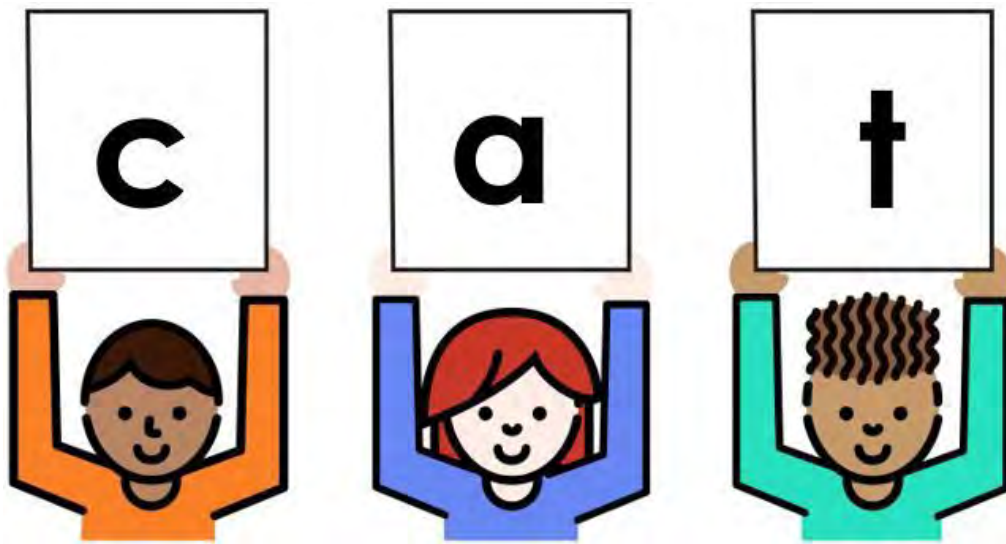


# The Early Reading Acceleration Practice Phonics Activities—Teacher Guidance for Kindergarten

Support for teachers implementing additional practice in phonics



Teacher: \_\_\_\_\_

Classroom: \_\_\_\_\_

School: \_\_\_\_\_

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## About This Resource:

This packet is intended to support teachers and/or students in providing systematic foundational skills instruction, aligned to the guidance provided here:

[achievethecore.org/FSGuidance](https://achievethecore.org/FSGuidance).

These resources are not a comprehensive program. They can be used for supplemental guidance for teachers and practice for students but are not meant to be used instead of a core program. The scope and sequence utilized is shown through the unit charts.

The teacher guidance includes the following components:

- Charts outlining the focus of each Activities Section.
- Suggested supports and tasks.
- Connections to phonological awareness.

The student workbooks that accompany this resource include paper copies of written tasks to support student practice of phonics skills. They are intended to be used flexibly to support the extra practice needs you identify for your students. You may choose to use workbook practice activities in the order presented in the unit charts, or in whatever order corresponds with your core program's scope and sequence. This resource may also be useful for students who need independent practice of taught skills over the summer (for example, students headed to first grade may benefit from summer practice with the kindergarten resources) or as a printed resource while school is not in session.

It is highly recommended that students also have time to read decodable readers as a way of practicing decoding in the context of a text. Free decodable texts can be found at the following websites:

- [Core Knowledge Language Arts](#): free decodables starting in Unit 7 of kindergarten called "Student Readers," available as PDFs within each unit's materials. The end of each reader has a chart with included sound and spelling patterns and high-frequency words for your reference.
- [EL Education](#): free decodable texts along with its resources. To download, click on "Access the Curriculum." Sign up for a free account. Find decodables under the "Skills" section for the grade.
- [Flyleaf](#): free web-based decodable readers, along with more printable practice pages (labeled "homework").

Foundational skills include Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency (more on these concepts [here](#)). These printable resources focus primarily on phonics, with connections to other resources in the teacher guidance when applicable.

The following high-quality open-source curricula were consulted extensively in order to create these resources:

- Core Knowledge Language Arts (CKLA)

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- EL Education

This work is available from EL Education through licensing under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

The full (free) set of curricular materials provides much more in-depth guidance, as well as teacher-facing lesson plans and full sets of student materials. All can be found here:

CKLA (skills):

<https://www.coreknowledge.org/curriculum/language-arts/https://curriculum.eleducation.org/>

EL Education: <https://curriculum.eleducation.org/>

## GRADE K Activities Section 1

Suggested weeks for instruction: 4 weeks

Note: See teacher notes re: phonological awareness.

