### Reading

#### Phonemic Awareness (Recognize Discrete Sounds in Words)

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#### Print and Book Awareness (Recognize and Understand the Concepts of Print and Books)

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## Oral Language Development

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Card 9: /i/ Pig

This is Pickles the Pig. If you tickle Pickles, she gets the giggles. This is the sound of her giggling:
/i/ /i/ /i/ /i/ /i/.

Tickle Pickles the Pig under her chin. Listen! She’s giggling: /i/ /i/ /i/ /i/ /i/.

Wiggle a finger in Pickles’ ribs. Listen! She’s giggleing: /i/ /i/ /i/ /i/ /i/.

Give Pickles the Pig a wink, and what do you think? First comes a grin. Then listen!

She’s giggleing again: /i/ /i/ /i/ /i/ /i/.

Quick! Tickle Pickles the Pig. What will she say?
(Have students join in.) /i/ /i/ /i/ /i/ /i/.

Card 13: /m/ Monkey

For Muzzy the Monkey, bananas are yummy. She munches so many, they fill up her tummy. When she eats, she says:
/m/ /m/ /m/ /m/ /m/.

Bananas for breakfast, bananas for lunch. Mash them up, mush them up, munch, munch, munch, munch!

What does Muzzy the Monkey say?
(Have students say:) /m/ /m/ /m/ /m/ /m/.

Bananas at bedtime? I have a hunch Muzzy will mash them up, mush them up, munch, munch, munch, munch!

Then what will Muzzy the Monkey say?
(Have students say:) /m/ /m/ /m/ /m/ /m/.

Card 15: /o/ Fox

Bob the Fox did not feel well at all. He jogged to the doctor’s office. “Say /o/ Mr. Fox! /o/ /o/ /o/.”

“My head is hot, and my throat hurts a lot,” said the fox. “Say /o/, Mr. Fox! /o/ /o/ /o/ /o/.”

“Yes, you’ve got a rotten cold,” said the doctor. “Say /o/, Mr. Fox! /o/ /o/ /o/ /o/.”

“Find a spot to sit in the sun,” said the doctor. “Say /o/, Mr. Fox! /o/ /o/ /o/ /o/.”

He sat on a rock in the sun. Soon he felt much better. (with a satisfied sigh) “/o/,” said Mr. Fox. /o/ /o/ /o/.

Card 16: /p/ Popcorn

Ping and Pong liked to pop corn. As it cooked, it made this sound:
/p/ /p/ /p/ /p/.

One day Ping poured a whole package of popcorn into the pot. It made this sound:
/p/ /p/ /p/ /p/.

The popcorn popped and popped. Ping filled two pots, and still the popcorn popped:
/p/ /p/ /p/ /p/.

Pong filled three pails with popcorn, and still it kept popping:
/p/ /p/ /p/ /p/.

“Call all your pals,” said their pop. “We’ll have a party.”
And the popcorn kept popping.

(Have students say the /p/ sound very fast.) /p/ /p/ /p/ /p/.
Card 23: /w/ Washer
Willie the Washer washed white clothes all week.
When he washed, he went:
/w/ /w/ /w/ /w/ /w/./w/.

All winter, Willie worked well.
/w/ /w/ /w/ /w/ /w/
But last Wednesday, Willie was weak.
(softly) /w/ /w/ /w/ /w/ /w/
This week, he got worse.
(slower and slower) /w/ . . . /w/ . . . /w/ . . .
Poor Willie was worn out.
(slowly) /w/
Then a worker came and fixed Willie’s wires.
Willie felt wonderful.
(more loudly) /w/ /w/ /w/ /w/ /w/!
Now Willie can wash and wash wildly!
(quickly) /w/ /w/ /w/ /w/ /w/!

How does Willie the Washer sound now when he washes?
(Have students join in.) /w/ /w/ /w/ /w/ /w/
Can you wash just like Willie?
(Students together:) /w/ /w/ /w/ /w/ /w/.

Card 34: /ch/ Chipmunk
Chipper the Chipmunk is cheerful and charming.
He chats and he chatters all day:
/ch/ /ch/ /ch/ /ch/ /ch/ /ch/.
He sits on a chimney.
Can you hear him chat?
He chats and he chatters this way:
/ch/ /ch/ /ch/ /ch/ /ch/ /ch/.
Chipper stuffs cherries into his cheek.
Then he chatters /ch/ /ch/ /ch/ /ch/ /ch/.
Chipper likes chestnuts and acorns to eat.
Then he chatters /ch/ /ch/ /ch/ /ch/ /ch/.

