

Foundational Skills

Research Basis: Phonological awareness is the ability to hear, identify, and manipulate sounds in words. It is an essential skill for emergent readers: children must be able to distinguish sounds in words before they can link the sounds to the letters that represent them. Explicit instruction in phonological awareness significantly improves children's reading (National Reading Panel, 2000).

Phonological Awareness Routine 1

Match, Identify, and Isolate Sounds

Purpose: Children listen to beginning, middle, or ending sounds in pairs of words to determine whether the sounds are the same or different. They identify the sound that is the same in a set of three words. Then they isolate the sound in a single word. If children need additional instruction in hearing sounds in words, use **Phonological Awareness Routine 12** on BP4.

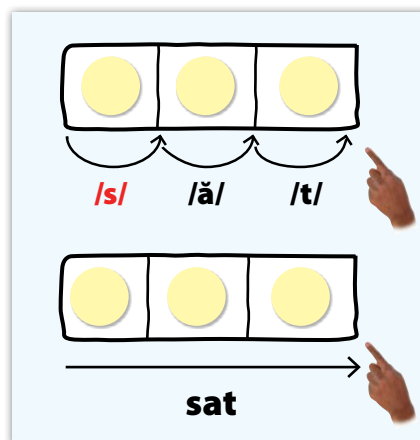
- 1. Match Sounds** Begin by telling children they will listen for sounds in words. Then have children listen as you say two words with the same beginning (middle, ending) sound. Ask children if the two words have the same beginning (middle, ending) sound: *Are the beginning sounds the same?*
- 2. Match and Distinguish Sounds** Continue with other sets of words, some of which do *not* share the same beginning (middle, ending) sounds.
- 3. Identify Matching Sounds** Say three words that only share their beginning (middle, ending) sounds. Ask children to say the one sound that is the same in all three words. Continue with other sets of words.
- 4. Isolate Sounds** Ask children to listen for the beginning (middle, ending) sound of a word. Say the word slowly, and have children repeat it. Then have children say the beginning (middle, ending) sound in the word.

Phonological Awareness Routine 2

Blend Sounds

Purpose: Children blend sounds to make words.

- 1. Listen to Sounds** Tell children that you will say a word slowly and then they will say it quickly. Say the word, sound by sound, holding each continuous sound for a few seconds. (The following consonant sounds are continuous: /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/.)
- 2. Use Sound Boxes** Tell children that for every sound they say, they will put one chip in one sound box. Have children repeat the word sound by sound with you as you model how to put chips in the sound boxes to show each sound. Then model how to blend the sounds to say the word fast. Begin by pointing to the first box. Loop your finger below each chip or box as you say each sound: /s/ /ă/ /t/. *What's the word? sat.* Sweep your finger quickly under the boxes as children repeat the word.
- 3. Blend Sounds** Have children clear the chips from their boxes. Say the next word sound by sound, holding continuant sounds. Have children put a chip in their sound boxes for each new sound. Then have children blend sounds to say the word. Repeat for remaining words. If children make an error, ask them to try again. If they repeat the error, provide corrective feedback. (See **Corrective Feedback Routine 1** on BP9.)



Best Practices

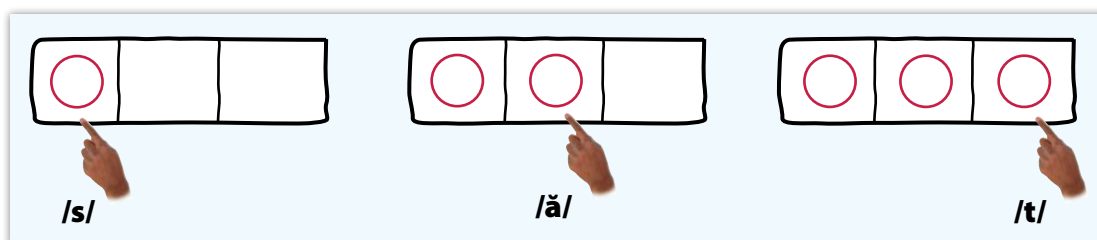
Scaffold Meaning The primary purpose of instruction in phonological awareness is to help children hear, identify, and manipulate sounds. Choose words that are familiar to your children. When words are unfamiliar, *briefly* scaffold meaning with a gesture or explanation. Remember to keep the focus of instruction on the sounds in the words.

Phonological Awareness Routine 3

Segment Sounds

Purpose: Children segment a word into individual sounds.

1. **Use Sound Boxes** Display sound boxes and tell children that the boxes will help them say a word slowly. Explain that they will say a new sound each time you point to a new sound box.
2. **Listen to a Model** Say a word. Model how to say it slowly, switching to each new sound as you place a coin or chip on the next sound box. Say the word again together slowly, cueing children for each new sound by switching to the next sound box. Have children repeat.
3. **Segment Sounds** Say the next word. Have children say the word slowly as they point to the sound boxes. Repeat for the remaining examples.



4. **Count Sounds** Have children say the word again slowly and put chips in sound boxes to show the sounds. Ask them to count sounds by counting the chips.

Phonological Awareness Routine 4

Add Sounds

Purpose: Children add sounds to words to make new words.

1. **Say a Word** Begin by telling children they will add a sound to a word to make a new word. Say a word that can have a sound added to the beginning or end to make a new word. Have children say the word with you.
2. **Listen to a Model** Identify the added sound, and tell where it will be added. Model how to say the new word slowly and then fast: *Listen to this word: hi. Let's add /d/ to the end of hi: hi, /d/, hide. What's the word? hide.* Have children repeat the new word with you.
3. **Add Sounds** Say another word and have children repeat it. Identify the sound to add, and where to add it. Have children say the new word along with you, slowly and then fast. Repeat the steps with another word and sound, but let children say the new word on their own. Continue with the remaining examples.

Phonological Awareness Routine 5

Delete Sounds

Purpose: Children delete sounds from words to make new words.

