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*XO, Malia*

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*volume 1*

# PHONICS TOOLKIT

**Alphabet**

# phonics LESSON #1

/m/ sound spelled with "m"

## PRACTICE THE ALPHABET CHANT

*INTRODUCE 4 LETTERS OF THE ALPHABET EACH DAY. USE THE FLASHCARDS TO PRACTICE THE CHANT AT LEAST 3 TIMES DURING THE DAY.*

## INTRODUCE THE FOCUS SOUND

*PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-*

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

## SHARE SOUND ARTICULATION

*/M/ IS A VOICED NASAL SOUND, SO IT IS PRODUCED IN OUR NASAL PASSAGE. TO MAKE THIS SOUND, PRESS YOUR LIPS TOGETHER, VIBRATE YOUR VOICEBOX, AND RELEASE A LITTLE AIR THROUGH YOUR NASAL PASSAGE. YOUR LIPS WILL VIBRATE AS YOU PRODUCE THE SOUND.*

## IDENTIFY THE SOUND

*READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT BEGIN WITH THE TARGET SOUND.*

1. My milk is cold. (my, milk)
2. The car made a black mark. (made, mark)

## BRAINSTORM WORDS WITH THE SOUND

*MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.*

## LETTER FORMATION

*TO MAKE THE UPPERCASE LETTER M, BEGIN AT THE TOP LINE AND DRAW A STRAIGHT LINE DOWN. PICK UP YOUR PENCIL AND GO BACK TO THE TOP. DRAW A DIAGONAL LINE DOWN TO THE BOTTOM LINE AND THEN ANOTHER DIAGONAL LINE BACK UP TO THE TOP. THEN MAKE A STRAIGHT LINE DOWN TO THE BOTTOM LINE.*

*TO MAKE THE LOWERCASE LETTER m, BEGIN AT THE MIDLINE AND DRAW A STRAIGHT LINE TO THE BOTTOM. TRACE THE LINE BACK TO THE TOP AND MAKE A CURVED LINE TO THE BOTTOM, THEN TRACE THE LINE UP AND REPEAT ANOTHER CURVED LINE TO THE BOTTOM.*

## COMPLETE HANDWRITING PRACTICE

*COMPLETE HANDWRITING PRACTICE FOR THE LETTER "M".*

# phonics LESSON #1

/m/ sound spelled with "m"

## SPELLING RULES & NOTES

*WHEN THE LETTER "M" APPEARS MORE THAN ONCE IN A WORD (I.E. SUMMER) THE FIRST M IS SILENT. OTHER SPELLINGS OF THE SOUND:  
chm (drachm), gm (phlegm), lm (calm), mb (lamb), mn (autumn)*

## SORT WORDS WITH THE SOUND

*PRINT PICTURE SORT #1 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE /M/ SOUND AND DOES NOT START WITH THE /M/ SOUND.*

## REPEAT THESE SAME STEPS THE FOLLOWING DAY FOR REINFORCEMENT

*PRINT PICTURE SORT #2 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE /M/ SOUND AND DOES NOT START WITH THE /M/ SOUND.*

## READ AND SOUND MAP A HIGH FREQUENCY WORD

*SKILL NOT INTRODUCED YET*

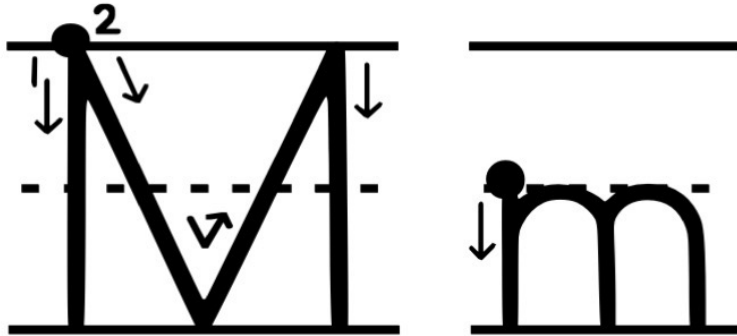
## READ DECODABLE TEXT

*SKILL NOT INTRODUCED YET*

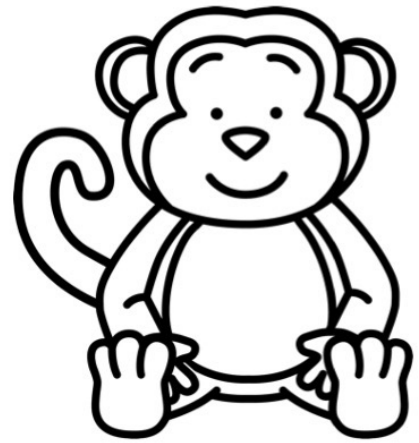
Name \_\_\_\_\_

# HANDWRITING SHEET

Highlight it. 

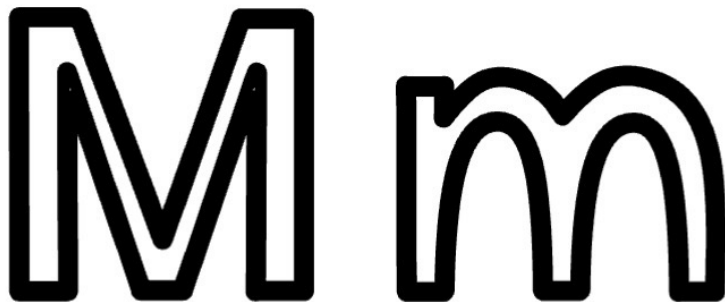


Color it. 

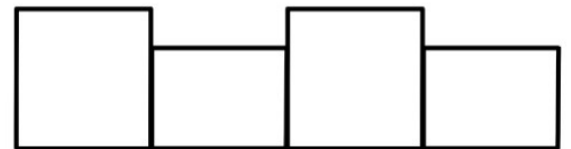


monkey

Rainbow write it. 



Box it. 



Trace it. 

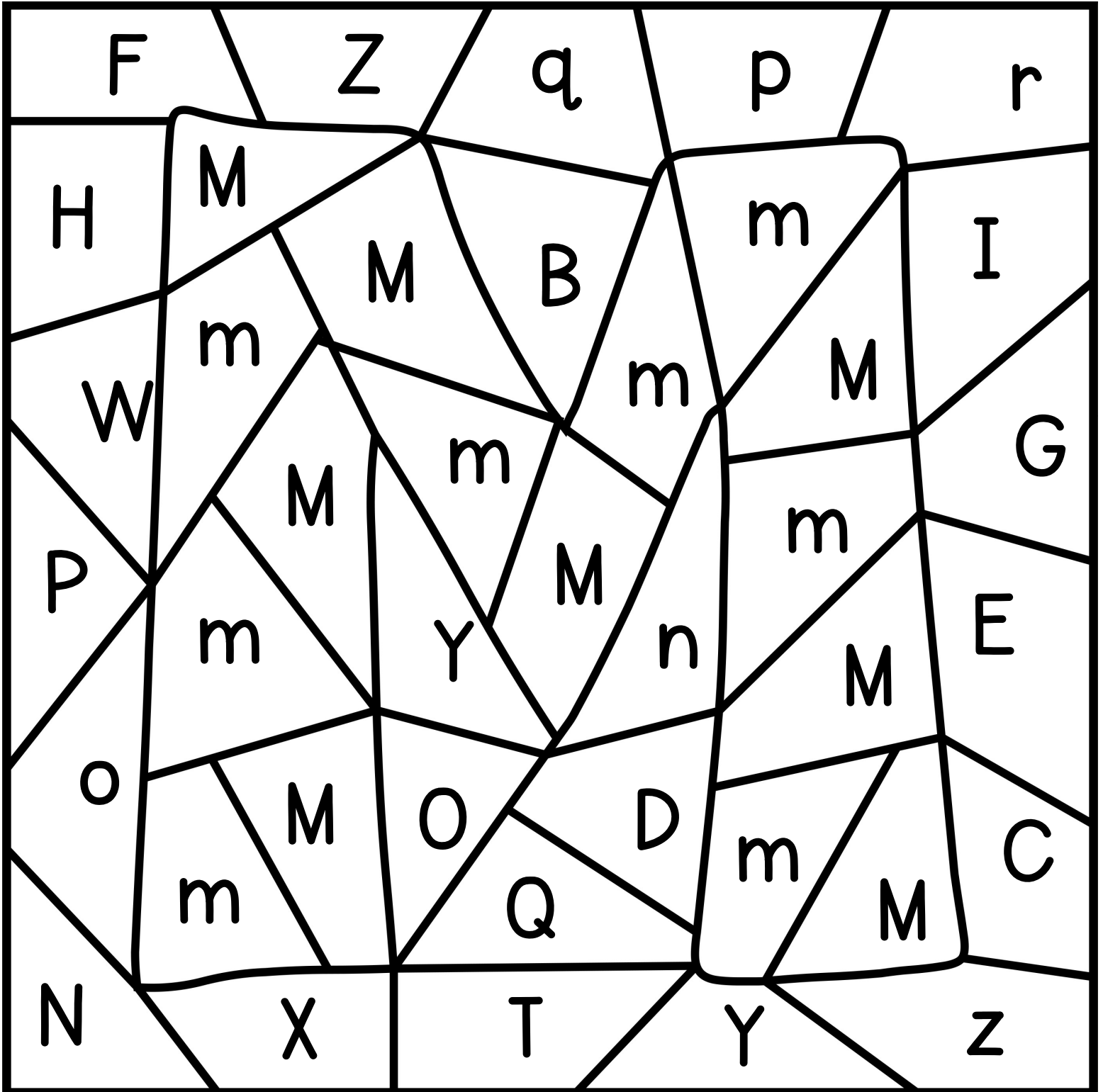




# HIDDEN LETTERS

Color all of the:

# Mmm

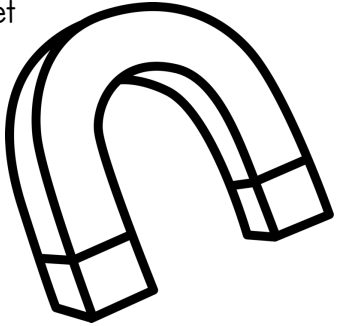


Name \_\_\_\_\_

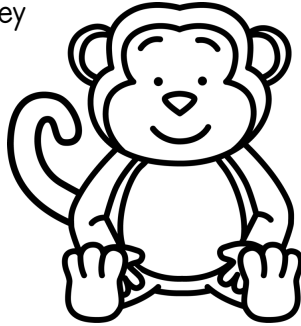
DIRECTIONS – Print this picture sort on the first day and have students sort the cards into two groups: starts with the / m / sound and does not start with / m /.

