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XO, Malia

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The Science of Reading Formula!

PHASE ONE

Focused on learning the
alphabet chant and hearing
sounds in words

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

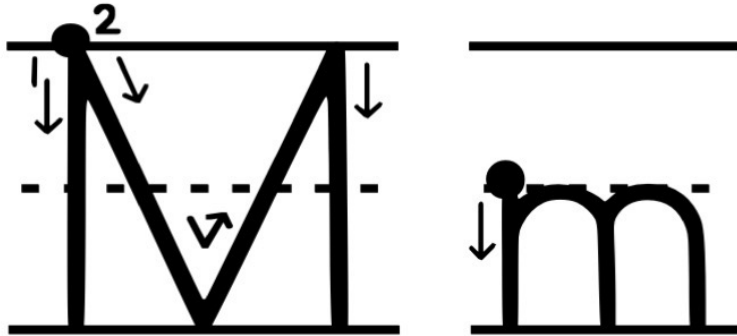
READ DECODABLE TEXT

SKILL NOT INTRODUCED YET

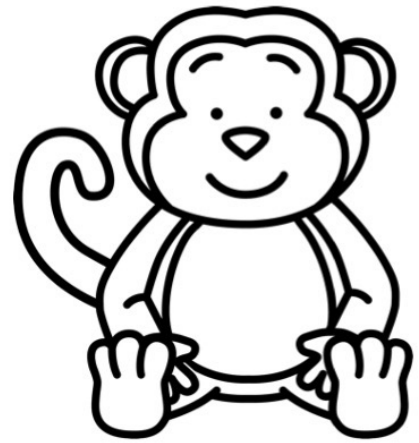
Name _____

HANDWRITING SHEET

Highlight it. 

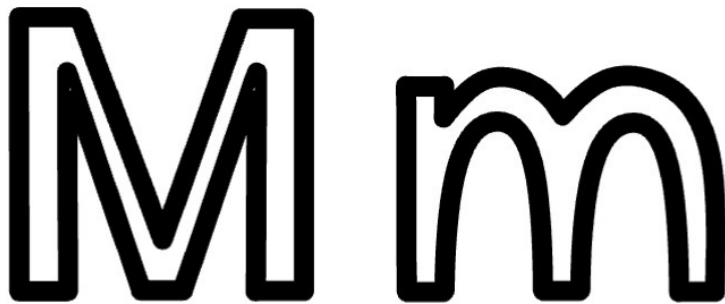


Color it. 

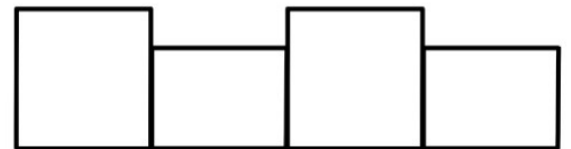


monkey

Rainbow write it. 



Box it. 



Trace it. 

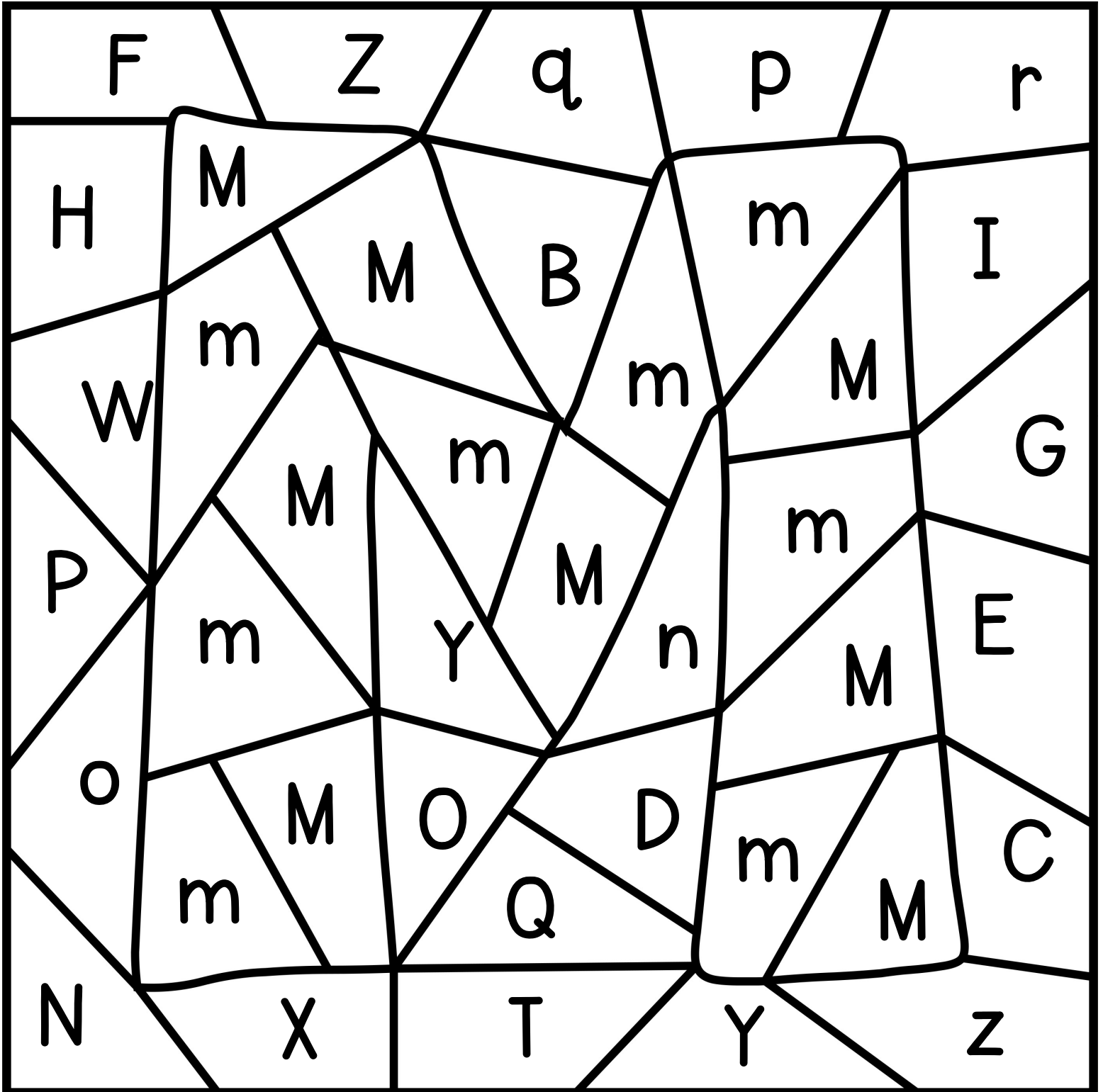




HIDDEN LETTERS

Color all of the:

Mmm

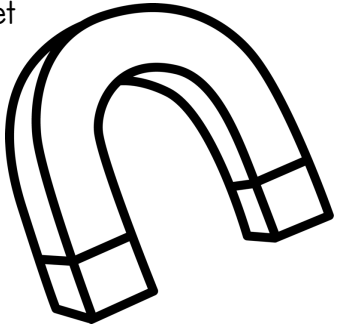


Name _____

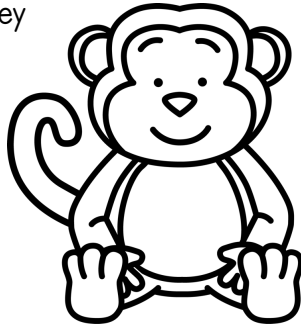
DIRECTIONS – Print this picture sort on the first day and have students sort the cards into two groups: starts with the / m / sound and does not start with / m /.

