

Letter / Spelling Pattern of the Day: /k/ spelled c; /k/ spelled k
Day 1

| Pacing Guide | | | |
|---------------------------|------------|---------------------------|------------|
| Day 1 | | Day 2 | |
| Activity | Time | Activity | Time |
| Phonemic Awareness | 15 minutes | Phonemic Awareness | 10 minutes |
| Phonics Writing | 10 minutes | Shared Reading | 10 minutes |
| Within Lesson Transitions | 5 minutes | Mastery Assessment | 5 minutes |
| | | Within Lesson Transitions | 5 minutes |

Phonemic Awareness (“In the Dark” practice) - 15 minutes

Warm Up Phonemic Awareness

(5 min) Phonemic Awareness Activities

| Rhyming The teacher says the word pair and the students repeat the word pair. | Breaking Words Into (Compound) The teacher says the compound word and then segments it into two words. The students repeat the compound word and then say the separate words. | Beginning sounds The teacher says the word and then isolates the onset. The students repeat the word and the onset. | Final Sounds The teacher says the word and the isolates the final sound. The students repeat the word and the final sound. | Manipulating sounds Teacher says the word and the students repeat. The teacher then says, “Add /*/ at the end and the word is?” |
|---|---|---|--|---|
| two, shoe four, door six, sticks eight, straight ten, again | classroom anyone doorknob somewhere shoebox | one /w/ two /t/ buckle /b/ my /m/ shoe /s/ | buckle // six /ks/ sat /t/ one /n/ eight /t/ | bath- /room/ no- /body/ any- /thing some- /time/ hand- /made/ |

Teacher Modeling of the Letter

(7 min) Introduce

- Introduce the letter with a Jolly story.

Bee, Inky and Snake were at the local fair. Inky was watching some Spanish dancers. They wore big bright dresses, which swirled as they danced. They stamped their feet and clicked castanets, ck, ck, ck.

Inky copied them. She twisted around and around, waving her arms as if she became dizzy and fell over. Bee flew down and helped her up. “You silly mouse,” she laughed.

- Read all words with the target sound on the Jolly Story Poster. Isolate the target sound.
- Have students pay attention to the shape of the mouths / location of the tongue when you’re making the sound.

- Tell students the new sound is /k/.
- Have students say the /k/ sound several times.
- Ask students if /k/ is a consonant or vowel sound. (It is a consonant sound.)

- Reveal OCR card (with a post-it over the letters). Model the sound with its hand motion. Say that the name of the object on OCR card also makes the target sound.
 - Have students practice making the sounds 3-5 times (come up with fun ways to practice)

(3 min) Segment and Recognize (Phonemic Awareness)

- Say a word. Model segmenting.


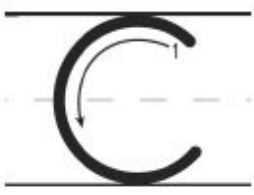
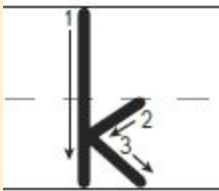
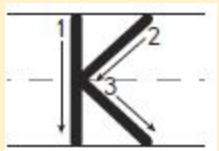
- Model recognizing the sound at the beginning/end of the word.
- Point out which words do not have the sound. (Do not need to use all the words below.)

| | | | |
|--|---|---|---|
| cat - /c/ /a/ /t/, mat - /m/ /a/ /t/, | cot - /c/ /o/ /t/, clip - /c/ /l/ /i/ /p/, | lip - /l/ /i/ /p/, kit- /k/ /i/ /t/, | kin - /k/ /i/ /n/, ken - /k/ /e/ /n/ |
|--|---|---|---|

Phonics - 10 minutes

Write the Letter

- Pull words that start with the target sound from the Jolly story and write this down on Teacher white board.
- Reveal the letter on the OCR card (take off the post-it)
- Show the students how to write the **lowercase letter** (hand motion) with numbered steps.
 - Have students practice writing in the air, on the carpet, on their palm. (come up with fun ways to practice writing the letter 3-5 times)
- Show the students how to write the **uppercase letter** (hand motion) with numbered steps.
 - Have students practice writing in the air, on the carpet, on their palm. (come up with fun ways to practice writing the letter 3-5 times)
- Say the name of the letter. Have students repeat the name of the letter 3-5 times.
 - Help students distinguish the sound and name of the letter by asking
 - “What’s the sound?” & “What’s the name?”