/ m / sort # 1

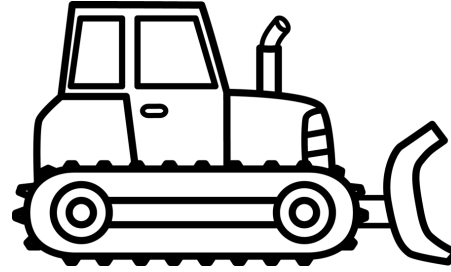
magnet



monkey



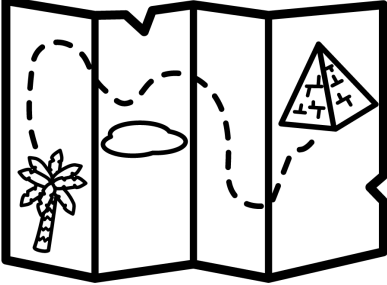
bulldozer



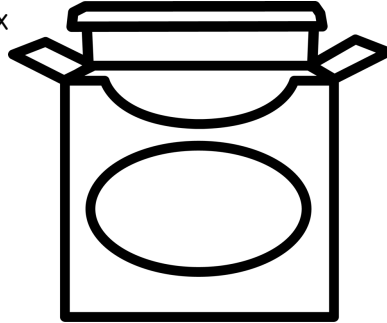
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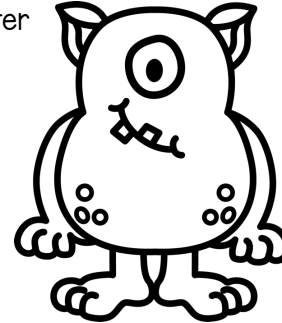
map



box



monster



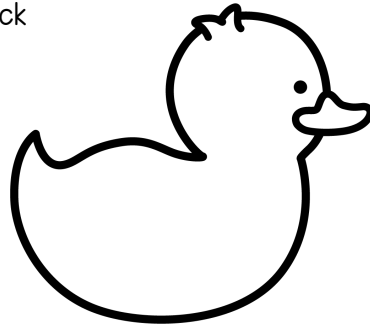
muffin



boat



duck



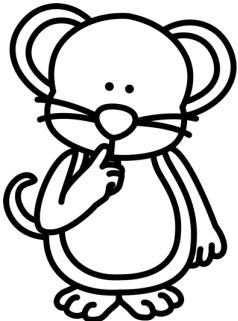
mop



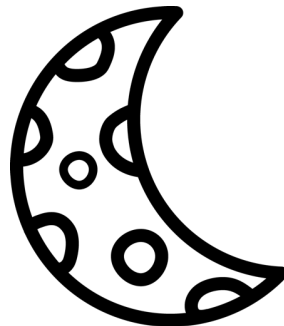
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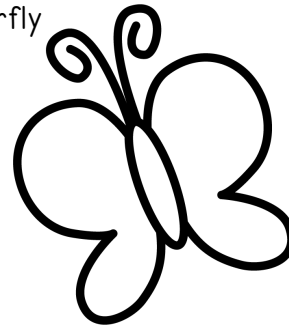
mouse



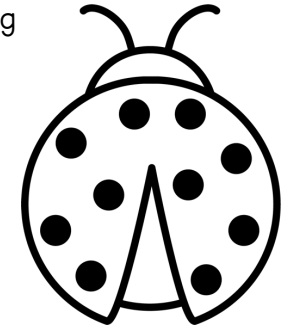
moon



butterfly



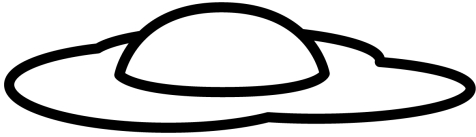
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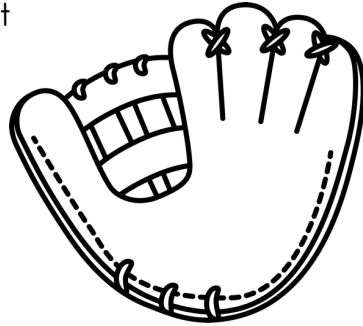
DIRECTIONS – Print this picture sort on the second day and have students sort the cards into two groups: starts with the / m / sound and does not start with / m /.

/ m / sort # 2

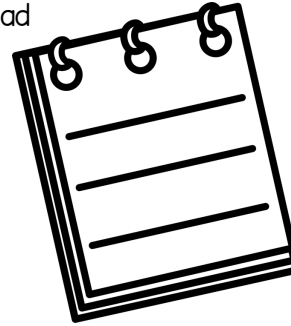
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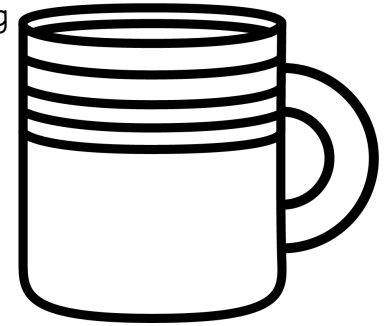
mitt



notepad



mug



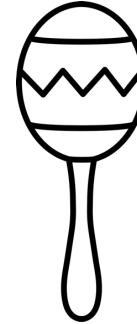
ball



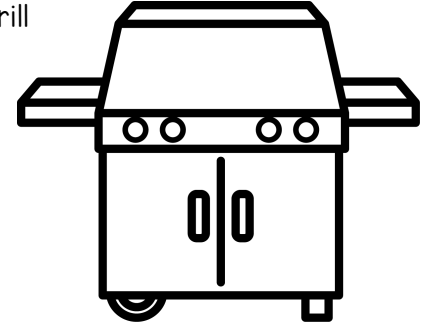
medicine



maraca



grill



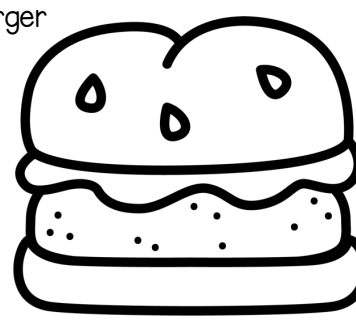
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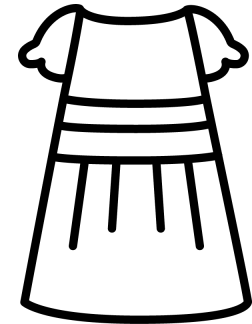
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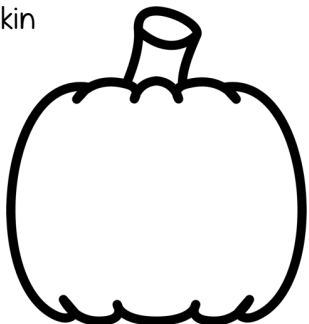
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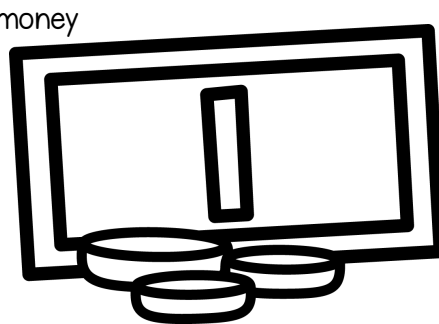
dress



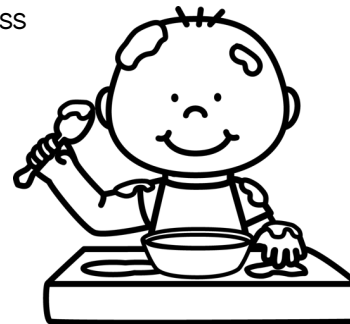
pumpkin



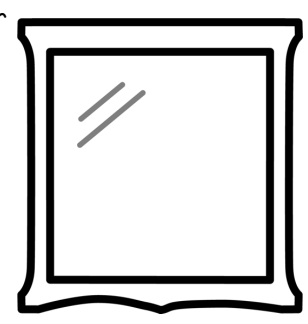
money



mess



mirror



# phonics LESSON #2

/s/ sound spelled with "s"

## PRACTICE THE ALPHABET CHANT

*INTRODUCE 4 LETTERS OF THE ALPHABET EACH DAY. USE THE FLASHCARDS TO PRACTICE THE CHANT AT LEAST 3 TIMES DURING THE DAY.*

