

Scope and Sequence - Kindergarten

(to accompany *Let's Decode*)



Using this resource

This Scope and Sequence is designed to provide the content for *Let's Decode* formats. *Let's Decode* (Formentin, 1993) is an explicit approach to teaching phonological awareness and systematic decoding instruction. Beginning in Kindergarten, students learn to hear sounds in words. By the end of Term 4 students learn a sequence of useful letters and begin to decode words. Words increase in difficulty and some high frequency words are introduced to enable students to begin reading short sentences. After Kindergarten, this knowledge is revised and added to. Students learn more alphabet knowledge as they continue to develop their phonological awareness.

Alphabet knowledge is introduced in a particular sequence designed to minimise confusion and maximise the number of words children can independently decode. From Term 4, the words you practice one week in the Blending and Segmenting Formats are read aloud by students the week after once the strategy of decoding is introduced. This instructional sequencing is designed to prepare students to read increasingly more complex words by applying the alphabet knowledge you will teach.

The phonological awareness formats for Word, Blending, Rhyming and Segmenting are introduced gradually in Kindergarten. The following sounds are taught in order from Term 4: a m t s i f d. These high frequency words are taught in order from Term 4: the, I, A, am, at, as, it, is, my.

In this Scope and Sequence, the high frequency words that are taught or revised daily include regular words that students cannot currently decode (*my* – is regular; once children learn that on the end of a word the most common way to spell the long /i/ sound is with the letter *y* as in *by, cry, fly, sty, why* etc) and truly irregular words (like *as*). Irregular words are those words that contain letters that do not make the most common sound of the English language. However, most irregular words contain letters that are regular and can be decoded (in *as* and *is* the first sounds are regular). Irregular words are either decoded or spelled using the Irregular Word format.


Let's Decode teaches new content so the alphabet knowledge, regular and irregular words that you teach explicitly using the formats should go into your Daily Review (a fast-paced review of previously taught material). It is through regular practice that students take knowledge from short to long term memory and become automatic, in this case with recognising alphabet knowledge and words.

The Scope and Sequence is developmental, which means that if children in Pre-Primary or Year 1 find the tasks difficult they probably lack the precursor skills covered in the Kindergarten program. As such, Kindergarten teachers should start at the beginning, but Year 1 teachers who are new to *Let's Decode* and whose students are new to the formats, may wish to start somewhere in the Pre-Primary sequence and should be guided by children's alphabet knowledge.

Please ask if you questions or comments: l.hammond@ecu.edu.au because this is the second edition of the Scope and Sequence and will be reviewed.

Formentin, P. J. (1993). *Let's decode inservice manual*. Perth, Western Australia: Edith Cowan University Bookshop.

K T1:1	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	It is hot. We are at school. It is a new year.	We sit on chairs. We eat our lunch. We play.	Sit on the mat. Put up your hand. Look at me.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	at, on, it	an, if, sat	in, sit, sip

 Reminder: In the final position, be sure not to hold stop sounds b/c/d/g/h/j/k/p/q/t/v/w/x/y (*mit, lap, mug*)

K T1:2	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	I am kind. I try my best. I have friends at school.	We go to school. I see my friends. We play sport.	Catch a ball. Play on the mat. Read a book.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	up, mit, lap	am, sit, mug	us, fit, sin

K T1:3	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	We love our pets. Do you have a dog? Do you have a cat?	The swing is high. Joe sits on the mat. My dog is white.	The dirt is red. The sea is blue. Trees are green.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	mat, fin, Ned	fat, sun, red	sat, fit, zap



Reminder: b/c/d/g/h/j/k/p/q/t/v/w/x/y are stop sounds. In the first position, blend the stop into the next continuous sound (*dam, pup, bag*)

K T1:4	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	Dad drives our black car. Mum sits in the front. We drive home.	Sheep eat grass. Cows eat grass. What do you like to eat?	Can you see the board? Can you see a desk? Can you see a chair?
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	red, not, hit	pup, fix, dam	six, met, bag

