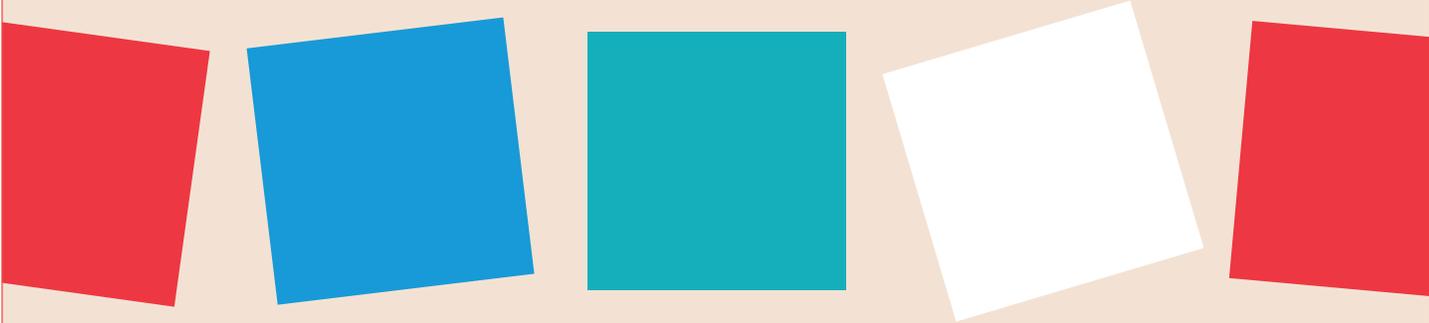


Reading Ready

**A guide for educators
to teach students word
reading skills.**



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About the Author

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Online Resources

Electronic copies of the following materials are available at readingrescue.org/reading-ready

- One-page overview of program
- Reading Ready Educator Guide (full curriculum)
- Parent/Caregiver Guide
- Data Tracker
- Short videos for each activity
- Google Jamboard for each lesson
- 50 additional letter-sound activities
- Resources document with all electronic materials linked
- More extension activities to create a 30-45 minute lesson
- Additional Assessment: Letter-Name, Letter-Sound

Table of Contents

Manual	1-7
Introduction	2
What You Need to Know about the Development of Word Reading	3
Why You Should Use these Lessons	4
How to Tackle the Lesson Plans	4
Structure of the Lesson Plans	5
Letter-Sound/Phonetic Elements Practice	5
Sound Practice	5
Word Practice	6
Reading Practice	6
Assessments	7
Support Materials	9–15
Progression of Phonemic Awareness Tasks	10
Phonetic Elements Chart	11
Phonetic Elements Chart with Keywords	12
Activity Sheet: Double-Decker Sound-Letter Boxes	13
Lesson Tracker	15
Assessment Scoring and Student Sheets	17–23
Assessment 1 Instructor & Student Sheets	22
Assessment 2 Instructor & Student Sheets	24
Assessment 3 Instructor & Student Sheets	26
Lessons	25–75
Student Sheets	30
Lesson 1	40
Lesson 2	44
Lesson 3	48
Lesson 4	52
Lesson 5	56
Lesson 6	60
Lesson 7	64
Lesson 8	68
Lesson 9	72
Lesson 10	76

Manual

Introduction	2
What You Need to Know about the Development of Word Reading	3
Why You Should Use these Lessons	4
How to Tackle the Lesson Plans	4
Structure of the Lesson Plans	5
Assessments	7



Introduction

This guide is intended for anyone trying to teach a child (K-2nd grade) to lift off into the ability to read words starting with the most basic letter-sound combinations. There are all sorts of reasons your child may need this level of support. It could be that they are moving beyond the level of their peers, but the classroom teacher is not ready to provide word work instruction; It could be that your child received some word reading instruction from the classroom teacher, but your child needs more of it; It could be that your child never received word reading instruction of this sort, and instead, mostly received whole word memorization practice. It could also be that your child quickly moved up in “reading levels,” but you are concerned that they are overly reliant on picture and context clues, instead of focusing on the letter-sound structure of the word (a skill they will have to rely on as pictures go away and text becomes more complex).

Whatever the reason, you know your child is ready for this instruction if:

they know their letter names and some letter sounds (if they know all the sounds, even better)

or

they have familiar words memorized, but struggle with reading or spelling unfamiliar words that follow regular letter-sound patterns.

This guide was created to cut straight to the heart of what emerging readers need to learn how to decode words: the interweaving of letter-sound knowledge, phonemic awareness skills, and phonics practice. The letter-sound targets for each week are used to create many of the words used in the phonemic awareness activities and nearly all of the words used in the phonics and sentence reading activities. What’s more, the sentence reading section of the lesson presents an opportunity for the child to practice her new decoding skills in controlled text. The controlled sentences only contain words that your child practiced in the other two sections of the lesson or in previous lessons, plus very few irregularly spelled high frequency words (*a, the* for sets 1-5; *was, you, to* added for sets 6-10). This allows for multiple opportunities to practice newly acquired skills of applying letter-sound knowledge to read new words.

The lessons are repetitive so after only a few sessions you will feel like a veteran teacher. There is a progression of skill development built into each component of the lesson based on a phonics scope and sequence that we developed by vetting several other sources and what reading science tells us about how these skills develop. This curriculum only addresses ten sets of early phonetic elements so you may want to check with your child’s school to see how they are addressing the more advanced skills. A set of short (2-5-minute videos) are available that demonstrate the activities. We recommend blocks for the phonemic awareness activities and a white board and the Double-Decker Sound-Letter Boxes Activity Sheet (see Additional Items section) for the phonics section, but feel free to use whatever is available around the house. Alternatives to using blocks for the phonemic awareness activities include using coins, sticky notes, or any small objects (cups from the play kitchen, lids to small storage containers, crayons,

clips, etc.). Paper and pencil also work just as well for the phonics section.

One important clarifying point, this is a word reading guide, not a comprehension curriculum. The sentences are controlled because the purpose is to use letter-sound combinations that the student is working on. That means most of the time, the concepts in the sentences are simple because the words are limited. Also, the sentences stand-alone so you should check with your child after reading each sentence to see if she understands what is going on. This opportunity to repeatedly practice newly learned letter-sound relationships is key to the development of efficient word reading, but it also means that the sentences are conceptually simple. We decided not to write or use decodable stories for a variety of reasons that we explain in the Reading Practice section. Please see the videos on types of books and comprehension if you want to address comprehension with your child.

What you Need to Know about the Development of Word Reading

One of the most important concepts for parents and teachers to know is that word reading skills are not correlated with intelligence. Some very bright children will have great struggles learning how to read words. All children need some level of instruction on cracking the English code because our written language is quite complex. Unlike other languages, English doesn't have a one-to-one correspondence between the letters and sounds. In English, some letters make more than one sound, and two or more letters can make only one sound. It can be confusing!

Laying the foundation for how to analyze the letter-sound relationships in words teaches a child an invaluable skill that can be deployed through adulthood anytime an unfamiliar word is encountered. This skill involves recognizing that

words contain parts (i.e., single letters, groups of letters, prefixes, suffixes, roots) that can be used to accurately read and spell the word. By recognizing the value of word parts, students learn how to attack words and break them down into manageable chunks. This skill is acquired slowly through targeted repeated practice (this program!), and then picks up steam quickly. When a child has efficient word reading skills, she can spend more mental energy comprehending the text. It's important to note that some children need lots of sound and word work, some need a little, but all children benefit from a strong foundation in word analysis skills. The widely-used and ineffective approach of whole word reading/ memorization catches up with students. This is indicated by the 4th grade reading slump, which demonstrates that as multisyllabic words become more prevalent in texts, students without word analysis skills suffer because they don't have a way to break down unfamiliar words into manageable chunks.

It is important to understand the basic tenets of word reading from the field of reading science so that you are invested in this approach instead of falling back on the previously mentioned ineffective practice of having students memorize whole words. Research has repeatedly shown that letter knowledge and phonemic awareness skills are the best predictors of later literacy skills. Once students acquire letter-sound knowledge, which often emerges from their letter-name knowledge, and they start recognizing that words are made up of individual sounds, they can closely approximate the spellings of words, and they can read words accurately by saying each sound and then blending them together. Teachers often refer to this as "sounding out" and in the research it's called phonic decoding. Repeated practice with sounding out words, or phonetically decoding a word, supports the storage of that word in

memory and will result in faster retrieval when the child sees the word in the future. Researchers refer to this as reading the word automatically from sight. In other words, the more practice a child has with mapping the letters in a word to its pronunciation the stronger the storage of that word in memory. In the early years, this mapping typically requires some form of analysis, which is what we've built into the program.

Young children progress from not being aware of letters, to recognizing that letters and their sounds can be used to spell and partially read words, to being able to fully represent the sounds in words in their spellings and use their letter-sound skills to read words accurately. Finally, children acquire the ability to read and spell longer words by using larger chunks of the words as a guide. As a reminder, this guide should be used when children have some letter-sound knowledge and they are ready to apply it to read and spell simple words. Usually, this is in Kindergarten and early first grade, but this guide can be used with any child who needs to revisit the skill of anchoring themselves in the information available in the letter string of a word.

Why You Should Use These Lessons

Some schools are doing an excellent job of making sure students are equipped with the foundational skills of letter-sound, phonemic awareness, and phonics knowledge to lift into the ability to decode words. However, this is not the norm. Teacher training programs at universities have been remiss in ensuring that this type of expertise is developed by teacher candidates, and therefore, generations of teachers have been and continue to instruct students in these emerging literacy years without the proper knowledge of how early word reading skills actually develop. Often, schools focus on letter knowledge, but skip training in phonemic awareness. Also, the letter knowledge instruction is typically connected to basic phonics instruction,

but then word reading practice involves lists of high frequency words and leveled readers, both of which do not deeply reflect the phonics curriculum. In short, emerging readers are put at an unfair disadvantage. They are provided with some letter-sound instruction, but not enough practice to master using the new skills in context. No wonder some students are having a hard time getting to the next “reading level.”

In this program, everything is married together. The letter-sounds review at the start of the lessons are the same letter-sounds that are used throughout all three parts of the lesson. This provides ample opportunity for a child to hear, see, say, and write these letter-sound units. By repeating the lessons across multiple days and using multiple sentences that contain these letter-sound units, the child has the opportunity to master the concept- something for which there is often little time for when a teacher has many other children to instruct and a curriculum that needs to be covered.

How to Tackle the Lesson Plans

These lessons are designed to take 15 minutes. You could do each of the separate activities spread out during the day or all parts together in one sitting (or standing, depending on your child). That means you will do a little from each section of the lesson every time (see Set 1-3 breakdowns). Set a timer and move on once it goes off. Make a note to indicate where you left off or note that you need to repeat the same items next time because the student needs more practice. There are three days' worth of content within each Lesson, but you can always cycle back through the entire content and extend the lessons to six days if need be. You can also decide that the child is ready to move on after three or fewer days, especially if the child was already taught the concept in school and you are using this as a review. Every child develops at a

different pace along this early word reading path; don't let it discourage either you or your child.

The blocks, or other manipulatives, used in the sound practice section make things fun and novel, which is great, but their use is intended to make the difficult task of identifying and holding sounds in memory tangible. It's important for students to touch and move the blocks in the early stages of the sound work. Later on, for a challenge, you may attempt to remove the blocks to see if the child can hold the sounds in memory. If you don't have blocks, anything that is of identical shape will do. I've done this with sticky notes, tiny tea cups and plates from the play kitchen area, and even just my fingers (to represent each sound) and/or fists (to represent larger parts of words) when I didn't have anything readily available. The key is to use something for the sound practice section that isn't too distracting because the focus needs to be on holding the sounds in working memory. You can have a little more fun with the chips for the word practice section of the lesson because there is more opportunity to hear, say, see, and write the sounds and letters in the word. Anything from the same category that are small enough to fit in the boxes will do. I've used raisins, coins, cotton balls, cut out circles of paper or felt, tiny cars, tiny characters, etc. I usually keep it consistent for one week and then change it up, but do what works best for your child.

The tone of the lessons should be *focused* and *fun*. Clear a space at a table where you and your child can sit comfortably. Be sure to remove any distractions. Please do not do this while music is playing or the TV is on. Enjoy spending time together and create some type of fun ritual around this work. As a former interventionist, I used to start with a joke where I would segment the first sound of the punch line. As a parent, I often use our after-school snack of pretzels,

round crackers, or a special treat of healthy gummy bears for the sound work. As both a parent and interventionist, I've used pennies for the word work and I let the child/children keep them- a simple joy! Introduce novelty and choice by letting the child choose the color of blocks, the color of white board marker, or even let the child choose the order in which to read the sentences.

Structure of the Lesson Plans

Letter-Sound/Phonetic Elements Practice

At the top of each lesson you will see a list of the letters/phonetic elements that will be used in this Lesson. Keep this part of the lesson very simple. Ask your child what sound each letter/phonetic element makes. If your child doesn't know the sound, ask the child the letter name, and then tell the child the sound. Directions are provided on each lesson. As you move on in Lessons, make the best decision for your child about whether there is a need to review previous phonetic elements listed at the top of the sheet or if it's fine to only do the sounds for the new phonetic elements.

Sound Practice

This may be the most difficult part of the lesson for some students, especially if the student doesn't have any experience with phonemic awareness activities. It's okay, with practice it will get easier. This section helps lay a critical foundation of identifying and manipulating individual sounds in words, which is an essential skill for word reading. The Sound Practice section is broken down into six sub-skills that become progressively more complex over time (see table below). There are videos online that demonstrate how to do these lessons.

In this part of the lesson, children are asked to identify or manipulate the sounds of several target words from the sentences, as well as

additional words that contain phonological elements that are necessary to master but that students aren't yet able to read (e.g., compound words). Students are simply honing their ear to the structure of language with the use of these other words. See the Support Materials section for the Progression of Phonemic Awareness Instruction chart.

Word Practice

This part of the lesson brings new letter-sound knowledge (phonics skills) into heightened awareness. Two tried-and-true instructional approaches are used to maximize word reading (decoding) and spelling (encoding) skill development. Word chains strengthen the child's ability to manipulate letter-sounds to create new words. By changing one or two letters at a time, the student has to hyper-focus on how moving or swapping a letter changes the entire word. This approach relies on cognitive flexibility and strengthens phonic decoding skills. Word mapping takes the child's letter-sound analysis skills to the next level. In the word chain activity, the letters are provided for the child to use to read the word; however, in word mapping, the child must analyze the sounds that they hear in a word, and map these sounds onto possible letter (spelling) options after only seeing the word one time. Whereas word chains require hyper-focus of using letter-sounds in different places in words, word mapping requires analysis of an individual word's entire spelling. Also, in word mapping, the students are doing the writing which makes this a spelling (encoding) activity instead of a word reading (decoding) activity. Spelling is more difficult than word reading, which makes this activity all the more important. The key to the activity is in the targeted feedback that is provided throughout the sequence of steps from counting the number of sounds, to considering the letter options, to finally determining the spelling of the whole word. By repeatedly practicing this

activity, words will become more securely stored in memory for automatic retrieval.

It's important to note that most students will make the leap from segmenting or saying each sound in the word with pauses between the sounds, (/c/.../a/.../t/), to saying the sounds in quick succession so that the individual sounds blend together to make the word "cat." One approach to support this process is to have the child say each sound, /c/.../a/.../t/, then ask her to put the first two sounds together, "ca", and then add the third sound /t/, repeating this process until all three sounds are connected to form the word "cat." During this process, the child should slide her finger under the letters as each sound is spoken, and she should move her finger faster as she blends the sounds together. Another approach is to teach students to not stop in-between sounds in a word when sounding it out. This is possible for words that start with continuant consonants (f, l, m, n, or s) whose sound can be held in the speech stream for an extended amount of time (i.e., /sssss/). To do this, have the student say all the sounds in word by stretching and streaming the sounds but not stopping, for example *sssaat*. Then have them say the whole word quickly, *sat*. As the child streams the sounds, have her student move her finger across the word slowly but without lifting her finger to reinforce not stopping in between the sounds.

Reading Practice

This part of the lesson brings it all together! The words used in these sentences are directly generated from the letters, sounds, and words practiced in the previous parts of the lesson. We have controlled the words in these sentences in order to build a child's confidence in word reading. The child should be able to sound out (decode) the word by saying the sound of each letter or letter unit and then blending it together

to read the word. Note, there are a few irregularly spelled high frequency words used that were essential to build sentences. Likely, your child already knows these words, but regardless, we have the child practice these few words before jumping into the sentences. Our suggestion is to have your child read the sentences for each day multiple times to build fluency. Cover all the sentences except the one the student is reading so that she is not distracted or anxious about the other sentences. Sometimes it is necessary to only write one sentence at a time in large font on a white board or piece of paper.

We were intentional in writing sentences and not stories for a variety of reasons (e.g., keep a hyper-focus on accurate word reading; avoid “baby book” stigma that children are sensitive to; our own difficulty with writing something interesting with such basic words). While the sentences for each day do not create a story, the sentences do make sense and have meaning. You should check in with your child to see if she understands what the sentence means. The most important thing is that the child practices reading the sentence multiple times to strengthen her decoding skills.

Assessments

There are three basic assessments provided. Administer the first one before you start Lesson 1, the second one after Lesson 5, and the third one at the end of Lesson 10. These are designed to see if your child’s skills in phoneme segmentation and non-word reading are improving. The directions are provided at the top of each sheet. *If your child is clearly having difficulty or doesn’t know what to do, stop the assessment!* There is no point having the child suffer. The reason you are using this curriculum is to TEACH these skills. Hopefully over time, you will see improvement.

