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| Unit 1 **Mm Short Aa** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Listening for Rhyme  Repeat sound at end  *Apple Pie* | Small Group Activities |
| Phonemic Awareness | *Melons and Muffins*  Clap when you hear /m/ | Identify /m/pictures on the back of the poster | /ă/  Use pictures on the back of *Apple Pie*  Listen for long vowel sound /ā/ |  |
| Sound/Symbol Relationships | Mm =/m/ magnet  Find initial Mm in poem  Brainstorm /m/ words  Pull down- m  Push up- /m/  Pull down- word that starts with /m/  Push up- letter that starts like \_\_\_\_. | Repeat Day 1 | Aa= /ă/ apple  *Apple Pie*  Find initial /ă/  Find medial /ă/  Pull down- a  Push up- /ă/  Pull down- word with /ă/  Push up- medial /ă/  Compare/contrast short and long A sound | a & m  Pull down- letter name  Push up- letter sound  Build word: am |
| Blending Sounds |  |  | am | am |
| Spelling Words |  |  | *am*  Push counters into boxes | *am*  Write the word several times | Assessment  *am* |
| Unit 2 **Ss** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Listening for Rhyme  *Seven Silly Sailors* | Small Group Activities |
| Phonemic Awareness | *Seven Silly Sailors*  Tap your feet when you hear /s/ | Pictures on the back of the poetry poster | Listen for Initial Sounds  /m/, /s/ |  |
| Sound/Symbol Relationships | Ss =/s/ sun  Find initial Ss in poem  s,s,m,m  Pull down- letter name  Push up- letter sound  Pull down- word | Review Mm & Aa  Brainstorm words:  Initial /m/  Medial /ă/  Ss  *Seven Silly Sailors*  Frame initial /s/ | Review:  Initial /ă/,/m/,/s/  Medial /ă/  Picture cards:  apple, sun, magnet and pan | a, s, m  Pull down- letter name  Push up- letter sound  Build *am*, *Sam* |
| Blending Sounds | Sam | am  Sam | am  Sam | am  Sam |
| Spelling Words | Build *am*  Spell *am* on work mats | *Sam*  Push counters into boxes | *Sam, am*  Write the words several times | *Sam, am*  Write the words several times  Spelling Peer Check | Assessment  *am, Sam* |

