

Arizona Department of Education  
8-Week Pandemic Curriculum



# Language Arts Kindergarten

This curriculum was designed for guided student learning and aligns to Arizona Academic Standards.

Developed February, 2010

# Kindergarten Routines

When teaching the routine to the student, please demonstrate the routine for the student at least two times before asking the student to do the routine or activity.

## Phonemic Awareness Routines

1. Phonemic awareness routines should be done without writing letters or words. These are listening (auditory) activities.
2. When you see slashed lines // on each side of a letter in the instructions, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.\*

## Syllable Counting

**Purpose:** The following routines help develop the ability to hear, identify, and manipulate syllables within words. Before children learn to read, they need to discover that some words can be divided into smaller chunks called syllables.

1. Say a word.
2. Student repeats the word.
3. Student counts how many syllables are in the word.

Example: Say, "Listen to the word I say. Watch how many times my jaw drops or my mouth opens." **"ti-ger"**

Put your chin in the palm of your hand and then place your elbow on the table. As you say the word, look at the student.

Student says "ti      ger"  
                         1      2      **There are 2 syllables in tiger.**

## Initial Sound Practice

**Purpose:** The following routines help develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work, **especially the initial (beginning) sounds of words**. They must understand that words are made up of individual speech sounds, or phonemes.

1. Say the word and tell the student to listen for the initial (beginning) sound.
2. Student repeats the word.
3. Student says the initial (beginning) sound

Example:

- Say, “Listen to the word I say, **sip**. What sound do you hear in the initial or beginning of this word?”
- Student says **sip**.
- Student says **/s/**.

### **Final Sound Practice**

**Purpose:** The following routine helps develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work, **especially the final (end) sounds of words**. They must understand that words are made up of speech sounds, or phonemes.

1. Say the word and tell the student to listen for the final (ending) sound.
2. Student repeats the word.
3. Student says the final (ending) sound.

Example:

- Say, “Listen to the word I say, **map**. What sound do you hear in the final or ending of the word map?”
- Student says **map**.
- Student says **/p/**.

### **Medial Sound Practice**

**Purpose:** The following routine helps develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work, **especially the medial (middle) sounds of words**. They must understand that words are made up of speech sounds, or phonemes.

1. Say the word and tell the student to listen for the medial (middle) sound.
2. Student repeats the word.
3. Student says the medial (middle) sound.

Example:

- Say, “Listen to the word I say, **sat**. What sound do you hear in the medial or middle part of the word sat?”
- Student says **sat**.
- Student says **/ă/**.

### Initial/Medial/Final Sound Practice

**Purpose:** The following routine helps develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

Follow the above routines based on if the student is to identify initial, medial or final sounds.

Example:

1. Say the word and tell students to listen for either the initial, medial or final sound.
2. Student repeats the word.
3. Student says the target sounds

Example:

- The list word is: **pan**
- Say “Listen to the word I say, **pan**. What sound do you hear in the *final or ending* of this word?”
- Student says **pan**.
- Student says **/n/**.

### Phonemic Awareness Blending and Segmenting Practice

**Purpose:** The following routine helps develop the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

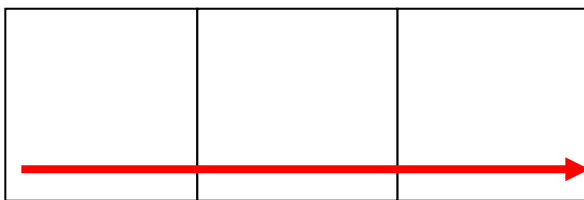
1. Make or draw sound boxes. Make one box for each sound in the word.
  - If the word has 2 sounds (at: a – t) you will need 2 boxes.
  - If a word has 3 sounds (cat: c – a – t) you will need three sound boxes.
  - If the word has 4 sounds (flat: f – l – a – t) you will need 4 boxes, and so forth.



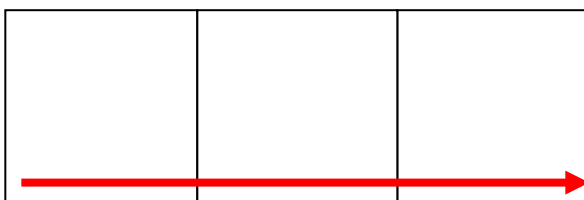
2. As you say the different sounds out loud, you can tap each of the different boxes. It might also be helpful for the student to understand the different numbers of sounds if you move a small object into each box as you say the sound. You can use a coin, rock, or small toy to move into each box.

Example: (using the word cat)

- Cat has 3 sounds, so you will need 3 boxes.



- As you say the first sound /c/, tap your finger in box 1 or move an object into box 1.
  - As you say the second sound /a/, tap your finger in box 2 or move an object into box 2.
  - As you say the third sound /t/, tap your finger in box 3 or move an object into box 3.
3. After sounding out each part of the word, slide your finger under the complete set of boxes and have the child blend the sounds together to make a complete word, cat.



cat

## Phonics Routines

The following routines help develop understanding of the relationships between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.

### Alphabet Chart and Chant

**The alphabet chart and the sound spelling cards are located at the end of this document. Please print the alphabet chart and the sound spelling cards. You will need to cut apart the sound spelling cards.**

**Purpose:** The alphabet chart and chant activities are designed to help children recognize the letters of the alphabet and use the alphabet as a sequencing tool. These activities can be combined into a long routine or used as individual components.

### **Alphabet Chart Warm-Up**

1. Use the alphabet chart for this activity.
2. Ask the student to place his or her 'pointer' finger on the letter A of the Alphabet Chart handout.
3. Say the name of the letter then ask the student to say the name of the letter.
4. Repeat for all letters in the alphabet.
5. Repeat this process using both uppercase and lowercase letters.
6. Ask the student to point to each letter and say the alphabet without assistance. Practice may be A through Z or random order.

### **Alphabet Review**

1. Use the alphabet chart for this activity.
2. Practice the letters listed in the lesson plan.
3. Ask the student to point to each letter and then say the name of each letter.

### **Alphabet Sound Practice and Review**

1. Use the sound spelling cards for this activity. Make sure you have printed them and cut them apart.
2. Practice the letters listed in the lesson plan and on the lesson overview.
3. Place your finger to the left of the letter. (This is the student's signal to THINK about the sound of the letter).
4. Tap beneath the letter and say: "Sound?" (The student should respond by making the sound of that letter.)
5. If the student gives the incorrect sound, say: "My turn," then tap under the letter and say the correct sound of the letter.
6. Tap beneath the letter and say: "Sound?" (The student should respond by making the correct sound of that letter.)

### **Alphabet Chant**

1. Use the alphabet chart for this activity.
2. Ask the student to tell you the **name** of the letter, the **sound** of the letter, and the name of the **object** that is pictured below the letter. (Example: A / ä / apple, B /b/ bear....)
3. Ask the student to repeat the chant using *one* of these different voices: whisper, squeaky voice, deep "manly" voice, opera voice, sing-song voice, etc.

## Learning to Read Activities and Routines:

**Purpose:** Word reading routines and practice sheets are designed to help the student read words that are found often in text. Repeated practice of words and letter names or sounds helps the student to learn and make connections between spoken language, speech sounds, letters, and words.

### Blending Sounds into Words

1. Write the words to be blended. Example: Write the words map and nap.
2. Point to the first letter. Say the sound. Example: Point to m and say “/m/”.
3. Point to the next letter. Say the sound. Example: “/ă/”
4. Blend the sounds together. Example: Say “/mmmăăă/”
5. Point to the next letter. Example: Say “/p/”.
6. Blend the sounds together slowly. Example: “/mmmăăăp/”. Now say the whole word fast, “map.”
7. Student points to first sound of the next word. Example: Student points to n in nap.
8. Say: “Sound?” Example: Student says, “/n/”
9. Student points to next letter. Say: “Sound?” Example: Student says, “/ă/”.
10. Say “Blend the sounds together.” Example: Student says, “/nnnăăă/”
11. Student points to the next letter. Say: “Sound?” Example: Student says, “/p/”.
12. Blend the sounds together slowly. Example: “/nnnăăăp/”. “Now say the whole word fast.” Student says “nap”.

### High Frequency Words By Sight

1. For this activity, use the High Frequency Word Practice sheets located in the student handouts for the week.
2. The goal is for the student to read all the words by sight (without sounding them out) on the daily assigned page.
3. Demonstrate the process for word reading using the first two words.
  - Place your index finger to the left of the first word and say: “Word?”
  - Slide your finger beneath the word on the handout and read the word.
  - Repeat with additional words for the week, one word at a time.
  - As you slide your finger beneath each word, ask the child to read the word.

## Phonics Fluency

Phonics includes learning the name and sound of each letter and letter combination. When you see slashed lines // on each side of a letter in the instructions, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

1. For this activity, use the Phonics Fluency Practice sheets located in the student handouts for the week.
2. The student should read all the letters or letter combinations on the Phonics Fluency Practice sheets. The letters or letter combinations need to be read by sight. That means the student should read them without sounding them out. Each sheet will include newly learned letters and review letters.
3. Demonstrate the process using the first two letters.
  - Place your index finger to the left of the first letter and say: "Letter?"
  - Slide your finger beneath the letter on the handout and read the letter name.
  - As you slide your finger beneath the letter, ask the child to read the letter name.
  - Repeat with additional letters for the week, one letter at a time.
4. Demonstrate the process in Step 2 again, but this time practice reading the sound of the letter /s/ rather than the name.
  - Place your index finger to the left of the first letter and say: "Sound?"
  - Slide your finger beneath the letter on the handout and make the letter sound.
  - As you slide your finger beneath the letter, ask the child to make the sound of each letter.
  - Repeat with additional letters for the week, one letter at a time.
5. If the practice sheet contains blended letters (gr, br, etc.) treat each letter individually. Ex. grab = /g/ /r/ /ă/ /b/

## Vocabulary Routine

The following routines help develop understanding of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard. All stories, for vocabulary practice, are read aloud to the student with the focus on learning vocabulary through listening.

### Vocabulary Word Instruction

This routine helps students learn the pronunciation and meaning of new words. This instruction is done prior to the 'read aloud' that contains these words.

1. Say: "The word <read the word> means <read definition found in the lesson plan>."  
Example: The word **ancient** means **very old**.
2. Ask: "What does the word <read the word> mean?"  
Example: What does the word **ancient** mean?
3. The student should respond with the meaning. (Correct as needed using the correction procedure below)  
Correction Procedure: The word <read word> means <give definition>. What does it mean? (Student responds).  
Example: The word **ancient** means **very old**. What does it mean?



4. Say: "Let's make a gesture for our new word. The word is < say the word>."  
Example: "Let's make a gesture for our new word. The word is **ancient**." "Say the word." (Student responds) Decide together what the gesture will be.  
Example: Pretend to pull on a long beard. "This will be the gesture to help us remember what **ancient** means."
5. Say: "As I read the story aloud to you, listen for the word **ancient** and we will make our gesture."

## Reading Text Routines

The following routines help students practice reading at a speed that is similar to natural speech in order to comprehend what has been read.

### Read Aloud

The Read Aloud routine is an opportunity for the student **to hear** the story read with expression and at the speed of natural speech.




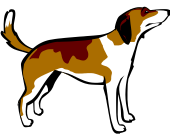
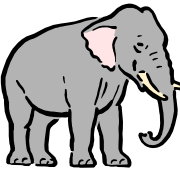
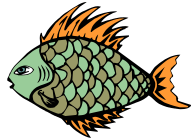

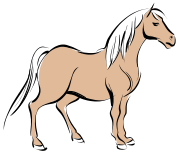


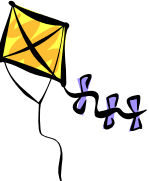




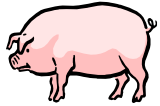


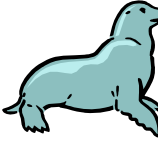




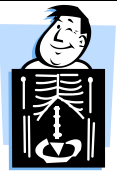


1. Point to the title.
2. Say: "The title of the story is <read title of story>."  
Example: "The title of the story is **Goldilocks and the Three Bears**."
3. After each paragraph, pause and check to make sure that the student understood what he or she heard. You can do this by asking questions. (Who is this about? What is happening? What do you think might happen next? Where is this happening? When is this happening? Why did that happen? Why did they do that?)
4. Optional: Re-read the entire story without pausing, so the student can hear it all at once. Read with expression and at the speed of natural speech.

### Decodable Reading

The Decodable Reading routine, is for the student **to repeatedly read** the decodable stories used during the week. Decodable stories contain high frequency words and words that are easily sounded out. Words that are easily sounded out are called decodable words.

1. The student should place his or her "pointer" finger under the first word in the title.
2. Allow a couple of seconds for the student to mentally sound out the word. Say "Word?" and the student should read that word aloud. This procedure is repeated for each word in the title.
3. If the student says the wrong word out loud, you know he or she has not sounded out the word correctly. Provide the correct word, then model sounding out the word, and finally say the correct word. Example: "The word is cat, /c/ /ă/ /t/, cat."
4. Continue this process until the student is able to decode each word in the sentence.
5. Read aloud the sentence the student has just decoded. This allows the student to **hear** what the sentence sounds like when read with expression and at the speed of natural speech. It is not necessary for the student to read the sentence fluently. The purpose of the decodable book is to practice decoding words.

# Alphabet Chart

								
Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
								
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
								
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	

# Sound Spelling Cards



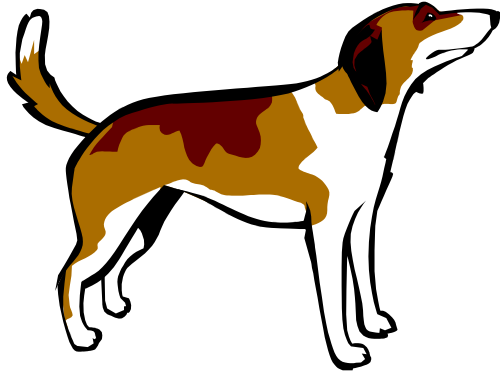
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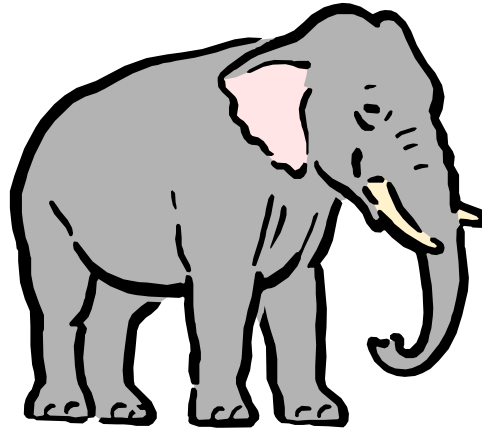
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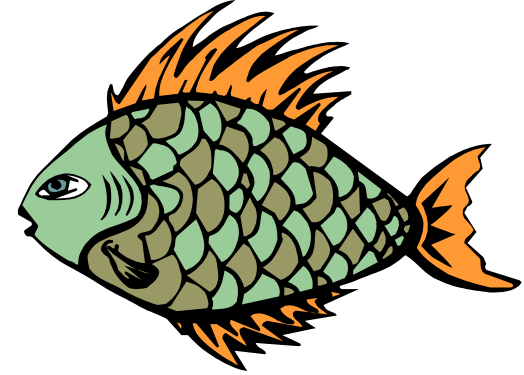
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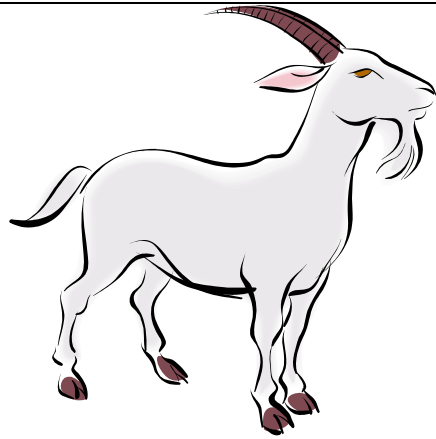
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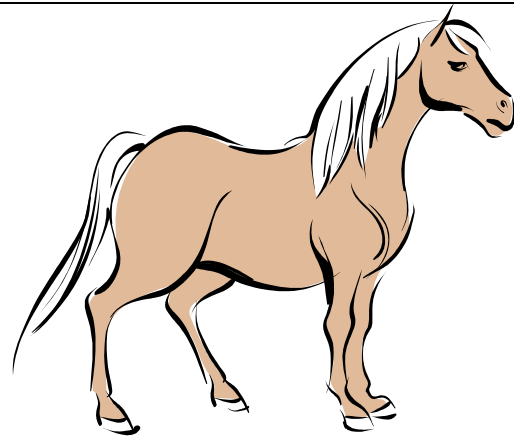
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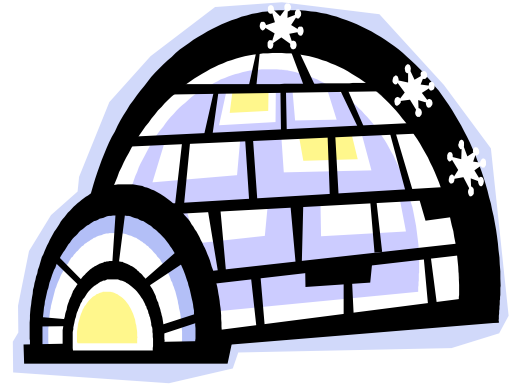
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Gg



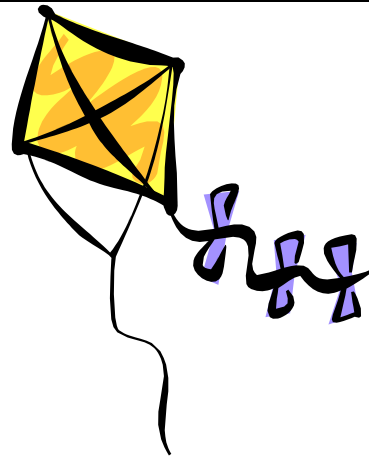
Hh



li



Jj



Kk



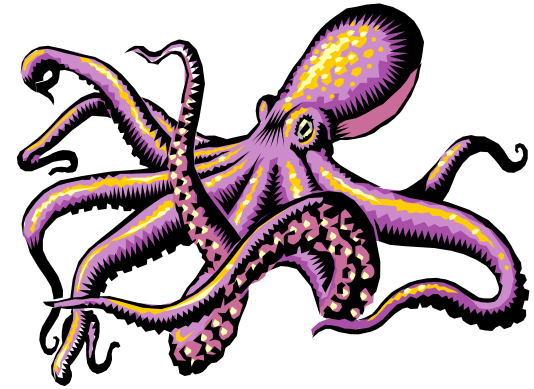
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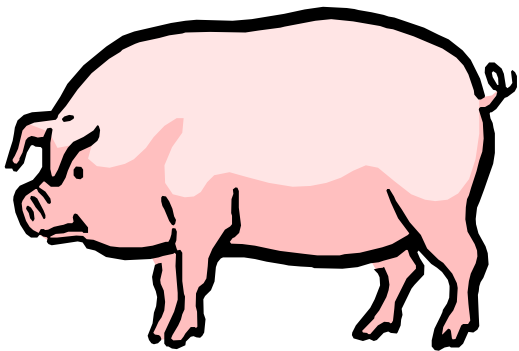
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Oo



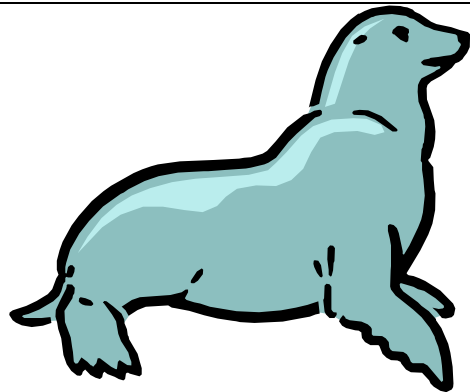
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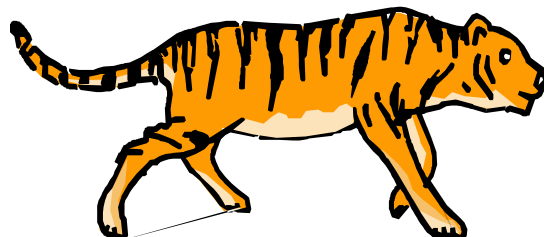
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Ss



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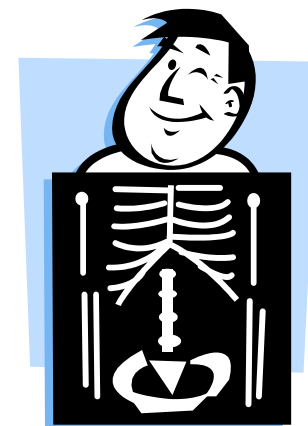
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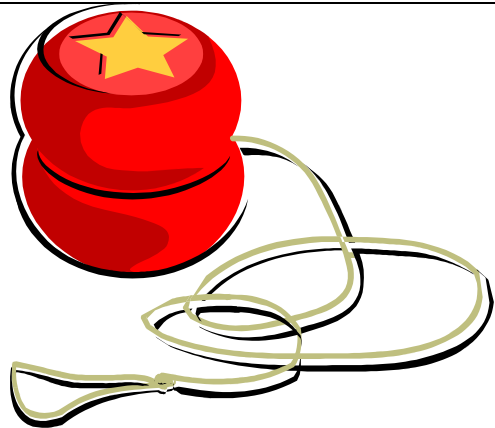
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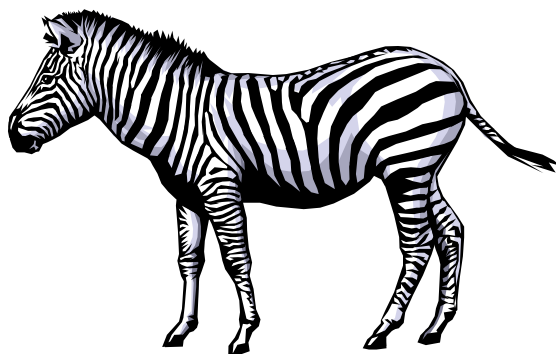
Ww



Xx



Yy



Zz

**Lesson Overview**  
Language Arts Grade K

<b>Week # 1</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Comprehension Strategy</b>	<ul style="list-style-type: none"> <li>• story structure</li> </ul>				
<b>Comprehension Skills</b>	<ul style="list-style-type: none"> <li>• main idea and details</li> </ul>			<ul style="list-style-type: none"> <li>• story structure and details</li> </ul>	
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• /s/, /m/</li> <li>• words in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• /s/, /m/</li> <li>• onset rime</li> </ul>	<ul style="list-style-type: none"> <li>• /s/, /m/</li> <li>• identify initial sound</li> </ul>	<ul style="list-style-type: none"> <li>• /r/</li> <li>• syllable counting</li> </ul>	<ul style="list-style-type: none"> <li>• /m/, /s/, /r/,</li> <li>• identify initial sound</li> </ul>
<b>Phonics/Word/Structure</b>	<ul style="list-style-type: none"> <li>• Mm, Ss</li> </ul>	<ul style="list-style-type: none"> <li>• Mm, Ss</li> </ul>	<ul style="list-style-type: none"> <li>• Mm, Ss</li> </ul>	<ul style="list-style-type: none"> <li>• Mm, Ss, Rr</li> </ul>	<ul style="list-style-type: none"> <li>• Mm, Ss, Rr,</li> </ul>
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>• l, a</li> </ul>	<ul style="list-style-type: none"> <li>• l, a, see</li> </ul>	<ul style="list-style-type: none"> <li>• l, a, see</li> </ul>	<ul style="list-style-type: none"> <li>• l, a, see</li> </ul>	<ul style="list-style-type: none"> <li>• l, a, see</li> </ul>
<b>Vocabulary Read Aloud: <u>Natural or Man Made?</u></b>	<ul style="list-style-type: none"> <li>• natural</li> <li>• man-made</li> </ul>				
<b>Writing</b>					Expressive Writing: I see a _____.
<b>Decodable Book</b>			I See	I See	I See



# I See

## An ADE Language Arts Lesson

### Week 1

<b>Author</b>	ADE Content Specialists
<b>Grade Level</b>	Kindergarten
<b>Duration</b>	Five sessions

#### Aligns To

##### Reading:

##### Strand 1: Reading Process

##### Concept 1: Print Concepts

**PO 1.** Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).

**PO 5.** Distinguish between printed letters and words.

**PO 6.** Recognize that spoken words are represented in written language by specific sequences of letters.

**PO 7.** Recognize the concept of words by segmenting spoken sentences into individual words.

##### Concept 2: Phonemic Awareness

**PO 5.** Blend spoken simple onsets and rimes to form real words (e.g. onset /c/ and rime /at/ makes cat).

**PO 7.** Identify initial and final sounds (not the letter) of a spoken word.

##### Concept 3: Phonics

**PO 1.** Identify letters of the alphabet (upper and lower case).

**PO 3.** Say letter sounds represented by the single-lettered consonants and vowels.

##### Concept 4: Vocabulary

**PO 1.** Determine what words mean from how they are used in a sentence, heard or read.

##### Strand 3: Comprehending Informational Text

##### Concept 1: Expository Text

**PO 3.** Respond appropriately to questions based on facts in expository text, heard or read.

#### Connects To

##### Science

##### Strand 6: Earth & Space

##### Concept 1: Properties of Earth Materials

**PO 3:** Classify a variety of objects as being natural or man-made.

**Writing:****Strand 3: Writing Applications****Concept 1: Expressive**

**PO 1.** Create narratives by drawing, dictating, and/or emergent writing.

**Overview:**

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

**Purpose:**

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness** is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words. Before children learn to read, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, also called phonemes.
- **Phonics** is the relationship between letters and sounds in a language. When children learn that the letter B has the sound of /b/ or that "tion" sounds like /shun/, they are learning phonics. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help children learn to read and spell.
- **Vocabulary** is the knowledge of words and word meanings in both print and oral language. Learning new words and their meanings is important for understanding what is read or heard.
- **Comprehension** is the process of understanding spoken language or text. It is not only important for children to be able to sound out and pronounce words, but they should also understand the meaning of the words they read.

**Materials**

- Kindergarten Routines handout
  - Alphabet chart
  - Sound Spelling cards
- Student Handouts
  - Phonics Fluency Practice sheets
  - Read aloud passage Natural or Man Made
  - High Frequency Word Practice sheet
  - Decodable story I See
  - Expressive Writing Picture
- Vocabulary words
- Notebook paper or note cards
- Writing instrument (pencil)

## Objectives

### Students will:

- Say and identify letters of the alphabet.
- Segment a sentence into words.
- Identify initial sound in a word.
- Count the syllables in a word.
- Identify upper and lowercase letters and their sounds including: s, m, and r.
- Read and recognize high frequency words including I and see.
- Understand the following vocabulary words in context: natural and man-made.
- Answer simple questions to demonstrate understanding of the reading passages.
- Blend onset and rime.
- Recognize and identify letter sounds in words.
- Complete “I see a \_\_\_\_\_” sentence using a picture prompt.

## Lesson Components

### DAY 1

#### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “The letter s says /s/.”
- “/s/ sounds like a snake. Watch me move my hands like a snake.”

Move hands to look like a wiggling snake.

Say:

- “A snake says /s/. The letter s says /s/ like a snake.”
- “Please make your hands move like a snake.”
- “Each time I say the letter s, you will make your hands move like a snake and make the noise of a snake. /s/”

Say the letter s 6 times to the student. After each time you say s, pause for the student to make his or her hands move like a snake and make the /s/ sound.

Say:

- “The letter m says /m/.”
- “/m/ sounds like the sound you make when something tastes yummy. Watch me rub my tummy like the apple is yummy.”

Rub your stomach to show the student that the apple tastes yummy.

Say:

- “This apple is yummy. /m/. The letter m says /m/.”
- “Please rub your tummy like something tastes yummy.”
- “Each time I say the letter m you will rub your tummy and make the sound you make when something tastes yummy. /m/”

Say the letter m 6 times to the student. After each time you say m, pause for the student to rub his or her tummy and make the /m/ sound.

### **Words in a Sentence**

Say:

- “When we speak, write, and read, we use sentences. Sentences are made up of many words.”
- “This is a sentence: I like you.”
- “Watch me. I will hop each time I say a word in the sentence.”
- “The sentence is: I like you.”

Hop 3 times saying one word for each hop: I (hop), like (hop), you (hop).

Say:

- “Let’s do some sentences together.”
- “The sentence is: This is fun.”

Hop with the student one time for each word in the sentence: This (hop), is (hop), fun (hop).

Say:

- “Let’s hop together again.”
- “The next sentence is: I like my pet.”

Hop with the student one time for each word in the sentence: I (hop), like (hop), my (hop), pet (hop).

