *sunflower*.

STEP 3 GUIDE PRACTICE

- Listen to this word: *sidewalk*. What syllables do you hear in the word *sidewalk* when you segment the word? (*side* • *walk*)
- What word do you hear if we take away the second syllable, *walk*? (*side*) What word do you hear if we take away the first syllable, *side*? (*walk*)
- Repeat with *rainbow*.

STEP 4 ON THEIR OWN

Have students segment these words. Then ask students to identify the new word if the second syllable is taken away. Repeat, having students identify the new word if the first syllable is taken away.

goldfish

notebook

bathtub

Manipulate Syllables: Compound Words

CORRECTIVE FEEDBACK

IF students cannot manipulate syllables in compound words,

THEN model how to manipulate syllables in compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate syllables in compound words may benefit from a more explicit approach in identifying syllables.

- I'm going to count the syllables with counters. Let's practice with the word *pancake*. Place a counter for each syllable. *Pan* (pause) *cake*. Ask students to place a counter for each syllable. Let's say the syllables again. This time, you place a counter for each syllable. *Pan* (pause) *cake*. What syllables are in the word *pancake*? (*pan • cake*)
- What is the first syllable in the word *pancake*? (*pan*) What is the second syllable in the word *pancake*? (*cake*)
- Practice with the words at the right.

earring

catfish

handbag

Make It Harder

Students who can manipulate syllables in compound words can extend the activity by practicing with a partner.

- Ask students to think of a compound word. Allow time for students to think of a word. One partner should say a word and identify a syllable to take away.
- The partner should reply with the new word that is made.
- Continue the activity until each partner has successfully replied with a new word made from a predetermined number of compound words.

SIDE A

Segment and Blend Phonemes: Three Phonemes

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Segment and Blend Phonemes:
Unit 5, p. T60

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 INTRODUCE

Today we will segment words into their individual sounds and then blend the sounds to form words. The words we segment and blend will have three sounds.

STEP 2 MODEL

- I listen to the individual sounds in a word when I segment the sounds in a word. *Map*. To segment the sounds in the word *map*, I listen to the individual sounds in the word: /m/ /a/ /p/.
- I blend the sounds together to form a word. /m/ /a/ /p/. To blend /m/ /a/ /p/, I say the sounds together: *map*.
- Repeat with *pin*.

STEP 3 GUIDE PRACTICE

- *Zip*. Say the word with me: *zip*. I am going to segment the sounds in the word *zip*: /z/ /i/ /p/. Now, repeat the sounds of the word *zip* after me. Allow students time to repeat the sounds. /z/ /i/ /p/.
- Now let's blend the sounds together. What word is formed when we blend /z/ /i/ /p/? (*zip*) The word *zip* is formed when we blend /z/ /i/ /p/.
- Repeat with *dig*.

STEP 4 ON THEIR OWN

Have students segment and blend the sounds in the words at the right.

sun

pan

bus

Segment and Blend Phonemes: Three Phonemes

CORRECTIVE FEEDBACK

IF students cannot segment and blend three phonemes,

THEN model how to segment and blend three phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend three phonemes might need more explicit instruction on segmenting and blending.

- **Listen to the following word: *sad*.** Segment the sounds of the word *sad*, placing a counter from left to right as you say each phoneme. /s/ /a/ /d/. Tap each counter as you say: /s/ /a/ /d/.
- **Now sweep your hand under the counters as you say the sounds more quickly.** /s/ /a/ /d/. **What is the word?** (*sad*)
- Repeat with the following words.

bun

rug

mat

tap

lip

Make It Harder

Students who can segment and blend three phonemes should work on the following extension activity.

- Ask students to think of words with three or more sounds.
- Students should turn to a partner and say a word. The partner should segment and blend the sounds in the word.
- Have partners take turns and repeat the process with different words.

Identify and Count Syllables in Spoken Words: Two Syllables

Connect to *myView Literacy*:
Identify and Count Syllables:
Unit 5, p. T70

A **syllable** is a word part that has one vowel sound.

ROUTINE

STEP 1 INTRODUCE

Words can be broken down into syllables, or word parts. Today we will say and count syllables in words.

STEP 2 MODEL

- What syllables do I hear when I say the word *picnic*? Clap the syllables. *Pic* (pause) *nic*. The syllables in the word *picnic* are *pic* (pause) *nic*. I hear two syllables in the word *picnic*.
- What syllables do I hear when I say the word *jacket*? Clap the syllables. *Jack* (pause) *et*. The syllables in the word *jacket* are *jack* (pause) *et*. I hear two syllables in the word *jacket*.

STEP 3 GUIDE PRACTICE

- Let's try this together. *Robin*. Let's clap the syllables in the word *robin*. Clap the syllables with students. *Rob* (pause) *in*. What are the syllables? (*rob* • *in*) How many syllables are in the word *robin*? (two syllables)
- Repeat with *happy*.

STEP 4 ON THEIR OWN

Say each of these words. Ask students to repeat the words. Then ask students to identify and count the syllables in each word.

robot

melon

pencil

Identify and Count Syllables in Spoken Words: Two Syllables

CORRECTIVE FEEDBACK

IF students cannot identify and count syllables in spoken words,

THEN model how to identify and count syllables in spoken words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and count syllables in spoken words may benefit from a tactile approach as they count syllables.

- I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *winter*. Lightly tap the palm of your hand for each syllable. *Win* (pause) *ter*. Tap the syllables with me. How many syllables did we tap in the word *winter*? (two syllables)
- Let's do this again with a different word. I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *sailor*. Lightly tap the palm of your hand for each syllable. *Sail* (pause) *or*. Tap the syllables with me. How many syllables did we tap in the word *sailor*? (two syllables)
- Practice with the words at the right.

kitten

magnet

napkin

Make It Harder

Students who can identify and count syllables in spoken words can extend the activity by practicing with a partner.

- Ask students to work with a partner. One student should think of a word with two syllables. The student should say the word.
- The partner should identify the syllables.
- Continue the activity until each partner has successfully identified syllables in a predetermined number of words.

SIDE A

Manipulate Syllables: Compound Words

Connect to *myView Literacy*:
Manipulate Syllables: Unit 5, p. T98

Compound words are made up of two smaller words.

ROUTINE

STEP 1 INTRODUCE

Today we will segment, or break apart, words into syllables. Then we will take away a syllable to make a new word.

STEP 2 MODEL

- Say this word: *sunshine*. I hear two syllables when I segment, or break apart, the word *sunshine*. Segment the word.
Sun (pause) *shine*.
- If I take away the first syllable, *sun*, I am left with the word *shine*. If I take away the second syllable, *shine*, I am left with the word *sun*.
- Repeat with *teapot*.

STEP 3 GUIDE PRACTICE

- Listen to this word: *highway*. What syllables do you hear when you segment the word *highway*? (*high* • *way*)
- What word do you hear if we take away the first syllable, *high*? (*way*) What word do you hear if we take away the second syllable, *way*? (*high*)
- Repeat with *upset*.

STEP 4 ON THEIR OWN

Have students segment these words. Then ask students to identify the new word if the first syllable is taken away. Repeat, having students identify the new word when the second syllable is taken away.

seashell

football

bedroom

Manipulate Syllables: Compound Words

CORRECTIVE FEEDBACK

IF students cannot manipulate syllables in compound words,

THEN model how to manipulate syllables in compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate syllables in compound words may benefit from a more explicit approach in identifying syllables.

- I'm going to count the syllables with counters. Let's practice with the word *bathtub*. Place a counter for each syllable. *Bath* (pause) *tub*. Ask students to place a counter for each syllable. Let's say the syllables again. This time, you place a counter for each syllable. *Bath* (pause) *tub*. What syllables are in the word *bathtub*? (*bath • tub*)
- What is the first syllable in the word *bathtub*? (*bath*) What is the second syllable in the word *bathtub*? (*tub*)
- Practice with the words at the right.

cupcake

cookbook

keyhole

Make It Harder

Students who can manipulate syllables in compound words can extend the activity by practicing with a partner.

- Ask students to think of a compound word. Allow time for students to think of a word. One partner should say a word and identify a syllable to take away.
- The partner should reply with the new word that is made.
- Continue the activity until each partner has successfully replied with a new word made from a predetermined number of compound words.

SIDE A

Add Phonemes: Initial and Final

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Add Phonemes: Unit 5, p. T112

Phoneme addition is the ability to make a new word by adding a phoneme (sound) to a word.

ROUTINE

STEP 1 INTRODUCE

We can add phonemes, or sounds, to words and make new words. Today we're going to add sounds to the beginning and ending of words to make new words.

STEP 2 MODEL

- Say this word: *ate*. I hear the sounds /ā/ /t/ when I say the word *ate*. When I add the sound /g/ to the beginning of the word *ate*, the new word *gate* is formed. /g/ /ā/ /t/.
- Say this word: *he*. I hear the sounds /h/ /ē/ when I say the word *he*. When I add the sound /t/ to the end of the word *he*, the new word *heat* is formed. /h/ /ē/ /t/.

STEP 3 GUIDE PRACTICE

- Listen to the sounds in this word: *lamb*. Say the sounds with me: /l/ /a/ /m/. What new word is formed when we add the sound /s/ to the beginning of the word *lamb*? (*slam*)
- Listen to the sounds in this word: *by*. Say the sounds with me: /b/ /ī/. What new word is formed when we add the sound /t/ to the end of the word *by*? (*bite*)

STEP 4 ON THEIR OWN

Read the pairs of words at the right. I'm going to say two words. You tell me what sound was added to the first word to make the new word.

lie/light (/t/)

right/bright (/b/)

pace/space (/s/)

Add Phonemes: Initial and Final

CORRECTIVE FEEDBACK

IF students cannot add initial or final phonemes in words,

THEN model how to add initial and final phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot add initial or final phonemes might need more explicit instruction on how to identify these sounds in words.

- Listen to this word: *seat*. What sounds do we hear in the word *seat*? (/s/ /ē/ /t/) What is the first sound we hear in the word *seat*? (/s/) What is the last sound we hear in the word *seat*? (/t/)
- Listen to this word: *jam*. What sounds do we hear in the word *jam*? (/j/ /a/ /m/) What is the first sound we hear in the word *jam*? (/j/) What is the last sound we hear in the word *jam*? (/m/)
- Repeat with the words at the right.

lamp

dress

book

Make It Harder

Students who can add initial or final phonemes may benefit from the following extension activity.

- Have a group of students sit in a circle. Begin by saying a word and then segmenting the phonemes.
- The student to the right must add either an initial or final phoneme to make a new word. That student then says a new word for the next student.
- Play continues with students adding initial and final phonemes to words. If a student has difficulty thinking of a word, she or he may ask another student for a hint.
- The game ends when everyone has had at least one turn saying a new word and one turn adding an initial or final phoneme to another student's word.

Segment and Blend Syllables in Spoken Words: Two to Four Syllables

Connect to *myView Literacy*:
Segment and Blend Syllables:
Unit 5, p. T122

A **syllable** is a word part that has one vowel sound.

ROUTINE

STEP 1 INTRODUCE

Words can be broken down into syllables, or word parts. Today we will segment and blend syllables in words.

STEP 2 MODEL

- What syllables do I hear when I segment the word *honey*? Clap the syllables. *Hon* (pause) *ey*. The syllables in the word *honey* are *hon* (pause) *ey*. I hear two syllables. When I blend the syllables *hon* and *ey*, I form the word *honey*.
- Repeat with *afternoon* and *caterpillar*.

STEP 3 GUIDE PRACTICE

- Let's try this together. *Panda*. Let's clap the syllables in the word *panda*. Clap the syllables with students. *Pan* (pause) *da*. What are the syllables? (*pan • da*) How many syllables are in the word *panda*? (two syllables) What word is formed when we blend the syllables *pan* and *da*? (*panda*)
- Repeat with *hospital* and *helicopter*.

STEP 4 ON THEIR OWN

Say each of these words. Ask students to repeat the words. Then ask students to segment and blend the syllables in each word.

folder

banana

underwater

Segment and Blend Syllables in Spoken Words: Two to Four Syllables

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in spoken words,

THEN model how to segment and blend syllables in spoken words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables in spoken words may benefit from a more explicit approach as they segment syllables.

- I'm going to segment, or break apart, the syllables in a word by placing a counter for each syllable. Let's practice with the word *bedtime*. Segment the syllables of the word *bedtime*, placing a counter from left to right as you say each syllable. *Bed* (pause) *time*. Count the syllables with me. How many syllables are there in the word *bedtime*? (two syllables) What are the syllables in the word *bedtime*? (*bed • time*)
- Practice with the words at the right.

hammer

lemonade

pajamas

Make It Harder

Students who can segment and blend syllables in spoken words can extend the activity by practicing with a partner.

- Ask students to work with a partner. One student should think of a word with two to four syllables. The student should say the word.
- The partner should identify the syllables.
- Continue the activity until each partner has successfully identified syllables in a predetermined number of words.

SIDE A

Manipulate Syllables: Three to Four Syllables

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Connect to *myView Literacy*:
Manipulate Syllables:
Unit 5, p. T150

A **syllable** is a word part that has one vowel sound.

ROUTINE

STEP 1 INTRODUCE

Today we will break apart words into syllables. Then we will take away syllables and see what part of the word is left.

STEP 2 MODEL

- What syllables do I hear when I say the word *tornado*? Clap the syllables. *Tor* (pause) *na* (pause) *do*. The syllables in the word *tornado* are *tor* (pause) *na* (pause) *do*. I hear three syllables in the word *tornado*. If I take away the first two syllables, I am left with the syllable *do*. If I take away the last two syllables, I am left with the syllable *tor*. If I take away the first and last syllables, I am left with the syllable *na*.
- Repeat with *family* and *avocado*.

STEP 3 GUIDE PRACTICE

- Listen to this word: *kangaroo*. What syllables do you hear in the word *kangaroo*? Ask students to clap the syllables. (*kan • ga • roo*) What syllable do you hear if we take away the first two syllables? (*roo*) What syllable do you hear if we take away the last two syllables? (*kan*) What syllable do you hear if we take away the first and last syllables? (*ga*)
- Repeat with *umbrella* and *motorcycle*.

STEP 4 ON THEIR OWN

Have students count the number of syllables in these words. Then ask students to identify the remaining syllable(s) when the syllables in parentheses are removed.

suddenly (first two)

microwave (last two)

watermelon (first and last)

Manipulate Syllables: Three to Four Syllables

CORRECTIVE FEEDBACK

IF students cannot manipulate syllables,

THEN model how to manipulate syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate syllables may benefit from a more explicit approach in identifying syllables.

- I'm going to count the syllables with counters. Let's practice with the word *astronaut*. Place a counter for each syllable. *As* (pause) *tro* (pause) *naut*. Ask students to place a counter for each syllable. Let's say the syllables again. This time, you place a counter for each syllable. *As* (pause) *tro* (pause) *naut*. What are the syllables in the word *astronaut*? (*as • tro • naut*)
- What is the first syllable in the word *astronaut*? (*as*) What is the second syllable in the word *astronaut*? (*tro*) What is the third syllable in the word *astronaut*? (*naut*)
- Practice with the words at the right.

salamander

television

discover

Make It Harder

Students who can manipulate syllables can extend the activity by practicing with a partner.

- Ask students to think of a word with three or more syllables. Allow time for students to think of a word. One partner should identify a syllable to take away.
- The partner should reply with the remaining syllables.
- Continue the activity until each partner has successfully identified the remaining syllables from a predetermined number of words.

Identify Alliteration: /kw/, /g/

Alliteration is the repetition of consonant sounds at the beginning of words or within words.

Connect to *myView Literacy*:
Recognize Alliteration:
Unit 5, p. T164

ROUTINE

STEP 1 INTRODUCE

Alliteration is when many words in a sentence begin with the same sound. Today we will identify alliteration with sounds /kw/ and /g/.

STEP 2 MODEL

- I hear alliteration when I say the sentence: *The queen quit the quest.* Most of the words start with the sound /kw/: *queen, quit,* and *quest.*
- I hear alliteration when I say the sentence: *Green grapes are good.* Most of the words start with the sound /g/: *green, grapes,* and *good.*

STEP 3 GUIDE PRACTICE

- Listen to this sentence: *A quiet duck quickly quacked.* Does this sentence have alliteration? (yes) How do we know that the sentence has alliteration? (The sound /kw/ is repeated.) What words have the sound /kw/? Repeat the sentence. (*quiet, quickly, and quacked*)
- Repeat with this sentence. *Gary gave the goose a gift.*

STEP 4 ON THEIR OWN

Say these sentences. Ask students to identify the alliteration.

I have a quick question about the quilt.

The gray goat guarded the gate.

CORRECTIVE FEEDBACK

IF students cannot identify alliteration,

THEN model how to identify alliteration, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify alliteration may benefit from explicit instruction on identifying words with the same initial sound.

- Listen to the following words: *quiz, quart, and quote*. What is the same in these words? Repeat the words. Students should identify that the words start with the same sound. What sound do you hear at the beginning of each word? (/kw/)
- Listen to the following words: *gap, golf, and gum*. What is the same in these words? Repeat the words. Students should identify that the words start with the same sound. What sound do you hear at the beginning of each word? (/g/)
- Repeat with these words: *quill, quick, Quinn; game, gas, goal*.

Make It Harder

Students who can identify alliteration may benefit from this extension activity.

- Ask students to work with a partner. One student should say a sentence with alliteration.
- The partner should identify the alliteration.
- Continue the activity until each student says a predetermined number of sentences.

SIDE A

Change Phonemes: Initial, Medial, and Final

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Substitute Phonemes:
Unit 5, p. T174

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 INTRODUCE

We can change a sound in a word to form a new word. Today we will change the beginning, middle, and ending sounds in words to form new words.

STEP 2 MODEL

- Say this word: *mix*. The sounds I hear in the word *mix* are /m/ /i/ /ks/. What happens if I change the beginning sound /m/ to the sound /f/? /f/ /i/ /ks/. The new word *fix* is formed. What happens if I change the ending sound /ks/ to /n/? /f/ /i/ /n/. The new word *fin* is formed. What happens if I change the middle sound /i/ to /a/? /f/ /a/ /n/. The new word *fan* is formed.
- Repeat with *cat/mat/map/mop*.

STEP 3 GUIDE PRACTICE

- Say this word: *tip*. What sounds do we hear in the word *tip*? (/t/ /i/ /p/) What happens if we change the beginning sound /t/ to /h/? (/h/ /i/ /p/; new word *hip* is formed) What happens if we change the ending sound /p/ to /m/? (/h/ /i/ /m/; new word *him* is formed) What happens if we change the middle sound /i/ to /u/? (/h/ /u/ /m/; new word *hum* is formed)
- Repeat with *dog/log/lot/lit*.

STEP 4 ON THEIR OWN

Say these pairs of words. Ask students to identify which sound changed.

dig/big (beginning)

big/bit (ending)

bit/bat (middle)

Change Phonemes: Initial, Medial, and Final

CORRECTIVE FEEDBACK

IF students cannot change phonemes,

THEN model how to change phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change phonemes may benefit from explicit instruction on changing initial phonemes.

- Listen to the following word. *Sip*. What sounds do we hear in the word *sip*? (/s/ /i/ /p/) The sounds we hear in the word *sip* are /s/ /i/ /p/.
- What happens to the word *sip* when we change the beginning sound to /l/? Students should identify that the word *sip* changes to the word *lip* when /s/ is changed to /l/.
- Let's try this with another word. *Fox*. What sounds do we hear in the word *fox*? (/f/ /o/ /ks/) The sounds we hear in the word *fox* are /f/ /o/ /ks/.
- What happens to the word *fox* when we change the beginning sound to /b/? Students should identify that the word *fox* changes to the word *box* when /f/ is changed to /b/.
- Repeat with the words on the right.

dad/pad

rug/bug

pet/let

Make It Harder

Students who can change phonemes may benefit from this extension activity.

- Ask students to work in partners. One student says a pair of words that are different by one sound.
- The partner should identify the sound that is different and share if the sound is a beginning, middle, or ending sound.
- Continue until each student shares a predetermined number of words.

Segment and Blend Phonemes: Three Phonemes

Connect to *myView Literacy*:
Segment and Blend Phonemes:
Unit 5, p. T208

Phoneme segmentation is the ability to break a word into its sounds (phonemes). **Phoneme blending** is the ability to listen to a sequence of spoken sounds and combine them to form a word.

ROUTINE

STEP 1 INTRODUCE

Today we will segment words into their individual sounds and then blend the sounds to form words. The words we segment and blend will have three sounds.

STEP 2 MODEL

- I listen to the individual sounds in a word when I segment a word.
Pal. To segment the sounds in the word *pal*, I listen to the individual sounds in the word. I hear three sounds in the word *pal*: /p/ /a/ /l/.
- I say the sounds together to form a word when I blend sounds.
/p/ /a/ /l/. To blend /p/ /a/ /l/, I say the sounds together: *pal*.
- Repeat with *bite*.

STEP 3 GUIDE PRACTICE

- Listen to this word: *rope*. Say the word with me. *Rope*. I am going to segment the sounds in the word *rope*: /r/ /ō/ /p/. Now, repeat the sounds after me. Allow students time to repeat the sounds. /r/ /ō/ /p/. How many sounds do you hear in *rope*? (three sounds)
- Now let's blend the sounds together. What word is formed when we blend /r/ /ō/ /p/? (*rope*) The word *rope* is formed when we blend /r/ /ō/ /p/.
- Repeat with *bean*.

STEP 4 ON THEIR OWN

Have students segment and blend the sounds in *sock*, *net*, and *loaf*.

Segment and Blend Phonemes: Three Phonemes

CORRECTIVE FEEDBACK

IF students cannot segment and blend three phonemes,

THEN model how to segment and blend three phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend three phonemes might need more explicit instruction on segmenting and blending.

- **Listen to the following word: *bag*.** Segment the sounds of the word *bag*, placing a counter from left to right as you say each phoneme: /b/ /a/ /g/. Tap each counter as you say: /b/ /a/ /g/.
- **Now sweep your hands under the counters as you say the sounds more quickly: /b/ /a/ /g/. What is the word? (*bag*)**
- Repeat with the following words.

duck

soap

red

top

gum

Make It Harder

Students who can segment and blend three phonemes should work on the following extension activity.

- Ask students to think of words with three or more sounds.
- Students should turn to a partner and say a word. The partner should segment and blend the word.
- Have partners take turns and repeat the process with different words.

Manipulate Syllables: Two to Three Syllables

A **syllable** is a word part that has one vowel sound.

Connect to *myView Literacy*:
Manipulate Syllables:
Unit 5, p. T222

ROUTINE

STEP 1 INTRODUCE

Today we will break apart words into syllables. Then we will take away syllables and see what part of the word is left.

STEP 2 MODEL

- What syllables do I hear when I say the word *morning*? Clap the syllables. *Morn* (pause) *ing*. I hear two syllables in the word *morning*. The syllables in the word *morning* are *morn* and *ing*. If I take away the first syllable, I am left with the syllable *ing*. If I take away the last syllable, I am left with the syllable *morn*.
- Repeat with *hamburger*.

STEP 3 GUIDE PRACTICE

- Listen to this word: *September*. What syllables do you hear in the word *September*? Ask students to clap the syllables. (*Sep* • *tem* • *ber*) What syllable do you hear if we take away the first two syllables? (*ber*) What syllable do you hear if we take away the last two syllables? (*Sep*) What syllable do you hear if we take away the first and last syllables? (*tem*)
- Repeat with *faucet*.

STEP 4 ON THEIR OWN

Have students count the number of syllables in these words. Then ask students to identify the remaining syllable when the syllables in parentheses are removed.

ladder (first)

dinosaur (last two)

Manipulate Syllables: Two to Three Syllables

CORRECTIVE FEEDBACK

IF students cannot manipulate syllables,

THEN model how to manipulate syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate syllables may benefit from a more explicit approach in identifying syllables.

- I'm going to count the syllables with counters. Let's practice with the word *animal*. Place a counter for each syllable. *An* (pause) *i* (pause) *mal*. Ask students to place a counter for each syllable. Let's say the syllables again. This time, you place a counter for each syllable. *An* (pause) *i* (pause) *mal*. How many syllables are in the word *animal*? (three syllables) What are the syllables in the word *animal*? (*an • i • mal*)
- What is the first syllable in the word *animal*? (*an*) What is the second syllable in the word *animal*? (*i*) What is the third syllable in the word *animal*? (*mal*)
- Practice with the words at the right.

garden

cucumber

soccer

Make It Harder

Students who can manipulate syllables can extend the activity by practicing with a partner.

- Ask students to think of a word with two or three syllables. Allow time for students to think of a word. One partner should identify a syllable to take away.
- The partner should reply with the remaining syllables.
- Continue the activity until each partner has successfully identified the remaining syllables from a predetermined number of words.

SIDE A

Segment and Blend Syllables in Spoken Words: Compound Words

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Connect to *myView Literacy*:
Segment and Blend Syllables:
Unit 5, p. T232

Compound words are made up of two smaller words.

ROUTINE

STEP 1 INTRODUCE

Syllables are the parts of a word. Today we will blend, or put together, words. Then we will segment, or break apart, syllables in words.

STEP 2 MODEL

- Say these words: *dog, sled*. I wonder what word will form when I blend the syllables *dog* and *sled*. I hear the word *dogsled* when I blend the syllables.
- Segment the word. *Dog* (pause) *sled*. I hear the syllables *dog* and *sled* when I segment the word *dogsled*.
- Repeat with *mailbox* and *football*.

STEP 3 GUIDE PRACTICE

- Listen to these words: *play, ground*. What word is formed when we blend the syllables *play* (pause) *ground*? (*playground*)
- What syllables do we hear when we segment the word *playground*? (*play • ground*)
- Repeat with *bookshelf* and *classroom*.

STEP 4 ON THEIR OWN

Practice with these words. Say the words. Then have students blend and segment the syllables.

bed/room

tip/toe

sail/boat

Segment and Blend Syllables in Spoken Words: Compound Words

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in compound words,

THEN model how to segment and blend syllables in compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables in compound words may benefit from a visual and tactile approach as they segment and blend syllables.

- I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *toothbrush*. Lightly tap the palm of your hand for each syllable. *Tooth* (pause) *brush*. Tap the syllables with me. What syllables did we tap in the word *toothbrush*? (*tooth • brush*)
- Let's do this again with a different word. I'm going to count the syllables in a word by tapping with my fingers. Let's practice with the word *homework*. Lightly tap the palm of your hand for each syllable. *Home* (pause) *work*. Tap the syllables with me. What syllables did we tap in the word *homework*? (*home • work*)
- Practice with the words at the right.

pinecone

spaceship

bathroom

Make It Harder

Students can extend the activity by practicing with a partner.

- Ask students to think of a compound word. Allow time for students to think of a word. One partner should segment the word.
- The other partner should blend the word and reply.
- Continue the activity until each partner has successfully segmented and blended a predetermined number of compound words.

SIDE A

Manipulate Syllables: Compound Words

Compound words are made up of two smaller words.

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Connect to *myView Literacy*:
Manipulate Syllables:
Unit 5, p. T260

ROUTINE

STEP 1 INTRODUCE

Today we are going to practice making new words with different word parts.

STEP 2 MODEL

- Say this word: *doghouse*. I hear two syllables when I segment, or break apart, the word *doghouse*. Segment the word.
Dog (pause) *house*.
- If I take away the first syllable of the word *doghouse*, I am left with a new word: *house*. If I add the word *fly* to *house*, I make the new word *housefly*.
- Repeat with *sundown/downtown*.

STEP 3 GUIDE PRACTICE

- Listen to this word: *sandbox*. What syllables do we hear when we segment the word *sandbox*? (*sand* • *box*)
- What word do we hear if we take away the first syllable, *sand*? (*box*) If we add the word *fish* to the end of the word *box*, what new word is formed? (*boxfish*)
- Repeat with *sidewalk/walkway*.

STEP 4 ON THEIR OWN

Have students segment these words. Then ask students to identify the new word if the first syllable is taken away. Finally, ask students to form a new word by adding the word in parentheses to the remaining word.

snowball (park)

bedtime (line)

spaceship (yard)

Manipulate Syllables: Compound Words

CORRECTIVE FEEDBACK

IF students cannot manipulate syllables in compound words,

THEN model how to manipulate syllables in compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot manipulate syllables in compound words may benefit from a more explicit approach on identifying syllables.

- I'm going to count the syllables with counters. Let's practice with the word *saucepan*. Place a counter for each syllable. *Sauce* (pause) *pan*. Ask students to place a counter for each syllable. Let's say the syllables again. This time, you place a counter for each syllable. *Sauce* (pause) *pan*. What syllables are in the word *saucepan*? (*sauce* • *pan*)
- What is the first syllable in the word *saucepan*? (*sauce*) What is the second syllable in the word *saucepan*? (*pan*)
- Practice with the words at the right.

handprint

backpack

bookmark

Make It Harder

Students may be ready to work on the following extension activity.

- Ask students to sit in a circle. One student should say a compound word. For example, the student may say *bulldog*.
- The student on the right should think of a different compound word that shares a syllable with the compound word said by the previous student. For example, the student may say *doghouse*.
- If a student cannot think of a compound word that shares a syllable, he or she should say a new compound word.
- Continue the activity until every student has had an opportunity to share a compound word.

SIDE A

Change Phonemes: Initial, Medial, and Final

PHONOLOGICAL AND PHONEMIC AWARENESS GRADE K

Connect to *myView Literacy*:
Substitute Phonemes:
Unit 5, p. T274

Phoneme manipulation is the ability to change individual sounds (phonemes) at the beginning, middle, and end of words.

ROUTINE

STEP 1 INTRODUCE

We can change a sound in a word to form a new word. Today we will change the beginning, middle, and ending sounds in words to form new words.

STEP 2 MODEL

- Say this word: *slip*. The sounds I hear in the word *slip* are /s/ /l/ /i/ /p/. What happens if I change the beginning sound /s/ to the sound /f/? /f/ /l/ /i/ /p/. The new word *flip* is formed. What happens if I change the middle sound /i/ to /a/? /f/ /l/ /a/ /p/. The new word *flap* is formed. What happens if I change the ending sound /p/ to /g/? /f/ /l/ /a/ /g/. The new word *flag* is formed.
- Repeat with *map/cap/cup/cut*.

STEP 3 GUIDE PRACTICE

- Say this word: *find*. What sounds do we hear in the word *find*? (/f/ /i/ /n/ /d/) What happens if we change the beginning sound /f/ to /m/? (/m/ /i/ /n/ /d/; new word *mind* is formed) What happens if we change the middle sound /i/ to /e/? (/m/ /e/ /n/ /d/; new word *mend* is formed) What happens if we change the ending sound /d/ to /t/? (/m/ /e/ /n/ /t/; new word *meant* is formed)
- Repeat with *head/bed/bad/dad*.

STEP 4 ON THEIR OWN

Say these pairs of words. Ask students to identify which sound changed.

milk/silk (beginning)

land/lend (middle)

bag/bat (ending)

Change Phonemes: Initial, Medial, and Final

CORRECTIVE FEEDBACK

IF students cannot change phonemes,

THEN model how to change phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot change phonemes may benefit from explicit instruction on changing middle phonemes.

- Listen to the following word. *Cone*. What sounds do we hear in the word *cone*? (/k/ /ō/ /n/) The sounds we hear in the word *cone* are /k/ /ō/ /n/.
- What happens to the word *cone* when we change the middle sound to /ā/? Students should identify that the word *cone* changes to the word *cane* when /ō/ is changed to /ā/.
- Let's try this with another word. *Drum*. What sounds do we hear in the word *drum*? (/d/ /r/ /u/ /m/) The sounds we hear in the word *drum* are /d/ /r/ /u/ /m/.
- What happens to the word *drum* when we change the middle sound to /ē/? Students should identify that the word *drum* changes to the word *dream* when /u/ is changed to /ē/.
- Repeat with the words on the right.

met/mat

crib/crab

drop/drip

Make It Harder

Students who can change phonemes may benefit from this extension activity.

- Ask students to work in partners. One student says a pair of words that are different by one sound.
- The partner should identify the sound that is different and share if the sound is a beginning, middle, or ending sound.
- Continue until each student shares a predetermined number of words.

SIDE A

Segment and Blend Syllables in Spoken Words: Two to Three Syllables

**PHONOLOGICAL AND
PHONEMIC AWARENESS**
GRADE K

Connect to *myView Literacy*:
Segment and Blend Syllables:
Unit 5, p. T412

A **syllable** is a word part that has one vowel sound.

ROUTINE

STEP 1 INTRODUCE

Words can be broken down into syllables, or word parts. Today we will segment and blend syllables in words.

STEP 2 MODEL

- What syllables do I hear when I segment the word *planet*? Clap the syllables. *plan* (pause) *et*. The syllables in the word *planet* are *plan* (pause) *et*. I hear two syllables. When I blend the syllables *plan* and *et*, I form the word *planet*.
- Repeat with *volcano* and *doorbell*.

STEP 3 GUIDE PRACTICE

- Let's try this together. *Umbrella*. Let's clap the syllables in the word *umbrella*. Clap the syllables with students. *Um* (pause) *brel* (pause) *la*. What are the syllables? (*um • brel • la*) How many syllables are in the word *umbrella*? (three syllables) What word is formed when we blend the syllables *Um* (pause) *brel* (pause) *la*? (*umbrella*)
- Repeat with *turtle* and *dinosaur*.

