

# Kindergarten

## Phonics Lessons: Letters, Words and How They Work

### Helpful Hints As You Plan For Instruction

--**Sources of Information** There is a wealth of information contained in the teacher's book that explains the lessons, procedures, rationales, ELL guidelines, Follow-Up ideas, as well as information about the literary concepts Kindergarteners should know.

--**Month by Month Planning Guide** Beginning on page 36, these descriptions will help you prepare not only for the current month but also to look into what will be coming in future months. It is helpful in bringing together what the entire balanced literacy program should look like at a given point in time.

--**Consider Your Child** This is a section at the beginning of each lesson is *very important to read*. It informs you about when children are ready for the lesson—what prior literacy experiences or behaviors should be in place.

--**Introducing Literacy Concepts** Many of the lessons are meant to introduce literacy concepts. These concepts will be developed further in 1<sup>st</sup> Grade lessons. (See pg. 13—Essential Literacy Concepts Every Kindergartener Should Know)

--**Standard ABC chart** helps students to understand how the letters and sounds link to each other by helping them link concrete (key pictures) to the abstract (letter names/sounds). The picture provides the link to the sound of letters.

--**Verbal Pathway** for letter formation is on page 177 of the resources section. It can/should be used early in the year during Writing Workshop to help students with correct letter formation.

#### **Points to consider as you plan Word Work lessons:**

- The priority lessons provide for approximately two lessons per week. The following pages are organized by month.
- Certain students may benefit from lessons not listed or from repeating the lessons. Some lessons are more appropriate to small group instruction to give students the opportunity to manipulate magnetic letters or word cards.
- The classroom teacher should give lesson instruction.
- The **Apply** activity or follow up work could be done as a center as long as an adult is available to supervise and monitor students' work.
- Notes by some lessons are meant to assist teachers in preparing for and delivering instruction.
- Throughout each month, lessons could be done in a different order than the list, as long as lessons within a given category are done in order (LS—1 before LS—2; but WS—3 could be done before LS—1). Check the principles taught and the skills they build on to be sure students are ready for the lesson if you choose a different order.

## Kindergarten Phonics-Word Work Priority Lessons—September

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
ELC—1 Early Literacy Concepts Page 71	Recognizing Names	<ul style="list-style-type: none"> <li>Your name starts with a letter that is always the same.</li> <li>You can find your name by looking for the first letter.</li> </ul>	Name Chart	
ELC—2 Early Literacy Concepts Page 75	Learning Your Name	<ul style="list-style-type: none"> <li>Your name has letters and is always written the same way.</li> <li>You can find your name by looking for the first letter.</li> </ul>	Songs and Chants	
PA—1 Phonological Awareness Page 105	Hearing Rhymes	<ul style="list-style-type: none"> <li>Some words have end parts that sound alike—they rhyme.</li> <li>You can hear rhymes in poems/songs.</li> </ul>	Songs and Poems	
PA—2 Phonological Awareness Page 109	Hearing More Rhymes	<ul style="list-style-type: none"> <li>Some words have end parts that sound alike—they rhyme.</li> <li>You can say words and hear how they rhyme.</li> </ul>	Poems	
LK—1 Letter Knowledge Page 211	Exploring Letters	<ul style="list-style-type: none"> <li>Letters are different from each other.</li> <li>You can notice the parts of letters.</li> </ul>	Letter Play	
LK—2 Letter Knowledge Page 215	Recognizing Letters	<ul style="list-style-type: none"> <li>A letter has a name and a shape.</li> <li>You can look at the shape of a letter and say its name.</li> </ul>	Magnetic Letters	This is how to introduce a letter and <b>must be repeated for all letters.</b>
LK—3 Letter Knowledge Page 219	Learning Letters	<ul style="list-style-type: none"> <li>You can notice the parts of letters.</li> </ul>	Names with Stars	
LK—4 Letter Knowledge Page 223	Learning Letters	<ul style="list-style-type: none"> <li>Words have letters in them.</li> <li>Your name has letters in it.</li> <li>You can say the first letter of your name.</li> </ul>	Name Puzzle	
LK—5 Letter Knowledge Page 227	Recognizing and Naming Letters	<ul style="list-style-type: none"> <li>A letter has a name and a shape.</li> <li>You can look at the shape of a letter and say its name.</li> </ul>	Alphabet Linking Chart	Use a standard ABC chart.