Say:

- “Now it is your turn to do some by yourself. I will say the sentence and you hop as I say each word.”
- “I like to hop.”

Make sure the student hops once for each word. This sentence has 4 words, so 4 hops.

Say:

- “The next sentence is: School is fun.”

Make sure the student hops once for each word. This sentence has 3 words, so 3 hops.

## PHONICS

### Alphabet Chart Warm-Up

- See Kindergarten Routines for *Alphabet Chart Warm-Up*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letters: Mm, Ss
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Mm, Ss.
- Practice focus letters using *Phonics Fluency Practice Week 1– Days 1, 2 & 3* located in the Week 1 Student Handouts.

### High Frequency Words

Write the word **I**.

Say:

- “This word is **I**.”
- “Take your finger and pretend to write the word **I** in the air.”
- “As you write the word **I**, say, ‘This word is **I**.’”

Repeat this same procedure with the word **a**. Write the word **a**.

Say:

- “This word is **a**.”
- “Take your finger and pretend to write the word **a** in the air.”
- “As you write the word **a**, say, ‘This word is **a**.’”

## VOCABULARY

### Vocabulary Words

- See Kindergarten Routines for *Vocabulary Word Instruction*.
- Use the routine to introduce the student to the new vocabulary words in the Read Aloud.
- Vocabulary Words:
  - natural: part of nature, made by nature (A tree is natural. A book is not natural.)
  - man-made: made by people

## LISTENING COMPREHENSION

- **Read Aloud: Natural or Man-Made?**
- Natural or Man-Made? is located in the Week 1 Student Handouts.
- See Kindergarten Routines for *Read Aloud*.
- Use the routine.

## Comprehension Strategy/Skill

**Story Structure:** Main Idea and Details

**Questions:** Ask the following questions after the Read Aloud has been read to the student. Possible answers are in parentheses after each question.

- What is this story about?  
(Possible answer: This story is about objects which are man-made and natural.)
- Name three objects which are natural.  
(Possible answer: Three objects which are natural are trees, rocks, and insects.)
- Name three objects which are man-made.  
(Possible answer: Three objects which are man-made are clocks, keys and hats.)

## DAY 2

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Yesterday, we learned that S makes the sound /s/.”
- “If I say a word with the /s/ sound, wiggle your hands like a snake.”
- “Listen carefully so you can make the /s/ sound and wiggle your hands when I say a word that starts with /s/. Are you ready? Here we go!”
- “sit”

The student should make the /s/ sound and wiggle his or her hands like a snake because sit begins with /s/.

Say:

- “stand”

The student should make the /s/ sound and wiggle his or her hands like a snake because stand begins with /s/.

Say:

- “care”

The student should not make the /s/ sound or wiggle his or her hands like a snake because care does not begin with /s/.

Say:

- “sand”

The student should make the /s/ sound and wiggle his or her hands like a snake because sand begins with /s/.

Say:

- “silly”

The student should make the /s/ sound and wiggle his or her hands like a snake because silly begins with /s/.

Say:

- “Yesterday we learned that m makes the sound /m/.”
- “Say /m/.”
- “Now hold your nose and say /m/.”
- “What happened?”

When we make the /m/ sound with our nose held, the noise stops!

Say:

- “When we hold our noses and make the /m/ sound, the noise stops. Isn’t that fun? The sound for m is /m/.”
- “When I say a word that starts with /m/, we will say /m/ and rub our tummies. Let’s do two words together.”
- “mop”

Make the /m/ sound and rub your tummy with the student because mop begins with /m/.

Say:

- “Yes, mop begins with /m/ so we said /m/ and rubbed our tummies.”
- “miss”

Make the /m/ sound and rub your tummy with the student because miss begins with /m/.

Say:

- “Yes, miss begins with /m/ so we said /m/ and rubbed our tummies.”
- “Listen carefully as I say some words. If you hear a /m/ sound at the beginning of the word, say /m/ and rub your tummy by yourself. Are you ready? Here we go!”
- “mix”

The student should make the /m/ sound and rub his or her tummy because mix begins with /m/.

Say:

- “mom”

The student should make the /m/ sound and rub his or her tummy because mom begins with /m/.

Say:

- “march”

The student should make the /m/ sound and rub his or her tummy because march begins with /m/.

Say:

- “noise”

The student should not make the /m/ sound or rub his or her tummy because noise does not begin with /m/.

Say:

- “mow”

The student should make the /m/ sound and rub his or her tummy because mow begins with /m/.

Say:

- “morning”

The student should make the /m/ sound and rub his or her tummy because morning begins with /m/.

Say:

- “elephant”

The student should not make the /m/ sound or rub his or her tummy because elephant does not begin with /m/.

Say:

- “miss”

The student should make the /m/ sound and rub his or her tummy because miss begins with /m/.

Say:

- “meow”

The student should make the /m/ sound and rub his or her tummy because meow begins with /m/.



## Onset Rime

Say:

- “Let’s play with some words.”
- “I will say a word in a ‘funny’ and very slow way.”
- “You listen and see if you can tell me the word.”
- “Let me show you one. /c/ (PAUSE) /at/ CAT!”
- “Let me show you one more. /p/ (PAUSE) /in/ PIN!”
- “Now it is your turn. If you make a mistake, I will help you. So no worries!”

Use the chart below. Say the onset, pause a moment, and say the rime. The student should say the complete word. For example, say: /b/ (PAUSE) /at/. The student should say bat. Present the next onset rime and wait for the child to respond with the word.

<u>Onset</u>	<u>(PAUSE)</u>	<u>Rime</u>	<u>Word</u>
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Say:

/d/	(PAUSE)	/og/	Student says: dog
/m/	(PAUSE)	/an/	Student says: man
/s/	(PAUSE)	/oap/	Student says: soap
/s/	(PAUSE)	/it/	Student says: sit
/m/	(PAUSE)	/et/	Student says: met

## PHONICS

### Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review*
- Use the routine with the Sound Spelling Cards.
- Focus letters: Mm, Ss

### Phonics Fluency

- Focus letters: Mm, Ss
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Mm, Ss.
- Practice focus letters Mm, Ss using *Phonics Fluency Practice Week 1– Days 1, 2 & 3* located in the Week 1 Student Handouts.

### High Frequency Words

Write the word **see**.

Say:

- “This word is **see**.”
- “Take your finger and pretend to write the word **see** in the air.”
- “As you write the word **see**, say, ‘This word is **see**.’”
- “Write the word **see** three times, saying the name of each letter as you write the word **see**.”

Write the words **l** and **a** on a piece of paper. Point to the word **l** and ask the student to read the word aloud.

Say:

- “Now, let’s pretend to write the words we have already learned.”
- “Finger in the air. As you write the word **l**, say, ‘This word is **l**.’ Write **l**.”
- “Write the word **l** three times, saying ‘This word is **l**.’”

Point to the next word on the paper, **a**. Ask the student to read the word aloud.

Say:

- “Take your finger and pretend to write the word **a** in the air.”
- “As you write the word **a**, say, ‘This word is **a**.’ Write **a**.”
- “Write the word **a** three times, saying ‘This word is **a**.’”

## DAY 3

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s review the sounds of s and m: s says /s/ and m says /m/.”
- “I will say some words.”
- “If I say a word that begins with the /s/ sound, wiggle your hands like a snake.”
- “When I say sit, sit begins with the /s/ sound so I need to wiggle my hands like a snake. sit /s/, let’s wiggle our hands.”
- “If I say a word that begins with the /m/ sound, rub your tummy like something is yummy.”
- “When I say man, man begins with the /m/ sound so I need to rub my tummy. Man /m/, let’s rub our tummies.”
- “Listen carefully to the words and be ready to wiggle your hands like a snake if you hear /s/, or rub your tummy if you hear /m/.” Are you ready? Here we go!”
- “map”

The student should make the /m/ sound and rub his or her tummy because map begins with /m/.

Say:

- “march”

The student should make the /m/ sound and rub his or her tummy because march begins with /m/.

Say:

- “snake”

The student should make the /s/ sound and wiggle his or her hands like a snake because snake begins with /s/.

Say:

- “silly”

The student should make the /s/ sound and wiggle his or her hands like a snake because silly begins with /s/.

Say:

- “men”

The student should make the /m/ sound and rub his or her tummy because the word men begins with /m/.

Say:

- “stop”

The student should make the /s/ sound and wiggle his or her hands like a snake because stop begins with /s/.

## PHONICS

### Alphabet Review

- See Kindergarten Routines for *Alphabet Review* routine
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letters: Mm, Ss
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Mm, Ss.
- Practice focus letters using *Phonics Fluency Practice Week 1– Days 1, 2 & 3* located in the Week 1 Student Handouts.

### High Frequency Words By Sight Practice

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the Focus Words using *High Frequency Word Practice Week 1 – Days 3, 4 & 5* located in the Week 1 Student Handouts.
  - Focus words:
    - I
    - see
    - a

## FLUENCY

**Decodable Reading:** The decodable book is located in Week 1 Student Handouts.

### I See

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, I See.
- For additional practice, the student should re-read the story at least two times.

## DAY 4

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “The sound for the letter r sounds like a roar.”
- “A roar sounds like /r/.”
- “Listen to me roar and then say /r/.”

Roar and then say /r/.

Say:

- “Roar with me and then say /r/.”
- “Every time I say the letter r, you will roar and then say /r/.”

Say the letter r 6 times to the student. After each time you say r, pause for the student to roar and then make the /r/ sound.

Say:

- “Listen carefully. I am going to say some words. If I say a word that has the /r/ sound at the beginning, you will roar and then say /r/.”
- “I’ll do the first one: rabbit /r/. Rabbit starts with /r/ so I need to roar and then say /r/.”

Roar and then say /r/.

Say:

- “Now let’s do some together. Here we go!”
- “run”

Roar and then say /r/ with the student because run begins with /r/.

Say:

- “red”

Roar and then say /r/ with the student because red begins with /r/.

Say:

- “white”

Do not roar or say /r/ with the student because white does not begin with /r/.

Say:

- “real”

Roar and then say /r/ with the student because real begins with /r/.

Say:

- “rule”

Roar and then say /r/ with the student because rule begins with /r/.

### **Syllable Counting**

- See Kindergarten Routines for *Syllable Counting*.
- Use the routine.
- Use these words to show the child how to count syllables.
  - ob-ject (2)
  - jump (1)
  - yes-ter-day (3)
- Use these focus words for the student to practice counting syllables.

<u>Word</u>	<u>Number of Syllables</u>
cat	1
hur ry	2
nat u ral	3
man	1
el e phant	3

## **PHONICS**

### **Alphabet Review**

- See Kindergarten Routines for *Alphabet Review*.
- Use the routine with the Alphabet Chart.

### **Phonics Fluency**

- Focus letters: Mm, Ss, Rr
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Mm, Ss, Rr.
- Practice focus letters using *Phonics Fluency Practice Week 1– Days 4 & 5* located in the Week 1 Student Handouts.

## High Frequency Words By Sight Practice

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the Focus Words using *High Frequency Word Practice Week 1 – Days 3, 4 & 5* located in the Week 1 Student Handouts.
  - Focus words:
    - I
    - see
    - a

## FLUENCY

**Decodable Reading:** The decodable book is located in Week 1 Student Handouts.

### I See

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **I See**.
- For additional practice, the student should re-read the story at least two times.

## COMPREHENSION

### **Decodable Book: I See**

**Comprehension Skill:** Story Structure and Details

#### **Questions:**

- Read the following questions to the student.
- The student should answer orally.
- Possible answers are in parentheses after each question.
  - What does the character see?  
(Possible Answer: The character sees a dog, a frog, a rabbit, a lamb, and a pig. The student may choose any of these animals to list.)
  - Have you ever seen any of these animals? If so, where?  
(Possible Answer: This answer depends on the student's experience. May be yes or no.)
  - If not, what animal would you like to see? Why?  
(Possible Answer: This question is asked only if the student said that he/she has never seen any of the animals listed in the story. The student should say any animal and provide a reason why.)

## DAY 5

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s practice our sounds we’ve been working on this week.”
- “Each time I say a word that begins with /m/, you will say /m/ and rub your tummy.”
- “Each time I say a word that begins with /s/, you will say /s/ and wiggle your hands like a snake.”
- “Each time I say a word that begins with /r/, you will say /r/ and roar.”
- “Listen carefully for the /m/, /s/, or /r/ sound and be ready to rub your tummy, wiggle your hands, or roar.”
- “run”

The student should make the /r/ sound and roar because run begins with /r/.

Say:

- “red”

The student should make the /r/ sound and roar because red begins with /r/.

Say:

- “white”

The student should not make a sound or body movement because white does not begin with /m, /s/, or /r/.

Say:

- “snake”

The student should make the /s/ sound and wiggle his or her hands like a snake because snake begins with /s/.

Say:

- “mine”

The student should make the /m/ sound and rub his or her tummy because mine begins with /m/.

Say:

- “silly”

The student should make the /s/ sound and wiggle his or her hands like a snake because silly begins with /s/.

Say:

- “mow”

The student should make the /m/ sound and rub his or her tummy because mow begins with /m/.

Say:

- “river”

The student should make the /r/ sound and roar because river begins with /r/.

Say:

- “mud”

The student should make the /m/ sound and rub his or her tummy because mud begins with /m/.

Say:

- “slip”

The student should make the /s/ sound and wiggle his or her hands because slip begins with /s/.

Say:

- “really”

The student should make the /r/ sound and roar because really begins with /r/.

## **PHONICS**

### **Alphabet Chant**

- See Kindergarten Routines for *Alphabet Chant*.
- Use the routine with the Alphabet Chart.

### **Phonics Fluency**

- Focus letters: Mm, Ss, Rr
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Mm, Ss, Rr.
- Practice focus letters Mm using *Phonics Fluency Practice Week 1– Days 4 & 5* located in the Week 1 Student Handouts.



## High Frequency Words By Sight Practice

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 1 – Days 3, 4 & 5* located in the Week 1 Student Handouts.
  - Focus words:
    - I
    - see
    - a

## FLUENCY

**Decodable Reading:** The decodable book is located in Week 1 Student Handouts.

### I See

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, I See.
- For additional practice, the student should re-read the story at least two times.

## WRITING

### Expressive Writing

- Use the picture of the man, woman, and little boy washing a dog. The picture is located in the Week 1 Student Handouts.
- Use a piece of paper and a pencil.

Say:

- “Look at this picture.”

Point to the picture of the man, woman, and little boy washing a dog.

Say:

- “We can write a sentence about the picture.”
- “When we write a sentence, we always begin on the left side of the paper.”

Point to the left side of the paper.

Say:

- “I will begin the sentence by writing the words: I see a.”

Write the words: I see a

Say:

- “Tell me one thing you see in the picture and I will write it down for you.”
- “For example, you might see the dog in the picture. I would write down, I see a dog.”
- “What do you see in the picture?”

Write the word the student tells you and add a period at the end of the sentence. For example, if the student says man, you would write *man*.

Say:

- “Let’s write another sentence about this picture.”

Point to the picture of the man, woman, and little boy washing a dog.

Say:

- “I will begin a new sentence by writing the words: I see a.”

Write the words: I see a

Say:

- “Tell me something else you see in this picture and I will write it down for you.”

Write the word the student tells you and add a period at the end of the sentence. For example, if the student says woman, you would write *woman*.

Say:

- “We have written two sentences. These sentences tell a story about the picture.”
- “We are writing a story.”
- “I will begin another sentence by writing the words: I see a.”

Write the words: I see a

Say:

- “Tell me something else you see in the picture.”
- “I will write down the word you say.”

Write the word the student tells you and add a period at the end of the sentence. For example, if the student says dog, you would write *dog*.

Say:

- “Let’s read our story. I will point to each word that is written. We will read the words together. We will read the story that you dictated.”

Point beneath each word as it is read.

### Assessment

Student should be able to read the decodable story I See at the end of Day 5 with fewer than 2 errors per page.

### Extensions

Go to the website at [http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F\\_Final.pdf](http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F_Final.pdf)

- Select one of the letter recognition fluency activities to complete.

### Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame’enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

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## Natural or Man-Made?

Look at an object. Can you tell if it is natural or man-made?

Some objects are natural.

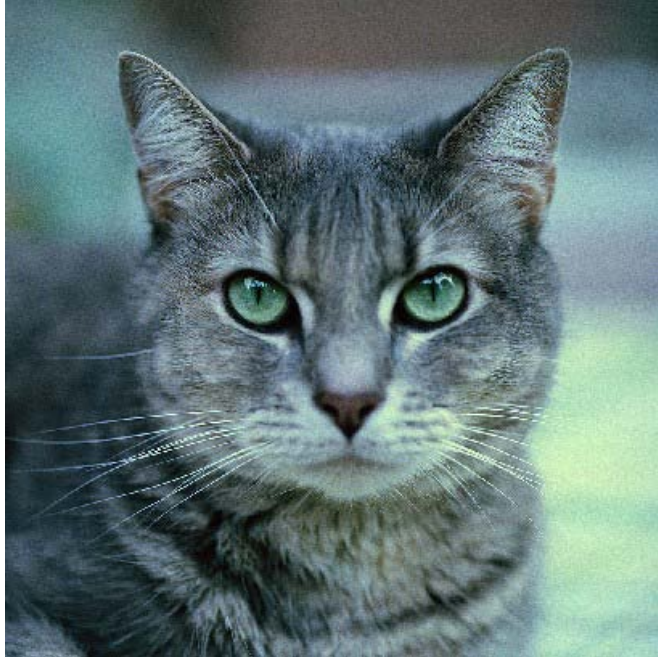
Rocks



Trees



A cat



A bee



Some objects are man-made.

Clocks



Skis





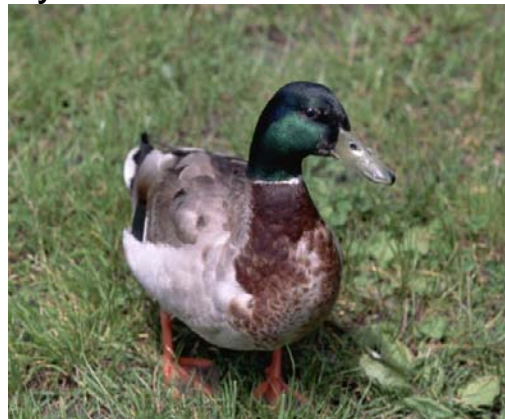
A hat



A key



Which duck is natural? How can you tell?



Which bear is man-made? How do you know?



Which tree is natural? How can you tell?



Standards Connections: Kindergarten

Science: Strand 6 Concept 1 PO3

Reading: Strand 1 Concept 4 and Strand 3 Concept 1



See

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I See



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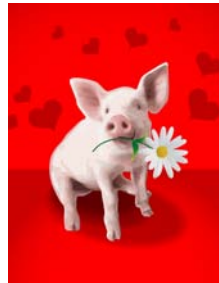
I see a



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I see a



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S m s M

r R m s

R S M r

s r m R

m M R S



**Lesson Overview**  
Language Arts Grade K

<b>Week # 2</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Comprehension Strategy</b>	<ul style="list-style-type: none"> <li>• story structure</li> </ul>				
<b>Comprehension Skills</b>	<ul style="list-style-type: none"> <li>• main idea and details</li> </ul>			<ul style="list-style-type: none"> <li>• story structure and details</li> </ul>	
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• /t/</li> <li>• words in a sentence</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /c/</li> <li>• onset rime</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /n/</li> <li>• identify initial sound</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /a/</li> <li>• identify initial sound</li> <li>• syllable counting</li> </ul>	<ul style="list-style-type: none"> <li>• /r/, /a/, /t/, /n/, /s/, /c/</li> <li>• identify initial sound</li> </ul>
<b>Phonics/Word/Structure</b>	<ul style="list-style-type: none"> <li>• Mm, Tt</li> </ul>	<ul style="list-style-type: none"> <li>• Tt, Cc</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Nn</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Aa</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Tt, Cc, Nn, Aa</li> </ul>
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>• my</li> </ul>	<ul style="list-style-type: none"> <li>• my, I, a, see</li> </ul>	<ul style="list-style-type: none"> <li>• to</li> </ul>	<ul style="list-style-type: none"> <li>• my, to</li> </ul>	<ul style="list-style-type: none"> <li>• my, to</li> </ul>
<b>Vocabulary</b>  <b>Read Aloud:</b> <b><u>Another Way of Reading</u></b>	<ul style="list-style-type: none"> <li>• Braille</li> <li>• blind</li> </ul>				
<b>Writing</b>					Functional Writing: Thank-You Note
<b>Decodable Book</b>			Nat Sees a Rat	Nat Sees a Rat	Nat Sees a Rat

# Nat Sees A Rat

## An ADE Language Arts Lesson

### Week 2

<b>Author</b>	ADE Content Specialists
<b>Grade Level</b>	Kindergarten
<b>Duration</b>	Five sessions

#### Aligns To

##### Reading:

##### Strand 1: Reading Process

##### Concept 1: Print Concepts

**PO 1.** Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).

**PO 5.** Distinguish between printed letters and words.

**PO 6.** Recognize that spoken words are represented in written language by specific sequences of letters.

**PO 7.** Recognize the concept of words by segmenting spoken sentences into individual words.

##### Concept 2: Phonemic Awareness

**PO 5.** Blend spoken simple onsets and rimes to form real words. (e.g. onset /c/ and rime/at/ makes cat).

**PO 6.** Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/ makes man).

**PO 7.** Identify the initial and final sounds (not the letter) of a spoken word.

**PO 8.** Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).

##### Concept 3: Phonics

**PO 1.** Identify letters of the alphabet (upper and lower case).

**PO 3.** Say letter sounds represented by the single-lettered consonants and vowels.

##### Concept 4: Vocabulary

**PO 1.** Determine what words mean from how they are used in a sentence, heard or read.

#### Connects To

##### Science:

##### Strand 2: History and Nature of Science

**Concept 1:** History of Science as a Human Endeavor

**PO 2.** Identify how diverse people and or cultures, past and present, have made important contributions to scientific innovations.

**Strand 3: Comprehending Informational Text**

**Concept 1: Expository Text**

**PO 3.** Respond appropriately to questions based on facts in expository text, heard or read.

**Writing:**

**Strand 3: Writing Applications**

**Concept 3: Functional**

**PO 2.** Participate in writing communications, with teacher as scribe, including:

- a. Friendly letters
- b. Thank-you notes

**Overview:**

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

**Purpose:**

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness**, which is the ability to hear, identify and manipulate individual sounds (called phonemes) in spoken words.
- **Phonics**, which is the relationships between letters and sounds in a language.
- **Vocabulary**, which is the knowledge of words and word meanings in both print and oral language.
- **Comprehension**, which is the process of understanding spoken language or text.

**Materials**

- Kindergarten Routines handout
  - Alphabet chart
  - Sound Spelling cards
- Student Handouts
  - Phonics Fluency Practice sheets
  - Read aloud passage Another Way of Reading
  - High Frequency Word Practice sheets
  - Decodable story Nat Sees a Rat
  - Expressive Writing Thank-You Note Example
- Vocabulary words
- Notebook paper or note cards
- Writing instrument (pencil)



## Objectives

### Students will:

- Say and identify letters of the alphabet.
- Blend phonemes (sounds) to make words.
- Segment spoken phonemes (sounds) contained in one-syllable words.
- Identify upper and lowercase letters and their sounds including t, c, n, and a.
- Read and recognize high frequency words including my and to.
- Understand the following vocabulary words in context: Braille and blind.
- Answer simple questions to demonstrate understanding of the reading passages.
- Blend and segment onset and rime.
- Recognize initial sounds.
- Segment sentences into words.
- Read basic decodable c-v-c words.
- Write a thank-you note.

## Lesson Components

### DAY 1

#### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “The letter t says /t/.”
- “Some clocks make a /t/ /t/ /t/ sound as they tick. /t/ sounds like a ticking clock. Watch me move my index finger back and forth.”

Show student your index finger and move it back and forth.

Say:

- “This movement is like the swinging hand on a grandfather clock.”
- “I am going to say some words. If you hear a /t/ sound at the beginning of the word, please say /t/ /t/ and move your finger back and forth.”
- “Listen carefully to see if you will say /t/ /t/ and move your finger back and forth. Ready? Here we go!”
- “time”

The student should make the /t/ /t/ sound and move his or her finger back and forth like a ticking clock because time begins with /t/.

Say:

- “tick”

The student should make the /t/ /t/ sound and move his or her finger back and forth like a ticking clock because tick begins with /t/.

Say:

- “doll”

The student should not make the /t/ /t/ sound or move his or her finger back and forth like a ticking clock because doll does not begin with /t/.

Say:

- “tock”

The student should make the /t/ /t/ sound and move his or her finger back and forth like a ticking clock because tock begins with /t/.

Say:

- “dust”

The student should not make the /t/ /t/ sound or move his or her finger back and forth like a ticking clock because dust does not begin with /t/.

Say:

- “toe”

The student should make the /t/ /t/ sound and move his or her finger back and forth like a ticking clock because toe begins with /t/.

Say:

- “tickle”

The student should make the /t/ /t/ sound and move his or her finger back and forth like a ticking clock because tickle begins with /t/.

Say:

- “dairy”

The student should not make the /t/ /t/ sound or move his or her finger back and forth like a ticking clock because dairy does not begin with /t/.

Say:

- “terrific”

The student should make the /t/ /t/ sound and move his or her finger back and forth like a ticking clock because terrific begins with /t/.

Say:

- “treat”

The student should make the /t/ /t/ sound and move his or her finger back and forth like a ticking clock because treat begins with /t/.

Say:

- “test”

The student should make the /t/ /t/ sound and move his or her finger back and forth like a ticking clock because test begins with /t/.

### **Words in a Sentence**

Say:

- “When we speak, write, and read, we use sentences. Sentences are made up of many words.”
- “This is a sentence: I like to sing.”
- “Watch me. I will hop each time I say a word in the sentence.”
- “The sentence is: I like to sing.”

Hop 4 times saying one word for each hop: I (hop), like (hop), to (hop), sing (hop).

Say:

- “Let’s do some sentences together.”
- “The sentence is: This is fun.”

Hop with the student one time for each word in the sentence: This (hop), is (hop), fun (hop).

Say:

- “Let’s hop together again.”
- “The next sentence is: Our trip was fun.”

Hop with the student one time for each word in the sentence: Our (hop), trip (hop), was (hop), fun (hop).

Say:

- “Now it is your turn to do some by yourself. I will say the sentence and you hop as I say each word.”
- “I like to dance.”

Make sure the student hops once for each word. This sentence has 4 words, so 4 hops.

Say:

- “The next sentence is: The dog is cute and sweet.”

Make sure the student hops once for each word. This sentence has 6 words, so 6 hops.

### Phonemic Awareness Blending and Segmenting

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below. You will need to draw two different sound boxes: one with 2 boxes and one with 3 boxes. The number of boxes you will need for each word is listed next to the word.
- Focus words:
  - at (2 sound boxes)
  - Nat (3 sound boxes)
  - rat (3 sound boxes)
  - sat (3 sound boxes)
  - cat (3 sound boxes)
  - mat (3 sound boxes)

## PHONICS

### Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Sound Spelling Cards.
- Focus sound: /t/

### Phonics Fluency

Focus letters: Tt

- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Tt.
- Practice focus letters using *Phonics Fluency Practice Week 2 – Day 1* located in the Week 2 Student Handouts.

### High Frequency Words

Write the word **my**

Say:

- “This word is **my**.”
- “Take your finger and pretend to write the word **my** in the air.”
- “As you write the word **my**, say, ‘This word is **my**.’”
- “Write the word **my** in the air again and say the spelling of the word: m-y spells **my**.”

## VOCABULARY

### Vocabulary Words

- See Kindergarten Routines for *Vocabulary Word Instruction*.
- Use the routine to introduce the student to the new vocabulary words in the Read Aloud.
- Vocabulary words:
  - Braille: a writing form used by the blind and made of raised dots; a person's last name
  - blind: unable to see

## LISTENING COMPREHENSION

- **Read aloud: Another Way of Reading**
- Another Way of Reading is located in the Week 2 Student Handouts.
- See Kindergarten Routines for *Read Aloud*.
- Use the Routine.

### Comprehension Skill: Main Idea and Details

**Questions:** Ask the following questions after the Read Aloud has been read to the student. Possible answers are in parentheses after each question.

- What is this story about?  
(Possible Answer: Louis Braille lost his sight and went blind. He thought there needed to be a better way to make books so blind people could read. He created a code, called Braille, using bumps on the page to stand for letters. Braille is now used all over the world.)
- Who is Louis Braille?  
(Possible Answer: Louis Braille was a boy that went blind. He invented a way for blind people to read, using bumps on the page for letters.)
- Tell 3 things about Louis Braille.  
(Possible Answers: Louis Braille invented Braille when he was 12 years old. When Louis Braille was 3 years old he hurt his eyes while playing with his father's tools. A soldier showed Louis Braille a code that used 12 dots to let soldiers share information with each other. You can find Braille in books, in elevators, and even on signs. Louis Braille taught his code to his blind friends and classmates so they could read, too.)