### *Previously Taught Sound and Spelling Patterns*

NA

### **New Sound and Spelling Patterns**

Consonant t  
Short vowel i

### **New High-Frequency Words**

*NA—High-Frequency Words will be addressed in Activities Section 2*

### **Activities Section Focus**

In this Activities Section, students work with short vowel “i” and the consonant “t.” The emphasis in this Activities Section is not on blending/decoding. Instead, students should focus on identifying the /t/ sound in the initial and final position of words with two to three sounds, and the /i/ sound in the initial, medial, and final position of words with two to three sounds. Students will also be building their concepts of print and phonological awareness skills to prepare them to engage in more complex phonics in later units.

### **Decodable Word List:**

It

## Teacher Notes for Activities Section 1:

### **Games and Tasks Suggested for This Activities Section:**

- Alphabet Letter Word Search: Students say the words for each picture and then circle them on the grid. Words are hidden in the grid from left to right only to reinforce directionality in reading. Please note that this task is meant to support print concepts. Students are not expected to read the words, as they are not all decodable. Students *can* read the word using the picture cue, with the teacher note that as students continue to learn sound and spelling patterns over time, they’ll be able to read more and more words. *Do not expect students to decode these words.* Students who lack letter identification skills may need a modified task, such as looking for the letter “t” within the word search rather than looking for the full word. *See student workbooks.*
- Alliteration: Teacher reads each alliterative sentence twice. During the first read, ask students to listen for the / / sound at the beginning of the words in the sentence. Read the sentence again, have students point to or highlight the letter in the word that makes the / / sound. Afterward, have students count the

number of words with the /\_/\_/ sound spelled with the letter \_ . *See student workbooks.*

- Letter formation: As you introduce each letter, reinforce proper letter formation. Students may need more practice time for this task depending on their past experience writing with a pencil. Take time to reinforce proper pencil grip at this time as well.

### **Phonological Awareness Connections:**

*In this Activities Section, more instructional time will be spent on phonological awareness than on traditional phonics tasks. Please note that means the student workbooks will be used minimally, and more time will be spent with oral tasks.*

- The start of the year is a critical time for building students’ listening skills. This is the foundation of phonological awareness. This means paying attention to environmental sounds; playing with language, including alliteration and rhyme; and developing awareness around words and sentences, syllables, and initial and final sounds. It is important to pay close attention to students who need more support and practice (individualized or in small groups) with these foundational phonological awareness skills.
- Other phonological awareness skills in this Activities Section involve building students’ knowledge of:
  - Oral Rhymes and Alliteration: recognizing the beginning and ending sounds of words. (Example: The end of the word “cast” sounds just like “blast.” These words rhyme.) There are many games and activities that can make this work fun. See pp. 183–186 for examples:  
<https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual>
  - Words: hearing and counting the number of words when we read or speak. (Example: I hear five words in the sentence “I ran to the cone.”)
  - Syllables: breaking words up into their largest parts—hearing and counting these parts. (Example: I hear two syllables in the word “kitten.”)
  - Onset/Rime: recognizing the onset (the initial phonological Activities Section of the word) and rime (the vowel and consonants the follow) in one syllable words. (Example: The word “cat” consists of /c/—onset—and /at/—rime; in “map,” onset is /m/; rime is /ap/; “skip”—onset is /sk/; rime is /ip/. Note: Not all words have onsets (e.g., “it”). The words “rime” and “rhyme” are not similar by accident. Think of “pat” and “bat,” or “here” and “dear”! The rime provides the rhyme!)
  - For this Activities Section, focus on these three components of phonological awareness:
    - Games and resources to support this work can be found in the following places:



- <https://www.readingrockets.org/article/phonemic-activities-preschool-or-elementary-classroom#listening>
- <https://achievethecore.org/content/upload/Effective%20Enhancements%20for%20Foundational%20Skills.pdf> This resource should be used through all units.
- <https://blog.allaboutlearningpress.com/phonological-awareness/>