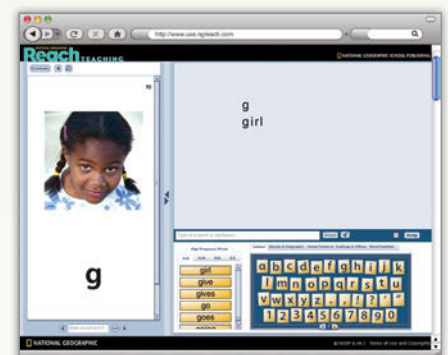
1. **Say a Word** Begin by telling children that they will take a sound away from a word to make a new word. Then say a word that can have a sound deleted from the beginning or end to make a new word. Have children say the word with you.
2. **Listen to a Model** Identify the sound to take away, and tell where to take it from (beginning, end). Model how to segment the sound and say the remaining word: *Listen to this word: tear. Let's take away the beginning sound /t/ from tear: /t/ear. What word is left? ear.* Have children say the new word with you.
3. **Delete Sounds** Say another word and have children repeat it. Identify the sound to take away, and tell where it is taken from (beginning, end). Have children say the sound and new word along with you, and repeat the new word. Repeat, having children segment the sound and say the new word on their own. Continue with the remaining examples.

Best Practices

Pronouncing and Segmenting

Sounds Clear pronunciation helps children distinguish sounds. Follow these tips to pronounce clearly without distorting sounds.

- Do hold continuant sounds for emphasis. The sounds /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, and /z/ can be held without distortion.
- Use caution when pronouncing stop sounds. Repeat the sound or word, rather than adding force to the sound. Emphasizing stop sounds can result in distortion, such as pronouncing "tuh" instead of /t/ at the beginning of words such as *tin* or *tan*.
- When segmenting sounds, say the word slowly holding any continuant sounds, rather than creating pauses between sounds. For example, when segmenting the word *fast* (/f/ /a/ /s/ /t/), say "fffaasst."



Word Builder

Phonological Awareness Routine 6

Substitute Sounds

Purpose: Children substitute sounds to make new words.

- 1. Listen to a Model** Tell children they will add a sound to a word to make a new word. Use sound boxes and chips to model changing the beginning (middle, ending) sound in a word. Say a word, and repeat it slowly, having children place a chip for each sound in a box: *Listen to this word: pan. Say it slowly with me: /p/ /ă/ /n/. Now say it again slowly. Put a chip in a sound box every time you say a new sound.* Identify the beginning (middle, ending) sound in the word. Have children say the sound as they point to the sound box: *The beginning sound is /p/. Point to the box for /p/.*
- 2. Substitute Sounds** Have children change the sound: *Now change the /p/ in pan to /v/. What word is it? van* Have children say the word slowly and then quickly as they point to the chips in the sounds boxes. Repeat with remaining words.

Phonological Awareness Routine 7

Count Syllables

Purpose: Children count the number of syllables in words.

- 1. Say a Word** Tell (or remind) children that words can have one or many syllables. Give examples. Then tell children that they are going to clap each syllable in a word. Say the first word.
- 2. Clap Syllables** Repeat the word slowly, clapping out (or tapping) the syllables. Have children repeat the word as they tap or clap the syllables with you.
- 3. Count Syllables** As you say the word again, have children place in a row one block or square of paper for each syllable. Then have them count the syllables in the word by counting the blocks or squares. Continue clapping and counting syllables in other words.

Phonological Awareness Routine 8

Combine Syllables

Purpose: Children combine syllables to make words.

- 1. Listen to a Word** Tell (or remind) children that words can have one or many syllables. Give examples. Then tell children that they are going to put syllables together to make a word. Say a word, syllable by syllable.
- 2. Blend Syllables** Ask children to blend the syllables to say the word quickly. Say another word, syllable by syllable. Ask children to say the word. Repeat for remaining examples.

Best Practices

Streamline Instructional

Language Young children beginning formal instruction, or beginning formal instruction in English, may enter school with little knowledge of the language of instruction. Provide simple, clear explanations or directives that can be easily understood by all children.

Model and Guide Practice Model each task, including questions and responses. Then have children complete the task along with you by echoing or chiming in. Finally, have children complete the task on their own. Listen for errors and provide immediate feedback. See **Corrective Feedback Routine 1** on BP9.



Phonological Awareness Routine 9

Segment Syllables

Purpose: Children divide a word into syllables.

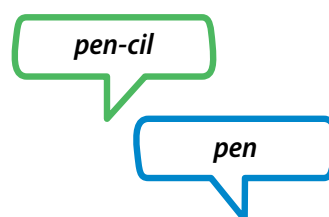
1. **Listen to a Word** Tell children they are going to say each syllable in a word. Say a word.
2. **Segment Syllables** Say the word again, clapping (or tapping) as you say each syllable. Have children tap or clap as they say each syllable with you. Say a new word, and have children clap (or tap) as they say each syllable. Repeat with remaining examples.

Phonological Awareness Routine 10

Delete Syllables

Purpose: Children delete syllables from a word.

1. **Listen to a Word** Tell children they are going to listen to a word and take away one of the syllables. Say the word. Have children repeat the word.
2. **Delete Syllables** Say: *Listen to this word and clap the syllables: pencil. (pen-cil) Now say only the first syllable. (pen)* Repeat with remaining examples.



Phonological Awareness Routine 11

Substitute Syllables

Purpose: Children substitute syllables in a word.

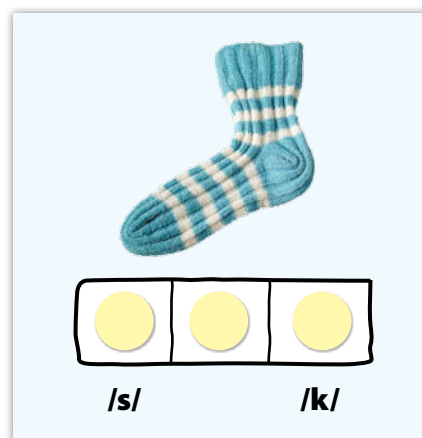
1. **Listen to a Word** Tell children they are going to listen to a word and change one of the syllables. Say the word. Have children repeat the word.
2. **Substitute Syllables** Say: *Listen to this word and clap the syllables: bigger. Now change the final syllable ger to gest. What is the new word? (biggest)* Repeat with remaining examples.

