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XO, Malia

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DIRECTIONS

Well, hello there!

I'm *thrilled* to get these time and sanity saving phonics warm ups into your hands.

Our team has been working on this project for more than eight months. We have been eagerly counting down to this day because we knew all of that hard work would empower you to teach phonics even more effectively with less planning and prep time.

So let's dive right in and get started...

1. Assess your students' phonics skills and place them into small groups based on their current needs.
2. Identify the first phonics warm up lesson each group needs to work on. For instance, one group might need to start with Warm Up #9 focusing on the /N/ sound while another group is ready to dive into Warm Up #30 working on the digraph /SH/.

NOTE: Assigning each group a color will make it easy to keep track of the lessons you are working on. In our examples here, you might make your first group pink and your second group yellow. Then you can stick a pink post-it tab on Warm Up #9 and a yellow post-it tab on Warm Up #30 so you can instantly flip to the right lesson whenever you need it.

3. Teach your lessons as described in the warm ups. When you see that students have learned a skill, move on to the next lesson in the series. There are several days of word lists so you can practice the same skill for multiple days in a row without repeating your words.

As you go along, please let us know if you come across any unintentional mistakes or explanations that could be improved. We're a team of excellence-driven teachers just like you and we want to make sure this resource is absolutely perfect.

I'm cheering you and your students on!

Malia

hello@playdoughtoplato.com

PHASE ONE

Focused on learning the
alphabet chant and hearing
sounds in words

phonics LESSON #1

/m/ sound spelled with "m"

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

/M/ IS A VOICED NASAL SOUND, SO IT IS PRODUCED IN OUR NASAL PASSAGE. TO MAKE THIS SOUND, PRESS YOUR LIPS TOGETHER, VIBRATE YOUR VOICEBOX, AND RELEASE A LITTLE AIR THROUGH YOUR NASAL PASSAGE. YOUR LIPS WILL VIBRATE AS YOU PRODUCE THE SOUND.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT BEGIN WITH THE TARGET SOUND.

1. My milk is cold. (my, milk)
2. The car made a black mark. (made, mark)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

TO MAKE THE UPPERCASE LETTER M, BEGIN AT THE TOP LINE AND DRAW A STRAIGHT LINE DOWN. PICK UP YOUR PENCIL AND GO BACK TO THE TOP. DRAW A DIAGONAL LINE DOWN TO THE BOTTOM LINE AND THEN ANOTHER DIAGONAL LINE BACK UP TO THE TOP. THEN MAKE A STRAIGHT LINE DOWN TO THE BOTTOM LINE.

TO MAKE THE LOWERCASE LETTER M, BEGIN AT THE MIDLINE AND DRAW A STRAIGHT LINE TO THE BOTTOM. TRACE THE LINE BACK TO THE TOP AND MAKE A CURVED LINE TO THE BOTTOM, THEN TRACE THE LINE UP AND REPEAT ANOTHER CURVED LINE TO THE BOTTOM.

COMPLETE HANDWRITING PRACTICE

COMPLETE HANDWRITING PRACTICE ON PAGE 14 OF THE HANDWRITING PRACTICE DOCUMENT.

phonics LESSON #1

/ m / sound spelled with "m"

SPELLING RULES & NOTES

*WHEN THE LETTER "M" APPEARS MORE THAN ONCE IN A WORD (I.E. SUMMER) THE FIRST M IS SILENT. OTHER SPELLINGS OF THE SOUND:
chm (drachm), gm (phlegm), lm (calm), mb (lamb), mn (autumn)*

SORT WORDS WITH THE SOUND

PRINT PICTURE SORT #1 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE / M / SOUND AND DOES NOT START WITH THE / M / SOUND.

REPEAT THESE SAME STEPS THE FOLLOWING DAY FOR REINFORCEMENT

PRINT PICTURE SORT #2 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE / M / SOUND AND DOES NOT START WITH THE / M / SOUND.

READ AND SOUND MAP A HIGH FREQUENCY WORD

SKILL NOT INTRODUCED YET

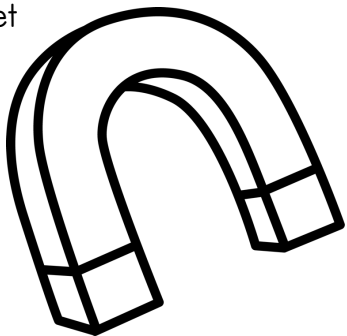
READ DECODABLE TEXT

SKILL NOT INTRODUCED YET

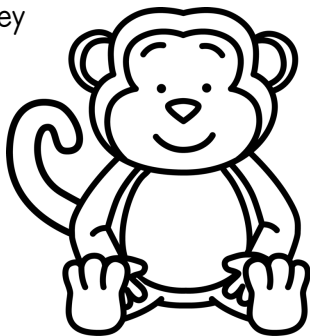
DIRECTIONS – Print this picture sort on the first day and have students sort the cards into two groups: starts with the / m / sound and does not start with / m /.