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| Unit 3 **Tt** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Listening for Rhyme  Clap if the Words Rhyme Game | Small Group Activities |
| Phonemic Awareness | *Turtles*  Tap your feet when you hear /t/ | Pictures on the back of the poetry poster | Listen for Initial Consonant Sounds  /t/ & same sounds |  |
| Sound/Symbol Relationships | Tt =/t/ tiger  Find initial Tt in poem  t,s,m  Pull down- letter name  Push up- letter sound  Pull down- word  Push up letter that starts the word *top*  Review:  Initial /t/,/m/,/s/  Medial /ă/  Picture cards:  tiger, sandwich, map, top | Review Mm, Aa, Ss  Brainstorm words:  Initial /m/ or /s/  Medial /ă/  *Turtles*  Frame initial /t/  a,m,s,t  Pull down- letter name  Push up- letter sound  Pull down- letter sound  Push up - word | Review Mm, Ss, Tt  Brainstorm words:  Initial /m/ or /s/  cap= Medial /ă/ | a,s,m,t  Pull down- letter name  Push up- letter sound  Build *at*, *sat* |
| Blending Sounds | am  Sam  at | mat  sat  Tam | at  Sam  Tam | at  sat  mat |
| Spelling Words | *am, Sam*  push counters & encode on mat | *mat, sat*  Push counters into boxes | *mat, sat*  write words  *Tam*  push counters & encode on mat | Write the words several times  Spelling Peer Check | Assessment  *am, Sam, mat, sat, Tam* |
| Unit 4 **Nn** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  | Listening for Rhyme  Clap if the Words Rhyme  Packing a Box Game |  | Small Group Activities |
| Phonemic Awareness | *Nip the Newt*  Clap when you hear /n/ | Pictures on the back of the poetry poster |  | Differentiate Consonant Sounds  Picture Cards |
| Sound/Symbol Relationships | Nn =/n/ nest  Find initial Nn in poem  n,t,s  Pull down- letter name  Push up- letter sound  Pull down- word  Push up letter that starts the word *nap* | Review Mm, Aa, Ss, Tt  Brainstorm words:  Initial /m/,/s/,/t/  Medial /ă/  *Nip the Newt*  Frame initial /n/  a,m,s,t,n  Pull down- letter name  Push up- letter sound  Pull down- letter sound  Push up - word | Display a, m, n, s, t  Build:  man  mat  Sam  sat  Nat  tan | a,s,S,m,N,n,t  Pull down- letter name  Push up- letter sound  Nan-tan-man  at-Nat-sat-Sam |
| Blending Sounds | Review  Mm, Aa, Ss, Tt  man, sat, tan | *mat, Nat, sat* | *at, mat, tan* | *at, Nan, tan* |
| Spelling Words | *mat, sat, Tam*  push counters & encode on mat | *man, Nat*  Push counters into boxes | *man, Nat, tan* | Write the words several times  Spelling Peer Check | Assessment  *man, Nat, mat, sat, Tam, tan* |
| Unit 5 **Short Ii** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Listening for Rhyme  Clap if the Words Rhyme | Small Group Activities |
| Phonemic Awareness | *Baking*  Clap when you hear /ĭ/ | Pictures on the back of the poetry poster  Listen for the long vowel sound /ī/ | Differentiate Medial Sounds  Stand for same middle sound |  |
| Sound/Symbol Relationships | Ii =/ ĭ / igloo  Find Ii in poem  a, a, i, i,  Pull down- letter name  Push up- letter sound  Pull down- word with medial =/ ĭ /  Push up letter that have middle sound  a, i  Sort pictures by middle sound | Review Mm, Aa, Ss, Tt  Brainstorm words:  Initial /m/,/s/,/t/,/n/  Medial /ă/,/ ĭ /  *Baking*  Frame medial / ĭ /  a, i, m, s, t, n  Pull down- letter name  Push up- letter sound  Pull down- letter sound  Push up – word  Prompt to pull down by middle & beginning sounds  Compare/contrast long & short i | *Review*  *Aa, Ii, Mm, Nn, Ss, Tt*  Sort words  *mat, man, sat, tan, tin, sit* by initial and medial sound | a, i, m, n, s, t, T  Pull down- letter name  Push up- letter sound  Build:  Tim  Tam  in  am  man  mat  sat  sit |
| Blending Sounds | Review  Mm, Aa, Ss, Tt  sit, am, mat | *in, sat, sit* | *am, it, man* | *in, Tam, Tim* |
| Spelling Words | *man, Nat, tan*  push counters & encode on mat | *sit, am*  Push counters into boxes | *am, sit, in* | Write the words several times  Spelling Peer Check | Assessment  *man, Nat, tan, am, in, sit* |

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| Unit 6 **Ff** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Listen for Rhyme  *Fuzzy Fox and Fiddle*  Rhyming Pair Game | Small Group Activities |
| Phonemic Awareness | *Fuzzy Fox and Fiddle*  Clap when you hear /f/ | Pictures on the back of the poetry poster | Listen for Initial Consonants  Three Word Game |  |
| Sound/Symbol Relationships | Ff =/f / fish  Find Ff in poem  f, s, t,  Pull down- letter name  Push up- letter sound  Pull down- word that starts with sound  Push up letter that starts like \_\_\_\_\_.  f, m,t  Sort pictures by beginning sound | Sort by beginning sounds  tin, sat, tan, fit, fat, sit |  |  |
| Blending Sounds | *Ff, Nn, Ss, Tt, Ii, Aa*  *Sam, it, at, sit* | *tan, fit, fat, fin* | *fan, it, Sam, fin* | *man, it, at, mat* |
| Spelling Words | *man, mat*  push counters & encode on mat | *fan, fit* | *if, fin* | Write the words several times  Spelling Peer Check | Assessment  *man, mat, fan, fit, if, fin* |
| Sight Words | *is* | *is* | *is* | *is* |  |
| Decodable Text |  |  | Fit | Fit |

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| Unit 7 **Pp** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Identify and Produce Rhyme  *Pet Parade*  Rhyming Pair Game | Small Group Activities |
| Phonemic Awareness | *Pet Parade*  Clap when you hear /p/ | Pictures on the back of the poetry poster | Blend and segment onset and rime |  |
| Sound/Symbol Relationships | Pp =/p / pumpkin  Find Pp in poem  p, f, n  Pull down- letter name  Push up- letter sound  Pull down- word that starts with sound  Push up letter that starts like \_\_\_\_\_\_\_.  p, t, f  Sort pictures by beginning sound | Sort by beginning sounds  pan, fish, nut, top, tan, tin, pat, Pam, fat, fit, Nan, nap |  |  |
| Blending Sounds | *Pp, Ff, Nn, Ss, Tt, Ii, Aa*  *pin, fat, tip, if* | *tap, pat, pan, pin* | *tan, nip, map, sat* | *sap, pan, tin, tap* |
| Spelling Words | *tin, fat*  push counters & encode on mat | *tap, pat* | *pin, sip* | Write the words several times  Spelling Peer Check | Assessment  *tin, fat, tap, pat, pin, sip* |
| Sight Words | *is, a, has* | *is, a, has* | *is, a, has* | is, a, has |  |
| Decodable Text |  |  | Pam Has a Map | Pam Has a Map |