Phonological Awareness Routine 12

Hear and Identify Sounds in Words

Purpose: Children say a word slowly and identify the beginning or ending sound.

1. **Listen to Sounds** Show children a picture of an object whose name has three sounds, and whose initial sound is continuous. Under the picture show a three-box grid. Using three chips, demonstrate saying the word slowly, while moving a chip into each corresponding box. Have the children repeat the word while moving each chip, matching each sound with the corresponding sound box.
2. **Identify Initial Sound** Have the children say the word again slowly while pointing to the corresponding sound boxes. Point to the first box and ask: *What sound do you hear at the beginning of _____?* Have the children start saying the word again and identify the initial sound.
3. **Identify Final Sound** Have children say the word again slowly while pointing to the corresponding sound boxes. As they finish saying the word, have them listen to that final sound. Point to that last box and ask: *What sound do you hear at the end of _____?*



Best Practices

Teach in Small Groups Phonological awareness instruction is most effective in a small-group setting. This instruction should also be done in short periods of time, and shouldn't take up more than 20 instructional hours over the school year. Three 5-minute small group lessons will be more effective than one fifteen minute whole-group lesson (Carnine et al. 2005).

Foundational Skills, continued

Research Basis: Explicit instruction in phonics helps children understand the alphabetic principal—that patterns of letters in written words represent the sounds in spoken words. This principal is the foundational skill of reading and lays the framework for children to decode and comprehend successfully as they progress in their reading development. Instruction should be systematic and include six core components: phonemic awareness warm-up, explicit instruction in sound/spelling relationships, practice blending, application to decodable text, dictation and spelling, and word work. (National Reading Panel, 2000; CORE Reading Sourcebook, 2000.) Effective practice also includes immediate feedback on errors and reteaching for those children who need additional support.

Decoding Routine 1

Sound-by-Sound Blending

Purpose: Children listen for the target sound in words, associate the sound and its spelling(s), and blend words with the target sound/spelling.

Step 1 Develop Phonological Awareness

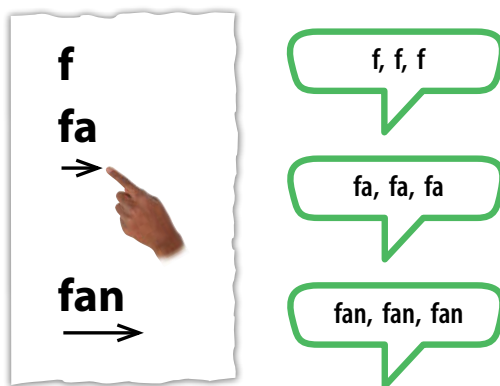
1. **Listen for Sounds** Provide examples of words with the target sound in the initial, final, and medial positions. (Note that some positions may not be applicable with all elements.)
2. **Identify Sounds** Say a series of words, some with the target sound and some without. Have students respond to indicate when they hear the target sound.

Step 2 Introduce Sound/Spelling Card

1. **Name the Picture** Cover all non-target spellings on the **Sound/Spelling Card** before beginning the lesson. Display the picture-only side of the **Sound/Spelling Card**. Name the picture and have children repeat it three times.
2. **Say the Sound** Say the target sound, and have children repeat it three times.
3. **Say the Spellings** Turn the **Sound/Spelling Card** over. Point to and name the spelling(s) for the sound. Have children repeat the spelling three times.
4. **Identify Examples** Give examples of words with the sound/spelling in various positions.

Step 3 Blend Sound-by-Sound

1. **Identify Sound/Spelling(s)** Write the spelling of the first sound in the word. Point to the spelling and say the sound. Point to the spelling again and have children say the sound. (Note that in some cases, such as soft *c* or *g*, the initial sound is unknown until the subsequent vowel is added. Explain to children why you are not saying the sound yet.)
2. **Blend Sounds** Write the spelling of the second sound and repeat the procedure. If the second sound is a vowel, blend the first sound with the vowel sound as you sweep your hand beneath the two spellings. (Note that in CVCe words, the sound of the vowel depends on the silent *e*, so write a space and the silent *e* as part of the vowel pattern in this step.)
3. **Continue Identifying and Blending Sounds** Write the spelling of the next sound, and continue the procedure until the word is complete. When you have written the complete word, sweep your hand below the word. Have children blend the sounds and read the word.
4. **Repeat for More Words** Repeat the procedure for other words. Point out variations in the pattern during this step and have children blend several words with each variation.

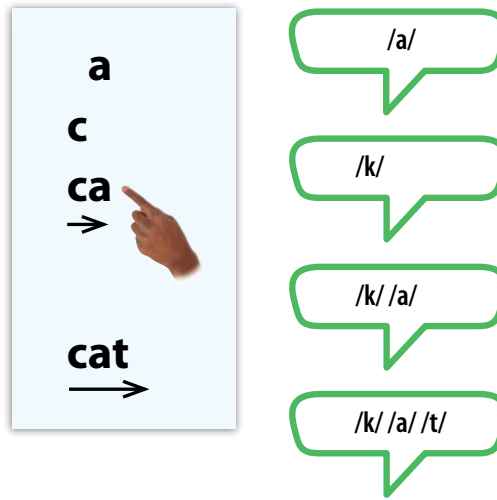


Decoding Routine 2

Vowel-First Blending

Purpose: Children who have difficulty blending and reading words use vowel-first blending to focus on a word's vowel sound before blending the whole word.