STEP 4 ON THEIR OWN

Say each of these words. Ask students to repeat the words. Then ask students to segment and blend the syllables in each word.

uncle

monkey

accident

Segment and Blend Syllables in Spoken Words: Two to Three Syllables

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in spoken words,

THEN model how to segment and blend syllables in spoken words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables in spoken words may benefit from a more explicit approach as they segment syllables.

- I'm going to segment, or break apart, the syllables in a word by placing a counter for each syllable. Let's practice with the word *penguin*. Segment the syllables of the word *penguin*, placing a counter from left to right as you say each syllable. *Pen* (pause) *guin*. Count the syllables with me. How many syllables are there in the word *penguin*? (two syllables) What are the syllables in the word *penguin*? (*pen* • *guin*)
- Practice with the words at the right.

dollhouse

photograph

bicycle

Make It Harder

Students who can segment and blend syllables in spoken words can extend the activity by practicing with a partner.

- Ask students to work with a partner. One student should think of a word with two or three syllables. The student should say the word.
- The partner should identify the syllables.
- Continue the activity until each partner has successfully identified syllables in a predetermined number of words.

Add Phonemes: Initial

Phoneme addition is the ability to make a new word by adding a phoneme (sound) to a word.

Connect to *myView Literacy*:
Add Phonemes: Unit 5, p. T420

ROUTINE

STEP 1 INTRODUCE

We can add phonemes, or sounds, to words and make new words. Today we're going to add sounds to the beginning of words to make new words.

STEP 2 MODEL

- Say this word: *lick*. I hear the sounds /l/ /i/ /k/ when I say the word *lick*. When I add the sound /s/ to the beginning of the word *lick*, the new word *slick* is formed. /s/ /l/ /i/ /k/.
- Say this word: *win*. I hear the sounds /w/ /i/ /n/ when I say the word *win*. When I add the sound /t/ to the beginning of the word *win*, the new word *twin* is formed. /t/ /w/ /i/ /n/.

STEP 3 GUIDE PRACTICE

- Listen to the sounds in this word: *ant*. Say the sounds with me: /a/ /n/ /t/. What new word is formed when we add the sound /p/ to the beginning of the word *ant*? (*pant*)
- Listen to the sounds in this word: *low*. Say the sounds with me: /l/ /ō/. What new word is formed when we add the sound /s/ to the beginning of the word *low*? (*slow*)

STEP 4 ON THEIR OWN

Read the pairs of words in the chart. I'm going to say two words. Tell me what sound was added to the first word to make the new word.

ox/fox (/f/)

red/bread (b)

can/scan (s)

CORRECTIVE FEEDBACK

IF students cannot add initial phonemes in words,

THEN model how to add initial phonemes, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot add initial phonemes might need more explicit instruction on how to identify initial phonemes in words.

- Listen to this word: *rake*. What sounds do we hear in the word *rake*? (/r/ /ā/ /k/) What is the first sound we hear in the word *rake*? (/r/) That's correct. The first sound we hear in the word *rake* is /r/.
- Listen to this word: *land*. What sounds do we hear in the word *land*? (/l/ /a/ /n/ /d/) What is the first sound we hear in the word *land*? (/l/) That's correct. The first sound we hear in the word *land* is /l/.
- Repeat with the words at the right.

plan

kite

boot

Make It Harder

Students who can add initial phonemes may benefit from the following extension activity.

- Have a group of students sit in a circle. Begin by saying a word and then segmenting the phonemes.
- The student to the right must add either an initial or final phoneme to make a new word. That student then says a new word for the next student.
- Play continues with students adding initial and final phonemes to words. If a student has difficulty thinking of a word, she or he may ask another student for a hint.
- The game ends when everyone has had at least one turn saying a new word and a turn adding an initial or final phoneme to another student's word.

SIDE A

Segment and Blend Syllables in Spoken Words: Compound Words

Connect to *myView Literacy*:
Segment and Blend Syllables:
Unit 5, p. T424

Compound words are made up of two smaller words.

ROUTINE

STEP 1 INTRODUCE

Syllables are the parts of a word. Today we will blend, or put together, words. Then we will segment, or break apart, syllables in words.

STEP 2 MODEL

- Say these words: *rain, coat*. I wonder what word will form when I blend the syllables *rain* and *coat*? I hear the word *raincoat* when I blend the syllables.
- Segment the word. *Rain* (pause) *coat*. I hear the syllables *rain* and *coat* when I segment the word *raincoat*.
- Repeat with *sandbox* and *highway*.

STEP 3 GUIDE PRACTICE

- Listen to these words: *camp, ground*. What word is formed when we blend the syllables *camp* (pause) *ground*? (*campground*)
- What syllables do we hear when we segment the word *campground*? (*camp • ground*)
- Repeat with *sunrise* and *toothbrush*.

STEP 4 ON THEIR OWN

Practice with these words. Say the words. Then have students blend and segment the syllables.

cup/board

mail/man

air/port

Segment and Blend Syllables in Spoken Words: Compound Words

CORRECTIVE FEEDBACK

IF students cannot segment and blend syllables in compound words,

THEN model how to segment and blend syllables in compound words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot segment and blend syllables in compound words may benefit from a visual and tactile approach as they segment syllables.

- I'm going to segment the syllables in a word by tapping with my fingers. Let's practice with the word *shoebox*. Lightly tap the palm of your hand for each syllable. *Shoe* (pause) *box*. Tap the syllables with me. What syllables did we tap in the word *shoebox*? (*shoe • box*)
- Let's do this again with a different word. I'm going to segment the syllables in a word by tapping with my fingers. Let's practice with the word *backpack*. Lightly tap the palm of your hand for each syllable. *Back* (pause) *pack*. Tap the syllables with me. What syllables did we tap in the word *backpack*? (*back • pack*)
- Practice with the words at the right.

crosswalk

earthquake

eyeball

Make It Harder

Students may be ready to extend the activity by practicing with a partner.

- Ask students to think of a compound word. Allow time for students to think of a word. One partner should segment the word.
- The other partner should blend the word and reply.
- Continue the activity until each partner has successfully segmented and blended a predetermined number of compound words.

Phonics

- Dictation Routines
- High-Frequency Words Routines
- Syllable Patterns Routines

Use the Foundational Skills Hub on [SavvasRealize.com](https://www.savvasrealize.com) for additional practice activities.

Consonant Mm

Phonics is instruction in the relationships between letters and sounds.

Connect to *myView Literacy*:
 Introduce *Mm*: Unit 1, p. T18

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn how to spell the consonant sound /m/. Display the letters *Mm* using letter tiles or cards, or write the letters *Mm* on the board. Point to *Mm*. These are the letters uppercase *M* and lowercase *m*. The letter *m* is a consonant. The letter *m* spells the sound /m/.



STEP 2 MODEL

- When I hear the word *mug*, the first letter sound I hear is /m/. Say *mug* and the letter sound /m/: *mug*, /m/.
- I know that the letter sound /m/ is spelled *Mm*. Write *mug*. Point to the letter *m* and say /m/. /m/. Sound /m/ at the beginning of *mug* is spelled with lowercase *m*.
- Model how to write the letters *Mm*.



STEP 3 GUIDE PRACTICE

When you hear the word *mud*, what is the first letter sound you hear? Students should respond by saying the letter sound /m/. How do you spell the letter sound /m/? Students should respond by saying the letter sound /m/ is spelled *Mm*. Point to *m* in the word *mud*. The letter sound /m/ is spelled *m* in the word *mud*. Have students write the letters *Mm* with you.



STEP 4 ON THEIR OWN

Have students identify the sound and spelling of /m/. Say the word *map*. *Map*. What letter sound do you hear at the beginning of *map*? Students should respond by saying the letter sound /m/. How do you spell the sound /m/? Students should respond by saying the letter *m*. Have students write the letters *Mm*.

CORRECTIVE FEEDBACK

IF students cannot identify and spell consonant *Mm*,

THEN model how to identify and spell consonant *Mm*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and spell consonant *Mm* may benefit from additional practice.

- Show students the letter tiles *Mm*. Point to the letter tiles. *The sound /m/ is spelled Mm.* Give students an opportunity to identify the sound of *Mm*. *How is the sound /m/ spelled?* Students should respond by pointing to the letter tiles *Mm* or writing *Mm*.
- Distribute letter tiles or cards for *Mm*. *Trace the letters Mm on the letter tiles. While you are tracing, say the sound of Mm.* Students should say /m/ while tracing. Have students repeat this as needed.
- Have students write the letters *Mm* on their own.

Make It Harder

Students who can comfortably identify and spell *Mm* should work on the following extension activity.

- *I will say some words. Listen carefully to the first sound in each word. When you hear the consonant sound /m/ at the beginning of a word, spell the sound /m/.*
- Continue with these words.

milk

fish

mitten

toy

move

money

music

ball

run

mail

- Check students' responses.

SIDE A

Consonant Tt

Phonics is instruction in the relationships between letters and sounds.

Connect to *myView Literacy*:
Introduce Tt: Unit 1, p. T46

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we will learn how to spell the sound /t/. Display the letters Tt using letter tiles or cards. Point to Tt as you say: *These are the letters uppercase T and lowercase t. The letter t is a consonant. The letter t spells the sound /t/.*



STEP 2 MODEL

- Display the name *Tom* using letter tiles or cards and read aloud the word. *The name Tom begins with the letter sound /t/.* Point to T as you say: *Uppercase T spells the sound /t/ at the beginning of Tom.*
- Repeat for final consonant t using the word *hat*.
- Model how to write the letters Tt. Point to the appropriate letter as you say: *Uppercase T and lowercase t spell the sound /t/.*



STEP 3 GUIDE PRACTICE

- *Listen to this word: net. Where do we hear the sound /t/ in net? (at the end) Display the word net using letter tiles or cards. How do we spell the sound /t/ at the end of net? (t) Point to t as you say: That's right! The letter t at the end of net spells the sound /t/.*
- Have students write letters Tt with you.



STEP 4 ON THEIR OWN

Read aloud each word below. Have students identify whether they hear the sound /t/ at the beginning or the end of the word and identify the consonant that spells the sound /t/. Then have students practice writing the letters Tt.



Consonant *Tt*

CORRECTIVE FEEDBACK

IF students cannot identify and spell consonant *Tt*,

THEN model how to identify and spell consonant *Tt*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and spell consonant *Tt* at the beginning and end of words may benefit from additional practice, focusing on initial *t* words only.

- Display the letter tiles *Tt*. Point to the appropriate letter tile as you say: **Uppercase *T* and lowercase *t* spell the sound /t/. Ask: What sound does the letter *t* spell? (/t/) How do we spell the sound /t/? (Tt)**
- Say the sound /t/ as you model how to write the letter *t* in the air with your finger. Then have students say the sound /t/ as they sky write the letter *t* several times with you.
- **I will say a word. If you hear the sound /t/ at the beginning of the word, say the sound /t/ as you write the letter *t* in the air.** Be sure students respond appropriately for the following words.

tip	am	toe	tag
cap	tub	win	toy

Make It Harder

Students may work on the following extension activity for the letters *Tt* and *Mm*.

- Have students work with partners. Have one student say a word that begins or ends with the sound /t/ or the sound /m/. Have the partner identify whether the sound /t/ or the sound /m/ is the first or last sound in the word, and then write the letters *Tt* or *Mm* on lined paper.
- Have students take turns until each student has written five sets of letters.
- Check students' responses and letter formation.

SIDE A

Short a Words

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce Aa: Unit 1, p. T74

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

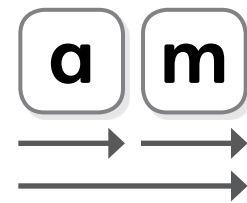
STEP 1 INTRODUCE

Today we will learn how to spell the sound /a/ and read words with the short a sound /a/. Display the letters Aa using letter tiles or cards. Point to Aa: These are the letters uppercase A and lowercase a. The letter a is a vowel. The letter a can spell the short a sound /a/.



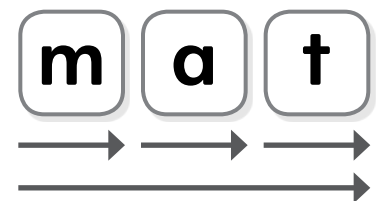
STEP 2 MODEL

- Display the word *am* using letter tiles or cards and read aloud the word. The word *am* begins with the short a sound /a/. Point to a as you say: The letter a spells the short a sound /a/ at the beginning of *am*. Point to the letter m: The next sound I hear in *am* is /m/. Point to each sound spelling as you say: /a/ /m/.
- This is how I blend the sounds to read the word. Point to each sound spelling in *am* as you say its sound: /a/ /m/. Then sweep your hand under *am* as you say: *am*.
- Model how to write the letters Aa. Point to lowercase a as you say: Lowercase a spells the short a sound /a/ in *am*.



STEP 3 GUIDE PRACTICE

Display the word *mat* using letter tiles. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *mat* as students decode the word with you: /m/ /a/ /t/, *mat*. Ask: What word did you read? (*mat*) How do we spell the sounds in *mat*? (*m, a, t*)



STEP 4 ON THEIR OWN

Have students decode these short a words and write them on lined paper.



Short a Words

CORRECTIVE FEEDBACK

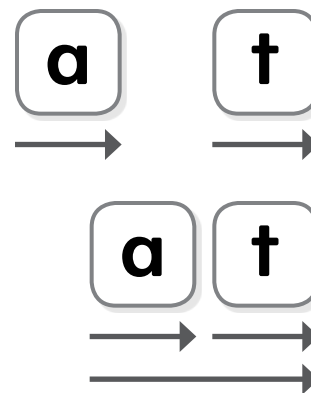
IF students cannot identify and spell *Aa* or decode short *a* words,

THEN model how to identify vowel *a* and read short *a* words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity as they blend the sounds to read short *a* words.

- Display letter tiles or cards for the word *at*, leaving space between each letter. Tap each letter as you say the sound: /a/ /t/.
- Then push the letter tiles together as you blend the sounds to say the word: *at*.
- Provide each student with letter tiles or cards for the letters *a*, *m*, *T*, *t*. Have students spell the words below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.



am at mat Tam

Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *A*, *a*, *am*, *at*, *mat*, *Tam*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

SIDE A

Words with Initial Ss

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce Ss: Unit 1, p. T102

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

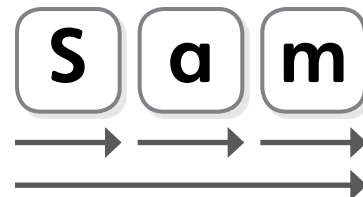
STEP 1 INTRODUCE

Today we will learn how to spell the sound /s/ and read words that begin with the sound /s/. Display the letters Ss using letter tiles or cards. Point to Ss: *These are the letters uppercase S and lowercase s. The letter s is a consonant. The letter s can spell the sound /s/.*



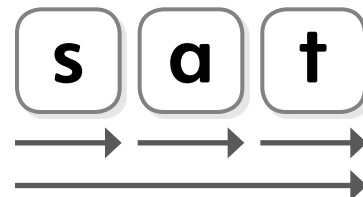
STEP 2 MODEL

- Display the name *Sam* using letter tiles or cards and read aloud the word. *Sam begins with the letter sound /s/. Point to S as you say: Uppercase S spells the sound /s/ at the beginning of Sam. Point to the letter a: The next sound I hear in Sam is /a/. Point to m: The last sound I hear in Sam is /m/. Point to each sound spelling as you say: /s/ /a/ /m/.*
- *This is how I blend the sounds to read the word.* Point to each sound spelling in *Sam* as you say its sound: /s/ /a/ /m/. Then sweep your hand under *Sam* as you say: *Sam*.
- Model how to write the letters Ss. Point to uppercase S as you say: *Uppercase S spells the sound /s/ in Sam.*



STEP 3 GUIDE PRACTICE

Display *sat* using letter tiles or cards. *Let's try this word.* Point to each sound spelling and have students say the sound with you. Then sweep your hand under *sat* as students decode the word with you: /s/ /a/ /t/, *sat*. Ask: *What word did you read? (sat) How do we spell the sounds in sat? (s, a, t)*



STEP 4 ON THEIR OWN

Have students decode these letters and words and write them on lined paper: S, s, *Sam*, *sat*.

Words with Initial Ss

CORRECTIVE FEEDBACK

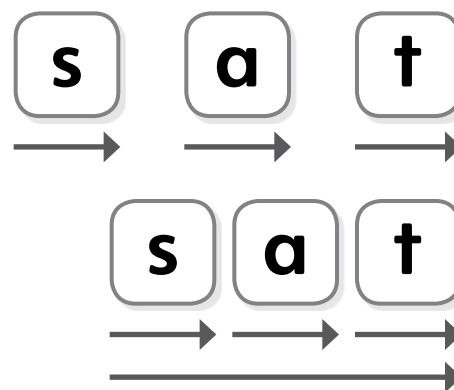
IF students cannot identify and spell Ss or decode words with initial Ss,

THEN model how to identify letters Ss and read words with initial Ss, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity as they blend the sounds to read words.

- Display letter tiles or cards for the word *sat*, leaving space between each letter. Tap each sound spelling as you say the sound: /s/ /a/ /t/.
- Then push the letter tiles together as you blend the sounds to say the word: *sat*. The letters *s, a, t* spell the word *sat*.
- Provide each student with letter tiles or cards for the letters *a, m, S, s, t*. Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they say the word.



Sam

sat

Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *S, s, Sam, sat, mat, Tam*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

SIDE A

Words with Pp

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce **Pp**: Unit 1, p. T130

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

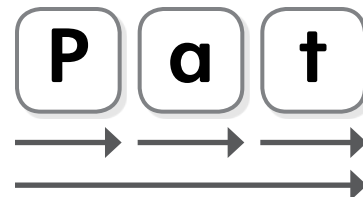
STEP 1 INTRODUCE

Today we will learn how to spell the sound /p/ and read words that begin or end with the sound /p/. Display the letters Pp using letter tiles or cards. Point to Pp: These are the letters uppercase P and lowercase p. The letter p is a consonant. The letter p spells the sound /p/.



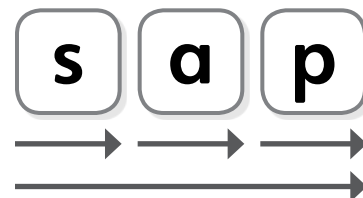
STEP 2 MODEL

- Display the name *Pat* using letter tiles or cards and read aloud the word. The name *Pat* begins with the letter sound /p/. Point to P as you say: Uppercase P spells the sound /p/ at the beginning of *Pat*. Point to the letter a: The next sound I hear in *Pat* is /a/. Point to t: The last sound I hear in *Pat* is /t/. Point to each sound spelling as you say: /p/ /a/ /t/.
- This is how I blend the sounds to read the word. Point to each sound spelling in *Pat* as you say its sound: /p/ /a/ /t/. Then sweep your hand under *Pat* as you say: *Pat*.
- Model how to write the letters Pp. Point to P as you say: Uppercase P spells the sound /p/ at the beginning of the name *Pat*.



STEP 3 GUIDE PRACTICE

Display *sap* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *sap* as students decode the word with you: /s/ /a/ /p/, *sap*. Ask: What word did you read? (*sap*) How do we spell the sounds in *sap*? (*s, a, p*)



STEP 4 ON THEIR OWN

Have students decode these letters and words and write them on lined paper: P, p, Pam, pat, sap, tap, map.

Words with *Pp*

CORRECTIVE FEEDBACK

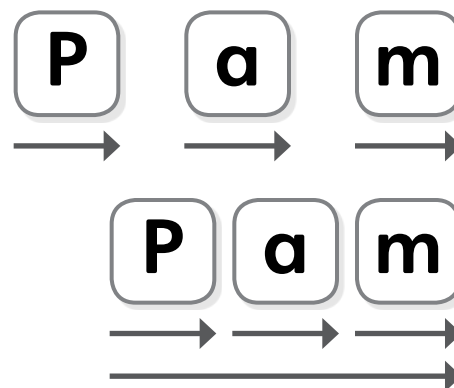
IF students cannot identify and spell *Pp* or decode words with *Pp*,

THEN model how to identify letters *Pp* and read words with *Pp*, using Steps 2 and 3. Next, work through the Make It Easier activity below.

Make It Easier

Some students may benefit from a tactile activity as they blend the sounds to read words.

- Display letter tiles or cards for *Pam*, leaving space between each letter. Tap each sound spelling as you say the sound: /p/ /a/ /m/.
- Then push the letter tiles together as you blend the sounds to say the word: *Pam*. The letters *P, a, m* spell the name *Pam*.
- Provide each student with letter tiles or cards for the letters *a, m, P, p, s, t*. Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they say the word.



pat Pam tap map sap

Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *P, p, Pam, pat, map, Sam, Pat, sap*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

SIDE A

Words with Cc, Sound /k/

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce Cc: Unit 1, p. T158

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

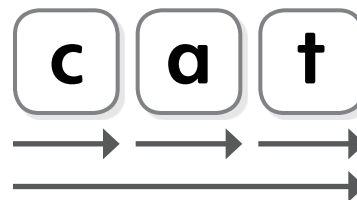
STEP 1 INTRODUCE

Today we will learn how to spell the sound /k/ and read words that begin or end with the sound /k/. Display the letters Cc using letter tiles or cards. Point to Cc: These are the letters uppercase C and lowercase c. The letter c is a consonant. The letter c can spell the sound /k/.



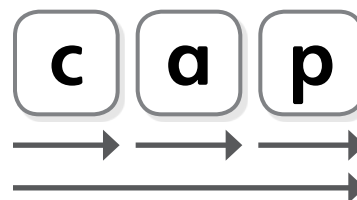
STEP 2 MODEL

- Display the word *cat* using letter tiles or cards and read aloud the word. The word *cat* begins with the letter sound /k/. Point to c as you say: The letter c spells the sound /k/ at the beginning of *cat*. Point to the letter a: The next sound I hear in *cat* is /a/. Point to t: The last sound I hear in *cat* is /t/. Point to each sound spelling as you say: /k/ /a/ /t/.
- This is how I blend the sounds to read the word. Point to each sound spelling in *cat* as you say its sound: /k/ /a/ /t/. Then sweep your hand under *cat* as you say: *cat*.
- Model how to write the letters Cc. Point to lowercase c as you say: Lowercase c spells the sound /k/ in *cat*.



STEP 3 GUIDE PRACTICE

Display *cap* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *cap* as students decode the word with you: /k/ /a/ /p/, *cap*. Ask: What word did you read? (*cap*) How do we spell the sounds in *cap*? (*c, a, p*)



STEP 4 ON THEIR OWN

Have students decode these letters and words and write them on lined paper: C, c, Cam, cat, cap.

Words with Cc, Sound /k/

CORRECTIVE FEEDBACK

IF students cannot identify Cc or decode words with Cc sound /k/,

THEN model how to identify Cc and read words with Cc sound /k/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

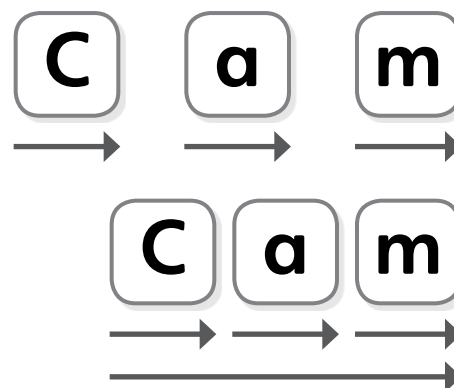
Some students may benefit from a tactile activity as they blend the sounds to read words.

- Display letter tiles or cards for the name *Cam*, leaving space between each letter. Tap each sound spelling as you say: /k/ /a/ /m/.
- Then push the letter tiles together as you blend the sounds to say the word: *Cam*. The first sound in *Cam* is /k/. The letters *C, a, m* spell the name *Cam*.
- Provide students with letter tiles *a, C, c, m, p, t*. Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.

cat

Cam

cap



Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *C, c, Cam, cat, cap*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

SIDE A

Short *i* Words

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce *i*: Unit 1, p. T186

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

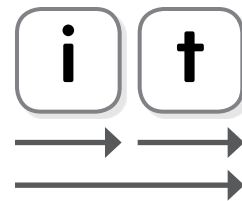
STEP 1 INTRODUCE

Today we will learn how to spell the sound /i/ and read words with the short *i* sound /i/. Display the letters *li* using letter tiles or cards. Point to *li*: These are the letters uppercase *l* and lowercase *i*. The letter *i* is a vowel. The letter *i* can spell the short *i* sound /i/.



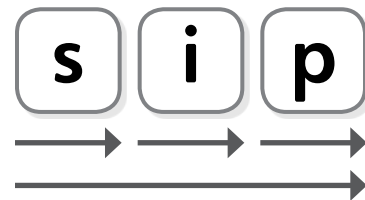
STEP 2 MODEL

- Display the word *it* using letter tiles or cards and read aloud the word. The word *it* begins with the short *i* sound /i/. Point to *i*: The letter *i* spells the short *i* sound /i/ at the beginning of *it*. Point to the letter *t*: The next sound I hear in *it* is /t/. Point to each sound spelling as you say: /i/ /t/.
- This is how I blend the sounds to read the word. Point to each sound spelling as you say: /i/ /t/. Then sweep your hand under *it* as you say: *it*.
- Model how to write the letters *li*. Point to lowercase *i* as you say: Lowercase *i* spells the short *i* sound /i/ in *it*.



STEP 3 GUIDE PRACTICE

Display the word *sip* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *sip* as students decode the word with you: /s/ /i/ /p/, *sip*. What word did you read? (*sip*) How do we spell the sounds in *sip*? (*s, i, p*)



STEP 4 ON THEIR OWN

Have students decode these short *i* words and write them on lined paper.



CORRECTIVE FEEDBACK

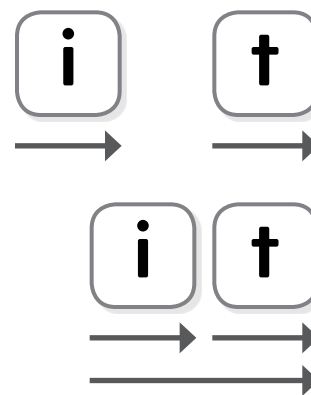
IF students cannot identify and spell *ii* or decode short *i* words,

THEN model how to identify vowel *i* and read short *i* words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity as they blend the sounds to read short *i* words.

- Display letter tiles or cards for the word *it*, leaving space between each letter. Tap each letter as you say the sound: /i/ /t/.
- Then push the letter tiles together as you blend the sounds and say the word: *it*. The letters *i*, *t* spell the word *it*.
- Provide students with letter tiles or cards for the letters *i*, *m*, *p*, *s*, *T*, *t*. Have students spell the words below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.



it tip pit sip Tim sit

Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *i*, *i*, *it*, *sit*, *pit*, *Tim*, *sip*, *tip*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

SIDE A

Words with Nn

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce *Nn*: Unit 1, p. T214

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

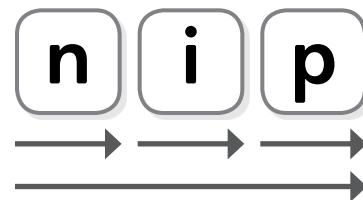
STEP 1 INTRODUCE

Today we will learn how to spell the sound /n/ and read words that begin or end with the sound /n/. Display the letters *Nn* using letter tiles or cards. Point to *Nn*: These are the letters uppercase *N* and lowercase *n*. The letter *n* is a consonant. The letter *n* spells the sound /n/.



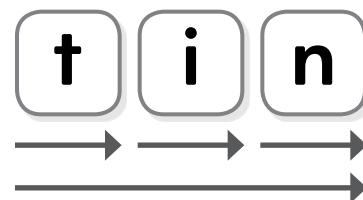
STEP 2 MODEL

- Display the word *nip* using letter tiles or cards and read aloud the word. The word *nip* begins with the letter sound /n/. Point to *n*: The letter *n* spells the sound /n/ at the beginning of *nip*. Point to the letter *i*: The next sound I hear in *nip* is /i/. Point to *p*: The last sound I hear in *nip* is /p/. Point to each sound spelling as you say: /n/ /i/ /p/.
- This is how I blend the sounds to read the word. Point to each sound spelling in *nip* as you say: /n/ /i/ /p/. Then sweep your hand under *nip* as you say: *nip*.
- Model how to write the letters *Nn*. Point to lowercase *n* as you say: Lowercase *n* spells the sound /n/ in *nip*.



STEP 3 GUIDE PRACTICE

Display *tin* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *tin* as students decode the word with you: /t/ /i/ /n/, *tin*. Ask: What word did you read? (*tin*) How do we spell the sounds in *tin*? (*t, i, n*)



STEP 4 ON THEIR OWN

Have students decode these letters and words and write them on lined paper: *N, n, pan, nap, can, man*.

Words with *Nn*

CORRECTIVE FEEDBACK

IF students cannot identify and spell *Nn* or decode words with *Nn*,

THEN model how to identify letters *Nn* and read words with *Nn*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity as they blend the sounds to read words.

- Display letter tiles or cards for *pin*, leaving space between each letter. Tap each sound spelling as you say the sound: /p/ /i/ /n/.
- Then push the letter tiles together as you blend the sounds to say the word: *pin*. The letters *p, i, n* spell the word *pin*.
- Provide students with letter tiles for the letters *a, c, i, n, p, t*. Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they say the word.

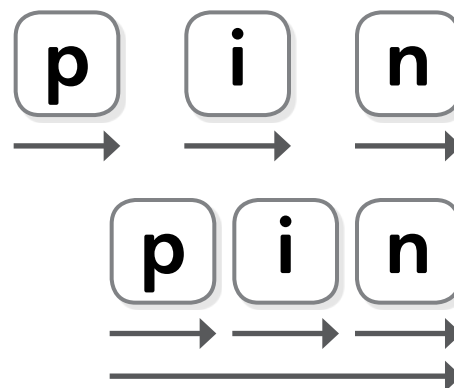
pan

tin

nip

can

nap



Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *N, n, pin, nap, can, man, tan*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

SIDE A

Words with *Bb*

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce *Bb*: Unit 1, p. T242

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

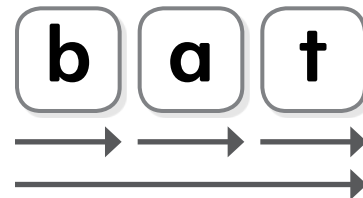
STEP 1 INTRODUCE

Today we will learn how to spell the sound /b/ and read words that begin or end with the sound /b/. Display the letters *Bb* using letter tiles or cards. Point to *Bb*: These are the letters uppercase *B* and lowercase *b*. The letter *b* is a consonant. The letter *b* spells the sound /b/.



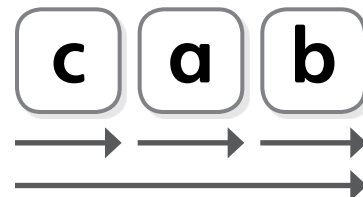
STEP 2 MODEL

- Display the word *bat* using letter tiles or cards and read aloud the word. The word *bat* begins with the letter sound /b/. Point to *b* as you say: The letter *b* spells the sound /b/ at the beginning of *bat*. Point to the letter *a*: The next sound I hear in *bat* is /a/. Point to *t*: The last sound I hear in *bat* is /t/. Point to each sound spelling as you say: /b/ /a/ /t/.
- This is how I blend the sounds to read the word. Point to each sound spelling in *bat* as you say: /b/ /a/ /t/. Then sweep your hand under *bat* as you say: *bat*.
- Model how to write the letters *Bb*. Point to lowercase *b* as you say: Lowercase *b* spells the sound /b/ in *bat*.



STEP 3 GUIDE PRACTICE

Display *cab* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *cab* as students decode the word with you: /k/ /a/ /b/, *cab*. Ask: What word did you read? (*cab*) How do we spell the sounds in *cab*? (*c, a, b*)



STEP 4 ON THEIR OWN

Have students decode these letters and words and write them on lined paper: *B, b, ban, tab, nab, bit*.

Words with *Bb*

CORRECTIVE FEEDBACK

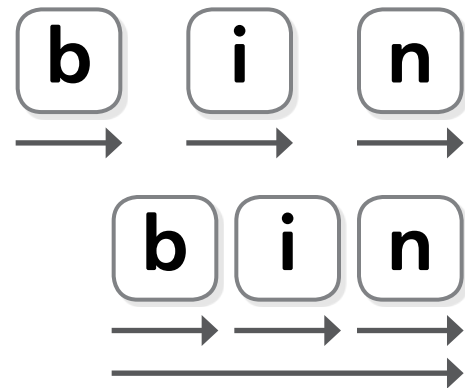
IF students cannot identify and spell *Bb* or decode words with *Bb*,

THEN model how to identify letters *Bb* and read words with *Bb*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity as they blend the sounds to read words.