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| Unit 8 **short** **Oo** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Identify and Produce Rhyme  *Oliver and Dot*  Rhyming Pair Game | Small Group Activities |
| Phonemic Awareness | *Oliver and Dot*  Clap when you hear /o/ | Pictures on the back of the poetry poster  Listen for long vowel /ō/ sound | Discriminating Medial Sounds  Thumbs up/down Game |  |
| Sound/Symbol Relationships | Oo=/o / ostrich, mop  Find /o/ in poem  o, i, a  Pull down- letter name  Push up- letter sound  Pull down- word that has middle sounds /o/, /i/, /a/.  Push up letter that has middle sound like \_\_\_\_\_\_.  a, i, o  Sort pictures by medial sounds | Sort by beginning sounds  fat, mop, nut, fox  Compare/contrast long and short o sound |  |  |
| Blending Sounds | *Pp, Ff, Nn, Ss, Tt, Ii, Aa, Oo*  *in, not, pan, nap* | *nip, on, top, map* | *sap, mop, tap, not* | *sit, fat, Pop, pan* |
| Spelling Words | *nap, fit*  push counters & encode on mat | *on, pot* | *mop, not* | Write the words several times  Spelling Peer Check | Assessment  *nap, fit, on, pot, mop, not* |
| Sight Words | *the* | *read and use in sentence* | *listen for sight words in sentences* | *build sentences with sight words* |  |
| Decodable Text |  |  | Pop | Pop |

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| Unit 9 **Cc** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Identify and Produce Rhyme  *Camping*  Rhyming Pair Game | Small Group Activities |
| Phonemic Awareness | *Camping*  Clap when you hear /k/ | Pictures on the back of the poetry poster | Discriminating Sounds |  |
| Sound/Symbol Relationships | Cc =/k / cat  Find /k/ in poem  c, p, f  Pull down- letter name  Push up- letter sound  Pull down- word that starts with sound  Push up letter that starts like \_\_\_\_\_.  c, p, f  Sort pictures by initial sound | Sort by beginning sounds  car, pen, nut, sun, cot, pat, pin, Nan, nip, Sam, sat |  |  |
| Blending Sounds | *Pp, Ff, Nn, Ss, Tt, Ii, Aa, Oo, Cc*  *cat, in, fan, top* | *cap, can, tip, cop* | *cop, cot, tap, man* | *nap, pit, can, cat* |
| Spelling Words | *pit, top*  push counters & encode on mat | *cat, can* | *cot, cap* | Write the words several times  Spelling Peer Check | Assessment  *pit, top, cat, can, cot, cap* |
| Sight Words | *and, of* | *read and use in sentence* | *build with letter cards* | *review* |  |
| Decodable Text |  |  | Pop and the Fat Cat | Pop and the Fat Cat |

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| Unit 10 **Hh** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Identify and Produce Rhyme  *Happy Thoughts*  Rhyming Pair Game | Small Group Activities |
| Phonemic Awareness | *Happy Thoughts*  Clap when you hear /h/ | Pictures on the back of the poetry poster | Blend and segment onset and rime |  |
| Sound/Symbol Relationships | Hh =/h/ house  Find /h/ in poem  h, c, t  Pull down- letter name  Push up- letter sound  Pull down- word that starts with sound  Push up letter that starts like \_\_\_\_\_.  h, c, p  Sort pictures by initial sound | Sort by beginning sounds  hotdog, cup, top, him, hip, hot, cat, cap, can, cot, tap, tan, tip, Tim |  |  |
| Blending Sounds | *Pp, Ff, Nn, Ss, Tt, Ii, Aa, Oo, Cc, Hh*  *him, sit, fat, not* | *hat, cap, hot, pin* | *pot, hip, hit, mat* | *mop, sap, hip, him* |
| Spelling Words | *nip, can*  push counters & encode on mat | *hat, him* | *hit, hop* | Write the words several times  Spelling Peer Check | Assessment  *nip, can, hat, him, hit, hop* |
| Sight Words | *see, with* | *read and trace* | *identify and write* | *read and use in a sentence* |  |
| Decodable Text |  |  | The Hot Pan | The Hot Pan |