Program Outline

Pre Assessment

- Lesson 1
3-6 Days
- Lesson 2
3-6 Days
- Lesson 3
3-6 Days
- Lesson 4
3-6 Days
- Lesson 5
3-6 Days

Mid Assessment

- Lesson 6
3-6 Days
- Lesson 7
3-6 Days
- Lesson 8
3-6 Days
- Lesson 9
3-6 Days
- Lesson 10
3-6 Days

Post Assessment

Daily Lessons

Letter Practice

1 minute

Sound Practice

2-3 minutes

Word Practice

7 minutes

Reading Practice

5 minutes

Support Materials

Progression of Phonemic Awareness Tasks.....	10
Phonetic Elements Chart	11
Phonetic Elements Chart with Keywords.....	12
Activity Sheet: Double-Decker Sound-Letter Boxes.....	13
Lesson Tracker	15



Progression of Phonemic Awareness Instruction

Lessons	1-2	3-4	5-6	7-8	9-10
Phoneme Isolation	Initial Sound	Final Sound	Medial Sound	Initial or Final with Blend	Final or Medial with Blend
Blending/ Segmenting Larger Units	Compound Words	Syllables (Set 1-2 Blend, Set 3 Segment)	Body-Coda (Set 1-2 Blend, Set 3 Segment)	Onset-Rime (Set 1-2 Blend, Set 3 Segment)	Onset-Rime (Set 1-2 Blend, Set 3 Segment)
Phoneme Blending	2-3	3	3-4	4	4-5
Phoneme Segmenting	2-3	3	3-4	4	4-5
Adding Phonemes	Initial Sound	Initial Sound	Initial Sound (creating a blend)	Final Sound (with or without creating a blend)	Final Sound (creating a blend)
Deletion/ Substitution	Compound Words (Set 1-2 Delete, Set 3 Substitute)	Syllables (Set 1-2 Delete, Set 3 Substitute)	Initial Sound (Set 1-2 Delete, Set 3 Substitute)	Final Sound (Set 1-2 Delete, Set 3 Substitute)	Final Sound (Set 1-2 Delete, Set 3 Substitute)

Phonetic Elements Chart

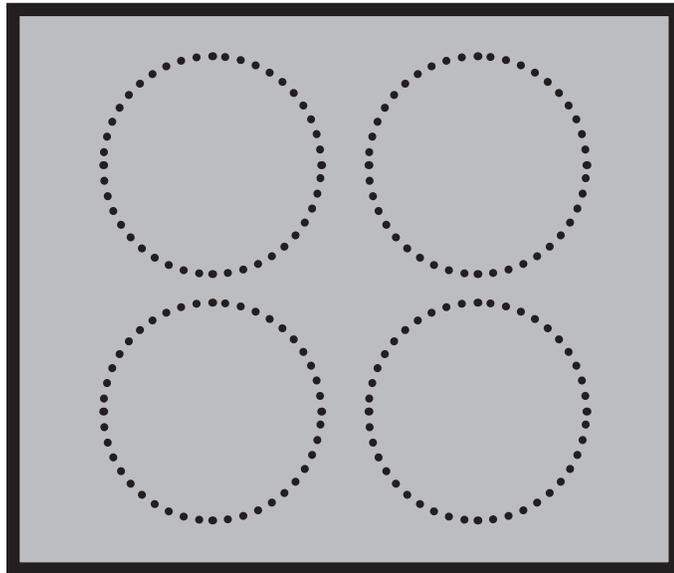
Lesson 1	Ss, Aa, Tt, Ii, Pp, Nn
Lesson 2	Cc, Kk, Ee, Hh, Rr, Mm, Dd
Lesson 3	Gg, Oo, Uu, Ll, Ff, Bb
Lesson 4	Jj, Vv, Ww, Xx, Yy, Zz
Lesson 5	ck, ll, ss, ff, zz,
Lesson 6	Initial Blends: bl-, fl-, sl-, sk-, sp-, br-, tr-, cr- Final Blends: -ft, -ld, -mp, -nd, -st
Lesson 7	o (long), e (long), y (long i), ee
Lesson 8	Qu/qu, ch, sh, th (voiced/unvoiced), ng
Lesson 9	VCe/CVCe “Bossy e / Silent e” a-e = /ā/, e-e = /ē/, i-e = /ī/, o-e = /ō/, u-e = /yoo/, u-e = /oo
Lesson 10	ar, or, ur, er, ir

Phonetic Elements Chart with Keywords

Lesson 1	Ss – sun Aa – apple Tt – tent Ii – igloo Pp – pen Nn – neck	Lesson 6	Initial Blends bl- – blue fl- – flag sl- – slip sk- – skip sp- – spill br- – brick tr- – truck cr- – crack Final Blends -ft – raft -ld – bold -mp – ramp -nd – stand -st – rest
Lesson 2	Cc – cake Kk – kid Ee – egg Hh – heart Rr – rock Mm – mug Dd – dog	Lesson 7	o = ō – no e = ē – we y = ī – sky ee = ē – see
Lesson 3	Gg – gum Oo – octopus Uu – umbrella Ll – log Ff – fan Bb – bed	Lesson 8	qu – queen ch – chip sh – ship th (voiced) – them th (unvoiced) – think ng – ring
Lesson 4	Jj – jelly Vv – violin Ww – wish Xx – fix Yy – yogurt Zz – zoo	Lesson 9	Spelling Pattern: VCE/CVCE “Bossy e / Silent e” a-e = /ā/ – bake e-e = /ē/ – Pete i-e = /ī/ – dime o-e = /ō/ – nose u-e = /yoo/ – cute u-e = /oo/ – rule
Lesson 5	ck – sock ll – full ss – moss ff – stuff zz – buzz s = /z/ – flies	Lesson 10	ar – car or – for ur – fur er – her ir – bird

Activity Sheet: Double-Decker Sound-Letter Boxes

Laminate or place in sheet protector



Reading Ready Program Tracking Sheet

Tutor Name: _____

Student Name: _____

Pre-Assessment Data

Phoneme Segmentation Score: _____/20

Nonsense Word Reading Score: _____/15 words _____/41 sounds

Mid-Assessment Data

Phoneme Segmentation Score: _____/20

Nonsense Word Reading Score: _____/15 words _____/41 sounds

Post-Assessment Data

Phoneme Segmentation Score: _____/20

Nonsense Word Reading Score: _____/15 words _____/41 sounds

Reading Ready Program Tracking Sheet

Tutor Name: _____ Student Name: _____

Lesson 1

DAY & DATE	Letter Practice	Sound Practice									Word Practice		Sentence Reading Practice																								
		Phoneme Isolation: Initial Sound			Blending: Compound Words			Segmenting: Compound Words			Phoneme Blending			Phoneme Segmenting			Adding Phonemes: Initial Sound			Deletion: Compound Words			Substitution: Compound Words			Word Chains			Word Mapping								
		SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS								
DAILY	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3				
Example Day 0 5/22/2021	x	x			x						x																		x			x			x		

Lesson 2

DAY & DATE	Letter Practice	Sound Practice									Word Practice		Sentence Reading Practice																							
		Phoneme Isolation: Initial Sound			Blending: Compound Words			Segmenting: Compound Words			Phoneme Blending			Phoneme Segmenting			Adding Phonemes: Initial Sound			Deletion: Compound Words			Substitution: Compound Words			Word Chains			Word Mapping							
		SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS							
DAILY	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

Reading Ready Program Tracking Sheet

Tutor Name: _____ Student Name: _____

Lesson 3

DAY & DATE	Letter Practice	Sound Practice									Word Practice		Sentence Reading Practice																						
		Phoneme Isolation: Final Sound			Blending: Syllables			Segmenting: Syllables			Phoneme Blending			Phoneme Segmenting			Adding Phonemes: Initial Sound			Deletion: Syllables			Substitution: Syllables			Word Chains			Word Mapping						
		SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS						
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	

Lesson 4

DAY & DATE	Letter Practice	Sound Practice									Word Practice		Sentence Reading Practice																								
		Phoneme Isolation: Final Sound			Blending: Syllables			Segmenting: Syllables			Phoneme Blending			Phoneme Segmenting			Adding Phonemes: Initial Sound			Deletion: Syllables			Substitution: Syllables			Word Chains			Word Mapping								
		SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS			SETS								
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

Assessments

Assessment 1 Instructor & Student Sheets	22
Assessment 2 Instructor & Student Sheets	24
Assessment 3 Instructor & Student Sheets	26



Assessment 1

Instructor Sheet

Phoneme Segmentation

“Listen as I say all of the sounds in the word **cup**: /k/ /u/ /p/.”

“Listen again as I say all of the sounds in the word **bed**: /b/ /e/ /d/.”

“Now you try. Say all of the sounds in **at**.”

Two response options:

Correct: “Yes, all of the sounds in **at** are /a/ /t/.”

Incorrect: “The sounds in “at” are /a/ /t/.”

“Now, I’m going to say a word, and you try to say all the sounds you hear in the word. Let’s begin.”

toe	/t/ /ō/	0 1 2
bag	/b/ /a/ /g/	0 1 2 3
sell	/s/ /e/ /l/	0 1 2 3
win	/w/ /i/ /n/	0 1 2 3
boy	/b/ /oy/	0 1 2
		____/13
sky	/s/ /k/ /ī/	0 1 2 3
gift	/g/ /i/ /f/ /t/	0 1 2 3 4
name	/n/ /ā/ /m/	0 1 2 3
ducks	/d/ /u/ /k/ /s/	0 1 2 3 4
mail	/m/ /ā/ /l/	0 1 2 3
		____/17

TOTAL: ____/30

Nonsense Word Reading

“Listen as I read this word [point to the word at the top of the sheet]: **fim**.”

“This is not a real word, but I can read it because I know the sound each letter makes: /f/ /i/ /m/. When I put them together it makes a silly word: **fim**.”

“Now you try to read this word [point to the next word on the sheet]. If you can’t read the word, tell me the sounds you know.”

“Okay, now you try to read these words, or tell me the sounds if you can’t read the word.”

Adult practice word: **fim**

Child practice word: **wos**

ep	og	af	ib	ut
____/5 words		____/10 sounds		
wic	poz	jec	yat	lud
____/5 words		____/15 sounds		
flet	dolb	chep	mer	sate
____/5 words		____/16 sounds		
TOTAL:		____/15 words		____/41 sounds

Assessment 1

Student Sheet

Nonsense Word Reading

fim

wos

ep	og	af	ib	ut
wic	poz	jec	yat	lud
flet	dolb	chep	mer	sate

Assessment 2

Instructor Sheet

Phoneme Segmentation

“Listen as I say all of the sounds in the word **cup**: /k/ /u/ /p/.”

“Listen again as I say all of the sounds in the word **bed**: /b/ /e/ /d/.”

“Now you try. Say all of the sounds in **at**.”

Two response options:

Correct: “Yes, all of the sounds in **at** are /a/ /t/.”

Incorrect: “The sounds in “at” are /a/ /t/.”

“Now, I’m going to say a word, and you try to say all the sounds you hear in the word. Let’s begin.”

no	/n/ /ō/	0 1 2
lag	/l/ /a/ /g/	0 1 2 3
bell	/b/ /e/ /l/	0 1 2 3
pin	/p/ /i/ /n/	0 1 2 3
toy	/t/ /oy/	0 1 2
		____/13
fly	/f/ /l/ /ī/	0 1 2 3
list	/l/ /i/ /s/ /t/	0 1 2 3 4
same	/s/ /ā/ /m/	0 1 2 3
locks	/l/ /o/ /k/ /s/	0 1 2 3 4
tail	/t/ /ā/ /l/	0 1 2 3
		____/17

TOTAL: ____/30

Nonsense Word Reading

“Listen as I read this word [point to the word at the top of the sheet]: **fim**.”

“This is not a real word, but I can read it because I know the sound each letter makes: /f/ /i/ /m/. When I put them together it makes a silly word: **fim**.”

“Now you try to read this word [point to the next word on the sheet]. If you can’t read the word, tell me the sounds you know.”

“Okay, now you try to read these words, or tell me the sounds if you can’t read the word.”

Adult practice word: **fim**

Child practice word: **wos**

et	op	ak	ig	ub
		____/5 words	____/10 sounds	
jic	roz	fet	mab	sut
		____/5 words	____/15 sounds	
blet	hond	shem	ter	kine
		____/5 words	____/16 sounds	
		TOTAL:	____/15 words ____/41 sounds	

Assessment 2

Student Sheet

Nonsense Word Reading

fim

wos

et	op	ak	ig	ub
jic	roz	fet	mab	sut
blet	hond	shem	ter	kine

Assessment 3

Instructor Sheet

Phoneme Segmentation

“Listen as I say all of the sounds in the word **cup**: /k/ /u/ /p/.”

“Listen again as I say all of the sounds in the word **bed**: /b/ /e/ /d/.”

“Now you try. Say all of the sounds in **at**.”

Two response options:

Correct: “Yes, all of the sounds in **at** are /a/ /t/.”

Incorrect: “The sounds in “at” are /a/ /t/.”

“Now, I’m going to say a word, and you try to say all the sounds you hear in the word. Let’s begin.”

so	/s/ /ō/	0 1 2
rag	/r/ /a/ /g/	0 1 2 3
fell	/f/ /e/ /l/	0 1 2 3
tin	/t/ /i/ /n/	0 1 2 3
bay	/b/ /ay/	0 1 2
		____/13
try	/t/ /r/ /ī/	0 1 2 3
gist	/j/ /i/ /s/ /t/	0 1 2 3 4
tame	/t/ /ā/ /m/	0 1 2 3
bucks	/b/ /u/ /k/ /s/	0 1 2 3 4
Sail	/s/ /ā/ /l/	0 1 2 3
		____/17

TOTAL: ____/30

Nonsense Word Reading

“Listen as I read this word [point to the word at the top of the sheet]: **fim**.”

“This is not a real word, but I can read it because I know the sound each letter makes: /f/ /i/ /m/. When I put them together it makes a silly word: **fim**.”

“Now you try to read this word [point to the next word on the sheet]. If you can’t read the word, tell me the sounds you know.”

“Okay, now you try to read these words, or tell me the sounds if you can’t read the word.”

Adult practice word: **fim**

Child practice word: **wos**

el	oc	ag	id	uk
		____/5 words	____/10 sounds	
tij	vod	het	wam	bif
		____/5 words	____/15 sounds	
sleg	fost	thep	der	mibe
		____/5 words	____/16 sounds	
		TOTAL: ____/15 words	____/41 sounds	

Assessment 3

Student Sheet

Nonsense Word Reading

fim

wos

el	oc	ag	id	uk
tij	vod	het	wam	bif
sleg	fost	thep	der	mibe

Lesson Sheets

Student Sheets	30
Lesson 1	40
Lesson 2	44
Lesson 3	48
Lesson 4	52
Lesson 5	56
Lesson 6	60
Lesson 7	64
Lesson 8	68
Lesson 9	72
Lesson 10	76



Lesson 1

Student Sheet

Graphemes

S s

A a

T t

I i

P p

N n

Irregular High-Frequency Words

the

a

Sentences

Set 1:

A tan pit

The tin pan

It is tan.

Sit in the pan.

Set 2:

Tap the pin.

Tip the pan.

Sit in the pit.

Is the pin in the pan?

Set 3:

Nat is tan.

Pip sat in sap.

Pat sat in the pit.

Is Nan in the pan?

Lesson 2

Student Sheet

Graphemes

C c

K k

E e

H h

R r

M m

D d

Irregular High-Frequency Words

the

a

Sentences

Set 1:

The man ran.

Tam is mad.

Ed had a map.

Sim did a rap.

Set 2:

Min hid the rat.

The man had a hen.

The cat is in a lap.

Did Nam rip the map?

Set 3:

Can the kid pet the cat?

Is the rat in the pen?

Can Pip nap in the den?

Did Tad rip the hem?

Lesson 3

Student Sheet

Graphemes

G g

O o

U u

L l

F f

B b

Irregular High-Frequency Words

the

a

Sentences

Set 1:

Kit had a mat.

The cup is red.

A kid is sad.

The dog can beg.

Set 2:

Get the big mug.

A bug bit the kid.

The lad got a hug.

The kid is on a cot.

Set 3:

A pig got in the mud.

Did Tig hop on the log?

Mom fed the pup a nut.

Can a rat run up a leg?

Lesson 4

Student Sheet

Graphemes

J j

V v

W w

X x

Y y

Z z

Irregular High-Frequency Words

the

a

Sentences

Set 1:

Max can jog.

Yes, zip the bag!

Jen has a wig.

Rex the dog is wet.

Set 2:

Jaz can zig and zag.

Did Mem fix the jet?

The fox is at the vet.

Lug the jug to Zak.

Set 3:

Did the pig get a yam?

Is the wax in the box?

Did Wes mix up Jen and Jan?

Is the van at the bus hub?

Lesson 5

Student Sheet

Graphemes

ck

ll

ss

ff

zz

s

Irregular High-Frequency Words

the

a

to

Sentences

Set 1:

Jess ran up to the well.

Tuck in the dolls.

Pick up the mess.

Bill can pack a sock.

Set 2:

The bugs will buzz.

The pop has fizz.

Back up the bus, Rick.

Can Jill pass the ball to Zack?

Set 3:

Pack up the bags, Jeff.

Did Vick tell on Tess?

Tell Mack to fill the jugs.

Will Nick miss the van?

Lesson 6

Student Sheet

Initial & Final Blends

bl-

-ft

fl-

-ld

sl-

-mp

sk-

-nd

sp-

-st

br-

tr-

cr-

Sentences

Set 1:

Mell will cast a spell.

The dog hit his skull.

The crust was the best!

Put the vest on Brad.

Set 2:

Pick up the fleck of dust.

Brad will sled on the hill.

The block was on the track.

I spend a lot on gum.

Set 3:

Put the brick in the truck.

He will crack his skull!

The gift will cost a lot.

The last band was a flop.

Irregular High-Frequency Words

the

was

a

of

to

Lesson 7

Student Sheet

Graphemes

o

e

y

ee

Sentences

Set 1:

You need to feed the frogs.

We will fly up in the sky.

The jeep will go up the ramp.

You seem to need help.

Set 2:

No, Bret will cry and weep.

The eels can swim in the pond.

Try to get the spy to creep up.

Was the seed just a weed?

Set 3:

The frogs will try to sleep in the creek.

You must not try to feed the bee!

He needs to keep his hands free.

You need to meet Fran at the camp.

Irregular High-Frequency Words

the

was

a

of

to

you

Lesson 8

Student Sheet

Graphemes

qu

ch

sh

th

(voiced)

th

(unvoiced)

ng

Sentences

Set 1:

You can smash the dish.

The queen left the ship.

Bring that thing to me.

I wish to sing a song.

Set 2:

Is that a rash on his neck?

Bang the drum with a stick.

He will rush to Seth in a flash.

You will spend a lot of cash
on that shed.

Set 3:

The duck will quack at the
moth.

Then the king will brush his
teeth.

Chad has to ship Chuck a ring.

Did the chick flap his wings?