## INTRODUCE THE FOCUS SOUND

*PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-*

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

## SHARE SOUND ARTICULATION

*/ S / IS A VOICELESS FRICATIVE SOUND (WHEN AIR ESCAPES THROUGH A NARROW SPACE). TO MAKE THIS SOUND, PLACE YOUR TEETH TOGETHER AND PUT YOUR TONGUE ALONG THE RIDGE OF YOUR MOUTH. FORCE AIR OUT OF THE SPACE BETWEEN YOUR TONGUE AND UPPER JAW. WHEN THE AIR HITS YOUR TEETH IT WILL CREATE THE / S / SOUND. BECAUSE IT IS VOICELESS, YOU WILL NOT FEEL A VIBRATION WHEN YOU PLACE YOUR HAND ON YOUR VOICEBOX AND PRONOUNCE THE SOUND.*

## IDENTIFY THE SOUND

*READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT BEGIN WITH THE TARGET SOUND.*

1. We saw and smelled the cookies. (saw, smelled)
2. Sam sat on the bench and sang. (Sam, sat, sang)

## BRAINSTORM WORDS WITH THE SOUND

*MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.*

## LETTER FORMATION

*TO MAKE THE UPPERCASE LETTER S, BEGIN AT THE TOP LINE AND DRAW A CURVED LINE TO THE MIDDLE LINE (MOVING TO THE LEFT). THEN DRAW A CURVED LINE TO THE BOTTOM LINE (MOVING TO THE RIGHT).*

*TO MAKE THE LOWERCASE LETTER S, BEGIN AT THE MIDDLE LINE AND DRAW SMALL CURVED LINE (MOVING TO THE LEFT). WHEN YOU'VE REACHED HALFWAY, STOP AND DRAW A CURVED LINE IN THE OPPOSITE DIRECTION (MOVING TO THE LEFT).*

## COMPLETE HANDWRITING PRACTICE

*COMPLETE HANDWRITING PRACTICE FOR THE LETTER "S".*

# phonics LESSON #2

/s/ sound spelled with "s"

## SPELLING RULES & NOTES

1. THE / S / SOUND IS NOT A RELIABLE LETTER OR SOUND. THE LETTER ITSELF CAN REPRESENT DIFFERENT SOUNDS AND / S / CAN BE MADE BY DIFFERENT LETTERS ("S" AND "C") AND LETTER COMBINATIONS.
2. WHEN THE LETTER "S" APPEARS MORE THAN ONCE IN A WORD (I.E. CLASS), THE FIRST "S" IS SILENT. OTHER SPELLINGS OF THE SOUND: ps (pseudo), sc (science), st (listen), sth (asthma)

## SORT WORDS WITH THE SOUND

PRINT PICTURE SORT #1 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE / S / SOUND AND DOES NOT START WITH THE / S / SOUND.

## REPEAT THESE SAME STEPS THE FOLLOWING DAY FOR REINFORCEMENT

PRINT PICTURE SORT #2 FOR EACH STUDENT OR PAIR OF STUDENTS AND HAVE THEM CUT APART THE PIECES. THEN ASK THEM TO SORT THEIR CARDS INTO TWO PILES: STARTS WITH THE / S / SOUND AND DOES NOT START WITH THE / S / SOUND.

## READ AND SOUND MAP A HIGH FREQUENCY WORD


SKILL NOT INTRODUCED YET

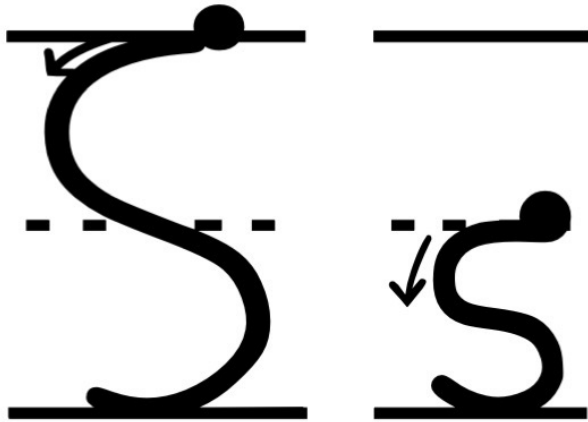
## READ DECODABLE TEXT

SKILL NOT INTRODUCED YET

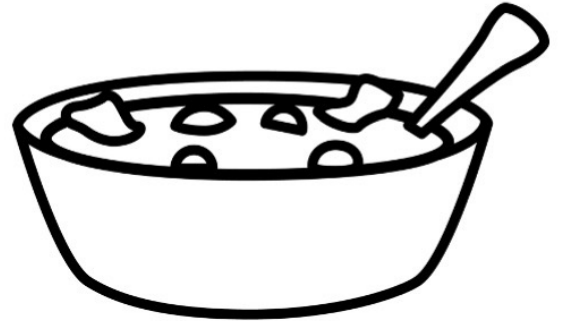
Name \_\_\_\_\_

# HANDWRITING SHEET

Highlight it. 

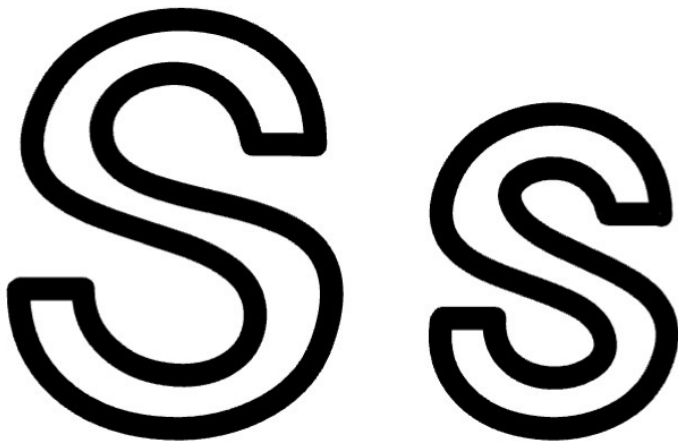


Color it. 

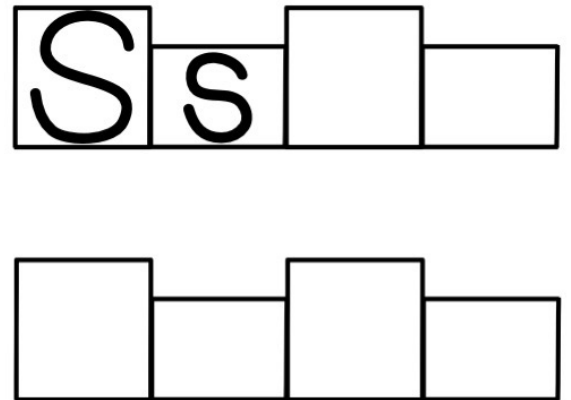


soup

Rainbow write it. 



Box it. 



Trace it. 

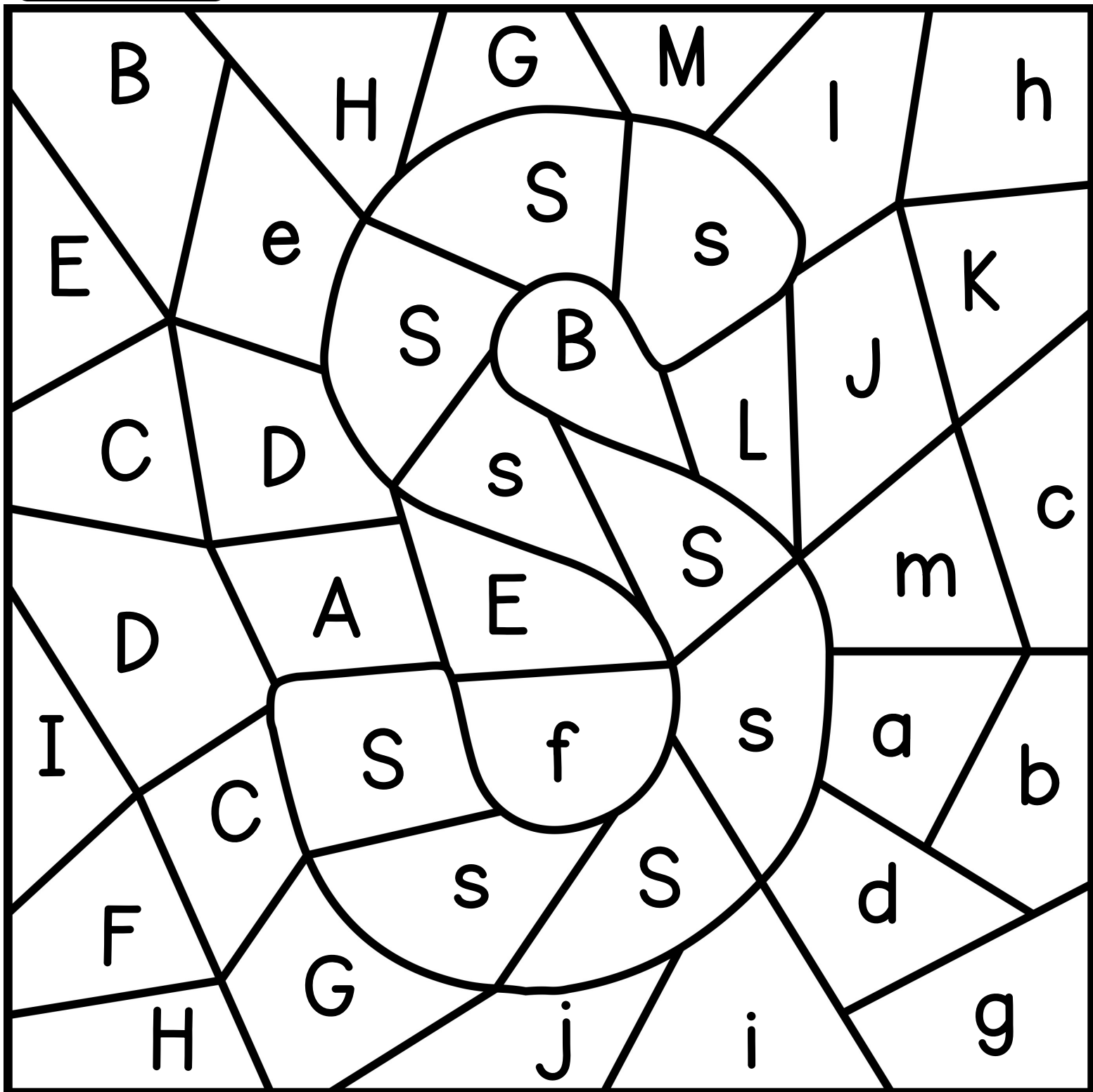




# HIDDEN LETTERS

Color all of the:

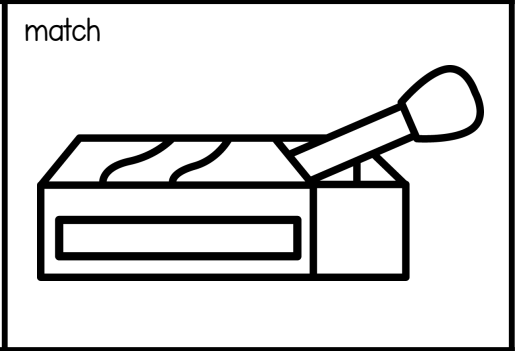
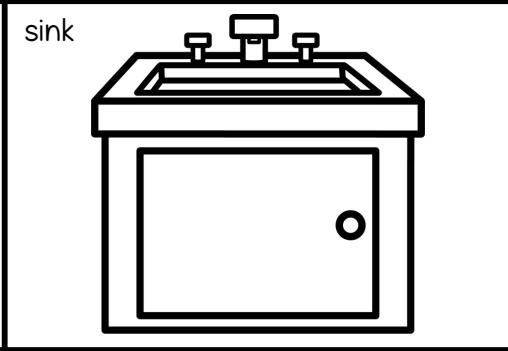
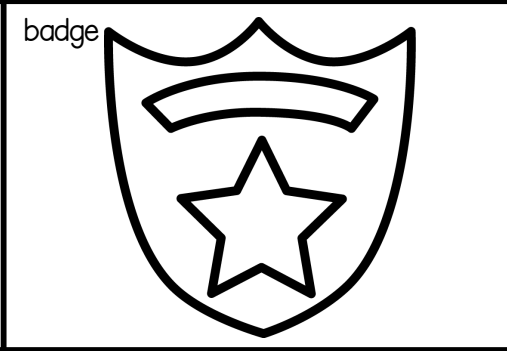
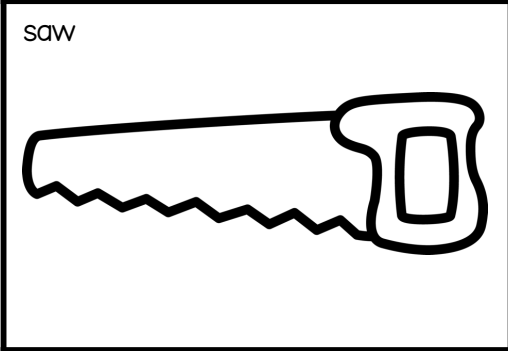
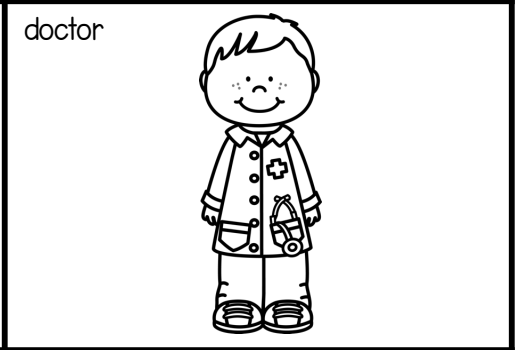
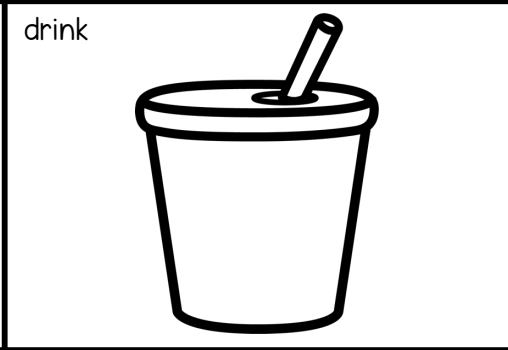
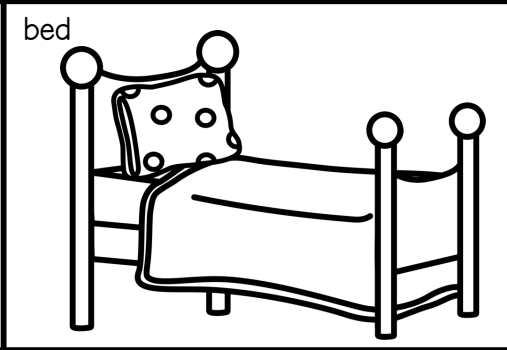
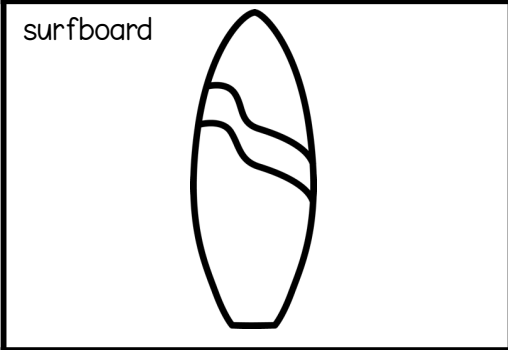
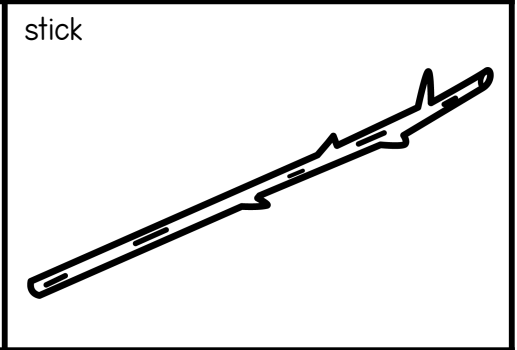
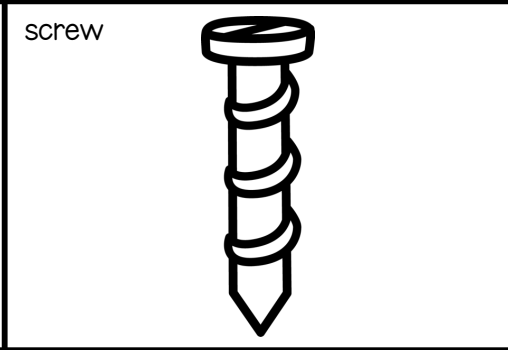
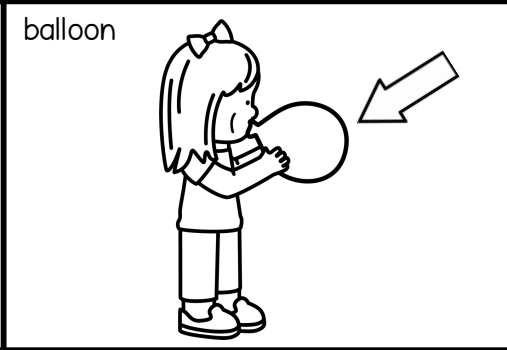
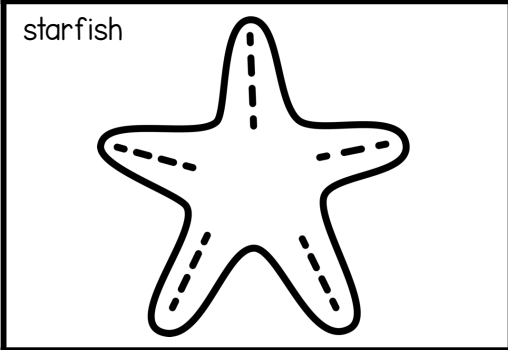
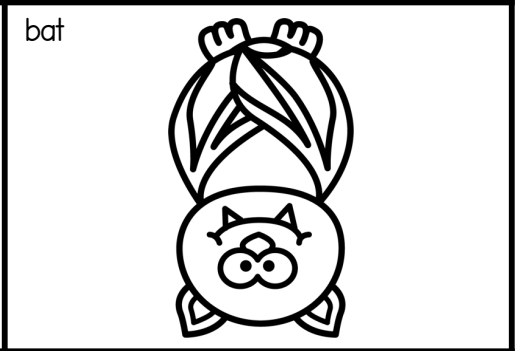
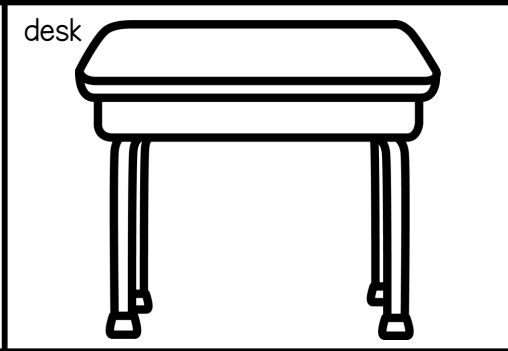
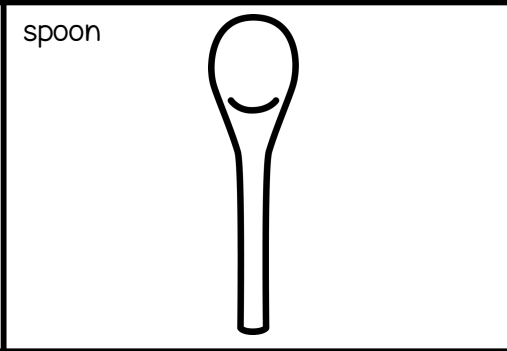
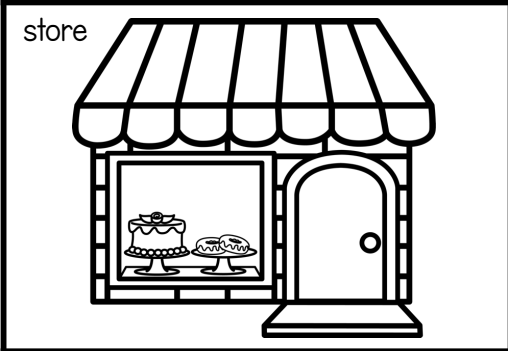
# Ss