## Content Notes:

- In Activities Section 1, students will learn the mechanics of reading and writing. Students will be engaged in activities to build skills related to hearing sounds in words and the mechanics of writing letters by making simple writing strokes—curve, straight, pull-back, etc. Students will also learn how to hear words in sentences and sounds in words. Students will simultaneously begin phonics instruction. To begin this work, students will be introduced to the sound/spelling patterns for /t/ spelled “t” and /i/ spelled “i.” They will be introduced to the concept that letters are pictures of sounds. In addition, students will learn key concepts about print (directionality; distinctions between letters, words, and sentences; knowledge of the alphabetic system).
- Students will learn each letter and the primary sound it is associated with over the course of the next several units. However, general letter identification and upper case/ capital letter matching activities can be helpful practice tasks for students with all letters, especially those who lack letter identification skills at the start of the school year.
- While students are learning letters and sounds systematically (in this case, the letters “i” and “t”), careful attention should be paid to associating the letter with the most common sound instead of only the letter name. A suggested practice is to have students say the sound each time they write the letter.
- Here is a link for a teacher resource guide for handwriting guidance: <https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 31).

## GRADE K Activities Section 2

Suggested weeks for instruction: 4 weeks

*Note: Divide up focus sounds in order to work on two to three sounds/week.*

### ***Previously Taught Sound and Spelling Patterns***

*Consonant: t*

*Short vowel: i*

### **New Sound and Spelling Patterns**

Consonants: d, f, h, l, p, n, s

Short vowel: a

### **New High-Frequency Words**

*Decodable HF Words: if, in, it, is, his, an, and, at, as, has*

*Irregular HF Words: the, a, said, one*

### **Activities Section Focus**

In this Activities Section, students work with short vowel “a” and the consonants “d,” “f,” “h,” “l,” “p,” “n,” and “s.” Understanding these new sound and spelling patterns will allow students to decode many regular VC and CVC words. Focus on phonological awareness on discriminating the medial vowel sound and on initial and final consonants. Students will begin to work with decodable high-frequency words by using the sound and spelling patterns previously taught in Activities Section 1 as well as the new sound and spelling patterns introduced in this Activities Section. Students should be taught to decode the word based on the regular sound and spelling pattern, not to “memorize” the word by sight. While memorization and automaticity will likely come, students at this stage should connect letters and sounds whenever possible. In addition, students will be introduced to four irregular high-frequency words that they should be able to read with automaticity; these words are not decodable based on the sound and spelling patterns taught.

### **Decodable Word List:**

Note: This is only a sample

*an, fan, pan, and, hand, sand, lap, nap, pin, pit, sit*

## **Teacher Notes for Activities Section 2:**

### **Games and Tasks Suggested for This Activities Section:**

- Alphabet Letter Word Search: Students say the words for each picture and then circle them on the grid. Words are hidden in the grid from left to right only to reinforce directionality in reading. Please note that this task is meant to support print concepts. Students are not expected to read the words, as they are not all decodable. Students *can* read the word using the picture cue, with the teacher

note that as students continue to learn sound and spelling patterns over time, they'll be able to read more and more words. *Do not expect students to decode these words.* Students who lack letter identification skills may need a modified task, such as looking for the letter “t” within the word search rather than looking for the full word. *See student workbooks.*

- Blending Tasks: Give students some kind of smooth object to use, such as markers (or counters, tiles, etc.). Have students place one marker underneath each letter of the word. Ask students to say the sound of each letter while sliding the marker to each box. After all the sounds in the word are represented, have students use their finger to make a sweeping motion from the first sound to the last and blend the word as the students say the word fluently.
  - For more information on this strategy, see [https://www.readingrockets.org/strategies/elkonin\\_boxes](https://www.readingrockets.org/strategies/elkonin_boxes)
  - For additional blending tasks, see: <https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (pp. 125–136).
- Picture/sound match: Have students say the name of images (*see student workbooks or provide image cards*). Provide students with the word represented by the images as needed. Students should write the letter only when an image starts with one of the focus sounds.
- Handwriting practice: give more opportunities for students based on need. Remember to have students say the sound the letter makes when writing focus letters representing newly taught sounds.