/ m / sort # 1

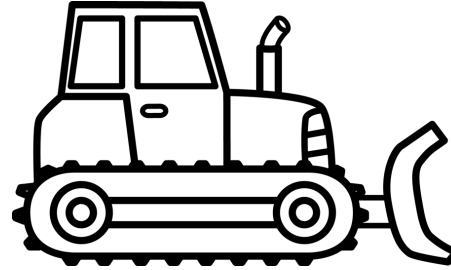
magnet



monkey



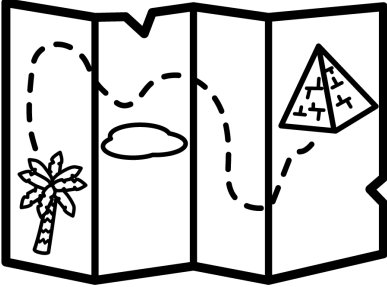
bulldozer



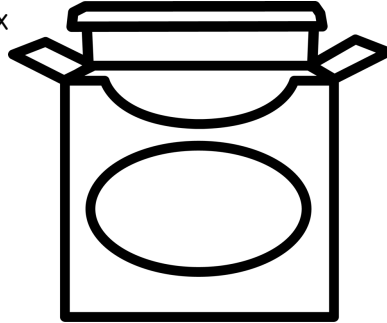
dentist



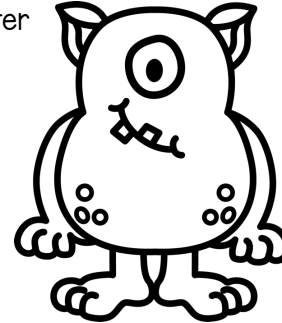
map



box



monster



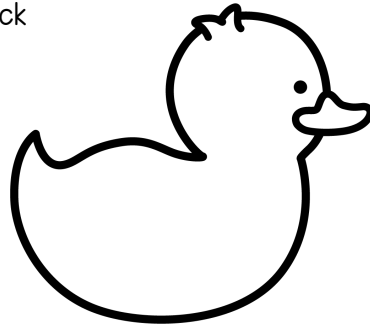
muffin



boat



duck



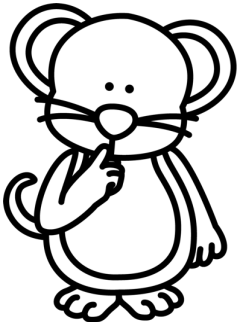
mop



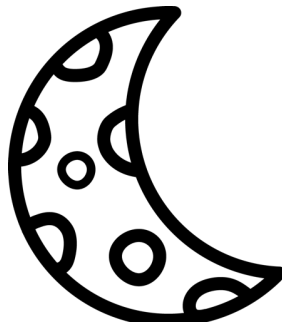
toothbrush



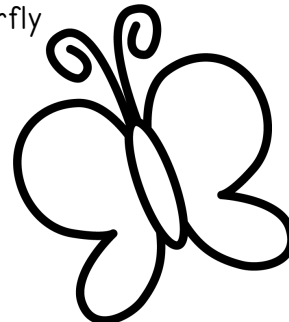
mouse



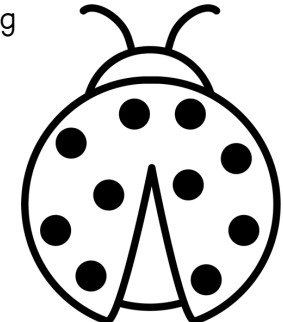
moon



butterfly



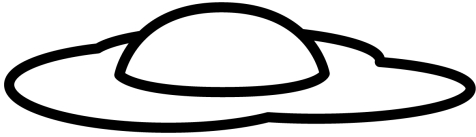
ladybug



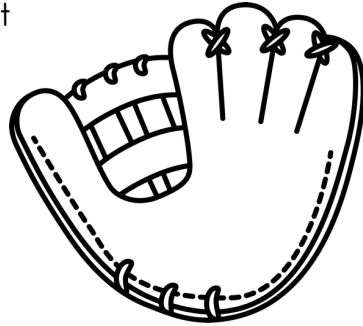
DIRECTIONS – Print this picture sort on the second day and have students sort the cards into two groups: starts with the / m / sound and does not start with / m /.

/ m / sort # 2

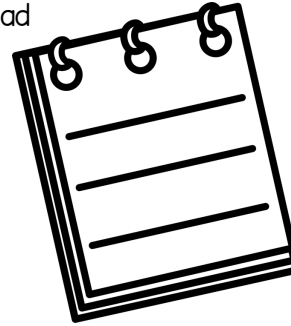
egg



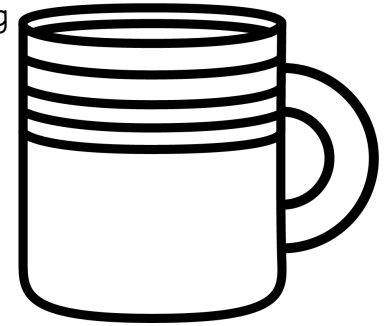
mitt



notepad



mug



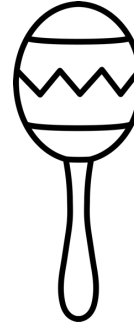
ball



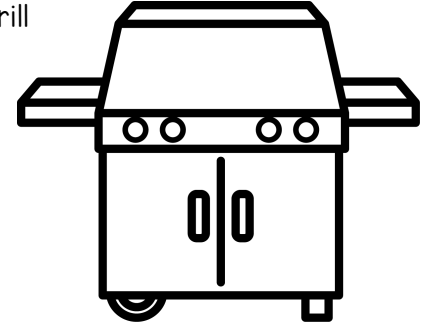
medicine



maraca



grill



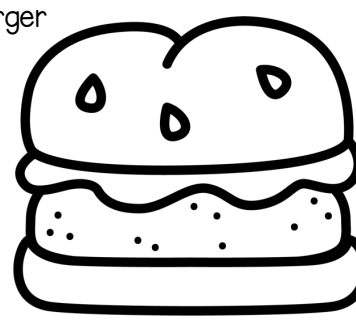
mix



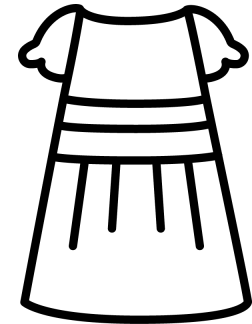
harp



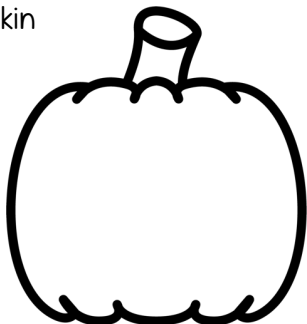
burger



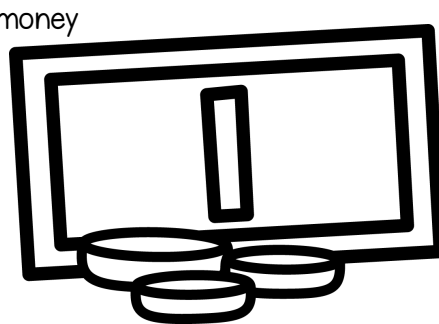
dress



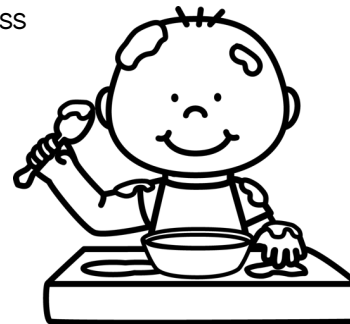
pumpkin



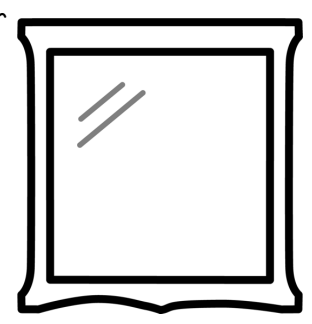
money



mess



mirror



PHASE TWO

Focused on hearing and spelling
sounds in words

phonics LESSON #9

/n/ sound spelled with "n"

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

/N/ IS A VOICED NASAL SOUND. TO MAKE THIS SOUND, PRESS YOUR TONGUE AGAINST THE TOP OF YOUR MOUTH TO STOP YOUR BREATH FROM ESCAPING. VIBRATE YOUR VOICEBOX AND RELEASE A LITTLE AIR THROUGH YOUR NASAL PASSAGE.

IDENTIFY THE SOUND

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

1. Ned and Nancy nibbled on cookies. (Ned, Nancy, nibbled)
2. Our new dog, Norman, never sleeps. (new, Norman, never)

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 N, BEGIN AT THE TOP LINE AND DRAW A STRAIGHT LINE DOWN TO THE BOTTOM LINE. PICK UP YOUR PENCIL AND GO BACK TO THE STARTING POINT. DRAW A SLANTED LINE TO THE BOTTOM (MOVING TO THE RIGHT). THEN DRAW A STRAIGHT LINE CONNECTING UP TO THE TOP LINE.