Name \_\_\_\_\_

DIRECTIONS – Print this picture sort on the first day and have students sort the cards into two groups: starts with the / s / sound and does not start with / s /.

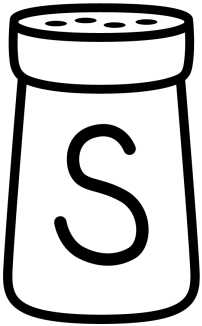
/s/ sort #1



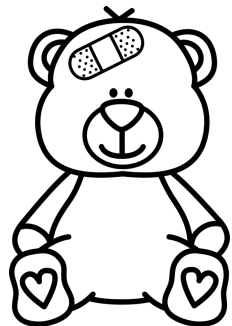
DIRECTIONS – Print this picture sort on the second day and have students sort the cards into two groups: starts with the / s / sound and does not start with / s /.

/ s / sort # 2

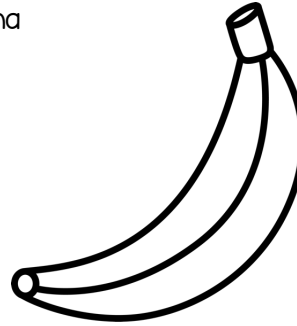
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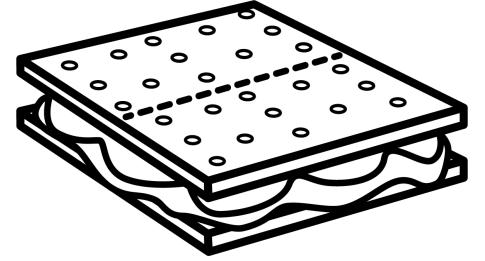
sick



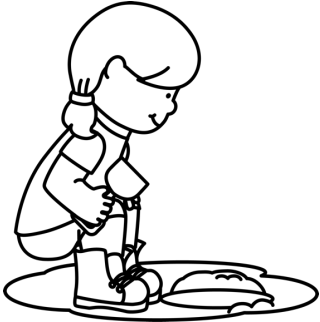
banana



smore



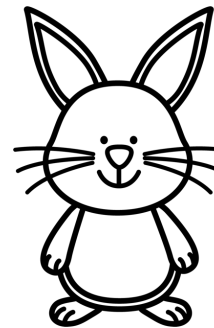
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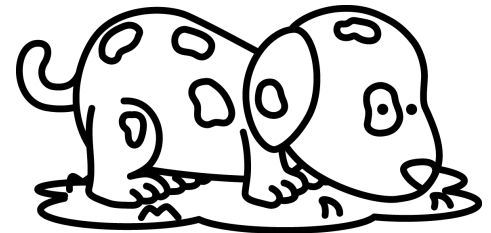
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bunny



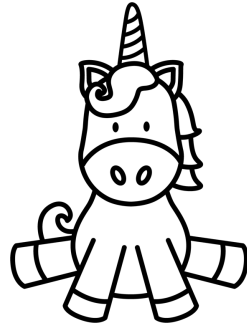
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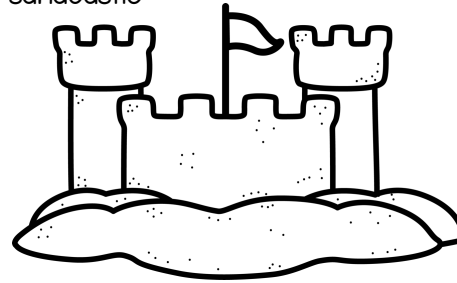
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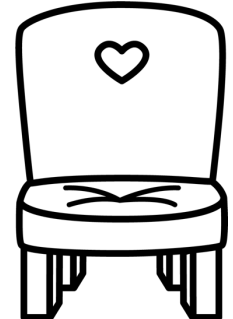
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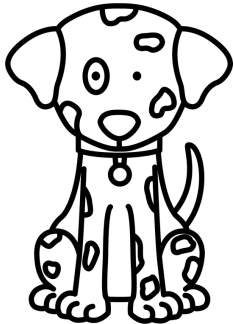
sandcastle



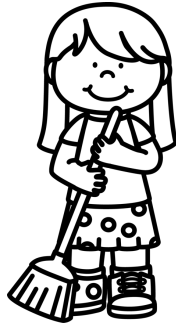
chair



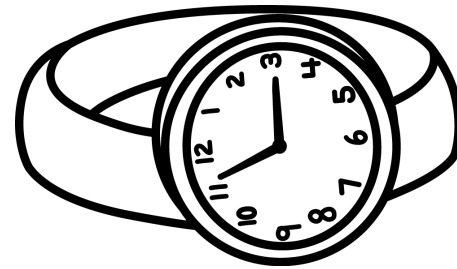
dog



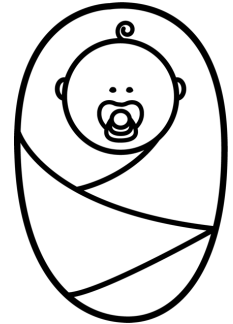
sweep



watch



baby





*volume 3*

# PHONICS TOOLKIT

**Digraphs, Floss Rule, & Magic E**

# phonics LESSON #29

/ch/ sound spelled with "ch"

## REVIEW PREVIOUS PHONICS SKILL

*BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.*

## INTRODUCE THE FOCUS SOUND

*PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-*

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

## SHARE SOUND ARTICULATION

*/CH/ IS A VOICELESS AFFRICATIVE, WHICH MEANS IT BEGINS AS A STOP SOUND AND ENDS AS A FRICATIVE. TO MAKE THIS SOUND, CLOSE YOUR JAW, ROUND YOUR LIPS AND STICK THEM OUT SLIGHTLY AS YOU PRESS YOUR TONGUE AGAINST YOUR TEETH. OPEN YOUR MOUTH QUICKLY AS YOU RELEASE A POWERFUL BREATH.*

## IDENTIFY THE SOUND

*READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.*

1. Sarah chatted with Charlie. (chatted, Charlie)
2. The children ate chilly ice cream at the beach. (children, chilly, beach)

## BRAINSTORM WORDS WITH THE SOUND

*MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.*

## LETTER FORMATION

*SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.*

## COMPLETE HANDWRITING PRACTICE

*SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.*

# phonics LESSON #29

/ch/ sound spelled with "ch"

## SPELLING RULES & NOTES

"CH" MAKES THE / CH / SOUND WHEN THE LETTERS APPEAR TOGETHER IN THE SAME SYLLABLE. MOST COMMONLY, CH IS FOUND AT THE BEGINNING OR AT THE END OF A WORD. OTHER SPELLINGS: tch (catch)

## READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
chum chat chip chop much	wach* chom* chuv* chib* sach*	chak* gich* hoch* chep* chul*

## SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
chax* tich* chim* chet* chok*	chin chap chum chug rich	chip chit chug Chad such

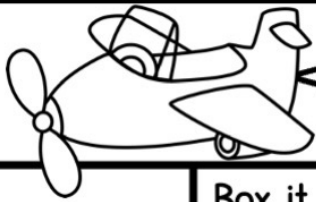
## READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: put

## READ DECODABLE TEXT

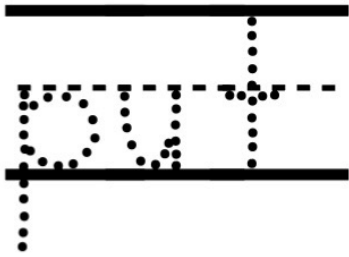
READ DECODABLE TEXT "CHAT AND CHIPS".

Name \_\_\_\_\_

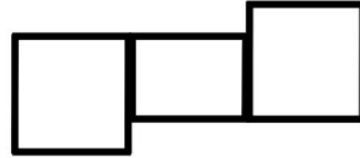


put

Trace it.



Box it.



Dab it or color it.

pat	put	chug	put	chug	rich	put
put	rich	such	put	pun	put	pun
pun	put	pun	chap	put	pat	put

Read it in a sentence.