### Phonological Awareness Connections:

- Game templates and tasks to work on phonological awareness skills are included as free samples here: <https://blog.allaboutlearningpress.com/phonological-awareness/>. For this Activities Section, focus on these components of phonological awareness:
  - Onset/Rime
  - Phonemes
- Onset/Rime: recognizing the onset (the initial phonological Activities Section of the word) and rime (the vowel and consonants the follow) in one syllable words. (Example: the word “cat” consists of /c/—onset, and /at/—rime)
- Phonemes: identifying each individual Activities Section of speech in a word that can be heard discreetly. There are 44 phonemes in the English language: 25 consonants and 19 vowels. Most consonants have one phoneme (the /p/ sound in “pat” is the first phoneme in the word). Vowels can have more than one phoneme associated with them (consider the “a” in “pat” and the “a” in “late”). In addition, two or more letters can represent one phoneme (such as the /ch/ sound in “chat”)

or the /ng/ sound in “ring”).

- Sample games from the book *Phonemic Awareness in Young Children* focused on listening are included here (Listening to Sequences of Sounds):  
<http://www.readingrockets.org/article/phonemic-activities-preschool-or-elementary-classroom#listening>
- Blending and segmenting orally/aurally with newly taught sounds can help prepare students to decode and encode the letters they are learning. There are many games and tasks to reinforce these skills. (Blending example: “When I say the sounds, you tell me what word I’ve made. /f/.../a/.../n/. Blend it...yes, fan!” Segmenting example: “I’m going to tell you a word, you tell me the sounds you hear. Fin!” *Students say /f/ /i/ /n/.*)

### Content Notes:

- Decoding: High-Frequency Words: As you are presenting new high-frequency words to students, it is important to distinguish between those that are regularly spelled and decodable and those that are irregular (or contain sound and spelling patterns that have not yet been taught).
  - Decodable words: Be sure to connect these words to the related phonemic awareness skills and letter-sound correspondence while reinforcing the related print concept of what constitutes a word. Examples might include:
    - We know that “l” represents the /l/ sound and “t” represents the /t/ sound (write it). Let’s blend those sounds together—what word do we make? When we see letters that are put together to make words, we can blend the sounds together—this word is “it”—“l”...“t”...“it.”
  - Irregularly spelled words: Draw students’ attention to what is regular about the sound and spelling patterns if possible, and support what is irregular, based on what you’ve taught students so far. Examples might include:
    - When “a” is by itself, surrounded by white space, it is a word. It can be pronounced two ways—/æ/ or /uh/. For example, we can say “I need a pen” or “I have a dog.” This is a word you need to remember, because it doesn’t sound the same way that the letter usually sounds when we see the symbol “a” that represents /a/.
    - Let’s take a look at the word “the” (write it). In this word, the “t” and “h” make this sound: /th/. The “e” makes the /uh/ sound. Let’s blend it—/th/.../uh/...“the.” We’ll need to remember this word when we see “the.” Can someone use it in a sentence?
      - *For more information about teaching high-frequency words, see this article:*  
<https://www.literacyworldwide.org/blog/literacy-daily/2016/06/23/teach-ldquo-sight-words-rdquo-as-you-would-other-words>

- Note regarding **sounds** versus **spelling**: For each resource, please note that there are images included that are *spelled* with the focus letter, but do not represent the most common sound. (For example “airplane” on the /a/ practice pages.) Students are learning to discriminate based on taught sound and spelling patterns. They are also learning as they develop as readers that there is nuance to this work and that the same letter or letters can make different sounds. For these tasks, focus on sound discrimination, leading students to listen carefully to the initial **sound** and connected taught sound and spelling pattern. If students introduce accurate spelling based on their own knowledge (e.g., “But airplane starts with ‘a!’”), you can reinforce this by saying, “Yes, that word starts with the letter /-/, but the sound is different—listen.... Say it with me...” (e.g., You’re right, “airplane” is spelled with a letter “a” at the beginning...but what sound do you hear at the beginning of “airplane”? The letter “a” can make more than one sound. We’re looking for words that start with the /a/ sound and are spelled with the “a” for /a/.)

