

~Each class period is 55 min- each rotation is 15 min for a total of 45 min & 10 min for direct instruction & transitions~

The primary focus of each rotation is to build up the Newcomer's Language Acquisition (oral vocabulary and speaking skills)

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Rotation 1</p> <p>Rhyming Word Song Lyrics- __ and __ are rhyming words, rhyming words, rhyming words. __ and __ are rhyming words, they sound a lot alike.)</p>	<p>a) "Ears Only" game- students close their eyes and listen to the sounds in the room</p> <ul style="list-style-type: none"> • Knock on table/door • Play the sound of beeping/horn • Close doors • Clap hands <p>b) Rhyming Words-Song (tune of <i>Do You Know the Muffin Man?</i>)</p> <ul style="list-style-type: none"> • no & go • hot & not <p>c) Name Work- choose 3-4 student names, say the name and isolate the first sound (ex. John;, /j/,John</p> <p>d) Sing the Alphabet song</p>	<p>a) "Ears Only" game- students close their eyes and listen to the sounds in the room</p> <ul style="list-style-type: none"> • Shake/ring bells • Stomp feet • Tap sticks together <p>b) Rhyming Words-Song (tune of <i>Do You Know the Muffin Man?</i>)</p> <ul style="list-style-type: none"> • ten & when • cup & pup <p>c) Name Work- choose 3-4 student names, say the name and isolate the first sound (ex. John;, /j/,John</p> <p>d) Sing the Alphabet song</p>	<p>a) "Ears Only" game- students close their eyes and listen to the sounds in the room</p> <ul style="list-style-type: none"> • Rip a piece of paper • whistle/play a flute • Snap fingers • Shake coins in a jar/cup <p>b) Rhyming Words-Song (tune of <i>Do You Know the Muffin Man?</i>)</p> <ul style="list-style-type: none"> • sat & hat • nice & mice <p>c) Name Work- choose 3-4 student names, say the name and isolate the first sound (ex. John;, /j/,John</p> <p>d) Sing the Alphabet song</p>	<p>a) "Ears Only" game- students close their eyes and listen to the sounds in the room</p> <ul style="list-style-type: none"> • Knock three times • Shake or ring bells • Ring a doorbell <p>b) Rhyming Words-Song (tune of <i>Do You Know the Muffin Man?</i>)</p> <ul style="list-style-type: none"> • hop & top • can & man <p>c) Name Work- choose 3-4 student names, say the name and isolate the first sound (ex. John;, /j/,John</p> <p>d) Sing the Alphabet song</p>	<p>a) "Ears Only" game- students close their eyes and listen to the sounds in the room</p> <ul style="list-style-type: none"> • Play a siren or alarm • Crinkle a paper bag • Whistle <p>b) Rhyming Words-Song (tune of <i>Do You Know the Muffin Man?</i>)</p> <ul style="list-style-type: none"> • my & by • fin & bin <p>c) Name Work- choose 3-4 student names, say the name and isolate the first sound (ex. John;, /j/,John</p> <p>d) Sing the Alphabet song</p>
<p>Rotation 2</p> <p>Word Work-Identify upper and lower case letters, articulate the sound, distinguish between examples and nonexamples</p>	a) Mm	a) Short a	a) Ss	a) Pp	a) Tt
<p>Rotation 3</p> <p>Word Work Games</p>	a) Alphabet Mystery Box Game	a) Alphabet Mystery Box Game	a) Alphabet Mystery Box Game	a) Alphabet Mystery Box Game	a) Alphabet Mystery Box Game

