

Shelby Public Schools: Kindergarten - Alphachant - ESL CURRICULUM MAP

Last Updated: 11/28/2015

<p><b>Dates</b> (months &amp; days) These dates are estimates only and include a cushion at the end of the year</p>	<p><b>Unit/Content</b> What topics will be taught and learned? What is the essential vocabulary for the unit? What do students need to know?</p> <p style="text-align: center;"><b>Topic Vocabulary</b></p>		<p><b>Skills</b> What do students have to be able to do related to the content?</p>	<p><b>Essential Questions</b> What are the fundamental, enduring questions that will guide study and instruction?</p>	<p style="text-align: center;"><b>CCSS &amp; WIDA</b> What benchmarks will be achieved through this topic?</p> <p style="text-align: center;">~</p> <p style="text-align: center;"><b>Instruction</b></p> <p style="text-align: center;">What activities will be used to develop the skills and knowledge?</p>	<p><b>Resources</b> What materials, texts, videos, Internet, software, or human resources support instruction?</p>	<p><b>Assessment</b> What evidence (products and/or performances/ will be collected to establish that the Content and Skills have been learned?</p>
<p>Lesson 1</p>	<p><b>Mm</b></p>	<p>Man Mask Mitten Monkey Moon Mop Mouse</p>	<p><b>Listen and Chant</b> -Preview vocabulary -Recite the chant</p> <p><b>Build Phonological Awareness</b> -Isolate a word in a sentence -Match initial sounds</p> <p><b>Connect /m/, Mm</b> -Teach/Model -Practice -Match Letters and Pictures</p> <p><b>Write Mm</b> -Teach capital M -Teach lowercase m -Practice</p>	<p><b>Objectives:</b></p> <p><u>Concepts and Vocabulary:</u> -Foods</p> <p><u>Phonological Awareness:</u> -Isolate a Word in a Sentence; -Match Initial Sounds</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Concepts of Print:</u> -Recognize and Name Letters: Mm</p> <p><u>Phonics:</u> -Associate Letters and Sounds: /m/ Mm</p> <p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Mm</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b> <b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands. <b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands. <b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions. <b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions. <b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T8, T10-11)</p> <p><b>Speaking - Chants &amp; Songs</b> <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group. <b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group. <b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups. <b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups. <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T8)</p> <p><b>Writing - Sounds &amp; Symbols</b> <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough). <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws). <b>Level 3:</b> Trace symbols or letters associated with pictures or realia.</p>	<p>Teacher Edition – T8 – T11</p> <p>Phonics Picture Cards for Mm</p> <p><u>Alphachant Mm</u> by Lada Kratky</p> <p>Skills Practice Master 7 – handwriting practice</p> <p>Skills Practice Master 8 – take home book</p> <p>Alphachant CD – track #1</p> <p>Letter Card – m – one per child</p> <p>Elkonin boxes and chips</p> <p>Finger puppet</p> <p>Clay/Play-doh</p> <p>Real items (if possible): macaroni, a melon, and milk</p>	<p>Progress Check – page T11</p>

					<p><b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context.</p> <p><b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T11)</p>		
Lesson 2	<b>Ss</b>	<p>Saw Seal Seven Sign Sink Soap Sock</p>	<p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the chant</p> <p><b><u>Building Phonological Awareness:</u></b> -Isolate and Count Words -Match Initial Sounds</p> <p><b><u>Connect /s/, Ss</u></b> -Teach/Model -Practice -Listen for /s/</p> <p><b><u>Write Ss</u></b> -Teach Capital S -Teach Lowercase s -Practice</p>	<p><b><u>Objectives:</u></b></p> <p><b><u>Phonological Awareness:</u></b> Isolate and Count Words; Match Initial Sounds</p> <p><b><u>Learning Strategy:</u></b> -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b> -Recognize and Name Letters: Ss</p> <p><b><u>Phonics:</u></b> -Associate Letters and Sounds: /s/ Ss</p> <p><b><u>Handwriting:</u></b> Form Capital and Lowercase letters: Ss</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b></p> <p><b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands.</p> <p><b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands.</p> <p><b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions.</p> <p><b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions.</p> <p><b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T12, T14-15)</p> <p><b>Speaking - Chants &amp; Songs</b></p> <p><b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group.</p> <p><b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group.</p> <p><b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T12)</p> <p><b>Writing - Sounds &amp; Symbols</b></p> <p><b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough).</p> <p><b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws).</p> <p><b>Level 3:</b> Trace symbols or letters associated with pictures or realia.</p> <p><b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context.</p> <p><b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T15)</p>	<p>Teacher Edition – T12 – T15</p> <p>Phonics Picture Cards for Ss</p> <p><u>Alphachant Ss</u> by Lada Kratky</p> <p>Skills Practice Master 9 – handwriting practice</p> <p>Skills Practice Master 10 – take home book</p> <p>Alphachant CD – track #2</p> <p>Letter Card – s , m– one per child</p> <p>Paper Bag with S written on it -Mm Phonics Picture Cards and Ss Phonics Picture Cards</p> <p>Elkonin boxes and chips</p> <p>Finger puppet</p> <p>Trays of sand</p> <p>Real items (if possible): socks, sand, and soap</p>	<p>Progress Check – page – T15</p>
Lesson 3	<b>Ff</b>	<p>Fan Feather Fence Fish Foot Fork</p>	<p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the chant</p>	<p><b><u>Objectives:</u></b></p> <p><b><u>Concepts and Vocabulary:</u></b> -Location and Direction Words</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b></p>	<p>Teacher Edition – T16 – T19</p> <p>Phonics Picture Cards for Ff</p> <p><u>Alphachant Ff</u> by Lada Kratky</p>	<p>Progress Check – page T19</p>

		Fox	<p><b>Building Phonological Awareness:</b> -Identify Rhyming Words -Match Initial Sounds</p> <p><b>Connect /f/, Ff</b> -Teach/Model -Practice -Match Letters and Pictures</p> <p><b>Write Ff:</b> -Teach Capital F -Teach Lowercase f -Practice</p>	<p><u>Phonological Awareness:</u> -Identify Rhyming Words; Match Initial Sounds</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Concepts of Print:</u> -Recognize and Name Letters: Ff</p> <p><u>Phonics:</u> -Associate Letters and Sounds: /f/ Ff</p> <p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Ff</p>	<p><b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands.  <b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands.  <b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions.  <b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions.  <b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T16)</p> <p><b>Speaking - Chants &amp; Songs</b>  <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group.  <b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group.  <b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups.  <b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups.  <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T16)</p> <p><b>Writing - Sounds &amp; Symbols</b>  <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough).  <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws).  <b>Level 3:</b> Trace symbols or letters associated with pictures or realia.  <b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context.  <b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T19)</p> <p><b>Speaking - Rhyme</b>  <b>Level 1:</b> Repeat words or phrases from rhymes supported by illustrations.  <b>Level 2:</b> Complete phrases from rhymes supported by illustrated models.  <b>Level 3:</b> Describe persons or events in rhymes supported by illustrations.  <b>Level 4:</b> Discuss what happens (plot or events) in rhymes supported by illustrations.  <b>Level 5:</b> Paraphrase rhymes supported by illustrations. (T16)</p>	<p>Skills Practice Master 11 – handwriting practice</p> <p>Skills Practice Master 12 – take home book</p> <p>Alphachant CD – track #3</p> <p>Letter Card – f , m, s– one per child</p> <p>Phonics Picture Cards #2, 63, 40, 57, 65, 144</p> <p>Phonics Picture Cards for Mm, Ss and Ff</p> <p>Finger puppet</p> <p>Paintbrushes and water</p>	
Lesson 4	<b>Hh</b>	Hammer Hand Hat Heart Hen Horse Hose	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b></p>	<p><b>Objectives:</b></p> <p><u>Concepts and Vocabulary:</u> -Farm Words</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Speaking - Chants &amp; Songs</b>  <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group.</p>	<p>Teacher Edition – T20 – T23</p> <p>Phonics Picture Cards for Hh</p> <p><u>Alphachant Hh</u> by Lada Kratky</p>	Progress Check – page T23

			<p>-Identify Syllables -Match Initial Sounds</p> <p><b><u>Connect /h /, Hh:</u></b> -Teach/Model -Practice -Match Letters and Body Parts</p> <p><b><u>Write Hh:</u></b> -Teach Capital H -Teach Lowercase h -Practice</p>	<p><b><u>Phonological Awareness:</u></b> -Identify Syllables; Match Initial Sounds</p> <p><b><u>Learning Strategy:</u></b> -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b> -Recognize and Name Letters: Hh</p> <p><b><u>Phonics:</u></b> -Associate Letters and Sounds: /h/ Hh</p> <p><b><u>Handwriting:</u></b> -Form Capital and Lowercase Letters: Hh</p>	<p><b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group. <b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups. <b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups. <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T20)</p> <p><b>Writing - Sounds &amp; Symbols</b> <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough). <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws). <b>Level 3:</b> Trace symbols or letters associated with pictures or realia. <b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context. <b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T23)</p>	<p>Skills Practice Master 7 – handwriting practice</p> <p>Skills Practice Master 8 – take home book</p> <p>Alphachant CD – track #4</p> <p>Letter Card – f, h, s, m – one per child</p> <p>Yarn and scissors</p> <p>Picture of a body – head, hair, face, heart, finger, hand, foot, and heel labeled.</p> <p>Finger puppet</p>	
Lesson 5	<b>Tt</b>	<p>Tape Teapot Tent Tiger Tire Top Turtle</p> <p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the Chant</p> <p><b><u>Building Phonological Awareness:</u></b> -Blend Syllables -Match Initial Sounds</p> <p><b><u>Connect /t /, Tt:</u></b> -Teach/Model -Practice -Take the Letter</p> <p><b><u>Write Tt:</u></b> -Teach Capital T -Teach Lowercase t -Practice</p>	<p><b><u>Objectives:</u></b></p> <p><b><u>Concepts and Vocabulary:</u></b> -Tea Party; Animal Names</p> <p><b><u>Phonological Awareness:</u></b> -Blend Syllables; Match Initial Sounds</p> <p><b><u>Learning Strategy:</u></b> -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b> Recognize and Name Letters: Tt</p> <p><b><u>Phonics:</u></b> -Associate Letters and Sounds: /t/ Tt</p> <p><b><u>Handwriting:</u></b></p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Speaking - Chants &amp; Songs</b> <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group. <b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group. <b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups. <b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups. <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T24)</p>	<p>Teacher Edition – T24 – T27</p> <p>Phonics Picture Cards for Tt</p> <p><u>Alphachant Tt</u> by Lada Kratky</p> <p>Skills Practice Master 15 – handwriting practice</p> <p>Skills Practice Master 16 – take home book</p> <p>Alphachant CD – track #5</p> <p>Letter Card – h, s, t– one per child</p> <p>Phonics Picture Cards for Ff, Hh, Tt</p> <p>2 chips per student</p> <p>Finger puppet</p> <p>Straws and scissors</p> <p>Magnetic Board and Letters: f, h, t</p>	Progress Check – page T27	