### GRADE K Activities Section 3

Suggested weeks for instruction: 4 weeks

*Note: Divide up focus sounds in order to work on two to three sounds/week.*

#### **Previously Taught Sound and Spelling Patterns**

*Consonants: t, d, f, h, l, p, n, s*

*Short vowels: i, a*

#### **New Sound and Spelling Patterns**

Consonants b, c, g, k, m, r

Short vowels e, o

#### **New High-Frequency Words**

*Decodable HF Words: sit, did, big, am, can, ran, on, not, got, hot*

*Irregular HF Words: are, here, there, was*

#### **Activities Section Focus**

In this Activities Section, students work with the short vowels “e” and “i” and the consonants “b,” “c,” “g,” “k,” “m,” and “r.” Understanding these new sound and spelling patterns will allow students to decode many new regular VC and CVC words. Connect to phonological awareness instruction by demonstrating/supporting students in applying their phonetic knowledge to oral tasks and recognizing that new words can be created by changing, adding, or deleting letters.

#### **Decodable Word List:**

Note: This is only a sample

*mop, cop, get, met, bet, leg, beg, cat, fib, kid, big*

## **Teacher Notes for Activities Section 3:**

### **Games and Tasks Suggested for This Activities Section:**

- Alphabet Letter Word Search and Blending Tasks continue.
- Begin sorting students in decoding shared text. Consider creating text together during shared writing activities that students can decode and reread.

### **Phonological Awareness Connections:**

- Continue to practice discriminating the medial vowel sound and initial and final consonants.
  - Use small-group time to address students who need more support isolating sounds and/or discriminating between sounds.

### **Content Notes:**

- This Activities Section is the first Activities Section where decodable readers can be used. In this case, a big book is provided in the supporting resources here: [http://bit.ly/ MonoFSR](http://bit.ly/MonoFSR). This first decodable text consists of meaningful phrases students can decode. Model reading in a variety of ways, such as chorally, via echo reading, and students whisper reading independently. For more information about using decodable readers for instruction, please see the Decodable Readers Protocol from SAP here: [http://bit.ly/ DecodableProtocol](http://bit.ly/DecodableProtocol)
- All the words in this unit's decodable readers are based on familiar sound/spelling patterns that students have been taught with the exception of /v/ spelled "v." Teachers will have to pre-teach this sound/spelling pattern prior to introducing this unit's decodable to students.
- As students are better able to write letters to represent sounds, consider a routine for whiteboard use for daily dictation. Students can practice encoding words from the word lists (and/or other words containing taught sound and spelling patterns) to practice letter formation and spelling patterns. Whiteboards provide opportunities for immediate feedback, but paper and pencil can also be used. This should be common practice during lessons in future units. Have students practice writing and reading words with the current sounds and spelling patterns and previous sounds and spelling patterns.
- Use of pocket charts to create words quickly by the whole class (with students reading chorally) can also be added to regular classroom routines at this time.



## GRADE K Activities Section 4

Suggested weeks for instruction: 4 weeks

*Note: Divide up focus sounds in order to work on two to three sounds/week.*

### **Previously Taught Sound and Spelling Patterns**

*Consonants t, d, f, h, l, p, n, s, b, c, g, k, m, r*

*Short vowels i, a, e, o*

### **New Sound and Spelling Patterns**

Consonants j, q, v, w, x,  
y, z Short vowel u

### **New High-Frequency Words**

*Decodable HF Words: ten, get, let, red, best, us, up, but, cut, run*

*Irregular HF Words: all, from, of, once*

### **Activities Section Focus**

In this Activities Section, students work with the short vowel “u” and the consonants “j,” “q,” “v,” “w,” “x,” “y,” and “z.” Understanding these new sound and spelling patterns will allow students to decode many new regular VC and CVC words. Continue to connect newly taught sounds to phonological awareness instruction, supporting students to recognize that new words can be created by changing, adding, or deleting letters. Students will also be taught the /qu/ sound represented by the letters “q” + “u” (see notes below). Students will continue to use previously taught as well as new sound and spelling patterns in the Activities Section to learn new decodable high-frequency words as well as four irregular high-frequency words.

### **Decodable Word List:**

Note: This is only a sample

*jug, tug, rug, yum, sum, wig, wag, fix, fox*

## **Teacher Notes for Activities Section 4:**

### **Games and Tasks Suggested for This Activities Section:**

- Alphabet Letter Word Search and Blending Tasks continue.
- Consider varied ways of practice for letter identification, particularly for any students who need extra support, such as <https://ededucation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (pp. 171–177)

### **Phonological Awareness Connections:**

- Continue to work on phonological awareness skills, with extra support and time offered to any students who still need to master previously taught skills.
- Practice hearing syllables. Teacher says a single or multisyllabic word, students clap the number of syllables. A variation is the teacher says the word, students hop the syllables.
- Connect PA to phonics instruction. Students listen for focus sounds in words. They jump, clap, wave, wiggle, etc. when they hear the focus sound.