K T1:5	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	I can hop and skip. I can throw the ball. I like to play tag.	The green frog jumps. The black cat runs. The pink mice are small.	Dad has a boat. He takes it to the creek. We catch fish.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	rob, men, cup	nut, mad, pen	cop, red, gig

K T1:6	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	I like to catch bugs. School is fun. We go to the shop.	James has a truck. Sam likes to play with cars. We both play in the sand.	The oval at school is big. We play sport each day. I like to shoot hoops.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	mop, hum, wig	nap, leg, bit	sag, led, gas

K T1:7	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	I can see a bird. It is in a tree. It is brown and blue.	I like you. I can talk on the phone. You are my friend.	I like hot toast. My mum cooks eggs. My dad likes stew best.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	sum, ran, hem	mum, fig, yet	sub, mit, dog

K T1:8	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	I like to play with my friends. I like to teach my dog tricks. When it is dark I go to bed.	This bike is fast. It is red with a black seat. I will ride my bike home.	Be kind to your friends. Let them play with you. Make sure that you take turns.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	fed, nip, pug	run, fog, peg	set, rib, pod

K T1:9	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	We sit on the mat. I look at the book. I like to hear you read to me.	I lie in bed at night. I can see the sky and the stars. The moon shines.	When I get up I eat toast. I like jam on my toast. My mum makes eggs.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	sob, rip, hug	nag, set, pot	zip, rub, hat

K T1:10	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	You can buy food at school. I like to get a fruit bun. You can buy a drink.	We cook at school. We make fruit sticks. We bake cup cakes.	We wash the dishes. We sweep the floor. We pick up our toys.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	vat, rap, hip	map, fed, hen	nag, got, yap

K T2:1	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	Put your clothes on. Find your shorts and a top. Where are your shoes?	Wear a hat when you play. It will keep the sun off you. Stay in the shade.	We play in the sand. I like to dig holes. We tip sand in the toys.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	rod, gum, beg	mug, ram, ten	pal, fix, but
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ot) c/ot, d/ot, h/ot	(en) m/en, p/en, h/en	(ab) c/ab, t/ab, l/ab

K T2:2	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	The snake is brown. It lives in the bush. Some snakes bite.	We see birds at the creek. We try to catch fish. I have a net.	It is hot. Turn on the fan. Sit down and get cool.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	Ned, fox, bib	rid, log, bus	mob, lot, pin
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(it) b/it, f/it, l/it	(ut) b/ut, c/ut, h/ut	(og) d/og, l/og, c/og

K T2:3	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	We can count to ten. We can find our name. We are smart kids.	We get the bus to the store. We sit at the back of the bus. We like to wave to cars.	I do neat work when I try hard. I like to paint. I can draw fish.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	and, mug, hem	rub, net, tip	rug, zip, yes
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(eg) b/eg, k/eg, l/eg	(up) c/up, p/up, s/up	(op) h/op, l/op, p/op

K T2:4	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	Spray that fly! It is on our food. Fly spray keeps the flies away.	The hen laid an egg. Hens peck at the grass. We pick up the eggs.	The fish swims in the creek. Can you catch it? You will need some bait.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	fad, rim, wag	rip, nod, can	rot, mix, wet
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(et) b/et, g/et, s/et	(at) b/at, h/at, m/at	(ed) b/ed, f/ed, r/ed

K T2:5	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	Guess who I am. I like to eat worms. I lay eggs and live in a nest.	Guess who I am. I lay eggs and have scales. I have no legs.	Guess who I am. I have four paws and bark. I can be big or small.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	let, Sam, van	rod, fun, win	Bob, nan, top
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(od) c/od, n/od, p/od	(un) s/un, f/un, r/un	(ix) f/ix, m/ix, s/ix