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| Unit 11 **Bb** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Identify and Produce Rhyme  *Baby Bird*  Rhyming Pair Game | Small Group Activities |
| Phonemic Awareness | *Baby Bird*  Thumbs up when you hear /b/ | Pictures on the back of the poetry poster | Identify words with the same final consonant sound |  |
| Sound/Symbol Relationships | Bb =/b/ ball  Find /b/ in poem  b, c, h  Pull down- letter name  Push up- letter sound  Pull down- word that starts with sound  Push up letter that starts like \_\_\_\_\_.  b, c, h  Sort pictures by initial sound | Sort by beginning sounds  cat, ball, house, pumpkin, cot, cap, bob, bat, hat, hop, pit, pin |  |  |
| Blending Sounds | *Pp, Ff, Nn, Ss, Tt, Ii, Aa, Oo, Cc, Hh, Bb*  *pot, hat, bat, on* | *bib, bop, nip, nap* | *Bob, tab, bin, bit* | *pit, cab, hip, ban* |
| Spelling Words | *hat, sap*  push counters & encode on mat | *bat, bib* | *bin, bit* | Write the words several times  Spelling Peer Check | Assessment  *hat, sap, bat, bib, bin, bit* |
| Sight Words | *for, no* | *read and underline* | *Missing Letter* | *Spell aloud and independently* |  |
| Decodable Text |  |  | The Bib | The Bib |

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| Unit 12 Short **Uu** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Identify and Produce Rhyme  *Buddy*  Rhyming Pair Game | Small Group Activities |
| Phonemic Awareness | *Buddy*  Raise hand/clap when you hear /o/ | Pictures on the back of the poetry poster  Listen for long vowel /ῡ/ sound | Blend onset and rime  Guessing game |  |
| Sound/Symbol Relationships | Uu =/u/ umbrella, pug  Find /u/ in poem  i, o, u  Pull down- letter name  Push up- letter sound  Pull down- word that has middle sounds \_\_.  Push up letter that has middle sound like \_\_\_\_\_\_.  i, o, u  Sort pictures by medial sound | Sort by medial sounds  cat, fish, block, duck, cot, cub, fat, fit, jam, mop, nut, tip  Compare/contrast long and short u sounds |  |  |
| Blending Sounds | *Pp, Ff, Nn, Ss, Tt, Ii, Aa, Oo, Cc, Hh, Bb, Uu*  *tab, him, cut, ban* | *hut, cap, sun, cup* | *tub, bun, pun, nut* | *sub, cab, pad, pup* |
| Spelling Words | *bit, him*  push counters & encode on mat | *cup, nut* | *sun, but* | Write the words several times  Spelling Peer Check | Assessment  *bit, him, cup, nut, sun, but* |
| Sight Words | *cannot* | *read and write* | *Spotlight game* | *Missing Letter game* |  |
| Decodable Text |  |  | The Nut | The Nut |

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| Unit 13 **Rr** | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Phonological Awareness |  |  |  | Identify and Produce Rhyme  *The Race*  Rhyming Pair Game | Small Group Activities |
| Phonemic Awareness | *The Race*  Raise hand when you hear /r/ | Pictures on the back of the poetry poster | Identify words with the same final consonant sounds |  |
| Sound/Symbol Relationships | Rr =/r/ rabbit  Find /r/ in poem  b, h, r  Pull down- letter name  Push up- letter sound  Pull down- word that starts with sound  Push up letter that starts like \_\_\_\_\_.  b, h, r  Sort pictures by initial sound | Sort by initial sounds  box, fan, rug, bat, bib, Bob, fat, fin, rap, rip, rub |  |  |
| Blending Sounds | *Pp, Ff, Nn, Ss, Tt, Ii, Aa, Oo, Cc, Hh, Bb, Uu, Rr*  *cup, bat, rug, run* | *ran, nap, run, rap* | *ram, hub, rip, map* | *rob, rap, hip, him* |
| Spelling Words | *cup, hop*  push counters & encode on mat | *run, rob* | *rub, rip* | Write the words several times  Spelling Peer Check | Assessment  *cup, hop, run, rob, rub, rip* |
| Sight Words | *are, have* | *Cloze sentences* | *Use in a sentence*  *Beanbag toss game* | *Review game* |  |
| Decodable Text |  |  | Rob | Rob |