/ m / sort # 1

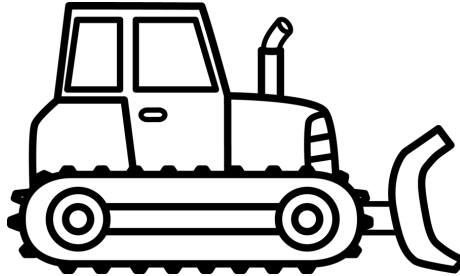
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monkey



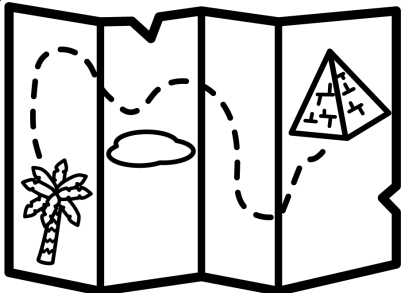
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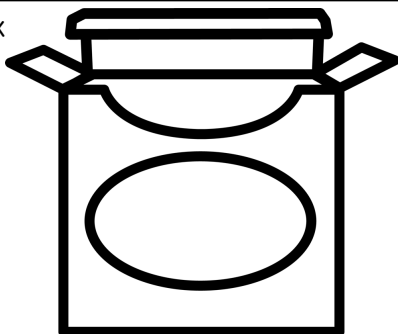
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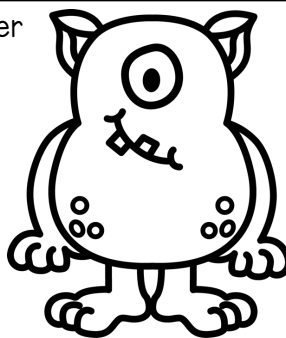
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box



monster



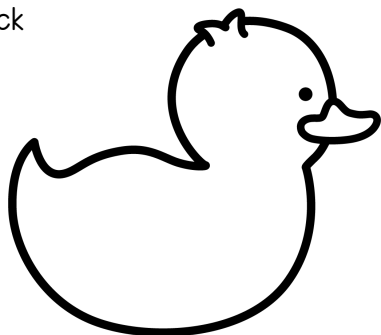
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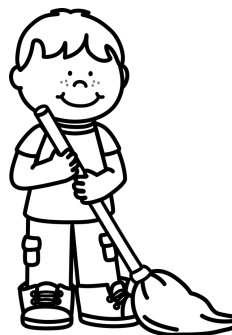
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duck



mop



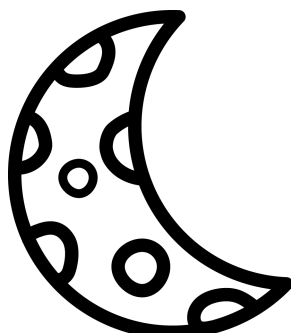
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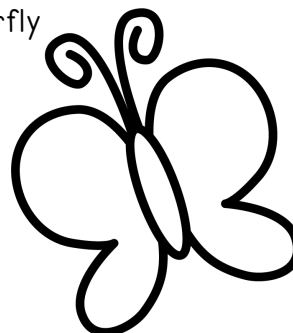
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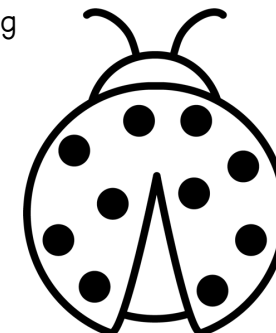
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butterfly



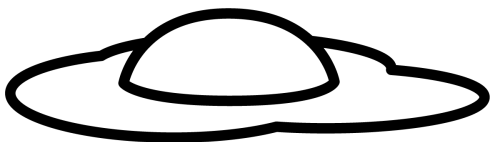
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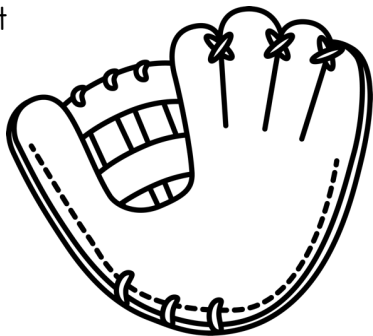
DIRECTIONS – Print this picture sort on the first day and have students sort the cards into two groups: starts with the / m / sound and does not start with / m /.