He put a big chip in the cup.

Write it in a sentence.

\_\_\_\_\_

-----

\_\_\_\_\_

Write it in a second sentence.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

# CHAT AND CHIPS

Touch and read.

I got a chip.

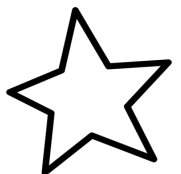
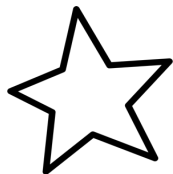
Rich got a chip.

We have a chat.

We chat and have chips.

We have such fun!

Color a star each time you read.



# ROLL IT, READ IT, WRITE IT

## SKILL-

Reading and writing words containing the / ch / sound.

## PREP-

Print one playing mat and record sheet for each student.

Grab your set of playing dice.

## PLAY-

Students roll a die and count the number of dots that land on top.

They read the word that is at the bottom of the matching column, write it on their record sheet and then color the box to mark that the word has already been read.

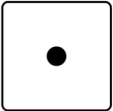
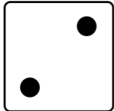
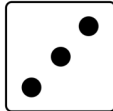
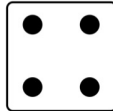
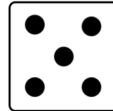

Play continues until one of the words reaches the top and “wins” the game.



Name \_\_\_\_\_

# ROLL IT, READ IT, WRITE IT

Roll the dice, read the word at the bottom of the column, write it on your record sheet, and then color in the box. The row that reaches the top first wins!

chop	much	chug	rich	chip	chat
chop	much	chug	rich	chip	chat
chop	much	chug	rich	chip	chat
chop	much	chug	rich	chip	chat
chop	much	chug	rich	chip	chat
chop	much	chug	rich	chip	chat
chop	much	chug	rich	chip	chat
					

Name \_\_\_\_\_

# SPIN A WORD FAMILY

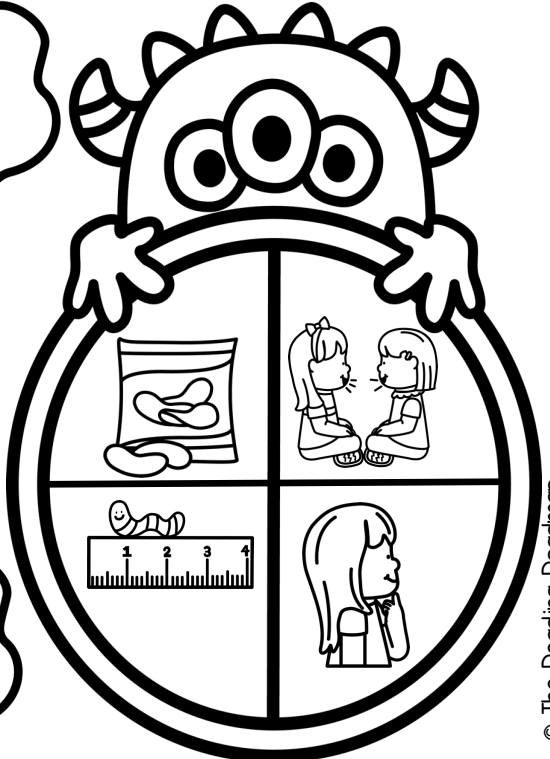
Spin a word and then color a matching splat below. Continue until all of the splats are colored!

chip chat chin chat chip chin

chin inch chip inch

inch chip chat chin

chat chin inch chip



# phonics LESSON #30

/sh/ sound spelled with "sh"

## REVIEW PREVIOUS PHONICS SKILL

*BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.*

## INTRODUCE THE FOCUS SOUND

*PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-*

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

## SHARE SOUND ARTICULATION

*/SH/ IS A VOICELESS FRICATIVE, WHICH MEANS AIR ESCAPES THROUGH A NARROW SPACE. TO MAKE THIS SOUND, ROUND YOUR LIPS AND STICK THEM OUT SLIGHTLY. CLOSE YOUR JAW AND RELAX YOUR TONGUE AS YOU RELEASE A LONG BREATH.*

## IDENTIFY THE SOUND

*READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.*

1. The beach was covered in shells and shark teeth. (shells, shark)
2. Shelly's fur is shiny after a wash. (Shelly's, shiny, wash)

## BRAINSTORM WORDS WITH THE SOUND

*MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.*

## LETTER FORMATION

*SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.*

## COMPLETE HANDWRITING PRACTICE

*SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.*

# phonics LESSON #30

/sh/ sound spelled with "sh"

## SPELLING RULES & NOTES

1. "SH" MAKES THE / SH / SOUND WHEN THE LETTERS APPEAR TOGETHER IN THE SAME SYLLABLE.
2. OTHER SPELLINGS: ch (chef), ci (social), s (sure), tion (action)

## READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
shin ship shut ash rush	gash dish mesh lash gush	shop shin shut gush cash

## SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
rash dish cash wish mesh	shut ship shot dash fish	wish fish lash rush ash

## READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: she

## READ DECODABLE TEXT

READ DECODABLE TEXT "WISH FOR FISH".

Name \_\_\_\_\_



she

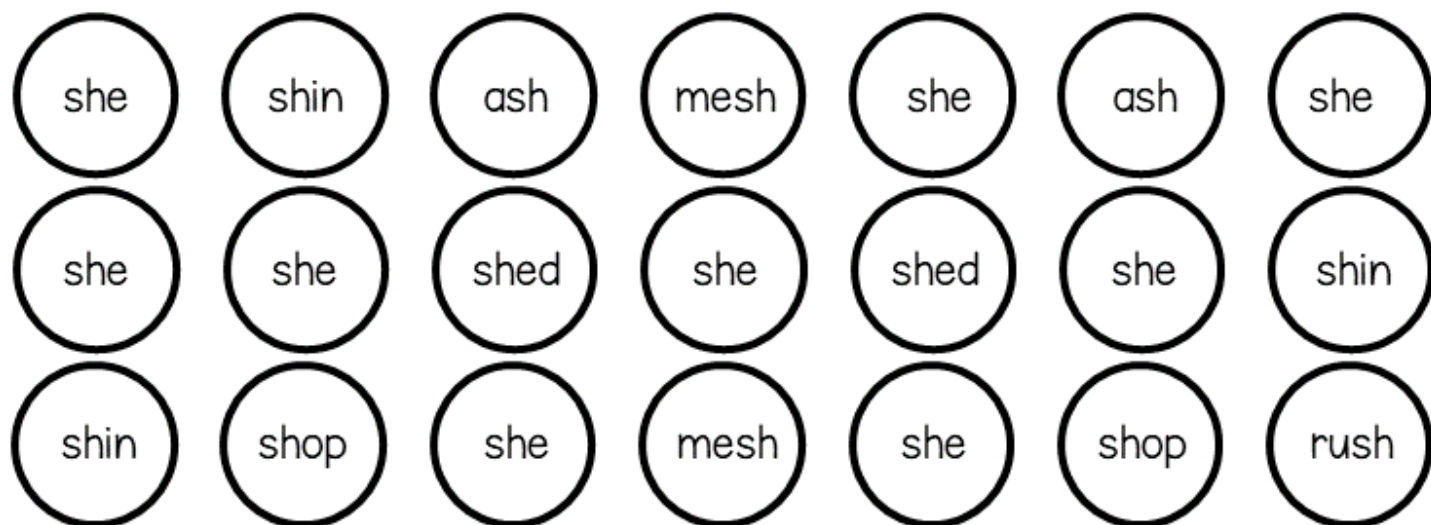
Trace it.



Box it.



Dab it or color it.



Read it in a sentence.

She has my gum in the cab.

Write it in a sentence.

\_\_\_\_\_

-----

\_\_\_\_\_

Write it in a second sentence.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

SH Words

# WISH FOR FISH

Touch and read.

Cash had a wish for fish.

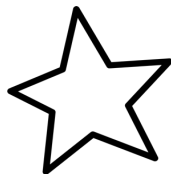
He got fish at the shop.

Cash put the fish on a dish.

Then Cash bit the fish.

He did not wash up.

Color a star each time you read.



# WORD RACE

## SKILL-

Reading and writing SH- words.

## PREP-

Print the cards and record sheet. To give the cards a fun pop, print them on brightly colored paper.

Cut apart the cards and place them in a pile upside down on the table.

Grab one playing die for each station.

## PLAY-

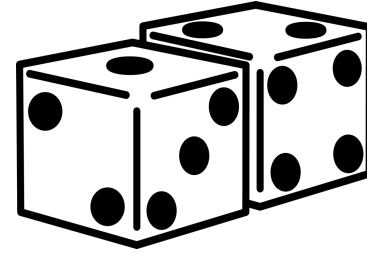
Students flip over a word card and read it out loud.

Then they roll their playing die and write the word that many times on their record sheet. For instance, if they flipped over the word "cash" and rolled a five, they would write "cash" five times on their record sheet.

Students continue flipping, reading and writing until they reach the end and win the game.

Name \_\_\_\_\_

# WORD RACE



Pick the top word card and read it out loud. Roll a die and write your word in that many spaces below. Make sure to write left to right across the page just like you read! Then pick the next word in the pile, read it, roll the die, and write it a matching number of times. Keep playing until you reach END and win the game!