TO MAKE THE LOWERCASE LETTER n, BEGIN AT THE MIDDLE LINE AND DRAW A STRAIGHT LINE TO THE BOTTOM. TRACE THE LINE BACK UP TO THE MIDDLE LINE AND THEN DRAW A CURVED LINE TO THE BOTTOM LINE.

COMPLETE HANDWRITING PRACTICE

COMPLETE HANDWRITING PRACTICE FOR THE LETTER "N".

phonics LESSON #9

/n/ sound spelled with "n"

SPELLING RULES & NOTES

1. WHEN THE LETTER "N" APPEARS MORE THAN ONCE IN A WORD (I.E. PENNY), THE FIRST "N" IS SILENT.
2. OTHER SPELLINGS: gn (gnat), kn (kneel), mn (mnemonic), pn (pneumonia)

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
nip nap tin man tan	fan pin man tin can	nip nap an pan fin

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
fan pin can fin pan	nap nip in an fin	can tan fan man in

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 WORDS ARE: in & it

READ DECODABLE TEXT

READ DECODABLE TEXT: SENTENCE PYRAMIDS / n /.

SOUND MAP

#1 Tap it.

#2 Map it.

--	--	--	--

#3 Graph it.

--	--	--	--


#4 Write it.

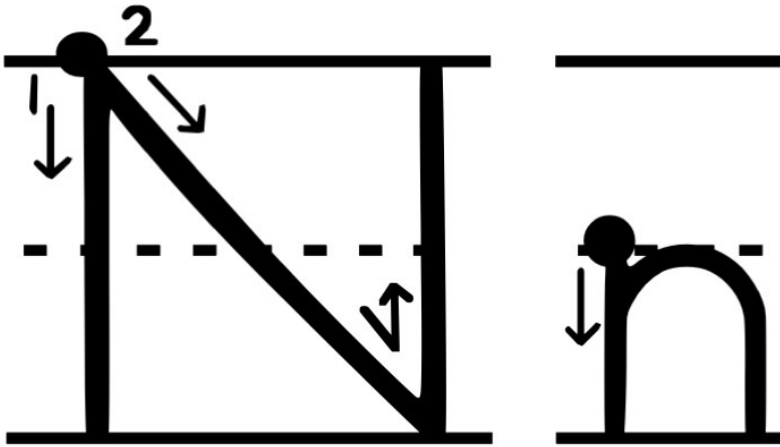
#5 Read it.



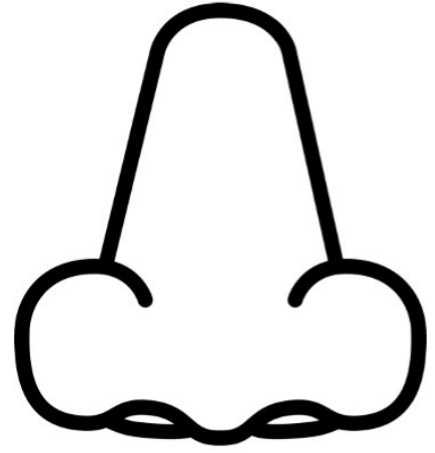
Name _____

HANDWRITING SHEET

Highlight it. 

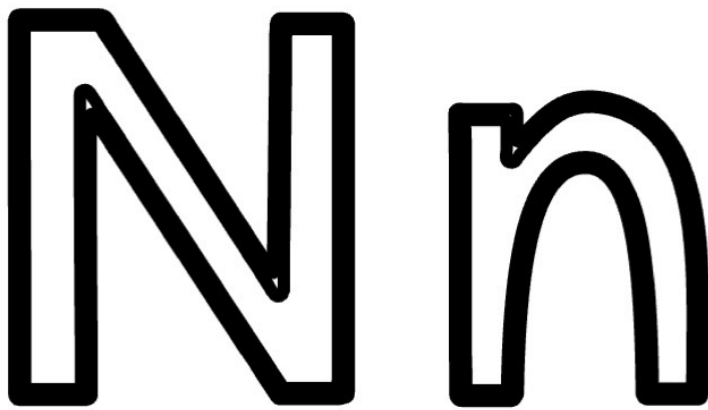



Color it. 

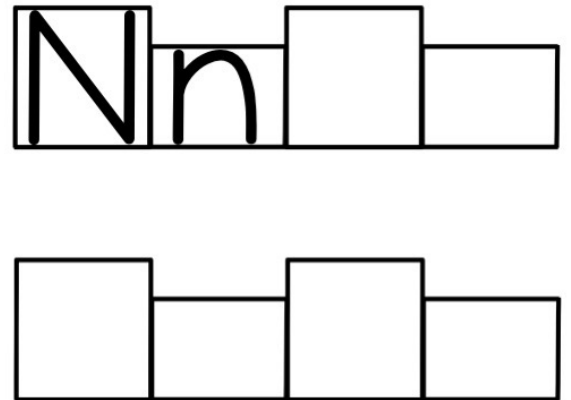


nose

Rainbow write it. 

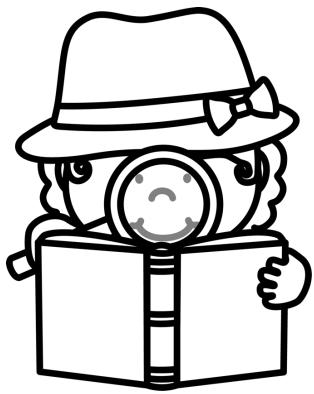


Box it. 



Trace it. 