## Kindergarten Phonics-Word Work Priority Lessons—October

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
ELC—3 Early Literacy Concepts Page 79	Hearing Words in Sentences	<ul style="list-style-type: none"> <li>We <b>say</b> one word for each word we <b>see</b> in writing.</li> </ul>	Cut-Up Sentences	
PA—3 Phonological Awareness Page 113	Hearing Rhymes	<ul style="list-style-type: none"> <li>You can hear and connect words that rhyme.</li> </ul>	Picture Sort	
PA—4 Phonological Awareness Page 117	Hearing Syllables	<ul style="list-style-type: none"> <li>You can hear and say the syllables in a word.</li> <li>Some words have 1, 2, 3 or more syllables.</li> </ul>	Picture Sort	
PA—5 Phonological Awareness Page 121	Hearing Syllables	<ul style="list-style-type: none"> <li>You can hear and say the syllables in a word.</li> <li>Some words have 1, 2, 3 or more syllables.</li> </ul>	Chant	
PA—6 Phonological Awareness Page 125	Hearing, Saying, and Clapping Syllables	<ul style="list-style-type: none"> <li>You can hear and say the syllables in a word.</li> <li>Some words have 1, 2, 3 or more syllables.</li> </ul>	Picture Sort	
PA—7 Phonological Awareness Page 129	Saying Words Slowly to Hear Sounds	<ul style="list-style-type: none"> <li>You can say a word slowly.</li> <li>You can hear the sounds in a word.</li> </ul>		“Consider Your Children” Experience with interactive writing is important.
LK—6 Letter Knowledge Page 231	Making Letters	<ul style="list-style-type: none"> <li>Letters are different from each other.</li> <li>You can notice the parts of letters.</li> </ul>	Art Materials	* Repeat as needed throughout the year
LK—13 Letter Knowledge Page 259	Learning to Look at Letter Features 1	<ul style="list-style-type: none"> <li>You can find parts of letters that look the same.</li> <li>You can find the letters that have long sticks and short sticks.</li> </ul>	Letter Sort	

## Kindergarten Phonics-Word Work Priority Lessons—November

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
ELC—4 Early Literacy Concepts Page 83	Sorting and Connecting Names	<ul style="list-style-type: none"> <li>You can connect your name with other words.</li> </ul>	Three-Way Sort	
PA—8 Phonological Awareness Page 133	Hearing Beginning Sounds	<ul style="list-style-type: none"> <li>Some words sound the same at the beginning.</li> <li>You can connect words that sound the same at the beginning.</li> </ul>	Picture Match	
PA—9 Phonological Awareness Page 137	Hearing Beginning Sounds	<ul style="list-style-type: none"> <li>Some words sound the same at the beginning.</li> <li>You can connect words that sound the same at the beginning.</li> </ul>	Picture Sort	
PA—10 Phonological Awareness Page 141	Hearing Ending Sounds	<ul style="list-style-type: none"> <li>Some words sound the same at the end.</li> <li>You can connect words that sound the same at the end.</li> </ul>	Picture Sort	
PA—11 Phonological Awareness Page 145	Hearing Ending Sounds	<ul style="list-style-type: none"> <li>Some words sound the same at the end.</li> <li>You can connect words that sound the same at the end.</li> </ul>	Picture Lotto	
LK—16 Letter Knowledge Page 275	Recognizing Uppercase and Lowercase Letters	<ul style="list-style-type: none"> <li>A letter has two forms. One is uppercase (capital) and the other is lowercase (small).</li> </ul>	Two-Way Sort	See verbal pathway pg. 177 in resources.
HF—1 High Frequency Words Page 373	Building and Writing HF Words 1	<ul style="list-style-type: none"> <li>You see some words many times when you read.</li> <li>Words you see a lot are important because they help you read and write.</li> </ul>	Making Words	This is how to teach words. (I, is, no, go, me, my, to, a) ** Repeat throughout year.
WSA—1 Word Solving Actions Page 451	Making connections Between Names and Other Words	<ul style="list-style-type: none"> <li>You can connect your name with other words.</li> </ul>	Name Lotto	
WSA—2 Word Solving Actions Page 455	Using Letter/Sound Analysis	<ul style="list-style-type: none"> <li>You can say words slowly to hear the sounds.</li> <li>You can hear sounds at the beginning, middle and end.</li> <li>You can write the letter for the sounds you can hear.</li> </ul>	Writing Words	

\*\* These are the designated HF words for Kindergarten. You are not limited to this list, but these should be taught to **all** students.

