



Kindergarten

READ:IT

COMMON CORE AND RTI STANDARDS BASED READING CURRICULUM

Developed by teachers FOR teachers



READ:IT! Kindergarten

Table of Contents



Read: IT Teacher's Manual Components	Page Numbers
Requirements/ How it Works	3
Format of the Response to Intervention(RTI) Lesson Plans	3-4
Phonics/Phonemic Awareness Instruction	5-7
Step by Step Phonics book Slide Instructions (Grade level students)	8-24
Fluency Instructions	25-26
Comprehension Strategy Instructions	27-34
Teacher Resources	35-48

Welcome to Read:IT! This fully tested curriculum developed by teachers for teachers has over ten years of clinical research with amazing results.

REQUIREMENTS:

In order to fully utilize the Read:IT program, teachers will need the following:

- The internet
- A Reading A-Z subscription (<http://www.readinga-z.com>)
- One of the following: projector, Smartboard, student individualized laptops, Ipads, Chromebooks, etc.
- Six hours of training by the StemFuse team prior to instruction
- Weekly ongoing 30 minute training sessions as needed during the year.

HOW IT WORKS

Read:IT has weekly lesson plans divided into each of the three RTI (Response to Intervention) Tiers. For schools who do not use the RTI model, lesson plans are written for students above grade level, at grade level, and below grade level.

In Kindergarten, all of the students will begin at the same level, but after the first assessment, students will begin to be placed into Tiers.

FORMAT

Each daily lesson plan contains phonemic awareness, phonics, fluency, vocabulary, reading comprehension in guided reading and shared reading form.

Phonics Instruction (15-30 minutes): This section of the lesson plan will direct teachers to utilize the phonics book included within this course. A scope and sequence of all phonics lessons is also included. Teachers are encouraged to project the phonics lessons or have them on individual student devices. Real and nonsense words are used to teach each phonetic concept and application sentences are included. Hands on game suggestions, songs, rhymes and scaffolding ideas made specifically for this curriculum are also included. As students at this level will be learning many phonics skills/tools for the first time, daily phonics and phonemic awareness lessons are given. Additionally, specific symbol imagery lessons and techniques are implemented.

Fluency/Comprehension Practice (5-10 minutes): This section will include familiar reads, sentence strips for practice as well as fluency passages from the Reading A-Z program for daily direct instruction. Teachers are encouraged to project the fluency passages or have them on individual student devices. Pages to this teacher's manual will also be referred to for specific and direct instruction in fluency and visualizing instruction. Scaffolding suggestions are also included.

Comprehension/Vocabulary Practice (10-20 minutes): This section will include both non-fiction and fiction stories from the Reading A-Z program for up to four days of direct instruction. Teachers are encouraged to project the text or have it on individual student devices. Very specific comprehension strategies are listed

to teach as well as guided vocabulary instruction. As teachers instruct students on the specific strategies, they will use the comprehension slides provided in this course. Each slide has a visual representation of the skill to help students understand it in a concrete way. Directions for these slides are provided in the teacher’s manual. Oral language options are also a part of the weekly lesson plans. As students will progress at various rates with reading levels, the comprehension section of this teacher’s manual is generalized so that teachers can have flexibility with the levels and titles of the books chosen from the A-Z online library. For teachers who decide to use a different A-Z title other than the one listed on the lesson plan, they may refer to the Teacher’s Corner--books by skills chart on the A-Z site. (<http://www.readinga-z.com/helpful-tools/books-by-skills-chart/>) From there, teachers may use the Read-It! comprehension scope and sequence chart to find out page numbers in this manual that correlate with that comprehension skill.

Shared Reading (10-20 minutes):

Shared reads from the Reading A-Z library are suggested in this curriculum for whole group instruction for the first 22 weeks. Teachers will use these to teach print and sentence features, reinforce phonics skills, promote fluency, and reinforce comprehension strategies.

Phonics/ Phonemic Awareness Instruction:

Blocks and SI (Symbol Imagery) packet.

Lesson plans will guide you to the blocks/ symbol imagery packet. Blocks will be used to teach phonemic awareness and symbol imagery will be used to increase the student’s visual memory as well as help them to place a symbol with the sound.

For symbol imagery, the purpose of this portion of the lesson is to give students another way to practice their letters that they’ve learned thus far. It is also a way to strengthen their visual memories as students will be forced to picture letters and nonsense words in their mind’s eye.

- Have the students picture an imaginary white writing board in the air in front of their faces. Let the students know that their imaginary board doesn’t have to be white, it can be whatever color they choose. Explain that as they write in the air on this board, their finger becomes an imaginary colored marker. Students can imagine color for their markers.
- In the lesson plan, teachers are instructed to go to the SI (Symbol Imagery) packet. Teachers are also directed to go to a column to have the student “see and spell” the sounds given.
- To “see and spell” , the teacher will turn to the page and column suggested in the lesson plan. This column contains 5 words. The teacher will say the letters orally. The student hears the letters, visualizes them and spells them by writing the letters in the air and verbalizing what letters he/she is writing. For example, if the letters in the column are “t-

t,” the teacher will say the letters and the student will write the letters “t-t” in the air saying the letters orally. This exercise is created to build up the student’s visual memory.

