

Grade K Foundations

Unit Title: Unit 1 – Level K Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary stories, including key details ((e.g., who, what, when, where., why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - o A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - o B. Continue a conversation through multiple exchanges.
- **SL.II.K.2-** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Recognize and produce rhyming words
- Segment words in an oral sentence
- Name all letters of the alphabet
- Write all manuscript letters in lowercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants (primary) and short vowels when given the letter
- Name and write corresponding letters(s) when given sounds for consonants and short vowels

Essential/Guiding Question:

- How do I form lowercase letters?
- What are the letters of the alphabet?
- How do I rhyme words?
- How are sounds represented by letters?
- What are vowels and consonants?

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<ul style="list-style-type: none"> • Use a combination of drawing and dictating to narrate liked events to tell about a story in sequence • Re-tell key details of narrative and informational text, using pictures or prompts as a guide 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Big Idea: Sets a very strong foundation for reading and writing. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 2. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 3. Echo/Letter Formation – Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. 4. Letter-Keyword-Sound – This activity introduces students to the letter name and sound association with the help of a “keyword” picture. 5. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity. 6. Sky Write/Letter Formation – Students use gross-memory to learn letter formation following the teacher’s verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, its visual representation, and the kinesthetic memory of the letter formation. 7. Storytime – Involves listening, reading, and writing activities designed to help develop a student’s awareness of print, visualization, and understanding of story structure, verbal memory, and comprehension. 8. Student Notebook – Students use tactile and motor memory to practice letter-keyword-sounds and letter formation in their student notebooks. This activity helps to solidify the link between a letter, its sound, and its formation. It supports handwriting and spelling. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Letter-Keyword sound for consonants • Letter-Keyword sound for short vowels • Letter Formation for lowercase letters (a-z) • Sound recognition: consonants and short vowels • Print and word awareness • Rhyming • Phonemic awareness: initial and final sounds • Story retelling • Beginning composition skills • Fluency/phrasing with echo and choral reading

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<p>9. Word Play – Activities teach or reinforce the development of print and phonological awareness and beginning decoding and spelling skills. Students also learn key elements of basic sentence structure including capitalization and punctuation.</p>	
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Student Notebook • Direct Observation of Daily Work: <ul style="list-style-type: none"> o Letter-Keyword-Sounds o Letter Formation (lowercase letters) o Sound Recognition o Story Retelling • Handwriting • Letter Sound Correspondence 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> o Unit Tests o Dictation (Day 5 Check-up)
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Orientation Day 1 in Foundations</u> Teach How to Echo – Introduce Echo the Owl, Baby Echo, and the concept of ‘echoing’. T52</p> <p>Teach the Large Writing Grid – Teach the names of the lines on the Large Writing Grid, echoing, and the physical procedure for using the grid. T52-53</p> <p>Teach How to Follow Verbalizations – Demonstrate verbalizations for using the Large Writing Grid, echoing, and the physical procedure for using the grid. T53</p> <p><u>Orientation Day 2 in Foundations</u> Review Grid Lines – Review pointing to lines on the Large Writing Grid. T54</p> <p>Teach Pencil Grip and Tracing – Teach students how to hold markers, sit for writing, and trace a line. T54-55</p> <p><u>Orientation Day 3 in Foundations</u> Introduce Letter-Keyword Sound –</p> <ul style="list-style-type: none"> • Large Sound Card Using the Large Sound Card, introduce letter-keyword-sound. (t) • Standard Sound Card Introduce the standard sound cards and review letter-keyword-sound. (t) T56 	<p><u>Resources:</u></p> <p><u>Orientation Day 1 in Foundations</u></p> <ul style="list-style-type: none"> • Echo the Owl • Baby Echo • Large Writing Grid • Large Writing Grid • Letter Formation Guide <p><u>Orientation Day 2 in Foundations</u></p> <ul style="list-style-type: none"> • Large Writing Grid • Dry Erase Boards, Markers, and Erasers • 1-2-3 Right/Let’s Write Picture • Pencil Grip Pictures <p><u>Orientation Day 3 in Foundations</u></p> <ul style="list-style-type: none"> • Large Sound Card • Standard Sound Card • Echo and/or Baby Echo <ul style="list-style-type: none"> o used throughout lesson

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Sky Write/Letter Formation –

- **Warm Up**
Warm up for sky writing by reviewing writing lines on Large Writing Grid.
- **Letter Formation**
Use verbalization to direct students in proper letter formation. (t) T57

Introduce Student Notebook –

Distribute Student Notebooks. Direct students to find the letter and say the letter-keyword-sound. Students echo letter formation verbalization while tracing the letter. (t) T57

Orientation Days 4 and 5 in Foundations

Drill Sounds/Warm Up –

- **Large Sound Card**
Hold up Large Sound Card and say letter-keyword-sound. Students echo. (t)
- **Standard Sound Card**
Point to Standard Sound Card and say letter-keyword-sound. Students echo. (t) T 58

Sky Write/Letter Formation –

Practice sky writing the letter, following sky writing directions from Day 3. (t) T58

Echo/Letter Formation –

- **Prepare the Students**
Distribute Dry Erase Writing Tablets, markers, and erasers. Model forming the letter, while saying verbalization, students echo, then form the letter, while saying verbalization. (t)
- **Dictate the Sounds**
Dictate letter sound, students echo, say letter-keyword-sound, and identify letter. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (t) T58

Week 1, Day 1 in Foundations

Letter-Keyword-Sound –

Arrange standard sound cards on chart as displayed on page T61. Only taught sounds are exposed, all other cards are covered or turned over.

- **Large Sound Cards**
Introduce letter-keyword-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (b, f) T64

- Large Writing Grid
- Letter Formation Guides

- Student Notebooks
- Letter Formation Guides

Orientation Days 4 and 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 1, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

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Sky Write/Letter Formation -

- **Review Letter Formation**
Review letter formation for the letter *t*. Use the verbalization to direct students to sky write.
- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*b, f*) T64-65

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*b*) T65

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*t, b, f*) T66

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*b, f*) T66

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*f*) T67

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sound and new sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*t, b, f*) T67

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*t, b, f*) T68

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 1, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

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Make It Fun –

Challenge students to think of words that start with the current sounds. Repeat any answer and respond appropriately. (*t, b, f*) T68

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (*t, b, f*) T69

Student Notebook –

- **Practice Letters**
Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T69

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*t, b, f*) T70

Word Play –

- **Word Awareness**
Teach students that sentences are made up of words. Write words on Sentence Frames and arrange in a sentence. Ask questions about sentence dynamics. T70

Sky Write/Letter Formation -

Review letter formation, use the verbalization to direct students to sky write. (*b, f*) T71

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*b, f, select review letters*) T71

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**

- Large Sound Cards
- Standard Sound Cards

- Letter Boards
- Magnetic Letter Tiles
 - only introduced letters

- Student Notebook
- Letter Formation Guides

Week 1, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 1, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo

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<p>Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.</p> <ul style="list-style-type: none"> • Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo. (<i>t, b, f</i>) T72 <p>Storytime –</p> <ul style="list-style-type: none"> • <u>Echo Finds Dinner I</u> Read and perform the story, using Echo the Owl. Ask questions about the story. T72-73 <p>Echo/Find Letters – Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (<i>t, b, f</i>) T73</p> <p><i>*Only tiles for letters that have been introduced should be on the boards. As letters are introduced, add to boards.</i></p> <p><u>Week 2, Day 1 in Foundations</u> Letter-Keyword-Sound – As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.</p> <ul style="list-style-type: none"> • Large Sound Cards Introduce letter-keyword-sound, students echo. • Standard Sound Cards Review letter-keyword-sound, students echo. (<i>n, m</i>) T74 <p>Drill Sounds/Warm Up – Do all the introduced sounds each day.</p> <ul style="list-style-type: none"> • Large Sound Cards Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo. • Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo. (<i>t, b, f, n, m</i>) T74 <p>Sky Write/Letter Formation</p> <ul style="list-style-type: none"> • Teach Letter Formation Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (<i>n, m</i>) T75 <p>Student Notebook – Direct students to trace the letter while following the verbalization. Students color the keyword picture. (<i>n</i>) T75</p>	<ul style="list-style-type: none"> o used throughout lesson <ul style="list-style-type: none"> • Echo <ul style="list-style-type: none"> • Letter Boards • Magnetic Letter Tiles <ul style="list-style-type: none"> o only introduced letters <p><u>Week 2, Day 1 in Foundations</u></p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Echo and/or Baby Echo <ul style="list-style-type: none"> o used throughout lesson <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards <ul style="list-style-type: none"> • Large Writing Grid • Letter Formation Guides <ul style="list-style-type: none"> • Student Notebook • Letter Formation Guides
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Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*t, b, f, n, m*) T76

Sky Write/Letter Formation -

Review letter formation, use the verbalization to direct students to sky write. (*n, m*) T76

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*m*) T77

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*n, m, select review letters*) T77

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*t, b, f, n, m*) T78

Make It Fun –

Students alternately hold up Standard Sound Cards to review letter-keyword-sound, verbalization of letter formation, and sky writing. (*introduced letters*) T78

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (*n, m, t, b, f*) T79

Student Notebook –

- **Practice Letters**

Week 2, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 2, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Large Writing Grid
- Echo

- Letter Boards
- Magnetic Letter Tiles
 - only introduced letters

- Student Notebook
- Letter Formation Guides

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Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T79

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*t, b, f, n, m*) T80

Word Play –

- **Word Awareness**
Teach students that sentences are made up of words. Write words on Sentence Frames and arrange in a sentence. Ask questions about sentence dynamics. T80

Sky Write/Letter Formation -

Review letter formation, use the verbalization to direct students to sky write. (*n, m*) T81

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*n, m, select review letters*) T81

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*t, b, f, n, m*) T82

Storytime –

- **Echo Finds Dinner II**
Read and perform the story, using Echo the Owl, then act it out without words, having students retell the story. T82-83

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After

Week 2, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 2, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Echo

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

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all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (*n, m, t, b, f*) T83

Week 3, Day 1 in Foundations

Letter-Keyword-Sound –

As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.

- **Large Sound Cards**
Introduce letter-keyword-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (*i, u*) T84

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*all introduced sounds*) T84

Sky Write/Letter Formation

- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*i, u*) T85

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*i*) T85

Week 3, Day 2 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*all introduced letters*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (*i, u*) T86

Sky Write/Letter Formation -

Review letter formation, use the verbalization to direct students to sky write. (*i, u*) T86-87

Week 3, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Large Sound Cards
- Standard Sound Cards

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Week 3, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Large Writing Grid
- Letter Formation Guides

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Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*u*) T87

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*i, u, select review letters*) T87

Week 3, Day 3 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (*all introduced sounds*) T88

Make It Fun –

Students alternately hold up Standard Sound Cards to review letter-keyword-sound, verbalization of letter formation, and sky writing. (*introduced letters*) T88

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (*i, u, 2-3 introduced letters*) T89

Student Notebook –

- **Practice Letters**
Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T89

Week 3, Day 4 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 3, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Large Writing Grid
- Echo

- Letter Boards
- Magnetic Letter Tiles
 - only introduced letters

- Student Notebook
- Letter Formation Guides

Week 3, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

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Point to letter card, say letter-keyword-sound, students echo.

- **Vowel Extension**

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (*all introduced sounds*) T90

Word Play –

- **Word Awareness**

Teach students that sentences are made up of words. Write words on Sentence Frames and arrange in a sentence. Ask questions about sentence dynamics. T90-91

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*i,u*) T91

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*i,u, select review letters*) T91

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo.

- **Vowel Extension**

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (*all introduced sounds*) T92

Storytime –

- **Echo Finds Dinner III**

Read and perform the story, using Echo the Owl, have students retell the story, as you illustrate the story with four simple pictures. T92-93

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students

- Sentence Frames

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 3, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Echo
- 4 Sheets Large Chart Paper

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

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echo sound and point to corresponding letter. (*introduced letters*) T93

Week 4, Day 1 in Foundations

Letter-Keyword-Sound –

As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.