K T2:6	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	What colour are your eyes? He has brown eyes. She has blue eyes.	Show me what you can do. Add up one plus one. Draw a shape on the board.	Please do not put your feet on the chairs. Sit up straight at your desk. Make sure you do your best work.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	rid, lip, jag	nod, rim, pup	sap, rum, bin
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(um) m/um, g/um, r/um	(ap) b/ap, c/ap, m/ap	(in) b/in, d/in, p/in

K T2:7	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	Please walk to the shop. Buy some bread and milk. Come straight home.	You can fly a kite. Hold on tight to the string. Look at your kite in the sky.	The bus is late. It was on time last week. I catch the bus to school.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	rut, sag, hop	met, rip, vat	log, rig, tub
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ag) b/ag, d/ag, h/ag	(oy) t/oy, b/oy, R/oy	(an) m/an, c/an, f/an

K T2:8	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	We can buy cakes at the shop. I like fruit cake best. Mum puts it in my lunch box.	We like to dance. See the boy run fast. We are fit.	Pick some fruit off a tree. Come to my house. We will make some jam.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	rap, fix, vet	lid, sad, ham	rid, sub, dig
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ad) c/ad, b/ad, h/ad	(ob) b/ob, c/ob, d/ob	(it) s/it, h/it, k/it

K T2:9	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	We like to read books. There are books on the shelf at school. I like to hear a story.	Where is my purse? Mum wants to buy some food. When she finds it she can go to the shop.	Kick the ball to me. I will kick it back to you. Try and kick a goal.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	lag, Ron, yap	lid, mat, yet	Sid, ban, gun
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ab) l/ab, c/ab, t/ab	(et) l/et, m/et, p/et	(ay) s/ay, d/ay, h/ay

K T2:10	Concept	Day 1	Day 2	Day 3
Word	We're going to clap words. When I say a word I'll clap My turn (Model) Everybody do it together with me (Lead) Individual turns (Test)	Please ask Ben to come and see me. I want to give him a book. Ben likes books.	When you come to school you see all your friends. It is fun at school. We learn how to write and count.	My feet and legs hurt. I had to walk home from school. I live a long way from school.
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	rid, hog, Pam	lip, bun, Tom	sap, Ben, jam
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ax) f/ax, t/ax, w/ax	(ut) n/ut, b/ut, c/ut	(ew) f/ew, n/ew, d/ew


K T3:1	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	not, hid, rope	set, cab, lick	lob, Dan, bell
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ar) f/ar, b/ar, c/ar	(eg) M/eg, p/eg, b/eg	(in) f/in, w/in, p/in
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. s(clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	mat, sit, leg	man, run, sat	sip, and, red

K T3:2	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	mit, pun, sell	food, lime, road	red, tan, nick
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ot) g/ot, j/ot, l/ot	(ut) j/ut, m/ut, r/ut	(ad) d/ad, m/ad, s/ad
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. s(clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	fin, nod, mug	fat, sun, rob	zap, rid, set

K T3:3	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	not, soap, team	men, gum, rack	fill, miss, look
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ip) l/ip, d/ip, s/ip	(aw) p/aw, s/aw, j/aw	(ig) d/ig, b/ig, p/ig
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	mum, led, sag	nut, sum, ran	mop, fig, sub

K T3:4	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	sun, cap, nick	mass, sack, Tim	sat, him, lack
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ow) m/ow, r/ow, l/ow	(ip) l/ip, d/ip, s/ip	(ass) m/ass, c /ass, l/ass
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	fed, rip, van	not, Sam, ant	ink, nan, lid

K T3:5	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	sock, mess, jazz	luck, feel, kiss	off, lock, fizz
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(on) c/on, d/on, R/on	(et) w/et, v/et, d/et (debt)	(in) w/in, f/in, b/in
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	end, rap, let	ram, sob, fit	lad, fun, rib

 Reminder: some words for segmentation from next week start and end with stop sounds (*tax, gun, den*)

K T3:6	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	feet, suck, boss	ant, maid, like	main, rude, duck
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ap) l/ap, t/ap, n/ap	(ed) T/ed, l/ed, f/ed	(in) f/in, Qu/in, t/in
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	leg, lit, tax	sap, nip, gun	lip, met, den