NOTE: When air writing, the students need to picture the letters in their heads and then write them in the air watching their fingers as they write. This is a way to build up the student’s visual memory. This skill needs to be done in the air to be effective, **do not allow the students to write on any surface.**

Phonemic Awareness

Students in Kindergarten will also need to build their phonemic awareness skills. As this is the foundation of reading, it is imperative that students are brought to grade level in this area. The following phonemic awareness skills are taught at this grade level:

- **Blending:** What word is made up of the sounds /m/ /a/ /t/? **"mat"**
- **Phonemic segmentation:** What are the sounds in "mat"? **/m/ /a/ /t/**
- **Phoneme deletion:** What is "mat" without the /m/? **"at"**
- **Phoneme manipulation:** What word would you have if you changed the /t/ in mat to an /n/? **"man"**

Additional phonemic awareness skills are taught in Tier 2. They are:

- **Rhyming:** What word rhymes with "cat"? **bat**
- **Syllable splitting:** The onset of "cat" is **/k/**, the rime is **/at/**

One tool that will be used here are colored squares that students will be able to click and drag on the screen. Teachers will be directed to go to the blocks/ symbol imagery (SI) packet and will be given specific page numbers and columns to practice with the students.

If the online component is not available, students may use colored 2 x 2 inch in blocks to assist them with this process. Four sets of colored blocks are also included with this curriculum. Each set includes 100 blocks. This will accommodate 26 students as each student will need 15 blocks. (3 of each colored block) Mats to be used with these blocks are located in the resource portion of this manual.

Introducing Colored Squares/ Blocks (Located in the Blocks and Symbol Imagery(SI) Packet)

The purpose of this activity is to help students to decipher how many sounds are being dictated as well as how the sounds sound the same or differently from each other. Students will also

pay attention to how their mouth is formed while making these sounds. Directions will look as follows:

(Using page 1, column 1 in the block/Symbol Imagery Packet (SI) say... Today we are going to use colored blocks to help us hear and feel sounds. Let's take out 2 blue blocks and two red blocks. I am going to say two sounds that are the same, "d,d" you will need to show me that you heard two sounds that sound the same by laying out two blocks of the same color. Let's feel our mouths when we say "d,d." Does it feel the same? Yes it does."

Now let's practice making two different sounds, "d,t." Let's feel our mouths, when we say the "d" and the "t" sounds our teeth both tap, but our motor is on for one of them. (Have the students feel their throats when they say these sounds. Notice that the "d" sound causes their throats to vibrate.) Let's use two different colored blocks to show that these sounds are different. Let's use one red block and one blue block.

As you go through the first pages of the block packet, it is important that you do not blend the sounds but say them individually. This is especially important on page 3 prior to column 86 where blending begins.

Each column in this packet correlates with the letters that they learning using the phonics slides 22-45. A reminder that blocks work on sounds only, where symbol imagery works on having the students place the symbol with the sound in their mind's eye.

Onset and Rime

This is a foundational skill to reading and needs to be taken very seriously. Teachers will be directed to the Phonics book in their lesson plans which contain slides to assist their teaching.

Other activities to teach this concept can be found at:

http://www.readingrockets.org/strategies/onset_rime. Once students have mastered this concept, teachers are encouraged to make sure that the students know all of their consonant sounds before moving onto the blocks exercises listed above. Slides to teach these consonant sounds are provided in the phonics book.

Flashcards:

Flashcards for many of the rules are in the resource section of this manual. These are to be used as "flip cards" in that students will show their partner the card for 3 seconds and then flip it so he/she can no longer see it. The partner will then air write this word on his/her imaginary whiteboard. It is suggested that students imagine their board to be whatever color they would like it to be. (In other words, it doesn't have to be white) They may also imagine that their finger is a colored marker. By writing in the air, students are increasing their visual memories. After the student writes the word, have the other student ask him questions about it. For example, What is the first letter? What is the last letter? Name the first vowel in the word. Spell it backwards.

The question portion of this activity is the most important part as it forces the speller to focus on the word in his/her mind's eye.

Step by Step Phonics:

Book 1: Phonics for Tier 1

Slide 2: Introduction to blocks and block jobs. This slide will need to be used daily until students have caught onto the steps of blocks. (See above pages 6-7 for step by step instructions to the blocks.)

Slide3-21: Rhyming

This is a foundational skill to reading and needs to be taken very seriously. Demonstrate that why the beginning sound changes, the ending sound sounds exactly the same. Practice with cat, bat...they both have the "at" sound in them. Teachers should read these and have the students copy what is read while paying attention to what their mouth is doing as they rhyme. (Students are not expected to read these symbols at this stage, but listen to the sound change as the teacher reads and they repeat it.)

Other activities to teach this concept can be found at:

http://www.readingrockets.org/strategies/onset_rime. Once students have mastered this concept, teachers are encouraged to make sure that the students know all of their consonant sounds before moving onto the blocks exercises listed above.

Comprehension slides 10-19 contain poems that can be used to practice rhyming in a shared reading context.