- 1. Identify the Vowel Spelling** Write the spelling for the word's vowel sound. Point to the vowel spelling and say the sound. Have children repeat the sound.
- 2. Identify Sound/Spelling(s) Before the Vowel** Explain that you will write the letters that come before the vowel sound. Explain that you will remember to say the vowel sound when you blend the word. Write the spelling for the first sound(s) in the word. Point to the spelling and say the sound. Have children repeat the sound.
- 3. Blend the Word** Blend the word through the vowel sound, sweeping your hand below the letters. Have children repeat the sounds.
- 4. Identify Sound/Spelling(s) After the Vowel** Write any remaining spellings that follow the vowel. Point to each spelling and say the sound. Have children repeat each sound.
- 5. Blend the Word** Blend the whole word as you sweep your hand below the letters. Have children blend the sounds and read the word.



Best Practices

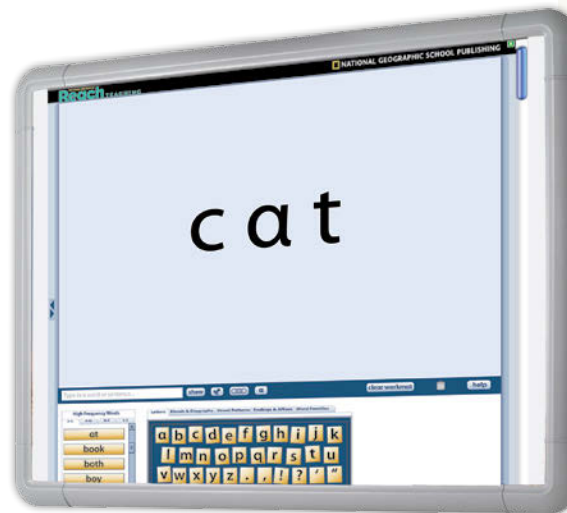
Select a Blending Routine Each blending routine has an important role in instruction. For many children, sound-by-sound blending instruction helps them understand the alphabetic principal that links letter patterns and sounds. If children struggle with sound-by-sound blending, use the vowel-first blending routine to help them identify the vowel sound before they blend each word. Once children have mastered sound-by-sound blending, they should begin to read whole words and further develop structural analysis decoding strategies that focus on word patterns and word structure.

Decoding Routine 3

Continuous Blending

Purpose: Children use this routine as they move on from sound-by-sound blending.

- 1. Listen to a Model** Write the word. Sweep your hand below the letters and blend the sounds, stretching out the word. Then say the whole word naturally.
- 2. Blend the Whole Word** Have children blend the word in the same way.



Word Builder

Decoding Routine 4

Read Decodable Text

Purpose: Children engage in repeated readings of materials at their instructional level to decode words in context, develop fluency, and build comprehension.

First Read Whisper Read

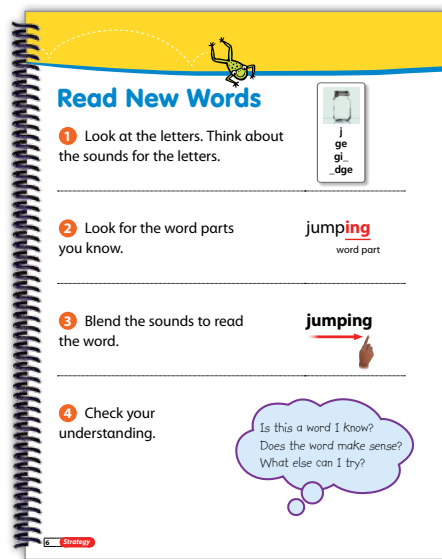
- 1. Read Aloud** Have children read the first page aloud quietly. Monitor children as they read, and listen for errors. If children make errors, ask them to try again, or ask if what they read made sense. If children don't self-correct, then provide corrective feedback. (See **Corrective Feedback Routine 2** on BP9.) Then ask children to reread the sentences. If necessary, pronounce non-decodable Story Words for students.
- 2. Summarize** After children read, summarize the common errors you identified. Reteach the related **Sound/Spelling Cards**.
- 3. Repeat** Have children continue reading. Repeat Steps 1 and 2.
- 4. Discuss Decoding Strategies** Have children show you the hard words they found in the selection and tell how they used the **Read New Words** strategy to figure out those words.

Second Read Partner Reading

- 1. Read Aloud** Assign partners. If children struggled in the first read, have those children read aloud with you. Have children take turns reading aloud a sentence or a page. Monitor children as they read, and listen for misread words. If children make errors, ask them to try again, or ask if what they read made sense. If children don't self-correct, then provide corrective feedback. (See **Corrective Feedback Routine 2** on BP9.) Then ask children to reread the sentences.
- 2. Summarize** After children read, summarize the common errors you identified. Use the related **Sound/Spelling Cards** to reteach.
- 3. Repeat** Have partners continue reading. Repeat the procedure.

Third Read Choral Reading

- 1. Read Aloud** Explain that you will be reading together as a group. Read the text aloud with children.
- 2. Practice Fluent Reading** Model reading with appropriate pronunciation, rate, and expression. Encourage children to echo two sentences, and listen to assess their phrasing. When children have successfully read the decodable text several times, assess their understanding with appropriate comprehension questions.



Sing with Me Phonics Song Book page 6

Dictation Routine 1

Sound-by-Sound Spelling

Purpose: Children segment sounds to spell words with the target sound/spelling.

1. **Review Sound/Spelling** Review the target **Sound/Spelling Card**. Tell children that they will be spelling words with (identify sound).
2. **Say the Word** Say the first word.
3. **Segment Sounds and Identify Sound/Spellings** Model how to segment the sounds in the word. Have children say the first sound in the word, match the sound to a **Sound/Spelling Card**, and identify the spelling.
4. **Write Spelling** Have children repeat the spelling and then write it. Repeat for the remaining sound/spellings in the word.
5. **Check and Correct Spelling** Write the word. Have children check their spelling. If a word is misspelled, children should circle it and write it correctly.

Dictation Routine 2

Whole Word Spelling

Purpose: Children spell words to write sentences with the target sound/spelling.

