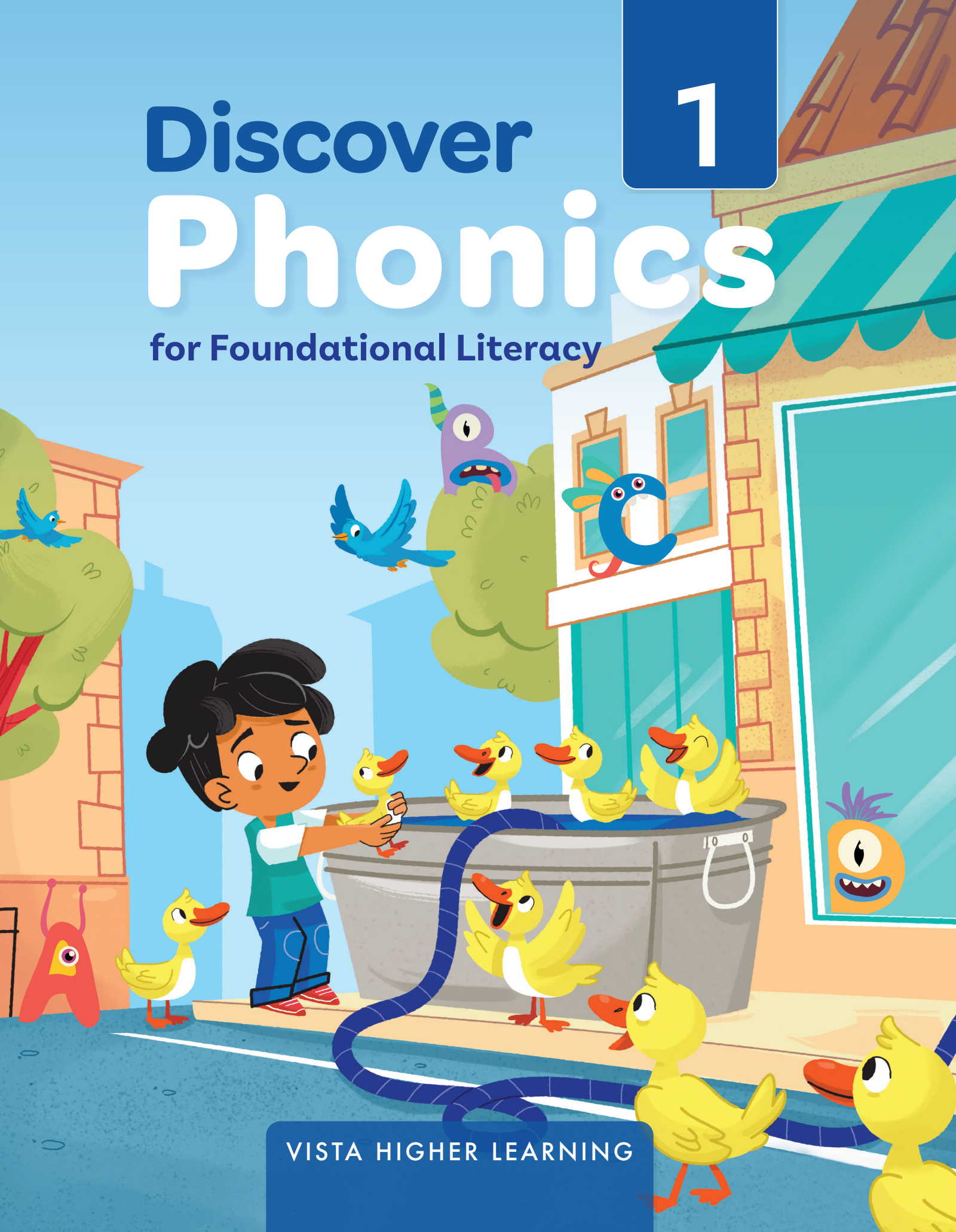


Discover Phonics

for Foundational Literacy

1



VISTA HIGHER LEARNING

MATERIALS

- **Picture Cards** ball, coat, fish, fox, horse
- **Sound-Spelling Cards** a, b, c, f, h, i, m, n, o, p, s, t
- **Worktext Pages 14–15**
- **Worktext Audio Online**
- **Alphabet Cards** Cc, Ff, Hh, Oo
- **Online Handwriting Tutorials**
- **Word Building Cards**
- **BLM Practice Letters**
- **High-Frequency Word Cards** if, in, is, it, and review words
- **BLM Practice Words**
- **BLM 3.1–3.2** (one copy per child)