Slide 22: Tt/Dd Using a multi-sensory approach, letters in this curriculum are introduced in pairs based on how the mouth moves when saying the letter. During each introduction, teachers are encouraged to have the students place their hand on their mouth and then on their throat to feel the vibration of the second letter. Students will notice that while their mouth does the exact same movement with both letters, the throat only vibrates on the second letter. We tell the students that the second letter has its "motor on."

Say boys and girls, today we are going to learn about the letters T and D. T says /t/. Place your hand on your mouth and make the sound /t/. What do you feel? Do you feel your tongue tapping against your teeth as they tap together and some air coming out of your mouth? Now let's make the sound that D makes, /d/. Say /d/ and feel your mouth. What do you feel? Do you feel your teeth tapping and feel a small puff of air? Both of these letters make our mouth do the very

same thing! I'm going to teach you how they are different. Place your hand on your throat and make the sound /t/, now make the sound /d/. Do you feel something different? Can you feel your motor in your throat going? So T and D are very good friends, only the D has a motor! Let's call these our **teeth tapping friends**. Which one has a motor again? T or D?

Next have the students create their own capital and lowercase Tt using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them tap their teeth and say t-t-t as they create both the upper and lower case letter. Have them think of other words besides tiger that begin with T. Does anyone in the class have a name that begins with T?

Do the same with Dd only remind them that their motor is going.

Have students continue to practice forming the letters using first their fingers in a texture such as sand, shaving cream, finger paint, or rice. Teach the students to begin at the top and move down. Let them know that letters like gravity. They start at the top and then fall down. Go to these sites for teacher instructions on letter formation.

<http://schools.cfid.net/pope/Handwriting%20Strokes.pdf>

<http://www.hwtears.com/files/Letter%20Formation%20Charts.pdf>

Slide 23: Kk/Gg

Using a multi-sensory approach, letters in this curriculum are introduced in pairs based on how the mouth moves when saying the letter. During each introduction, teachers are encouraged to have the students place their hand on their mouth and then on their throat to feel the vibration of the second letter. Students will notice that while their mouth does the exact same movement with both letters, the throat only vibrates on the second letter. We tell the students that the second letter has its "motor on.

Say boys and girls, today we are going to learn about the letters k and g. k says /k/. Place your hand on your mouth and make the sound /k/. What do you feel? Do you feel your tongue scraping at the top of your mouth? Now let's make the sound that g makes, /g/. Say /g/ and feel your mouth. What do you feel? Do you feel your tongue scraping at the top of your mouth? Both of these letters make our mouth do the very same thing! I'm going to teach you how they are different. Place your hand on your throat and make the sound /k/, now make the sound /g/. Do you feel something different? Can you feel your motor in your throat going? So k and g are very good friends, only the G has a motor! Let's call these our **tongue scraping friends**. Which one has a motor again? K or G?

Next have the students create their own capital and lowercase Kk using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say k-k-k as they create both the upper and lower case letter. Have them think of other words besides kangaroo that begin with K. Does anyone in the class have a name that begins with K?

Do the same with Gg only remind them that their motor is going.

Slide 24: Ff/Vv

Using a multi-sensory approach, letters in this curriculum are introduced in pairs based on how the mouth moves when saying the letter. During each introduction, teachers are encouraged to have the students place their hand on their mouth and then on their throat to feel the vibration of the second letter. Students will notice that while their mouth does the exact same movement with both letters, the throat only vibrates on the second letter. We tell the students that the second letter has its “motor on.

Say boys and girls, today we are going to learn about the letters F and V. F says /ffff/. Place your hand on your mouth and make the sound /fff/. What do you feel? Do you feel your teeth resting on your lips? Now let’s make the sound that V makes, /vvvv/. Say /vvvv/ and feel your mouth. What do you feel? Do you feel your teeth resting on your lips? Both of these letters make our mouth do the very same thing! I’m going to teach you how they are different. Place your hand on your throat and make the sound /ffff/, now make the sound /vvvv/. Do you feel something different? Can you feel your motor in your throat going? So F and V are very good friends, only the V has a motor! Let’s call these our **lip resting friends**. Which one has a motor again? F or V?

Next have the students create their own capital and lowercase Ff using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say f-f-f as they create both the upper and lower case letter. Have them think of other words besides tiger that begin with F. Does anyone in the class have a name that begins with F?

Do the same with Vv only remind them that their motor is going.

Slide 25: Ii

Say boys and girls, today we are going to learn about the letter I. I has two sounds, it can either say /i/ as in igloo, or it can say its name “I”. “I” is a very special letter because it is what we call a vowel. Did you know that every word has a vowel in it? Let me show you some other vowels. They are A, E, O, and U. Today we will just be talking about the I and we are will just talk about

the i sound as in igloo. Do you feel your mouth getting flat in a straight line. Say the sound /i/ and feel your mouth. How are your lips? Are they together or a little bit apart?

Next have the students create their own capital and lowercase li using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say i-i-i as they create both the upper and lower case letter. Does anyone in the class have a name that has the vowel “i” in it?

(Students will later learn to find the li in the word maker square)

Slide 26-28: Making words with the letters learned thus far.

