

# Lessons and Activities

Perfect for Grades K-1 instruction

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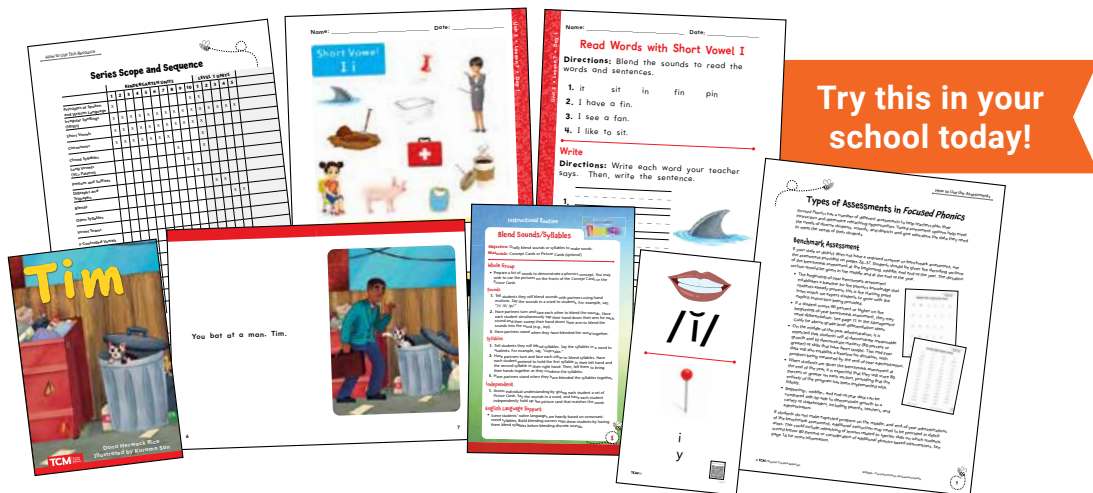
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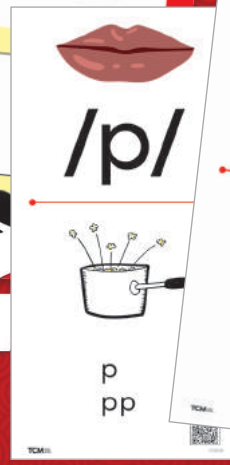


# Focused Phonics

## Kindergarten Management Guide



the map  
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**Instructional Routine**  
**Blending Lines**

**Objective:** Practice blending sounds and syllables.

**Materials:** Concept Cards or Picture Cards (optional)

**Whole Group**

- Prepare a list of words to demonstrate a phonics concept. You may wish to use the pictures on the fronts of the Concept Cards or the Picture Cards.

**Sounds**

- Tell students they will blend sounds with partners using hand motions. Say the sounds in a word to students. For example, say /b/ /t/ /p/.
- Have partners turn and face each other to blend the sounds. Have each student simultaneously tap their hand down their arm for each sound and then sweep their hand down their arm to blend the sounds into the word (e.g., top).
- Have partners stand when they have blended the word together.

**Syllables**

- Tell students they will blend syllables. Say the syllables in a word to students. For example, say, "cup-cake."
- Have partners turn and face each other to blend syllables. Have each student pretend to hold the first syllable in their left hand and the second syllable in their right hand. Then, tell them to bring their hands together as they combine the syllables.
- Have partners stand when they have blended the syllables together.

**Independent**

- Assess individual understanding by giving each student a set of Picture Cards. Say the sounds in a word, and have each student independently hold up the picture card that matches the word.

**English Language Support**

- Some students' native languages are heavily based on consonant-vowel syllables. Build blending success with these students by having them blend syllables before blending discrete sounds.



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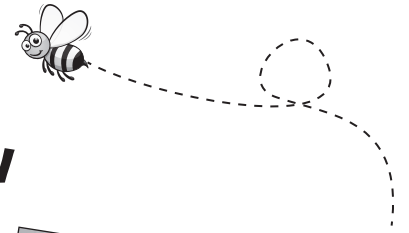
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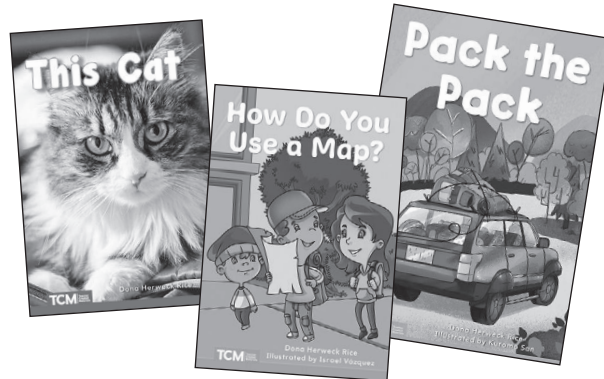
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# Focused Phonics Overview

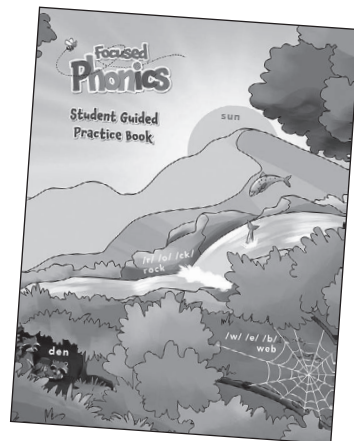
## 30 Decodable Books

Engage students with fun, highly decodable texts where they can see themselves reflected in the range of characters and settings.



## Student Guided Practice Book

Includes appropriately scaffolded activities to foster reading and writing growth.



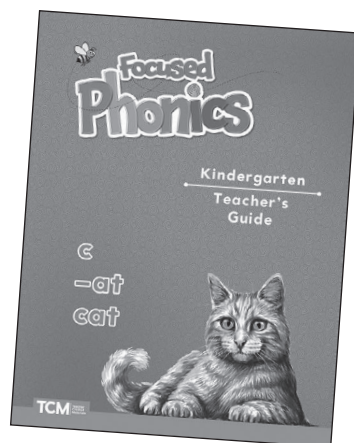
## Management Guide

Explore best practices for promoting efficient and effective reading development.



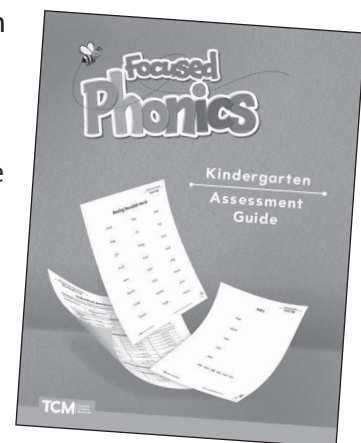
## Teacher's Guide

Features a systematic simple-to-complex instructional sequence to optimize learning.



## Assessment Guide

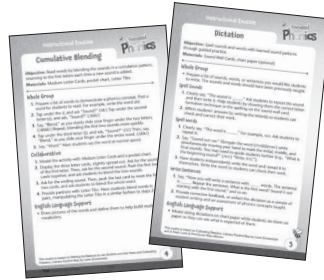
Monitor growth in phonemic awareness and phonics through flexible assessment opportunities.



# Focused Phonics Overview (cont.)

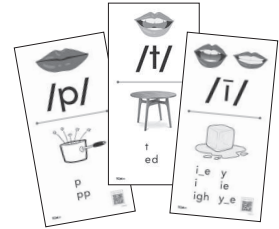
## Instructional Routine Cards

Support explicit instruction through consistent routines with these 26 cards.



## Sound Wall Cards

Introduce articulation, make visual and auditory connections for students, and display spellings.



## 30 Concept Cards

Practice phonemic awareness and phonics activities, such as segmenting and blending with pictures, mapping with sound boxes, and decoding and encoding words, phrases, and sentences.



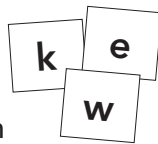
## Digital Resources

Enhance student learning with read-along ebooks, audio recordings, online phonics games, and more.



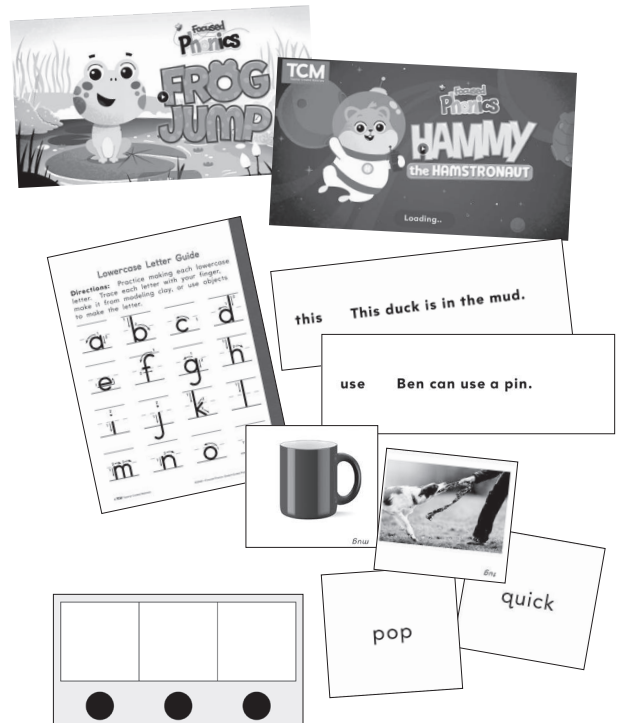
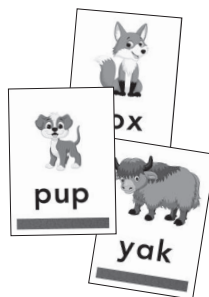
## Letter Tiles

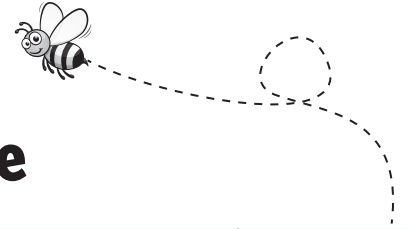
Practice orthographic mapping, decoding, and encoding through word building.



## Card Games

Develop students' oral language through collaborative learning focused on phonics skills.