## DAY 2

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “C says /c/.”
- “Our signal for the sound of c will be pretend clawing, just like a cat claws at the air. Watch me show how I claw.”

Use your hand to show the student what it looks like to claw at the air.

Say:

- “Each time I say a word that has the /c/ sound, you will make the /c/ sound and make a clawing motion.”
- “Let’s do the first two words together.”
- “cap”

You and the student should make the /c/ sound and claw the air together because cap begins with /c/.

Say:

- “car”

You and the student should make the /c/ sound and claw the air together because car begins with /c/.

Say:

- “Now it is your turn. I will say the word.”
- “If you hear a /c/ sound at the beginning of a word you will make the /c/ sound and claw at the air.” Show me, what will you say and the motion will make.”

The student should say /c/ and show you how he or she will claw at the air.

Say:

- “Your turn. Get ready!”
- “crow”

The student should say /c/ and claw at the air because crow begins with /c/.

Say:

- “clap”

The student should say /c/ and claw at the air because crow begins with /c/.

Say:

- “crown”

The student should say /c/ and claw at the air because crown begins with /c/.

### Onset Rime

Say:

- “Let’s play with some words.”
- “I will say a word in a ‘funny’ and very slow way.”
- “You listen and see if you can tell me the word.”
- “Let me show you one. /c/ (PAUSE) /at/ CAT!”
- “Let me show you another one. /m/ (PAUSE) /op/ MOP!”
- “Now it is your turn. If you make a mistake, I will help you. So no worries!”

Use the chart below. Say the onset, pause a moment, and say the rime. The student should produce the word. For example, say: /b/ (PAUSE) /at/. The student should say bat. Present the next onset rime and wait for the child to respond with the word.

	<b>Onset</b>	<b>(PAUSE)</b>	<b>Rime</b>	<b>Word</b>
Say:	“/c/”	(PAUSE)	“ /at/”	Student says: cat
	“/r/”	(PAUSE)	“/at/”	Student says: rat
	“/s/”	(PAUSE)	“/ong/”	Student says: song
	“/f/”	(PAUSE)	“/at/”	Student says: fat
	“/c/”	(PAUSE)	“/an/”	Student says: can
	“/t/”	(PAUSE)	“/op/”	Student says: top

### Phonemic Awareness Blending and Segmenting

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - at (2 sound boxes)
  - Nat (3 sound boxes)
  - rat (3 sound boxes)
  - sat (3 sound boxes)
  - cat (3 sound boxes)
  - mat (3 sound boxes)

## PHONICS

### Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review* Routine.
- Use this routine with the Sound Spelling Cards.
- Review focus letters: Mn, Ss, Rr, Tt.

### Phonics Fluency

Focus letters: Tt, Cc

- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Tt, Cc.
- Practice focus letters using *Phonics Fluency Practice Week 2 - Day 2* located in the Week 2 Student Handouts.

### High Frequency Words

Say:

- “Let’s review the word **my**.”

Write the word **my**.

Say:

- “This word is **my**.”
- “Take your finger and pretend to write the word **my** in the air with me.”
- “As you write the word **my**, say, ‘This word is **my**.’”
- “Write the word **my** in the air again and say the spelling of the word. m-y spells **my**.”
- “Write **my** three times in the air, saying the name of each letter as you write **my**.”

Write the words **I**, **a**, **see**, and **my** on a piece of paper.

Point to each word and ask the student to read the word aloud.

Say:

- “Now, let’s pretend to write the words we have already learned.”
- “This word is **I**.”
- “Take your finger and pretend to write the word **I** in the air with me.”
- “As you write the word **I**, say, ‘This word is **I**.’”
- “Write **I** three times in the air.”

Point to **a** on the paper.

Say:

- “Now, let’s write **a**.”
- “This word is **a**.”
- “Take your finger and pretend to write the word **a** in the air with me.”
- “As you write the word **a**, say, ‘This word is **a**.’”
- “Write **a** three times in the air.”



Point to **see** on the paper.

Say:

- “Now, let’s write **see**.”
- “Take your finger and pretend to write the word **see** in the air with me.”
- “As you write the word **see**, say, ‘This word is **see**.’”
- “Write the word **see** in the air again and say the spelling of the word. s-e-e spells **see**.”
- “Write **see** three times in the air, saying the name of each letter as you write **see**.”

Point to **my** on the paper.

Say:

- “Now let’s write **my**.”
- “Take your finger and pretend to write the word **my** in the air with me.”
- “As you write the word **my**, say, ‘This word is **my**.’”
- “Write the word **my** in the air again and say the spelling of the word. m-y spells **my**.”
- “Write **my** three times in the air, saying the name of each letter as you write **my**.”

### **Blending Sounds into Words**

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - Nat
  - rat
  - cat
  - sat
  - at
  - mat

## DAY 3

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “n says /n/.”
- “Listen to these words.”
- “no”
- “never”
- “Both of these words start with the /n/ sound. /n/ no /n/ and /n/ never /n/.”
- “Let’s practice some words that start with /n/. Let’s do some together.”
- “When we hear a word that begins with the /n/ sound, we will say /n/ and wrinkle our noses.”
- “Before we start, say /n/ and wrinkle your nose.”
- “Here we go, we’re ready to say /n/ and wrinkle our noses if we hear a word that begins with the /n/ sound.”
- “not”

You and the student should say /n/ and wrinkle your noses because not begins with /n/.

Say:

- “next”

You and the student should say /n/ and wrinkle your noses because next begins with /n/.

Say:

- “none”

You and the student should say /n/ and wrinkle your noses because none begins with /n/.

Say:

- “nose”

You and the student should say /n/ and wrinkle your noses because nose begins with /n/.

Say:

- “Nat”

You and the student should say /n/ and wrinkle your noses because Nat begins with /n/.

### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - at (2 sound boxes)
  - Nat (3 sound boxes)
  - rat (3 sound boxes)
  - sat (3 sound boxes)
  - cat (3 sound boxes)
  - mat (3 sound boxes)

### **PHONICS**

#### **Alphabet Sound Practice and Review**

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Alphabet Sound Spelling cards.
- Review focus letters: Mn, Ss, Rr, Tt, Cc.

#### **Phonics Fluency**

Focus letters: Nn

- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Nn.
- Practice focus letters using *Phonics Fluency Practice Week 2 - Day 3* located in the Week 2 Student Handouts.

#### **High Frequency Words By Sight**

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus word listed below.
- Practice the focus word using *High Frequency Word Practice Week 2 – Days 3 & 4* located in the Week 2 Student Handouts.
- Focus word:
  - to

#### **Blending Sounds into Words**

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - Nat
  - rat
  - cat
  - sat
  - at
  - mat

## FLUENCY

**Decodable Reading:** The decodable book is located in Week 2 Student Handouts.

### Nat Sees A Rat

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **Nat Sees A Rat**.
- Please do not ask the questions that follow the decodable story (page 10 of the Student Handout). The questions will be asked on Day 4.
- For additional practice, the student should re-read the story at least two times.

## DAY 4

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “A says /ă/.”
- “Listen to these words.”
- “apple”
- “ask”
- “/ă/ apple /ă/ and /ă/ ask /ă/”
- “Both apple and ask start with /ă/.”
- “Let’s do some together.”
- “When you hear a word that begins with the /a/ sound, you will make a crying, sad face (like a baby crying / äääää /) and say /ă/.”
- “Show me your crying, sad face and say /ă/.”
- “Listen to these words. We need to both be ready to make a crying, sad face and say /ă/ if the word starts with the /ă/ sound.”
- “Ready, let’s do it!”
- “apple”

You and the student should say /ă/ and make a crying, sad face because apple begins with /ă/.

Say:

- “ant”

You and the student should say /ă/ and make a crying, sad face because ant begins with /ă/.

Say:

- “edge”

You and the student should not say /ă/ or make a crying, sad face because edge begins with /ě/ and not /ă/.

Say:

- “anvil”

You and the student should say /ă/ and make a crying, sad face because anvil begins with /ă/.

Say:

- “actor”

You and the student should say /ă/ and make a crying, sad face because actor begins with /ă/.

Say:

- “address”

You and the student should say /ă/ and make a crying, sad face because address begins with /ă/.

Say:

- “every”

You and the student should not say /ă/ or make a crying, sad face because every begins with /ĕ/ and not /ă/.

Say:

- “apple”

You and the student should say /ă/ and make a crying, sad face because apple begins with /ă/.

Say:

- “anteater”

You and the student should say /ă/ and make a crying, sad face because actor begins with /ă/.

### **Syllable Counting**

- See Kindergarten Routines for *Syllable Counting*.
- Use the routine.
- Use these words to show the child how to count syllables.
  - thistle (2)
  - that (1)
  - chimpanzee (3)
- Focus words: Use these words for the student to practice counting syllables.

<b><u>Word</u></b>	<b><u>Number of Syllables</u></b>
hat	1
muffin	2
hazardous	3
van	1
mixture	2

## PHONICS

### Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use this routine with the Alphabet Sound Spelling cards.
- Review focus letters: Mm, Ss, Rr, Tt, Cc, Nn.

### Phonics Fluency

Focus letter: Aa

- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Aa.
- Practice focus letters using *Phonics Fluency Practice Week 2 – Day 4* located in the Week 2 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 2 – Days 3 & 4* located in the Week 2 Student Handouts.
- Focus words:
  - my
  - to

### Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - Nat
  - rat
  - cat
  - sat
  - at
  - mat

## FLUENCY

**Decodable Reading:** The decodable book is located in Week 2 Student Handouts.

### Nat Sees A Rat

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **Nat Sees A Rat**.
- For additional practice, the student should re-read the story at least two times.

## COMPREHENSION

### Decodable Book: Nat Sees A Rat

Comprehension Skill: Story Structure/Details

#### Questions:

- Read the following questions to the student.
- The student should answer orally.
- Possible answers are in parentheses after each question.
  - Who is the main character in this story?  
(Possible answer: The main character of the story is Nat.)
  - What did Nat see?  
(Possible answer: Nat saw a rat.)
  - What do you think Nat did?  
(Possible answer: Nat ran after the rat.)

## DAY 5

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s practice all the sounds we have learned.”
- “Remember the motions for each sound. /t/ is the index finger back and forth like a clock, /c/ is clawing, /n/ is a wrinkled nose, /r/ is a growl, /ă/ is a crying, sad face.”

Show the child each motion as you remind him or her of the sound.

Say:

- “Get ready to move because I am going to say words that begin with each of the sounds we have already learned.”
- “I will help you if you cannot remember.”

Correct and provide assistance as needed.

Say:

- “run”

The student should say /r/ and growl.

Say:

- “apple”

The student should say /ă/ and make a crying sad face.

Say:

- “top”

The student should say /t/ and move his or her index finger back and forth like a clock.

Say:

- “not”

The student should say /n/ and wrinkle his or her nose.

Say:

- “never”

The student should say /n/ and wrinkle his or her nose.

Say:

- “can”

The student should say /c/ and claw the air.

Say:

- “really”

The student should say /r/ and growl.

Say:

- “carpet”

The student should say /c/ and claw the air.

Say:

- “tick”

The student should say /t/ and move his or her index finger back and forth like a clock.

Say:

- “ask”

The student should say /ă/ and make a crying, sad face.

Say:

- “nose”

The student should say /n/ and wrinkle his or her nose.



## PHONICS

### Alphabet Review

- See Kindergarten Routines for *Alphabet Review*.
- Use this routine with the Alphabet Chart.

### Phonics Fluency

Focus letters: Tt, Cc, Nn, Aa

- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Tt, Cc, Nn, Aa
- Practice focus letters using *Phonics Fluency Practice Week 2 - Day 5* located in the Week 2 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 2 – Day 5* located in the Week 2 Student Handouts.
- Focus words:
  - my
  - to

## FLUENCY

**Decodable Reading:** The decodable book is located in Week 2 Student Handouts.

### Nat Sees A Rat

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **Nat Sees A Rat**.
- For additional practice, the student should re-read the story at least two times.

## WRITING

### Expressive Writing

- Use the *Expressive Writing Thank-You Note Example* located in the Week 2 Student Handouts.
- Use a piece of paper and a pencil.

Say:

- “Today, we will write a thank-you note. A thank-you note is something you write to someone if they have given you something or done something for you.”

Say:

- “This is an example of a thank you note. I will read it to you.”

Read the example of a thank-you note from the *Thank-You Note Example* located in the Week 2 Student Handouts.

Say:

- “Louis Braille created a way of reading for blind people. Let’s write him a thank-you note for his work. Let’s look at the *Expressive Writing Thank-You Note Example* located in the Week 2 Handouts so that we know how to write a thank-you note.”

Point to “Dear Jan”

Say:

- “A thank-you note begins with a greeting. The greeting on the example is: *Dear Jan.*”
- “We are writing to Louis Braille. Let’s begin our thank-you note with the greeting: *Dear Louis.*”

Write the words: Dear Louis,

Say:

- “Tell me what you would like to thank Louis for doing. Begin your sentence with the words: ‘*Thank you for*’. I will write the words that you say.”

The student should say a sentence something like: Thank you for creating a way for blind people to read.

Say:

- “Now tell me one more thing you would like to say to Louis, and I will write it down.”

The student should say something like: Reading is fun!

Say:

- “Let’s look at the example again. This thank-you note has a closing. The closing is: *Your friend.*”

Point to the closing: Your friend.

Say:

- “A letter always ends with a closing. Some closings that could be found at the end of a thank-you note are: *Your friend, Yours truly, Love, or Sincerely.*”
- “How would you like to close your letter to Louis?”

The student should say something like: Yours truly.

Say:

- “I will write the closing you chose.”

Write the chosen closing.

Say:

- “In our example thank-you note, the name of the person writing the note was Sally. You are writing this note to Louis, so your name will follow the closing. Please write your name on the thank-you note after the closing.”
- “Now let’s read your thank-you note to Louis Braille.”

Read the completed thank-you note to the student.

## Assessment

Students should be able to read the decodable story Nat Sees a Rat at the end of Day 5 with fewer than 2 errors per page.

## Extensions

Go to the website at [http://www.fcr.org/Curriculum/pdf/GK-1/Archive/F\\_Final.pdf](http://www.fcr.org/Curriculum/pdf/GK-1/Archive/F_Final.pdf)

- Select one of the activities to complete.

## Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame’enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

S r t T

m t M R

T s r R

s m t S

## Another Way of Reading

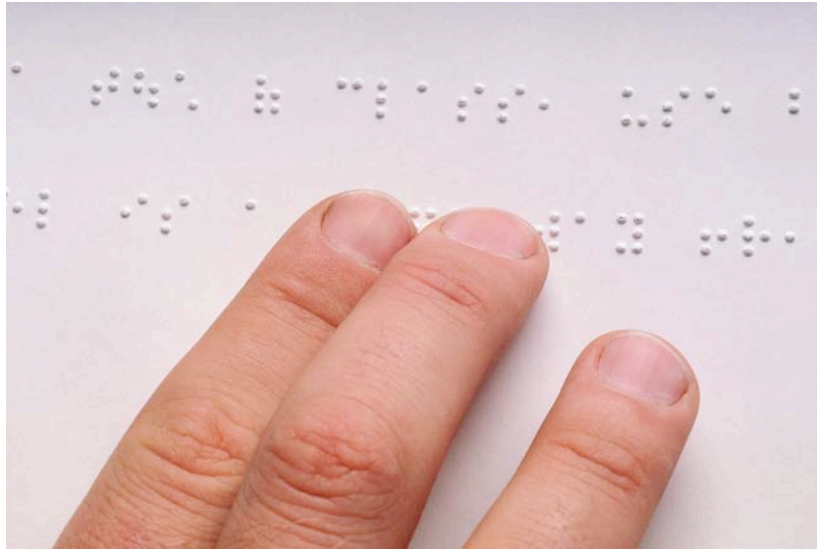
One of our five senses is sight. Our eyes are the body part needed for sight. Our eyes let us see around the room. Our eyes let us see pictures. Our eyes let us see the words that we read.



Some people have a hard time seeing. Some use glasses to help them see. Some people cannot see at all. They are blind. People who are blind do not use the sense of sight to read. What sense do you think they use to read?



People who are blind use their sense of touch to read. Books for people who are blind have little bumps all over the page. The bumps have special meaning. Each letter of the alphabet is made out of different patterns of dots.



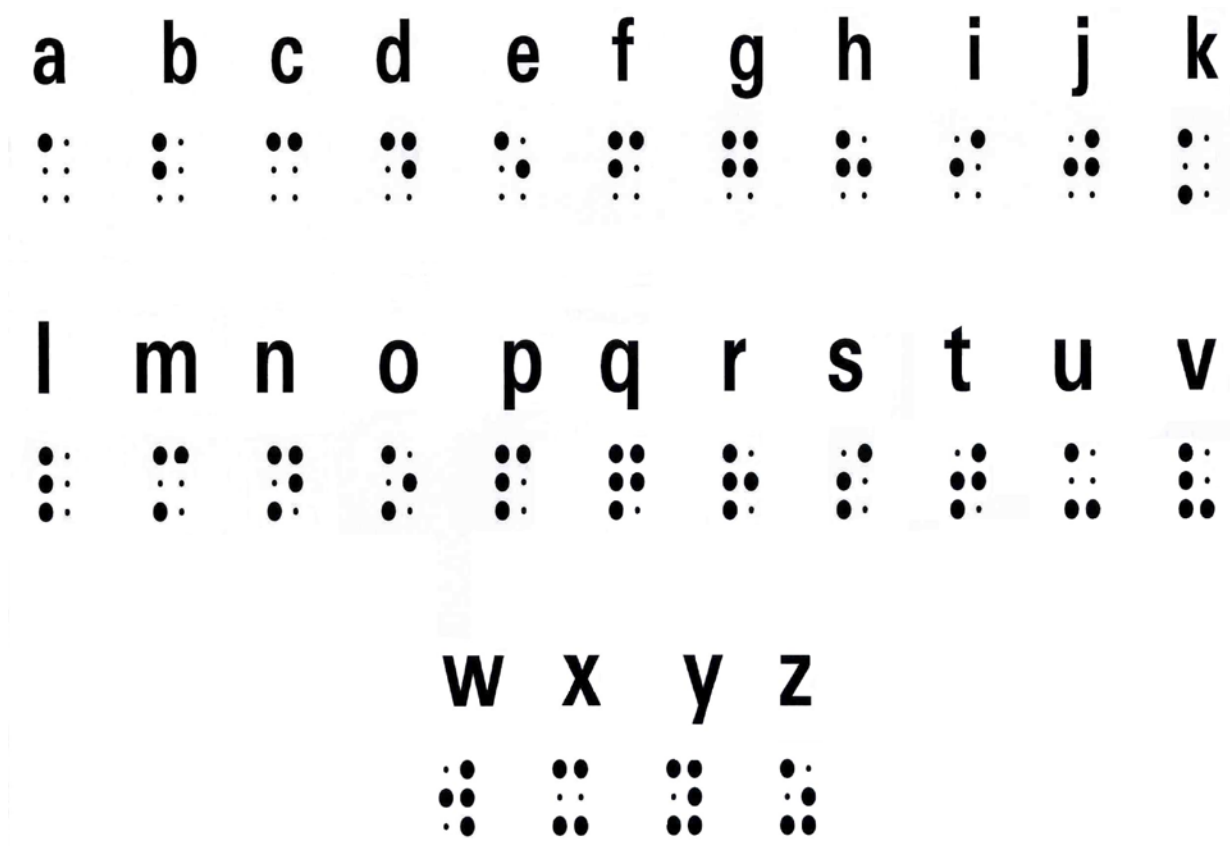
### **Who Invented Braille?**

The Braille pattern of dots was invented by a 12 year old student. His name was Louis Braille. When he was 3 years old, he hurt his eyes while playing with his father's tools. His eyes did not get better. He lost his sight and went blind.

When Louis was a student, he was in a school for blind students. His school only had 14 books that blind students could read. Making books for blind students was expensive and took a long time. It also took a long time to read the books. Louis thought that there needed to be a better way to make books.

When Louis was 12 years old, a soldier visited his school. The soldier showed him a code that used 12 dots. This code let soldiers share secret information with each other.

Louis realized he could make a code like this that was quicker and easier to read. Instead of using 12 dots, the letters Louis made used a pattern of 6 dots. For each letter, the dark dots are bumps on the page.



When Louis was 16, he finished his code and started teaching his friends and classmates how to use it. It took many more years for his idea to spread to other blind students. Now his system is used all over the world. You can find Braille in books, in elevators, and on signs.



Adapted from:

[http://www.afb.org/braillebug/louis\\_braille\\_bio.asp](http://www.afb.org/braillebug/louis_braille_bio.asp)

Standards Connections: Grade Kindergarten

Science: Strand 2 Concept 1 PO2 and Strand 4 Concept 1 PO3

Reading: Strand 1 Concept 4 and Strand 3 Concept 1



t R c S

m C s r

T c M t

C r m S

t T C C

c t n N

T r C n

s m R S

N c M S

t C n r

My

to

I

A

see

to

See

a

my

I

my

to

a

to

see

# Nat Sees A Rat

★ I see Nat.

★ Nat sat.

★ I see my cat.

★ My cat sat.

★ I see a rat.

★ Nat? Nat?

Read the following questions to the student. The student should answer orally.

1. Who is the main character in this story?
2. What did Nat see?
3. What do you think Nat did?

n

C

a

T

A

m

N

c

s

M

a

r

t

c

m

A

C

a

S

T

R S T a

m c N t

r n a S

A T C s

R M t a

See to my

A my I

To a see

My to I

I see my



Dear Jan,

Thank you for coming to  
my birthday party.

I liked the gift you gave  
me.

Your friend,

Sally

**Lesson Overview**  
Language Arts Grade K

Week # 3	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Comprehension Strategy</b>	<ul style="list-style-type: none"> <li>• story structure</li> </ul>				
<b>Comprehension Skills</b>	<ul style="list-style-type: none"> <li>• main idea and details</li> </ul>			<ul style="list-style-type: none"> <li>• main idea and details</li> </ul>	
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• /b/</li> <li>• words in a sentence</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /h/</li> <li>• identify initial sound</li> <li>• onset rime</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /b/, /h/</li> <li>• identify initial sound</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /v/</li> <li>• syllable counting</li> </ul>	<ul style="list-style-type: none"> <li>• /b/, /h/, /v/</li> <li>• identify initial sound</li> </ul>
<b>Phonics/Word/Structure</b>	<ul style="list-style-type: none"> <li>• Bb</li> </ul>	<ul style="list-style-type: none"> <li>• Hh</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Bb, Hh</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Vv</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Bb, Hh, Vv</li> </ul>
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>• like</li> </ul>	<ul style="list-style-type: none"> <li>• my, like, I, a, see, to</li> </ul>	<ul style="list-style-type: none"> <li>• to, like</li> </ul>	<ul style="list-style-type: none"> <li>• like, to</li> </ul>	<ul style="list-style-type: none"> <li>• my, to, I, see, like</li> </ul>
<b>Vocabulary</b> <b>Read Aloud:</b> <b><u>Measuring Temperatures</u></b>	<ul style="list-style-type: none"> <li>• temperature</li> <li>• thermometer</li> </ul>				
<b>Writing</b>					Expository Writing: Summary
<b>Decodable Book</b>			I Like My Bat	I Like My Bat	I Like My Bat

# I Like My Bat

## An ADE Language Arts Lesson

### Week 3

<b>Author</b>	ADE Content Specialists
<b>Grade Level</b>	Kindergarten
<b>Duration</b>	Five sessions

#### Aligns To

##### Reading:

##### Strand 1: Reading Process

##### Concept 1: Print Concepts

**PO 1.** Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).

**PO 5.** Distinguish between printed letters and words.

**PO 6.** Recognize that spoken words are represented in written language by specific sequences of letters.

**PO 7.** Recognize the concept of words by segmenting spoken sentences into individual words.

##### Concept 2: Phonemic Awareness

**PO 5.** Blend spoken simple onsets and rimes to form real words. (e.g. onset /c/ and rime/at/ makes cat).

**PO 6.** Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/ makes man).

**PO 7.** Identify the initial and final sounds (not the letter) of a spoken word.

**PO 8.** Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).

##### Concept 3: Phonics

**PO 1.** Identify letters of the alphabet (upper and lower case).

**PO 3.** Say letter sounds represented by the single-lettered consonants and vowels.

##### Concept 4: Vocabulary

**PO 1.** Determine what words mean from how they are used in a sentence, heard or read.

#### Connects To

##### Science

##### Strand 2: History and Nature of Science

##### Concept 1: History of Science as a Human Endeavor

**PO 1.** Give examples of how diverse people use science in daily life.

**Strand 3: Comprehending Informational Text****Concept 1: Expository Text**

**PO 3.** Respond appropriately to questions based on facts in expository text, heard or read.

**Writing:****Strand 3: Writing Applications****Concept 2: Expository**

**PO 1.** Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.

**Overview**

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

**Purpose:**

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness**, which is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words.
- **Phonics**, which is the relationships between letters and sounds in a language.
- **Vocabulary**, which is the knowledge of words and word meanings in both print and oral language.
- **Comprehension**, which is the process of understanding spoken language or text.

**Materials**

- Kindergarten Routines handout
  - Alphabet chart
  - Sound Spelling cards
- Student Handouts
  - Phonics Fluency Practice sheets
  - Read aloud passage Measuring Temperatures
  - High Frequency Word Practice sheets
  - Decodable story I Like My Bat
- Vocabulary words
- Notebook paper or note cards
- Writing instrument (pencil)

## Objectives

### Students will:

- Segment words in a sentence.
- Blend phonemes (sounds) to make words.
- Segment spoken phonemes (sounds) contained in one-syllable words.
- Identify initial sounds.
- Count syllables in words.
- Identify upper and lowercase letters and their sounds including b,h,v,a.
- Say and identify letters of the alphabet.
- Read and recognize high frequency words including: I, see, like, my, to.
- Read basic decodable c-v-c words made from the letters taught this week and in previous weeks.
- Understand the following vocabulary words in context: temperature and thermometer.
- Answer simple questions to demonstrate understanding of the reading passages.
- Dictate a summary on the read aloud.

## Lesson Components

### DAY 1

#### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “B says /b/.”
- “/b/ ball begins with /b/.”
- “I am going to say some words. If you hear a /b/ sound, pretend to bounce a ball and say /b/.”
- “Make the /b/ sound and show me how you will pretend to bounce a ball.”
- “I’m going to give you some words now. Get ready. If you hear /b/ say /b/ and pretend to bounce a ball. Listen carefully.”
- “band”

The student should say /b/ and pretend to bounce a ball because band begins with /b/.

Say:

- “bounce”

The student should say /b/ and pretend to bounce a ball because bounce begins with /b/.

Say:

- “dust”

The student should not say /b/ or pretend to bounce a ball because dust begins with /d/ and not /b/.

Say:

- “bell”

The student should say /b/ and pretend to bounce a ball because bell begins with /b/.

Say:

- “box”

The student should say /b/ and pretend to bounce a ball because box begins with /b/.

Say:

- “voice”

The student should not say /b/ or pretend to bounce a ball because voice begins with /v/ and not /b/.

Say:

- “berry”

The student should say /b/ and pretend to bounce a ball because berry begins with /b/.

Say:

- “bring”

The student should say /b/ and pretend to bounce a ball because bring begins with /b/.

### **Words in a Sentence**

Say:

- “When we speak, write, and read, we use sentences. Sentences are made up of many words.”
- “This is a sentence: I like you.”
- “Watch me. I will hop each time I say a word in the sentence.”
- “The sentence is: I like you.”

Hop 3 times saying one word for each hop: I (hop), like (hop), you (hop).

Say:

- “Now it’s your turn to hop each time I say a word in the sentence.”
- “The sentence is: Let’s do this together.”

Make sure the student hops once for each word in the sentence: Let’s (hop), do (hop), this (hop), together (hop).

Say:

- “Your turn to hop again each time I say a word in the sentence.”
- “The next sentence is: Betty believed it.”

Make sure the student hops once for each word in the sentence: Betty (hop), believed (hop), it (hop).

Say:

- “Your turn to hop again each time I say a word in the sentence.”
- “You are getting so big.”

Make sure the student hops once for each word in the sentence: You (hop), are (hop), getting (hop), so (hop), big (hop).

