

Accelerating Foundational Literacy: Beginnings

Consonants and Short-Vowel a/a/ Teaching Guide & Student Activities

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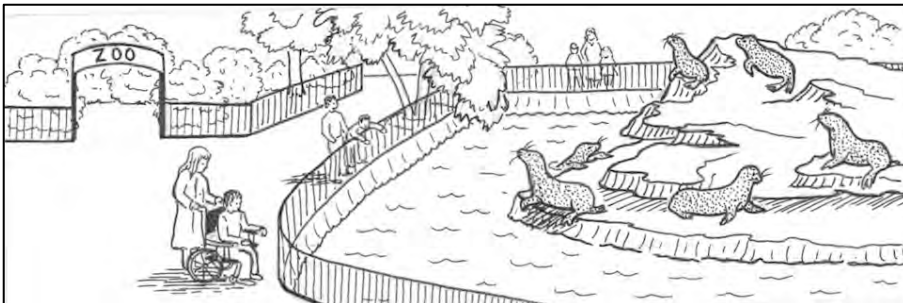


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Accelerating Foundational Literacy: Student Practice Activities, which contains the student exercises, has been inserted after p. 11 as a separate publication.

Accelerating Foundational Literacy: Beginnings

Accelerating Foundational Literacy: Beginnings is designed to complement the professional book, *Closing the Literacy Gap*. *Accelerating Foundational Literacy* is limited to users of the text. Combining the best features of structured literacy, which emphasizes direct, systematic, intensive instruction with a balanced, holistic approach, which stresses extensive reading and writing, *Accelerating Foundational Literacy: Beginnings* is a classroom- and clinic-tested, research-based program designed to build a foundation of basic literacy skills. *Beginnings* introduces beginning and final consonants, the short-vowel *a*, and 31 high-frequency and short-*a* words.

Consonant correspondences are presented in approximate order of frequency of appearance and ease of learning with *m/m/* and *s/s/* being taught in the beginning of the program and *y/y/* and *z/z/* being taught in the final unit of the program. The distinguishing characteristic of *Beginnings* is its intensive step-by-step instruction and extensive practice and application. Phonic elements are presented both in patterns: *-ad, -ag, -am, -an, -ap* and sound-by-sound: */a/-/d/, /a/-/g/, /a/-/m/, /a/-/n/, /a/-/p/* so that students construct a thorough understanding of letter-sound relationships while continuing to develop phonemic awareness.

An efficient program, *Beginnings* is designed so that students begin reading words after learning just a few phonics elements. After learning the correspondences *s/s/, m/m/, t/t/,* and *c/c/*, students are introduced to *a/a/* so that they can begin to form and read words, such as, *at, cat, mat, sat*. They also learn a few high-frequency words, such as *I, see, on,* and *a* so that they can read sentences and stories using the words and skills that they have learned.

Engaging, Interactive Activities

Students engage in a variety of activities designed to create automatic recognition of phonics elements. They assemble letters into words, add letters to make words, take words apart, substitute letters to change words, sort words, note familiar words in environmental print, spell words, write words, and meet words in traditional rhymes and verses that are share read with the teacher and--most important of all-- read words in specially constructed stories.

Target Audience

Beginnings is designed as an intervention program for students who are having difficulty mastering initial consonant correspondences but may also be used with normally achieving students. *Beginnings* is part of *Accelerating Foundational Literacy*, an intensive intervention program, which consists of the following levels:

- *Beginnings*: Consonants, short *a*, and high-frequency and short-*a* words
- Level A: Short-vowel patterns and blends and high-frequency irregular and advanced regular words. *Beginnings* provides the skills needed for Level A of *Accelerating Foundational Literacy*.
- Level B: Long-vowel patterns and blends and high-frequency irregular and advanced regular words
- Level C: *R*-vowel patterns and other-vowel patterns and blends and high-frequency irregular and advanced regular words
- Level D: Multisyllabic patterns

(Above programs are available for users of *Closing the Literacy Gap* at buildingliteracy.org. Download from the Reserved Resources tab.)

Placing/Screening Students

The essence of *Accelerating Foundational Literacy* is to build on what students know. Before beginning the program, find out what skills students have mastered and what skills they need to work on. This will help you determine a starting point for students. Beginning reading consists of four key tasks: Letter Knowledge, Phonemic Awareness, Letter-Sound Knowledge, and Word Reading. To help you determine students' literacy status, the following assessments have been provided in Appendix B.

Letter Naming Shown uppercase and lowercase letters in random order, students name as many letters as they can. In order to profit from instruction in beginning consonants, students should know at least 15-20 uppercase letters.

Saying Beginning Sounds In this measure of phonemic awareness, the examiner says a word, and the student is asked to say the sound that the word begins with: “What sound does *hat* begin

with?” Students should have a score of about 80% on a test of beginning sounds. Otherwise learning letter sounds may be too much of a struggle.

Letter Sounds Students are shown a series of letters and asked to tell what sound the letter usually stands for or “makes.” The letters *q* and *x* are not included. Except when used in proper names, *q* always appears with *u*. The letter *x* represents a blend or cluster of sounds as in *box* /boks/ or, in a few words, the sound /z/. The letter *x* is usually found at the end of a word. The consonant digraphs *ch* and *sh* are included. If students know fewer than 80% of the consonants, they should be placed in *Beginnings*. However, if they know some consonants, they should be given credit for what they know. Provide instruction for unknown consonants. If students know at least 80% of the consonants, they should be given the Word Pattern Survey.

Word Pattern Survey Students are assessed on their ability to read single-syllable word patterns that range from short-vowel patterns (*hat, hen, hit*) to other-vowel patterns (*coin, straw, brook, cloud*). Based on their performance, they are placed in Accelerating Foundational Literacy A, B, or C or given a higher-level test.

Progress Monitoring and Formative Assessment

Monitoring students’ progress is critical to the success of any literacy program but is especially important when beginning skills are being developed. The Letter Sounds Test, which is used to place students, can be used to monitor progress. The skills measured in the Letter Sounds Test assessments are cumulative, so it does not affect the validity or reliability if students have taken the test previously. Students continue to respond to items until they reach items that they cannot process, so they do not become familiar with items on which they will be tested in the future. Students can also be monitored on the Word Reading Test. The Word Reading Test is comprised of high-frequency and short-*a* words that have been introduced in *Beginnings*. Students should be monitored monthly. As part of monitoring, establish goals for students and set up goal charts.

Establishing Student Goals

The first step in progress monitoring is to determine where students are, set goals, and then monitor progress toward reaching those goals or benchmarks. Basic goals in *Beginnings* for beginning readers include the following:

- Identify and use 18-20 consonant correspondences

- Read 25 high-frequency and short-*a* words

Once you have established goals and determine where students are, set up Progress Charts for them. Progress Charts can be found in Appendix B. Set up charts for Letter Sounds and Word Reading. Mark on the chart where the student is now as is shown in Figure 1.2. Then determine where the student needs to be by year’s end or at the end of some other designated instructional period. Draw a line from where the student is now to where the student should be at the end of the instructional period. This will show you the rate at which the student needs to progress to meet the goal. The goal should be realistic. If the student is significantly behind, it might take an extended period of time for the student to catch up and the student might need more intensive instruction and additional sessions. Monitor the student’s progress periodically to see if the student is making adequate progress. If the student is not on track to reach their goal, adjust the program and provide intervention as needed.

Figure 1.2
Consonant Progress Monitoring Chart

Name _____ Grade _____ School Year _____

23										
22										
21										
20										v
19										
18										
17										
16										
15										
14										
13										
12										
11										
10										
9										
8										
7										
6										
5										
4	v									
3										
2										
1										
	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June

Progress monitoring should be complemented with formative assessment. Each lesson ends with an Assessment and Differentiation feature. Suggestions are made for using observations, work samples, or other means for informally assessing how well students have learned the target skills and as a basis for planning future instruction. A key element in formative assessment is using the results to adjust instruction. Each Assessment and Differentiation contains suggestions for helping students who haven’t yet fully grasped the lesson’s target skill(s).

Beginnings and Common Core State Standards

Beginnings develops all the kindergarten standards recommended by Common Core, except for CCSS.ELA-Literacy.RF.K.3B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. *Beginnings* provides intensive instruction in short-*a* patterns, but does not cover the other short-vowel patterns. *Accelerating Foundational Literacy Level A* covers all five short vowels in depth.

Beginnings As an Intervention Program

With its provision for screening, placement, monitoring, and differentiated, intensive instruction and successful use with struggling learners, *Beginnings* can be used to supplement the core program or as a Tier II or Tier III program. The approach incorporated in *Beginnings* has been used successfully with the most severely disabled readers.

Differentiation of Instruction and Practice

In a traditional literacy group, everyone in the group receives the same amount of practice, even those who are slow to catch on. In *Accelerating Foundational Literacy: Beginnings*, you are urged to provide each student with as much practice as they need. For instance, if a student has gone through the practice activities for a consonant correspondence or a vowel pattern and still hasn't mastered it, sources of additional practice are supplied. Each consonant correspondence is presented in a thorough, step-by-step lesson that is accompanied by extensive practice and application. Practice activities include the following:

Multisensory Practice Students say and write letter names and sounds in addition to seeing them.

Sorting Students sort pictures according to the consonant sounds they represent.

Assembling Words Students use cardboard or plastic letters to form words.

Building Words Students build words by adding letters to incomplete words.

Real World Reading Students use their knowledge of initial consonants to read signs and labels.

Shared Reading With the teacher’s help students read rhymes, stories, and articles that contain the phonics element that has been taught. This is an optional activity. Directions for a shared reading lesson can be found in Appendix C.

Reading Application Students read words, sentences, and brief selections that incorporate the consonant correspondences, short-*a* patterns, and high-frequency words that have been introduced. Decodable reading selections can be found in *Accelerating Foundational Literacy: Beginnings: Student Activities*, which can be found after p. 111 of this publication.

Extra Practice Listed under *Extra Practice* are optional sources of electronic reinforcement. One of the most effective sources is Reading Bear, a website that provides practice in blending and saying word patterns. Lesson presentations in Reading Bear are listed by the skill(s) they cover and the letters *a* through *f*, which indicate the segment of the skill being presented. For instance, short *a* includes segments *a* through *e*, with *a* presenting *ap* and *at* patterns, *b* presenting *at* and *am* patterns, *c* presenting *am* and *an* patterns, *d* presenting *an*, *ag*, and *ad* patterns, and *e* presenting *ad*, *as*, and *azz* patterns. In this resources section, the name of the presentation is noted along with the letters indicating the appropriate segment(s). For example, “short a: a-b” indicates that you should go the short *a* presentation and click on the *a* and *b* segments.

Providing Differentiated Practice

If students have difficulty learning correspondences or words, provide additional time with the activities that seem to be most engaging and most beneficial. Assembling Words and Building Words are especially effective with most students. If students continue to have difficulty, try Speech-to- Print Practice and/or Adapted Tracing.

Speech-to-Print Practice Speech-to-Print Practice, which is an adaptation of a classical approach created by Durrell and Murphy (1964), only requires recognition of printed words spoken by the teacher. Because students are only required to recognize the printed form of a word spoken by the teacher, Speech-to-Print Practice is about as easy an approach to phonics instruction as you can find. Here is how Speech-to-Print works. The teacher presents a phonic

element, such as the *m/m/* correspondence, and as practice, shows the students two word cards: *mat* and *sat*, and asks students, “Which word says *mat*?” The student selects *mat* from the two words. The teacher might also ask students to explain their choices: “How do you know the word says *mat*?”

Each consonant correspondence and short-*a* pattern is accompanied by a Speech-to-Print Practice activity. The newly taught correspondence is contrasted with previously taught correspondences. For instance, after the correspondence *m/m/* has been taught, it is contrasted with the previously taught correspondence *s/s/* as in Figure 1.1. Figure 1.1 lists the contrasting words. The consonants (m-s) being contrasted are noted in the panel at the top of the box. The first column lists the target words, the ones that will be read by the teacher. The student is presented with the words listed in Columns 2 and 3. The words can be presented on cards or as a list. The teacher reads the words listed in Column 1. For instance, reading from their copy, the teacher asks, “Which word says *man*?” The student selects from the words *man* and *sand*. A Speech-to-Print Practice activity for each lesson is presented in Appendix A.

Speech-to-Print can be conducted by a teacher with one or more students, or it can be conducted by two students working together. A main advantage of Speech-to-Print is that it builds students’ academic self-concept. Having a history of failure, struggling readers often give up trying for fear of failing yet another time. Speech-to-Print, which maximizes the probability of success, builds confidence and willingness to put forth effort.

Figure 1.1

Speech-to Print Example

m-s		
Which word says?		
man	man	sand
sat	mat	sat
mat	mat	sat

Sam	Man	Sam
sand	man	sand
man	man	sand
me	me	see
sad	mad	sad
see	me	see
mad	mad	sad

Adapted Tracing Because it is arduous and time-consuming, Adapted Tracing is recommended only when all other approaches have failed. Tracing is believed to foster memory and attention. Adapted Tracing, the tracing approach recommended here, combines features of the Orton-Gillingham (Gillingham & Stillman, 1983) approach with those of the Fernald (1943) approach. When learning letter sounds, students say the name of the letter and then trace it. While tracing the letter, they say its sound. After tracing it, they should say its name: *t--/t/--t*. They should trace the letter several times until they can write it from memory. To prepare students, write the letter and demonstrate how they should say its name, trace it while saying its sound, and then say its name. After tracing the letter until they judge that they know it, the student should demonstrate that knowledge by saying the name of the letter, writing the letter while saying its sound, and then saying the letter's name. Covering up the letter they have already written, the student should do this a second time. If students are unable to complete the task correctly twice, they should practice tracing until they are able to do so.

When tracing single-syllable words, students say the word, say the sound of each letter as they trace the word, and then say the whole word: *hat /h/-/a/-/t/ hat*. To prepare students, write the word and demonstrate how to trace it. Students then trace the word until they judge that they can write it from memory. They show that they know a word by saying it, writing it while saying its sounds, and then saying the whole word correctly. They cover up the first writing and then write the word a second time. If they are unable to do so, they should trace the word again until they judge that they know it.

Teaching Consonant Correspondences and Short a

Once students can identify at least 10 lowercase letters or 15-20 uppercase letters and are able to detect and isolate initial sounds and have begun acquiring the concept that letters represent sounds, begin presenting initial consonant correspondences. The first correspondences presented are *s/s/* and *m/m/*. These correspondences are continuants: they are articulated with a continuous stream of breath and so are easier to perceive. They also are among the most frequently occurring correspondences, but are very different from each other. They have very different pronunciations, and their letters have very different shapes so students aren't likely to confuse them.

UNIT One: Correspondences S/S/, M/M/, T/T/, C/K/, A/A

LESSON 1: s/s/

The consonant correspondence *s = /s/* is taught through a series of five steps: phonemic awareness, articulation, letter-sound integration, guided practice, application and extension. Each lesson also makes provision for differentiation in a lesson part known as Assessment and Differentiation. Students learn at different rates. Struggling readers, by definition, generally require more instruction and more practice and review. They may also need more intensive approaches. The Assessment and Differentiation element provides suggestions and activities for intensifying and extending instruction and practice.

Step 1: Phonemic Awareness

Hold up a series of objects or pictures of objects whose names begin with */s/*: *saw, six, socks, seal, sandwich*. Have students say the name of each object. Repeat the names of all the objects, emphasizing the initial sound as you do so. Lead students to see that all the words begin with the same sound. Present the sound both in isolation and in the context of a word. (Although saying the sound in isolation distorts it, some youngsters have difficulty detecting a sound in the context of a

word.) Say that *saw*, *six*, *socks*, *seal*, and *sandwich* begin with the sound /s/ as in *sun*. If any members of the class have first names that begin with /s/, ask them to raise their hands. Help the class determine whether or not the names do actually begin with /s/. If students have difficulty detecting initial sounds, try asking silly questions that focus on /s/. Holding up a sock, ask, "Is this a lock? Is this a rock?" Lead students to see that *lock* and *rock* begin with the wrong sounds and must be changed to /s/ to make *sock*. Other silly questions might include the following: "Is this a wheel? (holding up a picture of a seal). Is this a bun?" (holding up a picture of the sun).

Step 2: Articulation

In a sense, students feel sounds in addition to hearing them. Show students how /s/ is formed and have them notice how they form /s/ so they develop a physical, kinesthetic awareness of /s/. Say "/s/. Where is the tip of your tongue? Notice that your tongue is touching the roof of your mouth just behind your upper teeth. Notice, too, you are letting your breath out as you say /s/. Put your hand on your voice box. Notice that your vocal cords do not vibrate."