Irregular High-Frequency Words

the was

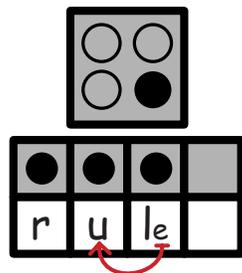
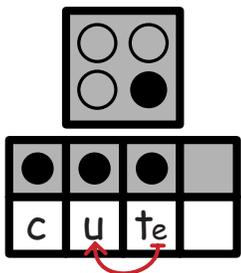
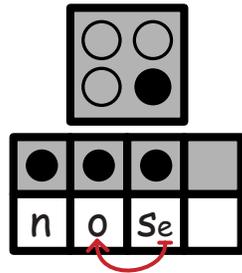
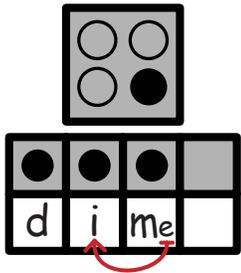
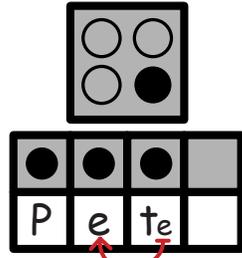
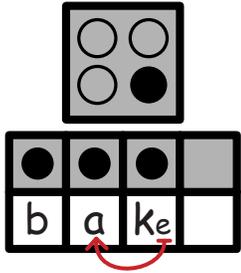
a of

to you

Lesson 9

Student Sheet

Spelling Pattern



Sentences

Set 1:

Jane is late for her date.

Can we hike to the cave?

I hope June can hike home!

Pete will line up in time.

Set 2:

Jake was lost in the maze.

Let us fly a kite in the sky!

Can we bake a cute cake?

Kate can ride her bike by the lake.

Set 3:

Will you save a crate of
beets for me?

Will Luke dine at home?

You need to use a code in
the game.

Eve made a joke, but it was
bad.

Irregular High-Frequency Words

the

was

a

of

to

you

Lesson 10

Student Sheet

Graphemes

ar

or

ur

er

ir

Sentences

Set 1:

A spot on the skirt is green.

Can we get corn at the farm?

Chip got a card that sang.

You can make art with a fork.

Set 2:

The shark will bite Mark!

The girl can sing in the car.

Part of the park is not safe.

It is hard to march in place.

Set 3:

The bird will not chirp in the dark.

The sharp thorn can hurt you.

Mar got third place in the race.

The fort is at the north part of the lake.

Irregular High-Frequency Words

the was

a of

to you

Lesson 1

3-Day Cycle, repeat cycle if needed

Materials 3 Blocks
4 Counters
Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser Activity Sheet:
Double-Decker Sound-Letter Boxes
Lesson 1 Student Sheet

Letter Practice

1 min



Materials: Lesson 1 Student Sheet

Prepare Lesson 1 Student Sheet (Graphemes)

Practice or review the listed graphemes (letters, digraphs, or vowel teams) and their corresponding sounds.

Graphemes: Ss, Aa, Tt, Ii, Pp, Nn

Ss – sun, **Aa** – apple, **Tt** – tent, **Ii** – igloo, **Pp** – pen, **Nn** – neck

For Set 1, point to each grapheme and say, for example, “A makes the /a/ sound as in apple. Repeat after me: ‘A, /a/, apple.’”

For Set 2 and 3, point to each grapheme and ask, for example, “What sound does A make?” If the child hesitates, does not know, or produces the incorrect sound, gently provide them with the correct sound and ask them to repeat it.

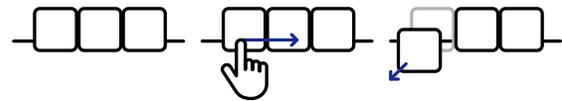
Sound Practice

2 min (Do a little each day!)



Materials: 3 Blocks

Phoneme Isolation: Initial Sound



Place 3 blocks **with sides touching** on the table. Each block will represent a sound in the word.

“Watch and listen. I will say the word and then say the first sound I hear. You repeat the word, and say the first sound you hear.”

Slide your finger across the blocks as you say the word.
“dog.”

Slide away the first block.

“/d/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements: “dog, /d/.”

Set 1: **p**an → p, **t**in → t, **p**ip → p, **s**it → s

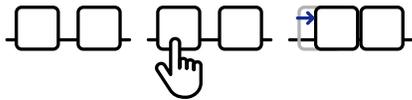
Set 2: **t**an → t, **s**at → s, **t**ip → t, **p**it → p

Set 3: **s**ip → s, **N**at → n, **p**ant → p, **n**ap → n

Lesson 1 (cont.)

3-Day Cycle, repeat cycle if needed

Blending: Compound Words



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch a block as you say each part of the word.

“birth - day.”

Slide the blocks together when saying the whole word.

“birthday.” Reset the blocks. “Your turn.”

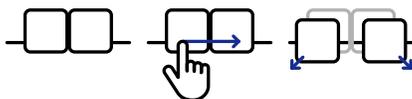
Child repeats and copies block movements:
“birth - day, birthday.”

Set 1: air-plane → airplane, lap-top → laptop,
sail-boat → sailboat, rain-drop → raindrop

Set 2: shoe-lace → shoelace, snow-ball → snowball,
tea-cup → teacup, some-thing → something

Set 3: **See Segmenting: Compound Words** (next)

Segmenting: Compound Words



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.
“birthday.”

Push the blocks apart as you say each part of the word.

“birth - day.” Reset the blocks. “Your turn.”

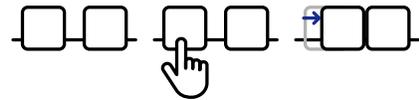
Child repeats and copies block movements:
“birthday, birth - day.”

Set 1: **See Blending: Compound Words** (previous)

Set 2: **See Blending: Compound Words** (previous)

Set 3: bedtime → bed-time, homework → home-work,
spaceship → space-ship, classroom → class-room

Phoneme Blending



Place 2 (or more, depending on number of sounds) blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch one block as you say each sound.

“/a/ /t/.”

Slide the blocks together when saying the whole word.

“at.” Reset the blocks. “Your turn.”

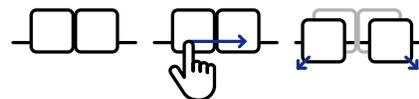
Child repeats and copies block movements: “/a/ /t/, at.”

Set 1: i-t → it, s-a-t → sat, t-a-n → tan, t-i-p → tip

Set 2: a-t → at, a-n → an, t-a-p → tap, s-i-t → sit

Set 3: i-n → in, p-i-t → pit, s-i-p → sip, p-i-n → pin

Phoneme Segmenting



Place 2 (or more, depending on number of sounds) blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“am.”

Push the blocks apart as you say each sound.

“/a/ /m/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements:
“am, /a/ /m/”

Set 1: an → a-n, at → a-t, pip → p-i-p, tan → t-a-n

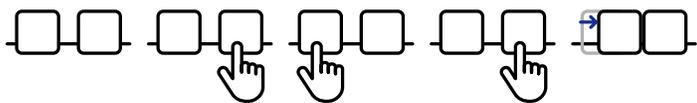
Set 2: pin → p-i-n, sat → s-a-t, Nat → N-a-t, nap → n-a-p

Set 3: pit → p-i-t, in → i-n, pan → p-a-n, sit → s-i-t

Lesson 1 (cont.)

3-Day Cycle, repeat cycle if needed

Adding Phonemes: Initial Sound



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the second block when saying the word ending (all sounds after the initial sound).

Say the word ending. If the word is tap, say “-ap.”

Child repeats: “-ap.”

Touch the first block when saying the initial sound, then the second block when repeating the word ending.

“Now, add /t/ to -ap.”

Let the child answer. If needed, demonstrate by sliding the blocks together and saying, “tap.” Reset the blocks and say, “your turn.”

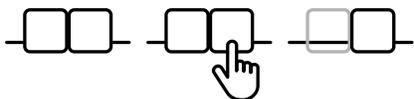
Child follows steps and copies block movements: “t-ap, tap.”

Set 1: **p**-it → pit, **p**-an → pan, **t**-in → tin, **s**-at → sat

Set 2: **s**-ip → sip, **N**-at → Nat, **t**-ap → tap, **n**-ip → nip

Set 3: **p**-in → pin, **t**-ip → tip, **p**-at → pat, **t**-an → tan

Deletion: Compound Words



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word.

“cupcake.”

Child repeats; “cupcake.”

“Now say ‘cupcake’ without ‘cup.’” Remove the block that represents the part of the word to be deleted.

Let the child answer. If needed, demonstrate by saying, “cake.” Then, reset the blocks and say, “your turn.”

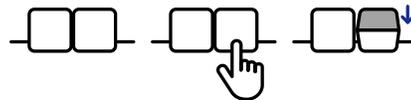
Child follows steps and copies block movements: “cupcake, cake.”

Set 1: baseball, doghouse, wheelchair, handstand

Set 2: suitcase, stoplight, doorway, raincoat

Set 3: **See Substitution: Compound Words** (next)

Substitution: Compound Words



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word.

“doorbell.”

Child repeats: “doorbell.”

“Now say ‘doorbell,’ but change ‘bell’ to ‘way.’” Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, “doorway.” Then, reset the blocks and say, “your turn.”

Child follows steps and copies block movements: “doorbell → doorway.”

Set 1: **See Deletion: Compound Words** (previous)

Set 2: **See Deletion: Compound Words** (previous)

Set 3: sunset → sunshine; weekday → weekend,
backyard → backpack; hairbrush → haircut

Word Practice

7 min

abc

Materials: Magnetic Letter Set (Optional)
Whiteboard, Dry Erase Marker, Eraser
Activity Sheet: Double Decker Sound-Letter Boxes
4 Counters, 3 Blocks

Word Chains (Do as much as you can each day)

cat at rat
↓ ↑

Prepare: Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser

Build each word by using magnetic letters or writing on a whiteboard. “Make the word cat.”

“Now, make the word rat. Only change the letters that need to be changed.” (For example, remove only the c and replace it with r to make rat.)

Prompt the child to read each word when it is built. “Read the word.” (Repeat cycle)

Set 1 (a,t,s,p,n): at → sat → pat → nat

Set 2 (i,t,s,p,n): it → sit → pit → pin

Set 3 (i,n,t,p,s): in → tin → tip → sip

Lesson 1 (cont.)

3-Day Cycle, repeat cycle if needed

Word Mapping (Do as much as you can each day)



Prepare: Whiteboard, Dry Erase Marker, Eraser, Activity Sheet: Double Decker Sound-Letter Boxes, 3 Blocks, 4 Counters

Place 2 or more blocks on the table (depending on the number of sounds in the word) an inch apart.

“Watch and listen, and then repeat after me.”

“**pat** (substitute underlined word).”

Child repeats: “pat.”

“Now listen and watch me as I say the sounds in the word: /p/ /a/ /t/.”

As you say the sounds, touch one block to represent each sound in the word.

Write the word on the whiteboard.

“Now listen and watch me point as I say the sounds in **pat**.”

Say the sounds in the word again, pointing to each letter or letters that make each sound.

“/p/ /a/ /t/, **pat**.”

Cover the word on the whiteboard.

“Now, move a chip on the activity sheet into the gray boxes for each sound you hear in **pat**.”

“Now, spell **pat** by writing the letters that make the sounds in each white box.”

“Read the word.”

Uncover the word and have the child compare what they wrote to what is written on the board.

“Let’s check our spelling!”

Set 1: at, it, an, tin

Set 2: pat, sit, tap, pin

Set 3: pan, sat, tan, pit

Reading Practice

5 min



Materials: Lesson 1 Student Sheet

Prepare Lesson 1 Student Sheet (Irregular High-Frequency Words)

“Watch and listen as I read these words.”

Read the irregular high-frequency words, pointing to each word as you read it.

“Now you try to read these words. Point to each word while you say it.”

Child reads the irregular high-frequency words two times by pointing to each word while they say it.

Prepare Lesson 1 Student Sheet (Sentences)

Point to the first sentence under the current day.

“Now try to read this sentence. Point to each word as you say it.”

Child reads the sentence two to three times, depending on time constraints.

Continue with each of the current day’s sentences.

You can **ask basic questions** to ensure comprehension of each sentence.

For example, “Who sat in sap?” or “Where is the kid?”

Irregular High-Frequency Words: **the, a**

Set 1:

A tan pit

The tin pan

It is tan.

Sit in the pan.

Set 2:

Tap the pin.

Tip the pan.

Sit in the pit.

Is the pin in the pan?

Set 3:

Nat is tan.

Pip sat in sap.

Pat sat in the pit.

Is Nan in the pan?

Lesson 2

3-Day Cycle, repeat cycle if needed

Materials 3 Blocks
4 Counters
Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser
Activity Sheet: Double-Decker Sound-Letter Boxes
Lesson 2 Student Sheet

Letter Practice

1 min



Materials: Lesson 2 Student Sheet

Prepare Lesson 2 Student Sheet (Graphemes)

Practice or review the listed graphemes (letters, digraphs, or vowel teams) and their corresponding sounds.

Graphemes: Cc, Kk, Ee, Hh, Rr, Mm, Dd

Cc – cake, **Kk** – kid, **Ee** – egg, **Hh** – heart, **Rr** – rock, **Mm** – mug, **Dd** – dog

For Set 1, point to each grapheme and say, for example, “C makes the /k/ sound as in cake. Repeat after me: ‘C, /k/, cake.’”

For Set 2 and 3, point to each grapheme and ask, for example, “What sound does C make?” If the child hesitates, does not know, or produces the incorrect sound, gently provide them with the correct sound and ask them to repeat it.

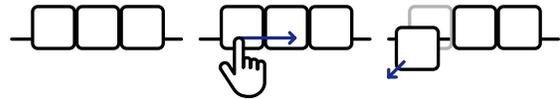
Sound Practice

2 min (Do a little each day!)



Materials: 3 Blocks

Phoneme Isolation: Initial Sound



Place 3 blocks **with sides touching** on the table. Each block will represent a sound in the word.

“Watch and listen. I will say the word and then say the first sound I hear. You repeat the word, and say the first sound you hear.”

Slide your finger across the blocks as you say the word.
“dog.”

Slide away the first block.

“/d/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements: “dog, /d/.”

Set 1: **map** → m, **hen** → h, **kit** → k, **desk** → d

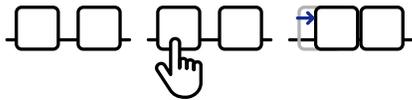
Set 2: **ran** → r, **camp** → c, **hand** → h, **mint** → m

Set 3: **did** → d, **rest** → r, **can** → c, **hint** → h

Lesson 2 (cont.)

3-Day Cycle, repeat cycle if needed

Blending: Compound Words



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch a block as you say each part of the word.

“birth - day.”

Slide the blocks together when saying the whole word.

“birthday.” Reset the blocks. “Your turn.”

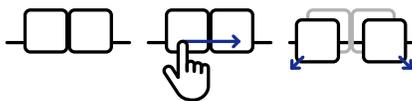
Child repeats and copies block movements:
“birth - day, birthday.”

Set 1: earth-quake → earthquake, sun-burn → sunburn,
hair-cut → haircut, birth-day → birthday

Set 2: card-board → cardboard, side-walk → sidewalk,
butter-fly → butterfly, jelly-fish → jellyfish

Set 3: **See Segmenting: Compound Words** (next)

Segmenting: Compound Words



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“birthday.”

Push the blocks apart as you say each part of the word.

“birth - day.” Reset the blocks. “Your turn.”

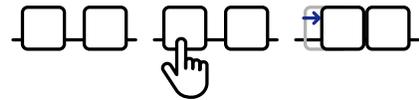
Child repeats and copies block movements:
“birthday, birth - day.”

Set 1: **See Blending: Compound Words** (previous)

Set 2: **See Blending: Compound Words** (previous)

Set 3: popcorn → pop-corn, driveway → drive-way,
upstairs → up-stairs, inside → in-side

Phoneme Blending



Place 2 (or more, depending on number of sounds) blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch one block as you say each sound.

“/a/ /t/.”

Slide the blocks together when saying the whole word.

“at.” Reset the blocks. “Your turn.”

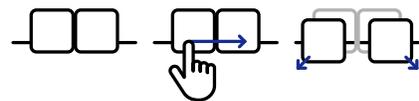
Child repeats and copies block movements: “/a/ /t/, at.”

Set 1: a-m → am, E-d → Ed, c-a-p → cap, d-e-n → den

Set 2: d-i-p → dip, p-e-n → pen, k-i-t → kit, m-a-p → map

Set 3: r-a-n → ran, h-e-n → hen, m-a-n → man, r-i-d → rid

Phoneme Segmenting



Place 2 (or more, depending on number of sounds) blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“am.”

Push the blocks apart as you say each sound.

“/a/ /m/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements:
“am, /a/ /m/”

Set 1: cat → c-a-t, tip → t-i-p, Ken → K-e-n, kit → k-i-t

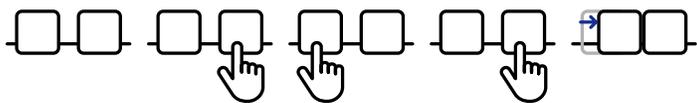
Set 2: man → m-a-n, pen → p-e-n, did → d-i-d, had → h-a-d

Set 3: nap → n-a-p, kid → k-i-d, pet → p-e-t, dim → d-i-m

Lesson 2 (cont.)

3-Day Cycle, repeat cycle if needed

Adding Phonemes: Initial Sound



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the second block when saying the word ending (all sounds after the initial sound).

Say the word ending. If the word is tap, say “-ap.”

Child repeats: “-ap.”

Touch the first block when saying the initial sound, then the second block when repeating the word ending.

“Now, add /t/ to -ap.”

Let the child answer. If needed, demonstrate by sliding the blocks together and saying, “tap.” Reset the blocks and say, “your turn.”

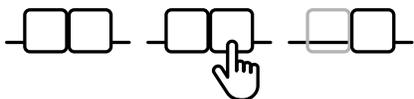
Child follows steps and copies block movements: “t-ap, tap.”

Set 1: **r**-at → rat, **h**-en → hen, **d**-ad → dad, **h**-id → hid

Set 2: **d**-ip → dip, **m**-ap → map, **k**-id → kid, **h**-am → ham

Set 3: **c**-an → can, **r**-ip → rip, **t**-ap → tap, **K**-en → Ken

Deletion: Compound Words



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word.

“cupcake.”