Say:

- “Now let’s practice counting words in a sentence.”
- “As I say the next sentence, count the words with me.”
- “Hold up one finger for each word.”
- “Here is our sentence. Ready?”
- “The best kids live here!”

Hold up a new finger as you say each word in the sentence. You should have 5 fingers held up.

Say:

- “Let’s check our fingers to see if we both held up 5 fingers.”
- “Let’s do one more sentence. Ready?”
- “Please bend the straw in half.”

Hold up a new finger as you say each word in the sentence. You should have 6 fingers held up.

Say:

- “Let’s check our fingers to see if we both held up 6 fingers.”

### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below. You will need to draw two different sound boxes: one with 2 boxes and one with 3 boxes. The number of boxes you will need for each word is listed next to the word.
- Focus words:
  - bat (3 sound boxes)
  - hat (3 sound boxes)
  - vat (3 sound boxes)
  - rat (3 sound boxes)
  - sat (3 sound boxes)
  - mat (3 sound boxes)
  - at (2 sound boxes)

## PHONICS

### Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Sound Spelling Cards.
- Review focus letters: Mm, Ss, Rr, Tt, Cc, Nn, Aa.

### Phonics Fluency

Focus letter: Bb

- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Bb.
- Practice focus letter Bb, using *Phonics Fluency Practice Week 3 - Day 1* located in the Week 3 Student Handouts.

### High Frequency Words

Write the word **like**.

Say:

- “This word is **like**.”
- “Take your finger and pretend to write the word **like** in the air.”
- “As you write the word **like**, say, ‘This word is **like**.’”
- “Write the word **like** in the air again and say the spelling of the word. l-i-k-e spells **like**.”

## VOCABULARY

### Vocabulary Words

- See Kindergarten Routines for *Vocabulary Word Instruction*.
- Use the routine to introduce the student to the new vocabulary word in the Read Aloud.
- Vocabulary words:
  - temperature: how hot or cold something is
  - thermometer: a tool that measures hot and cold something is

## LISTENING COMPREHENSION

- **Read aloud: Measuring Temperatures**
- Measuring Temperatures is located in the Week 3 Student Handouts.
- See Kindergarten Routines for *Read Aloud*.
- Use the Routine.



**Comprehension Skill: Main Idea and Details**

**Questions:** Ask the following questions after the Read Aloud has been read to the student. Possible answers are in parentheses and italics after each question.

- What is this story about?  
(Possible Answer: *Thermometers measure the temperature of things to tell us how hot or cold an object is.*)
- Who is Daniel Fahrenheit?  
(Possible Answer: *Daniel Fahrenheit was a scientist.*)
- Where did he live?  
(Possible Answer: *Daniel Fahrenheit lived in Germany.*)
- What did he do?  
(Possible Answer: *Daniel Fahrenheit was one of the first people to make thermometers. In 1724, he decided how to put the numbers on the thermometer.*)
- Is this story about something fact (real) or fiction (made up)?  
(Possible Answer: *This story is about something real. It is full of facts.*)

**DAY 2****PHONEMIC AWARENESS**

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

**Letter Sounds**

Say:

- “H says /h/.”
- “/h/ is the first sound in hat.”
- I’m going to say some words. Each time you hear the /h/ sound at the beginning of a word, say /h/.”
- “Listen carefully for the /h/ sound.”
- “happy”

Student should say /h/ because happy begins with /h/.

Say:

- “hero”

Student should say /h/ because hero begins with /h/.

Say:

- “hello”

Student should say /h/ because hello begins with /h/.

Say:

- “cap”

Student should not say /h/ because cap does not begin with /h/.

Say:

- “help”

Student should say /h/ because help begins with /h/.

Say:

- “how”

Student should say /h/ because how begins with /h/.

Say:

- “joy”

Student should not say /h/ because joy does not begin with /h/.

Say:

- “heavy”

Student should say /h/ because heavy begins with /h/.

Say:

- “heat”

Student should say /h/ because heat begins with /h/.

### **Onset Rime**

Say:

- “Let’s play with some words.”
- “I will say a word in a ‘funny’ and very slow way.”
- “You listen and see if you can tell me the word.”
- “Let me show you one. /c/ (PAUSE) /at/ CAT!”
- “Now it is your turn. If you make a mistake, I will help you. So no worries!”

Use the chart below. Say the onset, pause a moment, and say the rime. The student should produce the word. For example, say: /b/ (PAUSE) /at/. The student should say bat. Present the next onset rime and wait for the child to respond with the word.

<u>Onset</u>	<u>(PAUSE)</u>	<u>Rime</u>	<u>Word</u>
--------------	----------------	-------------	-------------

Say:

“/h/”	(PAUSE)	“/at/”	Student says: hat
“/f/”	(PAUSE)	“/at/”	Student says: fat
“/s/”	(PAUSE)	“/at/”	Student says: sat
“/m/”	(PAUSE)	“/at/”	Student says: mat
“/c/”	(PAUSE)	“/an/”	Student says: can
“/t/”	(PAUSE)	“/ap/”	Student says: tap

### Phonemic Awareness Blending and Segmenting

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - at (2 sound boxes)
  - Nat (3 sound boxes)
  - rat (3 sound boxes)
  - sat (3 sound boxes)
  - cat (3 sound boxes)
  - mat (3 sound boxes)

## PHONICS

### Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Alphabet Sound Spelling Cards.
- Review focus letters: Mm, Ss, Rr, Tt, Cc, Nn, Aa, Bb.

### Phonics Fluency

Focus letter: Hh

- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Hh.
- Practice focus letter using *Phonics Fluency Practice Week 3 – Days 2 and 3* located in the Week 3 Student Handouts.

## High Frequency Words

Write the word **my**

Say:

- “This word is **my**.”
- “Say this word with me. The word is **my**.”

Student should point and read **my**.

Say:

- “Let’s write the word **my**.”
- “Take your finger and pretend to write the word **my** in the air.”
- “As you write the word **my**, say, ‘This word is **my**.’”
- “Write the word **my** in the air again and say the spelling of the word. m-y spells **my**.”
- “Now write **my** three times, saying the name of each letter as you write the word.”
- “I will write some words.”

Write these words on a sheet of paper.

- I
- a
- see
- like
- my
- to

Say:

- “Point to each word and read the word aloud.”

Student should point to each word and read the word aloud. After the list has been read, point to **like**.

Say:

- “This word is **like**.”
- “Say this word with me. The word is **like**.”
- “Let’s write the word **like**.”
- “Take your finger and pretend to write the word **like** in the air.”
- “As you write the word **like**, say, ‘This word is **like**.’”
- “Write the word **like** in the air again and say the spelling of the word. I-i-k-e spells **like**.”
- “Now write **like** three times, saying the name of each letter as you write the word.”

## Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - bat
  - hat
  - vat
  - rat
  - at
  - sat
  - mat

## DAY 3

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s review the sounds /b/ and /h/.”
- “I’m going to say some words.
- “If you hear a /b/ sound at the beginning of the word, you are going to say /b/.”
- “If you hear a /h/ sound at the beginning of the word, you are going to say /h/.”
- “Listen carefully for the sound you hear at the beginning of these words.”
- “happy”

Student should say /h/ because happy begins with /h/.

Say:

- “hero”

Student should say /h/ because hero begins with /h/.

Say:

- “ball”

Student should say /b/ because ball begins with /b/.

Say:

- “his”

Student should say /h/ because his begins with /h/.

Say:

- “bounce”

Student should say /b/ because bounce begins with /b/.

Say:

- “bet”

Student should say /b/ because bet begins with /b/.

Say:

- “hop”

Student should say /h/ because hop begins with /h/.

### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - vat (3 sounds)
  - hat (3 sounds)
  - rat (3 sounds)
  - sat (3 sounds)
  - cat (3 sounds)
  - mat (3 sounds)
  - rat (3 sounds)
  - mat (3 sounds)

## **PHONICS**

### **Alphabet Sound Practice and Review**

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Alphabet Sound Spelling cards.
- Review focus letters: Mm, Ss, Rr, Tt, Cc, Nn, Aa, Bb, Hh.

### **Phonics Fluency**

Focus letters: Bb, Hh

- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Bb, Hh.
- Practice focus letters using *Phonics Fluency Practice Week 3 – Days 2 & 3* located in the Week 3 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 3 – Days 3, 4 & 5* located in the Week 3 Student Handouts.
- Focus words:
  - to
  - like

### Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - rat
  - Nat
  - cat
  - sat
  - at
  - mat

### FLUENCY

**Decodable Reading:** The decodable book is located in Week 3 Student Handouts.

#### I Like My Bat

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **I Like My Bat**.
- Please do not ask the questions that follow the decodable story (page 7 of the Student Handout). These questions will be asked on Day 4.
- For additional practice, the student should re-read the story at least two times.

## DAY 4

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “v says /v/ as in victory.”
- “I’m going to say two words that start with v and the /v/ sound.
- “Listen to these words.”
- “very /v/”
- “voice /v/”
- “Very and voice both start with the letter v and the /v/ sound.”
- “Let’s do some words together. These words start with v and the /v/ sound.”
- “van”
- “Say van with me.”

The student should say van.

Say:

- “Van starts with /v/. van /v/”
- “Your turn. Say the word and its sound.”

The student should say van /v/.

Say:

- “vest”
- “Say vest with me.”

The student should say vest.

Say:

- “Vest starts with /v/. vest /v/”
- “Your turn. Say the word and its sound.”

The student should say vest /v/.

Say:

- “victory”
- “Say victory with me.”

The student should say victory.

Say:

- “Victory starts with /v/. victory /v/”
- “Your turn. Say the word and its sound.”

The student should say victory /v/.



Say:

- “villain”
- “Say villain with me.”

The student should say villain.

Say:

- “Villain starts with /v/. villain /v/”
- “Your turn. Say the word and its sound.”

The student should say villain /v/.

### **Syllable Counting**

- See Kindergarten Routines for *Syllable Counting*.
- Use the routine.
- Use these words to show the child how to count syllables.
  - candy (2)
  - was (1)
  - bicycle (3)
- Focus words: Use these words for the student to practice counting syllables.

<u>Word</u>	<u>Number of Syllables</u>
van	1
number	2
syllable	3
monument	3

## **PHONICS**

### **Alphabet Sound Practice and Review**

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Sound Spelling cards.
- Review focus letters: Mm, Ss, Rr, Tt, Cc, Nn, Aa, Bb, Hh.

### **Phonics Fluency**

Focus letter: Vv

- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Vv.
- Practice Focus Letter using *Phonics Fluency Practice Week 3 – Days 4 & 5* located in the Week 3 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 3 - Days 3, 4 & 5* located in the Week 3 Student Handouts.
- Focus words:
  - like
  - to

### Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - bat
  - rat
  - hat
  - sat
  - at
  - mat
  - vat

## FLUENCY

**Decodable Reading:** The decodable book is located in Week 3 Student Handouts.

### I Like My Bat

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, I Like My Bat.
- For additional practice, the student should re-read the story at least two times.

## COMPREHENSION

### **Decodable Book: I Like My Bat**

**Comprehension Skill:** Main Idea/Details

#### **Questions:**

- Read the following questions to the student.
- The student should answer orally.
- Possible answers are in parentheses and italics after each question.
  - What happens in the story?  
(Possible answer could be: *I lost my bat. Did you see my bat?*)
  - What did the person see in the story?  
(The person saw a rat.)
  - Who can bat?  
(*I can bat. The rat can bat.*)

## DAY 5

### PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s review our sounds /b/, /h/, /v/.”
- “Each time I say a word, you will give me the beginning sound.”
- “Let me do one for you, bat /b/.”
- “Listen carefully to each word so you can tell me if it starts with /b/, /h/, or /v/.”
- “band”

The student should say /b/ because band begins with /b/.

Say:

- “her”

The student should say /h/ because her begins with /h/.

Say:

- “village”

The student should say /v/ because village begins with /v/.

Say:

- “very”

The student should say /v/ because very begins with /v/.

Say:

- “hop”

The student should say /h/ because hop begins with /h/.

Say:

- “ball”

The student should say /b/ because ball begins with /b/.

Say:

- “bell”

The student should say /b/ because bell begins with /b/.

Say:

- “voice”

The student should say /v/ because voice begins with /v/.

Say:

- “bat”

The student should say /b/ because bat begins with /b/.

## PHONICS

### Alphabet Chart Warm-Up

- See Kindergarten Routines for *Alphabet Chart Warm-Up*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letters: Bb, Hh, Vv
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Bb, Hh, Vv.
- Practice focus letters using *Phonics Fluency Practice Week 3 – Days 4 & 5* located in the Week 3 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the Focus Words using *High Frequency Word Practice Week 3 – Days 3, 4 & 5* located in the Week 3 Student Handouts.
- Focus words:
  - my
  - to
  - I
  - see
  - like

## FLUENCY

**Decodable Reading:** The decodable book is located in Week 3 Student Handouts.

### I Like My Bat

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **I Like My Bat**.
- For additional practice, the student should re-read the story at least two times.

## WRITING

### Expressive Writing

- Reread the Week 3 Read Aloud story, Measuring Temperatures.
- Use a piece of paper and a pencil.

Say:

- “This week we learned about thermometers in a story titled Measuring Temperatures.”
- “We are going to write a summary of Measuring Temperatures. Think about the story. I want you to tell me three things that you remember from the story, Measuring Temperatures, and I will write them for you. Let’s begin with the words: *A thermometer is.*”

Write: A thermometer is. The student should tell you three things (possible answers are below):

1. A thermometer is something that measures temperature.
2. A thermometer was invented by a scientist named Fahrenheit.
3. A thermometer can tell you if something is very hot or very cold.

As the student tells the three sentences orally, write each sentence on the paper.

Say:

- “Now that you have finished telling me about the story Measuring Temperatures, I will read your summary back to you.”

Read the dictated summary to the student.

## Assessment

Students should be able to read the decodable story I like my Bat at the end of Day 5 with fewer than 2 errors per page.

## Extensions

Go to the website at [http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F\\_Final.pdf](http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F_Final.pdf)

- Select one of the fluency activities to complete.

## Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame’enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

c A m t

b n B b

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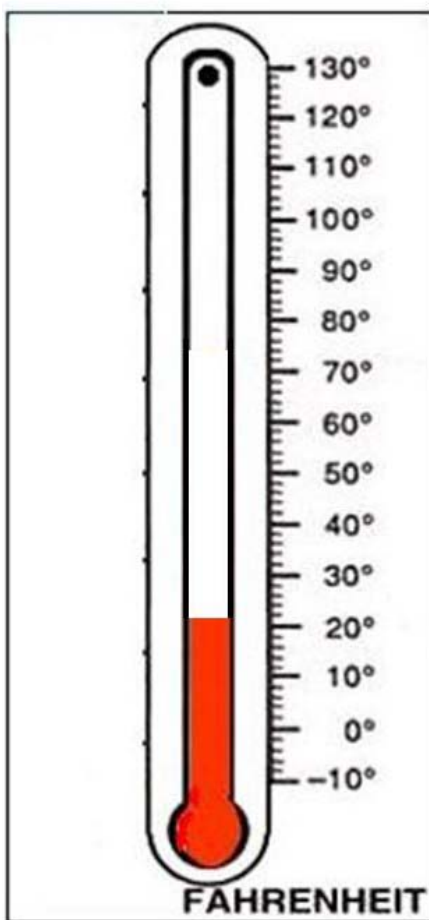
B T a R

n c t b

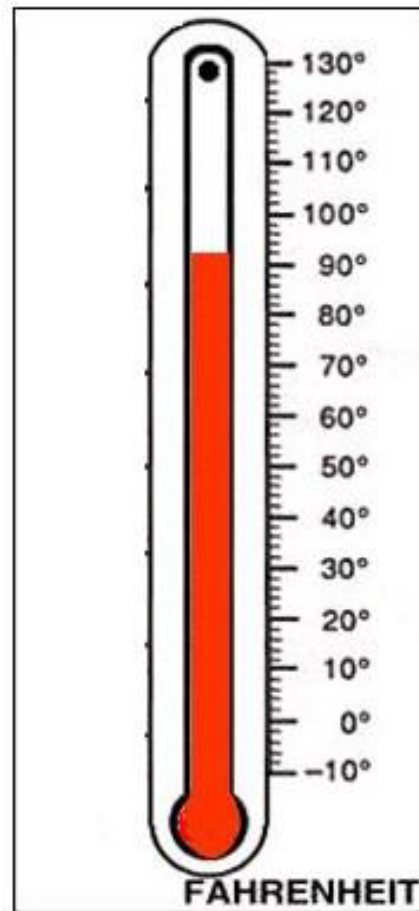
## Measuring Temperatures

How can we tell how hot or cold it is outside? How can a doctor tell if you have a fever? You can use a thermometer. A **thermometer** is a tool that people use to measure temperature.

The **temperature** of an object tells us how hot or cold something is. If something is cold, the thermometer has a small number. If something is hot, the thermometer has a large number.



Cold Temperature

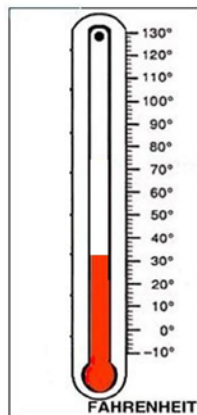


Warm Temperature

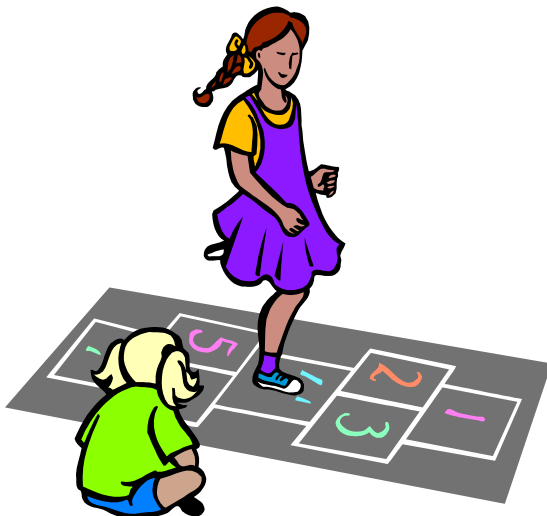
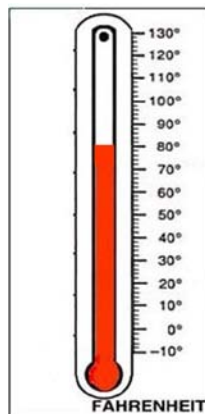
Daniel Gabriel Fahrenheit was a scientist. He lived in Germany. He was one of the first people to make thermometers. In the year 1724, he decided how to put the numbers on the thermometer.

People used the thermometers he made so they could measure temperatures the same way. Most people in the United States use thermometers that measure temperature in **Fahrenheit** degrees.

Water freezes and turns to ice at 32 degrees.

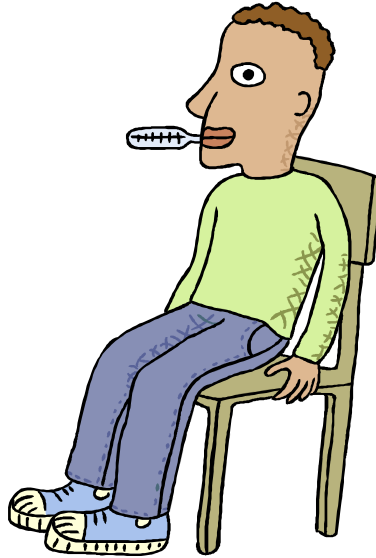
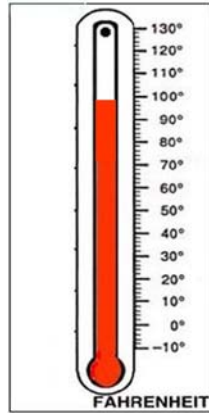


A nice day outside might be 80 degrees.

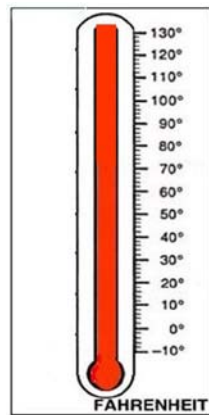




When you are healthy your body temperature is almost 99 degrees.



When you cook soup, it can get hotter than 130 degrees. You need to let it cool down or you will burn your tongue!



Adapted from:

<http://www.inventors.about.com/library/inventors/blthermometers.htm>

Standards Connections: Grade Kindergarten

Science: Strand 2 Concept 1 PO2

Reading: Strand 1 Concept 4, Strand 3 Concept 1, and Strand 3 Concept 2

b N s B

m c h a

H b A r

n h B b

a s H t

# I Like My Bat

★ I like my bat.

★ I can bat.

★ See my rat!

★ My rat can bat!

★ I like my rat!

Read the following questions to the student. The student should answer orally.

1. What happens in the story?
2. What did the person see in the story?
3. Who can bat?

B a n H

h b A v

V m s a

b h v V

S v B t

See my like

my like see

like to my

I like a

To my see

**Lesson Overview**  
Language Arts Grade K

Week #4	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Comprehension Strategy</b>	<ul style="list-style-type: none"> <li>• story structure</li> </ul>				
<b>Comprehension Skills</b>	<ul style="list-style-type: none"> <li>• main idea and details</li> </ul>			<ul style="list-style-type: none"> <li>• main idea and details</li> </ul>	
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• /p/</li> <li>• identify initial sound</li> <li>• words in a sentence</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /i/</li> <li>• identify initial sound</li> <li>• syllable counting</li> </ul>	<ul style="list-style-type: none"> <li>• /g/</li> <li>• identify initial sound</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /f/</li> <li>• identify initial sound</li> <li>• onset rime</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /p/ /f/ /g/ /i/</li> <li>• identify initial sounds</li> </ul>
<b>Phonics/Word/Structure</b>	<ul style="list-style-type: none"> <li>• Pp</li> </ul>	<ul style="list-style-type: none"> <li>• li</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Gg</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Ff</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Pp, Ff, Gg, li</li> </ul>
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>• and</li> </ul>	<ul style="list-style-type: none"> <li>• and, my, to</li> </ul>	<ul style="list-style-type: none"> <li>• and, is</li> </ul>	<ul style="list-style-type: none"> <li>• and, is, I, see, like, my, to</li> </ul>	<ul style="list-style-type: none"> <li>• is, to, I, see, like, and</li> </ul>
<b>Vocabulary</b> <b>Read Aloud:</b> <b><u>Hunters and Gatherers</u></b>	<ul style="list-style-type: none"> <li>• hunted</li> <li>• farm</li> <li>• farmer</li> </ul>				
<b>Writing</b>					Functional Writing: Create a Poster
<b>Decodable Book</b>			My Pig	My Pig	My Pig

# My Pig

## An ADE Language Arts Lesson

### Week 4

<b>Author</b>	ADE Content Specialists
<b>Grade Level</b>	Kindergarten
<b>Duration</b>	Five sessions

#### Aligns To

##### Reading:

##### Strand 1: Reading Process

##### Concept 1: Print Concepts

**PO 1.** Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).

**PO 5.** Distinguish between printed letters and words.

**PO 6.** Recognize that spoken words are represented in written language by specific sequences of letters.

**PO 7.** Recognize the concept of words by segmenting spoken sentences into individual words.

##### Concept 2: Phonemic Awareness

**PO 5.** Blend spoken simple onsets and rimes to form real words. (e.g. onset /c/ and rime/at/ makes cat).

**PO 6.** Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/ makes man).

**PO 7.** Identify the initial and final sounds (not the letter) of a spoken word.

**PO 8.** Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).

##### Concept 3: Phonics

**PO 1.** Identify letters of the alphabet (upper and lower case).

**PO 3.** Say letter sounds represented by the single-lettered consonants and vowels.

##### Concept 4: Vocabulary

**PO 1.** Determine what words mean from how they are used in a sentence, heard or read.

#### Connects To

##### Social Studies:

##### Strand 2: World History

##### Concept 2: Early Civilizations

**PO 1.** Recognize that groups of people in early civilizations moved from place to place to hunt and gather food.



**Strand 3: Comprehending Informational Text**

**Concept 1: Expository Text**

**PO 3.** Respond appropriately to questions based on facts in expository text, heard or read.

**Writing:**

**Strand 3: Writing Applications**

**Concept 3: Functional**

**PO 1.** Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes, labels, directions, posters, graphs/tables).

**Overview**

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

**Purpose:**

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness**, which is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words.
- **Phonics**, which is the relationships between letters and sounds in a language.
- **Vocabulary**, which is the knowledge of words and word meanings in both print and oral language.
- **Comprehension**, which is the process of understanding spoken language or text.

**Materials**

- Kindergarten Routines handout
  - Alphabet chart
  - Sound Spelling cards
- Student Handouts
  - Phonics Fluency Practice sheets
  - High Frequency Word Practice sheets
  - Read aloud passage Hunters and Gatherers
  - Decodable story My Pig
  - Expressive Writing Poster Example of Favorite Foods
- Vocabulary words
- Notebook paper or note cards
- Writing instrument (pencil)

## Objectives

### Students will:

- Say and identify letters of the alphabet.
- Blend phonemes (sounds) to make words.
- Segment spoken phonemes (sounds) contained in one-syllable words.
- Identify initial sounds.
- Count syllables in words.
- Segment sentences into words.
- Identify upper and lowercase letters and their sounds including: p, f, i, g.
- Read and recognize high frequency words including: and, is, I, my, to.
- Understand the following vocabulary words in context: hunted, farm, farmer.
- Answer simple questions to demonstrate understanding of the reading passages.
- Read basic decodable c-v-c words (words that consist of a consonant, a vowel, and a consonant) made from the letters taught this week and in previous weeks.
- Participate in writing a poster.

## Lesson Components

### DAY 1

#### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “The letter p says /p/.”
- “The word pat begins with /p/.”
- “I am going to say some words. If you hear a /p/ sound at the beginning of the word, say /p/ and pat your leg.”
- “Listen carefully to see if you will say /p/ and pat your leg. Ready? Here we go!”
- “pan”

The student should make the /p/ sound and pat his or her leg because pan begins with /p/.

Say:

- “pounce”

The student should make the /p/ sound and pat his or her leg because pounce begins with /p/.

Say:

- “pal”

The student should make the /p/ sound and pat his or her leg because pal begins with /p/.

Say:

- “pot”

The student should make the /p/ sound and pat his or her leg because pot begins with /p/.

### **Words in a Sentence**

Say:

- “When we speak, write, and read, we use sentences. Sentences are made up of many words.”
- “This is a sentence: I like you.”
- “Watch me. I will hop each time I say a word in the sentence.”
- “The sentence is: I like you.”

Hop 3 times saying one word for each hop: I (hop), like (hop), you (hop).

Say:

- “Let’s do some sentences together.”
- “The sentence is: The cat pounced on the ball.”

Hop with the student one time for each word in the sentence: The (hop), cat (hop), pounced (hop), on (hop), the (hop), ball (hop).

Say:

- “Let’s hop together again.”
- “The next sentence is: Patty pets the purple cat.”

Hop with the student one time for each word in the sentence: Patty (hop), pets (hop), the (hop), purple (hop), cat (hop).

Say:

- “Now it is your turn to do some by yourself. I will say the sentence and you hop as I say each word.”
- “I like to hop.”

Make sure the student hops once for each word. This sentence has 4 words, so 4 hops.

Say:

- “The next sentence is: You are so smart.”

Make sure the student hops once for each word. This sentence has 4 words, so 4 hops.

Say:

- “The next sentence is: How many words are in this sentence?”

Make sure the student hops once for each word. This sentence has 7 words, so 7 hops.

## PHONICS

### Alphabet Chart Warm-Up

- See Kindergarten Routines for *Alphabet Chart Warm-Up*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letter: Pp
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Pp.
- Practice focus letter Pp, using *Phonics Fluency Practice Week 4 – Day 1* located in the Week 4 Student Handouts.

### High Frequency Words

Write the word **and**.

Say:

- “This word is **and**.”
- “Take your finger and pretend to write the word **and** in the air.”
- “As you write the word **and**, say, ‘This word is **and**.’”
- “Write the word **and** in the air again and say the spelling of the word. a-n-d spells **and**.”

## VOCABULARY

### Vocabulary Words

- See Kindergarten Routines for *Vocabulary Word Instruction*.
- Use the routine to introduce the student to the new vocabulary words in the Read Aloud.
- Vocabulary Words:
  - hunted: look for animals to catch, kill, and eat
  - gather: pick up, bring together, or collect
  - shelter: a place to live or sleep that protects from weather or animals

## LISTENING COMPREHENSION

- **Read aloud: Hunters and Gatherers**
- Hunters and Gatherers is located in the Week 4 Student Handouts.
- See Kindergarten Routines for *Read Aloud*.
- Use the routine.

### Comprehension Strategy/Skill

**Story Structure:** Main Idea and Details

**Questions:** Ask the following questions after the Read Aloud has been read to the student. Possible answers are in parentheses after each question.