## Kindergarten Phonics-Word Work Priority Lessons—December

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
ELC—5 Early Literacy Concepts Page 87	Recognizing First and Last Letters	<ul style="list-style-type: none"> <li>The first letter in a word is on the left.</li> <li>The last letter in a word is before the space.</li> </ul>	Making Names	
ELC—6 Early Literacy Concepts Page 91	Locating First and Last in Print	<ul style="list-style-type: none"> <li>The first word in a sentence is on the left.</li> <li>The last word in a sentence is before the period or question mark.</li> </ul>	Little Books	
LK—9 Letter Knowledge Page 243	Learning Letter Names	<ul style="list-style-type: none"> <li>You can look at the shape of a letter and say its name.</li> </ul>	Letter Mini-books	You may use the books you already use, but follow the ‘Consider Your Children’ and plan to introduce 2-3 books a week over a period of 8-12 weeks using the suggested sequence listed.
LK—11 Letter Knowledge Page 251	Letters in Names	<ul style="list-style-type: none"> <li>You can look at the shape of a letter and say its name.</li> </ul>	Marching Game	Could be taught in Music class.
LS—1 Letter Sound Relationships Page 309	Beginning Consonant Letters and Sounds	<ul style="list-style-type: none"> <li>You can hear the sound at the beginning of a word.</li> <li>You can match letters and sounds at the beginning of a word.</li> </ul>	Pocket Chart Match	
LS—3 Letter Sound Relationships Page 317	Beginning Consonant Letters and Sounds	<ul style="list-style-type: none"> <li>You can hear the sound at the beginning of a word.</li> <li>You can match letters and sounds at the beginning of a word.</li> </ul>	Picture Sort	See sequence for introducing sounds in LS—2 (pg. 313).
WM—1 Word Meaning Page 403	Learning Color Words	<ul style="list-style-type: none"> <li>A color has a name.</li> <li>You can read and write the names of colors.</li> </ul>	Matching Words	

## Kindergarten Phonics-Word Work Priority Lessons—January

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
PA—12 Phonological Awareness Page 149	Hearing Ending Sounds	<ul style="list-style-type: none"> <li>You can hear the last sound in a word.</li> <li>You can say a word to hear the last sound.</li> </ul>	Picture Cards	
PA—13 Phonological Awareness Page 153	Making Rhymes	<ul style="list-style-type: none"> <li>Some words have end parts that sound alike—they rhyme.</li> <li>You can make rhymes by thinking of words that end the same.</li> </ul>	Picture Concentration	
PA—15 Phonological Awareness Page 161	Hearing Long Vowel Sounds in the Middle of Words	<ul style="list-style-type: none"> <li>You can hear and say the sound in the middle of a word.</li> </ul>	Picture Match	
LK—19 Letter Knowledge Page 283	Forming Letters	<ul style="list-style-type: none"> <li>You can make the shape of a letter.</li> <li>You can say words that help you learn to make a letter.</li> <li>You can check to see if your letter looks right.</li> </ul>	Handwriting Books	Rainbow Letters Students repeatedly trace letter with different colors.
LS—20 Letter Sound Relationships Page	Forming Letters	<ul style="list-style-type: none"> <li>You can make the shape of a letter.</li> <li>You can say words that help you learn to make a letter.</li> <li>You can check to see if your letter looks right.</li> </ul>	Handwriting Books	Link to LS—19 Also reference LS—16: verbal pathways.
SP—1 Spelling Patterns Page 343	Noticing Word Features	<ul style="list-style-type: none"> <li>Some words have patterns that are the same.</li> <li>You can find patterns that are the same in some words.</li> </ul>	Two-Way Sort	
SP—2 Spelling Patterns Page 347	Making Words with <i>-at</i>	<ul style="list-style-type: none"> <li>See SP—1.</li> <li>You can use the pattern you know to help you write a word.</li> </ul>	Magnetic Letters	
HF—2 High Frequency Words Page 377	Building and Writing HF Words 2	<ul style="list-style-type: none"> <li>Words you see a lot are important because they help you read and write.</li> </ul>	Making Words	
WM—2 Word Meaning Page 407	Locating Color Words in Text	<ul style="list-style-type: none"> <li>A color has a name that you can read and write.</li> <li>You can find color names.</li> </ul>	Words in Poems	
WSA—3 Word Solving Actions Page 459	Making New Words by Changing the First Letter	<ul style="list-style-type: none"> <li>You can change the first letter or letters of a word to make a new word.</li> </ul>	Magnetic Letters	