- Display letter tiles or cards for *bin*, leaving space between each letter. Tap each sound spelling as you say the sound: /b/ /i/ /n/.
- Then push the letter tiles together as you blend the sounds to say the word: *bin*. The letters *b, i, n* spell the word *bin*.
- Provide students with letter tiles for the letters *a, b, c, i, t*. Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they say the word.



bit

bat

cab

tab

bib

Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *B, b, tab, bat, cab, bin, bit*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

SIDE A

Words with Rr

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce **Rr**: Unit 1, p. T270

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

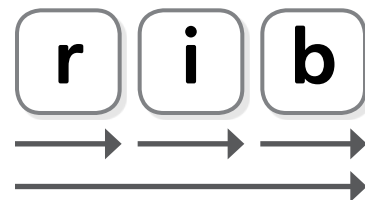
STEP 1 INTRODUCE

Today we will learn how to spell the sound /r/ and read words that begin with the sound /r/. Display the letters *Rr* using letter tiles or cards. Point to *Rr*: These are the letters uppercase *R* and lowercase *r*. The letter *r* is a consonant. The letter *r* spells the sound /r/.



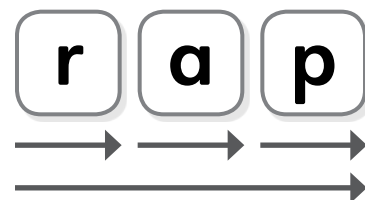
STEP 2 MODEL

- Display the word *rib* using letter tiles or cards and read aloud the word. The word *rib* begins with the letter sound /r/. Point to *r* as you say: The letter *r* spells the sound /r/ at the beginning of *rib*. Point to the letter *i*: The next sound I hear in *rib* is /i/. Point to *b*: The last sound I hear in *rib* is /b/. Point to each sound spelling as you say: /r/ /i/ /b/.
- This is how I blend the sounds to read the word. Point to each sound spelling in *rib* as you say: /r/ /i/ /b/. Then sweep your hand under *rib* as you say: *rib*.
- Model how to write the letters *Rr*. Point to lowercase *r* as you say: Lowercase *r* spells the sound /r/ in *rib*.



STEP 3 GUIDE PRACTICE

Display *rap* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *rap* as students decode the word with you: /r/ /a/ /p/, *rap*. Ask: What word did you read? (*rap*) How do we spell the sounds in *rap*? (*r, a, p*)



STEP 4 ON THEIR OWN

Have students decode these letters and words and write them on lined paper: *R, r, rim, rat, ram, rip*.

Words with *Rr*

CORRECTIVE FEEDBACK

IF students cannot identify and spell *Rr* or decode words with *Rr*,

THEN model how to identify letters *Rr* and read words with *Rr*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity as they blend the sounds to read words.

- Display letter tiles or cards for *ran*, leaving space between each letter. Tap each sound spelling as you say the sound: /r/ /a/ /n/.
- Then push the letter tiles together as you blend the sounds to say the word: *ran*. The letters *r, a, n* spell the word *ran*.
- Provide students with letter tiles for the letters *r, a, b, i, m, p, t*. Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they say the word.

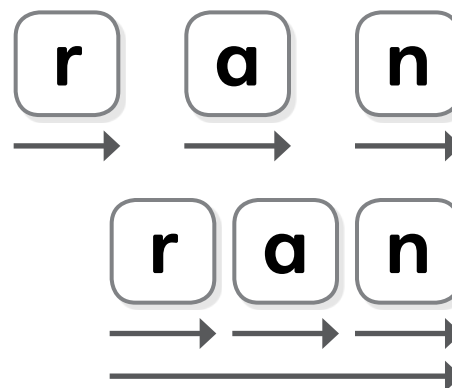
rat

rim

rip

ram

rib



Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *R, r, rip, rat, rib, ran, rim*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

SIDE A

Word Families *-an, -at*

Word families are words that rhyme and share the same phonogram of a vowel and ending consonant(s).

Connect to *myView Literacy: Word Families -an and -at*: Unit 1, p. T428

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

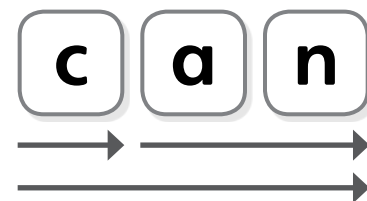
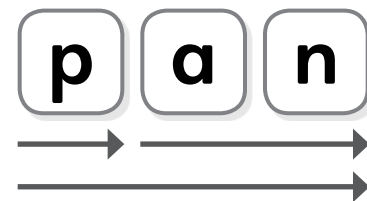
ROUTINE

STEP 1 INTRODUCE

A word family is a group of words that have the same ending sounds spelled the same. Today we will read and write words from the word families *-an* and *-at*.

STEP 2 MODEL

- Display the word *pan* using letter tiles or cards. *We know how to read this word.* Point to each sound spelling and then sweep your hand under the letters as you say: /p/ /a/ /n/, *pan*. Point to the letters *an* in *pan*: *Pan* ends with the letters *an*. The letters *an* spell the sounds /an/. Knowing how to read *-an* can help us read other words that end in *-an*.
- Display the word *can*. Point to the letters *an*: *This word ends in -an. We know that the letters an spell the sounds /an/.* Point to *c* as you say: /k/ /an/, *can*. *This word is can.*
- Both *pan* and *can* end with the sounds /an/ spelled *an*. *Pan and can are from the word family -an.* Model how to write *pan* and *can*.
- Repeat with *mat* and *sat* for the word family *-at*.



STEP 3 GUIDE PRACTICE

Display *bat* and *pat*. *What letters are at the end of both words? (at) What sounds do the letters at spell? (/at/)* Point to *bat*: *How do we read this word? (/b/ /at/, bat)* Point to *pat*: *How do we read this word? (/p/ /at/, pat)* *Bat and pat are from the word family -at.* Have students write *bat* and *pat*.



STEP 4 ON THEIR OWN

Display these words: *rat, ban, man, cat, ran, pat, sat, pan*. Have students group the words into word families and read aloud each word. Then have students write one word from each word family.

Word Families *-an, -at*

CORRECTIVE FEEDBACK

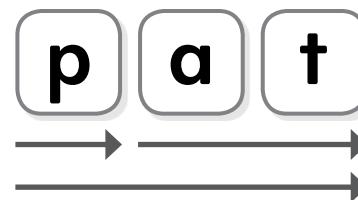
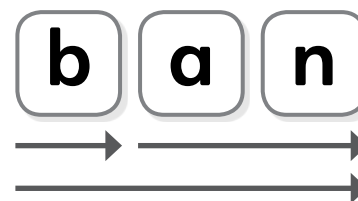
IF students cannot read and write words ending with *-an* and *-at*,

THEN model how to read and write words with *-an* and *-at*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from more explicit instruction on decoding words from word families *-an* and *-at*.

- Display the word *ban* using letter tiles or cards. Point to each letter as you say: /b/ /a/ /n/. Point to *an*: The letters *an* spell the sounds /an/. Have students repeat /an/. Point to the letters *an* and then to *b*: When you see a word with *-an* at the end, read the letter that comes before the vowel and then say that letter sound and *-an* together: /b/ /an/, *ban*. Read and say it with me: /b/ /an/, *ban*. Have students write *an* and trace the letters with their finger.
- Repeat with *pat* for the word family *-at*.
- Display these words: *rat, man, sat, pan*. Have students identify the letters that spell the sounds /an/ or /at/ in each word and then read aloud the word. Have students write one word from each word family and underline the letters that spell the sounds /an/ or /at/.



Make It Harder

Some students may be ready for the following extension activity.

- Provide students with these letter tiles: *a, b, c, m, n, p, r, s, t*. Write *_an* and *_at* on the board. Then have students build and read aloud as many words as they can for word families *-an* and *-at*. Possible words are *ban, can, man, pan, ran, tan, bat, cat, mat, pat, rat, sat*.
- Have students choose three of their favorite words and write them. Then have students turn to a partner and use those words in sentences.

SIDE A

Word Families *-in, -ip*

Word families are words that rhyme and share the same phonogram of a vowel and ending consonant(s).

Connect to *myView Literacy*:
Word Families *-in* and *-ip*: Unit 1,
p. T434

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

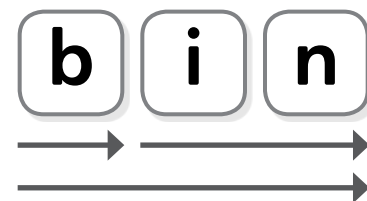
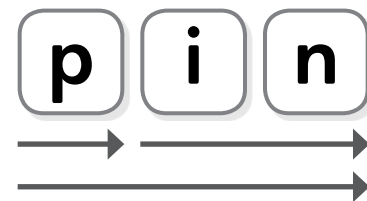
ROUTINE

STEP 1 INTRODUCE

A word family is a group of words that end in the same vowel and consonant. Today we will read and write words from the word families *-in* and *-ip*.

STEP 2 MODEL

- Display the word *pin* using letter tiles or cards. *We know how to read this word.* Point to each sound spelling and then sweep your hand under the letters as you say: /p/ /i/ /n/, *pin*. Point to the letters *in* in *pin*: *Pin ends with the letters in. The letters in spell the sounds /in/. Knowing how to read -in can help us read other words that end in -in.*
- Display the word *bin*. Point to the letters *in*: *This word ends in -in. We know that the letters in spell the sounds /in/.* Point to *b* as you say: /b/ /in/, *bin*. *This word is bin.*
- *Both pin and bin end with the sounds /in/ spelled in. Pin and bin are from the word family -in.* Model how to write *pin* and *bin*.
- Repeat with *rip* and *tip* for the word family *-ip*.



STEP 3 GUIDE PRACTICE

Display *sip* and *nip*. *What letters are at the end of both words? (ip) What sounds do the letters ip spell? (/ip/)* Point to *s*: *How do we read this word? (/s/ /ip/, sip)* Point to *n*: *How do we read this word? (/n/ /ip/, nip)* *Sip and nip are from the word family -ip.* Have students write *sip* and *nip*.



STEP 4 ON THEIR OWN

Display these words: *tin, rip, nip, pin, sip, bin, tip*. Have students group the words into word families and read aloud each word. Then have students write one word from each word family.

Word Families *-in, -ip*

CORRECTIVE FEEDBACK

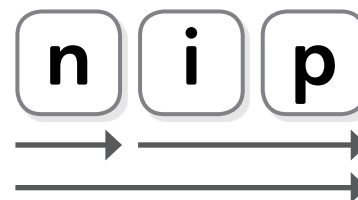
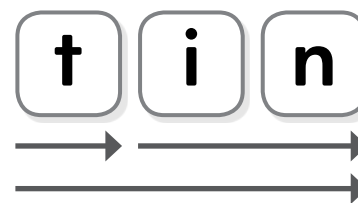
IF students cannot read and write words ending with *-in* and *-ip*,

THEN model how to read and write words with *-in* and *-ip*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from more explicit instruction on decoding words from word families *-in* and *-ip*.

- Display *tin* using letter tiles. Point to each letter: /t/ /i/ /n/. Point to *in*: The letters *in* spell the sounds /in/. Have students repeat /in/. Point to *in* and then to *t*: When you see a word with *-in* at the end, read the letter that comes before the vowel and then say that letter sound and *-in* together: /t/ /in/, *tin*. Read it with me: /t/ /in/, *tin*. Have students write *in* and trace the letters with their finger.
- Repeat with *nip* for the word family *-ip*.
- Display these words: *sip, pin, tip, bin, rip, tin*. Have students identify the letters that spell the sounds /in/ or /ip/ in each word and then read aloud the word. Have students write one word from each word family and underline the letters that spell the sounds /in/ or /ip/.



Make It Harder

Some students may be ready for the following extension activity.

- Provide students with these letter tiles: *b, i, n, p, r, s, t*. Write *_in* and *_ip* on the board. Then have students build and read aloud as many words as they can for word families *-in* and *-ip*. Possible words are *bin, pin, tin, nip, rip, sip, tip*.
- Have students choose three of their favorite words and write them. Then have students turn to a partner and use those words in sentences.

SIDE A

Words with Dd

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce *Dd*: Unit 2, p. T18

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

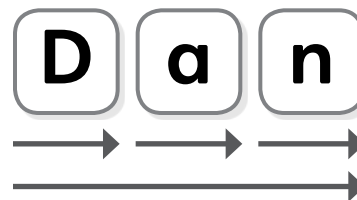
STEP 1 INTRODUCE

Today we will learn how to spell the sound /d/ and read words that begin or end with the sound /d/. Display the letters *Dd* using letter tiles or cards. Point to *Dd*: *These are the letters uppercase D and lowercase d. The letter d is a consonant. The letter d spells the sound /d/.*



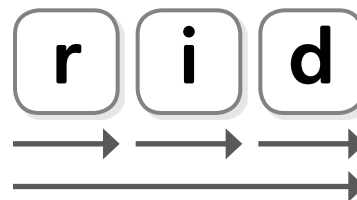
STEP 2 MODEL

- Display the name *Dan* using letter tiles or cards and read aloud the word. *The name Dan begins with the letter sound /d/. Point to D as you say: Uppercase D spells the sound /d/ at the beginning of Dan. Point to the letter a: The next sound I hear in Dan is /a/. Point to n: The last sound I hear in Dan is /n/. Point to each sound spelling as you say: /d/ /a/ /n/.*
- *This is how I blend the sounds to read the word. Point to each sound spelling in Dan as you say: /d/ /a/ /n/. Then sweep your hand under Dan as you say: Dan.*
- *Model how to write the letters Dd. Point to uppercase D as you say: Uppercase D spells the sound /d/ at the beginning of Dan.*



STEP 3 GUIDE PRACTICE

Display *rid* using letter tiles or cards. *Let's try this word.* Point to each sound spelling and have students say the sound with you. Then sweep your hand under *rid* as students decode the word with you: */r/ /i/ /d/, rid.* Ask: *What word did you read? (rid) How do we spell the sounds in rid? (r, i, d)*



STEP 4 ON THEIR OWN

Have students decode these letters and words and write them on lined paper: *D, d, dam, Sid, pad, dip.*

Words with *Dd*

CORRECTIVE FEEDBACK

IF students cannot identify and spell *Dd* or decode words with *Dd*,

THEN model how to identify letters *Dd* and read words with *Dd*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity as they blend the sounds to read words.

- Display letter tiles or cards for *sad*, leaving space between each letter. Tap each sound spelling as you say the sound: /s/ /a/ /d/.
- Then push the letter tiles together as you blend the sounds to say the word: *sad*. The letters *s, a, d* spell the word *sad*.
- Provide students with letter tiles for the letters *a, b, d, i, m, p*. Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they say the word.

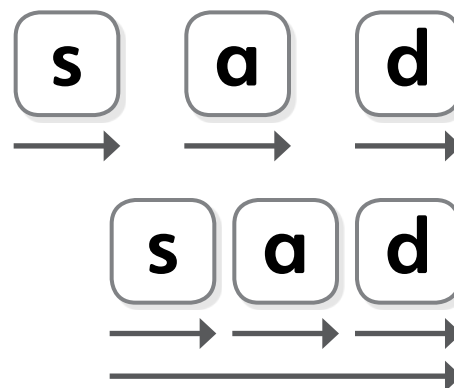
dim

dab

mad

bid

dip



Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *D, d, dip, pad, Dan, rid, dam*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

SIDE A

Words with Initial *Kk*

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce *Kk*: Unit 2, p. T46

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

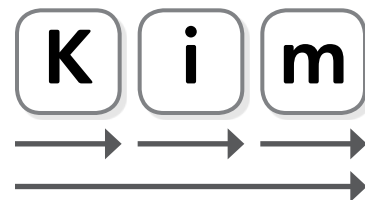
STEP 1 INTRODUCE

Today we will learn how to spell the sound /k/ and read words that begin with the sound /k/. Display the letters *Kk* using letter tiles or cards. Point to *Kk*: These are the letters uppercase *K* and lowercase *k*. The letter *k* is a consonant. The letter *k* can spell the sound /k/.



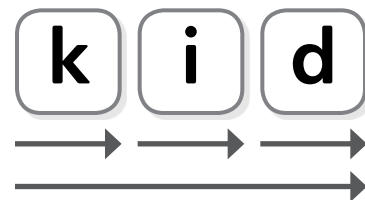
STEP 2 MODEL

- Display the name *Kim* using letter tiles or cards and read aloud the word. *Kim* begins with the letter sound /k/. Point to *K* as you say: Uppercase *K* spells the sound /k/ at the beginning of *Kim*. Point to the letter *i*: The next sound I hear in *Kim* is /i/. Point to *m*: The last sound I hear in *Kim* is /m/. Point to each sound spelling as you say: /k/ /i/ /m/.
- This is how I blend the sounds to read the word. Point to each sound spelling in *Kim* as you say its sound: /k/ /i/ /m/. Then sweep your hand under *Kim* as you say: *Kim*.
- Model how to write the letters *Kk*. Point to uppercase *K* as you say: Uppercase *K* spells the sound /k/ at the beginning of *Kim*.



STEP 3 GUIDE PRACTICE

Display *kid* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *kid* as students decode the word with you: /k/ /i/ /d/, *kid*. Ask: What word did you read? (*kid*) How do we spell the sounds in *kid*? (*k, i, d*)



STEP 4 ON THEIR OWN

Have students decode these letters and words and write them on lined paper: *K, k, kit, Kim, kid*.

Words with Initial *Kk*

CORRECTIVE FEEDBACK

IF students cannot identify and spell *Kk* or decode words with initial *Kk*,

THEN model how to identify letters *Kk* and read words with initial *Kk*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity as they blend the sounds to read words.

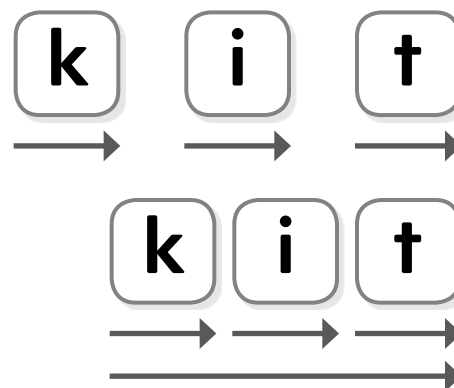
- Display letter tiles or cards for the word *kit*, leaving space between each letter. Tap each sound spelling as you say the sound: /k/ /i/ /t/.
- Then push the letter tiles together as you blend the sounds to say the word: *kit*. The letters *k, i, t* spell the word *kit*
- Provide each student with letter tiles or cards for the letters *d, i, K, k, m, t*. Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they say the word.

Kim

kit

kid

Kit



Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *K, k, Kim, kid, kit, Kit*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

SIDE A

Short o Words

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce Oo: Unit 2, p. T74

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

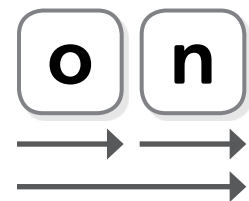
STEP 1 INTRODUCE

Today we will learn how to spell the sound /o/ and read words with the short o sound /o/. Display the letters Oo using letter tiles or cards. Point to Oo: These are the letters uppercase O and lowercase o. The letter o is a vowel. The letter o spells the short o sound /o/.



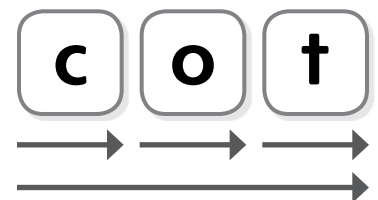
STEP 2 MODEL

- Display the word *on* using letter tiles or cards and read aloud the word. The word *on* begins with the short o sound /o/. Point to o as you say: The letter o spells the short o sound /o/ at the beginning of *on*. Point to the letter n: The next sound I hear in *on* is /n/. Point to each sound spelling as you say: /o/ /n/.
- This is how I blend the sounds to read the word. Point to each sound spelling in *on* as you say: /o/ /n/. Then sweep your hand under *on* as you say: *on*.
- Model how to write the letters Oo. Point to lowercase o as you say: Lowercase o spells the short o sound /o/ in *on*.



STEP 3 GUIDE PRACTICE

Display the word *cot* using letter tiles or cards. Let's try this word. Point to each sound spelling and have students say the sound with you. Then sweep your hand under *cot* as students decode the word with you: /k/ /o/ /t/, *cot*. What word did you read? (*cot*) How do we spell the sounds in *cot*? (*c, o, t*)



STEP 4 ON THEIR OWN

Have students decode these short o words and write them on lined paper.

Tom

mop

pot

top

dot

not

Short o Words

CORRECTIVE FEEDBACK

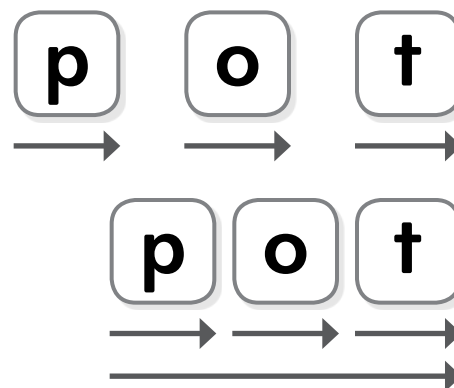
IF students cannot identify and spell *Oo* or decode short *o* words,

THEN model how to identify vowel *o* and read short *o* words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity as they blend the sounds to read short *o* words.

- Display letter tiles or cards for the word *pot*, leaving space between each letter. Tap each letter as you say the sound: /p/ /o/ /t/.
- Then push the letter tiles together as you blend the sounds and say the word: *pot*.
- Provide students with letter tiles or cards for the letters *b, c, d, m, n, o, R, r*. Have students spell the words below. Next, have students tap each letter as they say its sound and then push the tiles together as they blend the sounds and say the word.



on

rod

mob

cod

nod

Rob

Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *O, o, top, dot, mob, Rob, cot, rod*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

SIDE A

Words with Initial Ff

Blending is the ability to string together the sound that each letter spells in a word.

Connect to *myView Literacy*:
Introduce **Ff**: Unit 2, p. T102

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

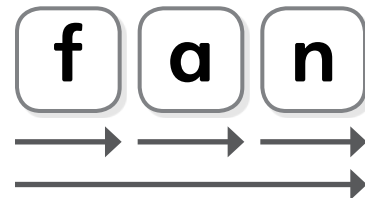
STEP 1 INTRODUCE

Today we will learn how to spell the sound /f/ and read words that begin with the sound /f/. Display the letters *Ff* using letter tiles or cards. Point to *Ff*: *These are the letters uppercase F and lowercase f. The letter f is a consonant. The letter f can spell the sound /f/.*



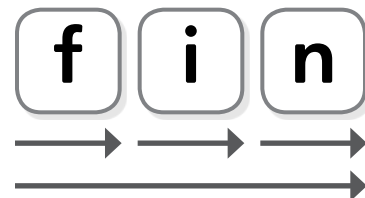
STEP 2 MODEL

- Display the word *fan* using letter tiles or cards and read aloud the word. *Fan begins with the letter sound /f/. Point to f as you say: The letter f spells the sound /f/ at the beginning of fan. Point to the letter a: The next sound I hear in fan is /a/. Point to n: The last sound I hear in fan is /n/. Point to each sound spelling as you say: /f/ /a/ /n/.*
- *This is how I blend the sounds to read the word. Point to each sound spelling in fan as you say its sound: /f/ /a/ /n/. Then sweep your hand under fan as you say: fan.*
- *Model how to write the letters Ff. Point to lowercase f as you say: Lowercase f spells the sound /f/ at the beginning of fan.*



STEP 3 GUIDE PRACTICE

Display *fin* using letter tiles or cards. *Let's try this word.* Point to each sound spelling and have students say the sound with you. Then sweep your hand under *fin* as students decode the word with you: */f/ /i/ /n/, fin.* Ask: *What word did you read? (fin) How do we spell the sounds in fin? (f, i, n)*



STEP 4 ON THEIR OWN

Have students decode these letters and words and write them on lined paper: *F, f, fit, fad, fib, fat, fan.*

Words with Initial *Ff*

CORRECTIVE FEEDBACK

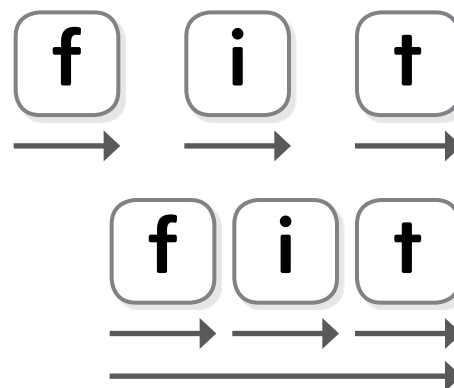
IF students cannot identify and spell *Ff* or decode words with initial *Ff*,

THEN model how to identify letters *Ff* and read words with initial *Ff*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from a tactile activity as they blend the sounds to read words.

- Display letter tiles or cards for the word *fit*, leaving space between each letter. Tap each sound spelling as you say the sound: /f/ /i/ /t/.
- Then push the letter tiles together as you blend the sounds to say the word: *fit*. The letters *f, i, t* spell the word *fit*.
- Provide each student with letter tiles or cards for the letters *a, b, d, f, i, n, t*. Have students spell each word below. Next, have students tap each letter as they say its sound and then push the tiles together as they say the word.



fib

fad

fin

fat

fan

fit

Make It Harder

Some students may be ready for the following extension activity.

- Have students write these letters and words on index cards or slips of paper: *F, f, fan, fit, fin, fib*. Have partners combine their cards and place them face down.
- Partners take turns turning over two cards and reading aloud the letters or words. The student picks up the two cards if they match. Continue until students have matched all letters and words.

Words with Initial Hh

Phonics is instruction in the relationships between letters and sounds.

Connect to *myView Literacy*:
Introduce *Hh*: Unit 2, p. T130

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn how to spell the consonant sound /h/ at the beginning of words.

STEP 2 MODEL

- Display the letters *Hh*. These are the letters uppercase *H* and lowercase *h*. Letter *h* spells the sound /h/.
- Display the word *hid* and point to *h*. The letter *h* spells the sound /h/ at the beginning of *hid*.
- Model how to write the letters *Hh*. Point to lowercase *h*. Lowercase *h* spells the sound /h/ at the beginning of *hid*.

H h

hid

STEP 3 GUIDE PRACTICE

- Display the words *hip*, *hat*, *him*. I'm going to say these words. Listen to the beginning sound in each word. Point to each word as you pronounce it.
- What sound is at the beginning of each word? (/h/) What letter spells the sound /h/? Allow time for students to respond.
- Let's write the letters uppercase *H* and lowercase *h*. We'll say the sound /h/ as we write each letter.

hip

hat

him

STEP 4 ON THEIR OWN

Display the words at the right. Pronounce each word and have students say it after you. Then have students write one of the words, circle the letter *h*, and say the sound it spells.

hop

hit

ham

had

Words with Initial *Hh*

CORRECTIVE FEEDBACK

IF students cannot identify and spell consonant *Hh*,

THEN model how to identify and spell consonant *Hh*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and spell consonant *Hh* may benefit from additional practice.

- Distribute the *Hh* letter tiles to each student. **The sound /h/ is spelled uppercase *H* or lowercase *h*.** Give students an opportunity to identify the sound of *Hh*. **How is the sound /h/ spelled?** Students should respond by saying the letter name *h*, pointing to the letter tiles *Hh*, or writing *Hh*.
- **Use your finger to trace the letters *Hh* on the letter tiles. While you are tracing, say the sound /h/.** Have students repeat this a couple of times on their own.
- Have students write the letters *Hh* on their own. Then have them write or say a word that begins with *h*.

Make It Harder

Students who can comfortably write *Hh* should work on the following extension activity with a partner.

- Distribute three note cards to each student. Have students write three of the following words on the note cards, one word per card: *hid, hip, hat, him, hop, mat, pot, cot*. Collect all of the cards, shuffle them, and place them in a stack.
- Students take turns turning over one card and reading aloud the word. If the word begins with *h*, the student writes letter *h* in the air and says the sound /h/.

SIDE A

Words with *LI*

Phonics is instruction in the relationships between letters and sounds.

Connect to *myView Literacy*:
Introduce *LI*: Unit 2, p. T158

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn how to spell the consonant sound /l/ in words.

STEP 2 MODEL

- Display the letters *LI*. These are the letters uppercase *L* and lowercase *l*. Letter *l* spells the sound /l/.
- Display the word *lit* and point to *l*. The letter *l* spells the sound /l/ at the beginning of *lit*. Say the word *lit* after me.
- Model how to write the letters *LI*. Point to lowercase *l*. Lowercase *l* spells the sound /l/ at the beginning of *lit*.

L I

lit

STEP 3 GUIDE PRACTICE

- Display the words *lot*, *lid*, *lap*. I'm going to say these words. Listen to the beginning sound in each word. Point to each word as you pronounce it.
- What sound is at the beginning of each word? (/l/) What letter spells the sound /l/? Allow time for students to respond.
- Let's write the letters uppercase *L* and lowercase *l*. We'll say the sound /l/ as we write each letter.

lot

lid

lap

STEP 4 ON THEIR OWN

Display the words at the right. Pronounce each word and have students say it after you. Then have students write one of the words, circle the *l*, and say the sound it spells.

lab

pal

lip

lot

CORRECTIVE FEEDBACK

IF students cannot identify and spell consonant *l*,

THEN model how to identify and spell consonant *l*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and spell consonant *l* may benefit from additional practice.

- Distribute the *l* letter tiles to each student. **The sound /l/ is spelled uppercase *L* or lowercase *l*.** Give students an opportunity to identify the sound of *l*. **How is the sound /l/ spelled?** Students should respond by saying the letter name *l*, pointing to the letter tiles *l*, or writing *l*.
- **Use your finger to trace the letters *l* on the letter tiles. While you are tracing, say the sound /l/.** Have students repeat this on their own.
- Have students write the letters *l* on their own. Then have them write or say a word that begins with *l*.

Make It Harder

Students who can comfortably write *l* should work on the following extension activity with a partner.

- Distribute three note cards to each student. Have students write three of the following words on the note cards, one word per card: *lip, lot, lid, lap, hid, mat, mop, hat, cot*. Collect all of the cards, shuffle them, and place them in a stack.
- Students take turns turning over one card and reading aloud the word. If the word begins with *l*, the student writes letter *l* in the air and says the sound /l/.

Words with Gg

Phonics is instruction in the relationships between letters and sounds.

Connect to *myView Literacy*:
Introduce Gg: Unit 2, p. T186

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn how to spell the consonant sound /g/ in words.

STEP 2 MODEL

- Display the letters *Gg*. These are the letters uppercase *G* and lowercase *g*. Letter *g* spells the sound /g/.
- Display the word *gas* and point to *g*. The letter *g* spells the sound /g/ at the beginning of *gas*. Say the word *gas* after me.
- Model how to write the letters *Gg*. Point to lowercase *g*. Lowercase *g* spells the sound /g/ at the beginning of *gas*.

G **g**

gas

STEP 3 GUIDE PRACTICE

- Display the words *got*, *dog*, *gap*. I'm going to say these words. Listen for the sound /g/ in each word. Point to each word as you pronounce it.
- What words have /g/ at the beginning? (*got*, *gap*) What word has /g/ at the end? (*dog*) What letter spells the sound /g/? (*g*)
- Let's write the letters uppercase *G* and lowercase *g*. We'll say the sound /g/ as we write each letter.

got

dog

gap

STEP 4 ON THEIR OWN

Display the words at the right. Pronounce each word and have students say it after you. Then have students write one of the words, circle the letter *g*, and say the sound it spells.

got

bag

gab

dig

CORRECTIVE FEEDBACK

IF students cannot identify and spell consonant Gg,

THEN model how to identify and spell consonant Gg, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and spell consonant Gg may benefit from additional practice.

- Distribute the Gg letter tiles to each student. **The sound /g/ is spelled uppercase G or lowercase g.** Give students an opportunity to identify the sound of Gg. **How is the sound /g/ spelled?** Students should respond by saying the letter name g, pointing to the letter tiles Gg, or writing Gg.
- **Use your finger to trace the letters Gg on the letter tiles.** **While you are tracing, say the sound /g/.** Have students repeat this on their own.
- Have students write the letters Gg on their own. Then have them write or say a word that begins or ends with g.

Make It Harder

Students who can comfortably write Gg should work on the following extension activity with a partner.

- Distribute three note cards to each student. Have students write three of the following words on the note cards, one word per card: *got, gap, dog, gas, big, hid, mat, mop, hat, cot*. Collect all of the cards, shuffle them, and place them in a stack.
- Students take turns turning over one card and reading aloud the word. If the word has g, the student writes letter g in the air and says the sound /g/.

SIDE A

Consonant Blend Words

A **consonant blend** is a blended sound represented by two or three consonant letters.

Connect to *myView Literacy*:
Introduce Consonant Blends:
Unit 2, p. T214

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

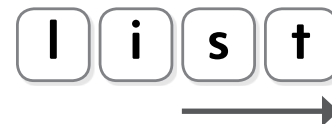
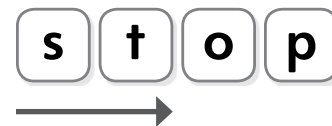
ROUTINE

STEP 1 INTRODUCE

Consonant blends are two consonants that are read together. The sounds blend into each other. Today we will read words that begin or end with consonant blends.