				-Form Capital and Lowercase Letters: Tt		Real Materials (if possible): teapot, teacup, toast, toy tiger, toy turtle	
Lesson 6	<b>Aa</b>	Alligator Anchor Ant Apple Astronaut	<p><b>Listen and Chant:</b></p> <ul style="list-style-type: none"> <li>-Preview Vocabulary</li> <li>-Recite the Chant</li> </ul> <p><b>Building Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>-Match Initial Sounds</li> <li>-Blend Sounds</li> </ul> <p><b>Connect /a /, Aa</b></p> <ul style="list-style-type: none"> <li>-Teach/Model</li> <li>-Practice</li> <li>-Circle Match</li> </ul> <p><b>Write</b></p> <ul style="list-style-type: none"> <li>-Teach Capital A</li> <li>-Teach Lowercase a</li> <li>-Practice</li> </ul>	<p><b>Objectives:</b></p> <p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> <li>-Match Initial Sounds</li> <li>-Blend Sounds</li> </ul> <p><u>Learning Strategy:</u></p> <ul style="list-style-type: none"> <li>-Memorize and Recite</li> </ul> <p><u>Concepts of Print:</u></p> <ul style="list-style-type: none"> <li>-Recognize and Name Letters: Aa</li> </ul> <p><u>Phonics:</u></p> <ul style="list-style-type: none"> <li>-Associate Letters and Sounds: /a/ Aa</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>-Form Capital and Lowercase Letters: Aa</li> </ul>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Speaking - Chants &amp; Songs</b></p> <p><b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group.</p> <p><b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group.</p> <p><b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T28)</p> <p><b>Writing - Sounds &amp; Symbols</b></p> <p><b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough).</p> <p><b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws).</p> <p><b>Level 3:</b> Trace symbols or letters associated with pictures or realia.</p> <p><b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context.</p> <p><b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T31)</p>	<p>Teacher Edition – T28 – T31</p> <p>Phonics Picture Cards for Aa</p> <p><u>Alphachant Aa</u> by Lada Kratky</p> <p>Skills Practice Master 17 – handwriting practice</p> <p>Skills Practice Master 18 – take home book</p> <p>Alphachant CD – track #6</p> <p>Letter Card – A, a, M, m, T, t, h – one per child</p> <p>Finger puppet</p> <p>Masking tape</p> <p>Yarn and scissors</p>	Progress Check – page T31
Lesson 7	<b>Blending and Decoding With Short a Words</b>	Short a Words: Am Hat Sam Sat Mat Ham	<p><b>Progress Test:</b></p> <ul style="list-style-type: none"> <li>-Phonemic Awareness check</li> <li>-Using Assessment to Inform Instruction</li> </ul> <p><b>Listen and Chant</b></p> <ul style="list-style-type: none"> <li>-Short a Words</li> </ul> <p><b>Build Phonemic Awareness:</b></p> <ul style="list-style-type: none"> <li>-Blend sounds</li> <li>-Count Sounds in a Word</li> </ul> <p><b>Learn to Decode:</b></p> <ul style="list-style-type: none"> <li>-Connect Medial /a/ and a</li> </ul>	<p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> <li>-Blend Sounds</li> <li>-Count Sounds in a Word</li> </ul> <p><u>Learning Strategy:</u></p> <ul style="list-style-type: none"> <li>-Memorize and Recite</li> </ul> <p><u>Phonics and Decoding:</u></p> <ul style="list-style-type: none"> <li>-Associate Letters and Sounds: /a/ a</li> <li>-Blend Sounds and Decode Words</li> </ul> <p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>-Identify Details</li> </ul>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Reading - Forms of Print (Recognize that Print Carries Meaning)</b></p> <p><b>Level 1:</b> Distinguish between illustrated examples of print and non-print.</p> <p><b>Level 2:</b> Match illustrated examples of the same form of print (e.g., two signs, two magazines).</p> <p><b>Level 3:</b> Match function of different forms of print with illustrated examples (e.g., notes, lists, menus).</p> <p><b>Level 4:</b> Identify elements of print (e.g., letters, words sentences) represented in illustrated forms.</p> <p><b>Level 5:</b> Find elements of print in different forms (e.g., the same word in different fonts). (T36)</p>	<p>Teacher Edition – T32 – T37</p> <p>Letter-Sound Assessment Chart – T224</p> <p>Finger puppet</p> <p>Magnetic board and letters – a, f, h, s, S, s, t</p> <p><u>Let's Read Big Book</u> – pages 4-5</p> <p><u>Let's Read Big Book</u> – pages 6-9</p> <p>White Board and Markers – one per child</p> <p>White Board and Marker for teacher</p>	Progress Check – page T32

			<p>-Blend Sounds -Decode Words</p> <p><b>Read and Write</b> -Introduce Story -Decode Text -Interactive Writing</p>	<p><u>Writing:</u> -Maps Sounds to Letters to Write Words</p>			
Lesson 8	Cc	<p>Cage Cake Can Cap Car Carrot Cat Cup</p>	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b> -Segment a Word into Syllables -Match Initial Sounds</p> <p><b>Connect /k /, Cc</b> -Teach/Model -Practice -Sort Pictures by Beginning Sound</p> <p><b>Write Cc:</b> -Teach Capital C -Teach Lowercase c -Practice</p> <p><b>Blend Words and Sounds:</b> -Spell and Read am -Spell and Read ham -Spell and Read more words</p> <p><b>Read the Story:</b> -Preview the Story -Read and Build Comprehension</p> <p><b>Write Words</b></p>	<p><b>Objectives:</b></p> <p><u>Concepts and Vocabulary:</u> -Animals</p> <p><u>Phonological Awareness:</u> -Segment a Word into Syllables -Match Initial Sounds</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Language Pattern:</u> - _____ is fast(er), (est).</p> <p><u>Concepts of Print:</u> -Recognize and Name Letters: Cc</p> <p><u>Phonics:</u> -Associate Letters and Sounds: /k/ Cc</p> <p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Cc</p> <p><u>Decoding Strategy:</u> -Blend Sounds -Blend Sounds to Read Words</p> <p><u>Spelling:</u></p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b> <b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands. <b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands. <b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions. <b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions. <b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T43)</p> <p><b>Speaking - Chants &amp; Songs</b> <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group. <b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group. <b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups. <b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups. <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T38)</p> <p><b>Writing - Sounds &amp; Symbols</b> <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough). <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws). <b>Level 3:</b> Trace symbols or letters associated with pictures or realia. <b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context. <b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T41)</p> <p><b>Reading - Forms of Print (Recognize that Print Carries Meaning)</b> <b>Level 1:</b> Distinguish between illustrated examples of print and non-print.</p>	<p>Teacher Edition – T38 –T45</p> <p>Phonics Picture Cards for Cc</p> <p><u>Alphachant Cc</u> by Lada Kratky</p> <p>Skills Practice Master 19 – handwriting practice</p> <p>Skills Practice Master 20 – take home book</p> <p>Alphachant CD – track # 7</p> <p>Letter Card – a, c, h, m, s, t – one per child</p> <p>2 blocks per child</p> <p>Phonics Picture Cards for Cc, Ff, Mm</p> <p>Finger puppet</p> <p>Finger paint and paper</p> <p>Word Pocket Chart – one per child</p> <p>Picture of a ham on Page 5 of <u>Let’s Read Big Book</u></p> <p>Phonics Pictures Cards: 28, 67 (hat, cat)</p> <p>“Hats” from <u>Read-Alone Phonics Stories</u> (pages 1-4)</p>	<p>Progress Check – page T45</p>

				<p>-Words with Short Vowels</p> <p><u>Comprehension:</u> -Identify Key Events -Draw Conclusions</p> <p><u>Writing:</u> -Map Sounds to Letters to Write Words</p>	<p><b>Level 2:</b> Match illustrated examples of the same form of print (e.g., two signs, two magazines).</p> <p><b>Level 3:</b> Match function of different forms of print with illustrated examples (e.g., notes, lists, menus).</p> <p><b>Level 4:</b> Identify elements of print (e.g., letters, words sentences) represented in illustrated forms.</p> <p><b>Level 5:</b> Find elements of print in different forms (e.g., the same word in different fonts). (T44)</p>	Skills Practice Master 59, one per child	
Lesson 9	<b>Pp</b>	<p>Pan Parrot Pear Pencil Penguin Pig Pizza Pot Puppet</p>	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b> -Match Words -Isolate Initial and Final Sounds</p> <p><b>Connect /p /, Pp:</b> -Teach/Model -Practice -Match Letters and Pictures</p> <p><b>Write Pp:</b> -Teach Capital P -Teach Lowercase p -Practice</p> <p><b>Build Words and Blend Sounds:</b> -Spell and Read at -Spell and Read pat -Spell and Read More Words</p> <p><b>Read the Story:</b> -Preview the Story -Read and Build Comprehension</p>	<p><b>Objectives:</b></p> <p><u>Concepts and Vocabulary:</u> -Foods</p> <p><u>Language Pattern:</u> -Pass the _____.</p> <p><u>Phonological Awareness:</u> -Match Words -Isolate Initial and Final Sounds</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Concepts of Print:</u> Recognize and Name Letters: Pp</p> <p><u>Phonics:</u> -Associate Letters and Sounds: /p/ Pp</p> <p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Pp</p> <p><u>Decoding Strategy:</u> -Blend Sounds</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b></p> <p><b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands.</p> <p><b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands.</p> <p><b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions.</p> <p><b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions.</p> <p><b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T52)</p> <p><b>Speaking - Chants &amp; Songs</b></p> <p><b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group.</p> <p><b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group.</p> <p><b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T46)</p> <p><b>Reading - Same &amp; Different</b></p> <p><b>Level 1:</b> Match pictures and icons with those that are the same with a partner.</p> <p><b>Level 2:</b> Sort pictures and icons that are the same or different with a partner.</p> <p><b>Level 3:</b> Classify illustrated words that are the same or different with a partner.</p> <p><b>Level 4:</b> Identify letters in illustrated words that are the same or different with a partner.</p>	<p>Teacher Edition – T46 – T53</p> <p>Phonics Picture Cards for Pp</p> <p><u>Alphachant Pp</u> by Lada Kratky</p> <p>Skills Practice Master 21 – handwriting practice</p> <p>Skills Practice Master 22 – take home book</p> <p>Alphachant CD – track #8</p> <p>Pictures of a pear, peach, peanuts, and peas or the real foods</p> <p>Letter Card – a, m, p, t – one per child</p> <p>Elkonin boxes and chips</p> <p>Finger puppet</p> <p>Phonics Picture Cards for Mm, Ff, Pp</p> <p>Magnetic Letters: f, m, p</p> <p>Paper Bag</p> <p>Paintbrushes and water</p> <p>Word Pocket chart, one per child</p>	Progress Check – page T53