- **Large Sound Cards**
Introduce letter-keyword-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (c,o)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (i,o,u) T94

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*all introduced sounds*) T94

Sky Write/Letter Formation

- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (c,o) T95

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (c) T95

Week 4, Day 2 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*all introduced letters*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (o,i,u) T96

Week 4, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Large Sound Cards
- Standard Sound Cards

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Week 4, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (c,o) T96

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (o) T97

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (c,o, *select review letters*) T97

Week 4, Day 3 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*all introduced letters*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (o,i,u) T98

Make It Fun –

Place objects that start with introduced letter sounds in a large opaque bag. Students pick objects and using the Standard Sound Cards, find the corresponding letter, say letter-keyword-sound, echo, and review verbalization of letter formation. T98

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (o,i,u, 2-3 *introduced letters*) T99

Student Notebook –

- **Practice Letters**
Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T99

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 4, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Objects that start with introduced letter
- Large opaque bag
- Standard Sound Cards
- Letter Formation Guides

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

- Student Notebook
- Letter Formation Guides

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Week 4, Day 4 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*all introduced letters*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (*o,i,u*) T100

Word Play –

- **Word Awareness**
Teach students that sentences are made up of words. Write words on Sentence Frames and arrange in a sentence. Ask questions about sentence dynamics. T100-101

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*c,o*) T101

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*c,o, select review letters*) T101

Week 4, Day 5 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*all introduced letters*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (*o,i,u*) T102

Storytime –

- **Echo Finds Dinner IV**
Display pictures (W3, D5) and have students retell story. Read story and scoop, then integrate the words

Week 4, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 4, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Baby Echo
- Story Illustrations on Large Chart Paper (W3, D5)
- Story on Large Chart Paper

Grade K Foundations

with the pictures. Students find key words in story.
(*tree, hungry, forest, mouse, happy*) T102-103

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (*introduced letters*) T103

Week 5, Day 1 in Foundations

Letter-Keyword-Sound –

As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.

- **Large Sound Cards**
Introduce letter-keyword-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (*a,g*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (*a,i,o,u*) T104

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*all introduced sounds*) T104

Sky Write/Letter Formation

- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*a,g*) T105

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*a*) T105

Week 5, Day 2 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*all introduced letters*)

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

Week 5, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Sound Cards
- Standard Sound Cards

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Week 5, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

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- **Vowel Extension**

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (a,o,i,u) T106

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (a,g) T106

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (g) T107

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (a,g, select review letters) T107

Week 5, Day 3 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. (all introduced letters)

- **Vowel Extension**

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (a,o,i,u) T108

Make It Fun –

A student holds up Standard Sound Card and says letter-keyword-sound, echo, and sky write letter with verbalization. Say three rhyming words and student says another rhyming word. T108

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (introduced letters) T109

Student Notebook –

- **Practice Letters**

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 5, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Letter Formation Guides

- Letter Boards
- Magnetic Letter Tiles
 - only introduced letters

- Student Notebook
- Letter Formation Guides

Grade K Foundations

Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T109

Week 5, Day 4 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*all introduced letters*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (*a,o,i,u*) T110

Word Play –

- **Word Awareness**
Write words on Sentence Frames, including additional names, and arrange in a sentence. Ask questions about sentence dynamics.
- **Syllable Play**
Say a word, students echo, students clap it out, write it on Syllable Frames, discuss. T110-111

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*a,g*) T111

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*a,g, select review letters*) T111

Week 5, Day 5 in Foundations

Drill Sounds/Warm Up –

Do all the introduced sounds each day.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*all introduced letters*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced.

Week 5, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames
- Syllable Frames

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 5, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

(a,o,i,u) T112

Storytime –

- **Preparation**
Select a rhyming book to read to students.
- **Instruct Students**
Introduce book, read, emphasizing rhyming words, and pause and ask for predictions. Reread book, with students reading rhyming words for you. Write rhyming words from book on chart paper. T112-113

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (a,g select review letters) T113

Week 6, Day 1 in Foundations

Letter-Keyword-Sound –

As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.

- **Large Sound Cards**
Introduce letter-keyword-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (d,s)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (a,i,o,u) T114

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (d,s, vowel sounds, 4-5 other consonants) T114

Sky Write/Letter Formation

- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (d,s) T115

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (d) T115

- Rhyming Book (teacher selected)
- Large Chart Paper

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

Week 6, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Sound Cards
- Standard Sound Cards

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Grade K Foundations

Week 6, Day 2 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*d,s, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (*a,i,o,u*) T116

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*d,s*) T116

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*s*) T117

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*d,s, select review letters*) T117

Week 6, Day 3 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*d,s, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (*a,i,o,u*) T118

Make It Fun –

Using the Keyword Puzzle pieces for letters taught thus far, pass out puzzle pieces (letters and pictures), one per child until all pieces are passed out. Students match letter and key

Week 6, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 6, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Keyword Puzzle

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words puzzle pieces, all students say letter-keyword-sound. T118

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (*d,s,2-3 introduced letters*) T119

Student Notebook –

- **Practice Letters**
Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T119

Week 6, Day 4 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*d,s, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (*a,i,o,u*) T120

Word Play –

- **Word Awareness**
Teach students that sentences are made up of words, and reinforce the capitalization of names.
- **Syllable Play**
Say a word, students echo, students clap it out, write it on Syllable Frames, discuss. T120-121

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*d,s*) T121

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*d,s, select review letters*) T121

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

- Student Notebook
- Letter Formation Guides

Week 6, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames
- Syllable Frames

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Grade K Foundations

<p><u>Week 6, Day 5 in Foundations</u> Drill Sounds/Warm Up – Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.</p> <ul style="list-style-type: none"> • Large Sound Cards Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo. • Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo. (<i>d,s, vowel sounds, 4-5 other consonants</i>) • Vowel Extension Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. Cover vowels that have not been introduced. (<i>a,i,o,u</i>) T122 <p>Storytime –</p> <ul style="list-style-type: none"> • Preparation Select a rhyming book to read to students. • Instruct Students Introduce book, read, emphasizing rhyming words, and pause and ask for predictions. Reread book, with students reading rhyming words for you. Write rhyming words from book on chart paper. T122-123 <p>Echo/Find Letters – Students match Magnetic Letter Tiles to the letters on their Letter Boards. (<i>d,s, select review letters</i>) T123</p> <p>Mid-Unit Check Use Mid-Unit Check to determine any students who are struggling with the letter/sound associations taught thus far. Print Mid-Unit Check from the PLC, and administer. T123</p> <p><u>Week 7, Day 1 in Foundations</u> Letter-Keyword-Sound – As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.</p> <ul style="list-style-type: none"> • Large Sound Cards Introduce letter-keyword-sound, students echo. • Standard Sound Cards Review letter-keyword-sound, students echo. (<i>e,r</i>) • Vowel Extension Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (<i>a,e,i,o,u</i>) T124 <p>Drill Sounds/Warm Up – Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.</p> <ul style="list-style-type: none"> • Large Sound Cards Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo. • Standard Sound Cards 	<p><u>Week 6, Day 5 in Foundations</u></p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> o used throughout lesson <ul style="list-style-type: none"> • Rhyming Book (teacher selected) • Large Chart Paper <ul style="list-style-type: none"> • Letter Boards • Magnetic Letter Tiles <ul style="list-style-type: none"> o only introduced letters • Mid-Unit Check (print from PLC) <p><u>Week 7, Day 1 in Foundations</u></p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Vowel Extension Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> o used throughout lesson <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards
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Grade K Foundations

Point to letter card, say letter-keyword-sound, students echo. (*p,j, vowel sounds, 4-5 other consonants*) T124

Sky Write/Letter Formation

- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*e,r*) T125

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*e*) T125

Week 7, Day 2 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*e,r, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (*a,e,i,o,u*) T126

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*e,r*) T126

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*r*) T127

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*e,r, select review letters*) T127

Week 7, Day 3 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Week 7, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 7, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

Point to letter card, say letter-keyword-sound, students echo. (*e,r, vowel sounds, 4-5 other consonants*)

- **Vowel Extension**

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (*a,e,i,o,u*) T128

Make It Fun –

With eyes closed, student points to letter. Open eyes, ask student questions about letter, including words that start with the letter. Other students pick rhyming words for an original word made from the letter. T128

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. (*e,r, 2-3 introduced letters*) T129

Student Notebook –

- **Practice Letters**

Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T129

**You may select a category of letters to practice, such as skyline letters, or vowels.*

Week 7, Day 4 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. (*e,r, vowel sounds, 4-5 other consonants*)

- **Vowel Extension**

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (*a,e,i,o,u*) T130

Word Play –

- **Word Awareness**

Teach students that sentences are made up of words, and reinforce the capitalization of names. Write words on Sentence Frames, including additional names, and arrange in a column. Have student arrange them in a sentence. Ask questions about sentence dynamics. T130-131

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*e,r, 1-2 review letters*) T131

- Standard Sound Cards
- Baby Echo

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

- Student Notebook
- Letter Formation Guides

Week 7, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames

- Large Writing Grid
- Letter Formation Guides

Grade K Foundations

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*e, r, select review letters*) T131

Week 7, Day 5 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*e, r, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound. (*a, e, i, o, u*) T132

Storytime –

- **Preparation**
Select an alliteration picture book to read to students.
- **Instruct Students**
Introduce book, read, emphasizing alliteration words, pause and ask for predictions. Write alliteration words from book on chart paper. Explain alliteration, have students tell you more words, and help students to use them in a sentence. T132-133

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (*e, r, select review letters*) T133

Week 8, Day 1 in Foundations

Letter-Keyword-Sound –

As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.

- **Large Sound Cards**
Introduce letter-keyword-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (*p, j*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T134

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 7, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Alliteration Book (teacher selected)
- Large Chart Paper

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

Week 8, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*p,j, vowel sounds, 4-5 other consonants*) T134

Sky Write/Letter Formation

- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*p,j*) T135

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*p*) T135

Week 8, Day 2 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*p,j, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T136

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*p,j*) T136

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*j*) T137

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*p,j, select review letters*) T137

- Large Sound Cards
- Standard Sound Cards

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Week 8, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Grade K Foundations

Week 8, Day 3 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*p,j, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T138

Make It Fun –

Whisper letter into student's ear. Student forms the letter with their finger on the Large Writing Grid, other students try to guess the letter. All students say letter-keyword-sound. T138

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. (*p,j, 2-3 introduced letters*) T139

Student Notebook –

- **Practice Letters**
Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T1329

Week 8, Day 4 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*p,j, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T140

Word Play –

- **Word Awareness**
Teach students that sentences are made up of words, and reinforce the capitalization of names. T140-141

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*p,j, 1-2 review letters*) T141

Week 8, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

- Student Notebook
- Letter Formation Guides

Week 8, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames

- Large Writing Grid
- Letter Formation Guides

Grade K Foundations

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*p,j, select review letters*) T141

Week 8, Day 5 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*p,j, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T142

Storytime –

- **Baby Echo Flies I**
Read and perform the story, using Echo and Baby Echo. Ask questions about the story. T142-143

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (*p,j, select review letters*) T143

Week 9, Day 1 in Foundations

Letter-Keyword-Sound –

As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.

- **Large Sound Cards**
Introduce letter-keyword-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (*l,h,k*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T144

Sky Write/Letter Formation

- **Teach Letter Formation**

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 8, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Echo
- Baby Echo

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

Week 9, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

Grade K Foundations

Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. *(l,h,k)* T144-145

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. *(l,h)* T145

Week 9, Day 2 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. *(l,h,k, vowel sounds, 4-5 other consonants)*
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels T146

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. *(l,h,k)* T146

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. *(k)* T147

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. *(l,h,k, select review letters)* T147

Week 9, Day 3 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. *(l,h,k, vowel sounds, 4-5 other consonants)*
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T148

- Student Notebook
- Letter Formation Guides

Week 9, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 9, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

Make It Fun –

Students listen for sounds at the end of a word and identify the letter, give student the standard sound card for the letter. Provide verbalization as student sky writes the letter, student says letter-keyword-sound. T148

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards.

(*l, h, k*, 2-3 introduced letters) T149

Student Notebook –

• Practice Letters

Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T149

Week 9, Day 4 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

• Large Sound Cards

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

• Standard Sound Cards

Point to letter card, say letter-keyword-sound, students echo. (*l, h, k*, vowel sounds, 4-5 other consonants)

• Vowel Extension

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T150

Word Play –

• Word Awareness

Teach students that sentences are made up of words, and introduce the question mark. Write words on Sentence Frames, including the question mark, and arrange in a column. Have student arrange them in a sentence. Ask questions about sentence dynamics. Repeat with several sentences. T150-151

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*l, h, k*, 1-2 review letters) T151

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*l, h, k*, select review letters) T151

- Standard Sound Cards

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

- Student Notebook
- Letter Formation Guides

Week 9, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Grade K Foundations

Week 9, Day 5 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*l,h,k, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T152

Storytime –

- **Baby Echo Flies II**
Read and perform the story, using Echo and Baby Echo. Perform the story again, without words, have students tell you what happened. T152-153

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (*l,h,k, select review letters*) T153

Week 10, Day 1 in Foundations

Letter-Keyword-Sound –

As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.