/ m / sort # 2

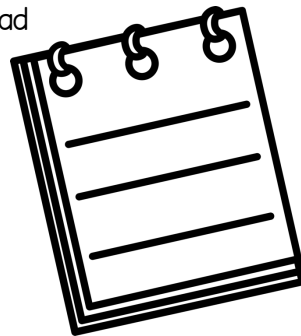
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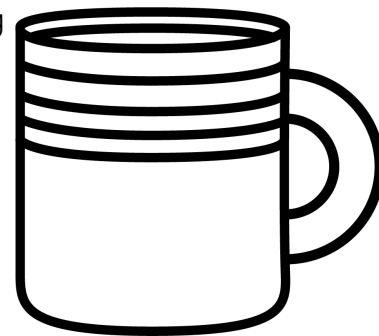
mitt



notepad



mug



ball



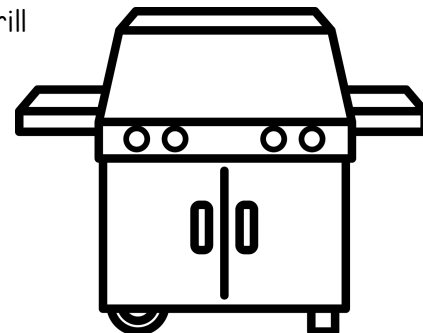
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maraca



grill



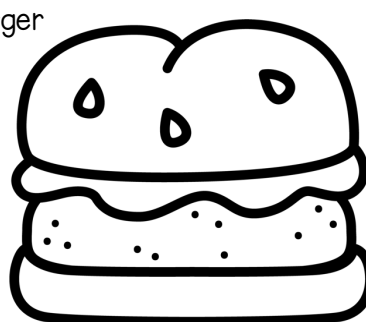
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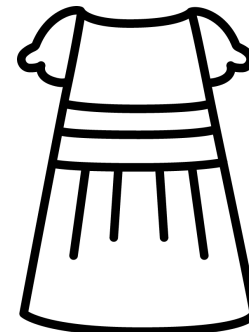
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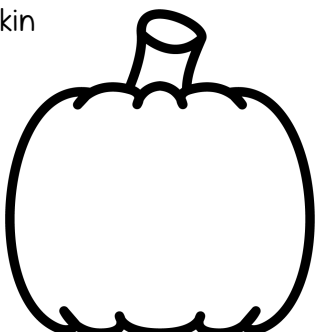
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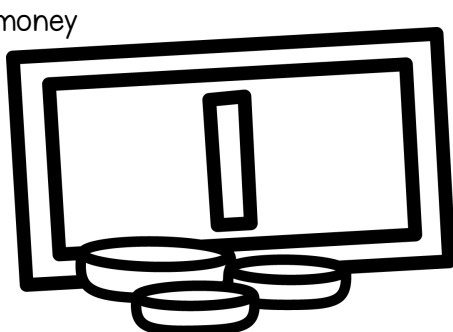
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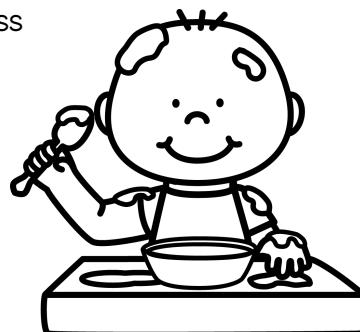
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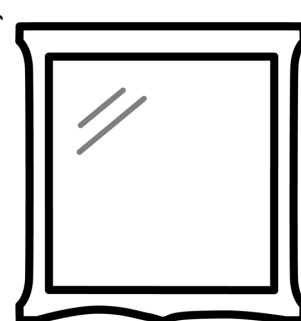
money



mess



mirror



phonics LESSON #2

/s/ sound spelled with "s"

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

/S/ IS A VOICELESS FRICATIVE SOUND (WHEN AIR ESCAPES THROUGH A NARROW SPACE). TO MAKE THIS SOUND, PLACE YOUR TEETH TOGETHER AND PUT YOUR TONGUE ALONG THE RIDGE OF YOUR MOUTH. FORCE AIR OUT OF THE SPACE BETWEEN YOUR TONGUE AND UPPER JAW. WHEN THE AIR HITS YOUR TEETH IT WILL CREATE THE /S/ SOUND. BECAUSE IT IS VOICELESS, YOU WILL NOT FEEL A VIBRATION WHEN YOU PLACE YOUR HAND ON YOUR VOICEBOX AND PRONOUNCE THE SOUND.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT BEGIN WITH THE TARGET SOUND.

1. We saw and smelled the cookies. (saw, smelled)
2. Sam sat on the bench and sang. (Sam, sat, sang)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

TO MAKE THE UPPERCASE LETTER S, BEGIN AT THE TOP LINE AND DRAW A CURVED LINE TO THE MIDDLE LINE (MOVING TO THE LEFT). THEN DRAW A CURVED LINE TO THE BOTTOM LINE (MOVING TO THE RIGHT).

TO MAKE THE LOWERCASE LETTER S, BEGIN AT THE MIDDLE LINE AND DRAW SMALL CURVED LINE (MOVING TO THE LEFT). WHEN YOU'VE REACHED HALFWAY, STOP AND DRAW A CURVED LINE IN THE OPPOSITE DIRECTION (MOVING TO THE LEFT).