			<p><b><u>Write Words</u></b></p> <p>-Blend Sounds to Read Words</p> <p><u>Spelling:</u> -Words with Short Vowels</p> <p><u>Comprehension:</u> -Make Inferences -Make Predictions</p> <p><u>Writing:</u> -Map Sounds to Letters to Write Words</p>	<p><b>Level 5:</b> Point out features of words that are the same and different with a partner (e.g., capital vs. lower case letters). (T46)</p> <p><b>Reading - Forms of Print (Recognize that Print Carries Meaning)</b></p> <p><b>Level 1:</b> Distinguish between illustrated examples of print and non-print.</p> <p><b>Level 2:</b> Match illustrated examples of the same form of print (e.g., two signs, two magazines).</p> <p><b>Level 3:</b> Match function of different forms of print with illustrated examples (e.g., notes, lists, menus).</p> <p><b>Level 4:</b> Identify elements of print (e.g., letters, words sentences) represented in illustrated forms.</p> <p><b>Level 5:</b> Find elements of print in different forms (e.g., the same word in different fonts). (T52)</p>	<p>“Tap, Tap” from <u>Read-Along Phonics Stories</u> (pages 5-8)</p> <p>Skills Practice Master 59, One per child</p>		
Lesson 10	LI	<p>Ladder Lamp Leaf Lemon Lion Lizard Lock</p>	<p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the Chant</p> <p><b><u>Building Phonological Awareness:</u></b> -Match Initial Sounds -Blend Onset and Rime</p> <p><b><u>Connect /l, Ll:</u></b> -Teach/Model -Practice -Match Letters and Pictures</p> <p><b><u>Write Ll:</u></b> -Teach Capital L -Teach Lowercase l -Practice</p> <p><b><u>Build Words and Blend Sounds:</u></b> -Spell and Read at -Spell and Read mat -Spell and Read More Words</p>	<p><b><u>Objectives:</u></b></p> <p><u>Language Pattern:</u> -on a _____.</p> <p><u>Phonemic Awareness:</u> -Match Initial Sounds -Blend Onset and Rime</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Concepts of Print:</u> -Recognize and Name Letters: Ll</p> <p><u>Phonics:</u> -Associate Letters and Sounds: /l/ Ll</p> <p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Ll</p> <p><u>Decoding Strategy:</u> -Blend Sounds</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b></p> <p><b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands.</p> <p><b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands.</p> <p><b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions.</p> <p><b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions.</p> <p><b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T60)</p> <p><b>Speaking - Chants &amp; Songs</b></p> <p><b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group.</p> <p><b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group.</p> <p><b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T54)</p> <p><b>Reading - Forms of Print (Recognize that Print Carries Meaning)</b></p>	<p>Teacher Edition – T54 – 61</p> <p>Phonics Picture Cards for Ll</p> <p><u>Alphachant Ll</u> by Lada Kratky</p> <p>Skills Practice Master 23 – handwriting practice</p> <p>Skills Practice Master 24 – take home book</p> <p>Alphachant CD – track #9</p> <p>Phonics Picture Cards: 28, 48, 65, 83, 89 (hat, pig, car, tire, leaf)</p> <p>Letter Card – c, h, l, p, t, a, m, – one per child</p> <p>Sand trays</p> <p>Finger puppet</p> <p>Word Pocket chart – one per child</p> <p>“Sal Has a Pal” from <u>Read-Along Phonics Stories</u> (pages 9-12)</p>	<p>Progress Check – page T61</p>



			<p><b>Read the Story:</b> -Preview the Story -Read and Build Comprehension</p> <p><b>Write Words</b></p>	<p>-Blend Sounds to Read Words</p> <p><u>Spelling:</u> -Words with Short Vowels</p> <p><u>Comprehension:</u> -Identify Details -Confirm Predictions</p> <p><u>Writing:</u> -Map Sounds to Letters to Write Words</p>	<p><b>Level 1:</b> Distinguish between illustrated examples of print and non-print. <b>Level 2:</b> Match illustrated examples of the same form of print (e.g., two signs, two magazines). <b>Level 3:</b> Match function of different forms of print with illustrated examples (e.g., notes, lists, menus). <b>Level 4:</b> Identify elements of print (e.g., letters, words sentences) represented in illustrated forms. <b>Level 5:</b> Find elements of print in different forms (e.g., the same word in different fonts). (T60)</p>	<p>Skills Practice Master 59, one per child</p>	
Lesson 11	Gg	<p>Game Gate Gift Girl Goat Gorilla Guitar</p>	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b> -Isolate Initial and Final Sounds -Blend Onset and Rime</p> <p><b>Connect /g /, Gg:</b> -Teach/Model -Practice -Match Letters and Pictures</p> <p><b>Write Gg:</b> -Teach Capital G -Teach Lowercase g -Practice</p> <p><b>Build Words and Blend Sounds:</b> -Spell and Read at -Spell and Read mat</p>	<p><b>Objectives:</b></p> <p><u>Concepts and Vocabulary:</u> -Animals</p> <p><u>Language Pattern:</u> -The ____ goes in the ____.</p> <p><u>Phonological Awareness:</u> -Isolate Initial and Final Sounds -Blend Onset and Rime</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Concepts of Print:</u> -Recognize and Name Letters: Gg</p> <p><u>Phonics:</u> -Associate Letters and Sounds: /g/ Gg</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b> <b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands. <b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands. <b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions. <b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions. <b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T68)</p> <p><b>Speaking - Chants &amp; Songs</b> <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group. <b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group. <b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups. <b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups. <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T62)</p> <p><b>Writing - Sounds &amp; Symbols</b></p>	<p>Teacher Edition – T62 – T69</p> <p>Phonics Picture Cards for Gg</p> <p><u>Alphachant Gg</u> by Lada Kratky</p> <p>Skills Practice Master 25 – handwriting practice</p> <p>Skills Practice Master 26 – take home book</p> <p>Alphachant CD – track #10</p> <p>Picture of a goat, goose, and gorilla or toy animal figures</p> <p>Phonics Picture Cards: 7, 16, 18, 25, 57, 89 (mop, sock, fan, hat, goat, leaf)</p> <p>Letter Card – f, g, h, l, m, s, a, p, t – one per child</p> <p>3 blocks per child</p> <p>Finger puppet</p>	<p>Progress Check – page T69</p>

			<p>-Spell and Read More Words</p> <p><b>Read the Story:</b> -Preview the Story -Read and Build Comprehension</p> <p><b>Write Words</b></p>	<p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Gg</p> <p><u>Decoding Strategy:</u> -Blend Sounds -Blend Sounds to Read Words</p> <p><u>Spelling:</u> -Words with Short Vowels</p> <p><u>Comprehension:</u> -Identify Character's Feelings -Draw Conclusions</p> <p><u>Writing:</u> -Map Sounds to Letters to Write Words</p>	<p><b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough). <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws). <b>Level 3:</b> Trace symbols or letters associated with pictures or realia. <b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context. <b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T65)</p> <p><b>Reading - Forms of Print (Recognize that Print Carries Meaning)</b> <b>Level 1:</b> Distinguish between illustrated examples of print and non-print. <b>Level 2:</b> Match illustrated examples of the same form of print (e.g., two signs, two magazines). <b>Level 3:</b> Match function of different forms of print with illustrated examples (e.g., notes, lists, menus). <b>Level 4:</b> Identify elements of print (e.g., letters, words sentences) represented in illustrated forms. <b>Level 5:</b> Find elements of print in different forms (e.g., the same word in different fonts). (T68)</p>	<p>Construction paper, glitter, glue</p> <p>Word Pocket chart – one per child</p> <p>“Tag!” from <u>Read-Along Phonics Stories</u> (pages 13-16)</p> <p>Skills Practice Master 59 – one per child</p>	
Lesson 12	<b>Rr</b>	<p>Rabbit Rake Red Ribbon Ring Rope Ruler</p>	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b> -Identifying Rhyming Words -Match Initial Sounds</p> <p><b>Connect /r /, Rr:</b> -Teach/Model -Practice -Match Letters and Pictures</p> <p><b>Write Rr:</b> -Teach Capital R -Teach Lowercase r -Practice</p>	<p><b>Objectives:</b></p> <p><u>Concepts and Vocabulary:</u> -Rain</p> <p><u>Phonological Awareness:</u> -Identify Rhyming Words -Match Initial Sounds</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Concepts of Print:</u> -Recognize and Name Letters: Rr</p> <p><u>Phonics:</u> -Associate Letters and Sounds: /r/ Rr</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b> <b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands. <b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands. <b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions. <b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions. <b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T76)</p> <p><b>Speaking - Chants &amp; Songs</b> <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group. <b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group.</p>	<p>Teacher Edition – T70 – T77</p> <p>Phonics Picture Cards for Rr</p> <p><u>Alphachant Rr</u> by Lada Kratky</p> <p>Skills Practice Master 27 – handwriting practice</p> <p>Skills Practice Master 28 – take home book</p> <p>Alphachant CD – track #11</p> <p>Phonics Picture Cards: 43, 53, 57, 62, 64, 71, 72, 74, 76, 88, 89, 91 (pan, game, goat, cake, cap, rake, red, ring, rug, lamp, leaf, lion)</p> <p>Phonics Picture Cards for Gg, Rr, Tt</p>	<p>Progress Check – page T77</p>