<b>START</b>					
					<b>END</b>

ash

shop

rush

shot

cash

dash

gush

shut

shop

mesh

fish

shin

shed

lash

shut

ship

rash

wish

Name \_\_\_\_\_

# SPIN A WORD FAMILY

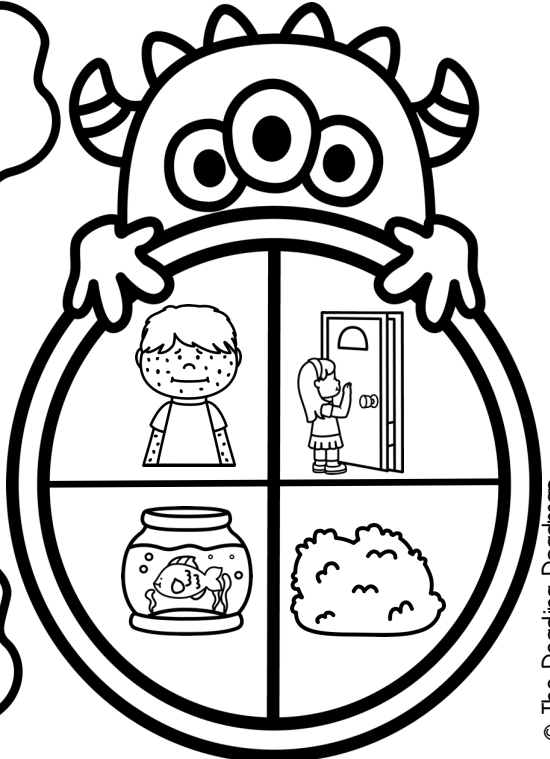
Spin a word and then color a matching splat below. Continue until all of the splats are colored!

bush shut fish bush fish rash

rash bush shut rash

bush shut fish rash

rash fish bush shut



© The Reading Roadmap



*volume 5*

# PHONICS TOOLKIT

**Alternate Spellings, Closed &  
Open Syllables, & Vowel Teams**

# phonics LESSON #79

/ z / sound spelled with "z"

## REVIEW PREVIOUS PHONICS SKILL

*BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.*

## INTRODUCE THE FOCUS SOUND

*PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-*

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

## SHARE SOUND ARTICULATION

*/ Z / IS A VOICED FRICATIVE, WHICH MEANS AIR ESCAPES THROUGH A NARROW SPACE. TO MAKE THIS SOUND, PRESS YOUR TEETH TOGETHER, PRESS YOUR TONGUE AGAINST THE BACK OF YOUR TEETH, AND PRODUCE A CONTINUOUS VOCAL BREATH.*

## IDENTIFY THE SOUND

*READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.*

1. The cubs and their moms live in dens. (cubs, moms, dens)
2. There were bugs all over then pig pens. (bugs, pens)

## BRAINSTORM WORDS WITH THE SOUND

*MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.*

## LETTER FORMATION

*SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.*

## COMPLETE HANDWRITING PRACTICE

*SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.*

# phonics LESSON #79

/z/ sound spelled with "z"

## SPELLING RULES & NOTES

/z/ IS SPELLED WITH "Z" WHEN IT FOLLOWS A VOICED SOUND. THIS ONLY OCCURS AT THE END OF A WORD.

## READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
is as was has his	wise pose muse hose use	close those chose these phase

## SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
use rose rise fuse nose	as is was has those	rose wise his is hose

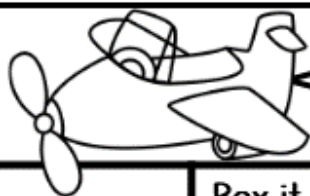
## READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: goes

## READ DECODABLE TEXT

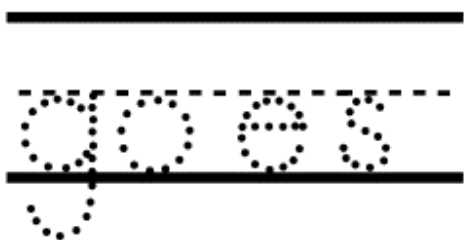
READ DECODABLE TEXT "MY NOSE"

Name \_\_\_\_\_

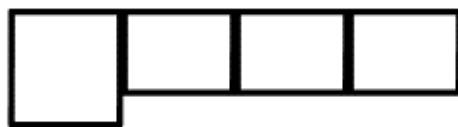


goes

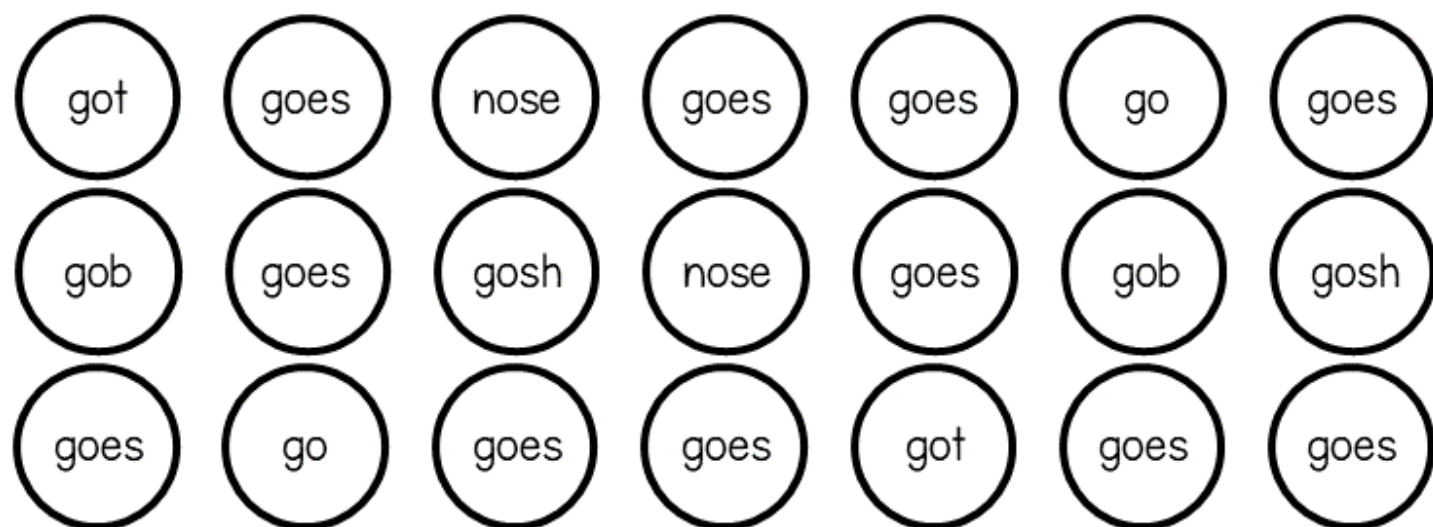
Trace it.



Box it.



Dab it or color it.



Read it in a sentence.

Dad goes to pick a rose for mom.

Write it in a sentence.

\_\_\_\_\_

-----

\_\_\_\_\_

Write it in a second sentence.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

/Z/ Spelled with "S" Words

# MY NOSE!

Touch and read.

Dan is in his rose bed.

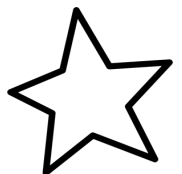
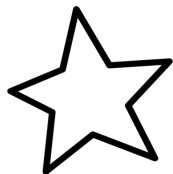
He tripped on the hose!

He fell and pricked his nose.

He hit his nose on those roses.

It is wise to get rid of that hose.

Color a star each time you read.



# HIDE & SEEK

## SKILL-

Reading and writing words that contain the sound /z/ spelled with s.

## PREP-

Print the two pages of cards and cut along the lines to separate the pieces. To give the cards a fun pop (and make it easier to find around the room), print the sheets on brightly colored paper.

Hide the cards around the classroom.

Print a record sheet for each student.

## PLAY-

Children will look for cards hidden around the room. When they find one, they will whisper read it out loud and then write the word on their record sheet.

Play continues until they have found all 16 cards.

Name \_\_\_\_\_

# HIDE & SEEK

Look around your classroom for a word card. Each time you find a card, write the word in the correct spot below.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

1

is

2

as

3

was

4

has

5

his

6

wise

7

pose

8

muse

9

hose

10

use

11

close

12

those

13

chose

14

phase

15

these

16

rose



# phonics LESSON #80

/ j / sound spelled with " g "

## REVIEW PREVIOUS PHONICS SKILL

*BASED ON STUDENT PERFORMANCE, REVIEW AN ALREADY COVERED PHONICS SKILL.*

## INTRODUCE THE FOCUS SOUND

*PULL OUT STUDENTS' HANDHELD MIRRORS TO ANALYZE THE LOOK & FEEL OF THE SOUND-*

1. What are your lips doing?
2. What are your teeth doing?
3. What is your tongue doing?
4. What is your voice doing?
5. How is the air flow?