STEP 2 MODEL

- Display the word *stop*. This is the word *stop*. Point to each sound spelling as you segment, exaggerating the sounds /s/ and /t/: /s/ /t/ /o/ /p/. Listen to how the letters *s* and *t* blend: /s/ /t/, /st/. Say it with me: /s/ /t/, /st/. Point to each letter as you blend the sounds and read the word: /st/ /o/ /p/, *stop*. What letters spell the blended sound /st/? (*st*)
- Display the word *list*. This is the word *list*. Point to each sound spelling as you segment the letter sound: /l/ /i/ /s/ /t/. In *list*, the *st* blend is at the end of the word. Say it with me: /l/ /i/ /st/. Point to each letter as you blend the sounds and read the word. What letters spell the sound /st/? (*st*)
- Have students write or trace the letters *st*.



STEP 3 GUIDE PRACTICE

Display the word *drag* using letter tiles or cards. Point to the sound spellings and have students say the sounds with you, exaggerating the sounds /d/ /r/, /dr/: /dr/ /a/ /g/, *drag*. Ask: *What letters spell the sound /dr/?* (*d, r*) Have students write or trace the letters *dr*.



STEP 4 ON THEIR OWN

Have students decode the words at the right. Then have students write or trace each blend.



Consonant Blend Words

CORRECTIVE FEEDBACK

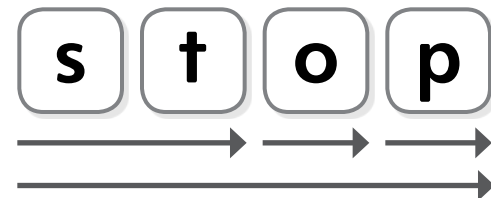
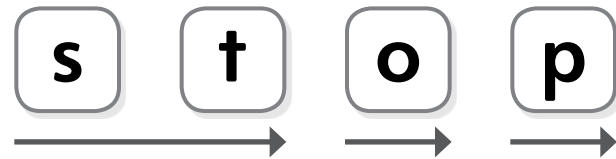
IF students cannot decode words with consonant blends,

THEN model how to read words with consonant blends, using Steps 2 and 3. Next, work through the Make It Easier activity below.

Make It Easier

Students may benefit from a tactile blending activity.

- Display letter tiles for the word *stop*, leaving space between each letter. Tap *s* and *t* and blend the sounds: /s/ /t/, /st/, /st/, /st/. Have students repeat.
- Tap the sound spellings and say the sounds: /st/ /o/ /p/. Have students repeat.
- **Now I'll blend all the sounds to say the word: *stop*.** Ask: **How do we spell the sounds in *stop*?** (*s, t, o, p*) **What letters spell the consonant blend /st/?** (*s, t*)
- Provide each student with letter tiles. Display the words below. Have students use tiles to spell each word. Next, have students tap each sound spelling as they say its sound. Then have students blend the sounds and say the word.



mast

drag

Stan

drip

Make It Harder

Students may be ready to work with a partner on an extension activity.

- Provide letter tiles for the students. Each student thinks of a word with a consonant blend.
- The first partner says his or her word. *My word is drag.*
- The other partner uses letter tiles to spell the blend. *The consonant blend in drag is dr.*
- Partners continue taking turns as time allows. Students may help each other form blends.

SIDE A

Short e Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Introduce **Ee**: Unit 2, p. T242

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

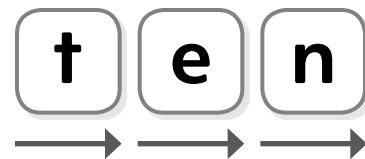
STEP 1 INTRODUCE

Display the letters *E* and *e*. Point to the uppercase *E*. **This is the letter uppercase *E*.** Point to the lowercase *e*. **This is the letter lowercase *e*.** The letter *e* is a vowel. Today we are going to read words with the short *e* sound /e/ spelled with the letter *e*.



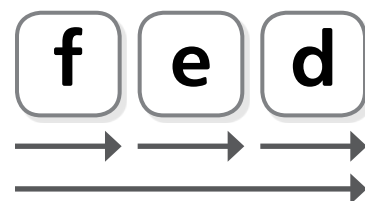
STEP 2 MODEL

- Display the word *ten*. Point to each letter as you decode. **Listen to the sounds in *ten*: /t/ /e/ /n/. Say them with me: /t/ /e/ /n/. What is the middle sound in *ten*? (/e/) The middle sound /e/ is spelled with the letter *e*.**
- Distribute letter tiles or cards for *Ee*. Have students use their finger to trace each letter on the tiles as they say the sound /e/.
- Model how to write the letters *Ee*. Point to lowercase *e* as you say: **Lowercase *e* spells the short *e* sound /e/ in *ten*.**



STEP 3 GUIDE PRACTICE

Display the word *fed*. **Let's try this word.** Point to each sound spelling and have students say the sound with you as you decode: /f/ /e/ /d/, *fed*. Ask: **What is the vowel sound in *fed*? (/e/)** **How do we spell that sound? (e)** Have students write and say the word *fed* with you.



STEP 4 ON THEIR OWN

Display the words at the right. Have students blend the letter sounds to read each word. Then have them write the words.



CORRECTIVE FEEDBACK

IF students cannot identify and spell *Ee* or read and write words with short *e*,

THEN model how to identify vowel *e* and read and write words with short *e*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write words with short *e* may need more explicit instruction on how to identify the sound /e/ spelled *e*.

- Display the word *pet*. *This is the word pet.* Point to each letter while saying the sounds. /p/ /e/ /t/. *What letter spells the sound /e/ in the word pet?* (e) Point to the letter *e*. *Yes, the letter e spells the sound /e/ in the word pet.*
- Display the word *leg*. *Let's try this one. This is the word leg.* Point to each letter while saying the sounds. /l/ /e/ /g/. *What letter spells the sound /e/ in the word leg?* (e) Point to the letter *e*. *Yes, the letter e spells the sound /e/ in the word leg.*
- Practice with the words at the right.

met

men

let

den

Make It Harder

Students who can read and write words with short *e* may work with a partner on the following extension activity.

- Ask partners to spell these words with letter tiles.

hem

hen

net

beg

bed

- Ask students to write the words. Then ask students to circle the letter that spells the sound /e/ in each word.

SIDE A

Words with Initial Ww and Yy

Phonics is instruction in the relationships between letters and sounds.

Connect to *myView Literacy*:
Introduce Ww and Yy: Unit 2,
p. T270

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn how to spell the consonant sounds /w/ and /y/ at the beginning of words.

STEP 2 MODEL

- Display the letters *Ww*. This is an uppercase *W* and a lowercase *w*. Letter *w* spells the sound /w/.
- Display the word *win* and point to *w*. The letter *w* spells the sound /w/ at the beginning of *win*.
- Model how to write the letters *Ww*. Point to lowercase *w*. Lowercase *w* spells the sound /w/ at the beginning of *win*.
- Repeat with the letters *Yy* and the word *yak*.

W **w**

win

STEP 3 GUIDE PRACTICE

- Display the words *wet*, *yet*, *wagon*, *yam*. I'm going to say these words. Listen to the beginning sound in each word. Point to each word as you pronounce it.
- What words begin with the sound /w/? (*wet*, *wag*) What letter spells the sound /w/? (*w*) Repeat with *yet* and *yam*.
- Let's write the letters uppercase *W* and lowercase *w*. We'll say the sound /w/ as we write each letter. Repeat for *Yy*.

wet

yet

wag

yam

STEP 4 ON THEIR OWN

Display the words at the right. Pronounce each word and have students say it after you. Then have students write a *w* word and a *y* word, circle the letter *w* or *y*, and say the sound it spells.

we

yes

wit

yam

Words with Initial Ww and Yy

CORRECTIVE FEEDBACK

IF students cannot identify and spell consonants Ww and Yy,

THEN model how to identify and spell consonants Ww and Yy, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and spell consonants Ww and Yy may benefit from additional practice.

- Distribute the Ww and Yy letter tiles to each student. **The sound /w/ is spelled uppercase W or lowercase w.** Give students an opportunity to identify the sound of w. **How is the sound /w/ spelled?** Students should respond by saying the letter name w, pointing to the letter tiles Ww, or writing Ww.
- **Use your finger to trace the letters Ww on the letter tiles. While you are tracing, say the sound /w/.** Have students repeat this on their own.
- Have students write the letters Ww on their own. Then have them write or say a word that begins with w. Repeat with the letters Yy.

Make It Harder

Students who can comfortably write Ww and Yy should work on the following extension activity with a partner.

- Distribute three note cards to each student. Have students write three of the following words on the note cards, one word per card: *wet, yes, yap, win, yam, mat, mop, hat, cot*. Collect all of the cards, shuffle them, and place them in a stack.
- Students take turns turning over one card and reading aloud the word. If the word begins with Ww or Yy, the student writes letter w or y in the air and says the sound /w/ or /y/.

SIDE A

Word Families *-op, -ot*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Word Families -op and -ot: Unit 2,
p. T428

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

A word family is a group of words that have the same ending sounds spelled the same way. Today we will read and write words from the word families *-op* and *-ot*.

STEP 2 MODEL

- Display these words: *hop, mop*. This word is *hop*. *Hop* ends with the sounds /o/ /p/ spelled *op*. Read the word again while pointing to the letters *op*. Repeat with *mop*.
- *Hop* and *mop* share the ending sounds /o/ /p/ spelled *op*. They are part of the same word family. Have students say each word with you.
- Repeat with *dot* and *hot* for the word family *-ot*.

hop

mop

dot

hot

STEP 3 GUIDE PRACTICE

- Display the word *cot*. Let's try it with this word, *cot*. Let's say the sounds together: /k/ /o/ /t/. What sounds do we hear at the end of the word *cot*? (/o/ /t/) What letters spell the sounds /o/ /t/? (*ot*) Point to the letters *ot*. Repeat with *tot*.
- What do you notice about the words *cot* and *tot*? Allow time for students to reply. That's correct. They both end with the sounds /o/ /t/ spelled *ot*. Ask students to write and say the words *cot* and *tot*.
- Repeat with *top* and *pop* for the *-op* word family.

cot

tot

top

pop

STEP 4 ON THEIR OWN

Display these words: *drop, pot, got, stop*. Have students read them and then group them into word families. Then ask students to write one word from each word family and underline *op* or *ot* in each.

Word Families *-op, -ot*

CORRECTIVE FEEDBACK

IF students cannot read and write words with *-op* and *-ot*,

THEN model how to read and write words with *-op* and *-ot*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write words with *-op* and *-ot* may benefit from explicit instruction on decoding words from these word families.

- Display the word *mop*. *This is the word mop.* Point to each letter while reading the word again. *What sounds do we hear at the end of the word mop?* (/o/ /p/) *What letters spell the sounds /o/ /p/?* (*op*) Ask students to point to the letters *op*. Have them write these letters and then trace them with their finger.
- Display the word *hot*. *This is the word hot.* Point to each letter while reading the word again. *What sounds do we hear at the end of the word hot?* (/o/ /t/) *What letters spell the sounds /o/ /t/?* (*ot*) Ask students to point to the letters *ot*. Have them write these letters and then trace them with their finger.
- Display these words: *hop, top, cot, pot*. Ask students to read each word and identify the letters that spell the sounds /op/ or /ot/ in each. Have students write *op* and *ot*.

mop

hot

Make It Harder

Students may work on the following extension activity.

- Display the word *stop*. Ask students to think of additional words that are in the same word family as the word *stop*. Write the words for students to see. Then ask students to write their favorite word.
- Display the word *spot*. Ask students to think of additional words that are in the same word family as the word *spot*. Write the words for students to see. Then ask students to write their favorite word.

SIDE A

Word Families *-en, -et*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Word Families *-en* and *-et*: Unit 2,
p. T434

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

A word family is a group of words that have the same ending sounds spelled the same way. Today we will read and write words from the word families *-en* and *-et*.

STEP 2 MODEL

- Display these words: *den, Ben*. This word is *den*. *Den* ends with the sounds /e/ /n/ spelled *en*. Read the word again while pointing to the letters *en*. Repeat with *Ben*.
- *Den* and *Ben* share the ending sounds /e/ /n/ spelled *en*. They are part of the same word family. Have students say each word with you.
- Repeat with *set* and *met* for the word family *-et*.

den

Ben

set

met

STEP 3 GUIDE PRACTICE

- Display the word *yet*. Let's try it with this word, *yet*. Let's say the sounds together: /y/ /e/ /t/. What sounds do we hear at the end of the word *yet*? (/e/ /t/) What letters spell the sounds /e/ /t/? (*et*) Point to the letters *et*. Repeat with *pet*.
- What do you notice about the words *yet* and *pet*? Allow time for students to reply. That's correct. They both end with the sounds /e/ /t/ spelled *et*. Ask students to write and say the words *yet* and *pet*.
- Repeat with *pen* and *Ken* for the *-en* word family.

yet

pet

pen

Ken

STEP 4 ON THEIR OWN

Display these words: *hen, net, ten, let*. Have students read the words and then group them into word families. Then ask students to write one word from each word family and underline *en* or *et* in each.

Word Families *-en, -et*

CORRECTIVE FEEDBACK

IF students cannot read and write words with *-en* and *-et*,

THEN model how to read and write words with *-en* and *-et*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write words with *-en* and *-et* may benefit from explicit instruction on decoding words from these word families.

- Display the word *men*. *This is the word men.* Point to each letter while reading the word again. *What sounds do we hear at the end of the word men?* (/e/ /n/) *What letters spell the sounds /e/ /n/?* (*en*) Ask students to point to the letters *en*. Have them write these letters and then trace them with their finger.
- Display the word *get*. *This is the word get.* Point to each letter while reading the word again. *What sounds do we hear at the end of the word get?* (/e/ /t/) *What letters spell the sounds /e/ /t/?* (*et*) Ask students to point to the letters *et*. Have them write these letters and then trace them with their finger.
- Display these words: *hen, ten, net, pet*. Ask students to read each word and identify the letters that spell the sounds /en/ or /et/ in each. Have students write *en* and *et*.

men

get

Make It Harder

Students who can read and write words with *-en* and *-et* may work on the following extension activity.

- Display the word *ten*. Ask students to think of additional words that are in the same word family as the word *ten*. Write the words for students to see. Then ask students to write their favorite word.
- Display the word *let*. Ask students to think of additional words that are in the same word family as the word *let*. Write the words for students to see. Then ask students to write their favorite word.

SIDE A

Words with Initial Jj

Phonics is instruction in the relationships between letters and sounds.

Connect to *myView Literacy*:
Introduce **Jj**: Unit 3, p. T18

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn how to spell the consonant sound /j/ at the beginning of words.

STEP 2 MODEL

- Display the letters *Jj*. This is the letter uppercase *J* and the letter lowercase *j*. Both spell the sound /j/.
- Display the word *jam* and point to *j*. The letter *j* spells the sound /j/ at the beginning of *jam*.
- Model how to write the letters *Jj*. Point to lowercase *j*. Lowercase *j* spells the sound /j/ at the beginning of *jam*.

J j

jam

STEP 3 GUIDE PRACTICE

- Display the words *jet*, *jog*, *job*. I'm going to say these words. Listen to the beginning sound in each word. Point to each word as you pronounce it.
- What sound is at the beginning of each word? (/j/) What letter spells the sound /j/? Allow time for students to respond.
- Let's write the letters uppercase *J* and lowercase *j*. We'll say the sound /j/ as we write each letter.

jet

jog

job

STEP 4 ON THEIR OWN

Display the words at the right. Pronounce each word and have students say it after you. Then have students write one of the words, circle the letter *j*, and say the sound it spells.

jot

Jon

jig

jam

Words with Initial Jj

CORRECTIVE FEEDBACK

IF students cannot identify and spell consonant *Jj*,

THEN model how to identify and spell consonant *Jj*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and spell consonant *Jj* may benefit from additional practice.

- Distribute the *Jj* letter tiles to each student. **The sound /j/ is spelled uppercase *J* or lowercase *j*.** Give students an opportunity to identify the sound of *Jj*. **How is the sound /j/ spelled?** Students should respond by saying the letter name *j*, pointing to the letter tiles *Jj*, or writing *Jj*.
- **Use your finger to trace the letters *Jj* on the letter tiles. While you are tracing, say the sound /j/.** Have students repeat this on their own.
- Have students write the letters *Jj* on their own. Then have them write or say a word that begins with *j*.

Make It Harder

Students who can comfortably write *Jj* should work on the following extension activity with a partner.

- Distribute three note cards to each student. Have students write three of the following words on the note cards, one word per card: *Jim, jog, jam, jet, Jon, win, yap, mat, mop, cot*. Collect all of the cards, shuffle them, and place them in a stack.
- Students take turns turning over one card and reading aloud the word. If the word begins with *Jj*, the student writes letter *j* in the air and says the sound /j/.

SIDE A

Words with Final x

Phonics is instruction in the relationships between letters and sounds.

Connect to *myView Literacy*:
Introduce Xx: Unit 3, p. T48

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn how to spell the consonant sound /ks/ at the end of words.

STEP 2 MODEL

- Display the letters Xx. This is the letter uppercase X and the letter lowercase x. Both spell the sound /ks/. There aren't many words that begin with X, but many words end in x.
- Display the word *box* and point to x. The letter x spells the sound /ks/ at the end of *box*.
- Model how to write the letters Xx. Point to lowercase x. Lowercase x spells the sound /ks/ at the end of *box*.

X x

box

STEP 3 GUIDE PRACTICE

- Display the words *ax*, *ox*, *fix*. I'm going to say these words. Listen to the ending sound in each word. Point to each word as you pronounce it.
- What sound is at the end of each word? (/ks/) What letter spells the sound /ks/? Allow time for students to respond.
- Let's write the letters uppercase X and lowercase x. We'll say the sound /ks/ as we write each letter.

ax

ox

fix

STEP 4 ON THEIR OWN

Display the words at the right. Pronounce each word and have students say it after you. Then have students write one of the words, circle the letter x, and say the sound it spells.

mix

Max

wax

fox

Words with Final x

CORRECTIVE FEEDBACK

IF students cannot identify and spell consonant Xx,

THEN model how to identify and spell consonant Xx, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and spell consonant Xx may benefit from additional practice.

- Distribute the Xx letter tiles to each student. **The sound /ks/ is spelled uppercase X or lowercase x.** Give students an opportunity to identify the sound of Xx. **How is the sound /ks/ spelled?** Students should respond by saying the letter name x, pointing to the letter tiles Xx, or writing Xx.
- **Use your finger to trace the letters X and x on the letter tiles. While you are tracing, say the sound /ks/.** Have students repeat this on their own.
- Have students write the letters Xx on their own. Then have them write or say a word that ends with x.

Make It Harder

Students who can comfortably write Xx should work on the following extension activity with a partner.

- Distribute three note cards to each student. Have students write three of the following words on the note cards, one word per card: *tax, six, hat, fox, pop, box, yap, mat, mop, cot*. Collect all of the cards, shuffle them, and place them in a stack.
- Students take turns turning over one card and reading aloud the word. If the word ends with x, the student writes letter x in the air and says the sound /ks/.

SIDE A

Short *u* Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Introduce **Uu**: Unit 3, p. T76

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

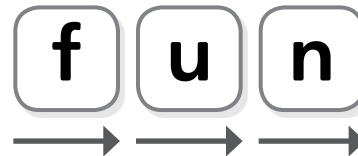
STEP 1 INTRODUCE

Display the letters *U* and *u*. Point to the uppercase *U*. This is the letter uppercase *U*. Point to the lowercase *u*. This is the letter lowercase *u*. The letter *u* is a vowel. Today we are going to read words with the short *u* sound /u/ spelled with the letter *u*.



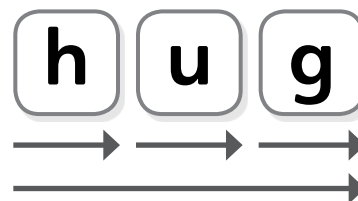
STEP 2 MODEL

- Display the word *fun*. Point to each letter as you decode. Listen to the sounds in *fun*: /f/ /u/ /n/. Say them with me: /f/ /u/ /n/. What is the middle sound in *fun*? (/u/) The middle sound /u/ is spelled with the letter *u*.
- Distribute letter tiles or cards for *Uu*. Have students use their finger to trace each letter on the tiles as they say the sound /u/.
- Model how to write the letters *Uu*. Point to lowercase *u* as you say: Lowercase *u* spells the short *u* sound /u/ in *fun*.



STEP 3 GUIDE PRACTICE

Display the word *hug*. Let's try this word. Point to each sound spelling and have students say the sound with you as you decode: /h/ /u/ /g/, *hug*. Ask: What is the vowel sound in *hug*? (/u/) How do we spell that sound? (*u*) Have students write and say the word *hug* with you.



STEP 4 ON THEIR OWN

Display these words: *mud*, *bug*, *cub*, *hum*. Have students blend the letter sounds to read each word. Then have them write the words.

CORRECTIVE FEEDBACK

IF students cannot identify and spell *Uu* or read and write words with short *u*,

THEN model how to identify vowel *u* and read and write words with short *u*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write words with short *u* may need more explicit instruction on how to identify the sound /*u*/ spelled *u*.

- Display the word *bus*. **This is the word *bus*.** Point to each letter while saying the sounds. /*b*/ /*u*/ /*s*/. **What letter spells the sound /*u*/ in the word *bus*? (*u*)** Point to the letter *u*. **Yes, the letter *u* spells the sound /*u*/ in the word *bus*.**
- Display the word *cup*. **Let's try this one. This is the word *cup*.** Point to each letter while saying the sounds. /*k*/ /*u*/ /*p*/. **What letter spells the sound /*u*/ in the word *cup*? (*u*)** Point to the letter *u*. **Yes, the letter *u* spells the sound /*u*/ in the word *cup*.**
- Practice with the words at the right.

bud

gum

dug

cut

Make It Harder

Students who can read and write words with short *u* may work on the following extension activity.

- Students should work with a partner. Ask partners to spell the following words with letter tiles.

mum

hub

nut

mug

- Ask students to write the words and then circle the letter that spells the sound /*u*/ in each word.

SIDE A

Words with Initial Vv

Phonics is instruction in the relationships between letters and sounds.

Connect to *myView Literacy*:
Introduce Vv: Unit 3, p. T110

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

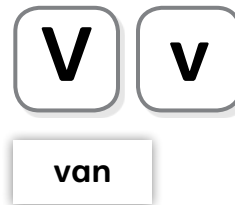
ROUTINE

STEP 1 INTRODUCE

Today we are going to learn how to spell the consonant sound /v/ at the beginning of words.

STEP 2 MODEL

- Display the letters Vv. This is the letter uppercase V and the letter lowercase v. Both spell the sound /v/.
- Display the word *van* and point to v. The letter v spells the sound /v/ at the beginning of *van*.
- Model how to write the letters Vv. Point to lowercase v. Lowercase v spells the sound /v/ at the beginning of *van*.



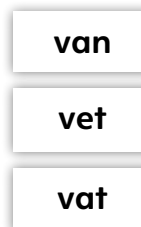
STEP 3 GUIDE PRACTICE

- Display the words *vet* and *vat*. I'm going to say these words. Listen to the beginning sound in each word. Point to each word as you pronounce it.
- What sound is at the beginning of each word? (/v/) What letter spells the sound /v/? Allow time for students to respond.
- Let's write the letters uppercase V and lowercase v. We'll say the sound /v/ as we write each letter.



STEP 4 ON THEIR OWN

Display the words at the right. Pronounce each word and have students say it after you. Then have students write one of the words, circle the letter v, and say the sound it spells.



Words with Initial Vv

CORRECTIVE FEEDBACK

IF students cannot identify and spell consonant Vv,

THEN model how to identify and spell consonant Vv, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and spell consonant Vv may benefit from additional practice.

- Distribute the Vv letter tiles to each student. **The sound /v/ is spelled uppercase V or lowercase v.** Give students an opportunity to identify the sound of Vv. **How is the sound /v/ spelled?** Students should respond by saying the letter name v, pointing to the letter tiles Vv, or writing Vv.
- **Use your finger to trace the letters Vv on the letter tiles. While you are tracing, say the sound /v/.** Have students repeat this on their own.
- Have students write the letters Vv on their own. Then have them write or say a word that begins with v.

Make It Harder

Students who can comfortably write Vv should work on the following extension activity with a partner.

- Distribute three note cards to each student. Have students write three of the following words on the note cards, one word per card: *van, vet, vat, job, mop, hat, pat*. Collect all of the cards, shuffle them, and place them in a stack.
- Students take turns turning over one card and reading aloud the word. If the word begins with v, the student writes letter v in the air and says the sound /v/.

SIDE A

Words with Initial Zz

Phonics is instruction in the relationships between letters and sounds.

Connect to *myView Literacy*:
Introduce Zz: Unit 3, p. T138

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn how to spell the consonant sound /z/ at the beginning of words.

STEP 2 MODEL

- Display the letters Zz. This is the letter uppercase Z and the letter lowercase z. Both spell the sound /z/.
- Display the word *zip* and point to z. The letter z spells the sound /z/ at the beginning of *zip*.
- Model how to write the letters Zz. Point to lowercase z. Lowercase z spells the sound /z/ at the beginning of *zip*.

Z z

zip

STEP 3 GUIDE PRACTICE

- Display the word *zap*. I'm going to say this word. Listen to the beginning sound. Point to *zap* as you pronounce it.
- What sound is at the beginning of *zap*? (/z/) What letter spells the sound /z/? Allow time for students to respond.
- Let's write the letters uppercase Z and lowercase z. We'll say the sound /z/ as we write each letter.

zap

STEP 4 ON THEIR OWN

Display the words at the right. Pronounce each word and have students say it after you. Then have students write one of the words, circle the letter z, and say the sound it spells.

zig

zag

Words with Initial Zz

CORRECTIVE FEEDBACK

IF students cannot identify and spell consonant Zz,

THEN model how to identify and spell consonant Zz, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and spell consonant Zz may benefit from additional practice.

- Distribute the Zz letter tiles to each student. *The sound /z/ is spelled uppercase Z or lowercase z.* Give students an opportunity to identify the sound of Zz. *How is the sound /z/ spelled?* Students should respond by saying the letter name z, pointing to the letter tiles Zz, or writing Zz.
- *Use your finger to trace the letters Zz on the letter tiles. While you are tracing, say the sound /z/.* Have students repeat this on their own.
- Have students write the letters Zz on their own. Then have them write or say a word that begins with z.

Make It Harder

Students who can comfortably write Zz should work on the following extension activity with a partner.

- Distribute three note cards to each student. Have students write three of the following words on the note cards, one word per card: *zip, zap, zig, zag, vet, job, mop, hat, pat.* Collect all of the cards, shuffle them, and place them in a stack.
- Students take turns turning over one card and reading aloud the word. If the word begins with z, the student writes letter z in the air and says the sound /z/.

Words with Initial Qq, Sound /kw/

Phonics is instruction in the relationships between letters and sounds.

Connect to *myView Literacy*:
Introduce Qq: Unit 3, p. T166

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn how to spell the consonant sound /kw/ at the beginning of words.

STEP 2 MODEL

- Display the letters *q* and *u*. These are the letters *q* and *u*. There aren't many words that begin with just *q*, so usually the letter *u* goes with it.
- Display the word *quit* and point to *qu*. The letters *qu* spell the sound /kw/ at the beginning of *quit*.
- Model how to write the letters *Qu* and *qu*. Point to lowercase *qu*. Lowercase *qu* spells the sound /kw/ at the beginning of *quit*.

q u

quit

STEP 3 GUIDE PRACTICE

- Display the word *quiz*. I'm going to say this word. Listen to the beginning sound. Point to *quiz* as you pronounce it.
- What sound is at the beginning of the word? (/kw/) What letters spell the sound /kw/? Allow time for students to respond.
- Let's write the letters uppercase *Qu* and lowercase *qu*. We'll say the sound /kw/ as we write the letters.

quiz

STEP 4 ON THEIR OWN

Display the words at the right. Pronounce each word and have students say it after you. Then have students write one of the words, circle the letters *qu* or *Qu*, and say the sound they spell.

quip

Quin

Words with Initial Qq, Sound /kw/

CORRECTIVE FEEDBACK

IF students cannot identify and spell consonant Qq,

THEN model how to identify and spell consonant Qq, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify and spell consonant Qq may benefit from additional practice.

- Distribute the Q, q, and u letter tiles to each student. The sound /kw/ is spelled uppercase Q and lowercase u or lowercase q and lowercase u.
- Give students an opportunity to identify the sound of qu. How is the sound /kw/ spelled? Students should respond by saying the letter names qu, pointing to the letter tiles Qu or qu, or writing Qu or qu.
- Use your finger to trace the letters qu on the letter tiles. While you are tracing, say the sound /kw/. Have students repeat this on their own.
- Have students write the letters Qu and qu on their own. Then have them write or say a word that begins with qu.

Make It Harder

Students who can comfortably write Qu and qu should work on the following extension activity with a partner.

- Distribute three note cards to each student. Have students write three of the following words on the note cards, one word per card: quip, quit, quiz, zag, van, jet, mop, hat, pat. Collect all of the cards, shuffle them, and place them in a stack.
- Students take turns turning over one card and reading aloud the word. If the word begins with Qu or qu, the student writes letters Qu or qu in the air and says the sound /kw/.

SIDE A

Short *a* and Long *a* Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Introduce Short *a* and Long *a*:
Unit 3, p. T194

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

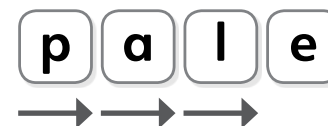
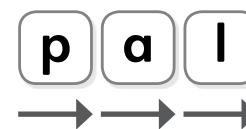
ROUTINE

STEP 1 INTRODUCE

The letter *a* can spell the short sound /*a*/ and the long sound /*ā*/. Today we will read and write words with the sounds short *a* and long *a*.

STEP 2 MODEL

- Display *pal*. This is the word *pal*. I hear the short *a* sound /*a*/ in the middle of the word. Point to each letter as you segment the sounds. Listen to the sounds: /*p*/ /*a*/ /*l*/, *pal*. Point to the letter *a*. The letter *a* spells the short *a* sound in the word *pal*. Let's say the word *pal*.
- Display *pale*. This is the word *pale*. I hear the long *a* sound /*ā*/ in the middle of the word. Point to each letter as you segment the sounds. Listen to the sounds: /*p*/ /*ā*/ /*l*/, *pale*. Point to the letters *ale*. Many words spell the sound /*ā*/ when the word has the vowel *a*, a consonant, and the letter *e* at the end. Let's say the word *pale*.



STEP 3 GUIDE PRACTICE

- Display the word *can*. Say and blend the sounds with me: /*k*/ /*a*/ /*n*/, *can*. What is the middle sound? (/*a*/) What letter spells the sound /*a*/? (*a*) Ask students to write and say the word *can* and underline *a*.
- Display the word *cane*. Say and blend the sounds with me: /*k*/ /*ā*/ /*n*/, *cane*. What is the middle sound? (/*ā*/) What letters spell the sound /*ā*/? (*a_e*) Have students write and say *cane*.

can

cane

STEP 4 ON THEIR OWN

Have students read these words and identify the middle sound in each.

Sam

same

man

mane

tap

tape

Short *a* and Long *a* Words

CORRECTIVE FEEDBACK

IF students cannot read and write words with /*a*/ and /*ā*/,

THEN model how to read and write words with /*a*/ and /*ā*/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write words with /*a*/ and /*ā*/ might need more explicit instruction on how to identify these sounds.

- Display the word *cap*. *This is the word cap*. Point to each letter while saying the sounds. /*k*/ /*a*/ /*p*/. *What letter spells the sound /a/ in the word cap?* (*a*) Point to the letter *a*. *Yes, the letter a spells the sound /a/ in the word cap*.
- Display the word *cape*. *This is the word cape*. Point to each letter while saying the sounds. /*k*/ /*ā*/ /*p*/. *What letters spell the sound /ā/ in the word cape?* (*a_e*) Point to the letters *ape*. *Yes, the letters a_e spell the sound /ā/ in the word cape*.
- Repeat with these words: *mad, made, fad, fade*. Have students spell the words with letter tiles and read aloud each word again.

Make It Harder

Students who can read and write words with short *a* and long *a* should work on the following extension activity with a partner.

- Distribute ten note cards to each pair. Have partners write the following words, one word per card: *pal, pale, can, cane, Sam, same, man, mane, tap, tape*. Have partners shuffle the cards and place them in a stack.
- Students take turns turning over one card and reading aloud the word. Have students place the short *a* words in one pile and the long *a* words in another pile.
- Once all cards have been read and sorted, have students read all of the short *a* words and then all of the long *a* words.

SIDE A

Short *i* and Long *i* Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to myView Literacy:
Introduce Short *i* and Long *i*: Unit 3,
p. T250

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

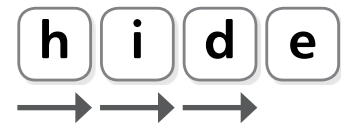
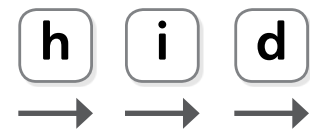
ROUTINE

STEP 1 INTRODUCE

Today we will read and write words with the sounds short *i* and long *i*.