Phonemic Awareness

Isolate Initial Phonemes

Use **Phonemic Awareness Routine 1**. Hold up the picture side of **Picture Card** coat. **Say:**

- *This is a coat. Say the word with me:* coat.
- *Listen carefully as I say the word again:* coat.
- *The first sound in coat is /k/. Say it with me:* /k/.
- *What is the first sound in coat? (/k/)*

Have children practice identifying initial sounds. Show **Picture Cards** for one-syllable words such as ball, fish, fox, horse. Say each word and have children identify the initial sound. If children make a mistake, say the word again while emphasizing the initial sound or repeat the modeling above.

SCAFFOLD

Articulation

Children may have difficulty hearing and correctly pronouncing the individual sounds. The most common /k/ sound articulation error is pronouncing /k/ as /t/. Another common mistake is pronouncing the sound /f/ as /b/. Guide children to correctly articulate the initial sounds in the words, focusing on the position of the lips, teeth, and tongue. Articulation Scripts are available in the front of the Teachers' Guide.

Phonics

Learn the Song

AZ Vocabulary Support the language in the song. Show the picture of the fan on **Sound-Spelling Card** f. Use gestures such as wiping your brow and fanning your face to show the meaning of hot.

Teach children the song. Play the song audio. Then teach children the movements to the song and play it again, inviting children to sing and move.

Concepts of Print

Word Boundaries

Ask children to look at **Worktext Page 14**. Explain that this is the song they just sang, but in writing. Ask questions such as:

- *Who can point to the title? How do you know it's the title? (The title is in larger/darker letters; it's at the top of the page.)*
- *How do you know when one word ends and another begins? (There is a space between words.)*

Have children track the print as you choral read the song.



Introduce Sound-Spellings

c /k/, f /f/, h /h/, o /o/

Use **Phonics Routine 1** and the **Sound-Spelling Cards** to introduce the target phonics skills and the Week 3 keyword motions.


Show the picture side of **Sound-Spelling Card f**. Make the keyword motion by spinning your hand as you **say**: fan, /f/. Have children repeat the motion, keyword, and sound.

- Display the letter side of the card. Tap the letter and say the letter name: *f*. Have children repeat.
- Tap the letter again and spin your hand to show the keyword motion as you **say**: *f*, fan, /f/. Have children repeat.

Repeat the procedure to introduce *h /h/*, *c /k/*, and *o /o/*. When introducing *c /k/* and *o /o/*, show only the first image on the back of each card.

Letter Formation: Cc, Ff, Hh, Oo

Display **Alphabet Cards Cc, Ff, Hh, Oo**. Ask volunteers to name each letter. Then show the backs of the cards and trace each letter as you explain how to form it. Encourage children to write the letters in the air. Watch for children starting letters from the bottom. Offer corrective feedback as needed.

Assign  **Worktext Page 15** to be completed at independent workstations. Provide access to the **Handwriting Tutorials Online** for children who need additional support.

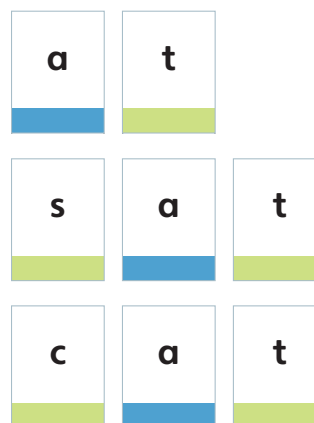
Spiral Review

Use **Phonics Routine 2** and the **Sound-Spelling Cards** to review the keywords and primary sounds for *a, b, i, m, n, p, s, t*.

Read VC and CVC Words

Display the song “Hot, Hot Sun!” again. Track the print as you read the song. Pause to model how to blend sounds when reading the words *hot*, *fan*, and *cap*. Have children place the song in their notebooks.