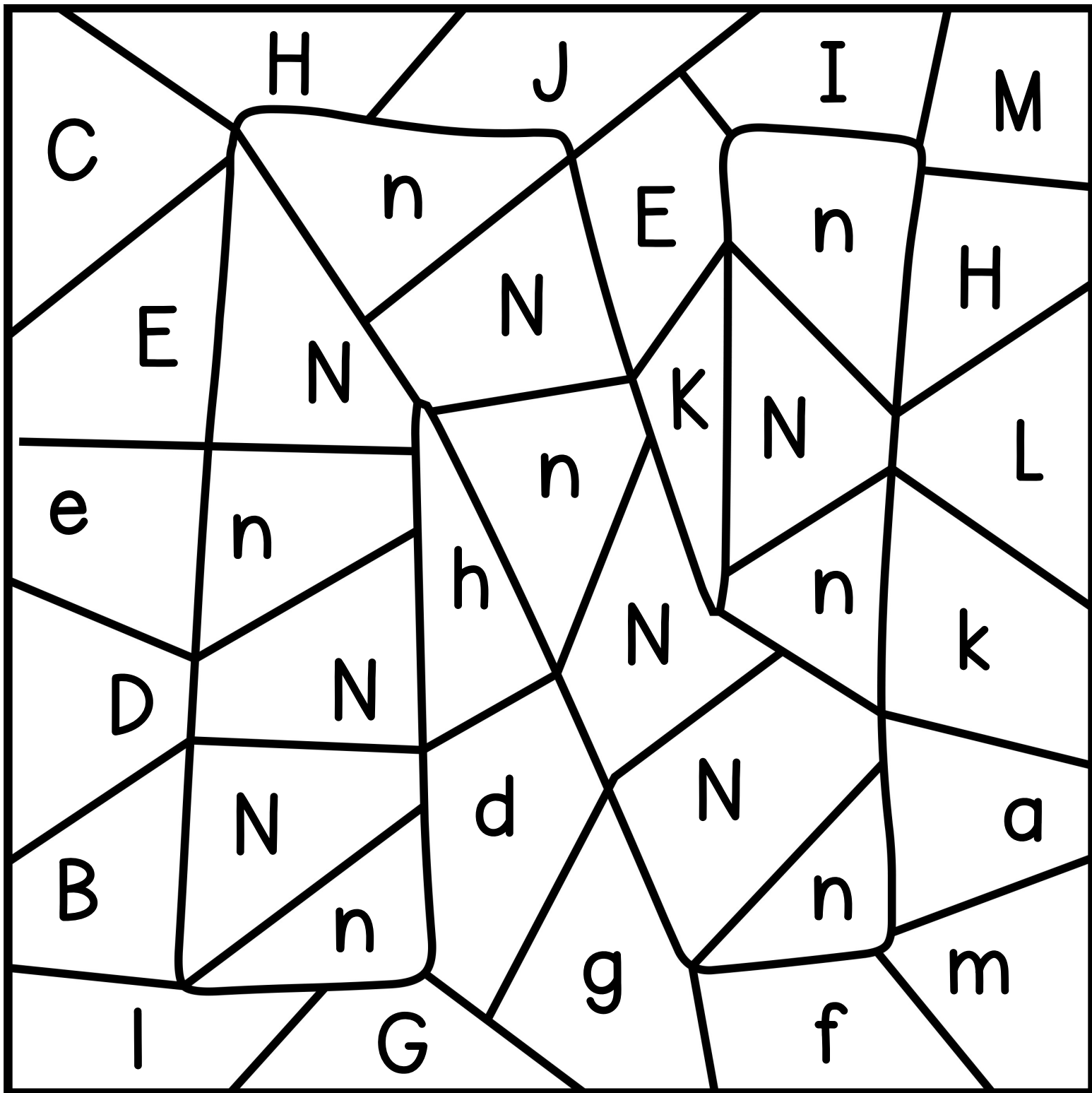




HIDDEN LETTERS

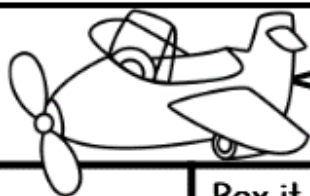
Color all of the:

Nn



Name _____

Name _____



in

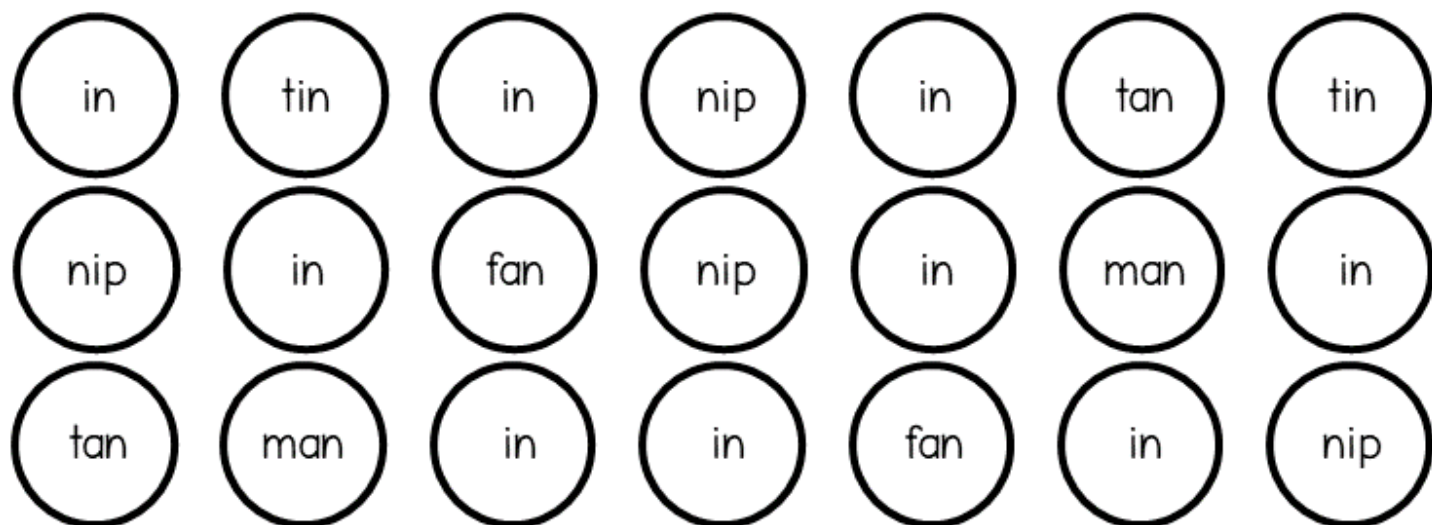
Trace it.



Box it.



Dab it or color it.



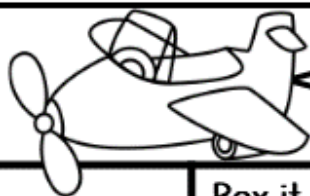
Read it in a sentence.

Pam can nap in it.

Write it in a sentence.

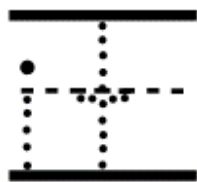
Write it in a second sentence.

Name _____



it

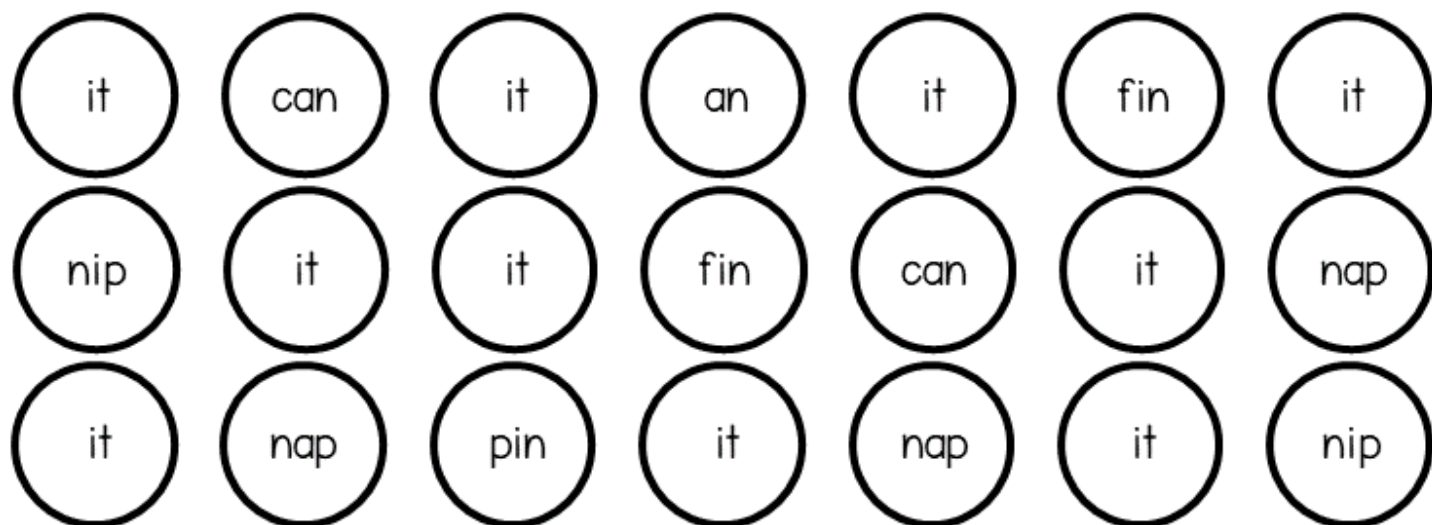
Trace it.



Box it.



Dab it or color it.



Read it in a sentence.

Tim can fan it.

Write it in a sentence.

Write it in a second sentence.

Name _____

/n/

SENTENCE PYRAMIDS

Color a star each time you finish reading a sentence pyramid.

Sam
Sam can
Sam can nap.



Tim
Tim can
Tim can pat.



Pam
Pam can
Pam can tip.



HIDE & SEEK

SKILL-

Reading and writing words containing the / n / sound.

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

nip

2

nap

3

tin

4

fan

5

man

6

pin

7

tan

8

can

9

fin

10

man

11

pan

12

tin

13

fan

14

an

15

pin

16

in

HAMBURGER HIDE & SEEK

SKILL-

Reading and writing words containing the / n / sound.

PREP-

Print all of the burgers and fries on cardstock and laminate to give them extra durability.

Print one record sheet for each child.

