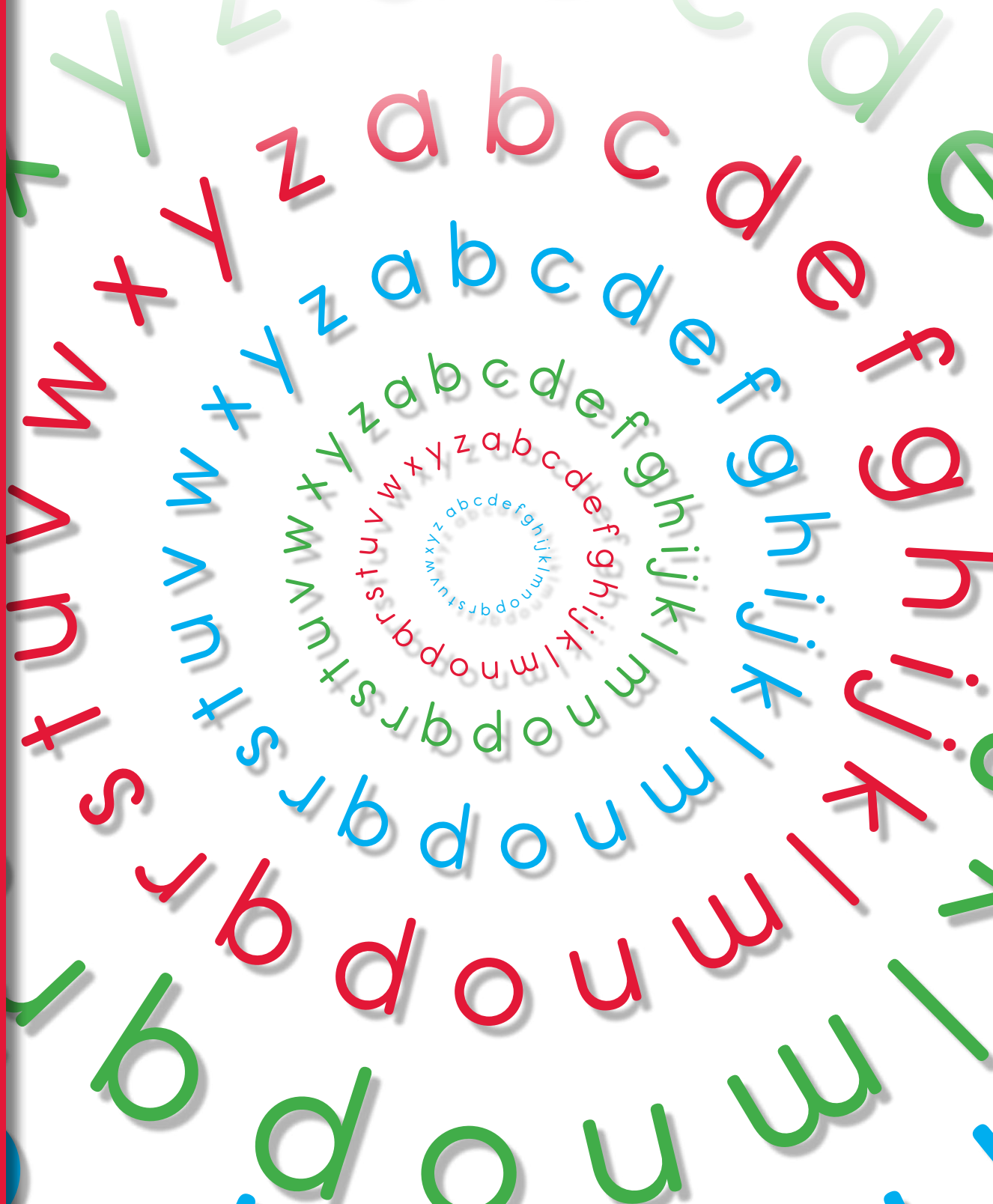




Unit 2

Assessment and Remediation Guide



Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

KINDERGARTEN



Unit 2

Assessment and Remediation Guide

Skills Strand

KINDERGARTEN

Core Knowledge Language Arts®
New York Edition



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Instructional Planning

Planning instruction with the *Assessment and Remediation Guide* is guided by:

- observation of student performance during instruction from the Kindergarten Teacher’s Guide lessons.
- student scores on performance assessments throughout the Kindergarten units.
- progress monitoring assessments from the *Assessment and Remediation Guide*.

Step 1: Use the Cross Reference charts and Determining Student Need flow charts provided for each component [e.g., Phonological Awareness (for both Syllables and Phonemes) and Writing Readiness] within the unit. The Cross Reference chart helps you consider student performance across the lessons and with any Pause Points utilized. Instructional activities are organized by unit objectives. Therefore, if students struggled significantly with activities from particular rows of the chart, the unit objective to target is indicated in the first column. The Determining Student Need flow chart prompts you to additionally consider student assessment performance.

Step 2: If a need for remediation is indicated, refer to the Kindergarten Skills Scope and Sequence (provided in the Kindergarten *Assessment and Remediation Guide* Introduction) to consider whether remedial instruction may need to begin at an earlier unit.

Step 3: Consider student’s Level of Instructional Need. A description of the three Levels of Instructional Need is provided in the Kindergarten *Assessment and Remediation Guide* Introduction. Establishing a level of instructional need will direct you to a corresponding lesson structure provided at the beginning of each unit.

Step 4: Select exercises and assessments and prepare associated materials for instruction and progress monitoring.

Step 5: Use ongoing evaluation of student instructional performance and progress monitoring to facilitate decisions about student progress or ongoing remediation needs.

Thoughtful observation of daily performance, integrating assessment with instruction, and providing targeted remediation as quickly as possible will help most struggling Kindergarten students become *successful* Kindergarten students!

Lesson Structures for Levels of Instructional Need

The Kindergarten *Assessment and Remediation Guide* will serve students who:

- may enter Kindergarten with known literacy skill educational needs requiring instruction beyond the Skills strand Teacher Guide lessons.
- may have significant instructional needs identified by the student performance assessments throughout the Kindergarten units.
- may complete some Kindergarten units yet demonstrate a lack of preparedness for subsequent units.
- Depending on the severity of student instructional need, instructional personnel available, and student grouping options, materials from the Kindergarten *Assessment and Remediation Guide* may be used for:
 - guided reinforcement.
 - explicit reteaching.
 - comprehensive reteaching.

The Lesson Templates within each section provide a detailed model of the sequence of instructional steps to be followed when reteaching the particular skill(s) targeted in that section. The Lesson Templates are followed by a Sample Remedial Lesson illustrating how specific skill work, activities, and progress monitoring can be applied to the template. The following Lesson Structures illustrate how the Lesson Templates and Sample Remedial Lessons from each section align to the Explicit Reteaching structure and provide guidance for how to make more abbreviated (Guided Reinforcement Structure) or more complete (Comprehensive Reteaching Structure) use of the Lesson Templates and Sample Remedial Lessons from each section.

Guided Reinforcement Lesson Structure

The Guided Reinforcement Lesson Structure provides guidance for how to use only the supported practice elements from the Lesson Templates. This structure provides an abbreviated lesson geared for reinforcing developing skills not yet mastered.

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions. <ul style="list-style-type: none"> • For Phonological Awareness: Syllables: Short/Long • For Phonological Awareness: Phonemes (two or three): Do You Know? • For Writing Readiness: Writing Strokes and Own Name: Free Draw Time 	Activity Dependent	3
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within: <ul style="list-style-type: none"> • Phonological Awareness: Syllables • Phonological Awareness: Phonemes (two or three) • Writing Readiness: Writing Strokes and Own Name 	Activity Dependent	12

Note: Progress monitoring related to instruction from Guided Reinforcement lessons may be integrated within instructional times other than these brief remedial lessons, or remedial instructional time may be devoted to completed progress monitoring as needed.

Explicit Reteaching Lesson Structure

The Explicit Reteaching Lesson Structure aligns with the Lesson Templates. This structure provides a more complete lesson with explicit instruction for selected unit objectives.

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	<p>See corresponding section Lesson Templates for Warm-Up activity descriptions.</p> <ul style="list-style-type: none"> • For Phonological Awareness: Syllables: Short/Long • For Phonological Awareness: Phonemes (two or three): Do You Know? • For Writing Readiness: Writing Strokes and Own Name: Free Draw Time 	Activity Dependent	3
Explicit Instruction	<p>See corresponding section Lesson Templates for Learning About... activity descriptions.</p> <ul style="list-style-type: none"> • For Phonological Awareness: Syllables: Learning About Syllables • For Phonological Awareness: Phonemes (two or three): Learning About Phonemes (two or three) • For Writing Readiness: Writing Strokes and Own Name: Learning About Writing Strokes and Own Name 	Activity Dependent	4
Guided Practice (working with skills)	<p>See corresponding section Lesson Templates for Working With... activity descriptions.</p> <ul style="list-style-type: none"> • For Phonological Awareness: Syllables: Working With Syllables • For Phonological Awareness: Phonemes (two or three): Working With Phonemes (two or three) • For Writing Readiness: Writing Strokes and Own Name: Working with Writing Strokes and Own Name 	Activity Dependent	10
Guided Practice (applying skills) OR Independent Practice/Progress Monitoring	<p>See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within:</p> <ul style="list-style-type: none"> • Phonological Awareness: Syllables • Phonological Awareness: Phonemes (2 or 3) • Writing Readiness: Writing Strokes and Own Name <p>Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.</p>	<p>Activity Dependent</p> <p>Progress Monitoring Resources</p>	8

Comprehensive Reteaching Lesson Structure

The Comprehensive Reteaching Lesson Structure also aligns with the Lesson Templates. This structure provides a more instructional time allowing for integration of activities from multiple sections when multiple unit objectives are targets for remediation.

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions. <ul style="list-style-type: none"> • For Phonological Awareness: Syllables: Short/Long • For Phonological Awareness: Phonemes (two or three): Do You Know? • For Writing Readiness: Writing Strokes and Own Name: Free Draw Time 	Activity Dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About... activity descriptions. <ul style="list-style-type: none"> • For Phonological Awareness: Syllables: Learning About Syllables • For Phonological Awareness: Phonemes (two or three): Learning About Phonemes (two or three) • For Writing Readiness: Writing Strokes and Own Name: Learning About Writing Strokes and Own Name 	Activity Dependent	5
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With... activity descriptions. <ul style="list-style-type: none"> • For Phonological Awareness: Syllables: Working With Syllables • For Phonological Awareness: Phonemes (two or three): Working With Phonemes (two or three) • For Writing Readiness: Writing Strokes and Own Name: Working with Writing Strokes and Own Name 	Activity Dependent	10
Guided Practice (applying skills)	<ul style="list-style-type: none"> • See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within: • Phonological Awareness: Syllables • Phonological Awareness: Phonemes (two or three) • Writing Readiness: Writing Strokes and Own Name 	Activity Dependent	12
Independent Practice/Progress Monitoring	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	Activity Dependent Progress Monitoring Resources	10

Note: If a single remedial instruction session does not allow enough time to complete the Comprehensive Reteaching Lesson, then the instruction can be divided over two instructional sessions instead. A split lesson structure may look like this:

Session 1	Session 2
Warm-Up Explicit Instruction Guided Practice (working with skills) <u>Initiate</u> Guided Practice (applying skills)	Warm-Up Explicit Instruction <u>Continue</u> Guided Practice (applying skills) Independent Practice/Progress Monitoring

A single objective should be the *primary* focus of any given remedial instruction session. If you are using the Comprehensive Reteaching lesson structure and students are in need of explicit instruction related to multiple components [e.g., Phonological Awareness (for Syllables or Phonemes) and Writing Readiness], then rotate the focus selected for Explicit Instruction and the related Guided Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

Session 1	Session 2
<p>Warm-Up: Phonological Awareness focus</p> <p>Explicit Instruction: Phonological Awareness focus</p> <p>Guided Practice (working with skills): Phonological Awareness focus</p> <p>Guided Practice (applying skills): Combination from component areas (e.g., a Phonological Awareness and a Writing Readiness activity)</p> <p>Independent Practice/Progress Monitoring: Phonological Awareness activity (observing for success independently)</p>	<p>Warm-Up: Writing Readiness focus</p> <p>Explicit Instruction: Writing Readiness focus</p> <p>Guided Practice (working with skills): Writing Readiness focus</p> <p>Guided Practice (applying skills): Combination from component areas (e.g., a Phonological Awareness and a Writing Readiness activity)</p> <p>Independent Practice/Progress Monitoring: Writing Readiness activity (observing for success independently)</p>

Guide Organization

Instruction from the *Kindergarten Assessment and Remediation Guide* will be most effective when used in either one-on-one or small group settings. Learning is optimized when instruction is facilitated by a teacher with expertise related to literacy instruction. Small teacher to student ratios maximize individual learning, particularly through increased opportunity for immediate (reinforcing or corrective) feedback for each student.

A description of the Basic and Advanced Code taught to student using CKLA materials starting in Kindergarten immediately follows this overview. This description will provide insight and context for how phonics skills are introduced in Kindergarten and taught throughout Grade 1 and Grade 2.

The materials throughout the units are organized into sections by component area [e.g., Phonological Awareness (for both Syllables and Phonemes) and Writing Readiness] and aligned with the objectives from the CKLA Skills strand units. Within the sections you will find:

- **Determining Student Need Chart:** A chart is supplied for your reference to determine student need for instruction from any given unit and section of the *Assessment and Remediation Guide*.
- **Lesson Template & Sample:** The Lesson Templates within each section provide a detailed model of the sequence of instructional steps to be followed when reteaching the particular skill(s) targeted in that section. The Lesson Templates are followed by a Sample Remedial Lesson illustrating how specific skill work, activities, and progress monitoring can be applied to the template. These Lesson Templates and Sample Lessons align with the Explicit Reteaching Lesson Structure described at the beginning of each unit. Guidance for how to adapt the Lesson Templates and Sample Lessons from each section for the Guided Reinforcement or Comprehensive Reteaching Lesson Structure is found at the beginning of each unit.
- **Lesson Reference Charts:** When applicable, reference charts are provided to help you adjust the difficulty of your lessons, ensuring students are appropriately scaffolded or challenged.
- **Dimensions of Difficulty:** This chart is provided for your use to accelerate or reduce the task difficulty for students.
- **Cross-Reference Charts:** The objectives for each section are cross referenced to the lessons and Pausing Points from the CKLA Skills Strand units. The alignment of objectives and activities can be seen at a glance, facilitating coordinated and targeted use of both the Skills strand units and the *Assessment and Remediation Guide*.
- **Word Lists:** Collections of words, phrases, or sentences needed for activities are provided. These lists are not intended to be exhaustive or restrictive. This resource is included to facilitate lesson preparation; however, teachers are welcome to use the lists as models for adding words, phrases, or sentences of their own.

- **Worksheets:** Worksheets may be utilized to facilitate modeling during Explicit Instruction, supervised practice and application of skills during Guided Practice, or reinforcement during Independent Practice.
- **Games/Activities:** Games and activities are provided inviting students to apply and strengthen the target skills.
- **Sentences & Stories for Oral Reading:** In later units, decodable text is provided allowing students to practice the discrete skills taught and creating a bridge for the generalization of those skills to other forms of connected text.
- **Poems/Songs/Nursery Rhymes:** Poems, songs, and nursery rhymes foster students' love of language. When applicable, related activities are included to provide engaging opportunities for students to play with sounds and words.
- **Progress Monitoring:** Resources for progress monitoring are included at the end of each section. These tools are intended to facilitate data collection to inform instruction and build a record of student's progress.

Objectives noted in Determining Student Need flow charts and Lesson Reference Charts are aligned to the objectives in the Skills Strand unit lessons. The objectives reflect the components needed for teaching the target skills (e.g., Identify environmental sounds). The wording is not always repeated precisely in the Progress Monitoring sections. The Progress Monitoring tools target measurable outcomes: performance expectations for application of the skills taught. The targets may break objectives apart into specific sub-objectives (e.g., Identify and Draw a Circle) or require a combination of objectives to demonstrate a skill (e.g., Apply Knowledge of Position Words to Bodily and other Spatial Movement).

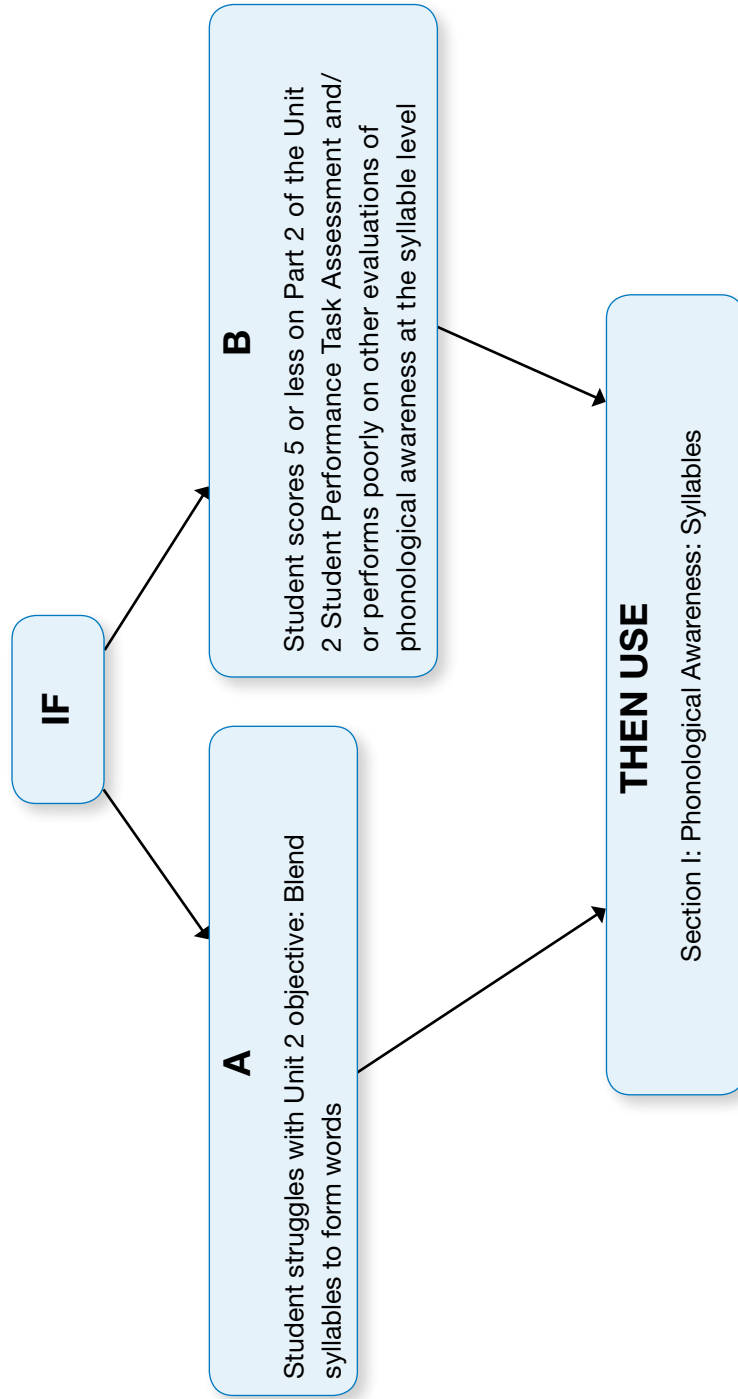
Progress Monitoring in Unit 1 and Unit 2 focuses on observing student application of skills during instructional practice rather than using specific measures with explicit criteria for identifying adequate or inadequate performance. This is purposeful. Though students who struggle with Unit 1 and Unit 2 objectives should receive related reteaching to bolster those skills, it is also important that they do not linger too long at these earliest steps. Kindergarten students need to move into the objectives of Unit 3 and beyond swiftly to provide exposure to and opportunity to work with specific phonemes. In Unit 3 the Progress Monitoring changes to utilizing specific measures with criteria. Whereas students will have the opportunity to continue to develop Unit 1 and Unit 2 skills as they move forward, beginning with Unit 3, high levels of proficiency with the skills within the unit is required for success in subsequent units.

Section I

Phonological Awareness: Syllables

Note: Students struggling with blending syllables may have a foundational issue with understanding the concept of a syllable. Helping students discover the "beats" (syllables) in words and attend to whether or not the speech sounds create a word during segmenting syllables activities may help students develop their concept of a syllable

Determining Student Need for Section I, Phonological Awareness: Syllables



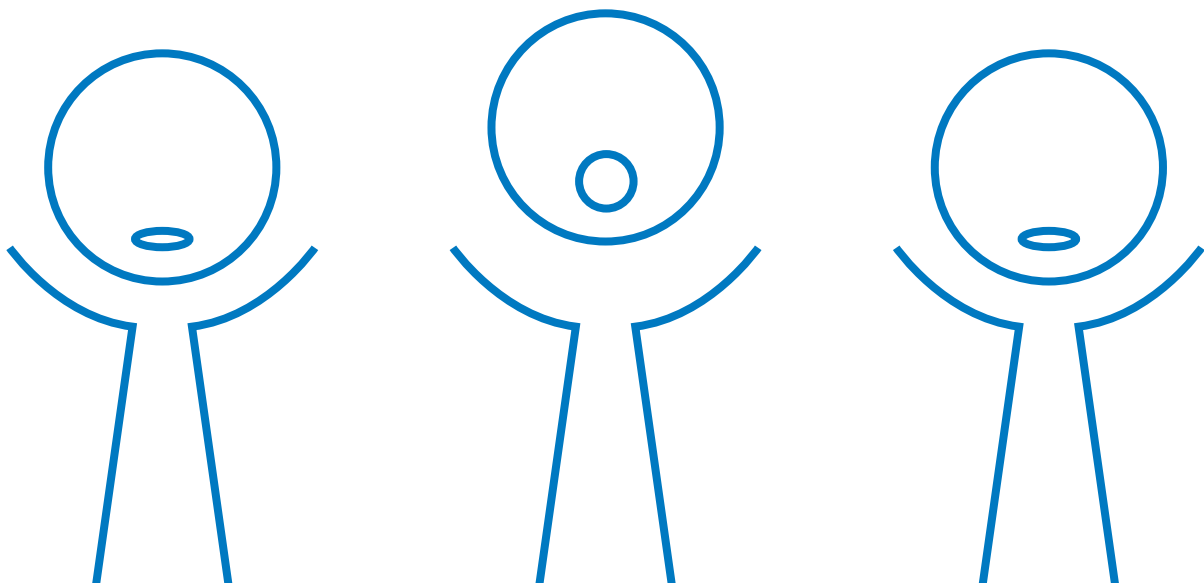
Lesson Template

Phonological Awareness: Syllables

Focus: Syllables	Teaching	Materials
<p>Warm-Up</p>	<p><u>Objective:</u> Prompt student attention to speech segments (at the syllable level). <u>Exercise:</u> Select several individual words (see Word Lists for suggestions) that vary in length to play Short/Long. Tell students you will say a word and it will either be <i>short</i> (one syllable) or <i>long</i> (multisyllabic). Students will need to be standing to use the motions to represent syllables. The motions are from the song “Head and Shoulders, Knees, and Toes.” Students touch each body part for each syllable. For example, a one-syllable word would only require touching the head, and a three-syllable word would require touching the head, shoulders, and knees. This provides students with gross motor movement that is bigger or smaller according to the number of syllables in a word. (The motions will need to be explicitly taught and reviewed the first few times the game is played.) Say the word twice—the first time at a normal speaking pace and the second time with a slight emphasis on the syllables. Students repeat the word for themselves and indicate the syllables with the head, shoulders, knees, toes motions.* Ask students to respond individually or as a group to say if the word was short (only touched head) or long (touched shoulders, knees, or toes, too). Once the correct answer is established, have students repeat the word and use the motions together one more time. Then move on to the next word. Challenge students to produce their own short or long words.</p>	<p>Word Lists</p>
<p>Explicit Instruction</p>	<p><u>Objective:</u> State the purpose for listening and model the desired performance. <u>Learning about Syllables:</u> Tell students you will say words (see Word Lists for suggestions) and the purpose for listening is to recognize how many syllables (beats) are heard in each one. Identify how you want students to indicate the number of syllables they heard (see Methods for Indicating Syllables in a Word for suggestions). Say samples and model indicating the syllables you hear using the desired method. Do most of the sample items correctly, but also provide incorrect examples to address common mistakes.</p>	<p>Word Lists (These may or may not reuse words from the Warm-Up.)</p>
<p>Guided Practice</p>	<p><u>Objective:</u> Provide students an engaging opportunity to develop syllable skills with decreasing support as their skills strengthen. <u>Working with Syllables:</u> Say the selected words for students. Students indicate how many syllables were heard using the method previously modeled by the teacher (e.g., clapping). <u>Application of Skills:</u> Select Worksheets, Games, and Poems/Songs/Nursery Rhymes activities allowing students to apply segmenting sentences skills.</p>	<p>Word Lists Worksheet per student, Game Resources, and/or P/S/ NR Resources Progress Monitoring Charts</p>

Focus: Syllables	Teaching	Materials
Independent Practice	<p><u>Objective:</u> Allow students to practice syllable skills with high levels of independence as they strive for mastery.</p> <p><u>Practicing and Extending Skills with Syllables:</u> Revisit previously taught activities allowing students to practice syllable skills with classmates. Completing some of these activities with independence may be challenging. For example, segmenting syllables as they call out objects for a classmate using the Position Worksheets, requires a high level of mastery with syllable skills. However, other activities, such as singing and clapping along with familiar songs, are well suited for students to complete with minimal support. Activities for Independent Practice should be selected with these differences in mind.</p>	Same as previous

*If students have difficulty recognizing the number of syllables in a word, have them put their elbows on the table and their chin in their hands. Have them say the word and notice how many times their heads bob. Sometimes the word needs to be pronounced with a little exaggeration for the head bobs to be clearly noticeable, so encourage strong (does not need to be loud) pronunciations. The head bobs for each syllable because syllables are controlled by vowel sounds. The mouth opens wider for vowel sounds than for consonant sounds, and the jaw opening causes the head to bob.



Sample Remedial Lesson

Phonological Awareness: Syllables (Segmenting with Clapping)

Focus: Syllables (Segmenting with Clapping)	Teaching	Materials
Warm-Up	<p><u>Objective:</u> Prompt student attention to speech segments (at the syllable level).</p> <p><u>Exercise:</u> Play Short/Long using:</p> <p>one-syllable words: <i>frog, bear, pig, sheep</i></p> <p>two-syllable words: <i>rooster, monkey, lizard, chicken</i></p> <p>three-syllable words: <i>elephant, rattlesnake, jellyfish, ladybug</i></p> <p>four-syllable words: <i>rhinoceros, alligator</i></p> <p>Tell students you will say a word and it will either be <i>short</i> (one syllable) or <i>long</i> (multisyllabic).</p> <p>Students will need to be standing to use the head, shoulders, knees, and toes motions to represent syllables.</p> <p>Say the word twice—the first time at a normal speaking pace and the second time with a slight emphasis on the syllables.</p> <p>Students repeat the word for themselves and indicate the syllables with the head, shoulders, knees, and toes motions.</p> <p>Ask students to respond individually or as a group to say if the word was short (only touched head) or long (touched shoulders, knees, and toes, too).</p> <p>Once the correct answer is established, have students repeat the word and use the motions together one more time.</p> <p>Then move on to the next word.</p> <p>Challenge students to produce their own short or long words.</p>	
Explicit Instruction	<p><u>Objective:</u> State the purpose for listening and model the desired performance.</p> <p><u>Learning about Syllables:</u> Tell students you will say student names and the purpose for listening is to clap the syllables (beats) in each one. (Use a variety of first and last names to provide a variety of single- and multi-syllable words for students to segment.) For example, say “Michael” twice—the first time at a normal speaking pace and the second time clap along with a slight emphasis on the syllables. Next say “Jenkins” twice, but when you clap the second time it is said, clap only once. If students don’t catch your error, point out that you clapped for the whole word instead of the syllables. Make the correction and complete a few more examples. Extend the instruction using the same words from the Warm-Up.</p>	

Focus: Syllables (Segmenting with Clapping)	Teaching	Materials
Guided Practice	<p><u>Objective:</u> Provide students an engaging opportunity to develop syllable skills with decreasing support as their skills strengthen.</p> <p><u>Working with Syllables:</u> Say the selected words for students. Students repeat each word while clapping along to emphasize syllables.</p> <p><u>Application of Skills:</u> Distribute the Silly Monster Worksheet. Remind students Silly Monster talks by breaking words into syllables. Let them practice Silly Monster voices with a partner before you begin. Point to multisyllabic objects in the picture (use the associated word list as a guide) and have students take turns or chorally use Silly Monster talk to say, “I see [object name broken in syllables].”</p>	<p>Silly Monster Worksheet</p> <p>Progress Monitoring Charts</p>
Independent Practice	<p><u>Objective:</u> Allow students to practice syllable skills with high levels of independence as they strive for mastery.</p> <p><u>Practicing and Extending Skills with Syllables:</u> With a partner, students can use Silly Monster Worksheet to take turns pointing to objects for each other to name using Silly Monster talk.</p>	<p>Same as above</p>

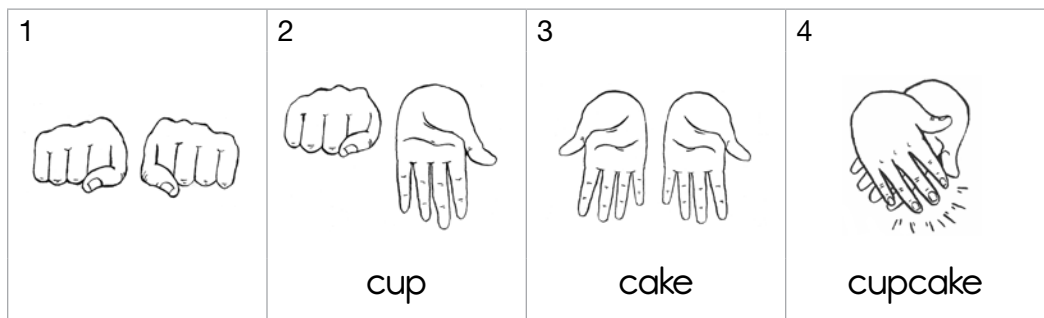
Methods for Indicating Syllables in a Word

The methods suggested below for *segmenting* syllables should be familiar because they are utilized in Unit 1 Skills Strand and *Assessment and Remediation Guide* lesson activities related to segmenting sentences.

Gross Motor	Fine Motor
Step Forward	Move Cubes
Touch Head, Shoulders, Knees, & Toes (new to Unit 2)	Circle Cubes
Clap	Tap/Count with Fingers

For lessons targeting *blending* compound words and/or two-syllable words, utilize the hand motions first learned in Skills Strand Unit 2, Lesson 1. This motion prompts students to:


1. Hold your fists in front of you, palms facing down.
2. Flip over your left fist and open it as you say the first of two syllables (e.g., *cup*).
3. Flip over your right fist and open it as you say the second of two syllables (e.g., *cake*).
4. Clap your hands as you say the whole word with the syllables blended (e.g., *cupcake*).



Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the number of syllables in a word, as well as using gross or fine motor movement. The chart below illustrates how lessons can be designed to be more or less challenging across both dimensions.

<i>Variables</i>	Gross Motor Movement	Fine Motor Movement
Number of Syllables		
1	<i>Least Difficult</i>	
2		
3		
4		
5		<i>Most Difficult</i>



Syllables Skills Cross-Reference

Syllables Skill/ CKLA Goal	Unit 2 Lessons										Unit 2 Pausing Point
	1	2	3	4	5	6	7	8	9	10	
Blend Syllables to Form Words	Syllable Blending; Tap and Chase	Syllable Blending; Tap and Chase; Blending Syllables and Sounds	Blending Syllables and Sounds								

Syllables—Word Lists

One-Syllable Words		Two-Syllable Words		Three-Syllable Words	Four-Syllable Words (for challenge!)
ball	horn	apple	marble	banana	alligator
bear	horse	basket	monkey	bicycle	binoculars
bee	house	candle	monster	boomerang	calculator
bell	kite	candy	oval	broccoli	caterpillar
bird	knee	chicken	pencil	chocolate	harmonica
boat	leg	circle	quarter	coconut	helicopter
book	mouse	coffee	rocket	computer	rhinoceros
boots	mouth	farmer	rooster	elephant	watermelon
car	nose	flower	scissors	envelope	
cat	pen	folder	scooter	family	
cow	pig	guitar	shoulder	finger-paints	
dog	tape	hammer	shower	lemonade	
doll	teeth	honey	stocking	rectangle	
door	train	jacket	target	spaghetti	
duck	truck	laundry	thunder	telephone	
ears	sheep	lizard	trumpet	trampoline	
eyes	shirt		whistle	triangle	
foot	snake		window	umbrella	
frog	square		yo-yo	valentine	
hand	star			xylophone	
heart	stool				
hen					
		Compound Words		Compound Words	
		airplane	moonlight	basketball	
		airport	popcorn	bumblebee	
		baseball	railroad	butterfly	
		bookcase	rainbow	dishwasher	
		cowboy	seashore	dragonfly	
		earthquake	skateboard	grasshopper	
		firefly	subway	hamburger	
		fireworks	toothpaste	jellyfish	
		football	toothpick	ladybug	
		footprints	touchdown	peppermint	
		horseback		rattlesnake	
		keyboard		sunflower	
				thunderstorm	

Note: Compound words can be a linguistic concept that helps students begin to understand how a word can be comprised of smaller chunks of sound. Activities for working with compound words are provided and recommended as segues into working with syllables. However, if a student's understanding of compound words is not firm or becomes confused as activities with syllables are completed, then avoid including compound words in the lessons and revisit the concept later once the ability to blend and segment syllables is solid.

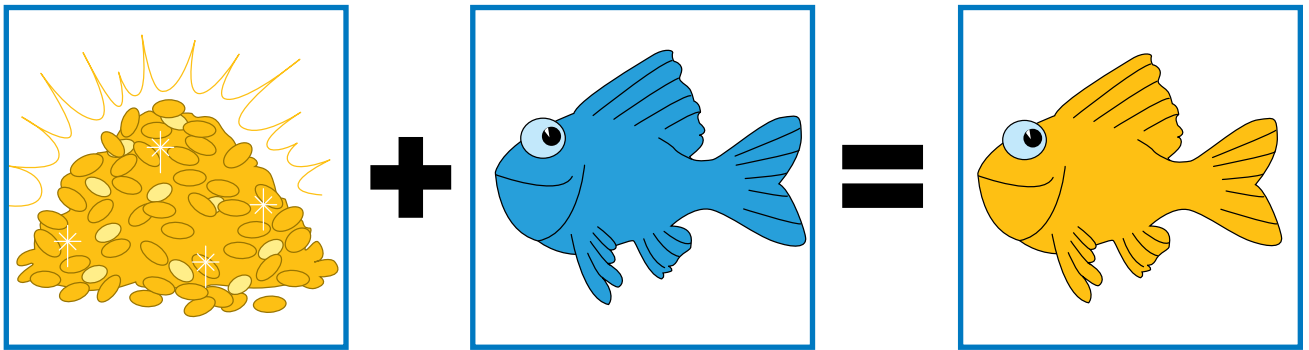
Compound Words

- Select the Compound Combinations Worksheet of choice.
- Work with compound words using the Compound Combinations Worksheet, and the accompanying cut-outs (preparation required before lesson). We recommend images be photocopied onto card stock to allow for reuse.
- Place a copy of the Compound Combinations Worksheet in the middle of the table.
- To practice blending:
 - Provide pictures of whole compound words to each student.
 - Place pictures of compound word-part combinations in the *addition* part of the equation.
 - Ask students to blend the words to make a compound word and indicate their answer by showing you the picture from their pile that matches.
 - Once all students have the correct answer, one student can put their picture in the *equals* part of the equation.
 - Continue filling in equations with new compound words.
- To practice segmenting:
 - Provide the pictures of compound word-parts to each student.
 - Place a picture of a whole compound word in the *equals* part of the equation.
 - Ask students to segment the compound word into its two word-parts and indicate their answers by showing you the pictures from their piles that match.
 - Once all students have the correct answer, one student can put their pictures in the *addition* part of the equation.
 - Continue filling in equations with new compound words.

Name: _____

Compound Combinations

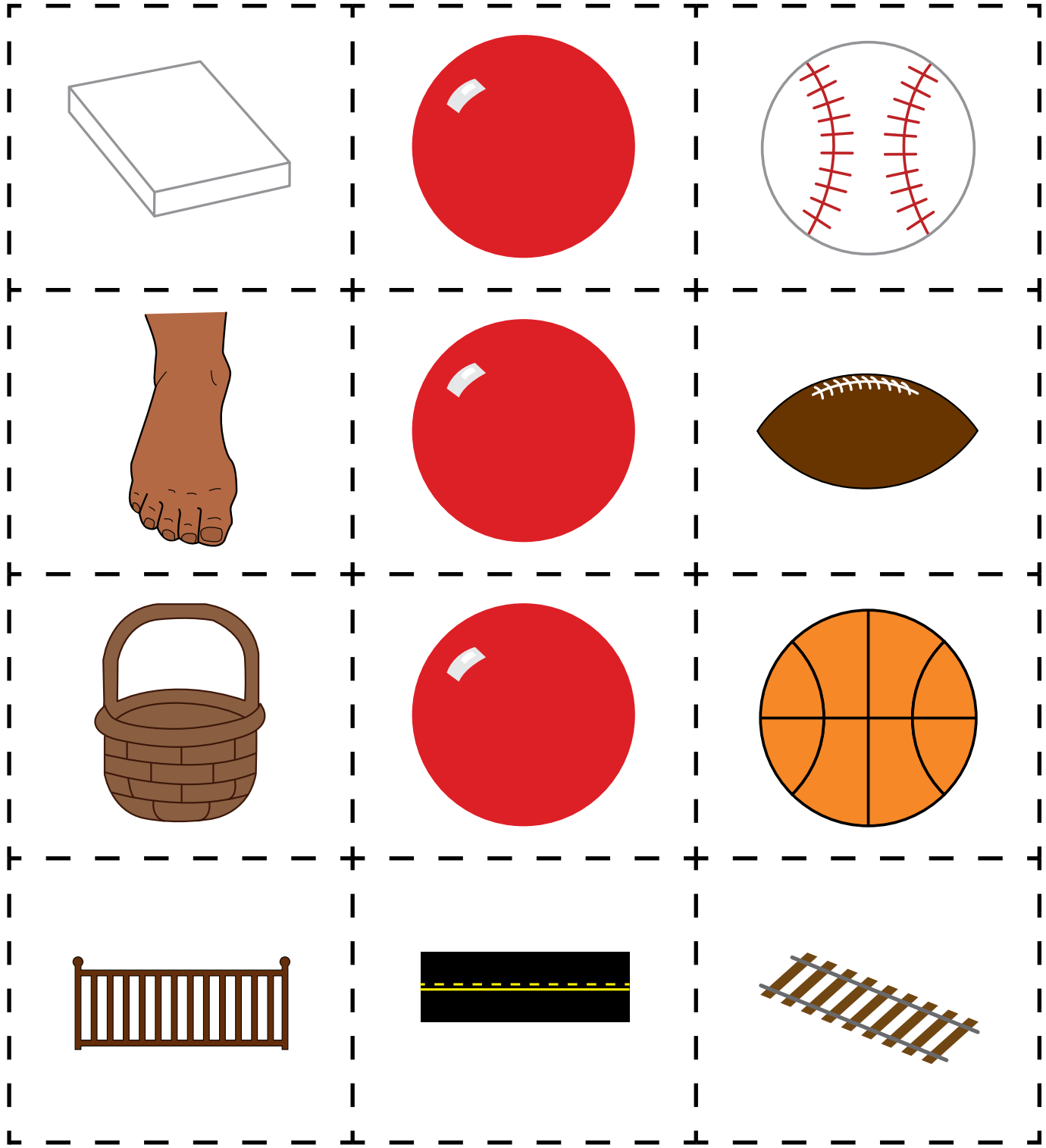
Directions: Provide sets of compound combination cut-outs and have students blend the addition part of the equation or segment the equals part of the equation for each compound word



Name: _____

Cut-outs 1 (Compound Combinations)

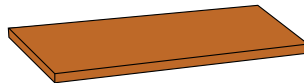
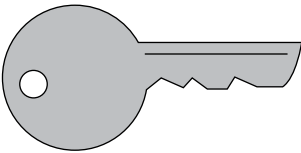
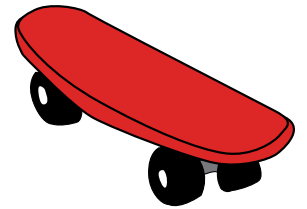
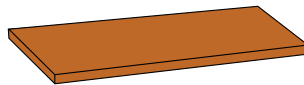
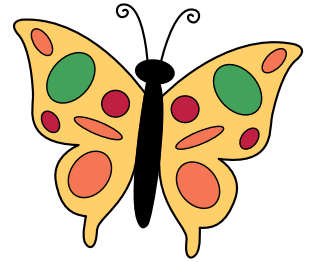
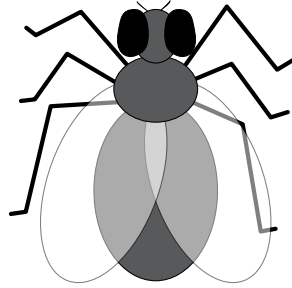
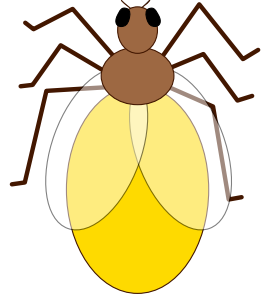
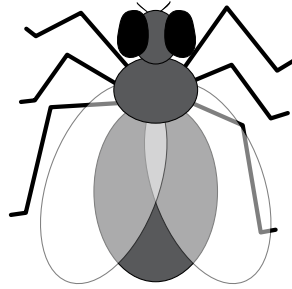
Directions: Copy and cut (card stock is recommended for reuse) Compound Combination cards for use with the Compound Combinations equation page.



Name: _____

Cut-outs 2 (Compound Combinations)

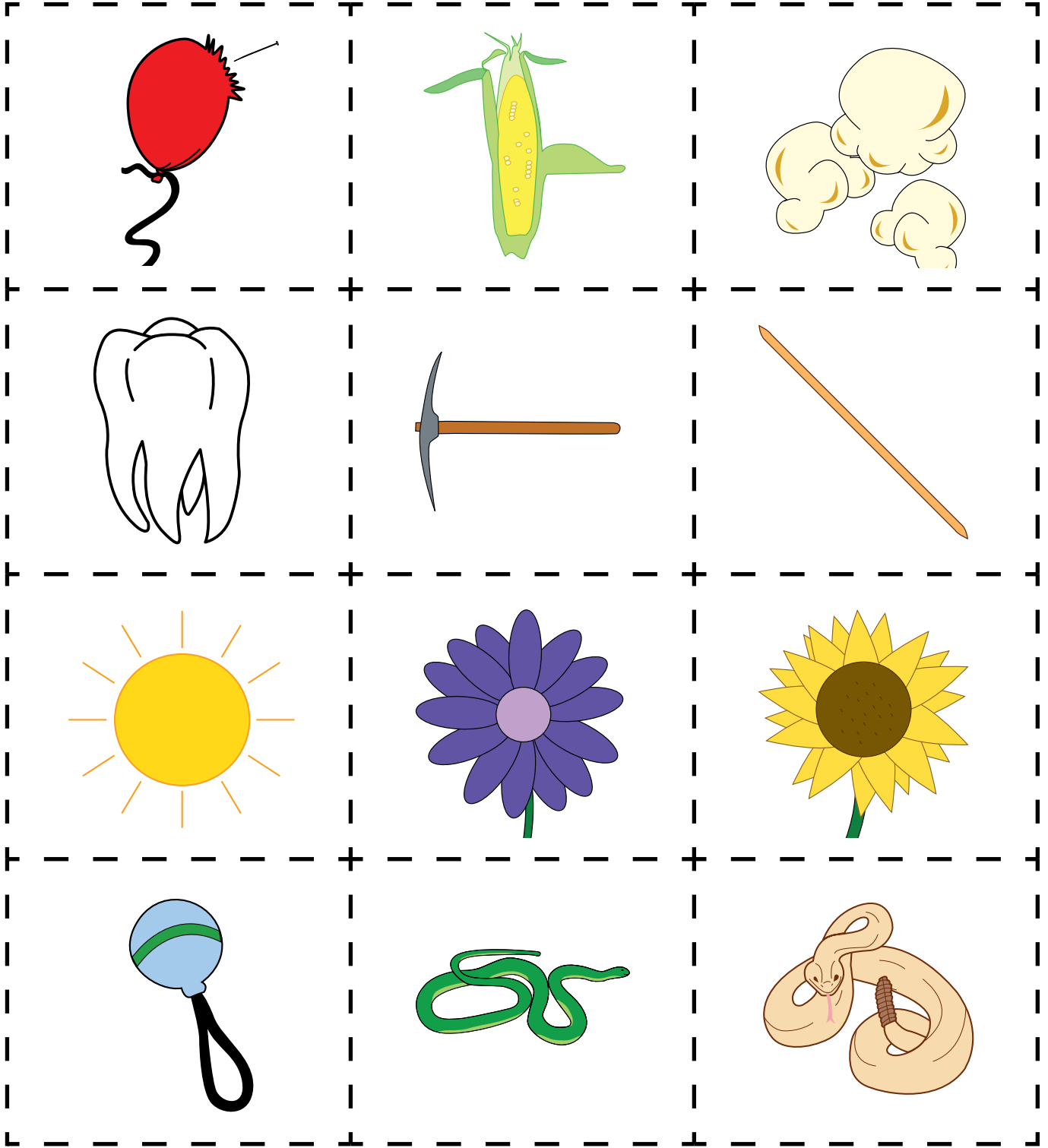
Directions: Copy and cut (card stock is recommended for reuse) Compound Combination cards for use with the Compound Combinations equation page.