Use the **Word Building Cards** to make and display these words: *at*, *sat*. Remind children that all words need at least one vowel. **Ask**: *What is the vowel in these words? (a) What sound does a stand for? (/a/)* Use **Phonics Routine 3** to guide children in blending these words sound-by-sound: *at*, *sat*, *cat*, *pat*, *pit*, *pot*, *hot*.



AMPLIFY

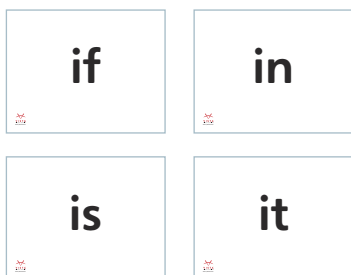
Have partners use their **BLM Practice Letters** *o, a, i, h, m, p, t* to build as many CVC words as they can, for example, *him, hop, top, tap, tip, pat, pit*. Invite pairs to take turns sharing a word with the group.

High-Frequency Words

Introduce *if, in, is, it*

Display the fronts of **High-Frequency Word Cards** *if, in, is, and it*. Invite volunteers to read the words aloud. Then **ask**: *What do you notice about these words? How are they the same? (They all begin with the letter i; they are all spelled with two letters.) How are they different? (The last letter/sound is different in each.)* **Say**: *It is important to pay attention to all the letters in each word, not just the beginning letters.*

Point out the sound-spellings that children already know. **Say**: *The letter i stands for the sound /i/. Listen for /i/ in each word: if, in, is, it.* Have children repeat the words. Point to the last letters in *if, in, and it*. Ask volunteers to name the sound that each letter stands for. Then point out that sometimes s stands for the sound /z/, as it does in the word *is*.



ENGLISH LEARNERS

English Learners may have difficulty learning words with abstract meanings.

Newcomer/Beginner → Use the high-frequency words to ask questions, for example: *What is in your backpack?* Restate nonverbal responses, for example: *Yes, I see a pencil in your backpack.*

Intermediate/Advanced → Guide children to use these sentence frames:

- If you _____, then I _____.
- I put the _____ in the _____.
- My favorite _____ is _____.
- I see a _____. It is _____.

Read, Spell, Write, Extend

Teach each word using the **High-Frequency Word Cards** and **High-Frequency Word Routine 1**.

- **Read** the sentence on the card. Point to the word in boldface and read it aloud. Have children repeat the word.
- **Spell** the word aloud and have children repeat.
- **Write** the word, saying each letter aloud as you write it. Then have children write the word in the air as they say each letter aloud.

Extend learning by playing a game in which children describe something in their classroom, such as the color of an object. The first person in a pair or group says a sentence using at least one high-frequency word, *if, in, is, or it*. The second person holds up the corresponding card(s) for the word they heard in the sentence. Then the second person says a sentence as the next person listens.

Open Word Sorts

Have children cut apart the **BLM Practice Words** on **BLM pages 3.1–3.2**. Have pairs work together to sort the words into two or more categories of their choosing. For example, children may sort their words by short vowels, beginning letters, or the number of letters in the word.

AMPLIFY

Invite children to examine word sorts created by other pairs of children. **Ask**: *How did they sort their words? How do you know? What other ways can the words be sorted? (by first letter, middle letter, or final letter; by the number of sounds/letters)*

Spiral Review

Use **High-Frequency Word Routine 3**, **High-Frequency Word Cards**, and **BLM Practice Words** to review *a, an, and, as, at, I, see, the*.

Daily Writing

Dictate these sentences and have children write them.

- *The cat is hot.*
- *A hat can fit.*

Use the **Writing Routine** to guide children to make corrections. Give children time to make each correction. **Ask:**

- *Does the sentence begin with an uppercase letter?*
- *Does the sentence end with punctuation, such as a period?*
- *Did you write all the words in the sentence? (Repeat the sentence aloud as children count.)*
- *Is the word spelled correctly? T, h, e, the.*

The cat is hot.

A hat can fit.

SCAFFOLD

If children consistently skip vowels during writing, help them focus on the vowel sound-spellings in each word. Write the dictation sentences on sentence strips, but without the vowels in VC and CVC words. Have children fill in the vowels during dictation.