			<p><b>Build Words and Blend Sounds:</b> -Spell and Read at -Spell and Read hat -Spell and Read More Words</p> <p><b>Read the Story:</b> -Preview the Story -Read and Build Comprehension</p> <p><b>Write Words</b></p>	<p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Rr</p> <p><u>Decoding Strategy:</u> -Blend Sounds -Blend Sounds to Read Words</p> <p><u>Spelling:</u> -Words with Short Vowels</p> <p><u>Comprehension:</u> -Use Pictures -Identify Character's Motive</p> <p><u>Writing:</u> -Map Sounds to Letters to Write Words</p>	<p><b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups. <b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups. <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T70) <b>Speaking - Rhyme</b> <b>Level 1:</b> Repeat words or phrases from rhymes supported by illustrations. <b>Level 2:</b> Complete phrases from rhymes supported by illustrated models. <b>Level 3:</b> Describe persons or events in rhymes supported by illustrations. <b>Level 4:</b> Discuss what happens (plot or events) in rhymes supported by illustrations. <b>Level 5:</b> Paraphrase rhymes supported by illustrations. (T70) <b>Reading - Forms of Print (Recognize that Print Carries Meaning)</b> <b>Level 1:</b> Distinguish between illustrated examples of print and non-print. <b>Level 2:</b> Match illustrated examples of the same form of print (e.g., two signs, two magazines). <b>Level 3:</b> Match function of different forms of print with illustrated examples (e.g., notes, lists, menus). <b>Level 4:</b> Identify elements of print (e.g., letters, words sentences) represented in illustrated forms. <b>Level 5:</b> Find elements of print in different forms (e.g., the same word in different fonts). (T76)</p>	<p>Letter Card – g, r, t, a, h, s, – one per child</p> <p>Paintbrushes and water</p> <p>Finger puppet</p> <p>Word Pocket Chart – one per child</p> <p>“Rags” from <u>Read-Alone Phonics Stories</u> (pages 17-20)</p> <p>Skills Practice Master 59</p>	
Lesson 13	Ee	<p>Egg Elbow Elephant Elevator Envelope</p>	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b> -Match Initial Sounds -Blend Sounds</p> <p><b>Connect /e /, Ee:</b> -Teach/Model -Practice -Match Letters and Sounds</p> <p><b>Write Ee:</b> -Teach Capital E -Teach Lowercase e -Practice</p>	<p><b>Objectives:</b></p> <p><u>Concepts and Vocabulary:</u> -Eggs, Animals</p> <p><u>Language Pattern:</u> -These _____.</p> <p><u>Phonological Awareness:</u> -Match Initial Sounds -Blend Sounds</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Concepts of Print:</u> Recognize and Name Letters: Ee</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants) <b>Speaking - Chants &amp; Songs</b> <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group. <b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group. <b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups. <b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups. <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T78) <b>Writing - Sounds &amp; Symbols</b> <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough). <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws). <b>Level 3:</b> Trace symbols or letters associated with pictures or realia.</p>	<p>Teacher Edition – T78 – T81</p> <p>Phonics Picture Cards for Ee</p> <p><u>Alphachant Ee</u> by Lada Kratky</p> <p>Skills Practice Master 29 – handwriting practice</p> <p>Skills Practice Master 30 – take home book</p> <p>Alphachant CD – track #12</p> <p>Phonics Picture Cards: 21, 85, 109, 159, 167, 171, 172, 173 (fish, turtle, duck, ax, ant, egg, elbow, elephant)</p> <p>Magnetic board and Letters – a, e, l, p, r</p>	<p>Progress Check – page T81</p>

				<p><u>Phonics:</u> -Associate Letters and Sounds: /e/ Ee</p> <p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Ee</p>	<p><b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context.</p> <p><b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T81)</p>	<p>Sand trays</p> <p>Letter Card – e, p, r – one per child</p> <p>Finger puppet</p>	
Lesson 14	<b>Blending and Decoding Short e Words</b>	<p>Egg Set Peg Met Leg Pet</p>	<p><b>Progress Test:</b> -Phonemic Awareness check -Using Assessment to Inform Instruction</p> <p><b>Listen and Chant</b> -Short e Words</p> <p><b>Build Phonemic Awareness:</b> -Blend sounds -Count Sounds in a Word</p> <p><b>Learn to Decode:</b> -Connect Medial /e/ and e -Blend Sounds -Decode Words</p> <p><b>Read and Write</b> -Introduce Story -Decode Text -Interactive Writing</p>	<p><u>Phonemic Awareness:</u> -Blend Sounds -Count Sounds in a Word</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Phonics and Decoding:</u> -Associate Letters and Sounds: /e/ e -Blend Sounds and Decode Words</p> <p><u>Comprehension:</u> -Identify Details</p> <p><u>Writing:</u> -Maps Sounds to Letters to Write Words</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Reading - Forms of Print (Recognize that Print Carries Meaning)</b></p> <p><b>Level 1:</b> Distinguish between illustrated examples of print and non-print.</p> <p><b>Level 2:</b> Match illustrated examples of the same form of print (e.g., two signs, two magazines).</p> <p><b>Level 3:</b> Match function of different forms of print with illustrated examples (e.g., notes, lists, menus).</p> <p><b>Level 4:</b> Identify elements of print (e.g., letters, words sentences) represented in illustrated forms.</p> <p><b>Level 5:</b> Find elements of print in different forms (e.g., the same word in different fonts). (T86)</p>	<p>Teacher Edition – T82 – T87</p> <p>Letter-Sound Assessment Chart – T224</p> <p>Finger puppet</p> <p>Magnetic board and letters – e, g, l, t, s, p, P</p> <p><u>Let's Read Big Book</u> – pages 10-11</p> <p><u>Let's Read Big Book</u> – pages 12-15</p> <p>White Board and Markers – one per child</p> <p>White Board and Marker for teacher</p>	<p>Progress Check – page T82</p>
Lesson 15	<b>Dd</b>	<p>Deer Desk Dime Dog Doll Donkey Door Duck</p>	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b> -Match and Isolate Initial Sounds -Blend Sounds</p>	<p><b>Objectives:</b></p> <p><u>Concepts and Vocabulary:</u> -Animals</p> <p><u>Language Pattern:</u> -Do ____ like to ____?</p>	<p><b>L.K2.C</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Speaking - Chants &amp; Songs</b></p> <p><b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group.</p> <p><b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group.</p> <p><b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups.</p>	<p>Teacher Edition – T88 – T95</p> <p>Phonics Picture Cards for Dd</p> <p><u>Alphachant Dd</u> by Lada Kratky</p> <p>Skills Practice Master 31 – handwriting practice</p> <p>Skills Practice Master 32 – take home book</p>	<p>Progress Check – page T95</p>