Use this slide to help students create words using the letter thus far. Begin showing students how to blend sounds together to form words. This can be very difficult for some students. Teachers are encouraged to have the students build the words with magnetic letters or tiles as they are 3-dimensional. By using these tools, students can push the sounds as the teacher says them. For example, the teacher can say, “Let’s make the word ‘it.’ We do this by taking an i and a t and placing them together. Find your letter I that says /i/ as in igloo and your T that says /t/ as in tiger. Place the i in front of the t like so.” (demonstrate for the students) Let’s say the sounds i-t. Put it together and it says “it.” Now we can make more words. Let’s put a K that says /k/ as in kangaroo in front of the it. Let’s say all of these sounds, k-i-t. Now let’s put it together to say “kit.” Good job! Let’s do another one!” Have the children make the word fit. Now have them go back and practice making it, kit, and fit. Next move on to have them make kid and did.

Slide 29: Ss/Zz

Using a multi-sensory approach, letters in this curriculum are introduced in pairs based on how the mouth moves when saying the letter. During each introduction, teachers are encouraged to have the students place their hand on their mouth and then on their throat to feel the vibration of the second letter. Students will notice that while their mouth does the exact same movement with both letters, the throat only vibrates on the second letter. We tell the students that the second letter has its “motor on.

Say boys and girls, today we are going to learn about the letters S and Z. S says /ssss/. Place your hand on your mouth and make the sound /sss/. What do you feel? Do you feel your teeth coming together and staying together? Do you feel air coming out of your teeth? Now let’s make the sound that Z makes, /zzz/. Say /zzz/ and feel your mouth. What do you feel? Do you feel your teeth coming together and staying together? Do you feel air coming out of your teeth? Both of these letters make our mouth do the very same thing! I’m going to teach you how they are different. Place your hand on your throat and make the sound /s/, now make the sound /z/. Do you feel something different? Can you feel your motor in your throat going? So S and Z are

very good friends, only the Z has a motor! Let's call these our **teeth blowing friends**. Which one has a motor again? S or Z?

Next have the students create their own capital and lowercase Ss using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say s-s-s as they create both the upper and lower case letter. Have them think of other words besides snake that begin with S. Does anyone in the class have a name that begins with S?

Do the same with Zz only remind them that their motor is going.

Slide 30: Mm/Nn

Say boys and girls, today we are going to learn about the letters M and N. M says /m/. Place your hand on your mouth and make the sound /m/. What do you feel? Do you feel your lips pressing tightly together? Notice how the sounds goes on and on. It kind of sounds like we are humming. Is there any air coming out of your mouth? (no) Now let's make the sound that N makes, /n/. Say /n/ and feel your mouth. What do you feel? Do you feel your teeth coming together? Notice how this sound also goes on and on. Is there any air coming out of your mouth? (no) These letters sound a little the same, but they are different because our mouth does different things. Now say /m/ again and plug your nose, does any sound come out? Try /n/ and plug your nose. Do you hear any sound? These letters are the same in one way because the sound comes out of our nose. How silly is that? :) So M and N are very good friends, our mouths are different but the sound comes out of our nose! Let's call these our **nosey friends**.

Next have the students create their own capital and lowercase Mn using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say mmm as they create both the upper and lower case letter. Have them think of other words besides monkey that begin with M. Does anyone in the class have a name that begins with M?

Do the same with Nn.

Slide 31: Ww/Hh

Say boys and girls, today we are going to learn about the letters W and H. W says /w/. Place your hand on your mouth and make the sound /w/. What do you feel? Do you feel some air coming out of your mouth? Now let's make the sound that H makes, /h/. Say /h/ and feel your mouth. What do you feel? Do you feel a long stream of air? These letters both make windy air even though our mouths are different. Let's call these the **windy friends**.

Next have the students create their own capital and lowercase Ww using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say w-w-w as they create both the upper and lower case letter. Have them think of other words besides tiger that begin with W. Does anyone in the class have a name that begins with W?

Do the same with Hh.

Comprehension slide #15 contains the Poem Wiloughby Wallaby Woo to give students practice with the “w” sound.

Slide 32: Ee

Say boys and girls, today we are going to learn another vowel. Remember boys and girls that all words have a vowel in them. Do you remember the last vowel that we learned? It was the “i”. Once we learned it, we were able to make all kinds of words. Today we will learn about the vowel E. E says /e/ as in egg. It also sometimes says its name “E.” Today we will just learn about the /e/ sound. Place your hand on your mouth and make the sound /e/. What do you feel? Say /e/ and then say our other vowel sound /i/. How are our mouths the same and different? Remember how the /i/ sound made our lips come a little bit close together and make our mouths flat? Let’s say /e/. Notice that our jaw drops down just a little bit. To go from the sound /i/ to /e/, we just need to drop our mouths open a tiny bit. Now you try it. Place your hand on your mouth and say /i/. Now say /e/.

Next have the students create their own capital and lowercase Ee using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say e-e-e as they create both the upper and lower case letter. Ask them who has the vowel “E” in their name.

Have students continue to practice forming the letters using first their fingers in a texture such as sand, shaving cream, finger paint, or rice. Teach the students to begin at the top and move down. Let them know that letters like gravity. They start at the top and then fall down. Go to these sites for teacher instructions on letter formation.

<http://schools.cfishd.net/pope/Handwriting%20Strokes.pdf>

<http://www.hwtears.com/files/Letter%20Formation%20Charts.pdf>

Next have students form the letters on a white board.