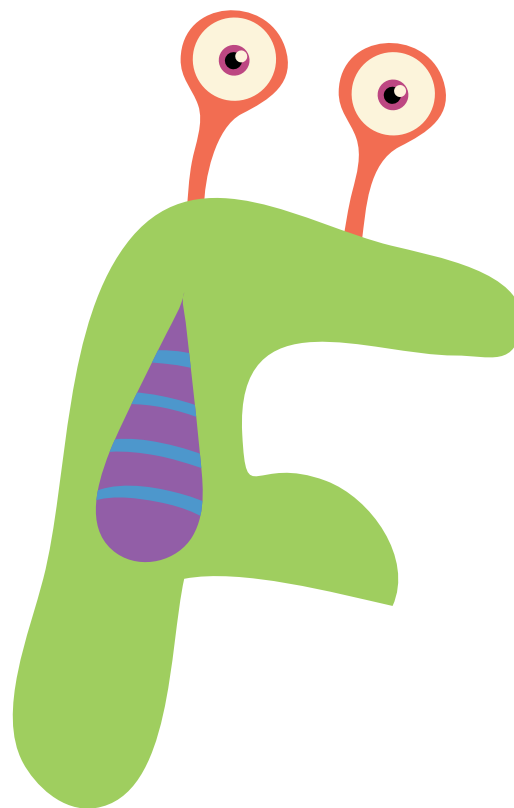
ASSESS AND RETEACH

Assess

Check the dictation sentences for correct spellings of words with *c*, *f*, *h*, and *o*.

Reteach

If a child misspells a word or incorrectly forms letters, write the correct spelling in highlighter. Have the child trace each letter in the word as they spell it aloud. Then invite children to compare the highlighted word they traced with the original word they wrote. Guide them to notice the differences.



MATERIALS

- Phonics Videos “Cc,” “Ff,” “Hh,” “Oo”
- Sound-Spelling Cards c, f, h, o
- Word Building Cards
- Worktext Pages 16–17
- Worktext Audio Online
- High-Frequency Word Cards if, in, is, it
- BLM Practice Words I, if, in, is, see, the
- Decodable Reader Bob
- Audio Sync Decodable Readers

Phonemic Awareness

Isolate Final Phonemes

Use **Phonemic Awareness Routine 1**. Say an action word and pantomime its meaning. Then guide children to isolate the final sounds in the word. Model with the word *mop*. **Say:**

- I will mop the floor. Pantomime mopping. Do it with me and say the word: mop.
- Listen carefully as I say the word again: mop.
- The last sound in mop is /p/. Say it with me: /p/.
- What is the last sound in mop? (/p/)

Have children practice identifying final sounds in these words: *run, read, hop, freeze, write, skip, drive, eat, dance, pull, look*. Say each word and gesture or pantomime it. Have children repeat the movement, say the word, and identify the final sound. If children make a mistake, say the word again and segment the sounds. **Say:** Listen carefully. The word is mop: /m/ /o/ /p/, mop. What is the last sound in /m/ /o/ /p/? (/p/)

Phonics

View the Phonics Videos

Play **Phonics Videos** “Cc,” “Ff,” “Hh,” and “Oo.” Invite children to write each letter in the air as they watch.

Review Sound/Spellings

c /k/, f /f/, h /h/, o /o/

Use **Phonics Routine 2** and the **Sound-Spelling Cards** to review the phonics skills and keywords with motions. Remind children of the keyword *fan*. Show the picture side of the card. Invite children to make the spinning motion. Then show the letter side of the card again and model the steps.

- Tap the letter and say its name: f.
- Say the keyword and do the motion: fan (spin hand).
- Say the sound: /f/
- Have children repeat: f, fan, /f/.
- Repeat the procedure to review keyword motions for h /h/, c /k/, and o /o/.



Read Words with c, f, h, o

Use the **Word Building Cards** to build words for children to read using **Phonics Routine 5**.

- Display the word *can*.
- Children tap out each sound: /k/ /a/ /n/.
- Then children slide their finger and say the word: *can*.

Continue with these words: *cab, cat, cot, hot, hat, hit, not, pot, fit, fat, fin*.

Choral read the word lists on **Worktext Page 16**.

Assign **Worktext Page 17** for completion at independent workstations.