		<p><b><u>Connect /d /, Dd:</u></b>          -Teach/Model          -Practice          -Match Letters and Sounds</p> <p><b><u>Write Dd:</u></b>          -Teach Capital D          -Teach Lowercase d          -Practice</p> <p><b><u>Build Words and Blend Sounds:</u></b>          -Spell and Read am          -Spell and Read ham          -Spell and Read More Words</p> <p><b><u>Read the Story:</u></b>          -Preview the Story          -Read and Build Comprehension</p> <p><b><u>Write Words</u></b></p>	<p><b><u>Phonological Awareness:</u></b>          -Match and Isolate Initial Sounds          -Blend Sounds</p> <p><b><u>Learning Strategy:</u></b>          -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b>          -Recognize and Name Letters: Dd</p> <p><b><u>Phonics:</u></b>          -Associate Letters and Sounds: /d/ Dd</p> <p><b><u>Handwriting:</u></b>          -Form Capital and Lowercase Letters: Dd          -Form Capital and Lowercase Letters: Dd</p> <p><b><u>Decoding Strategy:</u></b>          -Blend Sounds          - Blend Sounds and Read Words</p> <p><b><u>Spelling:</u></b>          -Words with Short Vowels</p> <p><b><u>Comprehension:</u></b>          -Identify Cause          -Use Pictures</p> <p><b><u>Writing:</u></b>          -Map Sounds to Letters to Write Words</p>	<p><b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups.  <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T88)  <b>Writing - Sounds &amp; Symbols</b>  <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough).  <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws).  <b>Level 3:</b> Trace symbols or letters associated with pictures or realia.  <b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context.  <b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T91)  <b>Reading - Forms of Print (Recognize that Print Carries Meaning)</b>  <b>Level 1:</b> Distinguish between illustrated examples of print and non-print.  <b>Level 2:</b> Match illustrated examples of the same form of print (e.g., two signs, two magazines).  <b>Level 3:</b> Match function of different forms of print with illustrated examples (e.g., notes, lists, menus).  <b>Level 4:</b> Identify elements of print (e.g., letters, words sentences) represented in illustrated forms.  <b>Level 5:</b> Find elements of print in different forms (e.g., the same word in different fonts). (T94)</p>	<p>Alphachant CD – track #13</p> <p>Phonics Picture Cards: 102, 105, 109, 88, 91, 93 (deer, dog, duck, lamp, lion, lock)</p> <p>Magnetic Board and Letters – d, l, r, e</p> <p>Letter Card – a, d, h, m, s – one per child</p> <p>Finger puppet</p> <p>Clay</p> <p>Word Pocket Chart – One per child</p> <p>“Dad and Ted” from <u>Read-Along Phonics Stories</u> (pages 21-24)</p> <p>Skills Practice Master 59 – one per child</p>	
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Lesson 16	<b>Kk</b>	Kangaro o Key King Kit Kite Kitten	<p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the Chant</p> <p><b><u>Building Phonological Awareness:</u></b> -Match and Isolate Initial Sounds -Isolate Final Sounds</p> <p><b><u>Connect / k/, Kk:</u></b> -Teach/Model -Practice -Match Letters and Pictures</p> <p><b><u>Write Kk:</u></b> -Teach Capital K -Teach Lowercase k -Practice</p> <p><b><u>Build Words and Blend Sounds:</u></b> -Spell and Read at -Spell and Read pat -Spell and Read More Words</p> <p><b><u>Read the Story:</u></b> -Preview the Story -Read and Build Comprehension</p> <p><b><u>Write Words</u></b></p>	<p><b><u>Objectives:</u></b></p> <p><b><u>Language Pattern:</u></b> -Kids like _____.</p> <p><b><u>Phonological Awareness:</u></b> -Match and Isolate Initial Sounds -Isolate Final Sound</p> <p><b><u>Learning Strategy:</u></b> -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b> -Recognize and Name Letters: Kk</p> <p><b><u>Phonics:</u></b> -Associate Letters and Sounds: /k/ Kk</p> <p><b><u>Handwriting:</u></b> -Form Capital and Lowercase Letters: Kk</p> <p><b><u>Decoding Strategy:</u></b> -Blend Sounds -Blend Sounds to Read Words</p> <p><b><u>Spelling:</u></b> -Words with Short Vowels</p> <p><b><u>Comprehension:</u></b> -Identify Details -Make Predictions</p> <p><b><u>Writing:</u></b> -Map Sounds to Letters to Write Words</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b></p> <p><b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands.</p> <p><b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands.</p> <p><b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions.</p> <p><b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions.</p> <p><b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T102)</p> <p><b>Speaking - Chants &amp; Songs</b></p> <p><b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group.</p> <p><b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group.</p> <p><b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T96)</p> <p><b>Writing -Sounds &amp; Symbols</b></p> <p><b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough).</p> <p><b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws).</p> <p><b>Level 3:</b> Trace symbols or letters associated with pictures or realia.</p> <p><b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context.</p> <p><b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T99)</p> <p><b>Reading - Forms of Print (Recognize that Print Carries Meaning)</b></p> <p><b>Level 1:</b> Distinguish between illustrated examples of print and non-print.</p> <p><b>Level 2:</b> Match illustrated examples of the same form of print (e.g., two signs, two magazines).</p> <p><b>Level 3:</b> Match function of different forms of print with illustrated examples (e.g., notes, lists, menus).</p> <p><b>Level 4:</b> Identify elements of print (e.g., letters, words sentences) represented in illustrated forms.</p>	<p>Teacher Edition – T96 – T103</p> <p>Phonics Picture Cards for Kk</p> <p><u>Alphachant Kk</u> by Lada Kratky</p> <p>Skills Practice Master 33 – handwriting practice</p> <p>Skills Practice Master 34 – take home book</p> <p>Alphachant CD – track #14</p> <p>Letter Card – k, a, e, g, p, s, t, d – one per child</p> <p>Finger puppet</p> <p>Paper Bag</p> <p>Phonics Picture Cards: 96, 97, 99, 105, 108, 109 (key, king, kite, dog, door, duck)</p> <p>Elkonin boxes and chips</p> <p>Phonics Picture Cards for Dd, Ee, Kk</p> <p>Cut straws</p> <p>Glue</p> <p>Construction paper</p> <p>Word Pocket Chart – One per child</p> <p>“Pets” from <u>Read-Alone Phonics Stories</u> (pages 25-28)</p> <p>Skills Practice Master 59 – one per child</p>	Progress Check – page T103
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					<b>Level 5:</b> Find elements of print in different forms (e.g., the same word in different fonts). (T102)		
Lesson 17	<b>Nn</b>	Nail Necklace Needle Nest Nine Noodles Nose Nut	<p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the Chant</p> <p><b><u>Building Phonological Awareness:</u></b> -Match and Isolate Initial Sounds -Picture Cards -Isolate Final Sounds</p> <p><b><u>Connect / n/, Nn:</u></b> -Teach/Model -Practice -Picture and Letter Sort</p> <p><b><u>Write Nn:</u></b> -Teach Capital N -Teach Lowercase n -Practice</p> <p><b><u>Build Words and Blend Sounds:</u></b> -Spell and Read an -Spell and Read ran -Spell and Read More Words</p> <p><b><u>Read the Story:</u></b> -Preview the Story -Read and Build Comprehension</p> <p><b><u>Write Words</u></b></p>	<p><b><u>Objectives:</u></b></p> <p><b><u>Concepts and Vocabulary:</u></b> -Food -Body Parts</p> <p><b><u>Language Pattern:</u></b> -I see _____.</p> <p><b><u>Phonemic Awareness:</u></b> -Match and Isolate Initial Sounds -Isolate Final Sounds</p> <p><b><u>Learning Strategy:</u></b> -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b> -Recognize and Name Letters: Nn</p> <p><b><u>Phonics:</u></b> -Associate Letters and Sounds: /n/ Nn</p> <p><b><u>Handwriting:</u></b> -Form Capital and Lowercase Letters: Nn</p> <p><b><u>Decoding Strategy:</u></b> -Blend Sounds -Blend Sounds to Read Words</p> <p><b><u>Spelling:</u></b> -Words with Short Vowels</p> <p><b><u>Comprehension:</u></b> -Identify Key Events -Identify Character's Feelings</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b></p> <p><b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands.</p> <p><b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands.</p> <p><b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions.</p> <p><b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions.</p> <p><b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T110)</p> <p><b>Speaking - Chants &amp; Songs</b></p> <p><b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group.</p> <p><b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group.</p> <p><b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups.</p> <p><b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T104)</p> <p><b>Reading - Forms of Print (Recognize that Print Carries Meaning)</b></p> <p><b>Level 1:</b> Distinguish between illustrated examples of print and non-print.</p> <p><b>Level 2:</b> Match illustrated examples of the same form of print (e.g., two signs, two magazines).</p> <p><b>Level 3:</b> Match function of different forms of print with illustrated examples (e.g., notes, lists, menus).</p> <p><b>Level 4:</b> Identify elements of print (e.g., letters, words sentences) represented in illustrated forms.</p> <p><b>Level 5:</b> Find elements of print in different forms (e.g., the same word in different fonts). (T110)</p>	<p>Teacher Edition – T104 – T111</p> <p>Phonics Picture Cards for Nn</p> <p><u>Alphachant Nn</u> by Lada Kratky</p> <p>Skills Practice Master 35 – handwriting practice</p> <p>Skills Practice Master 36 – take home book</p> <p>Alphachant CD – track #15</p> <p>Phonics Picture Cards: 96, 97, 99, 119, 125, 126 (key, king, kite, nail, nose, nut)</p> <p>Phonics Picture Cards: Dd, Kk, Nn</p> <p>Magnetic letters (include several n’s)</p> <p>Shallow cookie tray</p> <p>Paintbrushes and water</p> <p>Word Pocket Chart – one per child</p> <p>Letter Card – a, h, n, p, r – one per child</p> <p>“The Nap” from <u>Read-Along Phonics Stories</u> (pages 29-32)</p> <p>Skills Practice Master 59 – one per child</p> <p>Finger puppet</p>	Progress Check – page T111

				<p><u>Writing:</u> -Map Sounds to Letters to Write Words</p>			
Lesson 18	Vv	<p>Vacuum Valentine Van Vase Vest Violin</p>	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b> -Match and Isolate Initial Sounds -Picture Cards -Isolate Medial Sound</p> <p><b>Connect /v /, Vv:</b> -Teach/Model -Practice -Match Letters and Pictures</p> <p><b>Write Vv:</b> -Teach Capital V -Teach Lowercase v -Practice</p> <p><b>Build Words and Blend Sounds:</b> -Spell and Read an -Spell and Read van -Spell and Read More Words</p> <p><b>Read the Story:</b> -Preview the Story -Read and Build Comprehension</p> <p><b>Write Words</b></p>	<p><b>Objectives:</b></p> <p><u>Concepts and Vocabulary:</u> -Clothing</p> <p><u>Phonemic Awareness:</u> -Match and Isolate Initial Sounds -Isolate Medial Sound</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Concepts of Print:</u> -Recognize and Name Letters: Vv</p> <p><u>Phonics:</u> -Associate Letters and Sounds: /v/ Vv</p> <p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Vv</p> <p><u>Decoding Strategy:</u> -Blend Sounds -Blend Sounds to Read Words</p> <p><u>Spelling:</u> -Words with Short Vowels</p> <p><u>Comprehension:</u> -Identify Sequence -Identify Cause and Effect</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b> <b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands. <b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands. <b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions. <b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions. <b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T118)</p> <p><b>Speaking - Chants &amp; Songs</b> <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group. <b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group. <b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups. <b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups. <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T112)</p> <p><b>Reading - Forms of Print (Recognize that Print Carries Meaning)</b> <b>Level 1:</b> Distinguish between illustrated examples of print and non-print. <b>Level 2:</b> Match illustrated examples of the same form of print (e.g., two signs, two magazines). <b>Level 3:</b> Match function of different forms of print with illustrated examples (e.g., notes, lists, menus). <b>Level 4:</b> Identify elements of print (e.g., letters, words sentences) represented in illustrated forms. <b>Level 5:</b> Find elements of print in different forms (e.g., the same word in different fonts). (T118)</p>	<p>Teacher Edition – T112 – T119</p> <p>Phonics Picture Cards for Vv</p> <p><u>Alphachant Vv</u> by Lada Kratky</p> <p>Skills Practice Master 37 – handwriting practice</p> <p>Skills Practice Master 38 – take home book</p> <p>Alphachant CD – track #16</p> <p>Real Vest or paper vest made from a large grocery bag (colored and decorated like a real vest)</p> <p>Phonics Picture Cards: 102, 106, 109, 130, 131, 132 (deer, doll, duck, van, vase, vest)</p> <p>Phonics Picture Cards: Kk, Nn, Vv</p> <p>Phonics Picture Cards: 102, 106, 109, 130, 131, 132 (deer, doll, duck, van, vase, vest)</p> <p>Magnetic Letters: k, n, v</p> <p>Paper bag</p> <p>Large cutout of a van</p> <p>Letter Card – a, e, n, p, t, v – one per child</p> <p>Three blocks per child</p>	<p>Progress Check – page T119</p>



				<p><u>Writing:</u> -Map Sounds to Letters to Write Words</p>		<p>Finger puppet</p> <p>A piece of velvet fabric</p> <p>Clay</p> <p>Word pocket chart – one per child</p> <p>Picture of a pan and a pen or the real objects</p> <p>“The Red Van” from <u>Read-Alone Phonics Stories</u> (pages 33-36)</p> <p>Skills Practice Master 59</p>	
Lesson 19	<b>Oo</b>	<p>Octopus Olive Ostrich Otter</p>	<p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the Chant</p> <p><b><u>Building Phonological Awareness:</u></b> -Match and Isolate Initial Sounds -Picture Cards -Isolate Medial Sound</p> <p><b><u>Connect /o /, Oo:</u></b> -Teach/Model -Practice -Match Letters and Sounds</p> <p><b><u>Write Oo:</u></b> -Teach Capital O -Teach Lowercase o -Practice</p>	<p><b><u>Objectives:</u></b></p> <p><b><u>Concepts and Vocabulary:</u></b> -Animals</p> <p><b><u>Language Pattern:</u></b> - _____ gets on the boat.</p> <p><b><u>Phonemic Awareness:</u></b> -Match and Isolate Initial Sounds -Isolate Medial Sounds</p> <p><b><u>Learning Strategy:</u></b> -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b> -Recognize and Name Letters: Oo</p> <p><b><u>Phonics:</u></b> -Associate Letters and Sounds: /o/ Oo</p> <p><b><u>Handwriting:</u></b></p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Speaking - Chants &amp; Songs</b> <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group. <b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group. <b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups. <b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups. <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T120)</p> <p><b>Writing - Sounds &amp; Symbols</b> <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough). <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws). <b>Level 3:</b> Trace symbols or letters associated with pictures or realia. <b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context. <b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T123)</p>	<p>Teacher Edition – T120 – T123</p> <p>Phonics Picture Cards for Oo</p> <p>Phonics Picture Cards: 28, 30, 32, 183, 184, 185 (hat, hen, hose, olive, ostrich, otter)</p> <p><u>Alphachant Oo</u> by Lada Kratky</p> <p>Skills Practice Master 39 – handwriting practice</p> <p>Skills Practice Master 40 – take home book</p> <p>Alphachant CD – track #17</p> <p>Letter Card – n, o, v – one per child</p> <p>Three blocks per child</p> <p>Finger puppet</p> <p>Magnetic board and letters: a, o, v</p> <p>Finger paint and paper</p>	<p>Progress Check – page T123</p>