Name: _____

Cut-outs 3 (Compound Combinations)

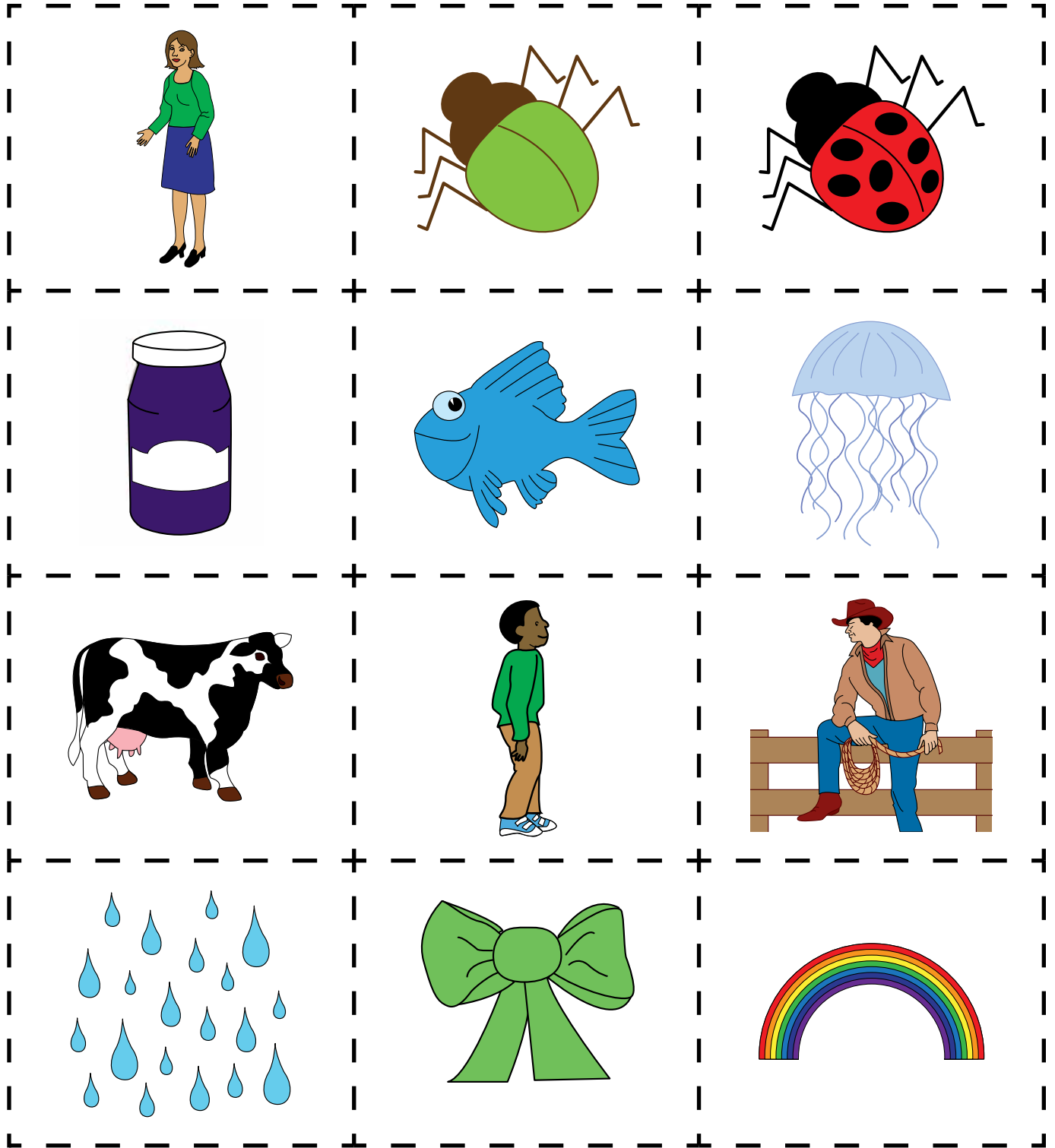
Directions: Copy and cut (card stock is recommended for reuse) Compound Combination cards for use with the Compound Combinations equation page.



Name: _____

Cut-outs 4 (Compound Combinations)

Directions: Copy and cut (card stock is recommended for reuse) Compound Combination cards for use with the Compound Combinations equation page.



Silly Monster A

- Worksheet Silly Monster A: Meet Silly Monster and His Family
- Use the Silly Monster worksheets to give students practice with blending and segmenting syllables. (Use Silly Monster voices for fun!)
- Pronounce the names of each member of Silly Monster’s family by saying the syllables with a pause in between (e.g., “fa [pause] ther”). Students blend the syllables and point to the member of the family.
- Once students are familiar with the members of Silly Monster’s family, they may practice segmenting syllables by talking like Silly Monster does. Point to a member of the family and have students identify who it is by saying the syllables with a pause in between.

Silly Monster B

- Worksheet Silly Monster B
- Use the page to practice Silly Monster Talk.
- Name the objects Silly Monster sees by saying the syllables with a pause in between. Students blend the syllables and point to the correct object. Practice segmenting syllables by pointing to an object and having students identify what it is by saying the syllables with a pause in between.

Silly Monster C–F, Picture Prompts with Silly Monster

- Name the objects Silly Monster sees by saying the syllables with a pause in between. Students blend the syllables and point to the correct object. Practice segmenting syllables by pointing to an object and having students identify it by saying the syllables with a pause in between.

Name: _____

Silly Monster A

Directions: Pronounce, with a pause between syllables, the names of each member of Silly Monster's family (see Word Lists following Position Worksheets). Students blend the syllables and point to the family member. Or, students practice segmenting by saying the names of family members you point to broken into syllables.



Name: _____

Silly Monster B

Directions: Pronounce, with a pause between syllables, the objects Silly Monster sees (see Word Lists following Position Worksheets). Students blend the syllables and point to the object. Or, students practice segmenting by saying the names of objects you point to broken into syllables.



Name: _____

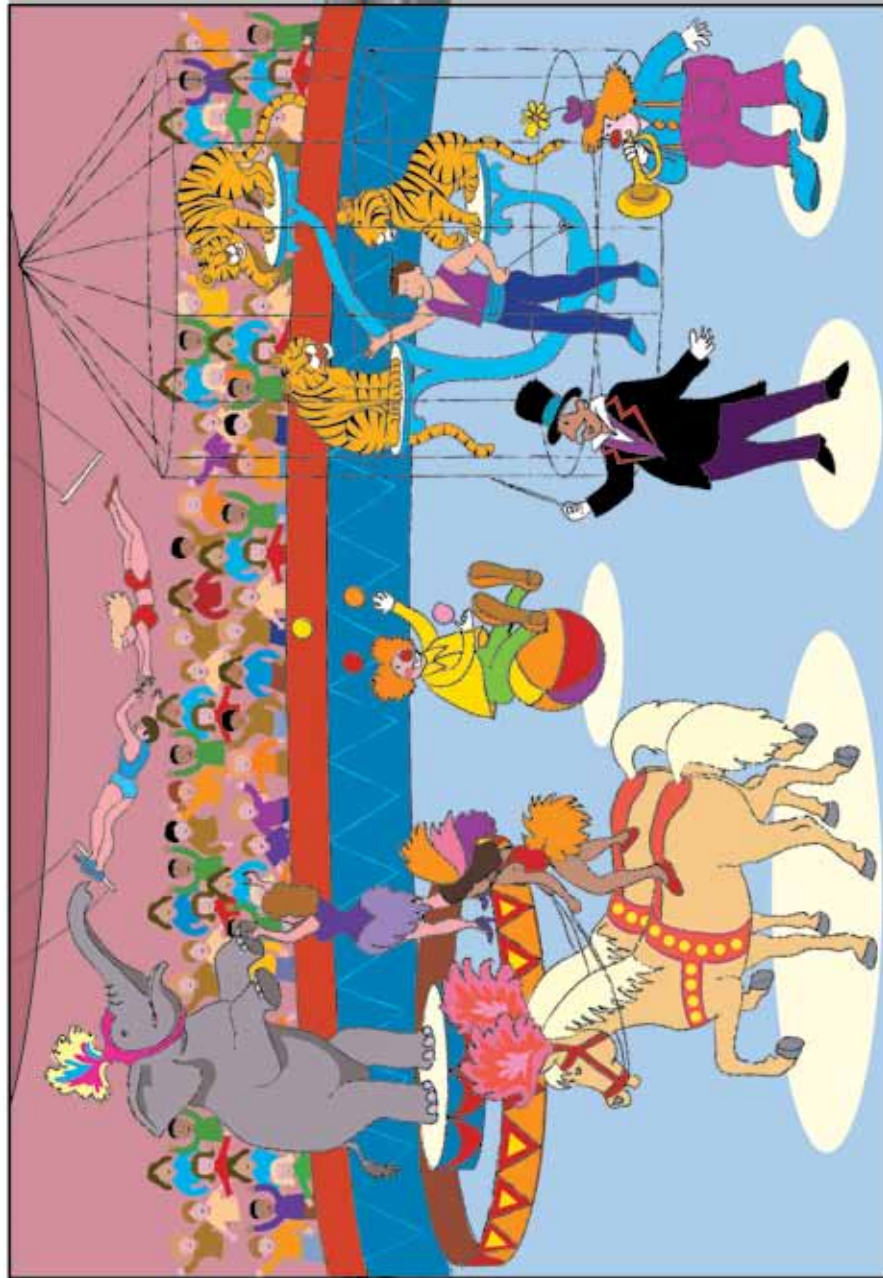
Directions: Pronounce, with a pause between syllables, the objects Silly Monster sees (see Word Lists following Position Worksheets). Students blend the syllables and point to the object. Or, students practice segmenting by saying the names of objects you point to broken into syllables.



Silly Monster C

Name: _____

Directions: Pronounce, with a pause between syllables, the objects Silly Monster sees (see Word Lists following Position Worksheets). Students blend the syllables and point to the object. Or, students practice segmenting by saying the names of objects you point to broken into syllables.

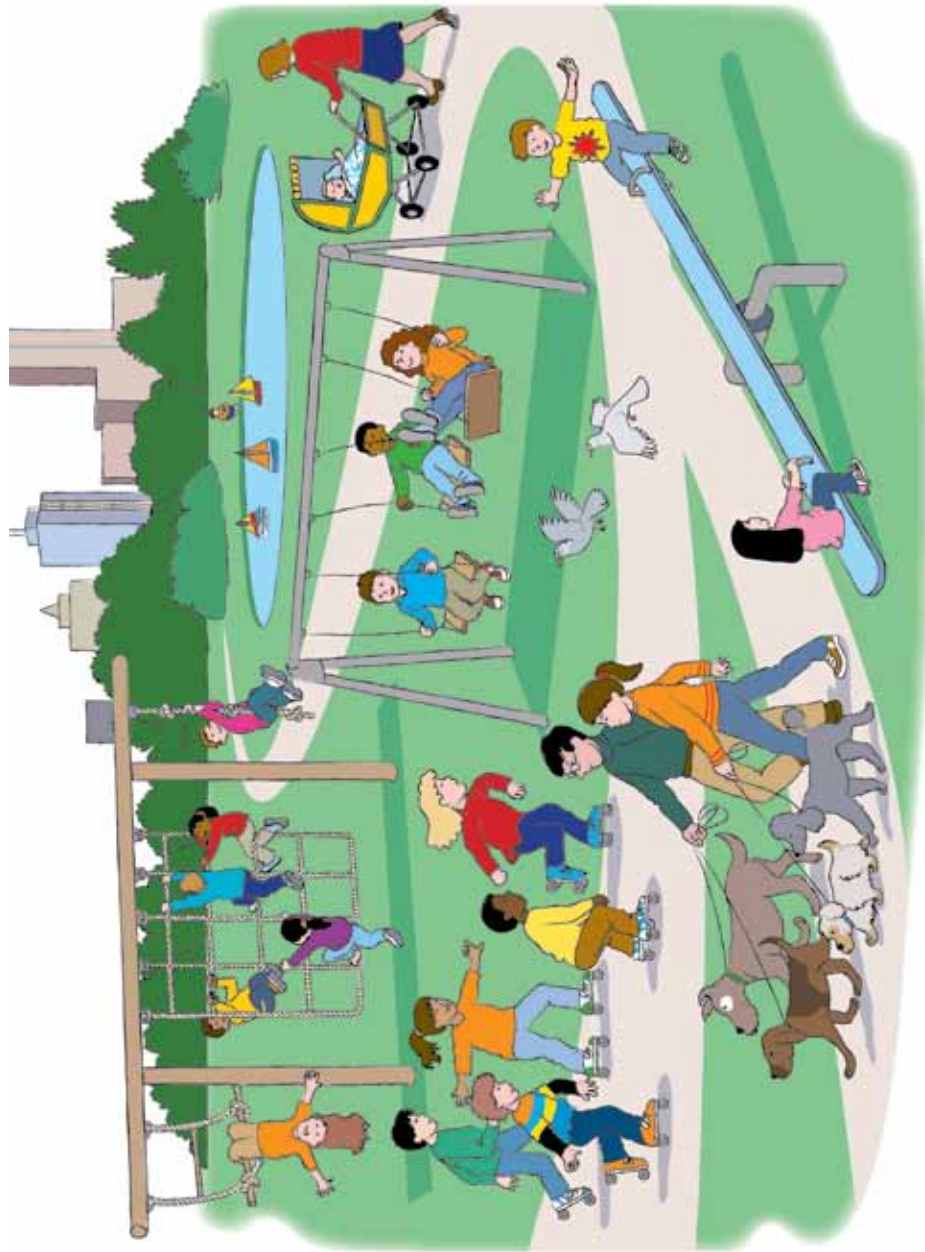


Silly Monster E

Name: _____

Directions: Pronounce, with a pause between syllables, the objects Silly Monster sees (see Word Lists following Position Worksheets). Students blend the syllables and point to the object. Or, students practice segmenting by saying the names of objects you point to broken into syllables.

Silly Monster F

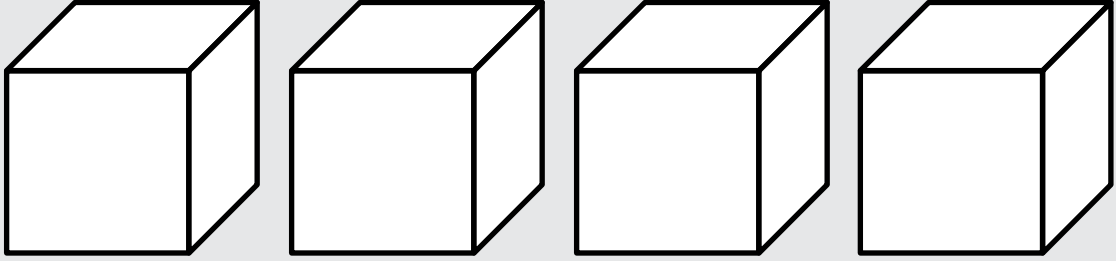


Assessment Practice

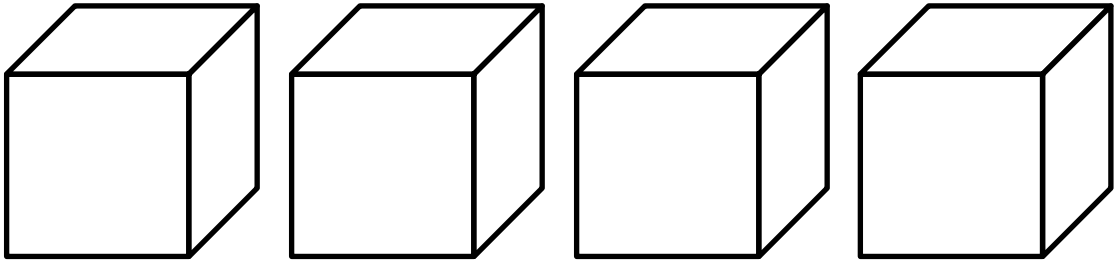
- Sound Worksheet K
- This worksheet provides the same format students will see for assessment. Use this page along with your own word list or other Worksheets, Games, or Poems/Songs/Nursery Rhymes activities to have students segment and represent syllables (from left to right) by:
 - circling cubes
 - coloring cubes
 - marking cubes with mastered writing strokes
 - placing manipulatives on cubes

Name: _____

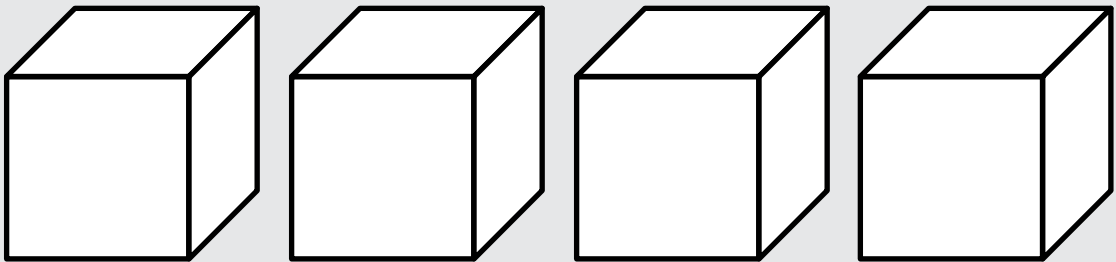
1.



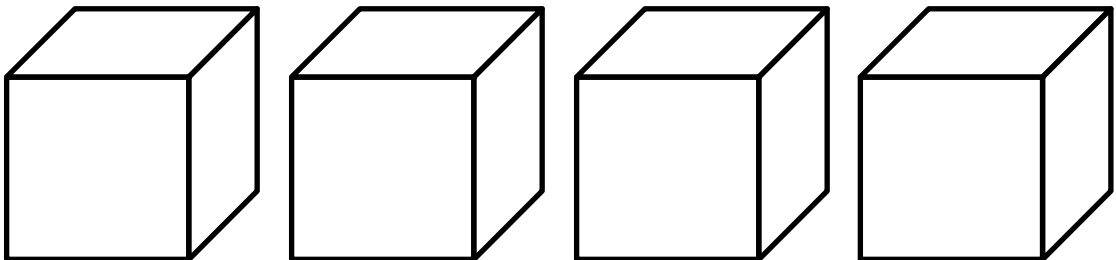
2.



3.



4.



Directions: Have students mark cubes (from left to right) for each syllable segmented from a word.

Find My Word

- Select from Position Worksheets A–E.
- Have students blend the syllables to “Find My Word” (i.e., identify the objects) on the page.
- The teacher pronounces the name of an object by saying the syllables with a pause in between (e.g., “um [pause] brel [pause] la”). Students blend the syllables and point to the picture of the object.
- Manipulatives can be used to cover pictures as they are identified.
- Variation: Students can practice segmenting syllables by clapping the syllables for the names of the objects on the page. We recommend you ask students to identify syllables for the objects from left to right and top to bottom to reinforce their understanding of directionality for tracking.

Name: _____

Position Worksheet A

Directions: Pronounce, with a pause between syllables, objects from the page (see Word Lists following Position Worksheets). Students blend the syllables and point to the object. Or, students practice segmenting by saying the names of objects you point to broken into syllables.



Name: _____

Position Worksheet B

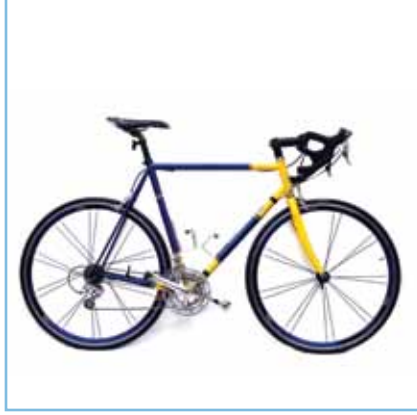
Directions: Pronounce, with a pause between syllables, objects from the page (see Word Lists following Position Worksheets). Students blend the syllables and point to the object. Or, students practice segmenting by saying the names of objects you point to broken into syllables.



Name: _____

Position Worksheet C

Directions: Pronounce, with a pause between syllables, objects from the page (see Word Lists following Position Worksheets). Students blend the syllables and point to the object. Or, students practice segmenting by saying the names of objects you point to broken into syllables.



Name: _____

Position Worksheet D

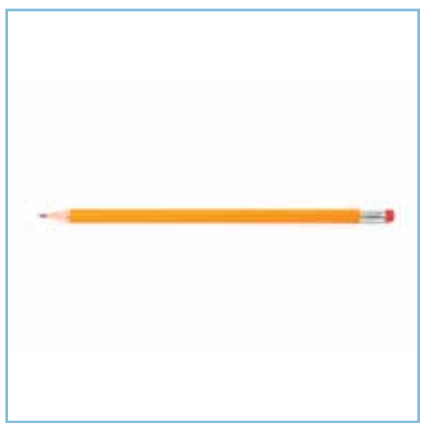
Directions: Pronounce, with a pause between syllables, objects from the page (see Word Lists following Position Worksheets). Students blend the syllables and point to the object. Or, students practice segmenting by saying the names of objects you point to broken into syllables.



Name: _____

Position Worksheet E

Directions: Pronounce, with a pause between syllables, objects from the page (see Word Lists following Position Worksheets). Students blend the syllables and point to the object. Or, students practice segmenting by saying the names of objects you point to broken into syllables.



Word Lists for Specific Worksheets

Compound Combinations	Silly Monster's Family A	Silly Monster Talk B	Silly Monster Talk C	Silly Monster Talk D	Silly Monster Talk E
base/ball	bro/ther	app/le	app/le(s)	a/pron	a/pplause
basket/ball	fa/ther	ba/lloon(s)	a/pron	bush/es	back/wards
butter/fly	gold/fish	cook/ie(s)	ba/na/na(s)	bus/y	butt/ons
cow/boy	kitt/y	flow/er(s)	buck/et	butt/er/fly	cir/cus
fire/fly	mo/ther	pi/zza	bus/y	cur/i/ous	clapp/ing
foot/ball	parr/ot	pop/corn	buy/ing	daugh/ter	col/or/ful
jelly/fish	pupp/y	pump/kin	carr/y	fa/ther	el/e/phant
key/board	sis/ter	sand/wich/(es)	clean/ing	fin/ger	fea/thers
lady/bug			fall/ing	flow/ers	flow/er
pop/corn			glass/es	foun/tain	fly/ing
rail/road			gro/cer/y(ies)	gui/tar	hor/ses
rain/bow			han/dle	list/en	jugg/le
rattle/snake			mo/ther	look/ing	la/dy
skate/board			mon/ey	mag/ni/fy	look/ing
sun/flower			pay/ing	mon/ey	mus/tache
tooth/pick			pick/ing	mo/ther	peo/ple
			pine/app/le(s)	mu/sic	plat/form
			pur/ple	mus/tard	pur/ple
			push/ing	o/pen	sill/y
			sitt/ing	pay/ing	stand/ing
			slipp/ing	play/ing	su/spen/ders
			spill/ing	pur/ple	ti/ger
			stand/ing	rid/ing	to/ge/ther
			walk/ing	sax/o/phone	tra/peze
			wear/ing	shoul/ders	wo/man
			wo/man	smell/ing	yell/ow
			wor/ker	um/brell/a	
			yell/ow	wa/ter	
			yumm/y	yell/ow	

Silly Monster Talk F	Position Worksheet A	Position Worksheet B	Position Worksheet C	Position Worksheet D	Position Worksheet E
ba/by	(1)	(1)	(1)	(1)	(1)
be/low	cat	boots	bear	boat	ball
blan/ket	book	car	doll	dog	frog
build/ings	house	horse	shirt	star	train
bush/es	(2)	(2)	(2)	(2)	(2)
cit/y	app/le	gui/tar	base/ball	air/plane	can/dle
coup/le	can/dy	mon/ster	hamm/er	chick/en	flow/er
dan/ger/ous	yo-/yo	rock/et	tar/get	far/mer	mar/ble
glass/es	(3)	(3)	(3)	(3)	(3)
hang/ing	el/e/phant	butt/er/fly	bi/cy/cle	bas/ket/ball	ba/na/na
ladd/er	um/brell/a	com/pu/ter	spa/ghett/i	brocc/o/li	tram/po/line
pon/y/tail	(4)	(4)	(4)	(4)	(4)
pur/ple	ca/ter/pill/ar	wa/ter/mel/on	rhi/no/cer/os	har/mon/i/ca	cal/cu/la/tor
push/ing					
see/saw					
sitt/ing					
skat/ing					
stepp/ing					
stroll/er					
walk/ing					
wa/ter					
wo/man					
yell/ow					

Syllables—Games

Who Has?

- Have students stand in a circle.
- Say, “Who has the name [insert student name (first and last) broken into syllables]?” For example: “Who has the name *Me* [pause] *liss* [pause] *sa* [pause] *Craft*?”
- When the student named identifies him/herself, the student can sit down.
- Continue until all students are seated.
- This game can be varied in several ways:
 - Have students sit in a circle, each holding objects from around the room (e.g., pencil, eraser, paper, basket, etc.). When an object is named (e.g., “Who has the *pen* [pause] *cil*?”) the student holding it puts it in the middle of the circle, a box, a bag, etc., until all the objects are gone.
 - Instead of objects, students could each be given a picture. (Perhaps pictures related to current unit's content!)
 - Students could be challenged by sorting themselves, objects, or pictures into groups according to the number of syllables as the game proceeds.
 - Once students are comfortable with the game, they could practice segmenting syllables by taking turns being the one to say, “Who has the _____?” The student with the named object gets the next turn.
- All students can practice segmenting syllables by reversing the game procedures.
 - Say, “Who has [insert name or object said without breaking it into syllables]?” For example: “Who has the name *Melissa Craft*?”
 - All students respond by doing a selected gross or fine motor movement (see *Methods for Indicating Syllables in a Word* for suggestions) as they repeat the name or object broken into syllables. For example, clapping as they say, “*Me* [clap] *liss* [clap] *sa* [clap] *Craft* [clap].”
 - The identified student sits down.
 - Continue until all students are seated.

I Spy

- Play I Spy using two- to four-syllable words.
- For example: “I spy, with my little eye, a *ta* [pause] *ble*.”
- If playing with a small group, once students blend the syllables they could go over to the object and touch it to indicate their answer. If playing with a large group, students could take turns touching the named object.
- Once students are comfortable with the game, they can practice segmenting syllables by taking turns being the person to “spy” an object.
- Other multisyllabic items around the classroom might be:

- | | |
|--------------------|--------------|
| 1. bas/ket | 6. note/book |
| 2. kin/der/gar/ten | 7. pen/cil |
| 3. com/pu/ter | 8. speak/er |
| 4. cur/tain | 9. sta/pler |
| 5. e/ra/ser | 10. win/dow |

Reverse Go Fish

Advance Preparation

Have a deck of regular playing cards ready. For word suggestions select one or more Silly Monster or Position Worksheets and refer to the associated Word List for 2-, 3-, and some 4-syllable words.

- Using a set of regular playing cards, deal a small stack of cards to students.
- Tell students, “I am going to say a word. I want you to place a card on the table for each syllable in the word.” (Remember to speak at a slower pace than natural cadence.)
- Each student places a card on the table for each syllable heard.
- Once all students have the correct number of cards set out, return the cards to the pile for the next sentence.

Fill the Bag!

Advance Preparation

Collect plain brown lunch bags and cubes. (A tub of classroom locking cubes is suggested. For word suggestions select one or more Silly Monster or Position Worksheets and refer to the associated Word List for 2-, 3-, and some 4-syllable words.

- Provide each student with a plain brown lunch bag and a pile of locking cubes.
- Prompt students to put the cubes together in a stack.
- Tell students you need them to help you fill the bag.
- Tell students you are going to say a word.
- Students should remove one cube from their stack for each syllable.
- Once all students have the correct number of cubes set out, place the cubes in the bag.
- Students start again with the remaining cubes for the next word. With each new word they “fill the bag!”

Oh, Nuts!

Advance Preparation

Use the squirrel image and acorn cut-outs from Sound Worksheet R. You will need one squirrel and enough acorn cut-outs for each student to have at least five. If available in your area, actual acorns could be collected and used! For word suggestions select one or more Silly Monster or Position Worksheets and refer to the associated Word List for 2-, 3-, and some 4-syllable words.

- Place the squirrel in the middle of the table and tell students they need to help you feed the squirrel.
- Give each student at least five acorns.
- Tell students you are going to say a word and they should remove one acorn from their pile for each syllable.
- Once all students have the correct number of acorns set out, place the acorns on the squirrel and say, “Oh, nuts!”
- Redistribute the acorns for the next word.

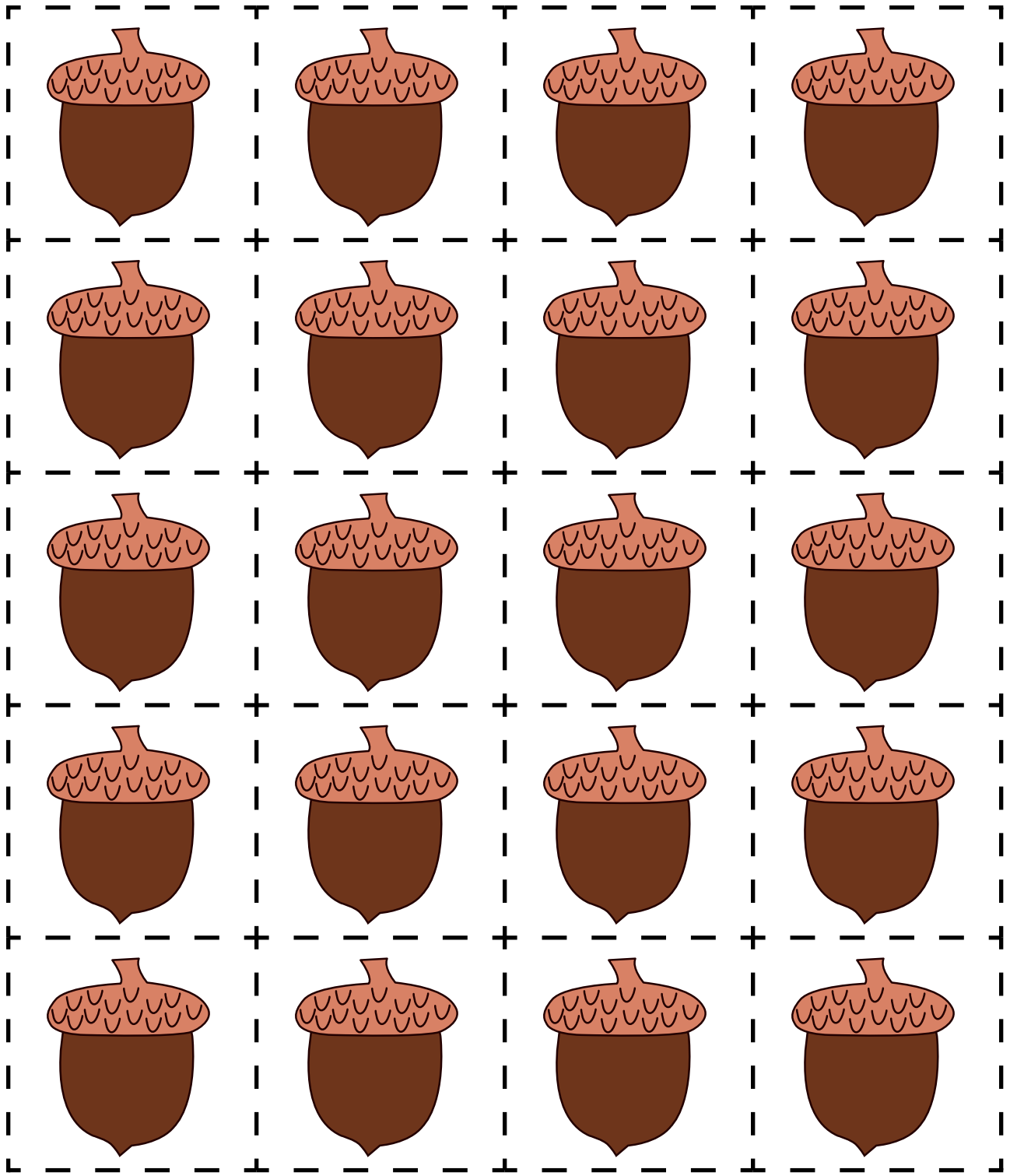
Name: _____



Directions: See Oh, Nuts!

Name: _____

Cut-outs: Acorns (Sound Worksheet R)



Directions: Copy on card stock and cut out acorns to use with Sound Worksheet R.

Syllables—Poems/Songs/Nursery Rhymes (P/S/NR)

Blending Syllables

Who Stole the Cookie from the Cookie Jar? (P/S/NR Resource 15)

- Teach students the speaking parts of the poem prior to this activity.
- Recite the poem saying the syllables of multisyllabic student names with a pause in between (e.g., “*Ju [pause] lie*”). For one-syllable names, last names can be included to provide multiple syllables.
- After saying a name segmented into syllables, pause for students to blend the syllables.
- Once the named student identifies him/herself, that student responds with: “Who, me?”...Yes, you...“Not I.”...Then who?
- Repeat with other student names.

Five Little Ducks (P/S/NR Resource 16)

- Sing the first three lines of the verses normally.
- On the fourth line, instead of saying, “quack, quack, quack!” Choose a multisyllabic word to repeat three times saying the syllables with a pause in between (e.g., *wigg [pause] le, wigg [pause] le, wigg [pause] le*). (See Word Lists for suggestions.)
- Students chime in on the fifth and sixth lines, repeating the word with the syllables blended (e.g., “Wiggle, wiggle, wiggle! Wiggle, wiggle, wiggle! He ruled the others with a wiggle, wiggle, wiggle!”).
- The second verse can be sung using the same word from the first verse or a different word.

The Wheels on the Bus (P/S/NR Resource 17)

- Sing the verses using the words having two-syllables (e.g., *wipers, people, driver, baby*).
- Before each verse say the feature word for the verse with a pause between the syllables (e.g., *wi-pers*).
- After saying the word segmented into syllables, pause for students to blend the syllables.
- Once the word is identified, sing the verse using the identified word.
- Repeat with a new verse.

Directions: Recite the poem, breaking student names into syllables (for single-syllable names include last names). Students blend the syllables to identify themselves and respond to keep the poem going.

Who Stole the Cookie from the Cookie Jar?

Teacher: Who stole the cookie
from the cookie jar?
[Student's name] stole the cookie
from the cookie jar!

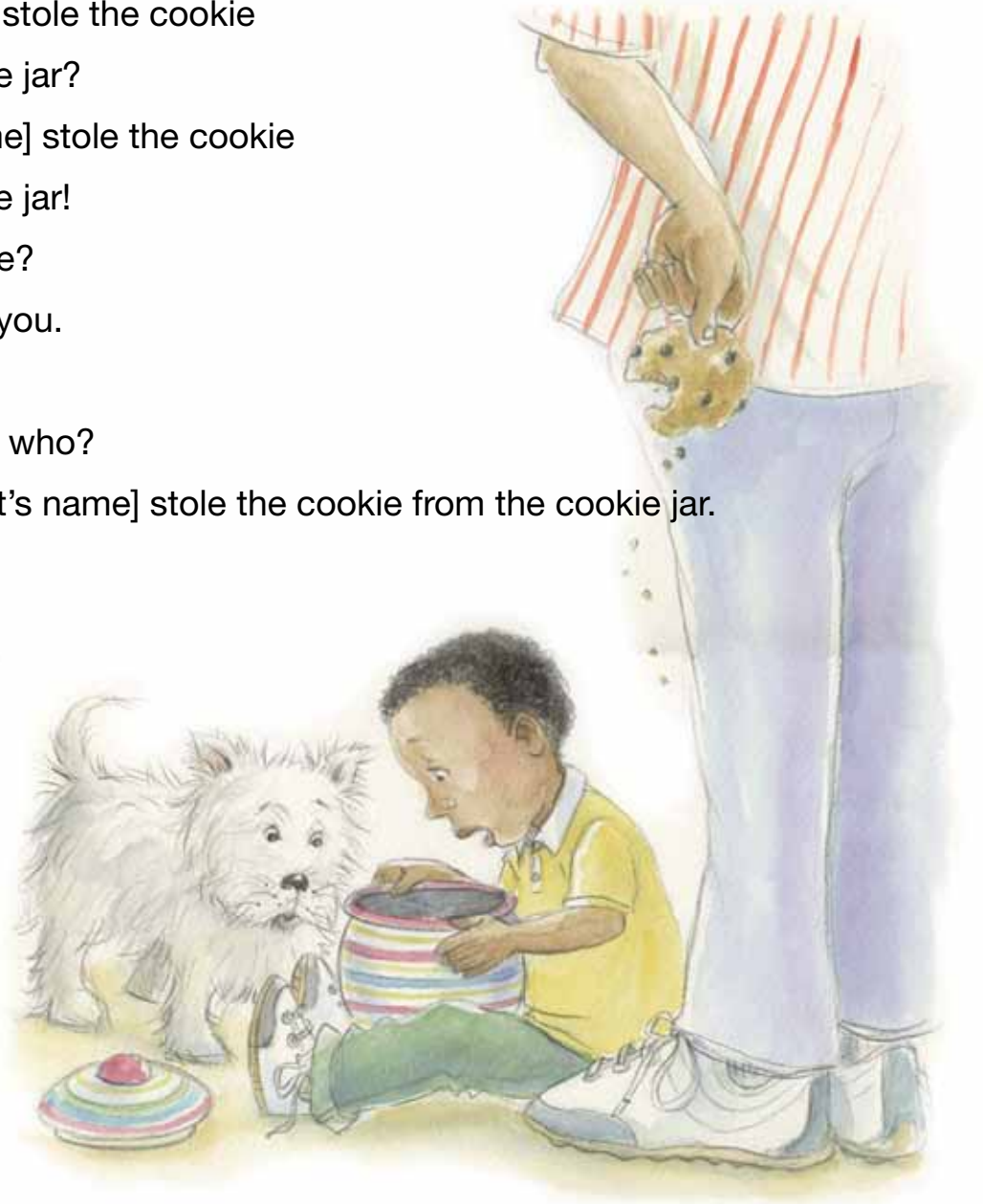
Child: Who, me?

Teacher: Yes, you.

Child: Not I.

Teacher: Then who?

Child: [Student's name] stole the cookie from the cookie jar.



Directions: Sing, replacing "quack, quack, quack" on line 4 with a two syllable word broken into syllables (e.g., wigg-le, wigg-le, wigg-le). Students blend and chime in repeating the blended word for lines 5 & 6.

Five Little Ducks

Five little ducks that I once knew
Fat ones, skinny ones, tall ones, too.
But the one little duck with the feather on his back,
He ruled the others with a quack, quack, quack!
Quack, quack, quack! Quack, quack, quack!
He ruled the others with a quack, quack, quack!

Down to the river they would go,
Wibble, wobble, wibble, wobble, all in a row.
But the one little duck with the feather on his back,
He ruled the others with a quack, quack, quack!
Quack, quack, quack! Quack, quack, quack!
He ruled the others with a quack, quack, quack!



Directions: Before singing, say the feature word for a verse segmented into syllables (wi-pers, dri-ver, or ba-by). Students blend and identify the word, then sing the associated verse.

The Wheels on the Bus

For each verse, make hand movements to match: wheels spinning, wipers swishing, people going up and down, driver pointing back, baby crying.

The wheels on the bus go round and round,
round and round, round and round.

The wheels on the bus go round and round
All through the town.

Verses:

- *The wipers on the bus go swish, swish, swish*
- *The people on the bus go up and down*
- *The driver on the bus says “Move on back...”*
- *The baby on the bus cries “Wah, wah, wah...”*



Segmenting Syllables

- Clap along with the following Poems/Songs/Nursery Rhymes. Clap for every syllable, rather than to the beat.
 - “Ring Around the Rosey” (P/S/NR Resource 18)
 - “Pat-a-Cake” (P/S/NR Resource 19)
 - “Lucy Locket” (P/S/NR Resource 20)
 - “One for the Money” (P/S/NR Resource 21)
 - “Jack-o-Lantern” (P/S/NR Resource 22)

Ring Around the Rosey

Clap for every syllable, not to the beat.

Ring around the rosey,
A pocket full of posies.
Ashes, ashes,
We all fall down.



Directions: Recite, clapping for every syllable.

Pat-a-Cake

Clap for every syllable, not to the beat.

Pat-a-cake, pat-a-cake, baker's man!

Bake me a cake as fast as you can.

Pat it and prick it

and mark it with a [student's initial],

And put it in the oven for [student's name] and me.



Directions: Recite, clapping for every syllable.

Lucy Locket

Clap for every syllable, not to the beat.

Lucy Locket lost her pocket,
Kitty Fisher found it.
Not a penny was there in it,
Only ribbon round it.



Directions: Recite, clapping for every syllable.

One for the Money

Clap for every syllable, not to the beat.

One for the money,
Two for the show,
Three to make ready,
And four to go!



Directions: Recite, clapping for every syllable.

Jack-o-Lantern

Clap for every syllable, not to the beat.

Jack-o-lantern, Jack-o-lantern,
orange-front-and-back-o-lantern,
sitting-on-the-sill-o-lantern,
where's your sister Jill-o-lantern?



Directions: Recite, clapping for every syllable.

Syllables—Progress Monitoring

10 Progress Monitoring Assessment

A sample system (recommended) for collecting progress monitoring data is provided below. Individual records should be kept for each student in need of remediation for the following skill related to Phonological Awareness: Syllables. Observational records of general performance with the target skill can be kept under Remediation Sessions. The date and an overall ranking of the student's performance with the skill on a given day can be noted:

Not Yet Ready (**NYR**)

Progressing (**P**)

Ready (**R**)

Most of the tasks in the Guided Practice section of the lesson plans lend themselves to progress monitoring. To adjust the task from a learning tool to an assessment tool, simply have the student complete a handful of items without assistance and record the score under Progress Monitoring.