COMPLETE HANDWRITING PRACTICE

COMPLETE HANDWRITING PRACTICE ON PAGE 20 OF THE HANDWRITING PRACTICE DOCUMENT.

phonics LESSON #2

/ɜ/ sound spelled with "ɜ"

SPELLING RULES & NOTES

1. THE / S / SOUND IS NOT A RELIABLE LETTER OR SOUND. THE LETTER ITSELF CAN REPRESENT DIFFERENT SOUNDS AND / S / CAN BE MADE BY DIFFERENT LETTERS ("S" AND "C") AND LETTER COMBINATIONS.
2. WHEN THE LETTER "S" APPEARS MORE THAN ONCE IN A WORD (I.E. CLASS), THE FIRST "S" IS SILENT. OTHER SPELLINGS OF THE SOUND: ps (pseudo), sc (science), st (listen), sth (asthma)

SORT WORDS WITH THE SOUND

PRINT PICTURE SORT #1 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE / S / SOUND AND DOES NOT START WITH THE / S / SOUND.

REPEAT THESE SAME STEPS THE FOLLOWING DAY FOR REINFORCEMENT

PRINT PICTURE SORT #2 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE / S / SOUND AND DOES NOT START WITH THE / S / SOUND.

READ AND SOUND MAP A HIGH FREQUENCY WORD

SKILL NOT INTRODUCED YET

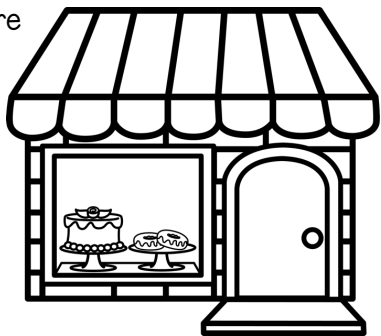
READ DECODABLE TEXT

SKILL NOT INTRODUCED YET

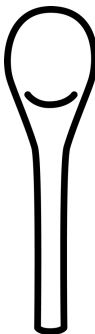
DIRECTIONS – Print this picture sort on the first day and have students sort the cards into two groups: starts with the / s / sound and does not start with / s /.

/s/ sort #1

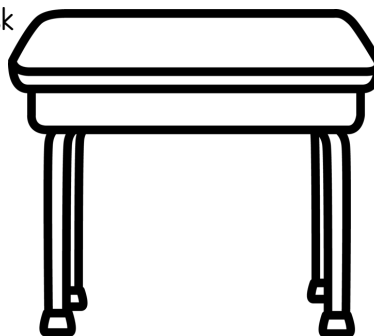
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spoon



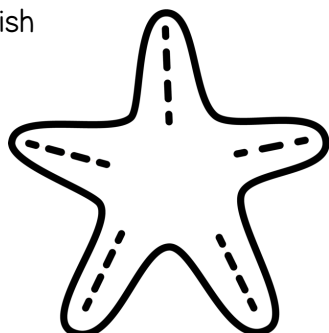
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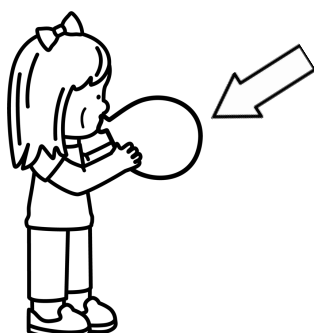
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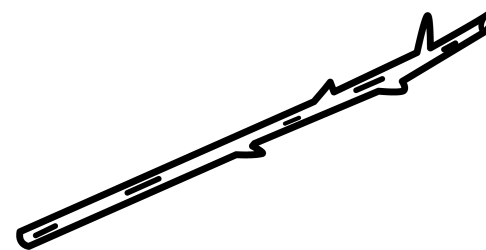
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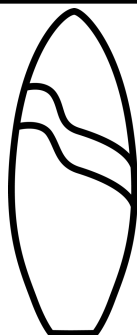
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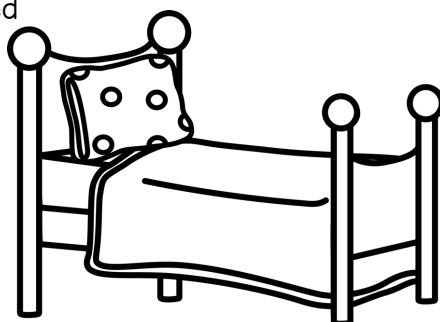
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surfboard