Finally, have the students form the letters using paper and pencil.

Slide 33-34: Making words with the letters learned thus far. Follow the instructions as given in this teacher's manual for slides 26-27.

Slide 35: Ll/Rr

Say boys and girls, today we are going to learn about the letters L and R. L says /l/ as in laughing. Place your hand on your mouth and make the sound /l/. What do you feel? Do you feel your tongue lifting up? Now let's make the sound that R makes, /r/. Say /r/ and feel your mouth. What do you feel? Do you feel your mouth forming a tight circle? What is your tongue doing? Get student input here as this is the most difficult sound for children to make. If the class comes to a consensus on what their tongue is doing, use their verbiage. If not, let them know that the back of their tongue is lifting to make the sound. We call these our **tongue lifting friends**.

Next have the students create their own capital and lowercase Ll using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them lift their tongue and say l-l-l as they create both the upper and lower case letter. Have them think of other words besides tiger that begin with L. Does anyone in the class have a name that begins with L?

Do the same with Rr.

Have students continue to practice forming the letters using first their fingers in a texture such as sand, shaving cream, finger paint, or rice. Teach the students to begin at the top and move down. Let them know that letters like gravity. They start at the top and then fall down. Go to these sites for teacher instructions on letter formation.

<http://schools.cfid.net/pope/Handwriting%20Strokes.pdf>

<http://www.hwtears.com/files/Letter%20Formation%20Charts.pdf>

Next have students form the letters on a white board.

Finally, have the students form the letters using paper and pencil.

Slide 36: Pp/Bb

Using a multi-sensory approach, letters in this curriculum are introduced in pairs based on how the mouth moves when saying the letter. During each introduction, teachers are encouraged to have the students place their hand on their mouth and then on their throat to feel the vibration of the second letter. Students will notice that while their mouth does the exact same movement with both letters, the throat only vibrates on the second letter. We tell the students that the second letter has its "motor on."

Say boys and girls, today we are going to learn about the letters P and B. P says /p/. Place your hand on your mouth and make the sound /p/. What do you feel? Do you feel your lips pressing together and making a small puff of air? Now let's make the sound that B makes, /b/. Say /b/ and feel your mouth. What do you feel? Do you feel your lips pressing together and feel a small puff of air? Both of these letters make our mouth do the very same thing! I'm going to teach you how they are different. Place your hand on your throat and make the sound /p/, now make the sound /b/. Do you feel something different? Can you feel your motor in your throat going? So P and b are very good friends, only the B has a motor! Let's call these our **lip puffing friends**. Which one has a motor again? P or B?

Next have the students create their own capital and lowercase Pp using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them puff their lips and say p-p-p as they create both the upper and lower case letter. Have them think of other words besides tiger that begin with P. Does anyone in the class have a name that begins with P?

Do the same with Bb only remind them that their motor is going.

Comprehension slides 14 and 16 contain rhyming poems for the students to practice the p and b sounds.

Have students continue to practice forming the letters using first their fingers in a texture such as sand, shaving cream, finger paint, or rice. Teach the students to begin at the top and move down. Let them know that letters like gravity. They start at the top and then fall down. Go to these sites for teacher instructions on letter formation.

<http://schools.cfishd.net/pope/Handwriting%20Strokes.pdf>

<http://www.hwtears.com/files/Letter%20Formation%20Charts.pdf>

Next have students form the letters on a white board.

Finally, have the students form the letters using paper and pencil.

NOTE: The lower case p and b can be very difficult for children to discriminate.

Reasons for reversals:

When children are introduced to objects as babies, the object stays the same no matter which way it is positioned. For example, a pencil is a pencil no matter which direction we hold it. Up to now in a child's experience, an object remains the same object any way it is positioned. Letter and number symbols are the first thing a child encounter in which the positioning matters. It's a different object with each different orientation, or perhaps it's no object at all. A pencil can't be

"backwards", but a letter or number can. So of course it's confusing, and most young children reverse their letters at some point.

Step 1: Create with clay

Have your student create the letter b with clay. Have them alternate this letter to a d,p, and a q. Have the student think about the orientation and create a picture or meaning for each. For example, the "b" can be a bat and ball. A "d" can be a donut and a brick wall. A "p" is a potato and a stick, and a "q" is a quarter and a dollar bill. (Qq is introduced on slide 36)

Step 2: Use a 2 dimensional cutout

Cut out the letter b with construction paper. Have your student reverse it to a b, flip it into a p, and then reverse into a q. To help them form this in their mind, prompt them to flip this letter under the table. For example say, "Change your b to a d under the table, now show it to me." This shows you that the child is starting to see the letter's directionality in the right direction.

Step 3: Use texture for skill application

Have the student practice writing the letters in shaving cream, finger paint, rice, salt, or any other house hold item that has texture.

Step 4: Paper/Pencil

Once the student can discriminate letters with these other mediums, he/she is now ready to practice what is learned with a writing utensil.

Slide 37: Qu and the Qu rule

Say boys and girls, today we are going to learn about the letter Q. Use this slide to teach the sound and the rule.