Step 3: Letter-sound Integration

Write the name of each of the objects from Step 1 on the board: *sun*, *saw*, *six*, *socks*, *seal*, and *sandwich*. Read each name, emphasizing the beginning sound as you do so, and have students tell which letter each of the words begins with. Lead students to see that the letter *s* stands for the sound /s/ heard at the beginning of *sun*, *saw*, *six*, *socks*, *seal*, and *sandwich*. Create a Consonant Chart for the correspondence *s* = /s/ or use the chart presented on p. 62 of the *Student Practice Activities* book. Add or locate the model word *sun* on the Consonant Chart. A model word is one that would most likely be a part of the students' listening vocabulary and is used to illustrate a correspondence such *s/s/*. For the model word include the capital and lowercase forms (*Ss*), the model word (*sun*), an illustration of the model word, and the sound represented by the letter (*/s/*). Students say the letter name, the model word, and the sound. For the *s/s/* correspondence, they would say *s-sun-/s/*. Most model words are easy to depict so they can be accompanied by an illustration. If students forget the sound that a letter represents, the model word accompanied by its picture can be used as a reminder. Tell students if they forget what sound *s* stands for, they can use the Consonant Chart to

help them. Saying the name of the letter reminds them of the model word, saying the model word provides the sound of the letter.

Letter Formation Writing letters promotes retention. Have students trace uppercase and then lowercase *s*. When tracing, they should say the name of the letter, its model word, and its sound: *s-sun- /s/*. Tracing the letter correctly is essential; it provides a bond in memory between the visual representation of the letter, its name, and sound. Provide a model of the letter's formation and demonstrate its formation. A model of manuscript letters is presented in *Accelerating Foundational Literacy: Beginnings: Student Activities*. You may want to have students use the chart as a reference for letter formation. If learning both uppercase and lowercase forms of the letters is a burden to students, focus on lowercase letters. They occur more frequently in reading. Follow this same procedure in the remaining lessons.

Use the handwriting system recommended by the school or system in which you teach. If the school or system has not adopted a handwriting system, you might use the Zaner-Bloser approach. Explicit directions for forming letters can be found at their website

<https://www.zaner-bloser.com/handwriting/zaner-bloser-handwriting/free-resources.php>.

Step 5: Guided Practice

Guided practice consists of a variety of activities designed to help students attain a firm grasp of the correspondence. In this lesson, students will be working solely on the *s/s/* correspondence. In future lessons they will be working on the correspondence presented in the current lesson plus one or two correspondences from past lessons. Guided practice begins with multisensory practice.

Multisensory Practice In a multisensory approach students say and write letter names and sounds in addition to seeing them. This provides a tactile-kinesthetic pathway for learning and also fosters fuller attention and engagement. Here is how letter-sound correspondences might be presented in a multisensory approach.

Matching letter and sound. Hold up the letter *s* and tell students to say its sound. Students say */s/*.

Matching sound and letter. Say the sound of the letter *s* and tell students to say */s/* and hold up the

letter that *spells* /s/. Students say /s/ and hold up the letter *s*.

Spelling the sound. Tell students to write the letter that makes the sound /s/ as in *sun*. Students say /s/ and then write the letter *s*. Students also say /s/ as they write the letter *s*. (Students might use individual dry erase boards, miniature chalkboards, or paper and pencil for this activity.)

Sorting. Sorting is a powerful, highly effective, and highly motivating activity. Through sorting, students group words according to sound, spelling, meaning, or a combination of features. Pictures can be sorted according to beginning or rhyming sounds. Words can be sorted according to their spelling patterns or their meanings. Through sorting, students examine distinguishing features; make decision about which category a word or pictures falls, and build own understanding of the underlying principles that they use to sort words. After additional correspondences have been introduced, students will sort pictures according to which of two or three correspondences spell their beginning sounds. In this initial sort, students place illustrations that begin with /s/ under the *S* column. Place an *Ss* card at the head of the column and explain, “*S* stands for /s/, the sound that you hear at the beginning of *sun*.” Place a picture of the sun under *Ss* and say “*Sun* is the model word for /s/.” Pointing to a stack of cards containing objects whose names begin with /s/ or another sound tell students, “We’re going to sort these picture cards. If the name of the picture begins with /s/ as in *sun*, we’re going to put it in the *sun* column. If the name of the picture begins with another sound we will not place it in the *sun* column. Holding up a picture of a six, ask, “What is this? What sound does it begin with? Should we put it under *sun* ?” Affirm or correct students’ responses. Holding up a picture of 6, say, “Yes, *six* begins with the sound /s/ that we hear in the beginning of *sssun*, so we put it in the *sun* column.” Holding up a picture of a dog, say, “No, *dog* does not belong in the *sun* column. Listen to the beginning sound: *dddog*. It does not begin with an/s/ sound.” The following *s* cards might be used along with several cards whose names do not begin with *s*: *sun, seal, socks, sandwich, six, seven, saw*.

Building Words. Students build words by adding letters to incomplete words. Students add *s* to *-un, -eal, -ocks, -ix, and -aw*. For example, write the rime *-un* on the board and read it. Ask students

what sound would need to be added to *un* to make the word *sun*. Emphasize the /s/ sound. Add *s* and read the word. Follow this same procedure with the remaining rimes.

Real World Reading. To connect what students are learning with the world around them and to provide added reinforcement, have students read labels and signs that make use of the phonics element being taught. Bring in a bottle of syrup, a bar of soap, and a box of salt. Have students read the labels. Provide help as necessary. Have them tell what letter the name of each object begins with. Ask: "Since *salt*, *syrup*, and *soap* begin with the letter *s*, what sound will each of their names begin with?" To extend the learning, bring in food cans, boxes, and other labeled items that contain an *s* and which students might be able to read: *soup*, for instance. If the label has several words, you might ask them which word says *soup*? How do you know it says *soup*? (begins with *s*)

Shared Reading. An optional activity, shared reading is a way of enabling students to read selections that they couldn't read on their own. Shared reading selections are written on the board or projected so that all can see the words. Running their hand under the text, the teacher reads the selection and the students follow along. During a second reading, the teacher pauses before familiar words or phrases and has students read them. In subsequent rereadings, students read along with the teacher. Share read texts such as the following that contain *see* and other /s/ words.

I See Seeds! (2016). *Let's Find Out*, 50(7), 4. *Let's Find Out* is a Scholastic publication designed for kindergarten. However, it might also be read by older students reading on a beginning level. *Let's Find Out* is a rich resource for beginning reading materials. In addition to news, science, and general interest materials, *Let's Find Out* features mini rebus readers, brief booklets that are made up mostly of easy-to-read words. More advanced words are presented in rebus style. A miniature drawing depicting the word is placed over the word. This allows novice readers to read texts that they would normally not be able to handle. Current and back issues of *Let's Find Out* are available at no cost from many state or local libraries. Articles can be read on screen, emailed, printed out, and sent to Google Classroom.

You might also share read Brown, *Brown Bear, What Do You See?* (Martin, 1970). After the initial reading, pause before *see* and have students read it. Other possibilities include share reading a

verse or other text that contains *see*. Also share read verses, such as “A Sailor Went to Sea,” “Simple Simon,” or other texts that contains *see*. However, explain the meaning of *sea* and note how it does not have the same spelling as *see*. After an initial reading as you come to the word *see* or *sea*, have students read it. Also help students note that *sailor* begins with an /s/ sound. Rhymes and songs listed in this guide can be found in *Songs for Accelerating Foundational Skills*, which is available in the Store at Buildingliteracy.org. Directions for a shared reading lesson can be found in Appendix C.

Writing. In order to provide students with the opportunity to apply the skills they are learning, involve them in the composition of sentences and brief stories which they then read. To provide reading materials for s/s/, introduce the word *see*. Write *ee* on the board. Have students give the names of the letters. Explain to students that *ee* when written together make the sound /ē/. Ask students what letter would have to be added to *ee* to make the word *see*. Emphasize the beginning sound /s/. Write *see* on the board and have students read it. Then tell students that you are going to make a sentence. Write *I* on the board. Tell students that *I* is a word as in “I am your teacher. I am teaching you how to read a sentence.” Point to *I* as you read it. Have students read *I*. Then read *I see*. Tell students that you are going to write another word to tell what you see. If you have students whose names begin with *s*, use their names: “I see Sam. I see Sandra”. If not, use the names of students whose names begin with other consonants. Read the sentences. Run your hand under the words as you read them. Then read the sentences again. This time have students read the *I see* portion of the sentences. You read the names. Then have students compose an “I see” sentence. On the top of their papers they write “I see” and underneath draw a picture of what they see. Students might also use invented spelling to label what they see. (Using invented spelling, students spell words as best they can. In the beginning stages, students might use a single letter to represent a word, spelling *snake* with *s*, for instance. As their knowledge of letter sounds increases they spell more sounds and their spelling becomes more conventional. Invented spelling is a powerful tool for developing phonemic awareness and phonics.) Demonstrate how you would draw a picture to show what you see. After students have drawn their pictures and labeled them, have them read their sentences.

Additional Practice and Application Activities

The following exercises are available on pp. 1-3 of *Accelerating Foundational Literacy: Beginnings: Student Activities*, which can be found after p. 111 of this publication.

Make a ring around the word that names the picture. In this adaptation of Speech-to-Print, students say the name of the picture and select from two words the one that names the picture. Because it requires only recognition and provides students with choices for the correct response, speech-to-print is a relatively easy but effective activity. In the first item, students say the name of the picture *sun* and then, choosing from the words *moon* and *sun*, circle the word *sun* because it names the picture. In checking responses, you might have students explain their choices. To make the task more concrete and functional, the upper and lower case form of the letter, an illustration of a model word containing the beginning consonant being studied, and a model word are provided. Have students locate the picture of the sun at the top of the page. Have them say the name of the letter, the model word, and the sound of the letter: *s-sun-/s/*. In this and other exercises that use illustrations, it is important that students know the names of the items being illustrated. Have students name each picture. Briefly discuss any item, such as the *seal*, that might be unfamiliar to them. However, the discussion should be limited, so that the focus remains on the correspondence *s = /s/*. Read the directions to students, explain them, and do the first item cooperatively so students know what they are to do. After students have completed the exercise, discuss responses. They might explain that they chose the word because the word begins with the letter *s* the letter *s* makes an *s* sound.

Write *s* on the line. In this exercise students learn to see *s* as part of a word. Students should say the name of the picture so they hear */s/* used in the context of a word. They should then add *s* to the word's rime, which is *aw*, so they can see how *s* functions. They should say the word they have formed to further strengthen the link between the letter *s* and its sound. As a side benefit, they may also learn to read some words.

To introduce the exercise, have students look at the first item, the illustration of a saw, and tell what they see. Explain that the letters under saw, say "aw." Ask them what sound needs to be added to "aw" to make the word "saw." After eliciting */s/*, ask students to tell what letter stands for the */s/* sound that is heard in *saw*. Lead students to see that *s* is the letter that stands for the */s/* as in *saw*. Write *s* on the board and have students write an *s* on the lines.

(This exercise requires students to write the letter *s*. In this and other exercises that require writing, review the formation of the target letter and point out the model letter at the top of the page. A model of upper and lowercase *s* with arrows and numbers showing how the letters should be formed have been provided at the top of the page should students need them. A model alphabet is presented on p. 63 of the Student Practice Activities book.) After they have added an *s*, have students read the word they formed. Have students add *s* to and name the rest of the pictures.

Read the Labels. Students use their newly learned consonant correspondence and contextual clues to read everyday signs and labels. To introduce this exercise, have students tell what each item is. Then have students tell what they think the word on each of the objects says. Lead them to see that the words tell what the objects are. Also lead them to see that each object begins with an /*s*/ sound. Have them tell what letter the name of each object begins with. Ask: “Since *salt*, *syrup*, and *soap* begin with the letter *s*, what sound will each of their names begin with?” Help students use both picture and letter-sound cues to read each of the labels. To extend the learning, bring in food cans, boxes, and other labeled items that contain an *s* and which students might be able to read: soup, for instance. Also hold up a salt and pepper shaker which have no clues to the contents except for an *S* and a *P*. Have students tell which one contains salt and why they think so.

Application: Reading “Seals”

To provide opportunities for students to apply the skills they are learning to a brief story, the high-frequency words *I*, *see*, and *a* are introduced. To reinforce *s/s*/, introduce the word *see* if you haven’t already done so in the Writing activity . Write *ee* on the board. Have students give the names of the letters. Explain to students that *ee* when written together make the sound/ ē/. Ask students what letter would have to be added to *ee* to make the word *see*. Emphasize the beginning sound /*s*/. Write *see* on the board and have students read it. Then tell students you are going to make a sentence. Write *I* on the board. Tell students that *I* is a word as in “I am your teacher. I am teaching you how to read a sentence.” Point to *I* as you read it. Have students read *I*. Then read *I see*. Writing *a* on the board explain that *a* sometimes says “uh” as in “I see a door . I see a window.” Also introduce the word *six*. Writing *ix* on the board say, “These letters say ‘iks.’ What do I have to add to *ix* to make the word *six*”

Add *s* and read the word and have students read it. Turning to page 3, have students read to find out what the boy sees. After students have read the selection, discuss what the boy sees. Have students read the sentence that tells what the boy sees at first and the sentence that tells what he sees later. Provide students with copies of the story so they can read it to a partner and take it home and read it with family members.

Extension

Help students create an alphabet book. Show students how you want them to set up their books. One possibility is to distribute 30 sheets, one for each letter of the alphabet, and one for *ch*, *sh*, *th*, and *wh* (later you might have separate pages for *c/s/* and *g/j/*). Each sheet would be marked with the letters in uppercase and lowercase form. Once students have studied a letter, they can draw illustrations or paste pictures whose names begin with the sound represented by that letter. Students might create covers for the books, which could then be stapled or stitched together.

Continue to share read books with students. As you encounter *s* words, point them out and have students tell you what sound the words begin with. Continue to read and discuss alphabet books and environmental print. Also share read rhymes that illustrate the correspondence. If students continue having difficulty grasping the concept of consonant correspondences, try the partial word technique. Holding up a picture of the sun, ask, "Is this the un?" Note that a sound is missing. Have students tell what the word should be and what sound is missing. Stress the fact that you need to add */s/* to */un/* to make *sun*. Write *un* on the board, explaining that this stands for */un/*. Then add *s*, explaining as you do so that this letter stands for */s/*. Then say the word, emphasizing */s/*. Follow the same procedure with other *s* words: *saw*, *seal*. Avoid initial clusters, as in *snake*, since it is harder to isolate a single consonant sound in a cluster. Review how */s/* is articulated and create a mnemonic letter that reminds students of the sound represented by the letter. Superimpose a snake over the letter *s* to remind students that *s* makes a snake sound: */ssss/*.

Assessment and Differentiation

Note students' ability to say the sound represented by *s* and to spell */s/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide

added time with the multisensory activities. Tracing the letter *s* as they say its sound can be especially effective.

Lesson 2: m/m/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of objects whose names begin with *m/m/*: *moon, man mop, map, mouse*. Emphasizing the initial sound of each word, lead students to see that the names of all these items begin with the same sound. Have students suggest other words, including their names, that begin with */m/*, the sound heard at the beginning of *moon*.

Step 2: Articulation

Show students how */m/* is formed and have them notice how they form */m/* so they develop a physical, kinesthetic awareness of */m/*. Say “*/m/*. Where are your lips? Where is the air coming from that is making that sound? Hold your nose and see what happens when you try to say */m/*. Put your hand on your voice box. Notice that your vocal cords vibrate.”

Step 3: Letter-sound Integration

Write the name of each of the objects from Step 1 on the board: *man, moon, mop, map, mouse*. Read each name and have students tell which letter each of the words begins with. Ask: "What letter does *moon* begin with?" Give help if necessary. Write the word *moon* on the board, emphasizing the initial sound as you do so. Then present the other *m/m/* words in the same way. Lead students to see that *m* represents the sound */m/* heard at the beginning of *moon* (*moon* is the model word for *m /m/*.) For the model word include the capital and lowercase letter (*Mm*), the model word (*moon*), an illustration of the model word, and the sound represented by the letter: */m/*. Students say the letter name, the model word, and the sound. For the *m/m/* correspondence, they would say *m-moon-/m/*. Add *moon* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory Practice. In a multisensory approach students say and write letter names and sounds in addition to seeing them. Here is how *m/m/* and *s/s/* would be presented.

Matching letter and sound. Hold up the letter *s* and tell students to say its sound. Students say */s/*. Hold up the letter *m* and tell students to say its sound. Students say */m/*.

Matching sound and letter. Say the sound of the letter *s* and tell students to say */s/* and hold up the letter that *spells /s/*. Students say */s/* and hold up the letter *s*. Say the sound of the letter *m* and tell students to say */m/* and hold up the letter that *spells /m/*. Students say */m/* and hold up the letter *m*.

Spelling the sound. Tell students to write the letter that makes the sound */s/* as in *sun*. Students say */s/* and then write the letter *s*. Students also say */s/* as they write the letter *s*. Tell students to write the letter that makes the sound */m/* as in *man*. Students say */m/* and then write the letter *s*. Students also say */m/* as they write *m*.

Building Words. Students build words by adding letters to incomplete words. Students add *m* or *s* to *-op (mop)*, *-an (man)*, *-un (sun)*, *-oon (moon)*, *-eal (seal)*, *-and (sand)*, *-ouse (mouse)*. Write the rime *-op* on the board and read it. Ask students what sound would need to be added to *op* to make the word *mop*. Emphasize the */m/* sound. Ask what letter makes */m/*. Add *m* and read the word and have students read the word. Do the rest of the items in this same way.