Sample of Completed Progress Monitoring Form													
Student:	Remediation Sessions (Date & Score of NYR, P, R)									Progress Monitoring (Dates & Scores)			
Syllables Skill													
Blend Syllables	4/11 P	4/12 P	4/13 R	4/14 R						4/11 2/4	4/14 4/4		
Segment Syllables													

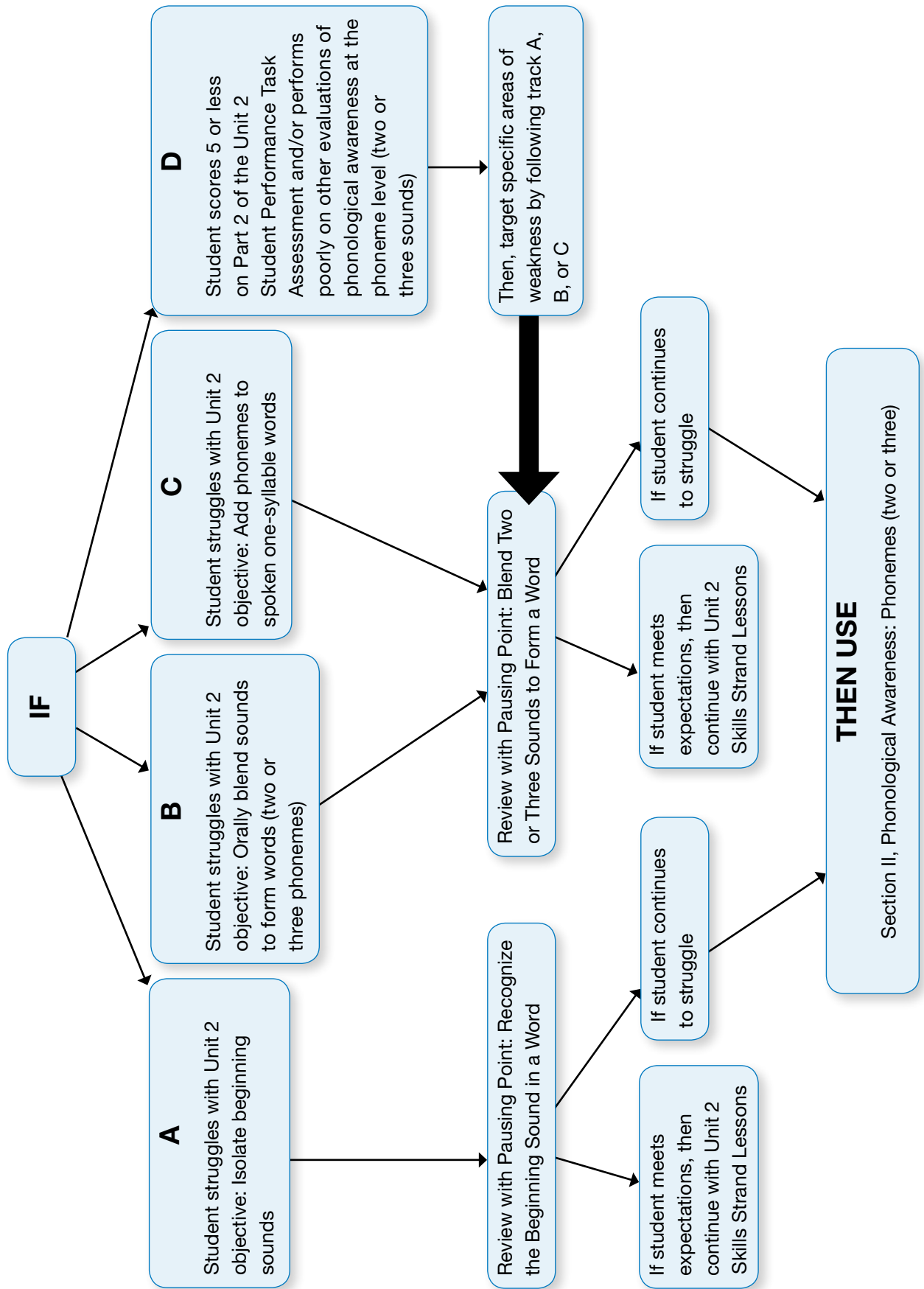
Progress Monitoring—Syllables

	Remediation Sessions (Date & Score of NYR, P, R)	Progress Monitoring (Dates & Scores)
Syllables Skill		
Blend Syllables		
Segment Syllables		

Section II

Phonological Awareness: Phonemes (Two or Three)

Determining Student Need for Section II, Phonological Awareness: Phonemes (two or three)



Lesson Template

Phonological Awareness: Phonemes (Two or Three)

Focus: Phonemes (Two or Three)	Teaching	Materials
<p>Warm-Up <i>Note: This Warm-Up is a variation of the Name Blending Unit 2 Pausing Point under Blend Two or Three Sounds to Form a Word</i></p>	<p><u>Objective:</u> Prompt student attention to speech segments (at the phoneme level).</p> <p><u>Exercise:</u> Play <i>Do You Know?</i> Select several common names having two phonemes, three phonemes, or a mix of both (see Word Lists for suggestions and add in two- and three- phoneme names, e.g., student names and other known names.) Start with two-phoneme names and add in three-phoneme names as students demonstrate mastery with two phonemes.</p> <p>Tell students you will say, “Do you know…” followed by a name broken into sounds. For example, “Do you know /s/ /oo/?” (Sue).</p> <p>Encourage students to use a blending motion to help them blend the phonemes. (See Blending Motions for Two to Four Phoneme Words for suggestions.)</p> <p>Remind students not to shout out the answer. Instead, if they know someone with that name, show it with a thumbs-up. If they do not know someone with that name, show it with a thumbs-down.</p> <p>Students with thumbs-up can take turns saying who they know (e.g., Sue is in our class, I have an Aunt Sue, Sue is Ms. Marble’s first name, etc.).</p> <p>Continue with another name.</p>	<p>Names List</p>
<p>Explicit Instruction</p>	<p><u>Objective:</u> State the purpose for listening and model the desired performance.</p> <p><u>Learning about Phonemes:</u> Tell students you will say words broken into sounds (see Word Lists for suggestions) and the purpose for listening is to blend those sounds together to make a word. Identify the blending motion you want students to use (see Blending Motions for Two to Four Phoneme Words for suggestions). Say samples and model blending the sounds you hear using the desired blending motion. Complete most of the sample items correctly, but also include some incorrect items to address common mistakes.</p>	<p>Word Lists</p>
<p>Guided Practice</p>	<p><u>Objective:</u> Provide students an engaging opportunity to develop syllable skills with decreasing support as their skills strengthen.</p> <p><u>Working with Phonemes:</u> Say the selected words broken into phonemes for students. Students use the blending motion previously modeled by the teacher to blend the sounds to make a word.</p> <p><u>Application of Skills:</u> Select Worksheets, Games, and Poems/Songs/ Nursery Rhymes activities allowing students to apply phoneme skills.</p>	<p>Word Lists</p> <p>Activity Dependent: Worksheet per student, Game Resources, and/or P/S/NR Resources</p> <p>Progress Monitoring Chart(s)</p>

Focus: Phonemes (Two or Three)	Teaching	Materials
Independent Practice	<p><u>Objective:</u> Allow students to practice phoneme skills with high levels of independence as they strive for mastery.</p> <p><u>Practicing and Extending Skills with Phonemes:</u> Revisit previously taught activities allowing students to practice phoneme skills with classmates. Completing many of these activities with independence may be challenging. Students may not have the segmenting ability needed for one partner to be the “leader” (the role of the teacher). Partnering with students who have stronger phoneme skills and familiarity with the activities or partnering with a trained teaching assistant or classroom volunteer may be an option.</p>	Same as previous

Sample Remedial Lesson

Phonological Awareness: Phonemes (Blending with Arm Motions)

Focus: Phonemes (Blending with Arm Motions)	Teaching	Materials
<p>Warm-Up Note: <i>This Warm-Up is a variation of the Name Blending Unit 2 Pausing Point under Blend Two or Three Sounds to Form a Word</i></p>	<p><u>Objective:</u> Prompt student attention to speech segments (at the phoneme level).</p> <p><u>Exercise:</u> Play <i>Do You Know?</i> using:</p> <p>Two-phoneme names: Joe, May, Ty, Eve, Sue</p> <p>Three-phoneme names: Drew, Eli, Ava, Jill, Paige, Jim</p> <p>Tell students you will say, “Do you know...” followed by a name broken into sounds. For example, “Do you know /s/ /oo/?” (<i>Sue</i>).</p> <p>Encourage students to use the fists blending motion for the two-phoneme names and the arm blending motion for the three-phoneme names. (Be sure to tell students ahead of time whether the name will have two or three phonemes.)</p> <p>Remind students not to shout out the answer. Instead, if they know someone with that name, show it with a thumbs-up. If they do not know someone with that name, show it with a thumbs-down.</p> <p>Students with thumbs-up can take turns saying who they know (e.g., Sue is in our class, I have an aunt Sue, Sue is Ms. Marble’s first name, etc.).</p> <p>Continue with another name.</p>	<p>Names List</p>

Focus: Phonemes (Blending with Arm Motions)	Teaching	Materials
<p>Explicit Instruction</p>	<p><u>Objective:</u> State the purpose for listening and model the desired performance.</p> <p><u>Learning about Phonemes:</u> Use samples from a collection of animal words that will reoccur throughout the activities: <i>dog</i>, <i>sheep</i>, and <i>bee</i>. (The animal words are selected from the Animal Cards provided in Unit 1 of the <i>Assessment and Remediation Guide</i>, which can be used to provide visual support.)</p> <p>Tell students you will say words broken into sounds and the purpose for listening is to blend those sounds together to make a word.</p> <p>Let students know you will focus on using the arm blending motion today.</p> <p>Ask students to tell you how many sounds the arm blending motion is used for.</p> <p>Once the correct answer is given (three), then caution students that one or two words will only have two sounds and you want them to “catch” those words.</p> <p>First model the segmented word <i>dog</i>, saying /d/ /o/ /g/, touching your shoulder, elbow, and wrist. Follow with the sliding motion from shoulder to wrist as you say the blended word <i>dog</i>.</p> <p>Invite students to repeat it with you.</p> <p>Next demonstrate the segmented word <i>sheep</i>, just as you did with <i>dog</i>.</p> <p>Then demonstrate the segmented word <i>bee</i>, saying /b/ /ee/, respectively touching your shoulder and elbow. Follow with the sliding motion from shoulder to wrist as you say the blended word <i>bee</i>.</p> <p>If students don’t catch your error, point out that you only had two sounds in that word and only touched your shoulder and elbow.</p> <p>Celebrate “catching” the first two-phoneme word!</p>	<p>Animal Word List (Optional: Corresponding Animal Cards provided in Assessment and Remediation, Unit 1)</p>

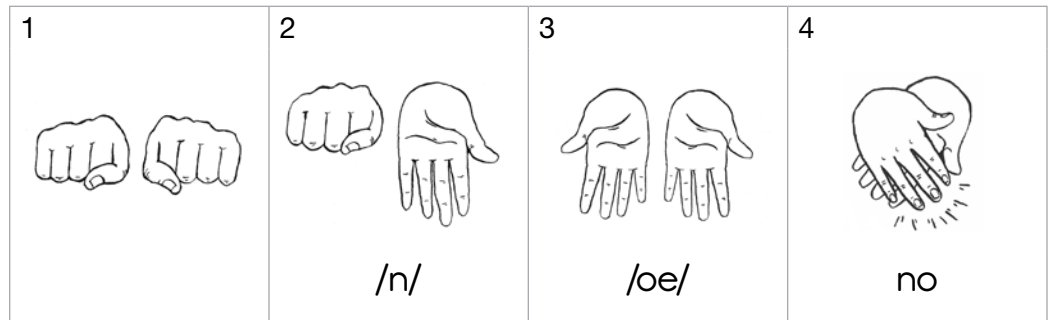
Focus: Phonemes (Blending with Arm Motions)	Teaching	Materials
<p>Guided Practice</p>	<p><u>Objective:</u> Provide students an engaging opportunity to develop phoneme skills with decreasing support as their skills strengthen.</p> <p><u>Working with Phonemes:</u> Use a collection of animal words that will reoccur throughout the activities: <i>cow, bee, dog, duck, horse, sheep, and bird</i>. Say the selected words segmented into phonemes for students. Students repeat and blend the phonemes using the arm blending motion. Repeat words until all students are blending the phonemes accurately. (If students are provided with their own set of corresponding Animal Cards, they could indicate their answer by showing the correct picture instead of calling out the blended word.) If students are demonstrating a strong performance, offer the word <i>frog</i> (four-phonemes) as a challenge. Let them know the arm motion will not work because it is a bigger word.</p> <p><u>Application of Skills:</u> Provide each student with Find My Word A. Say the names of the animals segmented into phonemes. Encourage students to use the arm blending motion, and remind them that there are one or two words with only two sounds for them to “catch.” Students point to the picture of the animal once they blend the sounds to identify the word.</p> <p>Follow with the <i>Old MacDonald</i> activity under Orally Blend Sounds (Two or Three Phonemes). Use the animal names already practiced: <i>cow, bee, dog, duck, horse, sheep, and bird</i>. Students will blend and identify each animal to complete each verse. If students are performing well (i.e., accurate most of the time when blending three phonemes), allow each student a turn to lead a verse of the song with one of the practiced animal names.</p>	<p>Animal Word List (Optional: Corresponding Animal Cards provided in Assessment and Remediation, Unit 1)</p> <p>Find My Word A, 1 copy per student</p> <p><i>Old MacDonald</i> (P/S/NR Resource 1)</p> <p>Progress Monitoring Chart(s)</p>
<p>Independent Practice</p>	<p><u>Objective:</u> Allow students to practice phoneme skills with high levels of independence as they strive for mastery.</p> <p><u>Practicing and Extending Skills with Phonemes:</u> With a partner who has sufficient segmenting ability, students can use Find My Word A to take turns segmenting animal names for each other to blend and identify.</p> <p>Students can lead verses of <i>Old MacDonald</i> saying segmented animal names that have to be blended and identified to complete each verse.</p>	<p>Same as above</p>

Blending Motions for Two- to Four-Phoneme Words

Two-Phoneme Words (Hand Motion)

For lessons which target blending two-phoneme words, utilize the *gross motor* hand motions first applied to blending phonemes (as opposed to syllables) in Skills Strand Unit 2, Lesson 2. This motion prompts students to:

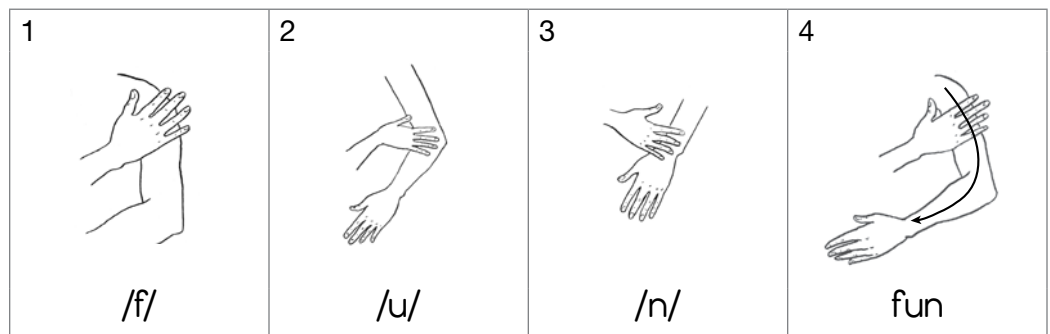
1. Hold your fists in front of you, palms facing down.
2. Flip over your left fist and open it as you say the first of two phonemes (e.g., /n/).
3. Flip over your right fist and open it as you say the second of two phonemes (e.g., /oe/).
4. Clap your hands as you say the whole word with the phonemes blended (e.g., *no*).



Three-Phoneme Words (Arm Motion)

For lessons that target blending three-phoneme words, utilize the *gross motor* hand motions first learned in Skills Strand Unit 2, Lesson 3. This motion prompts students to:

1. Hold your right arm in front of your body.
2. Touch your left shoulder as you say the first of three phonemes (e.g., /f/).
3. Touch your left elbow as you say the second of three phonemes (e.g., /u/).
4. Touch your left wrist as you say the third of three phonemes (e.g., /n/).
5. Slide your right hand from your left shoulder down to your left wrist as you say the whole word with the phonemes blended (e.g., *fun*).

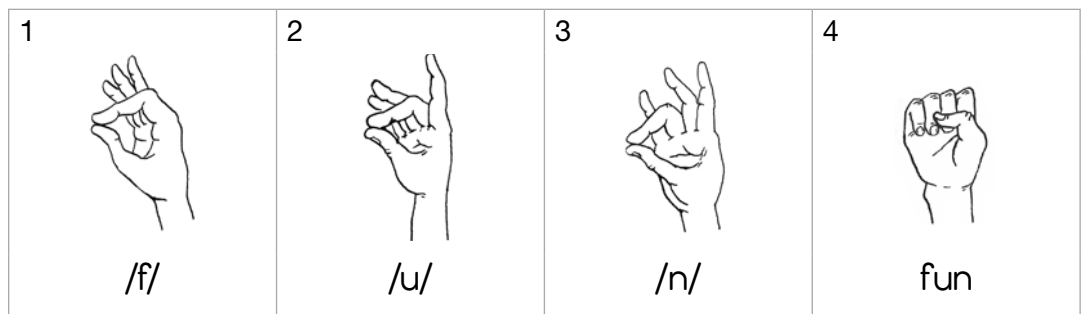


- Recall that there are two other variations for blending three-phoneme words suggested in the Unit 2 Pause Point Blend Two or Three Sounds to Form a Word:
 - Touch It!
 - Clapping and Slapping Sounds

Two- to Four-Phoneme Words (Finger Motion)

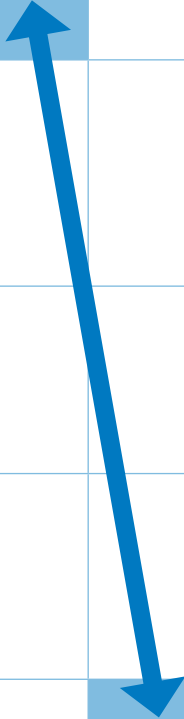
Finger tapping is an option for students ready for *fine motor* movement. It is first described in Skills Strand Unit 2 Appendix A, and can be used when blending two- to four-phoneme words. This motion prompts students to:

1. Tap your pointing finger against your thumb as you say the first phoneme (e.g., /f/).
2. Tap your middle finger against your thumb as you say the second phoneme (e.g., /u/).
3. Tap your ring finger against your thumb as you say the third phoneme (e.g., /n/).
4. Tapping your pinkie finger against your thumb can be used if the word has a fourth phoneme.
5. Make a fist as you say the whole word with the phonemes blended (e.g., *fun*).



Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the number of phonemes in a word, as well as using gross or fine motor movement. The chart below illustrates how lessons can be designed to be more or less challenging across both dimensions.

Variables		Gross Motor Movement	Fine Motor Movement
Skill	Example Prompt		
Recognize a beginning sound change	<i>"Humpty Lumpty" isn't right. What should it be?</i>	 <p>Least Difficult</p>	
Blend a beginning sound and the rest of the word	<i>Which picture shows a /f.../ish/?</i>		
Isolate a beginning sound	<i>Say the first sound in sheep.</i>		
Blend two-phoneme words	<i>Put these sounds together to make a word: /b/ /ee/.</i>		
Blend three-phoneme words (Includes Adding a Phoneme work in this section)	<i>Put these sounds together to make a word: /c/ /u/ /p/.</i> <i>(What new word do you get if you add /n/ to the end of ray?)</i>		

Phoneme Skills Cross-Reference

Phoneme Skill/ CKLA Goal	Unit 2 Lessons										Unit 2 Pausing Point
	1	2	3	4	5	6	7	8	9	10	
Isolate Beginning Sounds				Mixed-Up Monster	If Your Name Starts With...	Guess Who?	Finding Things By Beginning Sound	Finding Things By Beginning Sound			
Orally Blend Sounds to Form Words (Two or Three Phonemes)		Blending Syllables and Sounds	Blending Syllables and Sounds; Blending Gestures; Picture Card Blending	Sound Blending; Picture Card Blending	Sound Blending; Picture Card Blending	Sound Blending; Picture Card Blending	Sound Blending; Picture Card Blending	Sound Blending; Mystery Pictures	Sound Blending; Mystery Pictures	Sound Blending; I Spy	Mystery Bag; Have You Ever?; Cut Up Pictures; Touch It!; Clapping and Slapping Sounds; I'm Going on a Trip; Relay Blending; Nursery Rhyme Blending; Name Blending
Add Phonemes to Spoken One-Syllable Words									Adding a Sound	Adding a Sound	

Phonemes—Word Lists

Two-Phoneme Words		Three-Phoneme Words					Four-Phoneme Words (for challenge!)	Words for Beginning Sounds	
Words from Skills Strand Unit 2 Lessons	Additional Words	Words from Skills Strand Unit 2 Lessons		Additional Words			Additional Words	Words from Skills Strand Unit 2 Lessons	Additional Words
knee me no off she shoe zoo	add ape ate bee car eat egg go hi ice in key may say so tie toe two up	coat cup fan feet fight fish five fun kiss knife like <i>mat</i> mean meet men mess mice moon mouth	neat nice night nose rose same seem shape sheep shell sign sip <i>sit</i> sun Tom top wave wish zip zoom	ant bad bake beach bean <i>bed</i> beg big bike boat <i>book</i> cage cap cat cave chain cheese chick chin coin <i>cone</i> <i>corn</i> couch <i>cube</i> <i>dad</i> <i>dig</i> dog	face fern food foot fit game gum ham <i>hat</i> home hot <i>jam</i> <i>jazz</i> job <i>kid</i> kite lake leg <i>log</i> <i>mad</i> man <i>mitt</i> <i>mom</i> moth mouse <i>mug</i> net	night nut pail path peach <i>pen</i> pig pot rake <i>rat</i> read road roof sail shed ship sock <i>tag</i> teeth <i>this</i> thumb tree van vase web <i>wig</i> wing	<i>box (/b//o//k//s/)</i> <i>chips</i> <i>clock</i> jump lamp <i>limes</i> lunch mask <i>pans</i> sand snack spill stop swim twig	/m/ mice moon moth mouth /f/ fan fish five foot /sh/ shed sheep shell ship /n/ knee knife nose nut	/b/ bat <i>bed</i> <i>book</i> <i>box</i> /t/ <i>tag</i> toe top tub /k/ <i>cat</i> <i>cone</i> <i>corn</i> <i>kid</i> /s/ sign <i>sit</i> sock sun

If visual support is desired as a scaffold or required for activities such as blending to identify a picture, use words noted in **bold** (from Blending Picture Cards included as a Skills Strand resource) or *italic* (from Sound Cards included as a Skills Strand resource).

Adding a Sound

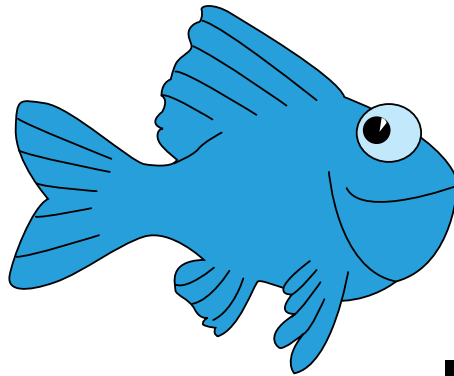
Words from Skills Strand Unit 2 Lessons		Additional Words	
<p>Adding to lie: lie > life (/f/ added) lie > lime (/m/ added) lie > line (/n/ added) lie > lies (/z/ added) lie > light (/t/ added)</p>	<p>Adding to say: say > safe (/f/ added) say > same (/m/ added) say > save (/v/ added) say > sail (/l/ added) say > sane (/n/ added)</p>	<p>Adding to tie: tie > time (/m/ added) tie > ties (/z/ added) tie > tight (/t/ added) tie > type (/p/ added) tie > tile (/l/ added)</p>	<p>Adding to bee: bee > bean (/n/ added) bee > beat (/t/ added) bee > bees (/z/ added) bee > beep (/p/ added) bee > beak (/k/ added)</p>
<p>Adding to ray: ray > rain (/n/ added) ray > raise (/z/ added) ray > race (/s/ added) ray > rake (/k/ added) ray > rail (/l/ added)</p>	<p>Adding to eat: eat > meat (/m/ added) eat > feet (/f/ added) eat > seat (/s/ added) eat > neat (/n/ added) eat > sheet (/sh/ added)</p>	<p>Adding to at: at > bat (/b/ added) at > sat (/s/ added) at > mat (/m/ added) at > fat (/f/ added) at > hat (/h/ added)</p>	<p>Adding to in: in > chin (/ch/ added) in > fin (/f/ added) in > win (/w/ added) in > shin (/sh/ added) in > pin (/p/ added)</p>

Common Names

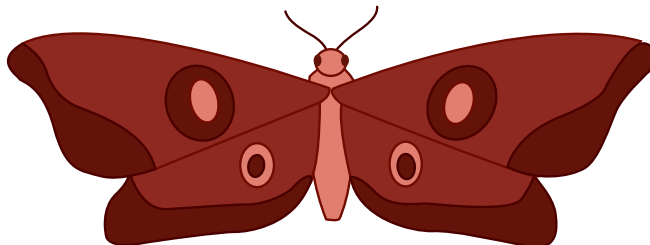
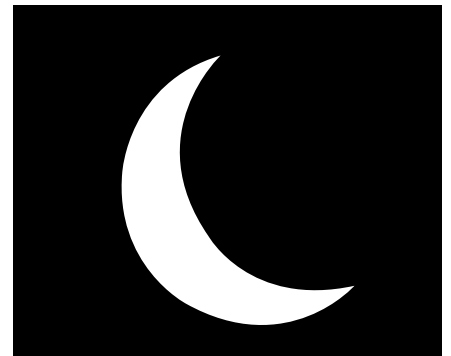
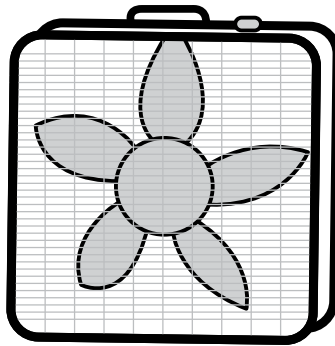
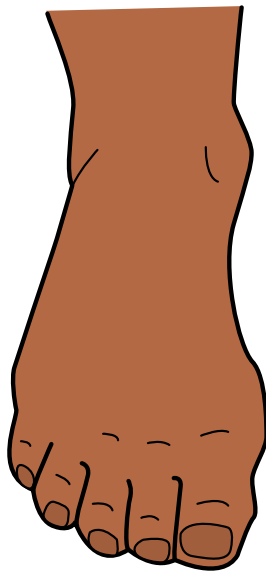
Boys					Girls				
Two Phonemes	Three Phonemes				Two Phonemes	Three Phonemes			
Bo	Ben	Hao	Matt	Ross	Anne	Abby	Faith	June	Pat
Ed	Bill	(/h/ /ou/)	Mike	Roy	Bay	Ally	Fia	Kat	Peg
Guy	Bob	Heath	Nate	Sam	El	Amy	Gail	Kate	Rain
Hugh	Chad	Ian	Neil	Sean	Em	Ana	Gia	Kim	Rhea
Jay	Clay	Jack	Nick	Seth	Eve	Ava	Ida	Lia	Rose
Joe	Cole	Jake	Noah	Ted	Jo	Beth	Ivy	Liz	Ruth
Kai	Dale	Jeff	Pat	Theo	Joy	Bev	Jade	Luz	Sam
Lee	Dan	Jim	Paul	Tim	Kay	Dawn	Jan	Lynn	Soph
Ray	Dave	Joel	Phil	Todd	Lu	Deb	Jane	Meg	Tess
Shay	Don	John	Ray	Tom	May	Ella	Jean	Ona	Uma
Ty	Doug	Josh	Rich	Von	Sue	Emma	Jin	Paige	Xiao
	Drew	Ken	Rick	Wade		Eva	Jess	Pam	(/sh/ / ee/ /ou/)
	Eli	Kyle	Rob	Will			Jill		
	Gus	Luke	Ron	Zack			Joan		
		Mark							

Name: _____

Directions: Have students identify words beginning with /m/ or /f/. Images on the page include: mouth, moon, mouse, moth, and fish, five, foot, fan.

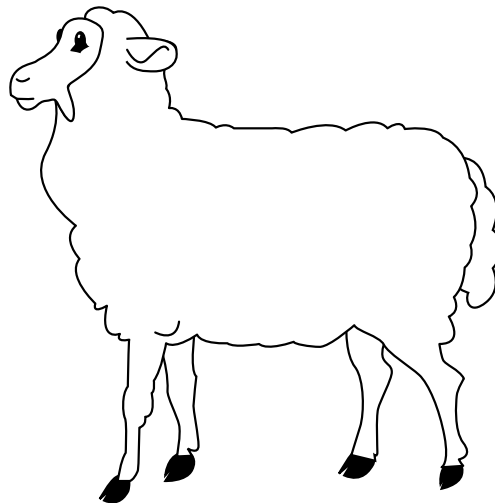
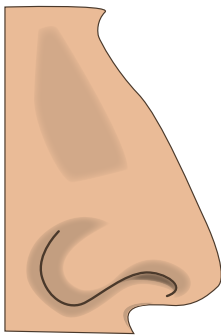
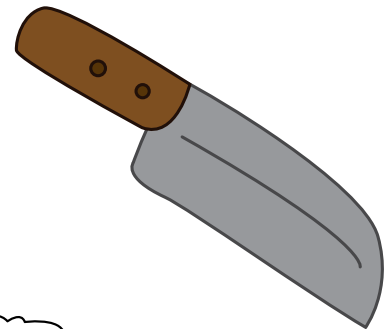
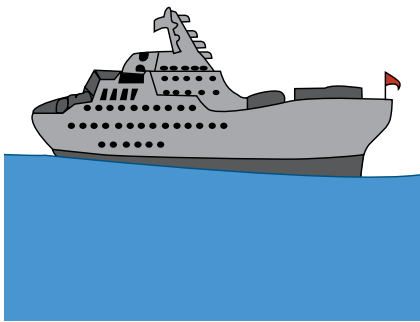
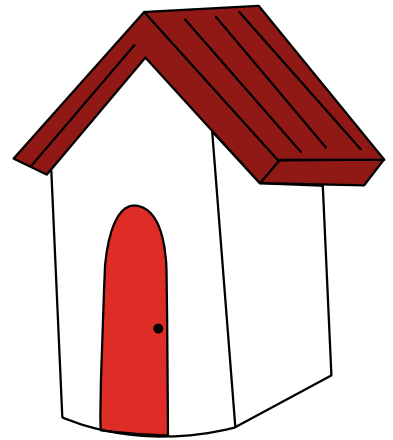
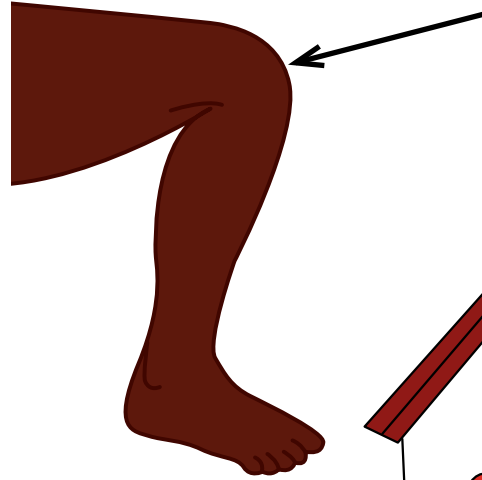
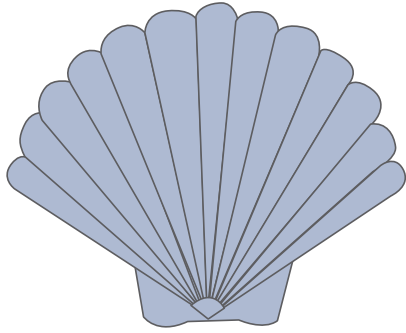


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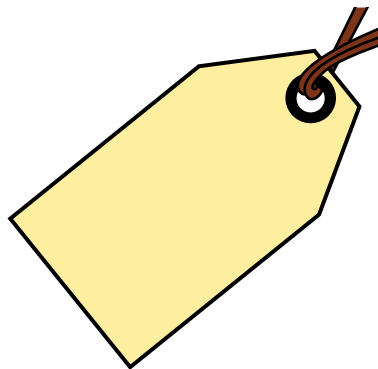
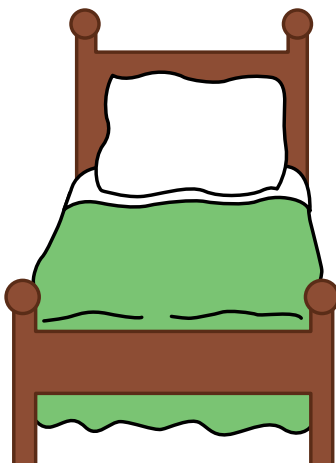
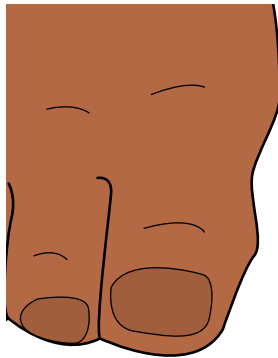
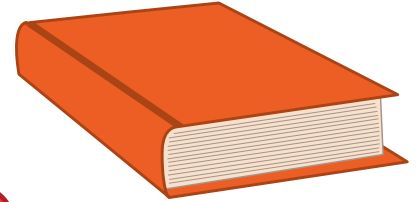
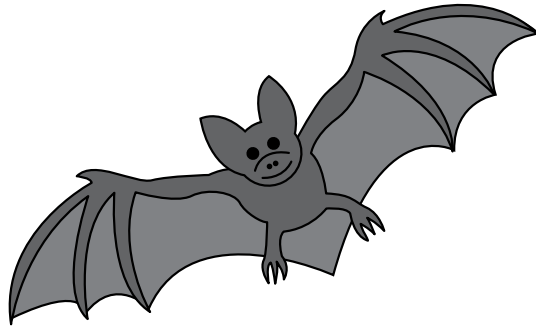
Name: _____

Directions: Have students identify words beginning with /n/ or /sh/. Images on the page include: knee, nut, knife, nose, and shell, ship, shed, ship, shed, sheep.



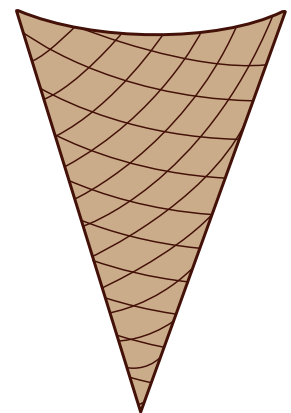
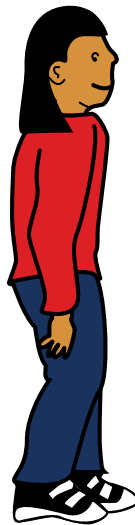
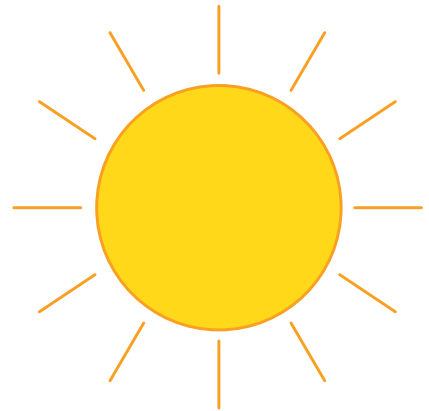
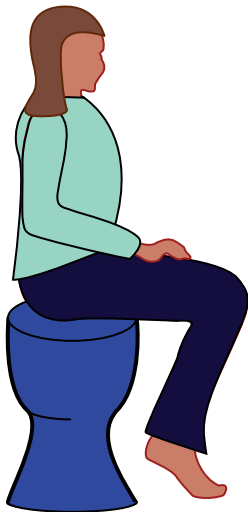
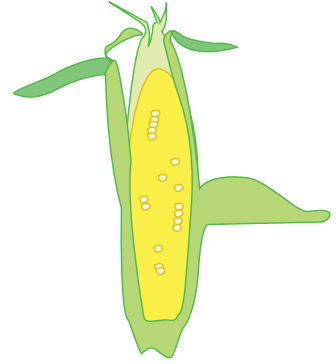
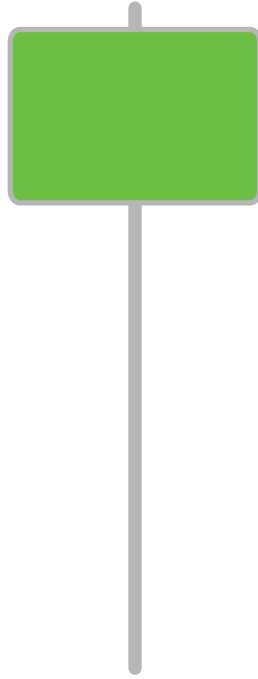
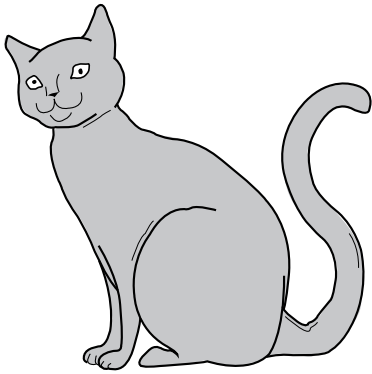
Name: _____

Directions: Have students identify words beginning with /b/ or /t/. Images on the page include: bat, bed, book, box, and top, toe, tub, tag



Name: _____

Directions: Have students identify words beginning with /k/ or /s/. Images on the page include: cat, corn, kid, cone, and sign, sit, sun, sock.



Phonemes—Worksheets

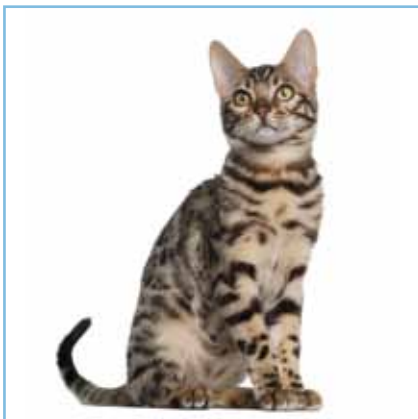
Isolate Beginning Sounds

- Select a Worksheet from Starting Sounds 1–4.
- Provide students with a copy of the selected Starting Sound worksheet.
- Review the names of the depicted items with students.
- Ask students to find a picture of something beginning with one of the two featured beginning sounds.
- Have students name the picture.
- Manipulatives can be used to cover pictures as they are identified.
- If students are unable to answer, choose a specific picture and provide the beginning sound and the rest of the word in a segmented fashion (e.g., /f/...ish).
- Repeat until all of the pictures have been identified.
- Variation: Students can practice segmenting phonemes by providing the beginning sound when you point to various pictures on the page.

Name: _____

Find My Word A (Animals)

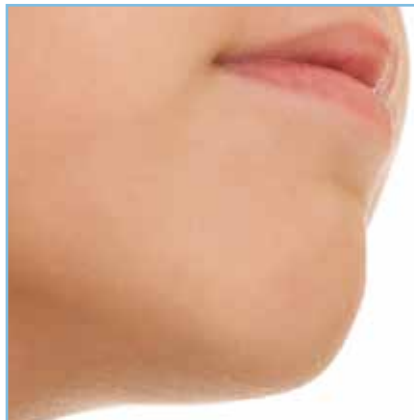
Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: cow, dog, duck, horse, bee, pig, cat, sheep, bird.



Name: _____

Find My Word B (Body Parts)

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: head, nose, mouth, ear, chin, knee, foot, leg, thumb.



Name: _____

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: sun, moon, star, rain, snow, kite, bird, bee, air.

Find My Word C (Things in the Sky)



Name: _____

Find My Word D (Transportation)

Directions: Pronounce the names of objects on the page in segmented fashion (pauses between phonemes). Students blend the sounds and point to the corresponding image. Images represent: car, bus, van, cab, jeep, boat, jet, bike, sled.



Name: _____

Sound Boxes 1

Directions: Students blend two-phoneme words by pushing an object (cubes, tiles, etc.) into the boxes for each sound (left to right) and then running their finger across the bottom (left to right) as they say the blended sounds to make a word.



Name: _____

Sound Boxes 2

Directions: Students blend three-phoneme words by pushing an object (cubes, tiles, etc.) into the boxes for each sound (left to right) and then running their finger across the bottom (left to right) as they say the blended sounds to make a word.

--	--	--

Name: _____

Sound Boxes 3

Directions: Students blend four-phoneme words by pushing an object (cubes, tiles, etc.) into the boxes for each sound (left to right) and then running their finger across the bottom (left to right) as they say the blended sounds to make a word.

--	--	--	--

Orally Blend Sounds (Two or Three Phonemes)

Find My Word

- Use any Find My Word Worksheets A–D to have students blend the phonemes to “Find My Word” (i.e., identify the objects) on the page.
- Provide students with a copy of the selected Find My Word worksheet.
- Review the names of the depicted items with students and see if they can identify the category for the page (Animals, Body Parts, Things in the Sky, or Transportation).
- Pronounce the name of an object by saying the phonemes with a pause in between (e.g., /d/ [pause] /o/ [pause] /g/).
- Students blend the phonemes and point to the picture of the object.
- Repeat until all the pictures are identified.
- Encourage students to use the blending motions they have learned to help them blend the sounds.
- Option: manipulatives can be used to cover pictures as they are identified.
- Variation: Students can independently practice segmenting phonemes in the names of the objects shown on the page. It is recommended that you ask students to identify phonemes for the objects from left to right and top to bottom to reinforce their understanding of directionality for tracking.

Push & Say

- Use Sound Boxes 1–3 to have students represent phonemes with objects.
- Provide the Sound Box page with the number of boxes that corresponds to the number of phonemes students will be working with in the lesson. (This will often be both two- and three-phonemes.)
- Students blend phonemes by pushing an object (cubes, tiles, etc.) into the boxes for each sound (from left to right) and then running their finger across the bottom (from left to right) as they say the blended sounds to make a word.
- Use this page along with your own word list or other Worksheets, Games, or Poems/Songs/Nursery Rhymes activities.

Name: _____

Adding a Sound 1

Directions: Students identify the picture matching the word created when adding /f/, /m/, /v/, or /ll/ to the end of the base word say.

The diagram shows a central box with a blue silhouette of a person's head and shoulders and a white speech bubble. Four blue arrows point from the right side of this box to four separate boxes on the right. From top to bottom, these boxes contain: 1) a grey metal safe with a dial and handle; 2) two solid red squares; 3) a pink piggy bank with two silver coins on top; 4) a white sail on a wooden frame.

Name: _____

Adding a Sound 2

Directions: Students identify the picture matching the word created when adding /n/, /s/, /k/, or /l/ to the end of the base word ray.

The diagram shows a central box on the left containing a sun with rays. Four blue arrows point from this box to four separate boxes on the right. The top box contains several blue raindrops. The second box contains a black oval with a yellow and green toy car inside. The third box contains a brown rake. The bottom box contains a brown wooden fence.

Name: _____

Adding a Sound 3

Directions: Students identify the picture matching the word created when adding /m/, /f/, /s/, or /sh/ to the beginning of the base word eat.

The diagram consists of a central box on the left containing an illustration of a mouth with a fork holding a piece of chocolate. Four blue arrows originate from the right side of this box and point to four separate boxes on the right. From top to bottom, these boxes contain: a slice of meat, two feet, a green chair, and a sheet of lined paper with three small circles on the left margin.

Name: _____

Directions: Students identify the picture matching the word created when adding /m/, /z/, /p/, or /l/ to the end of the base word tie.

The diagram consists of a central box on the left containing a single blue and yellow striped tie. Four blue arrows originate from the right side of this box and point to four separate boxes on the right. From top to bottom, these boxes contain: a clock with a red hand, two blue and yellow striped ties, a hand typing on a keyboard, and a green 3x3 grid.

Name: _____

Directions: Students identify the picture matching the word created when adding /n/, /z/, /p/, or /k/ to the end of the base word bee.

The diagram consists of a central box on the left containing a yellow and black striped bee. Four blue arrows originate from the right side of this box and point to four separate boxes on the right. The top box contains a brown bean with several red spots. The second box contains three bees of the same color as the one in the central box. The third box contains a red car with motion lines behind it, suggesting it is moving. The bottom box contains a close-up of a blue bird's head with a large black beak and a white eye.

Name: _____

Directions: Students identify the picture matching the word created when adding /ch/, /f/, /sh/, or /p/ to the beginning of the base word in.

The diagram consists of a central box on the left containing an illustration of an open cardboard box with a black arrow pointing down into it. Four blue arrows point from this box to four separate boxes on the right. The top-right box shows a blue silhouette of a human head in profile with a black arrow pointing to the lips. The second box from the top shows a grey shark fin cutting through blue water. The third box shows a green foot with a black arrow pointing to the heel. The bottom-right box shows a green pushpin.

Add Phonemes to Spoken One-Syllable Words

- Choose from Adding a Sound Worksheets 1–6 to help students add a sound to a word to make a new word.
- Provide students with a copy of the selected Adding a Sound worksheet.
- Review the names of the depicted items with students.
- Say the base word for the worksheet (e.g., *say*).
- Ask students what word you would make by adding a sound, e.g., /f/, to the end of the word.
- If students are unable to answer, say the word in a segmented fashion (e.g., *say.../f/*). If additional support is needed, repeat the segmented pronunciation contrasting it with each of the choices. For example:
 - *say.../f/—safe*
 - *say.../m/—same*
 - *say.../v/—save*
 - *say.../l/—sail*
- Continue until all pictures have been identified.
- Encourage students to use the blending motions they have learned to help them blend the sounds.
- Variation: Students can practice segmenting phonemes by providing the beginning or ending sound that was added to the base word when you point to various pictures on the page.

Note: Isolating and identifying a beginning sound is easier than isolating an ending sound.

Phonemes—Games

Isolate Beginning Sounds

Give Me a Word

- Gather a collection of any variety of blocks (e.g., unit blocks or locking cubes).
- Tell students you will provide a sound and want them to say a word that starts with that sound. For example: “Give me a word that starts with /s/.” (If students struggle to think of a word, prompt them to look around the room for objects that start with the target sound.)
- As students provide words that start with the target phoneme, give them a block. With each block students get a turn to place it, building a collective structure as the game continues.
- Variation: Challenge students by restricting the game to specific categories such as names or food words.

Give Me the Sound

This is a variation of *Give Me a Word* (above).

- Gather a collection of any variety of blocks (e.g., unit blocks or locking cubes).
- Tell students you will provide a word and want them to say the sound at the beginning of the word. For example: “Give me the sound at the beginning of sun.” (If students struggle to identify the beginning sound, repeat the word with the beginning sound drawn out: “sssssun.”)
- As students provide beginning sounds, give them a block. With each block students get a turn to place it, building a collective structure as the game continues.