K T3:7	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	may, side, fire	ray, late, moon	rain, tape, say
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(od) n/od, p/od, r/od	(am) S/am, j/am, d/am	(it) n/it, b/it, s/it
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	sap, net, fuss	rub, sad, zap	nap, rum, vat


K T3:8	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	mate, seek, right	peel, doll, back	fight, well, kick
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ill) b/ill, f/ill, h/ill	(op) b/op, m/op, t/op	(ad) d/ad, f/ad, l/ad
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	nag, sit, mess	lag, Meg, six	lid, map, sack




Reminder: teach capital letters now before you introduce irregular words A and I next term.

K T3:9	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	meal, stew, mood	seal, foal, flew	soon, grey, tray
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(an) c/an, J/an, m/an	(up) c/up, p/up, s/up	(ag) j/ag, l/ag, s/ag
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	rat, sick, moss	sock, less, mill	sill, rack, sat

K T3:10	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	zoom, stay, lack	queen, cray, look	fly, leap, pray
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ed) T/ed, l/ed, f/ed	(ot) p/ot, r/ot, w/ot (what)	(im) h/im, T/im, wh/im
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	rock, did, nab	lot, fog, rug	rut, miss, log

K T4:1	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	dad, mint, slap	Tim, flan, snug	mit, flap, send
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(it) l/it, z/it, tw/it	(ed) r/ed, w/ed, s/ed (said)	(ag) m/ag, n/ag, r/ag
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	and, less, pig	fad, nod, can	mat, egg, Tim
Letter-Sound Knowledge	When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it. My turn <i>mmm</i> (Model) Your turn <i>mmm</i> (Lead) Individual turns (Test)	a m t	<div style="border: 1px solid black; padding: 5px; display: inline-block;">  Reminder: Be sure to say the answer with the students during the lead phase. Some words for segmentation now start or finish with stop sounds (pig, cat, Tim) </div>	
Decoding Words	When I touch under a letter you say its sound. Keep saying its sound until I touch the next letter, don't stop between sounds.	am, at	am, at	am, at
High Frequency Words	This is a tricky word. It sounds <i>wwaaasss</i> but it says <i>woz</i> . (Model, then lead) or Spell it (<i>t h e</i> – letter names), then (Test)	the (spell)	I (spell – I says its name) “I am an important person, so I need a capital letter”	the, I


K T4:2	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	Sam, moss, with	mat, thud, much	mad, dad, moth
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ig) p/ig, b/ig, d/ig	(an) v/an, f/an, St/an	(ub) c/ub, b/un, cl/ub
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	mad, rod, pal	nut, can, fax `	Sam, mix, tan
Letter-Sound Knowledge	When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it. My turn <i>mmm</i> (Model) Your turn <i>mmm</i> (Lead) Individual turns (Test)	a m t		
Decoding Words	When I touch under a letter you say its sound. Keep saying its sound until I touch the next letter, don't stop between sounds.	am, at	am, at	am, at
High Frequency Words	This is a tricky word. It sounds <i>waaaasss</i> but it says <i>woz</i> . (Model, then lead) or Spell it (<i>t h e</i> – letter names), then (Test)	the	l	A (spell) "A says its name"


 Reminder: Be sure to say the answer with the students during the lead phase. The letter t is a stop sound.

K T4:3	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	rid, damp, such	ram, dust, tick	mid, sank, thug
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(at) <i>c/at, N/at, p/at</i>	(in) <i>s/in, p/in, gr/in</i>	(ag) <i>w/ag, r/ag, st/ag</i>
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	ram, six, dog	mid, say, din	mass, rid, bat
Letter-Sound Knowledge	When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it. My turn <i>mmm</i> (Model) Your turn <i>mmm</i> (Lead) Individual turns (Test)	a m t s		
Decoding Words	When I touch under a letter you say its sound. Keep saying its sound until I touch the next letter, don't stop between sounds.	am, at	at, sat	am, Sam
High Frequency Words	This is a tricky word. It sounds <i>wwaaasss</i> but it says <i>woz</i> . (Model, then lead) or Spell it (<i>t h e</i> – letter names), then (Test)	the	I	A