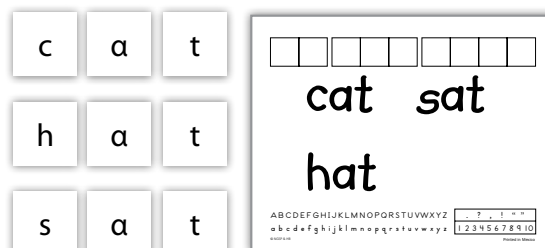
1. **Say a Sentence** Have children listen as you read the sentence.
2. **Spell Words** As you read the sentence slowly several times, have children write it. Remind children to use the Word Wall for help with high frequency words.
3. **Check and Correct Spelling** Write the sentence. Have children check their spelling. Children should circle any misspelled words and write them correctly.

Word Work Routine 1

Word Building

Purpose: Children use **Letter Cards**, magnetic boards and tiles, or **Write-On/Wipe-Off Boards** to build and transform words. In the beginning of the year, you may want to limit the number of **Letter Cards** children work with at once.

1. **Build a Word** Say a word and ask children to make or spell it. Children should say the word slowly and place or write the spelling for each sound they hear.
2. **Self-Check** Circulate and check for accuracy. Then display the word and ask children to self-check.



Word Work Routine 2

Word Sorts

Purpose: Children sort words into categories based on sound and/or spelling patterns.

1. **Prepare** Create word sort charts by drawing column lines on blank paper and making copies. Distribute and have children write key words or sort categories at the top of each column.
2. **Sort Words** Provide a word list or have children choose words to sort into the categories. Children write each word in the appropriate column.
3. **Read Words Aloud** Have children read each group of words aloud. Ask them to tell what is the same about the words in each group.

Variations: Children can sort **Phonics Picture Cards** by beginning, ending, or middle sound. They can sort words by sound or by spelling pattern. Once children are familiar with sorting, they can do open sorts. In an open sort, children decide how to group the words.

Corrective Feedback Routine 1

Phonological Awareness

Purpose: Children receive immediate feedback on errors made during phonological awareness instruction.

1. **Correct the Error** Pause the activity when you hear the error. Demonstrate the correct task and/or answer. *Listen to this word: mine. Now I'll say the word slowly: /m// ī/ /n/.*
2. **Check Understanding** Have children repeat the task on their own.

Corrective Feedback Routine 2

Phonics

Purpose: Children receive immediate feedback on errors made during phonics instruction.

1. **Correct the Error** Say the correct word: (Point to word.) *The word is mat.* If you are working on letter/sound correspondences, say the correct sound for the target letter: (Point to letter a.) *This says /ă/.* Use the **Sound/Spelling Card** to point out the correct sound/spelling.
2. **Model** Demonstrate how to blend sounds to read the word. Point to the first letter to begin, and loop under each letter as you blend. Say: *I will say the sounds. /m/ /ă/ /t/. What's the word? mat.*
3. **Guide Practice** Have children sound out the word with you, going sound by sound. Again, point to the first letter to begin, and loop under each letter as you blend. Say: *Say the sounds with me. /m/ /ă/ /t/. What's the word? mat.*
4. **Check Understanding** Have children sound out the word. Then ask them to say the word.
5. **Reinforce Learning** Have children go back and reread the text containing the target word.

Reteaching Routine 1

Phonics/Decoding & Spelling

Purpose: Children review the target sound/spelling, and read and write words with that sound/spelling.

1. **Display the Word** Display a word with the target phonics element or word structure.
2. **Say the Word** Identify the word for children and ask them to repeat it.
3. **Read the Word** Point to the target phonics element or word structure. Identify the target letter(s) and sound(s). Ask children to repeat the target letter(s) and sound(s). Then display more words with the target element. Point to the letter(s) and ask: *What is the letter? What is the sound?*
4. **Scaffold the Spelling** Say the word, and use it in a sentence. Have children repeat the word. Ask them to say the first sound and write its spelling, referring to the **Sound/Spelling Cards** as necessary. Repeat for remaining sounds. Then write the word, and have children compare it to their spelling. If children spelled the word incorrectly, have them circle it and write it correctly.

Reteaching Routine 2

Phonics

Purpose: Children contrast long and short vowel sounds and identify corresponding spelling patterns.

1. **Contrast Long and Short Vowel Sounds** Have children repeat the target sounds. Then read pairs of words with contrasting vowel sounds: *cap/cape. Which one has the long vowel sound for the letter a? (cape)* Repeat with additional words.
2. **Use Word Patterns to Decode Words** Post and read aloud pairs of contrasting words such as *tap/tape, cap/cape, pin/pine, hid/hide.* Have children use the spelling patterns to identify the sound of the vowel. Ask: *How many vowels are in hid? (one) In hide? (two). What kind of letter comes after the vowel in hid? (a consonant) In hide? (a consonant). Are there any other letters in hid? (no) In hide? (yes, one) Is the vowel long or short in hid? (short)* Repeat for other sets of words.

Best Practices

Self-Correction Opportunities to self-correct are important for English language learners. When children make errors, give them an opportunity to correct themselves by cueing them to the error. For example, point to the word and say: *Something tricked you. Try that again.* If children repeat the error, pause the activity and provide immediate feedback, following the routines at left.

Research Basis: High frequency words are the most common words in printed English. About 100 words make up 50 percent of most English text. Many of these words are phonetically irregular, so children must learn to recognize them on sight without needing to sound them out. Many high frequency words are abstract, and children may need help understanding their meanings. The following routines encourage children to look carefully at new high frequency words as they begin to commit them to memory; they also encourage children to explore the words' meanings.

High Frequency Words Routine 1

Introduce High Frequency Words

Purpose: Use the Learn New Words routine on **Sing with Me Phonics Songs** page 7 to introduce high frequency words to children.

1. **Look at the Word** Display the word on the board or whiteboard and have students look at it carefully.
2. **Listen to the Word** Pronounce the word.
3. **Listen and Think** Pronounce the word in a sentence, and explain what it means. Example: *The moon is very far from Earth. Far means a long way away.*
4. **Say It** Have students say the word aloud.
5. **Spell It** Have students spell the word chorally.
6. **Say It** Have students say the word again.
7. **Use It in a Sentence** Use the word in sentences. Encourage students to make up sentences and to have a discussion using the word.