Next have the students create their own capital and lowercase Qq using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say the /q/ sound as they create both the upper and lower case letter. Have them think of other words besides tiger that begin with Q. Does anyone in the class have a name that begins with Q?

Have students continue to practice forming the letters using first their fingers in a texture such as sand, shaving cream, finger paint, or rice. Teach the students to begin at the top and move down. Let them know that letters like gravity. They start at the top and then fall down. Go to these sites for teacher instructions on letter formation.

<http://schools.cfid.net/pope/Handwriting%20Strokes.pdf>

<http://www.hwtears.com/files/Letter%20Formation%20Charts.pdf>

Next have students form the letters on a white board.

Finally, have the students form the letters using paper and pencil.

Reinforce by using the discrimination activities in slide 16 instructions of this teacher's manual.

Slide 38: Aa

Say boys and girls, today we are going to learn another vowel. Remember boys and girls that all words have a vowel in them. Do you remember the other vowels that we learned? They were the "I" and the "E". Once we learned them, we were able to make all kinds of words. Today we will learn about the vowel A. A says /a/ as in apple. It also sometimes says its name "A." Today we will just learn about the /a/ sound. Place your hand on your mouth and make the sound /a/. What do you feel? Say /a/ and then say the other vowel sounds /e/ and /i/. How are our mouths the same and different? Remember how the /i/ sound made our lips come a little bit close together and make our mouths flat? Let's say /e/. Notice that our jaw drops down just a little bit. To go from the sound /i/ to /e/, we just need to drop our mouths open a tiny bit. Now you try it. Place your hand on your mouth and say /i/. Now say /e/. Now say /a/. Our jaw drops down even farther. Our vowel friends are going to be called "**jaw droppers.**"

Next have the students create their own capital and lowercase Aa using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say /a/ as they create both the upper and lower case letter. Ask them who has the vowel "A" in their name.

Have students continue to practice forming the letters using first their fingers in a texture such as sand, shaving cream, finger paint, or rice. Teach the students to begin at the top and move down. Let them know that letters like gravity. They start at the top and then fall down. Go to these sites for teacher instructions on letter formation.

<http://schools.cfid.net/pope/Handwriting%20Strokes.pdf>

<http://www.hwtears.com/files/Letter%20Formation%20Charts.pdf>

Next have students form the letters on a white board.

Finally, have the students form the letters using paper and pencil.

Slide 39-40: Making words with the letters learned thus far. Follow the instructions as given in this teacher's manual for slide 26.

Slide 41: Jj

Say boys and girls, today we are going to learn about the letter Jj. J says /j/ as in jeep. Say the sound /j/. What is your mouth doing? Put your hand on your mouth and say /j/. Do you feel your jaw and lips moving forward? They are pushing forward kind of fast. Remember that your jaw likes to say /j/.

Next have the students create their own capital and lowercase Jj using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say j-j-j as they create both the upper and lower case letter. Have them think of other words besides jeep that begin with J. Does anyone in the class have a name that begins with J?

Comprehension slide 13 has the poem *Jelly in the bowl* for students to practice the “j” sound.

Have students continue to practice forming the letters using first their fingers in a texture such as sand, shaving cream, finger paint, or rice. Teach the students to begin at the top and move down. Let them know that letters like gravity. They start at the top and then fall down. Go to these sites for teacher instructions on letter formation.

<http://schools.cfid.net/pope/Handwriting%20Strokes.pdf>

<http://www.hwtears.com/files/Letter%20Formation%20Charts.pdf>

Next have students form the letters on a white board.

Finally, have the students form the letters using paper and pencil.

Slide 42: Cc

Say boys and girls, today we are going to learn about the letter Cc. C has two sounds. It can say /k/ as in cat. Say the sound /k/. What is your mouth doing? Put your hand on your mouth and say /k/. Our mouth feels the same as when we learned the letter K, only now we will draw a c to make this sound. It feels like our tongue is scraping across the back of our mouth.

Now let’s say the other sound that c makes, ssss as in circus. What is our mouth doing now? Is it blowing air through our teeth like the letter s? Yes it is, but now we will draw a c for this sound.

Next have the students create their own capital and lowercase Cc using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say k-k-k and s-s-s as they create both the upper and lower case letter. Have them think of other words besides cat and circus that begin with C. Does anyone in the class have a name that begins with C?

Comprehension slide 13 has the poem *Jelly in the bowl* for students to practice the “c” sound.

Have students continue to practice forming the letters using first their fingers in a texture such as sand, shaving cream, finger paint, or rice. Teach the students to begin at the top and move down. Let them know that letters like gravity. They start at the top and then fall down. Go to these sites for teacher instructions on letter formation.

<http://schools.cfid.net/pope/Handwriting%20Strokes.pdf>

<http://www.hwtears.com/files/Letter%20Formation%20Charts.pdf>

Next have students form the letters on a white board.

Finally, have the students form the letters using paper and pencil.