# Series Scope and Sequence

	KINDERGARTEN UNITS										LEVEL 1 UNITS				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
Principles of Spoken and Written Language	X									X	X				
Irregular Spellings (HFWs)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Short Vowels	X	X	X	X	X	X	X	X	X	X	X				
Consonants	X	X	X	X	X	X	X				X				
Closed Syllables								X			X				
Long Vowels (VCe Pattern)									X						
Prefixes and Suffixes										X					
Digraphs and Trigraphs												X	X		
Blends														X	X
Open Syllables															
Vowel Teams															
R-Controlled Vowels															
Diphthongs															
Syllable Stress and Schwa															
Compound Words															
Silent Letters															
C + le															
Contractions															

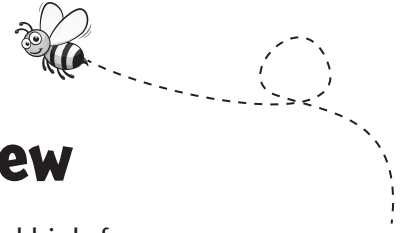




# Series Scope and Sequence (cont.)

	LEVEL 1 UNITS					LEVEL 2 UNITS											
	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10		
						X											Principles of Spoken and Written Language
	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Irregular Spellings (HFWs)
						X											Short Vowels
						X											Consonants
								X					X				Closed Syllables
	X					X			X								Long Vowels (VCe Pattern)
				X								X		X			Prefixes and Suffixes
						X											Digraphs and Trigraphs
							X	X									Blends
	X								X				X				Open Syllables
		X	X						X		X						Vowel Teams
			X							X							R-Controlled Vowels
			X								X						Diphthongs
			X	X					X			X	X	X	X		Syllable Stress and Schwa
					X								X				Compound Words
						X											Silent Letters
													X				C + le
															X		Contractions





# Series Phonics Skills Overview

The charts on the following pages highlight the targeted phonics skills and high-frequency words covered in levels K–2 of *Focused Phonics*. The complexity of the skills in each level increases as the units progress. These concepts should be taught in the provided order. (The irregular high-frequency words in bold are often more challenging for students to read and remember.)

## Kindergarten

Unit	Focus Concept(s)	High-Frequency Word Focus
<b>Unit 1—Principles of Spoken and Written Language</b> (3 weeks)	<ul style="list-style-type: none"> <li>exposure to letters of the alphabet</li> <li>difference between consonants and vowels</li> <li>understand that every word must have a vowel</li> <li>letter vs. a word vs. a sentence</li> <li>short <i>a</i></li> <li>consonants: <i>m, t</i></li> </ul>	in, I, see, a, and, it
<b>Unit 2—Short <i>a</i></b> (3 weeks)	<ul style="list-style-type: none"> <li>short <i>a</i></li> <li>consonants: <i>s, p, n, f</i></li> </ul>	<b>the</b> , like, <b>have</b> , <b>to</b> , at, can
<b>Unit 3—Short <i>i</i></b> (3 weeks)	<ul style="list-style-type: none"> <li>short <i>i</i></li> <li>consonants: <i>g b, c, l</i></li> </ul>	this, <b>you</b> , is, we, he, she
<b>Unit 4—Short <i>o</i></b> (3 weeks)	<ul style="list-style-type: none"> <li>short <i>o</i></li> <li>consonants: <i>h, j, r, k</i> (spelling <i>ck</i>)</li> </ul>	for, <b>are</b> , <b>said</b> , as, that, on
<b>Unit 5—Short <i>u</i></b> (3 weeks)	<ul style="list-style-type: none"> <li>short <i>u</i></li> <li>consonants: <i>d, y, q, w</i></li> </ul>	<b>they</b> , be, <b>was</b> , <b>from</b> , by, <b>of</b>
<b>Unit 6—Short <i>e</i></b> (3 weeks)	<ul style="list-style-type: none"> <li>short <i>e</i></li> <li>consonants: <i>v, x, z</i></li> </ul>	<b>what</b> , all, <b>one</b> , or, when, his
<b>Unit 7—All Consonants and Short Vowels</b> (3 weeks)	<ul style="list-style-type: none"> <li>short vowels</li> <li>all consonants</li> </ul>	<b>your</b> , had, with, not, but, will
<b>Unit 8—Onsets and Rimes</b> (3 weeks)	<ul style="list-style-type: none"> <li>short <i>a</i> word families—<i>ab, ag, at, am, an, ap, ad</i></li> <li>short <i>i</i> word families—<i>ig, id, im, in, it, ip</i></li> <li>short <i>e</i> word families—<i>et, en, et</i></li> <li>short <i>o</i> word families—<i>og, op, ob, ot</i></li> <li>short <i>u</i> word families—<i>ug, ub, ut, un, um</i></li> </ul>	<b>use</b> , <b>do</b> , how, if, <b>their</b> , me
<b>Unit 9—Long Vowels</b> (3 weeks)	<ul style="list-style-type: none"> <li>long vowels</li> <li>long-vowel words juxtaposed with short-vowel words (<i>cap/cape</i>)</li> </ul>	an, <b>there</b> , then, them, each, which







# Series Phonics Skills Overview (cont.)

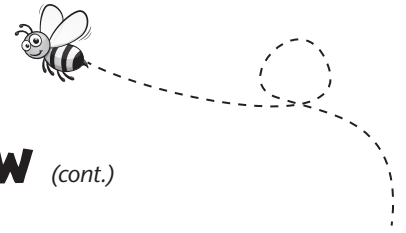
## Kindergarten (cont.)

Unit	Focus Concept(s)	High-Frequency Word Focus
<b>Unit 10—Putting It All Together</b> (3 weeks)	<ul style="list-style-type: none"> <li>revisit concepts of print from Unit 1</li> <li>revisit short- and long-vowel words</li> <li>–s, –es (/əz/)</li> <li>build words</li> </ul>	<b>were, other, word</b> , has, get

## Level 1

Unit	Focus Concept(s)	High-Frequency Word Focus
<b>Unit 1—Consonants and Short Vowels</b> (3 weeks)	<ul style="list-style-type: none"> <li>consonants, short vowels, including <i>qu, s</i> as /z/, <i>c</i> as /s/</li> <li>short <i>y</i>, initial soft <i>c</i> and <i>g</i>, closed syllables (CVC)</li> <li>introduce the concept of multisyllabic words</li> </ul>	so, no, her, him, go, <b>also</b> , take, am
<b>Unit 2—Consonant Digraphs</b> (2 weeks)	<ul style="list-style-type: none"> <li><i>ch, th</i> (2 sounds), <i>sh, wh</i></li> </ul>	than, <b>who, where</b> , thing
<b>Unit 3—More Consonant Digraphs and Trigraphs</b> (3 weeks)	<ul style="list-style-type: none"> <li><i>tch, ck, dge, ng</i></li> <li><i>ss, ff, ll, zz</i></li> </ul>	long, such, <b>change</b> , show, call, well, small, tell
<b>Unit 4—Initial Consonant Blends</b> (2 weeks)	<ul style="list-style-type: none"> <li><i>s</i> blends (<i>sk, sm, sn, sp, st, sw</i>)</li> <li><i>l</i> blends (<i>bl, cl, fl, gl, pl, sl</i>)</li> <li><i>r</i> blends (<i>br, cr, dr, fr, gr, tr</i>)</li> </ul>	did, its, <b>people</b> , place
<b>Unit 5—Final Consonant Blends</b> (3 weeks)	<ul style="list-style-type: none"> <li><i>ft, st, nt</i></li> <li><i>nd, lp, mp, nk</i></li> </ul>	first, just, <b>want</b> , went, find, think, sound, help
<b>Unit 6—Long Vowels</b> (4 weeks)	<ul style="list-style-type: none"> <li>V<i>Ce</i></li> <li>final soft <i>g</i> and <i>c</i> and final <i>y</i> as long <i>i</i>, final <i>y</i> as long <i>e</i>, multisyllabic words</li> <li>V/CV pattern (open syllables in multisyllabic words)</li> </ul>	make, time, <b>some, come, many</b> , my, only, why, over, <b>because</b> , around, another
<b>Unit 7—Vowel Teams</b> (4 weeks)	<ul style="list-style-type: none"> <li><i>ai, ay, igh, ie</i></li> <li><i>oa, ow, oe</i></li> <li><i>ee, ea, ew, ue</i></li> </ul>	way, day, may, air, now, down, follow, old, <b>been</b> , new, year, three





# Series Phonics Skills Overview (cont.)

## Level 1 (cont.)

Unit	Focus Concept(s)	High-Frequency Word Focus
<b>Unit 8—Other Vowel Patterns</b> (4 weeks)	<ul style="list-style-type: none"> <li><i>r</i>-controlled vowels: <i>ar, or</i></li> <li>diphthongs: <i>oi/oy, ou/ow</i></li> <li>vowel teams: <i>au/aw, oo</i></li> <li>schwa</li> </ul>	more, <b>water</b> , part, farm, about, out, <b>would</b> , <b>could</b> , <b>two</b> , know, too, look
<b>Unit 9—Inflectional Endings</b> (3 weeks)	<ul style="list-style-type: none"> <li><i>-s (/s/, /z/), -es (/əz/), -ing</i></li> <li><i>u = /ʊ/</i></li> <li><i>-ed (/t/, /d/, /əd/)</i></li> </ul>	these, <b>does</b> , learning, <b>putting</b> , spelled, <b>wanted</b> , very, <b>asked</b>
<b>Unit 10—Putting It All Together</b> (2 weeks)	<ul style="list-style-type: none"> <li>compound words</li> <li>practice dividing two-syllable words (VCCV and VCCCV patterns)</li> </ul>	into, <b>little</b> , <b>picture</b> , <b>different</b>