Child repeats; “cupcake.”

“Now say ‘cupcake’ without ‘cup.’” Remove the block that represents the part of the word to be deleted.

Let the child answer. If needed, demonstrate by saying, “cake.” Then, reset the blocks and say, “your turn.”

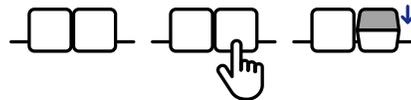
Child follows steps and copies block movements: “cupcake, cake.”

Set 1: birthday, headphones, playhouse, sidewalk

Set 2: bedtime, Sunday, lunchroom, outdoor

Set 3: **See Substitution: Compound Words** (next)

Substitution: Compound Words



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word.

“doorbell.”

Child repeats: “doorbell.”

“Now say ‘doorbell,’ but change ‘bell’ to ‘way.’” Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, “doorway.” Then, reset the blocks and say, “your turn.”

Child follows steps and copies block movements: “doorbell → doorway.”

Set 1: **See Deletion: Compound Words** (previous)

Set 2: **See Deletion: Compound Words** (previous)

Set 3: baseball → football; bedroom → classroom;
nighttime → daytime; notebook → cookbook

Word Practice

7 min

abc

Materials: Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser

Activity Sheet: Double Decker Sound-Letter Boxes

4 Counters, 3 Blocks

Word Chains (Do as much as you can each day)

cat at rat
↓ ↑

Prepare: Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser

Build each word by using magnetic letters or writing on a whiteboard. “Make the word cat.”

“Now, make the word rat. Only change the letters that need to be changed.” (For example, remove only the c and replace it with r to make rat.)

Prompt the child to read each word when it is built. “Read the word.” (Repeat cycle)

Set 1 (a,n,r,c,p): an → ran → can → cap

Set 2 (h,e,n,t,p): hen → ten → pen → pet

Set 3 (k,e,n,m,a,p): Ken → men → man → map

Lesson 2 (cont.)

3-Day Cycle, repeat cycle if needed

Word Mapping (Do as much as you can each day)



Prepare: Whiteboard, Dry Erase Marker, Eraser, Activity Sheet: Double Decker Sound-Letter Boxes, 3 Blocks, 4 Counters

Place 2 or more blocks on the table (depending on the number of sounds in the word) an inch apart.

“Watch and listen, and then repeat after me.”

“**hem** (substitute underlined word).”

Child repeats: “hem.”

“Now listen and watch me as I say the sounds in the word: /h /e/ /m/.”

As you say the sounds, touch one block to represent each sound in the word.

Write the word on the whiteboard.

“Now listen and watch me point as I say the sounds in **hem**.”

Say the sounds in the word again, pointing to each letter or letters that make each sound.

“/h/ /e/ /m/, **hem**.”

Cover the word on the whiteboard.

“Now, move a chip on the activity sheet into the gray boxes for each sound you hear in **hem**.”

“Now, spell **hem** by writing the letters that make the sounds in each white box.”

“Read the word.”

Uncover the word and have the child compare what they wrote to what is written on the board.

“Let’s check our spelling!”

Set 1: a m, m a n, h i m, r a p

Set 2: d i d, r i p, m e t, h e n

Set 3: h e m, r a t, k i d, c a n

Reading Practice

5 min



Materials: Lesson 2 Student Sheet

Prepare Lesson 2 Student Sheet (Irregular High-Frequency Words)

“Watch and listen as I read these words.”

Read the irregular high-frequency words, pointing to each word as you read it.

“Now you try to read these words. Point to each word while you say it.”

Child reads the irregular high-frequency words two times by pointing to each word while they say it.

Prepare Lesson 2 Student Sheet (Sentences)

Point to the first sentence under the current day.

“Now try to read this sentence. Point to each word as you say it.”

Child reads the sentence two to three times, depending on time constraints.

Continue with each of the current day’s sentences.

You can **ask basic questions** to ensure comprehension of each sentence.

For example, “Who sat in sap?” or “Where is the kid?”

Irregular High-Frequency Words: **the, a**

Set 1:

The man ran.

Tam is mad.

Ed had a map.

Sim did a rap.

Set 2:

Min hid the rat.

The man had a hen.

The cat is in a lap.

Did Nam rip the map?

Set 3:

Can the kid pet the cat?

Is the rat in the pen?

Can Pip nap in the den?

Did Tad rip the hem?

Lesson 3

3-Day Cycle, repeat cycle if needed

Materials 3 Blocks
4 Counters
Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser
Activity Sheet: Double-Decker Sound-Letter Boxes
Lesson 3 Student Sheet

Letter Practice

1 min



Materials: Lesson 3 Student Sheet

Prepare Lesson 3 Student Sheet (Graphemes)

Practice or review the listed graphemes (letters, digraphs, or vowel teams) and their corresponding sounds.

Graphemes: Gg, Oo, Uu, Ll, Ff, Bb

Gg – gum, **Oo** – octopus, **Uu** – umbrella, **Ll** – log,
Ff – fan, **Bb** – bed

For Set 1, point to each grapheme and say, for example, “G makes the /g/ sound as in gum. Repeat after me: ‘G, /g/, gum.’”

For Set 2 and 3, point to each grapheme and ask, for example, “What sound does G make?” If the child hesitates, does not know, or produces the incorrect sound, gently provide them with the correct sound and ask them to repeat it.

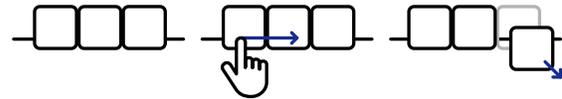
Sound Practice

2 min (Do a little each day!)



Materials: 3 Blocks

Phoneme Isolation: Final Sound



Place 3 blocks **with sides touching** on the table. Each block will represent a sound in the word.

“Watch and listen. I will say the word and then say the sound I hear at the end. You repeat the word, and say the sound you hear at the end.”

Slide your finger across the blocks as you say the word.
“dog.”

Slide away the last block as you say the final sound.

“/g/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements: “dog, /g/.”

Set 1: leg → g, run → n, dog → g, puff → f

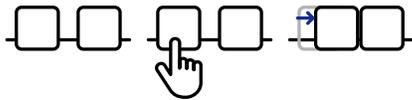
Set 2: grub → b, lid → d, beg → g, doll → l

Set 3: grab → b, fig → g, pal → l, plum → m

Lesson 3 (cont.)

3-Day Cycle, repeat cycle if needed

Blending: Syllables



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch a block as you say each syllable.

“bas - ket.” Reset the blocks. “Your turn.”

Slide the blocks together when saying the whole word.

“basket.” Reset the blocks. “Your turn.”

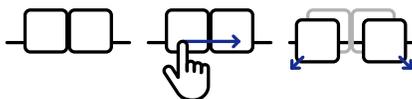
Child repeats and copies block movements:
“bas - ket, basket.”

Set 1: gar-bage → garbage, blan-ket → blanket,
pen-cil → pencil, pic-ture → picture

Set 2: fro-zen → frozen, nap-kin → napkin, fe-ver → fever,
af-ter → after, wel-come → welcome

Set 3: **See Segmenting: Syllables** (next)

Segmenting: Syllables



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“basket.”

Push the blocks apart as you say each syllable.

“bas - ket.” Reset the blocks. “Your turn.”

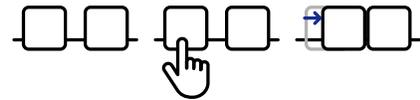
Child repeats and copies block movements: “basket,
bas - ket.”

Set 1: **See Blending: Syllables** (previous)

Set 2: **See Blending: Syllables** (previous)

Set 3: blanket → blan-ket, napkin → nap-kin,
garbage → gar-bage, frozen → fro-zen

Phoneme Blending



Place 2 (or more, depending on number of sounds) blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch one block as you say each sound.

“/a/ /t/.”

Slide the blocks together when saying the whole word.

“at.” Reset the blocks. “Your turn.”

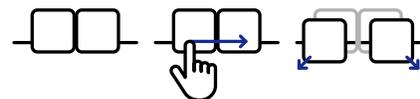
Child repeats and copies block movements: “/a/ /t/, at.”

Set 1: d-o-g → dog, f-i-t → fit, b-u-n → bun, p-i-g → pig

Set 2: l-o-t → lot, b-u-s → bus, h-u-g → hug, r-u-n → run

Set 3: f-i-t → fit, b-i-g → big, g-e-t → get, h-e-n → hen

Phoneme Segmenting



Place 2 (or more, depending on number of sounds) blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“am.”

Push the blocks apart as you say each sound.

“/a/ /m/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements:
“am, /a/ /m/”

Set 1: cup → c-u-p, bag → b-a-g, hit → h-i-t, gull → g-u-ll

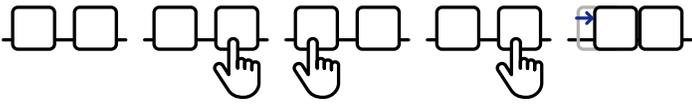
Set 2: mud → m-u-d, but → b-u-t, bad → b-a-d, lip → l-i-p

Set 3: rug → r-u-g, got → g-o-t, mug → m-u-g, bit → b-i-t

Lesson 3 (cont.)

3-Day Cycle, repeat cycle if needed

Adding Phonemes: Initial Sound



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the second block when saying the word ending (all sounds after the initial sound).

Say the word ending. If the word is tap, say “-ap.”

Child repeats: “-ap.”

Touch the first block when saying the initial sound, then the second block when repeating the word ending.

“Now, add /t/ to -ap.”

Let the child answer. If needed, demonstrate by sliding the blocks together and saying, “tap.” Reset the blocks and say, “your turn.”

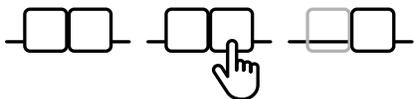
Child follows steps and copies block movements: “t-ap, tap.”

Set 1: **p**-up → pup, **l**-ot → lot, **m**-om → mom, **f**-ed → fed

Set 2: **n**-ut → nut, **d**-og → dog, **l**-eg → leg, **p**-ig → pig

Set 3: **h**-ip → hip, **s**-ob → sob, **g**-et → get, **f**-og → fog

Deletion: Syllables



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word.

“paper.”

Child repeats: “paper.”

“Now say ‘paper’ without ‘pa-.’” Remove the block that represents the syllable to be deleted.

Let the child answer. If needed, demonstrate by saying, “per.” Then, reset the blocks and say, “your turn.”

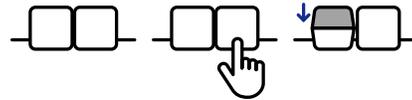
Child follows steps and copies block movements: “paper, -per.”

Set 1: number, powder, hardest, smallest

Set 2: kindest, order, member, laugher

Set 3: **See Substitution: Syllables** (next)

Substitution: Syllables



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word.

“napkin.”

Child repeats: “napkin.”

“Now say napkin, but change nap to pump.” Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, “pumpkin.” Then, reset the blocks and say, “your turn.”

Child follows steps and copies block movements: “napkin → pumpkin.”

Set 1: **See Deletion: Syllables** (previous)

Set 2: **See Deletion: Syllables** (previous)

Set 3: number → member; powder → chowder;
hardest → softest; laughter → sister

Word Practice

7 min

abc

Materials: Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser

Activity Sheet: Double Decker Sound-Letter Boxes

4 Counters, 3 Blocks

Word Chains (Do as much as you can each day)

cat at rat
↓ ↑

Prepare: Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser

Build each word by using magnetic letters or writing on a whiteboard. “Make the word cat.”

“Now, make the word rat. Only change the letters that need to be changed.” (For example, remove only the **c** and replace it with **r** to make **rat**.)

Prompt the child to read each word when it is built.

“Read the word.” (Repeat cycle)

Set 1 (u,p,p,c,a): up → pup → cup → cap

Set 2 (h,o,t,p,i,l): hot → hop → hip → lip

Set 3 (b,i,n,g,t,f): bin → big → bit → fit

Lesson 3 (cont.)

3-Day Cycle, repeat cycle if needed

Word Mapping (Do as much as you can each day)



Prepare: Whiteboard, Dry Erase Marker, Eraser, Activity Sheet: Double Decker Sound-Letter Boxes, 3 Blocks, 4 Counters

Place 2 or more blocks on the table (depending on the number of sounds in the word) an inch apart.

“Watch and listen, and then repeat after me.”

“**log** (substitute underlined word).”

Child repeats: “log.”

“Now listen and watch me as I say the sounds in the word: /l/ /o/ /g/.”

As you say the sounds, touch one block to represent each sound in the word.

Write the word on the whiteboard.

“Now listen and watch me point as I say the sounds in **log**.”

Say the sounds in the word again, pointing to each letter or letters that make each sound.

“/l/ /o/ /g/, **log**.”

Cover the word on the whiteboard.

“Now, move a chip on the activity sheet into the gray boxes for each sound you hear in **log**.”

“Now, spell **log** by writing the letters that make the sounds in each white box.”

“Read the word.”

Uncover the word and have the child compare what they wrote to what is written on the board.

“Let’s check our spelling!”

Set 1: k i d, s a d, m a t, b e g

Set 2: b u g, c o t, l a d, g e t

Set 3: p i g, h o p, l o g, n u t

Reading Practice

5 min



Materials: Lesson 3 Student Sheet

Prepare Lesson 3 Student Sheet (Irregular High-Frequency Words)

“Watch and listen as I read these words.”

Read the irregular high-frequency words, pointing to each word as you read it.

“Now you try to read these words. Point to each word while you say it.”

Child reads the irregular high-frequency words two times by pointing to each word while they say it.

Prepare Lesson 3 Student Sheet (Sentences)

Point to the first sentence under the current day.

“Now try to read this sentence. Point to each word as you say it.”

Child reads the sentence two to three times, depending on time constraints.

Continue with each of the current day’s sentences.

You can **ask basic questions** to ensure comprehension of each sentence.

For example, “Who sat in sap?” or “Where is the kid?”

Irregular High-Frequency Words: **the, a**

Set 1:

Kit had a mat.

The cup is red.

A kid is sad.

The dog can beg.

Set 2:

Get the big mug.

A bug bit the kid.

The lad got a hug.

The kid is on a cot.

Set 3:

A pig got in the mud.

Did Tig hop on the log?

Mom fed the pup a nut.

Can a rat run up a leg?

Lesson 4

3-Day Cycle, repeat cycle if needed

Materials 3 Blocks
4 Counters
Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser
Activity Sheet: Double-Decker Sound-Letter Boxes
Lesson 4 Student Sheet

Letter Practice

1 min



Materials: Lesson 4 Student Sheet

Prepare Lesson 4 Student Sheet (Graphemes)

Practice or review the listed graphemes (letters, digraphs, or vowel teams) and their corresponding sounds.

Graphemes: Jj, Vv, Ww, Xx, Yy, Zz

Jj – jelly, **Vv** – violin, **Ww** – wish, **Xx** – fix, **Yy** – yogurt,
Zz – zoo

For Set 1, point to each grapheme and say, for example, “J makes the /j/ sound as in jelly. Repeat after me: ‘J, /j/, jelly.’”

For Set 2 and 3, point to each grapheme and ask, for example, “What sound does J make?” If the child hesitates, does not know, or produces the incorrect sound, gently provide them with the correct sound and ask them to repeat it.

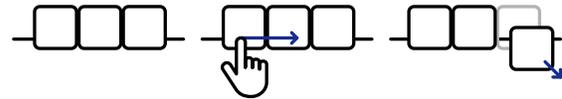
Sound Practice

2 min (Do a little each day!)



Materials: 3 Blocks

Phoneme Isolation: Final Sound



Place 3 blocks **with sides touching** on the table. Each block will represent a sound in the word.

“Watch and listen. I will say the word and then say the sound I hear at the end. You repeat the word, and say the sound you hear at the end.”

Slide your finger across the blocks as you say the word.

“dog.”

Slide away the last block as you say the final sound.

“/g/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements: “dog, /g/.”

Set 1: fuzz → zz, box → x, have → v, ledge → j

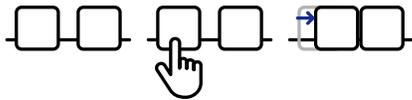
Set 2: wax → x, ridge → j, jab → b, zip → p

Set 3: love → v, mix → x, fizz → z, yes → s

Lesson 4 (cont.)

3-Day Cycle, repeat cycle if needed

Blending: Syllables



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch a block as you say each syllable.

“bas - ket.” Reset the blocks. “Your turn.”

Slide the blocks together when saying the whole word.

“basket.” Reset the blocks. “Your turn.”

Child repeats and copies block movements:

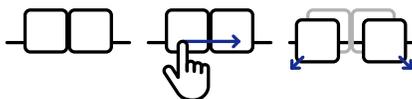
“bas - ket, basket.”

Set 1: plas-tic → plastic, ba-na-na → banana,
trav-el-er → traveler, ham-ster → hamster

Set 2: oc-to-pus → octopus, Fri-day → Friday,
whis-per-ing → whispering, fan-tas-tic → fantastic

Set 3: **See Segmenting: Syllables** (next)

Segmenting: Syllables



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“basket.”

Push the blocks apart as you say each syllable.

“bas - ket.” Reset the blocks. “Your turn.”

Child repeats and copies block movements:

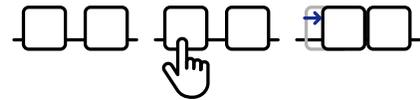
“basket, bas - ket.”

Set 1: **See Blending: Syllables** (previous)

Set 2: **See Blending: Syllables** (previous)

Set 3: octopus → oc-to-pus, hamster → ham-ster,
Friday → Fri-day, fantastic → fan-tas-tic

Phoneme Blending



Place 2 (or more, depending on number of sounds) blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch one block as you say each sound.

“/a/ /t/.”

Slide the blocks together when saying the whole word.

“at.” Reset the blocks. “Your turn.”

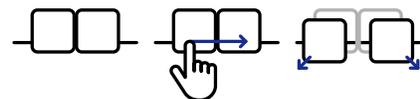
Child repeats and copies block movements: “/a/ /t/, at.”

Set 1: j-u-g → jug, w-e-t → wet, v-a-t → vat, z-i-p → zip

Set 2: w-i-g → wig, R-e-x → Rex, j-a-b → jab, y-e-s → yes

Set 3: v-e-t → vet, J-a-n → Jan, w-a-g → wag, m-i-x → mix

Phoneme Segmenting



Place 2 (or more, depending on number of sounds) blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“am.”