K T4:4	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	tad, lint, just	rad, punt, rust	fit, rant, fund
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(en) t/en, d/en, J/en	(ar) b/ar, c/ar, f/ar	(ay) b/ay, r/ay, s/ay
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	rig, set, wag	rug,ted, play	ant, fad, beg
Letter-Sound Knowledge	When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it. My turn <i>mmm</i> (Model) Your turn <i>mmm</i> (Lead) Individual turns (Test)	a m t s		
Decoding Words	When I touch under a letter you say its sound. Keep saying its sound until I touch the next letter, don't stop between sounds.	at, mat	at, sat	mat, sat
High Frequency Words	This is a tricky word. It sounds <i>wwaaasss</i> but it says <i>woz</i> . (Model, then lead) or Spell it (<i>t h e</i> – letter names), then (Test)	as (decode) I, the, A	as (decode) I, the, A	as (decode) I, the, A

K T4:5	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	sat, swim, rent	mist, mint, flat	fat, must, sand
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ad) g/ad, m/ad, p/ad	(op) c/op, p/op, l/op	(ab) f/ab, j/ab, dr/ab
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	fat, make, get	sat, fizz, mate	mag, sell, guess
Letter-Sound Knowledge	When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it. My turn <i>mmm</i> (Model) Your turn <i>mmm</i> (Lead) Individual turns (Test)	a m t s		
Decoding Words	When I touch under a letter you say its sound. Keep saying its sound until I touch the next letter, don't stop between sounds.	it, mit	it, sit	sit, mit
High Frequency Words	This is a tricky word. It sounds <i>wwaaasss</i> but it says <i>woz</i> . (Model, then lead) or Spell it (<i>t h e</i> – letter names), then (Test)	is (decode) as, I, the, A	is (decode) as, I, the, A	is (decode) as, I, the, A


K T4:6	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	did, lamp, skim	rim, drab, skid	sid, land, tint
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(e) b/e, w/e, h/e, sh/e	(ig) j/ig, w/ig, f/ig	(ut) b/ut, h/ut, gl/ut
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	mess, tape, wave	rag, well, did	end, rim, hat
Letter-Sound Knowledge	When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it. My turn <i>mmm</i> (Model) Your turn <i>mmm</i> (Lead) Individual turns (Test)	a m t s + i	 Reminder: Reteach all previously learned letter-sounds then introduce the new sounds.	
Decoding Words	When I touch under a letter you say its sound. Keep saying its sound until I touch the next letter, don't stop between sounds.	it, Tim	at, sat	Tim, sat
High Frequency Words	This is a tricky word. It sounds <i>waaaasss</i> but it says <i>woz</i> . (Model, then lead) or Spell it (<i>t h e</i> – letter names), then (Test)	my (spell) is, as, I, the, A	my (spell) is, as, I, the, A	my (spell) is, as, I, the, A

K T4:7	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	sit, drop, sack	sad, drum, snug	fist, duck, snag
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ay) w/ay, y/ay, p/ay	(ap) g/ap, sn/ap, fl/ap,	(ed) J/ed, l/ed, sp/ed
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	fill, quiz, pot	sit, yam, hut	fin, dad, will
Letter-Sound Knowledge	When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it. My turn <i>mmm</i> (Model) Your turn <i>mmm</i> (Lead) Individual turns (Test)	a m t s i + f		
Decoding Words	When I touch under a letter you say its sound. Keep saying its sound until I touch the next letter, don't stop between sounds.	it, fit	at, fat	fit, fat
High Frequency Words	This is a tricky word. It sounds <i>waaaasss</i> but it says <i>woz</i> . (Model, then lead) or Spell it (<i>t h e</i> – letter names), then (Test)	my, is, as, l, the, A	my, is, as, l, the, A	my, is, as, l, the, A