## Level 2

Unit	Focus Concept(s)	High-Frequency Word Focus
<b>Unit 1—Review (Consonants, Vowels, and Consonant Digraphs)</b> (4 weeks)	<ul style="list-style-type: none"> <li>review consonants and vowels</li> <li>closed syllables</li> <li>multisyllabic words</li> <li>hard and soft <i>g</i> and <i>c</i>, <i>qu</i></li> <li>digraphs: <i>ng, ck, ss, ff, ll, zz, ch, sh, th, wh, ph</i></li> <li>blend: <i>nk</i>; trigraphs: <i>dge, tch</i></li> <li>silent letters: <i>wr, gh, mb, lf, kn, lk</i></li> <li>closed-syllable rule-breaker <i>A</i>: <i>all, call, ball, small</i></li> <li>closed-syllable rule-breaker <i>U</i>: <i>put, push, pull, bull, full</i></li> </ul>	page, <b>move</b> , cut, <b>once</b> , begin, along, song, watch, oh, miss, <b>earth</b> , <b>both</b> , white, short, <b>give</b> , walk, write, ball, high, work
<b>Unit 2—Initial Consonant Blends</b> (2 weeks)	<ul style="list-style-type: none"> <li>initial consonant blends: <i>bl, cl, fl, gl, pl, sl; br, cr, dr, fr, gr, pr, tr; sc, sk, sm, sn, sp, st, sw, tw</i></li> <li><i>scr, spl, spr, squ, str, thr, shr</i></li> </ul>	<b>group</b> , state, <b>friend</b> , close, upon, <b>school</b> , nothing, <b>through</b> , strong, visit
<b>Unit 3—Final Consonant Blends</b> (2 weeks)	<ul style="list-style-type: none"> <li>final consonant blends: <i>ft, st, lp, nt, nd, mp</i></li> <li>closed-syllable rule-breakers <i>I</i> and <i>O</i> (<i>ind, ild, old, ost, olt</i>)</li> </ul>	last, left, <b>goes</b> , best, <b>live</b> , second, important, jump, plant, away





# Series Phonics Skills Overview (cont.)

## Level 2 (cont.)

Unit	Focus Concept(s)	High-Frequency Word Focus
<b>Unit 4—Long Vowels</b> (4 weeks)	<ul style="list-style-type: none"> <li>long vowels with silent <i>e</i>, VCV pattern</li> <li>open-syllable long vowels</li> <li>soft <i>g</i> and <i>c</i> (final position)</li> <li><i>y</i> as long <i>i</i>; <i>y</i> as long <i>e</i></li> <li>schwa</li> <li>vowel teams: <i>ee, ea, ai, ay, oa, ow, oe, igh, ie, ew, ue</i></li> </ul>	face, mile, those, life, every, city, <b>country, carry, says</b> , try, leave, night, seem, <b>again</b> , own, baby, easy, read, open, idea
<b>Unit 5—R-Controlled Vowels</b> (3 weeks)	<ul style="list-style-type: none"> <li><i>r</i>-controlled vowels: <i>ar, or, er/ir/ur/or</i></li> <li><i>air, eer, ear, are, our, ore, ure</i></li> </ul>	car, never, large, sir, <b>together, world</b> , near, <b>four</b> , before, care, fair, might, pair, born, hair
<b>Unit 6—Diphthongs and More Vowel Teams</b> (3 weeks)	<ul style="list-style-type: none"> <li>diphthongs: <i>oi/oy, ou/ow</i></li> <li>vowel teams: <i>au/aw, oo</i></li> </ul>	garden, across, boy, girl, wall, cause, good, food, foot, room, <b>thought, enough</b> , without, house, <b>should</b>
<b>Unit 7—Inflectional Endings</b> (3 weeks)	<ul style="list-style-type: none"> <li><i>-s (/s/, /z/)</i>, <i>-es</i> as syllable (<i>/əz/</i>), including changing <i>-y</i> to <i>-ies</i></li> <li><i>-ed (/t/, /d/, /əd/)</i></li> <li><i>-ing</i> (including dropping <i>-e</i>)</li> </ul>	<b>mountains</b> , always, our, <b>don't</b> , love, <b>done</b> , heard, cried, hundred, knew, door, head, ready, <b>really</b> , uncle
<b>Unit 8—Syllable Types</b> (4 weeks)	<ul style="list-style-type: none"> <li>compound words and VCC/CV</li> <li>schwa</li> <li>syllabication and word-division patterns: VC/CV, V/CV, VC/V</li> <li>C + <i>le</i>: <i>cle, ble, kle, dle, fle, gle, ple, tle, zle</i>, and VC/CCV</li> </ul>	after, book, board, field, light, present, broken, bird, <b>piece</b> , summer, example, <b>great</b> , table, next, today, soon, maybe, single, surprise, wrong
<b>Unit 9—Common Prefixes and Suffixes</b> (3 weeks)	<ul style="list-style-type: none"> <li><i>un</i>—"not"</li> <li><i>im</i>—"not"</li> <li><i>dis</i>—"opposite of"</li> <li><i>re</i>—"do again"</li> <li><i>-ly</i>: tells how, makes an adverb</li> </ul>	president, able, <b>possible</b> , animal, common, return, appear, agreed, ever, pay, any, even, finally, right, took
<b>Unit 10—Putting It All Together</b> (2 weeks)	<ul style="list-style-type: none"> <li>schwa and syllable stress in two-syllable words</li> <li>contractions with <i>am, is, are, not</i></li> </ul>	can't, didn't, isn't, it's, let's, <b>happened</b> , floor, gone, problem, <b>sure</b>

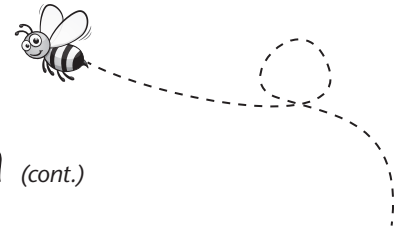


# Decodable Book Information

## Summaries and Reading Levels

Book	Title	Summary	Lexile® Level
1	<i>In</i>	What goes in? Anything!	NP
2	<i>Tam and a Mat</i>	Tam has a mat. How does she use it?	BR130L
3	<i>Tam and I See It</i>	Two children have a great view. What do they see?	BR40L
4	<i>Pat</i>	Who is Pat? And who pats whom?	BR110L
5	<i>I Can Tap</i>	There are many ways to tap. How many do you know?	BR90L
6	<i>Sam and I</i>	A girl and her little brother share many things.	BR10L
7	<i>Tim</i>	Tim the alley cat gets into a lot of trouble!	10L
8	<i>This Cat</i>	A cat can do a lot of things. We like this cat!	BR10L
9	<i>The Big Pig</i>	How big can one pig be?	10L
10	<i>The Hat</i>	Hats have jobs to do. What do these hats do?	20L
11	<i>This Pack Is on Top</i>	A team is a pack. What makes these packs so good?	60L
12	<i>Pack the Pack</i>	What do you pack for a big trip?	100L
13	<i>In the Muck</i>	Poor ducks. They are stuck in the muck.	30L
14	<i>Quick</i>	Who is quick, and how quick can they be?	10L
15	<i>I Like to Be This Kid</i>	This boy likes to do what he does. And he likes to be who he is!	80L
16	<i>The Job of a Vet</i>	A vet has a big job. What does a vet do?	90L
17	<i>Zac and His Box</i>	Zac has a big box full of toys. He loves to open his box and play.	130L
18	<i>What Is Up?</i>	Some things have gone very wrong on this farm! What is up?	10L
19	<i>The Cat with a Kit</i>	The cat has a baby. It is her kit. The cat and kit go together.	140L
20	<i>I Will Not</i>	There is some funny business going on at the party! Who is the troublemaker?	340L





## Decodable Book Information (cont.)

### Summaries and Reading Levels (cont.)

Book	Title	Summary	Lexile® Level
21	<i>Up on the Deck</i>	Liz and Max build a hut with Dad. They build it high up on the deck!	200L
22	<i>How Do You Use a Map?</i>	There are many silly ways to use a map. But there is only one right way!	110L
23	<i>If You Get a Job</i>	The world is full of fun jobs to do. Which jobs would you like to see?	230L
24	<i>Yum! A Bun</i>	A boy and his mother make and share a yummy bun.	250L
25	<i>Ape in a Cape</i>	This ape likes to dress up fine! But how will she pay for her fancy clothes?	360L
26	<i>A Cob for Each of Them</i>	Pete and Ken are working on the farm. Their pup wants to help!	310L
27	<i>Cub in the Jam</i>	Oh, no! The cub got in the jam. What a mess!	350L
28	<i>What Is the Word?</i>	There is a word for everything! How do you know if you got the right word?	190L
29	<i>The Pals and Their Pets</i>	Fan and Sal are pals. And they have a lot of pets!	240L
30	<i>What I Like</i>	I like a lot of things. But some things I like a whole lot. I like them best of all!	280L

### TCM's Approach to Decodable Books

Teacher Created Materials created these decodable books to align with the series scope and sequence. The books feature phonics concepts and high-frequency words that are taught in the lessons, and the books spiral back to include previously taught concepts and high-frequency words.