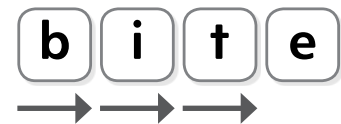
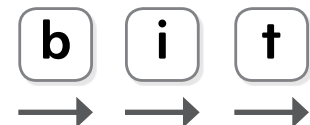
STEP 2 MODEL

- Display and read aloud this word: *hid*. I hear the vowel sound short *i*, /i/, in the middle of the word *hid*. Say each sound while emphasizing /i/. /h/ /i/ /d/. *Hide*. Point to the letter *i*. The letter *i* spells the short *i* sound in the word *hid*.
- Display this word: *hide*. I hear the vowel sound long *i*, /ī/, in the middle of the word *hide*. Say each sound while emphasizing /ī/. /h/ /ī/ /d/. *Hide*. Point to the letters *ide*. The vowel *i* is followed by the consonant *d* and the final letter *e*. The *i*-consonant-*e* pattern spells the long *i* sound in the word *hide*.



STEP 3 GUIDE PRACTICE

- Display the word *bit*. Say and blend the sounds with me: /b/ /i/ /t/, *bit*. What vowel sound do we hear in the middle of the word *bit*? (/i/) What letter spells the sound /i/? (*i*) Ask students to write the word *bit* and underline *i*.
- Display the word *bite*. Say and blend the sounds with me: /b/ /ī/ /t/, *bite*. What vowel sound do we hear in the middle of the word *bite*? (/ī/) What vowel pattern spells the sound /ī/? (*i_e*) Ask students to write the word *bite* and underline *i* and *e*.



STEP 4 ON THEIR OWN

Display the words *pin/pine* and *fin/fine*. Have students read the words and identify the middle sound in each.

Short *i* and Long *i* Words

CORRECTIVE FEEDBACK

IF students cannot read and write words with /i/ and /ī/,

THEN model how to read and write words with /i/ and /ī/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write words with /i/ and /ī/ might need more explicit instruction on how to identify the sound /i/ spelled *i*.

- Display the word *sit*. **This is the word *sit*.** Point to each letter while saying the sounds. /s/ /i/ /t/. **What letter spells the sound /i/ in the word *sit*?** (i) Point to the letter *i*. **Yes, the letter *i* spells the sound /i/ in the word *sit*.**
- Display the word *lip*. **This is the word *lip*.** Point to each letter while saying the sounds. /l/ /i/ /p/. **What letter spells the sound /i/ in the word *lip*?** (i) Point to the letter *i*. **Yes, the letter *i* spells the sound /i/ in the word *lip*.**
- Repeat with the words at the right.

bin

rim

pit

Make It Harder

Students who can read and write words with /i/ and /ī/ should work on the following extension activity.

- Students should work with a partner. Ask partners to spell the following words with letter tiles.

kit

kite

rid

ride

- Ask students to write the words. Then ask students to circle the words with the long *i* sound, /ī/.

SIDE A

Word Families *-ug, -un*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Word Families *-ug* and *-un*: Unit 3,
p. T436

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

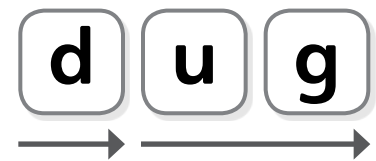
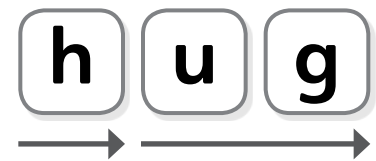
ROUTINE

STEP 1 INTRODUCE

A word family is a group of words that have the same ending sounds spelled the same way. Today we will read and write words from the word families *-ug* and *-un*.

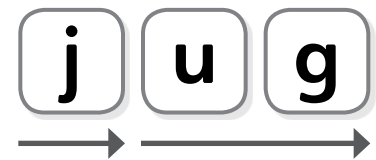
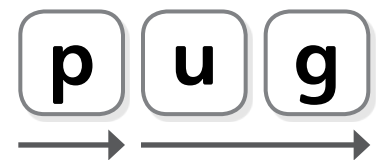
STEP 2 MODEL

- Display and read aloud these words: *hug, dug*. The word *hug* ends with the sounds /u/ /g/ spelled *ug*. Read the word again while pointing to the letters *ug*. The word *dug* ends with the sounds /u/ /g/ spelled *ug*. Read the word again while pointing to the letters *ug*.
- *Hug* and *dug* share the ending sounds /u/ /g/ spelled *ug*. They are part of the same word family. Have students say *hug* and *dug* with you.
- Repeat with *bun* and *run* for the word family *-un*.



STEP 3 GUIDE PRACTICE

- Display the word *pug*. Let's read this word together. *Pug*. Let's say the sounds of the word *pug* together. /p/ /u/ /g/. What sounds do we hear at the end of the word *pug*? (/u/ /g/) What letters spell the sounds /u/ /g/? (*ug*) Point to the letters *ug*.
- Repeat with *jug*.
- What do you notice about the words *pug* and *jug*? (They both end with the sounds /u/ /g/ spelled *ug*.) Ask students to write and say the words *pug* and *jug*.
- Repeat with *sun* and *fun*.



STEP 4 ON THEIR OWN

Ask students to read the words *bug, bun, sun, and tug* and group them into word families. Then ask students to write one word from each family.

Word Families *-ug, -un*

CORRECTIVE FEEDBACK

IF students cannot read and write words with *-ug* and *-un*,

THEN model how to read and write words with *-ug* and *-un*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write words with *-ug* and *-un* might need more explicit instruction on decoding words from these word families.

- Display the word *mug*. *This is the word mug*. Point to each letter while reading the word again. *What sounds do we hear at the end of the word mug?* (/u/ /g/) *What letters spell the sounds /u/ /g/?* (*ug*) Ask students to point to the letters *ug*.
- Display the word *run*. *This is the word run*. Point to each letter while reading the word again. *What sounds do we hear at the end of the word run?* (/u/ /n/) *What letters spell the sounds /u/ /n/?* (*un*) Ask students to point to the letters *un*.
- Display the words at the right. Ask students to read the words and then identify the letters that spell the sounds /u/ /g/ or /u/ /n/ in each.

mug

run

jug

bun

hug

fun

Make It Harder

Students who can read and write words with *-ug* and *-un* should work on the following extension activity.

- Display the word *dug*. Ask students to think of additional words that are in the same word family as the word *dug*. Write the words for students to see. Then ask students to write their favorite word.
- Display the word *sun*. Ask students to think of additional words that are in the same word family as the word *sun*. Write the words for students to see. Then ask students to write their favorite word.

SIDE A

Word Families *-ub, -ut*

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Word Families *-ub* and *-ut*: Unit 3,
p. T442

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

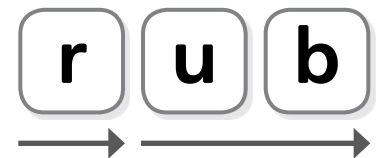
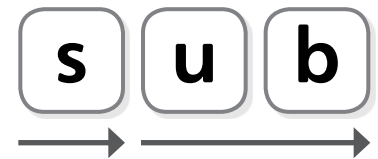
ROUTINE

STEP 1 INTRODUCE

A word family is a group of words that have the same ending sounds spelled the same way. Today we will read and write words from the word families *-ub* and *-ut*.

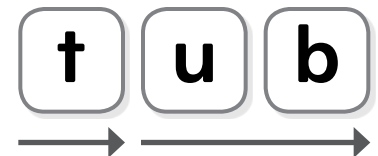
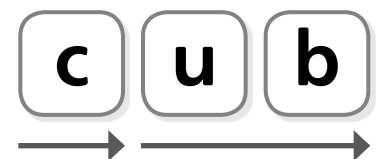
STEP 2 MODEL

- Display and read aloud these words: *sub, rub*. The word *sub* ends with the sounds /u/ /b/ spelled *ub*. Read the word again while pointing to the letters *ub*. The word *rub* ends with the sounds /u/ /b/ spelled *ub*. Read the word again while pointing to the letters *ub*.
- *Sub* and *rub* share the ending sounds /u/ /b/ spelled *ub*. They are part of the same word family. Have students say *sub* and *rub* with you.
- Repeat with *jut* and *hut* for the word family *-ut*.



STEP 3 GUIDE PRACTICE

- Display the word *cub*. Let's read this word together. *Cub*. Let's say the sounds of the word *cub* together. /k/ /u/ /b/. What sounds do we hear at the end of the word *cub*? (/u/ /b/) What letters spell the sounds /u/ /b/? (*ub*) Point to the letters *ub*.
- Repeat with *tub*.
- What do you notice about the words *cub* and *tub*? (They both end with the sounds /u/ /b/ spelled *ub*.) Ask students to write and say the words *rub* and *tub*.
- Repeat with *cut* and *nut*.



STEP 4 ON THEIR OWN

Ask students to read the words *rub, rut, hut, and tub* and group them into word families. Then ask students to write one word from each word family.

Word Families *-ub, -ut*

CORRECTIVE FEEDBACK

IF students cannot read and write words with *-ub* and *-ut*,

THEN model how to read and write words with *-ub* and *-ut*, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write words with *-ub* and *-ut* might need more explicit instruction on decoding words from these word families.

- Display the word *sub*. **This is the word *sub*.** Point to each letter while reading the word again. **What sounds do we hear at the end of the word *sub*?** (/u/ /b/) **What letters spell the sounds /u/ /b/?** (*ub*) Ask students to point to the letters *ub*.
- Display the word *hut*. **This is the word *hut*.** Point to each letter while reading the word again. **What sounds do we hear at the end of the word *hut*?** (/u/ /t/) **What letters spell the sounds /u/ /t/?** (*ut*) Ask students to point to the letters *ut*.
- Display the words at the right. Ask students to read the words and then identify the letters that spell the sounds /u/ /b/ or /u/ /t/ in each.

sub

hut

rub

gut

cub

nut

Make It Harder

Students who can read and write words with *-ub* and *-ut* should work on the following extension activity.

- Display the word *hub*. Ask students to think of additional words that are in the same word family as the word *hub*. Write the words for students to see. Then ask students to write their favorite word.
- Display the word *cut*. Ask students to think of additional words that are in the same word family as the word *cut*. Write the words for students to see. Then ask students to write their favorite word.

SIDE A

Short o and Long o Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Introduce Short o and Long o: Unit 4,
p. T18

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

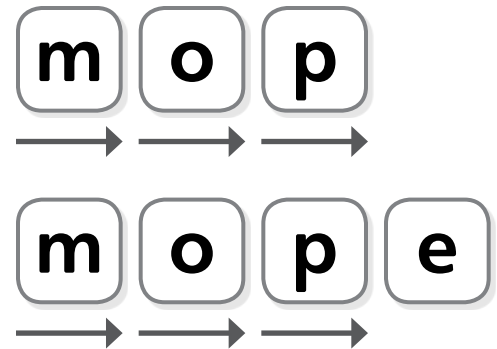
ROUTINE

STEP 1 INTRODUCE

Today we will read and write words with the sounds short o and long o.

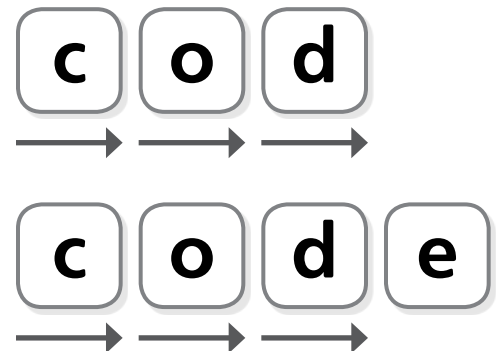
STEP 2 MODEL

- Display and say this word: *mop*. I hear the vowel sound short o, /o/, in the middle of the word *mop*. Say each sound while emphasizing /o/. /m/ /o/ /p/. *Mop*. Point to the letter o. The letter o spells the short o sound in the word *mop*.
- Display this word: *mope*. I hear the vowel sound long o, /ō/, in the middle of the word *mope*. Say each sound while emphasizing /ō/. /m/ /ō/ /p/. *Mope*. Point to the letters ope. The vowel o is followed by the consonant p and the final letter e. The o-consonant-e pattern spells the long o sound in the word *mope*.



STEP 3 GUIDE PRACTICE

- Display the word *cod*. Say and blend the sounds with me: /k/ /o/ /d/, *cod*. What vowel sound do we hear in the middle of the word *cod*? (/o/) What letter spells the sound /o/? (o) Ask students to write the word *cod* and underline o.
- Display the word *code*. Say and blend the sounds with me: /k/ /ō/ /d/, *code*. What vowel sound do we hear in the middle of the word *code*? (/ō/) What vowel pattern spells the sound /ō/? (o_e) Ask students to write the word *code*.



STEP 4 ON THEIR OWN

Ask students to read the words at the right and identify the middle sound in each word. Then ask students to write one word with short o and one word with long o.



Short o and Long o Words

CORRECTIVE FEEDBACK

IF students cannot read and write words with /o/ and /ō/,

THEN model how to read and write words with /o/ and /ō/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write words with /o/ and /ō/ might need more explicit instruction on how to identify the sound /o/ spelled o.

- Display the word *pot*. *This is the word pot.* Point to each letter while saying the sounds. /p/ /o/ /t/. *What letter spells the vowel sound /o/ in the word pot? (o)* Point to the letter o. *Yes, the letter o spells the sound /o/ in the word pot.*
- Display the word *dot*. *This is the word dot.* Point to each letter while saying the sounds. /d/ /o/ /t/. *What letter spells the vowel sound /o/ in the word dot? (o)* Point to the letter o. *Yes, the letter o spells the sound /o/ in the word dot.*
- Repeat with the words at the right.

lot

nod

cob

Make It Harder

Students who can read and write words with /o/ and /ō/ should work on the following extension activity.

- Students should work with a partner. Ask partners to spell the following words with letter tiles.

not

note

rod

rode

- Ask students to write the words. Then ask students to circle the words with the long o sound, /ō/.

SIDE A

Short *u* and Long *u* Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Introduce Short *u* and Long *u*:
Unit 4, p. T74

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

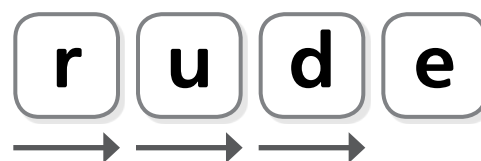
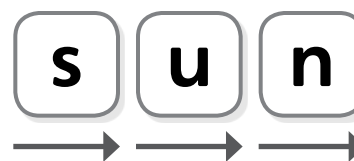
ROUTINE

STEP 1 INTRODUCE

Today we will read and write words with the sounds short *u* and long *u*.

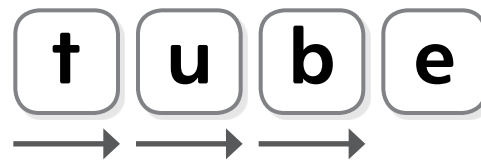
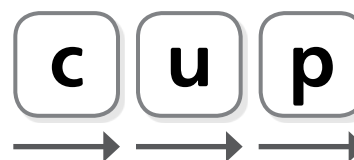
STEP 2 MODEL

- Display and read aloud this word: *sun*. I hear the vowel sound short *u*, /*u*/, in the middle of the word *sun*. Say each sound while emphasizing /*u*/. /*s*/ /*u*/ /*n*/. *Sun*. Point to the letter *u*. The letter *u* spells the short *u* sound in the word *sun*.
- Display this word: *rude*. I hear the vowel sound long *u*, /*ū*/, in the middle of the word *rude*. Say each sound while emphasizing /*ū*/. /*r*/ /*ū*/ /*d*/. *Rude*. Point to the letters *ude*. The vowel *u* is followed by the consonant *d* and the final letter *e*. The *u*-consonant-*e* pattern spells the long *u* sound in the word *rude*.



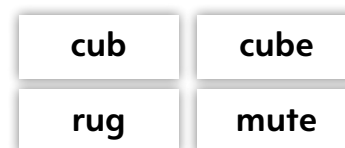
STEP 3 GUIDE PRACTICE

- Display the word *cup*. Say and blend the sounds with me: /*k*/ /*u*/ /*p*/, *cup*. What vowel sound do we hear in the middle of the word *cup*? (/u/) What letter spells the sound /u/? (*u*) Ask students to write the word *cup*.
- Display the word *tube*. Say and blend the sounds with me: /*t*/ /*ū*/ /*b*/, *tube*. What vowel sound do we hear in the middle of the word *tube*? (/ū/) What vowel pattern spells the sound /ū/? (*u_e*) Ask students to write the word *tube*.



STEP 4 ON THEIR OWN

Ask students to read the words at the right and identify the middle sound in each word. Then ask students to write the words.



Short *u* and Long *u* Words

CORRECTIVE FEEDBACK

IF students cannot read and write words with /u/ and /ū/,

THEN model how to read and write words with /u/ and /ū/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write words with /u/ and /ū/ might need more explicit instruction on how to identify the sound /u/ spelled *u*.

- Display the word *bud*. *This is the word bud.* Point to each letter while saying the sounds. /b/ /u/ /d/. *What letter spells the vowel sound /u/ in the word bud?* (*u*) Point to the letter *u*. *Yes, the letter u spells the sound /u/ in the word bud.*
- Display the word *dug*. *This is the word dug.* Point to each letter while saying the sounds. /d/ /u/ /g/. *What letter spells the vowel sound /u/ in the word dug?* (*u*) Point to the letter *u*. *Yes, the letter u spells the sound /u/ in the word dug.*
- Repeat with the words at the right.

tug

run

hum

Make It Harder

Students who can read and write words with /u/ and /ū/ should work on the following extension activity.

- Students should work with a partner. Ask partners to spell the following words with letter tiles.

fun

June

bus

tune

- Ask students to write the words. Then ask students to circle the words with the long *u* sound, /ū/.

SIDE A

Short e and Long e Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy*:
Introduce Short e and Long e: Unit 4,
p. T130

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

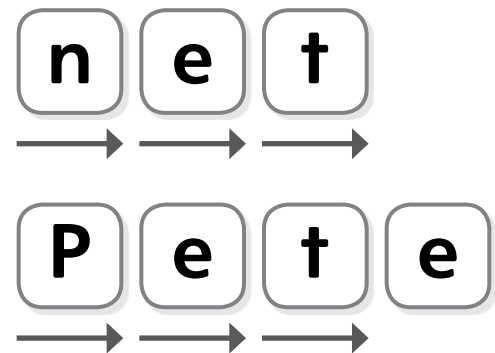
ROUTINE

STEP 1 INTRODUCE

Today we will read and write words with the sounds short e and long e.

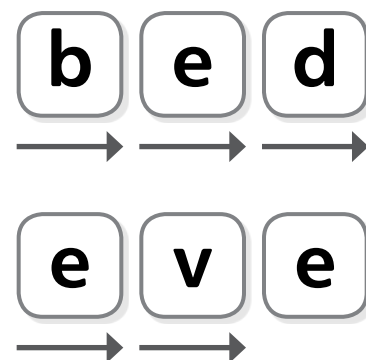
STEP 2 MODEL

- Display and read aloud this word: *net*. I hear the vowel sound short e, /e/, in the middle of the word *net*. Say each sound while emphasizing /e/. /n/ /e/ /t/. *Net*. Point to the letter e. The letter e spells the vowel sound short e in the word *net*.
- Display and read aloud this word: *Pete*. I hear the vowel sound long e, /ē/, in the middle of the word *Pete*. Say each sound while emphasizing /ē/. /p/ /ē/ /t/. *Pete*. Point to the letters *ete*. The vowel e is followed by the consonant t and the final letter e. The e-consonant-e pattern spells the vowel sound long e in the word *Pete*.



STEP 3 GUIDE PRACTICE

- Display the word *bed*. Say and blend the sounds with me: /b/ /e/ /d/, *bed*. What vowel sound do we hear in the middle of the word *bed*? (/e/) What letter spells the sound /e/? (e) Ask students to write the word *bed*.
- Display the word *eve*. Say and blend the sounds with me: /ē/ /v/, *eve*. What vowel sound do we hear in the word *eve*? (/ē/) What vowel pattern spells the sound /ē/? (e_e) Ask students to write the word *eve*.



STEP 4 ON THEIR OWN

Ask students to read the words at the right and identify the middle sound in each word. Then ask students to write the words.



Short e and Long e Words

CORRECTIVE FEEDBACK

IF students cannot read and write words with /e/ and /ē/,

THEN model how to read and write words with /e/ and /ē/, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write words with /e/ and /ē/ might need more explicit instruction on how to identify the sound /e/ spelled e.

- Display the word *hen*. **This is the word *hen*.** Point to each letter while saying the sounds. /h/ /e/ /n/. **What letter spells the sound /e/ in the word *hen*?** (e) Point to the letter e. **Yes, the letter e spells the vowel sound /e/ in the word *hen*.**
- Display the word *set*. **This is the word *set*.** Point to each letter while saying the sounds. /s/ /e/ /t/. **What letter spells the sound /e/ in the word *set*?** (e) Point to the letter e. **Yes, the letter e spells the vowel sound /e/ in the word *set*.**
- Repeat with the words at the right.

men

wet

fed

Make It Harder

Students who can read and write words with /e/ and /ē/ should work on the following extension activity.

- Students should work with a partner. Ask partners to spell the following words with letter tiles.

led

Pete

eve

hem

- Ask students to write the words. Then ask students to circle the words with the long e sound, /ē/.

SIDE A

Sentences with Short *i* and Long *i* Words

Connect to *myView Literacy: Sentences I Can Read*: Unit 4, p. T222

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we will practice reading sentences. We will also write words with the vowel sounds short *i* and long *i*.

STEP 2 MODEL

- Display and read aloud this sentence: *Mike bit the fig. I hear the vowel sound short i, /i/, in the words bit and fig. Say each word while emphasizing /i/. /b/ /i/ /t/. Bit. /f/ /i/ /g/. Fig. Point to the letter i in each word. The letter i spells the vowel sound short i in the words bit and fig.*
- I hear the vowel sound long i, /ī/, in the word Mike. Say each sound while emphasizing /ī/. /m/ /ī/ /k/. Mike. Point to the letters ike. The vowel pattern i_e spells the vowel sound long i in the word Mike.
- Repeat with *The big lime is ripe.*

Mike bit the fig.

STEP 3 GUIDE PRACTICE

- Display the sentence at the right. Let's read this sentence together: *The kite has a rip. What word in the sentence has the vowel sound short i, /i/? (rip) Write the word rip.*
- What word in the sentence has the vowel sound long i, /ī/? (kite) What vowel pattern spells the sound /ī/? (i_e) Write the word kite.
- Repeat with *The wide bin has a tin rim.*

The kite has a rip.

STEP 4 ON THEIR OWN

Ask students to read the sentence at the right and identify the words with vowel sounds /i/ and /ī/. Then ask students to write the words.

We hid the dime.

Sentences with Short *i* and Long *i* Words

CORRECTIVE FEEDBACK

IF students cannot read sentences with short *i* and long *i* words,

THEN model how to read sentences with short *i* and long *i* words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read sentences with short *i* and long *i* words might need more explicit instruction on decoding words with /i/ and /ī/.

- Display the word *lid*. **This is the word *lid*.** Point to each letter while saying the sounds. /l/ /i/ /d/. **What letter spells the vowel sound /i/ in the word *lid*? (i)** Point to the letter *i*. **Yes, the letter *i* spells the vowel sound /i/ in the word *lid*.**
- Display the word *pipe*. **This is the word *pipe*.** Point to each letter while saying the sounds. /p/ /ī/ /p/. **What vowel pattern spells the vowel sound /ī/ in the word *pipe*? (i_e)** Point to the letters *ipe*. **Yes, the vowel pattern *i_e* spells the vowel sound /ī/ in the word *pipe*.**
- Repeat with the words at the right.

time

sit

nine

rim

Make It Harder

Students who can read sentences with short *i* and long *i* words should work on the following extension activity.

- Students should work with a partner. Ask partners to write a sentence with at least one word with vowel sound short *i* and one word with vowel sound long *i*.
- Ask partners to share their sentence with another partner pair.

SIDE A

Sentences with Short e Words

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

Connect to *myView Literacy: Sentences I Can Read*: Unit 4, p. T278

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we will practice reading sentences. We will also write words with the vowel sound short e.

STEP 2 MODEL

- Display this sentence: *Meg is in a red bed.* I hear the vowel sound short e, /e/, in the words *Meg*, *red*, and *bed*. Say each word while emphasizing /e/. /m/ /e/ /g/. *Meg.* /r/ /e/ /d/. *Red.* /b/ /e/ /d/. *Bed.* Point to the letter e in each word. The letter e spells the vowel sound short e in the words *Meg*, *red*, and *bed*.
- Repeat with *The pet is at the vet.*

Meg is in a red bed.

STEP 3 GUIDE PRACTICE

- Let's read this sentence together: *Ted will get the pen.* What words in the sentence have the vowel sound short e, /e/? (*Ted*, *get*, *pen*) Write the words *Ted*, *get*, and *pen*.
- Repeat with *I fed my hen.*

Ted will get the pen.

STEP 4 ON THEIR OWN

Ask students to read the sentence at the right and identify the words with vowel sound /e/. Then ask students to write the words.

We met at the den.

Sentences with Short e Words

CORRECTIVE FEEDBACK

IF students cannot read sentences with short e words,

THEN model how to read sentences with short e words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read sentences with short e might need more explicit instruction on decoding words with /e/ spelled e.

- Display the word *ten*. This is the word *ten*. Point to each letter while saying the sounds. /t/ /e/ /n/. What letter spells the sound /e/ in the word *ten*? (e) Point to the letter e. Yes, the letter e spells the vowel sound /e/ in the word *ten*.
- Display the word *leg*. This is the word *leg*. Point to each letter while saying the sounds. /l/ /e/ /g/. What letter spells the sound /e/ in the word *leg*? (e) Point to the letter e. Yes, the letter e spells the vowel sound /e/ in the word *leg*.
- Repeat with the words at the right.

led

net

web

Make It Harder

Students who can read sentences with short e should work on the following extension activity.

- Students should work with a partner. Ask partners to write a sentence with at least two words with vowel sound short e.
- Ask partners to share their sentence with another partner pair.

Sentences with Short *u* and Long *u* Words

Connect to *myView Literacy*:
Sentences I Can Read: Unit 4,
p. T442

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we will practice reading sentences. We will also write words with the vowel sounds short *u* and long *u*.

STEP 2 MODEL

- Display this sentence: *Luke cut the tube. I hear the vowel sound short *u*, /u/, in the word *cut*. Say the word while emphasizing /u/. /k/ /u/ /t/. *Cut*. Point to the letter *u* in the word. The letter *u* spells the vowel sound short *u* in the word *cut*.*
- *I hear the vowel sound long *u*, /ū/, in the words *Luke* and *tube*. Say the sounds in each word while emphasizing /ū/. /l/ /ū/ /k/. *Luke*. /t/ /ū/ /b/. *Tube*. Point to the letters *uke* and *ube*. The vowel pattern *u_e* spells the vowel sound long *u* in the words *Luke* and *tube*.*
- Repeat with *The cute pup had fun*.

Luke cut the tube.

STEP 3 GUIDE PRACTICE

- *Let's read this sentence together: *The huge bug made me run*. What words in the sentence have the vowel sound short *u*, /u/? (*bug*, *run*) Write the words *bug* and *run*.*
- *What word in the sentence has the vowel sound long *u*, /ū/? (*huge*) What vowel pattern spells the sound /ū/? (*u_e*) Write the word *huge*.*
- Repeat with *The mule sat in the mud*.

The huge bug made me run.

STEP 4 ON THEIR OWN

Ask students to read the sentence at the right and identify the words with vowel sounds /u/ and /ū/. Then ask students to write the words.

The hut is hot in June.

Sentences with Short *u* and Long *u* Words

CORRECTIVE FEEDBACK

IF students cannot read sentences with short *u* and long *u* words,

THEN model how to read sentences with short *u* and long *u* words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students might need more explicit instruction on decoding words with /*u*/ spelled *u*, and /*ū*/ spelled *u_e*.

- Display the word *rub*. *This is the word rub.* Point to each letter while saying the sounds. /*r*/ /*u*/ /*b*/. *What letter spells the vowel sound /u/ in the word rub? (u)* Point to the letter *u*. *Yes, the letter u spells the vowel sound /u/ in the word rub.*
- Display the word *cube*. *This is the word cube.* Point to each letter while saying the sounds. /*k*/ /*ū*/ /*b*/. *What vowel pattern spells the vowel sound /ū/ in the word cube? (u_e)* Point to the letters *ube*. *Yes, the vowel u is followed by the consonant b and the final letter e. The u-consonant-e pattern spells the vowel sound /ū/ in the word cube.*
- Repeat with the words at the right.

rude

sun

dune

rug

Make It Harder

Some students may be ready to work on this extension activity.

- Students should work with a partner. Ask partners to write a sentence with at least one word with vowel sound short *u* and one word with vowel sound long *u*.
- Ask partners to share their sentence with another partner pair.

Sentences with Short o and Long o Words

Connect to *myView Literacy*:
Sentences I Can Read: Unit 5, p. T60

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we will practice reading sentences. We will also write words with the vowel sounds short o and long o.

STEP 2 MODEL

- Display and read aloud this sentence: *The fox ran to the hole. I hear the vowel sound short o, /o/, in the word fox.* Say the sounds in the word while emphasizing /o/. /f/ /o/ /ks/. *Fox.* Point to the letter o in the word. *The letter o spells the vowel sound short o in the word fox.*
- *I hear the vowel sound long o, /ō/, in the word hole.* Say the sounds in the word while emphasizing /ō/. /h/ /ō/ /l/. *Hole.* Point to the letters *ole.* *The vowel pattern o_e spells the vowel sound long o in the word hole.*
- Repeat with *Mom did not like my tone.*

The fox ran to
the hole.

STEP 3 GUIDE PRACTICE

- Display the sentence at the right. *Let's read this sentence together: The hot pot is in the home. What words in the sentence have the vowel sound short o, /o/? (hot, pot) Write the words hot and pot.*
- *What word in the sentence has the vowel sound long o, /ō/? (home) What vowel pattern spells the sound /ō/? (o_e) Write the word home.*
- Repeat with *Jon made a pole from the rod.*

The hot pot is
in the home.

STEP 4 ON THEIR OWN

Ask students to read the sentence at the right and identify the words with vowel sounds /o/ and /ō/. Then ask students to write the words.

I hope I can
hop like Don.

Sentences with Short o and Long o Words

CORRECTIVE FEEDBACK

IF students cannot read sentences with short o and long o words,

THEN model how to read sentences with short o and long o words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read sentences with short o and long o words might need more explicit instruction on decoding words with /o/ and /ō/.

- Display the word *fog*. *This is the word fog.* Point to each letter while saying the sounds. /f/ /o/ /g/. *What letter spells the vowel sound /o/ in the word fog?* (o) Point to the letter o. *Yes, the letter o spells the vowel sound /o/ in the word fog.*
- Display the word *robe*. *This is the word robe.* Point to each letter while saying the sounds. /r/ /ō/ /b/. *What vowel pattern spells the vowel sound /ō/ in the word robe?* (o_e) Point to the letters obe. *Yes, the vowel pattern o_e spells the vowel sound /ō/ in the word robe.*
- Repeat with the words at the right.

bone

jog

joke

sob

Make It Harder

Students who can read sentences with short o and long o words should work on the following extension activity.

- Students should work with a partner. Ask partners to write a sentence with at least one word with vowel sound short o and one word with vowel sound long o.
- Ask partners to share their sentence with another partner pair.

SIDE A

Sentences with Consonant Blend Words

Connect to *myView Literacy*:
Sentences I Can Read: Unit 5,
p. T112

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we will practice reading sentences. We will also write words with blends.

STEP 2 MODEL

- Display and read aloud this sentence: *He has a slice of cake.* I hear the blend *sl* in the word *slice*. Say the sounds in the word while emphasizing /s/. /sl/ /ī/ /s/. Point to the letters *s* and *l* in the word. The letters *s* and *l* form the blend *sl* in the word *slice*.
- Display this sentence: *I like to eat prunes.* I hear the blend *pr* in the word *prunes*. Say the sounds in the word while emphasizing /pr/. /pr/ /ū/ /n/ /z/. *Prunes*. Point to the letters *p* and *r* in the word. The letters *p* and *r* form the blend *pr* in the word *prunes*.
- Repeat with *Jim got a bump*.

He has a slice
of cake.

I like to eat
prunes.

STEP 3 GUIDE PRACTICE

- Display the sentence at the right. Let's read this sentence together: *The slug is on the jar.* What word in the sentence has a blend? (*slug*) What is the blend in the word *slug*? (*sl*) What letters form the blend *sl*? (*s* and *l*) Write the word *slug*.
- Repeat with *Jane won the prize* and *Ben likes to jump*.

The slug is on
the jar.

STEP 4 ON THEIR OWN

Ask students to read the sentence at the right and identify the blends. Then ask students to write the words.

The sled hit a
bump on the slope.

Sentences with Consonant Blend Words

CORRECTIVE FEEDBACK

IF students cannot read sentences with consonant blend words,

THEN model how to read sentences with consonant blend words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students might need more explicit instruction with consonant blends.