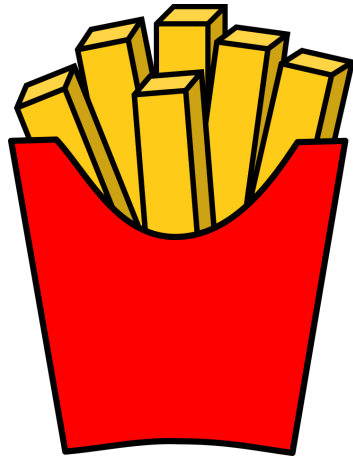
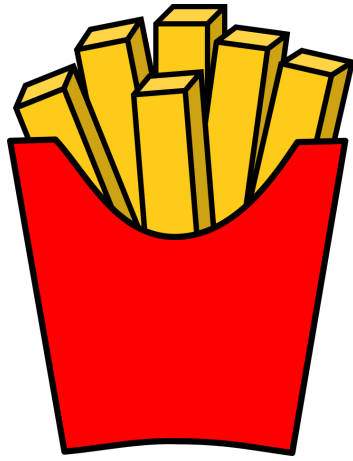
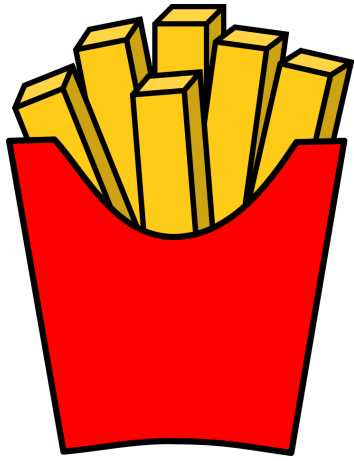
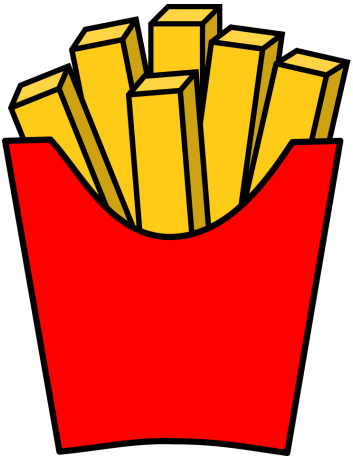
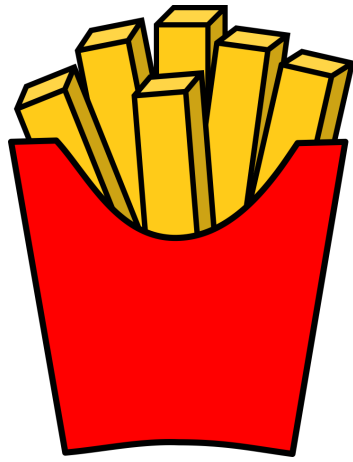
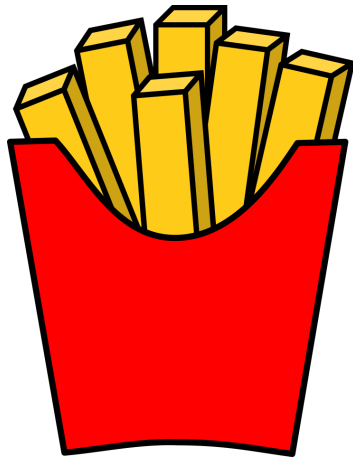
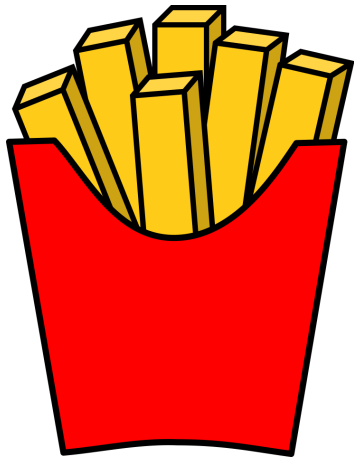
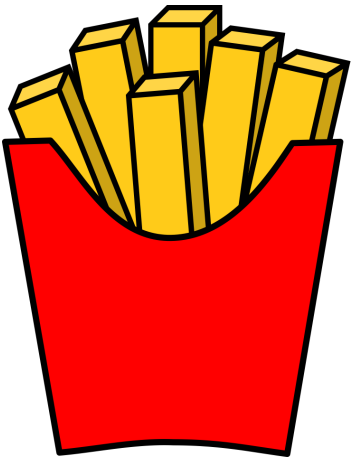
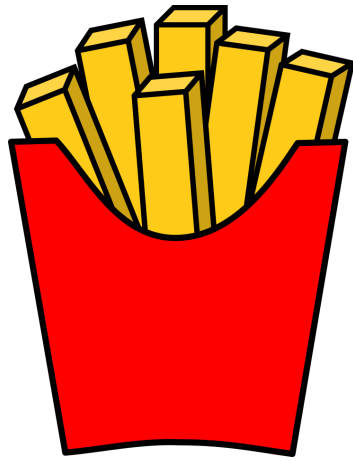
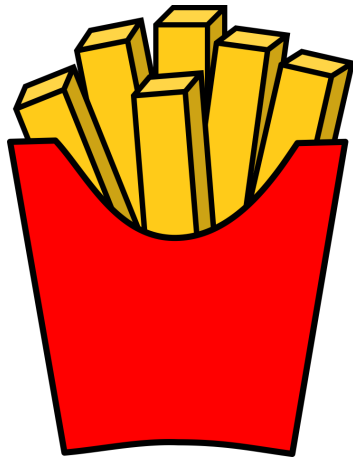
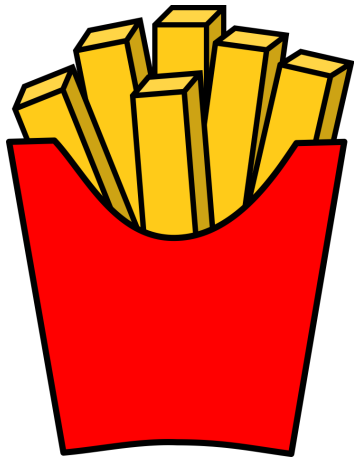
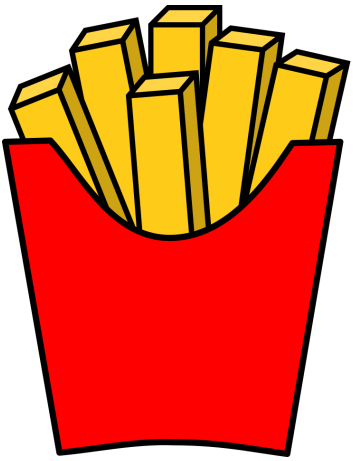
Place the burgers in a pocket chart and hide a fry behind 12 of them by tucking a card in the back.

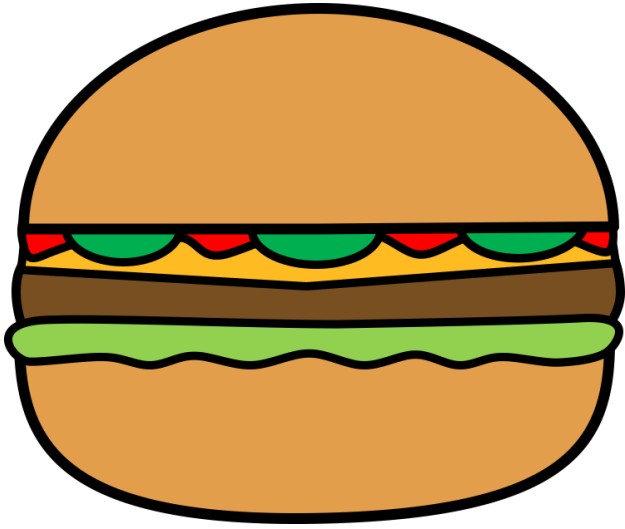
ACTIVITY-

Students work together to find all 12 fries.

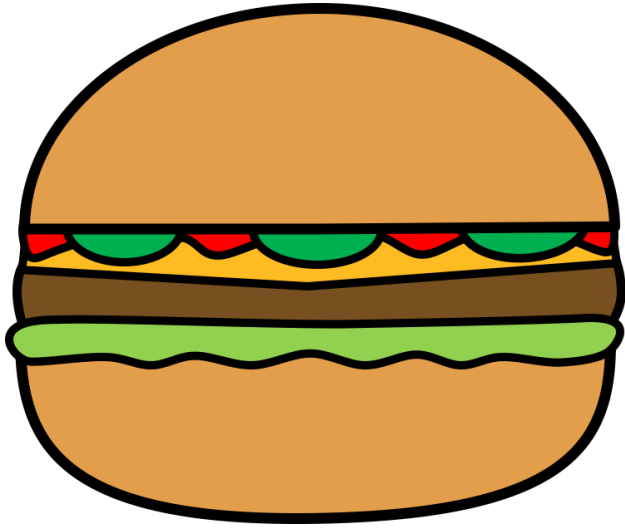
To play, they read one burger at a time out loud and remove it from the pocket chart to see if a fry is hiding behind it. Students record the word in the right spot on their record sheet.