Beginning Sound Sorts

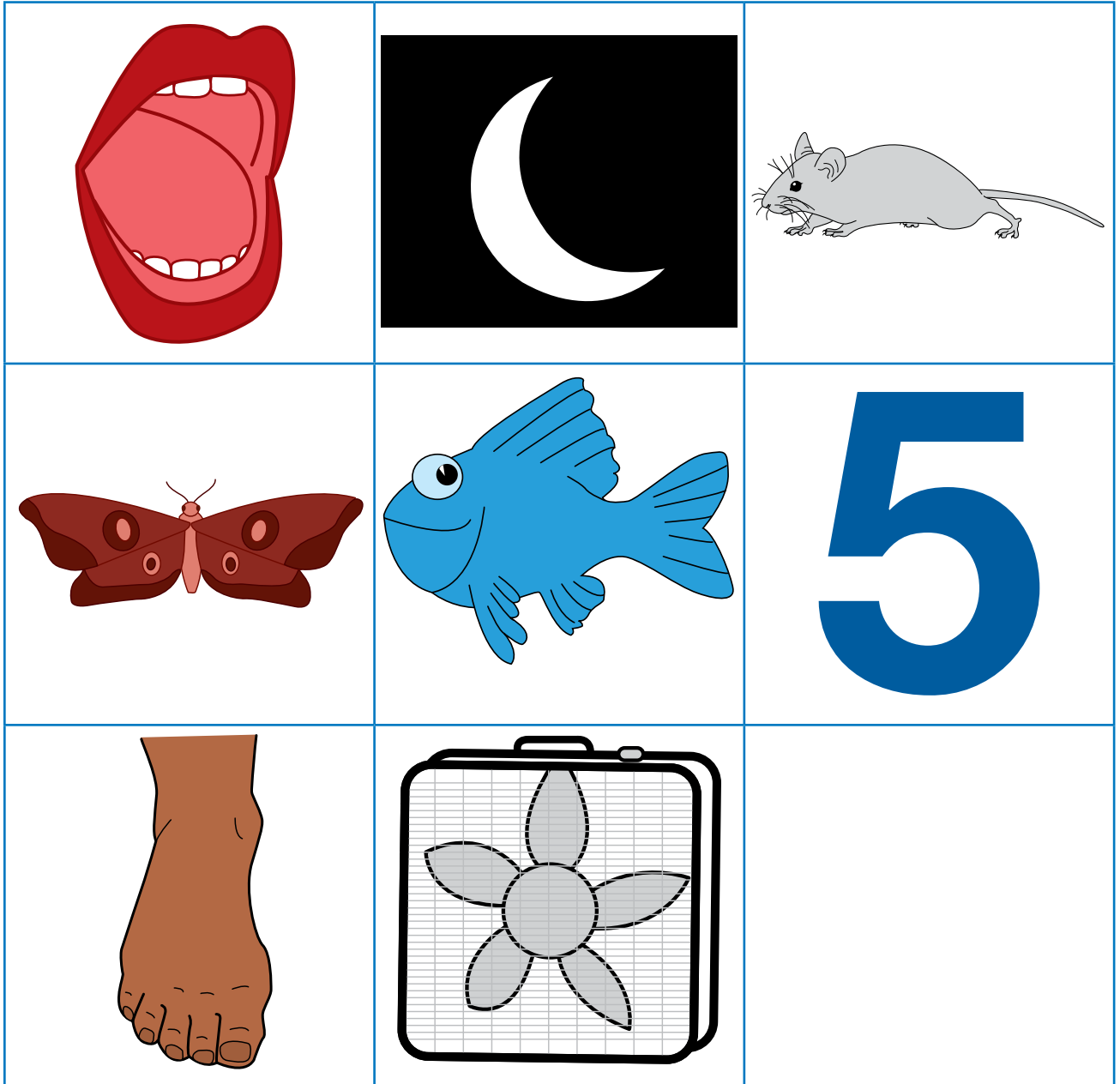
- Use copies of the Starting Sounds Cards to prepare picture cards.
- We recommend the images are photocopied onto card stock to allow for reuse.
- Provide students with sets of picture cards for two beginning sounds (e.g., /m/ and /f/). Model the placement of cards into two piles according to the beginning sound. As students become comfortable with the concept of sorting, they may be able to work independently. A variation is Speed Sort, in which you time students so they can race against themselves to get a “record” time.

Memory

- Use copies of the Starting Sounds Cards to prepare picture cards.
- Provide students with sets of picture cards for two beginning sounds (e.g., /m/ and /f/). Model the set-up of the game: mix up the cards and lay them out face down. As students become comfortable with the game they may be able to play independently.

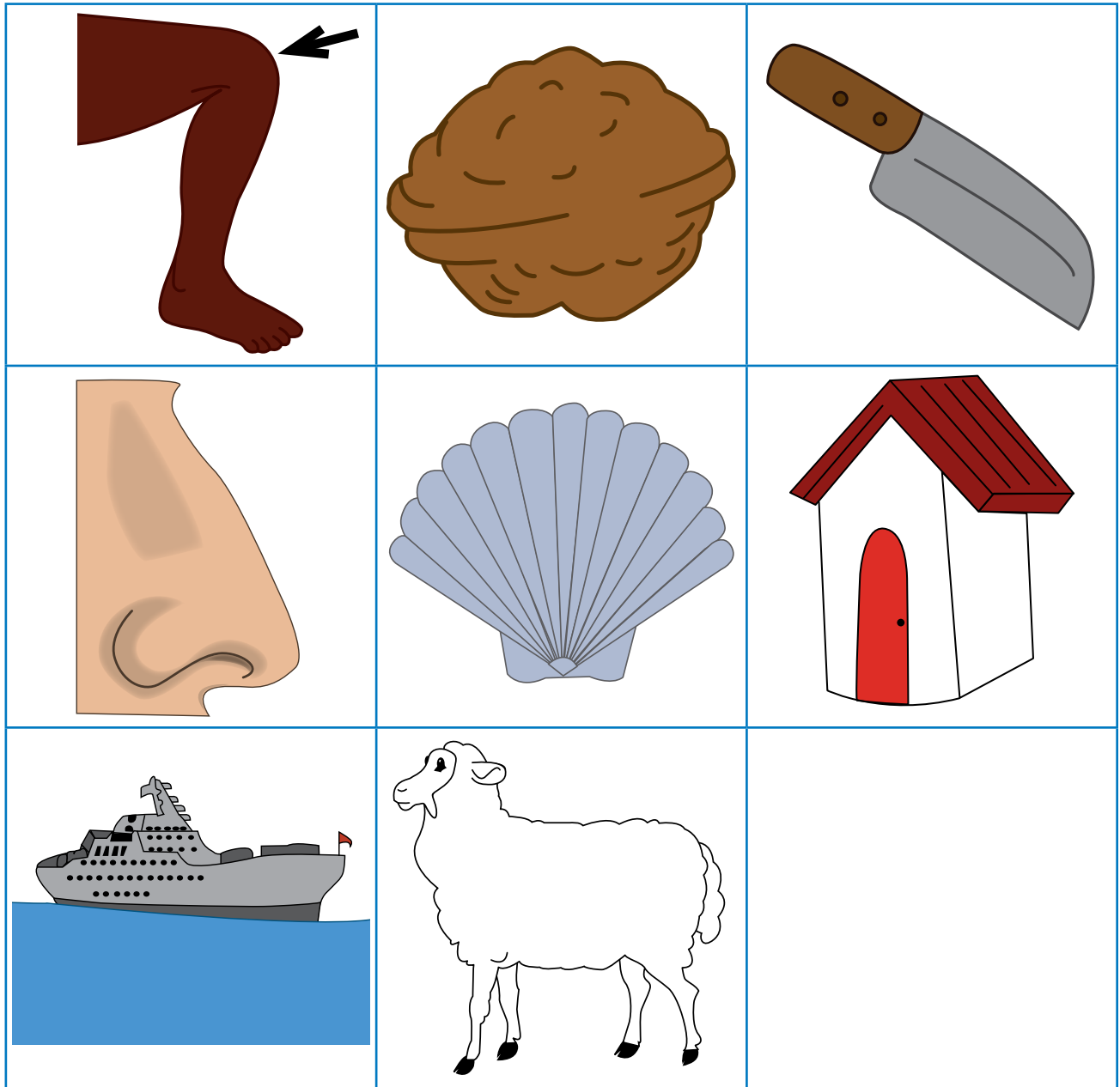
It is recommended that the images be photocopied onto card stock to allow for reuse. For *Memory* the images will need to be copied onto darker colored paper, otherwise students can see the images through the paper when they are turned over.

Directions: Cut and copy for use with the games Beginning Sound Sorts and Memory. We recommend darker colored cardstock to prevent seeing through cards when playing Memory.

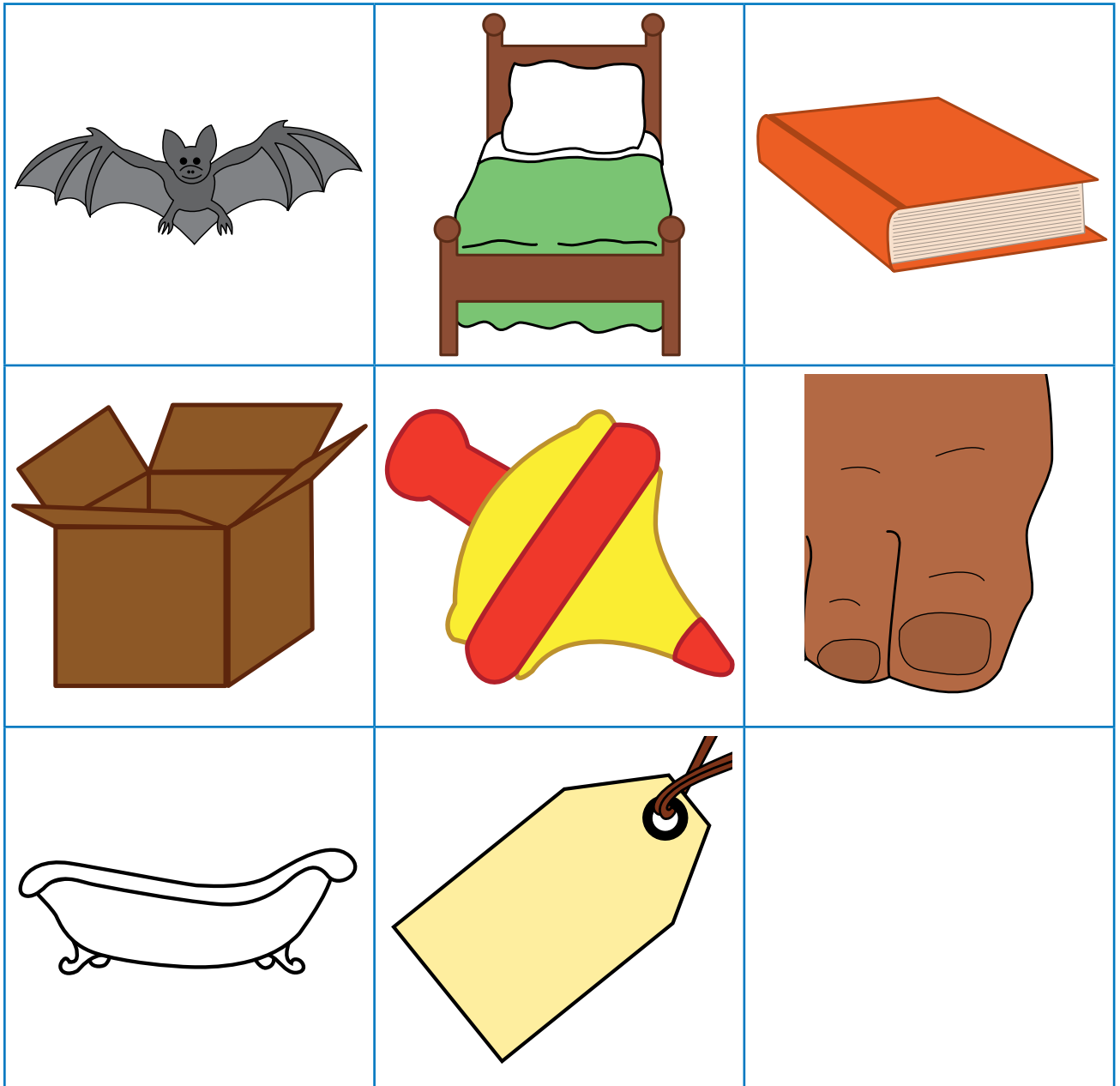


Directions: Cut and copy for use with the games Beginning Sound Sorts and Memory. We recommend darker colored cardstock to prevent seeing through cards when playing Memory.

Starting Sounds Cards (/n/ & /sh/)

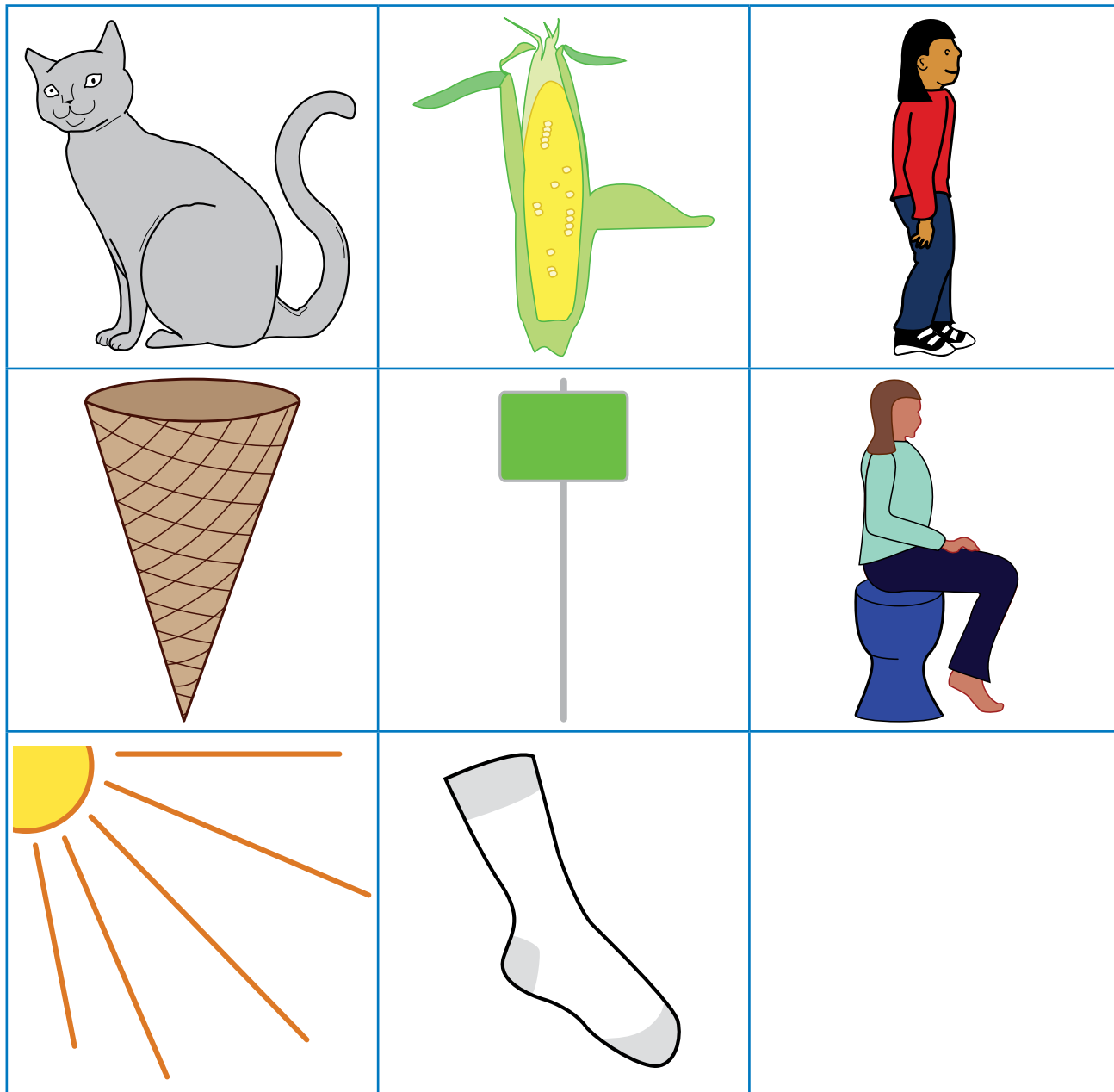


Directions: Cut and copy for use with the games Beginning Sound Sorts and Memory. We recommend darker colored cardstock to prevent seeing through cards when playing Memory.



Directions: Cut and copy for use with the games Beginning Sound Sorts and Memory. We recommend darker colored cardstock to prevent seeing through cards when playing Memory.

Starting Sounds Cards (/k/ & /s/)



Orally Blend Sounds (Three Phonemes)

Simon Says

- Play *Simon Says* using action words that contain three phonemes.
 - Have students stand up.
 - Say, “Simon says, '[insert action word broken into phonemes.]’” For example: “Simon says, '/h/ /o/ /p/.’”
 - Once students blend the phonemes they can demonstrate the answer.
 - If an action word is said (broken into phonemes) without “Simon says” in front of it and students perform the action, they are “out” and sit down.
 - Continue until one student is left standing.
- Encourage students to use the blending motions they have learned to help them blend the sounds.
- Once students are comfortable with the game, they can practice segmenting phonemes by taking turns being Simon and saying action words broken into their phonemes. (If students struggle to recall the three-phoneme words that work for the game, then the word can be whispered to “Simon,” said blended, e.g., *nod*, allowing the student to focus on segmenting the action word into phonemes.)
- Other three-phoneme action words are:

- | | |
|----------|-------------------|
| 1. tap | 6. run (in place) |
| 2. wave | 7. lean |
| 3. sit | 8. march |
| 4. shake | 9. nod |
| 5. read | 10. fall |

Who Has?

This is a variation of the game *Who Has?* from Section I (Syllables) with a focus on words with two or three phonemes instead of syllables.

Gather objects with two or three phonemes from around the classroom. (Only include objects with four phonemes if students are ready for the challenge.)

If you played *Mystery Bag* as a Pausing Point with the Unit 2 Skills Strand lessons, the items collected could be reused here.

- Review the names of the items with students.
- Distribute items to students and have them stand in a circle.
- Say, “Who has the [insert object name broken into phonemes]?” For example: “Who has the /c/ /u/ /p/?”
- Once students blend the phonemes to identify the object, the student holding the item puts it in the middle of the circle, a box, a bag, etc. until all the objects are gone.

- Encourage students to use the blending motions they have learned to help them blend the sounds.

This game can be varied in several ways:

- Instead of objects, students could each be given a picture. (Perhaps pictures related to current unit's content!)
- Students could be challenged by sorting objects or pictures into groups according to the number of phonemes as the game proceeds.
- Once students are comfortable with the game, they can practice segmenting phonemes by taking turns being the one to say, "Who has the _____?" The student with the named object gets the next turn.
- All students can practice segmenting phonemes by playing the game in reverse:
 - Say, "Who has [insert object name without segmenting it]?" For example: "Who has the cup?"
 - All students respond by doing a selected gross or fine motor movement (see Methods for Indicating Syllables in a Word for suggestions) as they repeat the object name broken into phonemes. For example, clapping as they say, "/c/ (clap) /u/ (clap) /p/ (clap)."
 - The student with the identified object sits down.
 - Continue until all students are seated. If using items with two to four phonemes from around the classroom, possibilities include:

two-phoneme	three-phoneme	four-phoneme
shoe	rug	box (Note: the sound for x is two phonemes /k/s/)
bow (as in hair bow)	light	black
bee	pen	flag
egg	mat	globe
key	glue	clock
knee	shoes	

I Spy:

- Use items from around the room containing two to four phonemes.
- For example: "I spy, with my little eye, a /c/ /u/ /p/."
- If playing with a small group, once students blend the phonemes they may go over to the object and touch it to indicate their answer. If playing with a large group, students may take turns touching the named object.
- Once students are comfortable with the game, they can practice segmenting phonemes by taking turns being the person to "spy" an object and name it broken into its phonemes.
- For other suggestions of items with two to four phonemes from around the classroom see the word chart for the game "Who Has?"

Add Phonemes to Spoken One-Syllable Words

- Use the Adding a Sound Word Lists.
- Gather a collection of any variety of blocks (e.g., unit blocks or locking cubes).
- Tell students you will provide a word and a sound, and you want them to add the sound to the word to make a new word. For example: “What new word do you get if you add /sh/ to *in*?”
- As students blend the word and sound to make a new word, give them a block. With each block students get a turn to place it, building a collective structure as the game continues.

Phonemes—Poems/Songs/Nursery Rhymes (P/S/NR)

Isolate Beginning Sounds

- Recite or sing any familiar poems, songs, or nursery rhymes making mistakes with the beginning sound on key words. For example: “Humpty Sumpty sat on a wall.” Ask students to listen for your mixed-up beginning sounds and fix the word when they catch a mistake.
- Recite any of the following poems providing the beginning sound of the names of participating students when you get to the point where a student name can be inserted. For example: “Rain, rain, go away. Come again another day. Little /b/ wants to play.” Students identify the student name that begins with the provided sound, then repeat the line inserting the name and continue the verses.
 - *Rain, Rain, Go Away* (P/S/NR Resource 23)
 - *Pat-a-Cake* (P/S/NR Resource 19 provided in Section 1)
 - *Who Stole the Cookie from the Cookie Jar?* (P/S/NR Resource 15 provided in Section 1)
- Recite either of the following poems changing the alliteration for *Wee Willie Winkie* or *Peter, Peter, Pumpkin Eater* to an alternate beginning sound. For example: “Fee Fillie Finkie runs through the town.” Ask students to listen for your mixed-up beginning sound and provide the mixed-up sound they heard you use (e.g., /f/) each time.
 - *Wee Willie Winkie* (P/S/NR Resource 24)
 - *Peter, Peter, Pumpkin Eater* (P/S/NR Resource 25)

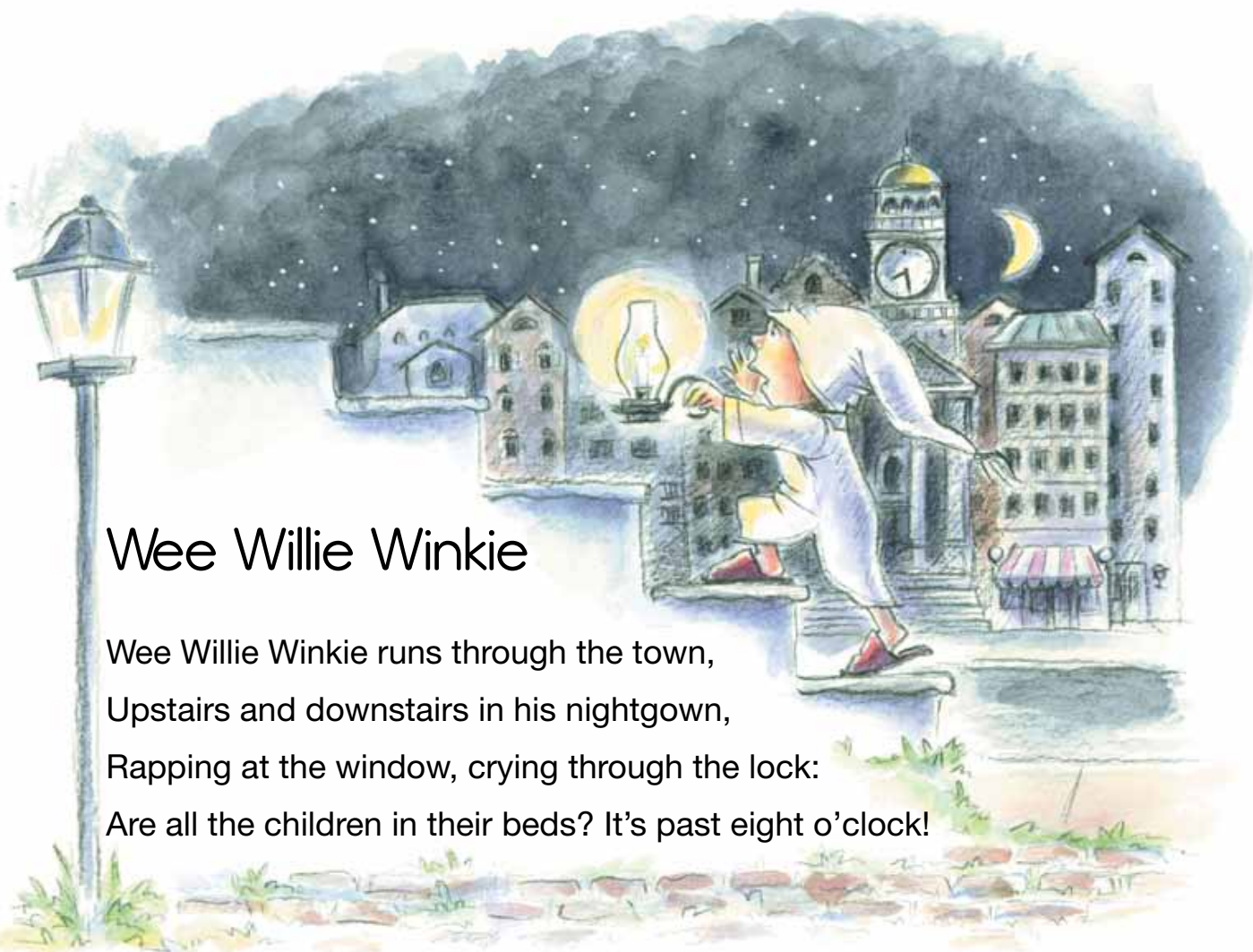
Directions: Recite, and at the spot for a student's name, only provide the beginning sound for names (e.g., /b/ for Billy). Students identify the student who's name starts with the sound provided.

Rain, Rain, Go Away

Rain, rain, go away,
Come again another day,
Little [student's name] wants to play



Directions: Recite, changing the alliteration for "Wee Willie Winkie" (e.g., Fee Fillic Finkie). Have students identify the alternate beginning sound.



Wee Willie Winkie

Wee Willie Winkie runs through the town,
Upstairs and downstairs in his nightgown,
Rapping at the window, crying through the lock:
Are all the children in their beds? It's past eight o'clock!

Directions: Recite, changing the alliteration for "Peter, Peter, Pumpkin" (e.g., Meter, Meter, Mumpkin). Have students identify the alternate beginning sound.

Peter, Peter, Pumpkin Eater

Peter, Peter, pumpkin eater,
Had a wife and couldn't keep her.
He put her in a pumpkin shell
And there he kept her very well.



Orally Blend Sounds (Two or Three Phonemes)

Old MacDonald (P/S/NR Resource 1)

- Sing the song using animal names having two or three phonemes.* (Use four-phoneme animal names only for challenge.) At the point when an animal is named in the verse, sing it with segmented phonemes. Students blend the phonemes to identify the animal and complete the verse as you insert the appropriate animal name.* For example: “Old MacDonald Had a Farm, E-I-E-I-O. And on this farm he had a /d/ /u/ /k/, E-I-E-I-O.” Then the rest of the group completes the verse with the appropriate animal name: “With a duck, duck here, and a duck, duck there, Here a duck, there a duck, everywhere a duck, duck. Old MacDonald had a farm, E-I-E-I-O.”

*Animal names that apply include: *cow, dog, duck, pig, mouse, horse, sheep, bee, cat, bird, hen, and chick.*

Five Little Ducks (P/S/NR Resource 16)

- Sing the song using animal noises having two or three phonemes.* (Use four-phoneme animal noises only for challenge). In Line 4 of the verses, sing an animal noise* with segmented phonemes. Students will blend the phonemes to identify the animal noise and complete the verse as you sing the identified animal noise. For example: [at Line 4] “He ruled the others with a /h/ /i/ /s/! Hiss, hiss, hiss! Hiss, hiss, hiss! He ruled the others with a hiss, hiss, hiss!”

*Animal noises that apply include: *moo, meow, woof, hiss, neigh, baa, buzz, and roar.*

If You're Happy and You Know It (P/S/NR Resource 6)

- Sing the song using two or three phoneme words (Use four-phoneme words only for challenge). Adjust the traditional song actions (e.g., “stamp your feet”) with “blend with me.” After each “...blend with me,” sing a word with segmented phonemes, using an appropriate blending motion (see Blending Motions for Two- to Four-Phoneme Words). Students say the blended word and join in, repeating the two subsequent times in the verse. Try to keep with the beat of the song.
- For example:

“If you’re happy and you know it, blend with me. /s/ /i/ /t/ sit! (arm blending motion)

If you’re happy and you know it, blend with me. /s/ /i/ /t/ sit! (arm blending motion)

If you’re happy and you know it, then your face will surely show it.

If you’re happy and you know it, blend with me. /s/ /i/ /t/ sit! (arm blending motion)“

Note: The Poems/Songs/Nursery Rhymes do not allow for practice with the phonemes skill: Add phonemes to spoken one-syllable words. See suggestions under Worksheets and Games for instructional activities to target this skill.

Old MacDonald

Old MacDonald had a farm, E-I-E-I-O.

And on this farm he had some chicks, E-I-E-I-O.

With a chick-chick here, and a chick-chick there,

Here a chick, there a chick, everywhere a chick-chick.

Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O.

And on this farm he had some ducks, E-I-E-I-O.

With a quack-quack here, and a quack-quack there,

Here a quack, there a quack, everywhere a quack-quack.

Old MacDonald had a farm, E-I-E-I-O.

Continue with more verses about different animals and sounds:

cow: moo-moo, sheep: baa-baa, pig: oink-oink, horse: neigh-neigh, dog: bow-wow, cat: meow-meow.

Directions: Sing and on line 2 pronounce two or three phoneme animal names with segmented phonemes (e.g., /d/ /u/ /k/). Students blend and sing the rest of the verse with the identified animal name.



Five Little Ducks

Five little ducks that I once knew
Fat ones, skinny ones, tall ones, too.
But the one little duck with the feather on his back,
He ruled the others with a quack, quack, quack!
Quack, quack, quack! Quack, quack, quack!
He ruled the others with a quack, quack, quack!

Down to the river they would go,
Wibble, wobble, wibble, wobble, all in a row.
But the one little duck with the feather on his back,
He ruled the others with a quack, quack, quack!
Quack, quack, quack! Quack, quack, quack!
He ruled the others with a quack, quack, quack!



If You're Happy and You Know It

If you're happy and you know it,

Clap your hands [*clap, clap*].

If you're happy and you know it,

Clap your hands [*clap, clap*].

If you're happy and you know it,

Then your face will surely show it.

If you're happy and you know it,

Clap your hands [*clap, clap*].

Sing more verses with different actions, like "stomp your feet," "wiggle your nose," "tap your head," and "shout hooray."



Directions: Sing "blend with me" instead of "clap your hands." Follow each "blend with me" line with a word said with segmented phonemes (e.g., /s/ /l/ /t/). Students blend and say the word, then continue the verse.

Phonemes—Progress Monitoring

10 Progress Monitoring Assessment

A sample system (recommended) for collecting progress monitoring data is provided below. Individual records should be kept for each student in need of remediation for the skill related to Phonological Awareness: Phonemes (two or three). Observational records of general performance with the target skill can be kept under Remediation Sessions. The date and an overall ranking of the student's performance with the skill can be noted:

Not Yet Ready (NYR)

Progressing (P)

Ready (R)

Most of the tasks in the Guided Practice section of the lesson plans lend themselves to progress monitoring. To adjust the task from a learning tool to an assessment tool, simply have the student complete a handful of items without assistance and record the score under Progress Monitoring.

Sample of Completed Progress Monitoring Form													
Student:	Remediation Sessions (Date & Score of NYR, P, R)								Progress Monitoring (Dates & Scores)				
Phonemes Skill													
Isolate Beginning Sounds	4/11 P	4/12 P	4/13 R	4/14 R						4/11 2/4	4/14 4/4		
Orally Blend Sounds (Two or Three Phonemes)													
Add Phonemes to Spoken One-Syllable Words													

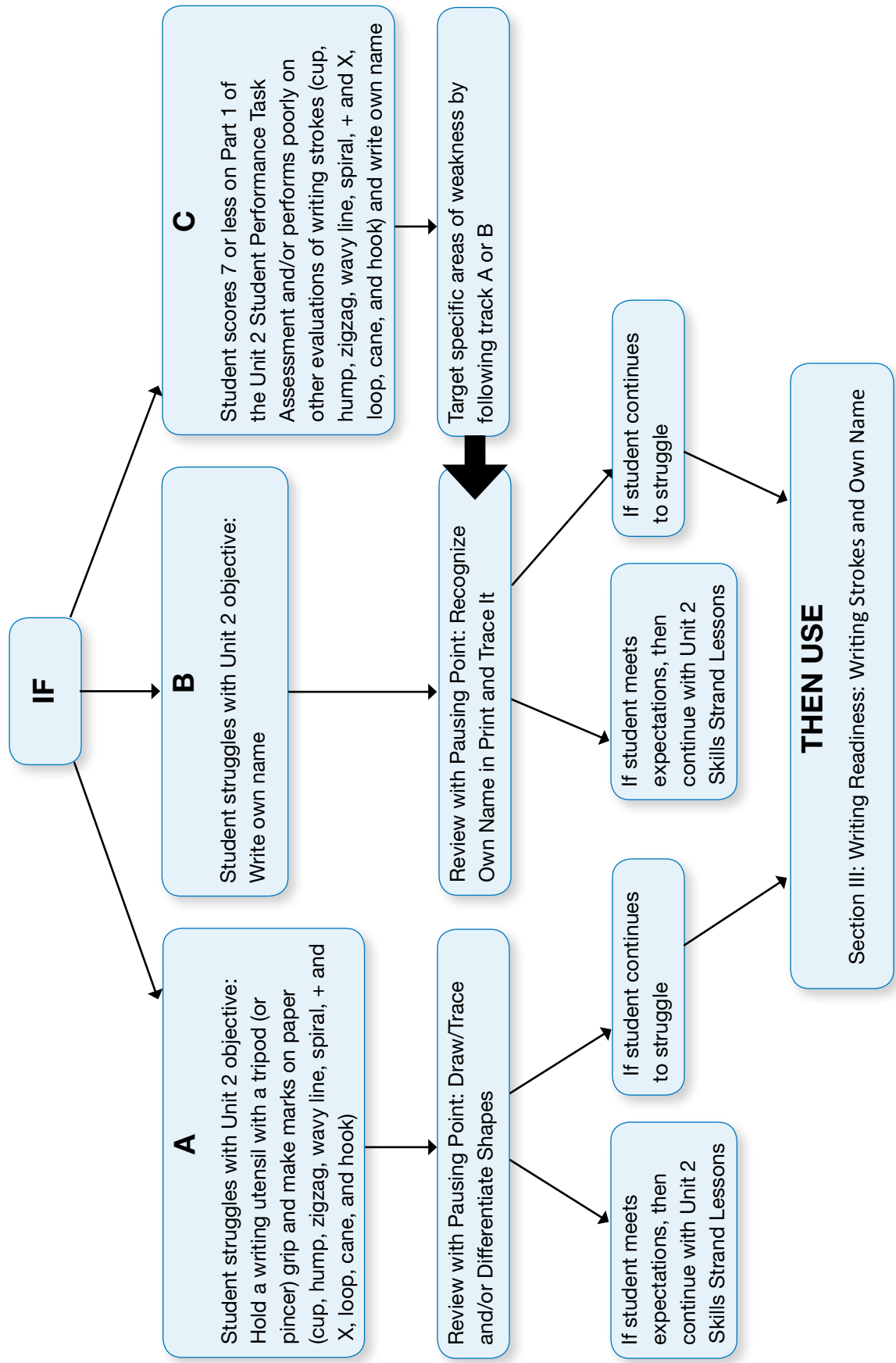
Progress Monitoring—Phonemes

	Remediation Sessions (Date & Score of NYR, P, R)	Progress Monitoring (Dates & Scores)
Phonemes Skill		
Isolate Beginning Sounds		
Orally Blend Sounds (Two or Three Phonemes)		
Add Phonemes to Spoken One-Syllable Words		

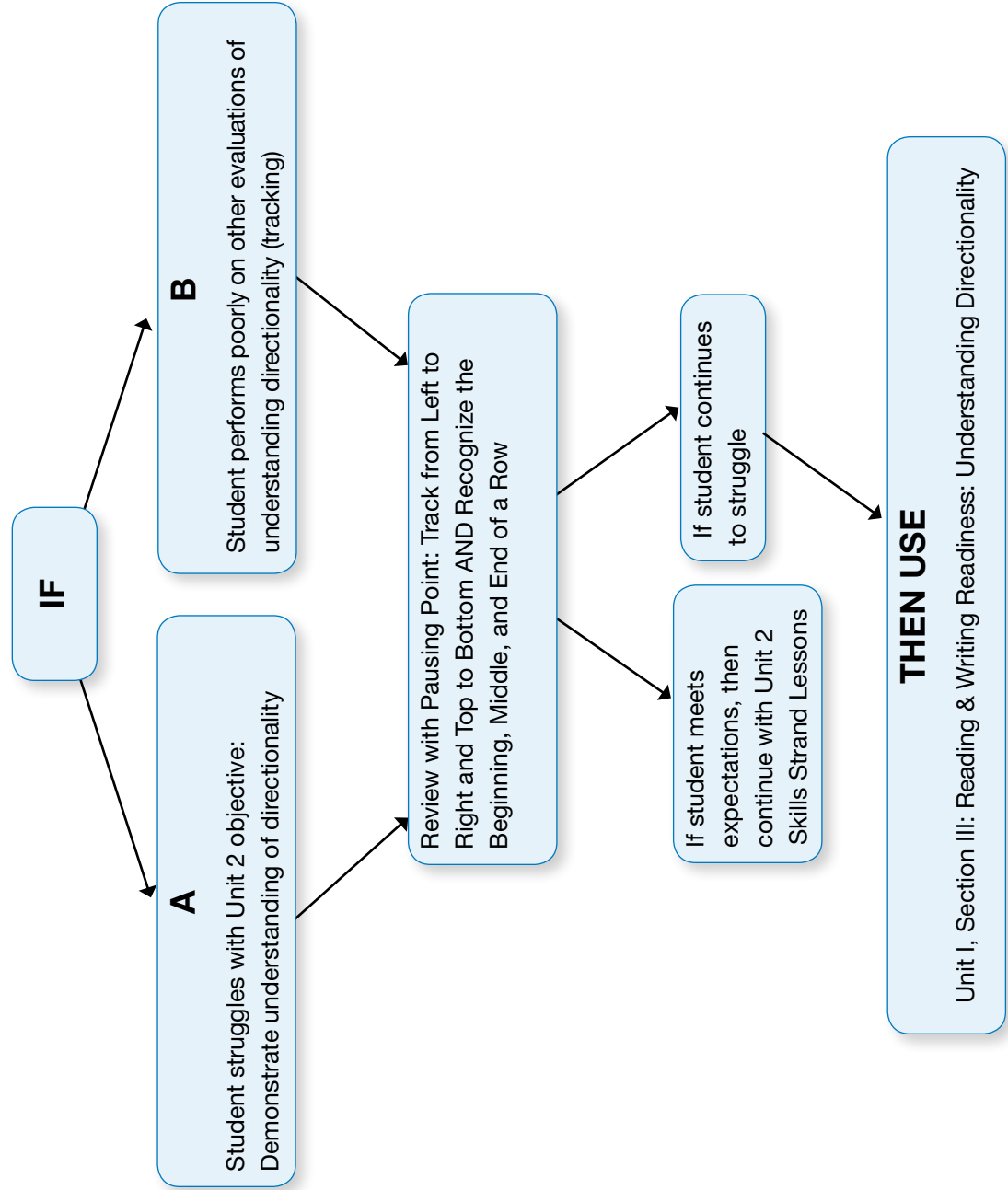
Section III

Writing Readiness: Writing Strokes and Own Name

Determining Student Need for Section III, Writing Readiness: Writing Strokes and Own Name



Determining Student Need for Reading & Writing Readiness: Understanding Directionality



Lesson Template

Writing Readiness: Writing Strokes and Own Name

Focus: Writing Strokes and Own Name	Teaching	Materials
Warm-Up	<p>Objective: Prompt student attention to the tripod grip. Also reinforce knowledge of writing strokes and shape names.</p> <p>Exercise: Provide students with a writing surface and implement, and an eraser for free drawing time. See the Methods for Learning Writing Strokes chart to select an appropriate option. A timer can be used to set a time limit. While students are drawing, check and correct tripod grips.</p> <p>Draw a variety of the writing strokes and shapes that have been taught for students to identify for review.</p>	Writing surface and implement (e.g., chalkboard & chalk, eraser)
Explicit Instruction	<p>Objective: Model the target writing stroke for instruction.</p> <p>Learning about Writing Strokes and Own Name: Tell students how the tripod grip will be used in today’s lesson. Demonstrate drawing the target writing stroke(s) or shape(s) for the lesson. Ask students:</p> <p>“Where do I start my line?”</p> <p>“Which direction does it go to make a _____ for writing?”</p> <p>Complete most of the sample items correctly, but complete some items incorrectly to address common mistakes. (The more difficult the skill, the more modeling may be required.)</p>	Writing surface and implement (e.g., chalkboard & chalk, eraser)
Guided Practice	<p>Objective: Provide students an engaging opportunity to develop writing readiness skills with decreasing support as their skills strengthen.</p> <p>Working with Writing Grip Strokes and Own Name: Ask students to:</p> <p>Demonstrate the tripod grip. (Correct as needed.)</p> <p>Draw one big target writing stroke or shape on the board to show you.</p> <p>Next erase and draw four writing strokes or shapes and show you the best one.</p> <p>Then erase and fill the board with writing strokes or shapes of all different sizes.</p> <p>Application of Skills: Select worksheets (see Worksheets for suggestions) and create drawing activities aligned with the writing stroke(s) or shape(s)</p>	<p>Writing surface and implement (e.g., chalkboard & chalk, eraser) per student</p> <p>Activity Dependent: Worksheet and/ or other drawing resources per student</p> <p>Progress Monitoring Charts</p>

Focus: Writing Strokes and Own Name	Teaching	Materials
<p>Independent Practice</p>	<p><u>Objective:</u> Allow students to practice tracing their names using writing strokes with high levels of independence as they strive for mastery. In addition, bolster writing readiness with fine motor activities.</p> <p><u>Practicing and Extending Skills by Practicing Own Name:</u> Provide students with a page inside a clear plastic sleeve that has their name printed four to six times (depending on the length of the name). Also supply a dry erase marker and eraser (tissue, sock, or cloth). Ask students to trace their name on every line and then put a star next to their best one to show you.</p> <p><u>Practicing and Extending Skills by Applying Writing Strokes:</u> Revisit previously taught activities aligned with the writing stroke(s) or shape(s) taught in the lesson.</p> <p><u>Refining Fine Motor Skills:</u> Engage in an activity that promotes fine motor strength and skill. (See Fine Motor Activities for suggestions. These activities should be previously taught and practiced before students are expected to engage with them independently.)</p>	<p>Page with name for tracing in a clear plastic sleeve with dry erase marker and eraser per student</p> <p>Activity Dependent: Worksheet and/or other drawing resources per student</p> <p>Fine Motor Activity Resources</p>

Sample Remedial Lesson

Writing Readiness: Writing Strokes and Own Name

Focus: Writing Strokes and Own Name	Teaching	Materials
Warm-Up	<p>Objective: Prompt student attention to the tripod grip. Also reinforce knowledge of writing strokes and shape names.</p> <p>Exercise: Allow students to use space on the classroom chalkboard with their own small paintbrush and cup of water for free drawing time. Model using the tripod grip since a paintbrush is a unique implement. Set the timer for three minutes. While students are drawing, check and correct tripod grips.</p> <p>Draw writing strokes and shapes for students to identify for review: vertical line, horizontal line, circle, diagonal line, cup, and hump.</p>	Classroom chalkboard, paintbrushes, & cups of water per student
Explicit Instruction	<p>Objective: Model the target writing stroke for instruction.</p> <p>Learning about Writing Strokes and Own Name: Tell students the tripod grip will be used to make zigzags. Demonstrate drawing a zigzag on the dry erase board. Ask students:</p> <p>“Where do I start my line?”</p> <p>“Which direction does it go to make a zigzag for writing?”</p> <p>Repeat the modeling, and make the mistake of lifting the marker when the line changes direction, leaving gaps at the points of the zigzag. If students do not catch your error, point out that you did not keep your marker on the board and it caused gaps. Redo the zigzag correctly. Complete a few more examples varying the size of the zigzag.</p>	Dry erase board, dry erase marker, & tissue
Guided Practice	<p>Objective: Provide an engaging opportunity to develop writing readiness with support that decreases as students’ skills strengthen.</p> <p>Working with Writing Grip Strokes and Own Name: Using individual writing supplies ask students to:</p> <p>Demonstrate the tripod grip. (Correct as needed.)</p> <p>Draw one big zigzag on the board to show you.</p> <p>Next erase and draw four zigzags and show you the best one.</p> <p>Then erase and fill the board with zigzags of all different sizes.</p> <p>Application of Skills: Once students practice zigzags in a variety of ways on the dry erase board, tell them they are going to use the zigzag to design a hot air balloon! Demonstrate on the dry erase board how to draw an oval for the balloon, a basic line and square below for the basket, and zigzags on the balloon for decoration. Provide a copy of Writing Strokes Worksheet 38 in a plastic sleeve. Students can use and reuse this page with their dry erase marker and tissue to practice zigzags. Once students successfully complete the practice, model drawing the outline for a single, large, centered hot air balloon on a white piece of paper. Invite students to draw their own and use the zigzag to decorate the balloon. Suggest that they draw the King and Queen riding in the basket!</p> <p>Extension: Model adding smaller balloons in the distance and using previously learned writing strokes to decorate. Challenge students to do the same. Previously learned strokes include: vertical line, horizontal line, circle, diagonal line, cup, and hump.</p>	<p>Dry erase board, dry erase marker, & tissue per student</p> <p>In a plastic sleeve for each student: Writing Strokes 38</p> <p>For each student: white paper and crayons</p> <p>Progress Monitoring Chart(s)</p>

Focus: Writing Strokes and Own Name	Teaching	Materials
<p>Independent Practice</p>	<p><u>Objective:</u> Allow students to practice tracing their name and using writing strokes with high levels of independence as they strive for mastery. In addition, bolster writing readiness with fine motor activities.</p> <p><u>Practicing and Extending Skills by Practicing Own Name:</u> Provide students with a page inside a clear plastic sleeve that has their name printed four to six times (depending on the length of the name). Also supply a dry erase marker and tissue. Ask students to trace all their names and then put a star next to their best one to show you.</p> <p><u>Practicing and Extending Skills by Applying Writing Strokes:</u> Allow students to revisit the worksheet for zigzag practice and provide additional white paper and crayons for students to create more hot air balloon pictures independently.</p> <p><u>Refining Fine Motor Skills:</u> At the sink, direct students to take turns using their cups of water from the Warm-Up to see how many cups of water it takes to fill a large container (e.g., pitcher). Actually keeping track of the number is an optional challenge.</p>	<p>Page with name for tracing in a clear plastic sleeve with dry erase marker and tissue per student</p> <p>Writing Strokes 38</p> <p>For each student: white paper and crayons</p> <p>Sink, water cups from the Warm-Up, pitcher or container</p>

Methods for Learning Writing Strokes

Gross motor abilities tend to develop before fine motor abilities. Therefore, the following chart provides options that allow you to meet students at their motor ability level and steps to encourage their fine motor development.