- Who is this story about?  
*(Possible answer: This story is about people that lived long, long ago. These people were hunters and gatherers. They hunted animals like mammoths, deer, and rabbits.)*
- What is a mammoth?  
*(Possible answer: A mammoth was a very large animal like our elephants today. We don't have mammoths any more.)*
- What kinds of plants did people gather?  
*(Possible answer: These people gathered berries, seeds, and nuts.)*
- What did hunters use to hunt?  
*(Possible answer: The hunters used stone tools to hunt animals. They tied stones to long poles and used them to kill the animals.)*
- Why did hunters and gatherers move often?  
*(Possible answer: The hunters and gatherers moved around to hunt. They needed to go where the animals were and the plants were growing so they could hunt and gather food to eat. Because they moved so often, they did not live in houses. They would make shelters or stay in caves.)*

## DAY 2

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- "I says /i/."
- "The word itch begins with /i/."
- "Our signal for the sound of i will be pretend scratching of an itch."
- "Watch me show how I pretend to scratch an itch."

Use your hand to show students what it looks like to scratch an itch on your leg.

Say:

- "Each time I say a word that has the /i/ sound, you will make the /i/ sound and make a scratching an itch motion."
- "Let's do the first two words together."
- "inch"

You and the student should make the /i/ sound and make the scratch an itch motion because inch begins with /i/.

Say:

- “itch”

You and the student should make the /i/ sound and make the scratch an itch motion because itch begins with /i/.

Say:

- “Now it is your turn. I will say the word.”
- “If you hear an /i/ sound at the beginning of a word you will make the /i/ sound and make the scratch an itch motion. Show me. What will you say and what motion will you show me?”

The student should say /i/ and show you how he or she will make the scratch an itch motion.

Say:

- “Your turn. Get ready!”
- “it”

The student should make the /i/ sound and make the scratch an itch motion because it begins with /i/.

Say:

- “Your turn. Get ready!”
- “icky”

The student should make the /i/ sound and make the scratch an itch motion because icky begins with /i/.

### **Syllable Counting**

- See Kindergarten Routines for *Syllable Counting*.
- Use the routine.
- Focus words:
  - mixture (2 syllables)
  - perfect (2 syllables)
  - temporary (4 syllables)
  - hunting (2 syllables)

## **PHONICS**

### **Alphabet Chart Warm-Up**

- See Kindergarten Routines for *Alphabet Chart Warm-Up*.
- Use the routine with the Alphabet Chart.

### **Phonics Fluency**

- Focus letter: li

- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on li.
- Practice focus letters using *Phonics Fluency Practice Week 4 - Day 2* located in the Week 4 Student Handouts.

### **High Frequency Words By Sight**

- See the Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week4 – Day 2* located in the Week 4 Student Handouts.
- Focus words:
  - it
  - my
  - to
  - and

### **Blending Sounds into Words**

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - it
  - bit
  - sit
  - fit
  - hit
  - pit
  - pig

## DAY 3

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “G says /g/.”
- “Listen to these words.”
- “go”
- “growl”
- “Both of these words start with the /g/ sound. /g/ go /g/ and /g/ growl /g/.”
- “Let’s practice some words that start with /g/. Let’s do some together.”
- “When we hear a word that begins with the /g/ sound, we will say /g/ and make a growling face. “Before we start, say /g/ and make a growling face.”
- “Here we go. We’re ready to say /g/ and make a growling face if we hear a word that begins with the /g/ sound.”
- “gum”

You and the student should say /g/ and make a growling face because gum begins with /g/.

Say:

- “get”

You and the student should say /g/ and make a growling face because get begins with /g/.

Say:

- “gift”

You and the student should say /g/ and make a growling face because gift begins with /g/.

Say:

- “give”

You and the student should say /g/ and make a growling face because give begins with /g/.

Say:

- “grow”

You and the student should say /g/ and make a growling face because grow begins with /g/.



### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - bit (3 sounds)
  - hit (3 sounds)
  - it (2 sounds)
  - pit (3 sounds)
  - sit (3 sounds)
  - fit (3 sounds)

## **PHONICS**

### **Alphabet Review**

- See Kindergarten Routines for *Alphabet Review*.
- Use the routine with the Alphabet Chart.

### **Phonics Fluency**

- Focus letter: Gg
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Gg.
- Practice the focus letter using *Phonics Fluency Practice Week 4 – Day 3* located in the Week 4 Student Handouts.

### **High Frequency Words By Sight**

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 4 – Days 3 & 4* located in the Week 4 Student Handouts.
- Focus words:
  - and
  - is

### **Blending Sounds into Words**

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - bit
  - hit
  - it
  - pit
  - sit
  - fit

## FLUENCY

**Decodable Reading:** The decodable book is located in Week 4 Student Handouts.

### My Pig

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **My Pig**.
- Please do not ask the questions that follow the decodable story (page 11 of the Student Handout). These questions will be asked on Day 4.
- For additional practice, the student should re-read the story at least two times.

## DAY 4

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “The letter f says /f/.”
- “The word foot begins with /f/.”
- “I am going to say some words. If you hear a /f/ sound at the beginning of the word, say /f/ and wiggle your foot.”
- “Listen carefully to see if you will say /f/ and wiggle your feet. Ready? Here we go!”
- “fan”

You and the student should make the /f/ sound and wiggle your feet because fan begins with /f/.

Say:

- “firm”

You and the student should make the /f/ sound and wiggle your feet because firm begins with /f/.

Say:

- “fast”

You and the student should make the /f/ sound and wiggle your feet because fast begins with /f/.

Say:

- “fall”

You and the student should make the /f/ sound and wiggle your feet because fall begins with /f/.

Say:

- “far”

You and the student should make the /f/ sound and wiggle your feet because far begins with /f/.

Say:

- “few”

You and the student should make the /f/ sound and wiggle your feet because few begins with /f/.

### Onset Rime

Say:

- “Let’s play with some words.”
- “I will say a word in a ‘funny’ and very slow way.”
- “You listen and see if you can tell me the word.”
- “Let me show you one. /c/ (PAUSE) /at/ CAT!”
- “Let me show you another one. /p/ (PAUSE) /an/ PAN!”
- “Now it is your turn. If you make a mistake, I will help you. So no worries!”

Use the chart below. Say the onset, pause a moment, and say the rime. The student should produce the word. For example, say: /b/ (PAUSE) /at/. The student should say bat. Present the next onset rime and wait for the child to respond with the word.

<u>Onset</u>	<u>(PAUSE)</u>	<u>Rime</u>	<u>Word</u>
--------------	----------------	-------------	-------------

Say:

/d/	(PAUSE)	/ig/	Student says: dig
/f/	(PAUSE)	/at/	Student says: fat
/f/	(PAUSE)	/ar/	Student says: far

### Phonemic Awareness Blending and Segmenting

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - it (2 sound boxes)
  - sit (3 sound boxes)
  - fit (3 sound boxes)
  - bit (3 sound boxes)
  - hit (3 sound boxes)
  - pit (3 sound boxes)

## PHONICS

### Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review* routine.
- Use the routine with the Sound Spelling Cards.
- Review focus letters: Pp, Ii, Gg, Bb, Hh, Aa, Vv

### Phonics Fluency

- Focus letter: Ff
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Ff.
- Practice the focus letter using *Phonics Fluency Practice Week 4 – Day 4* located in the Week 4 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 4 - Day 4* located in the Week 4 Student Handouts.
- Focus words:
  - and
  - is
  - I
  - see
  - like
  - my
  - to

### Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - bit
  - hit
  - it
  - pit
  - sit
  - fit

## FLUENCY

**Decodable Reading:** The decodable story is located in Week 4 Student Handouts.

### My Pig

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **My Pig**
- For additional practice, the student should re-read the story at least two times.

## COMPREHENSION

**Decodable Book:** My Pig

**Comprehension Skill:** Story Structure/Details

### Questions:

- Read the following questions to the student.
  - The student should answer orally.
  - Possible answers are in parentheses after each question.
- 
- Who is this story about?  
(Possible answer: This story is about a pig.)
  - What is the pig doing?  
(Possible answer: The pig is putting on a hat.)
  - Have you ever seen a pig?  
(Possible answer: Depends on the student's answer. May be yes or may be no.)
  - Have you ever seen a pig in a hat?  
(Possible answer: Most people have never seen a real pig in a hat. Cartoon or movie pigs sometimes wear hats.)
  - Do you own a hat?  
(Possible answer: Depends on the student's answer. May be yes or may be no.)

## DAY 5

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s practice all the sounds we have learned.”
- “Remember the motions for each sound. /p/ is patting your leg, /f/ is wiggling your feet, /g/ is a growling face, /i/ is scratching an itch on your leg.”

Show the child each motion as you remind him or her of the sound.

Say:

- “Get ready to move because I am going to say words that begin with each of the sounds we have already learned.”
- “I will help you if you cannot remember.”

Correct and provide assistance as needed.

Say:

- “pan”

The student should say /p/ and pat his or her leg.

Say:

- “for”

The student should say /f/ and wiggle his or her feet.

Say:

- “get”

The student should say /g/ and make a growling face.

Say:

- “itch”

The student should say /i/ and pretend to scratch an itch on his or her leg.

## PHONICS

### Alphabet Review

- See Kindergarten Routines for *Alphabet Review*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letters: P, p, F, f, G, g, I, i
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on P, p, F, f, G, g, I, i
- Practice focus letters using *Phonics Fluency Practice Week 4 – Day 5* located in the Week 4 Student Handouts.

### High Frequency Words By Sight

- See the Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 4 – Day 5* located in the Week 4 Student Handouts.
- Focus words:
  - and
  - like
  - I
  - see
  - to

## FLUENCY

**Decodable Reading:** The decodable story is located in Week 4 Handouts.

### My Pig

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **My Pig**.
- For additional practice, the student should re-read the story at least two times.

## WRITING

### Functional Writing

- Reread the Week 4 Read Aloud story, Hunters and Gatherers.
- Use the *Expressive Writing Poster Example Week 4 – Day 5* located in the Week 4 Student Handouts. The poster is titled Favorite Foods.
- Use a piece of paper and a pencil.

Say:

- “We just reread the Read Aloud story for this week. Keep the details of Hunters and Gatherers in your head because today we are going to make a poster of things a hunter or gatherer might have eaten. First, I need to show you what a poster looks like. This is an example of a poster.”

Show the *Expressive Writing Poster Example Week 4 – Day 5* located in the Week 4 Student Handouts.

Say:

- “This poster is titled: Favorite Foods.”

Point to the title, Favorite Foods, on the top of the *Expressive Writing Poster Example Week 4 – Day 5*.

Say:

- “A poster also has pictures.”

Point to each of the pictures on the *Expressive Writing Poster Example* to show the student that a poster has pictures.

Say:

- “Sometimes the pictures on a poster have labels.”

Point to the labels beneath each picture on the *Poster Example* and read each label aloud.

Point to the picture of a milkshake.

Say:

- “Milkshake with whipped cream”

Point to the picture of oranges, lemons, kiwis, and strawberries.

Say:

- “Oranges, lemons, kiwis, and strawberries”

Point to the picture of a bowl of cereal with blueberries.

Say:

- “Cereal with blueberries”



Point to the picture of a green apple surrounded by red apples.

Say:

- “Apples”

Say:

- “So, a poster has pictures and labels. Think about the Read Aloud story we read called Hunters and Gatherers. We are going to make a poster of things that a hunter or gatherer might have eaten. I will help you spell the names of the things you draw.”

Say:

- “For example, you might draw a picture of a mammoth or a picture of berries.”

The student should draw two or three things that a hunter or gatherer might have eaten. Write a label under each picture. When the poster is complete, you will see pictures drawn by the students and a label under each drawing, so it looks similar to the example.

## Assessment

Students should be able to read the decodable story My Pig at the end of Day 5 with less than two errors per page.

## Extensions

Go to the website at [http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F\\_Final.pdf](http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F_Final.pdf)

- Select one or more of the fluency in letter recognition activities to complete.

## Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame'enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

b a v h

p r c P

v H V p

a p B A

P a h b

It see and

And to my

see it and

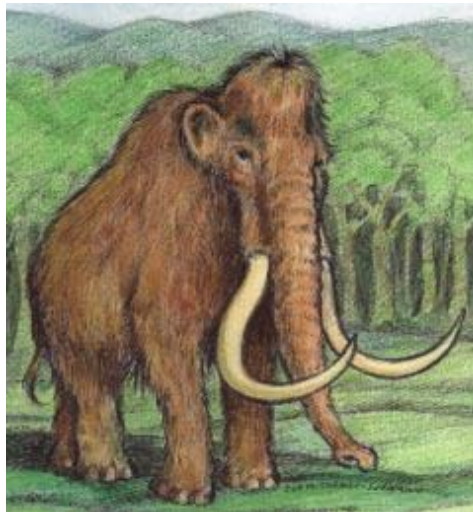
my and my

and to see

## Hunters and Gatherers

Long, long ago people in many places around the world moved from place to place hunting animals and gathering plants to eat. Some of the animals were smaller, like a deer or a rabbit, but others were very, very large.

Some of the animals that people hunted then are no longer here. One of these animals is the **mammoth**. A mammoth is like an elephant. We don't have mammoths today.



[www.cr.nps.gov](http://www.cr.nps.gov)

Drawing of a Woolly Mammoth

The people of long, long ago used stone tools to hunt the animals. They tied the stones to long poles and used them to kill the animals. Many hunters were needed to kill an animal like a mammoth because it was so big.



<http://www.gov.im/mnh/collections/archaeology/mesolithic/>

Along with hunting animals, the people of long, long ago gathered plants to eat. As they moved around hunting, they would also look for good plants to eat. They would eat berries, seeds, and nuts.

Because the people were always moving, they did not live in houses. Sometimes they would make shelters to protect them from the cold or sometimes they would stay in caves or other places. They used hides from animals for their clothes.



[www.uwlax.edu](http://www.uwlax.edu)

Drawing of a rock shelter



[www.uwlax.edu](http://www.uwlax.edu)

People of long, long ago setting up a camp to hunt and gather plants

Standards Connections: Kindergarten

Social Studies: Strand 2 Concept 2 PO1

Reading: Strand 1 Concept 4, Strand 3 Concept 1

p h B a

i b P l

a i v h

c v l p

i a B n

i A p g

G b g a

P i g p

v l a n

a p i g



And my is

see is like

is and my

like to is

and is like

# My Pig

★ I see a pig.

★ It is my pig.

★ I see a hat.

★ It is my hat.

★ It is my pig and my hat!

★ I like my pig.

★ I like my hat.

★ I like my pig and my hat.

# Questions:

Please ask the student the following questions.

Who is this story about?

What is the pig doing?

Have you ever seen a pig?

Have you ever seen a pig in a hat?

Do you own a hat?

G f i p

l g b i

P h F g

i f g p

b s m r

p	h	g	i
f	v	a	P
b	F	i	f
a	t	G	c
l	p	b	i

See to like

I like and

like a to

and see is

to and I

**Favorite Foods**



Milkshake with whipped cream



Oranges, lemons, kiwis, and strawberries



Cereal with blueberries



Apples



**Lesson Overview**  
Language Arts Grade K

Week #5	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Comprehension Strategy</b>	<ul style="list-style-type: none"> <li>• story structure</li> </ul>				
<b>Comprehension Skills</b>	<ul style="list-style-type: none"> <li>• main idea and details</li> </ul>			<ul style="list-style-type: none"> <li>• main idea and details</li> </ul>	
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• /l/</li> <li>• identify initial sound</li> <li>• words in a sentence</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /d/</li> <li>• identify initial sound</li> <li>• onset rime</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /k/</li> <li>• identify initial sound</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /i/</li> <li>• identify initial sound</li> <li>• syllable counting</li> </ul>	<ul style="list-style-type: none"> <li>• /l/, /d/, /k/, /i/</li> <li>• identify initial sound</li> </ul>
<b>Phonics/Word/Structure</b>	<ul style="list-style-type: none"> <li>• Ll</li> </ul>	<ul style="list-style-type: none"> <li>• Dd</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Kk</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• li</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Ll, Dd, Kk, li</li> </ul>
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>• go</li> </ul>	<ul style="list-style-type: none"> <li>• go</li> </ul>	<ul style="list-style-type: none"> <li>• here</li> </ul>	<ul style="list-style-type: none"> <li>• go, here</li> </ul>	<ul style="list-style-type: none"> <li>• is, to, I, see, like, and, go, here, my</li> </ul>
<b>Vocabulary Read Aloud: <u>Who I Am</u></b>	<ul style="list-style-type: none"> <li>• crate</li> <li>• iguana</li> <li>• Japan</li> </ul>				
<b>Writing</b>					Functional Writing: Create a poster
<b>Decodable Book</b>			A Big Rig	A Big Rig	A Big Rig

# The Big Rig

## An ADE Language Arts Lesson

### Week 5

<b>Author</b>	ADE Content Specialists
<b>Grade Level</b>	Kindergarten
<b>Duration</b>	Five sessions

#### Aligns To

##### Reading:

##### Strand 1: Reading Process

##### Concept 1: Print Concepts

**PO 1.** Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).

**PO 5.** Distinguish between printed letters and words.

**PO 6.** Recognize that spoken words are represented in written language by specific sequences of letters.

**PO 7.** Recognize the concept of words by segmenting spoken sentences into individual words.

##### Concept 2: Phonemic Awareness

**PO 5.** Blend spoken simple onsets and rimes to form real words. (e.g. onset /c/ and rime/at/ makes cat).

**PO 6.** Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/ makes man).

**PO 7.** Identify the initial and final sounds (not the letter) of a spoken word.

**PO 8.** Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).

##### Concept 3: Phonics

**PO 1.** Identify letters of the alphabet (upper and lower case).

**PO 3.** Say letter sounds represented by the single-lettered consonants and vowels.

##### Concept 4: Vocabulary

**PO 1.** Determine what words mean from how they are used in a sentence, heard or read.

#### Connects To

### **Strand 3: Comprehending Informational Text**

#### **Concept 1: Expository Text**

**PO 3.** Respond appropriately to questions based on facts in expository text, heard or read.

#### **Writing:**

#### **Strand 3: Writing Applications**

#### **Concept 3: Functional**

**PO 1.** Participate in writing a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes, labels, directions, posters, graphs/tables).

## **Overview**

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

## **Purpose:**

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness**, which is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words.
- **Phonics**, which is the relationships between letters and sounds in a language.
- **Vocabulary**, which is the knowledge of words and word meanings in both print and oral language.
- **Comprehension**, which is the process of understanding spoken language or text.

## **Materials**

- Kindergarten Routines handout
  - Alphabet chart
  - Sound Spelling cards
- Student Handouts
  - Phonics Fluency Practice sheets
  - High Frequency Word Practice sheets
  - Read aloud passage Who I Am
  - Decodable story A Big Rig
  - Expressive Writing Poster Example of Favorite Foods
- Vocabulary words
- Notebook paper or note cards
- Writing instrument (pencil)

## Objectives

### Students will:

- Say and identify letters of the alphabet.
- Blend phonemes (sounds) to make words.
- Segment spoken phonemes (sounds) contained in one-syllable words.
- Identify initial sounds.
- Count syllables in words.
- Segment sentences into words.
- Identify upper and lowercase letters and their sounds including: l, d, k, i.
- Read and recognize high frequency words including: I, see, to, like, a, go, here.
- Understand the following vocabulary words in context: crate, iguana, Japan.
- Read c-v-c words (words that consist of a consonant, a vowel, and a consonant) in decodable text.
- Answer simple questions to demonstrate understanding of the reading passages.
- Create a poster, and, with assistance, label the pictures on the poster.

## Lesson Components

### DAY 1

#### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “The letter L says //.”
- “The word love begins with //.”
- “I am going to say some words. If you hear a // sound at the beginning of the word, say // and touch your heart.”
- “Listen carefully to see if you will say // and touch your heart. Ready? Here we go!”
- “like”

The student should make the // sound and touch his or her heart because like begins with //.

Say:

- “let”

The student should make the // sound and touch his or her heart because let begins with //.

Say:

- “left”

The student should make the // sound and touch his or her heart because left begins with //.

Say:

- “yet”

The student should not make the /l/ sound or touch his or her heart because yet does not begin with /l/.

Say:

- “lemons”

The student should make the /l/ sound and touch his or her heart because lemons begins with /l/.

Say:

- “leg”

The student should make the /l/ sound and touch his or her heart because leg begins with /l/.

Say:

- “limes”

The student should make the /l/ sound and touch his or her heart because limes begins with /l/.

Say:

- “young”

The student should not make the /l/ sound or touch his or her heart because young does not begin with /l/.

Say:

- “lot”

The student should make the /l/ sound and touch his or her heart because lot begins with /l/.

### **Words in a Sentence**

Say:

- “When we speak, write, and read, we use sentences. Sentences are made up of many words.”
- “This is a sentence: I like to sing.”
- “Watch me. I will hop each time I say a word in the sentence.”
- “The sentence is: I like to sing.”

Hop 4 times saying one word for each hop: I (hop), like (hop), to (hop), sing (hop).

Say:

- “Let’s do some sentences together.”
- “The sentence is: Ten tiny turtles taught Timmy to toss a coin.”

Hop with the student one time for each word in the sentence: Ten (hop), tiny (hop), turtles (hop) taught (hop), Timmy (hop) to (hop), toss (hop), a (hop), coin (hop).

Say:

- “Let’s hop together again.”
- “The next sentence is: Leslie loves to lick lemon lollipops.”

Hop with the student one time for each word in the sentence: Leslie (hop), loves (hop), to (hop), lick (hop), lemon (hop), lollipops (hop).

Say:

- “Now it is your turn to do some by yourself. I will say the sentence and you hop as I say each word.”
- “Lex loves to line up lemons and limes.”

Make sure the student hops once for each word. This sentence has 8 words, so 8 hops.

Say:

- “The next sentence is: Leslie, Larry, and Lou like Lawrence.

Make sure the student hops once for each word. This sentence has 6 words, so 6 hops.

### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - it (2 sounds)
  - hit (3 sounds)
  - fit (3 sounds)
  - bit (3 sounds)
  - pit (3 sounds)
  - sit (3 sounds)
  - can (3 sounds)
  - man (3 sounds)
  - ran (3 sounds)
  - fan (3 sounds)
  - pan (3 sounds)
  - hat (3 sounds)

## PHONICS

### Alphabet Chart Warm-Up

- See Kindergarten Routines for *Alphabet Chart Warm-Up*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letter: Ll
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Ll.
- Practice the focus letter using *Phonics Fluency Practice Week 5 – Day 1* located in the Week 5 Student Handouts.

### High Frequency Words

Write the word **my**.

Say:

- “This word is **my**.”
- “Take your finger and pretend to write the word **my** in the air with me.”
- “As you write the word **my**, say, ‘This word is **my**.’”
- “Write the word **my** in the air again and say the spelling of the word: m-y spells **my**.”
- “Write **my** three times in the air, saying the name of each letter as you write **my**.”

Write the words **my** and **go** on a piece of paper.

Point to each word and ask the student to read the words aloud.

Say:

- “Now, let’s pretend to write the words we have already learned.”
- “This word is **go**.”
- “Take your finger and pretend to write the word **go** in the air with me.”
- “As you write the word **go**, say, ‘This word is **go**.’”
- “Write **go** three times in the air.”

Point to **my** on the paper.

Say:

- “Now, let’s write **my**.”
- “This word is **my**.”
- “Take your finger and pretend to write the word **my** in the air with me.”
- “As you write the word **my**, say, ‘This word is **my**.’”
- “Write **my** three times in the air.”

## VOCABULARY

### Vocabulary Words

- See Kindergarten Routines for *Vocabulary Word Instruction*.
- Use the routine to introduce the student to the new vocabulary in the Read Aloud.
- Vocabulary Words:
  - crate: a type of cage or container
  - iguana: a type of lizard
  - Japan: a country that is part of Asia

## LISTENING COMPREHENSION

- **Read aloud: Who I Am**
- Who I Am is located in the Week 5 Student Handouts.
- See Kindergarten Routines for *Read Aloud*.
- Use the routine.

**Comprehension Strategy/Skill:** Main Idea and Details

**Questions:** Ask the following questions after the Read Aloud has been read to the student. Possible answers are in parentheses after each question.

- What is this story about?  
(Possible answer: *This story is about people and their pets. I heard a lot of rhyming words in the story!*)
- This story has three characters. Who are they?  
(Possible answer: *The characters in this story were a little girl named Kate, a teenager named Irene, and a man named Dan.*)
- Name the kinds of pets in the story.  
(Possible answer: *Kate has a kitten. Irene has an iguana. Dan has a dog.*)
- What pet would you like to have?  
(Possible answer: *Depends on the child's response.*)



## DAY 2

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “D says /d/.”
- “The word dark begins with /d/.”
- “Our signal for the sound of /d/ will be to cover our eyes with our hands.”
- “Watch me show you how I cover my eyes with my hands.”

Cover your eyes with your hands.

Say:

- “Each time I say a word that has the /d/ sound, you will make the /d/ sound and cover your eyes.”
- “Let’s do the first two words together.”
- “dig”

You and the student should make the /d/ sound together and cover your eyes because dark begins with /d/.

Say:

- “ditch”

You and the student should make the /d/ sound together and cover your eyes because ditch begins with /d/.

Say:

- “Now it is your turn. I will say a word. If the word begins with /d/, make the /d/ sound and cover your eyes. Listen carefully to see if you hear /d/, and be ready to cover your eyes if you do.”
- “top”

The student should not make the /d/ sound or cover his or her eyes because top does not begin with /d/.

Say:

- “do”

The student should make the /d/ sound and cover his or her eyes because do begins with /d/.

Say:

- “dot”

The student should make the /d/ sound and cover his or her eyes because dot begins with /d/.

Say:

- “tap”

The student should not make the /d/ sound or cover his or her eyes because tap does not begin with /d/.

Say:

- “dairy”

The student should make the /d/ sound and cover his or her eyes because dairy begins with /d/.

Say:

- “dough”

The student should make the /d/ sound and cover his or her eyes because dough begins with /d/.

Say:

- “done”

The student should make the /d/ sound and cover his or her eyes because done begins with /d/.

### Onset Rime

Say:

- “Let’s play with some words.”
- “I will say a word in a ‘funny’ and very slow way.”
- “You listen and see if you can tell me the word.”
- “Let me show you the first one. /c/ (PAUSE) /at/ CAT!”
- “Now it is your turn. If you make a mistake, I will help you. So, no worries!”

Use the chart below. Say the onset, pause a moment, and say the rime. The student should produce the word. For example, say: /b/ (PAUSE) /at/. The student should say bat. Present the next onset rime and wait for the child to respond with the word.

<u>Onset</u>	<u>(PAUSE)</u>	<u>Rime</u>	<u>Word</u>
--------------	----------------	-------------	-------------

Say:

“/m/”	(PAUSE)	“/an/”	Student says: man
“/st/”	(PAUSE)	“/ep/”	Student says: step
“/p/”	(PAUSE)	“/ig/”	Student says: pig

### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - lit (3 sound boxes)
  - kit (3 sound boxes)
  - it (2 sound boxes)
  - pit (3 sound boxes)
  - pig (3 sound boxes)
  - rig (3 sound boxes)
  - dig (3 sound boxes)

### **PHONICS**

#### **Alphabet Review**

- See Kindergarten Routines for *Alphabet Review*.
- Use the routine with the Alphabet Chart.

#### **Phonics Fluency**

- Focus letter: Dd
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Dd.
- Practice the focus letter using *Phonics Fluency Practice Week 5 – Day 2* located in the Week 5 Student Handouts.

#### **High Frequency Words By Sight**

- See the Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 5 – Day 1 & 2* located in the Week 5 Student Handouts.
- Focus words:
  - see
  - like
  - my
  - to
  - go

## Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words
  - bit
  - hit
  - it
  - pit
  - sit
  - fit

## DAY 3

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “K says /k/.”
- “Each time I say a word that begins with /k/, you will touch your elbow.”
- “Listen carefully for the /k/ sound so you can touch your elbow.”
- “kitten”

The student should touch his or her elbow because kitten begins with /k/.

Say:

- “kiss”

The student should touch his or her elbow because kiss begins with /k/.

Say:

- “kettle”

The student should touch his or her elbow because kettle begins with /k/.

Say:

- “girl”

The student should not touch his or her elbow because girl does not begin with /k/.

Say:

- “kite”

The student should touch his or her elbow because kite begins with /k/.

Say:

- “dance”

The student should not touch his or her elbow because dance does not begin with /d/.

Say:

- “Kate”

The student should touch his or her elbow because Kate begins with /k/.

Say:

- “kick”

The student should touch his or her elbow because kick begins with /k/.

### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - can (3 sound boxes)
  - man (3 sound boxes)
  - at (2 sound boxes)
  - ran (3 sound boxes)
  - fan (3 sound boxes)
  - pan (3 sound boxes)
  - an (2 sound boxes)
  - hat (3 sound boxes)

## **PHONICS**

### **Alphabet Sound Practice and Review**

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Alphabet Sound Spelling Cards.
- Review focus letters: Mm, Dd, Ll, Aa, Ii, Rr, Nn.

### **Phonics Fluency**

- Focus letter Kk
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Kk.
- Practice the focus letter using *Phonics Fluency Practice Week 5 – Days 3 & 4* located in the Week 5 Student Handouts.

### High Frequency Words By Sight

- See the Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the Focus Word listed below.
- Practice the focus word using High Frequency Word Practice Week5 – Days 3 & 4 located in the Week 5 Student Handouts.
- Focus word:
  - here

### Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - big
  - dig
  - rig
  - pit
  - lit
  - man
  - can
  - ran

### FLUENCY

**Decodable Reading:** The decodable story is located in Week 5 Handouts.

#### **A Big Rig**

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **A Big Rig**.
- Please do not ask the questions that follow the decodable story (page 8 of the Student Handout). These questions will be asked on Day 4.
- For additional practice, the student should re-read the story at least two times.

## DAY 4

### PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “I says /i/.”
- “Itch begins with /i/.”
- “Each time I say a word that begins with /i/, say /i/ and scratch a pretend itch on your leg.”
- “Listen carefully for the /i/ sound so you can scratch a pretend itch on your leg.”
- “inch”

The student should scratch an itch because inch begins with /i/.

Say:

- “itch”

The student should scratch an itch because itch begins with /i/.

Say:

- “in”

The student should scratch an itch because in begins with /i/.

Say:

- “it”

The student should scratch an itch because it begins with /i/.

Say:

- “icky”

The student should scratch an itch because icky begins with /i/.

## Syllable Counting

- See Kindergarten Routines for *Syllable Counting*.
- Use the routine.
- Use these words to show the child how to count syllables.
  - make (1)
  - pencil (2)
  - elephant (3)
- Focus words: use these words for the student to practice counting syllables.

<u>Word</u>	<u>Syllables</u>
terrific	(3)
lovable	(3)
land	(1)
cupcake	(2)

## PHONICS

### Alphabet Chant

- See Kindergarten Routines for *Alphabet Chant*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus Letter: li
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on li.
- Practice the focus letters using *Phonics Fluency Practice Week 5 – Days 3 & 4* located in the Week 5 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 5 – Days 3 & 4* located in the Week 5 Student Handouts.
- Focus words:
  - go
  - here



## Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - it
  - bit
  - big
  - rig
  - rag
  - ran
  - can
  - man
  - mat
  - hat
  - hot

## FLUENCY

**Decodable Reading:** The decodable story is located in Week 5 Handouts.

### A Big Rig

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **A Big Rig**.
- For additional practice, the student should re-read the story at least two times.

## COMPREHENSION

### **Decodable Book: A Big Rig**

**Comprehension Skill:** Main Idea/Details

#### **Questions:**

- Read the following questions to the student.
- The student should answer orally.
- Possible answers are in parentheses after each question.
  - What is a big rig?  
(Possible answer: A big rig is a big truck or backhoe with a large scoop or shovel for digging.)
  - Is a pit like a hole?  
(Possible answer: Yes, a pit is a deep hole.)
  - Do you like to dig?  
(Possible answer: Depends on the student's answer. May be yes or may be no.)
  - What would a big rig do at a pit?  
(Possible answer: A big rig would sit beside the pit and use the large scoop or shovel to make the pit bigger.)

## DAY 5

### PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s review our sounds /l/, /d/, /k/, and /i/.”
- “Each time I say a word, you will give me the beginning sound.”
- “Let me do one for you, pat /p/.”
- “Listen carefully for the beginning sound of these words.”
- “dandy”

The student should say /d/ because dandy begins with /d/.

Say:

- “like”

The student should say /l/ because like begins with /l/.

Say:

- “kitten”

The student should say /k/ because kitten begins with /k/.

Say:

- “itch”

The student should say /i/ because itch begins with /i/.

Say:

- “kindergarten”

The student should say /k/ because kindergarten begins with /k/.

Say:

- “kite”

The student should say /k/ because kite begins with /k/.

Say:

- “ill”

The student should say /i/ because ill begins with /i/.

Say:

- “it”

The student should say /i/ because it begins with /i/.

Say:

- “dot”

The student should say /d/ because dot begins with /d/.

Say:

- “Dan”

The student should say /d/ because Dan begins with /d/.

Say:

- “lamp”

The student should say /l/ because lamp begins with /l/.

## **PHONICS**

### **Alphabet Review**

- See Kindergarten Routines for *Alphabet Review*.
- Use the routine with the Alphabet Chart.

### **Phonics Fluency**

- Focus letters: Ll, Dd, Kk, li
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Ll, Dd, Kk, li.
- Practice the focus letters using *Phonics Fluency Practice Week 5 – Day 5* located in the Week 5 Student Handouts.

## High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using High Frequency Word Practice Week5 – Day 5 located in the Week 5 Student Handouts.
- Focus words:
  - is
  - to
  - I
  - see
  - like
  - Like
  - and
  - And
  - go
  - Go
  - here
  - Here
  - my

## FLUENCY

**Decodable Reading:** The decodable story is located in Week 5 Handouts.

### A Big Rig

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **A Big Rig**.
- For additional practice, the student should re-read the story at least two times.

## WRITING

### Expressive Writing

- Use the *Expressive Writing Poster Example Week 5 – Day 5* located in the Week 5 Student Handouts.
- Use a piece of paper and a pencil.

Say:

- “This is a poster.”

Show the student the *Expressive Writing Poster Example Week 5 – Day 5*.

Say:

- “This poster is titled: Favorite Foods.”

Point to the title on the top of the *Expressive Writing Poster Example*.

Say:

- “This poster also has pictures.

Point to each of the pictures on the *Expressive Writing Poster Example*.

Say:

- “The pictures are labeled.”

Point to the label beneath each picture on the *Poster Example*.

Say:

- “I will read the *Expressive Writing Poster Example* to you.”

Point to each picture and read the label beneath the picture on the *Poster Example*.

Say:

- “Make a poster that tells all about you. I will help you label your drawings.”

The student should draw three or four things that show his or her interests. It could include drawings of favorite toys, foods, family, pets, etc. Help the student write a label under each picture. When the poster is complete, you will see pictures drawn by the students and a label under each drawing, so it looks similar to the example.

## Assessment

Students should be able to read the decodable story [A Big Rig](#) at the end of Day 5 with less than 2 errors per page.

## Extensions

Go to the website at [http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F\\_Final.pdf](http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F_Final.pdf)

- Select one of the fluency activities to complete.

## Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame'enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

f a l s

m L g b

l i L n

a p f i

l h g P

And go like

go my is

like go to

and and go

go see my

# Who I Am

My name is Kate  
I just turned eight.

My hair is straight.  
I like to skate.



I have a kitten named Tate.  
He sleeps in a crate.

I hate to be late.  
It's great to be Kate.



My name is Irene.  
I'm almost fifteen.

My nails are green.  
I am not mean.



I have an iguana named Dean.  
He is easy to clean.

I act like a queen.  
Be seen with Irene.

My name is Dan  
I'm a grown man.

My shirt is tan.  
I am a doctor in  
Japan.



I have a dog named Stan  
He barks at the fan.

I drive a van.  
You can depend on Dan.

L s d a

n r m D

l b d L

S i f g

t d c a

# A Big Rig

★ Go see a big rig.

★ I see a big rig dig.

★ A big rig can dig a pit.

★ Here is a pit.

★ I like the pit.

★ See the pit?

★ It is a big pit.

# Questions:

Please ask the student the following questions.

- What is a big rig?
- Is a pit like a hole?
- Do you like to dig?
- What would a big rig do at a pit?

D l a k

n t m d

K k L n

d i k d

p a l D

Go and here

Here like see

go here go

and go here

like here see

K d l L

p i f k

a g D P

b F s n

d i m k



Like here go

Here my see

Go like to

I here go

And like see

**Favorite Foods**



Milkshake with whipped cream



Oranges, lemons, kiwis, and strawberries



Cereal with blueberries



Apples

**Lesson Overview**  
Language Arts Grade K

Week #6	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Comprehension Strategy</b>	<ul style="list-style-type: none"> <li>• story structure</li> </ul>				
<b>Comprehension Skills</b>	<ul style="list-style-type: none"> <li>• main idea and details</li> </ul>			<ul style="list-style-type: none"> <li>• story structure and details</li> </ul>	
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• /z/</li> <li>• identify initial and final sounds</li> <li>• words in a sentence</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /q/</li> <li>• identify initial sound in words</li> <li>• onset rime</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /ō/</li> <li>• identify initial sound in words</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /z/, /q/, /ō/</li> <li>• identify initial sound in words</li> <li>• syllable counting</li> </ul>	<ul style="list-style-type: none"> <li>• /z/, /q/, /ō/</li> <li>• identify initial sound in words</li> </ul>
<b>Phonics/Word/Structure</b>	<ul style="list-style-type: none"> <li>• Zz</li> </ul>	<ul style="list-style-type: none"> <li>• Qq</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Oo</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Zz, Qq, Oo</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Zz, Qq, Oo</li> </ul>
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>• for</li> </ul>	<ul style="list-style-type: none"> <li>• for</li> </ul>	<ul style="list-style-type: none"> <li>• said</li> </ul>	<ul style="list-style-type: none"> <li>• for, said</li> </ul>	<ul style="list-style-type: none"> <li>• for, said, I, to, see, like, go, here, my</li> </ul>
<b>Vocabulary</b>  <b>Read Aloud:</b> <b><u>An Explorer Named Magellan</u></b>	<ul style="list-style-type: none"> <li>• traders</li> <li>• globe</li> <li>• harbor</li> </ul>				
<b>Writing</b>					Expressive Writing: Summary
<b>Decodable Book</b>			A Hot Pot	A Hot Pot	A Hot Pot

# A Hot Pot

## An ADE Language Arts Lesson

### Week 6

<b>Author</b>	ADE Content Specialists
<b>Grade Level</b>	Kindergarten
<b>Duration</b>	Five sessions

#### Aligns To

##### Reading:

##### Strand 1: Reading Process

##### Concept 1: Print Concepts

**PO 1.** Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).

**PO 5.** Distinguish between printed letters and words.

**PO 6.** Recognize that spoken words are represented in written language by specific sequences of letters.

**PO 7.** Recognize the concept of words by segmenting spoken sentences into individual words.

##### Concept 2: Phonemic Awareness

**PO 5.** Blend spoken simple onsets and rimes to form real words. (e.g. onset /c/ and rime/at/ makes cat).

**PO 6.** Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/ makes man).

**PO 7.** Identify the initial and final sounds (not the letter) of a spoken word.

**PO 8.** Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).

##### Concept 3: Phonics

**PO 1.** Identify letters of the alphabet (upper and lower case).

**PO 3.** Say letter sounds represented by the single-lettered consonants and vowels.

##### Concept 4: Vocabulary

**PO 1.** Determine what words mean from how they are used in a sentence, heard or read.

#### Connects To

##### Social Studies:

##### Strand 2: World History

##### Concept 2: Early Civilizations

**PO 1.** Recognize that groups of people in early civilizations moved from place to place to hunt and gather food.

**PO 2.** Recognize that early civilizations improved their lives through advancements.

**Strand 3: Comprehending Informational Text**

**Concept 1: Expository Text**

**PO 3.** Respond appropriately to questions based on facts in expository text, heard or read.

**Writing:**

**Strand 3: Writing Applications**

**Concept 1: Expressive**

**PO 1.** Create narratives by drawing, dictating, and/or emergent writing.



**Overview**

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

**Purpose:**

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness**, which is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words.
- **Phonics**, which is the relationships between letters and sounds in a language.
- **Vocabulary**, which is the knowledge of words and word meanings in both print and oral language.
- **Comprehension**, which is the process of understanding spoken language or text.

**Materials**

- Kindergarten Routines handout
  - Alphabet chart
  - Sound Spelling cards
- Student Handouts
  - Phonics Fluency Practice sheets
  - High Frequency Word Practice sheets
  - Read aloud passage An Explorer Named Magellan
  - Decodable story A Hot Pot
- Vocabulary words
- Notebook paper or note cards
- Writing instrument (pencil)

## Objectives

### Students will:

- Say and identify letters of the alphabet.
- Identify initial sounds.
- Count syllables in words.
- Segment sentences into words.
- Blend phonemes (sounds) to make words.
- Segment spoken phonemes (sounds) contained in one-syllable words.
- Identify final sounds.
- Identify upper and lowercase letters and their sounds including: z, q, o.
- Read and recognize high frequency words including: I, see, to, like, my, go, here, for.
- Understand the following vocabulary words in context: globe, traders, harbor.
- Answer simple questions to demonstrate understanding of the reading passages.
- Read basic decodable c-v-c words (words that consist of a consonant, a vowel, and a consonant).
- Write a summary of the reading selection.

## Lesson Components

### DAY 1

#### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “The letter Z says /z/.”
- “If the sound /z/ is at the beginning of the word, touch the top of your head.”
- “/z / zoo, zoo begins with /z/. If we heard zoo, we would touch the top of our heads because /z/ is at the beginning of zoo.”
- “The /z/ sound can also be at the end of a word.”
- “If the /z/ sound is at the end of the word, touch your toes.”
- “Fuzz /z/, /z/ is at the end of fuzz. If we heard fuzz, we would touch our toes because /z/ is at the end of fuzz.”
- “I’m going to say some words. Each time you hear a /z/ sound in the words, say /z/.”
- “Listen carefully for where you hear the /z/ so you can touch your head or your toes.”
- “zip”

The student should say /z/ and touch his or her head because the /z/ sound in zip is at the beginning of the word.

Say:

- “zoo”

The student should say /z/ and touch his or her head because the /z/ sound in zoo is at the beginning of the word.

Say:

- “buzz”

The student should say /z/ and touch his or her toes because the /z/ sound in buzz is at the end of the word.

Say:

- “zipper”

The student should say /z/ and touch his or her head because the /z/ sound in zipper is at the beginning of the word.

Say:

- “zap”

The student should say /z/ and touch his or her head because the /z/ sound in zap is at the beginning of the word.

Say:

- “fizz”

The student should say /z/ and touch his or her toes because the /z/ sound in fizz is at the end of the word.

Say:

- “zip”

The student should say /z/ and touch his or her head because the /z/ sound in zip is at the beginning of the word.

### **Words in a Sentence**

Say:

- “When we speak, write, and read, we use sentences. Sentences are made up of many words.”
- “This is a sentence: I like you.”
- “Watch me. I will hop each time I say a word in the sentence.”
- “The sentence is: I like you.”

Hop 3 times saying one word for each hop: I (hop). like (hop), you (hop).

Say:

- “Now it is your turn to do some by yourself. I will say the sentence and you hop as I say each word.”
- “Zebras have stripes.”

Make sure the student hops once for each word. This sentence has 3 words, so 3 hops.

Say:

- “The next sentence is: I like apples and milk.”

Make sure the student hops once for each word. This sentence has 5 words, so 5 hops.

Say:

- “Now let’s practice counting words.”
- “I will help you if you need me to.”
- “As I say the next sentence, count the words with me.”
- “Hold up a finger for each word.”
- “The zany zebra ran through the zoo.”

Make sure the student holds up 7 fingers because there are 7 words in that sentence.

Say:

- “The next sentence is: The zipper is broken.”

Make sure the student holds up 4 fingers because there are 4 words in that sentence.

### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - big (3 sound boxes)
  - pig (3 sound boxes)
  - zig (3 sound boxes)
  - it (2 sound boxes)
  - fit (3 sound boxes)
  - at (2 sound boxes)
  - mat (3 sound boxes)
  - sat (3 sound boxes)
  - can (3 sound boxes)
  - ran (3 sound boxes)



## PHONICS

### Alphabet Chart Warm-Up

- See Kindergarten Routines for *Alphabet Chart Warm-Up*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letter: Zz
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Zz.
- Practice the focus letter using *Phonics Fluency Practice Week 6 – Day 1* located in the Week 6 Student Handouts.

### High Frequency Words

Write the word **for**.

Say:

- “This word is **for**.”
- “Take your finger and pretend to write the word **for** in the air.”
- “As you write **for**, say “This word is **for**.”

The student should have his or her finger in the air writing the word **for**, and saying “This word is **for**.”

Say:

- “Write the word **for** in the air again. This time say the spelling of the word as you write **for**: f-o-r spells **for**.”

The student should write **for** in the air again and say f-o-r spells **for**.

## VOCABULARY

### Vocabulary Words

- See Kindergarten Routines for *Vocabulary Word Instruction*.
- Use the routine to introduce the student to the new vocabulary words in the Read Aloud.
- Vocabulary Words:
  - traders: people who buy and sell things
  - sail: to travel across water in a boat or ship

## LISTENING COMPREHENSION

- **Read aloud: An Explorer Named Magellan**
- An Explorer Named Magellan is located in the Week 6 Student Handouts.
- See Kindergarten Routines for *Read Aloud*.
- Use the routine.

## Comprehension Strategy/Skill

### Story Structure: Main Idea and Details

**Questions:** Ask the following questions after the Read Aloud has been read to the student.

Possible answers are in parentheses after each question.

- What is this story about?  
(Possible answer: This story is about explorers from long, long ago, and what they did. Magellan was an explorer. He traveled in ships. He traveled to bring back new foods for the people at home.)
- Who was this story about?  
(Possible answer: This story was about an explorer named Magellan.)
- What did he do?  
(Possible answer: Magellan was an explorer. He became the first person to sail around the world. He died before the trip was over, but his men and his ships finished the trip for him.)

## DAY 2

### PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Q says /k+/w/.”
- “/k+/w/ queen begins with /k+/w/.”
- “Each time I say a word that begins with /k+/w/, say /k+/w/.”
- “Listen carefully so you can make the /k+/w/ sounds if you hear /k+/w/ in the words I’m going to say.”
- “quit”

The student should say /k+/w/ because the beginning sounds of quit are /k+/w/.

Say:

- “quick”

The student should say /k+/w/ because the beginning sounds of quick are /k+/w/.

Say:

- “queen”

The student should say /k+/w/ because the beginning sounds of queen are /k+/w/.

Say:

- “quart”

The student should say /k+/w/ because the beginning sounds of quart are /k+/w/.

Say:

- “quill”

The student should say /k+/w/ because the beginning sounds of quill are /k+/w/.

Say:

- “question”

The student should say /k+/w/ because the beginning sounds of question are /k+/w/.

Say:

- “quiet”

The student should say /k+/w/ because the beginning sounds of quiet are /k+/w/.

Say:

- “quirky”

The student should say /k+/w/ because the beginning sounds of quirky are /k+/w/.

### Onset Rime

Say:

- “Let’s play with some words.”
- “I will say a word in a ‘funny’ and very slow way.”
- “You listen and see if you can tell me the word.”
- “Let me show you the first one. /c/ (PAUSE) /at/ CAT!”
- “Now it is your turn. If you make a mistake, I will help you. So no worries!”

Use the chart below. Say the onset, pause a moment, and say the rime. The student should produce the word. For example, say: /b/ (PAUSE) /at/. The student should say bat. Present the next onset rime and wait for the child to respond with the word.

<u>Onset</u>	<u>(PAUSE)</u>	<u>Rime</u>	<u>Word</u>
--------------	----------------	-------------	-------------

Say:

/b/	(PAUSE)	/at/	Student says: bat
/st/	(PAUSE)	/and/	Student says: stand
/b/	(PAUSE)	/uzz/	Student says: buzz

## Phonemic Awareness Blending and Segmenting

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below. You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - lit (3 sound boxes)
  - kit (3 sound boxes)
  - big (3 sound boxes)
  - it (2 sound boxes)
  - dig (3 sound boxes)
  - rig (3 sound boxes)
  - pig (3 sound boxes)
  - pit (3 sound boxes)
  - hit (3 sound boxes)
  - hat (3 sound boxes)
  - vat (3 sound boxes)
  - at (2 sound boxes)
  - mat (3 sound boxes)

## PHONICS

### Alphabet Chant

- See Kindergarten Routines for *Alphabet Chant*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letter: Qq
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Qq.
- Practice the focus letters using *Phonics Fluency Practice Week 6 – Day 2* located in the Week 6 Student Handouts.

### High Frequency Words

Say:

- “Let’s write the word **for**.”

Write the word **for** on a piece of paper.

Say:

- “This word is **for**.”
- “Take your finger and pretend to write the word **for** in the air with me.”
- “As you write **for**, say this word is **for** and **for** is spelled f-o-r **for**.”
- “Write **for** three times in the air, saying the name of each letter as you write the word **for**.”

Say:

- “I will write words on this piece of paper.”

Write the following words on a piece of paper.

- for
- I
- my
- to
- go
- see
- like
- here

Point to each word and ask the student to read the word aloud.

### **Blending Sounds into Words**

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - hat
  - mat
  - sat
  - cat
  - can
  - van
  - ran
  - tan

## DAY 3

### PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “O says /ō/.”
- “/ō/ octagon says /ō/.”
- “Each time I say a word that begins with the /ō/ sound, say /ō/.”
- “Listen carefully.”
- “option”

The student should say /ō/ because option begins with /ō/.

Say:

- “opt”

The student should say /ō/ because opt begins with /ō/.

Say:

- “October”

The student should say /ō/ because October begins with /ō/.

Say:

- “ox”

The student should say /ō/ because ox begins with /ō/.

Say:

- “octopus”

The student should say /ō/ because octopus begins with /ō/.

### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below. You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - dot (3 sound boxes)
  - hot (3 sound boxes)
  - pot (3 sound boxes)
  - lot (3 sound boxes)
  - got (3 sound boxes)
  - not (3 sound boxes)

## **PHONICS**

### **Alphabet Sound Practice and Review**

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Alphabet Sound Spelling Cards.
- Review the focus letters: Kk, Dd, Ii, Gg, Pp, Zz, Qq, Nn.

### **Phonics Fluency**

- Focus letter: Oo
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Oo.
- Practice the focus letters using *Phonics Fluency Practice Week 6 – Day 3* located in the Week 6 Student Handouts.

### **High Frequency Words By Sight**

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the Focus word listed below.
- Practice the Focus word using *High Frequency Word Practice Week 6 – Days 3 & 4* located in the Week 6 Student Handouts.
- Focus word:
  - said

### **Blending Sounds into Words**

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - dot
  - hot
  - pot
  - lot
  - got
  - not

## FLUENCY

**Decodable Reading:** The decodable book is located in Week 6 Student Handouts.

### A Hot Pot

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **A Hot Pot**.
- Please do not ask the questions that follow the decodable story (page 9 of the Student Handout). These questions will be asked on Day 4.
- For additional practice, the student should re-read the story at least two times.

## DAY 4

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s review the sounds of the letters z, q, and o.”
- “The sound for z is /z/.”
- “The sounds for q is /k+/w/.”
- “The sound for o is /ō/.”
- “As I say the words, you will tell me the beginning sound you hear.”
- “Listen carefully to each word so you can tell me the beginning sound.”
- “zoo”

The student should say /z/ because zoo begins with /z/.

Say:

- “ox”

The student should say /ō/ because ox begins with /ō/.

Say:

- “queen”

The student should say /k+/w/ because queen begins with /k+/w/.

Say:

- “zebra”

The student should say /z/ because zebra begins with /z/.



Say:

- “option”

The student should say /ɔ/ because option begins with /ɔ/.

Say:

- “quick”

The student should say /k+/w/ because quick begins with /k+/w/.

Say:

- “zipper”

The student should say /z/ because zipper begins with /z/.

Say:

- “question”

The student should say /k+/w/ because question begins with /k+/w/.

### **Syllable Counting**

- See Kindergarten Routines for *Syllable Counting*.
- Use the routine.
- Use these words to show the child how to count syllables.
  - bike (1)
  - monkey (2)
  - skyscraper (3)
- Focus words: Use these words for the student to practice counting syllables.

<b>Word</b>	<b>Syllables</b>
thrill	(1)
October	(3)
zebra	(2)
zipper	(2)

## **PHONICS**

### **Alphabet Review**

- See Kindergarten Routines for *Alphabet Review*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letters: Zz, Qq, Oo
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Zz, Qq, Oo.
- Practice the focus letters using *Phonics Fluency Practice Week 6 – Days 4 & 5* located in the Week 6 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 6 – Days 3 & 4* located in the Week 6 Student Handouts.
- Focus words:
  - for
  - said

### Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - can
  - man
  - ran
  - fan
  - hat
  - dot
  - hot
  - pot
  - lot
  - got
  - not

## FLUENCY

**Decodable Reading:** The decodable story is located in Week 6 Student Handouts.

### A Hot Pot

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **A Hot Pot**.
- For additional practice, the student should re-read the story at least two times.

## COMPREHENSION

### Decodable Story: A Hot Pot

**Comprehension Skill:** Story Structure/Details

#### Questions:

- Read the following questions to the student.
  - The student should answer orally.
  - Possible answers are in parentheses after each question.
- 
- Who got a hot pot?  
(Possible answer: Dot got a hot pot.)
  - How did Dot cool the pot?  
(Possible answer: Dot fanned the hot pot and sat it on the mat. The pot cooled while it sat on the mat.)

## DAY 5

### PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s review our sounds for the letters z, q, and o.”
- “Each time I say a word, you will give me the beginning sound.”
- “Let me do one for you, zip /z/.”
- “Listen carefully to each word for the beginning sound so you can give it to me.”
- “quickly”

The student should say /k+/w/ because quickly begins with /k+/w/.

Say:

- “optional”

The student should say /ō/ because optional begins with /ō/.

Say:

- “zebra”

The student should say /z/ because zebra begins with /z/.

Say:

- “zipped”

The student should say /z/ because zipped begins with /z/.

Say:

- “question”

The student should say /k+/w/ because question begins with /k+/w/.

Say:

- “October”

The student should say /ɔ/ because October begins with /ɔ/.

## PHONICS

### Alphabet Chant

- See Kindergarten Routines for *Alphabet Chant*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letters: Zz, Qq, Oo
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Zz, Qq Oo.
- Practice the focus letters using *Phonics Fluency Practice Week 6 – Days 4 & 5* located in the Week 6 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 6 – Day 5* located in the Week 6 Student Handouts.
- Focus words:
  - for
  - said
  - to
  - I
  - see
  - like
  - go
  - here
  - my

## FLUENCY

**Decodable Reading:** The decodable book is located in Week 6 Student Handouts.

### A Hot Pot

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **A Hot Pot**.
- For additional practice, the student should re-read the story at least two times.

## WRITING

### Expressive Writing

Reread the Week 6 Read Aloud story, An Explorer Named Magellan.

Say:

- “This week we learned about Magellan. Today you will use drawings and sentences to write a summary about Magellan. A summary tells the most important things from a story.”
- “You can use both drawings and words to create your summary.”
- “Let’s start your first sentence about Magellan.”

Write “*Magellan sailed in a*” on a piece of paper.

Say:

- “The beginning of your first sentence says ‘*Magellan sailed in a*’. Now you will either write a word to finish the sentence or draw a picture to show what Magellan sailed in. What would you like to do to finish the sentence? Will you write a word or draw a picture?”

The student should answer the question by choosing to write a word to finish the sentence or draw a picture.

Say:

- “Okay, go ahead and finish that sentence. I will help you if you need help.”

Help the student write the chosen word if he or she needs assistance, or provide positive comments about the picture being drawn. The chosen word should be ship, boat, or something similar.

Say:

- “Your first sentence of your summary says...”

Read the student’s first sentence aloud.

Say:

- “Now that you have finished the first sentence of your summary, I will write the words to begin your next sentence.”

Write “*He wanted to trade*” below the first sentence of the summary.

Say:

- “The beginning of this sentence says ‘*He wanted to trade*’. Now you will either write a word to finish the sentence or draw a picture to show what Magellan wanted to trade. What would you do to finish the sentence? Will you write a word or draw a picture?”

The student should answer the question by choosing to write a word to finish the sentence or draw a picture.

Say:

- “Okay, go ahead and finish that sentence. I will help you if you need help.”

Help the student write the chosen word if he or she needs assistance, or provide positive comments about the picture being drawn. The chosen word or words should be spices or different foods.

Say:

- “Your second sentence of your summary says...”

Read the student’s second sentence aloud.

Say:

- “Now that you have finished the second sentence of your summary, I will write the words to begin your last sentence.”

Write and read aloud: “*Magellan was the first person to*”.