Sing with Me Phonics Song Book page 7

High Frequency Words Routine 2

Reteach High Frequency Words

Purpose: Reteach high frequency words.

Group children who did not master the high frequency words. Reteach about five words at a time. Display words on **Word Builder** or in the **Pocket Chart** with **Letter Cards**.

Use **Word Builder** to display words or sentences with the high frequency words.

1. **Look at the Word** Display the word.
Say: *Look at the word.*
2. **Listen to the Word** Tell children: *Listen to the word.* Then point to the word as you say it. Have students repeat the word.
3. **Discuss Meaning** Use the word in a sentence and discuss its meaning.
4. **Say the Word** Point out known sound/spellings. Have children say the word.
5. **Spell the Word** Have children spell the word as you display each letter. Point to each letter again and have children spell the word.
6. **Write the Word** Then ask children to say the word on their own and write it.



Word Builder

Activities for Daily High Frequency Word Practice

Whole Group Practice: Word Wall



Post Words

After introducing new High Frequency Words, post the **High Frequency Word Cards** cut from the **Practice Masters** (see the Practice Master section of each Teacher's Edition) on a classroom Word Wall. Organize words by the sound of the first letter.

Sound Sort

Children take turns saying a sound, other children name the words on the Wall that start with that sound.

Random Reading

Point to words at random and have children read them aloud. Increase the pace as children gain familiarity with the words.

Word Sorts

Have children sort words by beginning letter, numbers of letters, rhymes, rimes, onsets, vowel sounds, or other categories.

Create Sentences

Post sentences with High Frequency Words. Read them aloud or have volunteers read them. Underline the high frequency word and have children place the matching High Frequency Word card in the Pocket Chart.

I am a <u>mother</u> .	mother
I am <u>his</u> mother.	his
I <u>have</u> a mother.	have
I have a sister, <u>too</u> .	too
My sister <u>has</u> a mother and a sister.	has
<u>Find</u> the mother and her son.	find

Whole Group Games



Word Clues

Spell words from the Word Wall one letter at a time. Pause after placing each letter, give a clue to the word, and see if students can guess the word you are spelling. Children can respond with the correct answer orally, in writing, or by holding up individual **Word Cards**. Continue adding letters and clues until children guess the word. Clues can include number of letters, meanings, antonyms or synonyms, or sentence frames. This activity can be done with **Word Builder** or with **Letter Cards** in a pocket chart.

It has three letters.
It begins with *n*.
It rhymes with *blue*.
It completes the sentence:
I want to buy some _____ shoes.



Bop!

Organize children into two teams in front of the Word Wall. Give the first child on each team a cardboard tube. Read a word. The first child to bop the word with the tube spells and reads the word to score a point for that team. Play continues until all children have had a turn.



Build, Mix, Fix

Write or display a High Frequency Word. Have children build the word with **Letter Cards**. After all children have spelled the word, have them mix up their letters. Cover the displayed word and have children fix their word by putting the letters back in the correct order. Uncover the word and have children check and correct their work. Then chant the word's spelling. Continue with remaining words.

Toss and Spell

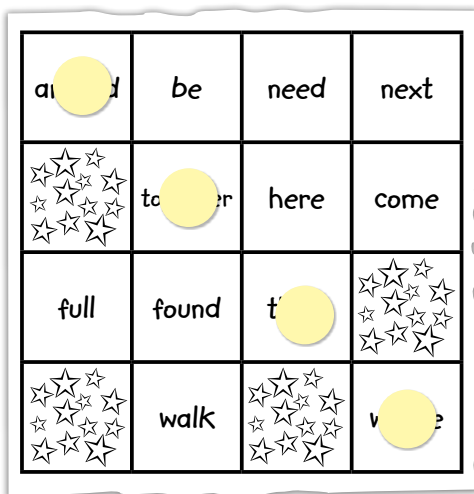
Use a bean bag and sit in a circle. The first child says a High Frequency Word and its first letter, and tosses the bean bag to next child. That child says the next letter. Tossing continues until word is complete. The child who says last letter also uses the word in an oral sentence.

Whole Group Games, continued



Wordo

Create Wordo grids boards by drawing a grid like the one below and making copies. Distribute Wordo grids and game chips. (Depending on the number of words you are using, you may want to fill extra spaces with stars to show that they are bonus spaces.) Have children write the target words in random order on the Wordo grid. Shuffle the **High Frequency Word Cards** for the same set of words. As you call out each word, chant the spelling together and have children mark their boards. The first child to mark a 4-word row horizontally, vertically, or diagonally says “Wordo!” and play begins again.



Hopscotch

Make a hopscotch grid on the classroom floor with tape. Choose a Word Wall word and write one letter in each box of the hopscotch and the whole word at the top. Students hop and say each letter to spell the word and then say the word at the end. Repeat for additional words.

Small Group and Partner Games



Bang!

Place **High Frequency Word Cards** and three or four cards that say Bang! in a container. Have a small group of children pass the container and choose a card. If they can read the word and use it in a sentence, they get to keep the card. If they get a Bang! Card, they return all of their cards to the container.

Clues and Choose

Lay several **High Frequency Word Cards** face up on the floor. Have a small group of children sit in a circle around the cards. One child mentally chooses a word and gives a clue about it: *This word begins with a b.* The child can continue to give clues until another child is the first to touch the correct card. He or she gets to give the next set of clues.

Guess the Missing Word

Write sentences with the target High Frequency Words. Cover up the target word in each with a stick-on note. Work with a small group of children. Have children guess the word with no letters showing. Write 5 reasonable guesses out to the side. Uncover the onset and cross out any guesses that are eliminated. Make additional guesses if necessary. Show the whole word and help children confirm which guess makes sense and has the right letters.

Memory or Matching

Create two of each target **High Frequency Word Card** (see the Practice Master section of each Teacher’s Edition). Partners lay the cards face down and take turns turning up two cards. If the cards match, the child keeps the cards. If the cards don’t match, the child turns the cards face down again and play continues. When all cards are matched up the child with the most pairs wins.