K T4:8	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	Stan, drip, frame	slam, drat, smug	snip, miss, slum
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(at) f/at, dr/at, sc/at	(en) m/en, B/en, K/en	(ift) s/ift, r/ift, dr/ift
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	miss, whiff, web	fat, mix, dine	sit, Max, cap
Letter-Sound Knowledge	When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it. My turn <i>mmm</i> (Model) Your turn <i>mmm</i> (Lead) Individual turns (Test)	a m t s i f		
Decoding Words	When I touch under a letter you say its sound. Keep saying its sound until I touch the next letter, don't stop between sounds.	at, sat, mat	it, sit, mit	it, fit, sit
High Frequency Words	This is a tricky word. It sounds <i>waaaasss</i> but it says <i>woz</i> . (Model, then lead) or Spell it (<i>t h e</i> – letter names), then (Test)	my, is, as, I, the, A	my, is, as, I, the, A	my, is, as, I, the, A


 Reminder: Teach punctuation: full stop.

K T4:9	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	flat, mess, scam	stiff, muck, flame	slit, slam, slip
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(an) D/an, p/an, r/an	(ink) p/ink, w/ink, dr/ink	(ab) n/ab, st/ab, cr/ab
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	sat, dam, yes	man, wet, Tim	vet, did, ham
Letter-Sound Knowledge	When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it. My turn <i>mmm</i> (Model) Your turn <i>mmm</i> (Lead) Individual turns (Test)	a m t s i f d		
Decoding Words	When I touch under a letter you say its sound. Keep saying its sound until I touch the next letter, don't stop between sounds.	am, sad, dad	if, dim, Tim	sad, dad, dim, Tim
High Frequency Words	This is a tricky word. It sounds <i>waaaasss</i> but it says <i>woz</i> . (Model, then lead) or Spell it (<i>t h e</i> – letter names), then (Test)	my, is, as, I, the, A	my, is, as, I, the, A	my, is, as, I, the, A
Sentences	Model decoding each word. Students read with you. Individual turns.	The sad dad.	Tim sits.	Sam is mad.


Reminder: Practice these letter sounds daily.

K T4:10	Concept	Day 1	Day 2	Day 3
Auditory Blending	I'll say a word slowly, then you say it fast. My turn <i>mmmmaaaaannnn</i> (Model) Everybody do it together with me (Lead) What word? (signal) <i>man</i> Yes, man Individual turns (Test)	fled, firm, drag	drip, tram, find	ramp, spot, trap
Rhyming	We are going to rhyme with <i>-an</i> My turn. (Model) Rhymes with <i>at</i> and starts with <i>c</i> (Lead) Individual turns (Test)	(ad) s/ad, t/ad, f/ad	(en) y/en, wr/en, wh/en	(ay) b/ay, d/ay, h/ay
Segmentation	We're going to say words slowly. My turn: Sam (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> (Model) Every time I clap, you tell me the next sound. <i>s</i> (clap) <i>sss</i> (clap) <i>aaa</i> (clap) <i>mmm</i> Individual turns (Test)	sill, dad, ten	den, puff, bit	fizz, nag, cup
Letter-Sound Knowledge	When I touch under a letter, you say its sound. Keep saying the sound as long as I touch it. My turn <i>mmm</i> (Model) Your turn <i>mmm</i> (Lead) Individual turns (Test)	a m t s i f d		
Decoding Words	When I touch under a letter you say its sound. Keep saying its sound until I touch the next letter, don't stop between sounds.	sad, mad, dad	did, Sid, mid	sat, fat, fit
High Frequency Words	This is a tricky word. It sounds <i>waaaasss</i> but it says <i>woz</i> . (Model, then lead) or Spell it (<i>t h e</i> – letter names), then (Test)	my, is, as, I, the, A	my, is, as, I, the, A	my, is, as, I, the, A
Sentences	Model decoding each word. Students read with you. Individual turns.	I am Tim.	Sam is fat.	My dad is fit.