- **Large Sound Cards**
Introduce letter-keyword-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (*v,w*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T154

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*v,w, vowel sounds, 4-5 other consonants*) T154

Week 9, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Echo
- Baby Echo

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

Week 10, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

Sky Write/Letter Formation

- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*v,w*) T155

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*v*) T155

Week 10, Day 2 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*v,w, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T156

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*v,w*) T156

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*w*) T157

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*v,w, select review letters*) T157

Week 10, Day 3 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*v,w, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Week 10, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 10, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T158

Make It Fun –

Collect objects that *end* with the letters taught so far. Put in large bag, students picks something out of the bag, and finds the letter it ends with. Students say letter-keyword-sound, provide verbalization for sky writing. T158

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards.

(*l,h,k, 2-3 introduced letters*) T159

Student Notebook –

- **Practice Letters**
Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T159

Week 10, Day 4 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*v,w, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T160

Word Play –

- **Word Awareness**
Teach students that sentences are made up of words, and introduce the question mark. Write words on Sentence Frames, including the question mark, and arrange in a column. Have student arrange them in a sentence. Ask questions about sentence dynamics. Repeat with several sentences. T160-161

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*v,w, 1-2 review letters*) T161

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase

- Objects that end with introduced letter
- Large opaque bag
- Standard Sound Cards
- Letter Formation Guides

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

- Student Notebook
- Letter Formation Guides

Week 10, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Grade K Foundations

Writing Tablets while echoing correct verbalization. (*v,w, select review letters*) T161

Week 10, Day 5 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*v,w, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T162

Storytime –

- **Baby Echo Flies III**
Read and perform the story, using Echo and Baby Echo. As students retell the story, teacher illustrates with four simple illustrations. T162-163

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (*v,w, select review letters*) T153

Week 11, Day 1 in Foundations

Letter-Keyword-Sound –

As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.

- **Large Sound Cards**
Introduce letter-keyword-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (*y,x*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T164

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**

Week 10, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Echo
- Baby Echo

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

Week 11, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

Point to letter card, say letter-keyword-sound, students echo. (*y,x, vowel sounds, 4-5 other consonants*) T164

Sky Write/Letter Formation

- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*y,x*) T165

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*y*) T165

Week 11, Day 2 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*y,x, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T166

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*y,x*) T166

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*x*) T167

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*y,x, select review letters*) T167

Week 11, Day 3 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Week 11, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 11, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

Point to letter card, say letter-keyword-sound, students echo. (*y,x, vowel sounds, 4-5 other consonants*)

- **Vowel Extension**

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T168

Make It Fun –

Using the Keyword Puzzle pieces for letters taught thus far, pass out puzzle pieces (letters and pictures), one per child until all pieces are passed out. Students match letter and key words puzzle pieces, all students say letter-keyword-sound. T168

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards.

(*y,x, 2-3 introduced letters*) T169

Student Notebook –

- **Practice Letters**

Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T169

Week 11, Day 4 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. (*y,x, vowel sounds, 4-5 other consonants*)

- **Vowel Extension**

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T170

Word Play –

- **Word Awareness**

Teach students that sentences are made up of words, and review the question mark and period. T170-171

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*y,x, 1-2 review letters*) T171

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase

- Keyword Puzzle

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

- Student Notebook
- Letter Formation Guides

Week 11, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Grade K Foundations

Writing Tablets while echoing correct verbalization. (*y,x, select review letters*) T171

Week 11, Day 5 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*y,x, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T172

Storytime –

- **Baby Echo Flies IV**
Using illustrations from chart paper, students retell the story. Read story sentence by sentence, and scoop sentences. Read corresponding sentences for each picture. T172-173

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards. Tiles are on the blank side of boards, dictate sounds, and students echo sound and match the tiles. After all sounds are matched, dictate the sounds and have students echo sound and point to corresponding letter. (*y,x, select review letters*) T173

Week 12, Day 1 in Foundations

Letter-Keyword-Sound –

As a new letter is taught, its Standard Sound Card is added to your card display to be drilled at each lesson.

- **Large Sound Cards**
Introduce letter-keyword-sound, students echo.
- **Standard Sound Cards**
Review letter-keyword-sound, students echo. (*z,qu*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T174

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**

Week 11, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Illustrations on Chart Paper
- Written Story

- Letter Boards
- Magnetic Letter Tiles
 - only introduced letters

Week 12, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Point to letter card, say letter-keyword-sound, students echo. (*z,qu, vowel sounds, 4-5 other consonants*) T174

Sky Write/Letter Formation

- **Teach Letter Formation**
Teach letter formation, using verbalization; link letter formation with letter name, key word, and sound. (*z,q*) T175

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*z*) T175

Week 12, Day 2 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*z,qu, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T176

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*z,qu*) T176

Student Notebook –

Direct students to trace the letter while following the verbalization. Students color the keyword picture. (*qu*) T177

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. (*z,qu, select review letters*) T177

Week 12, Day 3 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Week 12, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 12, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

Point to letter card, say letter-keyword-sound, students echo. (*z,qu, vowel sounds, 4-5 other consonants*)

- **Vowel Extension**

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T178

Make It Fun –

- **Guess the Letter**

Whisper a letter to a student, who forms the letter with their finger on the Large Writing Grid. The student who guesses the letter then says the letter-keyword-sound, and sky writes the next letter. T178

Echo/Find Letters –

Students match Magnetic Letter Tiles to the letters on their Letter Boards.

(*z,qu, 2-3 introduced letters*) T179

Student Notebook –

- **Practice Letters**

Students trace previously taught letters while naming letter-keyword-sound, say verbalization, students echo. T179

Week 12, Day 4 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. (*z,qu, vowel sounds, 4-5 other consonants*)

- **Vowel Extension**

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T180

Word Play –

- **Word Awareness**

Teach students that sentences are made up of words, and review the question mark and period. T180-181

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*z,qu, 1-2 review letters*) T181

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate review sounds and new sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase

- Large Writing Grid

- Letter Boards
- Magnetic Letter Tiles
 - o only introduced letters

- Student Notebook
- Letter Formation Guides

Week 12, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames

- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Grade K Foundations

Writing Tablets while echoing correct verbalization. (*z,qu, select review letters*) T181

Week 12, Day 5 in Foundations

Drill Sounds/Warm Up –

Do new sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. (*z,qu, vowel sounds, 4-5 other consonants*)
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T182

Storytime –

- **Preparation**
Select a rhyming picture book to read to students.
- **Instruct Students**
Introduce book, read, emphasizing rhyming words, and pause and ask for predictions. Write rhyming words from book on chart paper. Explain rhyming, have students tell you more rhyming words, and help students to use them in a sentence. T182-183

Unit 1

Unit Test

- Each student must be assessed individually, allow 20 minutes per student.
- Copy the Unit Test Recording Form for each student. Use the student's Dry Erase Writing Tablet, Letter Board, and Letter Tiles, as needed. T184
- If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.

Week 12, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Rhyming Picture Book (teacher selected)
- Large Chart Paper

Unit 1

- Unit Test Recoding Form
- Dry Erase Writing Tablet
- Letter Board
- Letter Tiles
- Unit Test Tracker

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? How is it used?) Alphabetize tiles on the blank side of Letter Board.	Ask challenging questions (e.g., what do you know about that sound? How is it used?) Alphabetize tiles on the blank side of Letter Board.	Remind students to use visual resources Be aware of a student's trouble spots Pair with a more proficient student Use keyword to guide students to determine the letter for a sound	Remind students to use visual resources Be aware of a student's trouble spots Pair with a more proficient student Use keyword to guide students to determine the letter for a sound

Grade K Foundations

		When reciting alphabet, help students point to each letter	When reciting alphabet, help students point to each letter
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Unit Title: Unit 2 – Level K Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- **RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary stories, including key details ((e.g., who, what, when, where., why, how).
- **RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.
- **L.RF.K.2.C.** - Blend and segment onsets and rimes of single-syllable spoken words.
- **L.RF.K.2.D.** - Orally repeat multi-syllable words and pronounce the separate syllables.
- **L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.C.** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - o A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - o B. Continue a conversation through multiple exchanges.
- **SL.II.K.2-** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word.

Grade K Foundations

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Segment words into syllables
- Segment and pronounce initial, medial, and final phonemes in spoken CVC words
- Manipulate phonemes with additions or substitutions in one-syllable words
- Name all letters of the alphabet
- Write all manuscript letters in uppercase
- Sequence letters of the alphabet
- Fluently produce sounds of consonants and short vowels when given the letter
- Name and write corresponding letter(s) when given sounds for consonants and short vowels
- Begin to read CVC words

Essential/Guiding Question:

- How do I form uppercase letters?
- What is the correct order for letters of the alphabet?
- What is the difference between a letter and a word?
- How do letter sounds and patterns help me read words I do not know?
- How can tapping help me read words?

Content:

- **Big Idea:** Moving to more advanced phoneme awareness.
- **Learning Activity Overview:**
 1. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling.
 2. **Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
 3. **Echo/Letter Formation** – Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence.
 4. **Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
 5. **Sky Write/Letter Formation** – Students use gross-memory to learn letter formation following the teacher's verbalization. This activity also helps students make a multisensory association between the auditory sound of a letter, its visual representation, and the kinesthetic memory of the letter formation.

Skills(Objectives):

- Phonemic awareness skills: Blending, segmenting, and manipulation of sounds
- Blending and reading three-sound short vowel words
- Story prediction
- Alphabetical Order
- Upper-case letter formation
- Sample Words: **map, sad, rat**

Grade K Foundations

<p>6. Storytime – Involves listening, reading, and writing activities designed to help develop a student's awareness of print, visualization, and understanding of story structure, verbal memory, and comprehension.</p> <p>7. Student Notebook – Students use tactile and motor memory to practice letter-keyword-sounds and letter formation in their student notebooks. This activity helps to solidify the link between a letter, its sound, and its formation. It supports handwriting and spelling.</p> <p>8. Word Play – Activities teach or reinforce the development of print and phonological awareness and beginning decoding and spelling skills. Students also learn key elements of basic sentence structure including capitalization and punctuation.</p>	
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Student Notebook ● Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Letter Formation (lowercase letters) ○ Sound Recognition ○ Story Retelling ● Handwriting ● Letter Sound Correspondence 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Week 1, Day 1 in Foundations</u> Drill Sounds/Warm Up – Arrange standard sound cards on chart as displayed on page T187.</p> <p>Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.</p> <ul style="list-style-type: none"> ● Large Sound Cards Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo. ● Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo. ● Vowel Extension Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T190 <p>Introduce New Concepts</p> <ul style="list-style-type: none"> ● Teach Tapping to Read Words 	<p><u>Resources:</u></p> <p><u>Week 1, Day 1 in Foundations</u></p> <ul style="list-style-type: none"> ● Large Sound Cards ● Standard Sound Cards ● Vowel Extension Poster ● Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> ● Standard Sound Cards ● Word Resource
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Grade K Foundations

Teach students how to lend words with three sounds. Use Standard Sound Cards to make words, students tap and blend sounds (*mat*) T190-191

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*review 5-6 letters*) T191

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T192

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you. (*sad*) T192

Student Notebook –

Direct students to complete the letter-keyword Fun Match page. T193

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate 5-6 previously taught sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. T193

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**

- Large Writing Grid
- Letter Formation Guides

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Week 1, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Point to letter card, say letter-keyword-sound, students echo. T194

Word Play –

Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you. T194

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T195

Echo/Find Letters –

With Letter Tiles already matched to letter squares, say a sound, students echo and point to the letters on their Magnetic Boards. Students name the letter and find the Standard Sound Card. (*vowels, 3-5 consonants*) T195

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T196

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you. T196

Make It Fun –

- **Guess My Word**
Say and tap three letter sounds, students echo and guess the word. Students use the word in a sentence, or demonstrate the word. T197

Echo/Letter Formation –

Review proper pencil grip and sitting position. Dictate 5-6 previously taught sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write letter on Dry Erase Writing Tablets while echoing correct verbalization. T197

- Large Sound Cards
- Standard Sound Cards

- Letter Boards
- Magnetic Letter Tiles

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards

Week 1, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word Resource

- Word Resource

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Grade K Foundations

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T198

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you. T198

Storytime –

- **Preparation**
Select an ABC Book to read to students.
- **Instruct Students**
Introduce book, read. Point out letters, have student tell you the corresponding keyword and sound. Students find and name words that begin with the letter sound. T199

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T200

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you. T200

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (A,B) T201

Student Notebook –

Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (Aa,Bb) T201

Week 1, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource

- ABC Book (teacher selected)

Week 2, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Grade K Foundations

Echo/Letter Formation –

Dictate letter sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T201

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T202

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you. T202

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (C,D) T203

Student Notebook –

Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (Cc,Dd) T203

Echo/Letter Formation –

Dictate letter sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T203

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resources

Week 2, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word Resource

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resources

Week 2, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
o used throughout lesson