Word Hunt

Partners or small groups find words from the list in their reading selections or in print around the school or classroom.

Flashcard Routine

Use **High Frequency Word Cards** as flashcards. Show each card and have children read the word. If children can read the word easily the card goes in their pile. If they have trouble you keep the card. Review the tricky words in your pile at the end of the activity. (This game can be played one-on-one, with small groups, or as a whole group.)

Decodable Readers

Use the following list to find decodable texts that align with phonics instruction. The book numbers in the chart correspond to the Read On Your Own texts, and the 📖 icons correspond to decodable texts that are available on NGReach.com.

New Sound-Spelling	Unit	Week	New High Frequency Words	Titles
Consonants <i>m, s, h, t</i>	1	1	<i>find, has, have, his, mother, too</i>	Book 1: <i>A Family</i> ; 📖 1.1a: <i>The Sky</i>
Short <i>a</i>	1	1		Book 1: <i>Find a Hat</i> ; 📖 1.1b: <i>Find Hat</i>
Consonants <i>f, n, l, p, c</i>	1	2	<i>do, then, what, with, you, your</i>	Book 2: <i>Pat, Pat</i> ; 📖 1.2a: <i>Nan the Cat Pal</i>
Short <i>i</i>	1	2		Book 2: <i>A Mat</i> ; 📖 1.2b: <i>What Can It Do?</i>
Consonants <i>g, v, d, r</i>	1	3	<i>get, help, of, put, we, work</i>	Book 3: <i>My Dad</i> ; 📖 1.3a: <i>Rip Can Help</i>
Short <i>o</i>	1	3		Book 3: <i>Mop, the Dog</i> ; 📖 1.3b: <i>Hop</i>
Final <i>-s</i>	1	3		📖 1.3c: <i>Sam Has A Nap</i>
Consonants <i>b, w, j, z</i>	1	4	<i>day, from, good, she, us, very</i>	Book 4: <i>My Mother at Work</i> ; 📖 1.4a: <i>A Very Big Hit</i>
Short <i>e</i>	1	4		Book 4: <i>Red, the Hen</i> ; 📖 1.4b: <i>Jen and Zeb</i>
Consonants <i>y, qu, x, k</i>	2	1	<i>for, grow, keep, look, or, when</i>	Book 5: <i>Help with Work</i> ; 📖 2.1a: <i>The Big Box</i>
Short <i>u</i>	2	1		Book 5: <i>A Yam in a Cup</i> ; 📖 2.1b: <i>Look, Mom!</i>
Double Final Consonants	2	2	<i>body, how, out, start, they, use</i>	Book 6: <i>The Sun Is Up</i>
Final Consonants <i>ck, ng</i>	2	2		Book 6: <i>Peck, Peck, Peck</i> ; 📖 2.2: <i>Hug Ling</i>
Blends with <i>l</i>	2	3	<i>does, eat, live, no, see, why</i>	Book 7: <i>Can You Do It?</i> ; Book 7: <i>Water</i> ; 📖 2.3: <i>Clap, Clap, Clap</i>
Blends with <i>r</i>	2	4	<i>all, are, by, first, more, there</i>	Book 8: <i>Frog</i> ; Book 8: <i>The Crops</i> ; 📖 2.4: <i>For Nell</i>
Blends with <i>s</i>	3	1	<i>go, great, one, saw, want, would</i>	Book 9: <i>A Fun Spot</i>
Triple Blends	3	1		Book 9: <i>Viv's Guitar</i>
Endings <i>-s, -ing</i>	3	1		📖 3.1: <i>Great Skill</i>
Final Blends	3	2	<i>give, he, know, said, watch, who</i>	Book 10: <i>5 Hints for Spending Less</i> ; Book 10: <i>The Best Gift</i> ; 📖 3.2: <i>The Swing</i>
Digraphs <i>ch, tch, th</i>	3	3	<i>around, be, here, need, together, where</i>	Book 11: <i>The Egg Ranch</i> ; Book 11: <i>The Cost of Things</i> ; 📖 3.3: <i>The Chicks</i>
Digraphs <i>sh, wh</i>	3	4	<i>come, found, full, next, their, walk</i>	Book 12: <i>Rubber</i> ; Book 12: <i>Let's Shop</i> ; 📖 3.4: <i>Whit Sings</i>
Long <i>a</i> Spelled <i>a_e</i> ; Contractions	4	1	<i>because, carry, don't, new, play, sleep</i>	Book 13: <i>Bear Cubs</i> ; Book 13: <i>A Good Place</i> ; 📖 4.1a: <i>Gabe Can Play</i> ; 📖 4.1b: <i>Fix-It Kate</i>
Long <i>i</i> Spelled <i>i_e</i>	4	2	<i>almost, both, kind, over, two, was</i>	Book 14: <i>Flamingos</i> ; 📖 4.2a: <i>The Kite</i>
Endings <i>-ed, -ing</i>	4	2		Book 14: <i>Two Little Ducks</i> ; 📖 4.2b: <i>Time for a Nap</i>
Long <i>o</i> Spelled <i>o_e</i>	4	3	<i>always, any, each, every, many, never</i>	Book 15: <i>The Mole</i> ; 📖 4.3a: <i>Robin's Home</i>
Long <i>o</i> Spelled <i>o</i>	4	3		Book 15: <i>Kangaroos</i> ; 📖 4.3b: <i>Bo Gets a Pet</i>
Long <i>u</i> Spelled <i>u_e</i> ; Long <i>e</i> Spelled <i>e_e</i>	4	4	<i>four, may, only, other, show, some</i>	Book 16: <i>Mules</i> ; Book 16: <i>Ladybugs</i> ; 📖 4.4a: <i>A Cute Tune</i> ; 📖 4.4b: <i>To: June From: Us</i>
Soft <i>c</i> Spelled <i>ce, ci_</i>	5	1	<i>eyes, far, small, three, through, under</i>	Book 17: <i>Many Kind of Mice</i> ; 📖 5.1a: <i>We Like Winter</i>
Soft <i>g</i> Spelled <i>ge, gi, dge</i>	5	1		Book 17: <i>Giraffes</i> ; 📖 5.1b: <i>The Big Bike Race</i> ; 📖 5.1c: <i>This Place of Ice</i>