| | |
|---|---|
|  | 1. Most of a circle to the left |
|  | Start just below the top line. 1. most of a circle to the left |
|  | Start at the top line. 1. Long line down (lift) 2. Diagonal left 3. Diagonal right |
|  | Start on the top line. 1. Long line down (lift) 2. Diagonal left 3. Diagonal right |

**Letter / Spelling Pattern of the Day: /k/ spelled c; /k/ spelled k
Day 2**

Phonemic Awareness (“In the Dark” practice) - 10 minutes

Warm Up Phonemic Awareness

(5 min) Phonemic Awareness Activities

| Rhyming The teacher says the word pair and the students repeat the word pair. | Breaking Words Into (Compound) The teacher says the compound word and then segments it into two words. The students repeat the compound word and then say the separate words. | Beginning sounds The teacher says the word and then isolates the onset. The students repeat the word and the onset. | Final Sounds The teacher says the word and the isolates the final sound. The students repeat the word and the final sound. | Manipulating sounds Teacher says the word and the students repeat. The teacher then says, “Add /*/ at the end and the word is?” |
|---|---|---|--|---|
| one, sun three, knee five, dive seven, eleven nine, shine | shoobox anytime something nowhere handmade | ten /t/ four /f/ door /d/ one /w/ two /t/ | up /p/ shut /t/ five /v/ pick /k/ stick /k/ | class- /room/ any- /time/ no- /where/ shoe- /box/ some- /thing/ |

(2 min) Review the Letter Sound

Review OCR card (with a post-it over the letters). Model the sound with its hand motion. Say that the name of the object on OCR card also makes the target sound.

- Have students practice making the sounds 3-5 times (come up with fun ways to practice)

(3 min) Segment and Recognize (Phonemic Awareness)

- Say a word. Model segmenting.
- Model recognizing the sound at the beginning/end of the word.
- Point out which words do not have the sound. (Do not need to use all the words below.)

| | | | |
|--|---|---|---|
| cat - /c/ /a/ /t/, mat - /m/ /a/ /t/, | cot - /c/ /o/ /t/, clip - /c/ /l/ /i/ /p/, | lip - /l/ /i/ /p/, kit- /k/ /i/ /t/, | kin - /k/ /i/ /n/, ken - /k/ /e/ /n/ |
|--|---|---|---|

Shared Reading - 10 minutes

Can you bake a cake?
Can you cook a T-bone steak?
Can you make an ice-cream shake?
Can you boil a cup of water?
Clean the dishes like you ought to?

- Teachers preview 1-2 sight words and 1 vocabulary (optional) that students will see in the text.
 - Sight word: **you, the, to**
 - Vocabulary: N/A
- Teachers preview blending the words with today’s spelling pattern. Use teacher whiteboard to model blending.

Must model blending these words before reading the book: can

Teacher Reading Strategy
Echo-Reading

Decoding Strategy
Sound-by-Sound

Assess Mastery - 5 minutes

TEACHER NOTE: Even if this is the first time students are writing the letter and have not learned all consonants, please encourage students to spell all sounds they hear. They should definitely be able to get the beginning /s/ sound correct. For the students who receive 3 out of all 3 beginning sounds, release these students to practice independently. Students MUST practice the routines and systems of working Independently on Day 1!

(5 min) Letter Writing Practice

- **This is the very first time that students are attempting to write a letter.**
- **Please use the lined side of the white board for this practice.**
- **Recognizing and encoding the /s/ at the beginning is the utmost importance. For any students who got all three short a sounds correct are ready to be released for independent reading.**
- All students use individual lined whiteboards and write these words (or letters in the BOY)

| | | |
|-----|-----|-----------------------------------|
| kid | can | Non-sense word: <u>kis</u> (kiss) |
|-----|-----|-----------------------------------|

- Students who got 3/3 (**beginning sound only for the first 10 lessons**) here will be released to independent reading.
- Students who got 1/3 or 2/3 will stay on the carpet to review blending.

Review Words for Blending

can, cat, cap, kit, kin, kid, kip