- Display the word *damp* with letter tiles. *This is the word damp.* Point to each letter while saying the sounds. /d/ /a/ /m/ /p/. The letters *m* and *p* form a blend in the word *damp*. Push together the letter tiles *m* and *p*. Say the word again while blending the sounds of the letters *m* and *p*. *What blended sound do the letters m and p spell? (/mp/)* Let's say the word together while blending the sounds of the letters *m* and *p*. *Damp.*
- Display the word *slip* with letter tiles. *This is the word slip.* Point to each letter while saying the sounds. /s/ /l/ /i/ /p/. The letters *s* and *l* form a blend in the word *slip*. Push together the letters *s* and *l*. Say the word again while blending the sounds of the letters *s* and *l*. *What blended sound do the letters s and l spell? (/sl/)* Let's say the word together while blending the sounds of the letters *s* and *l*. *Slip.*
- Repeat with the following words.

prize

camp

slid

Make It Harder

Students may be ready to work on the following extension activity.

- Students should work with a partner. Ask partners to write a sentence with at least one word that has a consonant blend.
- Ask partners to share their sentence with another partner pair.

Sentences with Short *a* and Long *a* Words

Connect to *myView Literacy*:
Sentences I Can Read: Unit 5, p. T164

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we will practice reading sentences. We will also write words with the vowel sounds short *a* and long *a*.

STEP 2 MODEL

- Display and read aloud this sentence: *The bat is in the cave. I hear the vowel sound short a, /a/, in the word bat.* Say the sounds in the word while emphasizing /a/. /b/ /a/ /t/. *Bat.* Point to the letter *a* in the word. *The letter a spells the vowel sound short a in the word bat.*
- *I hear the vowel sound long a, /ā/, in the word cave.* Say the sounds in the word while emphasizing /ā/. /k/ /ā/ /v/. *Cave.* Point to the letters *ave*. *The vowel pattern a_e spells the vowel sound long a in the word cave.*
- Repeat with *Dan has the rake.*

The bat is in
the cave.

STEP 3 GUIDE PRACTICE

- Display the sentence at the right. *Let's read this sentence together: We ran to the lake.* What word in the sentence has the vowel sound short *a*, /a/? (*ran*) Write the word *ran*.
- What word in the sentence has the vowel sound long *a*, /ā/? (*lake*) What vowel pattern spells the sound /ā/? (*a_e*) Write the word *lake*.
- Repeat with *Jane likes her hat.*

We ran to the
lake.

STEP 4 ON THEIR OWN

Ask students to read the sentence at the right and identify the words with vowel sounds /a/ and /ā/. Then ask students to write the words.

He can get
the tape.

Sentences with Short *a* and Long *a* Words

CORRECTIVE FEEDBACK

IF students cannot read sentences with short *a* and long *a* words,

THEN model how to read sentences with short *a* and long *a* words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read sentences with short *a* and long *a* words might need more explicit instruction on decoding words with /*a*/ and /*ā*/.

- Display the word *sat*. **This is the word *sat*.** Point to each letter while saying the sounds. /*s*/ /*a*/ /*t*/. **What letter spells the vowel sound /*a*/ in the word *sat*? (a)** Point to the letter *a*. **Yes, the letter *a* spells the vowel sound /*a*/ in the word *sat*.**
- Display the word *name*. **This is the word *name*.** Point to each letter while saying the sounds. /*n*/ /*ā*/ /*m*/. **What vowel pattern spells the vowel sound /*ā*/ in the word *name*? (a_e)** Point to the letters *ame*. **Yes, the vowel pattern *a_e* spells the vowel sound /*ā*/ in the word *name*.**
- Repeat with the words at the right.

cane

pan

rake

tap

Make It Harder

Students who can read sentences with short *a* and long *a* words should work on the following extension activity.

- Students should work with a partner. Ask partners to write a sentence with at least one word with vowel sound short *a* and one word with vowel sound long *a*.
- Ask partners to share their sentence with another partner pair.

SIDE A

Sentences with All Learned Sound Spellings

Connect to *myView Literacy: Sentences I Can Read*: Unit 5, p. T222

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we will practice reading sentences. We will also write words that begin with consonant letters *Kk*, *Ss*, *Ww*, and *Mm*.

STEP 2 MODEL

- Display and read aloud this sentence: *Mike has to wipe the mud.* I see the consonant letters *Mm* in the words *Mike* and *mud*. Point to the letters *Mm* in the words *Mike* and *mud*. Say the sound /m/ in the words while pointing to the letters *Mm*. The letters *Mm* spell the consonant sound /m/.
- I see the consonant letter *w* in the word *wipe*. Point to the letter *w* in the word *wipe*. Say the sound /w/ in the word while pointing to the letter *w*. The letter *w* spells the consonant sound /w/.
- Repeat with *The kid slid to the base*.

Mike has to wipe
the mud.

STEP 3 GUIDE PRACTICE

- Display the sentence at the right. Let's read this sentence together: *Kim made the red mat.* What word begins with the letter *k*? (*Kim*) What sound does the letter *k* spell? (/k/) Write the word *Kim*.
- What words begin with the letter *m*? (*made, mat*) What sound does the letter *m* spell? (/m/) Write the words *made* and *mat*.
- Repeat with *The sun woke me up*.

Kim made the red
mat.

STEP 4 ON THEIR OWN

Ask students to read the sentences at the right and identify the words with initial *Kk*, *Ss*, *Ww*, and *Mm*. Then ask students to write the words.

The kite is in the
sand.

Use the map to
win the game.

Sentences with All Learned Sound Spellings

CORRECTIVE FEEDBACK

IF students cannot read sentences with words that begin with *Kk*, *Ss*, *Ww*, and *Mm*,

THEN model how to read sentences, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students might need more explicit instruction on uppercase and lowercase letters.

- Display the letter tiles *Mm*. *These are the consonant letters Mm. What sound do the letters Mm spell? (/m/) Let's practice writing the letters Mm.* Have students practice air writing uppercase *M*. Then have students practice air writing lowercase *m*. *Now let's practice writing Mm on our paper.* Ask students to write the letters on their paper.
- Display the letter tiles *Kk*. *These are the consonant letters Kk. What sound do the letters Kk spell? (/k/) Let's practice writing the letters Kk.* Have students practice air writing uppercase *K*. Then have students practice air writing lowercase *k*. *Now let's practice writing Kk on our paper.* Ask students to write the letters on their paper.
- Repeat with *Ss* and *Ww*.

Make It Harder

Some students may be ready to work on the following extension activity.

- Students should work with a partner. Ask partners to write a sentence. The sentence should have at least one word that starts with one of the following consonant letters: *Kk*, *Ss*, *Ww*, or *Mm*.
- Ask partners to share their sentence with another partner pair.

SIDE A

Sentences with All Learned Sound Spellings

Connect to *myView Literacy: Sentences I Can Read*: Unit 5, p. T274

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we will practice reading sentences. We will also write words that begin with consonant letters *Ll*, *Nn*, *Rr*, and *Zz*.

STEP 2 MODEL

- Display and read aloud this sentence: *Zak ate the rest of the cake.* I see the consonant letter *Z* in the word *Zak*. Point to the letter *Z* in the word *Zak*. Say the sound /z/ in the word while pointing to the letter *Z*. The letters *Zz* spell the consonant sound /z/.
- I see the consonant letter *r* in the word *rest*. Point to the letter *r* in the word *rest*. Say the sound /r/ in the word while pointing to the letter *r*. The letters *Rr* spell the consonant sound /r/.
- Repeat with *My last name is Luke*.

Zak ate the rest of the cake.

STEP 3 GUIDE PRACTICE

- Display the sentence at the right. Let's read this sentence together: *The rag is not red.* What words begin with the letter *r*? (*rag, red*) What sound does the letter *r* spell? (/r/) Write the words *rag* and *red*.
- What word begins with the letter *n*? (*not*) What sound does the letter *n* spell? (/n/) Write the word *not*.
- Repeat with *Zig and zag in the lane*.

The rag is not red.

STEP 4 ON THEIR OWN

Ask students to read the sentences at the right and identify the words with initial *Ll*, *Nn*, *Rr*, and *Zz*. Have students write the words.

Rose put lime on the rice.

He can zip up the new vest.

Sentences with All Learned Sound Spellings

CORRECTIVE FEEDBACK

IF students cannot read sentences with words that begin with *Ll*, *Nn*, *Rr*, and *Zz*,

THEN model how to read sentences, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students might need more explicit instruction on uppercase and lowercase letters.

- Display the letter tiles *Zz*. *These are the consonant letters Zz. What sound do the letters Zz spell? (/z/) Let's practice writing the letters Zz.* Have students practice air writing uppercase *Z*. Then have students practice air writing lowercase *z*. *Now let's practice writing Zz on our paper.* Ask students to write the letters on their paper.
- Display the letter tiles *Ll*. *These are the consonant letters Ll. What sound do the letters Ll spell? (/l/) Let's practice writing the letters Ll.* Have students practice air writing uppercase *L*. Then have students practice air writing lowercase *l*. *Now let's practice writing Ll on our paper.* Ask students to write the letters on their paper.
- Repeat with *Nn* and *Rr*.

Make It Harder

Some students may be ready to work on the following extension activity.

- Students should work with a partner. Ask partners to write a sentence. The sentence should have at least one word that starts with one of the following consonant letters: *Ll*, *Nn*, *Rr*, or *Zz*.
- Ask partners to share their sentence with another partner pair.

SIDE A

Sentences with All Learned Sound Spellings

Connect to *myView Literacy*:
Sentences I Can Read: Unit 5, p. T424

Decoding is the translation of the symbols of written English (letters) into the sounds of the spoken language to read a word.

See digital practice on [SavvasRealize.com](https://www.savvasrealize.com).

ROUTINE

STEP 1 INTRODUCE

Today we will practice reading and writing sentences with words you have learned.

STEP 2 MODEL

- Display and read this sentence: *I like the soft pet.* Demonstrate reading the sentence by blending the sounds of each word in the sentence. For example, point to the word *like* and say: /l/ /i/ /k/. *Like.* I see the vowel pattern *i_e*, which tells me the *i* sound is /i/ in the word. *Like.*
- Repeat for all of the words in the sentence. Then read the sentence again.
- Repeat with *Jon went for a run.*

I like the soft pet.

STEP 3 GUIDE PRACTICE

- Display the sentence at the right. *Let's read this sentence together: The kit is for the kite.* Demonstrate reading the sentence by saying the sounds of each word to form the words. Ask students to repeat the sounds and words after you. For example, point to the word *kit* and say: /k/ /i/ /t/. *Kit.* Now say the sounds and word with me.
- Repeat for all of the words in the sentence. Then read the sentence again. Ask students to write the sentence.
- Repeat with *We love this game.*

The kit is for the kite.

STEP 4 ON THEIR OWN

Have students read and write the sentences at the right.

Max can fill the bin.

This is a fast jet.

Sentences with All Learned Sound Spellings

CORRECTIVE FEEDBACK

IF students cannot read and write sentences,

THEN model how to read and write sentences, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read and write sentences might need more explicit instruction on decoding words.

- Display the word *jug*. This is the word *jug*. The sounds in the word *jug* are /j/ /u/ /g/. What sound does the letter *j* spell? (/j/) What sound does the letter *u* spell? (/u/) What sound does the letter *g* spell? (/g/) What word is spelled when we put all of the sounds together? (*jug*) Ask students to write the word on their paper.
- Display the word *crab*. This is the word *crab*. The sounds in the word *crab* are /k/ /r/ /a/ /b/. The letters *c* and *r* form a blend in the word *crab*. When we read the letters *cr*, we blend the sounds and say /kr/. Say the blend with me, /kr/. What sound does the letter *a* spell? (/a/) What sound does the letter *b* spell? (/b/) What word is spelled when we put all of the sounds together? (*crab*) Ask students to write the word on their paper.
- Repeat with words at the right.

stamp

time

slide

Make It Harder

Students who can read and write sentences should work on the following extension activity.

- Students should work with a partner. Ask partners to write a sentence. The sentence should have at least four words.
- Ask partners to share their sentence with another partner pair.

Dictation

The development of spelling is also intimately connected with the development of reading. Knowledge of speech sounds and their spellings, and fluent use of this knowledge, are necessary for both word reading and spelling. Young children become better readers and spellers when explicit instruction in speech sound awareness and sound-letter correspondence is emphasized in kindergarten and first grade.

—R. Malatesha Joshi, Rebecca Treiman, Suzanne Carreker,
and Louisa C. Moats

“How Words Cast Their Spell.” *American Educator* (Winter 2008–2009):
6–16, 42–43.

SIDE A

Dictation: Word Writing

Dictation is guided practice in which students use their knowledge of sound-spellings to write. Dictation should not begin until students have learned enough sound-spellings to form words.

ROUTINE

STEP 1 INTRODUCE

Today we will use what we know about letters and sounds to write words.

STEP 2 MODEL

- Listen as I say this word: *pen*. Facing students, sweep your hand from right to left as you segment the sounds in *pen*: /p/ /e/ /n/. Say the word with me: *pen*.
- Model segmenting the word again as you write each sound-spelling. Listen to the sounds in *pen*: /p/ /e/ /n/. The beginning sound is /p/. Write *p*. The middle sound is /e/. Write *e*. The final sound is /n/. Write *n*.

pen

STEP 3 GUIDE PRACTICE

- Listen as I say this word: *hot*. Say the word with me: *hot*. What sounds do you hear in *hot*? Have students segment /h/ /o/ /t/.
- Now let's say each sound in the word and write it. What sound do you hear first? (/h/) What letter spells the sound /h/? Have students write *h*. What sound do you hear after /h/ in *hot*? (/o/) What letter spells the sound /o/? Have students write *o*. What sound do you hear after /h/ /o/ in *hot*? (/t/) what letter spells the sound /t/? Have students write *t*. We just spelled the word *hot*.

hot

STEP 4 ON THEIR OWN

Have students segment the sounds in the following words and write them.

pin

cat

sun

bag

hop

web

tug

sip

jet

Dictation: Word Writing

CORRECTIVE FEEDBACK

IF students cannot write words with three phonemes,

THEN model how to write CVC words, using Steps 2 and 3. Next, work through the Make it Easier activity.

Make It Easier

Students who cannot write words with three phonemes may benefit from the use of manipulatives.

- Display the word *pat* using letter tiles or cards. **Listen as I say this word: *pat*.** Sweep your finger under the letters as you segment the sounds in *pat*: /p/ /a/ /t/. **Say the word with me: *pat*.** Now have students write the word, using the letter tiles for guidance.
- Practice with these words.

tip

net

not

run

fix

map

let

dip

hug

kit

Make It Harder

Students who can write words with three phonemes can extend the activity by writing more complex words. You may wish to refer to the weekly spelling and high-frequency word lists to provide words at the student's level.

- **Listen as I say this word: *spot*. Say it with me: *spot*.**
- Have students segment the word *spot* and write it.
- Display the word *spot*. **Now let's check if you wrote the word correctly. Did you spell your word like this?** Have students check their spelling. If they made an error, they should cross out the word and write it correctly.
- Practice with these words.

chop

neck

wake

hide

plant

splash

visit

cabin

finish

tiger

final

silent

Dictation: Sentence Writing

Dictation is guided spelling practice in which students use their knowledge of sound-spellings to write.

ROUTINE

STEP 1 INTRODUCE

Today we will use what we know about letters and sounds to write sentences.

STEP 2 MODEL

- Listen as I say this sentence: *Lin can help.*
- Now I will write the sentence. The first word is *Lin*: /l/ /i/ /n/. Write the word *Lin*. I will leave a space and write the second word. The second word is *can*: /k/ /a/ /n/. Write *can*. Now I will leave another space and write the third word, *help*: /h/ /e/ /l/ /p/. Write *help* and add a period.
- Slide a finger under the words as you read the sentence: *Lin can help.* Point to the capital *L* and then the period. Sentences begin with a capital letter and end with a mark. Point to a space between words. We leave spaces between words. This sentence has three words.

Lin can help.

STEP 3 GUIDE PRACTICE

- Now it's your turn! Repeat this sentence: *The hat is red.* Have students repeat the sentence a few times before continuing.
- What is the first word in the sentence? (*The*) Remember that sentences begin with a capital letter. Now write the word *The*. Have students write *The*.
- What is the second word in the sentence? (*hat*) Remember to leave a space after the first word. Now write the word *hat*. Have students write *hat*. Then repeat with *is* and *red*. Remind students that sentences end with a mark.
- Now we'll check our work. Display the sentence on the board, one word at a time. Have students check that they wrote the sentence correctly.

The hat is red.

STEP 4 ON THEIR OWN

Have students say the following sentences and then write them.

Sam can swim.

I hum a tune.

Stop at the end.

Dictation: Sentence Writing

CORRECTIVE FEEDBACK

IF students cannot write sentences with three or four words,

THEN model how to write a sentence, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot write sentences may need additional instruction and practice with conventions.

- **Listen as I say this sentence: *Let me in.* Now say the sentence with me.** Students should repeat the sentence. **Now I will write the sentence.** Then write the sentence while students watch.
- Gather a colored pencil or marker, which will be used to check for capitalization, punctuation, and spacing. **A sentence begins with a capital letter. Can you circle the capital letter in my sentence?** Have a student circle the *L*. **A sentence also ends with a period or other mark. Can you circle the period?** Have a student circle the period. **A sentence has spaces between words. Can you circle one of the spaces?** Have a student circle a space.
- **Now copy the sentence. Make sure you use a capital letter, a period, and spaces.**
- Practice with these sentences.

Tip it in.

She can run.

Get the pan.

It will go.

Make It Harder

Students who can write sentences can extend the activity by writing their own sentences using sentence stems.

- **Listen as I say part of a sentence: *I can see a.* I want you to write a sentence that begins with those words. Then draw a picture.**
- Practice with these sentence stems.

I play . . .

At school, I . . .

The best pet is . . .

I am good at . . .

We go to . . .

High-Frequency Words

By critically analyzing classroom sight word lists, teachers can identify regularly spelled and temporarily irregularly spelled words that may be suitable for explicit graphophonemic instruction as opposed to whole-word reading and spelling approaches.

—Katharine Pace Miles, Gregory B. Rubin, Selenid Gonzalez-Frey

“Rethinking Sight Words: The Interaction Between Students’ Phonics Knowledge and Words’ Spelling Regularity”

The Reading Teacher, Vol. 71, No. 6, May/June 2018

SIDE A

Decodable High-Frequency Words

High-frequency words are the words that appear most often in our written language. **Decodable high-frequency words** are high-frequency words that have previously-learned sound-spelling patterns.

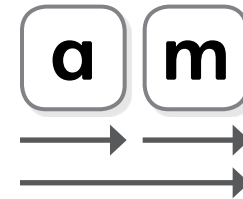
ROUTINE

STEP 1 INTRODUCE

Today we will practice blending high-frequency words. These are the words that we will see often while reading. Sometimes, we can blend these words using sound-spellings that we already know.

STEP 2 MODEL

- Display the word *am*. *This is the word am*. Look for and discuss sound-spellings that the students know. *In this word, /a/ is spelled a, and /m/ is spelled m.*
- Use the word in a sentence. *I am a teacher.*
- Segment the sounds of the word, sweeping your hand from left to right as you say each phoneme. *Listen to the sounds as I blend this word: /a/ /m/, am. Cover the word and spell it.*



STEP 3 GUIDE PRACTICE

- Discuss the sound-spellings of the word *am*. *Let's blend and read the word together: /a/ /m/, am.*
- Air-write the word in lowercase letters. *Think about what am looks like as we air-write and spell the word: a, m, am.*

STEP 4 ON THEIR OWN

- Cover the word *am*. Have students practice spelling it from memory. Show the word again. Students then check the spelling of the word and use it in a sentence.
- Have students write the word on a card. Students then turn the card over and practice spelling the word three or four times.

Decodable High-Frequency Words

CORRECTIVE FEEDBACK

IF students cannot segment and blend decodable high-frequency words,

THEN model how to segment and blend decodable words, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot decode high-frequency words may use letter tiles to review the letters and sound-spellings.

- Provide each student with a set of lowercase letter tiles. Have students place the tiles face up so that they can see all of the letters.
- Display the word *am*. Find the letter that spells /a/, as in *am*. Students find the uppercase and lowercase letters that spell /a/. Check the letters and have students move these letters to the side. Repeat for /m/.
- Have students build the word with letter tiles and then write the word. Continue with the words *he*, *me*, *go*.

am, he, me, go

Make It Harder

Students who can decode high-frequency words may work with a partner to decode and match other high-frequency words.

- Create two sets of cards with the following words: *find*, *be*, *am*, *he*, *black*, *brown*. Lay all of the cards face down.
- The first student chooses a card, flips it over, and reads the word. The student then flips over another card and reads it. If the words match, the student keeps the cards. If the words do not match, the student returns the cards to their spots. The second student then takes a turn. Repeat for the other words.
- Have students spell and write the words.

SIDE A

Non-Decodable High-Frequency Words

High-frequency words are the words that appear most often in our written language. **Non-decodable high-frequency words** are high-frequency words that do not follow a regular sound-spelling pattern *or* the sound-spelling patterns have not been previously learned.

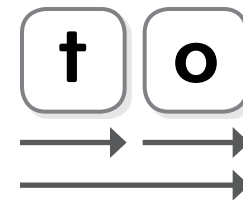
ROUTINE

STEP 1 INTRODUCE

Today we will practice reading irregular high-frequency words, or words that may not follow a regular sound-spelling pattern.

STEP 2 MODEL

- Display the word *to*. This is the word *to*. I gave a present *to* my mom. *To* is spelled *t, o, to*.
- I will look for some sound-spellings that I know. I know that /t/ is spelled *t*.
- Now I will look for irregular sound-spellings. I will circle *o* because in the word *to*, /ü/ is spelled *o*.



STEP 3 GUIDE PRACTICE

- Let's read the word together: *to*.
- Air-write the word in lowercase letters. Think about what the word *to* looks like as we air-write and spell it: *t, o, to*. Which letter in the word *to* does not follow a regular sound-spelling pattern? (*o*)

STEP 4 ON THEIR OWN

- Cover the word *to*. Write the word and circle the letter that does not follow a regular sound-spelling pattern. Discuss the order of the letters.
- Turn your paper over and write the word from memory. Students then check their spelling and use the word in a sentence.
- Have students write the word on a card. Students should practice reading and spelling the word several times.

Non-Decodable High-Frequency Words

CORRECTIVE FEEDBACK

IF students cannot read the non-decodable high-frequency words,

THEN model how to identify the regular and irregular sound-spelling patterns, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read non-decodable high-frequency words may use letter tiles and counters to practice reading and spelling words.

- Display the word *saw*. **This is the word *saw*. Say the word after me: *saw*.** Spell and write the word.
- Provide each student with a set of letter tiles. **Spell *saw*. Look for some sound-spellings that you know. Now put a counter under the irregular sound-spellings. (*aw*)** Discuss the irregular sound-spellings.
- **Air-write *saw* as you spell it: *s, a, w, saw*.** Cover the word and have students practice writing it from memory.
- Continue reading and spelling the words below, following these steps.



was **any** **come** **what**

Make It Harder

Students who can read non-decodable high-frequency words may work in pairs to read and write more difficult words.

- Create a set of word cards with the following words: *eat, soon, out, were, there, please*.
- The first student chooses a card. Students work together to read the word and identify the irregular sound-spellings. Each student uses letter tiles to spell the word. They then scramble the letter tiles, turn the card over, and spell the word with tiles again.
- Students check the spelling of the word, write the word, and then use the word in a sentence. The second student then chooses a card and they repeat the steps.

Syllable Patterns

Students understand the challenges that come along with being unable to read words accurately and fluently. Increased skill in decoding multisyllabic words promotes students' continued development as proficient readers, as well as supporting their achievement into the upper elementary grades and beyond.

—Dr. Jessica R. Toste, Kelly J. Williams, and Philip Capin

Reading Big Words: Instructional Practices to Promote Multisyllabic Word Reading Fluency (2016)

Intervention in School and Clinic 1–9 © Hammill Institute on Disabilities 2016

SIDE A

Closed Syllables

A **closed syllable** is a syllable that ends with a consonant and usually has a short vowel.

ROUTINE

STEP 1 INTRODUCE

Words are made up of syllables, and each syllable has one vowel sound. Closed syllables end in a consonant and usually have a short vowel sound. There are many words that you know with closed syllables—words like *sun* and *ten*.

STEP 2 MODEL

- Display the word *cat*. The word *cat* has one syllable. Tap fingers to segment syllables: *cat* (tap). *Cat* has the short vowel sound /a/, (underline a) and ends with the consonant t (circle t), so it is a closed syllable. Repeat with *nap*.
- Display *catnap*. If I blend *cat-* and *-nap* together, it makes the compound word *catnap*. *Catnap* has two closed syllables: *cat* (tap) *nap* (tap). Draw a line between syllables. Both *cat-* and *-nap* are closed syllables. Underline the vowels and circle the consonants in each syllable.

cat

nap

catnap

STEP 3 GUIDE PRACTICE

- Display *up*. *Up*. What vowel sound do you hear in *up*? (/u/). Underline *u*. Does *up* end with a consonant? (yes, *p*) Circle *p*. *Up* has a short vowel sound and ends with a consonant, so is *up* a closed syllable? (yes) Repeat with *set*.
- Combine words to display *upset*. If I blend *up-* and *-set* together, what compound word will I make? (*upset*) I hear two syllables in *upset*: *up* (tap) and *set* (tap). Are the syllables *up-* and *-set* closed syllables? (Yes, because they have short vowel sounds and end with consonants.) Underline the vowels and circle the consonants in each syllable.

up

set

upset

STEP 4 ON THEIR OWN

Read each closed syllable word. Underline the vowels and circle the ending consonants. Then, blend the two words together and write the new compound word.

bed, bug (bedbug)

hot, dog (hotdog)

zig, zag (zigzag)

CORRECTIVE FEEDBACK

IF students cannot identify closed syllables,

THEN model how to identify closed syllables, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot identify closed syllables may benefit from vowel identification practice.

- Display vowels. **There are two basic kinds of sounds in English: vowels and consonants.** Point to each vowel and have students say the name and sound for the short vowels: *a: /a/, e: /e/, i: /i/, o: /o/, and u: /u/.* **Every word and every syllable has at least one vowel sound.**
- Display the word *cob*. **This is the word *cob*.** The short vowel sound here is /o/. Underline the vowel o. Repeat with the word *web*.
- Display and say the words at the right. **Listen as I decode these closed syllable words. If you hear a short vowel sound, stand up and say the short vowel sound. If the sound is not a short vowel, stay seated.** Point to each letter in *lap* as you say its sound: /l/ (pause) /a/ (pause and allow students time to stand and say /a/). **The vowel a in the word *lap* is short. It makes the /a/ sound.** Continue decoding aloud: /p/, *lap*. Students should sit down. **Continue with *ten* and *pot*.**

a, e, i, o, u

cob

web

lap

ten

pot

Make It Harder

Students who can identify closed syllables can extend the activity by practicing with a partner.

- Ask students to work with a partner. Give students the list of word pairs at the right to read and write.
- **Each partner should choose two word pairs. For each set of words, take turns saying the vowel sound, end consonant, and the compound word made from blending the two closed syllable words together.**
- Provide examples as needed. Continue the activity until students have correctly named the vowels, end consonants, and compound words for each pair of words.

hub, cap

bob, cat

can, not

hill, top

SIDE A

Closed Syllables: Reading

Applying syllabication skills to reading leads to increased fluency and stronger comprehension.

ROUTINE

STEP 1 INTRODUCE

Today we are going to use what we have learned about closed syllables to help us while we read. Closed syllables have a short vowel and end with a consonant.

STEP 2 MODEL

- Display the sentence. Say: I am going to read this sentence. If I come to a word I don't know, I will look for a closed syllable to help me read the word.
- Read the sentence. Pause at *donkey*. Say: I am not sure what this word is. I see the vowel *o* and the consonant *n*. I wonder if this part of the word is a closed syllable. Sound out /don/ with emphasis on the vowel sound /o/ and the consonant *n*. Say: *don-* is a closed syllable. This word is *donkey*. Finish reading the sentence and then reread.

The donkey sat on the mat.

STEP 3 GUIDE PRACTICE

- Let's read this sentence together. If we come to a word we don't know, we will look for a closed syllable to help us read the word. What is a closed syllable? (A closed syllable is a word part with a short vowel and end consonant.) Read the sentence.
- Pause at *kitchen*. Say: Some of us may not be sure what this word is. What do we see in the word that can help us? (the vowel *i* and the consonant *t*) Is this a closed syllable? (yes) How do you know? (The syllable has the short vowel sound /i/ and the end consonant *t*.) What is the syllable? (*kit-*) What is the whole word? (*kitchen*) Repeat with *-chen*. Then, reread the sentence.

Lola is in the kitchen.

STEP 4 ON THEIR OWN

Ask students to read the sentences at the right. Remind them to look for closed syllables to help them.

The ribbon is red.

Put the basket in the car.

Closed Syllables: Reading

CORRECTIVE FEEDBACK

IF students cannot read words with closed syllables in sentences,

THEN model how to read words with closed syllables in sentences, using Steps 2 and 3. Next, work through the Make It Easier activity on Side B.

Make It Easier

Students who cannot read words with closed syllables in sentences may benefit from more explicit instruction on identifying closed syllables.

- Display the word *sit*. **Let's read this word together: *sit*. What do you notice about the vowel before the letter *t*?** (The vowel *i* makes the short vowel sound). Underline the vowel *i*. **What do you notice about the end letter?** (The letter *t* is a consonant.) Circle the letter *t*. **If a word has a short vowel and ends in a consonant, it is a closed syllable.** Reread *sit* together.
- Repeat with *can* and *pin*.
- Call on individual students to read the words on the right. Ask students to underline the vowels and circle the end consonant to support their understanding of decoding closed syllables.

sit

can

pin

mit

rib

bat

Make It Harder

Students who can read closed syllables can extend the activity by reading sentences with two multisyllabic, closed syllable words.

- Ask students to work with a partner. Give students the sentences at the right to read.
- Partners should take turns reading the sentences.

Rodney has a pencil box.

The rabbit made a hidden den.

SIDE A

Open Syllables

An **open syllable** is a syllable that ends with a long vowel sound.

ROUTINE

STEP 1 INTRODUCE

Words are made up of syllables and each syllable has one vowel sound. Open syllables end in a long vowel sound. There are many words that you know with open syllables—words like *she* and *go*. Recognizing the open syllable pattern can help you read longer words with two or more syllables.

STEP 2 MODEL

- Display the word *so*. This word is *so*. *So* has one syllable. Tap fingers to segment syllables. *So* (tap). *So* ends in the long vowel sound /ō/ (underline *o*), so it is an open syllable. Repeat with the syllable *-lo*.
- Add *so-* to *-lo* to display *solo*. If I blend the open syllables *so-* and *-lo* together, it makes the word *solo*. Tap the syllables: *so* (tap) *lo* (tap). *Solo* has two open syllables, both ending in the long /ō/ sound spelled *o*. Underline the vowels in each syllable.

so

-lo

solo

STEP 3 GUIDE PRACTICE

- Display *po*. Listen: *po*. What vowel sound do you hear at the end of *po*? (/ō/). *Po* has one long vowel sound, /ō/ spelled *o*. Underline *o*. Is *po-* an open syllable? (Yes, because it ends with a long vowel sound.)
- Add *-lo* to *po-* to display *polo*. If I add the syllable *-lo* to *po-*, what word will I make? (*polo*). *Polo* is a word with two syllables: *po-* (tap) *-lo* (tap). Are the syllables in *polo* open? (Yes, both *po-* and *-lo* are open.) How do we know they are open syllables? (They both end with the long vowel sound /ō/.) Underline the *o* in both syllables.

po

polo

STEP 4 ON THEIR OWN

Read each open syllable. Underline the vowels. Then, blend the two syllables together and write the new word.

re, do (redo)

ze, ro (zero)

CORRECTIVE FEEDBACK

IF students cannot identify open syllables,

THEN model how to identify open syllables, using Steps 2 and 3. Next, work through the Make It Easier activity on Side B.

Make It Easier

Students who cannot identify open syllables may benefit from a review of the long vowel sounds.

- Display the long vowels at the right. **There are five long vowel sounds in English.** Point to each vowel and have students repeat the name and sound: *a: /ā/, e: /ē/, i: /ī/, o: /ō/, u: /ū/.*
- Display the word *she*. **This is the word *she*. *She* has one long vowel sound /ē/, spelled *e*.** Underline *e*. **The other letters, *s* and *h*, are consonants.** Write *CCV* above *she* to label the consonants and vowel. Repeat with *go*.
- Display the words below. **Listen as I read these open syllable words. I will say each of them three times. If you hear a long vowel, stand up. If you hear a short vowel sound, stay seated.** Say each word three times slowly. **The word is *hi* (pause), *hi* (pause), *hi* (pause and allow students time to stand). The vowel *i* in *hi* says /ī/.** Students should sit down. **Continue reading all the words below.**

ā, ē, ī, ō, ū

she

go

hi | him

flu | flung

be | bed

Make It Harder

Students who can identify open syllables can extend the activity by practicing with a partner.

- Ask students to work with a partner. Give students the list of words at the right.
- Partners should take turns separating the words into syllables and identifying if the syllables are open. Have students underline the long vowel at the end of the open syllables.

logo

retry

open

pilot

Open Syllables: Reading

Applying syllabication skills to reading leads to increased fluency and stronger comprehension.