SCAFFOLD

Listen for children who are a beat or two off. Circulate and check in with individuals. If children misidentify a sound—/a/ for example—point to the letter and **ask:** What is this letter? (a) What is the keyword? (Children motion biting an apple and say *apple*.) What is the sound? (/a/)

Spell Words with *c, f, h, o*

Use **Spelling Routine 1** to have children write each word sound-by-sound. Circulate to make sure children are writing each word correctly.

cat	fan	him	hot
if	is	not	pot

ENGLISH LEARNERS

Newcomer/Beginner → Use pictures, gestures, and context sentences to help children understand the meanings of words. For example, show **Picture Card** *fish* and **say**: *A fish is an animal that lives in water.*

Intermediate → Invite children to use the words in simple sentences.

Advanced → Invite children to use the words in sentences and encourage them to elaborate. For example, if a child says, "I wear a hat," **ask**: *When do you wear your hat?*

High-Frequency Words

Review the high-frequency words *if, in, is, and it* using the **High-Frequency Word Cards**. Have children read the word, spell the word aloud, and then write the word in the air.

Extend learning by having partners play the game "Concentration" using these pairs of **BLM Practice Words** *if, in, is, I, the, see*. Model laying out six pairs of word cards in three rows of four cards placed facedown. On his or her turn, the player turns over two cards and reads each one aloud. If the cards match, the player keeps them. If they do not match, the player turns them facedown. Then the turn ends. Players continue until all pairs of matching cards have been identified.

AMPLIFY

Challenge children by adding additional word pairs to the game.

Read Connected Text: *Bob*

Give each child a copy of the connected text. Tell children the title of the book. Use **Reading Routine 1** to read *Bob*.



- **Preview** Children briefly preview each page. Model blending difficult words.
- **Read Together** Read each page twice. First, children whisper read the page. Then choral read as children track the print.

Daily Writing

Dictate these sentences and have children write them.

- *I see Bob.*
- *Bob is on the mat.*

Use the **Writing Routine** to guide children to make corrections to each sentence. Children may wish to turn to page 8 in *Bob* to check their spelling.

ASSESS AND RETEACH

Assess

Display **Sound-Spelling Cards** *c, f, h, o*. Have children name the letter and the sound it stands for. For *c*, show only the first picture on the card.

Reteach

Review each **Sound-Spelling Card** and the keywords with children using "special effects." Remind children of the movement for each keyword. Guide them to move and speak in slow motion as they say the letter and sound while doing the movement.

MATERIALS

- Word Building Cards
- Sound-Spelling Cards
- Worktext Pages 16 and 18
- Worktext Audio Online
- BLM Practice Letters
- High-Frequency Word Cards
- Decodable Readers *Bob and Sam and Tim*
- Audio Sync Decodable Readers
- BLM Practice Words blank cards
- sentence strips

Phonemic Awareness

Blend Phonemes

Use **Phonemic Awareness Routine 2** and blank **Word Building Cards** to blend phonemes. Model how to blend the word *bat*. **Say:**

- *I am going to say a word slowly. Listen: /b/ /a/ /t/.*
- *For each sound I say, I will put down a card. Listen and watch: /b/ /a/ /t/.*
- *Now tap your finger for each card and say the sounds with me: /b/ /a/ /t/.*
- *Now I will slide my finger under the cards as I blend the sounds to say the word: bat.*
- *I hit the ball with a /b/ /a/ /t/. What did I use to hit the ball? (a bat)*

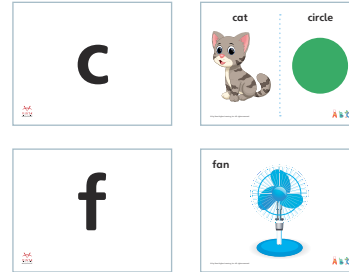
Have children prepare to listen for the next sounds. Continue with these sounds, providing context sentences and gestures as needed:

- /c/ /ō/ /t/ (*coat*); *I wear a coat to stay warm.*
- /mmm/ /a/ /n/ (*man*); *Her father is a tall man.*
- /d/ /u/ /k/ (*duck*); *A duck swam in the pond.*
- /b/ /u/ /g/ (*bug*); *A tiny bug bit me.*
- /d/ /o/ /g/ (*dog*); *I heard a dog bark.*
- /sss/ /a/ /d/ (*sad*); *I feel sad when I miss my family.*
- /h/ /e/ /n/ (*hen*); *A hen can lay eggs.*