Sorting. Students place illustrations that begin with */m/* under the *Mm* column and those that begin with *s* in the *Ss* column. (Possible picture cards include: moon, man, monkey, mouse, moose, mop, mirror; sun, seal, socks, sandwich, six, seven, saw.) Place an *Mm* card at the head of the column and explain, “*Mm* stands for */m/*, the sound that you hear at the beginning of *moon*.” Place a picture of the moon under *Mm* and say, “*Moon* is the model word for */m/*.” Place an *Ss* card at the head of a second column and explain, “*S* stands for */s/*, the sound that you hear at the beginning of *sun*.” Place a picture of the sun under *Ss* and say, “*Sun* is the model word for */s/*.” Pointing to a stack of cards containing objects whose names begin with */m/* or */s/* tell students, “We’re going to sort these picture cards. If the name of the picture begins with */m/* as in *moon*, we’re going to put it in the *moon* column. If the name of the picture begins with */s/* as in *sun*, we’re going to put it in the *sun* column. Holding up a picture

of a man, ask, “What is this? What sound does it begin with? Should we put it under *moon* or *sun*?” Affirm or correct students’ responses. “Yes, *man* begins with the sound /m/ that we hear in the beginning of *moon*, so we put it in the *moon* column. No, *sun* does not belong in the *m* column. Listen to the beginning sound of *sun*: sssun. It does not begin with an /m/ sound.”

Real World Reading. To connect what students are learning with the world around them and to provide added reinforcement, have students read labels and signs that make use of the phonics element being taught. Bring in a carton of milk, a jar of mustard, a box of macaroni, and a box of muffins or muffin mix. Have students read the labels. Provide help as necessary. If the label has several words, you might ask them which word says (the target word) *mustard*? How do you know it says *mustard*? (begins with *m*) (Images of labels are available on the Internet.)

Shared Reading. Have students read text that contains the element that has been taught. Although the text students can read will be limited at first, it will expand as students acquire added skills. To provide reading materials for *m/m/*, review the word *see*. Write *ee* on the board. Have students give the names of the letters. Remind students that *ee* when written together makes the sound /ē/. Ask students what letter would have to be added to *ee* to make the word *see*. Emphasize the beginning sound /s/. Write *see* on the board and have students read it. Then tell students you are going to make a sentence. Write *I* on the board. Remind students that *I* is a word as in “I am your teacher.” Point to *I* as you read it. Have students read *I*. Then read *I see*. Tell students that you are going to write another word to tell what you see. Compose sentences whose object begins with *m*. For *m*, use names of students whose names begin with the letter *s*. “I see Maria. I see Manuel I see milk. I see muffins. I see money.” Read the sentences. Run your hand under the words as you read them. Share read texts such as the following that contain /m/ words. After a first reading, reread the text and encourage students to read *m* words when you come to them.

The Cow Jumped Over the Moon

Miss Mary Mack

Additional Practice Activities

The following exercises are available on pp. 4-5 of *Accelerating Foundational Literacy: Beginnings: Student Activities*, which is available at Buildingliteracy.org.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture.

Write *m* or *s* on the line. Students say the name of each picture and add to the rime to form a word

Assessment and Differentiation

Note students' ability to say the sound represented by *m* and to spell /m/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with multisensory activities. Completing the m-s Speech-to-Print Practice item in Appendix A and tracing the letter *m* as they say its sound can be especially effective.

LESSON 3: t/t

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of objects whose names begin with /t/: *ten, tire, toe, tiger, table, tent, teeth*. Exaggerating the initial sound of each word, lead students to see that the names of all these items begin with the same sound: /t/ as in *ten*. Have students suggest other words, including their names, that begin with the /t/ sound heard at the beginning of *ten*.

Step 2: Articulation

Show students how /t/ is formed and have them notice how they form /t/ so they develop a physical, kinesthetic awareness of /t/. Say "/t/. Where is the tip of your tongue? The tip of your tongue is just behind your upper teeth. Notice how you push air out of your mouth when you make a /t/ sound. Put your hand on your voice box. Notice that your vocal cords do not vibrate."

Step 3: Letter-sound Integration

Write the name of each of the objects from Step 1 on the board: *tiger, turtle, ten, tie, tent*. Read each name, emphasizing the beginning sound as you do so, and have students tell which letter each of the words begins with. Ask: "What letter does *ten* begin with?" Give help if necessary. Write the

word *ten* on the board, emphasizing the initial sound as you do so. Then present the other *t/t/* words in the same way. Lead students to see that *t* represents the sound /t/ heard at the beginning of *ten* (*ten* is the model word for *t/t/*). Add *ten* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 4: Guided Practice

Multisensory Practice. Students use the cards *m*, *s*, and *t* to do the following.

Matching letter and name. Say the name of the letter *t*. Have students say the name of the letter and hold up the card that stands for the letter you named. Do the same for *m* and *s*.

Matching letter and sound. Say the sound of the letter. Students say the sound of the letter and holds up the letter that makes that sound. Present /t/, /m/, and then /s/.

Spelling the sound. Say the sound of the letter. Students then say the sound of the letter and write the letter that makes that sound. Present /t/, /m/, and then /s/.

Building Words. Students add *t* and then *m* to the rimes *-an*, *-ap*, *-en*, *-op*, *-ake*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *man*, *map*, *men*, *mop*, *make*. For instance, pointing to the rime *an*, ask what letter would need to be added to *an* to make the word *man*.

Real World Reading. Students read labels for tomatoes and tacos.

Sorting Students sort /s/, /m/, and /t/ illustrations: sun, seal, socks, six, seven, saw, sandwich; moon, man, mop, mirror, mouse, monkey; ten, turtle, tiger, table, tent.

Shared Reading. Students share read texts that contains *t/t/*.

“Little Tommy Tucker”

“A Tisket, a Tasket”

“Teddy Bear, Teddy Bear”

Writing. Discuss favorite toys. Have students draw a picture of the toys they like best and label the pictures. Encourage the use of invented spelling.

Additional Practice Activities

The following exercises are available on pp. 6-7 of *Accelerating Foundational Literacy*:

Beginnings: Student Activities.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Write *t* or *m* on the lines. Students say the name of each picture and add *t* or *m* to the rime to form a word. Students say the word that they have formed. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: tomatoes.

Assessment and Differentiation

Note students' ability to say the sound represented by *t* and to spell /t/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities. Completing the t-m Speech-to-Print Practice item in Appendix A and tracing the letter *t* as they say its sound can be especially effective.

LESSON 4: c/k/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of objects whose names begin with a *c/k/*: *can*, *cat*, *cup*, *car*, *comb*. Emphasizing the initial sound of each word, lead students to see that the names of all these items begin with the same sound. Have students suggest other words, including people's names, that begin with /k/, the sound heard at the beginning of *cat*. Accept any word that has a /k/ sound, even if it is spelled with a *c*.

Step 2: Articulation

Show students how /k/ is formed and have them notice how they form /k/ so they develop a physical, kinesthetic awareness of /k/. Say “/k/. Where is the tip of your tongue? The tip of your tongue is touching the back part of the roof your mouth. Notice how you push air out of your mouth when you make a /k/ sound. Put your hand on your voice box. Notice that your vocal cords do not vibrate.”

Step 3: Letter-sound Integration

Write the name of each of the objects from Step 1 on the board: *cat*, *can*, *cup*, *car*, *comb*. Read each name, emphasizing the beginning sound as you do so, and have students tell which letter each

of the words begins with. Ask: "What letter does *cat* begin with?" Then present the other *c/k/* words in the same way, pointing to each word as you do so. Lead students to see that *c* represents the sound /k/ heard at the beginning of *cat* (*cat* is the model word for *c* = /k/). Add *cat* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 4: Guided Practice

Multisensory Practice. Students use the cards *c*, *m*, and *t*.

Matching letter and name. Say the name of the letter *c*. Have students say the name of the letter and hold up the card that stands for the letter you named. Do the same for *m* and *t*.

Matching letter and sound. Say the sound of the letter. Students say the sound of the letter and holds up the letter that makes that sound. Present /c/, /m/, and then /c/.

Spelling the sound. Say the sound of the letter. Students then say the sound of the letter and write the letter that makes that sound. Present /c/, /m/, and then /t/.

Sorting Students sort /c/, /m/, and /t/ illustrations: cat, cake, car, cup, cow, corn, camel, camera; moon, man, monkey, mouse, moose, mop, mirror; tiger, turtle, ten, tie, tent.

Building Words. Students build words by adding letters to the following rimes: *__at__an__ap* and *__ub*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *sat, cat, man, can, tan, cap, map, cub, tub*.

Real World Reading. Students read labels for corn, cookies, cake, carrots, coffee, Coke.

Shared Reading. Students share read texts that contains *c/k/*.

“A, B, C”

Additional Practice Activities

The following exercises are available on pp. 8-9 of *Accelerating Foundational Literacy*:

Beginnings: Student Activities.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses

Write *c* or *t* on the lines. Students say the name of each picture and add *c* or *t* to the rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students' ability to say the sound represented by *c* and to spell *c/k/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words. Completing the c-t Speech-to-Print Practice item in Appendix A and tracing the letter *c* as they say its sound can be especially effective.

LESSON 5: a/a/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of objects whose names begin with *a/a/*: *apple*, *astronaut*, *add*, and *attic*. Exaggerating the initial sound of each word, lead students to see that the names of these items begin with the same sound: /a/ as in *apple*. (Do not use the words *alligator* or *alphabet* because they tend to begin with an /ow/ sound as in *cow* or the words *ant* or *am* where the /a/ blends with the nasal sounds /n/ or /m/.)

Step 2: Articulation

Show students how /a/ is formed and have them notice how they form /a/ so they develop a physical, kinesthetic awareness of /a/. Say “/a/. Your mouth is open and the tip of your tongue is touching your bottom teeth.”

Step 3: Letter-sound Integration

Write the name of each of the objects from Step 1 on the board: *apple*, *astronaut*, *add*, *attic*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Lead students to see that *a* represents the sound /a/ heard at the beginning of *apple* (*apple* is the model word for *a/a/*).

Step 4: Formation of Word Pattern

Write *a* on the board and ask students to tell you the sound that *a* spells. Ask them what letter would have to be added to /a/, to make the word *at*. Emphasize the /t/. As you add *t* to *a* say the sounds represented by the letters: /a/-/t/-/at/. Read *at* and have the class read it with you. Then ask students what letter would need to be put in front of *at* to make the word *cat*.

Emphasize the /k/ sound. As you add *c* to *at* say the sounds represented by the letters: /k/-/a/-

/t/-/kat/. Read the word *cat* and have students read it with you. Then have the words *sat* and *mat* formed in this same way. Read all the words and have students read them with you.

Adding to the Onset. Have the pattern words formed by adding to the onset. Write *s* on the board and have students tell what sound it stands for. Ask students to tell what letters would need to be added to /s/ to make the word *sat*. Emphasize /a/ and /t/. Say the sounds as you add *a* and *t*. Then say the whole word. Have *cat* and *mat* formed in this same way. Have students read all three words.

Step 4: Guided Practice

Assembling Words. Once short *a* has been introduced, students can begin using the consonants they have learned and short *a* to form words. Distribute cardboard or plastic letters: *a, c, m, s, t*. Have students use the letters to form *cat, mat, and sat*. Say the target word and have students use their letters to form it. Using a duplicate set of larger letters, form the word in a pocket chart or whiteboard holder or have a volunteer do so and have students check the words they have spelled. Note whether students have to break the whole word apart to make *mat* and *sat* or whether they are able to just change the first letter of *cat*. If they need to break the whole word apart, model substitution. Write *cat* on the board and say, “I’m going to change the word *cat* to *mat*, so I’ll take out the letter *c* and put in the letter *m*. Have students use their letters to make substitutions. After the words have been formed, have students read them all.

Building Words. Students build words by adding letters to the following rime: *at*. Reading the rime, ask students to tell what letter would need to be added to *-at* to make *cat, mat, sat*.

Reading Sentences. Write the following sentences on the board and have students read them. Explain that *Matt* is a boy’s and is spelled with two *t*’s.

A cat sat.

Matt sat.

Spelling. Dictate the words *cat, mat, and sat* and have students spell them. Model how you would stretch out or emphasize the sounds in a word to help you spell it. “Watch how I

stretch out the word *cat*: kaaat. I will write *c* because it makes a /k/ sound, *a* because it makes an /a/ sound, and *t* because it makes a /t/ sound.

Shared Reading. Students share read texts that contains *at*. After a first reading, reread the text and encourage students to read the words containing *at*.

“Jack Hall

“Out”

Shared Writing. Have students draw a picture of a cat and then label the picture.

Additional Practice Activities

The following exercises are available on p. 10 of *Accelerating Foundational Literacy*:

Beginnings: Student Activities.

Add *a, c, or t.* Students add letters to fill in the word *cat*.

Application: Reading “Cats.” Write the words *1 cat* on the board and have students read them. Then under them write the words *2 cat* on the board and ask students to tell what needs to be added to *cat*. Lead students to see that *s* is added to a word to show more than one. Have students read the story “Cats” to find out how many cats there were. Discuss their responses and have them read the captions that tell how many cats were on each mat.

Extra Practice

Practice in blending and reading *-at* pattern words is provided by the website Reading Bear:

Short a: a-b.

Assessment and Differentiation

Note students’ ability to say the sound represented by *a* and to spell /a/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words. Completing the *-at* Speech-to-Print Practice item in Appendix A and tracing the letter *a* as they say its sound can be especially effective.

LESSON 6: Review of s/s/, m/m/, c/k/, t/t/, a/a/

Multisensory Practice. Students use the cards *a, c, m, s* and *t*.

Matching letter and name. Say the name of the letter *a*. Have students say the name of the letter and hold up the card that stands for the letter you named. Do the same for *c, m, s,* and *t*.

Matching letter and sound. Say the sound of the letter. Students say the sound of the letter and holds up the letter that makes that sound. Present /a/, /c/, /m/, /s/, and /t/.

Spelling the sound. Say the sound of the letter. Students then say the sound of the letter and write the letter that makes that sound. Present /a/, /c/, /m/, /s/, and then /t/.

Reading Words. Write the following words on the board and have students read them: *cat, mat, sat, I, see, a*.

Reading Sentences. Write the following sentences on the board and have students read them:

I see a cat.

I see Matt.

A cat sat.

Matt sat.

Additional Review Activity

A review exercise is available on p. 11 of *Accelerating Foundational Literacy: Beginnings: Student Activities*. This exercise includes all the correspondences introduced in this unit. You might have students complete this exercise independently as an informal assessment of the knowledge of the correspondences presented in this unit.

Unit Two: r/r/, n/n/, h/h/, b/b/, /f/f

LESSON 7: r/r/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with *r*: *ring, rat, rabbit, radio, ruler, rug*. Lead students to see that the names of these items begin with the same sound: /r/, the sound heard at the beginning of *ring*. Have students suggest other words, including

people's names, that begin with /r/, the sound heard at the beginning of *ring*.

Step 2: Articulation

Show students how /r/ is formed and have them notice how they form /r/ so they develop a physical, kinesthetic awareness of /r/. Say “/r/. Where is the tip of your tongue? The tip of your tongue is touching the roof of your mouth. Notice how you push air out of your mouth when you make a /r/ sound. Put your hand on your voice box. Notice that your vocal cords vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *ring, rat, rug, rake, rope, radio*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask "What letter does *ring* begin with?" Give help if necessary. Then present the other *r* words in the same way, pointing to each word as you do so. Lead students to see that *r* spells the sound /r/ heard at the beginning of *ring* (*Ring* is the model word for *r/r/*). Add *ring* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *r, c, t, m, and s* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: *ring, rabbit, rat, rake, rug, radio; cat, cow, car, carrots, corn, cup, camel; tiger, turtle, tie, ten, tent, table.*

Assembling Words. Distribute cardboard or plastic letters: *a, c, m, r, s, t*. Have students use the letters to form *cat, mat, rat, and sat*.

Building Words. Students build words by adding letters to the following rimes: *__at __an, __ap, __ub*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *rat, sat, cat, can, ran, man, tan, rap, cap, cub, rub, tub, map*.

Real World Reading. Have students read a recycling sign and the labels for rice and rolls. Provide help as needed.

Shared Reading. Share read texts that contain *r/r/*. After a first reading, reread the text and encourage students to read the words beginning with *r*.

“Rain”

“Rain, Rain, Go Away”

“We Can Read”

Additional Practice Activities

The following exercises are available on pp. 12-13 of *Accelerating Foundational Literacy: Beginnings: Student Activities*, which is available at Buildingliteracy.org.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: raisins.

Write *r* or *c* on the lines. Students say the name of each picture and add *r* or *c* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students’ ability to say the sound represented by *r* and to spell */r/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words. Completing the *r-c* Speech-to-Print Practice item in Appendix A and tracing the letter *r* as they say its sound can be especially effective.

LESSON 8: n/n/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with /n/: *nine, nail, net, nickel, necklace*. Exaggerating the initial sound of each word, lead students to see that the names of all these items begin with the same sound: /n/ as in *nail*. Have students suggest other words, including their names, that begin with the /n/ sound heard at the beginning of *nail*.