## Kindergarten Phonics-Word Work Priority Lessons—February

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
SP—3 Spelling Patterns Page 351	Making Words with <i>-an</i>	<ul style="list-style-type: none"> <li>Some words have parts (patterns) that are the same.</li> <li>You can look at the pattern you know to help you read a word.</li> <li>You can use the pattern you know to help you write a word.</li> </ul>	Magnetic Letters	
SP—4 Spelling Patterns Page 355	Making Words with <i>-ay</i>	<ul style="list-style-type: none"> <li>Same as SP—3.</li> </ul>	Magnetic Letters	
HF—3 High Frequency Words Page 381	Recognizing HF Words	<ul style="list-style-type: none"> <li>Words you see a lot are important because they help you read and write.</li> </ul>	Lotto	Review of words previously taught.
HF—4 High Frequency Words Page 385	Building and Writing HF Words 3	<ul style="list-style-type: none"> <li>Same as HF—3</li> </ul>	Making Words	New Words--Continue to add HF words and differentiate to meet students' needs.
WM—3 Word Meaning Page 411	Learning Number Words	<ul style="list-style-type: none"> <li>A number has a name.</li> <li>You can read and write the names of numbers.</li> <li>You can find the names of numbers.</li> </ul>	Matching Words	Fun and good for students. Expectation is introduction only.
WSA—4 Word Solving Actions Page 463	Making New Words by Changing the First Letter 2	<ul style="list-style-type: none"> <li>You can change the first letter or letters of a word to make a new word.</li> </ul>	Magnetic Letters	

## Kindergarten Phonics-Word Work Priority Lessons—March

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
ELC—7 Early Literacy Concepts Page 95	Matching Word by Word	<ul style="list-style-type: none"> <li>We <b>say</b> one word for each word we <b>see</b> in writing.</li> </ul>	Cut-up Sentences	
PA—19 Phonological Awareness Page 177	Hearing and Blending Onsets and Rimes	<ul style="list-style-type: none"> <li>You can hear and say the first and last parts of words.</li> <li>You can blend word parts together.</li> </ul>	Follow the Path	Great center activity with an adult to teach and monitor.
PA—21 Phonological Awareness Page 185	Hearing and Substituting Sounds	<ul style="list-style-type: none"> <li>You can change the first sound of a word to make a new word.</li> </ul>	Picture Cards	
LK—17 Letter Knowledge Page 275	Recognizing Uppercase and Lowercase Letters	<ul style="list-style-type: none"> <li>A letter has two forms. One is uppercase (capital) and the other is lowercase (small).</li> </ul>	Two-Way Sort	
LK—18 Letter Knowledge Page 279	Recognizing Uppercase and Lowercase Letters	<ul style="list-style-type: none"> <li>A letter has two forms. One is uppercase and the other is lowercase.</li> <li>Some lowercase forms look like the uppercase and some look different.</li> </ul>	Alphabet Lotto	
LS—6 Letter Sound Relationships Page 329	Learning Letters and Beginning Sounds	<ul style="list-style-type: none"> <li>You can match letters and sounds at the beginning of a word.</li> </ul>	Class Alphabet Book	The <b>Apply</b> is appropriate for some children who need extra help (may be too time consuming for all).
SP—5 Spelling Patterns Page 359	Making Words with <i>-and</i>	<ul style="list-style-type: none"> <li>Some words have parts (patterns) that are the same.</li> <li>You can find patterns that are the same in many words.</li> </ul>	Magnetic Letters	
HF—5 High Frequency Words Page 389	Building and Writing HF Words 4	<ul style="list-style-type: none"> <li>Words you see a lot are important because they help you read and write.</li> </ul>	Making Words	Continue to introduce new HF words for some students or review/practice previous words that have not been learned.