bed



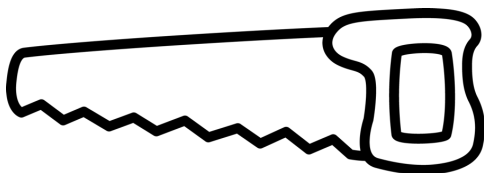
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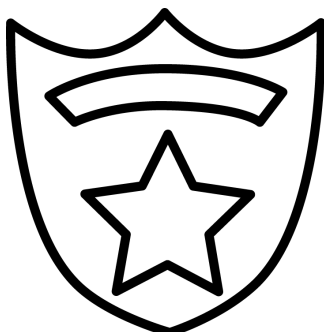
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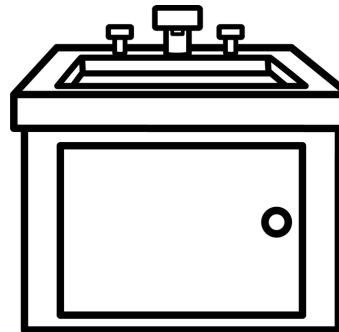
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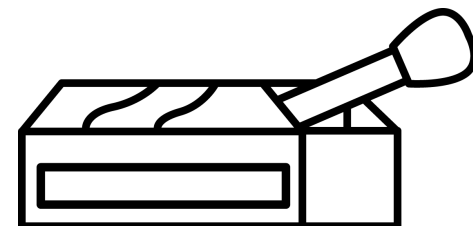
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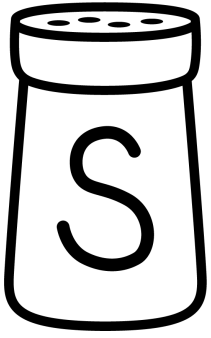
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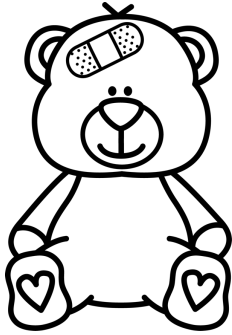
DIRECTIONS – Print this picture sort on the first day and have students sort the cards into two groups: starts with the / s / sound and does not start with / s /.

/s/ sort # 2

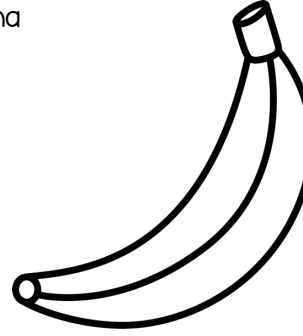
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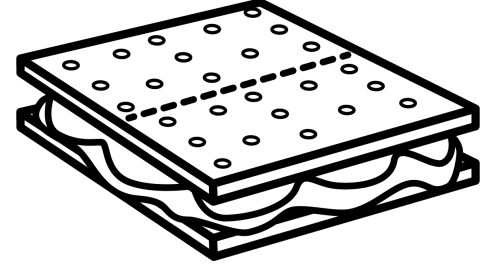
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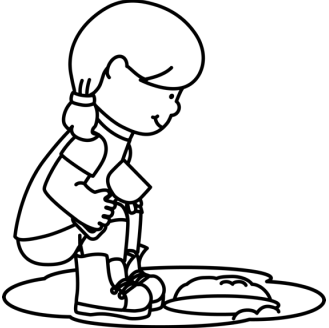
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smore



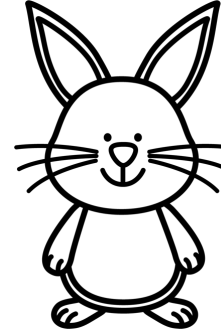
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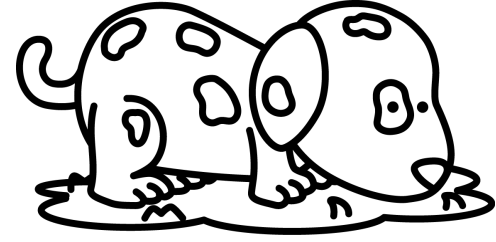
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bunny



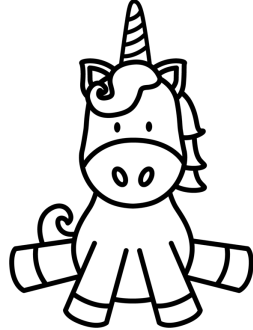
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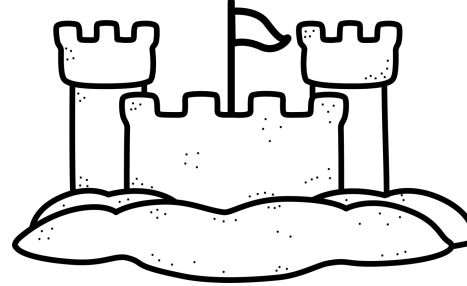
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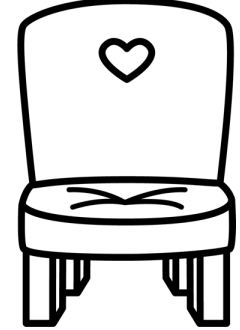
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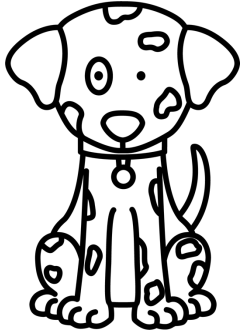
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chair