Say:

- “Now you will either write some words to finish the sentence or draw a picture to complete the sentence ‘*Magellan was the first person to*’. What would you do to finish the sentence? Will you write words or draw a picture?”

The student should answer the question by choosing to write words to finish the sentence or draw a picture.

Say:

- “Okay, go ahead and finish that sentence. I will help you if you need help.”

Help the student write the chosen words if he or she needs assistance, or provide positive comments about the picture being drawn. The chosen word or words should be “sail around the world”.

Say:

- “Now that you have written three sentences and completed your summary, let’s read it aloud together.”

Read the summary aloud. Point beneath each word as it is read.

## Assessment

Students should be able to read the decodable story A Hot Pot at the end of Day 5 with less than two errors per page.

## Extensions

Go to the website at [http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F\\_Final.pdf](http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F_Final.pdf)

- Select one of the fluency activities to complete.

## Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame'enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

D i t z

Z a k L

d K z f

i p a z

L k n Z



here for like

go and for

like for go

my For Like

for here go

## An Explorer Named Magellan

**Explorers** are people who travel to places that are new to them. Long ago, explorers traveled in ships and on land to places where they had never visited. They met new people and learned about many new things.

Explorers often brought back wonderful new foods for the people at home. The people often liked these new foods and wanted more of them. When that happened, **traders** started traveling to the new places to get more of these foods. That is why we know about an explorer named **Magellan**.



Ferdinand Magellan

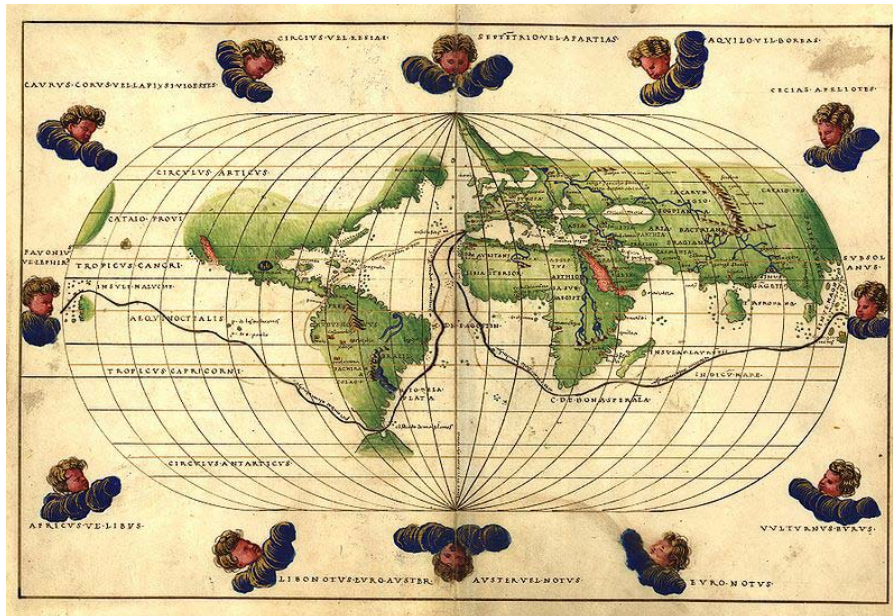
Magellan wanted to find a faster way to sail to the places where he could get food to trade. He became the first person to sail all around the world.

This is the type of ship Magellan sailed in.



[www.commonswikimedia.org](http://www.commonswikimedia.org)

On the map below, the line shows where Magellan and his men sailed around the world.



[www.commonswikimedia.org](http://www.commonswikimedia.org)

Magellan died before he was able to finish the trip and return to his home. His men and his ships finished the trip for him. Even so, people remember him as the first person to sail around the world.

h r q f  
g s t a  
c q i b  
d m Q f  
q n a q

z d o t

q O g i

k t f o

l d o z

K a n h

For            Go            said

Said            to            like

said            my            see

for            said            to

to            for            said

# A Hot Pot

★ Dot got a hot pot.

★ Fan the hot pot.

★ “I got a pot,” said Dot.

★ It sat on the mat for Dot.

★ The pot is on the mat.

★ “It is not hot,” said Dot!

# Questions:

Please ask the student the following questions.

Who got a hot pot?

How did Dot cool the pot?



z o t p

q P i d

h o b q

n A m t

v i z g

Said like go

for said for

like here I

A said for

**Lesson Overview**  
Language Arts Grade K

<b>Week #7</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Comprehension Strategy</b>	<ul style="list-style-type: none"> <li>• story structure</li> </ul>				
<b>Comprehension Skills</b>	<ul style="list-style-type: none"> <li>• main idea and details</li> </ul>			<ul style="list-style-type: none"> <li>• story structure and details</li> </ul>	
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• /x/</li> <li>• words in a sentence</li> <li>• identify medial and final sounds in words</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /e/</li> <li>• Onset rime</li> <li>• blending and segmenting</li> <li>• identify medial and final sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>• /e/</li> <li>• identify initial sounds</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /x/, /e/</li> <li>• identify initial and final sounds</li> <li>• syllable counting</li> </ul>	<ul style="list-style-type: none"> <li>• /x/, /e/</li> <li>• identify initial, medial and final sounds</li> </ul>
<b>Phonics/Word/Structure</b>	<ul style="list-style-type: none"> <li>• Xx</li> </ul>	<ul style="list-style-type: none"> <li>• Ee</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Ee</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Xx, Ee</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Xx, Ee</li> </ul>
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>• have</li> </ul>	<ul style="list-style-type: none"> <li>• have</li> </ul>	<ul style="list-style-type: none"> <li>• have, the</li> </ul>	<ul style="list-style-type: none"> <li>• she</li> </ul>	<ul style="list-style-type: none"> <li>• have, said, go, and, is, see, she</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• magnet</li> </ul>				
<b>Read Aloud:</b> <b><u>Where Are Magnets?</u></b>					
<b>Writing</b>					Expository Writing: Create a list
<b>Decodable Book</b>			The Net	The Net	The Net

# The Net

## An ADE Language Arts Lesson

### Week 7

<b>Author</b>	ADE Content Specialists
<b>Grade Level</b>	Kindergarten
<b>Duration</b>	Five sessions

#### Aligns To

##### Reading:

##### Strand 1: Reading Process

##### Concept 1: Print Concepts

**PO 1.** Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).

**PO 5.** Distinguish between printed letters and words.

**PO 6.** Recognize that spoken words are represented in written language by specific sequences of letters.

**PO 7.** Recognize the concept of words by segmenting spoken sentences into individual words.

##### Concept 2: Phonemic Awareness

**PO 5.** Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ makes cat).

**PO 6.** Blend spoke phonemes to form a single syllable word (e.g., /m/.../a/.../n/...makes man).

**PO 7.** Identify the initial and final sounds (not the letter) of a spoken word.

**PO 8.** Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).

##### Concept 3: Phonics

**PO 1.** Identify letters of the alphabet (upper and lower case).

**PO 3.** Say letter sounds represented by the single-lettered consonants and vowels.

##### Concept 4: Vocabulary

**PO 1.** Determine what words mean from how they are used in a sentence, heard or read.

#### Connects To

##### Science:

##### Strand 5: Physical Science

##### Concept 2: Position and Motion of Objects

**PO 1.** Describe spatial relationships of objects.

##### Concept 3: Energy and Magnetism

**PO 4.** Identify everyday uses of magnets

**Strand 3: Comprehending Informational Text****Concept 1: Expository Text**

**PO 3.** Respond appropriately to questions based on facts in expository text, heard or read.

**Writing:****Strand 3: Writing Applications****Concept 2: Expository**

**PO 1.** Participate in creating expository texts (e.g., labels, lists, observations, journals, summaries) through drawing or writing.

**Overview**

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

**Purpose:**

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness**, which is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words.
- **Phonics**, which is the relationships between letters and sounds in a language.
- **Vocabulary**, which is the knowledge of words and word meanings in both print and oral language.
- **Comprehension**, which is the process of understanding spoken language or text.

**Materials**

- Kindergarten Routines handout
  - Alphabet chart
  - Sound Spelling cards
- Student Handouts
  - Phonics Fluency Practice sheets
  - High Frequency Word Practice sheets
  - Read aloud passage Where are Magnets?
  - Decodable story A Hot Pot
- Vocabulary words
- Notebook paper or note cards
- Writing instrument (pencil)

## Objectives

### Students will:

- Say and identify letters of the alphabet.
- Segment sentences into words.
- Identify beginning, medial, and final sounds.
- Count syllables.
- Blend and segment onset and rime.
- Blend phonemes (sounds) to make words.
- Segment spoken phonemes (sounds) contained in one-syllable words.
- Identify upper and lowercase letters and their sounds including: x, e.
- Read and recognize high frequency words including: have, the, she.
- Understand the following vocabulary words in context: magnet.
- Answer simple questions to demonstrate understanding of the reading passages.
- Read basic decodable c-v-c words.
- Create a list using drawings and writing

## Lesson Components

### DAY 1

#### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “x says /k+/s/.”
- ”/k+/s/ are in the word exceed”
- “I’m going to say some words. Each time you hear the /k+/s/ sounds in the words, say /k+/s/.”
- “Listen carefully so you can say /k+/s/ if you hear the /k+/s/ sounds in a word.”
- “excellent”

The student should say /k+/s/ because the /k+/s/ sounds are in the word excellent.

Say:

- “excel”

The student should say /k+/s/ because the /k+/s/ sounds are in the word excel.

Say:

- “We can also hear /k+/s/ at the end of words: /k+/s/ are at the end of the word ox - /o/ /k+/s/, ox.”
- “I’m going to say some more words. Each time you hear the /k+/s/ sounds in a word, say /k+/s/.”
- “Listen carefully for the /k+/s/ sounds at the end of these words.”
- “box”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word box.

Say:

- “fox”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word fox.

Say:

- “fax”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word fax.

Say:

- “miss”

The student should not say /k+/s/ because the /k+/s/ sounds are not at the end of the word miss.

Say:

- “Rex”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word Rex.

Say:

- “Max”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word Max.

Say:

- “back”

The student should not say /k+/s/ because the /k+/s/ sounds are not at the end of the word back.

Say:

- “lax”

The student should say /k+/s/ because the /k+/s/ sounds are at the end of the word lax.

## Words in a Sentence

Say:

- “When we speak, write, and read, we use sentences. Sentences are made up of many words.”
- “This is a sentence: I like you.”
- “Watch me. I will hop each time I say a word in the sentence: I like you.”

Hop once as you say each word in the sentence: I (hop), like (hop), you (hop).

Say:

- “Now it’s your turn. I will say a sentence slowly. Hop each time you hear a word.”
- “You are an excellent student.”

The student should hop 5 times because there are 5 words in the sentence: You (hop), are (hop), an (hop), excellent (hop), student (hop).

Say:

- “I like to read books.”

The student should hop 5 times because there are 5 words in the sentence: I (hop), like (hop), to (hop), read (hop), books (hop).

Say:

- “Now let’s practice counting words together.”
- “As I say the next sentence count the words with me. We will hold up a finger for each word we hear.”
- “Get ready to hold up a finger for each word in the sentence.”

Hold up one finger for each word you read in the following sentence.

Say:

- “This egg is excellent.”

You and the student should each have four fingers up because there are 4 words in the sentence.

Hold up one finger for each word you read in the following sentence.

Say:

- “This sandwich is too big.”

You and the student should each have five fingers up because there are 5 words in the sentence.



## Phonemic Awareness Blending and Segmenting

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - fox (3 sound boxes)
  - an (2 sound boxes)
  - box (3 sound boxes)
  - get (3 sound boxes)
  - ox (2 sound boxes)
  - set (3 sound boxes)
  - net (3 sound boxes)
  - at (2 sound boxes)
  - met (3 sound boxes)
  - hat (3 sound boxes)
  - can (3 sound boxes)

## PHONICS

### Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Alphabet Sound Spelling Cards.
- Review focus letters: Zz, Qq, Oo, Ee, Kk, Ff, Tt, Hh.

### Phonics Fluency

- Focus letter: Xx
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Zz.
- Practice the focus letters using *Phonics Fluency Practice Week 7 – Day 1 & 2* located in the Week 7 Student Handouts.

### High Frequency Words

Write the word, **have**.

Say:

- “This word is **have**.”
- “Use your finger and pretend to write the word **have** in the air with me.”
- “As you write the word **have** say, ‘This word is **have**.’”

You and the student should have your finger in the air writing the word **have**.

Say:

- “Now we are going to write the word **have** again and say the spelling of the word as we write it: h-a-v-e spells **have**.”
- “Get your finger ready to write **have** in the air and spell it as you write each letter.”

You and the student should spell the word **have** as you write it in the air.

## VOCABULARY

### Vocabulary Word

- See Kindergarten Routines for *Vocabulary Word Instruction*.
- Use the routine to introduce the student to the new vocabulary word in the Read Aloud.
- Vocabulary Word:
  - magnet: a special kind of metal that sticks to some metal objects

## LISTENING COMPREHENSION

### Read aloud: Where Are Magnets?

- Where Are Magnets? Is located in the Week 7 Student Handouts.
- See Kindergarten Routines for *Read Aloud*
- Use the routine.

### Comprehension Strategy/Skill

**Story Structure:** Main Idea and Details

**Questions:** Ask the following questions after the Read Aloud has been read to the student.

Possible answers are in parentheses after each question.

- What is this story about?  
(Possible answer: *The story is about what magnets do and where we can find them.*)
- What are three things that you can do with magnets?  
(Possible answer: *Magnets can be used to hold freezer doors closed, to keep paperclips together, and to hold together parts of a toy train.*)

## DAY 2

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “e says /ě/.”
- “/ě/ ever begins with /ě/.”
- “I’m going to say some words. Each time I say a word that begins with /ě/ say /ě/.”
- “Listen carefully for the /ě/ sound at the beginning of these words.”
- “Elmo”

The student should say /ě/ because Elmo begins with /ě/.

Say:

- “ever”

The student should say /ě/ because ever begins with /ě/.

Say:

- “Edward”

The student should say /ě/ because Edward begins with /ě/.

Say:

- “itch”

The student should not say /ě/ because itch does not begin with /ě/.

Say:

- “Edna”

The student should say /ě/ because Edna begins with /ě/.

Say:

- “edge”

The student should say /ě/ because edge begins with /ě/.

Say:

- “ask”

The student should not say /ě/ because ask does not begin with /ě/.

Say:

- “every”

The student should say /ě/ because every begins with /ě/.

Say:

- “Some words have the /ě/ sound in the middle. Bet /b /ě/ /t/. /ě/ is in the middle of bet.”
- “I’m going to say some more words. Each time I say a word that has an /ě/sound in the middle, say /ě./”
- “Listen carefully for the /ě/ sound in the middle of these words.”
- “net”

The student should say /ě/ because the middle sound in net is /ě/.

Say:

- “met”

The student should say /ě/ because the middle sound in met is /ě/.

Say:

- “rib”

The student should not say /ě/ because the middle sound in rib is not /ě/.

Say:

- “wet”

The student should say /ě/ because the middle sound in wet is /ě/.

Say:

- “let”

The student should say /ě/ because the middle sound in let is /ě/.

Say:

- “mat”

The student should not say /ě/ because the middle sound in mat is not /ě/.

Say:

- “get”

The student should say /ě/ because the middle sound in get is /ě/.

Say:

- “red”

The student should say /ě/ because the middle sound in red is /ě/.

Say:

- “bed”

The student should say /ĕ/ because the middle sound in bed is /ĕ/.

Say:

- “can”

The student should not say /ĕ/ because the middle sound in can is not /ĕ/.

Say:

- “fed”

The student should say /ĕ/ because the middle sound in fed is /ĕ/.

### Onset Rime

Say:

- “Let’s play with some words.”
- “I will say a word in a ‘funny’ and very slow way.”
- “You listen and see if you can tell me the word”
- “Let me show you the first one. /c/ (PAUSE) /at/ CAT!”
- “Now it is your turn. If you make a mistake, I will help you. So no worries!”

Use the chart below. Say the onset, pause a moment, and say the rime. The student should produce the word. For example, say: /b/ (PAUSE) /at/. The student should say bat. Present the next onset rime and wait for the child to respond with the word.

<u>Onset</u>	<u>(PAUSE)</u>	<u>Rime</u>	<u>Word</u>
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Say:

“/b/”	(PAUSE)	“/est/”	Student says: best
“/f/”	(PAUSE)	“/ill/”	Student says: fill
“/s/”	(PAUSE)	“/aw/”	Student says: saw

### Phonemic Awareness Blending and Segmenting

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below. You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - big (3 sound boxes)
  - get (3 sound boxes)
  - set (3 sound boxes)
  - an (2 sound boxes)
  - met (3 sound boxes)
  - net (3 sound boxes)
  - hat (3 sound boxes)
  - at (2 sound boxes)
  - sat (3 sound boxes)
  - can (3 sound boxes)

## PHONICS

### Alphabet Review

- See Kindergarten Routines for *Alphabet Review*.
- Use this routine with the Alphabet Chart.

### Phonics Fluency

- Focus letter: Ee
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Ee.
- Practice the focus letters using *Phonics Fluency Practice Week 7 – Days 1 & 2* located in the Week 7 Student Handouts.

### High Frequency Words

Write the word **have** on a piece of paper.

Say:

- “This is the word **have**.”
- “Let’s write the word, **have**.”
- “Take your finger and pretend to write the word **have** in the air with me.”
- “As you write **have**, say, ‘This word is **have**.’”
- “Write the word **have** three times in the air, saying the name of each letter as you write it. h-a-v-e spells **have**.”
- “I’m going to write some other words on this paper.”

Write the words below on the same piece of paper that you wrote **have**.

- the
- said
- go
- see
- and
- is

Point to each word and ask the student to read the word aloud.

### **Blending Sounds into Words**

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - get
  - set
  - met
  - net
  - got
  - not
  - sit
  - sat
  - fox
  - box

## **DAY 3**

### **PHONEMIC AWARENESS**

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### **Letter Sounds**

Say:

- “e says /ě/”
- “/ě/ red /ě/”
- “I’m going to say some words. Each time I say a word with an /ě/ say /ě/.”
- “Listen carefully for the /ě/ sound in these words so you can say /ě/.”
- “met”

The student should say /ě/ because met has the /ě/ sound.

Say:

- “cat”

The student should not say /ĕ/ because cat does not have the /ĕ/ sound.

Say:

- “red”

The student should say /ĕ/ because red has the /ĕ/ sound.

Say:

- “best”

The student should say /ĕ/ because best has the /ĕ/ sound.

Say:

- “hit”

The student should not say /ĕ/ because hit does not have the /ĕ/ sound.

Say:

- “mess”

The student should say /ĕ/ because mess has the /ĕ/ sound.

Say:

- “fed”

The student should say /ĕ/ because fed has the /ĕ/ sound.

Say:

- “get”

The student should say /ĕ/ because get has the /ĕ/ sound.

### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below. You will need to draw a sound box with 3 boxes because each of the words below have 3 sounds. See the routine for more guidance.
  - get (3 sound boxes)
  - met (3 sound boxes)
  - pot (3 sound boxes)
  - box (3 sound boxes)
  - let (3 sound boxes)
  - sat (3 sound boxes)
  - hot (3 sound boxes)
  - red (3 sound boxes)



## PHONICS

### Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Alphabet Sound Spelling Cards.
- Review the focus letters: Zz, Qq, Oo, Kk, Ee, Ff, Tt, Hh, Rr, Ss.

### Phonics Fluency

- Focus letter: Ee
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Ee.
- Practice the focus letters using *Phonics Fluency Practice Week 7 – Day 3* located in the Week 7 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the Focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 7 – Days 2 & 3* located in the Week 7 Student Handouts.
- Focus words:
  - have
  - the

### Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - get
  - net
  - set
  - met
  - red
  - got
  - not
  - hot
  - pot

## FLUENCY

**Decodable Reading:** The decodable story is located in Week 7 Student Handouts.

### The Net

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **The Net**.
- Please do not ask the questions that follow the decodable story (page 9 of the Student Handout). These questions will be asked on Day 4.
- For additional practice, the student should re-read the story at least two times.

## DAY 4

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s practice the sound for x and the sound for e.”
- “The sounds for x are /k+/s/, like in box.”
- “The sound for e is /ě/, like in red.”
- “I’m going to say some words. Say /ě/ if you hear an /ě/ sound in the words I say.”
- “Say /k+/s/ if you hear /k+/s/ in the words I say.”
- “Listen carefully for the /k+/s/ sounds or the /ě/ sound.”
- “fox”

The student should say /k+/s/ because fox ends in /k+/s/.

Say:

- “bed”

The student should say /ě/ because the medial sound in bed is /ě/.

Say:

- “quick”

The student should not say /ě/ or /k+/s/ because neither the /ě/ or /k+/s/ sounds are in the word quick.

Say:

- “mess”

The student should say /ě/ because the medial sound in mess is /ě/.

Say:

- “wax”

The student should say /k+/s/ because wax ends in /k+/s/.

Say:

- “best”

The student should say /ě/ because the medial sound in best is /ě/.

Say:

- “box”

The student should say /k+/s/ because box ends in /k+/s/.

Say:

- “axe”

The student should say /k+/s/ because axe ends in /k+/s/.

Say:

- “nose”

The student should not say /ě/ or /k+/s/ because neither the /ě/ or /k+/s/ sounds are in the word nose.

Say:

- “wet”

The student should say /ě/ because the medial sound in wet is /ě/.

Say:

- “met”

The student should say /ě/ because the medial sound in met is /ě/.

## Syllable Counting

- See Kindergarten Routines for *Syllable Counting*.
- Use the routine.
- Use these words to show the child how to count syllables.
  - stand (1)
  - patty (2)
  - saxophone (3)
- Focus words: Use these words for the student to practice counting syllables.

<u>Word</u>	<u>Syllables</u>
trust	(1)
Mexican	(3)
extra	(2)
excellent	(3)

## PHONICS

### Alphabet Warm-Up

- See Kindergarten Routines for *Alphabet Warm-Up*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letters: Xx, Ee
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Xx, Ee.
- Practice the focus letters using *Phonics Fluency Practice Week 7 – Days 4 & 5* located in the Week 7 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus word listed below.
- Practice the focus word using *High Frequency Word Practice Week 7 – Days 4 & 5* located in the Week 7 Student Handouts.
- Focus word:
  - she

## Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - box
  - fox
  - met
  - get
  - set
  - net
  - it
  - sit
  - not
  - got

## FLUENCY

**Decodable Reading:** The decodable story is located in Week 7 Student Handouts.

### The Net

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **The Net**.
- For additional practice, the student should re-read the story at least two times.

## COMPREHENSION

### Decodable Story: The Net

**Comprehension Skill:** Story Structure/Details

#### Questions:

- Read the following questions to the student.
- The student should answer orally.
- Possible answers are in parentheses after each question.
  - Have you ever owned a net?  
(Possible answer: I owned a net for catching butterflies. Answer will depend on the student's experience. May be yes or may be no.)
  - What do you think a person would use a net for?  
(Possible answer: A person might use a net to catch a fish or a butterfly.)
  - Why is the fox in the box?  
(Possible answer: The fox is in the box because she got caught in the net and put in the box. Oh, dear!)

## DAY 5

### PHONEMIC AWARENESS

When you see slashed lines / / on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s review our sounds /k+/s/, /ě/”
- “Each time I say a word, you will give me the /k+/s/ or the /ě/ sound.
- “The sound may be in the middle or at the end of the word.”
- “My turn, Edward /ě/. Edward has the /ě/ sound.”
- “My turn, ax /k+/s/. Ax has the /k+/s/ sounds.”
- “Your turn, listen carefully for the /k+/s/ sounds or the /ě/ sound in these words.”
- “met”

The student should say /ě/ because the /ě/ sound is in the middle of the word met.

Say:

- “mix”

The student should say /k+/s/ because mix ends with /k+/s/.

Say:

- “fox”

The student should say /k+/s/ because fox ends with /k+/s/.

Say:

- “red”

The student should say /ě/ because the /ě/ sound is in the middle of the word red.

Say:

- “let”

The student should say /ě/ because the /ě/ sound is in the middle of the word let.

Say:

- “maximum”

The student should say /k+/s/ because maximum has the /k+/s/ sounds in the middle of the word.

Say:

- “bed”

The student should say /ě/ because the /ě/ sound is in the middle of the word bed.

Say:

- “get”

The student should say /ĕ/ because the /ĕ/ sound is in the middle of the word get.

Say:

- “ox”

The student should say /k+/s/ because ox ends with /k+/s/.

## PHONICS

### Alphabet Chant

- See Kindergarten Routines for *Alphabet Chant*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letters: Xx, Ee
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Xx, Ee.
- Practice the focus letters using *Phonics Fluency Practice Week 7 – Days 4 & 5* located in the Week 7 Student Handouts.

### High Frequency Words By Sight

- See the Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 7 – Days 4 & 5* located in the Week 7 Student Handouts.
- Focus words:
  - have
  - said
  - go
  - and
  - is
  - see
  - she

## FLUENCY

**Decodable Reading:** The decodable story is located in Week 7 Student Handouts.

### The Net

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **The Net**.
- For additional practice, the student should re-read the story at least two times.

## WRITING

### **Expository**

Reread the Read Aloud story, Where Are Magnets?. The story is located in the Week 7 Student Handouts.

Say:

- “Keep the Where Are Magnets? story in your brain because today we are going to make a list of places magnets are found. First I need to show you what a list is. This is a sample list.”

Show the student the *Writing Sample List Week 7 – Day 5* located in the Week 7 Student Handouts.

Say:

- “A list may have a title. The title on this *Writing Sample List* is Groceries.”

Point to the title on the *Writing Sample List*, slide your finger under it and read: Groceries.

Say:

- “The items on a list may be numbered. This Groceries list has numbered items.”

Point to the numbers next to each item listed on the *Writing Sample List*.

Say:

- “I will read this list out loud. Listen to the items on the list.”

Read the items on the Groceries list (*Writing Sample List*) aloud. Point beneath each word as you say it. Include the title and the numerals.

Point to the title.

Say:

- “Groceries.”

Point to item 1.

Say:

- “1. apples”



Point to item 2.

Say:

- “2. bread”

Point to item 3.

Say:

- “3. yogurt”

Point to item 4.

Say:

- “4. cereal”

Point to item 5.

Say:

- “5. eggs”
- “That’s the end of our Groceries list.”
- “This week we learned about magnets in the story Where are Magnets?”
- “Now, we will make a list of places that magnets are found. You kept the story in your head, right?”
- “When you are done writing, there should be at least 3 places to find magnets on your list.”
- “The title of our *Writing Sample List* was Groceries. The title of your list will be Magnets.”

Write Magnets on a piece of paper.

Say:

- “Copy this title for your list onto your piece of paper.”
- “Now we are ready to add items to your list just like there were items on the Groceries list. You may use words or drawings to make your list.”
- “When you are finished writing your Magnets list, you will have 3 items on your list. The 3 items will be places to find magnets.”
- “Number your list.”

The student should number 1-3 on his or her list underneath the title, Magnets.

Say:

- “Now that you have numbered your paper 1-3, you are ready to write or draw the places to find magnets.”

The student should write and/or draw 3 places to find magnets. For example, answers may include: refrigerator, cabinet door, car bumper, etc. Provide help and guidance to make this writing exercise successful.

Say:

- “Now let’s read your Magnets list.”

Read the list out loud.

## Assessment

Students should be able to read the decodable story The Net at the end of Day 5 with less than two errors per page.

## Extensions

Go to the website at [http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F\\_Final.pdf](http://www.fcrr.org/Curriculum/pdf/GK-1/Archive/F_Final.pdf)

- Select one of the fluency in letter recognition activities to complete.

## Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame’enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

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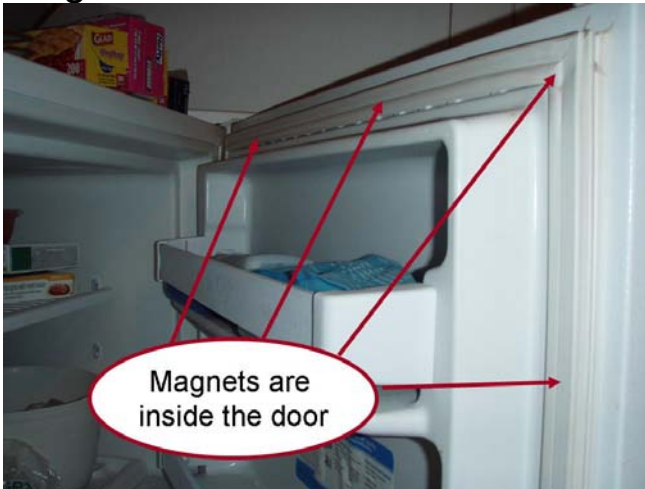
have like go

see here to

## Where Are Magnets?

Magnets are all around us. They can be used for many different things. Where can you find them?