Play continues until all 12 fries have been found. Then the game starts again!

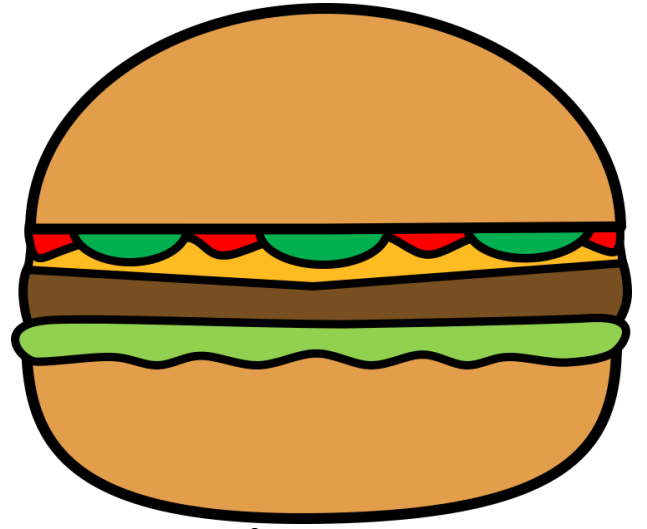




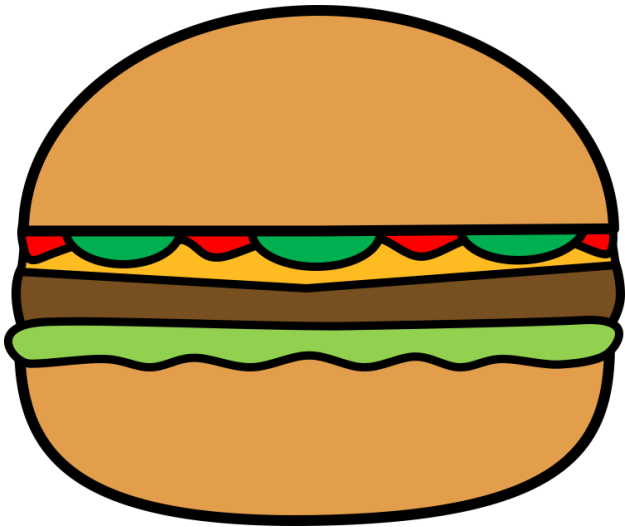
nip



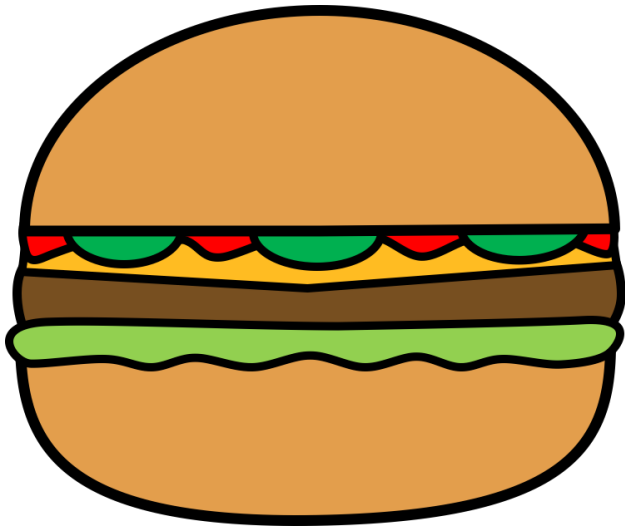
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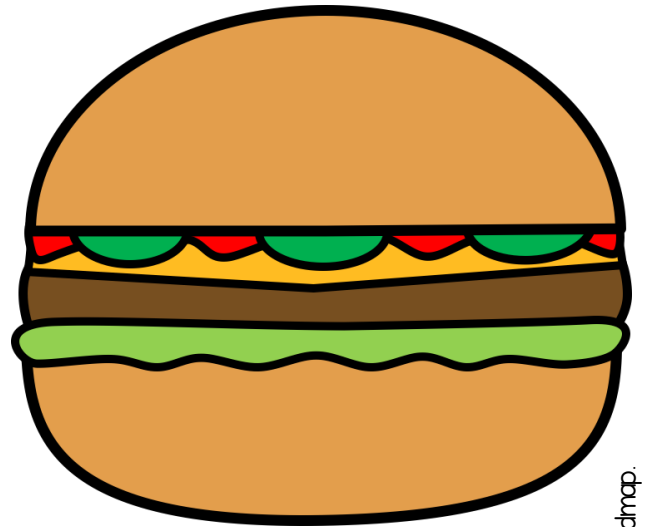
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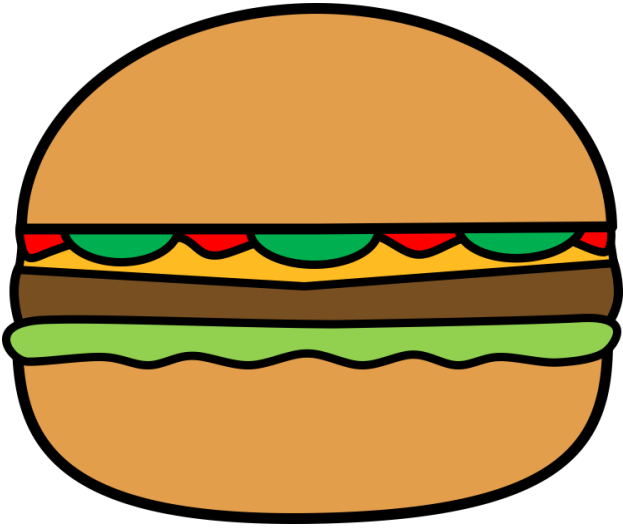
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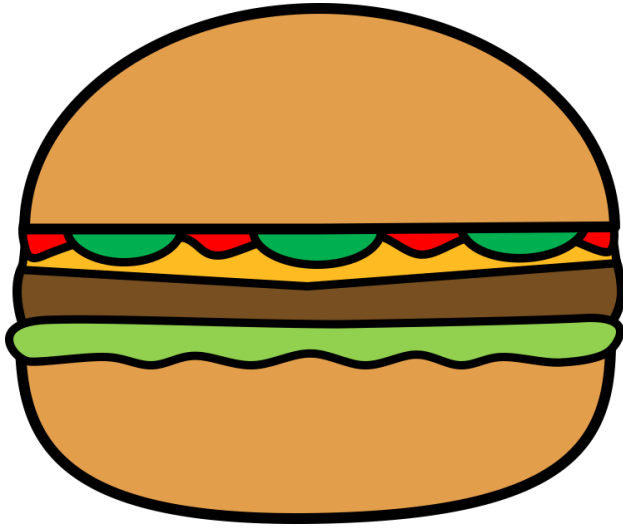
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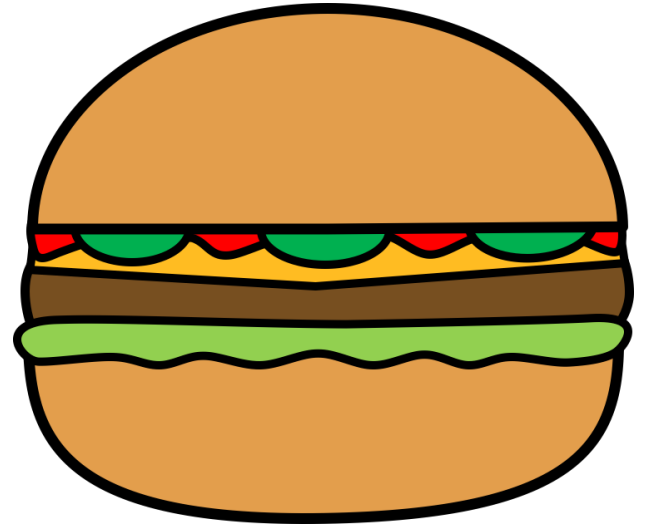
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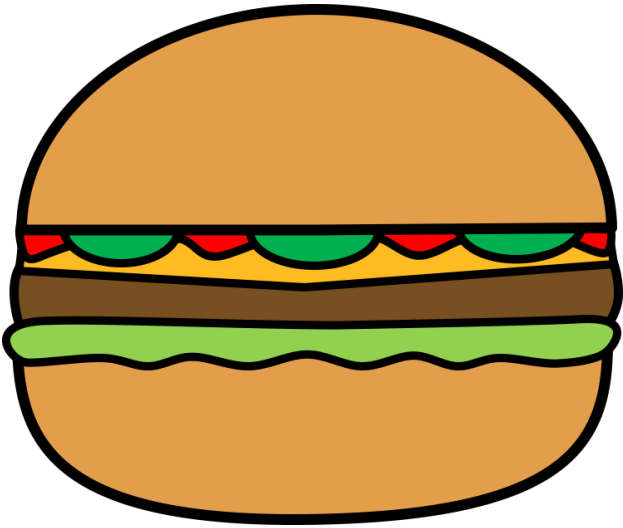