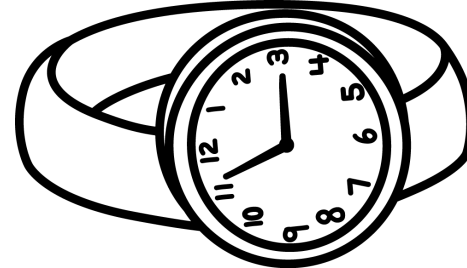
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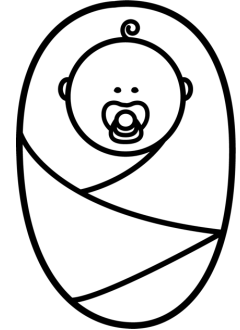
sweep



watch



baby



PHASE TWO

Focused on hearing and spelling
sounds in words

phonics LESSON #9

/n/ sound spelled with "n"

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

/N/ IS A VOICED NASAL SOUND. TO MAKE THIS SOUND, PRESS YOUR TONGUE AGAINST THE TOP OF YOUR MOUTH TO STOP YOUR BREATH FROM ESCAPING. VIBRATE YOUR VOICEBOX AND RELEASE A LITTLE AIR THROUGH YOUR NASAL PASSAGE.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT BEGIN WITH THE TARGET SOUND.

1. Ned and Nancy nibbled on cookies. (Ned, Nancy, nibbled)
2. Our new dog, Norman, never sleeps. (new, Norman, never)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

TO MAKE THE UPPERCASE LETTER N, BEGIN AT THE TOP LINE AND DRAW A STRAIGHT LINE DOWN TO THE BOTTOM LINE. PICK UP YOUR PENCIL AND GO BACK TO THE STARTING POINT. DRAW A SLANTED LINE TO THE BOTTOM (MOVING TO THE RIGHT). THEN DRAW A STRAIGHT LINE CONNECTING UP TO THE TOP LINE.

TO MAKE THE LOWERCASE LETTER n, BEGIN AT THE MIDDLE LINE AND DRAW A STRAIGHT LINE TO THE BOTTOM. TRACE THE LINE BACK UP TO THE MIDDLE LINE AND THEN DRAW A CURVED LINE TO THE BOTTOM LINE.

COMPLETE HANDWRITING PRACTICE

COMPLETE HANDWRITING PRACTICE ON PAGE 15 OF THE HANDWRITING PRACTICE DOCUMENT.

phonics LESSON #9

/n/ sound spelled with "n"

SPELLING RULES & NOTES

1. WHEN THE LETTER "N" APPEARS MORE THAN ONCE IN A WORD (I.E. PENNY), THE FIRST "N" IS SILENT.
2. OTHER SPELLINGS: gn (gnat), kn (kneel), mn (mnemonic), pn (pneumonia)

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
nip nap tin man tan	fan pin man tin can	nip nap an pan fin

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
fan pin can fin pan	nap nip in an fin	can tan fan man in

READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORDS ARE: in & it

READ DECODABLE TEXT

READ DECODABLE TEXT ON PAGE 4 OF THE DECODABLE TEXT DOCUMENT.

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

/ D / IS A VOICED STOP SOUND. TO MAKE THIS SOUND, PLACE YOUR TONGUE ON THE BACK OF YOUR TOP TEETH. OPEN YOUR MOUTH SLIGHTLY AND AS YOU PUSH YOUR BREATH OUT, OPEN YOUR MOUTH A BIT FURTHER WHILE LOWERING YOUR TONGUE.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT BEGIN WITH THE TARGET SOUND.

1. My doll, Debbie, is wearing a dress. (doll, Debbie, dress)
2. On Saturday, Darcy likes to dance and eat donuts. (Darcy, dance, donuts)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

TO MAKE THE UPPERCASE LETTER D, BEGIN AT THE TOP LINE AND DRAW A STRAIGHT LINE TO THE BOTTOM. PICK UP YOUR PENCIL AND GO BACK TO THE STARTING POINT. MAKE A LARGE CURVED LINE (MOVING RIGHT) TO THE BOTTOM LINE, CONNECTING IT TO YOUR FIRST LINE.

TO MAKE THE LOWERCASE LETTER D, BEGIN AT THE MIDDLE LINE AND DRAW A CURVED LINE (MOVING LEFT) TO THE BOTTOM LINE AND THEN STRAIGHT UP TO THE TOP LINE. THEN TRACE THE STRAIGHT LINE BACK DOWN TO THE BOTTOM LINE.

COMPLETE HANDWRITING PRACTICE

COMPLETE HANDWRITING PRACTICE ON PAGE 5 OF THE HANDWRITING PRACTICE DOCUMENT.

phonics LESSON #10

/ d / sound spelled with "d"

SPELLING RULES & NOTES

1. WHEN THE LETTER "D" APPEARS MORE THAN ONCE IN A WORD (I.E. ADD), THE FIRST "D" IS SILENT.
2. OTHER SPELLINGS: ed (smiled) **When the final sound of the root word is voiced.**; ld (could)

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
did dip dim din dad	tad mad pad fad sad	dim Dan din dip dad

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
fad sad tad pad mad	dip din did dim dad	mad did sad pad tad

READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: and

READ DECODABLE TEXT

READ DECODABLE TEXT ON PAGE 5 OF THE DECODABLE TEXT DOCUMENT.