Magnets are in the kitchen.

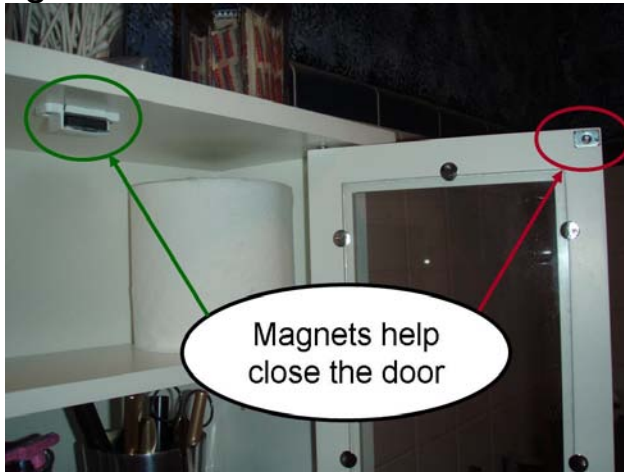


Magnets are **inside** of the door. The magnet helps keep the freezer door closed.



People put magnets on the **outside** of their refrigerator.

Magnets are in the bathroom.



Magnets hold cabinet doors shut. Magnets are at the **top** corner of the door and the **middle** of the cabinet.

Magnets are found on desks.



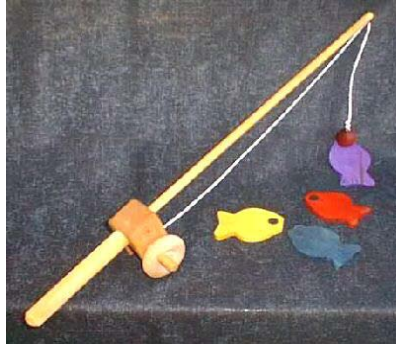
A magnet is inside the green pig. It is **below** the paper clips. It holds the paper clips **above** the green pig.

People put magnets on their cars.

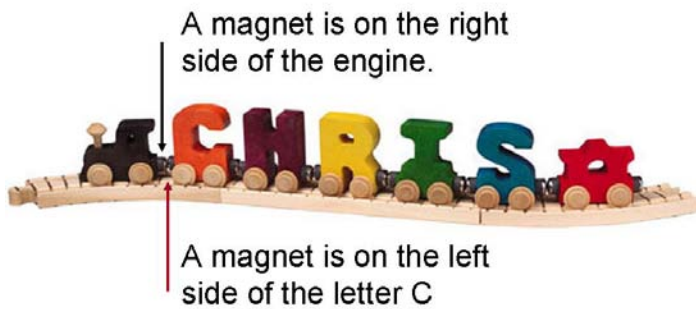


A magnet holds the yellow ribbon on the back of this car.

Some toys have magnets.



A magnet is at the **end** of the fishing pole. It is used to pick up the fish.



A magnet is on the right side of the engine.

A magnet is on the left side of the letter C

Magnets hold each part of the train together. A magnet is on the **right** side of the engine. It touches a magnet on the **left** side of the letter C.

You can even find magnets at school.



Magnets are on the back of these letters and numbers.

Magnets can be found on many objects. They can be found in many places. Where else can you find magnets?

Have the to

the have I

said the see

The have go

Like the said



X o d e

E x e o

Z e k E

E z D o

L o x e

# The Net

☆ I have a net.

☆ I set the net on the box.

☆ Get the net.

☆ I met the fox.

☆ I got the fox in the net.

☆ She is in the net.

☆ The fox is in the box!

# Questions:

Please ask the student the following questions.

Have you ever owned a net?

What do you think a person would use a net for?

Why is the fox in the box?

N e x z

k o t E

p a g f

i t s m

r o e n

Have he is

she see he

for have go

said he the

he have the

# Groceries

1. apples
2. bread
3. yogurt
4. cereal
5. eggs

**Lesson Overview**  
Language Arts Grade K

Week #8	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Comprehension Strategy</b>	<ul style="list-style-type: none"> <li>• story structure</li> </ul>				
<b>Comprehension Skills</b>	<ul style="list-style-type: none"> <li>• main idea and details</li> </ul>			<ul style="list-style-type: none"> <li>• story structure and details</li> </ul>	
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• /w/</li> <li>• words in a sentence</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /ũ/</li> <li>• onset rime</li> <li>• blending and segmenting</li> <li>• identify initial and medial sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>• /y/</li> <li>• identify initial sound</li> <li>• blending and segmenting</li> </ul>	<ul style="list-style-type: none"> <li>• /j/</li> <li>• identify sounds in words</li> <li>• syllable counting</li> </ul>	<ul style="list-style-type: none"> <li>• /w/, /y/, /j/, /ũ/</li> <li>• identify sounds in words</li> </ul>
<b>Phonics/Word/Structure</b>	<ul style="list-style-type: none"> <li>• Ww</li> </ul>	<ul style="list-style-type: none"> <li>• Uu</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Yy</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Jj</li> <li>• blending sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• Ww, Yy, Jj, Uu</li> </ul>
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>• play</li> </ul>	<ul style="list-style-type: none"> <li>• he</li> </ul>	<ul style="list-style-type: none"> <li>• play, he</li> </ul>	<ul style="list-style-type: none"> <li>• are</li> </ul>	<ul style="list-style-type: none"> <li>• I, my, for, the, he, are, play</li> </ul>
<b>Vocabulary</b>  <b>Read Aloud:</b> <b><u>A Rainy Day</u></b>	<ul style="list-style-type: none"> <li>• thunder</li> <li>• perfect</li> </ul>				
<b>Writing</b>					Expressive Writing: Write a narrative story.
<b>Decodable Book</b>			The Bug	The Bug	The Bug

# The Bug

## An ADE Language Arts Lesson

### Week 8

<b>Author</b>	ADE Content Specialists
<b>Grade Level</b>	Kindergarten
<b>Duration</b>	Five sessions

#### Aligns To

##### Reading:

##### Strand 1: Reading Process

##### Concept 1: Print Concepts

**PO 1.** Recognize that print represents spoken language and conveys meaning (e.g., his/her own name, *Exit* and *Danger* signs).

**PO 5.** Distinguish between printed letters and words.

**PO 6.** Recognize that spoken words are represented in written language by specific sequences of letters.

**PO 7.** Recognize the concept of words by segmenting spoken sentences into individual words.

##### Concept 2: Phonemic Awareness

**PO 5.** Blend spoken simple onsets and rimes to form real words. (e.g. onset /c/ and rime/at/ makes cat).

**PO 6.** Blend spoken phonemes to form a single syllable word (e.g., /m/.../a/.../n/ makes man).

**PO 7.** Identify the initial and final sounds (not the letter) of a spoken word.

**PO 8.** Segment one-syllable words into its phonemes, using manipulatives to mark each phoneme (e.g., *dog* makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme).

##### Concept 3: Phonics

**PO 1.** Identify letters of the alphabet (upper and lower case).

**PO 3.** Say letter sounds represented by the single-lettered consonants and vowels.

##### Concept 4: Vocabulary

**PO 1.** Determine what words mean from how they are used in a sentence, heard or read.

#### Connects To



**Strand 2: Comprehending Literary Text**

**Concept 1: Elements of Literature**

**PO 2.** Identify elements of a story, including characters, setting, and key events.

**Writing:**

**Strand 3: Writing Applications**

**Concept 1: Expressive**

**PO 1.** Create narratives by drawing, dictating, and/or emergent writing.

## Overview

This lesson focuses on building phonemic awareness, developing phonics skills, learning vocabulary that is found in the reading materials, and comprehending information in text.

## Purpose:

These lessons help students develop 4 different types of skills each week:

- **Phonemic awareness**, which is the ability to hear, identify, and manipulate individual sounds (called phonemes) in spoken words.
- **Phonics**, which is the relationships between letters and sounds in a language.
- **Vocabulary**, which is the knowledge of words and word meanings in both print and oral language.
- **Comprehension**, which is the process of understanding spoken language or text.

## Materials

- Kindergarten Routines handout
  - Alphabet chart
  - Sound Spelling cards
- Student Handouts
  - Phonics Fluency Practice sheets
  - High Frequency Word Practice sheets
  - Read aloud passage [A Rainy Day](#)
  - Decodable story [The Bug](#)
- Vocabulary words
- Notebook paper or note cards
- Writing instrument (pencil)

## Objectives

### Students will:

- Segment sentences into words.
- Blend onset and rime.
- Count syllables in words.
- Blend phonemes (sounds) to make words.
- Segment spoken phonemes (sounds) contained in one-syllable words.
- Identify initial and medial sounds in words.
- Identify upper and lowercase letters and their sounds including: w, y, j, u.
- Recognize and identify letter sounds in words.
- Read and recognize high frequency words including: I, my, for, the, play, he, are.
- Read basic decodable c-v-c words.
- Understand the following vocabulary words in context: thunder, perfect.
- Answer simple questions to demonstrate understanding of the reading passages.
- Write a narrative story.

## Lesson Components

### DAY 1

#### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “w says /w/ as in wagon.”
- “w says /w/ as in west.”
- “Each time you hear a /w/ sound in the words I’m going to say, you will say /w/.”
- “Listen carefully for the /w/ sound so you can make the /w/ sound for me.”
- “wiggle”

The student should say /w/ because wiggle begins with /w/.

Say:

- “we”

The student should say /w/ because we begins with /w/.

Say:

- “way”

The student should say /w/ because way begins with /w/.

Say:

- “very”

The student should not say /w/ because the /w/ sound is not heard in the word very.

Say:

- “were”

The student should say /w/ because were begins with /w/.

Say:

- “wag”

The student should say /w/ because wag begins with /w/.

Say:

- “champ”

The student should not say /w/ because the /w/ sound is not heard in the word champ.

Say:

- “wig”

The student should say /w/ because wig begins with /w/.

Say:

- “wet”

The student should say /w/ because wet begins with /w/.

### **Words in a Sentence**

Say:

- “When we speak, write, and read, we use sentences. Sentences are made up of many words.”
- “This is a sentence: I ride bikes.”
- “Watch me. I will hop each time I say a word in the sentence. “I ride bikes.”

Hop once as you say each word in the sentence: I (hop), ride (hop), bikes (hop).

Say:

- “Now it’s your turn. I will say a sentence slowly. You hop each time you hear a word.”
- “Which western saddle do you like best?”

The student should hop 7 times because there are 7 words in the sentence: Which (hop), western (hop), saddle (hop), do (hop), you (hop), like (hop), best (hop).

Say:

- “We wiggle while we sing and play.”

The student should hop 7 times because there are 7 words in the sentence: We (hop), wiggle (hop), while (hop), we (hop), sing (hop), and (hop), play (hop).

Say:

- “Now let’s practice counting words.”
- “As I say the next sentence count the words with me. We will hold up a finger for each word we hear.”
- “Get ready to hold up a finger for each word in the sentence.”

Hold up one finger for each word you read in the following sentence.

Say:

- “Did you see the wet dog?”

You and the student should each have 6 fingers up because there are 6 words in the sentence.

Say:

- “I like to talk on the phone.”

You and the student should each have 7 fingers up because there are 7 words in the sentence.

### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting*.
- You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - wig (3 sound boxes)
  - big (3 sound boxes)
  - bag (3 sound boxes)
  - wag (3 sound boxes)
  - wax (3 sound boxes)
  - as (2 sound boxes)
  - fax (3 sound boxes)
  - fox (3 sound boxes)
  - box (3 sound boxes)
  - bob (3 sound boxes)
  - rob (3 sound boxes)
  - rib (3 sound boxes)

## PHONICS

### Alphabet Review

- See Kindergarten Routines for *Alphabet Review*.
- Use the routine with the Alphabet Chart.

### Letter Focus

- Focus letter: Ww
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Ww.
- Practice the focus letters using *Phonics Fluency Practice Week 8 – Day 1* located in the Week 8 Student Handouts.

### High Frequency Words

Write the word, **play**.

Say:

- “This word is **play**.”
- “Use your finger and pretend to write the word **play** in the air with me.”
- “As you write the word **play** say ‘This word is **play**.’”

You and the student should have your finger in the air writing the word **play**.

Say:

- “Now we are going to write the word **play** again and say the spelling of the word as we write it. p-l-a-y spells **play**.”
- “Get your finger ready to write **play** in the air and spell it as you write each letter.”

You and the student should spell the word **play** as you write it in the air.

## VOCABULARY

### Vocabulary Words

- See Kindergarten Routines for *Vocabulary Word Instruction*.
- Use the routine to introduce the student to the new vocabulary words in the Read Aloud.
- Vocabulary words:
  - thunder: the sound you hear before or during a storm after lightning lights up the sky
  - perfect: it could not be or get any better

## LISTENING COMPREHENSION

### Read aloud: A Rainy Day

- A Rainy Day is located in the Week 8 Student Handouts.
- See Kindergarten Routines for *Read Aloud*.
- Use the routine.

### Comprehension Strategy/Skill

**Story Structure:** Main Idea and Details

**Questions:** Ask the following questions after the Read Aloud has been read to the student. Possible answers are in parentheses after each question.

- What is this story about?  
(Possible answer: *The story is about a rainy day and what a boy does in the rain.*)
- What is one thing that helps people stay dry in the rain?  
(Possible answers: *a raincoat, boots, umbrella*)
- What did Waldo do when it rained?  
(Possible answer: *When it rained, Waldo grabbed his umbrella and walked in the rain. Waldo played in the rain with Jane.*)

## DAY 2

## PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

### Letter Sounds

Say:

- “u says /ŭ/.”
- “/ŭ/ umbrella. Umbrella begins with /ŭ/.”
- “/ŭ/ is in the middle of the word bug. bug /ŭ /”
- “I’m going to say some words. Each time I say a word that has /ŭ/ say /ŭ/.”
- “The /ŭ/ sound may be at the beginning of the word or in the middle of the word.”
- “Listen carefully for the /ŭ/ sound at the beginning or middle of these words. When you hear it, say /ŭ/.”
- “ugly”

The student should say /ŭ/ because /ŭ/ is heard at the beginning of the word ugly.

Say:

- “rug”

The student should say /ŭ/ because /ŭ/ is heard in the middle of the word rug.

Say:

- “under”

The student should say /ŭ/ because /ŭ/ is heard at the beginning of the word under.

Say:

- “act”

The student should not say /ŭ/ because /ŭ/ is not heard in the word act.

Say:

- “but”

The student should say /ŭ/ because /ŭ/ is heard in the middle of the word but.

Say:

- “bag”

The student should not say /ŭ/ because /ŭ/ is not heard in the word bag.

Say:

- “umbrella”

The student should say /ŭ/ because /ŭ/ is heard at the beginning of the word umbrella.

Say:

- “thunder”

The student should say /ŭ/ because /ŭ/ is heard in the middle of the word thunder.

Say:

- “fun”

The student should say /ŭ/ because /ŭ/ is heard in the middle of the word fun.

### **Onset Rime**

Say:

- “Let’s play with some words.”
- “I will say a word in a ‘funny’ and very slow way.”
- “You listen and see if you can tell me the word.”
- “Let me show you the first one. /c/ (PAUSE) /at/ CAT!”
- “Now it is your turn. If you make a mistake, I will help you. So no worries!”

Use the chart below. Say the onset, pause a moment, and say the rime. The student should produce the word. For example, say: /b/ (PAUSE) /at/. The student should say bat. Present the next onset rime and wait for the child to respond with the word.

<u>Onset</u>	<u>(PAUSE)</u>	<u>Rime</u>	<u>Word</u>
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Say:

"/th/"	(PAUSE)	"/under/"	Student says: thunder
"/ff/"	(PAUSE)	"/un/"	Student says: fun
"/b/"	(PAUSE)	"/iggest/"	Student says: biggest

### Phonemic Awareness Blending and Segmenting

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below. You will need to draw two sound boxes: one with 2 boxes and one with 3 boxes. See the routine for more guidance. The number of boxes you will need for each word is listed below next to the word.
- Focus words:
  - bug (3 sound boxes)
  - dug (3 sound boxes)
  - at (2 sound boxes)
  - run (3 sound boxes)
  - fun (3 sound boxes)
  - wet (3 sound boxes)
  - jet (3 sounds boxes)
  - in (2 sound boxes)
  - hot (3 sound boxes)
  - got (3 sound boxes)

## PHONICS

### Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Alphabet Sound Spelling Cards.
- Review the focus letters: Xx, Ee, Dd, Tt, Pp, Gg, Bb, Oo.

### Phonics Fluency

- Focus letter: Uu
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Uu.
- Practice the focus letters using *Phonics Fluency Practice Week 8 – Day 2* located in the Week 8 Student Handouts.



## High Frequency Words

Write the word **he** on a piece of paper.

Say:

- “This word is **he**.”
- “Take your finger and pretend to write the word **he** in the air.”
- “As you write **he**, say, ‘This word is **he**.’”

Say:

- “Write the word **he** in the air three times, saying the name of each letter as you write the word **he**. h-e spells **he**.”

Say:

- “I’m going to write some other words on this paper.”

Write the words below on the piece of paper that you wrote **he**.

- I
- my
- for
- the
- play
- he
- see

Point to each word and ask the student to read the word aloud.

## Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - bug
  - dug
  - rug
  - run
  - fun
  - hot
  - got
  - fox
  - box
  - it
  - pig
  - dig

## DAY 3

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “y says /y/.”
- “/y/ yellow says /y/”
- “I am going to say some words. Each time I say a word that begins with /y/ say /y/.”
- “Listen carefully for the /y/ sound at the beginning of these words so you can make the /y/ sound.”
- “yet”

The student should say /y/ because yet begins with /y/.

Say:

- “yell”

The student should say /y/ because yell begins with /y/.

Say:

- “get”

The student should not say /y/ because get does not have the /y/ sound.

Say:

- “you”

The student should say /y/ because you begins with /y/.

Say:

- “young”

The student should say /y/ because young begins with /y/.

Say:

- “your”

The student should say /y/ because your begins with /y/.

Say:

- “jet”

The student should not say /y/ because jet does not have the /y/ sound.

Say:

- “yams”

The student should say /y/ because yams begins with /y/.

### **Phonemic Awareness Blending and Segmenting**

- See Kindergarten Routines for *Phonemic Awareness Blending and Segmenting Practice*.
- Use the routine with the words listed below. You will need to draw a sound box with 3 boxes because each of the words below have 3 sounds. See the routine for more guidance.
  - yet (3 sound boxes)
  - jet (3 sound boxes)
  - jot (3 sound boxes)
  - pot (3 sound boxes)
  - pet (3 sound boxes)
  - bet (3 sound boxes)
  - yet (3 sound boxes)
  - set (3 sound boxes)
  - sat (3 sound boxes)
  - sag (3 sound boxes)
  - rag (3 sound boxes)
  - rat (3 sound boxes)
  - ram (3 sound boxes)
  - yam (3 sound boxes)

## **PHONICS**

### **Alphabet Chant**

- See Kindergarten Routines for *Alphabet Chant*.
- Use the routine with the Alphabet Chart.

### **Phonics Fluency**

- Focus letter: Yy
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Yy.
- Practice the focus letters using *Phonics Fluency Practice Week 8 – Day 3* located in the Week 8 Student Handouts.

### **High Frequency Words By Sight**

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 8 – Days 2 & 3* located in the Week 8 Student Handouts.
- Focus words:
  - play
  - he

## Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - fun
  - run
  - rug
  - dug
  - got
  - not
  - it
  - box

## FLUENCY

**Decodable Reading:** The decodable story is located in Week 8 Student Handouts.

### The Bug

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **The Bug**.
- Please do not ask the questions that follow the decodable story (page 10 of the Student Handout). These questions will be asked on Day 4.
- For additional practice, the student should re-read the story at least two times.

## DAY 4

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “J says /j/ like in joy.”
- “Say /j/ if you hear a /j/ at the beginning of the words I say.”
- “Listen carefully for the /j/ sound at the beginning of these words.”
- “jump”

The student should say /j/ because jump begins with /j/.

Say:

- “jet”

The student should say /j/ because jet begins with /j/.

Say:

- “chair”

The student should not say /j/ because the /j/ sound is not heard in chair.

Say:

- “Jack”

The student should say /j/ because Jack begins with /j/.

Say:

- “chess”

The student should not say /j/ because the /j/ sound is not heard in chess.

Say:

- “just”

The student should say /j/ because just begins with /j/.

Say:

- “jiggle”

The student should say /j/ because jiggle begins with /j/.

Say:

- “job”

The student should say /j/ because job begins with /j/.

Say:

- “gorilla”

The student should not say /j/ because the /j/ sound is not heard in gorilla.

Say:

- “jagged”

The student should say /j/ because jagged begins with /j/.

Say:

- “Jethro”

The student should say /j/ because Jethro begins with /j/.

Say:

- “joy”

The student should say /j/ because joy begins with /j/.

## Syllable Counting

- See Kindergarten Routines for *Syllable Counting*.
- Use the routine.
- Use these words to show the child how to count syllables.
  - box (1)
  - happy (2)
  - telephone (3)
- Focus words: Use these words for the student to practice counting syllables.

<u>Word</u>	<u>Syllables</u>
Jethro	(2)
justified	(3)
joyful	(2)
jump	(1)

## PHONICS

### Alphabet Sound Practice and Review

- See Kindergarten Routines for *Alphabet Sound Practice and Review*.
- Use the routine with the Alphabet Sound Spelling Cards.
- Review the focus letters: Xx, Ee, Dd, Tt, Pp, Gg, Bb, Oo Ww, Uu.

### Phonics Fluency

- Focus letter: Jj
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Jj.
- Practice the focus letters using *Phonics Fluency Practice Week 8 – Days 4 & 5* located in the Week 8 Student Handouts.

### High Frequency Words By Sight

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus word using *High Frequency Word Practice Week 8 – Days 4 & 5* located in the Week 8 Student Handouts.
- Focus word:
  - are

## Blending Sounds into Words

- See Kindergarten Routines for *Blending Sounds Into Words*.
- Use the routine with the words listed below.
- Focus words:
  - box
  - fox
  - met
  - get
  - fun
  - run
  - dig
  - hot
  - got
  - not

## FLUENCY

**Decodable Reading:** The decodable story is located in Week 8 Student Handouts.

### The Bug

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **The Bug**.
- For additional practice, the student should re-read the story at least two times.

## COMPREHENSION

### Decodable Story: **The Bug**

**Comprehension Skill:** Story Structure/Details

#### Questions:

- Read the following questions to the student.
- The student should answer orally.
- Possible answers are in parentheses and italics after each question.
  - How would you describe the bug?  
(Possible answers: *The bug is not big. The bug is fun.*)
  - Where did the bug sit?  
(Possible answer: *The bug sat on a rug.*)
  - What will the bug do with the jug?  
(Possible answer: *Answers will vary based on what the student thinks might happen. For example, the bug will hide in the jug.*)

## DAY 5

### PHONEMIC AWARENESS

When you see slashed lines // on each side of a letter, you should make the sound of the letter. For example /s/ would be spoken as a hissing sound, similar to the sound of a snake.

#### Letter Sounds

Say:

- “Let’s review our sounds /w/ /y/ /j/ / ǔ /.”
- “Each time I say a word, you will give me the beginning sound.”
- “Let me do one for you.”
- “yellow /y/”
- “Yellow begins with /y/”
- “Listen carefully as I say each word so you can give me the beginning sound.”
- “jet”

The student should say /j/ because jet begins with /j/.

Say:

- “wig”

The student should say /w/ because wig begins with /w/.

Say:

- “ugly”

The student should say /u/ because ugly begins with /u/.

Say:

- “west”

The student should say /w/ because west begins with /w/.

Say:

- “jump”

The student should say /j/ because jump begins with /j/.

Say:

- “under”

The student should say /u/ because under begins with /u/.

Say:

- “yet”

The student should say /y/ because yet begins with /y/.



Say:

- “wax”

The student should say /w/ because wax begins with /w/.

Say:

- “joy”

The student should say /j/ because joy begins with /j/.

Say:

- “just”

The student should say /j/ because just begins with /j/.

Say:

- “window”

The student should say /w/ because window begins with /w/.

Say:

- “will”

The student should say /w/ because will begins with /w/.

Say:

- “young”

The student should say /y/ because young begins with /y/.

## PHONICS

### Alphabet Warm-Up

- See Kindergarten Routines for *Alphabet Warm-Up*.
- Use the routine with the Alphabet Chart.

### Phonics Fluency

- Focus letters: Ww, Yy, Jj, Uu
- See Kindergarten Routines for *Phonics Fluency*.
- Use the routine to work on Ww, Yy, Jj, Uu.
- Practice the focus letters using *Phonics Fluency Practice Week 8 – Days 4 & 5* located in the Week 8 Student Handouts.

## High Frequency Words By Sight Practice

- See Kindergarten Routines for *High Frequency Words by Sight*.
- Use the routine to work on the focus words listed below.
- Practice the focus words using *High Frequency Word Practice Week 8 – Days 4 & 5* located in the Week 8 Student Handouts.
- Focus words:
  - I
  - my
  - for
  - the
  - he
  - are
  - play

## FLUENCY

**Decodable Reading:** The decodable story is located in Week 8 Student Handouts.

### The Bug

- See Kindergarten Routines for *Decodable Reading*.
- Use the routine with the decodable story, **The Bug**.
- For additional practice, the student should re-read the story at least two times.

## WRITING

### **Expressive**

Reread the Week 9 Read Aloud story, A Rainy Day.

Say:

- “This week we read a story titled A Rainy Day.”
- “Today, I want you to write and draw a picture about what you like to do on a rainy day.”

Write on a piece of paper: *On a rainy day I like to* \_\_\_\_\_.

Say:

- “This is the sentence frame you are going to use in your story. It says: *On a rainy day I like to* \_\_\_\_\_.
- “You will copy the sentence frame *On a rainy day I like to* \_\_\_\_\_ on your paper and then decide what to put in the blank.”
- “What do you like to do on a rainy day?”

The student should name three things he or she likes to do on a rainy day.

- “Now you are ready to write about three things you like to do on a rainy day.”

The student, with your guidance, will write three sentences that should be something like the following three example sentences.

Example:

On a rainy day I like to sleep.

On a rainy day I like to hop in the puddles.

On a rainy day I like to make mud pies.

Say:

- “Now that you are finished writing three things you like to do on a rainy day, let’s read what you have written. Let’s read it out loud, together.”

With the student, read the completed story aloud.

## Assessment

Students should be able to read the decodable story The Bug at the end of Day 5 with less than two errors per page.

## Extensions

Go to the website at [http://www.fcr.org/Curriculum/pdf/GK-1/Archive/F\\_Final.pdf](http://www.fcr.org/Curriculum/pdf/GK-1/Archive/F_Final.pdf)

- Select one of the fluency activities to complete.

## Sources

Beck, I.L., McKeown, M. G., & Kucan, L. (2002) *Bringing Words to Life: Robust Vocabulary Instruction*. Guilford. New York.

Carnine, D., Silbert, J., Kame’enui, E.J. (1990) *Direct Reading Instruction*. Second Edition. Prentice Hall. Columbus Ohio.

X e d w

W k o w

o z h e

b o x t

w i g p

The play is

Play have to

said and my

play here see

like play for

## A Rainy Day

Waldo watched the weather.  
Every day he looked out his window.  
He hoped it would rain.  
Waldo liked the rain.



One day the sky turned dark.  
He heard thunder.  
Then he saw dark clouds.  
Today it might rain.

The rain started to fall.  
First it was one drop.  
Then more drops fell from the sky.  
More rain fell until everything was wet.





Waldo jumped for joy!  
He wanted to play in the rain.  
He grabbed his red umbrella.  
He put on his yellow raincoat.

Waldo walked in the rain.  
He stayed dry under his umbrella.  
He jumped in the wet puddle.  
He had a lot of fun.





Waldo saw his friend Jane.  
Jane liked to play in the rain.  
Jane was wearing a yellow raincoat.  
Jane had a purple umbrella.

Jane jumped in the puddle.  
Jane made a big splash and got wet.



Waldo and Jane played in the rain.  
The weather was just perfect today.



W o u a

u x d k

z i g b

h o e v

u n U e

Play he have

said here go

have play he

like he play

He play he

Y O W U

U e y x

w u t p

u o f U

h r u s

# The Bug

★ I have a fun bug.

★ My bug is not big.

★ I hug my bug.

★ It sat on a rug.

★ The bug got a jug.

★ I got my bug.

# Questions:

Please ask the student the following questions.

How would you describe the bug?

Where did the bug sit?

What will the bug do with the jug?

j u w m

u r g i

j y u j

h p i u

d u t w

Play are he

have my are

are play go

Are here to

For play he