### **Content Notes:**

- At this point in the year, students have been systematically introduced to all consonant sounds (the most common primary sound each letter makes) and short vowels. It is important to ensure that students have mastery of letter and primary sound identification. This critical skill will aid them in the rest of the work they do this year and beyond. Provide additional support for students that require more time and attention.
- For students who have been progressing with mastery, time can be spent focusing on decoding with accuracy and automaticity. Repeated rereads of decodable texts can aid students in this work. Through rereading, students can move from sound-by-sound decoding (segmenting the sounds of each word while reading) to blending through the word as they read to word recognition. At this point, decoding happens so quickly it appears instantaneous. Note that some students simply need more time and practice in order to develop in this area.
- Note for teaching the letter “Q” “q”: The sound /qu/ consists of two sounds: /k/ and /w/. Because the spelling “qu” is so consistently used, the /qu/ sound is taught together. This unit’s vowel, “u,” is taught at the same time as the letter “q.” When students are noting words that start with the /qu/ sound, note that they should be writing the two letters that represent that sound—“q” and “u.”
- Note for teaching the letter “X” “x.” The letter “x” actually represents two sounds /k/ and /s/. This sound is more consistently found at the end of words (“fox,” “box”). Note that many of the picture cues used for “x” consist of additional phonemes (“xerox,” “xylophone”) that do not match the most common sound “x”

represents). Where possible, have students practice with words that follow the VC or CVC pattern.

## **GRADE K Activities Section 5A**

Suggested weeks for instruction: 2 weeks

### ***Previously Taught Sound and Spelling Patterns***

*All short vowel sounds, basic code for all consonant sounds (students will not know every sound and spelling pattern for all consonants' sounds; however, they will review the primary sound or many of the most frequent sounds for each consonant)*

### **New Sound and Spelling Patterns**

Decode regular words:

VC, CVC

### **New High-Frequency Words**

*Decodable HF Words: ask, fast, had, him, its, six, help, jump, just, must*

*Irregular HF Words: what, when, where, why*

### **Activities Section Focus**

In this Activities Section, students continue to use their knowledge of letter-sound relationship to decode regular VC and CVC words. In addition, students continue to apply their phonetic knowledge of manipulating letters to create new words. Students will continue to use previously taught as well as new sound and spelling patterns in the Activities Section to learn new decodable high-frequency words. In addition, students will continue to recognize and read four high-frequency words with automaticity.

### **Decodable Word List:**

Note: This is only a sample

*VC words: at, it, ad, in, on, ill, off, odd, us, up*

*CVC words: cat, pit, bad, run, get, dog, leg, zip, nod, tub*

## **Teacher Notes for Activities Section 5A:**

### **Games and Tasks Suggested for This Activities Section:**

- **Blending Tasks:** Give students some kind of smooth object to use as markers. Have students place one marker underneath each letter of the word. Ask students to say the sound of each letter while sliding a marker to each box simultaneously. After all the sounds in the word are represented, use your finger to make a sweeping motion from the first sound to the last and blend the word as the students say the word fluently.

### **Content Notes:**

- Assessment data is critical at this time of year. Vary your small-group practice and independent practice tasks in order to respond to student needs.
- “Read and Check” is a task that can be used or adapted to note student progress. <https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 132)
- Additional assessment suggestions are found here: <https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (p. 59)
- Decodable readers can be used in a variety of ways to respond to student needs. Students who are experiencing difficulty reading smoothly, with accuracy and automaticity, may need extra practice with decodable readers from previous units. These students likely need support immediately accessing the sound a letter represents, saying the sound, and blending sounds together to decode words. Choral reading and/or echo reading in and out of context, while students are carefully tracking print, can benefit students. Students who are progressing quickly can move to practicing reading for rate and expression to build fluency skills.