# Decodable Book Information (cont.)

## Phonics Skills Focuses

Book	Title	Phonics Focus	Phonics Review	High-Frequency Words
1	<i>In</i>	concepts of print	n/a	in
2	<i>Tam and a Mat</i>	short <i>a</i> ; <i>m</i> , <i>t</i>	concepts of print	a, and, I, in, see
3	<i>Tam and I See It</i>	short <i>a</i> ; <i>m</i> , <i>t</i>	concepts of print	and, I, it, see
4	<i>Pat</i>	short <i>a</i> ; <i>p</i> , <i>s</i>	<i>m</i> , <i>t</i>	and, I
5	<i>I Can Tap</i>	short <i>a</i> ; <i>n</i>	<i>p</i> , <i>t</i>	can, have, I, like, to
6	<i>Sam and I</i>	short <i>a</i> ; <i>n</i> , <i>p</i> , <i>s</i>	<i>m</i> , <i>t</i>	a, and, can, have, I, it, see
7	<i>Tim</i>	short <i>i</i> ; <i>b</i> , <i>g</i>	short <i>a</i> ; <i>m</i> , <i>n</i> , <i>s</i> , <i>t</i>	a, and, at, in, is, this, you
8	<i>This Cat</i>	short <i>i</i> ; <i>c</i> , <i>l</i>	short <i>a</i> ; <i>b</i> , <i>f</i> , <i>n</i> , <i>p</i> , <i>s</i> , <i>t</i>	a, at, can, he, in, is, it, like, she, this, we
9	<i>The Big Pig</i>	short <i>i</i> ; <i>b</i> , <i>c</i> , <i>g</i> , <i>l</i>	short <i>a</i> ; <i>f</i> , <i>m</i> , <i>n</i> , <i>p</i> , <i>s</i> , <i>t</i>	a, can, in, is, see, this, we
10	<i>The Hat</i>	short <i>o</i> ; <i>h</i> , <i>j</i>	short <i>a</i> , <i>i</i> ; <i>b</i> , <i>f</i> , <i>s</i> , <i>t</i>	for, is, the, this
11	<i>This Pack Is on Top</i>	short <i>o</i> ; <i>k</i> , <i>r</i> , <i>ck</i>	short <i>a</i> , <i>i</i> ; <i>b</i> , <i>c</i> , <i>f</i> , <i>g</i> , <i>h</i> , <i>j</i> , <i>l</i> , <i>m</i> , <i>n</i> , <i>p</i> , <i>s</i> , <i>t</i>	a, and, are, as, can, is, like, on, said, this, to, we
12	<i>Pack the Pack</i>	short <i>o</i> ; <i>h</i> , <i>j</i> , <i>k</i> , <i>r</i> , <i>ck</i>	short <i>a</i> , <i>i</i> ; <i>b</i> , <i>c</i> , <i>f</i> , <i>g</i> , <i>m</i> , <i>n</i> , <i>p</i> , <i>t</i>	a, and, can, he, I, in, she, the, to, we, you
13	<i>In the Muck</i>	short <i>u</i> ; <i>d</i> , <i>y</i>	short <i>a</i> , <i>i</i> , <i>o</i> ; <i>f</i> , <i>h</i> , <i>m</i> , <i>n</i> , <i>s</i> , <i>t</i> , <i>ck</i>	have, in, the, they, this, was
14	<i>Quick</i>	short <i>u</i> ; <i>w</i> , <i>qu</i>	short <i>a</i> , <i>i</i> , <i>o</i> ; <i>b</i> , <i>c</i> , <i>d</i> , <i>g</i> , <i>k</i> , <i>l</i> , <i>m</i> , <i>n</i> , <i>p</i> , <i>r</i> , <i>t</i> , <i>ck</i>	a, by, from, in, is, on, the, was
15	<i>I Like to Be This Kid</i>	short <i>u</i> ; <i>d</i>	short <i>a</i> , <i>i</i> , <i>o</i> ; <i>b</i> , <i>c</i> , <i>f</i> , <i>g</i> , <i>h</i> , <i>j</i> , <i>k</i> , <i>l</i> , <i>n</i> , <i>p</i> , <i>s</i> , <i>t</i> , <i>ck</i>	a, be, have, I, in, like, of, the, this, to, you
16	<i>The Job of a Vet</i>	short <i>e</i> ; <i>v</i> , <i>x</i>	short <i>a</i> , <i>i</i> , <i>o</i> , <i>u</i> ; <i>b</i> , <i>c</i> , <i>f</i> , <i>j</i> , <i>n</i> , <i>p</i> , <i>s</i> , <i>t</i> , <i>ck</i>	a, all, be, can, is, of, one, the, to, what
17	<i>Zac and His Box</i>	short <i>e</i> ; <i>z</i>	short <i>a</i> , <i>i</i> , <i>o</i> , <i>u</i> ; <i>b</i> , <i>c</i> , <i>f</i> , <i>g</i> , <i>h</i> , <i>j</i> , <i>n</i> , <i>p</i> , <i>s</i> , <i>t</i> , <i>x</i> , <i>ck</i>	all, by, can, have, he, his, is, or, when
18	<i>What Is Up?</i>	short <i>e</i> ; <i>v</i> , <i>x</i>	short <i>i</i> , <i>o</i> , <i>u</i> ; <i>b</i> , <i>d</i> , <i>f</i> , <i>g</i> , <i>h</i> , <i>k</i> , <i>m</i> , <i>n</i> , <i>p</i> , <i>t</i> , <i>ck</i>	a, in, is, the, this, what
19	<i>The Cat with a Kit</i>	short <i>a</i> , <i>i</i> ; <i>b</i> , <i>c</i> , <i>d</i> , <i>f</i> , <i>g</i> , <i>h</i> , <i>k</i> , <i>l</i> , <i>m</i> , <i>n</i> , <i>p</i> , <i>t</i> , <i>w</i> , <i>ck</i>	short <i>e</i> , <i>o</i> , <i>u</i>	a, by, can, had, in, is, it, of, one, she, the, to, with





# Decodable Book Information (cont.)

## Phonics Skills Focuses (cont.)

Book	Title	Phonics Focus	Phonics Review	High-Frequency Words
20	<i>I Will Not</i>	short <i>e, o, u; b, d, h, n, p, s, t, w, ck</i>	short <i>i</i>	be, but, by, l, in, not, on, one, that, the, to, will, you, your
21	<i>Up on the Deck</i>	short vowels	<i>b, c, d, f, g, h, l, m, n, p, r, s, t, x, z, ck, qu</i>	a, and, from, have, in, of, on, see, the, they, to
22	<i>How Do You Use a Map?</i>	rimes <i>am, an, ap, ip, it</i>	short <i>a, i, o; c, d, h, j, m, n, p, s, t, y</i>	a, can, do, in, is, it, how, not, on, see, that, to, use, what, you
23	<i>If You Get a Job</i>	rimes <i>em, et, ob, og, op, ot</i>	short vowels; <i>b, c, d, f, g, h, j, l, m, n, p, s, t, w, y</i>	a, and, be, can, do, if, like, of, their, this, what, will, you
24	<i>Yum! A Bun</i>	rimes <i>ug, um, un, ut</i>	short vowels; rimes <i>an, ap, en, ip, it, op; b, c, d, f, g, h, k, l, m, n, p, s, t, v, w, y</i>	a, and, can, do, for, have, l, if, is, it, like, me, of, on, one, see, the, this, when, with, you
25	<i>Ape in a Cape</i>	long <i>a</i> and <i>i</i> (with silent <i>e</i> )	short vowels; <i>c, d, f, g, h, l, m, n, p, s, t, v, w, y, qu</i>	a, all, an, and, are, be, can, did, do, for, had, have, how, l, is, not, of, said, she, that, the, then, this, to, was, what, with, you
26	<i>A Cob for Each of Them</i>	long <i>e</i> and <i>o</i> ( <i>ee</i> or silent <i>e</i> )	long <i>a, i; short e, i, o, u; b, c, d, f, g, h, k, l, m, n, p, r, s, t, w, ck</i>	a, and, are, but, by, do, each, for, have, is, like, not, of, on, one, said, that, the, their, them, there, they, to, which, will
27	<i>Cub in the Jam</i>	long <i>u</i> (silent <i>e</i> )	long <i>a, e, i; short vowels; b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, w, y, ck, qu</i>	a, and, but, do, have, he, if, in, is, it, like, not, of, one, see, the, they, this, to, we, what, when, will, you
28	<i>What Is the Word?</i>	concepts of print; short <i>a, i, o, u; long i</i>	<i>b, c, d, f, g, k, m, n, p, r, s, t, w, x, ck</i>	a, be, each, for, if, is, it, not, or, that, the, this, were, what, will, word
29	<i>The Pals and Their Pets</i>	suffixes <i>-s, -es</i>	short vowels; long <i>a, e, i; b, c, d, f, gh, h, k, l, m, n, p, r, s, t, v, w, x</i>	a, all, and, are, by, each, has, have, in, like, not, the, their, they, to
30	<i>What I Like</i>	short vowels; long <i>a, e, i, o; suffixes -s, -es</i>	<i>b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, w, x, y, z, ck</i>	a, and, but, l, in, like, on, that, their, with, your



# Tim



Dona Herweck Rice  
Illustrated by Kuromo San

**TCM**

Teacher  
Created  
Materials



This is you, Tim.



You sit in a bin, Tim.



You bat at a man, Tim.



You gab and you nag, Tim.



## Phonics Focus

Vowel

short i

Consonants

b

g

---

## Phonics Review

Vowel

short a

Consonants

m

n

s

t

## High-Frequency Words

a

and

at

in

is

this

you



# Family Engagement

Extend the fun and learning with your young reader!

## Phonics Focus

Ask what sound is in the middle of the word *Tim*. Then, ask what letter shows that sound. Guide your child to find and read other words in the book that have that sound.

## Punctuation Focus

Identify the comma on page 2 between the words *you* and *Tim*. Explain that commas show readers when to pause. Read the sentence aloud with your child, and pause at the comma. Tell your child that this comma shows that the author is talking to Tim.

## Connection to Language

Show your child the words *gab* and *nag* on page 8. Explain that when people gab, they talk a lot, and explain that nagging is like complaining. Ask your child what Tim might be complaining about on page 9.

## Connection to Writing

Read page 8 and say, "Tim gabs and nags. What else do you think Tim can do?" Have your child write a new sentence and draw a picture that shows what Tim can do using the sentence from page 8 as an example.



# Focused Phonics

Kindergarten

Teacher's  
Guide

c

-at

cat



# Unit 3

## Letters *I, G, B, C, and L*

### Unit at a Glance

Lesson	Focus	Concept Card	Decodable	HFW
7	Short <i>i</i> Consonant <i>g</i> Consonant <i>b</i>	Short Vowel <i>li</i> Consonant <i>Gg</i> Consonant <i>Bb</i>	<i>Tim</i>	this, you, is
	In this lesson, students will learn short <i>i</i> and consonants <i>g</i> and <i>b</i> by tracing, spelling, segmenting, identifying, and blending words with these sounds. Students will build words, clarify the meanings of words, read and sort words, and write words. Students will recognize, map, read, and write three HFWs and read a decodable book.			
8	Short <i>i</i> Consonant <i>c</i> Consonant <i>l</i>	Short Vowel <i>li</i> Consonant <i>Cc</i> Consonant <i>Ll</i>	<i>This Cat</i>	we, he, she
	In this lesson, students will review short <i>i</i> and learn consonants <i>c</i> and <i>l</i> by tracing, spelling, segmenting, identifying, and blending words with these sounds. Students will build words, clarify the meanings of words, read and sort words, and write words. Students will recognize, map, read, and write three HFWs and read a decodable book.			
9	Review short <i>i</i> and consonants <i>g, b, c,</i> and <i>l</i>	Short Vowel <i>li</i> Consonant <i>Gg</i> Consonant <i>Bb</i> Consonant <i>Cc</i> Consonant <i>Ll</i>	<i>The Big Pig</i>	review
	In this lesson, students will review short <i>i</i> and consonants <i>g, b, c,</i> and <i>l</i> . Students will build words, clarify the meanings of words, read and sort words, and write words. Students will review the HFWs from Units 2 and 3 and the books from Unit 1 and Lessons 7 and 8. They will reinforce learning through games and read a decodable book.			