Step 2: Articulation

Show students how /n/ is formed and have them notice how they form /n/ so they develop a physical, kinesthetic awareness of /n/. Say “/n/. Where is your tongue? Where is the air coming from that is making that sound? Hold your nose and see what happens when you try to say /n/. Put your hand on your voice box. Notice that your vocal cords vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *nine, nail, net, nickel, necklace*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What letter does *nail* begin with?" Give help if necessary. Then present the other *n* words in the same way, pointing to each word as you do so. Lead students to see that *n* spells the sound /n/ heard at the beginning of *nail* (*nail* is the model word for n/n). Add *nail* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 4: Guided Practice

Multisensory. Students use the cards *n, r, and a* to do the following.

Matching letter and name. Say the name of the letter *n*. Have students say the name of the letter and hold up the card that for the letter you named. Do the same for *r* and *a*.

Matching letter and sound. Teacher says the sound of the letter. Students say the sound of the letter and holds up the letter that makes that sound. Present /n/, /r/, and then /a/.

Spelling the letter. Students say the sound of the letter and write the letter that makes that sound. Present /n/, /r/, and then /a/.

Sorting. Students sort the following illustrations: *nine, nail, net, nickel, necklace; ring, rabbit, rat, rake, rug, radio; cat, cow, car, carrots, corn, cup, camel.*

Assembling Words. Distribute cardboard or plastic letters: *a, c, m, n, r, t*. Have students use the letters to form *cat, mat, rat, can, man, ran*.

Building Words. Students build words by adding letters to the following rimes: *__at __an __et __ine*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *cat, mat, rat, sat, can, man, net, nine*.

Real World Reading. Have students read the label for a box of noodles.

Additional Practice Activities

The following exercises are available on pp. 14-15 of *Accelerating Foundational Literacy: Beginnings: Student Activities*, which is available at Buildingliteracy.org.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: noodles.

Write *n* or *r* on the lines. Students say the name of each picture and add *n* or *r* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students' ability to say the sound represented by *n* and to spell /n/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words. Completing the n-r Speech-to-Print Practice item in Appendix A and tracing the letter *n* as they say its sound can be especially effective.

Lesson 8a: Formation of Word Pattern -an

As part of introducing *n/n/*, introduce the word pattern *-an*. First, review the *at* pattern. When reviewing take a reading approach, add the onset to the rime and ask students to tell what word is being formed. Write *a* on the board and have students say its sound. Add *t* to *at* and ask students to tell what word is formed when the letter *t* is added to *a*. Add *c* to *at*. Ask students to tell what word is formed when you add *c* to *at*. Have *mat* and *sat* formed in this same way.

Have the pattern words formed by adding to the onset. Write *s* on the board and have students say its sound. Ask students to tell what word would be formed if you added *at*. Emphasize /a/ and /t/. Say the sounds as you add *a* and *t*. Have students say the word. Have *cat*, *rat*, and *mat* formed in this same way.

Form the *an* pattern. Write *a* on the board, have students say its sound. Ask students to tell what letter would have to be added to *a* to make the word *an* as in “I ate an apple.” Emphasize the /n/. Read *an* and have the class read it with you. Then ask students what letter would need to be put in front of *an* to make the word *can*. Emphasize the /k/ sound. Read the word *can* and have students read it with you. Then have the word *man*, *tan*, and *ran* formed in this same way. Read the words and have students read them with you.

Have the pattern words formed by adding to the onset. Write *c* on the board and ask students to tell what letters would need to be added to /c/ to make the word *can*. Emphasize *an* but do not stretch out the /a/ and /n/. Nasals such as /n/ tend to blend in with the preceding vowel. Have *man*, *ran*, *tan* formed in this same way. Have students read the words. Mix up the *-an* and *-at* words and have students read them: *am*, *at*, *can*, *cat*, *man*, *mat*, *ran*, *rat*, *sat*.

Guided Practice

Sorting. Have students sort *-an* and *-at* words: *can*, *man*, *ran*; *cat*, *rat*, *mat*, *sat*.

Assembling Words. Distribute cardboard or plastic letters: *c*, *m*, *r*, *s*, *a*, *t*, *n*. Have students use the letters to form *cat*, *can*, *mat*, *man*, *rat*, *ran*, *tan*, and *sat*.

Shared Reading. Share read texts that contain *-an*. After a first reading, reread the text and encourage students to read the words containing *an*.

Reading Sentences. Students read sentences containing *-an* and *at* words.

A cat sat.

A cat ran.

A rat sat.

A rat ran.

A man sat.

A man ran.

Writing. Discuss with students things that they can do. Model the process by telling them things that you can do. Write your “I can” sentences on the board. Share read your sentences with students. Have students draw three pictures to illustrate the phrase: *I can* and which show what they can do. Have them write an “I can” caption telling what they can do for each picture.

Encourage the use of invented spelling.

Spelling. Have students spell the words *can, man, ran*.

Extra Practice

Practice in blending and reading *-an* pattern words is provided by the website Reading Bear:

Short a: a-b

Lesson 8b: High-Frequency Words on, the

In order to compose meaningful decodable selections, it is necessary to make use of high-frequency words. High-frequency words, which are also known as sight words, pose a special challenge for disabled readers. Disabled readers tend to have difficulty with orthographic awareness, which is an awareness of the letters and letter combination used to spell words.

They have difficulty using visual processes as an aid to learning and remembering words.

They rely heavily on phonics and would tend to spell *one* and *won* as *wun*. Homophones are especially difficult for them. Unfortunately, in almost all U. S. programs, high-frequency words, such as *it, now, and said*, are presented as elements to be memorized visually.

However, that is not how they are learned. Write the word *was*. Chance are your lips moved or you articulated the word subvocally. Words are bonded in memory phonologically. We match letters and sounds. For the word *cat*, *c* is bonded to /k/, *a* to /a/, and *t* to /t/. This bonding takes place even for words that have an irregular spelling. For *was* the connections are w/w/, a/uh/, s/z/. Actually, there are three main kinds of high-frequency words:

- Decodable and contain only elements that students have been taught (*it, and*)

- Decodable but contain elements that have not yet been taught (*how, too*)
- Partly decodable (*was, does*). Often only the vowel is irregularly spelled.

For words that are decodable and whose elements have been taught, such as *that, with, which*, point out the letter relationships. If possible, teach the words in patterns: *at, hat, that* or include them when you teach the phonics element that they incorporate. For instance, include *with* and *which* when presenting short-*i* words. A number of high-frequency words such as *look* and *like* are totally regular but contain elements that are not taught until later in the sequence. For those words, focus on the known elements, the *l/l/* and *k/k/* in each word and simply tell students that *oo* makes an /oo/ sound in *look* and *i_e* makes an /ī/ sound in *like*. You might also explain that they will study more words that have these sounds later on. The most difficult words are those, such as *the, was, on, and have* that contain irregular spellings. Fortunately, only slightly more than one word out of four of the 200 highest frequency words has an irregular spelling, and, most often, it is only the vowel that is irregularly spelled: *was, said, give, want, put*.

Presenting *on* and *the*

For words that have irregular spellings or that are regular but contain elements that students have not yet learned, match up spellings and sounds. To present the high-frequency word *on*, write the letter *o* on the board. Tell students that this letter stands for the sound /o/. Ask students to tell what letter needs to be added to /o/ to make the word *on*. Add *n* and say the word emphasizing its sounds.

The word *the* is the most frequently occurring word in the English language. Almost any running text that students read will contain the word *the*. Unfortunately, *the* is a difficult word to learn. The initial *th/th/* is an advanced element and is a digraph. It has two letters representing one sound. Students have a more difficult time learning consonant spellings composed of two letters. The letter *e* represents a schwa sound. Writing *the* on the board, explain that *th* makes a /th/ sound as in the words *the, that, and this*. Pointing to *e*, explain that in this word, *e* spells /uh/. Read the word *the* and have students read it with you. Because *the* occurs so frequently but is difficult, provide an articulation clue. Have students say “the.” Ask them to tell where their tongue is. Have students note that the tip of the tongue touches the upper teeth when *the* is

pronounced.

I once worked with a student who seemed unable to learn to read the word *the*, despite my best efforts. In one session he missed the word *the* every time he encountered it. I sought advice from the speech specialist. She suggested that I try explaining how *the* was articulated. Following her advice, I discussed the articulation of *the* with the student and told him to touch his upper teeth with his tongue whenever he came across the word *the*. After a few reminders to touch his teeth with his tongue, the student was able to read the word *the* consistently.

Guided Practice

Reading Sentences. Students read sentences containing *-on* and *the* words. Write the sentences below on the board. Have students read the first sentences to find out where the cat sat. Then have students read the rest of the sentences to find out who else sat on the mat. Discuss their responses.

The cat sat on the mat.

The rat sat on the mat.

The man sat on the mat.

Sam sat on the mat.

Spelling. on, the

Application: Reading: “The Rat Ran”

Have students read the story on p. 16 to find out why the rat ran. Because all the words in the selection have been introduced, students should be able to read it on their own. However, provide help if needed. After students have read the story discuss why the rat ran. Have students read aloud the sentences that tell where the rat sat and why it ran. Provide students with copies of the story so they can read it to a partner and take it home and read it with family members.

Additional reading material is available from Flyleaf Publishing. Flyleaf Publishing has an Online Materials Portal <<https://portal.flyleafpublishing.com/>> that contains a series of decodable texts that can be read on a computer or other digital device. The portal is being offered as a free resource through the 2020-2021 academic year. Have students click on and

read *Ann Can*. Introduce the words *like*, *you*, and *yes*.

LESSON 9: h/h/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of objects whose names begin with /h/: *ham*, *hand*, *hook*, *horn*, *horse*, *house*. Have students suggest other words that begin with /h/ as in *hat*.

Step 2: Articulation

Show students how /h/ is formed and have them notice how they form /h/ so they develop a physical, kinesthetic awareness of /h/. Say “/h/. What is your mouth doing? Your mouth is open. Notice how you push air out of your mouth when you make a /h/ sound. Put your hand on your voice box. Notice that your vocal cords vibrate.”

Step 3: Letter-sound Integration

Write the name of each of the objects from Step 1 on the board: *ham*, *hand*, *hook*, *horn*, *horse*, *house*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What letter does *hat* begin with?" Give help if necessary. Then present the other *h* words in the same way, pointing to each word as you do so. Lead students to see that *h* spells the sound /h/ heard at the beginning of *hat* (*hat* is the model word for *h* /h/). Add *hat* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book. Tell students that if they forget what sound *h* stands for, they can use the Consonant Chart to help them.

Step 3: Guided Practice

Multisensory. Students use the letter cards *h*, *b*, *r*, *c*, *t*, and *m* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that for the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the

sound of the letter and write the letter that makes that sound.

Assembling Words. Distribute cardboard or plastic letters: *a, b, h, m, r, t, n*. Have students use the letters to form *am, at, bat, hat, ham, mat, rat, ran, tan*.

Building Words. Students build words by adding letters to the following rimes: *__am __an __at __and __op*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *ham, Sam, can, man, ran, cat, hat, mat, rat, sat, hand, sand, hop, mop*.

Sorting. Students sort the following illustrations: hat, horse, hand, house, hammer, heart; ball, bee, bird, boat, bed, book, bat; ring, rabbit, rat, rake, rug, radio

Real World Reading. ham, hamburger, hot dog

Reading Sentences. Have students read the sentences to find out where the cat sat. Discuss their responses. Have them read aloud the sentences that tell where the cat sat.

The cat sat on the hat.

The cat sat on the rat.

The bat sat on the man.

Shared Reading. Students share read texts that contains *h/h/*.

“If You're Happy and You Know It”

Additional Practice Activities

The following exercises are available on pp. 17-18 of *Accelerating Foundational Literacy: Beginnings: Student Activities*.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: raisins.

Write *h* or *n* on the lines. Students say the name of each picture and add *h* or *n* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students' ability to say the sound represented by *h* and to spell */h/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide

added time with the multisensory activities and Assembling Words and Building Words. Completing the h-n Speech-to-Print Practice item in Appendix A and tracing the letter *h* as they say its sound can be especially effective.

LESSON 10: b/b/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of objects whose names begin with /b/: *book, bell, bee, boat, bat, ball*. Have students suggest other words that begin with /b/ as in *ball*.

Step 2: Articulation

Show students how /b/ is formed and have them notice how they form /b/ so they develop a physical, kinesthetic awareness of /b/. Say “/b/. What are your lips doing? Your lips are pressed together and then opened quickly to make a popping sound: /b/. Put your hand on your voice box. Notice that your vocal cords vibrate.”

Step 3: Letter-sound Integration

Write the name of each of the objects from Step 1 on the board: *book, bell, bee, boat, bat, ball*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What letter does *book* begin with?" Give help if necessary. Write the word *book* on the board, emphasizing the initial sound as you do so. Then present the other *b* words in the same way, pointing to each word as you do so. Lead students to see that *b* represents the sound /b/ heard at the beginning of *ball* (*Ball* is the model word for *b* /b/). Add *ball* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book. Tell students that if they forget what sound *b* stands for, they can use the Consonant Chart to help them. Write *at* on the board and invite students to read it. Ask students what letter would need to be added to *at* to make the word *bat*. Emphasize the beginning sound. Add *b* and have students read the word.

Young readers and older disabled readers often confuse lowercase *b* and *d*. This is a natural phenomenon among novice readers and, in most cases, is a memory rather than a perceptual

problem. Youngsters simply don't remember which is *b* and which is *d*. A helpful device is to have students form a bed with their hands. To do this, they make two fists, but stick up their thumbs and then put the two fists together knuckle to knuckle. The first fist, with the thumb representing a straight line coming first, portrays the shape of *b*; the second fist, with the thumb representing a straight line that comes last, indicates the shape of *d*.

Step 3: Guided Practice

Multisensory. Students use the letter cards *b, r, c, t, m,* and *s* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that for the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: ball, bee, bird, boat, bed, book, bat; ring, rabbit, rat, rake, rug, radio; cat, cow, car, carrots, corn, cup, camel

Assembling Words. Distribute cardboard or plastic letters: *a, b, m, r, t, n.* Have students use the letters to form *am, an, at, bat, man, ram, ran, tan.*

Building Words. Students build words by adding letters to the following rimes: *__all __at __ed __ee __oat.* Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *ball, mall, bat, cat, rat, sat, bed, red, bee, see, boat, coat.*

Real World Reading. bananas, butter, baked beans, blueberries, biscuit

Reading Sentences. Have students read the sentences to find out who sat on the mat. Discuss their responses. Have them read aloud the sentences that tell who sat on the mat.

The ram sat on the mat.

The rat sat on the mat.

The bat sat on the mat.

Shared Reading. Students share read texts that contains *b/b/*.

“Betty Botter”

“Baa, Baa, Black Sheep”

“Bingo”

“My Bonnie Lies Over the Ocean”

Writing. Have students draw a picture of foods that they like that begin with *b*. Discuss possibilities: bananas, butter, baked beans, blueberries, biscuit, banana bread. Have students label their pictures. Encourage the use of invented spelling.

Additional Practice Activities

The following exercises are available on pp. 20-21 of *Accelerating Foundational Literacy: Beginnings: Student Activities*.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: green beans.

Write *b* or *h* on the lines. Students say the name of each picture and add *b* or *h* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students’ ability to say the sound represented by *b* and to spell /b/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words. Completing the b-h Speech-to-Print Practice item in Appendix A and tracing the letter *b* as they say its sound can be especially effective.

Lesson 10 a: Formation of Word Pattern -am

Review the *an* pattern. When reviewing take a reading approach, add the onset to the rime and ask students to tell what word is being formed. Write *an* on the board and have students read it.

Add *c* to *an* and ask students to tell what word is formed when the letter *c* is added to *an*. Have students read the word. Have *man*, *ran*, and *tan* formed in this same way. Have students read the

words: *can, man, ran, tan*.

Have the pattern words formed by adding to the onset. Write *c* on the board and have students say its sound. Ask students to tell what word would be formed if you added *an* to *c*. Have students read the word. Have *man, ran,* and *tan* formed in this same way. Have students read the words: *can, man, ran, tan*.

Form the *am* pattern. Write *a* on the board, have students say its sound. Ask students to tell what letter would have to be added to *a* to make the word *am* as in “I am a teacher.” Emphasize the /m/. Read *am* and have the class read it with you. Then ask students what letter would need to be put in front of *am* to make the word *ram*. Explain that a *ram* is a father sheep. Emphasize the /r/ sound. Read the word *ram* and have students read it with you. Then have the word *Sam*, formed in this same way. Read the words *am, ram,* and *Sam* and have students read them with you.

Have the pattern words formed by adding to the onset. Write *S* on the board and ask students to tell what letters would need to be added to /S/ to make the word *Sam*. Emphasize *am* but do not stretch out the /a/ and /m/. Nasals such as /m/ tend to blend in with the preceding vowel. Have *ram* formed in this same way. Have students read the words *am, Sam,* and *ram*. Mix up the *-am,* *-at,* and *-an* words and have students read them: *am, at, can, cat, man, mat, ran, ram, rat, Sam, sat*.

Guided Practice

Sorting. Have students sort *-am, -an* and *-at* words: *am, ram, Sam; at, cat, rat, mat, sat; an, can, man, ran, tan*.

Assembling Words. Distribute cardboard or plastic letters: *c, m, r, S, s, a, t, n*. Have students use the letters to form *am, an, at, cat, can, mat, man, rat, ram, ran, tan, Sam,* and *sat*. Remind students to use an uppercase letter when forming *Sam* because *Sam* is someone’s name.