## GRADE K Activities Section 5B

Suggested weeks for instruction: 3 weeks

### ***Previously Taught Sound and Spelling Patterns and Letter-Sound Relationships to Decode Regular Words***

*All short vowel sounds, all consonant sounds  
Regular VC and CVC words*

### **New Sound and Spelling Patterns**

Words beginning with consonant digraphs ch- and sh-  
CCVC words beginning with l blends

### **New High-Frequency Words**

*Decodable HF Words: wish, with, went, bring, long, sing, them, that, then, this*  
*Irregular HF Words: we, me, be, by, my*

### **Activities Section Focus**

In this Activities Section, students focus on the initial sounds of words beginning with ch-, sh-, and l blends. Note: This is the first time K students will focus on words that vary from the CV or CVC format. Support students in understanding that ch- and sh- are two letters that represent one sound (digraphs). Practice identifying the number of sounds in words during the phonological awareness portion of your lesson, and support students in making the connection to the number of letters in phonics instruction. Note that this varies from consonant blends, where two consonants are combined but you can still hear each letter.

Common l blends at the start of words include: “cl,” “bl,” “sl,” “pl,” “gl,” “fl.” In Activities Section 6B, students will be introduced to decodable words with the -sh digraph at the ending of words. Students will continue to use previously taught as well as new sound and spelling patterns in the Activities Section to learn new decodable high-frequency words. In addition, students will continue to recognize and read four high-frequency words with automaticity.

### **Decodable Word List:**

*Note: This list is only a sample*

L blends: clap, clip, slip, sled, blot, flat, flip, glad, plot, plod

Digraphs ch/sh: shut, shop, ship, shed, chat, chap

## **Teacher Notes for Activities Section 5B:**

### **Games and Tasks Suggested for This Activities Section:**

- Blending Tasks: Give students some kind of smooth object to use as markers. Have students place one marker underneath each letter of the word. Ask students to say the sound of each letter while sliding a marker to each box simultaneously. After all the sounds in the word are represented, use your finger to make a sweeping motion from the first sound to the last and blend the word as the students say the word fluently. Reinforce the idea that digraphs are two letters that represent one sound by drawing students' attention to the fact that they share a sound box.
- Reinforce students' understanding of digraphs through isolated practice such as: <https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (pp. 122-124)

### **Content Notes:**

- Digraphs are two letters that represent one sound. While it is not important that students can name or categorize sounds as digraphs, it *is* important that they understand that the two letters combine to make one sound. Students should practice counting the number of sounds in words, and note that some words have a different number of sounds and letters (for example, “shed” has four letters and three sounds).
- Notes for teaching -sh blends: Some students are able to make the /sh/ sound in isolation but experience difficulty blending the sound in words. Focus on tongue and mouth positioning when blending the phonemes in words with -sh, and/or help shape the sound from the starting position used to make the /s/ sound.
- This Activities Section also includes l blends. A blend is two letters that appear together in a word, but each sound can be heard. Note that blends are also referred to as consonant clusters in written form. Some students may need extra support discriminating the individual phoneme sounds in blends (the /l/ sound in “slot,” for example). While these are noted as separate sounds in the blending tasks, it is important that students pay careful attention to gluing the sounds together. Practice this skill carefully, especially for students in need of decoding support.

## GRADE K Activities Section 6A

Suggested weeks for instruction: 3 weeks

### ***Previously Taught Sound and Spelling Patterns and Letter-Sound Relationships to Decode Regular Words***

*Decode regular VC and CVC words  
Words beginning with consonant digraphs ch- and sh-  
CCVC words beginning with l blends*

### **New Sound and Spelling Patterns**

CCVC words beginning with st-, sl-, sp-  
CVCC words ending in -st

### **New High-Frequency Words**

*Decodable HF Words: ate, off, stop, much, like, use, shall, tell, well, will*

*Irregular HF Words: he, she, you, your*

### **Activities Section Focus**

In this Activities Section, students focus on the initial sounds of CCVC words beginning with st-, sl-, and sp-. Since this is the first time students will be introduced to CVCC decodable words ending with -st, careful attention should be considered in distinguishing beginning blends as opposed to ending blends. Unlike in Activities Section 5B where students were introduced to words beginning with the digraphs ch- and sh-, this Activities Section focuses on beginning blends where each sound is distinguishable. Practice identifying the number of sounds in words during the phonological awareness portion of your lesson, making a careful note that digraphs are one sound, and support students in making the connection to the number of letters in phonics instruction. Students will continue to use previously taught as well as new sound and spelling patterns in the Activities Section to learn new decodable high-frequency words. In addition, students will continue to recognize and read four high-frequency words with automaticity.