### Phonics Concepts

If you come across unfamiliar concepts or terms in this unit, please reference the Glossary of Phonics Terms in the *Management Guide* (pages 59–62).







## Lesson 7—Letters *I*, *G*, and *B*

	Day 1	Day 2	Day 3	Day 4	Day 5
Phonics Focus	Sort pictures. Blend onsets and rimes. Learn the sound for short <i>i</i> , and practice letter formation. Read words and sentences with known sounds. Do dictation.	Segment words into sounds. Learn the sound for consonant <i>g</i> , and practice letter formation. Read words and sentences with known sounds. Draw and write.	Match known sounds and letters. Learn the sound for consonant <i>b</i> , and practice letter formation. Read words and sentences with known sounds. Do dictation.	Sort pictures. Review short <i>i</i> and consonants <i>g</i> and <i>b</i> . Build a sequence of words. Read letters, words, and sentences with known sounds. Draw and write.	Preview a book, and make predictions. Find words with familiar phonics patterns. Read a book. Ask and answer questions about key details after reading. Draw and write to describe the character's actions.
High-Frequency Words		Introduce the HFWs: <i>this</i> , <i>you</i> , and <i>is</i> .	Recognize and map the sounds in HFWs.	Recognize HFWs, and use them to read and write sentences.	

### Learning Outcomes

Students will...

- ⦿ Isolate and pronounce sounds, blend sounds, and segment single-syllable words into sounds.
- ⦿ Orally produce and decode words with short *i* and consonant sounds /g/ and /b/.
- ⦿ Learn strategies to read and write words with short *i* and consonants *g* and *b*.
- ⦿ Read books highlighting short *i* and consonants *g* and *b* orally with accuracy, appropriate pace, and expression on successive readings.
- ⦿ Read and write to demonstrate understanding of a book that they have read using taught strategies and familiar phonics patterns.
- ⦿ Identify and read high-frequency words.
- ⦿ Print lowercase letters.
- ⦿ Know and apply grade-level phonics and word-analysis skills in decoding words.

### Materials

#### Print Resources

- Book: *Tim*
- Concept Cards: Short Vowel *Ii*, Consonant *Gg*, Consonant *Bb*
- *Student Guided Practice Book* (pages 69–82)
- Instructional Routine Cards
- Letter Tiles and counters
- Sound Wall Cards: /i/, /g/, and /b/

#### Digital Resources

- Unit 3 Lesson 7 Warm-up presentation
- Sound Boxes
- High-Frequency Word Cards with Sentences
- Picture Cards (Pull words that begin with *p*, *n*, *f*, *s*, short *a*, and short *i*)







#### Other Resources

- multimodal writing resources (*optional*)





# Short Vowel /

	Routine	Lesson Notes
 <b>Warm-up</b>	Spiral Review (card 18)	<ul style="list-style-type: none"> <li>Follow the routine using the <i>Unit 3 Lesson 7 Warm-up</i> presentation. Have students say the sound for the letter on each slide.</li> </ul>
 <b>Review</b>	Sort Pictures (card 17)	<ul style="list-style-type: none"> <li>Give students <i>Picture Cards</i> of words that begin with the consonant sounds <i>s</i>, <i>p</i>, <i>n</i>, and <i>f</i>.</li> <li>Follow the routine having students sort the pictures based on their beginning sounds.</li> </ul>
 <b>Play with Sounds</b>	Blend Sounds (card 1)	<ul style="list-style-type: none"> <li>Follow the routine using words from the front of the <i>Short Vowel li Concept Card</i>. Say the names of the pictures using onsets and rimes. For example, say, “/h/ /ip/.”</li> <li>Have students point to the pictures that match the words (page 69 in the student book).</li> <li>Have students identify the sound that is the same in each word. (/i/) Discuss the importance of vowels. (<i>Every word must have a vowel sound.</i>)</li> </ul>
 <b>Learn</b>	Use the Sound Wall (card 22)	<ul style="list-style-type: none"> <li>Follow the routine for the /i/ card. Name the picture. Say it again, elongating the short <i>i</i> sound. Point out that this sound is made with a smile. Start with /ē/ but drop the jaw a tiny bit.</li> <li>Have students complete <i>Say It, Trace It, Write It!</i> (page 71 in the student book) to reinforce that the letter <i>i</i> represents the short-vowel sound /i/.</li> </ul>
 <b>Read</b>	Blending Lines (card 2)	<ul style="list-style-type: none"> <li>Follow the routine using <i>Read Words with Short Vowel I</i> (page 72 in the student book).</li> </ul>
 <b>Write</b>	Dictation (card 5)	<ul style="list-style-type: none"> <li>Have students build these words on <i>Sound Boxes</i> using <i>Letter Tiles</i>: <i>pin</i>, <i>sit</i>, and <i>fin</i>.</li> <li>Follow the routine having students write <i>pin</i>, <i>sit</i>, and <i>fin</i> on the bottom of <i>Read Words with Short Vowel I</i>. Then, have them write: <i>I see the fin.</i></li> </ul>

## Reteach

Work with students to review taught consonant sounds using the Match It routine (card 11). Assess student understanding of phonemes taught, and reteach as needed.






## Summarize

Say, “What sound did we learn today? Why is this letter important? Turn to a partner, and tell your partner why we need vowels in words.”





# Consonant G

	Routine	Lesson Notes
 <b>Warm-up</b>	Spiral Review (card 18)	<ul style="list-style-type: none"> <li>Follow the routine using the <i>Unit 3 Lesson 7 Warm-up</i> presentation. Have students say the sound for the letter on each slide.</li> </ul>
 <b>Play with Sounds</b>	Segment Words into Sounds (card 15)	<ul style="list-style-type: none"> <li>Follow the routine using words from the front of the <i>Consonant Gg Concept Card</i> (page 73 in the student book).</li> <li>Model identifying the medial sound in words with /ă/ or /ĭ/. For example, say, “The sound /ĭ/ is the middle sound in <i>pig</i>.” Then, have students identify the medial sounds in other words. Point out that vowel sounds are not blocked by the tongue, lips, or teeth, whereas consonant sounds are.</li> <li>Ask students to identify words that end with the same sounds. For example, <i>pig</i> and <i>tag</i> both end with /g/.</li> </ul>
 <b>Learn</b>	Use the Sound Wall (card 22)	<ul style="list-style-type: none"> <li>Follow the routine for the /g/ card. Name the picture. Say, “The /g/ sound is made at the back of the throat. Place your hand on your neck to feel the vibration. It’s easy to hear /g/ at the beginning of a word. When a word ends in /g/, we elongate the preceding vowel sound, as in <i>bag</i>.”</li> <li>Have students complete <i>Say It, Trace It, Write It!</i> (page 75 in the student book) to reinforce that g represents /g/.</li> </ul>
 <b>Read and Write</b>	Blending Lines (card 2)	<ul style="list-style-type: none"> <li>Follow the routine using <i>Read Words with Consonant G</i> (page 76 in the student book).</li> <li>Have students circle a word and draw and write about it.</li> </ul>
 <b>High-Frequency Words</b>	Introduce HFWs (card 7)	<ul style="list-style-type: none"> <li>Follow the routine using each of the HFWs for this week: <i>this</i>, <i>you</i>, and <i>is</i>. (/th/ /ĭ/ /s/; /yū/; /ĭ/ /z/)</li> </ul>

## Reteach

Follow the Use the Sound Boxes to Segment routine (card 21) to help students isolate sounds as they write.







## Summarize

Say, “Today, we reviewed and practiced consonant *g*. What are some words that begin with /g/?”





# Consonant B

	Routine	Lesson Notes
 <b>Warm-up</b>	Spiral Review (card 18)	<ul style="list-style-type: none"> <li>Follow the routine using the <i>Unit 3 Lesson 7 Warm-up</i> presentation. Have students say the name for the letter on each slide.</li> </ul>
 <b>Review</b>	Match It (card 11)	<ul style="list-style-type: none"> <li>Follow the routine with the <i>t, s, p, f, g, i,</i> and <i>a</i> letter tiles.</li> <li>Ask students to hold up a letter tile that represents a vowel sound. Then, ask them to hold up a consonant.</li> <li>Discuss that vowel sounds are not blocked by the tongue, lips, or teeth, whereas consonant sounds are.</li> </ul>
 <b>Learn</b>	Use the Sound Wall (card 22)	<ul style="list-style-type: none"> <li>Follow the routine for the /b/ card. Name the picture. Say, “You start the /b/ sound with your lips together and blow out air. Place your hand on your neck to feel the vibration. It’s easy to hear /b/ at the beginning of a word. When a word ends in /b/, we elongate the preceding vowel sound, as in <i>cob</i>.”</li> <li>Discuss the similarities and differences between /b/ (voiced) and /p/ (unvoiced).</li> <li>Share the back of the <i>Consonant Bb Concept Card</i> (page 78 in the student book). Have students work with partners to find words that begin with <i>b</i>.</li> <li>Have students complete <i>Say It, Trace It, Write It!</i> (page 79 in the student book) to reinforce that <i>b</i> represents /b/.</li> </ul>
 <b>Read</b>	Blending Lines (card 2)	<ul style="list-style-type: none"> <li>Follow the routine using <i>Read Words with Consonant B</i> (page 80 in the student book).</li> </ul>
 <b>Write</b>	Dictation (card 5)	<ul style="list-style-type: none"> <li>Have students build these words on <i>Sound Boxes</i> using <i>Letter Tiles</i>: <i>big, bag,</i> and <i>bit</i>.</li> <li>Follow the routine having students write <i>big, bag,</i> and <i>bit</i> on the bottom of <i>Read Words with Consonant B</i>. Then, have them write: <i>This is a big bag.</i></li> </ul>
 <b>High-Frequency Words</b>	Practice HFWs (card 12)	<ul style="list-style-type: none"> <li>Follow the routine using the HFWs for this week: <i>this, you,</i> and <i>is</i>.</li> </ul>

## Reteach

Work with students to practice HFWs. Assess students to be sure they have retained words taught earlier in the year. Provide additional opportunities for students to reread HFWs using the *High-Frequency Word Cards*.