Grade K Foundations

Point to letter card, say letter-keyword-sound, students echo. T204

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words.
Model tapping words and blending sounds, students tap with you. T204

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (E,F) T205

Student Notebook –

Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (Ee,Ff) T205

Echo/Letter Formation –

Dictate letter sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T205

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards.
Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T206

Make It Fun –

- **Let's Rhyme**
Use Standard Sound Cards to make Unit Words.
Change the first letter to make a rhyming word.
Discuss vocabulary. T206

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (G,H) T207

Student Notebook –

Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (Gg,Hh) T207

- Standard Sound Cards
- Word Resource

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resources

Week 2, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resources

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

Grade K Foundations

Echo/Letter Formation –

Dictate letter sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T207

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T208

Storytime –

- **Preparation**
Select an ABC Book to read to students.
- **Instruct Students**
Introduce book, read. Point out letters, have student tell you the corresponding keyword and sound. Students find and name words that begin with the letter sound. T208

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T209

Echo/Find Letters –

With Letter Tiles already matched to letter squares, say a sound, students echo and point to the letters on their Magnetic Boards. Students name the letter and find the Standard Sound Card. (*vowels, 3-5 other sounds*) T209

Week 3, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T210

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resources

Week 2, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- ABC Book (teacher selected)

- Letter Boards
- Magnetic Letter Tiles

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards

Week 3, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

<p>Word Play –</p> <ul style="list-style-type: none"> • Make Words for Decoding Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, changing the initial and final consonants, and vowel, students tap with you. T210 <p>Sky Write/Letter Formation – Review letter formation, use the verbalization to direct students to sky write. (I,J) T211</p> <p>Student Notebook – Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (Ii,Jj) T211</p> <p>Echo/Letter Formation – Dictate letter sounds, students echo.</p> <p>One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T211</p> <p><u>Week 3, Day 2 in Foundations</u> Drill Sounds/Warm Up – Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.</p> <ul style="list-style-type: none"> • Large Sound Cards Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo. • Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo. T212 <p>Word Play –</p> <ul style="list-style-type: none"> • Make Words for Decoding Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, changing the initial and final consonants, and vowel, students tap with you. T212 <p>Sky Write/Letter Formation – Review letter formation, use the verbalization to direct students to sky write. (K,L) T213</p> <p>Student Notebook – Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (Kk,Ll) T213</p> <p>Echo/Letter Formation – Dictate letter sounds, students echo.</p>	<ul style="list-style-type: none"> • Standard Sound Cards • Word Resource <ul style="list-style-type: none"> • Large Writing Grid • Letter Formation Guides <ul style="list-style-type: none"> • Student Notebook • Letter Formation Guides <ul style="list-style-type: none"> • Dry Erase Writing Tablets, Markers, Erasers • Letter Formation Guides • Large Writing Grid • Sound Resources <p><u>Week 3, Day 2 in Foundations</u></p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Echo and/or Baby Echo <ul style="list-style-type: none"> o used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word Resource <ul style="list-style-type: none"> • Large Writing Grid • Letter Formation Guides <ul style="list-style-type: none"> • Student Notebook • Letter Formation Guides <ul style="list-style-type: none"> • Dry Erase Writing Tablets, Markers, Erasers
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Grade K Foundations

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T213

Week 3, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T214

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, changing the initial and final consonants, and vowel, students tap with you. T214

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (M,N) T215

Student Notebook –

Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (Mm,Nn) T215

Echo/Letter Formation –

Dictate letter sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T215

Week 3, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T216

- Letter Formation Guides
- Large Writing Grid
- Sound Resources

Week 3, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resources

Week 3, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Make It Fun –

- **Guess My Word**

Say and tap three letter sounds, students echo and guess the word. Students use the word in a sentence, or demonstrate the word. T216

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (O,P) T217

Student Notebook –

Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (Oo,Pp) T217

Echo/Letter Formation –

Dictate letter sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T217

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. T218

Storytime –

- **Preparation**

Select an ABC Book to read to students.

- **Instruct Students**

Introduce book, read. Point out letters, have student tell you the corresponding keyword and sound. Students find and name words that begin with the letter sound. T218

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T219

Echo/Find Letters –

With Letter Tiles already matched to letter squares, say a sound, students echo and point to the letters on their

- Word Resources

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resources

Week 3, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- ABC Book (teacher selected)

- Letter Boards
- Magnetic Letter Tiles

- Letter Boards
- Magnetic Letter Tiles

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Magnetic Boards. Students name the letter and find the Standard Sound Card. (*vowels, 3-5 other sounds*) T219

Week 4, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T220

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, changing the initial and final consonants, and vowel, students tap with you. T220

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (*Q,R*) T221

Student Notebook –

Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (*Qq,Rr*) T221

Echo/Letter Formation –

Dictate letter sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T221

Week 4, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T222

Word Play –

- **Make Words for Decoding**

- Standard Sound Cards

Week 4, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resources

Week 4, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards

Grade K Foundations

Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, changing the initial and final consonants, and vowel, students tap with you. T222

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (S,T,U) T222-223

Student Notebook –

Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (Ss,Tt,Uu) T223

Echo/Letter Formation –

Dictate letter sounds, students echo.

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T223

Week 4, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T224

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, changing the initial and final consonants, and vowel, students tap with you. T224

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (V,W,X) T224-225

Student Notebook –

Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (Vv,Ww,Xx) T225

Echo/Letter Formation –

Dictate letter sounds, students echo.

- Word Resource

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resources

Week 4, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid

Grade K Foundations

One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T225

Week 4, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T226

Sky Write/Letter Formation –

Review letter formation, use the verbalization to direct students to sky write. (Y,Z) T226

Student Notebook –

Direct students to trace the upper and lower case letters while following the verbalizations. Students practice writing the upper and lower case letters. (Yy,Zz) T227

Make It Fun –

- **Pick-A-Letter**
Each student selects a letter from the bag, and make the corresponding upper case letter on their Dry Erase Writing Tablets. When all letters are made, students arrange themselves in alphabetical order, circling the room. Students say the alphabet. T227

Week 4, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T228

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, changing the initial and final consonants, and vowel, students tap with you. T228

- Sound Resources

Week 4, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Large Writing Grid
- Letter Formation Guides

- Student Notebook
- Letter Formation Guides

- One Set of Magnetic Letter Tiles
- Opaque Bag
- Dry Erase Writing Tablets, Markers, Erasers
- Student Notebooks (as needed for reference)

Week 4, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource

Grade K Foundations

Unit 2 Unit Test <ul style="list-style-type: none">Each student must be assessed individually, allow 20 minutes per student.Copy the Unit Test Recording Form for each student. Use the student's Dry Erase Writing Tablet, Letter Board, and Letter Tiles, as needed. T229If a student does not score 8/10 on any given item, this student will need additional assistance with the assessed skill.	Unit 2 <ul style="list-style-type: none">Unit Test Recoding FormDry Erase Writing TabletLetter BoardLetter TilesUnit Test Tracker		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board.	Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board.	Remind students to use visual resources Be aware of a student's trouble spots Pair with a more proficient student Use keyword to guide students to determine the letter for a sound When reciting alphabet, help students point to each letter	Remind students to use visual resources Be aware of a student's trouble spots Pair with a more proficient student Use keyword to guide students to determine the letter for a sound When reciting alphabet, help students point to each letter

Unit Title: Unit 3 – Level K Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- RL.CR.K.1.** - With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, when, where, why, how).
- RL.CI.K.2.** - With prompting and support, identify the central message and retell familiar literary stories, including key details ((e.g., who, what, when, where., why, how).
- RL.IT.K.3.** - With prompting and support, identify characters, settings, and major events in a story.

NJSLS Reading Foundational Skills

- L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- L.RF.K.2.A.** - Recognize and produce rhyming words.
- L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.

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- **L.RF.K.2.C.** - Blend and segment onsets and rimes of single-syllable spoken words.
- **L.RF.K.2.D.** - Orally repeat multi-syllable words and pronounce the separate syllables.
- **L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C.** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2**- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Sequence letters of the alphabet
- Fluently produce sounds of consonants and short vowels when given the letter
- Distinguish long and short vowel sounds within words
- Name and write corresponding letter(s) when given sounds for consonants and short vowels
- Read and spell CVC words
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Identify characters, setting and main events in a story, with pictures or other prompts
- Echo-read a passage with correct phrasing and expression

Essential/Guiding Question:

- How do words make a sentence?
- How will practice help us read better?
- Why is it important to read with expression?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation when reading?

Content:

- **Big Idea:** Continuing to develop phoneme awareness; learning Trick Words and nonsense

Skills(Objectives):

- Phonemic awareness skills: blending, segmenting, and manipulation of sounds

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words, sentence structure, and narrative story structure.

- **Learning Activity Overview:**

1. **Alphabetical Order** – Students match the corresponding Letter Tile to the letter squares on their Letter Board. Students then practice naming the letters in alphabetical order. This activity helps students develop alphabetic knowledge, automatic letter naming, and alphabetical order.
2. **Dictation/Words** – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
3. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling.
4. **Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
5. **Echo/Find Words** – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.
6. **Echo/Letter Formation** – Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence.
7. **Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
8. **Storytime** – Involves listening, reading, and writing activities designed to help develop a student's awareness of print, visualization, and understanding of story structure, verbal memory, and comprehension.
9. **Teach Trick Words:** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also

- Blending sounds in nonsense CVC words
- Segmenting and spelling three-sound short vowel words
- Distinguish long and short vowel sounds
- Narrative story form: character, setting, main events
- Fluency and phrasing with echo and choral reading
- Beginning composition skills
- High frequency words (trick words)
- Sample words: **cut, tap, wet**
- Trick words: **the, a, and, are, to, is, his, as, has, was**

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reinforces word awareness and reinforces capitalization and punctuation.

10. **Trick Word Practice** – Students identify trick words by listening to and repeating the words as they are used in sentences. Students then practice drilling trick words with the Trick Word flashcards.
11. **Word Play** – Activities teach or reinforce the development of print and phonological awareness and beginning decoding and spelling skills. Students also learn key elements of basic sentence structure including capitalization and punctuation.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Letter Formation (lowercase letters)
 - o Sound Recognition
 - o Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T233.

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T236

Introduce New Concepts -

- **Review Tapping to Read Words**
Review changing any consonant in words to make new words.
- **Teach Tapping to Spell**
Use the Standard Sound Cards to teach sound tapping for segmentation and spelling skills. T236-237

Resources:

Week 1, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource List

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Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. (*fit, fat*) T237

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
T238

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Listen for Sounds**
Students distinguish between long and short vowel sounds. (*a*) T238

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T239

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. (*lap, lip*) T239

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Letter Boards
- Magnetic Letter Tiles

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 1, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T240

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you. T240

Echo/Letter Formation –

Dictate 5-6 previously taught sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T241

Introduce New Concepts –

- **Teach Word Dictations**
Dictate word, students echo and tap. Tap again, naming the letters. One student writes on Large Writing Grid, while others write on their Dry Erase Writing Tablets. Tap to check for correct spelling. (4-5 words) T241

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T242

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them. T242

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.

- Standard Sound Cards
- Word Resource List

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resource List

- Dry Erase Writing Tablets, Markers, Erasers
- Large Writing Grid
- Word Resource List

Week 1, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

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Unit Words

Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T243

Make It Fun –

- **Sound Bingo 2**
Students select any nine consonants and place them onto their Bingo Sheets. Dictate words orally and direct students to listen for the last sound and place a chip on the corresponding consonant if it is on their Bingo Sheet. T243

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T244

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T244

Storytime –

- **Baby Echo Finds Echo At Last I**
Read and perform the story, then ask questions about the story. T245

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T246

- Word Resource List
- Bingo Square Sheet for Each Student (PLC)
- Magnetic Letter Tiles
- Chips or Paper Scraps

Week 1, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Echo
- Baby Echo

Week 2, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T246

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T247

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. (*pot*) T247

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T248

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Listen for Sounds**
Students distinguish between long and short vowel sounds. (*a*) T248

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. (*bit*) T249

Echo/Letter Formation –

Dictate 5-6 previously taught letter sounds, students echo. One student models writing the letter on the Large Writing

- Standard Sound Cards
- Word Resource List

- Letter Boards
- Magnetic Letter Tiles

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 2, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides

Grade K Foundations

Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T249

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T250

Teach Trick Words –

Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are 'tricky', show the Trick Word Flashcards, say letter, students echo. (*the, a*) T250-251

Echo/Letter Formation –

Dictate 5-6 previously taught letter sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T251

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T251

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T252

- Large Writing Grid
- Sound Resource List

Week 2, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames
- Trick Word Flashcards

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 2, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them. T252

Make It Fun –

- **Sound A Word**
Put about ten small objects, with one syllable names, in an opaque bag. Student picks an item from the bag, student says segmented word, and another student guesses the object. T253

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T253

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T254

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T254

Trick Word Practice –

Say sentence, students echo. Write sentences on Sentence Frames and scoop. Read scooped sentence, students echo. Say the trick words in the sentence, student circles the word. Hold up corresponding Trick Words Flashcard, say the word, students repeat. Review previously taught trick words. T255

- Standard Sound Cards
- Word Resource List

- Small Objects with One Syllable Names
- Opaque Bag

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 2, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Words Flashcards

Grade K Foundations

Storytime –

- **Baby Echo Finds Echo At Last II**
Act out story, then perform it again, without words, students retell the story. Perform again without words, students tell story in their own words. T255

Week 3, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T233.