Shared Reading. Share read texts that contain *-am*. After a first reading, reread the text and

encourage students to read the words containing *a*.

Spelling. *am*, ram

Real World Reading. ham, jam

Reading Sentences. Students read sentences containing *-am* words.

I am Ann.

I am 10.

I am Matt.

I am 8.

Writing. Have students draw “I am” pictures that tell something about them. Have them write “I am” captions picture that tell about the pictures. Model the process by composing “I am” sentences about yourself. Read the sentences with students. Encourage the use of invented spelling.

Application: Reading: “I Am”

Have students read the story on p. 23 to find out who is the oldest. Because all the words in the selection have been introduced, students should be able to read it on their own. However, provide help if needed. After students have read the story discuss who is the oldest. Have students read aloud the sentences that tells how old each one is. You might explain that cats grow older faster than humans, so that a two-year old cat would be like a person who is 20. Provide students with copies of the story so they can read it to a partner and take it home and read it with family members.

Extra Practice

Practice in blending *-am* pattern words is provided by the website Reading Bear: Short a: b

Assessment and Differentiation

Note students’ ability to say the sounds represented by *am* and to spell /am/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the am-at Speech-to-Print Practice item in Appendix A and tracing the letters *am* as they say their sounds can be especially effective. Flyleaf Publishing has an Online

Materials Portal <<https://portal.flyleafpublishing.com/>> that contains a series of decodable texts that can be read on a computer or other digital device. The portal is being offered as a free resource through the 2020-2021 academic year. Have students click on and read *I Am Sam* (introduce *yes*) and *Cam and Sam* (introduce *and* and *likes*).

LESSON 11: f/f/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with *f*: *fish*, *five*, *fox*, *football*, *fork*, *feather*. Lead students to see that the names of these items begin with the same sound: /f/, the sound heard at the beginning of *fish*. Have students suggest other words, including people's names, that begin with /f/, the sound heard at the beginning of *fish*.

Step 2: Articulation

Show students how /f/ is formed and have them notice how they form /f/ so they develop a physical, kinesthetic awareness of /f/. Say “/f/. Where are your upper teeth? Notice how your upper teeth press against your lower lip and push the air out. Put your hand on your voice box. Your vocal cords do not vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *fish*, *five*, *fox*, *football*, *fork*, *feather*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What letter does *fish* begin with?" Give help if necessary. Then present the other *f* words in the same way, pointing to each word as you do so. Lead students to see that *f* spells the sound /f/ heard at the beginning of *fish* (*fish* is the model word for *ff*). Add *fish* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *f*, *b*, *h*, *r*, *c*, and *t* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and

hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: fish, fox, foot, feet, fork, fan, four, five; ring, rabbit, rat, rake, rug, radio; cat, cow, car, carrots, corn, cup, camel

Assembling Words. Distribute cardboard or plastic letters: *a, b, c, f, m, n, r, t*. Have students use the letters to form *am, an, fan, man, ran, at, bat, cat, fat, rat*.

Building Words. Students build words by adding letters to the following rimes: *__an __at __eet __ish __ive*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *fan, man, ran, bat, fat, hat, mat, rat, sat, feet, meet, fish, five*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: fish. Provide help as needed.

Shared Reading. Share read texts that contain *f/f*. After a first reading, reread the text and encourage students to read the words beginning with *f*.

“One, Two, Three, Four, Five”

“Shoo, Fly”

Shared Writing. Have students draw five things that they like and label their drawings. Encourage the use of invented spelling.

Additional Practice Activities

The following exercises are available on pp. 24-25 of *Accelerating Foundational Literacy: Beginnings: Student Activities*.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: fish.

Write *f* or *b* on the lines. Students say the name of each picture and add *f* or *b* to each rime

to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students' ability to say the sound represented by *f* and to spell /f/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words. Completing the f-b Speech-to-Print Practice item in Appendix A and tracing the letter *f* as they say its sound can be especially effective.

LESSON 12: Review of r/r/, n/n/, h/h/, b/b/, f/f/

Multisensory Practice. Students use the cards *a, b, f, h, n, r*.

Matching letter and name. Say the name of the letter *a*. Have students say the name of the letter and hold up the card that stands for the letter you named. Do the same for *b, f, h, n,* and *r*.

Matching letter and sound. Say the sound of the letter. Students say the sound of the letter and holds up the letter that makes that sound. Present /a/, /b/, /f/, /h/, /n/, /r/.

Spelling the sound. Say the sound of the letter. Students then say the sound of the letter and write the letter that makes that sound. Present *a/, /b/, /f/, /h/, /n/, /r/*.

Reading Words. Write the following words on the board and have students read them: *can, fan, man, ran, on, the*.

Reading Sentences. Write the following sentences on the board and have students read them:

The man ran.

The cat ran.

The rat ran.

Additional Review Activity

A review exercise is available on p. 27 of *Accelerating Foundational Literacy: Beginnings: Student Activities*. This exercise includes all the correspondences introduced in this unit. You might have students complete this exercise independently as an informal assessment of the knowledge of the correspondences presented in this unit.

Unit Three: p/p/, j/j/, d/d/, l/l/, w/w/

LESSON 13: p/p/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with /p/: *pen, pie, pencil, pillow, purse*. Lead students to see that the names of these items begin with the same sound: /p/, the sound heard at the beginning of *pen*. Have students suggest other words, including people's names, that begin with /p/, the sound heard at the beginning of *pen*.

Step 2: Articulation

Show students how /p/ is formed and have them notice how they form /p/ so they develop a physical, kinesthetic awareness of /p/. Say “/p/. What are your lips doing? Your lips are pressed together and then opened quickly to make a popping sound: /b/. Put your hand on your voice box. Notice that your vocal cords do not vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *pen, pie, pencil, pillow, purse*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What letter does *pen* begin with?" Give help if necessary. Then present the other *p* words in the same way, pointing to each word as you do so. Lead students to see that *p* spells the sound /p/ heard at the beginning of *pen* (*pen* is the model word for *p/p/*). Add *pen* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *p, l, f, b, h, r,* and *t* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the

letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: pen, pie, pencil, pillow, purse; lion, lamb, lamp, lock, leopard, ladder; fish, fox, foot, feet, fork, fan, four, five.

Assembling Words. Distribute cardboard or plastic letters: a, c, f, m, n, p, P, r, t. Have students use the letters to form *an, can, fan, man, pan, am, Pam, at, rat, Pat, cap*

Building Words. Students build words by adding letters to the following rimes: *__ad __am __an __at*. Reading the rimes, ask students to tell what letter would need to added to each rime to make the words: *pad, bad, had, dad, ham, Pam, pan, fan, bat, fat, hat*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: pumpkin pie, peanuts, peanut butter, pop corn, potatoes, pizza, peas, pancakes, pepper, pickles. Provide help as needed.

Shared Reading. Share read texts that contain *p/p/*. After a first reading, reread the text and encourage students to read the words beginning with *p*.

“Mix a Pancake”

“Peas Porridge Hot”

“Simple Simon”

Writing. Have students draw a picture of their favorite pie and label it. Encourage the use of invented spelling.

Spelling. map, tap, nap

Additional Practice Activities

The following exercises are available on pp. 28-29 of *Accelerating Foundational Literacy: Beginnings: Student Activities*, which is available at Buildingliteracy.org.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read

everyday signs and labels: pie.

Write *p* or *f* on the lines. Students say the name of each picture and add *p* or *f* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students' ability to say the sound represented by *p* and to spell /p/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words. Completing the p-f Speech-to-Print Practice item in Appendix A and tracing the letter *p* as they say its sound can be especially effective.

Lesson 13a: Formation of Word Pattern -ap

Write *a* on the board and ask students to tell you the sound that *a* spells. Ask them what letter would have to be added to /a/, to make the word part *ap*. Emphasize the /p/. As you add *p* to *a* say the sounds represented by the letter as you say /a/-/p/-/ap/. Then ask students what letter would need to be put in front of *ap* to make the word *map*. Emphasize the /m/ sound. As you add *m* to *ap* say the sounds represented by the letters: /m/-/a/-/p/-/map/. Read the word *map* and have students read it with you. Then have the words *nap*, *tap*, and *cap* formed in this same way. Read all the words and have students read them with you.

Adding to the Onset. Have the pattern words formed by adding to the onset. Write *m* on the board and have students tell what sound it spells. Ask students to tell what letters would need to be added to /m/ to make the word *map*. Emphasize /a/ and /p/. Say the sounds as you add *a* and *p*. Then say the whole word. Have *nap*, *tap*, and *cap* formed in this same way. Have students read all the words.

Providing Mixed Practice. Have student read the following word: *cap*, *can*, *cat*, *man*, *map*, *mat*, *nap*, *tan*, *tap*.

Sorting. Instead of using pictures, have students use *map*, *man*, and *mat* as headings and sort the following words under them: *cap*, *nap*, *tap*; *am*, *ram*, *Pam*; *cat*, *fat*, *hat*, *rat*, *sat*.

Building Words. Students build words by adding letters to the following rimes: ___ *ap* ___ *am* ___ *an*

Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *map, cap, nap, tap, ham, Pam, Sam, ram, fan, pan.*

Assembling Words. Distribute cardboard or plastic letters: *a, c, f, m, n, p, t, n.* Have students use the letters to form *can, fan, man, pan, cat, fat, mat, pat, cap, map, nap, tap.*

Assessment and Differentiation

Note students' ability to say the sounds represented by *ap* and to spell /ap/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the ap-an Speech-to-Print Practice item in Appendix A and tracing the letters *ap* as they say their sounds can be especially effective.

Flyleaf Publishing has an Online Materials Portal <<https://portal.flyleafpublishing.com/>> that contains a series of decodable texts that can be read on a computer or other digital device. The portal is being offered as a free resource through the 2020-2021 academic year. Have students click on and read *Pam Like to Nap*. Introduce *like, likes, to, in, and yes.*

LESSON 14: j/j/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with *j*: *jar, jeep, jet, jeans.* Lead students to see that the names of these items begin with the same sound: /j/, the sound heard at the beginning of *jar*. Have students suggest other words, including people's names, that begin with /j/, the sound heard at the beginning of *jar*. If you have Spanish-speaking youngsters in your class, note that *j* has an /h/ pronunciation in Spanish so that *Julio* is pronounced "Hulio."

Step 2: Articulation

Show students how /j/ is formed and have them notice how they form /j/ so they develop a physical, kinesthetic awareness of /j/. Say "/j/. Where is your tongue? Notice how your tongue touches middle of roof of mouth. Then you move your tongue down and make a /j/

sound. Put your hand on your voice box. Your vocal cords vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *jar, jacket, jeep, jet, jeans*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What letter does *jar* begin with?" Give help if necessary. Then present the other *j* words in the same way, pointing to each word as you do so. Lead students to see that *j* spells the sound /j/ heard at the beginning of *jar* (*jar* is the model word for /j/). Add *jar* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *j, p, l, f, b, h, and r* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: jar, jeep, jacket, jet; pig, pan, pen, piano, pie; lion, lamb, lamp, lock, leopard, ladder.

Assembling Words. Distribute cardboard or plastic letters: *a, j, m, n, p, P, S, t*. Have students use the letters to form *am, jam, Sam, Pam, man, pan, Pat*.

Building Words. Students build words by adding letters to the following rimes: *__ad __am __an __at*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *bad, dad, had, sad, jam, ham, Pam, pan, fan, bat, fat, hat*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: jam, jelly, Jello, July. Provide help as needed.

Shared Reading. Share read texts that contain /j/. After a first reading, reread the text and encourage students to read the words beginning with *j*.

“Jack, Be Nimble”

“Blackbirds”

Writing. Have students draw a picture of the jelly, jam, or Jello that they like best and write a label for. Encourage the use of invented spelling.

Spelling. jam

The following exercises are available on pp. 30-31 of *Accelerating Foundational Literacy: Beginnings: Student Activities*.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: jelly.

Write *j* or *p* on the lines. Students say the name of each picture and add *j* or *p* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students’ ability to say the sound represented by *j* and to spell /j/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words. Completing the j-p Speech-to-Print Practice item in Appendix A and tracing the letter *j* as they say its sound can be especially effective.

LESSON 15: d/d/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with *d*: *dog*, *desk*, *dish*, *deer*, *door*, *duck*. Lead students to see that the names of these items begin with the same sound: /d/, the sound heard at the beginning of *dog*. Have students suggest other words, including people's names, that begin with /d/, the sound heard at the beginning of *dog*.

Step 2: Articulation

Show students how /d/ is formed and have them notice how they form /d/ so they develop a physical, kinesthetic awareness of /d/. Say “/d/. What is your tongue doing? The tip of your tongue touches the ridge, which is the part of your mouth just behind your teeth, and pushes out the sound. Put your hand on your voice box. Notice that your vocal cords vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *dog, desk, dish, deer, door, duck*.

Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What letter does *dog* begin with?" Give help if necessary. Then present the other *d* words in the same way, pointing to each word as you do so. Lead students to see that *d* spells the sound /d/ heard at the beginning of *dog* (*Dog* is the model word for *r/r/*). Add *dog* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 4: Guided Practice

Multisensory. Students use the letter cards *d, h, r, c, t, and m* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: dog, deer, duck, dish, desk, door; ring, rabbit, rat, rake, rug, radio; cat, cow, car, carrots, corn, cup, camel.

Assembling Words. Distribute cardboard or plastic letters: *a, b, d, d, j, m, s*. Have students use the letters to form *add, bad, dad, had, mad, sad, am, jam, ham*.

Building Words. Students build words by adding letters to the following rimes: *__at __an __ap __ub*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *rat, sat, cat, can, ran, man, tan, cap, map, rap, rub, cub, tub*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: donuts, dog food. Provide help as needed.

Shared Reading. Share read texts that contain *d/d/*. After a first reading, reread the text and encourage students to read the words beginning with *d*.

“Dickery, Dickery, Dare”

“The Farmer in the Dell”

Assessment and Differentiation

Note students’ ability to say the sound represented by *d* and to spell /d/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words. Completing the d-j Speech-to-Print Practice item in Appendix A and tracing the letter *d* as they say its sound can be especially effective

LESSON 15a: Formation of Word Pattern -ad

Write *a* on the board and ask students to tell you the sound that *a* spells. Ask them what letter would have to be added to /a/ to make the word part *ad*. Emphasize the /d/ sound. As you add *d* to *a* say the sounds represented by the letter as you say /a/-/d/-/ad/. Then ask students what letter would need to be put in front of *ad* to make the word *sad*. Emphasize the /s/ sound. As you add *s* to *ad* say the sounds represented by the letters: /s/-/a/-/d/-/sad/. Read the word *sad* and have students read it with you. Then have the words *bad*, *dad*, *had*, and *mad* formed in this same way. Read all the words and have students read them with you.

Adding to the Onset. Have the pattern words formed by adding to the onset. Write *s* on the board and have students tell what sound it stands for. Ask students to tell what letters would need to be added to /s/ to make the word *sad*. Emphasize /a/ and /d/. Say the sounds as you add *a* and *d*. Then say the whole word. Have *bad*, *dad*, *had*, and *mad* formed in this same way. Have students read all the words.

Providing Mixed Practice. Have student read the following words: *bad*, *cap*, *dad*, *can*, *cat*,

man, mad, map, mat, nap, sad, sat, tan, tap.

Sorting. Use *map, sad,* and *Sam* as headings and have students sort the following words under them: *cap, nap, tap; bad, had, had, mad; am, ram, Pam.*

Building Words. Students build words by adding letters to the following rimes: *__ap __ad __am __an.* Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *map, cap, nap, tap, bad, dad, had, ham, Pam, pan, fan.*

Assembling Words. Distribute cardboard or plastic letters: *a, c, d, h, m, n, p, s, t.* Have students use the letters to form *had, mad, sad, cap, map, nap, tap, can, man, tan.*

Extra Practice

Reading Bear: ck: a

Assessment and Differentiation

Note students' ability to say the sounds represented by *ad* and to spell /ad/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words. Completing the ad-at Speech-to-Print Practice item in Appendix A and tracing the letters *ad* as they say their sounds can be especially effective.

LESSON 16: /l/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with *l*: *lion, lamb, lamp, lock, lettuce, leopard, ladder.* Lead students to see that the names of these items begin with the same sound: /l/, the sound heard at the beginning of *lion*. Have students suggest other words, including people's names, that begin with /l/, the sound heard at the beginning of *lion*.

Step 2: Articulation

Show students how /l/ is formed and have them notice how they form /l/ so they develop a physical, kinesthetic awareness of /l/. Say “/l/. What is your tongue doing? The tip of your

out the sound. Put your hand on your voice box. Notice that your vocal cords vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *lion, lamb, lamp, lock, lettuce, leopard, ladder*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask "What letter does *lion* begin with?" Give help if necessary. Then present the other *l* words in the same way, pointing to each word as you do so. Lead students to see that *l* spells the sound /l/ heard at the beginning of *lion* (*lion* is the model word for /l/). Add *lion* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *l, f, b, h, r, and t* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: lion, lamb, lamp, lock, leopard, ladder; fish, fox, foot, feet, fork, fan, four, five; ring, rabbit, rat, rake, rug, radio.