				-Form Capital and Lowercase Letters: Oo			
Lesson 20	<b>Blending and Decoding Short o Words</b>	On Dog Lot Log Hop Top	<p><b>Progress Test:</b> -Phonemic Awareness check -Using Assessment to Inform Instruction</p> <p><b>Listen and Chant</b> -Short o Words</p> <p><b>Build Phonemic Awareness:</b> -Blend sounds -Count Sounds in a Word</p> <p><b>Learn to Decode:</b> -Connect Medial /o/ and o -Blend Sounds -Decode Words</p> <p><b>Read and Write</b> -Introduce Story -Decode Text -Interactive Writing</p>	<p><b>Phonemic Awareness:</b> -Blend Sounds -Count Sounds in a Word</p> <p><b>Learning Strategy:</b> -Memorize and Recite</p> <p><b>Phonics and Decoding:</b> -Associate Letters and Sounds: /o/ o -Blend Sounds to Decode Words</p> <p><b>Comprehension:</b> -Identify Details</p> <p><b>Writing:</b> -Maps Sounds to Letters to Write Words</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p>	<p>Teacher Edition – T124 – 129</p> <p>Letter-Sound Assessment Chart – T224</p> <p>Elkonin boxes and chips</p> <p>Finger puppet</p> <p>Magnetic board and letters: d, d, g, h, l, n, o, p, r, t</p> <p><u>Let's Read Big Book</u> (pages 16-17)</p> <p>Whiteboards (mini) and markers</p>	Progress Check – page T124
Lesson 21	<b>Jj</b>	Jacket Jar Jeans Jelly beans Jet	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b> -Match and Isolate Initial Sounds -Picture Cards -Generating Rhyming Words</p> <p><b>Connect / j/, Jj:</b> -Teach/Model -Practice</p>	<p><b>Objectives:</b></p> <p><b>Concepts and Vocabulary:</b> -Food</p> <p><b>Language Pattern:</b> -Where's the ____? In the ____.</p> <p><b>Phonological Awareness:</b> -Match and Isolate Sounds -Generate Rhyming Words</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Speaking - Chants &amp; Songs</b> <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group. <b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group. <b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups. <b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups. <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T130)</p> <p><b>Speaking - Rhyme</b> <b>Level 1:</b> Repeat words or phrases from rhymes supported by illustrations.</p>	<p>Teacher Edition – T130 – 137</p> <p>Phonics Picture Cards for Jj</p> <p><u>Alphachant Jj</u> by Lada Kratky</p> <p>Skills Practice Master 41 – handwriting practice</p> <p>Skills Practice Master 42 – take home book</p> <p>Alphachant CD – track #18</p> <p>Phonics Picture Cards: 144, 145, 147, 119, 122, 125 (jar, jeans, jet, nail, nest, nose)</p>	Progress Check – page T137

			<p>-Match Letters and Pictures</p> <p><b>Write Jj:</b> -Teach Capital J -Teach Lowercase j -Practice</p> <p><b>Build Words and Blend Sounds:</b> -Spell and Read at -Spell and Read sat -Spell and Read More Words</p> <p><b>Read the Story:</b> -Preview the Story -Read and Build Comprehension</p> <p><b>Write Words</b></p>	<p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Concepts of Print:</u> -Recognize and Name Letters: Jj</p> <p><u>Phonics:</u> -Associate Letters and Sounds: /j/ Jj</p> <p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Jj</p> <p><u>Decoding Strategy:</u> -Blend Sounds -Blend Sounds to Read Words</p> <p><u>Spelling:</u> -Words with Short Vowels</p> <p><u>Comprehension:</u> -Draw Conclusions -Identify Characters' Feelings</p> <p><u>Writing:</u> -Map Sounds to Letters to Write Words</p>	<p><b>Level 2:</b> Complete phrases from rhymes supported by illustrated models. <b>Level 3:</b> Describe persons or events in rhymes supported by illustrations. <b>Level 4:</b> Discuss what happens (plot or events) in rhymes supported by illustrations. <b>Level 5:</b> Paraphrase rhymes supported by illustrations. (T130)</p>	<p>Phonics Picture Cards for Jj, Nn, Pp</p> <p>Letter Card – a, e, j, p, s, t, g, k – one per child</p> <p>Clay</p> <p>Word Pocket Chart – one per child</p> <p>Finger puppet</p> <p>“Dog and I” from <u>Read-Along Phonics Stories</u> (pages 37-40)</p> <p>Skills Practice Master 59 – one per child</p>	
Lesson 22	<b>Bb</b>	<p>Baby Ball Bat Bear Bell Bike Boat Book</p>	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b> -Match and Isolate Initial Sounds -Picture Cards</p>	<p><b>Objectives:</b></p> <p><u>Language Pattern:</u> -a ____ on a ____.</p> <p><u>Phonological Awareness:</u> -Match and Isolate Initial Sounds -Generate Rhyming Words</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants) <b>Speaking - Chants &amp; Songs</b> <b>Level 1:</b> Repeat key words in chants or songs from picture cues in a whole group. <b>Level 2:</b> Chant phrases or short sentences in chants or songs using gestures from picture cues in a whole group. <b>Level 3:</b> Rehearse short chants or songs using gestures from picture cues in whole or small groups.</p>	<p>Teacher Edition – T138 – T145</p> <p>Phonics Picture Cards for Bb</p> <p><u>Alphachant Bb</u> by Lada Kratky</p> <p>Skills Practice Master 43 – handwriting practice</p> <p>Skills Practice Master 44 – take home book</p>	<p>Progress Check – page T145</p>

			<p>-Generate Rhyming Words</p> <p><b>Connect /b /, Bb:</b> -Teach/Model -Practice -Match Letters and Pictures</p> <p><b>Write Bb:</b> -Teach Capital B -Teach Lowercase b -Practice</p> <p><b>Build Words and Blend Sounds:</b> -Spell and Read am -Spell and Read ham -Spell and Read More Words</p> <p><b>Read the Story:</b> -Preview the Story -Read and Build Comprehension</p> <p><b>Write Words</b></p>	<p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Concepts of Print:</u> -Recognize and Name Letters: Bb</p> <p><u>Phonics:</u> -Associate Letters and Sounds: /b/ Bb</p> <p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Bb</p> <p><u>Decoding Strategy:</u> -Blend Sounds -Blend Sounds to Read Words</p> <p><u>Spelling:</u> -Words with Short Vowels</p> <p><u>Comprehension:</u> -Identify Sequence -Make Inferences</p> <p><u>Writing:</u> -Map Sounds to Letters to Write Words</p>	<p><b>Level 4:</b> Complete short chants or songs using gestures from picture cues in whole or small groups. <b>Level 5:</b> Recite chants or songs using gestures from memory in whole or small groups. (T138)</p> <p><b>Writing - Sounds &amp; Symbols</b> <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough). <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws). <b>Level 3:</b> Trace symbols or letters associated with pictures or realia. <b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context. <b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T141)</p> <p><b>Speaking - Rhyme</b> <b>Level 1:</b> Repeat words or phrases from rhymes supported by illustrations. <b>Level 2:</b> Complete phrases from rhymes supported by illustrated models. <b>Level 3:</b> Describe persons or events in rhymes supported by illustrations. <b>Level 4:</b> Discuss what happens (plot or events) in rhymes supported by illustrations. <b>Level 5:</b> Paraphrase rhymes supported by illustrations. (T138)</p>	<p>Alphachant CD – track #19</p> <p>Pictures of a bear, a bee, a bow, and a bus</p> <p>Phonics Picture Cards: 36, 38, 39, 96, 97, 99 (bat, bell, bike, key, king, kite)</p> <p>Phonics Picture Cards: Bb, Jj, Nn</p> <p>Letter Card – b, j, n, a, g, h, m, t, k, p – one per child</p> <p>Sponges and water</p> <p>Finger puppet</p> <p>Word pocket charts – one per child</p> <p>“The Toss” from <u>Read-Along Phonics Stories</u> (pages 41-44)</p> <p>Skills Practice Master 59 – one per child</p>	
Lesson 23	<b>Ww</b>	<p>Wallet Watch Watermelon Wig Window Wing Worm</p>	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b> -Match and Isolate Initial Sounds -Segment a Word into Sounds</p> <p><b>Learning Strategy:</b> -Memorize and Recite</p>	<p><b>Objectives:</b></p> <p><u>Phonemic Awareness:</u> -Match and Isolate Initial Sounds -Segment a Word into Sounds</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Writing - Sounds &amp; Symbols</b> <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough). <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws). <b>Level 3:</b> Trace symbols or letters associated with pictures or realia. <b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context.</p>	<p>Teacher Edition – T146 – T153</p> <p>Phonics Picture Cards for Ww</p> <p><u>Alphachant Ww</u> by Lada Kratky</p> <p>Skills Practice Master 45 – handwriting practice</p> <p>Skills Practice Master 46 – take home book</p>	Progress Check – page T153

			<p><b><u>Connect /w /, Ww:</u></b> -Teach/Model -Practice -Match Letters and Pictures</p> <p><b><u>Write Ww:</u></b> -Teach Capital W -Teach Lowercase w -Practice</p> <p><b><u>Build Words and Blend Sounds:</u></b> -Spell and Read an -Spell and Read tan -Spell and Read More Words</p> <p><b><u>Read the Story</u></b> -Preview the Story -Read and Build Comprehension</p> <p><b><u>Write Words</u></b></p>	<p><b><u>Concepts of Print:</u></b> -Recognize and Name Letters: Ww</p> <p><b><u>Phonics:</u></b> -Associate Letters and Sounds: /w/ Ww</p> <p><b><u>Handwriting:</u></b> -Form Capital and Lowercase Letters: Ww</p> <p><b><u>Decoding Strategy:</u></b> -Blend Sounds -Blend Sounds to Read Words</p> <p><b><u>Spelling:</u></b> -Words with Short Vowels</p> <p><b><u>Comprehension:</u></b> -Identify Key Events -Make Inferences</p> <p><b><u>Writing:</u></b> -Map Sounds to Letters to Write Words</p>	<p><b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T149)</p>	<p>Alphachant CD – track #20</p> <p>Phonics Cards 103, 104, 109, 136, 138, 141, 7, 16, 67, 130, 138 (desk, dime, duck, watch, wig, worm, mop, sock, cat, van, wig)</p> <p>Phonics Picture Cards: Bb, Jj, Ww</p> <p>Letter Card – a, g, n, r, t, w, b, m – one per child</p> <p>“Dog Can Hop” from <u>Read-Along Phonics Stories</u> (pages 45-48)</p> <p>Skills Practice Master 59 – one per child</p> <p>Paper drinking straws</p> <p>Glue</p> <p>Construction paper</p> <p>Word pocket chart – one per child</p> <p>Finger puppet</p>	
Lesson 24	<b>Ii</b>	Igloo Iguana Ill Insect	<p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the Chant</p> <p><b><u>Building Phonological Awareness:</u></b> -Match and Isolate Initial Sounds -Isolate Medial Sounds</p> <p><b><u>Connect /i /, Ii:</u></b> -Teach/Model -Practice</p>	<p><b><u>Objectives:</u></b></p> <p><b><u>Phonemic Awareness:</u></b> -Match and Isolate Initial Sounds -Isolate Medial Sounds</p> <p><b><u>Learning Strategy:</u></b> -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b> -Recognize and Name Letters: Ii</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Writing - Sounds &amp; Symbols</b> <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough). <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws). <b>Level 3:</b> Trace symbols or letters associated with pictures or realia. <b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context. <b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T157)</p>	<p>Teacher Edition – T154 –T157</p> <p>Phonics Picture Cards for Ii</p> <p><u>Alphachant Ii</u> by Lada Kratky</p> <p>Skills Practice Master 47 – handwriting practice</p> <p>Skills Practice Master 48 – take home book</p> <p>Alphachant CD – track #21</p>	Progress Check – page T157