ROUTINE

STEP 1 INTRODUCE

Today we are going to use what we have learned about open syllables to help us while we read. Open syllables end with a long vowel sound.

STEP 2 MODEL

- Display the sentence. Say: I am going to read this sentence. If I come to a word I don't know, I will look for an open syllable to help me read the word.
- Read the sentence. Pause at *paper*. Say: I am not sure what this word is. I see the vowel *a*. I wonder if the first part of the word is an open syllable. Sound out the syllable *pa-* with emphasis on the vowel sound /ā/. *Pa- is an open syllable. This word is paper.* Finish reading the sentence and then reread.

There is red paper
in this bin.

STEP 3 GUIDE PRACTICE

- Let's read this sentence together. If we come to a word we don't know, we will look for an open syllable to help us read the word. Read the sentence.
- Pause at *robot*. Say: Some of us may not be sure what this word is. What do we see in the word that can help us? (the vowel *o*) Is this part of an open syllable? (yes) How do you know? (The syllable has the long vowel *o* and no consonant after it.) What is the syllable? (*ro-*) What is the whole word? (*robot*) Reread the sentence.

Do you want to
play with the
robot?

STEP 4 ON THEIR OWN

Ask students to read the sentences at the right. Remind them to look for open syllables to help them.

We will begin class
soon.

Will there be tigers
at the zoo?

Open Syllables: Reading

CORRECTIVE FEEDBACK

IF students cannot read words with open syllables in sentences,

THEN model how to read words with open syllables in sentences, using Steps 2 and 3. Next, work through the Make It Easier activity on Side B.

Make It Easier

Students who cannot read words with open syllables in sentences may benefit from more explicit instruction on identifying open syllables.

- Display the word *me*. **Let's read this word together: *me*. What do you notice about the end letter?** (The letter *e* is a vowel.) Underline the vowel *e*. **If a word ends with a long vowel, it is an open syllable word.** Reread *me* together.
- Repeat with *hi* and *no*.
- Call on individual students to read the words on the right. Ask students to underline the vowels to support their understanding of decoding open syllables.

me

hi

no

flu

so

she

Make It Harder

Students who can read words with open syllables can extend the activity by reading sentences with two multisyllabic, open syllable words.

- Ask students to work with a partner. Give students the sentences at the right to read.
- Partners should take turns reading the sentences and identifying the open syllables in the words.

My mom said we can relax at the hotel and swim.

The siren will boom in a moment.

Vocabulary

I don't think that there's one single way to teach vocabulary, but there is a stance toward teaching. What I'm saying is that you don't need a word list perspective but a word network perspective, and the networks can be morphological families.

–Dr. Elfrieda Hiebert
CEO / President, TextProject

SIDE A

Oral Vocabulary: Read Alouds

Vocabulary knowledge is the basis for comprehending what we read. **Oral vocabulary** refers to words that we use in speaking or recognize in listening.

Connect to *myView Literacy*:
Listening Comprehension: Unit 1,
p. T22

ROUTINE

STEP 1 INTRODUCE BEFORE READING

Choose words from a read-aloud text. *Today we are going to read [text or story title]. This [text or story] is about [topic]. While we read, we will stop to explore different words that will help us better understand the [text or story].*

The example words in this routine are from the Listening Comprehension Read Aloud lesson in Unit 1, p. T22.

STEP 2 MODEL DURING READING

- Introduce the word. *Listen as I say and write this word: creative. Write creative. What is the word?*
- Provide a student-friendly definition and example. *If you are creative, you are good at making new things or thinking of new ideas. For example, I am creative when I mix colors while painting.*

STEP 3 GUIDE PRACTICE AFTER READING

Guide students to connect the word to the story. *When in the story was someone creative? Student responses should reflect an understanding of the meaning of the word. When have you seen someone be creative?*

STEP 4 ON THEIR OWN AFTER READING

- Review the example of the word from Step 2.
- Have students respond to the following prompt: “I am *creative* when . . .” Check for student understanding of word meaning as responses are shared.

Choose words that

- are central to the story or text.
- are unusual and that students may not know.
- build knowledge.
- are worth remembering.

Oral Vocabulary: Read Alouds

CORRECTIVE FEEDBACK

IF students have difficulty understanding the meaning of a vocabulary word,

THEN provide an additional definition or examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with understanding the meanings of the words may need more instruction during and after reading.

- Identify words that need additional review and reread the text surrounding the word.
- As you read, stop and discuss the meaning of the word. *What do you think **creative** means?* Explain the meaning of the word using the context of the story or text.
- After reading, have students draw a picture of themselves being *creative*. Ask students to share their drawing. *You are **creative** when you make new things. Tell me about a time when you were **creative**.*
- Have students say the word. *What is the word we have been talking about?*
- Continue, discussing in a similar way other words that are challenging.

Make It Harder

Students who understand the meanings of the words may extend their learning through one of the following:

- Ask students to list synonyms for the words. *List words that are synonyms, or mean almost the same thing, as **creative**.*
- For words that are objects, ask students to think of when the objects might be used. For example, if one of the words is *parachute*, ask students, “What do you do with a *parachute*? When might you use a *parachute*?”
- If the oral vocabulary words center around a concept or theme, ask students to make connections between the words.

Synonyms

Synonyms are words that have similar meanings.

Connect to *myView Literacy*:
Synonyms and Antonyms: Unit 1,
 p. T82

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn about synonyms. Synonyms are words with the same or almost the same meaning. Learning synonyms can help you better understand what you read.

STEP 2 MODEL

- Display these words. *Little* and *small* are synonyms. *Little* and *small* have the same meaning.
- Say the same sentence using each word. I can say, *The mouse is little*. Or I can say, *The mouse is small*. Both sentences mean the same thing. *Little* and *small* are synonyms.

little
small

The mouse is little.
The mouse is small.

STEP 3 GUIDE PRACTICE

- Display the synonyms shown at the right. Discuss the meaning of each pair of words.
- For each pair of words, say a sentence using one of the words. Have students say the same sentence, replacing the word with its synonym. For example, *An elephant is big*. (*An elephant is large*.)

big
large

happy
glad

smile
grin

STEP 4 ON THEIR OWN

Have partners share synonyms for these words.

quick

mad

cold

seat

CORRECTIVE FEEDBACK

IF students have difficulty understanding and identifying synonyms,

THEN provide additional examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with understanding synonyms may benefit from a synonym word activity.

- Review that synonyms are words that have the same or almost the same meaning.
- Say the word *slow* and pantomime its meaning. Then say the word *fast* and pantomime its meaning. Finally, say the word *quick* and pantomime its meaning. [Which two words are synonyms?](#)
- Repeat with other sets of words, having volunteers pantomime each word's meaning in front of the class. [Which words are synonyms?](#) Use sets of words such as these: *glad/mad/happy*, *tug/pull/push*, and *hop/sit/jump*.

Make It Harder

Students who can identify synonyms may extend their learning by generating sentences using synonyms.

- Display and read aloud the following words.

giggle

fast

huge

yell

tiny

- Provide partners with a set of word cards with the words. Have students shuffle the cards and place them face down.
- Have one partner turn over a card, and then you read it aloud. Next have the student repeat the word and say a sentence using the word. Have the other partner say the same sentence, replacing the word with a synonym.
- Continue with the remaining words.

SIDE A

Antonyms

Antonyms are words with opposite meanings.

Connect to *myView Literacy*:
Synonyms and Antonyms: Unit 1,
p. T82

ROUTINE

STEP 1 INTRODUCE

Today we are going to learn about antonyms. Antonyms are words with opposite meanings. Learning antonyms can help you better understand what you read.

STEP 2 MODEL

Display the words *little* and *big*. *Little*. A mouse is *little*. *Big*. An elephant is *big*. *Little* and *big* have opposite meanings. *Little* and *big* are antonyms. If needed, use gestures to demonstrate the words' meanings.

little

big

STEP 3 GUIDE PRACTICE

- Display the words at the right.
- Say each word and give an example. Then have students name an antonym for the word. *We climb up a ladder. What is the opposite of up? (down) Up and down are antonyms.*
- Repeat for each of the remaining words.

up

slow

hot

happy

STEP 4 ON THEIR OWN

- Display and read aloud the words at the right.
- Have students choose a word and draw a picture to show its meaning. Then have them draw a picture to show the meaning of its opposite.
- Have students share their pictures and identify the antonyms.

tall

old

night

clean

CORRECTIVE FEEDBACK

IF students have difficulty understanding and identifying antonyms,

THEN provide additional examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with understanding antonyms may benefit from a movement activity.

- Review that antonyms are words that have opposite meanings.
- Sit down as you say: *I'll sit down.* Then stand up, as you say: *Now I'll do the opposite and stand up. What words are antonyms? (sit, stand)*
- Now guide students to repeat the process, acting out the following antonym pairs: *take/give, awake/asleep, on/off, over/under, front/back.*

Make It Harder

Students who can identify antonyms may extend their learning by generating sentences using antonyms.

- Display and read aloud the following antonym pairs.

inside
outside

huge
tiny

hot
cold

long
short

- Model the activity. Say: *First, I'll choose an antonym pair: inside/outside. Next, I think of a sentence to show that the words are opposites. We are inside. The tree is outside. Now you try it with a partner.*
- Have partners pick one of the antonym pairs. They can work together to think of a sentence for each word to show the opposite meanings.

SIDE A

Context Clues: Surrounding Words

Context clues are hints found within a text that help readers figure out the meaning of an unfamiliar word.

Connect to *myView Literacy*:
Context Clues: Unit 1, p. T138

ROUTINE

STEP 1 INTRODUCE

When you read, you may come to a word you don't know. You can use the pictures and the words around the unfamiliar word to figure out the meaning of the new word.

Use Context Clues for Meaning

- clues in the text
- clues in the pictures

STEP 2 MODEL

- Display the sentence at the right. Draw a simple sketch of a turkey, potatoes, and corn on a dining table. Read aloud the sentence. *I do not know the meaning of the word feast.* Underline the word.
- *I can use the words around feast and the picture to help me figure out the meaning of feast. I know that turkey, potatoes, and corn are all things to eat. The picture shows the food on a table. I think the word feast may mean "dinner." That makes sense in the sentence: *We had a dinner of turkey, potatoes, and corn.**

We had a feast of turkey, potatoes, and corn.

STEP 3 GUIDE PRACTICE

Display and read aloud the sentence at the right. *I do not know the meaning of the word library. What should I do?* (look at the other words for clues) *What is the meaning of library?* (a place where people can get books) *What clues helped you figure it out?* (The words "he will go" and "to find a book.")

He will go to the library to find a book about ants.

STEP 4 ON THEIR OWN

Display and read aloud the sentence at the right. Have students use context clues to figure out the meaning of *tower*. Have them identify the clues they used to figure out the meaning of *tower*.

We climbed many steps to get to the top of the tower.

Context Clues: Surrounding Words

CORRECTIVE FEEDBACK

IF students have difficulty using context clues,

THEN model how to use context clues, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with using context clues may benefit from a cloze activity.

- Display and read aloud the first sentence at the right.
- We can use the other words in the sentence to figure out the missing word. What word makes sense in this sentence? I can use context clues to help me figure out this word. The sentence is about rain. I see the words “We stay,” so I think this is about where people stay when it rains. I know people usually stay inside when it rains. Let’s see if *inside* works. *We stay inside when it rains. That makes sense!*
- Repeat the process for the remaining sentences at the right.

We stay _____ when it rains.

We like to _____ games.

You have to _____ fast to win the race.

Make It Harder

Students who can use context clues to figure out the meaning of an unfamiliar word may enjoy playing a matching game.

- Create cards with the sentences at the right and the definitions shown below. Read aloud a sentence card.
- Display and read aloud the definitions. Then have students choose the correct definition for the underlined word.
- Have students check the definition by substituting it into the sentence to see if it makes sense.
- Repeat for the remaining sentences.

very wet

move fast

cried out

musical instrument

I was drenched from walking in the rain.

We saw a deer dart across the road.

My mom shrieked when she saw a snake.

I play the tuba in the band.

SIDE A

Word Parts for Meaning

Word parts are groups of letters that can be added to some words to make new words with different meanings.

Connect to *myView Literacy*:

Related Words: Unit 1, p. T26

Word Parts: Unit 1, p. T194

ROUTINE

STEP 1 INTRODUCE

Some longer words can seem hard to read. One strategy that can help you read longer words is to use word parts—letters or groups of letters added to the beginning or end of words to make new words.

STEP 2 MODEL

- Display and read aloud the word *replay*. I see the word part *re-* at the beginning of the word *play*. I can use these word parts to help me understand its meaning.
- I know the meaning of the word *play*. The word part *re-* means “again.” So I know that *replay* means “to play again.”
- Display and read aloud the word *cats*. I see the word part *-s* at the end of the word *cat*.
- I know the meaning of the word *cat*. When the word part *-s* is added to the end of a word, it means “more than one.” So I know that *cats* means “more than one cat.”

replay	
re	play

cats	
cat	s

STEP 3 GUIDE PRACTICE

- Display and read the word *rerun*. If I don’t know this word’s meaning, what can I do? (look for word parts) What word do you know in *rerun*? (*run*) What word part do you see? (*re-*) What does *re-* mean? (again) What does *rerun* mean? (to run again)
- Repeat the process with the word *books*.

rerun	
re	run

STEP 4 ON THEIR OWN

Display and read aloud the words at the right. Have partners identify the word parts in each word and then explain the word’s meaning. Offer word-part definitions as needed.

redo	bags
refill	pigs

Word Parts for Meaning

CORRECTIVE FEEDBACK

IF students have difficulty using word parts to determine meaning,

THEN provide additional examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with using word parts to determine the meanings of unfamiliar words may benefit from practice in identifying word parts.

- Provide students with word cards that include words with *re-* and *-s*. Read aloud each word and explain its meaning.
- **Now with a partner, sort the words into two categories: words that have a word part at the beginning, and words that have a word part at the end.**
- Have students share their groups of words and explain why each word belongs in that group.

redo	eggs
reset	mops
rerun	tubs
repay	ants

Make It Harder

Students can extend their learning by putting word parts together to make new words.

- Display and review the meanings of the word parts and base words shown at the right.
- Provide partners with a set of cards with each word part and base word. Have them make as many new words as they can by matching word parts and base words.
- Have students explain the meaning of each new word they make.

re

s

name

tie

cap

word

SIDE A

Prefixes

A **prefix** is a group of letters added to the beginning of a word that changes the meaning of the word.

Connect to myView Literacy:

Related Words: Unit 1, p. T26

Word Parts: Unit 2, p. T194

ROUTINE

STEP 1 INTRODUCE

Some longer words may seem hard to read. One strategy is to look for a prefix—a group of letters added to the beginning of a word to make a new word. Learning how prefixes change the meanings of words can help you understand new words.

STEP 2 MODEL

- Display word cards with the prefixes *un-* and *re-*. Prefixes come at the beginning of words. They change the meaning of the word. The prefix *un-* means “not.” The prefix *re-* means “again.”
- Display and read aloud the word *happy*. Slide *un-* to the beginning of *happy*. I know the meaning of the word *happy*. If I add the prefix *un-* to the beginning of *happy*, it makes a new word, *unhappy*. *Unhappy* means “not happy.”
- Display and read aloud the word *make*. Slide *re-* to the beginning of *make*. I know the meaning of the word *make*. If I add the prefix *re-* to the beginning of *make*, it makes a new word, *remake*. *Remake* means “make again.”



STEP 3 GUIDE PRACTICE

- Display and read the word *kind*. What prefix can we add to *kind* to make it mean “not kind”? (*un-*)
- Display and read the word *read*. What prefix can we add to *read* to make it mean “read again”? (*re-*)

STEP 4 ON THEIR OWN

Display and read the following words: *do*, *pack*, *tie*. Have partners add *un-* and *re-* to each word and tell what the new word means.

CORRECTIVE FEEDBACK

IF students have difficulty explaining how prefixes change the meanings of words,

THEN provide additional examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may benefit from using words with prefixes in context.

- Display the prefixes *un-* and *re-* and the sentences at the right. Read aloud the first sentence.
- Discuss the meaning of the sentence. **Now choose the correct prefix to add to the underlined word to change its meaning.**
- Have students explain the meaning of the sentence with the new word.
- Repeat for the second sentence.

un

re

It is safe to stand on a swing.

The block tower fell, so we had to build it.

Make It Harder

Students who can explain how prefixes change the meanings of words may enjoy a sorting activity.

- Display the word cards below for students and read aloud each word pair as you point to its card. Remind them that *re-* means “again” and *un-* means “not.”
- Have partners each choose a card. One partner says a sentence using the first word on the card. Then the partner says a new sentence using the word with the prefix.
- Model the process and guide students as needed: **I choose *read* / *reread*. I can think of sentences with *read* and *reread*: *I read the book. Later, I will reread my favorite parts.***

read
reread

use
reuse

fill
refill

roll
unroll

plug
unplug

zip
unzip

SIDE A

Suffixes

A **suffix** is a group of letters added to the end of a word that changes the meaning of the word.

Connect to *myView Literacy*:

Related Words: Unit 1, p. T26

Word Parts: Unit 1, p. T194

ROUTINE

STEP 1 INTRODUCE

Some longer words may seem hard to read. One strategy is to look for a suffix—a group of letters added to the end of a word to make a new word. Learning how suffixes change the meanings of words can help you understand new words.

STEP 2 MODEL

- Create and display word cards with the suffixes *-s* and *-ed*. We add the suffixes *-s* and *-ed* to the end of verbs to tell when the action happens. Display the verb *jump*.
- Slide the suffix *-s* to the end of *jump*. We add the suffix *-s* to the end of *jump* to show that the action is happening now: *Jed jumps*.
- Now slide the suffix *-ed* to the end of *jump*. We add the suffix *-ed* to the end of *jump* to show that the action already happened: *Jed jumped yesterday*.

s

ed

jump

s

jump

ed

STEP 3 GUIDE PRACTICE

- Display and read the verb *help*. What suffix can we add to *help* to make it mean it is happening now? (*-s*)
- What suffix can we add to *help* to make it mean it already happened? (*-ed*)

STEP 4 ON THEIR OWN

Display and read aloud the following words. Have partners add *-s* and *-ed* to each word and tell when the action happens.

kick

bark

plant

help

CORRECTIVE FEEDBACK

IF students have difficulty explaining how a suffix changes the meaning of a verb,

THEN provide additional examples, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot explain how a suffix changes the meaning of a verb may benefit from using the words in context.

- Display the verb *thank* and the sentences at the right. Read the word and sentences aloud. *Which suffix do I add to **thank** to show that the action is happening now? (-s) Which suffix do I add to show that the action already happened? (-ed)*
- Display and read aloud the sentences below. Have students tell when the action happened.

thank

Mom _____ me for the flowers.

Meg played in the sand.

Sal talks on the phone.

Mom already _____ me for the flowers.

Dad smells the flowers.

Ned watched a movie.

Make It Harder

Students who can explain how suffixes change the meanings of words may be ready to generate sentences using verbs with suffixes *-s* and *-ed*.

- Provide partners with the following verbs. Read aloud each word.

cook

climb

park

walk

spill

- Have one partner choose a verb, add the suffix *-s* or *-ed*, and say a sentence using the new word. Have a partner tell when the action happens. Then have partners switch roles.
- Provide support for reading each word as needed.

Fluency

Reading fluency—reading with accuracy, automaticity, and prosody—also serves as a bridge between decoding and reading comprehension. Reading words accurately supports comprehension because it helps readers build an accurate base understanding of the text. Reading words with automaticity allows readers to devote more cognitive attention to comprehension. Reading with prosody (e.g., appropriate expression, phrasing) both reflects and supports comprehension.

—Nell K. Duke, Alessandra E. Ward, P. David Pearson
“The Science of Reading Comprehension Instruction”
The Reading Teacher, Vol. 74, No. 6, May/June 2021

Accuracy refers to reading a text correctly, without omitting, adding, or changing any of the words.

Connect to *myView Literacy*:
Fluency: Unit 1, p. T44

ROUTINE

STEP 1 INTRODUCE

- Describe reading with accuracy. *Today we will practice reading aloud with accuracy. That means we will read every word correctly. We will not skip or change any words.*
- Explain why accuracy is important. *If we skip or change a word, the text might not make sense.*

STEP 2 MODEL

- Choose and display an appropriately leveled text. *Before I read aloud, I'm going to read to myself to make sure I know the words. Read silently with me. Pause to read silently.*
- *Now I will read aloud the text. Follow along as I read. Listen to see if I read every word correctly. Point to the words as you read them.*

STEP 3 GUIDE PRACTICE

- Distribute a copy of the same text to each student.
- Have students echo read each sentence. *Follow along as I read aloud a sentence. Then you read aloud the sentence in the same way. Point to each word as you read it.*
- Continue, reading one or two sentences at a time until you read the entire text.
- Then have students choral read the text with you. *Point to each word as we read it.*

STEP 4 ON THEIR OWN

Now read the text without me. Have students read aloud the text together. For optimal fluency, have them read it aloud three or four times.

CORRECTIVE FEEDBACK

IF students cannot read words accurately,

THEN model reading aloud, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who cannot read aloud accurately will benefit from practice with blending sounds to decode words.

- Continue working with the same text. Read aloud the first sentence, pausing when you come to a word that students had difficulty with. *I'm not sure what this word is. I will blend the sounds to read it.* Point to each letter as you blend the sounds and read the word. *We blend the sounds in a word from left to right.*
- Write and display more words from the text. Have students practice blending the sounds to read the words.
- When students can read aloud the text accurately, work with another on-level text. Guide students to blend the sounds as you point to each letter, and to read the words in sentences.

Make It Harder

Students who can read the text aloud accurately might like to model reading a longer or more challenging text.

- Help students choose a text at an appropriate level. Remind them to read the text silently to be sure they know all the words.
- Have them read aloud the text to a partner, tracking the print as they read.
- Then have partners read the text together several times.

Rate refers to oral reading at the speed of natural speech that demonstrates automatic word recognition and smooth pacing.

Connect to *myView Literacy*:
Fluency: Unit 1, p. T44

ROUTINE

STEP 1 INTRODUCE

Describe the skill. *Today we will talk about speed. We will practice reading aloud at the same speed we use when we speak—not too fast, and not too slow. Reading aloud like we speak makes a text easier to understand.*

STEP 2 MODEL

- *Pay attention to how I read aloud.* Read aloud from a grade-appropriate narrative text. Ensure that students can see the text as you read.
- *I'm going to read aloud again. Follow along as I read and watch how fast I'm reading.* Point to each word as you read it aloud at the same speed you normally speak.

STEP 3 GUIDE PRACTICE

- *Listen carefully as I read aloud the text two more times.* Read aloud the text too quickly and then read the text again at an appropriate rate. *What did you notice about the speed I used each time I read? Which was easier to understand?* Guide students to point out that reading at a speed that is like speaking is easier to understand.
- *Now, let's read aloud together.* Do a choral reading. Point to each word as you and the students read it aloud.

STEP 4 ON THEIR OWN

- *Now it's time to read on your own.* Have partners practice reading aloud the same text without you.
- For optimal fluency, have students read aloud the text three or four times.
- Provide feedback on their pace (too slow, just right, too fast).

CORRECTIVE FEEDBACK

IF students are not reading aloud a grade-appropriate text at an appropriate rate,

THEN model what an appropriate rate sounds like, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

If students struggle to read with appropriate rate, choose from the options below.

- Have students read aloud a text that they have already read, if the one you selected proved to be too difficult or has letter combinations that have not yet been studied.
- Review any high-frequency words from the story using word cards. Help students decode other words as needed. Point to the first letter. *What letter is this? What sound does it make?* Point to the next letter and help students sound out the decodable words.
- Work with students individually. *I'll point to the words and you read them aloud.* Point to the words at a slightly slower than appropriate speed. *Let's read again, a little bit faster.* Point to the words at a speed that cues an appropriate oral reading rate.
- Have students continue practicing reading aloud, this time with a partner. For additional practice, use another text that students have already read.

Make It Harder

Provide students who are reading aloud at an appropriate rate with opportunities to practice additional oral reading with a partner.

- Have each partner choose a short passage from a text at an appropriate level.
- Have partners take turns reading aloud their texts so their reading sounds smooth and conversational.
- Have partners exchange texts and repeat the activity.

Comprehension

Because motivation is inherently social, the social context of the classroom can be adapted and leveraged to better support reading motivation (Hruby et al., 2016). In fact, a recent systematic review and meta-analysis found that motivational reading interventions, such as fostering reading interest through hands-on activities, offering choices, and providing process-oriented feedback, produced significant, positive effects on students' reading motivations and reading comprehension (McBreen & Savage, 2020).

—Nell K. Duke, Alessandra E. Ward, P. David Pearson
“The Science of Reading Comprehension Instruction”
The Reading Teacher, Vol. 74, No. 6, May/June 2021

Build Background Knowledge

Readers **build background knowledge** to connect their own background to a text to better understand it, and then add more knowledge from the text as they read.

Connect to *myView Literacy*:

Introduce the Text: Unit 1, p. T34

ROUTINE

STEP 1 INTRODUCE

When we read, we connect what we already know about a topic to the text. Making connections helps us to better understand what we're reading. It also helps us add new information to what we know.

STEP 2 MODEL

- Display a short, familiar text. *Before we read, let's look at the title, illustrations, and heads for clues about what we will read. What do you already know about the text?*
- *Let's start reading.* During reading, ask students questions such as those at right for stories or for informational text.
- *I also ask myself if there's something new that I've learned.* Finally, ask students how asking and answering questions helped them understand the text.

STEP 3 GUIDE PRACTICE

Display the same text and guide students to make connections.

- Have students show how to preview the text and share what they already know about the story or topic.
- During reading, prompt students to share what they are thinking or wondering about as you read aloud.
- Have students share anything new they have learned.

STEP 4 ON THEIR OWN

Have students turn to a partner. Ask them to share one new idea they learned from the text.

For stories, I ask ...

- Has this ever happened to me?
- How did it make me feel?
- Have I ever been to a ____?
- What did I see there?

For informational texts, I ask ...

- What do I know about ____?
- Where have I seen ____?
- What do these people do?

Build Background Knowledge

CORRECTIVE FEEDBACK

IF students cannot build background knowledge,

THEN model how to build background knowledge, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Some students may have trouble comprehending a text because they lack background knowledge for the text. You might use one of these activities to build background knowledge before reading a text.

- Provide realia when appropriate to help students build background for important elements of the text. Discuss the objects with students.
- Display photos, drawings, or illustrations to help students build background for a text. Discuss the visuals and relate them to the text.
- Choose important words in the text. Help build students' understanding of these words by providing visuals or by acting out their meanings, if applicable.

Make It Harder

Students who can build background knowledge may extend the activity by making connections to things they know from another text they have read.

- Ask students to name another text they have read that is similar to the story or topic of the text they are reading.
- Ask, [What did you learn from this text that helped you better understand the text we just read? How are the two texts alike?](#)

SIDE A

Ask and Answer Questions

Readers **ask questions** about a text before, during, and after reading to clarify and gain new information. Readers **answer questions** during and after reading as they look at the text to find answers.

Connect to *myView Literacy*:

Ask and Answer Questions: Unit 1, p. T114

ROUTINE

STEP 1 INTRODUCE

When we read, we ask ourselves questions about a text. We can ask questions before, during, and after we read. Asking questions gives us a reason to read as we look for answers in the text. Asking questions helps us better understand the text.

STEP 2 MODEL

- Display a familiar text. Before I read, I look at the cover and illustrations or photographs. Then I ask myself questions about what I think the text will be about.
- As I read, I ask myself questions about the things in the text I don't understand. I look at the illustrations or photographs. I reread parts of the text. Rereading can help me answer my questions and better understand the text.
- After I read, I ask questions about things I want to learn more about, such as the author and characters. I can ask questions about parts that seem important or interesting.

STEP 3 GUIDE PRACTICE

Display the same text. Guide students to use text details to answer their questions.

STEP 4 ON THEIR OWN

Choose and display a new text. Use one of the question words to ask a question about the text. Follow along as I read. Use details to try to answer your question. Then draw a picture to answer the question.

Use question words to ask questions about a text.

- Who or what is the text about?
- Where does it happen?
- When does it happen?
- Why did that happen?
- What does this mean?
- What else do I want to learn?

Ask and Answer Questions

CORRECTIVE FEEDBACK

IF students cannot ask and answer questions about a text,

THEN model how to ask and answer questions, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle with asking and answering questions may benefit from reviewing question words.

- Display the question words. *Questions often start with one of these words: who, what, when, where, why, or how.*
- Model how to form a high-level question with each word. Explain that good questions do not have simple yes/no answers. *Who or what is shown in the cover illustration? What words in the title give clues about the text?*
- Display a familiar book. Point to the cover. *What question do you have about the illustration (or photograph) on the cover? Remember to use a question word to begin your question.*
- Ask students how they could answer their question. Then work with them to find the answer, using details in the text and illustrations or photographs.
- Continue with questions about other pages in the book.

Make It Harder

Students may extend the activity to another text.

- Have partners work together to ask high-level questions about a new text. Remind students that good questions do not have yes/no answers. *Good questions require us to think about the text.* Display the question words for students to use as a resource.
- Then have partners work together to answer their questions.
- Partners can tell the group how they answered their questions.

Main Idea and Details

The **main idea** is the most important idea in an informational text. **Details** are smaller pieces of information that tell more about the main idea.

Connect to *myView Literacy*:

Find Main Idea: Unit 1, p. T160

Use Text Evidence: Unit 1, p. T170

ROUTINE

STEP 1 INTRODUCE

The main idea is what an informational text is mostly about. Details are smaller pieces of information. Details tell about the main idea. We look for the main idea and details to help us understand the text.

STEP 2 MODEL

- Display a familiar short informational text. I'm going to find the main idea in this text. The main idea is the "big idea."
- To find the main idea, I read the text and think about what all the sentences tell about. The title and pictures can also give me clues about the main idea. Identify the main idea for students.
- Now I'm going to look for details that tell more about the main idea. If a detail tells about the main idea, then it's an important detail. Point out a supporting detail. Explain how it tells about, or supports, the main idea.

Main Idea

- Detail
- Detail
- Detail

STEP 3 GUIDE PRACTICE

Display another familiar short informational text. Remember that the main idea is what most of the sentences are about. What is the main idea? What details in the text tell more about the main idea?

STEP 4 ON THEIR OWN

Have partners choose an informational text they have already read. Work together to identify the main idea of your text. Then find important details that give more information about this idea. Guide students as needed.

Main Idea and Details

CORRECTIVE FEEDBACK

IF students cannot identify the main idea and details,

THEN model the process, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle to identify the main idea in a text may benefit from first focusing on identifying the main idea in simple paragraphs.

- Choose a familiar informational paragraph with a clear main idea. Display the text and read it aloud.
- *To identify the main idea, I ask myself, What are all the sentences about? What words are repeated in the sentences and title?* Work with students to identify and state the main idea.
- Explain that we reread the other sentences and look for important details that tell about the main idea. Walk through the paragraph with students. Point out how each detail supports the main idea. *If a detail tells about the main idea, then it's an important detail.*
- Apply the process to additional paragraphs.

Make It Harder

Students who can identify main idea and details in familiar texts may benefit from applying the skill to new texts.

- Give students a simple informational text that has a clear main idea and several clear supporting details.
- Have students identify the main idea. Then have them draw a picture that shows the main idea.
- Next, have students name some details from the text that tell about the main idea.
- Continue with additional texts.

SIDE A

Retell

When readers **retell**, they use their own words to recount what happens in a story in order.

Connect to *myView Literacy*:
Describe Plot: Unit 3, p. T280

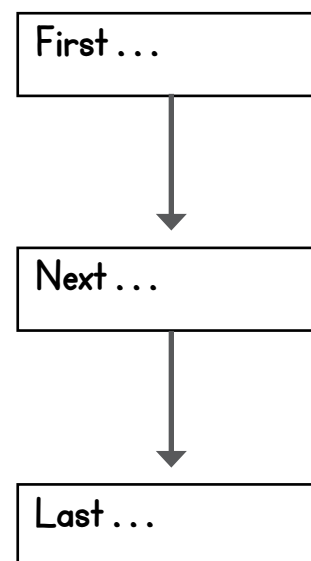
ROUTINE

STEP 1 INTRODUCE

When we retell a story, we tell the most important story events that happen in the beginning, middle, and end of a story. Retelling helps us understand story events.

STEP 2 MODEL

- Display a familiar story. *I'm going to retell this story.* Use the illustrations to guide your retelling. *I only tell the most important events that happen. I retell events in my own words.*
- I use the word *first* to tell what happens at the beginning of the story.
- I use the word *next* to tell what happens in the middle of the story.
- I use the word *last* to tell what happens at the end of the story.



STEP 3 GUIDE PRACTICE

Display a familiar story and call on students to retell it. Remember that when you retell a story, you use your own words. You tell what happens in the beginning, middle, and end of a story in order. What happens first? Next? Last?

STEP 4 ON THEIR OWN

Have partners choose a familiar story. *Work together to retell the story. Tell the main events that happen at the beginning, middle, and end.* Guide students as needed.

CORRECTIVE FEEDBACK

IF students cannot retell a story in order,

THEN model how to retell, using Steps 2 and 3. Next, work through the Make It Easier activity.