Assembling Words. Distribute cardboard or plastic letters: *a, b, d, d, j, l, m, s*. Have students use the letters to form *add, bad, dad, mad, sad, am, jam, lamb*.

Building Words. Students build words by adding letters to the following rimes: *__ad __am __amb, __amp*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *bad, dad, had, mad, sad, ham, Pam, Sam, lamb, lamp*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: lettuce, lemons, Lime Jello. Provide help as needed.

Shared Reading. Share read texts that contain /l/. After a first reading, reread the text and encourage

students to read the words beginning with *l*.

“Did You Ever See a Lassie?”

Writing. Have students draw a picture of the animal whose name begins with *l* that they like best: lion, leopard, lamb. Have students label their drawings. Encourage invented spelling.

Additional Practice Activities

The following exercises are available on pp. 34-36 of *Accelerating Foundational Literacy:*

Beginnings: Student Activities.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: lemons.

Write *l* or *d* on the lines. Students say the name of each picture and add *l* or *d* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Application: Reading “A Cat Nap”

Write the word *nap* on the board and have students read it. Ask students to tell where a cat might take a nap. Write the word *in* on the board. Pointing to *n*, have students tell what sound *n* makes. Pointing to *i*, explain that the letter *i* sometime makes an /i/ sound, so that when it is added to *n* it says *in*. Have students read the word. Pointing to the word *in* ask students to tell whether they think a cat can take a nap in a bag or in a box. Have student read “Cat Nap” on p. 36 to find out where the cat took its naps. Discuss students’ responses. Have them read the sentences that tell where the cat took its naps. Provide students with copies of the story so they can read it to a partner and take it home and read it with family members.

Assessment and Differentiation

Note students’ ability to say the sound represented by *l* and to spell /l/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the l-d Speech-to-Print Practice item in Appendix A and tracing the letter *l* as they say its sound can be especially effective

LESSON 17: w/w/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with *w*: *wagon*, *window*, *wig*, *well*, *web*, *wallet*. Lead students to see that the names of these items begin with the same sound: /w/, the sound heard at the beginning of *wagon*. Have students suggest other words, including people's names, that begin with /w/, the sound heard at the beginning of *wagon*.

Step 2: Articulation

Show students how /w/ is formed and have them notice how they form /w/ so they develop a physical, kinesthetic awareness of /t/. Say “/w/. What are your lips doing? You are making your lips very round as you make a /w/ sound as in *we*. Put your hand on your voice box. Notice that your vocal cords vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *wagon*, *window*, *wig*, *well*, *web*, *wallet*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What letter does *wagon* begin with?" Give help if necessary. Then present the other *w* words in the same way, pointing to each word as you do so. Lead students to see that *w* spells the sound /w/ heard at the beginning of *wagon* (*wagon* is the model word for w/w/). Add *wagon* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *w*, *j*, *p*, *l*, *f*, *b*, and *h* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: wagon, window, watch, web, wallet; jar, jeep, jacket, jet; pig, pan, pen, piano, pie.

Assembling Words. Distribute cardboard or plastic letters: *a, b, d, d, h, m, j, m, s*. Have students use the letters to form *add, bad, dad, mad, sad, am, jam, ham*.

Building Words. Students build words by adding letters to the following rimes: *__ad __am __amb, __amp, __e __eb __et*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *bad, dad, had, mad, sad, ham, Pam, Sam, lamb, lamp, he, we, web, pet, set, wet*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: waffles, walnuts, Walk-Don't Walk and Wait signs. Provide help as needed.

Shared Reading. Share read texts that contain *w/w/*. After a first reading, reread the text and encourage students to read the words beginning with *w*.

“Six Little Ducks”

“Wee Willie Winkie”

“Woodchuck”

Additional Practice Activities

The following exercises are available on pp. 37-38 of *Accelerating Foundational Literacy: Beginnings: Student Activities*.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: waffles.

Write *w* or *l* on the lines. Students say the name of each picture and add *w* or *l* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students' ability to say the sound represented by *w* and to spell */w/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide

added time with the multisensory activities and Assembling Words and Building Words. Completing the w-l Speech-to-Print Practice item in Appendix A and tracing the letter *w* as they say its sound can be especially effective.

LESSON 18: Review of p/p/, j/j/, d/d/, l/l/, w/w/

Multisensory Practice. Students use the cards *a, d, j, l, p, w*.

Matching letter and name. Say the name of the letter *a*. Have students say the name of the letter and hold up the card that stands for the letter you named. Do the same for *d, j, l, p, w*.

Matching letter and sound. Say the sound of the letter. Students say the sound of the letter and holds up the letter that makes that sound. Present /a/, /d/, /j/, /l/, /p/, /w/

Spelling the sound. Say the sound of the letter. Students then say the sound of the letter and write the letter that makes that sound. Present a/, /d/, /j/, /l/, /p/, /w/.

Reading Words. Write the following words on the board and have students read them: *cap, map, tap, bad, dad, had, mad, pad, sad*.

Reading Sentences. Write the following sentences on the board and have students read them:

The cat sat on Dan's lap.

The bad cat sat.

The bad cat sat on Matt's cap.

The bad cat sat on dad's cap.

Additional Review Activity

A review exercise is available on p. 40 of *Accelerating Foundational Literacy: Beginnings: Student Activities*. This exercise includes all the correspondences introduced in this unit. You might have students complete this exercise independently as an informal assessment of the knowledge of the correspondences presented in this unit.

Unit Four: g/g/, k/k/, y/y/, v/v/, z/z/

LESSON 19: g/g/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with *goat*, *gorilla*, *girl*, *gate*, *gum*. Lead students to see that the names of these items begin with the same sound: /g/, the sound heard at the beginning of *goat*. Have students suggest other words, including people's names, that begin with /g/, the sound heard at the beginning of *goat*.

Step 2: Articulation

Show students how /g/ is formed and have them notice how they form /g/ so they develop a physical, kinesthetic awareness of /g/. Say “/g/. Where is your tongue? Notice how your tongue touches middle of roof of mouth. Then you move your tongue down and make a /g/ sound. Put your hand on your voice box. Your vocal cords vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *goat*, *gorilla*, *girl*, *gate*, *gum*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What letter does *goat* begin with?" Give help if necessary. Then present the other *g* words in the same way, pointing to each word as you do so. Lead students to see that *g* spells the sound /g/ heard at the beginning of *goat* (*Goat* is the model word for *g/g/*). Add *goat* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *g*, *w*, *j*, *p*, *l*, *f*, *b*, and *b* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: goat, goose, gorilla, gate, gum; wagon, window, watch, web, wallet; jar, jeep, jacket, jet.

Assembling Words. Distribute cardboard or plastic letters: *a, b, d, g, h, s, t, w*. Have students use the letters to form *bag, tag, wag, bad, had, sad, has*.

Building Words. Students build words by adding letters to the following rimes: *__ad __ag __e*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *bad, dad, had, mad, sad, bag, tag, wag, he, we*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: gum. Provide help as needed.

Shared Reading. Share read texts that contain *g/g/*. After a first reading, reread the text and encourage students to read the words beginning with *g*.

“Windy Nights”

Spelling. bag, rag, wag

Additional Practice Activities

The following exercises are available on pp. 41-42 of *Accelerating Foundational Literacy: Beginnings: Student Activities*.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: gum.

Write *g* or *w* on the lines. Students say the name of each picture and add *g* or *w* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students’ ability to say the sound represented by *g* and to spell */g/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the *g-w* Speech-to-Print Practice item in Appendix A and tracing the letter *g* as

they say its sound can be especially effective.

LESSON 19a: Formation of Word Pattern -ag

Write *a* on the board and ask students to tell you the sound that *a* spells. Ask them what letter would have to be added to /a/ to make the word part *ag*. Emphasize the /g/. As you add *g* to *a* say the sounds represented by the letter as you say /a/-/g/-/ag/. Then ask students what letter would need to be put in front of *ag* to make the word *bag*. Emphasize the /b/ sound. As you add *b* to *ag* say the sounds represented by the letters: /b/-/a/-/g/-/bag/. Read the word *bag* and have students read it with you. Then have the words *rag*, *tag*, *wag* formed in this same way. Read all the words and have students read them with you.

Adding to the Onset. Have the pattern words formed by adding to the onset. Write *b* on the board and have students tell what sound it spells. Ask students to tell what letters would need to be added to /b/ to make the word *bag*. Emphasize /a/ and /g/. Say the sounds as you add *a* and *g*. Then say the whole word. Have *rag*, *tag*, *wag* formed in this same way. Have students read all the words.

Providing Mixed Practice. Have student read the following words: *bag*, *bad*, *rag*, *ran*, *tag*, *tan*, *mat*, *wag*, *tap*.

Sorting. Have students use *bag*, *map*, and *sad* as headings and sort the following words under them: *rag*, *tag*, *wag*, *cap*, *nap*, *tap*, *bad*, *had*, *had*, *mad*.

Building Words. Students build words by adding letters to the following rimes: *__ag* *__ap* *__ad* *__am*, *__an*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *bag*, *rag*, *tag*, *wag*, *cap*, *map*, *tap*, *pad*, *had*, *sad*, *ham*, *Pam*, *pan*, *fan*.

Assessment and Differentiation

Note students' ability to say the sounds represented by *ag* and to spell /ag/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the *ag-ad-an* Speech-to-Print Practice item in Appendix A and tracing the letters

ag as they say their sounds can be especially effective.

LESSON 20: k/k/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with /k/: *key, king, kite, kangaroo*. Lead students to see that the names of these items begin with the same sound: /k/, the sound heard at the beginning of *key*. Explain that *c* as in *cat* can also be used to spell the /k/ sound.

Step 2: Articulation

Show students how /k/ is formed and have them notice how they form /k/ so they develop a physical, kinesthetic awareness of /k/. Say “/g/. Where is your tongue? Notice how your tongue touches the middle of the roof of mouth. Then you move your tongue down and make a /k/ sound. Put your hand on your voice box. Your vocal cords do not vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *key, king, kite, kangaroo*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What letter does *key* begin with?" Give help if necessary. Then present the other *k* words in the same way, pointing to each word as you do so. Lead students to see that *k* spells the sound /k/ heard at the beginning of *key* (*Key* is the model word for *k/k/*). Add *key* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *k, g, w, j, p, and l* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: goat, goose, gorilla, gate, gum; wagon, window, watch, web, wallet; jar, jeep, jacket, jet.

Assembling Words. Distribute cardboard or plastic letters: *a, b, c, g, m, n, p, t, w*. Have students use the letters to form *bag, tag, wag, can, cap, map, nap, tap, bat, cat, pat*.

Building Words. Students build words by adding letters to the following rimes: *__ag __ap __ing __ing*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *bag, tag, wag, cap, map, nap, tap, king, ring, sing, wing*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: ketchup. Provide help as needed.

Shared Reading. Share read texts that contain *k/k/*. After a first reading, reread the text and encourage students to read the words beginning with *k*.

“Polly Put the Kettle On”

Spelling. bag, rag, wag

Additional Practice Activities

The following exercises are available on pp. 43-44 of *Accelerating Foundational Literacy: Beginnings: Student Activities*.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: ketchup.

Write *k* or *g* on the lines. Students say the name of each picture and add *k* or *g* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students’ ability to say the sound represented by *k* and to spell /k/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the k-g Speech-to-Print Practice item in Appendix A and tracing the letter *k* as

they say its sound can be especially effective.

LESSON 21: y/y/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with /y/: *yo-yo*, *yarn*, *yogurt*, *yard*. Lead students to see that the names of these items begin with the same sound: /y/, the sound heard at the beginning of *yo-yo*.

Step 2: Articulation

Show students how /y/ is formed and have them notice how they form /y/ so they develop a physical, kinesthetic awareness of /y/. Say “/y/. Where is your tongue? Notice how your tongue touches the roof of your mouth as you say /y/. Put your fingers on your voice box. Notice that your vocal cords vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board: *yo-yo*, *yarn*, *yogurt*, *yard*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: “What letter does *yo-yo* begin with?” Give help if necessary. Then present the other *y* words in the same way, pointing to each word as you do so. Lead students to see that *y* spells the sound /y/ heard at the beginning of *yo-yo* (*Yo-yo* is the model word for *y/y/*). Add *yoo-yoo* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *y*, *k*, *g*, *w*, *j*, and *p* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the

sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: yo-yo, yarn, yogurt, yard, yak; goat, goose, gorilla, gate, gum; wagon, window, watch, web, wallet.

Assembling Words. Distribute cardboard or plastic letters: *a, h, j, k, m, p, y*. Have students use the letters to form *am, ham, jam, yam, yak, map, yap*.

Building Words. Students build words by adding letters to the following rimes: *__ag __ak __am __ap __an __ou*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *bag, tag, rag, yak, ram, cap, tap, can, ran, you*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: yogurt, yams. Provide help as needed.

Shared Reading. Share read texts that contain *y/y/*. After a first reading, reread the text and encourage students to read the words beginning with *y*.

Additional Practice Activities

The following exercises are available on pp. 45-46 of *Accelerating Foundational Literacy: Beginnings: Student Activities*.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: yogurt.

Write y or k on the lines. Students say the name of each picture and add *y* or *k* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students' ability to say the sound represented by *y* and to spell */y/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the *y-k* Speech-to-Print Practice item in Appendix A and tracing the letter *y* as they say its sound can be especially effective.

LESSON 22: v/v/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with /v/: *vase*, *van*, *violin*, *vest*, *vet*. Lead students to see that the names of these items begin with the same sound: /v/, the sound heard at the beginning of *vase*.

Step 2: Articulation

Show students how /v/ is formed and have them notice how they form /v/ so they develop a physical, kinesthetic awareness of /v/. Say “/v/. Where are your upper teeth? Notice how your upper teeth press against your lower lip and push the air out. Put your hand on your voice box. Your vocal cords vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board *vase*, *van*, *violin*, *vest*, *vet*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: “What letter does *vase* begin with?” Give help if necessary. Then present the other v words in the same way, pointing to each word as you do so. Lead students to see that *v* spells the sound /v/ heard at the beginning of *vase* (*Vase* is the model word for v/v/). Add *vase* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *v*, *y*, *k*, *g*, *w*, and *j* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: *vase*, *van*, *violin*, *vest*, *vet*; *yo-yo*, *yarn*, *yogurt*, *yard*,

yak; goat, goose, gorilla, gate, gum.

Assembling Words. Distribute cardboard or plastic letters: *a, c, m, n, p, v, y*. Have students use the letters to form *an, can, man, pan, ran, van, yam*.

Building Words. Students build words by adding letters to the following rimes: *__ag __am ___ap ___an*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *bag, wag, yam, jam, cap, map, ran, van*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: vegetable soup, Visitors. Provide help as needed.

Shared Reading. Share read texts that contain *v/v/*. After a first reading, reread the text and encourage students to read the words beginning with *v*.

Spelling. *van*

Additional Practice Activities

The following exercises are available on pp. 48-49 of *Accelerating Foundational Literacy: Beginnings: Student Activities*.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: vegetable soup.

Write *v* or *y* on the lines. Students say the name of each picture and add *v* or *y* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students' ability to say the sound represented by *v* and to spell */v/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the *v-y* Speech-to-Print Practice item in Appendix A and tracing the letter *v* as they say its sound or the word *van* can be especially effective.

LESSON 23: *z/z/*

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with /z/: *zebra*, *zoo*, *zipper*. Lead students to see that the names of these items begin with the same sound: /z/, the sound heard at the beginning of *zebra*.

Step 2: Articulation

Show students how /z/ is formed and have them notice how they form /z/ so they develop a physical, kinesthetic awareness of /z/. Say “ /z/. Where is your tongue? Notice how the tip of your tongue touches the middle of the roof of your mouth. The sides of your tongue touch your teeth. Air is pushed over your tongue and makes a zzz sound *zebra*. Put your fingers on your voice box. Notice that your vocal cords vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board *zebra*, *zoo*, *zipper*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What letter does *zebra* begin with?" Give help if necessary. Then present the other *z* words in the same way, pointing to each word as you do so. Lead students to see that *z* spells the sound /z/ heard at the beginning of *zebra* (*Zebra* is the model word for *z/z/*). Add *zebra* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *z*, *v*, *y*, *k*, *g*, and *w* to do the following.

Matching letter and name. Say the name of the letter. Have students say the name of the letter and hold up the card that spells the letter you named.

Matching letter and sound. Say the sound of the letter. Have students then say the sound of the letter and hold up the letter that makes that sound.

Spelling the letter. Say the sound of the letter and direct students to spell it. Students then say the sound of the letter and write the letter that makes that sound.

Sorting. Students sort the following illustrations: vase, van, violin, vest, vet; yo-yo, yarn, yogurt, yard,

yak; goat, goose, gorilla, gate, gum.

Assembling Words. Distribute cardboard or plastic letters: *a, d, h, m, n, p, v*. Have students use the letters to form *had, mad, pad, an, man, pan, van, hand*.

Building Words. Students build words by adding letters to the following rimes: *__an __am __ap __oo*. Reading the rimes, ask students to tell what letter would need to add to each rime to make the words: *man, van, ram, yam, cap, tap, zoo, too*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: zoo. Provide help as needed.