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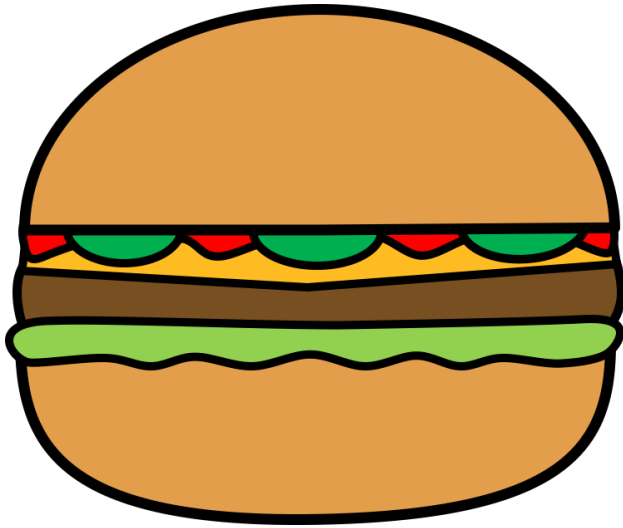
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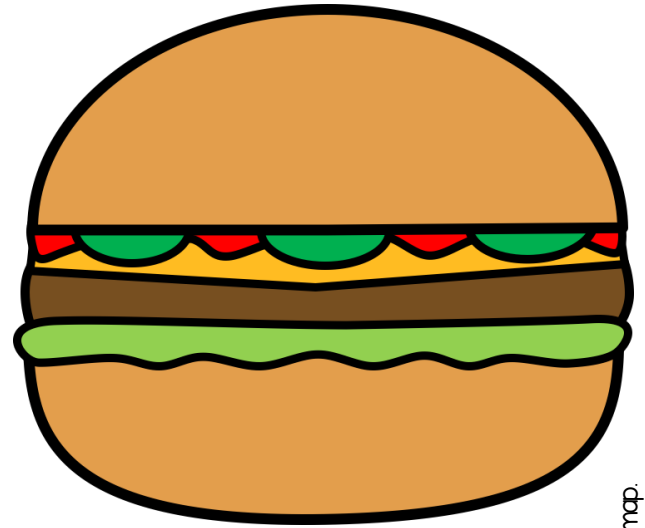
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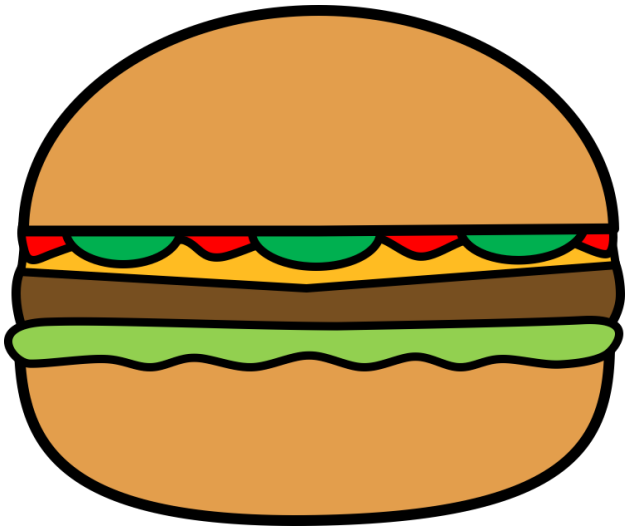
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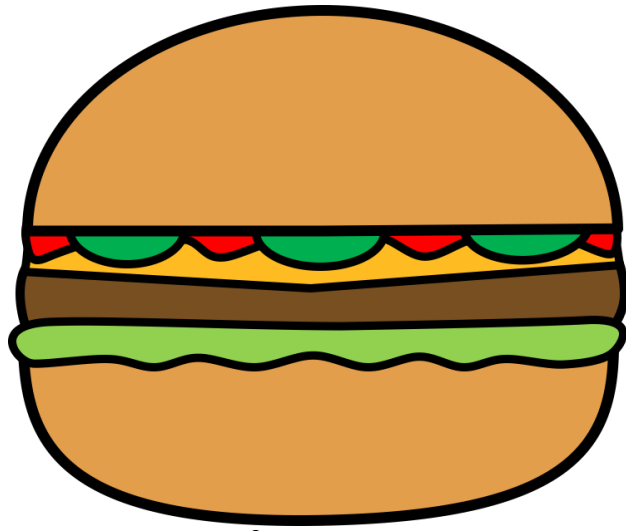
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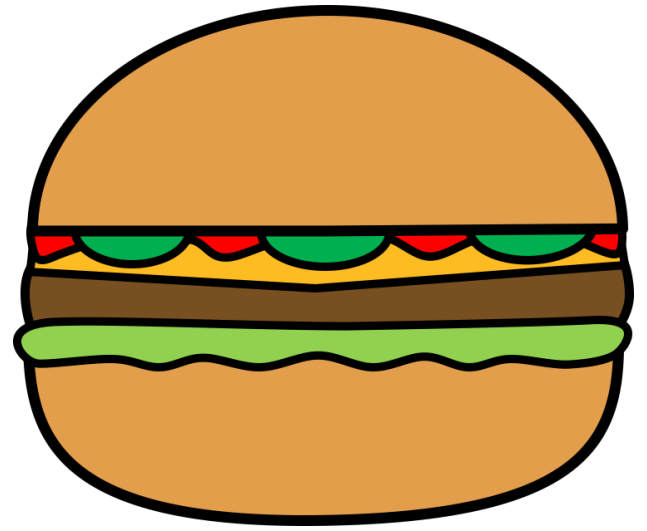
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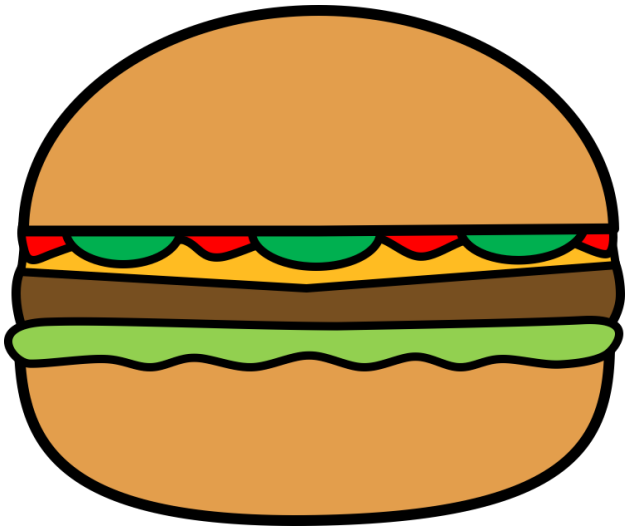
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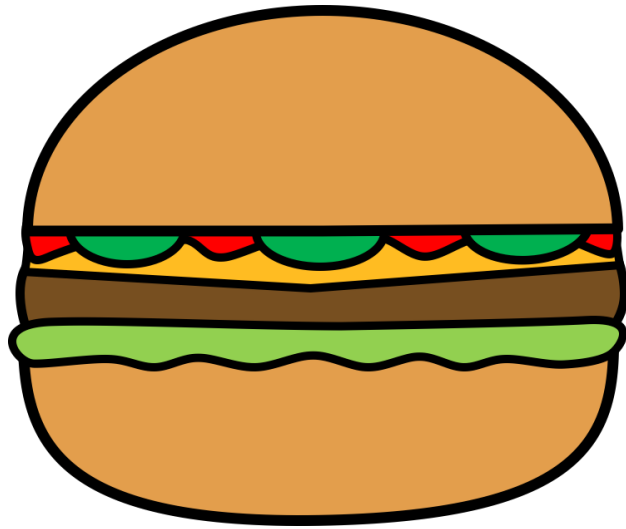