Make It Easier

Students who struggle to retell a story may benefit from practice using sequence words to tell about simple sequences.

- Choose a simple three-step procedure, such as making a sandwich. Act out the steps, using the sequence words *first*, *next*, and *last* to describe what you are doing in order.
- Have students act out several simple three-step sequences, such as tying their shoes or brushing their teeth. Say: *As you act out each step, use a sequence word to tell the order in which you are doing things.* Guide students as necessary.

Make It Harder

Students who can retell a story in order can apply the skill to other texts.

- Have students choose a familiar story.
- Have them draw pictures to show what happens at the beginning, middle, and end of the story.
- Then have them use the pictures to guide their retelling of the story to the group. Remind students to use sequence words to tell the order in which things happen in the story.

Teacher Resources

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Multisensory Activitiespp. 337–346

Phonics Generalizationsp. 347

Articulation Support Guide.pp. 348–356

Glossarypp. 357–358

Researchpp. 359–360

a	a	a	a	a	a	a	a
a	a	b.	b.	b.	b.	b.	b.
b.	b.	b.	b.	c	c	c	c
c	c	c	c	c	c	d.	d.
d.	d.	d.	d.	d.	d.	d.	d.
e	e	e	e	e	e	e	e
e	e	f	f	f	f	f	f
f	f	f	f	g	g	g	g
g	g	g	g	g	g	h	h
h	h	h	h	h	h	h	h
i	i	i	i	i	i	i	i
i	i	j	j	j	j	j	j

j	j	k	k	k	k	k	k
k	k	k	k	l	l	l	l
l	l	l	l	l	l	m	m
m	m	m	m	m	m	m	m
n.	n.	n.	n.	n.	n.	n.	n.
n.	n.	o	o	o	o	o	o
o	o	o	o	p.	p.	p.	p.
p.	p.	p.	p.	p.	p.	q	q
q	q	q	q	q	q	r	r
r	r	r	r	r	r	r	r
s	s	s	s	s	s	s	s
s	s	t	t	t	t	t	t

t	t	t	t	u.	u.	u.	u.
u.	u.	u.	u.	u.	u.	v	v
v	v	v	v	v	v	w	w
w	w	w	w	w	w	w	w
x	x	x	x	x	x	x	x
y	y	y	y	y	y	y	y
z	z	z	z	z	z	z	z
ch	ch	ch	ch	ch	ch	ch	ch
ch	ch	ll	ll	ll	ll	ll	ll
ll	ll	ll	ll	ñ	ñ	ñ	ñ
ñ	ñ	ñ	ñ	ñ	ñ		

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

Multisensory Activities

Grade K

The following multisensory activities connect with the *myView Literacy* phonics lesson indicated. The activities are separated into the following categories:

- Phonological and Phonemic Awareness Activities
- Rhyming Activities
- Letter Recognition Activities
- Letter-Sound Correspondence Activities
- Word Recognition Activities

PHONOLOGICAL AND PHONEMIC AWARENESS ACTIVITIES

Connect to *myView Literacy*:

Unit 3, Week 3, p. T152

What's the Buzz?

STEP 1 Listen closely as I read aloud a story. When you hear the sound /z/ in a word, make a buzzing sound. The title of our story is “What’s the Buzz?” Lead students in making a buzzing sound.

STEP 2 Read aloud the following story, emphasizing words with the z sound:

Zelda is a **busy** bumblebee. Every morning, she **zooms** from her hive to the **zoo**. She **waves** to the **zebras**. Then she **zips** over to her favorite **flowers**. She **zigs** to a bright yellow **daisy** to collect pollen. Then she **zags** to a golden **pansy** for nectar. She **zigzags** back and forth until her **fuzzy** little belly is full. Then **Zelda zooms** home for an afternoon **snooze**.

STEP 3 When students have buzzed for every word with the z sound, lead them in one big, final buzz for the sound /z/!

Word Jump

- STEP 1** Have students count the words in sentences to understand that sentences are made of words.
- STEP 2** Prepare a list of sentences containing mostly short and long *a* words, such as *Alex plays a game*, *Alice can dance*, and *A black cat sat on a hat*.
- STEP 3** Read aloud each sentence slowly and have students jump to count the number of words in the sentence. For example, if a sentence has four words, students jump four times.

Word Count

- STEP 1** Prepare a list of sentences containing mostly short and long *u* words and letters *Hh* and *Xx*, such as *Max can hum*, *Lexi hugs six buds*, and *His bug is cute*. Distribute ten counters or cubes to each student.
- STEP 2** Read aloud the first sentence slowly. Have students pick up a counter for each word they hear. Then have them place the counters in a row to count the number of words in the sentence. For example, if a sentence has four words, students pick up four counters and place them in a row.
- STEP 3** When the counters for a sentence are in place, encourage students to touch each counter, in order and out of order, and say the word each counter represents.

RHYMING ACTIVITIES

Time to Rhyme!

- STEP 1** Remind students that two words with the same middle and ending sounds are called rhyming words.
- STEP 2** Say words that end in the sounds /i/ /n/ and /i/ /p/, such as *pin*, *tin*, *Lynn*, *tip*, *lip*, *chip*.
- STEP 3** Each time you say a word, call on a student to generate a word that rhymes with it. Tell students that nonsense words are acceptable, as long as they rhyme!

More Time to Rhyme!

- STEP 1** Remind students that two words with the same middle and ending sounds are called rhyming words.
- STEP 2** Say words from word families *-op* and *-ot*, such as *hop, cot, dot, spot, top, shop, pot, pop, plot, mop, drop, blot, and stop*.
- STEP 3** Read aloud a word and then call on a student to generate a word that rhymes with it. Tell students that nonsense words are acceptable, as long as they rhyme!

LETTER RECOGNITION ACTIVITIES

An Apple a Day

- STEP 1** Prepare for this activity by cutting out several apple shapes from red paper, one paper apple per student. Then have students sit in a circle and pass *m, t, s,* and *a* letter tiles to each other clockwise in the circle.
- STEP 2** Students should continue to pass the tiles around and around until you say “Stop!”
- STEP 3** Whichever student is holding the letter *a* when you say “Stop!” identifies the letter and sound /a/. The student then receives one of the paper apples.

Sculpt a Letter

- STEP 1** Have available modeling clay and plastic mats and display or write the letters *l* and *i* on the board.
- STEP 2** Model for students how to sculpt *l* and *i* with clay by rolling the clay into straight lines and by rolling a small piece between your palms for the dot on *i*.
- STEP 3** Have students sculpt their own letters *l* and *i*. Have them turn to a partner and tell him or her what letter they sculpted.

Letters in the Sand

- STEP 1** Distribute shallow plastic containers filled with craft sand to individual students or partners. Prepare a list of words with and without the sound /u/. Some words to use are *bud, bit, bug, dig, bag, cup, hub, box, nut, dug, rub, pen, sun, jet, and tub*.
- STEP 2** Write the letters *Uu* on the board. *I will read aloud a word. If you hear the sound /u/ in the word, use your finger to write the letter *u* in the sand. Don't write in the sand unless you hear the sound /u/.*
- STEP 3** Emphasize the sound /u/ as you read aloud each word. Watch for correct letter formation as students write in the sand.

Dots and Tails

- STEP 1** Distribute lowercase magnetic letters or letter tiles to partners or small groups.
- STEP 2** Have students sort their letters by what they have in common. Call out a letter characteristic for students to sort, such as letters with dots (letters *i, j*), letters with tails (letters *g, j, p, q*), tall letters (letters *b, d, f, h, k, l, t*), letters with circles (letters *a, b, d, g, o, p, q*), and letters with slanted lines (letters *k, v, w, x, y, z*).
- STEP 3** After each sort, have students name the letters that have the common characteristic.

LETTER-SOUND CORRESPONDENCE ACTIVITIES

Mmm, Mmm, Good

- STEP 1** Display or write the letters *Mm* on the board. *Listen carefully to the sound the letter *m* spells: /m/ /m/ /m/.*
- STEP 2** Tell students you are going to name some food words, and that some of the words will begin with /m/ spelled *m*. *If you hear a word that begins with /m/, say "Mmm!" and rub your tummy. Tasty!*
- STEP 3** Say several food words, some that begin with the letter *m*, such as *macaroni, mustard, maple syrup, mango, and milk*, and some that do not begin with the letter *m*. Remind students to say "Mmm!" and rub their stomachs when they hear a word that begins with the letter *m*.

Sky Writing

- STEP 1** Display or write the letters *Pp* on the board. Listen carefully to the letter *p* sound: /p/ /p/ /p/.
- STEP 2** Guiding students to form the strokes, have them write the letter *p* in the air with their finger.
- STEP 3** Then guide students to write the letter *p* on their palms. Observe the students and provide feedback.

More Sky Writing

- STEP 1** Display or write the letters *Ee* on the board. The sound /e/ as in *net* and the sound /ē/ as in *Pete* are spelled with the letter *e*.
- STEP 2** Guide students to form the strokes, having them write uppercase *E* and then lowercase *e* in the air with their finger.
- STEP 3** Then guide students to write the letters *E* and *e* on their palms, observing the students and providing feedback.

Surprise! You're a Letter

- STEP 1** Prepare for this activity by making letter necklaces for students. String each necklace with a piece of paper with one of the following letters: *b, c, d, e, f, g, l, n, o, p, r, s, t, v*.
- STEP 2** Distribute the necklaces to students. Write one of the following words with the sound /o/ or the sound /ō/ on the board: *drop, cone, blot, vote, slot, globe, frog, stone, spot*. Have students with the letters of the word stand in the front of the room in the correct order to spell the word and then read aloud the word. Continue until every word has been correctly spelled.
- STEP 3** As an alternative to necklaces, give students sticky notes of the individual letters. Have students with the letters of the word on the board come up and post their matching letters onto the word.

WORD RECOGNITION ACTIVITIES

Connect to *myView Literacy*:
Unit 1, Week 5, p. T256

I Can Match

- STEP 1** Prepare for this activity by writing the following words with consonant *b* on index cards: *bat, bit, tab, bin*. Write each word twice so that there are a total of eight cards.
- STEP 2** Display one set of cards and distribute the remaining four cards to four students.
- STEP 3** Have the students with cards take turns reading their card and matching it with the correct displayed card. Repeat the activity until all students have a turn.

Word Cheer!

Connect to *myView Literacy*:
Unit 2, Week 1, p. T32

- STEP 1** Write words with and without the sound /d/ on the board. Some words to use are *dad, dam, dim, sad, Dan, bad, rid, pad, bid, and mad*. We'll read aloud each word. If we hear the sound /d/ in the word, we'll cheer the word.
- STEP 2** Have students read aloud the first word, such as *dad*. Then lead them in cheering the word by repeating it three times. **Dad! Dad! Dad!**
- STEP 3** Continue until students have read and cheered every word with the sound /d/.

Word Fences

Connect to *myView Literacy*:
Unit 2, Week 3, p. T144

- STEP 1** Prepare a list of words that begin with the letter *H* or *h*. Some words to use are *hop, hip, hat, him, ham, hid, had, hot, and Hal*. Distribute writing paper to students.
- STEP 2** Write the word *hop* on the board and have students read aloud the word. Point out the ascending *h* and descending *p* in the word. Ask students to write the word on their paper. When all are finished writing, help students see the shape of the word on the board by “fencing it in,” outlining the word to show the ups and downs of the letters. Have students fence in the word on their paper to see if it matches the fenced-in word on the board.
- STEP 3** Repeat the activity using the remaining words.

Reading Buddies : -ag, -ap, -as, -ig, -og, -ot

- STEP 1** Write a list of words from the week on a sheet of paper and distribute a copy to each student. Some words to use are *gap, tag, pig, log, sag, bag, dig, gas, rag, got, hog, lag,* and *dog*.
- STEP 2** Have students choose a classroom stuffed animal or draw a picture of their favorite animal to be their reading buddy. Then have students read aloud the words on the list to their reading buddy.
- STEP 3** When students are finished reading aloud the words, have them choose their favorite word and write it on the word list.

Rainbow Words

- STEP 1** Write on the board the following words with the sound /e/: *bed, fed, pet,* and *red*. Distribute sheets of light-colored construction paper along with crayons, markers, or colored pencils.
- STEP 2** Have students read aloud the words on the board. Then have students choose one of the words and write it in very large letters in pencil on their paper, filling as much of the page as possible. **Let's turn this word into a rainbow word!**
- STEP 3** Have students trace over each letter multiple times, using a different color each time to create their rainbow word.

Zooming Jets!

- STEP 1** Prepare word cards for words with and without initial letter *j*, such as *jet, cap, bit, job, jig, bag, Jim, pin, bat, jog, map,* and *jam*. Then have students stand in place with space around them. Guide students in sky writing the letter *j*, saying, “down, hook, dot.”
- STEP 2** Listen carefully: /j/, /j/, /j/. When you hear a word with the sound /j/, hold out your arms horizontally at your sides and turn your body as if you are a jet zooming in the sky. Display a word card and call on a student to read it aloud and lead the class in zooming like a jet, still standing in place, if the word begins with the sound /j/.
- STEP 3** When every word card has been read, have students pretend to be zooming jets one more time.

Come Out, Come Out, Wherever You Are!

- STEP 1** Prepare for this activity by making a list of words with *-ug* and *-un*, such as *bug*, *bun*, *dug*, *fun*, *hug*, *jug*, *mug*, *run*, *rug*, *plug*, *snug*, *sun*, and *tug*.
- STEP 2** Use a white crayon to write six to eight of the words on white construction or watercolor paper, one sheet per student. The words will be invisible until students apply watercolor paint.
- STEP 3** Distribute a sheet of the paper and watercolor paints with water to each student. Have students paint the paper and read aloud each word as it magically appears.

Long or Short?

- STEP 1** Display or write on the board a list of a mix of short *o* and long *o* words. Have students sit in a circle. Give a beanbag or other soft object to one of the students.
- STEP 2** **It's time to play Long or Short!** Say "Go!" and have students pass the beanbag clockwise in the circle. Students should continue to pass the beanbag around until you say "Stop!" The student holding the beanbag keeps it and reads aloud the first word on the list. If the word has a short *o*, the student should hop up and down. If the word has a long *o*, the student should pretend to eat an ice cream cone.
- STEP 3** Continue playing until each student has had a turn to read from the list.

Reading Buddies : Short *u* and Long *u*

- STEP 1** Write a list of short *u* and long *u* words on a sheet of paper and distribute a copy to each student. Some words to use are *bun*, *use*, *rub*, *cube*, *cup*, *rule*, *dug*, *huge*, *jug*, *mule*, *nut*, *cute*, and *fun*.
- STEP 2** **It's time for our Reading Buddies!** Have students choose a classroom stuffed animal or draw a picture of their favorite animal to be their reading buddy. Then have students read aloud the words on the list to their reading buddy.
- STEP 3** When students are finished reading aloud the words, have them choose their favorite word and write it on the word list.

Do You Remember?

- STEP 1** Prepare for this activity by using index cards or an online memory card-game generator to make six pairs of short *i* and long *i* word cards for partners. Some words to use are *pig*, *lime*, *sit*, *bike*, *pin*, and *tide*.
- STEP 2** Distribute one set of twelve cards to partners. Have partners arrange the cards face down in three rows of four cards each. Partners take turns turning over two cards and reading aloud the words. If the cards match, the student takes those cards. If the cards do not match, the student turns the cards face down in the same places and the other student takes a turn.
- STEP 3** Continue playing until all cards have been matched.

Simon Says

- STEP 1** Prepare for this activity by making word cards of one-syllable short e words written on them, such as *fed*, *den*, *beg*, *get*, *hem*, *jet*, *led*, *leg*, *let*, *met*, *net*, *peg*, *pet*, *red*, *set*, *ten*, *web*, and *vet*.
- STEP 2** Have students stand in place. [Let's play Simon Says. Do what I say only if I say "Simon says."](#) Display the words one at a time to the group, giving directions such as "Simon says, 'Read this word and touch your nose.'" When a student follows directions but shouldn't have, remind the student to listen carefully for "Simon says" before doing anything.
- STEP 3** Continue until all words have been read.

Word Tower

- STEP 1** For this activity, you will need one set of building blocks for each small group to work with on the floor. Attach onto building blocks labels of words with initial and final blends, such as *crab*, *tent*, *slid*, *land*, *grade*, *mask*, *stone*, *belt*, and *slip*. Have students use sticky notes if building blocks are not available. [Let's build word towers!](#)
- STEP 2** Have students take turns taking a block, reading aloud the word, and stacking the block to build a tower of words.
- STEP 3** Continue until all words have been read and placed on the tower.

Words in the Sand

- STEP 1** Distribute shallow plastic containers filled with craft sand to individual students or partners. Prepare a list of words beginning with the letters *Ww* and *Mm*. Some words to use are *win, men, wave, mine, west, mate, want, Max, wax, mist, wide, Mike, wig, mast, and went*.
- STEP 2** Write the first word on the board and have students read aloud the word. **Now, write the letters of the word in the sand.**
- STEP 3** Emphasize the sound /w/ and the sound /m/ as you read aloud each word. Watch for correct letter formation as students write in the sand.

Colorful Words

- STEP 1** Prepare for this activity by writing a color word in large block letters horizontally across a sheet of paper. Color words to use are *red, rose, plum, tan, and lime*. The letters should be large and open enough for students to color inside them. Photocopy the pages and distribute one of each sheet to each student. Provide students with red, rose (pink), plum (purple), tan, and lime-green crayons, markers, or colored pencils and writing paper.
- STEP 2** Have students read aloud each color word and then color inside the letters using the appropriate color for that word.
- STEP 3** When students have colored all five color words, have them write the words on the writing paper.

Reading Buddies: Short and Long Vowels

- STEP 1** Write a list of words with sounds that students have learned on a sheet of paper and distribute a copy to each student. Some words to use are *hem, Jan, lip, dog, fun, stem, plan, Steve, cube, clap, wave, bike, and home*.
- STEP 2** **It's time for Reading Buddies!** Have students pair up with a partner and read aloud the words on the list to each other.
- STEP 3** When students are finished reading aloud, distribute a sheet of writing paper to each student. Have students write their favorite word from the list and give it to their partner as a "thank you" for reading with him or her.

Phonics Generalizations, Grade K

SKILL	GENERALIZATION
c /k/ or /s/	<ul style="list-style-type: none">• The letter <i>c</i> can stand for the sound /k/ or the sound /s/. (e.g., <i>cat</i>, <i>ice</i>)• The letter <i>c</i> usually stands for the sound /s/ when followed by <i>e</i>, <i>i</i>, or <i>y</i>. (e.g., <i>cent</i>, <i>city</i>, <i>icy</i>)
consonant blend	A consonant blend consists of two or more letters whose sounds are blended together when pronouncing a word. (e.g., <i>clap</i> , <i>list</i>)
consonant pattern -ck	The letters <i>ck</i> stand for the sound /k/. (e.g., <i>back</i>)
final x	The letter <i>x</i> at the end of a word usually stands for the sound /ks/. (e.g., <i>box</i> , <i>mix</i>)
FLOSS rule	When a one-syllable word with a short vowel ends with the letters <i>f</i> , <i>l</i> , <i>s</i> , or <i>z</i> , the final letter is usually doubled. (e.g., <i>puff</i> , <i>hill</i> , <i>mess</i> , <i>fizz</i>)
initial qu	<i>Q</i> is rarely alone in words. The letters <i>q</i> and <i>u</i> spell the sound /kw/. (e.g., <i>quilt</i>)
long vowel	VCe When a word has a vowel-consonant-silent <i>e</i> pattern, the vowel usually stands for its long sound. (e.g., <i>ate</i> , <i>eve</i> , <i>hide</i> , <i>bone</i> , <i>cube</i>)
short vowel	CVC When there is only one vowel at the beginning or in the middle of a word or syllable, it usually stands for its short sound. (e.g., <i>cat</i> , <i>bed</i> , <i>pin</i> , <i>pot</i> , <i>fun</i>)

Articulation Support Guide

Sound Articulation

Articulation is the formation of clear and distinct sounds. Teaching articulation along with phonological awareness benefits children and helps them become accurate and fluent readers. In fact, research shows a direct correlation between phonological awareness and reading success.

- Children must learn to isolate and pronounce the sounds, or phonemes, in spoken words.
- Children must map the sounds (phonemes) of English to letters or groups of letters (graphemes) that spell the sounds.
- To read successfully, children must access the sounds that the graphemes represent, read (decode) the words, and relate to the meaning of the words (comprehend).

With appropriate instruction that includes articulation support, children can become both accurate and fluent readers. Current research supports combining seeing, hearing, and saying to help children master sound-spellings and sound articulation.

Routine Sound Articulation

This routine can be used for teaching sound articulation or for reteaching children who need additional support.

- 1 Introduce** Display the sound-spelling and tell children the name of the sound spelling.

Examples

- Display the letter *f*. Say: *The name of this letter is f.*
- Display the digraph *ch*. Say: *This is the consonant digraph ch.*

- 2 Model** Say the sound and tell children how to articulate it.

Examples

- *When you say /f/, your top teeth touch your bottom lip.*
- *When you say /ch/, the tip of your tongue touches the roof of your mouth. Then air is released.*

- 3 Practice** Display the sound-spelling. Ask children to name the sound-spelling. Then ask children to produce the sound.

Distinguishing Similar Sounds

Some sounds can be difficult for children to distinguish. The sounds are produced almost identically, but there is a slight difference such as a variation in mouth formation, slightly different tongue position, or use of the vocal cords. For example, one sound might be voiced, meaning that the vocal cords vibrate when that sound is being produced, and the other might be unvoiced, meaning that there is no vocal cord vibration.

Here are examples of sounds that children can sometimes confuse.

Consonant Cognates

Unvoiced	Voiced
/f/	/v/
/p/	/b/
/t/	/d/
/k/	/g/
/s/	/z/
/th/	/TH/

Vowels

Sounds	Difference
/e/ and /i/	Both are voiced, but tongue position is different.
/e/ and /a/	Both are voiced, but mouth position is different.
/e/ and /ā/	Both are voiced, but mouth position is different.

Other Commonly Confused Sounds

Sounds	Difference
/ch/ and /sh/	Both are unvoiced, but air is released differently.
/m/ and /n/	Both are voiced, but mouth position is different.

Routine Distinguishing Similar Sounds

Use this routine to help children distinguish sounds that are often confused.

- 1 Introduce** Tell children that some sounds can be tricky because they sound a lot alike.

Examples

- Telling the difference between the sounds /f/ and /v/ can be tricky because they sound a lot alike.
- Telling the difference between /e/ and /i/ can be tricky because they sound a lot alike.

- 2 Model** Explain how producing the sounds is similar and different.

Examples

- When I say both /f/ and /v/, my top teeth touch my bottom lip. The difference is how the air comes out of my mouth. When I say /f/, the air just flows through my lips. Put your hand on your throat. When I say /v/, the air flows through my lips, but I can also feel my throat move.
- When I say both /e/ and /i/, my jaw is open. When I say /e/, my tongue is slightly rounded up. When I say /i/, my tongue is slightly lowered.

- 3 Practice** Have children practice producing the two sounds.

Examples

- Put a hand on your throat. Say /f/ and /v/. Notice how your throat moves when you say /v/ but not when you say /f/.
- Say /e/ and /i/. Notice how your tongue is in a different position when you say each sound.

Articulation Instruction for the Sounds of English

Consonant Sounds

Sound	Pronunciation	Sample Words	Voiced?
/b/	When you say /b/, you put your lips together. Then your lips open and a tiny puff of air comes out of your mouth.	ball, bat, bike	Voiced
/k/	When you say /k/, the back of your tongue is humped in the back of your mouth.	cat, kite, kangaroo	Unvoiced
/d/	When you say /d/, the tip of your tongue touches above your top teeth.	duck, dress, donut	Voiced
/f/	When you say /f/, your top teeth touch your bottom lip.	fox, fish, fan, phone	Unvoiced
/g/	When you say /g/, your mouth is open and your tongue is humped at the back of your mouth.	goose, gold, guitar	Voiced
/h/	When you say /h/, your mouth is open and air is pushed out of your mouth.	hammer, hat, hairbrush	Unvoiced
/j/	When you say /j/, the tip of your tongue touches the roof of your mouth. Then air is released.	juice, jellyfish, gym	Voiced
/l/	When you say /l/, the tip of your tongue touches above your top teeth and stays there.	lamp, lion, lemon	Voiced
/m/	When you say /m/, your lips come together.	moon, muffin, mouse	Voiced
/n/	When you say /n/, your tongue is at the top of your mouth behind your teeth and a little air comes out of your nose.	nest, notebook, napkin	Voiced

continued

continued Consonant Sounds

Sound	Pronunciation	Sample Words	Voiced?
/p/	When you say /p/, your lips start out together. They then open and a puff of air comes out of your mouth.	pillow, pinecone, pretzel	Unvoiced
/kw/	When you say /kw/, the back of your tongue is humped in the back of your mouth, and then your lips come together in a small circle.	queen, quilt, question mark	Voiced
/r/	When you say /r/, the tip of your tongue goes up toward the roof of your mouth.	rake, rainbow, rocket	Voiced
/s/*	When you say /s/, your tongue is near the top of your front teeth. Your tongue stays there as air is pushed out of your mouth.	sing, sandwich, sun	Unvoiced
/t/	When you say /t/, the tip of your tongue touches above your top teeth, and then a tiny puff of air comes out of your mouth.	tomato, toad, tent	Unvoiced
/v/	When you say /v/, your top teeth touch your bottom lip.	volcano, van, vegetable	Voiced
/w/	When you say /w/, your lips form a small circle.	web, wagon, walrus	Voiced
/ks/	When you say /ks/, the back of your tongue is humped in the back of your mouth and then moves to touch your bottom teeth as your jaw closes.	fox, box, socks	Unvoiced
/y/	When you say /y/, your tongue starts near the roof of your mouth and then moves down.	yellow, yo-yo, yogurt	Voiced
/z/*	When you say /z/, your tongue is near the top of your front teeth. Your tongue stays there as air is pushed out of your mouth and sound comes out.	zipper, zebra, zucchini	Voiced

*In plurals with the ending -s, unvoiced /s/ follows unvoiced sounds such as /p/ and /t/ and voiced /z/ follows voiced sounds such as /g/.

Short Vowel Sounds

Sound	Pronunciation	Sample Words	Voiced?
/a/	When you say /a/, your jaw and tongue are down.	alligator, ant, apple	Voiced
/e/	When you say /e/, your jaw is open and tongue is slightly rounded up.	elephant, egg, envelope	Voiced
/i/	When you say /i/, your mouth is open and your tongue is slightly lowered.	iguana, igloo, insect	Voiced
/o/	When you say /o/, your mouth is open and your jaw drops.	octopus, otter, olive	Voiced
/u/	When you say /u/, your mouth is open, and your tongue is down.	umbrella, up, umpire	Voiced

Long Vowel Sounds

Sound	Pronunciation	Sample Words	Voiced?
/ā/	When you say /ā/, start with your tongue in the middle of your mouth. Your tongue moves up as your jaw closes slightly.	acorn, cake, skates	Voiced
/ē/	When you say /ē/, your tongue is high in your mouth and your jaw is almost closed.	eagle, tree, seal	Voiced
/ī/	When you say /ī/, your tongue is low in your mouth. It moves upward as your jaw closes.	island, five, lime	Voiced
/ō/	When you say /ō/, your lips form a circle that gets smaller as your jaw closes slightly.	oatmeal, rope, rose	Voiced
/ū/	When you say /ū/, you begin with your tongue near the roof of your mouth. Then the front of your tongue lowers as you close your lips into a small circle.	unicorn, music, cube	Voiced
/ü/	When you say /ü/, your lips form a small circle and the back of your tongue is high.	balloon, flute, raccoon	Voiced

Consonant Digraph Sounds

Sound	Pronunciation	Sample Words	Voiced?
/ch/	When you say /ch/, the tip of your tongue touches the roof of your mouth. Then air is released.	chick, chocolate, peach	Unvoiced
/sh/	When you say /sh/, your lips stick out and air is pushed out.	shark, shell, sheep	Unvoiced
/th/	When you say /th/, you put the tip of your tongue between your top and bottom teeth. Then air comes out of your mouth.	thumb, thorn, tooth	Unvoiced
/TH/	When you say /TH/, you put the tip of your tongue behind your top front teeth. Your tongue and teeth may touch lightly and your vocal cords vibrate to make sound.	the, then, smooth	Voiced
/hw/	When you say /hw/, your lips form a small circle as air is pushed out.	whale, whiskers, whistle	Unvoiced
/ng/	When you say /ng/, the back of your tongue lifts up and touches the back of your mouth.	string, ring, king	Voiced
/ngk/	When you say /ngk/, the back of your tongue lifts up and touches the back of your mouth. Your vocal cords vibrate as sound is produced, and then sound is cut off as a puff of air is released.	skunk, wink, pink	Voiced
/zh/	When you say /zh/, your lips stick out. The sides of your tongue might touch your top teeth.	treasure, television, measure	Voiced

r-Controlled Vowel Sounds

Sound	Pronunciation	Sample Words	Voiced?
/ar/	When you say /ar/, your tongue is low in your mouth and then moves up as your jaw closes.	star, marker, car	Voiced
/ər/	When you say /ər/, you lift the back of your tongue so that the sides of your tongue touch the back teeth.	bird, word, turtle	Voiced
/ôr/	When you say /ôr/, you begin with your lips in a small circle. Then your lips open and your tongue rises.	fork, corn, horse	Voiced

Diphthongs and Other Vowel Sounds

Sound	Pronunciation	Sample Words	Voiced?
/oi/	When you say /oi/, you begin with your lips in a small circle. Then your lips open and your tongue rises and comes forward.	toy, boy, coin	Voiced
/ou/	When you say /ou/, you begin with your jaw open and your tongue low near your teeth. Then you close your jaw and form your lips into a circle.	owl, cloud, mouse	Voiced
/û/	When you say /û/, your lips form a relaxed circle and the back of your tongue lifts up.	bull, bush, pudding	Voiced
/ô/	When you say /ô/, you push your tongue back and low, and your lips are rounded.	hawk, straw, lawn mower	Voiced

A note about initial consonant blends: When encoding words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, children should distinguish the placement and action of the lips, teeth, and tongue during articulation.

Glossary

accuracy: To read a text correctly, without omitting, adding, or changing any words

alliteration: The repetition of consonant sounds at the beginning of words or within words

answer questions: To find answers to a reader's questions generated during and after reading

antonym: A word with a meaning that is opposite to the meaning of another word

ask questions: To ask about the text before, during, and after reading to clarify and gain new information

blending: To string together the sounds that the letters spell in a word

build background knowledge: To connect one's own background to a text for better understanding of the text, and then to add more knowledge from the text during reading

closed syllable: A syllable that ends with a consonant and usually has a short vowel sound

compound word: A word made of two smaller words

consonant blend: A blended sound represented by two or three consonant letters

context clue: A hint found within a text that helps readers figure out the meaning of an unfamiliar word

decodable high-frequency words: High-frequency words that have previously-learned sound-spelling patterns.

decoding: The translation of the symbols of written English (letters) into the sounds of the spoken language to read a word

detail: A small piece of information that tells more about the main idea in an informational text

drama/play: A type of writing that tells a story and is acted out for others

high-frequency words: The words that appear most often in our written language

informational text: A type of writing with a main idea and details that provides facts and information about a topic

literary text: A type of writing that tells a story or entertains

main idea: The most important idea in an informational text

multisyllabic word: A word that has more than one syllable

narrative text: Any type of writing, including fiction or nonfiction, that relates a series of events

non-decodable high-frequency words: High-frequency words that do not follow a regular sound-spelling pattern or the sound-spelling patterns have not been previously learned

onset: The part of a syllable that comes before the vowel, such as the c in *cat*

open syllable: A syllable that ends with a long vowel sound

oral vocabulary: Words used in speaking or recognized in listening

phoneme addition: To make a new word by adding a phoneme (sound) to a word

phoneme blending: To listen to a sequence of spoken sounds and combine them to form a word

phoneme isolation: To identify individual sounds (phonemes) at the beginning, middle, and end of words

phoneme manipulation: To change individual sounds (phonemes) at the beginning, middle, and end of words

phoneme segmentation: To break a word into its sounds (phonemes)

phonics: Instruction in the relationships between letters and sounds

phonological awareness: The awareness of units of sound in spoken language, such as sentences, words, syllables, onsets and rimes, and phonemes

poetry: A type of writing often using rhythm and rhyme to express an idea, a feeling, or a story

prefix: A group of letters added to the beginning of a word that changes the meaning of the word

rate: Oral reading at the speed of natural speech, demonstrating automatic word recognition and smooth pacing

retell: To use one's own words to recount what happens in a story, in order

rhyme: Two or more words with the same middle and ending sounds

rhyming word: See *rhyme*.

rime: A vowel and any following consonants of a syllable or word, such as *-at* in *cat*

suffix: A group of letters added to the end of a word that changes the meaning of the word

syllable: A word part that has one vowel sound

synonym: A word with a meaning that is similar to the meaning of another word

word family: A group of words that rhyme and share the same phonogram of a vowel and ending consonant(s)

word part: A group of letters that can be added to some words to make new words with different meanings

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