## SHARE SOUND ARTICULATION

*/ J / IS A VOICED AFFRICATIVE, WHICH MEANS IT BEGINS AS A STOP SOUND AND ENDS AS A FRICATIVE. TO MAKE THIS SOUND, CLOSE YOUR JAW, ROUND YOUR LIPS, AND STICK THEM OUT SLIGHTLY AS YOU PRESS YOUR TONGUE AGAINST YOUR TEETH BEGIN TO FORCE AIR OUT AND OPEN YOUR MOUTH TO PRODUCE THE / J / SOUND.*

## IDENTIFY THE SOUND

*READ EACH SENTENCE ALOUD AND ASK STUDENTS TO IDENTIFY THE WORDS THAT CONTAIN THE TARGET SOUND.*

1. The book had a strange message on one page. (strange, message, page)
2. There is a magician's cage on the stage. (magician's, cage, stage)

## BRAINSTORM WORDS WITH THE SOUND

*MAKE A GIANT LIST OF WORDS THAT HAVE THE FOCUS SOUND. THEN CIRCLE THE LETTER USED TO SPELL THE SOUND SO STUDENTS CAN DEVELOP THEIR LETTER-SOUND CONNECTION.*

## LETTER FORMATION

*SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.*

## COMPLETE HANDWRITING PRACTICE

*SKILL PRACTICED IN LESSONS ONE THROUGH TWENTY-FIVE.*

# phonics LESSON #80

/j/ sound spelled with "g"

## SPELLING RULES & NOTES

WHEN G COMES BEFORE THE LETTERS E, I, OR Y, IT SAYS THE SOFT /J/ SOUND LIKE IN THE EXAMPLES "GIRAFFE" AND "GYM".

## READ WORDS WITH THE SOUND

DISPLAY THE WORDS FROM THE LIST BELOW FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORDS ALOUD.

DAY ONE	DAY TWO	DAY THREE
gem sage gen gest gent	rage cage stage change gem	age gel page wage gage

## SOUND MAP WORDS WITH THE SOUND

SAY A WORD BELOW AND HAVE STUDENTS REPEAT IT BACK TO YOU TO CONFIRM THEY HEARD IT CORRECTLY. THEN HAVE STUDENTS MAP THE WORD ON THEIR SOUND MAPPING SHEET. REPEAT THESE STEPS FOR EVERY WORD ON THE LIST FOR THE DAY.

DAY ONE	DAY TWO	DAY THREE
age cage gel gage wage	huge gent page gest gen	change stage gem sage gent

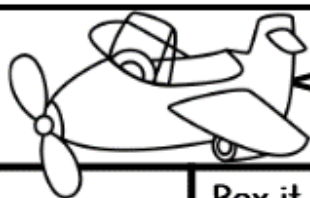
## READ AND SOUND MAP A HIGH FREQUENCY WORD

DISPLAY THE WORD FOR STUDENTS TO SEE AND HAVE STUDENTS READ THE WORD ALOUD. THEN HAVE STUDENTS MAP THE WORD FIVE TIMES ON THEIR SOUND MAPPING SHEET. TODAY'S WORD IS: **change**

## READ DECODABLE TEXT

READ DECODABLE TEXT "IN THE CAGE".

Name \_\_\_\_\_

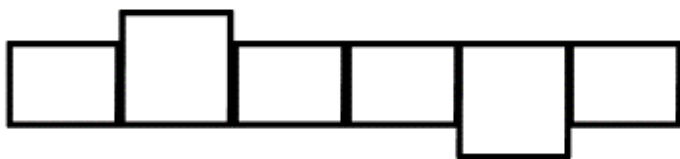


change

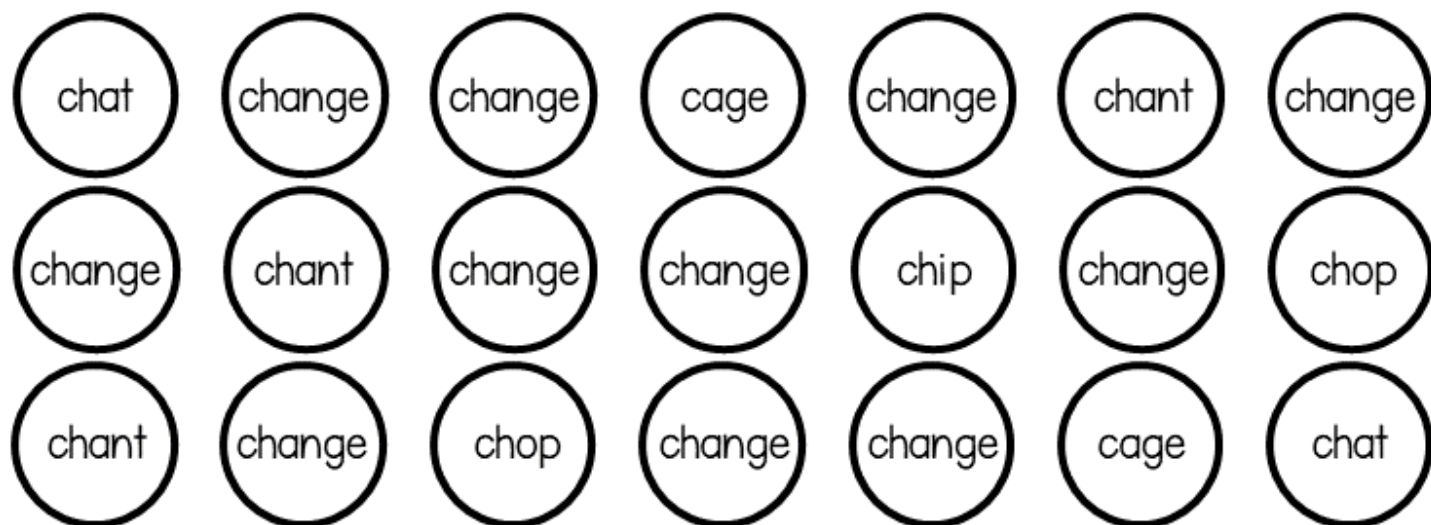
Trace it.

change

Box it.



Dab it or color it.



Read it in a sentence.

At the end, Miss Jen will change the page.

Write it in a sentence.

\_\_\_\_\_

-----

\_\_\_\_\_

Write it in a second sentence.

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

/J/ Spelled with "G" Words

# IN THE CAGE

Touch and read.

Brad has an act.

His act is on a stage.

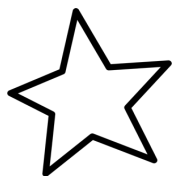
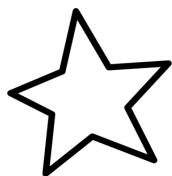
He has a huge cage.

A white bird was in the cage.

But the bird is not there!

It changed to a white rose.

Color a star each time you read.



Name \_\_\_\_\_

# SPIN A WORD

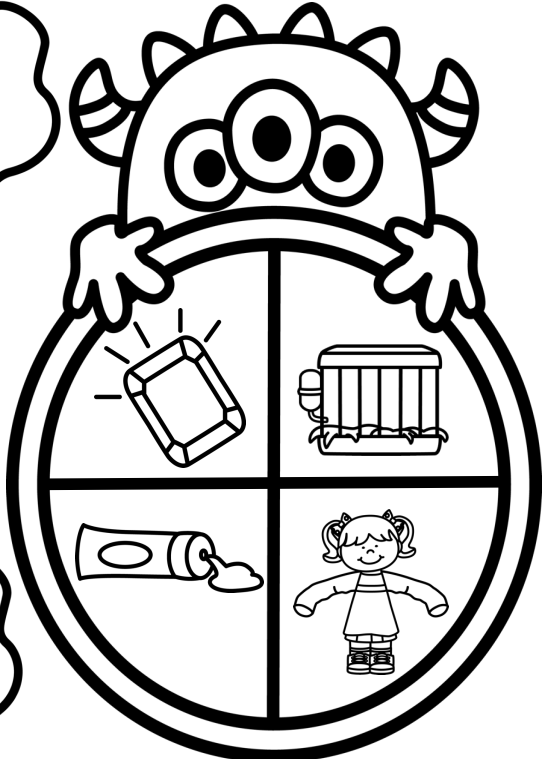
Spin a word and then color a matching splat below. Continue until all of the splats are colored!

huge gem cage huge gel cage

cage huge gem gel

huge gem gel cage

cage gel huge gem



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# FLIP & WRITE

## SKILL-

Reading and writing words that contain the sound / j / spelled with g.

## PREP-

Print off the crayon cards and record sheet. To give them a fun pop, print on brightly colored paper.

Cut apart the crayon cards and place them in a pile upside down on the table.

## PLAY-

Have children flip over one card at a time, read the word out loud and rainbow write it on their record sheet.

(First, they'll write the word in red crayon or marker, then they'll trace over it in orange, then yellow, green and purple.)

Play continues until all of the words have been rainbow written on the record sheet.

Name \_\_\_\_\_

### FLIP & WRITE

Flip over one card at a time. Read it out loud and then rainbow write it in the correct spot below. You'll write with red first and then trace with orange, yellow, green, blue and purple.

1	2	3	4
have	when	this	
5	6	7	8
9	10	11	12
13	14	15	16

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Name \_\_\_\_\_

# FLIP & WRITE

Flip over one crayon card at a time. Read the word out loud and then rainbow write it in an empty spot below.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16



gem



sage



gest



gent



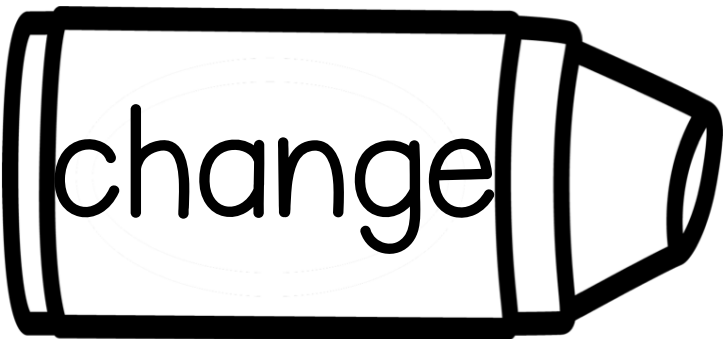
rage



cage



stage



change



age



gel