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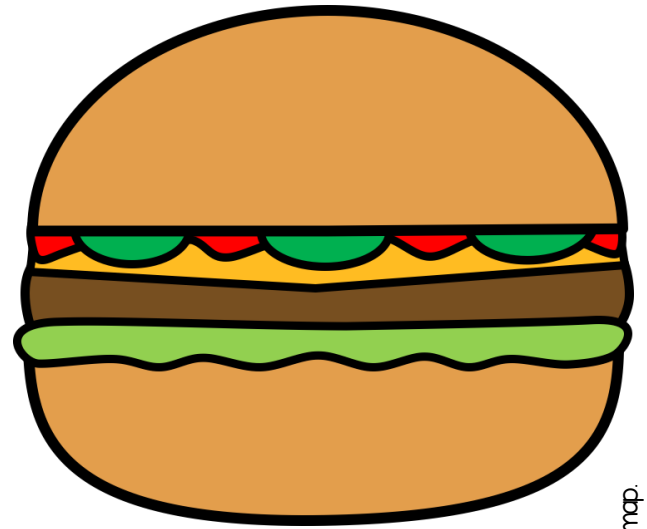
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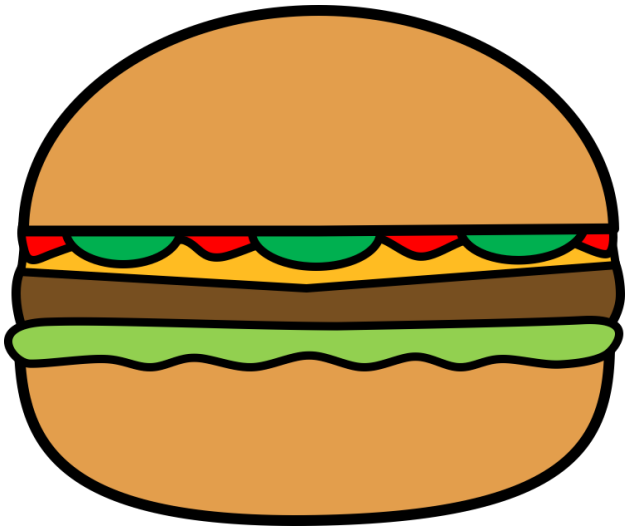
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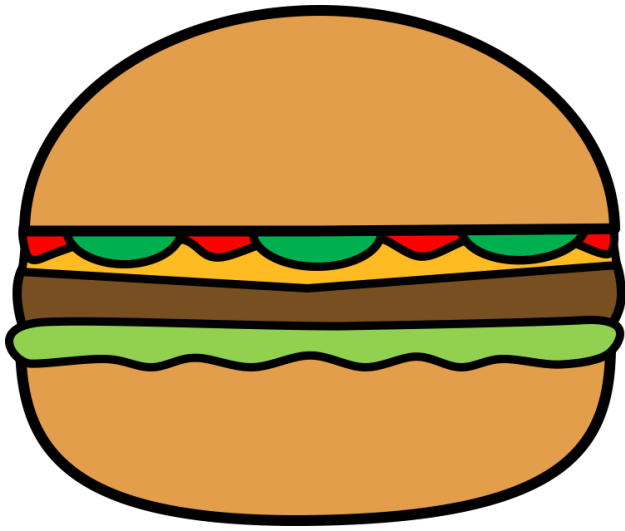
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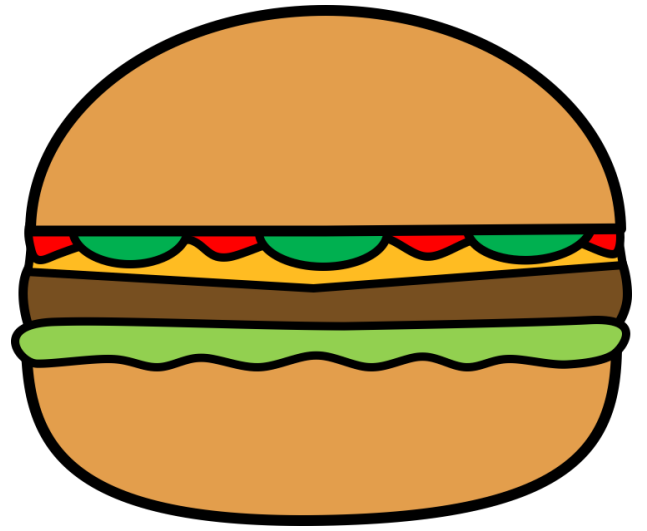
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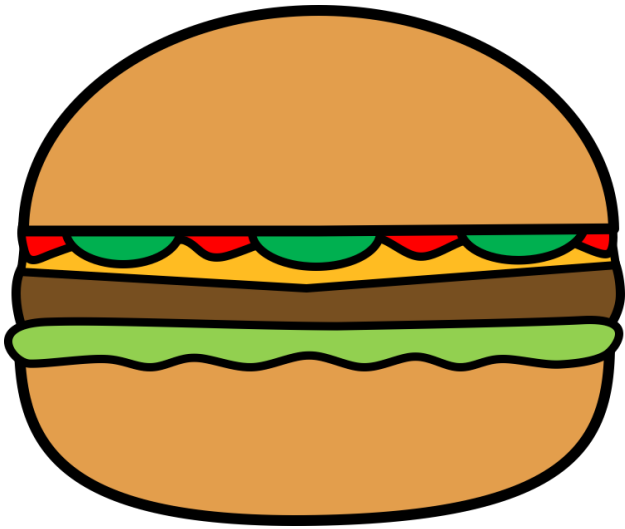
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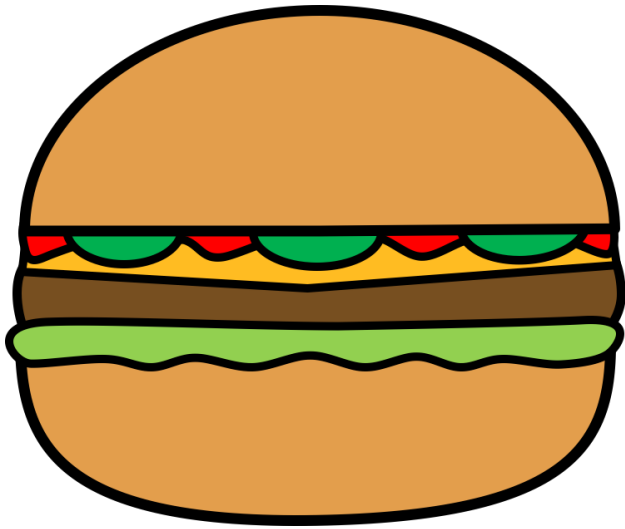
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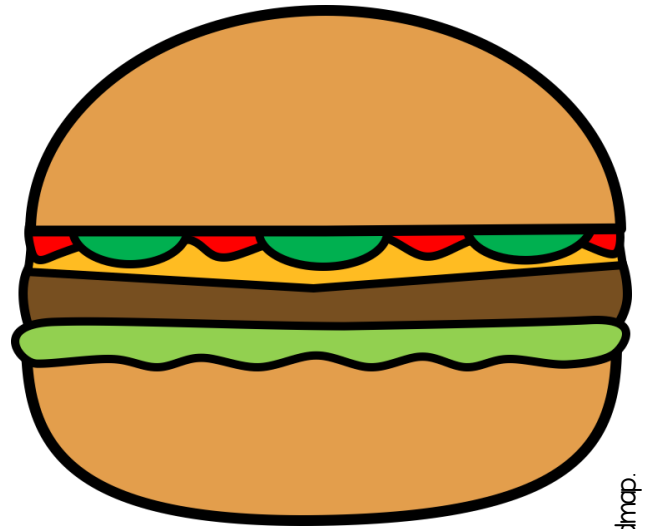
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