			<p>-Match Letters and Pictures</p> <p><b>Write Ii:</b> -Teach Capital I -Teach Lowercase i -Practice</p>	<p><u>Phonics:</u> -Associate Letters and Sounds: /i/ Ii</p> <p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Ii</p>		<p>Phonics Picture Cards: 178, 179, 180, 183, 184, 185 (iguana, ill, insect, olive, ostrich, otter)</p> <p>Phonics Picture Cards: Aa, Ii, Oo</p> <p>Letter Card – i, j, o – one per child</p> <p>Elkonin boxes and chips</p> <p>Finger puppet</p> <p>Ruler – one per child</p> <p>Magnetic Letters: a, i, o</p> <p>Paper bag</p> <p>Clay</p>	
Lesson 25	<b>Blending and Decoding Short i Words</b>	In Dig Hid Pig Lid	<p><b>Progress Test:</b> -Phonemic Awareness check -Using Assessment to Inform Instruction</p> <p><b>Listen and Chant</b> -Short i Words</p> <p><b>Build Phonemic Awareness:</b> -Blend sounds -Count Sounds in a Word</p> <p><b>Learn to Decode:</b> -Connect Medial /i/ and i -Blend Sounds -Decode Words</p> <p><b>Read and Write:</b> -Introduce the Story -Decode the Text -Interactive Writing</p>	<p><b>Objectives:</b></p> <p><u>Phonemic Awareness:</u> -Blend Sounds -Segment a Word into Sounds</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Phonics and Decoding:</u> -Associate Letters and Sounds: /i/ Ii -Blend Sounds to Decode Words</p> <p><u>Comprehension:</u> -Identify Details</p> <p><u>Writing:</u> -Map Sounds to Letters to Write Words</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p>	<p>Teacher Edition – T158 – T163</p> <p>Letter-Sound Assessment Chart – T224</p> <p>Picture Phonics Cards: 36, 43, 84, 93 (bat, pan, top, lock)</p> <p>Finger puppet</p> <p>Magnetic board and letters: b, g, i, n, p, t, w</p> <p><u>Let's Read Big Book</u> (pages 22-23)</p> <p>White board and erasable markers – one per child</p> <p><u>Let's Read Big Book</u> (pages 24-27)</p>	<p>Progress Check – page T158</p>

Lesson 26	<b>Zz</b>	Zebra Zero Zipper	<p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the Chant</p> <p><b><u>Building Phonological Awareness:</u></b> -Isolate Initial and Final Sounds -Segment a Word into Sounds</p> <p><b><u>Connect /z/, Zz:</u></b> -Teach/Model -Practice -Sort Pictures by Beginning Sound</p> <p><b><u>Write Zz:</u></b> -Teach Capital Z -Teach Lowercase z -Practice</p> <p><b><u>Build Words and Blend Sounds:</u></b> -Spell and Read in -Spell and Read win -Spell and Read More Words</p> <p><b><u>Read the Story:</u></b> -Preview the Story -Read and Build Comprehension</p> <p><b><u>Write Words</u></b></p>	<p><b><u>Objectives:</u></b></p> <p><b><u>Concepts and Vocabulary:</u></b> -Zoo</p> <p><b><u>Phonemic Awareness:</u></b> -Isolate Initial and Final Sounds -Segment a Word into Sounds</p> <p><b><u>Learning Strategy:</u></b> -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b> -Recognize and Name Letters: Zz</p> <p><b><u>Phonics:</u></b> -Associate Letters and Sounds: /z/ Zz</p> <p><b><u>Handwriting:</u></b> -Form Capital and Lowercase Letters: Zz</p> <p><b><u>Decoding Strategy:</u></b> -Blend Sounds -Blend Sounds to Read Words</p> <p><b><u>Spelling:</u></b> -Words with Short Vowels</p> <p><b><u>Comprehension:</u></b> -Identify Actions -Use Picture Clues</p> <p><b><u>Writing:</u></b> -Map Sounds to Letters to Write Words</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b></p> <p><b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands.</p> <p><b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands.</p> <p><b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions.</p> <p><b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions.</p> <p><b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T170)</p>	<p>Teacher Edition – T164 – T171</p> <p>Phonics Picture Cards for Zz</p> <p><u>Alphachant Zz</u> by Lada Kratky</p> <p>Skills Practice Master 49 – handwriting practice</p> <p>Skills Practice Master 50 – take home book</p> <p>Alphachant CD – track #22</p> <p>Phonics Picture Cards: 48, 50, 67, 72, 130, 138 (pig, pot, cat, red, van, wig)</p> <p>Phonics Picture Cards – Ww, Zz</p> <p>Letter Card – a, g, i, n, w, z, b – one per child</p> <p>Elkonin boxes and chips</p> <p>Finger puppet</p> <p>Paper drinking straws</p> <p>Glue</p> <p>Construction paper</p> <p>Word pocket chart – one per child</p> <p>“Zig Zig Pig” from <u>Read-Along Phonics Stories</u> (pages 49-52) Skills Practice Master 59 – one per child</p>	Progress Check – page T171
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Lesson 27	Yy	<p>Yacht Yam Yarn Yawn Yellow Yolk Yo-Yo</p>	<p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the Chant</p> <p><b><u>Building Phonological Awareness:</u></b> -Match and Isolate Initial Sounds -Manipulate Sounds</p> <p><b><u>Connect /y /, Yy:</u></b> -Teach/Model -Practice -Play Letter Match</p> <p><b><u>Write Zz:</u></b> -Teach Capital Y -Teach Lowercase y -Practice</p> <p><b><u>Build Words and Blend Sounds:</u></b> -Spell and Read am -Spell and Read ham -Spell and Read More Words</p> <p><b><u>Read the Story:</u></b> -Preview the Story -Read and Build Comprehension</p> <p><b><u>Write Words</u></b></p>	<p><b><u>Objectives:</u></b></p> <p><b><u>Concepts and Vocabulary:</u></b> -Colors (yellow)</p> <p><b><u>Phonemic Awareness:</u></b> -Match and Isolate Initial Sounds -Manipulate Sounds</p> <p><b><u>Learning Strategy:</u></b> -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b> -Recognize and Name Letters: Yy</p> <p><b><u>Phonics:</u></b> -Associate Letters and Sounds: /y/ Yy</p> <p><b><u>Handwriting:</u></b> -Form Capital and Lowercase Letters: Yy</p> <p><b><u>Decoding Strategy:</u></b> -Blend Sounds -Blend Sounds to Read Words</p> <p><b><u>Spelling:</u></b> -Words with Short Vowels</p> <p><b><u>Comprehension:</u></b> -Identify Character's Feelings -Relate Problem and Solution</p> <p><b><u>Writing:</u></b></p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b></p> <p><b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands.</p> <p><b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands.</p> <p><b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions.</p> <p><b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions.</p> <p><b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T178)</p> <p><b>Writing - Sounds &amp; Symbols</b></p> <p><b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough).</p> <p><b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws).</p> <p><b>Level 3:</b> Trace symbols or letters associated with pictures or realia.</p> <p><b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context.</p> <p><b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T175)</p>	<p>Teacher Edition – T172 – T179</p> <p>Phonics Picture Cards for Yy</p> <p><u>Alphachant Yy</u> by Lada Kratky</p> <p>Skills Practice Master 51 – handwriting practice</p> <p>Skills Practice Master 52 – take home book</p> <p>Alphachant CD – track #23</p> <p>Phonics Picture Cards: Yy, Zz, Dd, Kk, Ll</p> <p>Phonics Picture Cards: 28, 43, 67, 98, 112 (hat, pan, cat, kit, yam)</p> <p>Sticky notes</p> <p>Letter Card – a, h, i, m, p, y, v, z – one per child</p> <p>Magnetic letters: d, k, l, y – one per child</p> <p>Yellow yarn, paper, glue</p> <p>Word pocket chart – one per child</p> <p>“Pig in a Jam” from <u>Read-Along Phonics Stories</u> (pages 53-56)</p> <p>Skills Practice Master 59 – one per child</p> <p>Finger puppet</p>	<p>Progress Check – page T179</p>
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				-Map Sounds to Letters to Write Words			
Lesson 28	<b>Qq</b>	<p>Quart Quarter Queen Question mark Quilt</p>	<p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the Chant</p> <p><b><u>Building Phonological Awareness:</u></b> -Match Initial Sounds -Manipulate Sounds</p> <p><b><u>Connect /q /, Qq:</u></b> -Teach/Model -Practice -Match Letters and Pictures</p> <p><b><u>Write Qq:</u></b> -Teach Capital Q -Teach Lowercase q -Practice</p> <p><b><u>Build Words and Blend Sounds:</u></b> -Spell and Read in -Spell and Read bin -Spell and Read More Words</p> <p><b><u>Read the Story:</u></b> -Preview the Story -Read and Build Comprehension</p> <p><b><u>Write Words</u></b></p>	<p><b><u>Objectives:</u></b></p> <p><b><u>Concepts and Vocabulary:</u></b> -Nap Time</p> <p><b><u>Phonemic Awareness:</u></b> -Match Initial Sounds -Manipulate Sounds</p> <p><b><u>Learning Strategy:</u></b> -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b> -Recognize and Name Letters: Qq</p> <p><b><u>Phonics:</u></b> -Associate Letters and Sounds: /k/ Qq</p> <p><b><u>Handwriting:</u></b> -Form Capital and Lowercase Letters: Qq</p> <p><b><u>Decoding Strategy:</u></b> -Blend Sounds -Bend Sounds to Read Words</p> <p><b><u>Spelling:</u></b> -Words with Short Vowels</p> <p><b><u>Comprehension:</u></b> -Summarize -Make Inferences</p> <p><b><u>Writing:</u></b></p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Listening - Concepts about Print</b></p> <p><b>Level 1:</b> Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands.</p> <p><b>Level 2:</b> Show directionality of print in various sources in a large group (e.g., left to right, beginning/ending of pages, top/bottom) according to oral commands.</p> <p><b>Level 3:</b> Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions.</p> <p><b>Level 4:</b> Sort features of text with a partner (e.g., lower/upper case letters, periods/questions marks) according to oral directions.</p> <p><b>Level 5:</b> Match illustrations to oral reading of related sentences or short stories. (T186)</p> <p><b>Writing - Sounds &amp; Symbols</b></p> <p><b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough).</p> <p><b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws).</p> <p><b>Level 3:</b> Trace symbols or letters associated with pictures or realia.</p> <p><b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context.</p> <p><b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T183)</p>	<p>Teacher Edition – T180 – T187</p> <p>Phonics Picture Cards for Qq</p> <p><u>Alphachant Qq</u> by Lada Kratky</p> <p>Skills Practice Master 53 – handwriting practice</p> <p>Skills Practice Master 54 – take home book</p> <p>Alphachant CD – track #24</p> <p>A real quilt or a large sheet of butcher paper</p> <p>Phonics Picture Cards: Bb, Qq, Yy, Oo, Zz</p> <p>Phonics Picture Cards: 2, 36, 63, 98, 112 (man, bat, can, kit, yam)</p> <p>Sticky notes</p> <p>Letter Card – a, b, g, i, n, w, o, q, y – one per child</p> <p>Word pocket chart – one per child</p> <p>Magnetic letters: o, q, z</p> <p>Paper bag</p> <p>Finger puppet</p> <p>Shallow trays of sand</p> <p>“Look at the Q” from <u>Read-Alone Phonics Stories</u> (pages 57-60)</p>	<p>Progress Check – page T187</p>