## Kindergarten Phonics-Word Work Priority Lessons—April

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
PA—22 Phonological Awareness Page 189	Hearing Middle Sounds	<ul style="list-style-type: none"> <li>You can hear and say the sound in the middle of a word.</li> <li>Some words sound the same in the middle.</li> <li>You can match words that sound the same in the middle.</li> </ul>	Two-Way Sort	
PA—23 Phonological Awareness Page 193	Hearing Sounds in Sequence	<ul style="list-style-type: none"> <li>You can say a word slowly to hear all the sounds from first to last.</li> <li>You can write the letter or letters for each sound.</li> </ul>	Picture Cards	Choose words and student groups carefully.
SP—6 Spelling Patterns Page 363	Making Words with <i>-ake</i>	<ul style="list-style-type: none"> <li>Some words have a vowel, a consonant, and a silent <i>e</i>.</li> <li>The vowel sound is usually the name of the vowel.</li> </ul>	Magnetic Letters	
HF—6 High Frequency Words Page 393	Building and Writing HF Words 5	<ul style="list-style-type: none"> <li>Words you see a lot are important because they help you read and write.</li> </ul>	Making Words	Continue to review and/or add new words to meet students' needs.
WM—7 Word Meaning Page 427	Locating Days of the Week in Text	<ul style="list-style-type: none"> <li>Days of the week have names.</li> <li>You can read and write the names of the days of the week.</li> <li>You can find the names of the days of the week.</li> </ul>	Making Sentences	Good Lesson to provide exposure to Days of the Week. <b>–Not Required</b>
WS-1 Word Structure Page 433	Learning Words: Simple Plurals	<ul style="list-style-type: none"> <li>Add <i>-s</i> to some words to show you mean more than one.</li> </ul>	Concentration	
WSA—6 Word Solving Actions Page 471	Using Parts of Words to Solve New Words	<ul style="list-style-type: none"> <li>You can use parts of words you know to read or write new words.</li> </ul>	Highlighting Word Parts	
WSA—7 Word Solving Actions Page 475	Changing Last Letters to Make New Words	<ul style="list-style-type: none"> <li>You can change the last letter or letters of a word to make a new word.</li> </ul>	Magnetic Letters	Best taught in small groups. <b>Apply</b> —some students will need one on one support.
WSA—8 Word Solving Actions Page 479	Changing First and Last Letters to Make New Words	<ul style="list-style-type: none"> <li>You can change the first or last letter or letters of a word to make a new word.</li> </ul>	Magnetic Letters	Best taught in small groups. <b>Apply</b> —some students will need one on one support.

## Kindergarten Phonics-Word Work Priority Lessons—May/June

Lesson/Page	Lesson Title	Principle Taught	Activity	Special Notes
PA—25 Phonological Awareness Page 201	Hearing, Saying, and Deleting Beginning Sounds	<ul style="list-style-type: none"> <li>You can say a word without the first sound.</li> </ul>	Picture Cards	Alphabet Chart should be well known—fast and fluent.
PA—26 Phonological Awareness Page 205	Hearing and Deleting Sounds	<ul style="list-style-type: none"> <li>You can say words without some of the sounds.</li> <li>You can say a word without the first sound. (Sometimes it won't sound like a real word anymore)</li> </ul>	Picture Cards	Some students will need extra practice on this, but it is an essential element of Phonological Awareness.
LK—21 Letter Knowledge Page 291	Labeling Consonants and Vowels	<ul style="list-style-type: none"> <li>Some letters are consonants.</li> <li>Some letters are vowels.</li> <li>Every word has a vowel.</li> </ul>	Letter Sort	
LK—24 Letter Knowledge Page 303s	Learning the Initials for Names	<ul style="list-style-type: none"> <li>Your initials are the first letter of your first name and the first letter of your last name.</li> <li>You use uppercase letters to write your initials.</li> </ul>	Name Chart	
SP—7 Spelling Patterns Page 367	Making Words with <i>-ike</i>	<ul style="list-style-type: none"> <li>Some words have a vowel, a consonant, and a silent <i>e</i>.</li> <li>The vowel sound is usually the name of the vowel.</li> </ul>	Magnetic Letters	
HF—7 High Frequency Words Page 397	Locating HF Words in Text	<ul style="list-style-type: none"> <li>When you know a word, you can read it every time you see it.</li> <li>You can find a word by knowing how it looks.</li> </ul>	Poems and Songs	
WS—2 Word Structure Page 437	Adding <i>-s</i> to Change Word Meaning	<ul style="list-style-type: none"> <li>Add <i>-s</i> to the end of a word to make it sound right in a sentence.</li> </ul>	Making Words	<b>Apply</b> —having students read the words is essential.
WS—3 Word Structure Page 441	Learning about Compound Words	<ul style="list-style-type: none"> <li>Some words are made up of two words put together.</li> </ul>	Highlighting Words	Good lesson, skip <b>Apply</b>
WSA—9 Word Solving Actions Page 483	Using Known Words to Solve New Words	<ul style="list-style-type: none"> <li>You can use parts of words you know to read or write new words.</li> </ul>	Cut-up Sentences	