Shared Reading. Share read texts that contain *z/z/*. After a first reading, reread the text and encourage students to read the words beginning with *z*.

Additional Practice Activities

The following exercises are available on pp. 52-53 of *Accelerating Foundational Literacy*:

Beginnings: Student Activities.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Read the Labels. Students use their newly learned consonant correspondence to read everyday signs and labels: zoo.

Write z or v on the lines. Students say the name of each picture and add *z* or *v* to each rime to form a word. Students say the word that they have formed. Discuss responses.

Assessment and Differentiation

Note students' ability to say the sound represented by *z* and to spell */z/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the *z-v* Speech-to-Print Practice item in Appendix A and tracing the letter *z* as they say its sound can be especially effective.

LESSON 24: qu/kw/

Step 1: Phonemic Awareness

Ask students to listen carefully to the following words as you slowly articulate them: *queen, quick, quit, quack*. Lead students to see that all the words begin with the same sounds, /kw/ as in *queen*.

Step 2: Articulation

Show students how /kw/ is formed and have them notice how they form /kw/ so they develop a physical, kinesthetic awareness of /kw/. Say “/kw/. What is your mouth doing? Notice how you are forming the shape of an *o* as you push out air.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board *queen, quick, quit, quack*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letter each of the words begins with. Ask: "What two letters does *queen* begin with?" Give help if necessary. Then present the other *qu* words in the same way, pointing to each word as you do so. Lead students to see that *qu* spells the sound /kw/ heard at the beginning of *queen* (*Queen* is the model word for *qu/kw/*). Add *queen* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book.

Step 3: Guided Practice

Multisensory. Students use the letter cards *qu, v, y, k,* and *g* to do the following.

Matching letter(s) and name. Say the name of the letter(s). Have students say the name of the letter(s) and hold up the card that spells the letter(s) you named.

Matching letter(s) and sound. Say the sound of the letter(s). Have students then say the sound of the letter(s) and hold up the letter(s) that makes that sound.

Spelling the letter(s). Say the sound of the letter(s) and direct students to spell it. Students then say the sound of the letter (s) and write the letter(s) that makes that sound.

Sorting. Students sort the following illustrations: queen, question mark; yo-yo, yarn, yogurt, yard, yak; goat, goose, gorilla, gate, gum.

Assembling Words. Distribute cardboard or plastic letters: *a, c, m, n, p, v*. Have students use the letters to form *can, cap, man, map, nap, pan, an, van*.

Building Words. Students build words by adding letters to the following rimes: *__een __ack __ick __oo*. Reading the rimes, ask students to tell what letter would need to be added to each rime to make the words: *queen, quack, back, quick, tick, zoo*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: quiet zone . Provide help as needed.

Shared Reading. Share read texts that contain *v/v/*. After a first reading, reread the text and encourage students to read the words beginning with *qu*.

“Six Little Ducks”

The following exercise is available on p 52 of *Accelerating Foundational Literacy*:

Beginnings: Student Activities.

Make a ring around the word that names the picture. Students say the name of the picture and select from two words the one that names the picture. Discuss responses.

Assessment and Differentiation

Note students’ ability to say the sound represented by *qu*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Building Words.

LESSON 25: Review of g/g/, k/k/, y/y/, v/v/, z/z/

Multisensory Practice. Students use the cards *a, g, k, y, v, z*.

Matching letter and name. Say the name of the letter *a*. Have students say the name of the letter and hold up the card that stands for the letter you named. Do the same for *d, g, k, y, v, z*.

Matching letter and sound. Say the sound of the letter. Students say the sound of the letter and holds up the letter that makes that sound. Present */a/, /g/, /k/, /v/, /y/, /z/*.

Spelling the sound. Say the sound of the letter. Students then say the sound of the letter and write the letter that makes that sound. Present *a/, /g/, /k/, /v/, /y/, /z/*.

Reading Words. Write the following words on the board and have students read them: *bag, rag, tag, has, van*.

Reading Sentences. Write the following sentences on the board and have students read them:

Dan had a van.

The cat had a nap on the rags.

The cat had a nap on the van.

The cat has a tag.

Additional Review Activity

A review exercise is available on p. 54 of *Accelerating Foundational Literacy: Beginnings: Student Activities*. This exercise includes all the correspondences introduced in this unit. You might have students complete this exercise independently as an informal assessment of the knowledge of the correspondences presented in this unit.

Unit Five: sh/sh/, th/th/, ch/ch, wh/wh/

LESSON 26: sh/sh/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with /sh/: *shoe, shirt, sheep, shell, shark, shovel*. Lead students to see that all the words begin with the same sounds, /sh/ as in *shoe*.

Step 2: Articulation

Show students how /sh/ is formed and have them notice how they form /sh/ so they develop a physical, kinesthetic awareness of /kw/. Say “/sh/. Where is your tongue? Notice how your tongue is pushed against your upper teeth and the roof of your mouth and is pushing air out. Put your hand on your voice box. Notice that your vocal cords do not vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board *shoe, shirt, sheep, shell, shark, shovel*.

Read each name, emphasizing the beginning sound as you do so. Have students tell which letters each of the words begins with. Ask "What two letters does *shoe* begin with?" Give help if necessary. Then present the other *sh* words in the same way, pointing to each word as you do so. Lead students to see

that *sh* spells the sound /sh/ heard at the beginning of *shoe* (*Shoe* is the model word for *sh/sh/*). Add *shoe* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book. Explain that sometimes two letters (*sh*) are used to spell one sound and that the letters *sh* are not to be pronounced separately but are to be pronounced as though they were one.

Step 3: Guided Practice

Multisensory. Students use the letter cards *sh*, *qu*, *v*, *y*, and *k* to do the following.

Matching letter(s) and name. Say the name of the letter(s). Have students say the name of the letter(s) and hold up the card that spells the letter(s) you named.

Matching letter(s) and sound. Say the sound of the letter(s). Have students then say the sound of the letter(s) and hold up the letter(s) that makes that sound.

Spelling the letter(s). Say the sound of the letter(s) and direct students to spell it. Students then say the sound of the letter (s) and write the letter(s) that makes that sound.

Sorting. Students sort the following illustrations: queen, question mark; yo-yo, yarn, yogurt, yard, yak; goat, goose, gorilla, gate, gum.

Assembling Words. Distribute cardboard or plastic letters: *a*, *c*, *m*, *n*, *p*, *v*. Have students use the letters to form *can*, *cap*, *man*, *map*, *nap*, *pan*, *an*, *van*.

Building Words. Students build words by adding letters to the following rimes: *__ack*, *__e__een*, *__oo*, *__ick*. Reading the rimes, ask students to tell what letter would need to be added to each rime to make the words: *shack*, *quack*, *back*, *she*, *queen*, *zoo*, *pick*, *quick*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: shampoo, shrimp. Provide help as needed.

Shared Reading. Share read texts that contain *sh/sh/*. After a first reading, reread the text and encourage students to read the words beginning with *g*.

“Shoo, Fly”

Spelling. she

Assessment and Differentiation

Note students' ability to say the sound represented by *sh* and to spell /sh/. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words. Completing the sh-s Speech-to-Print Practice item in Appendix A and tracing the letters *sh* as they say its sound can be especially effective.

LESSON 27: th/th/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with /th/: *thumb*, *thermos*, *thermometer*, *thirteen*, *thorn*. Lead students to see that all the words begin with the same sound, /th/ as in *thumb*. Have students suggest other words, including their names, that begin with the /th/ sound heard at the beginning of *thumb*.

Step 2: Articulation

Show students how /th/ is formed and have them notice how they form /th/ so they develop a physical, kinesthetic awareness of /th/. Say "Say /th/ as in *thumb*. Where is your tongue? Notice how the tip of your tongue presses against or just below upper teeth and pushes out air to make /th/ as in *thumb*. Put your hand on your voice box. Your vocal cords do not vibrate." (The sound /th/ has a voiced counterpart in the words *that*, *thin*, *this*, and *the*. In this text voiced /th/ is included with unvoiced /th/. You might explain that in some /th/ words, such as *this* and *that*, /th/ does vibrate.)

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board *thumb*, *thermos*, *thirteen*, *thorn*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letters each of the words begins with. Ask: "What two letters does *thumb* begin with?" Give help if necessary. Then present the other *th* words in the same way, pointing to each word as you do so. Lead students to see that *th* spells the sound /th/ heard at the beginning of *thumb* (*Thumb* is the model word for *th/th/*). Add *thumb* to the Consonant Chart if you are making your own or point it out on p. 62 of the

Student Practice Activities book. Explain that sometimes two letters (*th*) are used to spell one sound and that the letters *th* are not to be pronounced separately but are to be pronounced as though they were one.

Step 3: Guided Practice

Multisensory. Students use the letter cards *th*, *ch*, *sh*, *qu*, and *v* to do the following.

Matching letter(s) and name. Say the name of the letter(s). Have students say the name of the letter(s) and hold up the card that spells the letter(s) you named.

Matching letter(s) and sound. Say the sound of the letter(s). Have students then say the sound of the letter(s) and hold up the letter(s) that makes that sound.

Spelling the letter(s). Say the sound of the letter(s) and direct students to spell it. Students then say the sound of the letter (s) and write the letter(s) that makes that sound.

Sorting. Students sort the following illustrations: thumb, thermos, thermometer, thirteen, thorn; chair, cheese, chain, chipmunk, chin, church; shoe, shirt, sheep, shell, shark, shovel.

Assembling Words. Distribute cardboard or plastic letters: *a, b, h, m, t, th* Have students use the letters to form *at, bat, hat, that, bath, mat, math*.

Building Words. Students build words by adding letters to the following rimes: *__at, __ip __in __it __ain __in*. Reading the rimes, ask students to tell what letter would need to be added to each rime to make the words: *that, ship, chin, quit, chain, thin*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: Thirteenth Street. Provide help as needed.

Shared Reading. Share read texts that contain *th/th/*. After a first reading, reread the text and encourage students to read the words beginning with *th*.

Spelling. the

Assessment and Differentiation

Note students' ability to say the sound represented by *th* and to spell */th/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the th-t Speech-to-Print Practice item in Appendix A.

LESSON 28: ch/ch/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with /ch/: *chair*, *cheese*, *chain*, *chipmunk*, *chin*, *church*. Lead students to see that all the words begin with the same sound, /ch/ as in *chair*. Have students suggest other words, including their names, that begin with the /ch/ sound heard at the beginning of *chair*. (Spanish-speaking youngsters may have difficulty with /ch/ and may pronounce it as /sh/, saying *share* for *chair*. Whenever possible, provide picture cues when discussing words whose pronunciation might be misunderstood. For instance, when talking about a chair, point to one. Also provide discrimination exercises in which students distinguish between words beginning with /ch/ and /sh/.)

Step 2: Articulation

Show students how /ch/ is formed and have them notice how they form /ch/ so they develop a physical, kinesthetic awareness of /ch/. Say “Say /ch/. Where is your tongue? Notice how your tongue touches middle of roof of mouth. Then you move your tongue down and make a /ch/ sound. Put your hand on your voice box. Your vocal cords do not vibrate.”

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board *chair*, *cheese*, *chain*, *chipmunk*, *chin*, *church*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letters each of the words begins with. Ask: “What two letters does *chair* begin with?” Give help if necessary. Then present the other *ch* words in the same way, pointing to each word as you do so. Lead students to see that *ch* spells the sound /ch/ heard at the beginning of *chair* (*Chair* is the model word for *ch/ch/*). Add *chair* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book. Explain that sometimes two letters (*ch*) are used to spell one sound and that the letters *ch* are not to be pronounced separately but are to be pronounced as though they were one.

Step 3: Guided Practice

Multisensory. Students use the letter cards *ch, sh, qu, v, and y* to do the following.

Matching letter(s) and name. Say the name of the letter(s). Have students say the name of the letter(s) and hold up the card that spells the letter(s) you named.

Matching letter(s) and sound. Say the sound of the letter(s). Have students then say the sound of the letter(s) and hold up the letter(s) that makes that sound.

Spelling the letter(s). Say the sound of the letter(s) and direct students to spell it. Students then say the sound of the letter (s) and write the letter(s) that makes that sound.

Sorting. Students sort the following illustrations: chair, cheese, chain, chipmunk, chin, church; shoe, shirt, sheep, shell, shark, shovel; queen, question mark.

Assembling Words. Distribute cardboard or plastic letters: *a, b, m, t, ch, th*. Have students use the letters to form *at, bat, that, chat, bath, mat, math*.

Building Words. Students build words by adding letters to the following rimes: *__ain, __e, __eese*
__air __ack __ick. Reading the rimes, ask students to tell what letter would need to be added to each rime to make the words: *chain, rain, she, cheese, chair, shack, quick*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: cheese, chocolate chip cookies, Cheerios. Provide help as needed.

Shared Reading. Share read texts that contain *ch/ch/*. After a first reading, reread the text and encourage students to read the words beginning with *ch*.

“Woodchuck”

Assessment and Differentiation

Note students’ ability to say the sound represented by *ch* and to spell */ch/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the *ch-c* Speech-to-Print Practice item in Appendix A and tracing the letters *ch* as they say its sound can be especially effective.

LESSON 29: wh/w/

Step 1: Phonemic Awareness

Display and discuss real objects or pictures of real objects whose names begin with /wh/: *whale*, *wheel*, *whistle*, *whip*. Lead students to see that all the words begin with the same sound, /w/ as in *whale*. (In some dialects *wh* is pronounced /hw/.)

Step 2: Articulation

Show students how /w/ is formed and have them notice how they form /w/ so they develop a physical, kinesthetic awareness of /t/. "Say /w/. What are your lips doing? You are making your lips very round as you make a /w/ sound as in *we*. /b/. Put your fingers on your vocal cords. Notice that they vibrating."

Step 3: Letter-Sound Integration

Write the name of each of the objects from Step 1 on the board *whale*, *wheel*, *whistle*, *whip*. Read each name, emphasizing the beginning sound as you do so. Have students tell which letters each of the words begins with. Ask "What two letters does *whale* begin with?" Give help if necessary. Then present the other *wh* words in the same way, pointing to each word as you do so. Lead students to see that *wh* spells the sound /w/ heard at the beginning of *whale* (*Whale* is the model word for *wh/w/*). Add *wheel* to the Consonant Chart if you are making your own or point it out on p. 62 of the *Student Practice Activities* book. Explain that sometimes two letters (*wh*) are used to spell one sound and that the letters *wh* are not to be pronounced separately but are to be pronounced as though they were one. Explain that *w* also makes a /w/ sound.

Step 3: Guided Practice

Multisensory. Students use the letter cards *wh*, *th*, *ch*, *sh*, and *qu* to do the following.

Matching letter(s) and name. Say the name of the letter(s). Have students say the name of the letter(s) and hold up the card that spells the letter(s) you named.

Matching letter(s) and sound. Say the sound of the letter(s). Have students then say the sound of the letter(s) and hold up the letter(s) that makes that sound.

Spelling the letter(s). Say the sound of the letter(s) and direct students to spell it. Students then say the sound of the letter (s) and write the letter(s) that makes that sound.

Sorting. Students sort the following illustrations: whale, wheel, whistle, whip; thumb, thermos, thermometer, thirteen, thorn; chair, cheese, chain, chipmunk, chin, church.

Assembling Words. Distribute cardboard or plastic letters: *a, b, m, n, t, ch, th*. Have students use the letters to form *at, bat, bath, mat, math, an, man*.

Building Words. Students build words by adding letters to the following rimes: *__ale __e __at __in __eel __an*. Reading the rimes, ask students to tell what letter would need to be added to each rime to make the words: *whale, she, that, chin, wheel, than*.

Real World Reading. Students use their newly learned consonant correspondence to read everyday signs and labels: Wheaties. Provide help as needed.

Shared Reading. Share read texts that contain *wh/w/*. After a first reading, reread the text and encourage students to read the words beginning with *wh*.

“Wheels on the Bus”

“Where Has My Little Dog Gone?”

“White Sheep”

Assessment and Differentiation

Note students’ ability to say the sound represented by *wh* and to spell *wh/w/*. Students learn at different rates. If students are having difficulty remembering the correspondence, provide added time with the multisensory activities and Assembling Words and Building Words.

Completing the *wh-ch* Speech-to-Print Practice item in Appendix A and tracing the letters *wh* as they say its sound can be especially effective.

LESSON 30: Review of sh/sh/, th/th/, ch/ch, wh/wh/

Multisensory Practice. Students use the cards *a, ch, sh, th, wh*.

Matching letter and name. Say the name of the letter *a*. Have students say the name of the letter and hold up the card that stands for the letter you named. Do the same for *ch, sh, th, wh*.

Matching letter and sound. Say the sound of the letter. Students say the sound of the letter and holds up the letter that makes that sound. Present /a/, /ch/, /sh/, /th/, /wh/.

Spelling the sound. Say the sound of the letter. Students then say the sound of the letter and write the letter that makes that sound. Present /a/, /ch/, /sh/, /th/, /wh/.

Reading Words. Write the following words on the board and have students read them: *the, that, chat.*

Reading Sentences. Write the following sentences on the board and have students read them:

The cat sat on that bag.

That cat sat on the van.