If students struggle to improve their fine motor skills, consult with support staff (e.g., occupational therapist, school nurse, etc.) to evaluate for other potential physical obstacles.

Refining Steps (Gross to Fine Motor)	Surfaces	Methods
Step 1	Large vertical surfaces	Classroom dry erase board or chalkboard Easel Chart paper taped to the wall Implements such as a paintbrush with water on the chalkboard supports large strokes. Implements such as crayons on easel paper encourage more refined strokes.
Step 2	Large horizontal surfaces	Table or desk covered with paper Cookie sheet with rice or shaving cream Sand table/box Poster board Full newspaper sheet Using the pointer finger in rice, shaving cream, or sand supports large strokes. Refined strokes are encouraged by using the tripod grip with implements: drawing with the point of a paintbrush in rice, shaving cream, or sand and using crayons and markers on paper.
Step 3	Medium horizontal surfaces	Large construction paper Legal size paper Brown grocery bag Folded/cut newspaper sheet
Step 4	Small horizontal surfaces (large strokes)	8.5" x 11" paper, plain or in a plastic sheet protector sleeve* Individual dry erase boards or chalkboards Small construction paper Notepads Paper plates
Step 5	Small horizontal surfaces (small strokes)	Same as Step 4. Instead of using the full surface for large strokes, students draw small strokes (tracing or free form, filling in shapes, on lines, etc.)

*Dry erase markers and an eraser (tissue, sock, other cloth) can be used to write and erase on plastic sleeves to allow students to reuse worksheets or other practice pages.

Writing Strokes and Own Name Skills Cross-Reference

Writing Grip and Strokes Skill/CKLA Goal	Unit 2 Lessons										Unit 2 Pausing Point	
	1	2	3	4	5	6	7	8	9	10		
Hold a Writing Utensil with a Tripod (or Pincer) Grip and Make Marks on Paper (Cup, Hump, Zigzag, Wavy Line, Spiral, + and X, Loop, Cane, and Hook)	Making Cups with Playdough; Drawing Cups on a Vertical Surface; Cup Practice	Making Humps with Playdough; Drawing Humps on a Vertical Surface; Hump Practice	Drawing Zigzags on a Vertical Surface; Zigzag Practice; Differentiating Shapes; Tracing Shapes	Drawing Wavy Lines on a Vertical Surface; Wavy Line Practice; Tracing Shapes	Drawing Spirals on a Vertical Surface; Spiral Practice; Tracing Shapes	Drawing +’s and X’s on a Vertical Surface; + and X Practice	Drawing Loops on a Vertical Surface; Loop Practice; Tracing Shapes	Drawing Canes on a Vertical Surface; Cane Practice	Drawing Hooks on a Vertical Surface; Hook Practice			Tracing Worksheets PP1–PP5; Decorating Worksheets PP9–PP12
Write Own Name					Name Tracing	Name Tracing	Name Tracing	Name Tracing	Name Tracing	Name Tracing	Edible Names	

Writing Strokes and Own Name—Worksheets

General Tripod Grip Practice

Tracing Worksheets

Encourage students to trace over the pictures multiple times using a different color each time. Pages provide one large image or four smaller images to allow students to practice with larger or more refined drawing motions as needed. Tracing pages are numbered 11-17 as a continuation of Tracing Worksheets 1-10 from Unit 1, Section IV.

Specific Writing Stroke Practice

Writing Strokes pages are numbered 27-64 as a continuation of Writing Strokes 1-26 from Unit 1, Section IV.

- Curved Lines: Cup, Hump, & Crescent (Writing Strokes 27–34)
- Zigzag & Wavy Line (Writing Strokes 35–38)
- Spiral (Writing Strokes 39–40)
- X & + (Writing Strokes 41–44)
- Loop, Cane, & Hook (Writing Strokes 45–50)
- Mixed (Writing Strokes 51–61)

Decorating with Writing Strokes

- Prompt students to use any single or combination of writing strokes that have been taught to decorate the object on the page. First model the writing strokes you would like students to use and provide support as students perform practice strokes before they continue working more independently.
- The Tracing Worksheets 1–17 allow students to apply learned writing strokes for the purpose of decorating either the large or small images or both.
- Provide any of the pages for Decorating A–D, to allow students to apply learned writing strokes for the purpose of decorating.

Recognize and Trace Own Name (A–D)

- Use the Own Name pages to help students recognize the letters that make a picture of their own name. Write the student's name (uppercase for the first letter and lowercase for the rest) in the large name box to demonstrate the writing and provide a reference for the student. These pages can be used:
 - to practice recognizing student's own name
 - as a reference for student's own name
 - in a plastic sleeve to allow for tracing practice of student's own name using a dry erase marker

Worksheet A

- Paste a photo of the student in the frame or allow the student to draw a self-portrait.

Worksheet B & C

- Fill in the blanks with a mix of the name of the student and other classmates' names. Point out the name of the student at the top and ask students to draw a circle around the items marked with his/her name.

Worksheet D

- Point out the name of the student at the top. Highlight the first letter and point out that this is the student's initial. Ask the student to find the letters on the page matching the initial and circle them. (There are two for each letter.)

Writing Grip and Strokes—Fine Motor Activities

Variations for Practicing Writing Strokes

- Draw in trays of sand, rice, or shaving cream
- Draw shapes on vertical surfaces: paper taped to the wall or easel, dry erase board, or chalkboard (A *damp* sponge can be used for cleaner drawing practice on a chalkboard.)
- Draw with doodle programs on touch screen technologies

Other Fine Motor Activity Suggestions

- Building with blocks
- Pouring water from a pitcher to a cup
- Cutting and pasting
- Hole punching
- Stringing beads
- Lacing hole-punched cards
- Making shapes with play dough
- Playing with squirt bottles
- Screwing and unscrewing lids
- Using the thumb and pointer finger
- Using a turkey baster or nasal aspirator to blow ping pong balls back and forth
- Using tongs to pick up small objects

Writing Strokes and Own Name—Progress Monitoring

10 Progress Monitoring Assessment

A sample system (recommended) for collecting progress monitoring data is provided below. Individual records should be kept for each student in need of remediation for the following skills related to writing readiness: Writing Strokes and Own Name. Observational records of general performance with the target skill can be kept under Remediation Sessions. The date and an overall ranking of the student's performance with the skill can be noted:

Not Yet Ready (**NYR**)

Progressing (**P**)

Ready (**R**)

Most of the tasks in the Guided Practice section of the lesson plans lend themselves to progress monitoring. To adjust the task from a learning tool to an assessment tool, simply have the student complete a handful of items without assistance and record the score under Progress Monitoring.





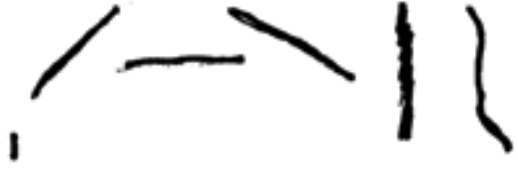
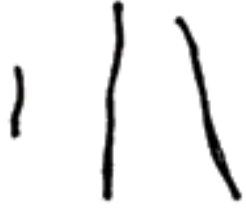



Sample of Completed Progress Monitoring Form													
Student:	Remediation Sessions (Date & Score of NYR, P, R)								Progress Monitoring (Dates & Scores)				
Writing Strokes & Own Name													
Identify and Draw a Cup	4/11 P	4/12 P	4/13 R	4/14 R						4/11 2/4	4/14 4/4		
Identify and Draw a Hump													
Identify and Draw a Zigzag													
Identify and Draw a Wavy Line													
Identify and Draw a Spiral													
Identify and Draw a + and X													
Identify and Draw a Loop													
Identify and Draw a Cane													
Identify and Draw a Hook													
Write Own Name													

Progress Monitoring—Writing Strokes and Own Name

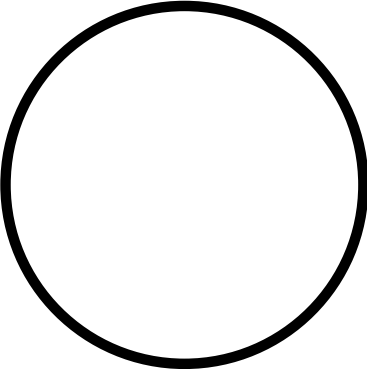



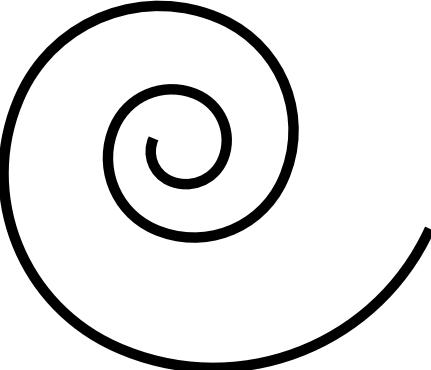

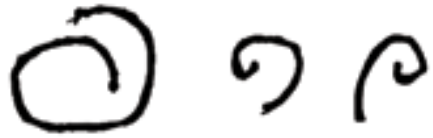
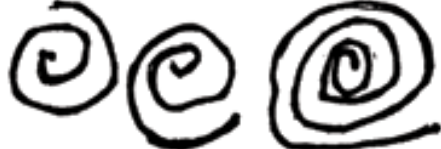
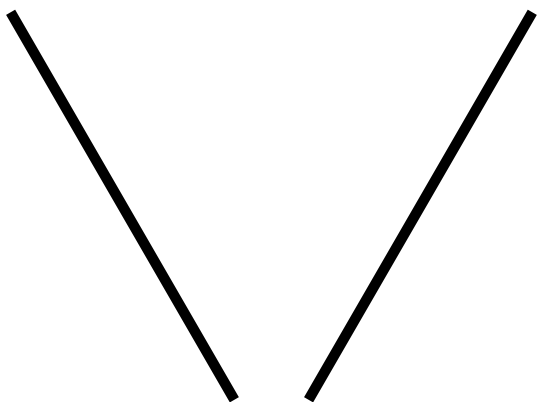



Student:	Remediation Sessions (Date & Score of NYR, P, R)								Progress Monitoring (Dates & Scores)			
Writing Strokes & Own Name												
Identify and Draw a Cup												
Identify and Draw a Hump												
Identify and Draw a Zigzag												
Identify and Draw a Wavy Line												
Identify and Draw a Spiral												
Identify and Draw a + and X												
Identify and Draw a Loop												
Identify and Draw a Cane												
Identify and Draw a Hook												
Write Own Name												

Writing Strokes Scoring Guide

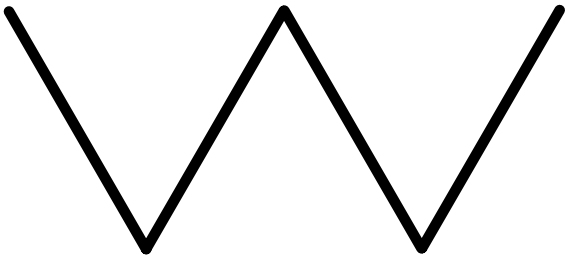



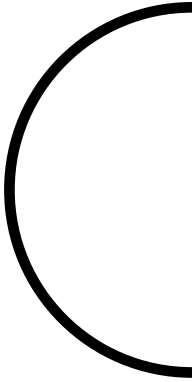



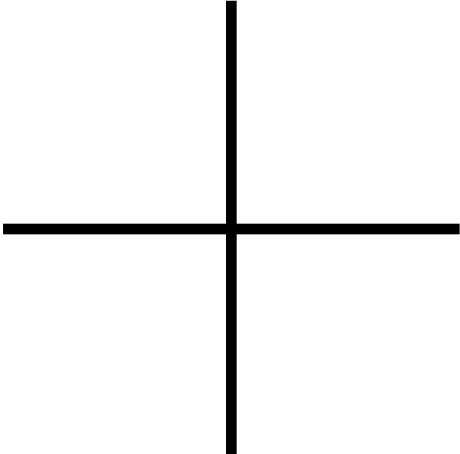
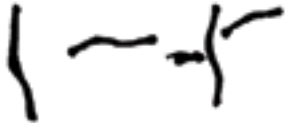

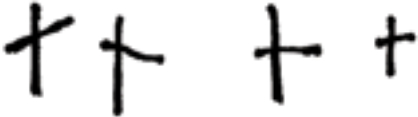
Rate each student's attempt to copy each writing stroke as Not Yet Ready (NYR), Progressing (P), or Ready (R).

	<p>Not Yet Ready (NYR): No attempt or mark on paper whatsoever</p> <hr/> <p>Progressing (P):</p>  <hr/> <p>Ready (R):</p> 
	<p>NYR: No attempt or mark on paper whatsoever</p> <hr/> <p>P:</p>  <hr/> <p>R:</p> 
	<p>NYR: No attempt or mark on paper whatsoever</p> <hr/> <p>P:</p>  <hr/> <p>R:</p> 

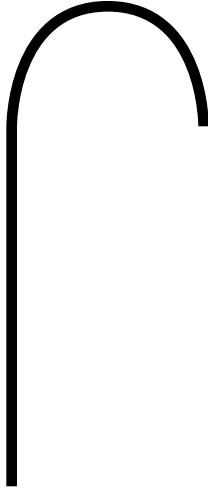





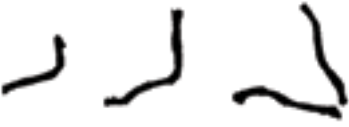

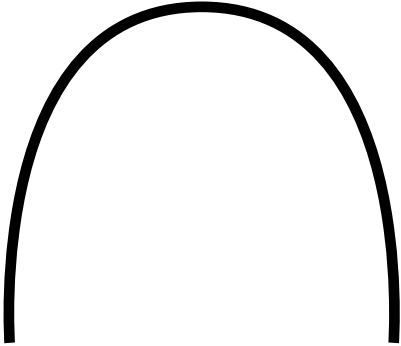



Writing Strokes Scoring Guide Continued

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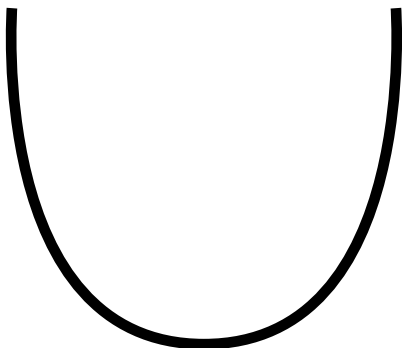







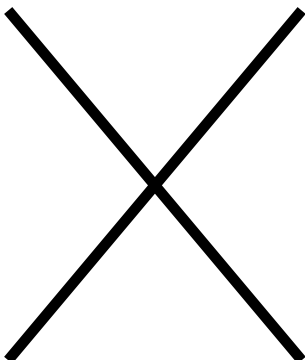

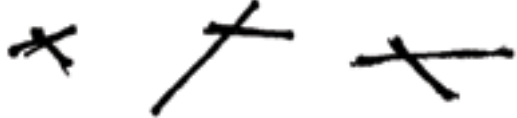
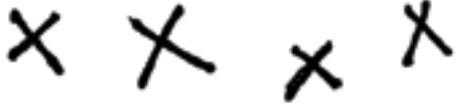
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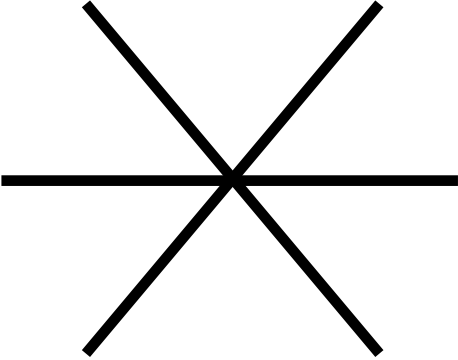



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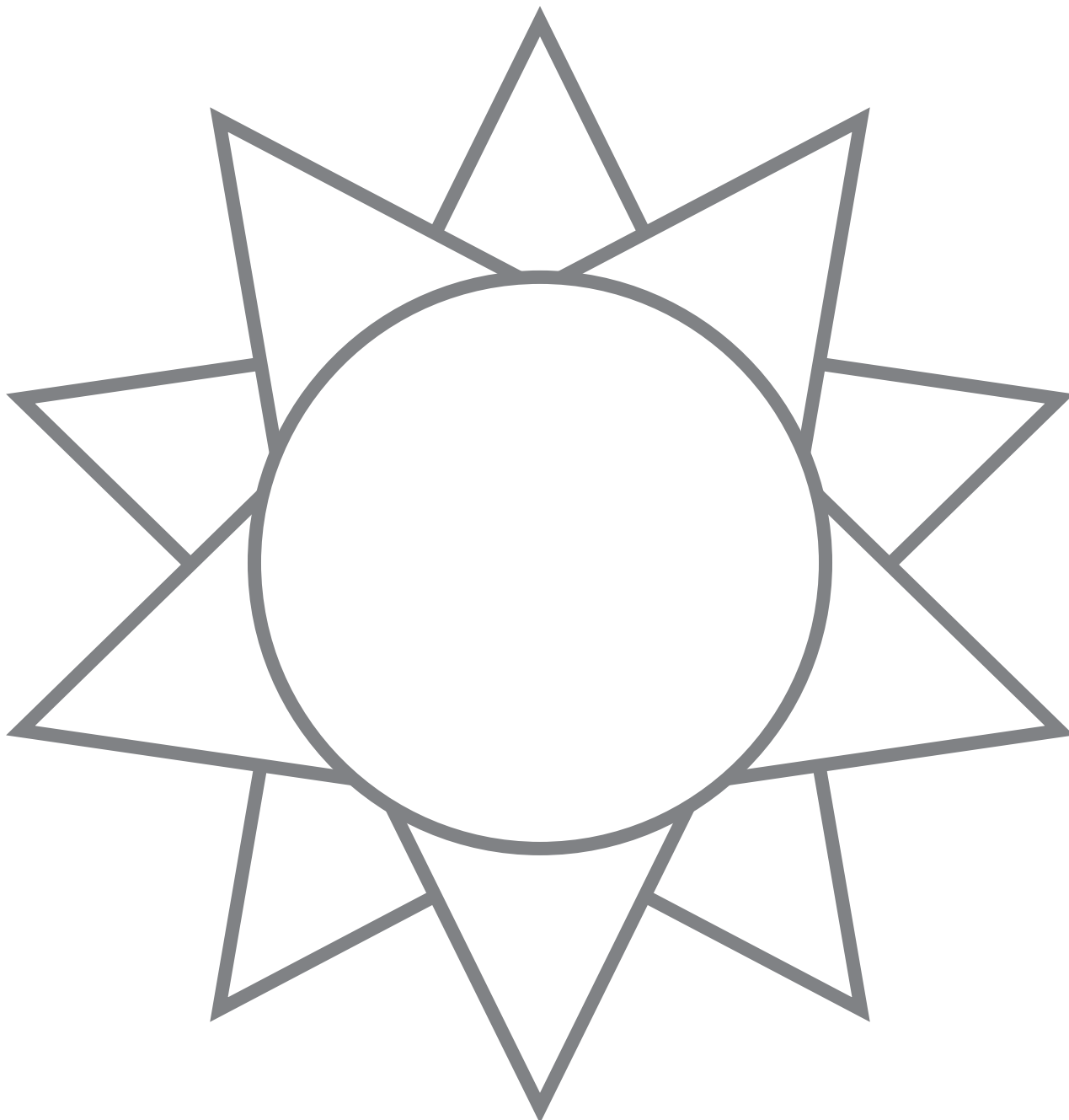
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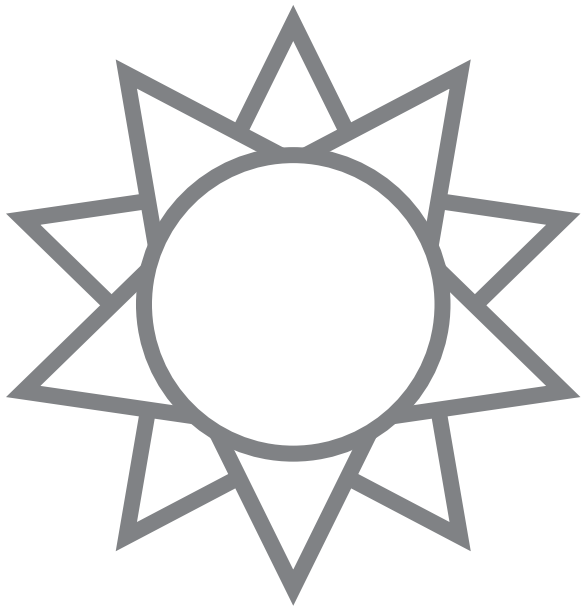
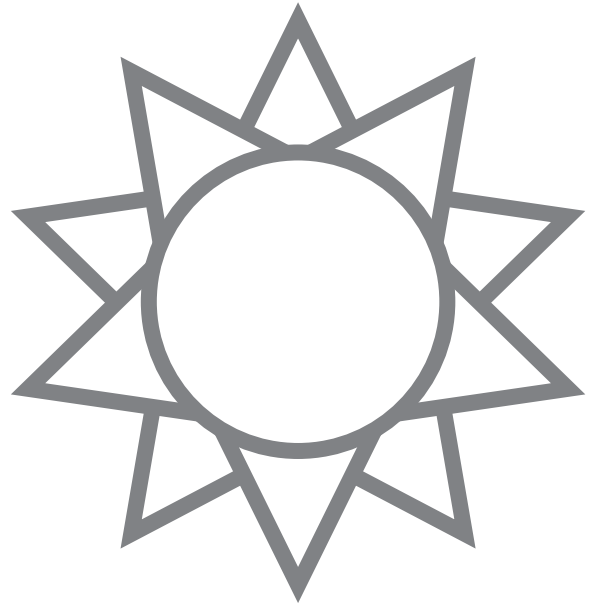
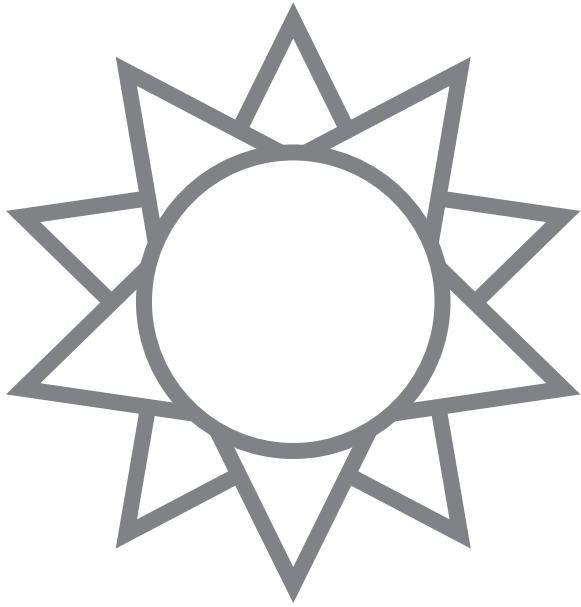
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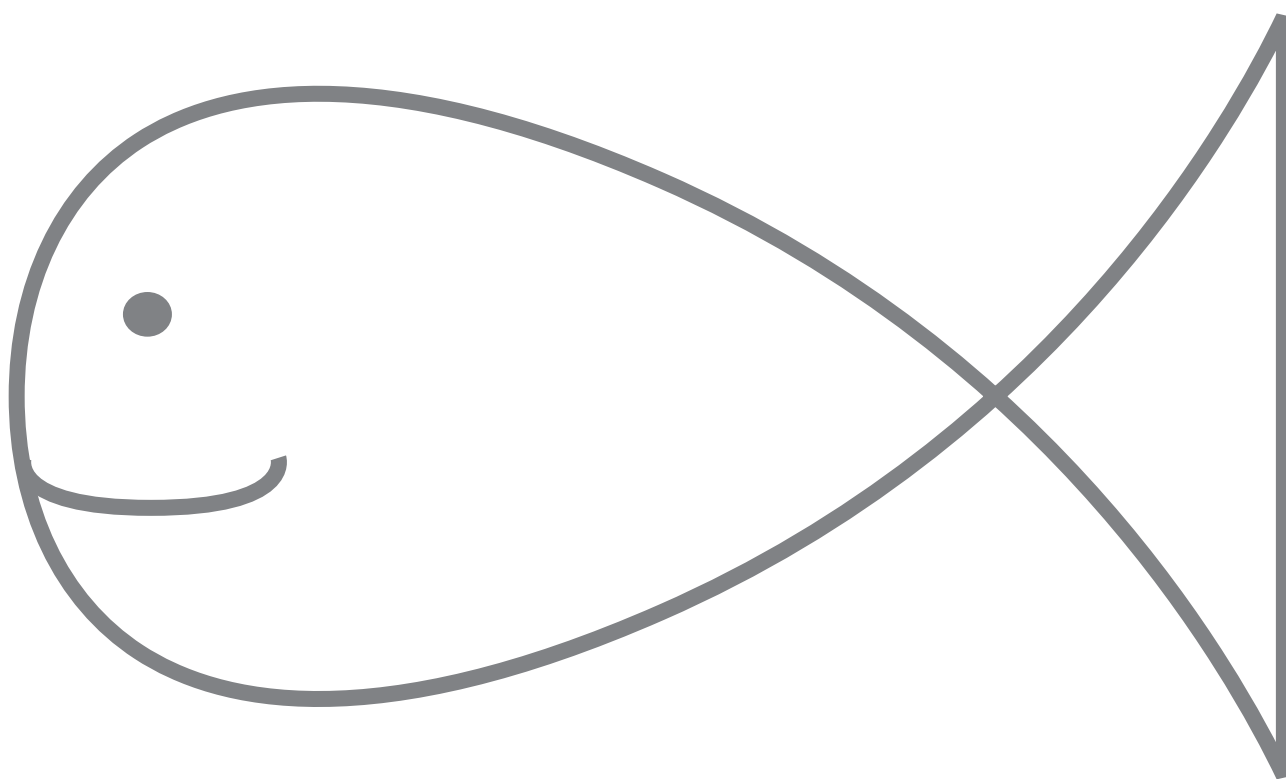
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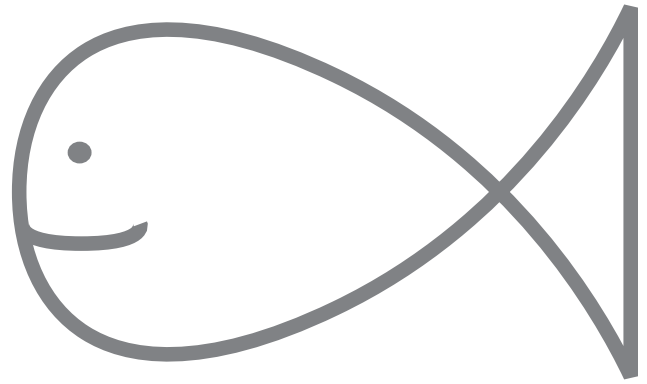
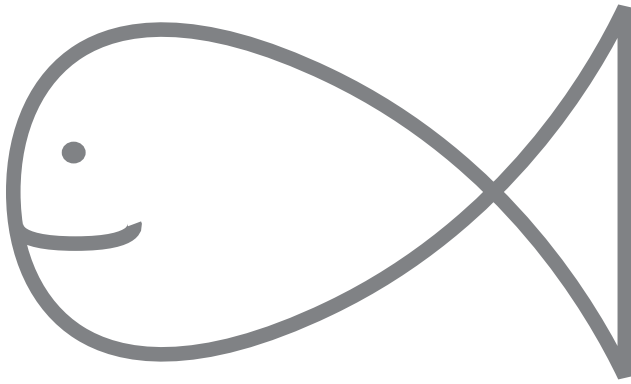
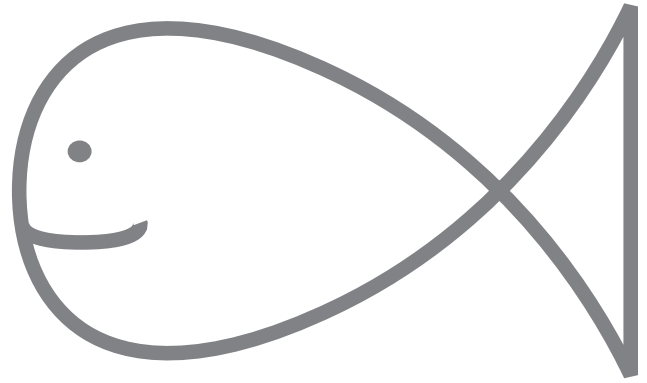
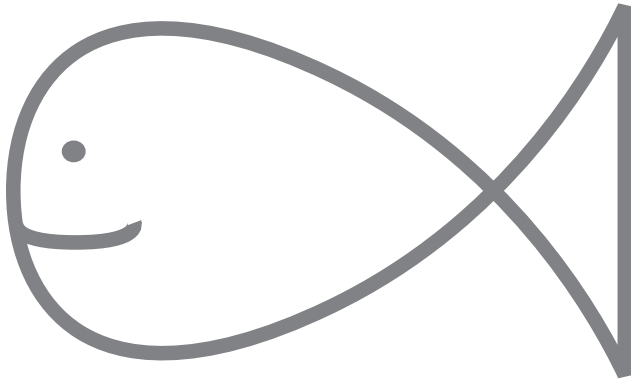




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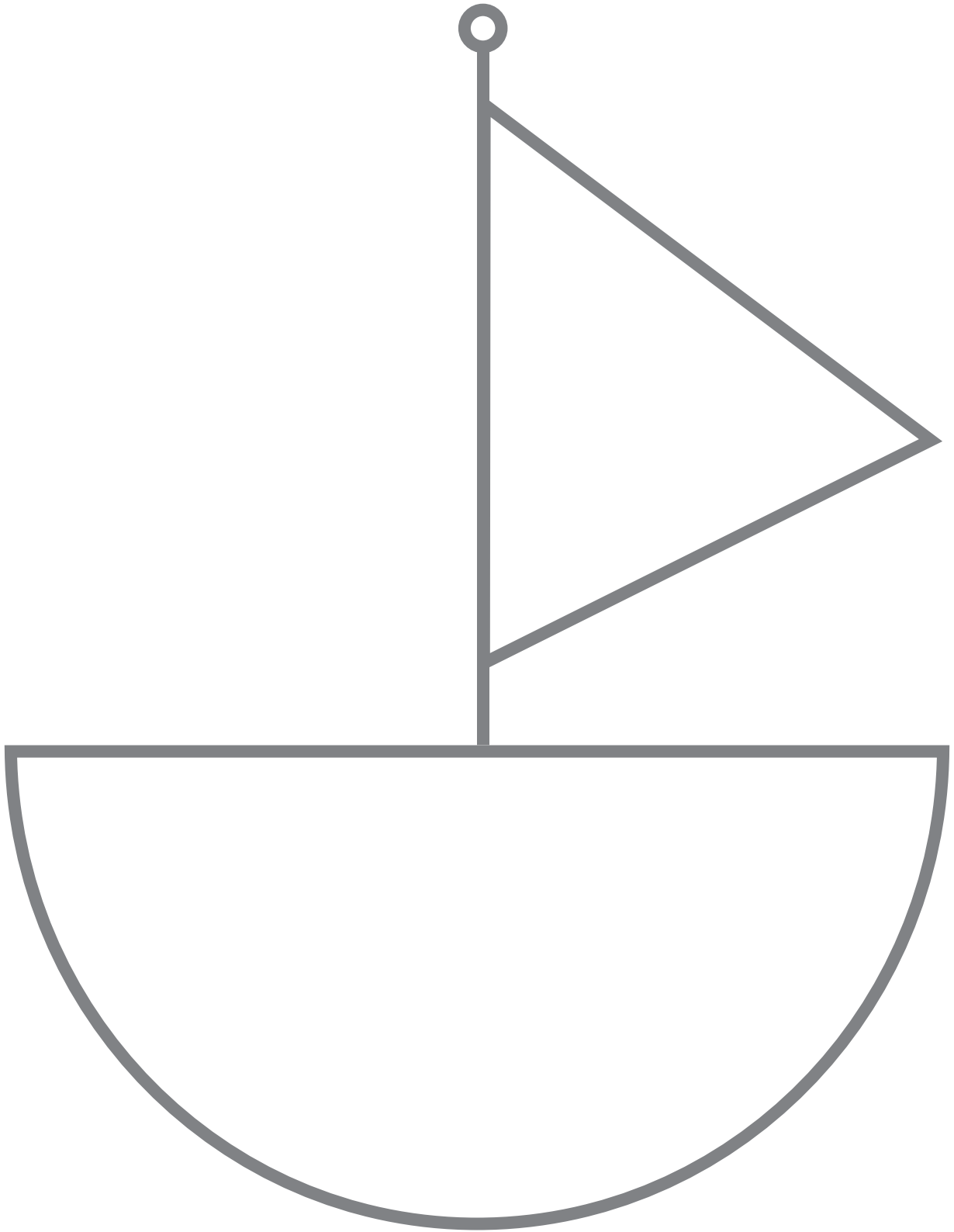
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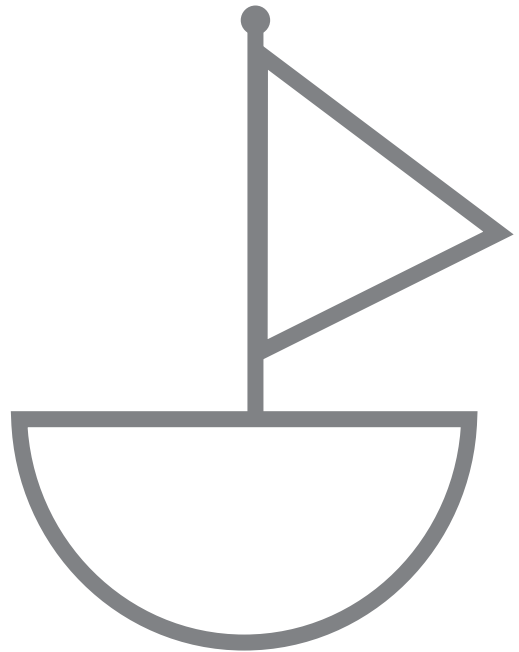
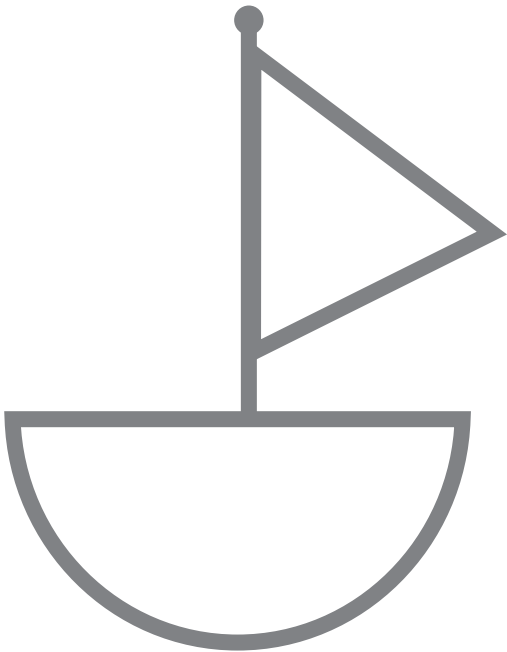
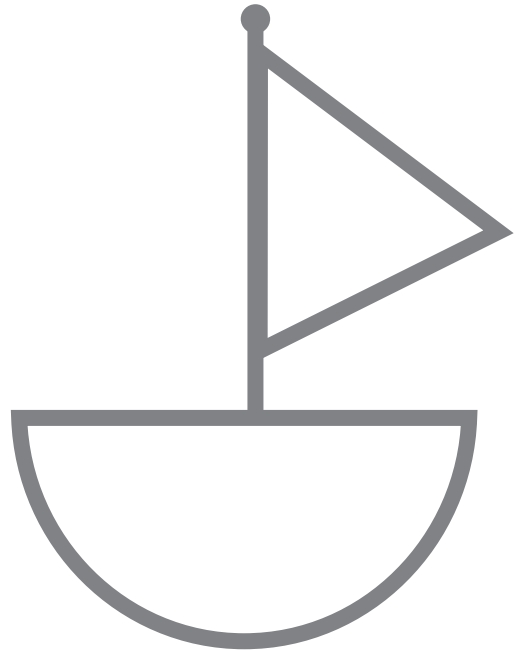
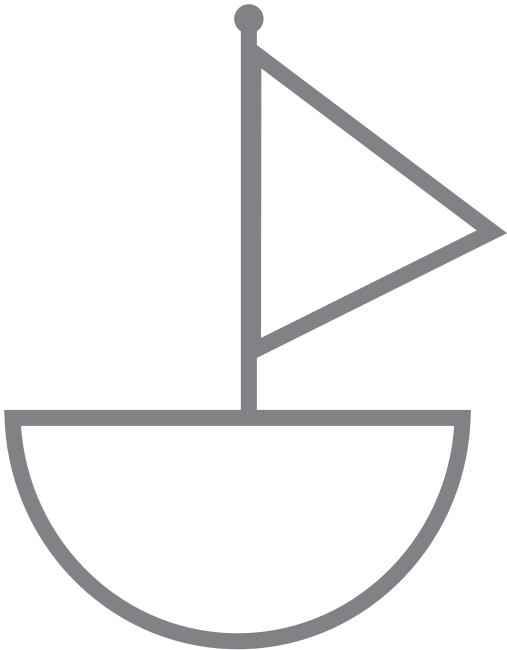




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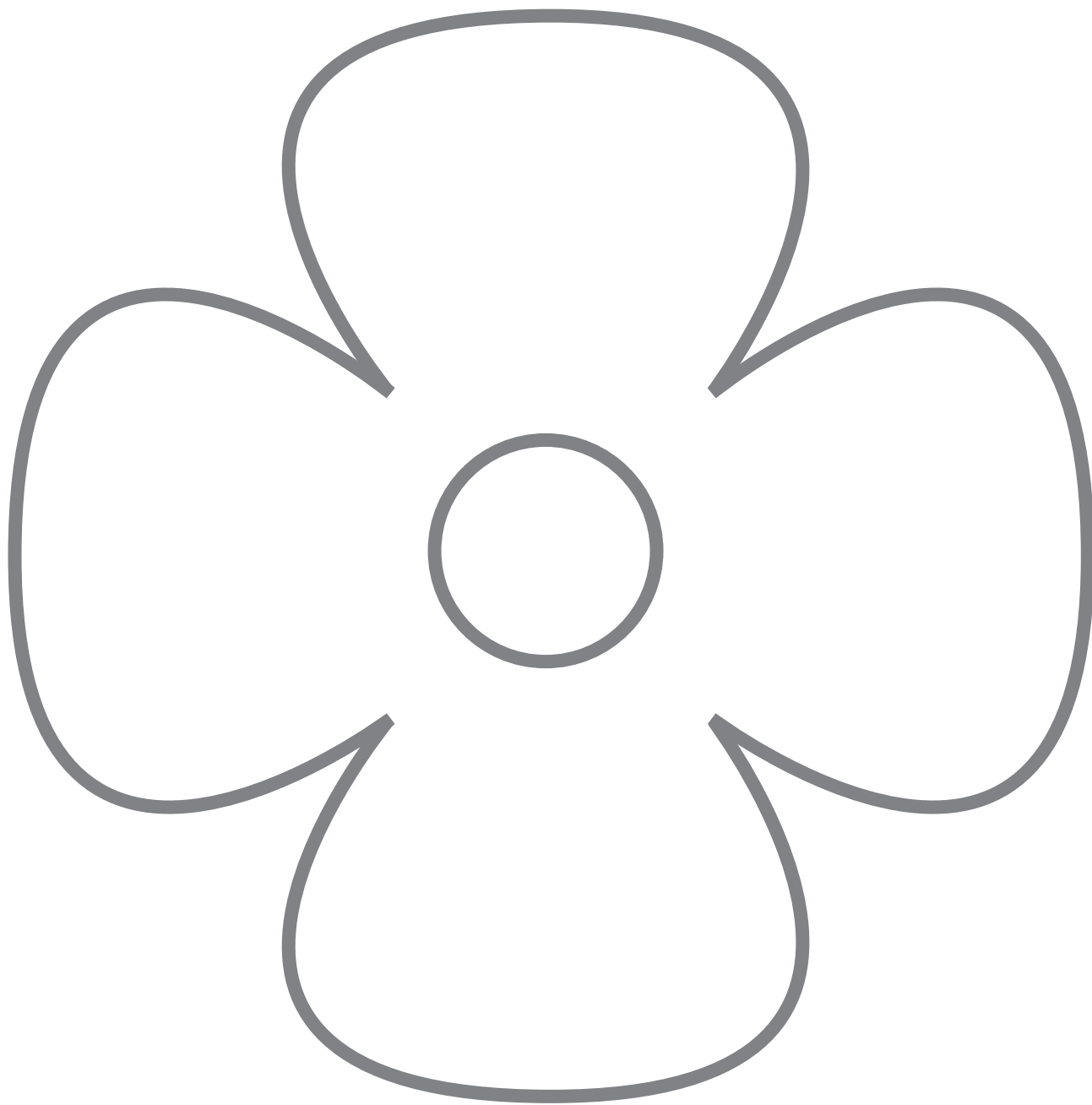
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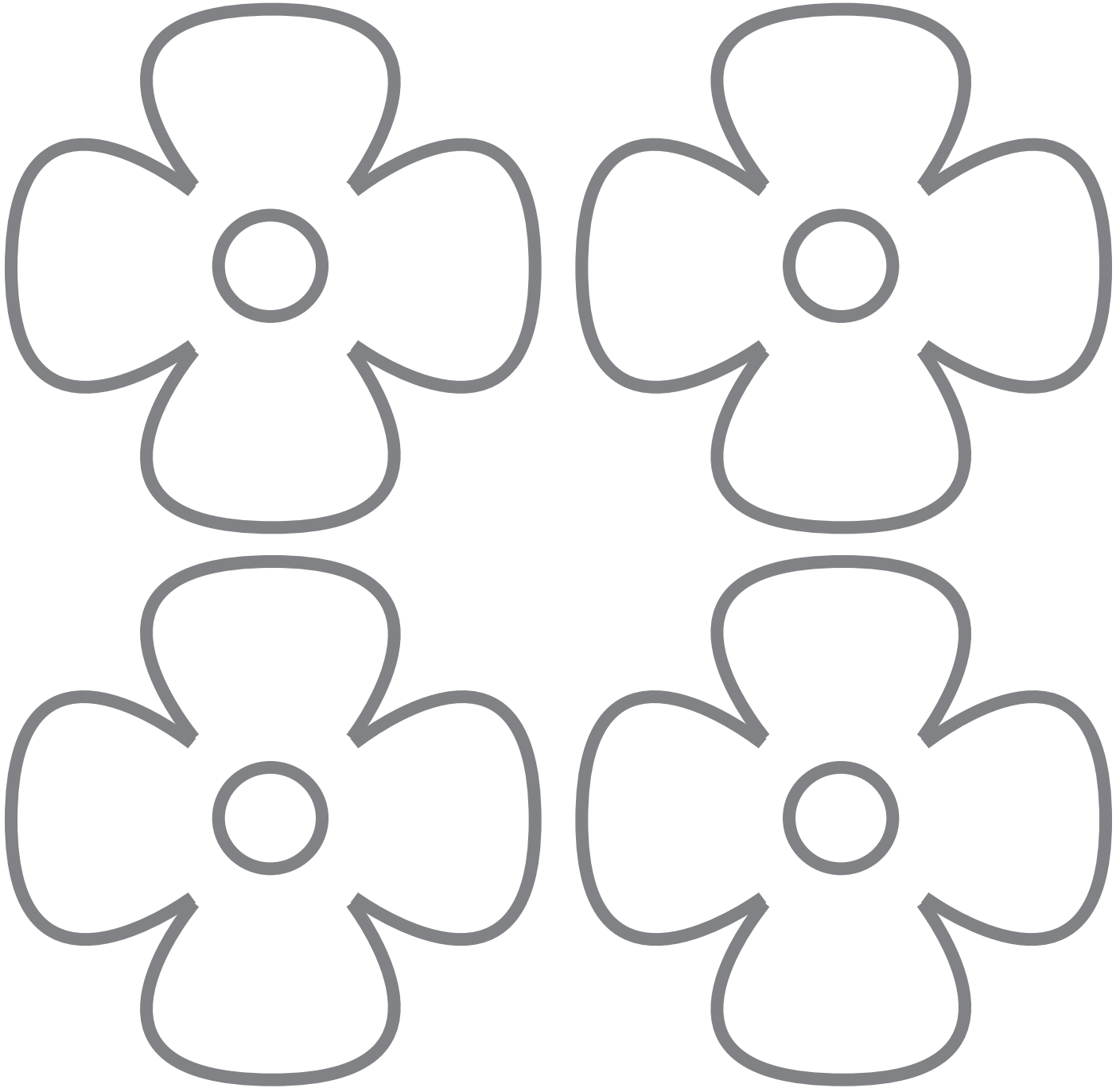