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T256

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T256

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T257

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. T257

Week 3, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

- Echo
- Baby Echo

Week 3, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Letter Boards
- Magnetic Letter Tiles

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 3, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. T258

Word Play –

- **Make Words for Decoding**

Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.

- **Listen for Sounds**

Students distinguish between long and short vowel sounds. (a) T258-259

Echo/Find Letters and Words –

- **Echo/Find Letters**

Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)

- **Echo/Find Words**

Dictate word, students tap and find Letter Tiles needed to make the word. (*zip*) T259

Echo/Letter Formation –

Dictate 5-6 previously taught letter sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T259

Week 3, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. T260

Teach Trick Words –

Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are 'tricky', show the Trick Word Flashcards, say letter, students echo. (*and, are, to*) T260-261

- Standard Sound Cards
- Word Resource List

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resource List

Week 3, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Sentence Frames
- Trick Word Flashcards

Grade K Foundations

Echo/Letter Formation –

Dictate 5-6 previously taught letter sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T261

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T261

Week 3, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T262

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them. T262

Make It Fun –

- **Kid Spelling**
Distribute Standard Sound Cards to students. Dictate a word, have the students with the letters in the words come to the front to make the word. T263

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 3, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Standard Sound Cards
- Word Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Grade K Foundations

Writing Grid, while the others write on Dry Erase Writing Tablets. T263

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T264

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T264

Trick Word Practice –

Say sentence, students echo. Write sentences on Sentence Frames and scoop. Read scooped sentence, students echo. Say the trick words in the sentence, student circles the word. Hold up corresponding Trick Words Flashcard, say the word, students repeat. Review previously taught trick words. T265

Storytime –

- **Baby Echo Finds Echo At Last III**
Act out story, as students retell, illustrate it with four simple pictures. T255

Week 4, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T233.

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T266

Week 3, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Words Flashcards

- Echo
- Baby Echo
- Large Chart Paper

Week 4, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T266

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T267

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. T267

Week 4, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T268

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Listen for Sounds**
Students distinguish between long and short vowel sounds. (*a*) T268-269

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. (*wax*) T269

Echo/Letter Formation –

Dictate 5-6 previously taught letter sounds, students echo. One student models writing the letter on the Large Writing

- Standard Sound Cards
- Word Resource List

- Letter Boards
- Magnetic Letter Tiles

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 4, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides

Grade K Foundations

Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T269

Week 4, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T270

Teach Trick Words –

Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are 'tricky', show the Trick Word Flashcards, say letter, students echo. (*is, his*) T270

Echo/Letter Formation –

Dictate 5-6 previously taught letter sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T271

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T271

Week 4, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T272

- Large Writing Grid
- Sound Resource List

Week 4, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames
- Trick Word Flashcards

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 4, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them. T272

Make It Fun –

- **Kid Spelling**
Distribute Standard Sound Cards to students. Dictate a word, have the students with the letters in the words come to the front to make the word. T273

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T273

Week 4, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T274

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T274

Trick Word Practice –

Say sentence, students echo. Write sentences on Sentence Frames and scoop. Read scooped sentence, students echo. Say the trick words in the sentence, student circles the word. Hold up corresponding Trick Words Flashcard, say the word, students repeat. Review previously taught trick words. T275

- Standard Sound Cards
- Word Resource List

- Standard Sound Cards
- Word Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 4, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Words Flashcards

Grade K Foundations

Storytime –

- **Baby Echo Finds Echo At Last IV**
Using pictures from last week to aid students in retelling the story. Read story and scoop, students echo. Combine pictures and text and read story again. T275

Week 5, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T276

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T276

Introduce New Concepts –

- **What Says /k/?**
Explain when to use *c* or *k* to make the /k/ sound. T277

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. (*nut*) T277

Week 5, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**

- Echo
- Baby Echo
- Large Chart Paper
- Phrased Story (PLC)

Week 5, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Standard Sound Cards

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 5, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
o used throughout lesson

Grade K Foundations

Point to letter card, say letter-keyword-sound, students echo. T278

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Listen for Sounds**
Students distinguish between long and short vowel sounds. (a) T278-279

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. T279

Echo/Letter Formation –

Dictate 5-6 previously taught letter sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T279

Week 5, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T280

Teach Trick Words –

Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are 'tricky', show the Trick Word Flashcards, say letter, students echo. (*as. has*) T280

Echo/Letter Formation –

Dictate 5-6 previously taught letter sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T281

- Standard Sound Cards
- Word Resource List

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 5, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames
- Trick Word Flashcards

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Grade K Foundations

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T281

Week 5, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T282

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them. T282

Make It Fun –

- **Sound A Word**
Put about ten small objects, with one syllable names, in an opaque bag. Student picks an item from the bag, student says segmented word, and another student guesses the object. T283

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T283

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 5, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Small Objects with One Syllable Names
- Opaque Bag

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Grade K Foundations

Week 5, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T284

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T284

Trick Word Practice –

Say sentence, students echo. Write sentences on Sentence Frames and scoop. Read scooped sentence, students echo. Say the trick words in the sentence, student circles the word. Hold up corresponding Trick Words Flashcard, say the word, students repeat. Review previously taught trick words. T285

Storytime –

- **Preparation**
Select a picture book that tells a narrative story to read to students.
- **Instruct Students**
Introduce book, read. Discuss characters, setting, and main events in the text. Complete column chart to document answers. T285

Week 6, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T286

Word Play –

- **Make Words for Decoding**

Week 5, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Words Flashcards

- Narrative Story (teacher selected)

Week 6, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource List

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Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T286

Alphabetical Order –

Students start with magnetic Letter Tiles randomly placed on the blank side of their Letter Boards. Sequentially match Letter Tiles on the letter squares. When finished, chorally say the alphabet while pointing to letters. T287

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. T287

Week 6, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T288

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Listen for Sounds**
Students distinguish between long and short vowel sounds. (*a*) T288-289

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. T289

Echo/Letter Formation –

Dictate 5-6 previously taught letter sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write

- Magnetic Letter Boards
- Letter Tiles

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 6, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Grade K Foundations

upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T289

Week 6, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T290

Teach Trick Words –

Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are 'tricky', show the Trick Word Flashcards, say letter, students echo. (was) T290

Echo/Letter Formation –

Dictate 5-6 previously taught letter sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T291

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T291

Week 6, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T292

Week 6, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames
- Trick Word Flashcards

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 6, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them. T292

Make It Fun –

- **Kid Spelling**
Distribute Standard Sound Cards to students. Dictate a word, have the students with the letters in the words come to the front to make the word. T293

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T293

Week 6, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T294

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T294

Trick Word Practice –

Say sentence, students echo. Write sentences on Sentence Frames and scoop. Read scooped sentence, students echo. Say the trick words in the sentence, student circles the word. Hold up corresponding Trick Words Flashcard, say the word, students repeat. Review previously taught trick words. T295

- Standard Sound Cards
- Word Resource List

- Standard Sound Cards
- Word Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 6, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Words Flashcards

Grade K Foundations

Storytime – <ul style="list-style-type: none">● Preparation Use book from last week’s lesson to develop students’ retelling skills.● Instruct Students Review book, page by page, and have students retell what happened throughout the book. T295		<ul style="list-style-type: none">● Narrative Story (teacher selected)	
Unit 3 Unit Test <ul style="list-style-type: none">● Each student must be assessed individually, allow 15 minutes per student.● Copy the Unit Test Recording Form for each student. Use the student’s Dry Erase Writing Tablet, Letter Board, and Letter Tiles, as needed. T296● If a student does not score 8/10 or 4/5 on any given item, this student will need additional assistance with the assessed skill.		Unit 3 <ul style="list-style-type: none">● Unit Test Recoding Form● Dry Erase Writing Tablet● Letter Board● Letter Tiles● Unit Test Tracker	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board.	On Grade Level Students Ask challenging questions (e.g., what do you know about that sound? How is it used? Alphabetize tiles on the blank side of Letter Board.	Struggling Students Remind students to use visual resources Be aware of a student’s trouble spots Pair with a more proficient student Use keyword to guide students to determine the letter for a sound When reciting alphabet, help students point to each letter	Special Needs/ELL Remind students to use visual resources Be aware of a student’s trouble spots Pair with a more proficient student Use keyword to guide students to determine the letter for a sound When reciting alphabet, help students point to each letter

Unit Title: Unit 4 – Level K Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.K.1.** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- **RL.IT.K.3.** With prompting and support, identify characters, settings, and major events in a story.
- **RL.TS.K.4.** Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book)..

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- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.
- **L.RF.K.2.C.** - Blend and segment onsets and rimes of single-syllable spoken words.
- **L.RF.K.2.D.** - Orally repeat multi-syllable words and pronounce the separate syllables.
- **L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C.** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2-** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word.
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - **L.WF.K.2.B.** - Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - **L.WF.K.2.C.** - Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - **L.WF.K.2.D.** - Writing frequently used words accurately.
- **L.WF.K.3.** - Demonstrate command of the conventions of sentence composition.

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- **L.WF.K.3.C** - Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- **L.WF.K.3.D** - Use end punctuation.
- **L.WF.K.3.F** - Write sentences with increasing complexity.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Manipulate phonemes with additions or substitutions in one-syllable words
- Distinguish long and short vowel sounds within words
- Fluently produce sounds for basic digraphs (*wh, sh, ch, th, ck*)
- Name and write corresponding letter(s) when given sounds for consonants, consonant digraphs, and short vowels
- Read and spell CVC words
- Spell words phonetically, drawing on knowledge of sound-letter relationships
- Capitalize words at beginning of sentences and names of people
- Identify characters, setting and main events in a story, with pictures or other prompts
- Describe what happened in a story when given a specific illustration
- Echo-read a passage with correct phrasing and expression

Essential/Guiding Question:

- What do good readers do when they come to a word they don't know?
- How will practice help us read better?
- Why is it important to read with expression?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation when reading?

Content:

- **Big Idea:** Digraphs stick together to form one sound, learn additional high-frequency words, develop fluent reading, and understand narrative text.
- **Learning Activity Overview:**
 1. **Dictation Sounds** – Students write the letter(s) that correspond to a dictated sound. This activity supports the development of the alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
 2. **Dictation/Words** – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
 3. **Drill Sounds/Warm-up** – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and

Skills(Objectives):

- Phonemic segmentation
- Concept of consonant digraph, keywords, and sounds: **wh, ch, sh, th, ck**
- Decoding three-sound words with digraphs
- Spelling three-sound words with digraphs
- Spelling of *ck* at end of words
- Narrative Story form: character, setting, main events
- Sample words: **bath, chop, thick,**
- Trick words: **we, she, he, be, me, I, you, they**

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sound when the sound is presented without modeling.

4. **Echo/Find Letters** – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
5. **Echo/Find Words** – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping.
6. **Echo/Letter Formation** – Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence.
7. **Make It Fun** – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity.
8. **Storytime** – Involves listening, reading, and writing activities designed to help develop a student's awareness of print, visualization, and understanding of story structure, verbal memory, and comprehension.
9. **Student Notebook** – Students use tactile and motor memory to practice letter-keyword-sounds and letter formation in their student notebooks. This activity helps to solidify the link between a letter, its sound, and its formation. It supports handwriting and spelling.
10. **Teach Trick Words:** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces word awareness and reinforces capitalization and punctuation.
11. **Trick Word Practice** – Students identify trick words by listening to and repeating the words as they are used in sentences. Students then practice drilling trick words with the Trick Word flashcards.
12. **Word Play** – Activities teach or reinforce the development of print and phonological awareness and beginning decoding and spelling skills. Students also learn key elements of basic sentence structure including capitalization and punctuation.

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Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Letter Formation (lowercase letters)
 - o Sound Recognition
 - o Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T299.