## Summarize

Say, “Today, we learned about the consonant *b*. Look at the sounds we have learned on our classroom sound wall. How is *b* like other consonants you know?”





## Read and Write with *I*, *G*, and *B*

	Routine	Lesson Notes
 <b>Warm-up</b>	Spiral Review (card 18)	<ul style="list-style-type: none"> <li>Follow the routine for each slide of <i>Unit 3 Lesson 7 Warm-up</i> having students raise their hands each time they see a lowercase letter on a slide. They should keep their hands down for capital letters.</li> </ul>
 <b>Play with Sounds</b>	Sort Pictures (card 17)	<ul style="list-style-type: none"> <li>Follow the routine using <i>Picture Cards</i> with short <i>a</i> and short <i>i</i> words.</li> <li>Model identifying the medial sound in words with short <i>a</i> and short <i>i</i>. For example, say, "I hear /ă/ in the middle of the word <i>bag</i>. I hear /ĭ/ in the middle of the word <i>pin</i>."</li> <li>Complete a group sort of the picture cards based on the medial sound.</li> </ul>
 <b>Review</b>	Word Building (card 24)	<ul style="list-style-type: none"> <li>Follow the routine with the <i>m</i>, <i>t</i>, <i>s</i>, <i>p</i>, <i>n</i>, <i>f</i>, <i>g</i>, <i>b</i>, <i>a</i>, and <i>i</i> letter tiles. Have students build these words: <i>pig</i>, <i>big</i>, <i>bag</i>, <i>nag</i>, <i>nap</i>, <i>nip</i>, <i>sip</i>, <i>sap</i>, <i>gap</i>, and <i>gab</i>.</li> <li>Discuss each sound that changes through the sequence. Have students identify changes in the placement of the sound and the spelling.</li> </ul>
 <b>Read and Write</b>	Blending Lines (card 2)	<ul style="list-style-type: none"> <li>Follow the routine using <i>Read Letters, Words, and Sentences</i> (page 81 in the student book).</li> <li>Have students circle a word and draw and write about it.</li> </ul>
 <b>High-Frequency Words</b>	Read and Write HFWs (card 13)	<ul style="list-style-type: none"> <li>Follow the whole-group reading routine by having students circle, underline, or highlight the HFWs in the sentences on <i>Read Letters, Words, and Sentences</i>.</li> <li>Follow the whole-group writing routine with these words: <i>this</i>, <i>you</i>, and <i>is</i>.</li> </ul>

### Reteach





Continue to provide opportunities for students to practice short-vowel sounds that they have learned. Use hand gestures to help students learn and practice the sounds.

### Summarize

Say, "Today, we reviewed letters and sounds that we have learned so far. Walk by the Sound Wall with a partner, say a sound, and have your partner point to the sound wall card. Then, switch!"




# Read and Comprehend—*Tim*

	Routine	Lesson Notes
 Preview	n/a	<ul style="list-style-type: none"> <li>• Read aloud the title, <i>Tim</i>. Have students look at the cover and make predictions about who Tim might be.</li> <li>• Discuss the setting of the story and the events that might take place.</li> <li>• Have students turn to partners to discuss what they think the cat is like.</li> </ul>
 Play with Words	Word Hunt (card 25)	<ul style="list-style-type: none"> <li>• Follow the routine having students look for words with familiar phonics patterns, such as learned consonants, vowels, or HFWs, in the book <i>Tim</i>.</li> <li>• Have students discuss with partners the words they find.</li> </ul>
 Read	n/a	<ul style="list-style-type: none"> <li>• Have students read the book independently to practice blending and reading HFWs. Support students as needed.</li> <li>• For a second reading, have the left and right sides of the room alternate whisper-reading the book as you read it aloud.</li> <li>• Ask partners to discuss the following questions about the book. Have them find details in the text or images to support their answers.               <ul style="list-style-type: none"> <li>» On page 6, Tim <i>bats</i> at a man. What does this mean? What are other meanings of <i>bat</i>? Show me how you bat the air.</li> <li>» What does it mean to <i>gab</i>? How does Tim gab? How would you gab?</li> <li>» What does it mean to <i>nag</i>? How does Tim nag? How would you nag?</li> <li>» Why might Tim act this way?</li> </ul> </li> <li>• Have partners reread the book for additional fluency practice.</li> </ul>
 Write	n/a	<ul style="list-style-type: none"> <li>• Have students respond to the story using <i>Write about Tim</i> (page 82 in the student book).</li> </ul>

## Summarize

Say, “We read a book with many of the sounds that we have learned. Talk with a partner about Tim the cat. What can he do? What is he like?”





# Focused Phonics

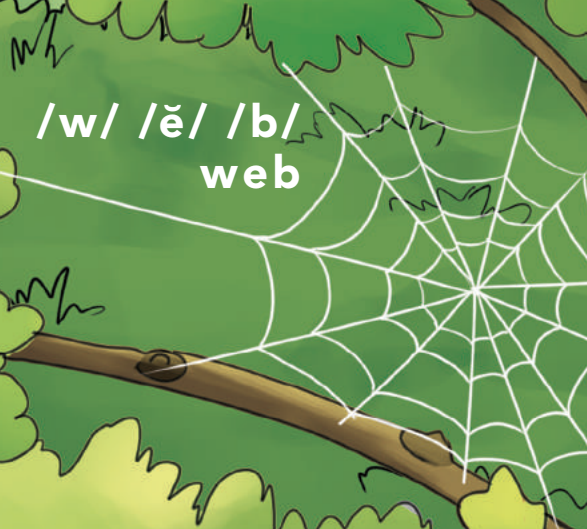
## Student Guided Practice Book




sun



/r/ /ɔ/ /k/  
rock



/w/ /ē/ /b/  
web



den

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Short Vowel I i



●	●	●



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Short Vowel Ii

did

pit

fib

sip

hid

tip

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a fib

to the bin

You dig the pit.

Kim sees a big pig.

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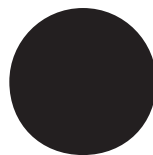
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Say It, Trace It, Write It!

**Directions:** Trace the letter *i* with your finger. Say /i/. Trace the letter *i* with a pencil. Write the letter *i*.



Tracing and writing practice lines for the letter *i*. The first line shows three dotted lowercase *i*'s for tracing. Below it are two sets of blank handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Read Words with Short Vowel I

**Directions:** Blend the sounds to read the words and sentences.

1. it          sit          in          fin          pin

2. I have a fin.

3. I see a fan.

4. I like to sit.

## Write

**Directions:** Write each word your teacher says. Then, write the sentence.

1.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

2.

-----

\_\_\_\_\_

\_\_\_\_\_

3.

-----

\_\_\_\_\_

\_\_\_\_\_

4.

-----

\_\_\_\_\_

\_\_\_\_\_

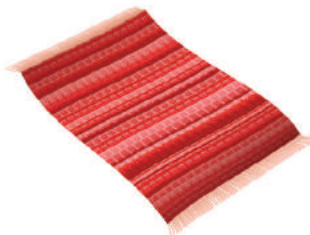
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Consonant G g



●	●	●

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Consonant Gg**

gab

gas

gap

got

nag

gut

some gas

in a bag

Gus can have gum.

The pig is on a rug.



\_\_\_\_\_

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\_\_\_\_\_

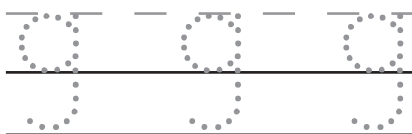
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\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Say It, Trace It, Write It!

**Directions:** Trace the letter *g* with your finger. Say /g/. Trace the letter *g* with a pencil. Write the letter *g*.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Read Words with Consonant G

**Directions:** Blend the sounds to read the words and sentences.

1. tag      pig      fig      gap      gas

2. I can see the pig.

3. I like to tag.

4. I can have a fig.

---

### Write

**Directions:** Circle a word above. Draw and write about it.



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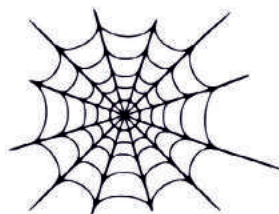
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Consonant  
B b



●	●	●



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Consonant Bb

bag

cob

bet

rub

big

tab

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a big web

the bug

Ben is on the bus.

A web is in the tub.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Say It, Trace It, Write It!

**Directions:** Trace the letter *b* with your finger. Say /b/. Trace the letter *b* with a pencil. Write the letter *b*.



Tracing practice lines. The first line contains three dotted lowercase letters 'b' for tracing. Below it are two sets of blank handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Read Words with Consonant B

**Directions:** Blend the sounds to read the words and sentences.

1. bag      big      bat      bin      nab

2. This is a big bin.

3. You can have a nap.

4. It is in the bag.

## Write

**Directions:** Write each word your teacher says. Then, write the sentence.

1.

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2.

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3.

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4.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Read Letters, Words, and Sentences

**Directions:** Practice reading to yourself.  
Then, read to a partner.

1. n      p      a      s      i      b      g
2. fan    pan    sap    nap    map
3. fin    big    pin    sip    fib
4. to     at     can
5. this   you   is
6. This is a big map.
7. You can nap.