Push the blocks apart as you say each sound.

“/a/ /m/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements:

“am, /a/ /m/”

Set 1: zig → z-i-g, fox → f-o-x, yam → y-a-m, wet → w-e-t

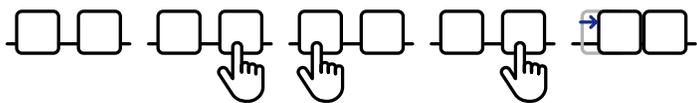
Set 2: yes → y-e-s, zag → z-a-g, box → b-o-x, Liz → L-i-z

Set 3: tux → t-u-x, zig → z-i-g, Jim → J-i-m, van → v-a-n

Lesson 4 (cont.)

3-Day Cycle, repeat cycle if needed

Adding Phonemes: Initial Sound



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the second block when saying the word ending (all sounds after the initial sound).

Say the word ending. If the word is tap, say “-ap.”

Child repeats: “-ap.”

Touch the first block when saying the initial sound, then the second block when repeating the word ending.

“Now, add /t/ to -ap.”

Let the child answer. If needed, demonstrate by sliding the blocks together and saying, “tap.” Reset the blocks and say, “your turn.”

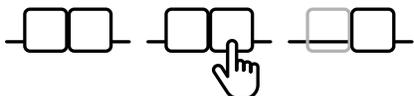
Child follows steps and copies block movements: “t-ap, tap.”

Set 1: **b**-uzz → buzz, **z**-ap → zap, **f**-ox → fox, **j**-ig → jig

Set 2: **j**-eep → jeep, **w**-ag → wag, **y**-es → yes, **f**-izz → fizz

Set 3: **y**-ap → yap, **J**-en → Jen, **w**-it → wit, **f**-ix → fix

Deletion: Syllables



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word.

“paper.”

Child repeats: “paper.”

“Now say ‘paper’ without ‘pa-.’” Remove the block that represents the syllable to be deleted.

Let the child answer. If needed, demonstrate by saying, “per.” Then, reset the blocks and say, “your turn.”

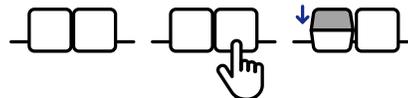
Child follows steps and copies block movements: “paper, -per.”

Set 1: thinking, cooking, looking, dusting

Set 2: faster, slower, colder, darker

Set 3: **See Substitution: Syllables** (next)

Substitution: Syllables



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word.

“napkin.”

Child repeats: “napkin.”

“Now say napkin, but change nap to pump.” Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, “pumpkin.” Then, reset the blocks and say, “your turn.”

Child follows steps and copies block movements: “napkin → pumpkin.”

Set 1: **See Deletion: Syllables** (previous)

Set 2: **See Deletion: Syllables** (previous)

Set 3: thinking → laughing; cooking → crying; colder → cleaner; darker → greater

Word Practice

7 min

abc

Materials: Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser

Activity Sheet: Double Decker Sound-Letter Boxes

4 Counters, 3 Blocks

Word Chains (Do as much as you can each day)

cat at rat



Prepare: Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser

Build each word by using magnetic letters or writing on a whiteboard. “Make the word cat.”

“Now, make the word rat. Only change the letters that need to be changed.” (For example, remove only the **c** and replace it with **r** to make **rat**.)

Prompt the child to read each word when it is built. “Read the word.” (Repeat cycle)

Set 1 (j,e,t,v,w,y): jet → vet → wet → yet

Set 2 (t,a,x,w,m,i): tax → wax → Max → mix

Set 3 (z,i,g,w,n,t): zig → wig → win → wit

Lesson 4 (cont.)

3-Day Cycle, repeat cycle if needed

Word Mapping (Do as much as you can each day)



Prepare: Whiteboard, Dry Erase Marker, Eraser, Activity Sheet: Double Decker Sound-Letter Boxes, 3 Blocks, 4 Counters

Place 2 or more blocks on the table (depending on the number of sounds in the word) an inch apart.

“Watch and listen, and then repeat after me.”

“**fix** (substitute underlined word).”

Child repeats: “fix.”

“Now listen and watch me as I say the sounds in the word: /f/ /i/ /ks/.” (x makes /k//s/, which is often considered one sound.)

As you say the sounds, touch one block to represent each sound in the word.

Write the word on the whiteboard.

“Now listen and watch me point as I say the sounds in **fix**.”

Say the sounds in the word again, pointing to each letter or letters that make each sound.

“/f/ /i/ /ks/, **fix**.”

Cover the word on the whiteboard.

“Now, move a chip on the activity sheet into the gray boxes for each sound you hear in **fix**.”

“Now, spell **fix** by writing the letters that make the sounds in each white box.”

“Read the word.”

Uncover the word and have the child compare what they wrote to what is written on the board.

“Let’s check our spelling!”

Set 1: R e x, y e s, b o x, j e t

Set 2: f o x, j u g, y e t, v a n

Set 3: f i x, y a m, z i p, j a m

Reading Practice

5 min



Materials: Lesson 4 Student Sheet

Prepare Lesson 4 Student Sheet (Irregular High-Frequency Words)

“Watch and listen as I read these words.”

Read the irregular high-frequency words, pointing to each word as you read it.

“Now you try to read these words. Point to each word while you say it.”

Child reads the irregular high-frequency words two times by pointing to each word while they say it.

Prepare Lesson 4 Student Sheet (Sentences)

Point to the first sentence under the current day.

“Now try to read this sentence. Point to each word as you say it.”

Child reads the sentence two to three times, depending on time constraints.

Continue with each of the current day’s sentences.

You can **ask basic questions** to ensure comprehension of each sentence.

For example, “Who sat in sap?” or “Where is the kid?”

Irregular High-Frequency Words: **the, a**

Set 1:

Max can jog.

Yes, zip the bag!

Jen has a wig.

Rex the dog is wet.

Set 2:

Jaz can zig and zag.

Did Mem fix the jet?

The fox is at the vet.

Lug the jug to Zak.

Set 3:

Did the pig get a yam?

Is the wax in the box?

Did Wes mix up Jen and Jan?

Is the van at the bus hub?

Lesson 5

3-Day Cycle, repeat cycle if needed

Materials 4 Blocks
4 Counters
Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser
Activity Sheet: Double-Decker Sound-Letter Boxes
Lesson 5 Student Sheet

Letter Practice

1 min



Materials: Lesson 5 Student Sheet

Prepare Lesson 5 Student Sheet (Graphemes)

Practice or review the listed graphemes (letters, digraphs, or vowel teams) and their corresponding sounds.

Graphemes: ck, ll, ss, ff, zz, s = /z/

ck – sock, **ll** – full, **ss** – moss, **ff** – stuff, **zz** – buzz,
s = /z/ – flies

For Set 1, point to each grapheme and say, for example, “C-k makes the /k/ sound as in sock. Repeat after me: ‘c-k, /k/, sock.’”

For Set 2 and 3, point to each grapheme and ask, for example, “What sound does c-k make?” If the child hesitates, does not know, or produces the incorrect sound, gently provide them with the correct sound and ask them to repeat it.

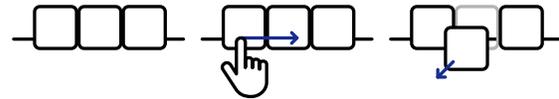
Sound Practice

2 min (Do a little each day!)



Materials: 3 Blocks

Phoneme Isolation: Medial Sound



Place 3 (or more, depending on the number of sounds) blocks **with sides touching** on the table. Each block will represent a sound in the word.

“Watch and listen. I will say the word and then say the sound I hear in the middle. You repeat the word, and say the sound you hear in the middle.”

Slide your finger across the blocks as you say the word.

“dog.”

Slide away the middle block, or the block that represents the medial sound.

“/o/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements: “dog, /o/.”

Set 1: pop → o, ran → a, sock → o, fill → i

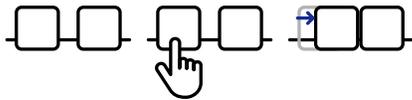
Set 2: mess → e, hill → i, doll → o, jug → u

Set 3: van → a, bug → u, Vick → i, tell → e

Lesson 5 (cont.)

3-Day Cycle, repeat cycle if needed

Blending: Body-Coda



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the first block as you say the body of the word (all sounds up to and including the vowel), and touch the second block as you say the coda (the rest of the word, beginning **after** the vowel).

“ca - t.” (or “lo - st.”)

Slide the blocks together when saying the whole word.

“cat.” (or “lost.”) Reset the blocks. “Your turn.”

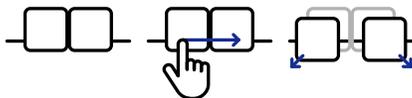
Child repeats and copies block movements: “ca - t, cat.” (or “lo - st, lost.”)

Set 1: Je-ss → Jess, tu-ck → tuck, pi-ck → pick, ca-n → can

Set 2: pa-ck → pack, bu-zz → buzz, pa-ss → pass, ba-ll → ball

Set 3: **See Segmenting: Body-Coda** (next)

Segmenting: Body-Coda



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“cat.” (or “lost.”)

Push the blocks apart as you say the body of the word (all sounds up to and including the vowel), then the coda (the rest of the word, beginning **after** the vowel).

“ca - t.” (or “lo - st.”) Reset the blocks. “Your turn.”

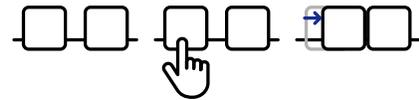
Child repeats and copies block movements: “cat, ca-t.” (or “lost, lo - st.”)

Set 1: **See Blending: Body-Coda** (previous)

Set 2: **See Blending: Body-Coda** (previous)

Set 3: bag → ba-g, Nick → Ni-ck, fizz → fi-zz, miss → mi-ss

Phoneme Blending



Place 2 (or more, depending on number of sounds) blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch one block as you say each sound.

“/a/ /t/.”

Slide the blocks together when saying the whole word.

“at.” Reset the blocks. “Your turn.”

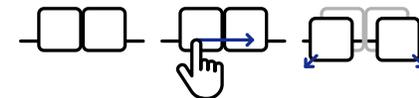
Child repeats and copies block movements: “/a/ /t/, at.”

Set 1: b-u-zz → buzz, M-a-ck → Mack, T-e-ss → Tess, d-i-d → did

Set 2: J-e-ff → Jeff, J-i-ll → Jill, b-a-ck → back, R-i-ck → Rick

Set 3: h-i-ll → hill, h-a-ck → hack, w-a-g → wag, p-e-ck → peck

Phoneme Segmenting



Place 2 (or more, depending on number of sounds) blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“am.”

Push the blocks apart as you say each sound.

“/a/ /m/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements: “am, /a/ /m/”

Set 1: Zack → Z-a-ck, vet → v-e-t, mill → m-i-ll, rock → r-o-ck

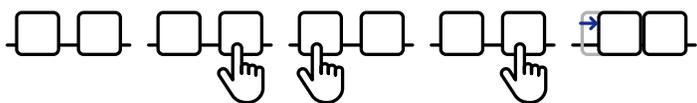
Set 2: wet → w-e-t, mass → m-a-ss, dill → d-i-ll, puff → p-u-ff

Set 3: van → v-a-n, buff → b-u-ff, bell → b-e-ll, dug → d-u-g

Lesson 5 (cont.)

3-Day Cycle, repeat cycle if needed

Adding Phonemes: Initial Sound



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the second block when saying the word ending (all sounds after the initial sound).

Say the word ending. If the word is tap, say “-ap.”

Child repeats: “-ap.”

Touch the first block when saying the initial sound, then the second block when repeating the word ending.

“Now, add /t/ to -ap.”

Let the child answer. If needed, demonstrate by sliding the blocks together and saying, “tap.” Reset the blocks and say, “your turn.”

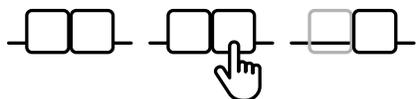
Child follows steps and copies block movements: “t-ap, tap.”

Set 1: **g**-rin → grin, **s**-nug → snug, **s**-wim → swim, **p**-lod → plod

Set 2: **s**-log → slog, **c**-reek → creek, **s**-wam → swam, **b**-ring → bring

Set 3: **s**-wing → swing, **s**-tood → stood, **c**-reep → creep

Deletion: Initial Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word.

“dot.”

Child repeats: “dot.”

“Now say dot without /d/.” Remove the block that represents the syllable to be deleted.

Let the child answer. If needed, demonstrate by saying, “-ot.” Then, reset the blocks and say, “your turn.”

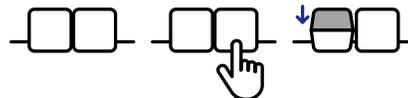
Child follows steps and copies block movements: “dot, -ot.”

Set 1: t-ick, j-og, l-ack, p-it

Set 2: p-ill, l-ock, s-ick, l-oss

Set 3: **See Substitution: Initial Sound** (next)

Substitution: Initial Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word.

“dot.”

Child repeats: “dot.”

“Now say dot, but change /d/ to /p/.” Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, “pot.” Then, reset the blocks and say, “your turn.”

Child follows steps and copies block movements: “dot → pot.”

Set 1: **See Deletion: Initial Sound** (previous)

Set 2: **See Deletion: Initial Sound** (previous)

Set 3: v-an → c-an; b-ell → t-ell; m-iss → k-iss;
f-uzz → b-uzz

Word Practice

7 min

abc

Materials: Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser

Activity Sheet: Double Decker Sound-Letter Boxes

4 Counters, 4 Blocks

Word Chains (Do as much as you can each day)

cat at rat

Prepare: Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser

Build each word by using magnetic letters or writing on a whiteboard. “Make the word cat.”

“Now, make the word rat. Only change the letters that need to be changed.” (For example, remove only the c and replace it with r to make rat.)

Prompt the child to read each word when it is built. “Read the word.” (Repeat cycle)

Set 1 (b,a,c,k,p,u,d): back → pack → puck → duck

Set 2 (m,i,s,s,e,t,l): miss → mess → Tess → tell

Set 3 (b,u,z,z,s,g,a): buzz → bus → bugs → bags

Lesson 5 (cont.)

3-Day Cycle, repeat cycle if needed

Word Mapping (Do as much as you can each day)



Prepare: Whiteboard, Dry Erase Marker, Eraser, Activity Sheet: Double Decker Sound-Letter Boxes, 3 Blocks, 4 Counters

Place 2 or more blocks on the table (depending on the number of sounds in the word) an inch apart.

“Watch and listen, and then repeat after me.”

“**pass** (substitute underlined word).”

Child repeats: “pass.”

“Now listen and watch me as I say the sounds in the word: /p/ /a/ /s/.”

As you say the sounds, touch one block to represent each sound in the word.

Write the word on the whiteboard.

“Now listen and watch me point as I say the sounds in **pass**.”

Say the sounds in the word again, pointing to each letter or letters that make each sound.

“/p/ /a/ /s/, **pass**.”

Cover the word on the whiteboard.

“Now, move a chip on the activity sheet into the gray boxes for each sound you hear in **pass**.”

“Now, spell **pass** by writing the letters that make the sounds in each white box.”

“Read the word.”

Uncover the word and have the child compare what they wrote to what is written on the board.

“Let’s check our spelling!”

Set 1: le ss, t uck, d oll, b ags

Set 2: s ock, t ick, p ass, b uzz

Set 3: f ill, b ugs, r ock, w ell

Reading Practice

5 min



Materials: Lesson 5 Student Sheet

Prepare Lesson 5 Student Sheet (Irregular High-Frequency Words)

“Watch and listen as I read these words.”

Read the irregular high-frequency words, pointing to each word as you read it.

“Now you try to read these words. Point to each word while you say it.”

Child reads the irregular high-frequency words two times by pointing to each word while they say it.

Prepare Lesson 5 Student Sheet (Sentences)

Point to the first sentence under the current day.

“Now try to read this sentence. Point to each word as you say it.”

Child reads the sentence two to three times, depending on time constraints.

Continue with each of the current day’s sentences.

You can **ask basic questions** to ensure comprehension of each sentence.

For example, “Who sat in sap?” or “Where is the kid?”

Irregular High-Frequency Words: **the, a, to**

Set 1:

Jess ran up to the well.

Tuck in the dolls.

Pick up the mess.

Bill can pack a sock.

Set 2:

The bugs will buzz.

The pop has fizz.

Back up the bus, Rick.

Can Jill pass the ball to Zack?

Set 3:

Pack up the bags, Jeff.

Did Vick tell on Tess?

Tell Mack to fill the jugs.

Will Nick miss the van?

Lesson 6

3-Day Cycle, repeat cycle if needed

Materials 4 Blocks
4 Counters
Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser
Activity Sheet: Double-Decker Sound-Letter Boxes
Lesson 6 Student Sheet

Letter Practice

1 min



Materials: Lesson 6 Student Sheet

Prepare Lesson 6 Student Sheet (Blends)

Practice or review the listed blends (two consonants blended together where each sound is heard) and their corresponding sounds.

Initial Blends:

bl- — blue
fl- — flag
sl- — slip
sk- — skip
sp- — spill
br- — brick
tr- — truck
cr- — crack

Final Blends:

-ft — raft
-ld — bold
-mp — ramp
-nd — stand
-st — rest

For Set 1, point to each blend and say, for example, “b-l makes the /b//l/ blend as in blue.” Repeat after me: “b-l, /b//l/, blue.”

For Set 2 and 3, point to each blend and ask, for example, “What blend does b-l make?” If the child hesitates, does not know, or produces the incorrect sound, gently provide them with the correct blend and ask them to repeat it.

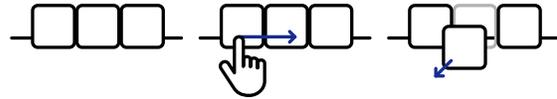
Sound Practice

2 min (Do a little each day!)



Materials: 4 Blocks

Phoneme Isolation: Medial Sound



Place 3 (or more, depending on the number of sounds) blocks **with sides touching** on the table. Each block will represent a sound in the word.

“Watch and listen. I will say the word and then say the sound I hear in the middle. You repeat the word, and say the sound you hear in the middle.”

Slide your finger across the blocks as you say the word.

“dog.”

Slide away the middle block, or the block that represents the medial sound.

“/o/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements: “dog, /o/.”