Additional Review Activity

A review exercise is available on p. 61 of *Accelerating Foundational Literacy: Beginnings: Student Activities*. This exercise includes all the correspondences introduced in this unit. You might have students complete this exercise independently as an informal assessment of the knowledge of the correspondences presented in this unit.

Appendix A

Speech-to-Print Practice Exercises

m-s		
Which word says?		
man	man	sand
sat	mat	sat
mat	mat	sat
Sam	Man	Sam
sand	man	sand
man	man	sand
me	me	see
sad	mad	sad
see	me	see
mad	mad	sad

t-m		
Which word says?		
man	man	tan
map	map	tap
ten	mat	ten
tan	man	tan
mat	mat	tie
tap	map	tap
me	me	tip
tent	mad	tent
time	mine	time
tag	mad	tag

c-t		
Which word says?		
can	can	tan
cap	cap	tap
ten	cake	ten
tan	can	tan
cat	cat	tie
cold	cold	told
cup	cup	tip
tent	cap	tent
car	car	tar
cow	cow	tag

-at		
Which word says?		
cat	can	cat
fat	fan	fat
mat	mat	man
Nat	Nan	Nat
rat	rat	ran

r-c		
Which word says?		
can	can	ran
rat	cat	rat
cake	cake	rake
cap	cap	rap
ride	call	ride
rag	care	rag
ranch	cook	ranch
cave	cave	ray
rain	car	rain
cow	cow	round

n-r		
Which word says?		
net	net	ran
rat	nine	rat
nose	nose	rake
nest	nest	rap
ride	nap	ride
rag	neck	rag
no	no	ranch
new	new	ray
rain	nine	rain
nurse	nurse	round

-an, -at		
Which word says?		
cat	can	cat
fan	fan	fat
can	can	cat
mat	man	mat
man	man	mat
Nat	Nan	Nat
ran	ran	rat
pat	pan	pat
van	van	vat
rat	ran	rat

h-n		
Which word says?		
hand	hand	net
nine	hat	nine
hen	hen	nose
nest	had	nest
hair	hair	nap
neck	hat	neck
no	hook	no
house	house	new
ham	ham	nine
nurse	how	nurse

b-h			
Which word says?			
band	band	hand	
bat	bat	hat	
hen	bend	hen	
hit	bit	hit	
hat	bat	hat	
bee	bee	he	
hook	book	hook	
beat	beat	heat	
ham	boy	ham	
bit	bit	hit	

-am, -at		
Which word says?		
am	am	at
ham	ham	hat
Sam	Sam	Sat
hat	ham	hat
Pam	Pam	Pat

f-b		
Which word says?		
fan	fan	band
bat	fat	bat
fence	fence	bend
fish	fish	bit
fast	fast	bat
bee	feet	bee
fork	fork	book
feet	feet	beat
ball	four	ball
five	five	bite

p-f		
Which word says?		
pet	fan	pet
pat	fat	pat
five	five	pen
pan	fan	pan
past	fat	past
fan	fan	pan
pen	fork	pen
pack	feet	pack
pine	fan	pine
pig	five	pig

ap, -an		
Which word says?		
can	can	cap
tan	tan	tap
cap	can	cap
map	man	map
tap	tan	tap
man	man	map

j-p		
Which word says?		
jam	jam	pet
jeep	jeep	pat
pen	jacket	pen
pan	jam	pan
jeans	jeans	paste
job	job	pan
junk	junk	pen
jar	jar	pet
pin	jet	pin
jelly	jelly	pinky

d-j		
Which word says?		
deer	deer	jam
dog	dog	jacket
jeep	door	jeep
duck	duck	jam
jeans	did	jeans
dish	dish	juice
desk	desk	junk
deer	deer	jar
jet	dime	jet
jelly	dance	jelly

-ad, -at		
Which word says?		
bad	bad	bat
had	had	hat
mat	mad	mat
Pat	Pad	Pat
sat	sad	sat

l-d		
Which word says?		
lamb	deer	lamb
dog	dog	late
leaf	door	leaf
duck	duck	land
did	did	low
lion	dish	lion
desk	desk	lend
lamp	deer	lamp
dime	dime	line
lock	deer	lock

w-l		
Which word says?		
we	leaf	we
web	late	web
leaf	leaf	watch
land	land	well
west	low	west
lion	lion	wing
wagon	lend	wagon
lamp	lamp	wind
wolf	line	wolf
wet	lock	wet

g-w		
Which word says?		
goat	goat	wood
gum	gum	web
watch	good	watch
girl	girl	well
got	got	vest
wing	geese	wing
girl	girl	wall
gate	gate	wind
wolf	get	wolf
wet	gun	wet

-ag, -ad, -an		
Which word says?		
bad	bad	bag
bag	bad	bag
rag	rag	ran
ran	rag	ran
tag	tag	tan
tan	tag	tan

k-g		
Which word says?		
king	got	king
key	guy	key
goat	goat	kind
kit	get	kit
kangaroo	garbage	kangaroo
gum	gum	kiss
gate	gate	kick
kitchen	garage	kitchen
geese	geese	keys
kid	wind	kid

y-k		
Which word says?		
king	king	yard
yes	kit	yes
yawn	kind	yawn
key	key	year
kangaroo	kangaroo	young
yell	kiss	yell
yes	kick	yes
yard	kitchen	yard
kite	kite	yo-yo
yellow	kettle	yellow

v-y		
Which word says?		
van	van	yard
velvet	velvet	yellow
year	vine	year
violin	violin	yawn
vest	vest	young
yell	van	yell
very	very	yet
yard	voice	yard
vet	vet	yo-yo
yellow	village	yellow

z-v		
Which word says?		
zero	van	zero
zoo	velvet	zoo
vine	vine	zip
violin	violin	zipper
zip	vest	zip
van	van	zero
zebra	very	zebra
zero	voice	zero
zipper	vet	zipper
village	village	zigzag

sh-s		
Which word says?		
shoe	sue	shoe
ship	sip	ship
sat	sat	shop
see	see	she
sand	sand	show
sheep	seat	sheep
sad	sad	shad
shark	sir	shark
sock	sock	shock
shell	sell	shell

th-t		
Which word says?		
thorn	torn	thorn
thirty	tiny	thirty
ten	ten	then
tan	tan	than
tie	tie	thy
tap	tap	that
thumb	tummy	thumb
thermos	termites	thermos
tent	tent	them
thin	tin	thin

ch-c		
Which word says?		
chair	care	chair
chin	corn	chin
cake	cake	chop
can	can	chew
church	curve	church
cold	cold	cheap
chicken	carry	chicken
camp	camp	chip
cheese	car	cheese
chain	cow	chain

wh-ch		
Which word says?		
wheel	chill	wheel
whale	chalk	whale
chip	chip	whip
when	chin	when
church	church	which
wheat	cheap	wheat
whip	chip	whip
chin	chin	when
cheese	cheese	wheeze
whistle	chain	whistle

Appendix B

Assessments

Assessment of Upper-Case Letters

Along with phonological awareness, the best indicator of how well students will do in a formal reading program is letter knowledge. Letter Names is an individual letter identification test.

Directions: After putting the child at ease, explain the purpose of the test. Say, “I want to see how many letters you know, so that I can plan lessons to help you become a good reader. Don’t worry if you don’t know the names of all the letters. Just name as many as you can.” Place a ruler or other marker under the first row. Pointing to the first letter, say, “Tell me the name of the letter that I point to. If you don’t know the name of a letter, say, ‘I don’t know the name of that letter.’” If the student does not respond within ten seconds, move on to the next letter. Then say, “Let’s try this one.” Record the student’s performance on a separate copy of the test. For incorrect responses, cross out the target letter and record the student’s response. If the student does not attempt to name the letter or says that they do not know it, simply cross out the letter. If the student says the sound of the letter instead of the name, make a note of that and say, “You told me the sound of the letter. Can you tell me the name of the letter?” (Saying the sound of the letter indicates knowledge of letter-sound correspondences.)

Interpretation: As students name the letters, note the ease and speed with which they do so. A smooth, rapid naming indicates that the letters have been thoroughly learned. Students generally know more upper-case than lowercase letters. Students should be able to identify 20 uppercase letters before embarking on learning consonant letter sounds. Omit assessment of lowercase letters if students are not able to identify at least 10 uppercase letters.

Uppercase Letters

Name _____ Date _____ Score _____/26

O E H M K

G R W N S

U X C I T

D A P B J

V Z B Y Q F

Assessment of Lower-Case Letters

Along with phonological awareness, the best indicator of how well students will do in a formal reading program is letter knowledge. Letter Names is an individual letter identification test.

Directions: After putting the child at ease, explain the purpose of the test. Say, “I want to see how many letters you know, so that I can plan lessons to help you become a good reader. Don’t worry if you don’t know the names of all the letters. Just name as many as you can.” Place a ruler or other marker under the first row. Pointing to the first letter, say, “Tell me the name of the letter that I point to. If you don’t know the name of a letter, say, ‘I don’t know the name of that letter.’” If the student does not respond within ten seconds, move on to the next letter. Then say, “Let’s try this one.” Record the student’s performance on a separate copy of the test. For incorrect responses, cross out the target letter and record the student’s response. If the student does not attempt to name the letter or says that they do not know it, simply cross out the letter. If the student says the sound of the letter instead of the name, make a note of that and say, “You told me the sound of the letter. Can you tell me the name of the letter?” (Saying the sound of the letter indicates knowledge of letter-sound correspondences.)

Interpretation: As students name the letters, note the ease and speed with which they do so. A smooth, rapid naming indicates that the letters have been thoroughly learned. Analysis of test results indicates that students who can identify 9 or more lowercase letters probably know some letter-sound correspondences, so these students should be assessed on their ability to provide sounds for consonant letters (Invernizzi et al, 2004). Administer the Assessment of Beginning Consonant Letter Sounds to them.

Lowercase Letters

Name _____ Date _____ Score _____/26

o e h m k

g r w n s

u x c i t

d a p b j

v z b y q f

Assessment of Beginning Consonant Letter Sounds

Beginning consonant letter sounds can be assessed by simply having the student say the sound represented by the letter. Explain the purpose of the test. Say, “I am going to show you some letters. I want you to tell me the sounds of the letters. I want to see how many letter sounds you know, so that I can plan lessons that will help you to become a good reader.” Point to each letter, and ask: “What sound does this letter make?” For the letter G, accept /g/ or /j/. For C, accept /k/ or /s/. However, unless the student provides both sounds for each letter, ask them to tell what other sound the letter makes. If students give the name of the letter rather than the sound, remind them to tell you the sound that the letter makes. The letter *x* is not included because it does not have its own unique sounds but represent sounds represented by other letters or letter combinations. The blend *qu/kw/* however, is included as are the digraphs *ch*, *sh*, *th*, and *wh*. If the student does not respond within ten seconds, move on to the next letter. Then say, “Let’s try this one.” Record student’s responses on a copy of the test. Cross out incorrect responses and write the student’s responses. If the student does not respond, simply cross out the letter.

Interpretation: Items are presented in the order in which they are taught in *Beginnings*. Students should know at least 15 consonant sounds before moving into *Accelerating Foundational Literacy: Level A*, which presents short-vowel patterns and consonant blends. Students who are able to provide the sounds for at least 15 consonant letter sounds, should be assessed with the Phonics Inventory. The Phonics Inventory consists of 50 words that include most of the major word patterns found in single-syllable words. Arranged in five levels of difficulty, the words begin with the simplest phonic pattern, short-vowel words, and progress to *r* vowels and combinations such as *aw(paw)* and *oi (coin)*. The Inventory indicates at what level students should be instructed: Level A, B, or C or whether they should be assessed at a higher level.

Consonant Letter Sounds

Name _____ Date _____ Score _____/23

S M T C R

N H B F P

J D L W G

K Y V Z QU

SH CH WH

Consonant Letter Sounds Progress Monitoring Chart

Name _____ Grade _____ School Year _____

23										
22										
21										
20										
19										
18										
17										
16										
15										
14										
13										
12										
11										
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June

Isolating Beginning Sounds Test

Isolating beginning sounds requires abstracting the sound from the word. Isolating beginning sounds can be assessed by simply asking a student to tell what sound a word begins with.

Directions: Explain to students the purpose of the test. Tell students that you are going to ask them questions about the beginning sounds of words. Tell them that this will help you to plan ways for helping them to become good readers. Before administering the Isolating Beginning Sounds Test, make sure that students know what is meant by beginning sounds. Ask them to listen carefully for the beginning sound in a word. Emphasizing the sound /m/, say the word *moon*. Explain that /m/ is the beginning sound in the word *moon*. It is the first sound. Emphasizing the /f/, say the word *fun*. Explain that /f/ is the beginning sound in *fun*. It is the first sound. Have students say the beginning sound in each of the following words. Ask, “What is the beginning sound in the word _____?”

Write students’ responses in the blanks.

Sample: man _____

1. fox _____

2. song _____

3. mouse _____

4. hat _____

5. zoo _____

6. little _____

7. cat _____

8. ring _____

9. boy _____

10. tail _____

Interpretation: An adequate performance is 8/10. If students have difficulty with the task, you can make it into a combined learning/testing task. Help them with the items that they are unable to complete. Show them how to abstract the first sound. Model how you might do it. Note how well they respond to instruction and whether they learn the task. Students may be placed in *Beginnings*, even if their performance falls below 8/10. Phonemic awareness is developed along with consonant correspondences in *Beginnings*. However, if students score below 5, they should be provided with basic instruction in phonemic awareness before starting *Beginnings*. See *Reading Success for All Students: Using Formative Assessment to Guide Instruction and Intervention*, Jossey-Bass, 2012, for recommendations.

Word Reading

Students read 31 high-frequency and short-*a* words that were introduced in *Beginnings*. The ability to read these words indicates that students can use their knowledge of consonant letter-sound relationships and short-*a* patterns to read words. By the end of the program, students should be able to read 25 of the 31 words.

Directions: Explain to students the purpose of the test. Explain that they will be asked to read a series of words. Say that some of the words might be difficult but that they are expected to try their hardest. Put the words on cards or have them read from the list. Mark each response ✓(correct) or check with a tail (incorrect) and write the incorrect response in the blanks as time allows. If the student doesn't respond within 10 seconds, supply the word. Stop when the student gets 5 words in a row wrong.

Word Reading

Name _____ Date _____ Score _____/31

1. I _____

2. see _____

3. a _____

4. six _____

5. cat _____

6. can _____

7. sat _____

8. man _____

9. mat _____

10. on _____

11. the _____

12. tan _____

13. hat _____

14. am _____

15. cap _____

16. ham _____

17. ran _____

18. lamb _____

19. bad _____

20. pat _____

21. rag _____

22. tap _____

23. bag _____

24. ram _____

25. mad _____

26. lap _____

27. had _____

28. tag _____

29. sad _____

30. dad _____

31. van _____

Word Reading Progress Monitoring Chart

Name _____ Grade _____ School Year _____

31										
30										
29										
28										
27										
26										
25										
24										
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Appendix C

Shared Reading Lesson

Prepare students for a shared reading by discussing the cover illustration and the title and, if you wish, some illustrations from the text. Based on a discussion of the cover (and text illustrations) and the title, have them predict what the selection might be about. Set a purpose for reading. If students have made a prediction, the purpose might be to compare their predictions to what actually happened in the text.

As you read the selection, run your hand under the text, pointing to each word as you say it, so students get the idea of going from left to right and that there is a one-to-one match between the spoken and the printed word. Stop and clarify difficult words and concepts. Discuss interesting parts and have students evaluate their predictions, revising them if they see fit.

After students have read the selection, discuss it with them. Begin by talking over their predictions. Also try to relate the selection to experiences that students may have had. Try to elicit responses to the characters and situations portrayed, asking such questions as: "Do you know anyone like the main character? Has anything like this happened to you?"

During subsequent readings of the text, point out one or two concepts of print, such as words, letters, punctuation marks, or other elements. During these subsequent readings, also encourage students to join in and read parts that they can handle. This may be a repeated word or phrase or whole sentence. If the book or verse is a popular one, schedule several rereadings. Each time, the students should take more responsibility for the reading. As a follow-up, students may want to listen to recorded versions of the big book, or read regular-size versions to a partner. This may be a pretend reading, a retelling based on pictures, or a genuine reading, depending on the students' development. Rhymes for shared reading can be found in *Rhymes and Songs for Accelerating Foundational Skills*, which is available in the Store at Buildingliteracy.org. Additional sources of shared reading materials are databases of children's periodicals that are available

at no charge from many state and local libraries. Key databases include the following:

EBSCOhost (Ebsco) (P-12)

Grolier Online (GO) (Scholastic)

eLibrary® Elementary (ProQuest- K-6)

eLibrary (ProQuest) 4-12

InfoTrac (Cengage Gale)

Kids InfoBits (Cengage Gale) K-5

SIRS Discoverer (ProQuest) 1-8

The periodical, *My Big World* (Scholastic), which is found in many databases, is designed for pre-k and contains materials for young children. *Let's Find Out* (Scholastic) is designed for kindergarten; *Scholastic News Edition 1* also contain articles and features that could be used for shared reading as does *Highlights for Children* (Highlights). Print versions of the periodicals can be emailed, shown on digital devices or downloaded, or displayed on Google Classroom. Many of the periodicals also have digital online versions, which contain videos, text-to-speech capability, and added exercises.