PHASE THREE

Focused on hearing and spelling
words with sounds that require
multiple letters

phonics LESSON #28

/th / sound spelled with "th"

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

VOICELESS: / TH / IS A VOICELESS FRICATIVE. TO MAKE THIS SOUND, PLACE THE TIP OF YOUR TONGUE BETWEEN YOUR UPPER AND LOWER TEETH AND PUSH AIR THROUGH YOUR TEETH.

VOICED: / TH / IS A VOICED FRICATIVE. TO MAKE THIS SOUND, PLACE THE TIP OF YOUR TONGUE BETWEEN YOUR UPPER AND LOWER TEETH AND PUSH AIR THROUGH YOUR TEETH WHILE VIBRATING YOUR TONGUE AND VOICEBOX.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.

1. Thank you for the thermometer. (thank, the, thermometer)
2. They want that puppy. (they, that)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

COMPLETE HANDWRITING PRACTICE

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

phonics LESSON #28

/th / sound spelled with "th"

SPELLING RULES & NOTES

1. THE VOICED / TH / ONLY APPEARS AT THE BEGINNING OF WORDS.
2. THE UNVOICED / TH / APPEARS IN THE MIDDLE AND END OF A WORD.

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
thin ^v then ^v that ^v the ^v them ^v	bath with hath math path	then ^v this ^v thud ^v them ^v than ^v

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
with than ^v moth bath thud ^v	the ^v that ^v then ^v this ^v thud ^v	path with math that ^v this ^v

READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: **there**

READ DECODABLE TEXT

READ DECODABLE TEXT ON PAGE 25 OF THE DECODABLE TEXT DOCUMENT.

phonics LESSON #29

/ch/ sound spelled with "ch"

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

/CH/ IS A VOICELESS AFFRICATIVE, WHICH MEANS IT BEGINS AS A STOP SOUND AND ENDS AS A FRICATIVE. TO MAKE THIS SOUND, CLOSE YOUR JAW, ROUND YOUR LIPS AND STICK THEM OUT SLIGHTLY AS YOU PRESS YOUR TONGUE AGAINST YOUR TEETH. OPEN YOUR MOUTH QUICKLY AS YOU RELEASE A POWERFUL BREATH.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.

1. Sarah chatted with Charlie. (chatted, Charlie)
2. The children ate chilly ice cream at the beach. (children, chilly, beach)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

COMPLETE HANDWRITING PRACTICE

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

phonics LESSON #29

/ch/ sound spelled with "ch"

SPELLING RULES & NOTES

CH* MAKES THE /CH/ SOUND WHEN THE LETTERS APPEAR TOGETHER IN THE SAME SYLLABLE. MOST COMMONLY, CH IS FOUND AT THE BEGINNING OR AT THE END OF A WORD. OTHER SPELLINGS: tch (catch)

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
chum chat chip chop much	wach* chom* chuv* chib* sach*	chak* gich* hoch* chep* chul*

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
chax* tich* chim* chet* chok*	chin chap chum chug rich	chip chit chug Chad such

READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: such

READ DECODABLE TEXT

READ DECODABLE TEXT ON PAGE 26 OF THE DECODABLE TEXT DOCUMENT.

phonics LESSON #86

long a spelled with "ai"

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

TO MAKE THE LONG A SOUND, OPEN YOUR MOUTH SLIGHTLY AND PLACE YOUR TONGUE IN THE MIDDLE OF YOUR MOUTH. TENSE YOUR FACE SLIGHTLY AS YOU OPEN YOUR MOUTH AND RELEASE A VOICED BREATH.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.

1. The rain ruined the braid in my hair. (rain, braid, hair)
2. The main fairy in the story aided the princess. (main, fairy, aided)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

COMPLETE HANDWRITING PRACTICE

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

phonics LESSON #86

long a spelled with "ai"

SPELLING RULES & NOTES

"AI" MAKES THE LONG A SOUND WHEN IT IS FOUND AT THE BEGINNING OR MIDDLE OF A SYLLABLE OR WORD.

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE

aid
aim
tail
wait
rain

DAY TWO

main
paid
mail
brain
plain

DAY THREE

bandaid
chain
train
braid
failing

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE

jail
laid
bait
pain
sail

DAY TWO

aid
maid
nail
raid
fail

DAY THREE

rail
snail
drain
paint
mailman

READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: **they & their**

READ DECODABLE TEXT

READ DECODABLE TEXT ON PAGE 83 OF THE DECODABLE TEXT DOCUMENT.

phonics LESSON #87

long a spelled with "ay"

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

TO MAKE THE LONG A SOUND, OPEN YOUR MOUTH SLIGHTLY AND PLACE YOUR TONGUE IN THE MIDDLE OF YOUR MOUTH. TENSE YOUR FACE SLIGHTLY AS YOU OPEN YOUR MOUTH AND RELEASE A VOICED BREATH.