New Sound-Spelling	Unit	Week	New High Frequency Words	Titles
Long e Spelled y; Long i Spelled y	5	2	<i>animal, color, group, might, most, move</i>	Book 18: <i>Not the Same</i> ; 📖 5.2a: <i>A Fancy Hat</i>
Plurals -s, -es, -ies	5	2		Book 18: <i>Male Animals</i> ; 📖 5.2b: <i>Why Bobby Ran</i>
Vowel Digraphs ai, ay	5	3	<i>funny, hurt, light, mean, sea, sound</i>	Book 19: <i>Animal Prints</i> ; 📖 5.3a: <i>A Fine Day</i>
Contractions	5	3		Book 19: <i>A Fun Fact</i> ; 📖 5.3b: <i>Tricks is Lost</i>
Vowel Digraphs ee, ea, ie	5	4	<i>few, food, head, hold, into, once</i>	Book 20: <i>Blood Suckers</i> ; 📖 5.4a: <i>See It By the Sea</i>
Endings -ed, -ing	5	4		Book 20: <i>Pond Life</i> ; 📖 5.4b: <i>A Birthday Cake for Mom</i>
Vowel Digraphs oa, ow, -old	6	1	<i>air, boy, different, hurry, soon, turn</i>	Book 21: <i>What Is a Storm?</i> ; 📖 6.1: <i>The Gold Toad</i>
Compound Words	6	1		Book 21: <i>The Wind and the Sun</i>
Vowel Digraphs ie, igh	6	2	<i>above, again, away, change, seven, sometimes</i>	Book 22: <i>Day Sky and Night Sky</i> ; 📖 6.2: <i>Nighttime Tale</i>
Syllables	6	2		Book 22: <i>Rainbows</i>
Vowel Digraphs oo, ou, ew	6	3	<i>been, down, hard, now, number, push</i>	Book 23: <i>Weather Tools</i> ; 📖 6.3a: <i>A Cool Fall Day</i> ; 📖 6.3b: <i>The Loose Tooth</i>
Vowel Digraphs ue, ui, u_e, ew	6	3		Book 23: <i>Who Needs to Know the Weather?</i> ; 📖 6.3c: <i>Making Juice</i> ; 📖 6.3d: <i>A New Tune for Jude</i> ; 📖 6.3e: <i>A Day at the Beach</i> ; 📖 6.3f: <i>Rush to the Rescue</i> ; 📖 6.3g: <i>Split Bean Soup</i> ; 📖 6.3h: <i>Huey's Big Lunch</i>
Words with au, aw, -alk	6	4	<i>children, her, house, school, thought, word</i>	Book 24: <i>What Does It Mean?</i> ; 📖 6.4a: <i>Crow Sings</i> ; 📖 6.4b: <i>Making Maud Happy</i>
Short Vowel Digraphs /ōō/ oo, /è/ ea	6	4		Book 24: <i>Why We Need Rain</i> ; 📖 6.4c: <i>A Fish to Cook</i> ; 📖 6.4d: <i>The New School</i>
r-Controlled Vowel ar	7	1	<i>before, could, people, today, warm, were</i>	Book 25: <i>Looking at Stars</i> ; 📖 7.1a: <i>A Fun Beach Day</i>
Silent Consonants kn, wr, gn, mb	7	1		Book 25: <i>Help from the Sun and Stars</i> ; 📖 7.1b: <i>Chip and Carl</i> ; 📖 7.1c: <i>Fran Has a Problem</i> ; 📖 7.1d: <i>Farm Day</i>
r-Controlled Vowels or, ore	7	2	<i>after, better, buy, idea, pull, until</i>	Book 26: <i>Before and After the Car</i> ; 📖 7.2: <i>A Big Storm</i>
Syllables	7	2		Book 26: <i>A Contest for Carmen</i>
r-Controlled Vowels ir, er, ur	7	3	<i>also, call, fall, important, story, tomorrow</i>	Book 27: <i>Time Savers and Other Helpers</i> ; 📖 7.3: <i>Kurt Gets a Sunburn</i>
Endings -er, -est	7	3		Book 27: <i>Stronger, Higher, Quicker, and More!</i>
r-Controlled Vowels air, ear, are	7	4	<i>began, brother, enough, even, learn, second</i>	Book 28: <i>Airplane!</i> ; 📖 7.4a: <i>The Three Bears</i> ; 📖 7.4b: <i>Me and My Little Brother</i>
r-Controlled Vowels eer, ear	7	4		Book 28: <i>Each Year at the Farm</i> ; 📖 7.4c: <i>The Signs are Clear!</i>
Vowel Variants al, all	8	1	<i>about, below, between, mountain, water, world</i>	Book 29: <i>The Tallest Falls</i> ; 📖 8.1: <i>On Top of the World</i>
Endings -es, -ed, -ing	8	1		Book 29: <i>Good Map Skills</i>
Diphthongs oi, oy	8	2	<i>another, begin, done, follow, our, should</i>	Book 30: <i>Hunt with Joy and Roy</i> ; 📖 8.2a: <i>My Hike to Troy Point</i>
Diphthongs ou, ow	8	2		Book 30: <i>The Cool Map Trick</i> ; 📖 8.2b: <i>Choices, Choices</i>
Suffixes -ful, -less, -er, -ly	8	3	<i>country, earth, family, friend, paper, picture</i>	Book 31: <i>Are Maps Useful?</i>
Prefixes un-, re-	8	3		Book 31: <i>Be Safe Hikers!</i> ; 📖 8.3: <i>A Skillful Coach</i>
Final Syllable C + -le	8	4	<i>along, answer, city, often, something, yellow</i>	Book 32: <i>Animal Puzzles</i> ; 📖 8.4: <i>Keep Our Planet Clean</i>
Syllable Division	8	4		Book 32: <i>Food Travels!</i>