				-Map Sounds to Letters to Write Words		Skills Practice Master 59 – one per child	
Lesson 29	Xx	Ax Box Fox Ox Six	<p><b><u>Listen and Chant:</u></b> -Preview Vocabulary -Recite the Chant</p> <p><b><u>Building Phonological Awareness:</u></b> -Match and Isolate Final Sounds -Manipulate Sounds</p> <p><b><u>Connect /ks /, Xx:</u></b> -Teach/Model -Practice -Play “In the Box”</p> <p><b><u>Write Xx:</u></b> -Teach Capital X -Teach Lowercase x -Practice</p> <p><b><u>Build Words and Blend Sounds:</u></b> -Spell and Read it -Spell and Read bit -Spell and Read More Words</p> <p><b><u>Read the Story:</u></b> -Preview the Story -Read and Build Comprehension</p> <p><b><u>Write Words</u></b></p>	<p><b><u>Objectives:</u></b></p> <p><b><u>Phonemic Awareness:</u></b> -Match and Isolate Final Sounds -Manipulate Sounds</p> <p><b><u>Learning Strategy:</u></b> -Memorize and Recite</p> <p><b><u>Concepts of Print:</u></b> -Recognize and Name Letters: Xx</p> <p><b><u>Phonics:</u></b> -Associate Letters and Sounds: /ks/ Xx</p> <p><b><u>Handwriting:</u></b> -Form Capital and Lowercase Letters: Xx</p> <p><b><u>Decoding Strategy:</u></b> -Blend Sounds -Blend Sounds to Read Words</p> <p><b><u>Spelling:</u></b> -Words with Short Vowels</p> <p><b><u>Comprehension:</u></b> -Identify Cause and Effect -Relate Problem and Solution</p> <p><b><u>Writing:</u></b></p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Reading - Same &amp; Different</b> <b>Level 1:</b> Match pictures and icons with those that are the same with a partner. <b>Level 2:</b> Sort pictures and icons that are the same or different with a partner. <b>Level 3:</b> Classify illustrated words that are the same or different with a partner. <b>Level 4:</b> Identify letters in illustrated words that are the same or different with a partner. <b>Level 5:</b> Point out features of words that are the same and different with a partner (e.g., capital vs. lower case letters). (T188)</p> <p><b>Writing - Sounds &amp; Symbols</b> <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough). <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws). <b>Level 3:</b> Trace symbols or letters associated with pictures or realia. <b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context. <b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T191)</p>	<p>Teacher Edition – T188 – T195</p> <p>Phonics Picture Cards for Xx</p> <p><u>Alphachant Xx</u> by Lada Kratky</p> <p>Skills Practice Master 55 – handwriting practice</p> <p>Skills Practice Master 56 – take home book</p> <p>Alphachant CD – track #25</p> <p>Phonics Picture Cards: 28, 40, 147, 167, 160, 161, 162, 163, 18, 112 (hat, boat, jet, ant, box, fox, ox, six, fan, yam)</p> <p>Phonics Picture Cards: Bb, Xx,</p> <p>Cardboard Box labeled Xx</p> <p>Copies of large drawn box – one per child</p> <p>Finger paint</p> <p>Word pocket chart – one per child</p> <p>Letter Card – b, f, i, o, t, x, n, p – one per child</p> <p>Finger puppet</p> <p>“Fox and Pig” from <u>Read-Along Phonics Stories</u> (pages 61-64)</p> <p>Skills Practice Master 59 – one per child</p>	Progress Check – page T195

				-Map Sounds to Letters to Write Words			
Lesson 30	<b>Uu</b>	Umbrella a Empire Underwear	<p><b>Listen and Chant:</b> -Preview Vocabulary -Recite the Chant</p> <p><b>Building Phonological Awareness:</b> -Match and Isolate Initial Sounds -Manipulate Sounds</p> <p><b>Connect /u /, Uu:</b> -Teach/Model -Practice -Play Under the Umbrella</p> <p><b>Write Uu:</b> -Teach Capital U -Teach Lowercase u -Practice</p>	<p><b>Objectives:</b></p> <p><u>Concepts and Vocabulary:</u> -Location Words</p> <p><u>Phonemic Awareness:</u> -Match and Isolate Initial Sounds -Manipulate Sounds</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Concepts of Print:</u> -Recognize and Name Letters: Uu</p> <p><u>Phonics:</u> -Associate Letters and Sounds: /u/ Uu</p> <p><u>Handwriting:</u> -Form Capital and Lowercase Letters: Uu</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Writing - Sounds &amp; Symbols</b> <b>Level 1:</b> Experiment making symbols or letters from models using realia (e.g., in the sand, play dough). <b>Level 2:</b> Reproduce symbols or letters from models using realia (e.g., straws). <b>Level 3:</b> Trace symbols or letters associated with pictures or realia. <b>Level 4:</b> Copy symbols or letters of beginning sounds from labeled pictures in context. <b>Level 5:</b> Produce letters of beginning sounds from pictures in context. (T199)</p>	<p>Teacher Edition – T196 – T199</p> <p>Phonics Picture Cards for Uu</p> <p><u>Alphachant Uu</u> by Lada Kratky</p> <p>Skills Practice Master 57 – handwriting practice</p> <p>Skills Practice Master 58 – take home book</p> <p>Alphachant CD – track #26</p> <p>Phonics Picture Cards: Uu, Yy, Aa, Ee</p> <p>Phonics Picture Cards: 24, 67, 68, 98 (fox, cat, cup, kit)</p> <p>Letter Card – a, e, u, z, y – one per child</p> <p>Finger puppet</p> <p>Clay</p>	Progress Check – page T199
Lesson 31	<b>Blending and Decoding Short u Words</b>	Up Mug Nut Bug Sun Yum	<p><b>Progress Test:</b> -Phonemic Awareness check -Using Assessment to Inform Instruction</p> <p><b>Listen and Chant</b> -Short u Words</p> <p><b>Build Phonemic Awareness:</b> -Blend sounds -Segment a Word into Sounds</p>	<p><b>Objectives:</b></p> <p><u>Phonemic Awareness:</u> -Blend Sounds -Segment a Word into Sounds</p> <p><u>Learning Strategy:</u> -Memorize and Recite</p> <p><u>Phonics and Decoding:</u> -Associate Letters and Sounds: /u/ u</p>	<p><b>L.K2.C:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (Addressed extensively in Alphachants)</p> <p><b>Reading -Same &amp; Different</b> <b>Level 1:</b> Match pictures and icons with those that are the same with a partner. <b>Level 2:</b> Sort pictures and icons that are the same or different with a partner. <b>Level 3:</b> Classify illustrated words that are the same or different with a partner. <b>Level 4:</b> Identify letters in illustrated words that are the same or different with a partner. <b>Level 5:</b> Point out features of words that are the same and different with a partner (e.g., capital vs. lower case letters). (T214)</p>	<p>Teacher Edition – T200 - T211</p> <p>Letter-Sound Check – T224</p> <p>Phonics Picture Cards: 68, 76, 112, 126, 138, 147 (cup, rug, yam, nut, wig, jet)</p> <p>Sticky notes</p> <p>Finger puppet</p> <p>Magnetic board and letters: b, c, f, g, h, n, p, s, u</p>	Progress Check – page T200

		<p><b><u>Learn to Decode:</u></b>          -Connect Medial /u/ and u          -Blend Sounds          -Decode Words</p> <p><b><u>Read and Write:</u></b>          -Introduce the Story          -Decode the Text          -Interactive Writing</p> <p><b><u>Build Words and Blend Sounds:</u></b>          -Spell and Read in          -Spell and Read bin          -Spell and Read More Words</p> <p><b><u>Read the Story:</u></b>          -Preview the Story          -Read and Build Comprehension</p> <p><b><u>Write Words</u></b></p>	<p>-Blend Sounds to Decode Words</p> <p><b><u>Comprehension:</u></b>          -Identify Details          -Use Picture Clues          -Identify Cause and Effect          -Identify Actions</p> <p><b><u>Writing:</u></b>          -Map Sounds to Letters to Write Words</p> <p><b><u>Decoding Strategy:</u></b>          -Blend Sounds          -Blend Sounds to Read Words</p> <p><b><u>Spelling:</u></b>          -Words with Short Vowels</p>		<p><b><u>Let's Read Big Book</u></b> (pages 28-29)</p> <p><b><u>Let's Read Big Book</u></b> (pages 30-32)</p> <p>White board and marker – one per child</p> <p>Word pocket chart – one per child</p> <p>Letter cards – a, b, g, i, n, u, v – one per child</p> <p>“Fill It Up” from <b><u>Read-Along Phonics Stories</u></b> (pages 65-68)</p> <p>“Bugs Can Hum” from <b><u>Read-Along Phonics Stories</u></b> (pages 69-72)</p> <p>Skills Practice Master 59 – one per child</p>	
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