### Write

**Directions:** Circle a word above. Then,  
write a sentence with that word.

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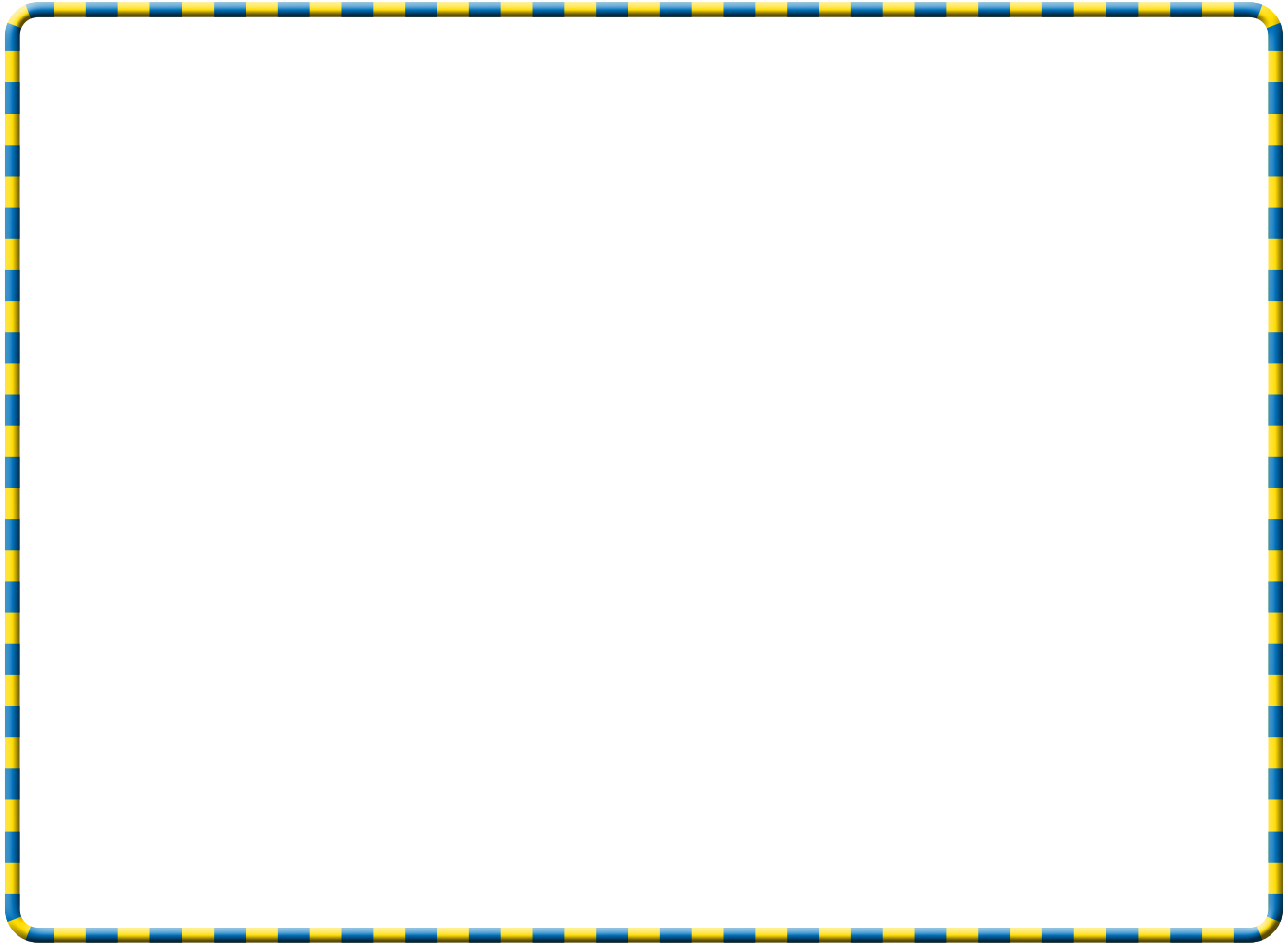


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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Write about *Tim*

**Directions:** Draw a picture of Tim. Finish the sentence. Tell what Tim can do.



Tim can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

a

b

c

d

e

f

g

h

i

j

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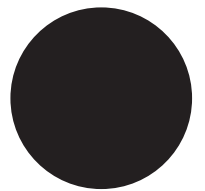
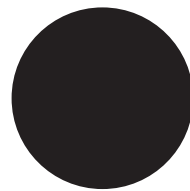
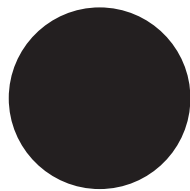
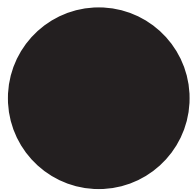
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## Blend Sounds/Syllables

**Objective:** Orally blend sounds or syllables to make words.

**Materials:** Concept Cards or Picture Cards (*optional*)

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### Whole Group

- Prepare a list of words to demonstrate a phonics concept. You may wish to use the pictures on the fronts of the *Concept Cards* or the *Picture Cards*.

### Sounds

1. Tell students they will blend sounds with partners using hand motions. Say the sounds in a word to students. For example, say, "/t/ /ð/ /p/."
2. Have partners turn and face each other to blend the sounds. Have each student simultaneously tap their hand down their arm for each sound and then sweep their hand down their arm to blend the sounds into the word (e.g., *top*).
3. Have partners stand when they have blended the word together.

### Syllables

1. Tell students they will blend syllables. Say the syllables in a word to students. For example, say, "cup•cake."
2. Have partners turn and face each other to blend syllables. Have each student pretend to hold the first syllable in their left hand and the second syllable in their right hand. Then, tell them to bring their hands together as they combine the syllables.
3. Have partners stand when they have blended the syllables together.

### Independent

1. Assess individual understanding by giving each student a set of *Picture Cards*. Say the sounds in a word, and have each student independently hold up the picture card that matches the word.

### English Language Support

- Some students' native languages are heavily based on consonant-vowel syllables. Build blending success with these students by having them blend syllables before blending discrete sounds.



## Use the Sound Wall

**Objective:** Learn sounds, practice how the sounds are formed in the mouth, and discuss sounds.

**Materials:** Sound Wall Cards, small mirrors

### Preparation

- Create designated wall space for a sound wall. Reference the *Management Guide* (page 21) for instructions on how to set it up.

### Whole Group

1. Show students the sound wall card for a new sound. Name the sound and the picture. For example, say, "The sound is /t/. *Table* starts with /t/." Use the QR code to play a recording of the phoneme.
2. Name the relevant part of the vocal tract, and model how to form the sound with the lips, teeth, or tongue. Refer students to the mouth illustration(s). Note whether the air is voiced (sung) or not.
3. Point out the main spelling that represents the sound. (Cover other spellings with sticky notes until it's time to teach them.)
4. Post the card on your sound wall. Discuss the placement of the card on the sound wall based on how it is pronounced. As an extension, discuss similarities and differences between sounds.

### Independent

1. Place a basket of small mirrors next to the sound wall.
2. Have students independently use mirrors to match their mouths to the pictures on the sound wall. This will help them practice the correct articulatory formation of the sound.
3. Have students individually use the QR codes to play recordings of the phonemes.

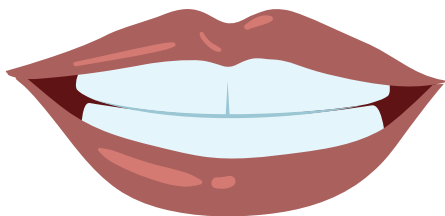
### English Language Support

- Model articulating sounds rather than calling on students to pronounce sounds, which may embarrass them. Be encouraging in students' attempts to form sounds.

*This routine is based on What the Science of Reading Says about Word Recognition by Jennifer Jump and Robin D. Johnson and Speech to Print by Louisa Cook Moats.*







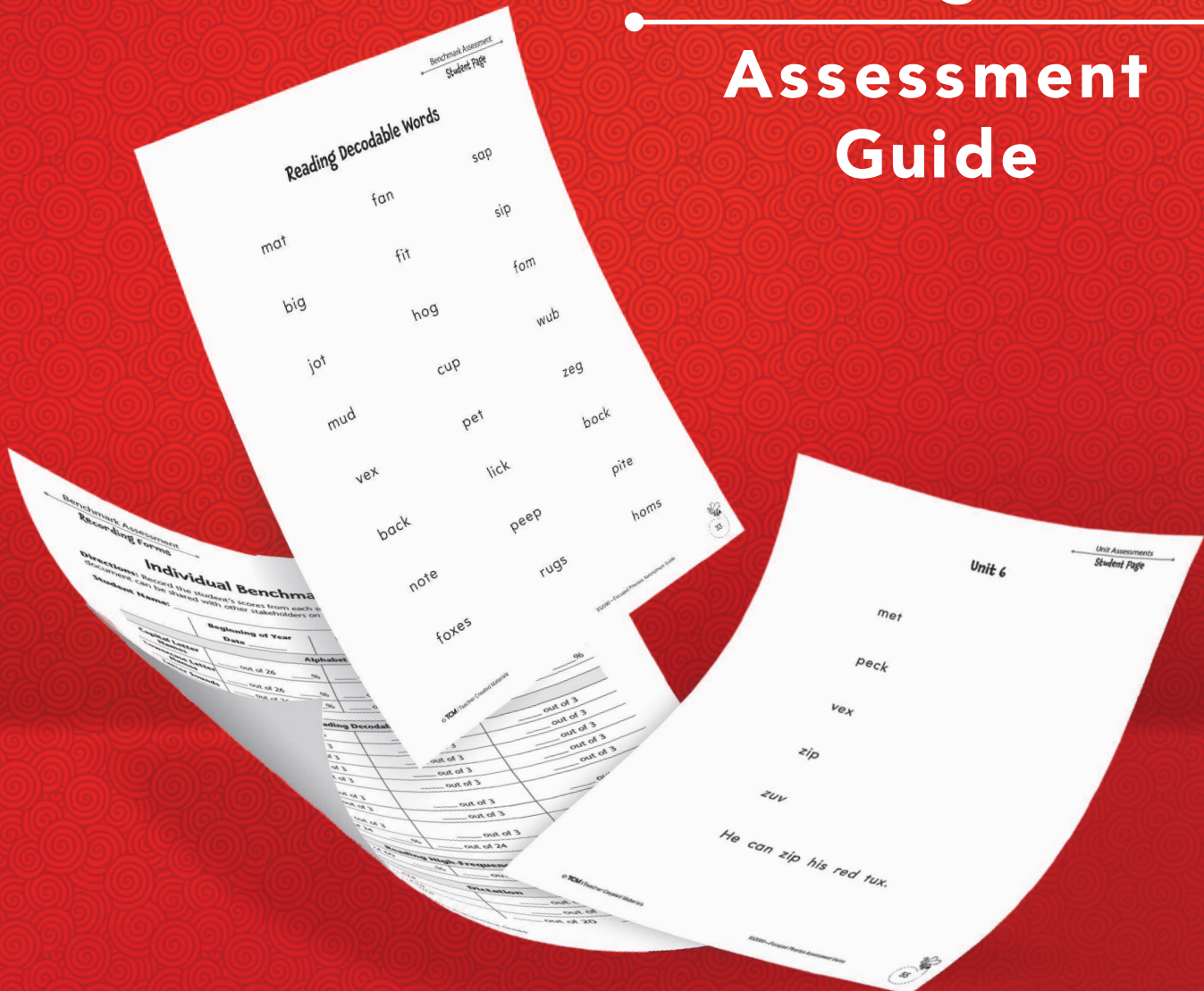
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# Focused Phonics