Set 1: dog → o, hit → i, Mell → e, will → i

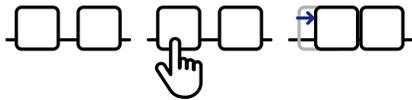
Set 2: hill → i, lot → o, gum → u, had → a

Set 3: big → i, pal → a, bed → e, tug → u

Lesson 6 (cont.)

3-Day Cycle, repeat cycle if needed

Blending: Body-Coda



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the first block as you say the body of the word (all sounds up to and including the vowel), and touch the second block as you say the coda (the rest of the word, beginning **after** the vowel).

“ca - t.” (or “lo - st.”)

Slide the blocks together when saying the whole word.

“cat.” (or “lost.”) Reset the blocks. “Your turn.”

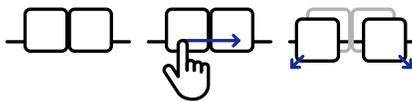
Child repeats and copies block movements:
“ca - t, cat.” (or “lo - st, lost.”)

Set 1: bi-n → bin, ha-t → hat, ca-n → can, wi-g → wig

Set 2: ha-m → ham, we-b → web, ye-ll → yell, cu-t → cut

Set 3: **See Segmenting: Body-Coda** (next)

Segmenting: Body-Coda



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“cat.” (or “lost.”)

Push the blocks apart as you say the body of the word (all sounds up to and including the vowel), then the rime (the rest of the word, beginning **after** the vowel).

“ca - t.” (or “lo - st.”) Reset the blocks. “Your turn.”

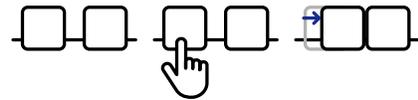
Child repeats and copies block movements:
“cat, ca-t.” (or “lost, lo - st.”)

Set 1: **See Blending: Body-Coda** (previous)

Set 2: **See Blending: Body-Coda** (previous)

Set 3: lick → li-ck, job → jo-b, sun → su-n, hen → he-n

Phoneme Blending



Place 2 (or more, depending on number of sounds) blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch one block as you say each sound.

“/a/ /t/.”

Slide the blocks together when saying the whole word.

“at.” Reset the blocks. “Your turn.”

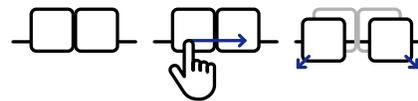
Child repeats and copies block movements: “/a/ /t/, at.”

Set 1: m-a-d → mad, b-l-o-ck → block, l-a-b → lab,
b-r-a-ss → brass

Set 2: p-i-ll → pill, s-p-u-d → spud, l-o-ck → lock,
l-a-m-p → lamp

Set 3: p-o-n-d → pond, f-l-u-ff → fluff, c-o-s-t → cost,
b-l-a-ck → black

Phoneme Segmenting



Place 2 (or more, depending on number of sounds) blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“am.”

Push the blocks apart as you say each sound.

“/a/ /m/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements:
“am, /a/ /m/”

Set 1: pit → p-i-t, ran → r-a-n, flip → f-l-i-p, rod → r-o-d

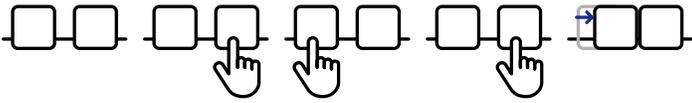
Set 2: sled → s-l-e-d, man → m-a-n, ramp → r-a-m-p,
cab → c-a-b

Set 3: led → l-e-d, crab → c-r-a-b, dust → d-u-s-t,
trot → t-r-o-t

Lesson 6 (cont.)

3-Day Cycle, repeat cycle if needed

Adding Phonemes: Initial Sound



Place 2 blocks **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the second block when saying the word ending (all sounds after the initial sound).

Say the word ending. If the word is tap, say “-ap.”

Child repeats: “-ap.”

Touch the first block when saying the initial sound, then the second block when repeating the word ending.

“Now, add /t/ to -ap.”

Let the child answer. If needed, demonstrate by sliding the blocks together and saying, “tap.” Reset the blocks and say, “your turn.”

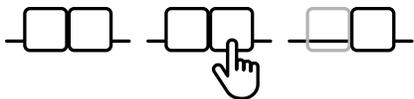
Child follows steps and copies block movements: “t-ap, tap.”

Set 1: **b**-lack → black, **f**-lag → flag, **s**-led → sled, **s**-kin → skin

Set 2: **s**-pit → spit, **b**-rat → brat, **t**-rip → trip, **c**-rack → crack

Set 3: **b**-lot → blot, **f**-lick → flick, **b**-rag → brag, **c**-rock → crack

Deletion: Initial Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word. “dot.”

Child repeats: “dot.”

“Now say dot without /d/.” Remove the block that represents the syllable to be deleted.

Let the child answer. If needed, demonstrate by saying, “-ot.” Then, reset the blocks and say, “your turn.”

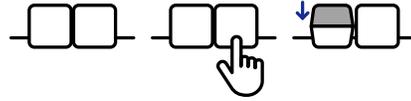
Child follows steps and copies block movements: “dot, -ot.”

Set 1: l-ack, k-in, p-ot, r-at

Set 2: r-ed, l-ag, k-id, p-at

Set 3: **See Substitution: Initial Sound** (next)

Substitution: Initial Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word. “dot.”

Child repeats: “dot.”

“Now say dot, but change /d/ to /p/.” Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, “pot.” Then, reset the blocks and say, “your turn.”

Child follows steps and copies block movements: “dot → pot.”

Set 1: **See Deletion: Initial Sound** (previous)

Set 2: **See Deletion: Initial Sound** (previous)

Set 3: r-an → f-an; p-ot → d-ot; r-im → h-im; r-ock → s-ock

Word Practice

7 min

abc

Materials: Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser
Activity Sheet: Double Decker Sound-Letter Boxes
4 Counters, 4 Blocks

Word Chains (Do as much as you can each day)

cat at rat
↓ ↑

Prepare: Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser

Build each word by using magnetic letters or writing on a whiteboard. “Make the word cat.”

“Now, make the word rat. Only change the letters that need to be changed.” (For example, remove only the c and replace it with r to make rat.)

Prompt the child to read each word when it is built. “Read the word.” (Repeat cycle)

Set 1 (c,a,s,t,v,e,n): cast → vast → vest → nest

Set 2 (s,k,u,i,l,l,p,e): skull → skill → spill → spell

Set 3 (t,r,u,c,k,a,c,b,i): truck → track → crack → brick

Lesson 6 (cont.)

3-Day Cycle, repeat cycle if needed

Word Mapping (Do as much as you can each day)



Prepare: Whiteboard, Dry Erase Marker, Eraser, Activity Sheet: Double Decker Sound-Letter Boxes, 3 Blocks, 4 Counters

Place 2 or more blocks on the table (depending on the number of sounds in the word) an inch apart.

“Watch and listen, and then repeat after me.”

“**fleck** (substitute underlined word).”

Child repeats: “fleck.”

“Now listen and watch me as I say the sounds in the word: /p/ /a/ /s/.”

As you say the sounds, touch one block to represent each sound in the word.

Write the word on the whiteboard.

“Now listen and watch me point as I say the sounds in **fleck**.”

Say the sounds in the word again, pointing to each letter or letters that make each sound.

“/f/ /l/ /e//k/, **fleck**.”

Cover the word on the whiteboard.

“Now, move a chip on the activity sheet into the gray boxes for each sound you hear in **fleck**.”

“Now, spell **fleck** by writing the letters that make the sounds in each white box.”

“Read the word.”

Uncover the word and have the child compare what they wrote to what is written on the board.

“Let’s check our spelling!”

Set 1: b e s t, c r u s t, s k u l l, B r a d

Set 2: b l o c k, s l e d, f l e c k, s p e n d

Set 3: b r i c k, g i f t, b a n d, c r a c k

Reading Practice

5 min



Materials: Lesson 6 Student Sheet

Prepare Lesson 6 Student Sheet (Irregular High-Frequency Words)

“Watch and listen as I read these words.”

Read the irregular high-frequency words, pointing to each word as you read it.

“Now you try to read these words. Point to each word while you say it.”

Child reads the irregular high-frequency words two times by pointing to each word while they say it.

Prepare Lesson 6 Student Sheet (Sentences)

Point to the first sentence under the current day.

“Now try to read this sentence. Point to each word as you say it.”

Child reads the sentence two to three times, depending on time constraints.

Continue with each of the current day’s sentences.

You can **ask basic questions** to ensure comprehension of each sentence.

For example, “Who sat in sap?” or “Where is the kid?”

Irregular High-Frequency Words: **the, a, to, was, of**

Set 1:

Mell will cast a spell.

The dog hit his skull.

The crust was the best!

Put the vest on Brad.

Set 2:

Pick up the fleck of dust.

Brad will sled on the hill.

The block was on the track.

I spend a lot on gum.

Set 3:

Put the brick in the truck.

He will crack his skull!

The gift will cost a lot.

The last band was a flop.

Lesson 7

3-Day Cycle, repeat cycle if needed

Materials 4 Blocks
4 Counters
Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser
Activity Sheet: Double-Decker Sound-Letter Boxes
Lesson 7 Student Sheet

Letter Practice

1 min



Materials: Lesson 7 Student Sheet

Prepare Lesson 7 Student Sheet (Graphemes)

Practice or review the listed graphemes (letters, digraphs, or vowel teams) and their corresponding sounds.

Graphemes: o = \bar{o} , e = \bar{e} , y = \bar{i} , ee = \bar{e}

o = \bar{o} — no; **e** = \bar{e} — we; **y** = \bar{i} — sky; **ee** = \bar{e} — see

For Set 1, point to each grapheme and say, for example, “We are going to learn some other sounds that letters make. We learned that O makes the /o/ sounds as in octopus, but is also says its name / \bar{o} / as in the word no.

Repeat after me: O, / \bar{o} /, no

We learned that e says /e/ as in egg, but it also says its name / \bar{e} / as in the word we. Repeat after me: E, / \bar{e} /, we.

We learned that Y says /y/ as in yogurt, but it also says / \bar{i} / as in sky. Repeat after me: ‘Y, / \bar{i} /, sky.’

Also, this is the first time we are seeing two vowels together. EE together says / \bar{e} / as in see. Repeat after me: EE, /e/, see.”

For Set 2 and 3, point to each grapheme and ask, for example, “What new sound does y make?” If the child hesitates, does not know, or produces the incorrect sound, gently provide them with the correct sound and ask them to repeat it.

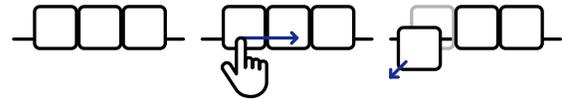
Sound Practice

2 min (Do a little each day!)



Materials: 4 Blocks

Phoneme Isolation: Initial Sound



Place 3 (or more, depending on the number of sounds) blocks **with sides touching** on the table. Each block will represent a sound in the word.

“Watch and listen. I will say the word and then say the first sound I hear. You repeat the word, and say the first sound you hear.”

Slide your finger across the blocks as you say the word.

“dog.”

Slide away the first block.

“/d/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements: “dog, /d/.”

Set 1: **br**ass → b, **sp**un → s, **fl**ex → f, **bl**iss → b

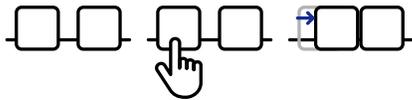
Set 2: **cr**ack → c, **br**ick → b, **sp**ot → s, **tr**uck → t

Set 3: **tr**im → t, **sk**im → s, **sl**ump → s, **br**an → b

Lesson 7 (cont.)

3-Day Cycle, repeat cycle if needed

Blending: Onset-Rime



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the first block as you say the onset of the word (sound/sounds before the vowel), and touch the second block as you say the rime (the rest of the word, beginning **with** the vowel)

“c - at.” (or “st - op.”)

Slide the blocks together when saying the whole word.

“cat.” (or “stop.”) Reset the blocks. “Your turn.”

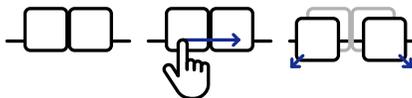
Child repeats and copies block movements:
“c - at, cat.” (or “st-op, stop.”)

Set 1: n-eed → need, k-keep → keep, f-eet → feet,
s-een → seen

Set 2: f-eel → feel, d-eeep → deep, s-eem → seem,
w-eeek → week

Set 3: **See Segmenting: Onset-Rime** (next)

Segmenting: Onset-Rime



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“cat.” (or “stop.”)

Push the blocks apart as you say the onset of the word (sound/sounds before the vowel), then the rime (the rest of the word, beginning **with** the vowel).

“c - at.” (or “st - op.”) Reset the blocks. “Your turn.”

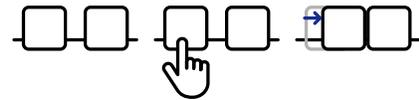
Child repeats and copies block movements:
“cat, c - at.” (or “stop, st-op.”)

Set 1: **See Blending: Onset-Rime** (previous)

Set 2: **See Blending: Onset-Rime** (previous)

Set 3: meet → m-eeet, seed → s-eeed, feed → f-eeed,
seek → s-eeek

Phoneme Blending



Place 2 (or more, depending on number of sounds) blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch one block as you say each sound.

“/a/ /t/.”

Slide the blocks together when saying the whole word.

“at.” Reset the blocks. “Your turn.”

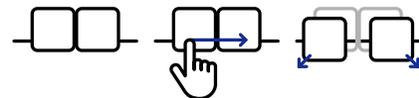
Child repeats and copies block movements: “/a/ /t/, at.”

Set 1: b-r-a-g → brag, f-l-o-p → flop, s-p-i-t → spit,
j-u-m-p → jump

Set 2: n-e-s-t → nest, b-a-n-d → band, s-i-f-t → sift,
c-r-a-m → cram

Set 3: l-a-n-d → land, m-e-n-d → mend, t-r-o-d → trod,
s-l-i-t → slit

Phoneme Segmenting



Place 2 (or more, depending on number of sounds) blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“am.”

Push the blocks apart as you say each sound.

“/a/ /m/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements:
“am, /a/ /m/”

Set 1: fled → f-l-e-d, slab → s-l-a-b, skip → s-k-i-p,
dump → d-u-m-p

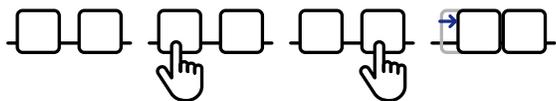
Set 2: gift → g-i-f-t, ramp → r-a-m-p, trek → t-r-e-k,
held → h-e-l-d

Set 3: cost → c-o-s-t, send → s-e-n-d, lamp → l-a-m-p,
flat → f-l-a-t

Lesson 7 (cont.)

3-Day Cycle, repeat cycle if needed

Adding Phonemes: Final Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Touch the first block when saying the initial word part (all sounds before the final sound).

Say the word part. If the word is tap, say “ta-.”

Child repeats: “ta-.”

“Now, take ta- and add /p/ (point to the second block) at the end.”

Let the child answer. If needed, demonstrate by sliding the blocks together and saying, “tap.” Then reset the blocks and say “your turn.”

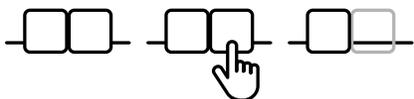
Child follows steps and copies block movements: “ta-p, tap.”

Set 1: see-**k** → seek, see-**n** → seen, see-**m** → seem, ves-**t** → vest

Set 2: bee-**f** → beef, bee-**p** → beep, ram-**p** → ramp, pon-**d** → pond

Set 3: fee-**l** → feel, crus-**t** → crust, bum-**p** → bump, han-**d** → hand

Deletion: Final Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word. The second block represents the final sound. “dot.”

Child repeats: “dot.”

“Now say dot without /t/.” Remove the block that represents the syllable to be deleted.

Let the child answer. If needed, demonstrate by saying, “do-.” Then, reset the blocks and say, “your turn.”

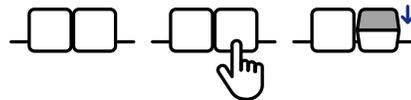
Child follows steps and copies block movements: “dot, do-.”

Set 1: see-m, see-n, see-k, see-d

Set 2: bee-p, pee-p, ree-f, kee-p

Set 3: **See Substitution: Final Sound** (next)

Substitution: Final Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word. The second block represents the final sound. “dot.”

Child repeats: “dot.”

“Now say dot, but change /t/ to /g/.” Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, “dog.” Then, reset the blocks and say, “your turn.”

Child follows steps and copies block movements: “dot → dog.”

Set 1: **See Deletion: Final Sound** (previous)

Set 2: **See Deletion: Final Sound** (previous)

Set 3: dee-p → dea-l; fee-d → fee-l; wee-p → wee-k; hee-l → hea-t

Word Practice

7 min

abc

Materials: Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser

Activity Sheet: Double Decker Sound-Letter Boxes

4 Counters, 4 Blocks

Word Chains (Do as much as you can each day)

cat at rat
↓ ↑

Prepare: Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser

Build each word by using magnetic letters or writing on a whiteboard. “Make the word cat.”

“Now, make the word rat. Only change the letters that need to be changed.” (For example, remove only the c and replace it with r to make rat.)

Prompt the child to read each word when it is built. “Read the word.” (Repeat cycle)

Set 1 (f,ee,d,n,j,p,sh): feed → need → jeep → sheep

Set 2 (c,r,y,t,f,s,p): cry → try → fly → spy

Set 3 (f,r,ee,d,s,l,p,c,r,k): free → feed → sleep → creek

Lesson 7 (cont.)

3-Day Cycle, repeat cycle if needed

Word Mapping (Do as much as you can each day)



Prepare: Whiteboard, Dry Erase Marker, Eraser, Activity Sheet: Double Decker Sound-Letter Boxes, 4 Blocks, 4 Counters

Place 2 or more blocks on the table (depending on the number of sounds in the word) an inch apart.

“Watch and listen, and then repeat after me.”

“**weeds** (substitute underlined word).”

Child repeats: “weeds.”

“Now listen and watch me as I say the sounds in the word: /w/ /ē/ /d/ /z/.”

As you say the sounds, touch one block to represent each sound in the word.

Write the word on the whiteboard.

“Now listen and watch me point as I say the sounds in **weeds**.”

Say the sounds in the word again, pointing to each letter or letters that make each sound.