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T302

Introduce New Concepts -

- **Teach Digraphs -**
Explain that these consonants ‘stick together’ to form one sound. Teach with Large and Standard Sound Cards. Since digraphs form one sound, they are tapped with one finger.
- **Teach How to Mark Words**
Digraphs in a word are identified by underlining them. T302-303

Student Notebook –

Direct students to find the digraphs in their notebooks. Trace the letters and say the letter-keyword-sound, then color the keyword picture. (*wh, ch, sh*) T303

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Resources:

Week 1, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Large Sound Cards
- Word Resource List

- Student Notebooks

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo

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<p>Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.</p> <ul style="list-style-type: none"> ● Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo. T304 <p>Word Play –</p> <ul style="list-style-type: none"> ● Make Words for Decoding Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. Students find and underline digraphs. T304 <p>Teach Trick Words – Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are ‘tricky’, show the Trick Word Flashcards, say letter, students echo. (<i>we, she, he</i>) T305</p> <p>Student Notebook – Direct students to find the digraphs in their notebooks. Trace the letters and say the letter-keyword-sound, then color the keyword picture. (<i>th, ck</i>) T305</p>	<ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> ● Standard Sound Cards ● Word Resource List <ul style="list-style-type: none"> ● Sentence Frames ● Trick Word Flashcards <ul style="list-style-type: none"> ● Student Notebooks
<p><u>Week 1, Day 3 in Foundations</u></p> <p>Drill Sounds/Warm Up – Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.</p> <ul style="list-style-type: none"> ● Large Sound Cards Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo. ● Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo. T306 <p>Word Play –</p> <ul style="list-style-type: none"> ● Make Words for Decoding Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you. T306 <p>Make It Fun –</p> <ul style="list-style-type: none"> ● Digraph Detectives Write 10-15 words, with and without digraphs, on board. Instruct students to find all the digraphs and underline them. T307 <p>Introduce New Concepts –</p> <ul style="list-style-type: none"> ● Teach Spelling ● Echo/Find Letters 	<p><u>Week 1, Day 3 in Foundations</u></p> <ul style="list-style-type: none"> ● Large Sound Cards ● Standard Sound Cards ● Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> ● Standard Sound Cards ● Word Resource List <ul style="list-style-type: none"> ● Word Resource List (current and review) <ul style="list-style-type: none"> ● Standard Sound Cards ● Magnetic Letter Boards ● Letter Tiles

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Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. (*digraphs*)

- **Echo/Find Words**

Dictate word with digraph, tap sounds, students echo, and form word with corresponding Standard Sound Cards. Dictate word, students tap out the sound, have student find the Standard Sound Cards, and name letters. Students find Letter Tiles to form words on their Magnetic Letter Boards. (3-5 words) T307

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. T308

Word Play –

- **Make Words for Decoding**

Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.

- **Make Nonsense Words**

Make 3-5 nonsense words and have students tap and read them. T308

Trick Word Practice –

Review previously taught trick words, following procedure in TE. T309

Echo/Letter Formation –

Review 5-6 previously taught letter sounds, following procedure in TE. T309

Dictation Dry Erase -

- **Unit Sounds**

Dictate sounds, students write letters that correspond to the sounds.

- **Unit Words**

Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T309

- Word Resource List

Week 1, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Words Flashcards

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Grade K Foundations

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T310

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T310

Storytime –

- **Preparation**
Select a picture book that tells a narrative story to read to students.
- **Instruct Students**
Introduce book, read. Discuss characters, setting, and main events in the text. Complete column chart to document answers. T311

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds digraph, and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T312

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T312

Echo/Find Letters and Words –

- **Echo/Find Letters**

Week 1, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Narrative Story (teacher selected)

Week 2, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Magnetic Letter Boards

Grade K Foundations

Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)

- **Echo/Find Words**

Dictate word, students tap and find Letter Tiles needed to make the word. (*shop*) T313

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. T314

Word Play –

- **Make Words for Decoding**

Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. Students find and underline digraphs. T314

Teach Trick Words –

Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are 'tricky', show the Trick Word Flashcards, say letter, students echo. (*be, me*) T315

- **Echo/Find Letters**

Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. (*digraphs*)

- **Echo/Find Words**

Dictate word with digraph. Students find Letter Tiles to make words on their Magnetic Letter Boards. One student makes word with Standard Sound Cards. Spell tiles away. (*3-5 words*) T315

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. T316

- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 2, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Word Flashcards

- Magnetic Letter Board
- Letter Tiles
- Standard Sound Cards
- Word Resource List (Current and Review)

Week 2, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Read Sentences**
Write sentences on Sentence Frames and scoop. Student circles trick words and taps other words. Read together, modeling fluency. T316

Make It Fun –

- **Digraph Detectives**
Write 10-15 words, with and without digraphs, on board. Instruct students to find all the digraphs and underline them. T317

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T317

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T318

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them. T318

Trick Word Practice –

Review previously taught trick words, following procedure in TE. T319

Echo/Letter Formation –

- Standard Sound Cards
- Word Resource List
- Sentence Frames

- Word Resource List (current and review)

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 2, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Words Flashcards

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides

Grade K Foundations

Review 5-6 previously taught letter sounds, following procedure in TE. T319

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T319

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T320

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T320

Storytime –

- **Preparation**
Use book from last week's lesson to develop students' retelling skills.
- **Instruct Students**
Review book, page by page, and have students retell what happened throughout the book. T321

Week 3, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds digraph, and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**

- Large Writing Grid
- Sound Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 2, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Narrative Story (teacher selected)

Week 3, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
o used throughout lesson

Grade K Foundations

Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T322

Introduce New Concepts –

- **Teach Spelling of CK**
Review the ways to make the sound /k/. Explain when *ck* is used, compared to when *c* and *k* are used. T322

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. T323

Week 3, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T324

Word Play -

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Listen for Sounds**
Students distinguish between long and short vowel sounds. (*a*) T324-325

Teach Trick Words –

Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are 'tricky', show the Trick Word Flashcards, say letter, students echo. (*I, you*) T325

- **Echo/Find Letters**
Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board. (*ck*)
- **Echo/Find Words**
Dictate word with digraph. Students find Letter Tiles to make words on their Magnetic Letter Boards. One

- Standard Sound Cards
- Word Resource List

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 3, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Word Flashcards

- Magnetic Letter Board
- Letter Tiles
- Standard Sound Cards
- Word Resource List (Current and Review)

Grade K Foundations

student makes word with Standard Sound Cards.
Spell tiles away. (3-5 words) T325

Week 3, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T326

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Read Sentences**
Write sentences on Sentence Frames and scoop. Student circles trick words and taps other words. Read together, modeling fluency. T326

Make It Fun –

- **Sound A Word**
Put about ten small objects, with one syllable names, in an opaque bag. Student picks an item from the bag, student says segmented word, and another student guesses the object. T327

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T327

Week 3, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T328

Week 3, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Frames

- Small Objects with One Syllable Names
- Opaque Bag

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 3, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade K Foundations

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them. T328

Trick Word Practice –

Review previously taught trick words, following procedure in TE. T329

Echo/Letter Formation –

Review 5-6 previously taught letter sounds, following procedure in TE. T329

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T329

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T330

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T330

Storytime –

- **Cod Fish I**
Read story, one sentence at a time, following scooping to develop fluency, students echo. Students ‘make a movie’ in their heads, and describe their movie. Mark words as directed. T331

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Words Flashcards

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 3, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Scooped Story (PLC)

Grade K Foundations

Week 4, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds digraph, and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Vowel Extension**
Using the Vowel Extension Poster, say letter-keyword-sound, extending the vowel sound for all vowels. T332

Introduce New Concepts –

- **Review Spelling**
Dictate words, including those with digraphs, students tap and spell words, forming them with Standard Sound Cards. Ask questions about spelling, including rules for /k/. T332

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. T333

Week 4, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T334

Word Play -

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T334

Teach Trick Words –

Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo.

Week 4, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Vowel Extension Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 4, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Word Flashcards

Grade K Foundations

Circle trick words, discuss why they are 'tricky', show the Trick Word Flashcards, say letter, students echo. (*they*) T335

- **Echo/Find Letters**
Say a sound, students echo and point to the letter(s) on their Magnetic Letter Board.
- **Echo/Find Words**
Dictate word with digraph. Students find Letter Tiles to make words on their Magnetic Letter Boards. One student makes word with Standard Sound Cards. Spell tiles away. (3-5 words) T335

Week 4, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T336

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Read Sentences**
Write sentences on Sentence Frames and scoop. Student circles trick words and taps other words. Read together, modeling fluency. T336

Make It Fun –

- **Sound A Word**
Put about ten small objects, with one syllable names, in an opaque bag. Student picks an item from the bag, student says segmented word, and another student guesses the object. T337

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T337

- Magnetic Letter Board
- Letter Tiles
- Standard Sound Cards
- Word Resource List (Current and Review)

Week 4, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Frames

- Small Objects with One Syllable Names
- Opaque Bag

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Grade K Foundations

Week 4, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T338

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them. T338

Trick Word Practice –

Review previously taught trick words, following procedure in TE. T339

Echo/Letter Formation –

Review 5-6 previously taught letter sounds, following procedure in TE. T339

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T339

Week 4, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds, digraphs and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T340

Week 4, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Words Flashcards

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 4, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

<p>Word Play –</p> <ul style="list-style-type: none">● Make Words for Decoding Use Standard Sound Cards to make 5-6 Unit Words. Model tapping words and blending sounds, students tap with you. T340 <p>Storytime –</p> <ul style="list-style-type: none">● Cod Fish II Students remember the ‘movie’ in their minds and describe it by retelling. Read chorally to determine if the retelling was accurate. T341 <p>Unit 4</p> <p>Unit Test</p> <ul style="list-style-type: none">● Each student must be assessed individually, allow 15 minutes per student.● Copy the Unit Test Recording Form for each student. Use the student’s Dry Erase Writing Tablet, Letter Board, and Letter Tiles, as needed. T342● If a student does not score 8/10 or 4/5 on any given item, this student will need additional assistance with the assessed skill.	<ul style="list-style-type: none">● Standard Sound Cards● Word Resource List <ul style="list-style-type: none">● Scooped Story (PLC) <p>Unit 4</p> <ul style="list-style-type: none">● Unit Test Recoding Form● Dry Erase Writing Tablet● Letter Board● Letter Tiles● Unit Test Tracker		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? How is it used?</p> <p>Alphabetize tiles on the blank side of Letter Board.</p>	<p>On Grade Level Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? How is it used?</p> <p>Alphabetize tiles on the blank side of Letter Board.</p>	<p>Struggling Students</p> <p>Remind students to use visual resources</p> <p>Be aware of a student’s trouble spots</p> <p>Pair with a more proficient student</p> <p>Use keyword to guide students to determine the letter for a sound</p> <p>When reciting alphabet, help students point to each letter</p>	<p>Special Needs/ELL</p> <p>Remind students to use visual resources</p> <p>Be aware of a student’s trouble spots</p> <p>Pair with a more proficient student</p> <p>Use keyword to guide students to determine the letter for a sound</p> <p>When reciting alphabet, help students point to each letter</p>

Grade K Foundations

Unit Title: Unit 5 – Level K Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.K.1.** With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
- **RL.CI.K.2.** With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
- **RL.IT.K.3.** With prompting and support, identify characters, settings, and major events in a story.
- **RL.TS.K.4.** Recognize common types of literary texts (e.g. storybooks, poems) and identify features of print (front cover, back cover, and title page of a book)..
- **RL.PP.K.5.** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

NJSLS Reading Foundational Skills

- **L.RF.K.1.** - Demonstrate understanding of the organization and basic features of print.
- **L.RF.K.1.A.** - Follow words from left to right, top to bottom, and page by page.
- **L.RF.K.1.B.** - Recognize that spoken words are represented in written language by specific sequences of letters.
- **L.RF.K.1.C.** - Understand that words are separated by spaces in print.
- **L.RF.K.1.D.** - Recognize and name all upper and lowercase letters of the alphabet.
- **L.RF.K.2.** - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **L.RF.K.2.A.** - Recognize and produce rhyming words.
- **L.RF.K.2.B.** - Count, pronounce, blend, and segment syllables in spoken words.
- **L.RF.K.2.C.** - Blend and segment onsets and rimes of single-syllable spoken words.
- **L.RF.K.2.D.** - Orally repeat multi-syllable words and pronounce the separate syllables.
- **L.RF.K.2.E.** - Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **L.RF.K.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.K.3.A** - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
- **L.RF.K.3.B** - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **L.RF.K.3.C.** - Read high-frequency words and grade level irregular words with automaticity.
- **L.RF.K.3.D.** - Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.K.4.** Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

NJSLS ELA Speaking and Listening

- **SL.PE.K.1** - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
 - A. Follow agreed upon norms for discussions (e.g. listening to others with care and taking turns speaking about topics and texts under discussion).
 - B. Continue a conversation through multiple exchanges.
- **SL.II.K.2-** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- **SL.ES.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.PI.K.4.** - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.AS.K.6.** - Speak audibly and express thoughts, feelings, and ideas clearly.