Phonics

Review Sound-Spellings

Use **Phonics Routine 2** and the **Sound-Spelling Cards** to review the phonics skills together. Display the letter *c*. **Ask:** *What is the letter? (c) What is the keyword? (cat) What sound does it stand for? (/k/)*

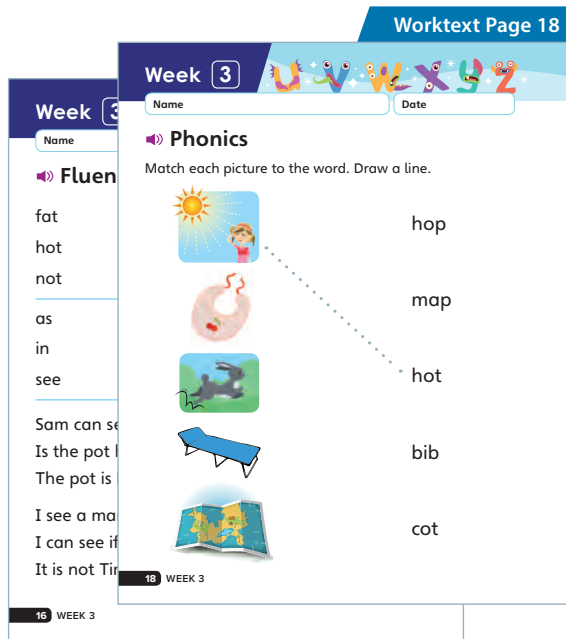


Repeat for *f*, *h*, and *o*. Mix the **Sound-Spelling Cards** with other cards for known sound-spellings. Invite children to randomly choose a card and state the letter, keyword, and sound.

Read Words with c, f, h, o

Choral read the words at the top of **Worktext Page 16**. Then have children use their **BLM Practice Letters** to build the words and read them aloud.

Assign **Worktext Page 18** to be completed at independent workstations.



Spell Words with *c, f, h, o*

Have each child write four spelling words at the top of a sheet of paper. Their partner should write the other four spelling words at the top of a different sheet of paper. Then partners switch papers and write the words in a sentence.

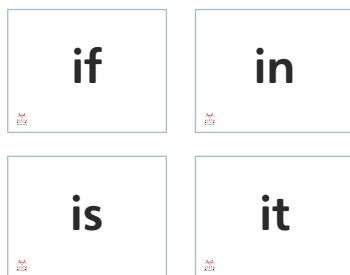
cat fan him hot
if is not pot

ENGLISH LEARNERS


Newcomer/Beginner → Pair children with more proficient partners and provide sentence frames, such as: I nap on a _____. A fish has a _____.

High-Frequency Words


Review known high-frequency words using the **High-Frequency Word Cards**. Invite each child to randomly choose a card, read the word aloud, spell the word aloud, and then say the word in a sentence.



Choral Read

Choral read the sentences at the bottom of  **Worktext Page 16**. Place the pages at workstations and have children practice whisper reading the words and sentences to a partner.

AMPLIFY

Copy the sentences on  **Worktext Page 16** onto sentence strips. Then cut the words apart and shuffle them. Challenge children to reconstruct the sentences.

Read Connected Text: *Bob*

Give each child a copy of the connected text. Use **Reading Routine 3** to reread *Bob*. Have children take turns reading aloud a page as the group follows along.



Confirm Comprehension

Ask literal questions such as these to confirm comprehension:

- *Who is the girl looking for?* (Bob, the cat)
- *Where does she first see him?* (running in the hall)
- *Where is Bob hiding?* (in the laundry basket)

SCAFFOLD

Have children reread *Sam and Tim* with the **Audio Sync Decodable Reader**. Have them copy any words they had difficulty reading onto blank cards from the **BLM Practice Words** and add them to their practice decks.

Daily Writing

Write About Reading

Invite children to write about *Bob*. Provide this sentence frame: I liked it when _____.

ASSESS AND RETEACH

Assess

Display **High-Frequency Word Cards** *if, in, is, it*. Have children read them aloud.