“/w/ /ē/ /d/ /z/, **weeds**.”

Cover the word on the whiteboard.

“Now, move a chip on the activity sheet into the gray boxes for each sound you hear in **weeds**.”

“Now, spell **weeds** by writing the letters that make the sounds in each white box.”

“Read the word.”

Uncover the word and have the child compare what they wrote to what is written on the board.

“Let’s check our spelling!”

Set 1: f l y, s k y, s e e m, w e e p

Set 2: s e e d, s l e e p, c r e e p, w e e d s

Set 3: f r e e, m e e t, c r e e k, n e e d s

Reading Practice

5 min



Materials: Lesson 7 Student Sheet

Prepare Lesson 7 Student Sheet (Irregular High-Frequency Words)

“Watch and listen as I read these words.”

Read the irregular high-frequency words, pointing to each word as you read it.

“Now you try to read these words. Point to each word while you say it.”

Child reads the irregular high-frequency words two times by pointing to each word while they say it.

Prepare Lesson 7 Student Sheet (Sentences)

Point to the first sentence under the current day.

“Now try to read this sentence. Point to each word as you say it.”

Child reads the sentence two to three times, depending on time constraints.

Continue with each of the current day’s sentences.

You can **ask basic questions** to ensure comprehension of each sentence.

For example, “Who sat in sap?” or “Where is the kid?”

Irregular High-Frequency Words: **the, a, to, was, of, you**

Set 1:

You need to feed the frogs.

We will fly up in the sky.

The jeep will go up the ramp.

You seem to need help.

Set 2:

No, Bret will cry and weep.

The eels can swim in the pond.

Try to get the spy to creep up.

Was the seed just a weed?

Set 3:

The frogs will try to sleep in the creek.

You must not try to feed the bee!

He needs to keep his hands free.

You need to meet Fran at the camp.

Lesson 8

3-Day Cycle, repeat cycle if needed

Materials 4 Blocks
4 Counters
Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser
Activity Sheet: Double-Decker Sound-Letter Boxes
Lesson 8 Student Sheet

Letter Practice

1 min



Materials: Lesson 8 Student Sheet

Prepare Lesson 8 Student Sheet (Graphemes)

Practice or review the listed graphemes (letters, digraphs, or vowel teams) and their corresponding sounds.

Graphemes: qu, ch, sh, th (voiced), th (unvoiced), ng
qu — queen; **ch** — chip; **sh** — ship; **th** (voiced) — them;
th (unvoiced) — think; **ng** — ring

For Set 1, point to each grapheme and say, for example:

“Q-u makes the /kw/ sound as in queen. Repeat after me: ‘Q-u, /kw/, queen.’ (/k/w/ is considered one sound)

“T-h makes the /th/ [voiced, feel your vocal chords vibrate] sound as in them. Repeat after me: ‘T-h, /th/ [voiced], them.’”

“T-h also makes the /th/ [unvoiced, feel that your vocal chords don not vibrate] sound as in think. Repeat after me: ‘T-h, /th/ [unvoiced], think.’”

For Set 2 and 3, point to each grapheme and ask, for example, “What sound does q-u make?” If the child hesitates, does not know, or produces the incorrect sound, gently provide them with the correct sound and ask them to repeat it.

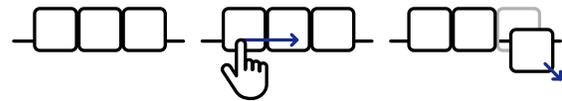
Sound Practice

2 min (Do a little each day!)



Materials: 4 Blocks

Phoneme Isolation: Final Sound



Place 3 (or more, depending on the number of sounds) blocks **with sides touching** on the table. Each block will represent a sound in the word.

“Watch and listen. I will say the word and then say the sound I hear at the end. You repeat the word, and say the sound you hear at the end.”

Slide your finger across the blocks as you say the word. The second block represents the final sound. “dog.”

Slide away the last block as you say the final sound.

“/g/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements: “dog, /g/.”

Set 1: quest → t, dump → p, held → d, lift → t

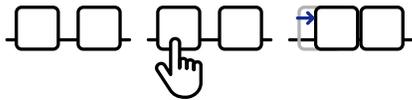
Set 2: camp → p, shift → t, cost → t, band → d

Set 3: wind → d, jump → p, soft → t, chest → t

Lesson 8 (cont.)

3-Day Cycle, repeat cycle if needed

Blending: Onset-Rime



Place 2 blocks on the table **an inch apart**.
“Watch and listen, and then repeat after me.”

Touch the first block as you say the onset of the word (sound/sounds before the vowel), and touch the second block as you say the rime (the rest of the word, beginning **with** the vowel)

“c - at.” (or “st - op.”)

Slide the blocks together when saying the whole word.

“cat.” (or “stop.”) Reset the blocks. “Your turn.”

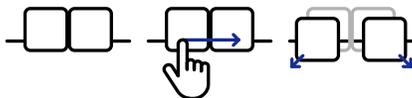
Child repeats and copies block movements:
“c - at, cat.” (or “st-op, stop.”)

Set 1: b-ang → bang, sh-ip → ship, ch-ess → chess,
th-ing → thing

Set 2: th-in → thin, th-en → then, ch-ick → chick,
sh-ut → shut

Set 3: **See Segmenting: Onset-Rime** (next)

Segmenting: Onset-Rime



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“cat.” (or “stop.”)

Push the blocks apart as you say the onset of the word (sound/sounds before the vowel), then the rime (the rest of the word, beginning **with** the vowel).

“c - at.” (or “st - op.”) Reset the blocks. “Your turn.”

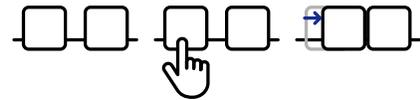
Child repeats and copies block movements:
“cat, c - at.” (or “stop, st-op.”)

Set 1: **See Blending: Onset-Rime** (previous)

Set 2: **See Blending: Onset-Rime** (previous)

Set 3: sheep → sh-eep, this → th-is, chop → ch-op,
thick → th-ick

Phoneme Blending



Place 2 (or more, depending on number of sounds) blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch one block as you say each sound.

“/a/ /t/.”

Slide the blocks together when saying the whole word.

“at.” Reset the blocks. “Your turn.”

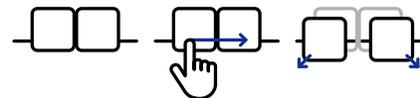
Child repeats and copies block movements: “/a/ /t/, at.”

Set 1: th-u-m-p → thump, s-t-i-ng → sting,
t-r-a-sh → trash, b-l-u-sh → blush

Set 2: b-r-i-ng → bring, c-r-a-sh → crash,
ch-ee-k-s → cheeks, qu-i-l-t → quilt

Set 3: sh-i-p-s → ships, qu-e-s-t → quest,
s-m-a-sh → smash, ch-a-t-s → chats

Phoneme Segmenting



Place 2 (or more, depending on number of sounds) blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“am.”

Push the blocks apart as you say each sound.

“/a/ /m/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements:
“am, /a/ /m/”

Set 1: smith → s-m-i-th, chops → ch-o-p-s,
quits → qu-i-t-s, flash → f-l-a-sh

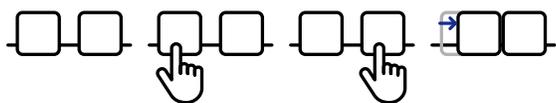
Set 2: fling → f-l-i-ng, chest → ch-e-s-t,
shops → sh-o-p-s, crush → c-r-u-sh

Set 3: brush → b-r-u-sh, sling → s-l-i-ng,
chimp → ch-i-m-p, flesh → f-l-e-sh

Lesson 8 (cont.)

3-Day Cycle, repeat cycle if needed

Adding Phonemes: Final Sound



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the first block when saying the initial word part (all sounds before the final sound).

Say the word part. If the word is tap, say “ta-.”

Child repeats: “ta-.”

“Now, take ta- and add /p/ (point to the second block) at the end.”

Let the child answer. If needed, demonstrate by sliding the blocks together and saying, “tap.” Then reset the blocks and say “your turn.”

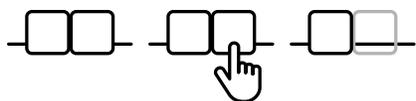
Child follows steps and copies block movements: “ta-p, tap.”

Set 1: zes-**t** → zest, ten-**d** → tend, quee-**n** → queen, chee-**k** → cheek

Set 2: gus-**t** → gust, lim-**p** → limp, tee-**th** → teeth, chea-**p** → cheap

Set 3: cam-**p** → camp, wel-**d** → weld, shee-**p** → sheep, shee-**t** → sheet

Deletion: Final Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word. The second block represents the final sound. “dot.”

Child repeats: “dot.”

“Now say dot without /t/.” Remove the block that represents the syllable to be deleted.

Let the child answer. If needed, demonstrate by saying, “do-.” Then, reset the blocks and say, “your turn.”

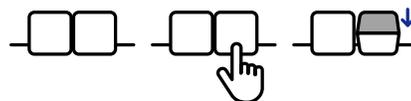
Child follows steps and copies block movements: “dot, do-.”

Set 1: bea-m, bea-d, bee-t, bea-k

Set 2: cha-t, qui-ck, wi-ng, ca-sh

Set 3: **See Substitution: Final Sound** (next)

Substitution: Final Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word. The second block represents the final sound. “dot.”

Child repeats: “dot.”

“Now say dot, but change /t/ to /g/.” Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, “dog.” Then, reset the blocks and say, “your turn.”

Child follows steps and copies block movements: “dot → dog.”

Set 1: **See Deletion: Final Sound** (previous)

Set 2: **See Deletion: Final Sound** (previous)

Set 3: ba-ng → ba-t; fi-sh → fi-n; ki-ng → ki-d; chi-ll → chi-p

Word Practice

7 min



Materials: Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser

Activity Sheet: Double Decker Sound-Letter Boxes

4 Counters, 4 Blocks

Word Chains (Do as much as you can each day)

cat at rat
↓ ↑

Prepare: Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser

Build each word by using magnetic letters or writing on a whiteboard. “Make the word cat.”

“Now, make the word rat. Only change the letters that need to be changed.” (For example, remove only the c and replace it with r to make rat.)

Prompt the child to read each word when it is built. “Read the word.” (Repeat cycle)

Set 1 (d,i,s,h,w,t,p,a): dish → wish → with → path

Set 2 (r,u,s,h,a,c,f,l): rush → rash → cash → flash

Set 3 (c,h,I,c,k,u,a,p,d): chick → Chuck → chap → Chad

Lesson 8 (cont.)

3-Day Cycle, repeat cycle if needed

Word Mapping (Do as much as you can each day)



Prepare: Whiteboard, Dry Erase Marker, Eraser, Activity Sheet: Double Decker Sound-Letter Boxes, 4 Blocks, 4 Counters

Place 2 or more blocks on the table (depending on the number of sounds in the word) an inch apart.

“Watch and listen, and then repeat after me.”

“**quack** (substitute underlined word).”

Child repeats: “quack.”

“Now listen and watch me as I say the sounds in the word: /kw/ /a/ /k/.”

As you say the sounds, touch one block to represent each sound in the word.

Write the word on the whiteboard.

“Now listen and watch me point as I say the sounds in **quack**.”

Say the sounds in the word again, pointing to each letter or letters that make each sound.

“/kw/ /a/ /k/, **quack**.”

Cover the word on the whiteboard.

“Now, move a chip on the activity sheet into the gray boxes for each sound you hear in **quack**.”

“Now, spell **quack** by writing the letters that make the sounds in each white box.”

“Read the word.”

Uncover the word and have the child compare what they wrote to what is written on the board.

“Let’s check our spelling!”

Set 1: s i n g, s o n g, b r i n g, q u e e n,

Set 2: n e ck, s t i ck, s h e d, b a ng

Set 3: q u a ck, k i n g, b r u s h, t e e th

Reading Practice

5 min



Materials: Lesson 8 Student Sheet

Prepare Lesson 8 Student Sheet (Irregular High-Frequency Words)

“Watch and listen as I read these words.”

Read the irregular high-frequency words, pointing to each word as you read it.

“Now you try to read these words. Point to each word while you say it.”

Child reads the irregular high-frequency words two times by pointing to each word while they say it.

Prepare Lesson 8 Student Sheet (Sentences)

Point to the first sentence under the current day.

“Now try to read this sentence. Point to each word as you say it.”

Child reads the sentence two to three times, depending on time constraints.

Continue with each of the current day’s sentences.

You can **ask basic questions** to ensure comprehension of each sentence.

For example, “Who sat in sap?” or “Where is the kid?”

Irregular High-Frequency Words: **the, a, to, was, of, you**

Set 1:

You can smash the dish.

The queen left the ship.

Bring that thing to me.

I wish to sing a song.

Set 2:

Is that a rash on his neck?

Bang the drum with a stick.

He will rush to Seth in a flash.

You will spend a lot of cash on that shed

Set 3:

The duck will quack at the moth.

Then the king will brush his teeth.

Chad has to ship Chuck a ring.

Did the chick flap his wings?

Lesson 9

3-Day Cycle, repeat cycle if needed

Materials 5 Blocks
4 Counters
Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser
Activity Sheet: Double-Decker Sound-Letter Boxes
Lesson 9 Student Sheet

Letter Practice

1 min



Materials: Lesson 9 Student Sheet

Prepare Lesson 9 Student Sheet (Spelling Patterns)
(use in place of a letters sheet).

Spelling Patterns:

VCE/CVCE “Bossy e / Silent e”

a-e = /ā/ — bake; **e-e** = /ē/ — Pete; **i-e** = /ī/ — dime

o-e = /ō/ — nose; **u-e** = /yoo/ — cute; **u-e** = /oo/ — rule

Set 1: Introduce the spelling pattern by saying, “Usually, when there is an **e** at the end of a word, that **e** is silent but bossy. It quietly tells the vowel in the middle of the word to say its name.”

“Look at the word **bake**. The **e** is small because it’s silent, but it’s secretly telling the **a** to say its name. Trace along the red line with your finger to see how it bosses around the **a**.”

“Say the sound that **a** makes in this word.” “/ā/.”

“Now read the whole word.” “**bake**.”

Repeat with **Pete**, **dime**, **nose**, and **cute**.

“Sometimes the letter **u** does something different. Instead of saying its name, like in the word **cute**, it makes the /oo/ sound, like in the word **rule**.”

“Listen and watch my mouth as I say each sound in **cute**: /k/ /yoo/ /t/.”

“Now listen and watch my mouth as I say each sound in **rule**: /r/ /oo/ /l/.”

“Now you say each sound in **cute**.” “/k/ /yoo/ /t/”

“Now you say each sound in **rule**.” “/r/ /oo/ /l/.”

“In the word **rule**, the **e** tries to boss the **u** around, but it doesn’t do exactly what the **e** wants it to do. It doesn’t say its full name, **u**: it only says the last part of its name, /oo/.”

Trace along the red line with your finger to see how the **e** tries to boss around the **u**. Say the sound that **u** makes in this word.” “/oo/.”

“Now read the whole word.”

Set 2 and 3: Practice or review the listed spelling patterns and their corresponding sounds.

Point to the spelling pattern in each word and ask, for example, “What sound does **a** make when there is an **e**

at the end of the word?” If the child hesitates, does not know, or produces the incorrect sound, gently provide them with the correct sound and ask them to repeat it.

Remember that **u** makes two sounds: /oo/ and /yoo/. Both are correct, but not for every word.

If the child says “/oo/” for **cute**, say “That’s the sound **u** makes in this other word, **rule**. What other sound does **u** make when there is an **e** at the end of the word?”

If the child says “/yoo/” for **rule**, say “That’s the sound **u** makes in this other word, **cute**. What other sound does **u** make when there is an **e** at the end of the word?”

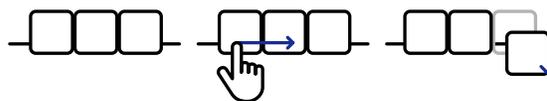
Sound Practice

2 min (Do a little each day!)



Materials: 5 Blocks

Phoneme Isolation: Final Sound



Place 3 (or more, depending on the number of sounds) blocks **with sides touching** on the table. Each block will represent a sound in the word.

“Watch and listen. I will say the word and then say the sound I hear at the end. You repeat the word, and say the sound you hear at the end.”

Slide your finger across the blocks as you say the word. The second block represents the final sound. “**dog**.”

Slide away the last block as you say the final sound.

“/g/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements: “dog, /g/.”

Set 1: tuft → t, bold → d, damp → p, kind → d

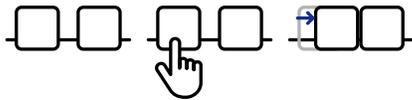
Set 2: most → t, blimp → p, sand → d, sift → t

Set 3: chest → t, gift → t, hump → p, hand → d

Lesson 9 (cont.)

3-Day Cycle, repeat cycle if needed

Blending: Onset-Rime



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the first block as you say the onset of the word (sound/sounds before the vowel), and touch the second block as you say the rime (the rest of the word, beginning **with** the vowel)

“c - at.” (or “st - op.”)

Slide the blocks together when saying the whole word.

“cat.” (or “stop.”) Reset the blocks. “Your turn.”

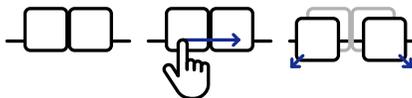
Child repeats and copies block movements:
“c - at, cat.” (or “st-op, stop.”)

Set 1: m-ade → made, b-ike → bike, ch-ime → chime,
r-ule → rule

Set 2: t-ube → tube, P-ete → Pete, s-ide → side,
r-ace → race

Set 3: **See Segmenting: Onset-Rime** (next)

Segmenting: Onset-Rime



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“cat.” (or “stop.”)

Push the blocks apart as you say the onset of the word (sound/sounds before the vowel), then the rime (the rest of the word, beginning **with** the vowel).

“c - at.” (or “st - op.”) Reset the blocks. “Your turn.”

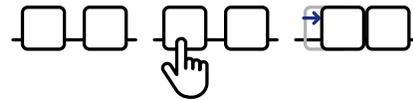
Child repeats and copies block movements:
“cat, c - at.” (or “stop, st-op.”)

Set 1: **See Blending: Onset-Rime** (previous)

Set 2: **See Blending: Onset-Rime** (previous)

Set 3: five → f-ive, sale → s-ale, theme → th-eme,
June → J-une

Phoneme Blending



Place 2 (or more, depending on number of sounds) blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch one block as you say each sound.