Grade K Foundations

NJSLS Foundational Skills Writing Language

- **L.WF.K.1.** Demonstrate command of the conventions of writing.
- **L.WF.K.1.A** Match upper and lowercase letters.
- **L.WF.K.1.B** Write upper and lowercase letters, with reference to a model.
- **L.WF.K.1.F** Orally segment all the phonemes in any single syllable, spoken word.
- **L.WF.K.2.** Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
 - **L.WF.K.2.B.** - Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - **L.WF.K.2.C.** - Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - **L.WF.K.2.D.** - Writing frequently used words accurately.
- **L.WF.K.3.** - Demonstrate command of the conventions of sentence composition.
 - **L.WF.K.3.C** - Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
 - **L.WF.K.3.D.** - Use end punctuation.
 - **L.WF.K.3.F** - Write sentences with increasing complexity.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.
- **9.4.2.CT.3** - Use a variety of types of thinking to solve problems.

Central Idea / Enduring Understanding:

Students will...

- Name and write corresponding letter(s) when given sounds for consonants and short vowels
- Read and spell approximately 200 CVC words
- Spell other words phonetically, drawing on knowledge of sound-letter relationships
- Identify 75% of first 100 high frequency words, including 25-30 irregular (trick words)
- Identify and name correct punctuation at end of sentence
- Capitalize words at beginning of sentences and names of people
- Identify characters, setting and main events in a story, with pictures or other prompts
- Echo-read a passage with correct phrasing and expression
- With prompts, compare and contrast the experiences of characters in two stories
- Explain the difference between narrative and informational text
- Identify and explain new meanings for familiar words and newly taught words

Essential/Guiding Question:

- How do letter sounds and patterns help me read words I do not know?
- Why is it important to read with expression?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation when reading?
- How do we make sure we understand what we read?
- What is the difference between fiction and non-fiction texts?

Grade K Foundations

<ul style="list-style-type: none"> • Produce and expand complete sentences in shared language activities 	
<p><u>Content:</u></p> <ul style="list-style-type: none"> • Big Idea: Read and write sentences, and use phrasing to develop fluency, differences between narrative and informational text. • Learning Activity Overview: <ol style="list-style-type: none"> 1. Dictation/Sentences – Students independently write a sentence from dictation. This helps develop their auditory memory for words. They also develop their proofreading skills with guidance. 2. Dictation/Words – Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 3. Drill Sounds/Warm-up – Every lesson starts with a quick, warm-up sound drill. This activity helps students master the alphabetic principle of letter-sound associations. Eventually students should be able to say the letter name, keyword, and sound when the sound is presented without modeling. 4. Echo/Find Letters – Students reinforce their skill of matching a letter with a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 5. Echo/Find Words – Students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. 6. Echo/Letter Formation – Students develop correct pencil grip and letter formation procedures with guidance. This activity also reinforces sound-symbol correspondence. 7. Make It Fun – Activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity. 8. Storytime – Involves listening, reading, and writing activities designed to help develop a student's awareness of print, visualization, and understanding of story structure, verbal memory, and comprehension. 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Sentence structure • Sentence dictation • Narrative fiction vs. informational books • Trick words: or, for, of, have, from, by, my, do, one

Grade K Foundations

9. **Teach Trick Words:** – Students are introduced to trick words. This activity helps students learn high frequency words for reading. This activity also reinforces word awareness and reinforces capitalization and punctuation.
10. **Trick Word Practice** – Students identify trick words by listening to and repeating the words as they are used in sentences. Students then practice drilling trick words with the Trick Word flashcards.
11. **Word Play** – Activities teach or reinforce the development of print and phonological awareness and beginning decoding and spelling skills. Students also learn key elements of basic sentence structure including capitalization and punctuation.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Letter Formation (lowercase letters)
 - o Sound Recognition
 - o Story Retelling
- Handwriting
- Letter Sound Correspondence

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1, Day 1 in Foundations

Drill Sounds/Warm Up –

Arrange standard sound cards on chart as displayed on page T345.

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**
Drill trick words, eliminate mastered words as you add new. T348

Word Play –

- **Make Words for Decoding**

Resources:

Week 1, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word Resource List

Grade K Foundations

Use Standard Sound Cards to make Unit Words.
Model tapping words and blending sounds, students tap with you. T348

Introduce New Concepts -

- **Review Sentence Reading**

Review the procedures to write, punctuate, scoop, read sentences containing trick and tappable words. T349

Echo/Find Letters and Words –

- **Echo/Find Letters**

Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)

- **Echo/Find Words**

Dictate word, students tap and find Letter Tiles needed to make the word. (*3-5 words*) T349

Week 1, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. T350

Word Play –

- **Make Words for Decoding**

Use Standard Sound Cards to make Unit Words.
Model tapping words and blending sounds, students tap with you. T350

Teach Trick Words –

Dictate sentence, students echo. Student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are 'tricky', show the Trick Word Flashcards, say letter, students echo. (*or, for*) T351

Introduce New Concepts –

- **Begin Sentence Dictation**

Say sentence, students echo. Student place Sentence Frames as needed, write sentence on frames, scoop, and read with phrasing. Dictate changes to sentence. T351

- Sentence Frames
- Word Resource List

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 1, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Word Flashcards

- Sentence Frames
- Trick Word Flashcards
- Sentence Resource List

Grade K Foundations

Week 1, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**
Drill trick words, eliminate mastered words as you add new. T352

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Read Sentences**
Write sentence on board and scoop. Students decode and read the sentence chorally. T352

Echo/Letter Formation –

Dictate 5-6 previously taught sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T353

Dictation Dry Erase -

- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T353

Week 1, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T354

Trick Word Practice –

Say sentence, students echo. Write sentences on Sentence Frames and scoop. Read scooped sentence, students echo. Say the trick words in the sentence, student circles the word. Hold up corresponding Trick Words Flashcard, say the word, students repeat. Review previously taught trick words. T354

Week 1, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resource List

- Dry Erase Writing Tablets, Markers, Erasers
- Large Writing Grid
- Word Resource List

Week 1, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames
- Trick Words Flashcards

Grade K Foundations

Make It Fun –

- **Change The Sentence**
Say sentence, students echo. Distribute Sentence Frames, with sentence words written, to individual students. Students stand in order to form sentence. Change words and students to make a new sentence. T355

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T355

Week 1, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**
Drill trick words, eliminate mastered words as you add new. T356

Storytime –

- **Preparation**
Select an informational book about fish to read to students.
- **Instruct Students**
Explain that informational text tells us facts about something. Read the book, pausing after each page to discuss facts they learned. T356

Week 2, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.

- Sentence Frames
- Sentence Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 1, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Informational Text (teacher selected)

Week 2, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

- **Trick Word Flashcards**

Drill trick words, eliminate mastered words as you add new. T358

Word Play –

- **Make Words for Decoding**

Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.

- **Read Sentences**

Write and scoop sentence. Students read each word individually, read sentence chorally.

- **Review Sentence Dictation**

Say sentence, students echo, place Sentence Frames, write sentence on frames. Change words and read again. T358

Echo/Find Letters and Words –

- **Echo/Find Letters**

Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)

- **Echo/Find Words**

Dictate word, students tap and find Letter Tiles needed to make the word. (*3-5 words*) T359

Week 2, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. T360

Word Play –

- **Make Words for Decoding**

Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.

- **Make Nonsense Words**

Make 3-5 nonsense words and have students tap and read them.

- **Review Sentence Dictation**

Say sentence, place Sentence Frames, write sentence on frames. Change words and read again. T360-361

Teach Trick Words –

Complete following the Learning Activity procedures. (of, have) T361

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 2, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames
- Trick Word Flashcards

- Sentence Frames
- Trick Word Flashcards
- Sentence Resource List

Grade K Foundations

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. (*3-5 words*) T361

Week 2, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**
Drill trick words, eliminate mastered words as you add new. T362

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Read Sentences**
Write sentence on board and scoop. Students decode and read the sentence chorally. T362

Echo/Letter Formation –

Dictate 5-6 previously taught sounds, students echo. One student models writing the letter on the Large Writing Grid while echoing correct verbalization. All students write upper and lower case letters on Dry Erase Writing Tablets while echoing correct verbalization. T363

Dictation Dry Erase -

- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T363

Week 2, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 2, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resource List

- Dry Erase Writing Tablets, Markers, Erasers
- Large Writing Grid
- Word Resource List

Week 2, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. T364

Trick Word Practice –

Say sentence, students echo. Write sentences on Sentence Frames and scoop. Read scooped sentence, students echo. Say the trick words in the sentence, student circles the word. Hold up corresponding Trick Words Flashcard, say the word, students repeat. Review previously taught trick words. T364

Make It Fun –

- **Change The Sentence**

Say sentence, students echo. Distribute Sentence Frames, with sentence words written, to individual students. Students stand in order to form sentence. Change words and students to make a new sentence. T365

Dictation Dry Erase –

- **Unit Sounds**

Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.

- **Unit Words**

Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T365

Week 2, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo.

- **Trick Word Flashcards**

Drill trick words, eliminate mastered words as you add new. T366

Storytime –

- **Preparation**

Select additional books to demonstrate narrative fiction versus informational text.

- **Instruct Students**

Show students both books. Read and discuss both books, highlighting the differences between them. T366-367

- Sentence Frames
- Trick Words Flashcards

- Sentence Frames
- Sentence Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 2, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Informational Text (teacher selected)
- Narrative Text (teacher selected)

Grade K Foundations

Week 3, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**
Drill trick words, eliminate mastered words as you add new. T368

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Read Sentences**
Write and scoop sentence. Students read each word individually, read sentence chorally.
- **Review Sentence Dictation**
Say sentence, students echo, place Sentence Frames, write sentence on frames. Change words and read again. T368

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. (*3-5 words*) T369

Week 3, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T370

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**

Week 3, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 3, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames
- Trick Word Flashcards

Grade K Foundations

Make 3-5 nonsense words and have students tap and read them.

- **Review Sentence Dictation**

Say sentence, place Sentence Frames, write sentence on frames. Change words and read again. T371-372

Teach Trick Words –

Dictate sentence, student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are ‘tricky’, and show the Trick Word Flashcards. (*from*) T371

Week 3, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo.

- **Trick Word Flashcards**

Drill trick words, eliminate mastered words as you add new. T372

Word Play –

- **Make Words for Decoding**

Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.

- **Read Sentences**

Write sentence on board and scoop. Students decode and read the sentence chorally.

- **Write Sentences**

Use Sentence Frames, dictate 2-3 sentences, following procedure for sentence dictation. T372

Echo/Letter Formation –

Dictate 5-6 previously taught sounds, following procedure in TE. T373

Dictation Dry Erase -

- **Unit Words**

Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T373

- Sentence Frames
- Trick Word Flashcards
- Sentence Resource List

Week 3, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames

- Dry Erase Writing Tablets, Markers, Erasers
- Letter Formation Guides
- Large Writing Grid
- Sound Resource List

- Dry Erase Writing Tablets, Markers, Erasers
- Large Writing Grid
- Word Resource List

Grade K Foundations

Week 3, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T374

Trick Word Practice –

Say sentence, students echo. Write sentences on Sentence Frames and scoop. Read scooped sentence, students echo. Say the trick words in the sentence, student circles the word. Hold up corresponding Trick Words Flashcard, say the word, students repeat. Review previously taught trick words. T374

Make It Fun –

- **Change The Sentence**
Say sentence, students echo. Distribute Sentence Frames, with sentence words written, to individual students. Students stand in order to form sentence. Change words and students to make a new sentence. T375

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets. T375

Week 3, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**
Drill trick words, eliminate mastered words as you add new. T376

Storytime –

- **Preparation**

Week 3, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames
- Trick Words Flashcards

- Sentence Frames
- Sentence Resource List

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 3, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Informational Text (teacher selected)
- Narrative Text (teacher selected)

Grade K Foundations

Use the narrative and informational books from last week.

- **Instruct Students**

Show students both books. Read and discuss both books, highlighting the differences between them.

T376

Week 4, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo.

- **Trick Word Flashcards**

Drill trick words, eliminate mastered words as you add new. T378

Word Play –

- **Make Words for Decoding**

Use Standard Sound Cards to make Unit Words. Students tap words.

- **Read Sentences**

Write and scoop sentence. Students read each word individually, read sentence chorally.