Can you children chatter like Chipper?
(Have students answer.)
/ch/ /ch/ /ch/ /ch/ /ch/ /ch/ /ch/
Now chat with the chipmunk child beside you.
(Assk partners to have chipmunk conversations.)
/ch/ /ch/ /ch/ /ch/ /ch/ /ch/ /ch/

Card 37: /or/ Stork
Orville McCormick was quite a stork.
He liked to eat pork while holding a fork.
He also ate corn while blowing a horn:
/or/ /or/ /or/ /or/ /or/ /or/.

Orville ran out of corn and needed more pork.
So he flew to the store and tore through the door Just before the rain came and it started to pour.
/or/ /or/ /or/ /or/ /or/ /or/.

He was so happy now with his pork and his corn that all he could say was "/or/ /or/ /or/ /or/ /or/ /or/!/"

Card 44: /oi/ Coil
Boing! Boing! Boing! Boing!
Roy the Coil is a bouncing toy, and this is the sound of his bounce:
/oi/ /oi/ /oi/ /oi/ !

Doing! Doing! Doing! Doing!
Roy the Coil just dances for joy.
This is the sound of his dance:
/oi/ /oi/ /oi/ /oi/ !

Ke-boo-ing! Ke-boo-ing!
Roy the Coil springs over a boy.
What springing sound does he make?
(Have students join in.)
/oi/ /oi/ /oi/ /oi/ /oi/ !
## Grade K High-Frequency Words

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## Grade 1 High-Frequency Words

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# High-Frequency Words

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1. Introducing Sounds and Spellings
- Point to the back of the Sound/Spelling Card, and ask students what they already know.
- Turn the card to show the picture.
- Point to the picture and name it.
- Point to the spelling(s) and name the spelling(s).
- Read the alliterative story.
- Reread the story, and have students make the sound.
- Review the name of the card, the sound, and the spelling(s).
- Write or display the spelling(s) on the board. At the same time have students write the spellings in the air or on white boards and say the sound as they write it.
- Have several students come to the board and write the spelling(s). Have other students write the spellings several times on white boards, in the air, and so on, saying the sound as they write each spelling. Proofread students’ work.
- Have students generate words with the target sound in different positions.
- Review the card. Point to the spelling and have students give the sound. Point to the picture and have students give the name of the card.
- Remind students that they can remember the sound of the spelling on the card by thinking of the sound in the story.

2. Sound-by-Sound Blending
When first introducing Sound-by-Sound Blending, ask for the sound as you point to each spelling. Once students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.
- Write or display the spelling for the first sound.
- Have students say the sound.
- Write the spelling for the second sound.
- Have students say the sound.
- If the second sound is a vowel, blend through the vowel by making a blending motion with your hand.
- Write the spelling of the next sound.
- Have students say the sound.
- If it is the last sound in the word, make the blending motion as students blend and read the word. If it is not the last sound, continue writing the spellings and asking students for each remaining sound.

3. Whole-Word Blending
When first introducing Whole-Word Blending, point to each spelling and ask for the sound. Once students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.
- Write or display the whole word on the board.
- Point to each spelling, and have students give the sound for each.
- Make the blending motion from left to right under the word, and have students blend the sounds and say the word.
- Have students reread the word naturally, as they would say it.
- Complete the line, and have students reread the words naturally.
- Have students use selected words in sentences and extend the sentences.
- Review the words using the Developing Oral Language activities.

4. Blending Sentences
Sound-by-Sound
- Blend each word using the Sound-by-Sound Blending Routine.
- Write or display the high-frequency sight words in their entirety, and underline the words.
- Once all the words have been blended or read, have students reread the sentence naturally, with expression and intonation.

Whole-Word Blending
As students become more automatic in blending, write the whole sentence, and have students read the words, stopping to blend only those words that cannot be read quickly and automatically.
- Write or display each word and blend it using the Whole-Word Blending Routine.
- Write or display the high-frequency sight words in their entirety, and underline the words.
- Once all the words have been blended or read, have students reread the sentence naturally, with expression and intonation.