Slide 43: Oo

Say boys and girls, today we are going to learn another vowel. Remember boys and girls that all words have a vowel in them. Do you remember the other vowels that we learned? They were the "A", "I" and the "E". Once we learned them, we were able to make all kinds of words. Today we will learn about the vowel O. A says /o/ as in octopus. It also sometimes says it's name "O." Today we will just learn about the /o/ sound. Place your hand on your mouth and make the sound /o/. What do you feel? Say /o/ and then say the other vowel sounds /a/, /e/ and /i/. How are our mouths the same and different? Remember how the /i/ sound made our lips come a little bit close together and make our mouths flat? Let's say /e/. Notice that our jaw drops down just a little bit. To go from the sound /i/ to /e/, we just need to drop our mouths open a tiny bit. Now you try it. Place your hand on your mouth and say /i/. Now say /e/. Now say /a/. Our jaw drops down even farther. Now say /o/, our jaw drops even further. Remember that our vowel friends are going to be called "**jaw droppers.**"

Next have the students create their own capital and lowercase Oo using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say /o/ as they create both the upper and lower case letter. Ask them who has the vowel "O" in their name.

Have students continue to practice forming the letters using first their fingers in a texture such as sand, shaving cream, finger paint, or rice. Teach the students to begin at the top and move down. Let them know that letters like gravity. They start at the top and then fall down. Go to these sites for teacher instructions on letter formation.

<http://schools.cfid.net/pope/Handwriting%20Strokes.pdf>

<http://www.hwtears.com/files/Letter%20Formation%20Charts.pdf>

Next have students form the letters on a white board.

Finally, have the students form the letters using paper and pencil.

Slide 44: Uu

Say boys and girls, today we are going to learn another vowel. Remember boys and girls that all words have a vowel in them. Do you remember the other vowels that we learned? They were the “O”, “A”, “I” and the “E”. Once we learned them, we were able to make all kinds of words. Today we will learn about the vowel U. A says /u/ as in umbrella. It also sometimes says its name “U.” Today we will just learn about the /u/ sound. Place your hand on your mouth and make the sound /u/. What do you feel? Say /u/ and then say the other vowel sounds /o/, /a/, /e/ and /i/. How are our mouths the same and different? Remember how the /i/ sound made our lips come a little bit close together and make our mouths flat? Let’s say /e/. Notice that our jaw drops down just a little bit. To go from the sound /i/ to /e/, we just need to drop our mouths open a tiny bit. Now you try it. Place your hand on your mouth and say /i/. Now say /e/. Now say /a/. Our jaw drops down even further. Now say /o/, our jaw drops even further. Let’s say /u/. Our mouths drop even further! Remember that our vowel friends are going to be called **“jaw droppers.”**

Next have the students create their own capital and lowercase Uu using clay. By forming the letters 3 dimensionally, students are involved in the creativity and can have an easier time remembering its sound. Have them say /u/ as they create both the upper and lower case letter.

Have students continue to practice forming the letters using first their fingers in a texture such as sand, shaving cream, finger paint, or rice. Teach the students to begin at the top and move down. Let them know that letters like gravity. They start at the top and then fall down. Go to these sites for teacher instructions on letter formation.

<http://schools.cfisd.net/pope/Handwriting%20Strokes.pdf>

<http://www.hwtears.com/files/Letter%20Formation%20Charts.pdf>

Next have students form the letters on a white board.

Finally, have the students form the letters using paper and pencil.

Slide 45-46: Making words with the letters learned thus far. Follow the instructions as given in this teacher’s manual for slide 26.

Slide 47: The 2 sounds of “a”

There are actually 11 ways to spell long a. Students at this level do not need to learn all of these, but can be made aware of them.

Long A: **a** as in acorn, **a-e** as in made, **ea** as in steak, **ai** as in rain, **ei** as in reindeer, **ay** as in stay, **ey** as in obey, **aigh** as in straight, **eigh** as in eight, **et** as in buffet, **e`** as in cliché`.

Use this pictorial slide to show students that the letter “a” has two sounds. Have them notice how their mouth is formed differently for each of these sounds.

Slide 48: The 2 sounds of “e”

There are actually 8 ways to spell long e. Students at this level do not need to learn all of these, but can be made aware of them.

Long E: **e** as in ego, **e-e** as in delete, **ee** as in sheep, **ea** as in beak, **ei** as in ceiling, **ie** as in field, **ey** as in key, **-y** as in baby,

Use this pictorial slide to show students that the letter “e” has two sounds. Have them notice how their mouth is formed differently for each of these sounds.

Slide 49: The 2 sounds of “i”

There are actually 7 ways to spell long i. Students at this level do not need to learn all of these, but can be made aware of them.

Long I: **i** as in island, **i-e** as in ice, **ie** as in tie, **ei** as in eidetic, **ey** as in geyser, **igh** as in night, **-y** as in fly

Use this pictorial slide to show students that the letter “i” has two sounds. Have them notice how their mouth is formed differently for each of these sounds.

Slide 50: The 2 sounds of “o”

There are actually 9 ways to spell long o. Students at this level do not need to learn all of these, but can be made aware of them.

Long O: **o** as in oval, **o-e** as in poke, **oa** as in boat, **ow** as in tow, **ou** as in soul, **oe** as in hoe, **ough** as in though, **ew** as in sew, **eau** as in plateau

Use this pictorial slide to show students that the letter “o” has two sounds. Have them notice how their mouth is formed differently for each of these sounds.