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.

1. Natalie likes to play with clay. (play, clay)
2. Today I found a gray stray dog. (today, gray, stray)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

COMPLETE HANDWRITING PRACTICE

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

phonics LESSON #87

long a spelled with "ay"

SPELLING RULES & NOTES

"AY" MAKES THE LONG A SOUND WHEN FOUND AT THE END OF A SYLLABLE OR WORD.

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
may hay bay Sunday ray	say pay day way lay	pray display playing stay gray

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
say pay jay lay way	tray clay stay gray play	daytime say tray hayride sway

READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: **always**

READ DECODABLE TEXT

READ DECODABLE TEXT ON PAGE 84 OF THE DECODABLE TEXT DOCUMENT.

phonics LESSON #116

prefixes un - + dis -

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

1. *THE PREFIX UN- IS PRONOUNCED BY COMBINING, OR BLENDING, THE / U / SOUND AND THE / N / SOUND. SEE LESSONS # 19 AND # 9 FOR NOTES ON EACH SOUNDS' ARTICULATION.*
2. *THE PREFIX DIS- IS PRONOUNCED BY COMBINING, OR BLENDING, / D / + / I / + / S /. SEE LESSONS # 10, # 8, AND # 2 FOR NOTES ON EACH SOUNDS' ARTICULATION.*

***MORPHOLOGY NOTES: A PREFIX IS A WORD PART ATTACHED TO THE BEGINNING OF A WORD THAT CHANGES THE WORD'S MEANING. THE PREFIX UN- CAN MEAN "NOT", "OPPOSITE", "REVERSE", OR "REMOVE". THE PREFIX DIS- MEANS "NOT" OR "NONE".*

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.

1. Carrie disliked her coat because she was unable to unzip it. (disliked, unable, unzip)
2. In science class, we discovered that it is unkind to litter. (discovered, unkind)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

COMPLETE HANDWRITING PRACTICE

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

phonics LESSON #116

prefixes un - + dis -

SPELLING RULES & NOTES

THE PREFIXES -UN AND -DIS ARE CONSIDERED PREFIXES WHEN THEY ARE ADDED TO THE BEGINNING OF A BASE WORD.

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
unzip disable unkind undo disclaim	discover unclear disappear uncut disorder	disappoint unlock distaste uncooked dislike

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
disagree unable discharge unwell disinfect	unpack unsafe discard undone disgrace	distrust unwrap disband uncover untie

READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: want

READ DECODABLE TEXT

READ DECODABLE TEXT ON PAGE 113 OF THE DECODABLE TEXT DOCUMENT.

phonics LESSON #17

prefixes pre- + re-

REVIEW PREVIOUS PHONICS SKILL

BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.

INTRODUCE THE FOCUS SOUND

PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

SHARE SOUND ARTICULATION

1. THE PREFIX PRE- IS PRONOUNCED BY COMBINING, OR BLENDING, THE / P / + / R / + / Ē / SOUNDS. SEE LESSONS # 5, # 12, AND # 85 FOR NOTES ON EACH SOUNDS' ARTICULATION.
2. THE PREFIX RE- IS PRONOUNCED BY COMBINING, OR BLENDING, / R / AND / Ē /. SEE LESSONS # 12 AND # 85 FOR NOTES ON EACH SOUNDS' ARTICULATION.

***MORPHOLOGY NOTES: THE PREFIX PRE- MEANS "BEFORE" OR "PRIOR TO" THE BASE WORD. THE PREFIX RE- MEANS "AGAIN".*

IDENTIFY THE SOUND

READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.

1. In preschool, children prepare for kindergarten. (preschool, prepare)
2. Jane had to remake the pizza because she forgot to remove the plastic. (remake, remove)

BRAINSTORM WORDS WITH THE SOUND

MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.

LETTER FORMATION

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

COMPLETE HANDWRITING PRACTICE

SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.

phonics LESSON #117

prefixes pre- + re-

SPELLING RULES & NOTES

THE PREFIXES -PRE AND -RE ARE CONSIDERED PREFIXES WHEN THEY ARE ADDED TO THE BEGINNING OF A BASE WORD.

READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE

remix
precook
remove
repay
prepare

DAY TWO

prefix
retell
preheat
repaint
reread

DAY THREE

rename
redo
premix
rewind
pretend

SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE

prepaid
rename
pretend
prevent
rewind

DAY TWO

reshape
prepare
pretest
replay
redo

DAY THREE

prepay
remove
premade
reread
retell

READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: **read**

READ DECODABLE TEXT

READ DECODABLE TEXT ON PAGE 114 OF THE DECODABLE TEXT DOCUMENT.