“/a/ /t/.”

Slide the blocks together when saying the whole word.

“at.” Reset the blocks. “Your turn.”

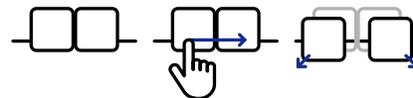
Child repeats and copies block movements: “/a/ /t/, at.”

Set 1: b-r-i-m → brim, t-r-a-ck → track, s-p-i-ll → spill,
b-l-o-b → blob

Set 2: s-l-u-m-p → slump, f-l-e-ck → fleck,
s-p-e-n-d → spend, s-i-f-t → sift

Set 3: s-k-i-m-p → skim, t-r-i-ck → trick,
b-r-a-n-d → brand, c-r-u-s-t → crust

Phoneme Segmenting



Place 2 (or more, depending on number of sounds) blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“am.”

Push the blocks apart as you say each sound.

“/a/ /m/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements:
“am, /a/ /m/”

Set 1: floss → f-l-o-ss, skim → s-k-i-m, brick → b-r-i-ck,
blast → b-l-a-s-t

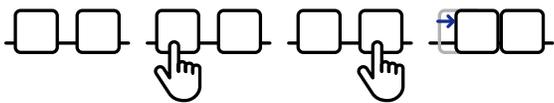
Set 2: trap → t-r-a-p, test → t-e-s-t, wind → w-i-n-d,
cramp → c-r-a-m-p

Set 3: raft → r-a-f-t, blimp → b-l-i-m-p,
smash → s-m-a-sh, gust → g-u-s-t

Lesson 9 (cont.)

3-Day Cycle, repeat cycle if needed

Adding Phonemes: Final Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Touch the first block when saying the initial word part (all sounds before the final sound).

Say the word part. If the word is tap, say “ta-.”

Child repeats: “ta-.”

“Now, take ta- and add /p/ (point to the second block) at the end.”

Let the child answer. If needed, demonstrate by sliding the blocks together and saying, “tap.” Then reset the blocks and say “your turn.”

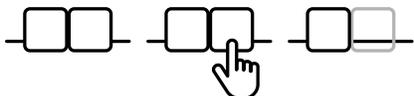
Child follows steps and copies block movements: “ta-p, tap.”

Set 1: fon-**d** → fond, rom-**p** → romp, ves-**t** → vest, lif-**t** → lift

Set 2: mas-**t** → mast, wel-**d** → weld, men-**d** → mend, sif-**t** → sift

Set 3: tuf-**t** → tuft, lim-**p** → limp, hel-**d** → held, nes-**t** → nest

Deletion: Final Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word. The second block represents the final sound. “dot.”

Child repeats: “dot.”

“Now say dot without /t/.” Remove the block that represents the syllable to be deleted.

Let the child answer. If needed, demonstrate by saying, “do-.” Then, reset the blocks and say, “your turn.”

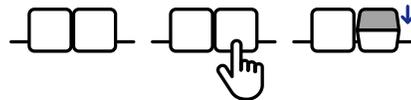
Child follows steps and copies block movements: “dot, do-.”

Set 1: ca-ke, ca-ve, ca-se, ca-ne

Set 2: ga-me, hi-ke, cu-te, ho-me

Set 3: **See Substitution: Final Sound** (next)

Substitution: Final Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word. The second block represents the final sound. “dot.”

Child repeats: “dot.”

“Now say dot, but change /t/ to /g/.” Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, “dog.” Then, reset the blocks and say, “your turn.”

Child follows steps and copies block movements: “dot → dog.”

Set 1: **See Deletion: Final Sound** (previous)

Set 2: **See Deletion: Final Sound** (previous)

Set 3: di-ne → di-me; fi-ne → fi-ve; ma-de → ma-ze; ro-de → ro-pe

Word Practice

7 min



Materials: Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser

Activity Sheet: Double Decker Sound-Letter Boxes

4 Counters, 4 Blocks

Word Chains (Do as much as you can each day)

cat at rat
↓ ↑

Prepare: Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser

Build each word by using magnetic letters or writing on a whiteboard. “Make the word cat.”

“Now, make the word rat. Only change the letters that need to be changed.” (For example, remove only the **c** and replace it with **r** to make **rat**.)

Prompt the child to read each word when it is built. “Read the word.” (Repeat cycle)

Set 1 (l,a,t,e,d,c,u,b): late → **date** → **cute** → cube

Set 2 (l,u,k,e,a,b,I,t): Luke → lake → **bike** → kite

Set 3 (b,a,k,e,c,r,t,s,v): bake → **cake** → crate → save

Lesson 9 (cont.)

3-Day Cycle, repeat cycle if needed

Word Mapping (Do as much as you can each day)



Prepare: Whiteboard, Dry Erase Marker, Eraser, Activity Sheet: Double Decker Sound-Letter Boxes, 4 Blocks, 4 Counters

Place 2 or more blocks on the table (depending on the number of sounds in the word) an inch apart.

“Watch and listen, and then repeat after me.”

“**cute** (substitute underlined word).”

Child repeats: “cute.”

“Now listen and watch me as I say the sounds in the word: /k/ /yoo/ /t/.” (/yoo/ is considered one sound.)

As you say the sounds, touch one block to represent each sound in the word.

Write the word on the whiteboard.

“Now listen and watch me point as I say the sounds in **cute**.”

Say the sounds in the word again, pointing to each letter or letters that make each sound.

“/k/ /yoo/ /t/, **cute**.”

Cover the word on the whiteboard.

“Now, move a chip on the activity sheet into the gray boxes for each sound you hear in **cute**.”

“Now, spell **cute** by writing the letters that make the sounds in each white box.”

“Read the word.”

Uncover the word and have the child compare what they wrote to what is written on the board.

“Let’s check our spelling!”

Set 1: J a ke, h o pe, J u ne, c o de

Set 2: u se, r i de, K a te, m a ze

Set 3: r u le, l i ke, d i ne, j o ke

Reading Practice

5 min



Materials: Lesson 9 Student Sheet

Prepare Lesson 9 Student Sheet (Irregular High-Frequency Words)

“Watch and listen as I read these words.”

Read the irregular high-frequency words, pointing to each word as you read it.

“Now you try to read these words. Point to each word while you say it.”

Child reads the irregular high-frequency words two times by pointing to each word while they say it.

Prepare Lesson 9 Student Sheet (Sentences)

Point to the first sentence under the current day.

“Now try to read this sentence. Point to each word as you say it.”

Child reads the sentence two to three times, depending on time constraints.

Continue with each of the current day’s sentences.

You can **ask basic questions** to ensure comprehension of each sentence.

For example, “Who sat in sap?” or “Where is the kid?”

Irregular High-Frequency Words: **the, a, to, was, of, you**

Set 1:

Jane is late for her date.

Can we hike to the cave?

I hope June can hike home!

Pete will line up in time.

Set 2:

Jake was lost in the maze.

Let us fly a kite in the sky!

Can we bake a cute cake?

Kate can ride her bike by the lake.

Set 3:

Will you save a crate of beets for me?

Will Luke dine at home?

You need to use a code in the game.

Eve made a joke, but it was bad.

Lesson 10

3-Day Cycle, repeat cycle if needed

Materials 5 Blocks
4 Counters
Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser
Activity Sheet: Double-Decker Sound-Letter Boxes
Lesson 10 Student Sheet

Letter Practice

1 min



Materials: Lesson 10 Student Sheet

Prepare Lesson 10 Student Sheet (Graphemes)

Practice or review the listed graphemes (letters, digraphs, or vowel teams) and their corresponding sounds.

Graphemes: r, or, ur, er, ir

ar — car; **or** — for; **ur** — fur; **er** — her; **ir** — bird

For Set 1, point to each grapheme and say, for example, “A-r makes the /ar/ sound as in car. Repeat after me: ‘A-r, /ar/, car.’”

For Set 2 and 3, point to each grapheme and ask, for example, “What sound does a-r make?” If the child hesitates, does not know, or produces the incorrect sound, gently provide them with the correct sound and ask them to repeat it.

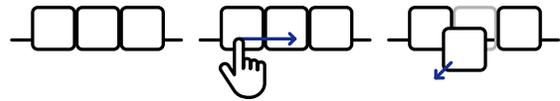
Sound Practice

2 min (Do a little each day!)



Materials: 4 Blocks

Phoneme Isolation: Medial Sound



Place 3 (or more, depending on the number of sounds) blocks **with sides touching** on the table. Each block will represent a sound in the word.

“Watch and listen. I will say the word and then say the sound I hear in the middle. You repeat the word, and say the sound you hear in the middle.”

Slide your finger across the blocks as you say the word.

“dog.”

Slide away the middle block, or the block that represents the medial sound.

“/o/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements: “dog, /o/.”

Set 1: mist → i, tram → a, sped → e, pump → u

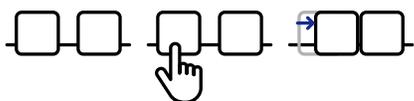
Set 2: crock → o, bend → e, last → a, skid → i

Set 3: meld → e, fluff → u, spin → i, brand → a

Lesson 10 (cont.)

3-Day Cycle, repeat cycle if needed

Blending: Onset-Rime



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the first block as you say the onset of the word (sound/sounds before the vowel), and touch the second block as you say the rime (the rest of the word, beginning **with** the vowel)

“c - at.” (or “st - op.”)

Slide the blocks together when saying the whole word.

“cat.” (or “stop.”) Reset the blocks. “Your turn.”

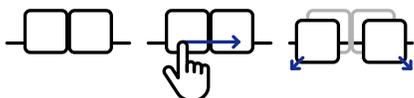
Child repeats and copies block movements:
“c - at, cat.” (or “st-op, stop.”)

Set 1: p-art → part, f-ork → fork, h-urt → hurt,
b-ird → bird

Set 2: sh-irt → shirt, sh-ark → shark, n-orth → north,
y-ard → yard

Set 3: **See Segmenting: Onset-Rime** (next)

Segmenting: Onset-Rime



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“cat.” (or “stop.”)

Push the blocks apart as you say the onset of the word (sound/sounds before the vowel), then the rime (the rest of the word, beginning **with** the vowel).

“c - at.” (or “st - op.”) Reset the blocks. “Your turn.”

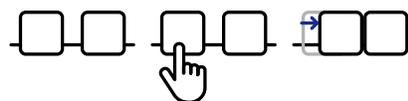
Child repeats and copies block movements:
“cat, c - at.” (or “stop, st-op.”)

Set 1: **See Blending: Onset-Rime** (previous)

Set 2: **See Blending: Onset-Rime** (previous)

Set 3: curb → c-urb, girl → g-irl, corn → c-orn, far → f-ar

Phoneme Blending



Place 2 (or more, depending on number of sounds) blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch one block as you say each sound.

“/a/ /t/.”

Slide the blocks together when saying the whole word.

“at.” Reset the blocks. “Your turn.”

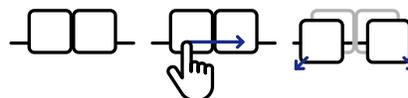
Child repeats and copies block movements: “/a/ /t/, at.”

Set 1: f-or-t-s forts →, c-r-o-p-s → crops,
t-r-a-ck-s → tracks, v-e-s-t → vest

Set 2: c-r-a-f-t → craft, p-ar-t-s → parts,
b-r-i-ck-s → bricks, s-k-u-ll → skull

Set 3: t-r-a-m-p → tramp, p-ar-k-s → parks,
b-ur-p-s → burps, s-l-e-d → sled

Phoneme Segmenting



Place 2 (or more, depending on number of sounds) blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Slide your finger across the blocks as you say the word.

“am.”

Push the blocks apart as you say each sound.

“/a/ /m/.” Reset the blocks. “Your turn.”

Child repeats and copies block movements:
“am, /a/ /m/”

Set 1: forts → f-or-t-s, trip → t-r-i-p, pumps → p-u-m-p-s

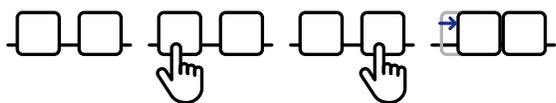
Set 2: flat → f-l-a-t, ramps → r-a-m-p-s, forks → f-or-k-s,
lifts → l-i-f-t-s

Set 3: flops → f-l-o-p-s, shirts → sh-ir-t-s,
hand → h-a-n-d, stump → s-t-u-m-p

Lesson 10 (cont.)

3-Day Cycle, repeat cycle if needed

Adding Phonemes: Final Sound



Place 2 blocks on the table **an inch apart**.

“Watch and listen, and then repeat after me.”

Touch the first block when saying the initial word part (all sounds before the final sound).

Say the word part. If the word is tap, say “ta-.”

Child repeats: “ta-.”

“Now, take ta- and add /p/ (point to the second block) at the end.”

Let the child answer. If needed, demonstrate by sliding the blocks together and saying, “tap.” Then reset the blocks and say “your turn.”

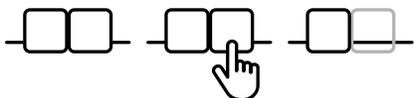
Child follows steps and copies block movements: “ta-p, tap.”

Set 1: quil-**t** → quilt, cam-**p** → camp, ten-**d** → tend, fas-**t** → fast

Set 2: cham-**p** → champ, blas-**t** → blast, hel-**d** → held, men-**d** → mend

Set 3: ques-**t** → quest, spen-**d** → spend, lum-**p** → lump, shaf-**t** → shaft

Deletion: Final Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word. The second block represents the final sound. “dot.”

Child repeats: “dot.”

“Now say dot without /t/.” Remove the block that represents the syllable to be deleted.

Let the child answer. If needed, demonstrate by saying, “do-.” Then, reset the blocks and say, “your turn.”

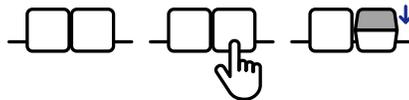
Child follows steps and copies block movements: “dot, do-.”

Set 1: ro-pe, for-k, car-d, fee-t

Set 2: for-t, yar-d, cor-n, bar-k

Set 3: **See Substitution: Final Sound** (next)

Substitution: Final Sound



Place 2 blocks **with sides touching** on the table.

“Watch and listen, and then repeat after me.”

Say the word. Touch both blocks when you say the word. The second block represents the final sound. “dot.”

Child repeats: “dot.”

“Now say dot, but change /t/ to /g/.” Flip over the block that represents the word part being changed.

Let the child answer. If needed, demonstrate by saying, “dog.” Then, reset the blocks and say, “your turn.”

Child follows steps and copies block movements: “dot → dog.”

Set 1: **See Deletion: Final Sound** (previous)

Set 2: **See Deletion: Final Sound** (previous)

Set 3: shar-p → shar-k; por-t → por-k; Mar-k → mar-ch;
la-ke → la-te

Word Practice

7 min

abc

Materials: Magnetic Letter Set (Optional)

Whiteboard, Dry Erase Marker, Eraser

Activity Sheet: Double Decker Sound-Letter Boxes

4 Counters, 4 Blocks

Word Chains (Do as much as you can each day)

cat at rat
↓ ↑

Prepare: Magnetic Letter Set (Optional), Whiteboard, Dry Erase Marker, Eraser

Build each word by using magnetic letters or writing on a whiteboard. “Make the word cat.”

“Now, make the word rat. Only change the letters that need to be changed.” (For example, remove only the c and replace it with r to make rat.)

Prompt the child to read each word when it is built. “Read the word.” (Repeat cycle)

Set 1 (c,a,r,d,f,m): car → card → far → farm

Set 2 (h,a,r,d,p,m,c): hard → park → Mark → march

Set 3 (f,o,r,t,h,n): for → fort → thorn → north

Lesson 10 (cont.)

3-Day Cycle, repeat cycle if needed

Word Mapping (Do as much as you can each day)



Prepare: Whiteboard, Dry Erase Marker, Eraser, Activity Sheet: Double Decker Sound-Letter Boxes, 4 Blocks, 4 Counters

Place 2 or more blocks on the table (depending on the number of sounds in the word) an inch apart.

“Watch and listen, and then repeat after me.”

“**skirt** (substitute underlined word).”

Child repeats: “skirt.”

“Now listen and watch me as I say the sounds in the word: /s/ /k/ /i(r)/ /t/.” (/i(r)/ is considered one sound.)

As you say the sounds, touch one block to represent each sound in the word.

Write the word on the whiteboard.

“Now listen and watch me point as I say the sounds in **skirt**.”

Say the sounds in the word again, pointing to each letter or letters that make each sound.

“/s/ /k/ /i(r)/ /t/, **skirt**.”

Cover the word on the whiteboard.

“Now, move a chip on the activity sheet into the gray boxes for each sound you hear in **skirt**.”

“Now, spell **skirt** by writing the letters that make the sounds in each white box.”

“Read the word.”

Uncover the word and have the child compare what they wrote to what is written on the board.

“Let’s check our spelling!”

Set 1: a r t, c or n, f or k, s k i r t

Set 2: p a r t, g i r l, sh a r k,

Set 3: d a r k, sh a r p, b i r d, ch i r p

Reading Practice

5 min



Materials: Lesson 10 Student Sheet

Prepare Lesson 10 Student Sheet (Irregular High-Frequency Words)

“Watch and listen as I read these words.”

Read the irregular high-frequency words, pointing to each word as you read it.

“Now you try to read these words. Point to each word while you say it.”

Child reads the irregular high-frequency words two times by pointing to each word while they say it.

Prepare Lesson 10 Student Sheet (Sentences)

Point to the first sentence under the current day.

“Now try to read this sentence. Point to each word as you say it.”

Child reads the sentence two to three times, depending on time constraints.

Continue with each of the current day’s sentences.

You can **ask basic questions** to ensure comprehension of each sentence.

For example, “Who sat in sap?” or “Where is the kid?”

Irregular High-Frequency Words: **the, a, to, was, of, you**

Set 1:

A spot on the skirt is green.

Can we get corn at the farm?

Chip got a card that sang.

You can make art with a fork.

Set 2:

The shark will bite Mark!

The girl can sing in the car.

Part of the park is not safe.

It is hard to march in place.

Set 3:

The bird will not chirp in the dark.

The sharp thorn can hurt you.

Mar got third place in the race.

The fort is at the north part of the lake.