### **Decodable Word List:**

*Note: This is just a sample*

*CCVC words beginning with st-, sl-, and sp- blends: stop, step, slip, sled, slap, slot, spot, spun, spin, spam*

*CVCC words ending with -st blends: best, west, mist, cost, lost, must, bust,*



## **Teacher Notes for Activities Section 6A:**

### **Games and Tasks suggested for this Activities Section:**

- Continue blending tasks. Initial blends can be challenging, and students may skip the second letter in the blend if they are moving quickly, so draw their attention to it through careful blending and segmentation.

### **Phonological Awareness Connections:**

- As students have moved farther along in their phonetic knowledge, it can be tempting to move them to more phonics application without considering the connections to phonemic awareness. As students are writing, encourage them to use their segmentation skills to isolate each phoneme—this will help them encode accurately. As they are decoding or listening to print read aloud that they have in front of them, encourage them to pay close attention to the letter sound correspondence, tracking the print and taking note of the sound. Connecting phonics to phonemic awareness throughout instruction and tasks will help ensure a clear transfer of information.

### **Content Notes:**

- The focus of the TEKS scope and sequence for this Activities Section is -st, -sl, and -sp with a focus on CVCC and CCVC words. Please note that some of the resources in the student book include other sound and spelling patterns that go beyond this focus (such as the words containing five sounds e.g., “stamp” or “slant”). Please use discretion with these resources. Students who are making progress and are able to decode with accuracy can proceed with this work, while students in need of more support should first reach mastery with preceding units.
- As students build the bank of high-frequency words that they can read by sight (or that they are able to decode so quickly it appears instantaneous), they need to practice using these words in reading and writing, in isolation and in the context of connected text. Decodable readers will give them ample opportunities to practice high-frequency words in context. Examples of out-of-context practice tasks can be found here: <https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (pp. 125–136)

## **GRADE K Activities Section 6B**

Suggested weeks for instruction: 3 weeks

### ***Previously Taught Sound and Spelling Patterns and Letter-Sound Relationships to Decode Regular Words***

*Decode regular VC, CVC words  
CVCC words ending with -st  
CCVC words beginning with -st, sl-, sp-  
All high-frequency words introduced*

### **New Sound and Spelling Patterns**

CVCC words ending in -sh, -ck

### **New High-Frequency Words**

*Decodable HF Words: black, pick, came, gave, make, made, take, see, sleep, keep  
Irregular HF Words: were, which, their, they*

### **Activities Section Focus**

In this Activities Section, students focus on the sounds of CVCC words ending with -sh and -ck. Support students in understanding that -sh and -ck are digraphs: two letters that represent one sound. Practice identifying the number of sounds in words during the phonological awareness portion of your lesson, and support students in making the connection to the number of letters in phonics instruction. Note that this varies from blends, where two consonants are combined, but you can still hear each letter. Students will continue to use previously taught as well as new sound and spelling patterns in the Activities Section to learn new decodable high-frequency words. In addition, students will continue to recognize and read four high-frequency words with automaticity.

### **Decodable Word List:**

*Note: This is a sample list*

*CVCC words ending with -sh blends: wish, fish, cash, dash, rash, rush*

*CVCC words ending with -ck blends: back, sack, sick, lick, dock, lock, peck, deck, luck,  
buck*

## **Teacher Notes for Activities Section 6B:**

### **Games and Tasks Suggested for This Activities Section:**

- Blending Tasks: Use this unit's blending tasks to distinguish between blends and digraphs, paying close attention to sound discrimination.
- Tasks and game activities for working with digraphs can be found here: <https://eleducation.org/resources/k-2-reading-foundations-skills-block-resource-manual> (pp. 122–124)

### **Content Notes:**

- See notes for teaching -sh, above.
- As students are approaching the end of kindergarten, be sure to allocate time and small-group instruction based on individual needs. Allow ample review time for students to practice previously taught skills as well as current Activities Section skills. Use resources, especially games, practice sheets, and decodable readers from earlier units to support students who need more practice with previously taught skills.