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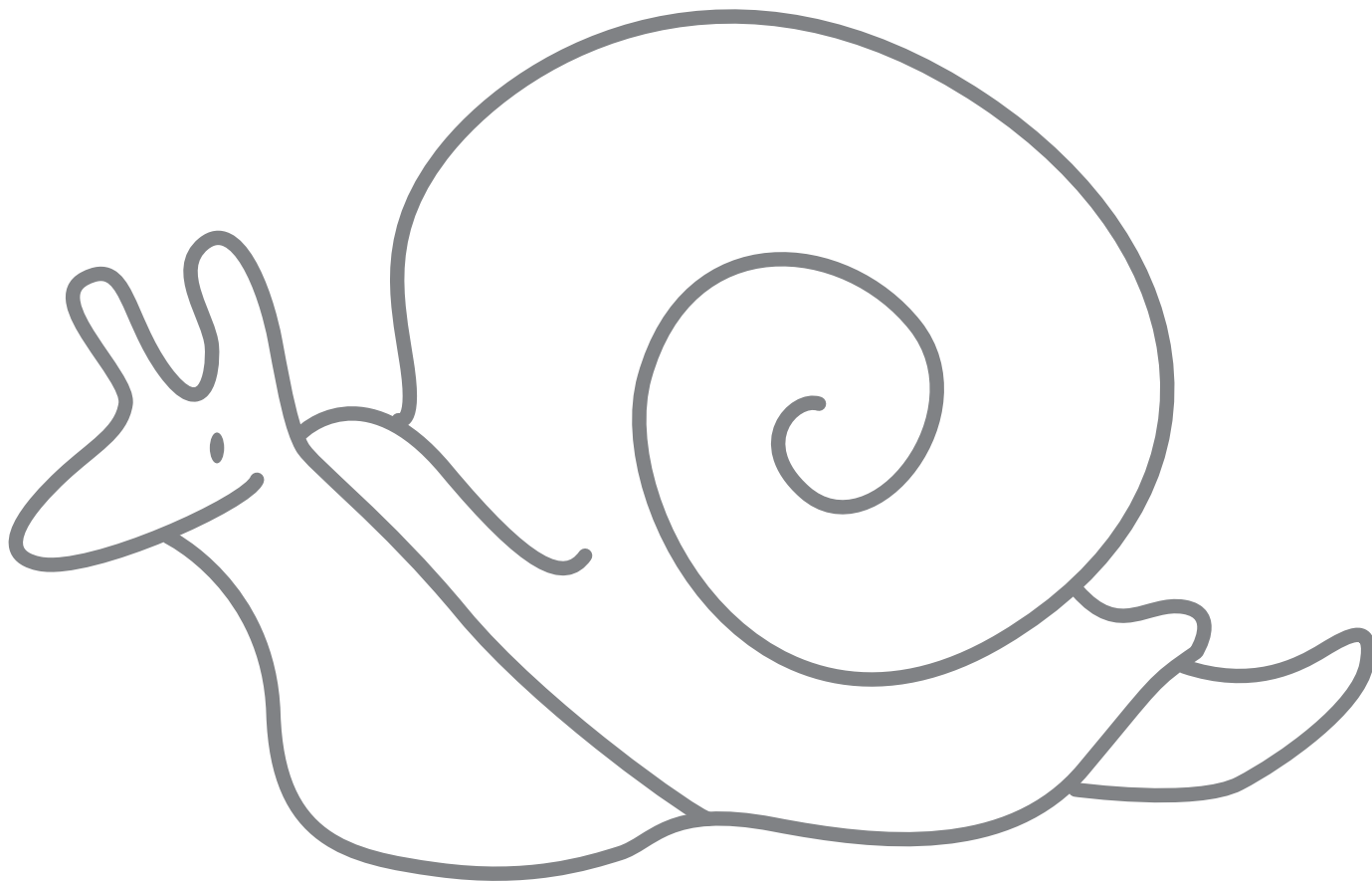
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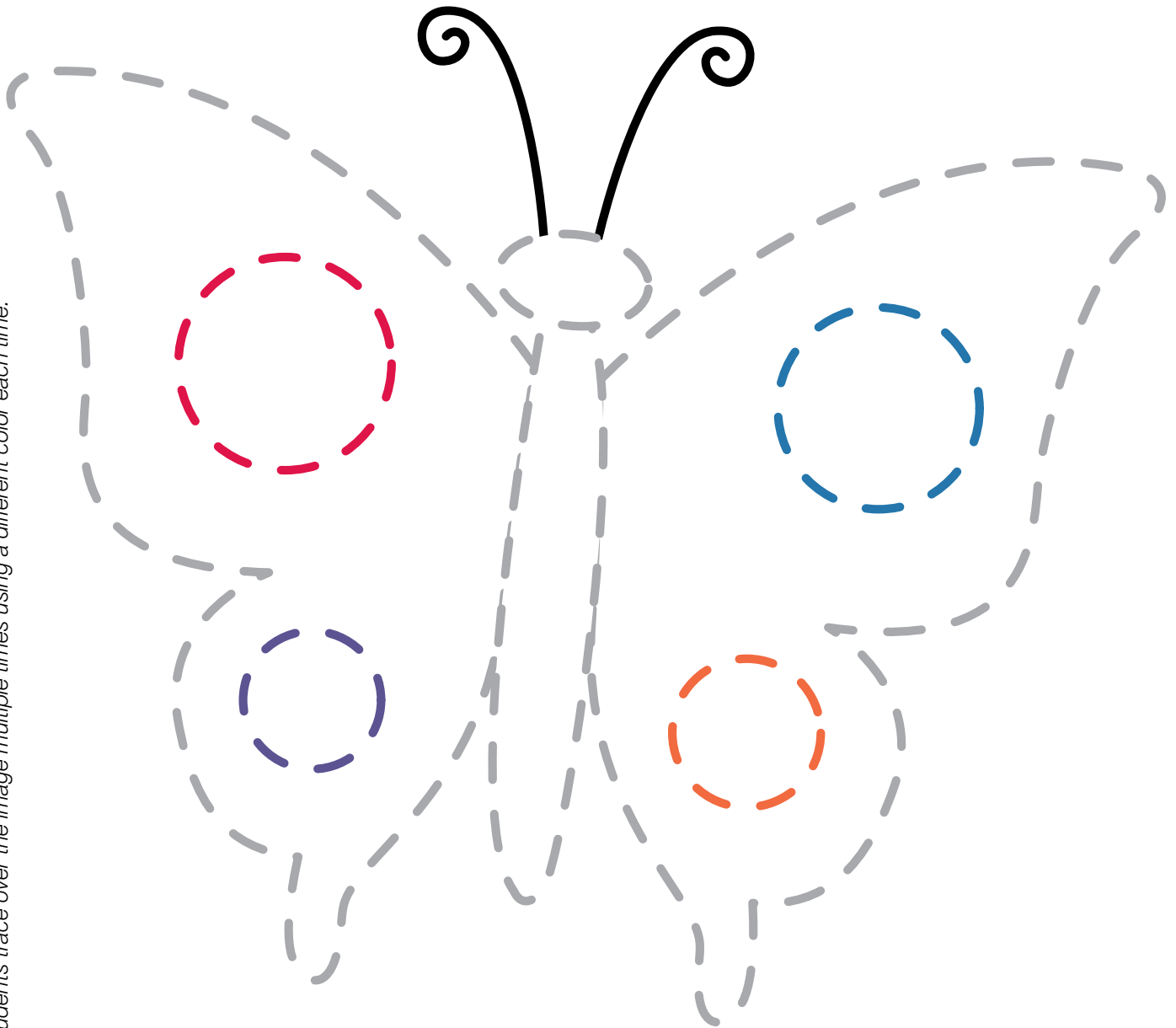
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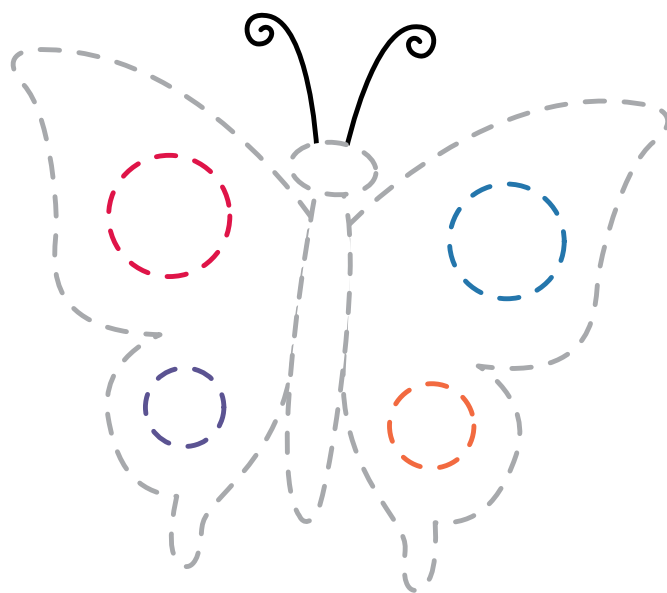
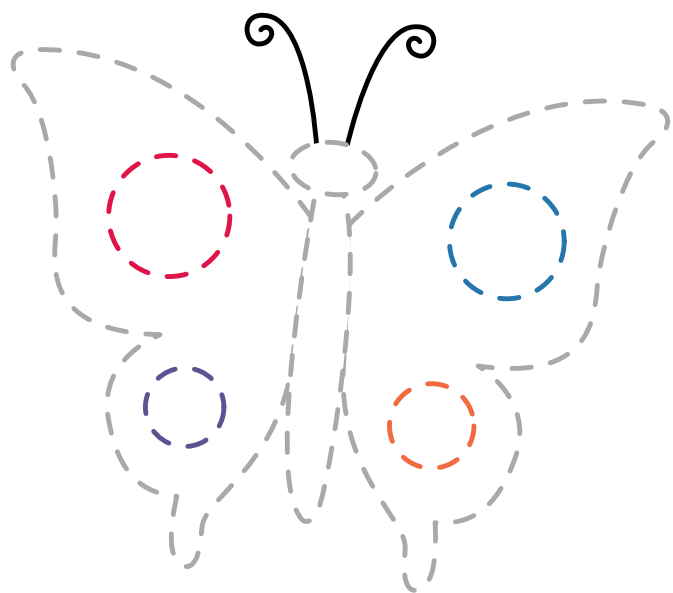
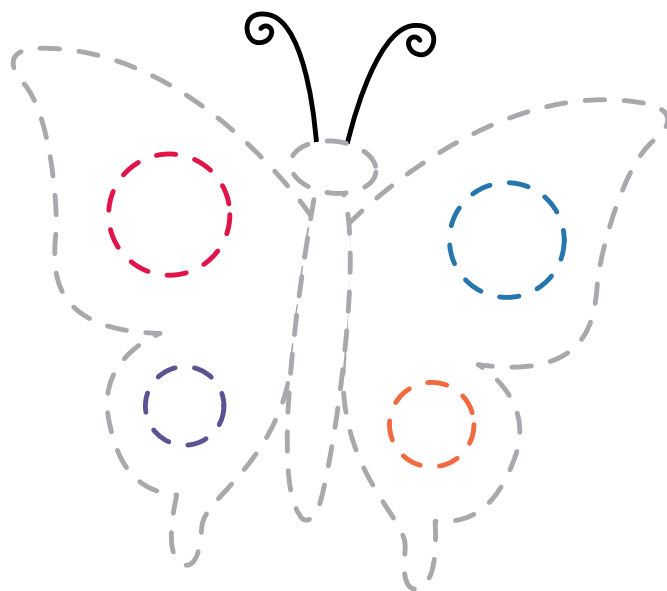
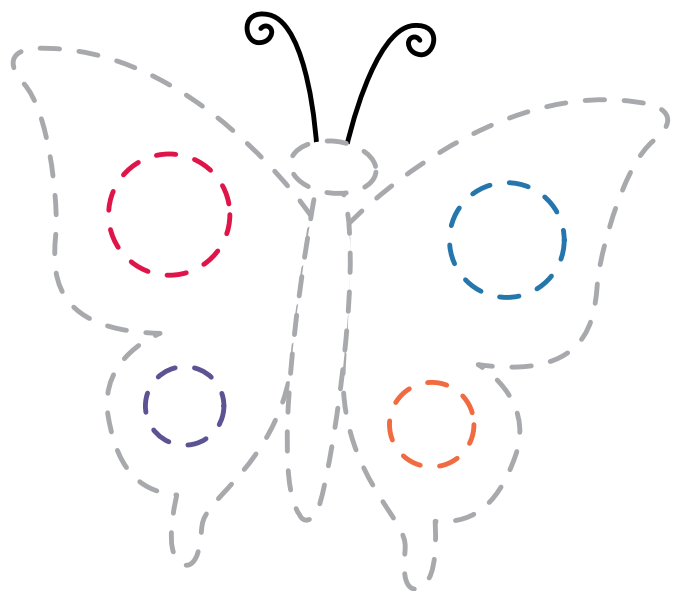




Name: _____

Directions: Have students trace over the image multiple times using a different color each time.





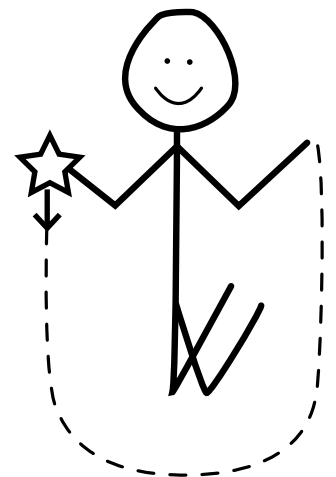
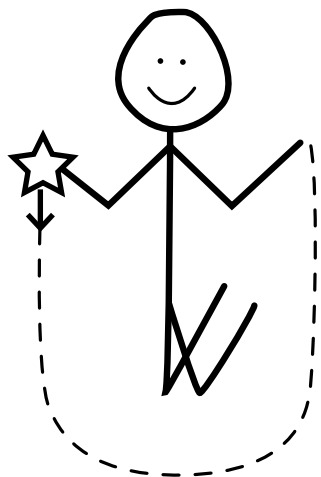
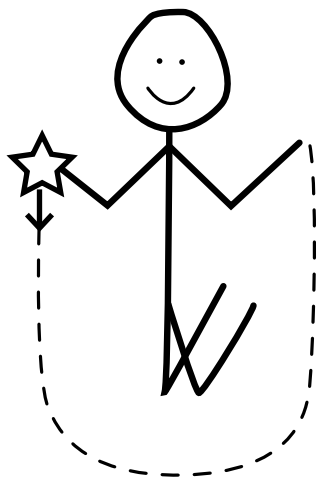
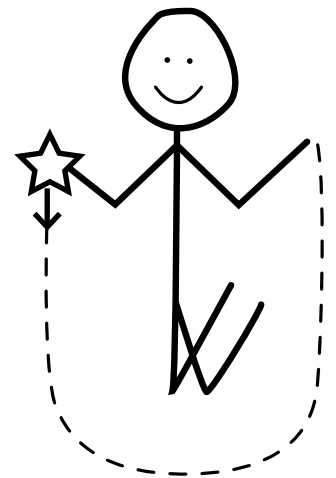
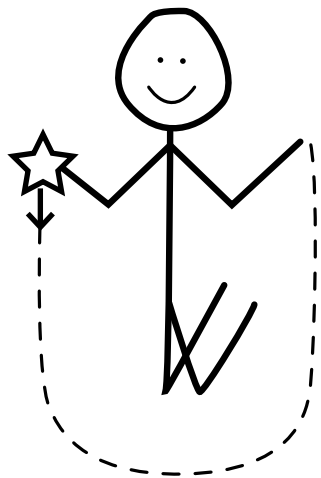
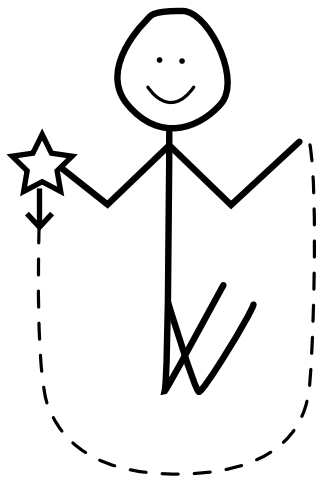
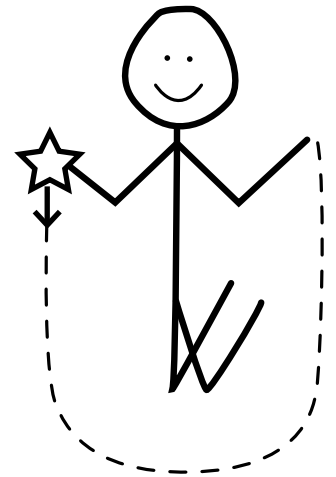
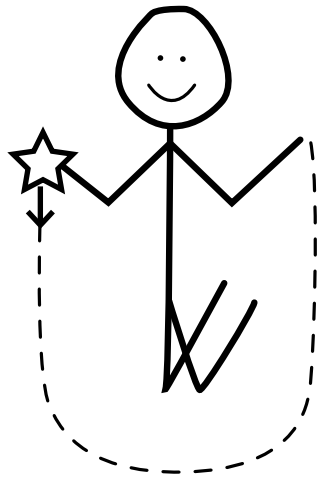
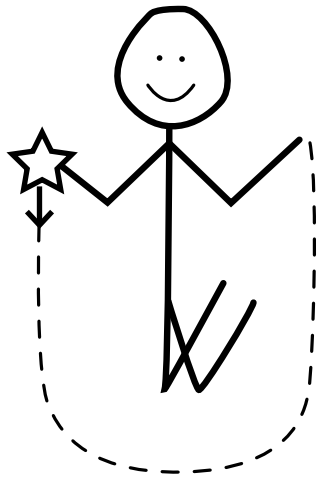
Name: _____

Directions: Have students trace over the image multiple times using a different color each time.





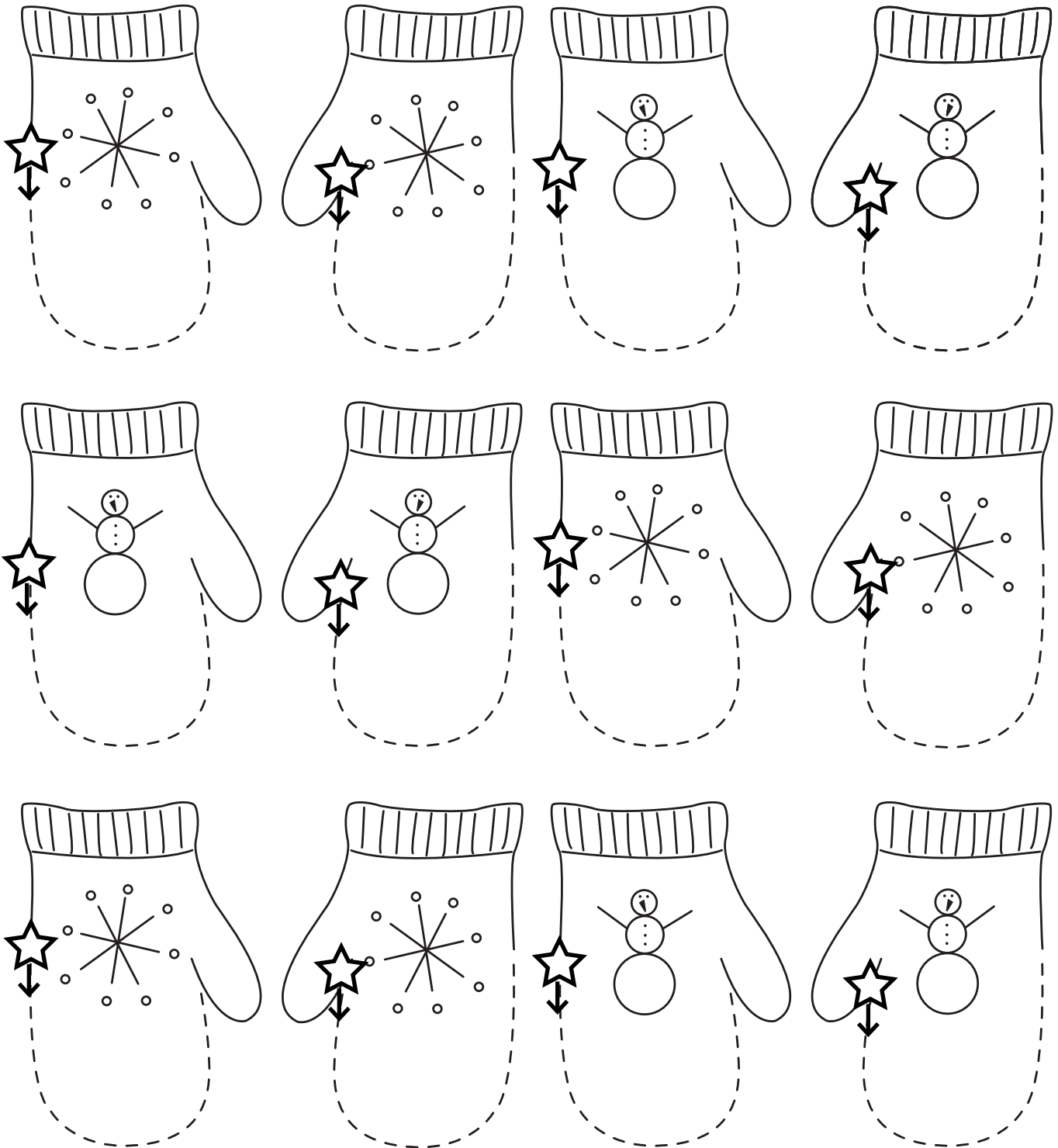
Name: _____



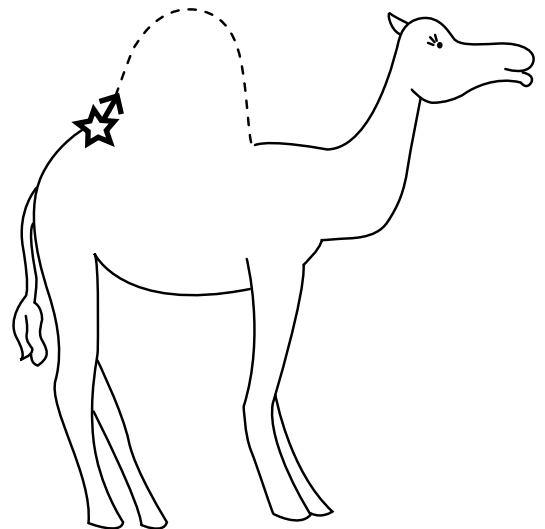
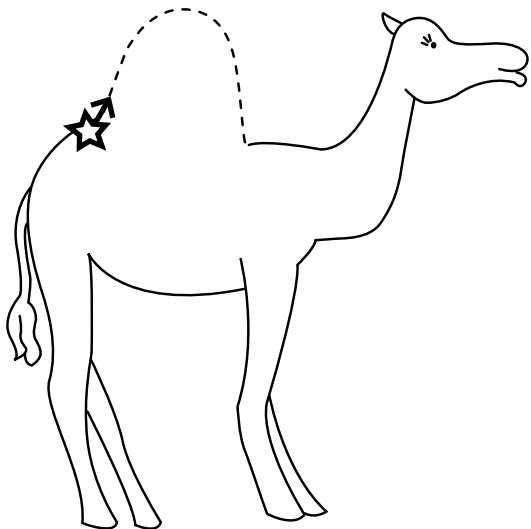
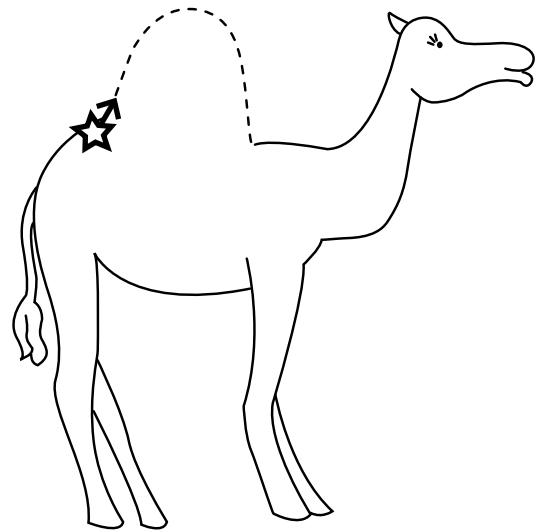
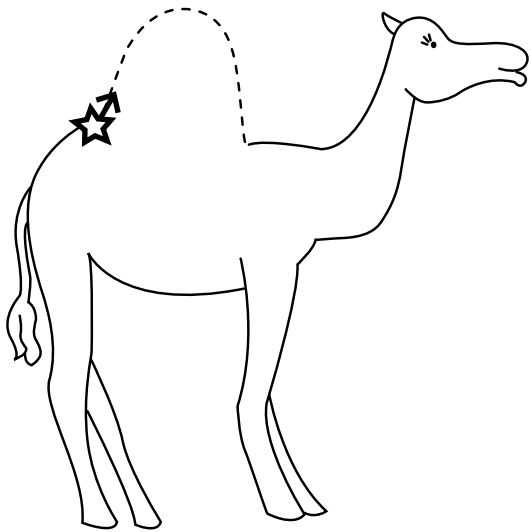
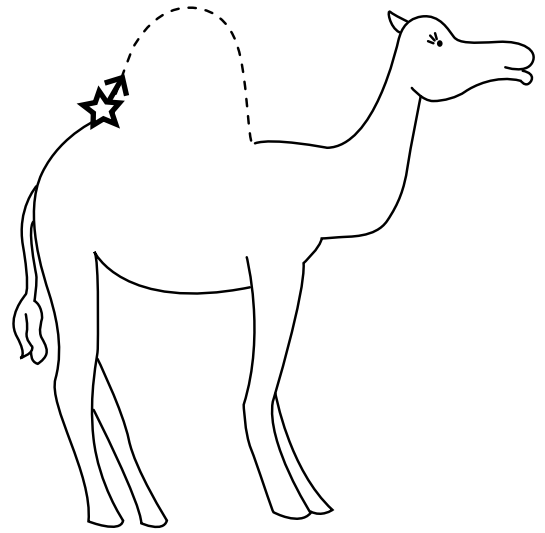
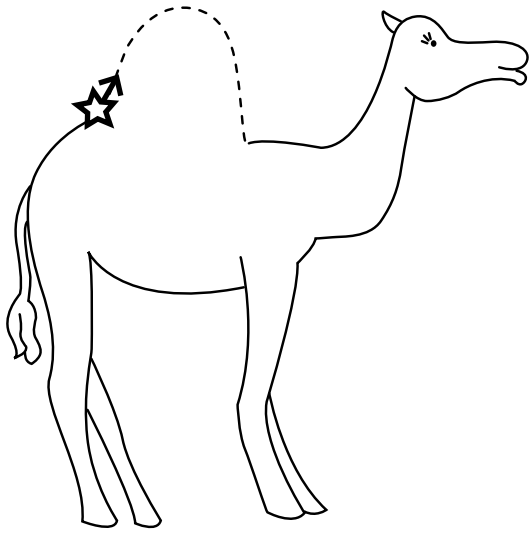
Directions: Students trace the dotted line, starting at the star, for cup practice.

Name: _____

Directions: Students trace the dotted line, starting at the star, for cup practice.

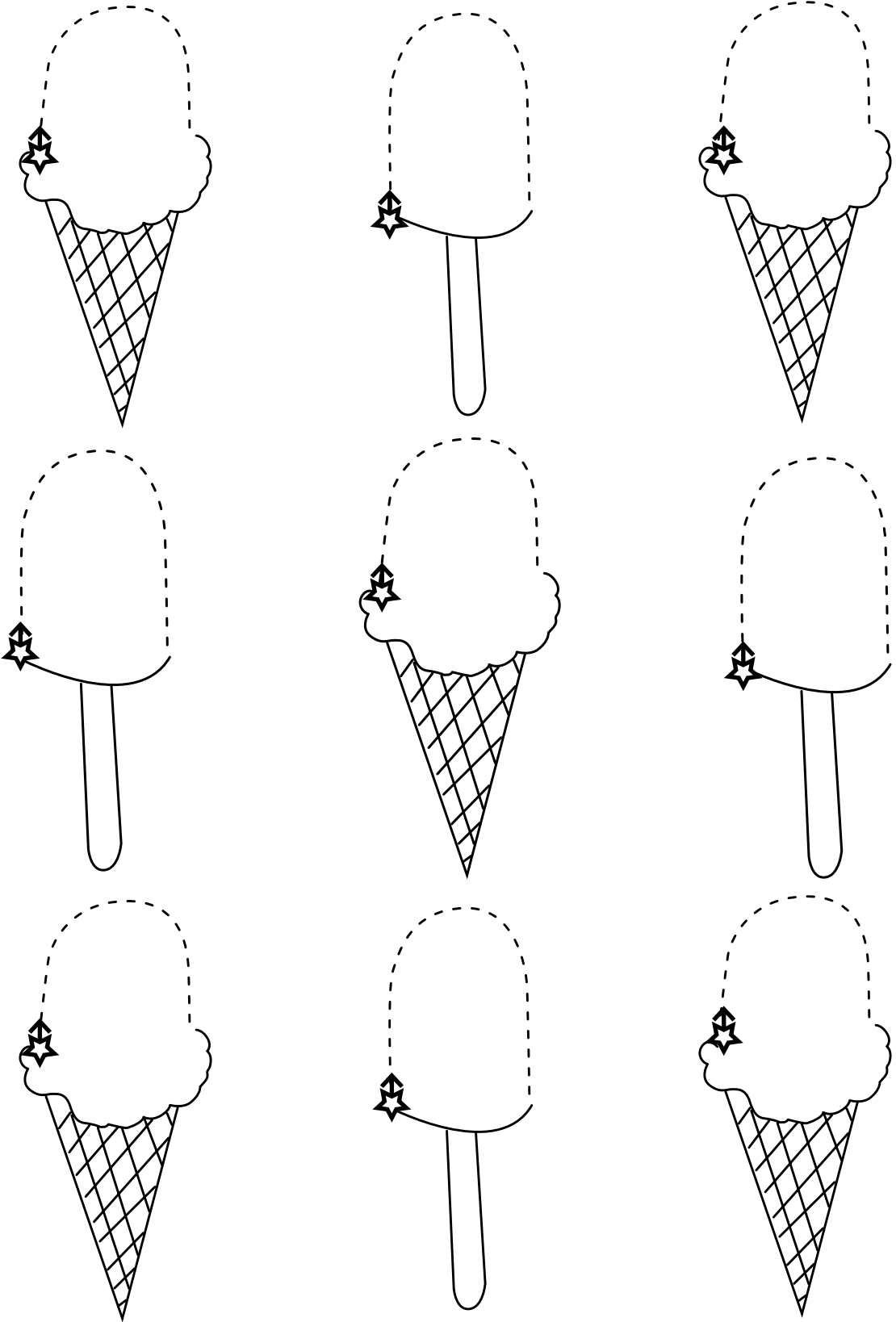


Name: _____



Directions: Students trace the dotted line, starting at the star, for hump practice.

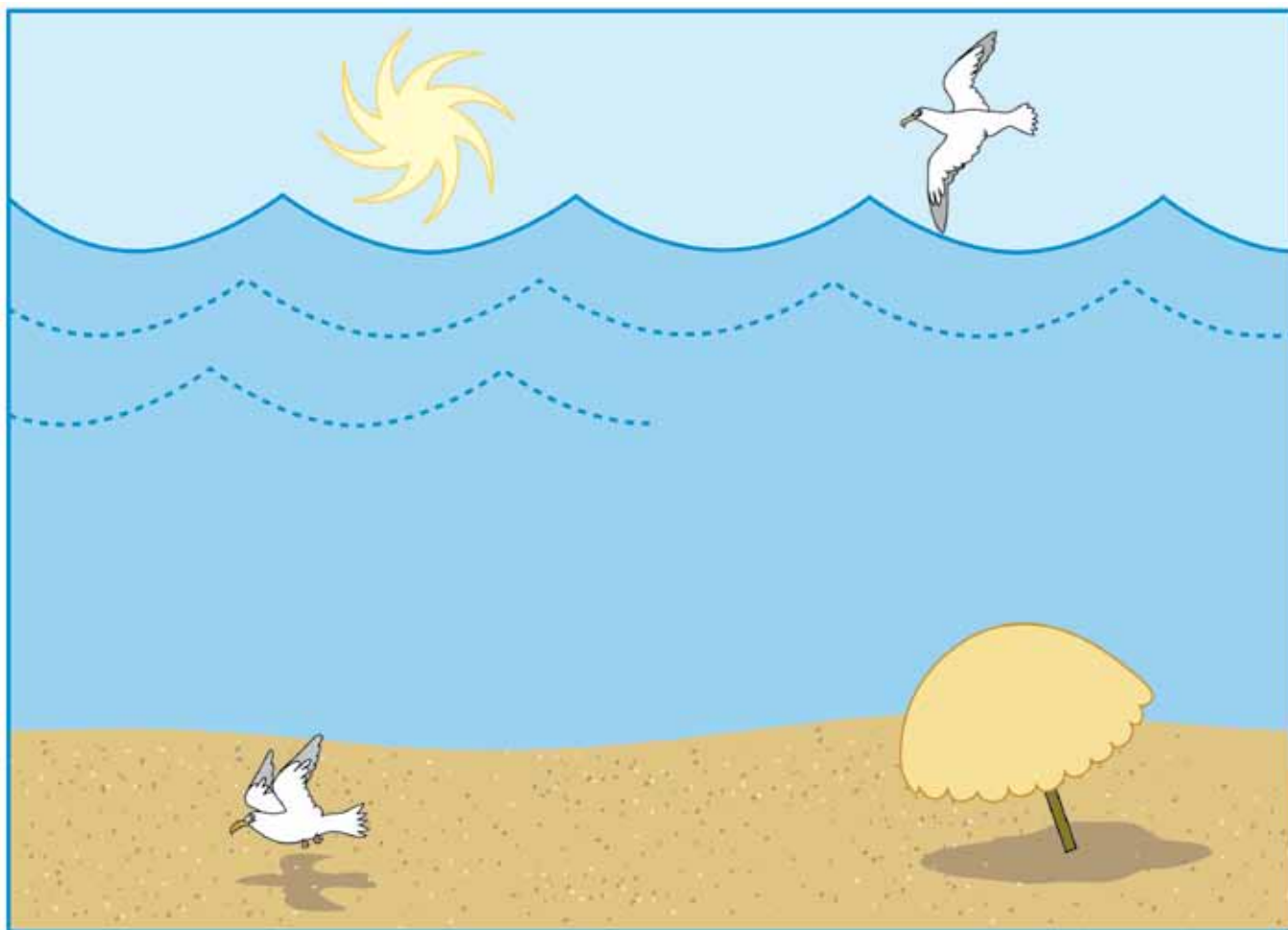
Name: _____



Directions: Students trace the dotted line, starting at the star, for hump practice.

Name: _____

Directions: Students complete the dotted lines and draw more waves for cup practice.



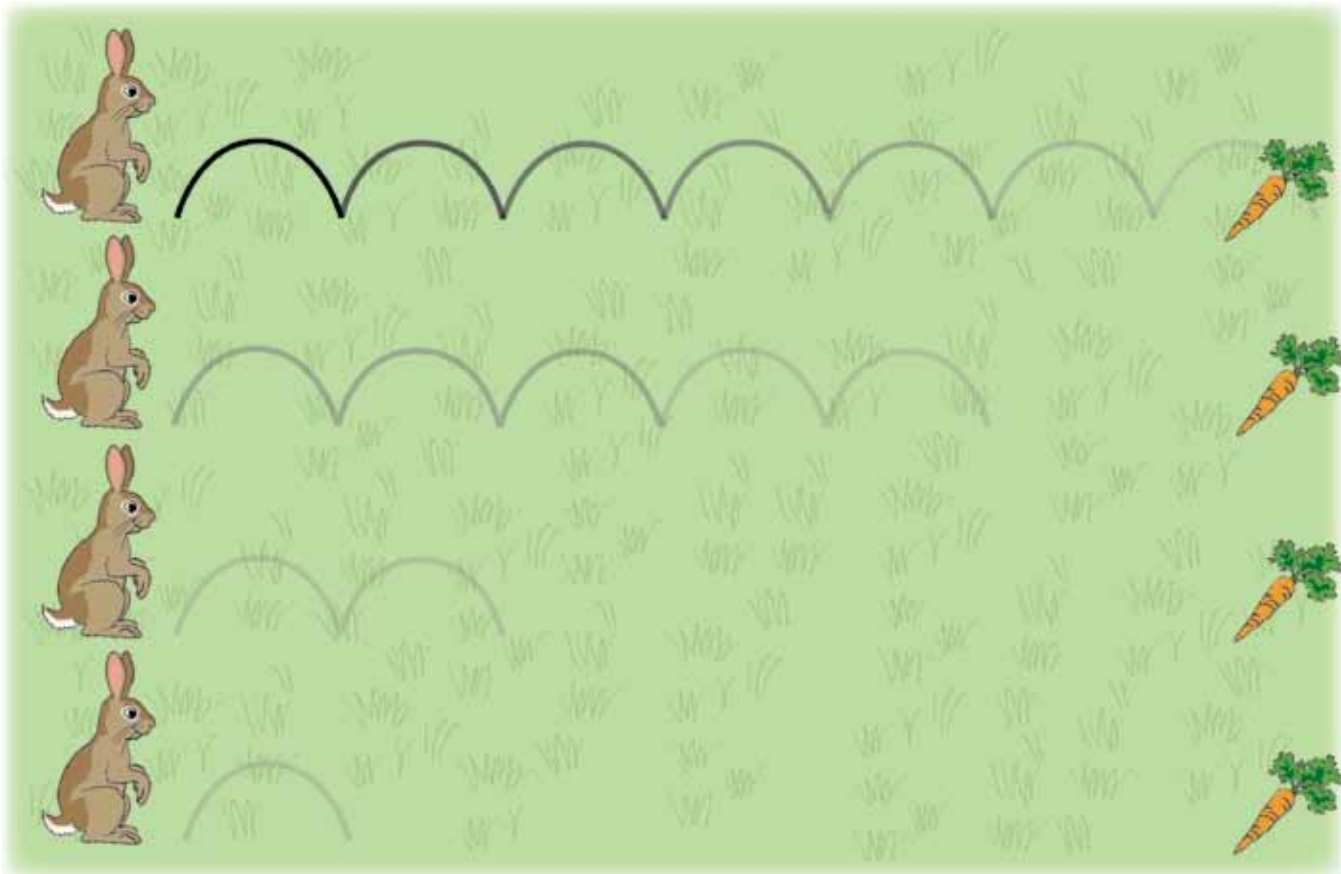
Name: _____

Directions: Students complete the dotted lines and draw more bridges for hump practice.



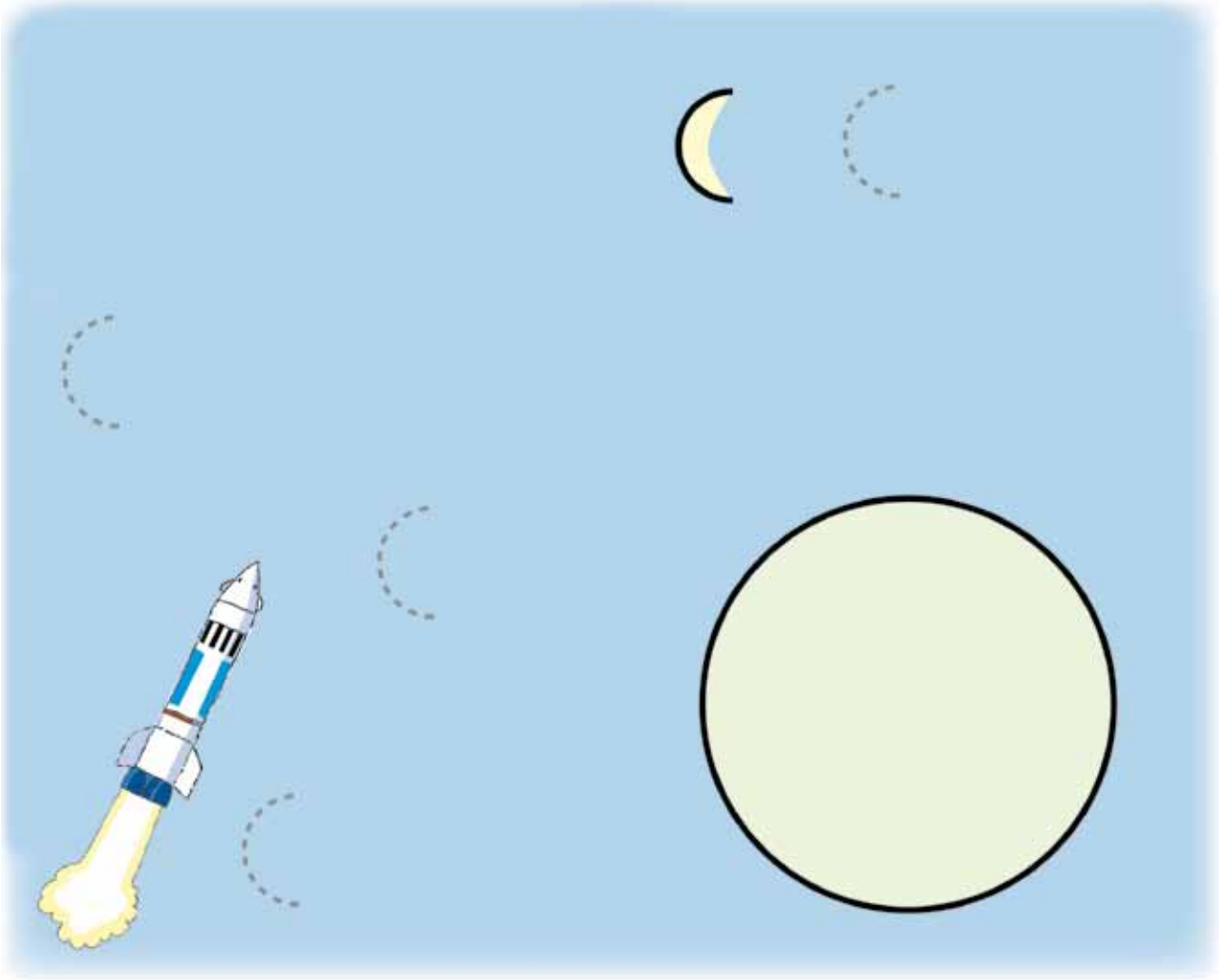
Name: _____

Directions: Students trace and complete the gray lines for hump practice.