Reteach

Have children name the final letter in each word and the sound it stands for. Then say a word and have children choose the correct word card.

MATERIALS

- Word Building Cards
- BLM Sound Cards
- BLM Practice Letters
- BLM 3.3 (one copy per child)
- Decodable Reader *Bob*
- Audio Sync Decodable Readers
- Worktext Page 16
- Worktext Audio Online
- prepared story sentence strips

Phonemic Awareness

Segment Phonemes

Use **Phonemic Awareness Routine 3** and blank **Word Building Cards** to segment sounds. Have children use their **BLM Sound Cards** as you model how to segment the sounds in *hut*. **Say:**

- Listen as I say a word: *hut*. Say it with me: *hut*. He lives in a small *hut*.
- How many sounds are in the word *hut*? I'll say the word slowly: /h/ /u/ /t/. Show children how to put down a card for each sound.
- How many sounds are there? (3)
- There are three sounds in the word *hut*. Tap the cards as you **say**: /h/ /u/ /t/.

Repeat with these words: *hot, duck, cap, fit, men*. Use each word in a sentence to support meaning.

AMPLIFY

Challenge children to name each sound (initial, medial, and final) in each word. Ask questions such as: *What if /a/ changed to /o/? What would the new word be?*

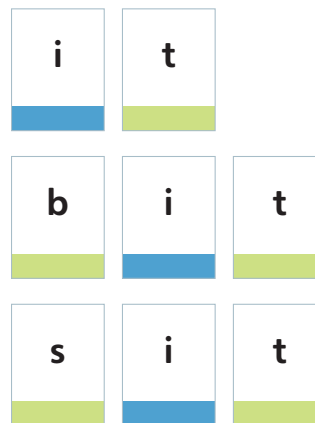
Phonics

Build and Read VC and CVC Words

Use **Phonics Routine 7** and the **Word Building Cards** to guide children to build and read words. Have children follow along and build the words with their **BLM Practice Letters**. Display the letters for the word *hit*. Tap the letters as you blend the word. Then have children manipulate their letter cards as you **say**:

- Take away the h. What word do you have? (*it*)
- Add the letter b to the beginning. What word is it? (*bit*)
- Change b to s. What is the word? (*sit*)
- Change i to a. What word is it? (*sat*)

Continue, having children build and read these words: *mat, map, mop, top, tip, tap, tan, fan, fin*.

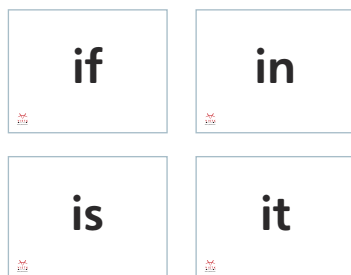


SCAFFOLD

If children incorrectly read a word, guide them to correct the error by pointing to the letter and asking: *What is this letter? What is the keyword for this letter? What sound does it stand for?* For example, a child might answer *a, apple, /a/*.

High-Frequency Words

Review known high-frequency words using copies of the Bingo card on **BLM 3.3**. Have children fill their Bingo cards by writing words from the word bank in random order in the blank spaces. Then call out high-frequency words in random order and have children mark them off. The first child to get four in a row should call "Bingo."



Reread Connected Text: *Bob*

In advance, copy the sentences from *Bob* onto sentence strips. Distribute the sentence strips evenly to children. If there are not enough strips, have pairs share a strip. If there are more sentence strips than children, you can tape the sentence strips to a stuffed animal or toy.


Review the book *Bob*. Then have children read their sentence strips and arrange themselves in the correct story order. Have children read aloud the sentence strips. Save the sentence strips for assessment.

Mom, I can not see Bob.

Bob! Bob!

Mom, I see him!

Extension

Have partners read aloud  **Worktext Page 16** to one another for fluency practice.

Daily Writing

Dictate these sentences and have children write them.

- *Tim said it is hot.*
- *The man sat on the mat.*

Use the **Writing Routine** to guide children to make corrections to each sentence.

ASSESS AND RETEACH

Assess

Have children read a story sentence strip.

Reteach

Reveal each word in a story sentence strip one at a time as children read. Guide them to sound out each word.