T378

Dictation Dry Erase -

- **Unit Sounds**

Dictate sounds, students write letters that correspond to the sounds.

- **Unit Words**

Dictate words, students write words. T379

Introduce New Concepts –

- **Teach Sentence Dictation – Dry Erase**

Do sentence dictation as a group using Sentence Frames. Students write sentence on Dry Erase Writing Tablets. Complete sentence dictation procedure. T379

Week 4, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Week 4, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames

- Word Resource List
- Unit Resource List of Echo Sounds
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers

- Sentence Frames
- Dry Erase Writing Tablets
- Sentence Resource List

Week 4, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Point to letter card, say letter-keyword-sound, students echo. T380

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them.
- **Review Sentence Dictation**
Say sentence, place Sentence Frames, write sentence on frames. Change words and read again. T380-381

Teach Trick Words –

Dictate sentence, student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are ‘tricky’, and show the Trick Word Flashcards. (*by, my*) T381

Week 4, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**
Drill trick words, eliminate mastered words as you add new. T382

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Read Sentences**
Write sentence on board and scoop. Students decode and read the sentence chorally. T382

Echo/Letter Formation –

Dictate 5-6 previously taught sounds. Complete following the Learning Activity procedures. T383

Dictation Dry Erase -

- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames
- Trick Word Flashcards

- Sentence Frames
- Trick Word Flashcards
- Sentence Resource List

Week 4, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames

- Dry Erase Writing Tablets, Markers, Erasers
- Large Writing Grid
- Letter Formation Guide

- Dry Erase Writing Tablets, Markers, Erasers
- Large Writing Grid
- Sentence Frames
- Word Resource List

Grade K Foundations

Grid, while the others write on Dry Erase Writing Tablets.

- **Sentence**
Do sentence dictation as a group using Sentence Frames. Students write sentence on Dry Erase Writing Tablets. Complete sentence dictation procedure. T383

Week 4, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T384

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Read Sentences**
Write sentence on board and scoop. Students decode and read the sentence chorally. T384

Trick Word Practice –

Say sentence, students echo. Write sentences on Sentence Frames and scoop. Read scooped sentence, students echo. Say the trick words in the sentence, student circles the word. Hold up corresponding Trick Words Flashcard, say the word, students repeat. Review previously taught trick words. T385

Make It Fun –

- **Guess Where**
Use narrative texts used in Units 4 and 5. Show the books and have students retell the main events in each story. Describe a place and have students tell you in which story the setting belongs. T385

Week 4, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**

- Sentence Resource List

Week 4, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames

- Sentence Frames
- Trick Words Flashcards

- Narrative Books (teacher selected)

Week 4, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

Drill trick words, eliminate mastered words as you add new. T386

Storytime –

- **Preparation**
Select 2 more narrative and informational books.
- **Instruct Students**
Show students both books. Read and discuss both books, highlighting the differences between them.
T386

Week 5, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**
Drill trick words, eliminate mastered words as you add new. T388

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Students tap words.
- **Read Sentences**
Write and scoop sentence. Students read each word individually, read sentence chorally.
T388

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students write words.
- **Sentence**
Do sentence dictation as a group using Sentence Frames. Students write sentence on Dry Erase Writing Tablets. Complete sentence dictation procedure. T389

Week 5, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- Informational Text (teacher selected)
- Narrative Text (teacher selected)

Week 5, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames

- Word Resource List
- Sound Resource List
- Sentence Resource List
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames

Week 5, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade K Foundations

- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T390

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them. T390

Teach Trick Words –

Dictate sentence, student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are ‘tricky’, and show the Trick Word Flashcards. (*do*) T391

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. T391

Week 5, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**
Drill trick words, eliminate mastered words as you add new. T392

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Read Sentences**
Write sentence on board and scoop. Students decode and read the sentence chorally. T392

Echo/Letter Formation –

Dictate 5-6 previously taught sounds, following procedure in TE. T393

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Sentence Resource List

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 5, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames

- Dry Erase Writing Tablets, Markers, Erasers
- Large Writing Grid
- Letter Formation Guides

Grade K Foundations

Dictation Dry Erase -

- **Unit Words**
Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets.
- **Sentence**
Do sentence dictation as a group using Sentence Frames. Students write sentence on Dry Erase Writing Tablets. Complete sentence dictation procedure. T393

Week 5, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T394

Trick Word Practice –

Say sentence, students echo. Write sentences on Sentence Frames and scoop. Read scooped sentence, students echo. Say the trick words in the sentence, student circles the word. Hold up corresponding Trick Words Flashcard, say the word, students repeat. Review previously taught trick words. T394

Make It Fun –

- **Guess Who**
Use narrative texts used in Units 4 and 5. Show the books and have students retell the main events in each story. Describe a character and have students tell you in which story the character belongs. T395

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students write words.
- **Sentence**
Do sentence dictation as a group using Sentence Frames. Students write sentence on Dry Erase Writing Tablets. Complete sentence dictation procedure. T395

- Dry Erase Writing Tablets, Markers, Erasers
- Large Writing Grid
- Sentence Frames
- Word Resource List
- Sentence Resource List

Week 5, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames
- Trick Words Flashcards

- Narrative Books (teacher selected)

- Word Resource List
- Sound Resource List
- Sentence Resource List
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames

Grade K Foundations

Week 5, Day 5 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**
Drill trick words, eliminate mastered words as you add new. T396

Storytime –

- **Preparation**
Use the same narrative and informational book used in week 4.
- **Instruct Students**
Read both books and discuss. T396

Week 6, Day 1 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo.
- **Trick Word Flashcards**
Drill trick words, eliminate mastered words as you add new. T398

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Students tap words.
- **Read Sentences**
Write and scoop sentence. Students read each word individually, read sentence chorally. T398

Dictation Dry Erase -

- **Unit Sounds**
Dictate sounds, students write letters that correspond to the sounds.
- **Unit Words**
Dictate words, students write words.
- **Sentence**
Do sentence dictation as a group using Sentence Frames. Students write sentence on Dry Erase

Week 5, Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Informational Text (teacher selected)
- Narrative Text (teacher selected)

Week 6, Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List
- Sentence Frames

- Word Resource List
- Sound Resource List
- Sentence Resource List
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames

Grade K Foundations

Writing Tablets. Complete sentence dictation procedure. T399

Week 6, Day 2 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T400

Word Play –

- **Make Words for Decoding**
Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.
- **Make Nonsense Words**
Make 3-5 nonsense words and have students tap and read them. T400

Teach Trick Words –

Dictate sentence, student places the Sentence Frames as needed, write sentence on frames. Scoop sentence, read it, students echo. Circle trick words, discuss why they are ‘tricky’, and show the Trick Word Flashcards. (*one*) T401

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. T401

Week 6, Day 3 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**
Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.
- **Standard Sound Cards**
Point to letter card, say letter-keyword-sound, students echo. T402

Word Play –

- **Make Words for Decoding**

Week 6, Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List

- Sentence Frames
- Trick Word Flashcards
- Sentence Resource List

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Word Resource List

Week 6, Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word Resource List
- Sentence Resource List

Grade K Foundations

Use Standard Sound Cards to make Unit Words. Model tapping words and blending sounds, students tap with you.

- **Read Sentences**

Write sentence on board and scoop. Students decode and read the sentence chorally. T402

Echo/Letter Formation –

Dictate 5-6 previously taught sounds, following procedure in TE. T403

Dictation Dry Erase -

- **Unit Words**

Dictate words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets.

- **Sentence**

Do sentence dictation as a group using Sentence Frames. Students write sentence on Dry Erase Writing Tablets. Complete sentence dictation procedure. T403

Week 6, Day 4 in Foundations

Drill Sounds/Warm Up –

Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.

- **Large Sound Cards**

Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.

- **Standard Sound Cards**

Point to letter card, say letter-keyword-sound, students echo. T404

Trick Word Practice –

Say sentence, students echo. Write sentences on Sentence Frames and scoop. Read scooped sentence, students echo. Say the trick words in the sentence, student circles the word. Hold up corresponding Trick Words Flashcard, say the word, students repeat. Review previously taught trick words. T404

Make It Fun –

- **Guess Who**

Use narrative texts used in Units 4 and 5. Show the books and have students retell the main events in each story. Students describe a character and have other students tell you in which story the character belongs. T405

Dictation Dry Erase -

- **Unit Sounds**

Dictate sounds, students write letters that correspond to the sounds.

- **Unit Words**

- Sentence Frames

- Dry Erase Writing Tablets, Markers, Erasers
- Large Writing Grid
- Letter Formation Guides

- Dry Erase Writing Tablets, Markers, Erasers
- Large Writing Grid
- Sentence Frames
- Word Resource List
- Sentence Resource List

Week 6, Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames
- Trick Words Flashcards

- Narrative Books (teacher selected)

- Word Resource List
- Sound Resource List
- Sentence Resource List
- Large Writing Grid

Grade K Foundations

<p>Dictate words, students write words.</p> <ul style="list-style-type: none">● Sentence Do sentence dictation as a group using Sentence Frames. Students write sentence on Dry Erase Writing Tablets. Complete sentence dictation procedure. T405 <p><u>Week 6, Day 5 in Foundations</u></p> <p>Drill Sounds/Warm Up – Do any new or challenging sounds and vowel sounds each day. Selectively review 4-5 other consonants.</p> <ul style="list-style-type: none">● Large Sound Cards Practice sounds with the Large Sound Cards. Model, saying the letter-keyword-sound, students echo.● Standard Sound Cards Point to letter card, say letter-keyword-sound, students echo.● Trick Word Flashcards Drill trick words, eliminate mastered words as you add new. T406 <p>Storytime –</p> <ul style="list-style-type: none">● Preparation Use all the narrative and informational books used.● Instruct Students Students sort the books into piles for narrative and informational text. T406 <p><u>Unit 3</u></p> <p>Unit Test</p> <ul style="list-style-type: none">● The first three parts of Unit Test 5 can be given to the whole class for students who are ready to do this on composition paper. For students who require more support, do in small groups on their Dry Erase Tablets.● Copy the Unit Test Recording Form for each student. Use the student’s Dry Erase Writing Tablet, Letter Board, and Letter Tiles, as needed. T407● If a student does not score at least 4/5 on any given item, this student will need additional assistance with the assessed skill.	<ul style="list-style-type: none">● Dry Erase Writing Tablets, Markers, Erasers● Sentence Frames <p><u>Week 6, Day 5 in Foundations</u></p> <ul style="list-style-type: none">● Large Sound Cards● Standard Sound Cards● Trick Word Flashcards● Echo and/or Baby Echo<ul style="list-style-type: none">○ used throughout lesson <ul style="list-style-type: none">● Informational Text (teacher selected)● Narrative Text (teacher selected) <p><u>Unit 3</u></p> <ul style="list-style-type: none">● Unit Test Recoding Form● Dry Erase Writing Tablet● Letter Board● Letter Tiles● Unit Test Tracker		
<p><u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? How is it used?</p> <p>Alphabetize tiles on the blank side of Letter Board.</p>	<p>On Grade Level Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? How is it used?</p> <p>Alphabetize tiles on the blank side of Letter Board.</p>	<p>Struggling Students</p> <p>Remind students to use visual resources</p> <p>Be aware of a student’s trouble spots</p> <p>Pair with a more proficient student</p>	<p>Special Needs/ELL</p> <p>Remind students to use visual resources</p> <p>Be aware of a student’s trouble spots</p> <p>Pair with a more proficient student</p>

Grade K Foundations

		Use keyword to guide students to determine the letter for a sound When reciting alphabet, help students point to each letter	Use keyword to guide students to determine the letter for a sound When reciting alphabet, help students point to each letter
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Fundations Pacing Guide

Grade K

Marking Period	Units	Unit Total*	Cumulative Total**
MP 1	Orientation (1 week)	5 days	5 days
MP 1-2	Unit 1 (12 weeks)	60 days	65 days
MP 2	Unit 2 (4 weeks)	20 days	85 days
MP 3	Unit 3 (6 weeks)	30 days	115 days
MP 3-4	Unit 4 (4 weeks)	20 days	135 days
MP 4	Unit 5 (5 weeks)	30 days	165 days
MP 4	FLEX DAYS	15 days	180 days

FLEX Days: May be used for school-based events.

Assessment: Administer the Foundations Unit Assessments and Re-Tests as needed.
All scores must be entered in the Foundations Unit Test Tracker.

Foundations Lessons are to take priority in the literacy block; the 30 minute daily less is to be taught everyday

*Unit Total is inclusive of orientation and instruction for that particular unit

**Cumulative Total is a running total, inclusive of prior and current units.