Name: _____

Directions: Students trace the dotted lines and draw more moons for crescent practice.



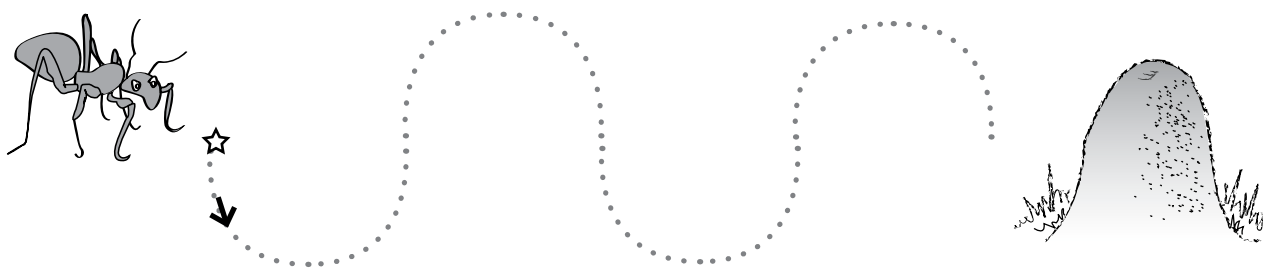
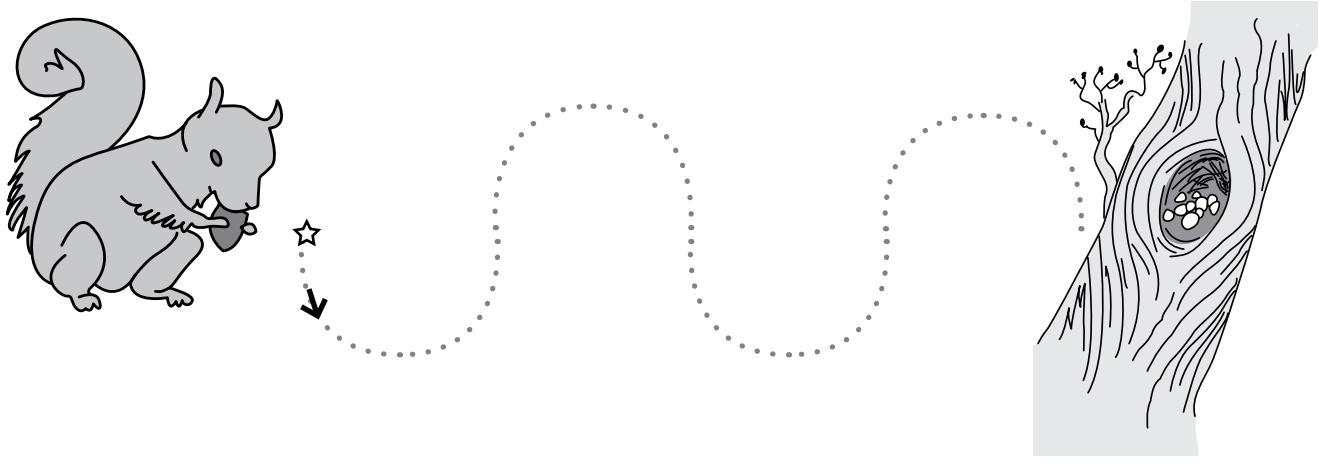
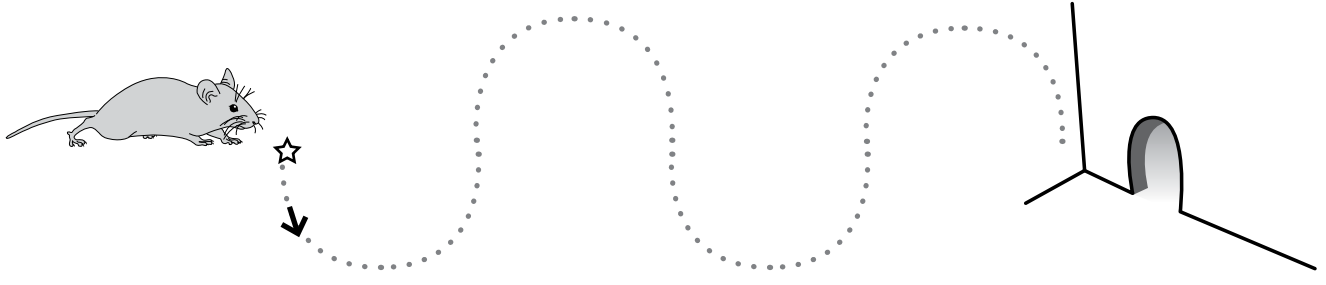
Name: _____



Directions: Students trace the dotted line, starting at the star, for zigzag practice.



Name: _____



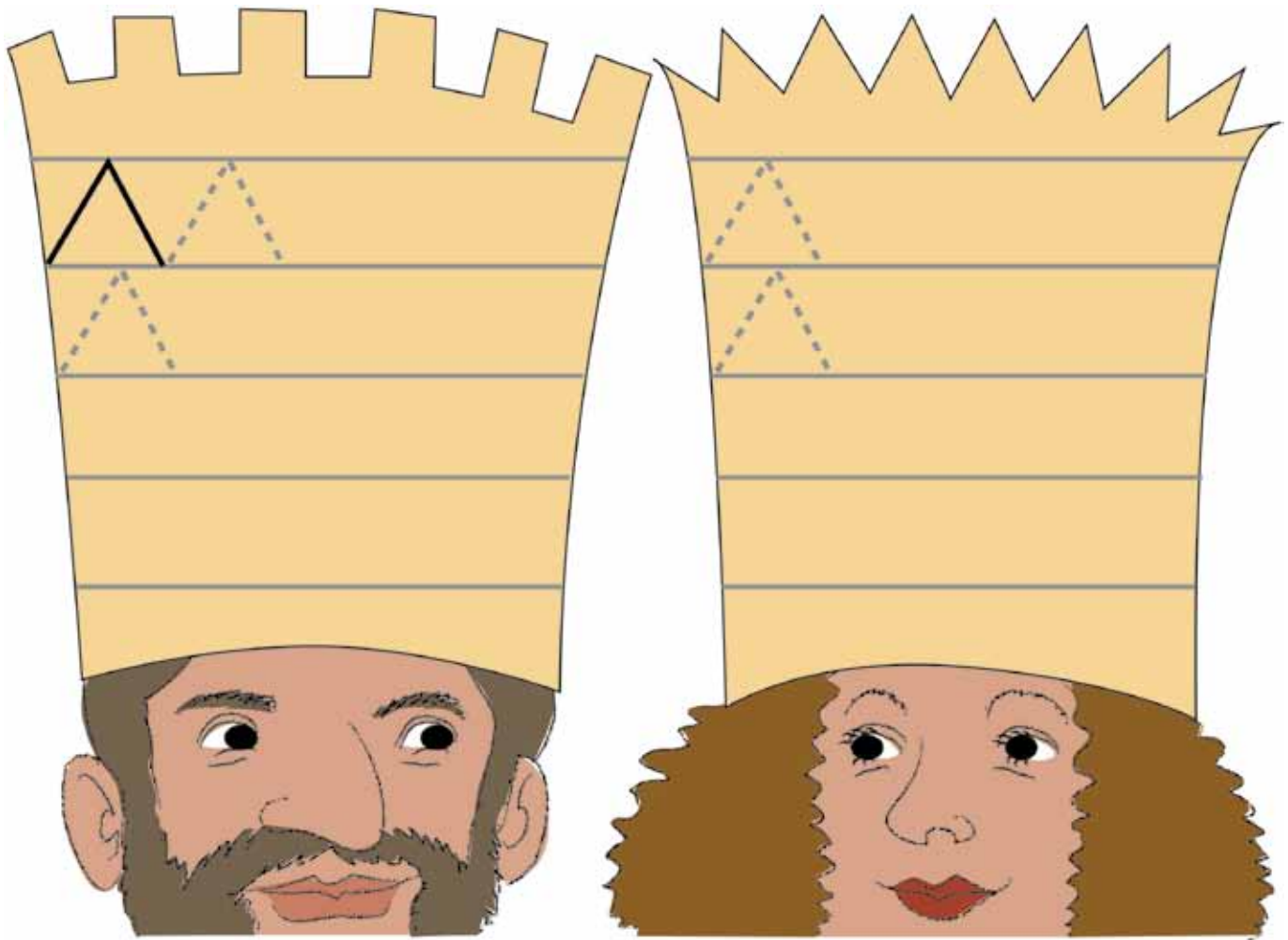
Name: _____

Directions: Students trace the dotted lines and complete the rows on the box for zigzag practice.



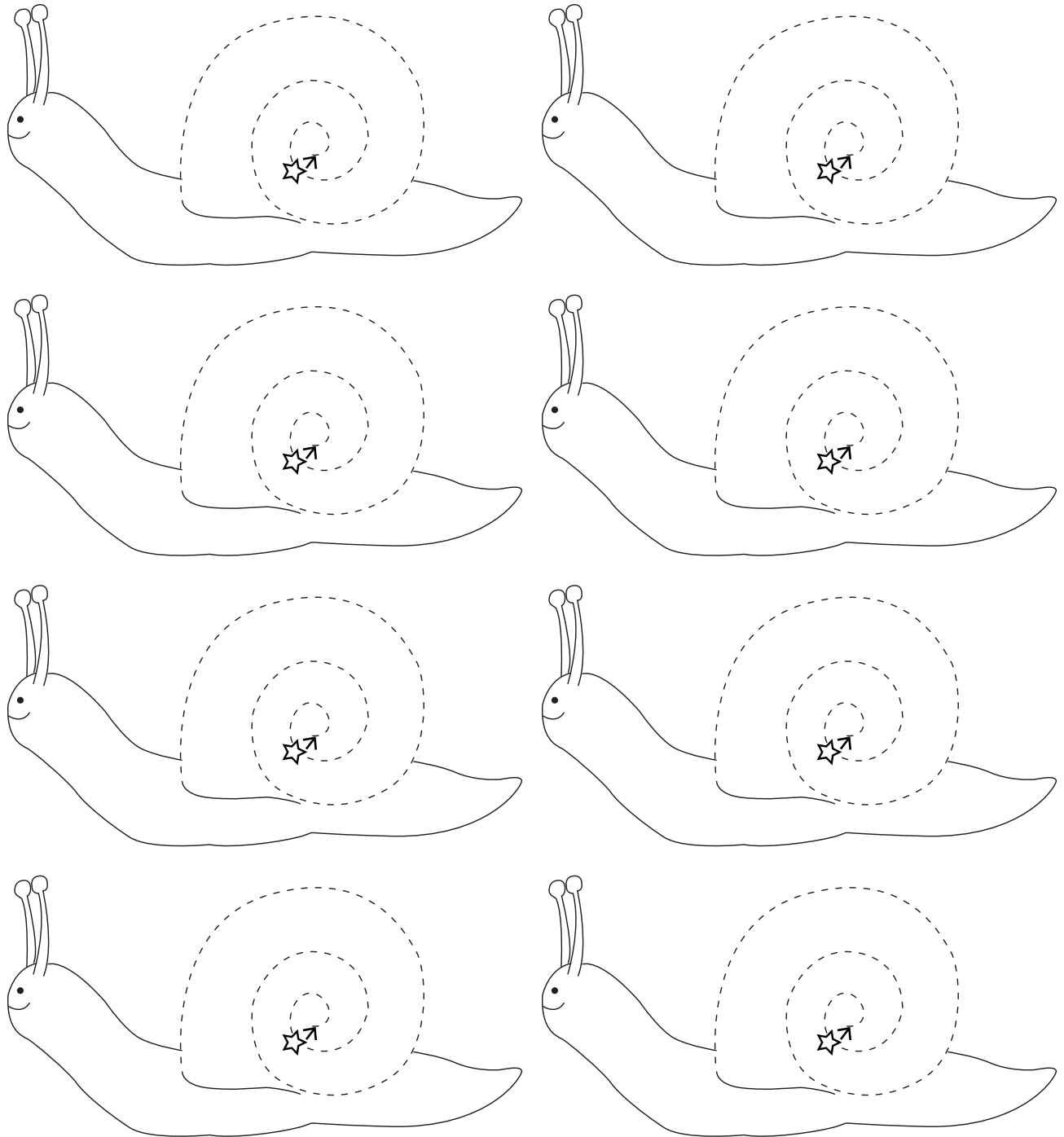
Name: _____

Directions: Students trace the dotted lines and complete the rows on the crowns for zigzag practice.



Name: _____

Directions: Students trace the dotted line, starting at the star, for spiral practice.

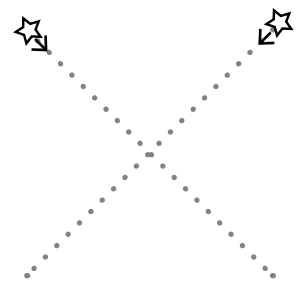
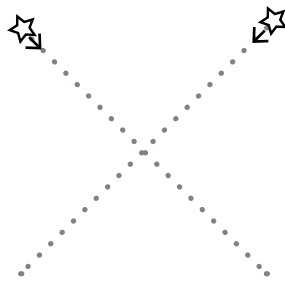
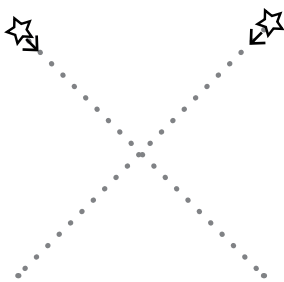
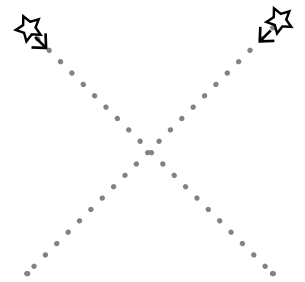
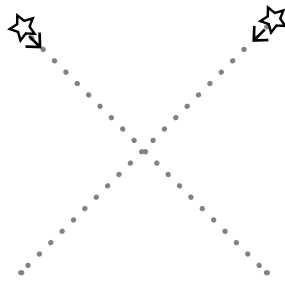
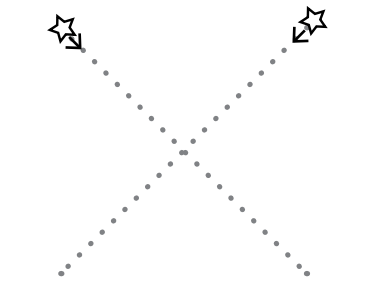
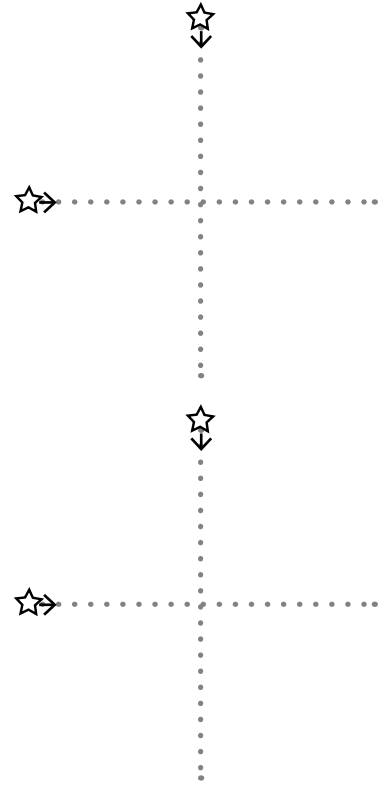
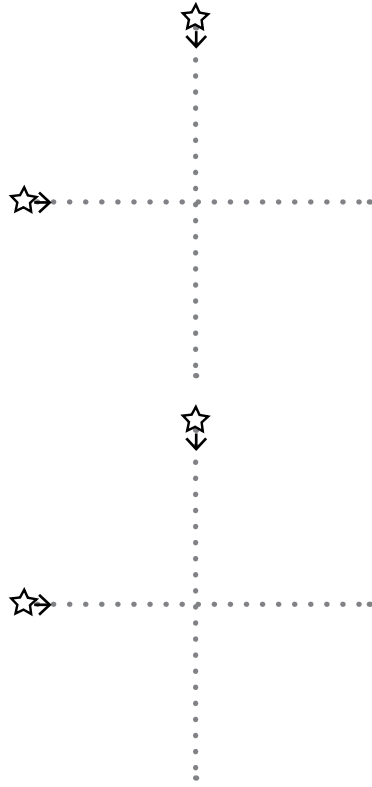
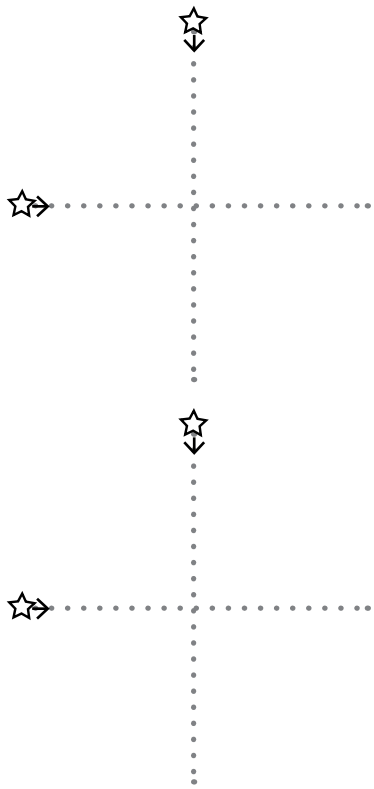


Name: _____

Directions: Students trace the dotted lines and complete the rows of snails for spiral practice.



Name: _____



Directions: Students trace the dotted lines, starting at the star, for + and X practice.

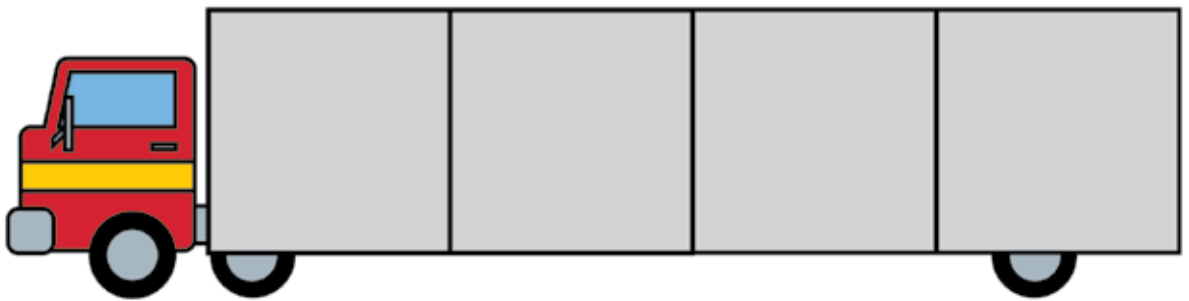
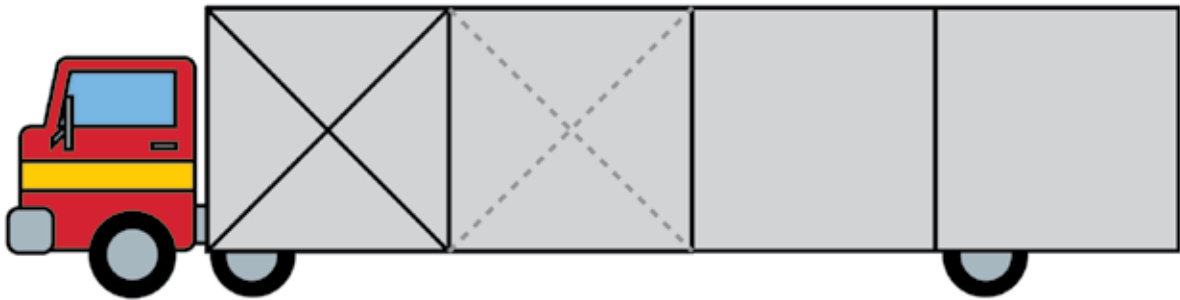
Name: _____

Directions: Students trace the dotted lines, starting at the star, for + and X practice.

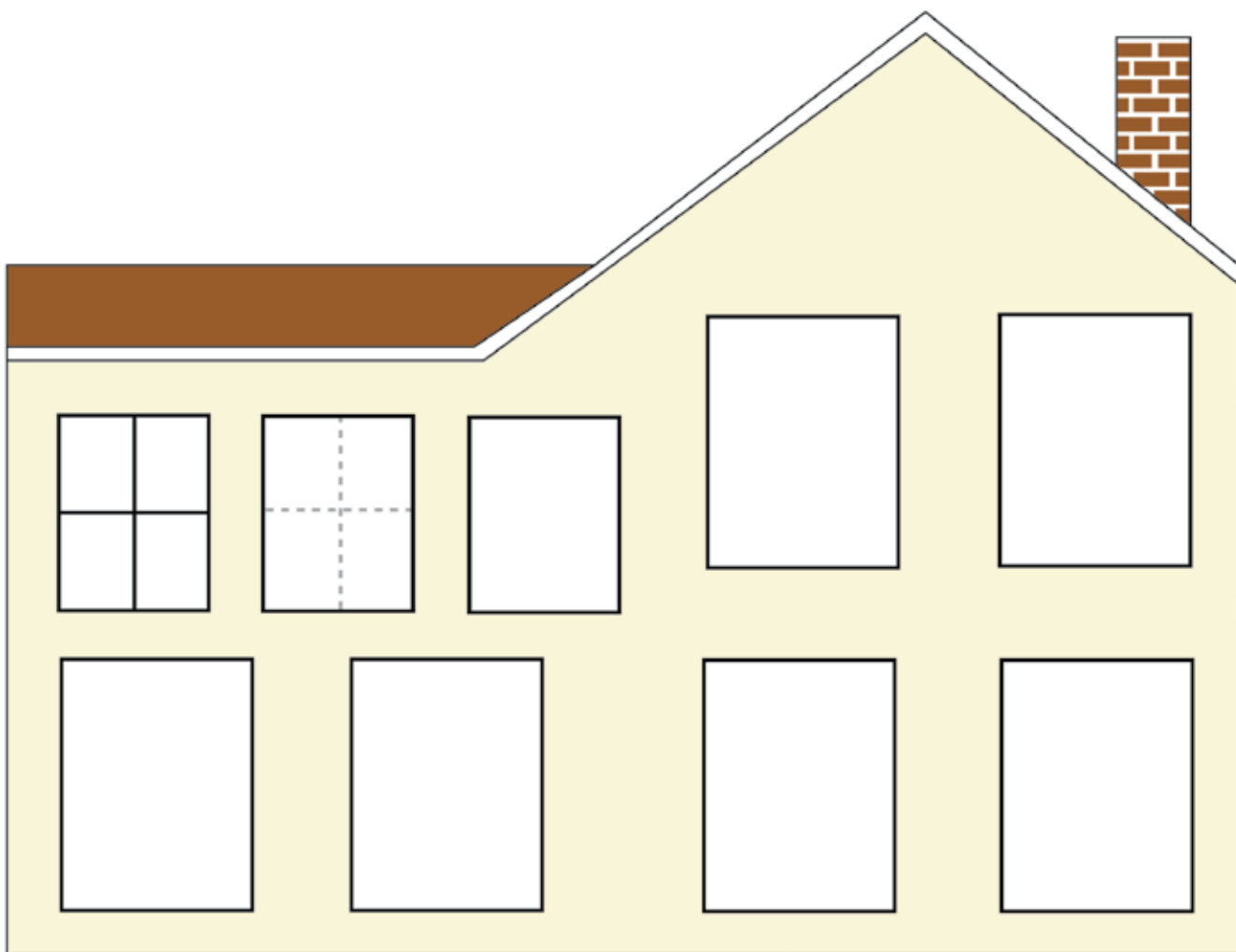
The page contains a 4x3 grid of dotted lines for tracing. The first and third rows contain plus signs (+) with a star at the top of the vertical line and an arrow pointing right. The second and fourth rows contain X's with a star at the top of the left diagonal line and an arrow pointing down-right. Each shape is formed by two intersecting dotted lines.

Name: _____

Directions: Students trace the dotted lines and complete the boxes on the trucks for X practice.



Directions: Students trace the dotted lines and complete the lines in the windows for + practice.



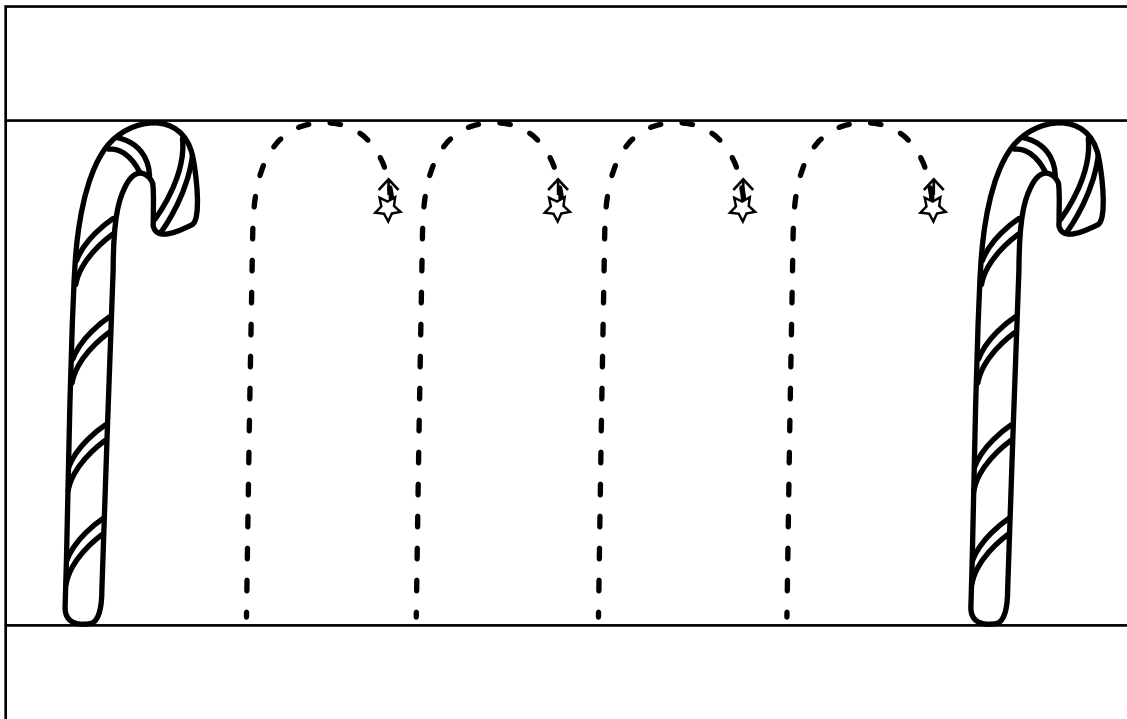
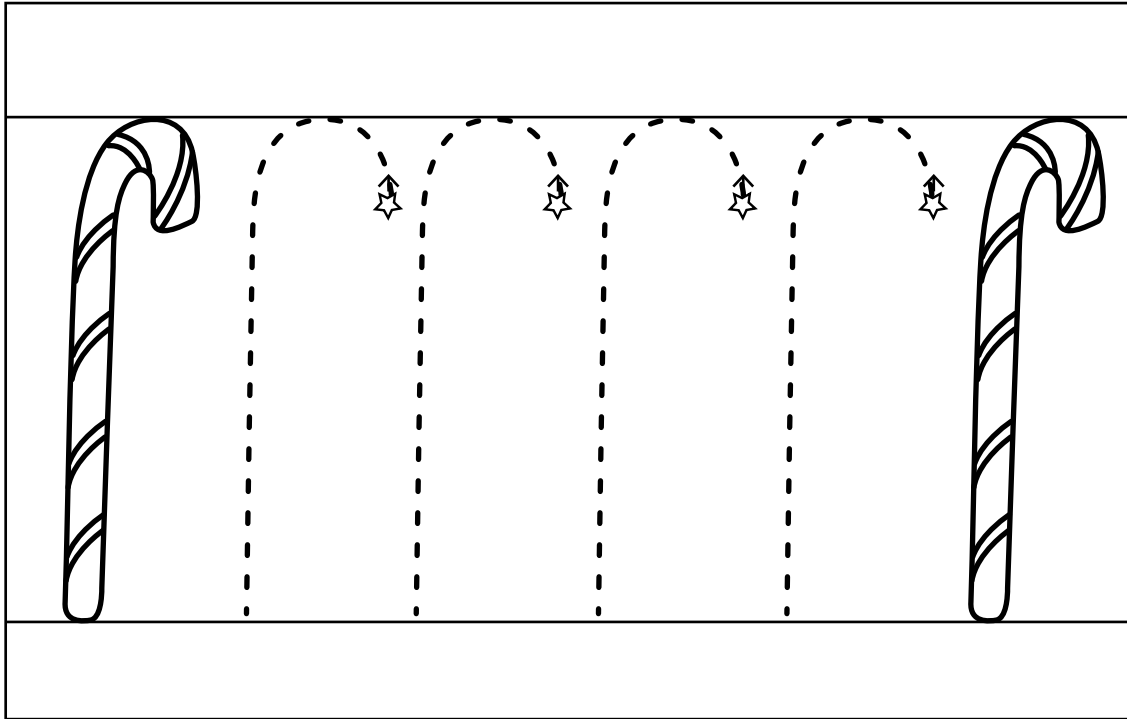
Name: _____

The worksheet consists of five identical rows. Each row is designed for tracing practice. On the left side of each row is a cartoon bee. In the middle is a dashed line path that begins with a small star and an arrow pointing to the right. The path then forms a series of five connected loops, resembling a wavy line. On the right side of each row is a ladybug with a grey oval on its back. The entire page is intended for children to trace the dashed lines.

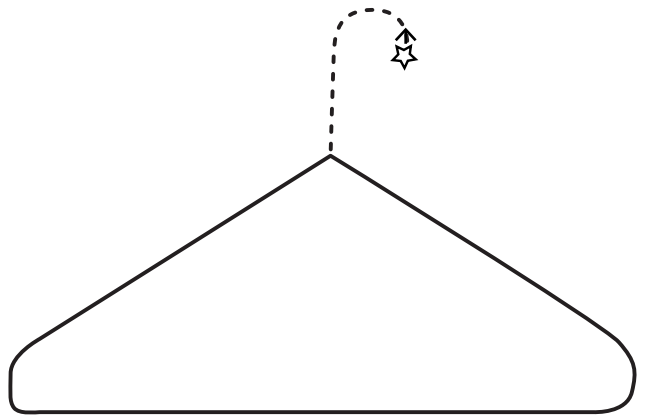
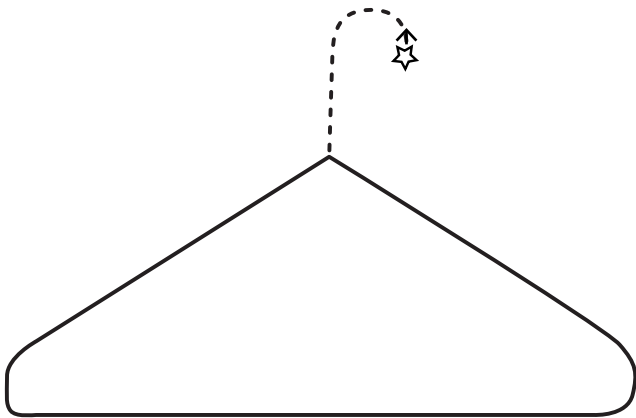
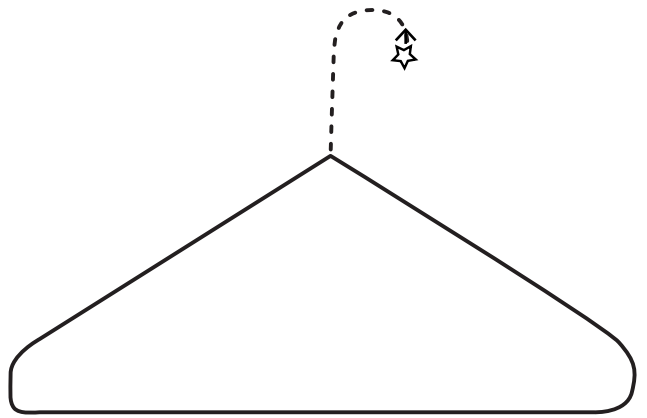
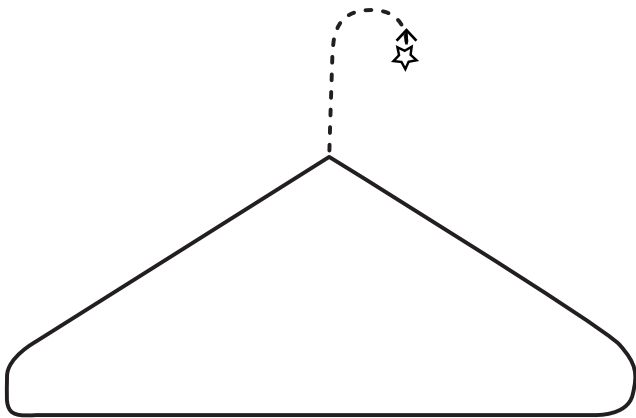
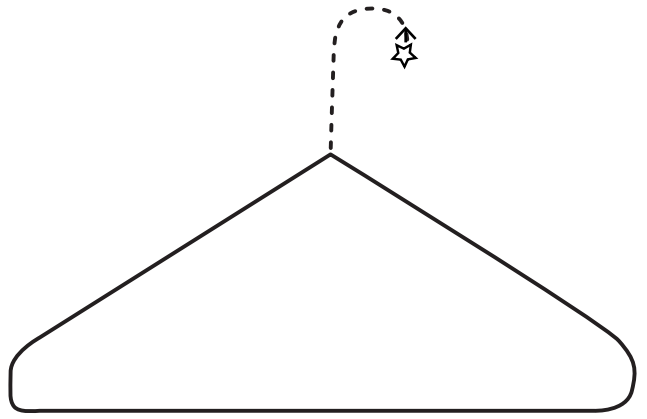
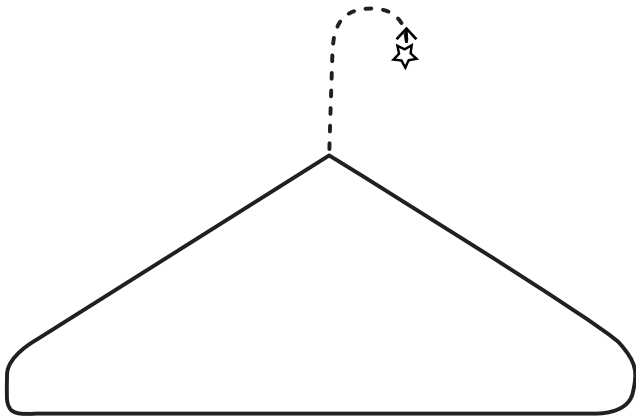
Directions: Students trace the dotted lines, starting at the star, for loop practice.

Name: _____

Directions: Students trace the dotted lines, starting at the star, for cane practice.



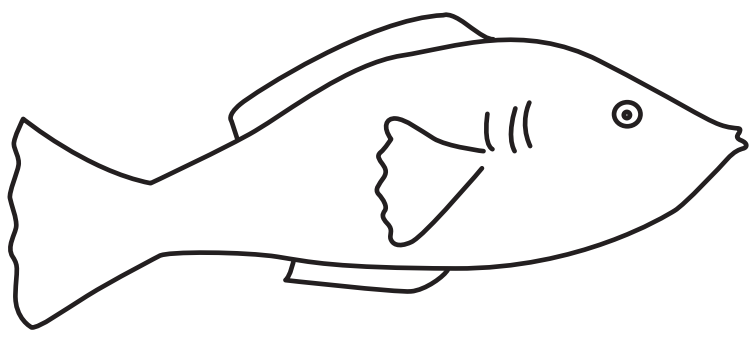
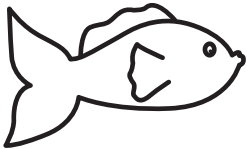
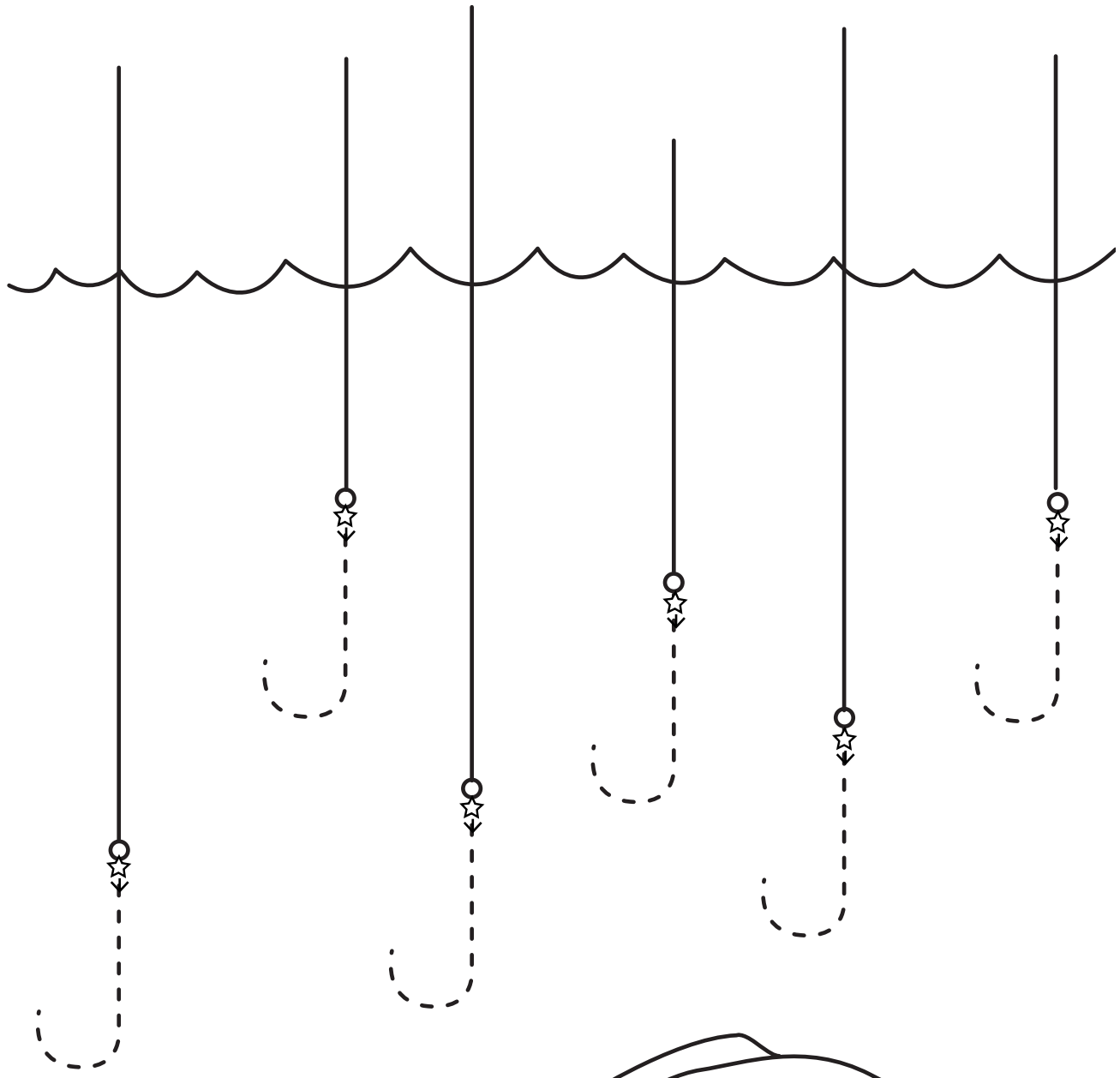
Name: _____



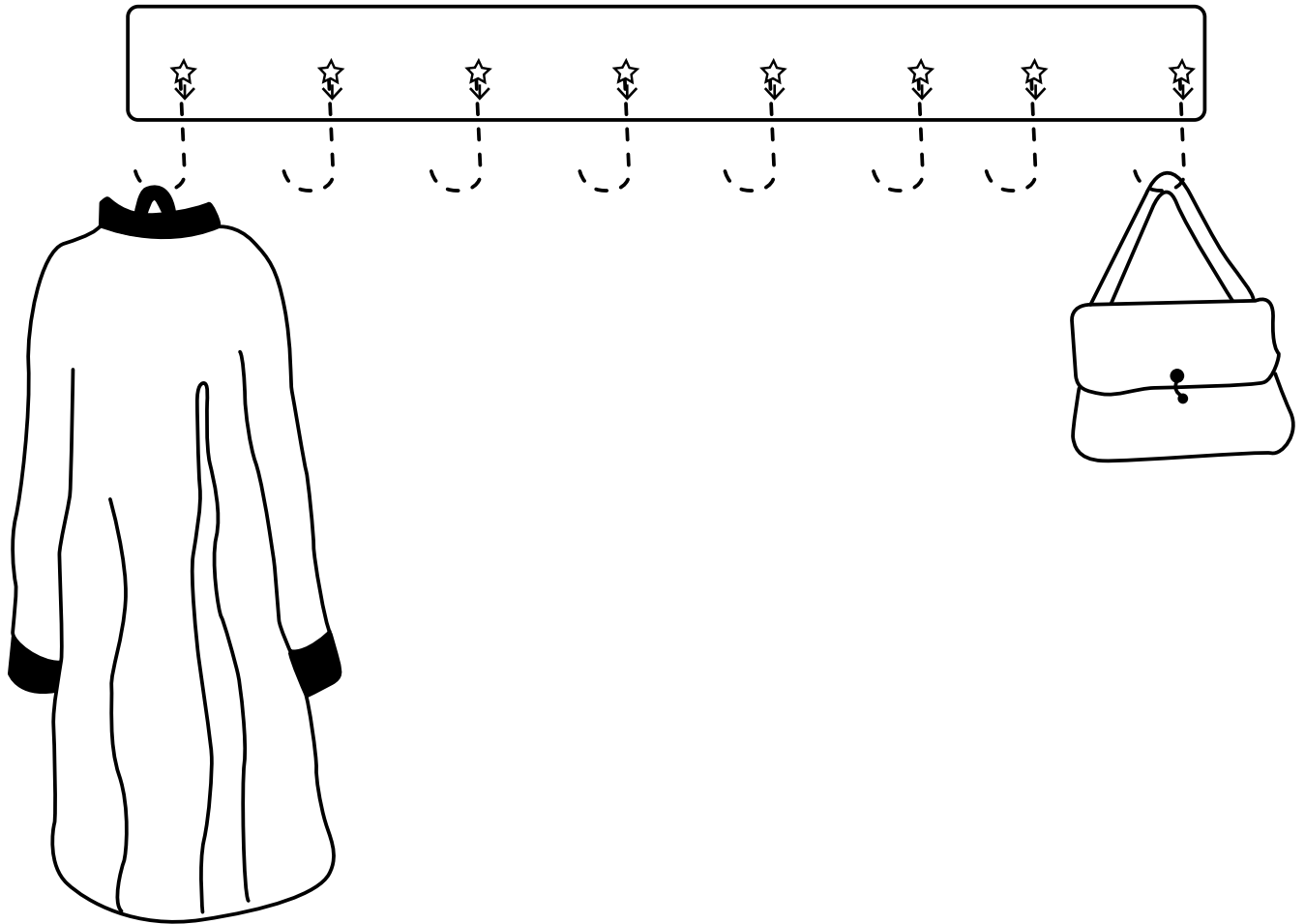
Directions: Students trace the dotted lines, starting at the star, for cane practice.

Name: _____

Directions: Students trace the dotted lines, starting at the star, for hook practice.



Name: _____



Directions: Students trace the dotted lines, starting at the star, for hook practice.