MATERIALS

- BLM Sound Cards
- Phonics Videos “Cc,” “Ff,” “Hh,” “Oo”
- BLM Practice Words
- Word Building Cards
- BLM Practice Letters
- High-Frequency Word Cards
- Decodable Readers *Pam and Tam, Sam and Tim, and Bob*
- Audio Sync Decodable Readers
- Worktext Page 17
- Worktext Audio Online

Phonemic Awareness

Blend Phonemes

Use **Phonemic Awareness Routine 2** to blend sounds. Have children put down **BLM Sound Cards** to represent each consonant and vowel sound. Next have them tap out the sounds and then blend them to say the word. Invite volunteers to say the word in a sentence. Use these sounds, making sure to elongate continuous sounds as indicated:

- /i/ /nnn/ (*in*)
- /a/ /mmm/ (*am*)
- /p/ /a/ /n/ (*pan*)
- /d/ /o/ /t/ (*dot*)
- /sss/ /i/ /k/ (*sick*)
- /b/ /a/ /k/ (*back*)
- /b/ / ē/ /nnn/ (*bean*)
- /g/ / ō/ /t/ (*goat*)
- /b/ /e/ /d/ (*bed*)

Phonics

Review the Phonics Videos

Play **Phonics Videos** “Cc,” “Ff,” “Hh,” and “Oo.” Assign partners or small groups one of the letters and have them stand to act out their parts along with the video.

Word Sorts

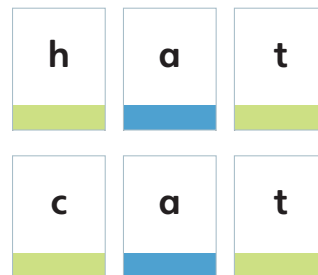
Have pairs of children use their **BLM Practice Words** to sort this week’s spelling words into three groups by vowel sound. After partners have finished sorting their cards, call on individual children to read one card from each group.

Build and Read Words with *c, f, h, o*

Use **Phonics Routine 7** and the **Word Building Cards** to guide children to build and read words. Have children follow along and build the words with their **BLM Practice Letters**. Display the letters for the word *pit*. Tap the letters as you blend the word. Say the word in a sentence: *I can dig a deep pit*. Then have children manipulate their letter cards as you **say**:

- Take away the p. What word do you have? (*it*)
- Change the letter i to an a. What word is it? (*at*)
- Add m to the beginning. What is the word? (*mat*)
- Change m to h. What word is it? (*hat*)

Continue, having children build and read these words: *cat/cot/hot/hop/hip/tip/tap*.



AMPLIFY

Challenge children to come up with additional words to add to the word ladder, changing only one letter at a time.

High-Frequency Words

Use the **High-Frequency Word Cards** to review known words. Then have children use their **BLM Practice Words** to tell a shared story about Bob the cat. Model for children using the word *and*. **Say:**

- *The word is and.*
- *First, I find the word in my word cards. Hold up the word card for and.*
- *Then I'll start a new story about Bob by saying one sentence using that word. Once upon a time, a girl AND her cat were playing. Now keep adding to the story.*

Randomly draw a high-frequency word card from your remaining stack and say the word aloud for one of the children. Have the child find the word and use it in a sentence to tell the next part of the shared story. If children get stuck, ask questions such as: *What would Bob do next?*

Reread Connected Texts

Distribute copies of *Pam and Tam*, *Sam and Tim*, and *Bob* to each child. Have partners read aloud a chosen title to the group, with each child reading a page or sentence at a time. The group should follow along as each pair reads.

◆ SCAFFOLD

Pair striving readers with a more proficient partner and have them practice echo reading.

Daily Writing


Have children write about a character from one of the books they have read. Provide the sentence frame: In the story, _____.

★ ASSESS AND RETEACH

Assess

Have children use their **BLM Practice Letters** to build and read the words *fat*, *hop*, *can*.

Reteach

Use  **Worktext Page 17** to reteach the sound-spellings. For example, **say:** *Listen to the first sound in this word: hat. What is the sound? (/h/)* *What letter stands for /h/? (h)* *Point to the letter on this page.* After children correctly identify the letter, guide them to trace it with their finger as they say the letter aloud. Dictate these words and have children build them with their **BLM Practice Letters:** *fat*, *hop*, *can*.