## Kindergarten Assessment Guide





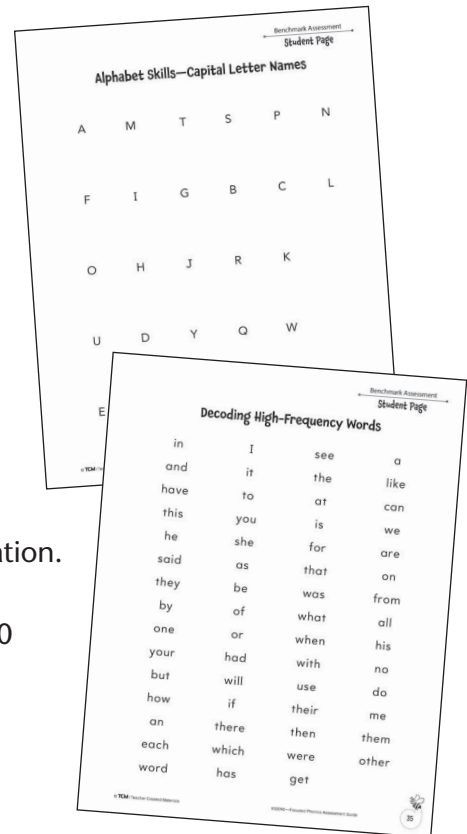
# Types of Assessments in *Focused Phonics*

*Focused Phonics* has a number of different assessments to help teachers plan their instruction and determine reteaching opportunities. Varied assessment options help meet the needs of diverse students, schools, and districts and give educators the data they need to meet the needs of their students.

## Benchmark Assessment

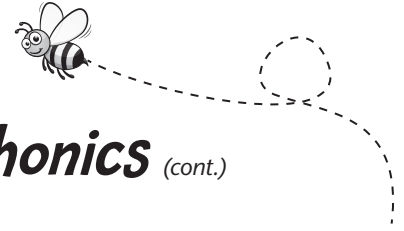
If your state or district does not have a required screener or benchmark assessment, use the assessment provided on pages 26–37. Students should be given the decoding sections of the benchmark assessment at the beginning, middle, and end of the year. The dictation section should be given in the middle and at the end of the year.

- The beginning-of-year benchmark assessment establishes a baseline for the phonics knowledge that students already possess; this is the starting point from which we expect students to grow with the explicit instruction being provided.
- If a student scores 90 percent or higher on the beginning-of-year benchmark assessment, they may need differentiation. See page 11 in the *Management Guide* for above-grade-level differentiation ideas.
- On the middle-of-the-year administration, it is expected that students will a) demonstrate measurable growth and b) demonstrate mastery (80 percent or greater) of skills that have been taught. This mid-year data will also establish a baseline for dictation, with progress being measured by the end-of-year administration.
- When students are given the benchmark assessment at the end of the year, it is expected that they will score 80 percent or greater on each section, providing that the entirety of the program has been implemented with fidelity.
- Beginning-, middle-, and end-of-year data can be compared side-by-side to demonstrate growth to a variety of stakeholders, including parents, teachers, and administrators.



If students do not make expected progress on the middle- and end-of-year administrations of the benchmark assessment, additional instruction may need to be provided in deficit areas. This could include reteaching of lessons related to specific skills on which students scored below 80 percent or consideration of additional phonics-based interventions. See page 16 for more information.

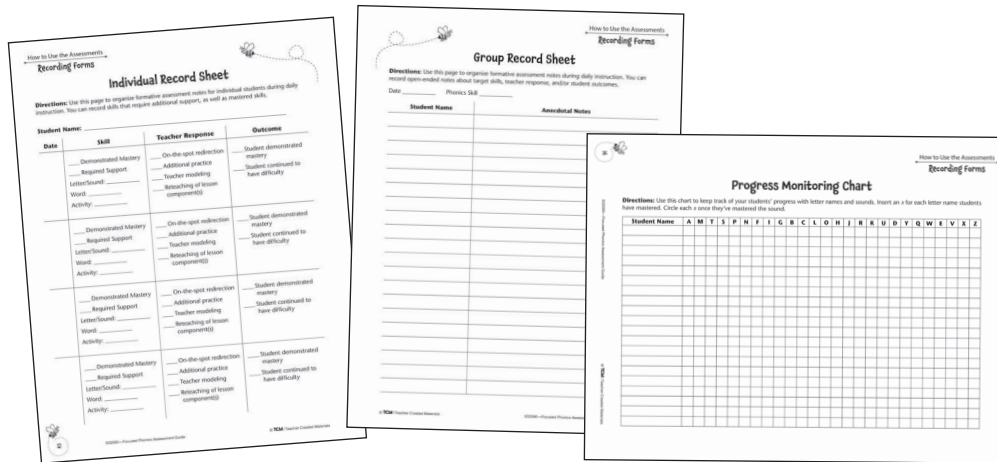




# Types of Assessments in *Focused Phonics* (cont.)

## Formative Assessments

Formative assessment data can be taken during *Focused Phonics* instruction, discussions, and interactive activities with students, and they can range from anecdotal observations to teacher notes based on student classwork. Included in this book are formative-assessment record sheets (pages 12–13) and a *Progress Monitoring Chart* (page 14) to assist in gaining the most insight using formative data.



Often, responding to formative assessment data right in the moment is most effective. For example, if you observe a student using an incorrect vowel sound, providing a quick reteaching in the moment can help to immediately correct this misunderstanding. As busy teachers, though, that’s not always possible. So, be sure to track student growth as much as possible on the record sheets, and include reteaching opportunities in your instructional plan.

## Additional Formative Options

Included here are additional ways to evaluate students’ phonics skills as they progress through the scope and sequence of this program.

- **Phonemic Awareness**—Say CVC words and ask students to identify initial, medial, or ending sounds. For example, ask, “What is the first sound in *cat*?”
- **Alphabetic Principle**—Have students write capital letters and lowercase letters as you give letter names or letter sounds.
- **Blending Lines**—Use text with specific phonics patterns to assess students’ blending and decoding skills.
- **Dictation**—Observe students while they do dictation, and gather samples of student writing to assess areas of strength and weakness.
- **Whisper Reading**—Listen to students as they whisper-read decodable books or the backs of concept cards.





# Types of Assessments in *Focused Phonics* (cont.)

## Unit Assessments

In *Focused Phonics*, summative assessments are included for each unit, with the goal of 80 percent accuracy or greater. Use the *Unit Assessment Scoring Guide* (page 15) to evaluate student results on the unit assessments and to plan next steps for instruction. If students meet or exceed this benchmark, continue with lessons at the expected pace. If instruction is being provided to the whole class, you may want to use additional time for reteaching small groups or individuals as needed. If you are providing instruction to small groups, you may need to shift groupings based on student assessment data, grouping together students who are likely to need a slower pace and more reteaching.

### Moderate Reteaching (55–79 percent):

Students who fall within this range may need one to three days of reteaching of specific target skills. This can include reimplementing of full lessons or selecting parts of a lesson for additional practice. You can use the *Moderate Reteaching Plan* (page 16) to structure the support you provide to students. After providing additional instruction, you should administer the unit assessment again. If students continue to fall within this range, continue with the next unit, understanding that spiral review will be built in. If students routinely score in this range, you may want to consider intensive reteaching.

### Intensive Reteaching (0–54 percent):

Students who fall within this range have struggled with a significant number of concepts that have been taught within the unit and will need additional supports beyond specific target skills. This may include reteaching key concepts from the unit or consideration of an intensive phonics intervention that moves at a pace more appropriate for the student.

**How to Use the Assessments**  
Recording Forms

**Moderate Reteaching Plan**

**Directions:** If a student scores between 55–79 percent on a summative unit assessment, they may require additional reteaching of skills from that unit. Review the student's unit assessment to determine difficult sounds and/or high-frequency words that require reteaching. Use this template to select either full lessons or individual activities to target specific deficit skills. Reassess using the same summative unit assessment after providing reteaching.

<b>Deficit Skill(s)</b>	Sound(s): _____ High-frequency word(s): _____
<b>Day 1 Reteaching</b>	Reteach full lesson: Unit ____ Day ____ or • Activity 1: _____ • Activity 2: _____
<b>Day 2 Reteaching (optional)</b>	Reteach full lesson: Unit ____ Day ____ or • Activity 1: _____ • Activity 2: _____
<b>Day 3 Reteaching (optional)</b>	Reteach full lesson: Unit ____ Day ____ or • Activity 1: _____ • Activity 2: _____
<b>Unit Reassessment</b>	Words: ____/5 Dictation: ____/6

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## Pacing Ideas

There is an assessment for each of the 10 units, but students do not need to complete every assessment. Since the decoding portion of the assessments needs to be given individually, you may choose to stagger which students take the assessments each unit. Consider placing students in three or more groups. Then, stagger which groups take each assessment so that you're able to fit the assessments into your instructional time.