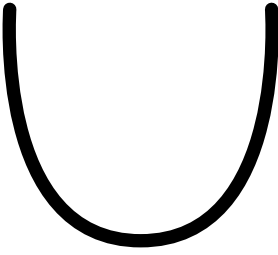
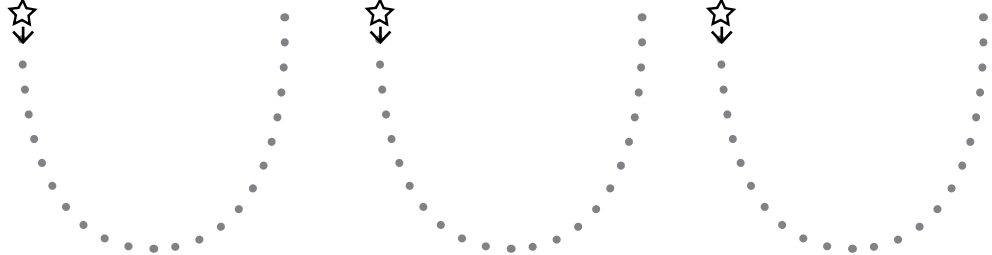
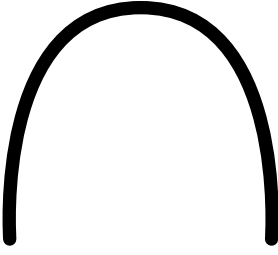
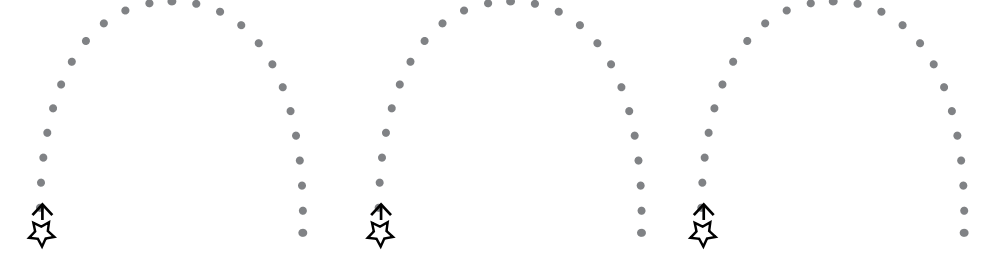



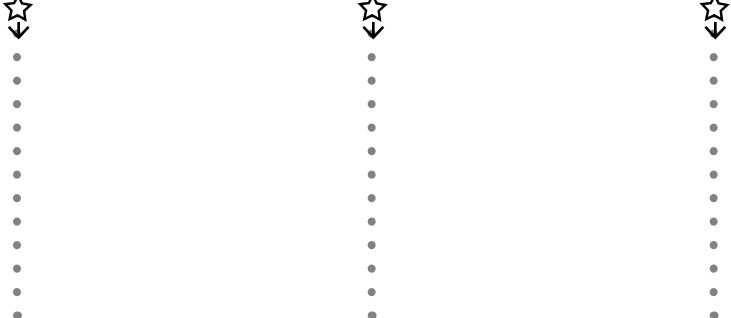
Name: _____

Directions: Students trace the dotted lines and draw more walking sticks for cane practice





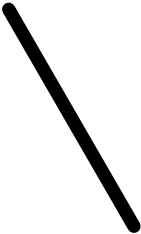
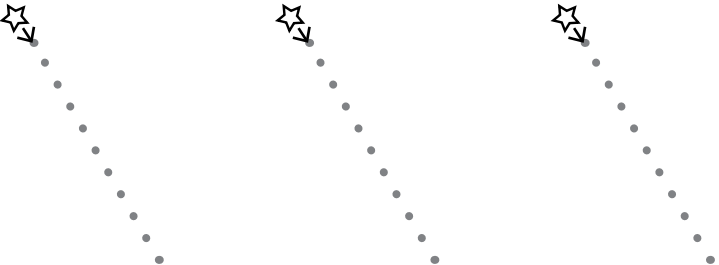
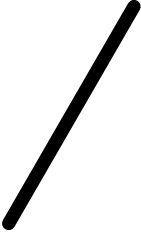
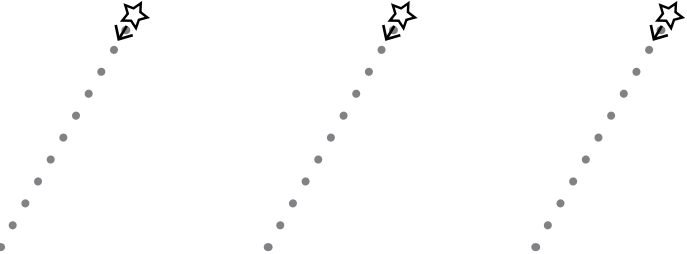
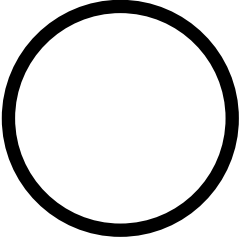
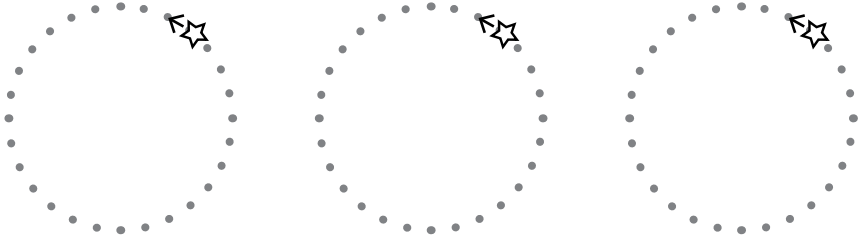
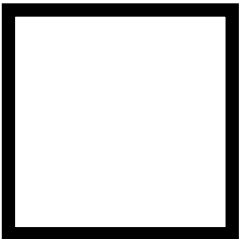
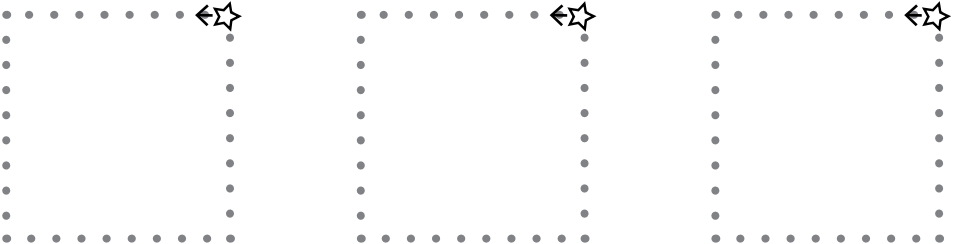
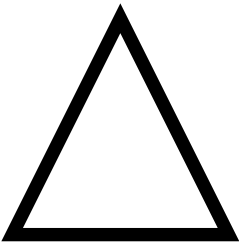
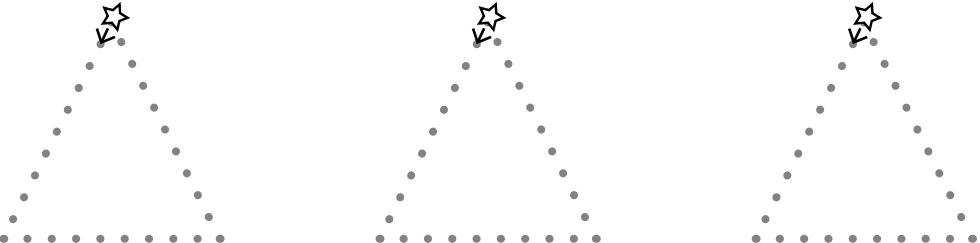
Name: _____

Directions: Students trace the dotted lines, starting at the star, for mixed writing strokes practice

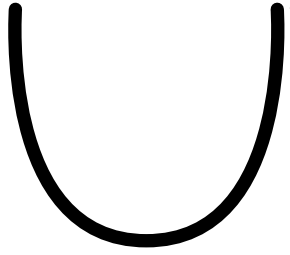
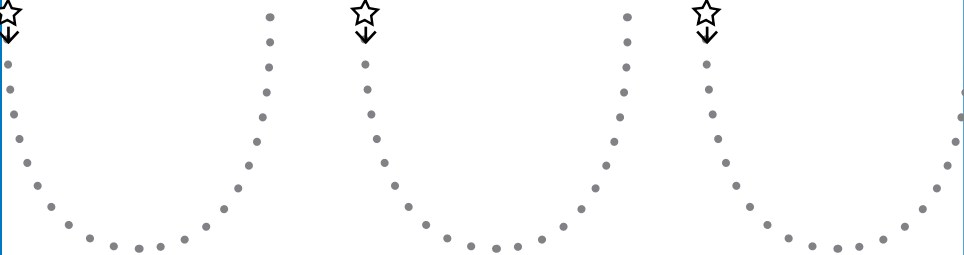
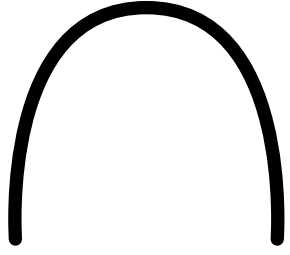
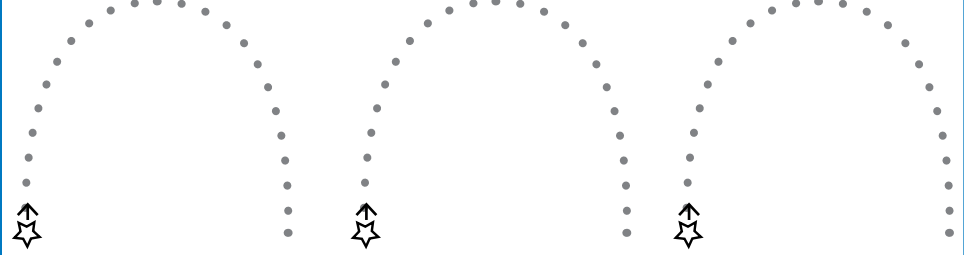
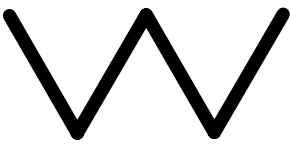

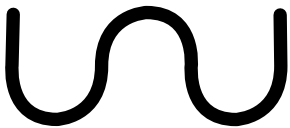

Name: _____

Directions: Students trace the dotted lines, starting at the star, for mixed writing strokes practice

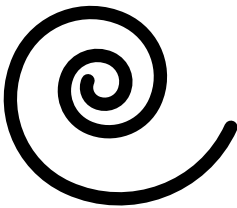
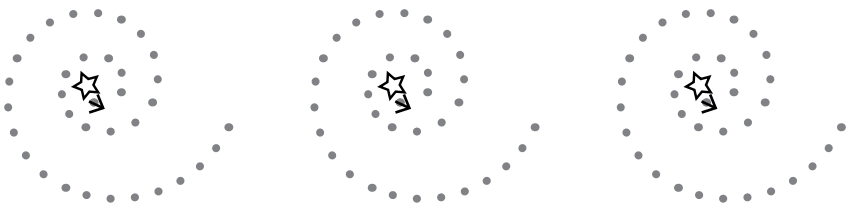

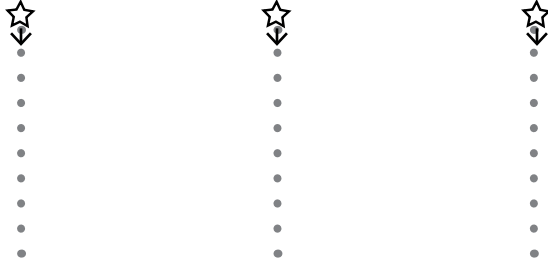


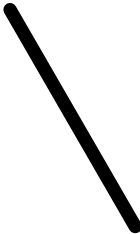
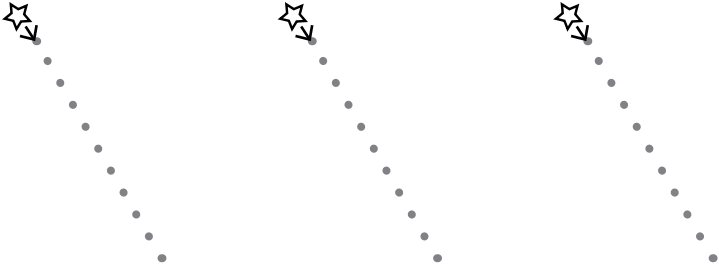
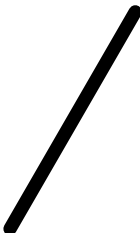
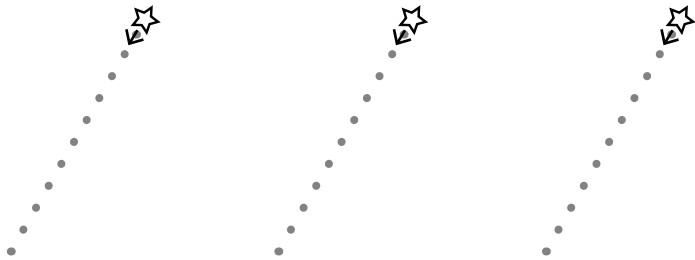
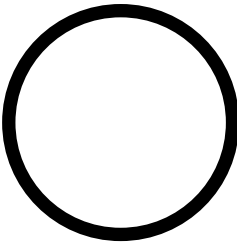
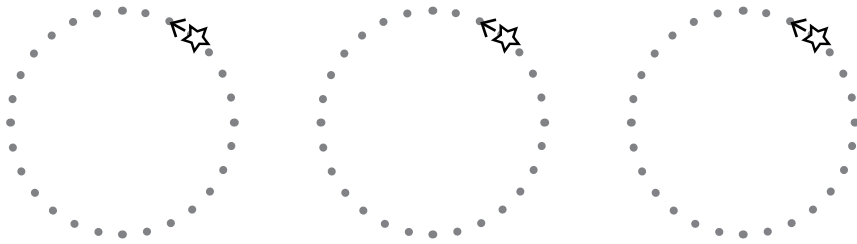
Name: _____

Directions: Students trace the dotted lines, starting at the star, for mixed writing strokes practice

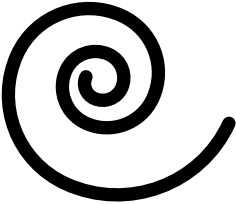

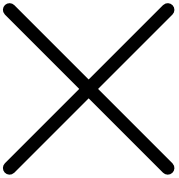


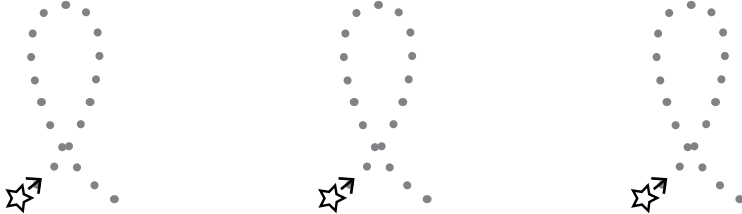
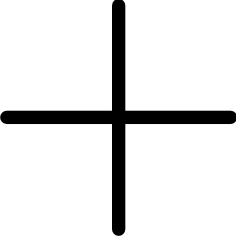
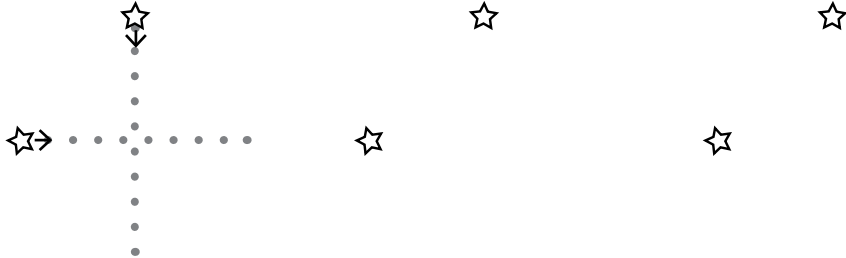
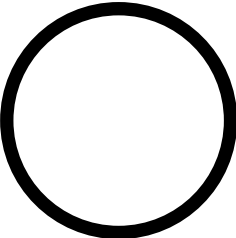

Name: _____

Directions: Students trace the dotted lines, starting at the star, for mixed writing strokes practice

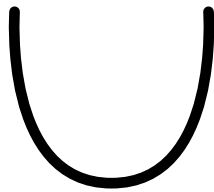
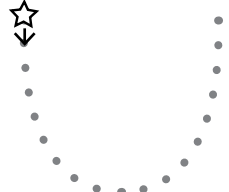
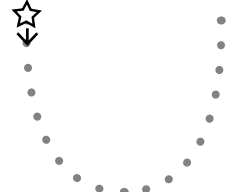
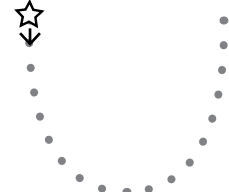
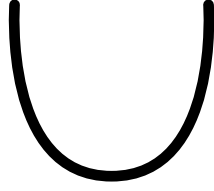
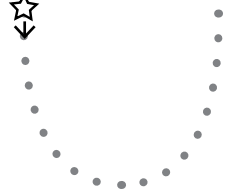


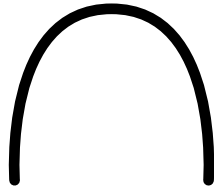
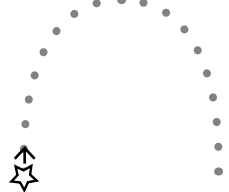
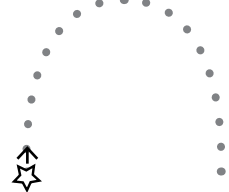
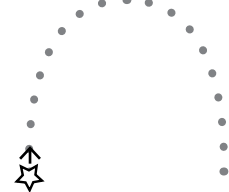
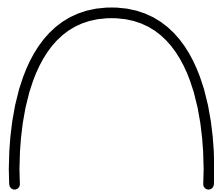
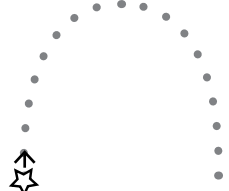










Name: _____

Directions: Students trace the dotted lines, starting at the star, and complete remaining strokes for mixed writing strokes practice.


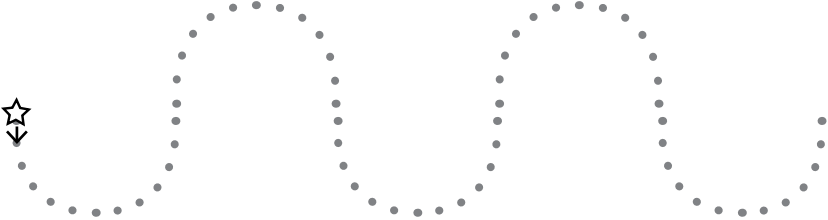
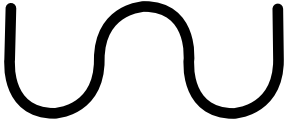
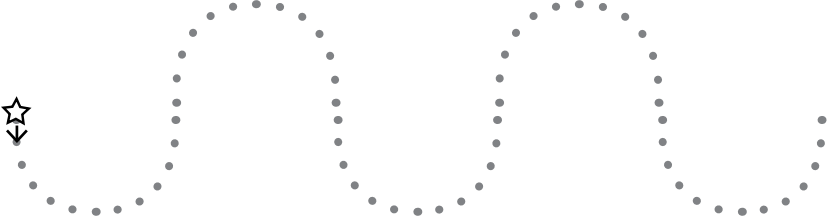
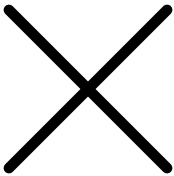



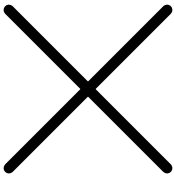





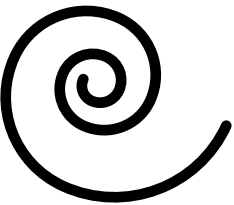
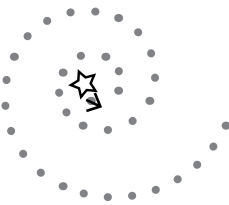
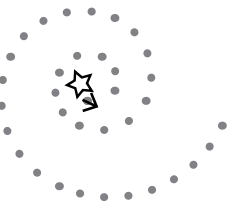
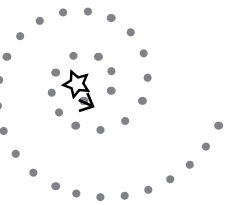
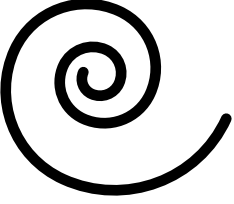
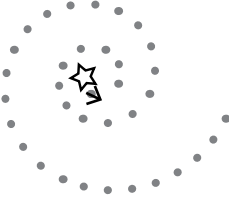


Name: _____

Directions: Students trace the dotted lines, starting at the star, and complete remaining strokes for mixed writing strokes practice.

Name: _____


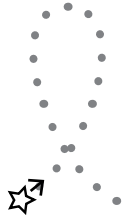
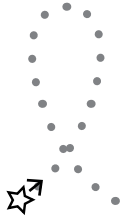
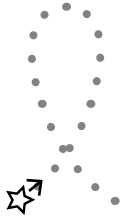

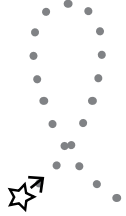
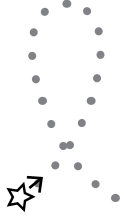
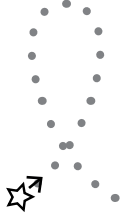
















Directions: Students trace the dotted lines, starting at the star, and complete remaining strokes for mixed writing strokes practice.

Directions: Students trace the dotted lines, starting at the star, and complete remaining strokes for mixed writing strokes practice.






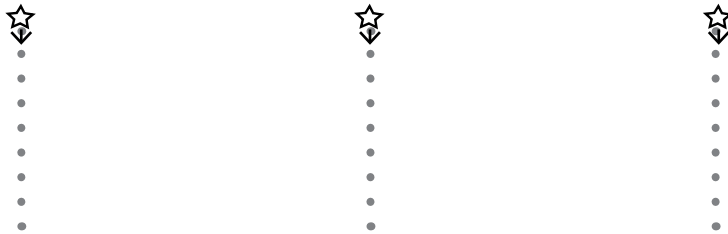


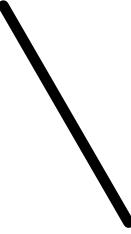
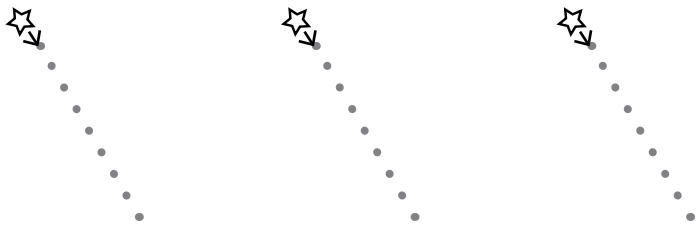

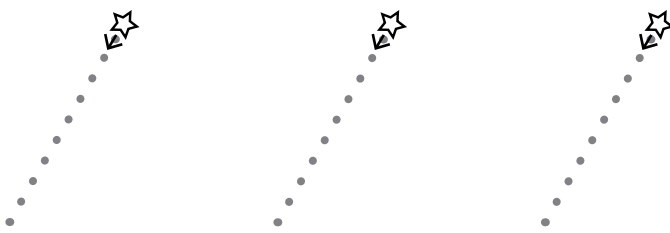
Name: _____

Directions: Students trace the dotted lines, starting at the star, and complete remaining strokes for mixed writing strokes practice.

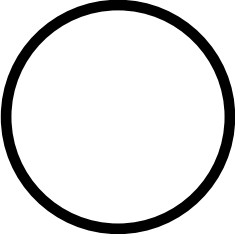
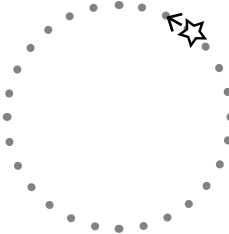
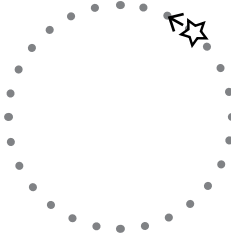
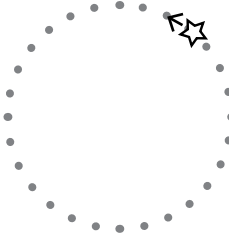
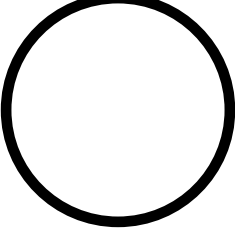
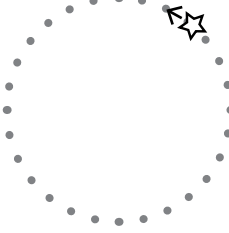


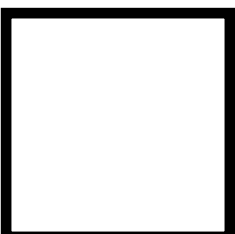
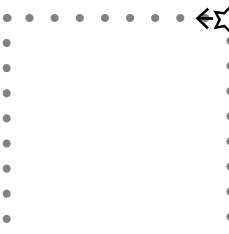
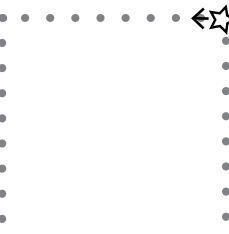

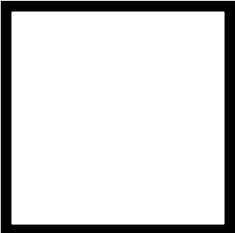
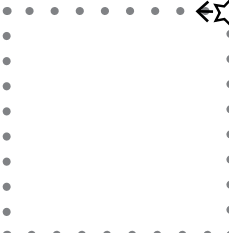


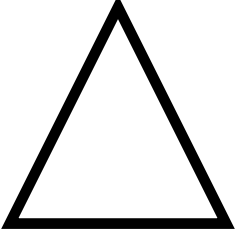
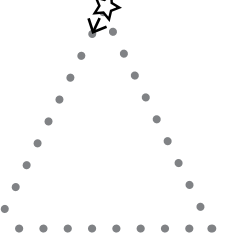
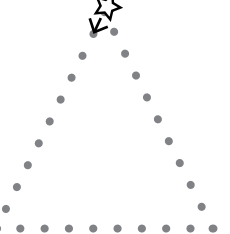
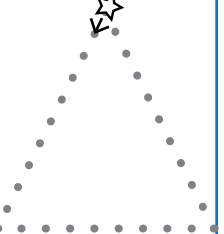
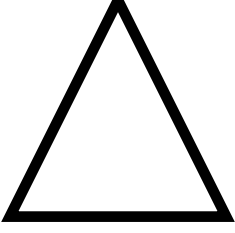
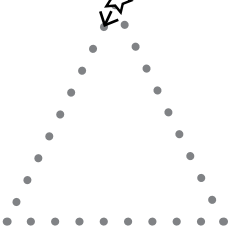


Name: _____

Directions: Students trace the dotted lines, starting at the star, and complete remaining strokes for mixed writing strokes practice.

Name: _____

Directions: Students trace the dotted lines, starting at the star, and complete remaining shapes for mixed writing strokes practice.

Name: _____

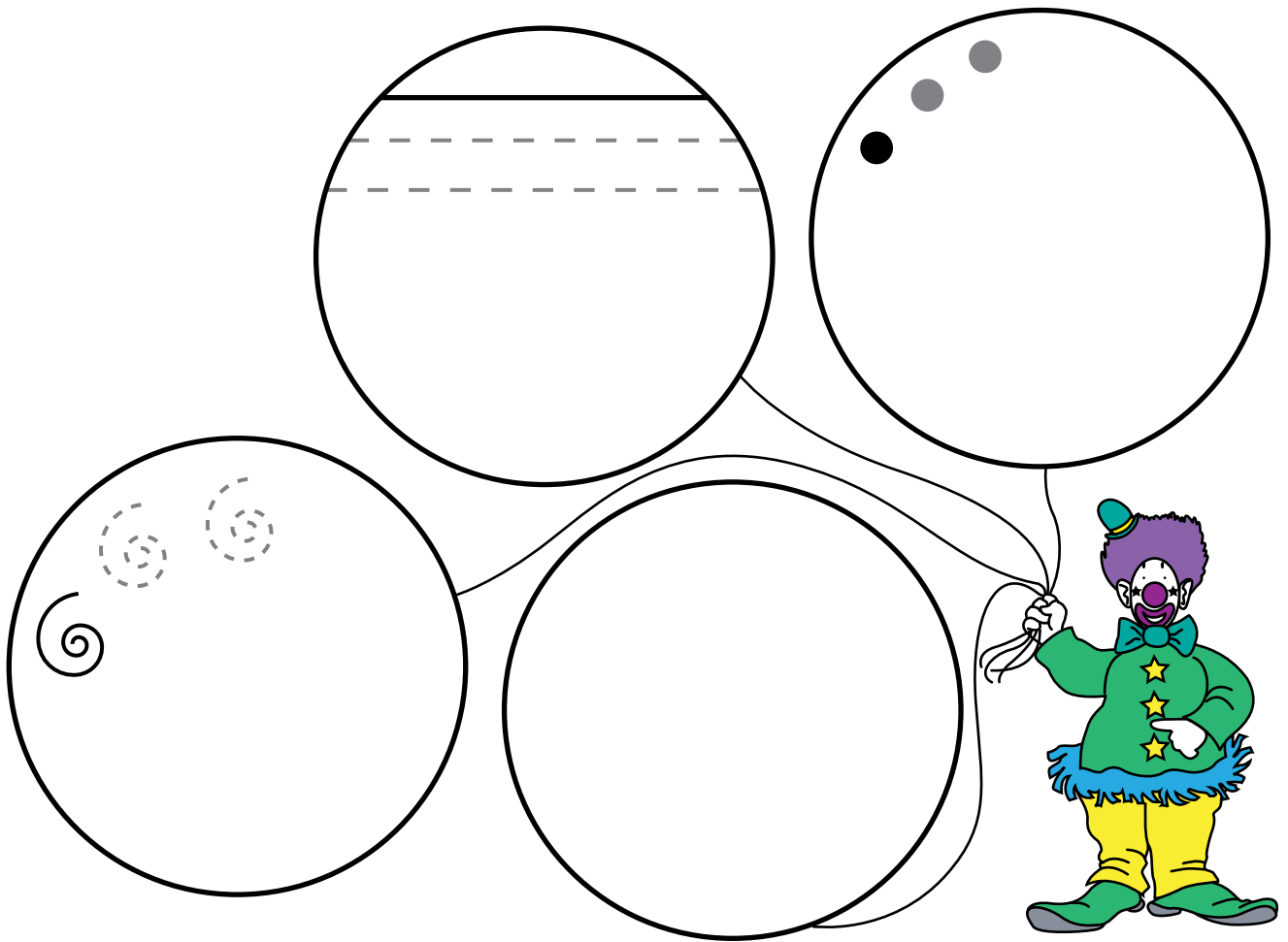
Directions: Students first trace the dotted vertical lines, circles, and spirals provided, then draw their own lines, circles, and spirals to fill in the sections of the poster.



A large rectangular poster with a black border, divided into three horizontal sections by two horizontal lines. The top section contains a solid vertical line on the left and two dotted vertical lines to its right. The middle section contains a solid circle on the left and two dotted circles to its right. The bottom section contains a solid spiral on the left and two dotted spirals to its right.

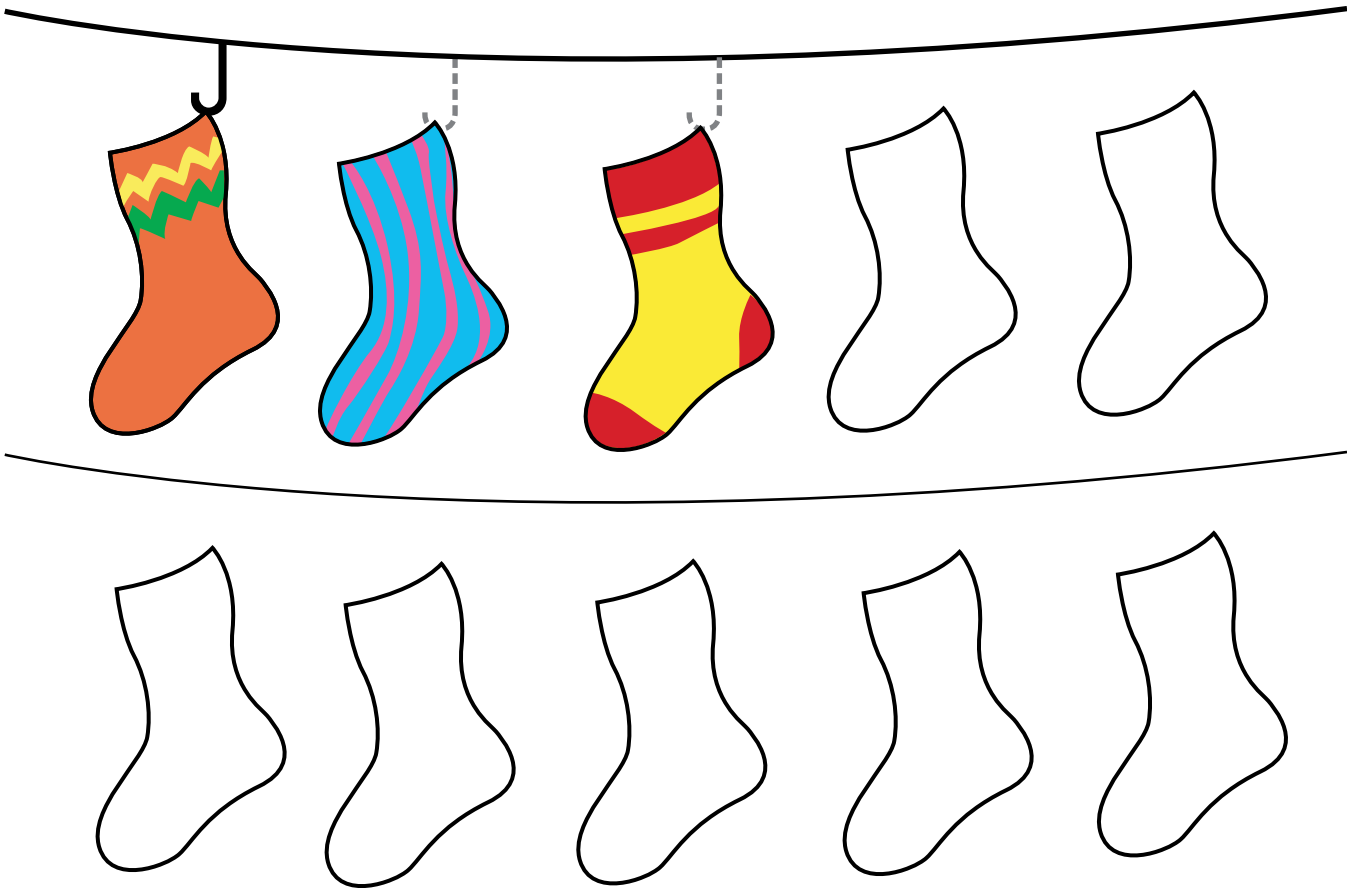
Name: _____

Directions: Students first trace the dotted horizontal lines, dots, and spirals provided, then draw their own writing strokes to complete the balloon designs



Name: _____

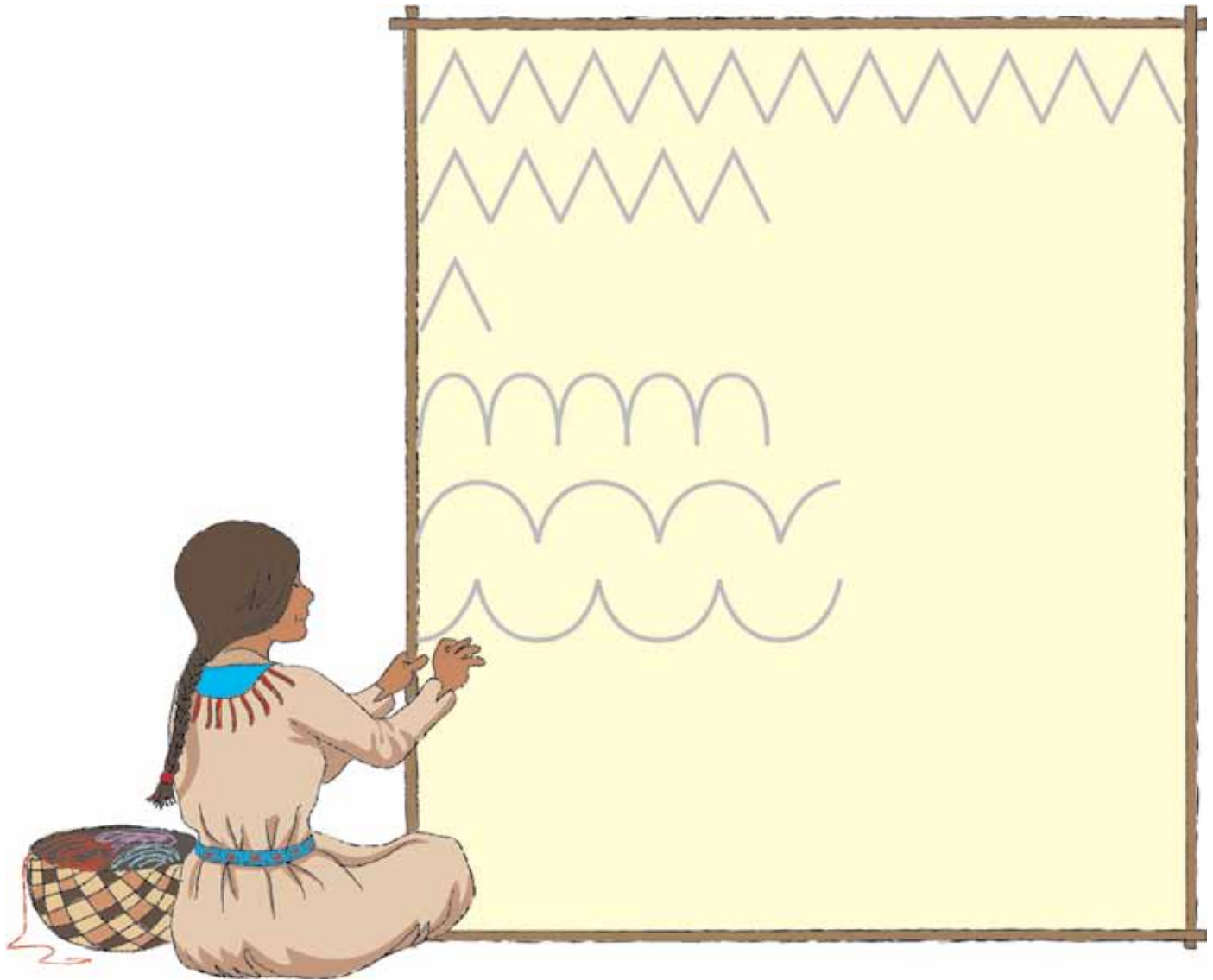
Directions: Students first trace the dotted hooks and complete hooks for the remaining socks. Any writing strokes can be used to fill in designs on the socks.



Name: _____

Decorating D

Directions: Students first trace and complete the gray lines of zigzags, humps, and cups, then use any writing strokes to complete the weaving design.



Name: _____

Own Name A

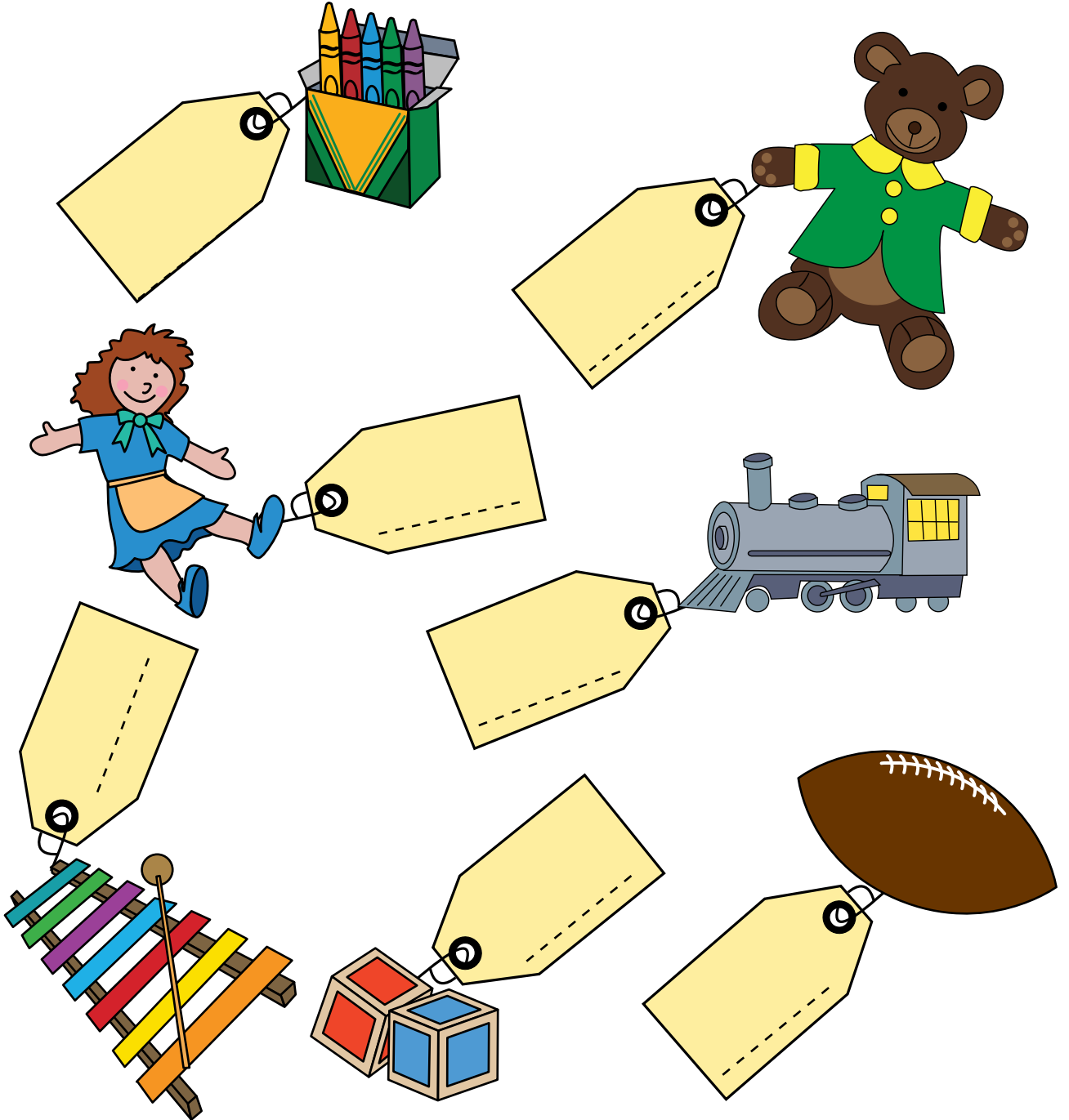
Directions: Fill the frame with a photo or self-portrait. Write the student name in the box for recognition and/or tracing practice.



Name: _____

Own Name B

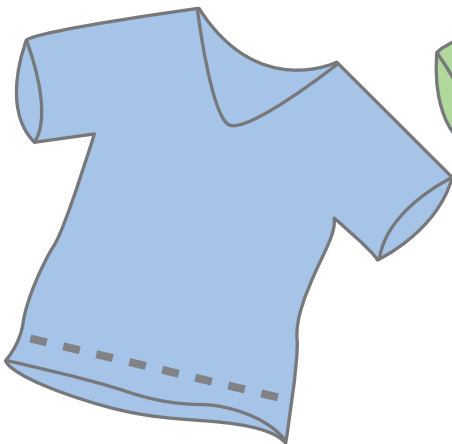
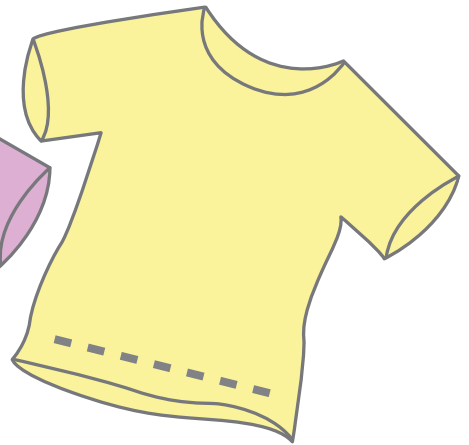
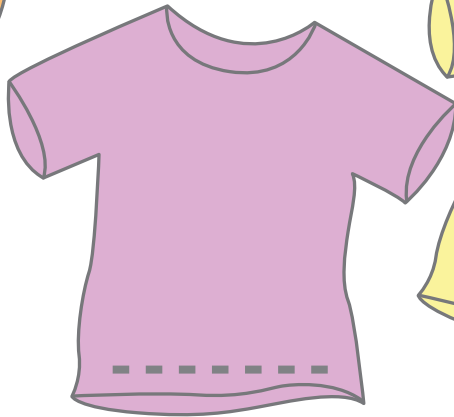
Directions: Write the student name in the box for recognition and/or tracing practice. Fill in the tags with a mix of the student name and other classmate's names. Students identify their own name on the tags.



Name: _____

Own Name C

Directions: Write the student name in the box for recognition and/or tracing practice. Fill in the shirts with a mix of the student name and other classmate's names. Students identify their own name on the shirts.



Name: _____

Own Name D

Directions: Write the student name in the box for recognition and/or tracing practice. Students circle the letter below (two of each) matching their first initial.



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CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

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SCHOOLS

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Unit 2

Assessment and Remediation Guide

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