Slide 51: The 2 sounds of “u”

There are actually 5 ways to spell long u. Students at this level do not need to learn all of these, but can be made aware of them.

Long U: **u** as in ukulele, **u-e** as in mule, **ue** as in hue, **eu** as in feud, and **ew** as in few

Use this pictorial slide to show students that the letter “u” has two sounds. Have them notice how their mouth is formed differently for each of these sounds.

Slide 52: Vowel review

This slide contains links to the short vowel song <https://www.youtube.com/watch?v=fR-BLFZyAWs> as well as to the long vowel song https://www.youtube.com/watch?v=agizfmO_D_A

Slide 53: Sight words introduction

This slide introduces students as to how they will be taught sight words.

Procedure:

1. Sight words are included in the resource section of this manual. Choose 5 new words at a time from this list.
2. Write each word on an index card. Use a black felt tip marker. Tell the student how the word is pronounced and what it means.
3. Organize the word cards using four different categories. The categories are scooters, cars, jets and rockets. These labels represent the progression from slow to instant.

Scooters

New word cards go into the scooter’s pile. You should never have more than five active scooters at a time. Words can graduate from scooters when they have been recalled perfectly without any aid from the teacher.

Students who know very few words will likely accumulate a lot of scooters. Make an “Extra Scooters” stack. As a scooter advances, replace it with the most common word from your “Extra Scooters” stack so that you always keep five scooters at once.

Scooters should be laid out on the table and reviewed in a variety of ways. As a general rule, each scooter should be reviewed twice per lesson, For struggling students you may review each three to four times. Here are some ways to review scooters:

1. **Point and Say:** Lay the scooters out on the table. Teacher points to the word card, the student reads it and tells the meaning in his/her own words.
2. **Wake Up and Goodnight:** Set all the scooters out and have the student read them. As the student gets a word right, turn the card over(put it to bed.) Then, turn the word

back over one by one and have the student re-read to “wake them up.” If they can’t pass off, leave it awake or asleep and come back to it.

3. **Mine or Yours:** If a student gets a word right, they get the card. If they get it wrong, you get the card.

4. **Up the Ladder:** Put the words in a vertical line to form a “ladder.” Go up and down the rungs of the ladder a couple times.

Cars, Jets, Rockets

When words are perfect without help they can advance to cars. Cars, jets, and rockets develop speed. Once a word is read and the meaning recalled quickly, it can advance to jets. For every day it is read lightning fast, give in a tally mark on the back. Once it has five tally marks, it can move to rockets. You may also ask the students to spell it without looking in order for it to move to rockets. Scooters, cars and jets are flashed daily (scooters up to three or four times daily) but rockets are flashed once a week.

If at any time a word is read incorrectly or the meaning of the word was not recalled in the car, jet, or rocket category, it should be corrected and talked about. Then, it should be moved down to scooters – **no matter what level it started at.**

If you have a large amount of rockets you can send half of them home with the child and have the parent flash them once a week to the student at home. This will help ensure that they “hang onto” these common sight words.

Slides 54-61: Beginning Sounds

These slides contain matching activities to guide the students to match the letter to the picture with the same beginning sound. It also has words for the students to practice saying the beginning sound. Finally there is a link on slide 60 for further practice.

<http://www.funfonix.com/games/intromenu.php>

Slides 62-67: Ending Sounds

These slides contain matching activities to guide the students to match the letter to the picture with the same ending sound. It also has words for the students to practice saying the ending sound. Finally there are links on slide 66 for further practice.

<http://splash.abc.net.au/res/i/L7859/index.html>

http://www.literactive.com/Download/live.asp?swf=story_files/slides_US.swf

Slide 68: Practice with beginning and ending sounds

Use these links for additional practice

Slides 69-71: Middle Sounds

These slides contain a variety of activities to practice the middle sounds in words. Teachers are also encouraged to use the Blocks/Symbol Imagery(SI) packet for additional practice. Teachers can also use the middle sound cups as presented in the resource section of this manual.

Slides 72-75: Learning the blends ch, sh, th, and wh

Teachers can also use the beginning and ending game, the connect four game, and the race to the top game from the resource section to reinforce this skill.

Slide 76-77 : Use this slides to teach students how to count syllables.

Say, “Knowing how many syllables are in a word helps us to be able to read longer words. You can feel syllable chunks. They feel like beats. Sun has one beat, Sunny has two beats, and Sunnier has three beats. One way to feel the beats is to clap your hands. Clap “fun”. How many times did you clap? Clap “table”. How many times did you clap? Clap “elephant”. How many times did you clap?” Another way to feel the beats is to hum them. Hum the word telephone. How many times did you hum? Did you feel any inflection in your voice as you hummed this word?

“For the word lists on this page, we are going to see how many syllables are in each word by placing a square piece of colored felt on the table for each syllable.” (Have 3x3 squares of colored felt for individual students to use.)

NOTE: Colored paper may also be used instead of the 3x3 pieces of felt. Keep in mind that the reason colored felt is encouraged is because of it’s texture which enhances a multi-sensory approach.

Guide students to tap the table and place a colored felt: happy (2), happiness (3), hungry (2), bowl (1), elephant (3), love (1), camp (1), water (2), television (4), candy (2), street (1), yesterday (3)