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Rotation 1 Name Game- repeat with 2-4 students</p> <p>Rhyme- same middle and final sounds</p> <p>Initial Phonemes- Teacher says a sound, students repeat sound, teacher says a word w/ same sound, students repeat</p> <p>Blending Words- Teacher will say two small words and blend them together to make one big word, then it's the students turn</p> <p>“Welcome Song” to the tune of <i>Mary Had a Little Lamb</i> Lyrics- We welcome you to school today, School today, school today. We welcome you to school today, Please come in and play. We're glad to have you here today, Here today, here today. We're glad to have you here today. Yes, it's a special day!</p>	<p>a) “Ears Only” game- students close their eyes and listen to the sounds in the room</p> <ul style="list-style-type: none"> Tap/bang a drum Zip a bag or jacket Shake keys on a key ring <p>b) Rhyming Words- Song (tune of <i>Do You Know the Muffin Man?</i>)</p> <ul style="list-style-type: none"> she & me hit & sit <p>c) Name Work- choose 3-4 student names, say the name and isolate the first sound (ex. John:, /j/,John</p> <p>d) Sing the Alphabet song</p>	<p>a) Name Game-</p> <ul style="list-style-type: none"> have students sit in a circle and close their eyes Teacher taps one student's shoulder and the student says 'hello' Students open their eyes and say the name of the student they think said the word <p>b) Rhyme Repetition- -at Teacher say then students repeats</p> <ul style="list-style-type: none"> mat, hat/hat, sat <p>c) Initial Phoneme Isolation- /m/</p> <ul style="list-style-type: none"> map, mom, mitt, man <p>d) Blending Words-</p> <ul style="list-style-type: none"> in-to, in-side, in-door <p>e) Sing the Alphabet song</p> <p>f) Sing the Welcome Song</p>	<p>a) Name Game-</p> <ul style="list-style-type: none"> have students sit in a circle and close their eyes Teacher taps one student's shoulder and the student says 'hello' Students open their eyes and say the name of the student they think said the word <p>b) Rhyme Repetition- -in Teacher say then students repeats</p> <ul style="list-style-type: none"> tin,pin/pin/fin <p>c) Initial Phoneme Isolation- /p/</p> <ul style="list-style-type: none"> pot, pig, pet, park <p>d) Blending Words-</p> <ul style="list-style-type: none"> rain-bow, rain-coat, rain-drop <p>e) Sing the Alphabet song</p> <p>f) Sing the Welcome Song</p>	<p>a) Name Game-</p> <ul style="list-style-type: none"> have students sit in a circle and close their eyes Teacher taps one student's shoulder and the student says 'hello' Students open their eyes and say the name of the student they think said the word <p>b) Rhyme Repetition- -ot Teacher say then students repeats</p> <ul style="list-style-type: none"> hot,not/not, pot <p>c) Initial Phoneme Isolation- /n/</p> <ul style="list-style-type: none"> name, net, nice, new <p>d) Blending Words-</p> <ul style="list-style-type: none"> sun- shine, sun-light, sun-day, rain-drop <p>e) Sing the Alphabet song</p> <p>f) Sing the Welcome Song</p>	<p>a) Animal Name Game-</p> <ul style="list-style-type: none"> Have students sit in a circle and close their eyes Teacher makes/plays an animal sound Students open their eyes and guess the animal their heard <ul style="list-style-type: none"> Cow, duck <p>b) Rhyme repetition- -et</p> <ul style="list-style-type: none"> bet, wet,/wet,set <p>c) Initial Phoneme Isolation</p> <ul style="list-style-type: none"> Teacher will say a sound, students will repeat sound back Teacher will say a word with that sound, then students will repeat that sound in the word /k/ <ul style="list-style-type: none"> cat, kite, catch, came <p>d) Blending Words</p> <ul style="list-style-type: none"> back-pack, back-bone, back-yard <p>e) Sing the Alphabet song</p> <p>f) Sing the Welcome song</p>
<p>Rotation 2 Word Work- Identify upper and lower case letters, articulate the sound, distinguish between examples and nonexamples</p>	<p>a) Short i</p>	<p>a) Nn</p>	<p>a) Bb</p>	<p>a) Cc</p>	<p>a) Short o</p>
<p>Rotation 3 Word Work Games</p>	<p>a) Letter Recognition (upper & lowercase)</p>	<p>a) Letter Recognition (upper & lowercase)</p>	<p>a) Letter Recognition (upper & lowercase)</p>	<p>a) Letter Recognition (upper & lowercase)</p>	<p>a) Letter Recognition (upper & lowercase)</p>

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Rotation 1 Animal Name Game- Have students sit in a circle and close their eyes. Teacher makes/plays an animal sound. Students open their eyes and guess the animal they heard.</p> <p>Initial Phoneme Isolation- Teacher will say a sound, students will repeat sound back. Teacher will say a word with that sound, then students will repeat that sound in the word</p> <p>Blending Words- Teacher will say two small words and blend them together to make one big word, then it's the students turn.</p> <p>Same or Different?- students close their eyes, teacher plays 2 sounds, students identify if same or different</p>	<p>a) Animal Name Game-</p> <ul style="list-style-type: none"> dog, cat <p>b) Rhyme Repetition- -uck</p> <ul style="list-style-type: none"> tuck, duck/duck,luck <p>c) Initial Phoneme Isolation</p> <ul style="list-style-type: none"> Teacher will say a sound, students will repeat sound back Teacher will say a word with that sound, then students will repeat that sound in the word /f/ fan,, farm, five, fox <p>d) Blending Words</p> <ul style="list-style-type: none"> eye-brow, eye-lash, eye-sight <p>e) Sing the Alphabet song</p> <p>f) Sing the Welcome song</p>	<p>a) Animal Name Game-</p> <ul style="list-style-type: none"> sheep, chicken <p>b) Rhyme repetition- -ap</p> <ul style="list-style-type: none"> nap, cap/cap, tap <p>c) Initial Phoneme Isolation</p> <ul style="list-style-type: none"> Teacher will say a sound, students will repeat sound back Teacher will say a word with that sound, then students will repeat that sound in the word /g/ get, gap, goat, give <p>d) Blending Words</p> <ul style="list-style-type: none"> head-light, head-ache, head-phones <p>e) Sing the Alphabet song</p> <p>f) Sing the Welcome song</p>	<p>a) Same or Different?-</p> <ul style="list-style-type: none"> Bang a drum and ring a bell Stomp two feet and stomp two feet Whistle and clap <p>b) Rhyme Repetition- -ock</p> <ul style="list-style-type: none"> lock, sock/sock,rock <p>c) Initial Phoneme Isolation- /t/</p> <ul style="list-style-type: none"> top, tag, ten, time <p>d) Blending Words</p> <ul style="list-style-type: none"> book-case, book-mark, book-end <p>e) Sing the Alphabet song</p> <p>f) Pat-a-Cake Rhyme</p> <ul style="list-style-type: none"> Pat-a-cake, pat-a-cake, baker's man. Bake me a cake as fast as you can. Pat it and prick it, and mark it with a B. Put it in the oven for Baby and me. 	<p>a) Same or Different?-</p> <ul style="list-style-type: none"> Shake keys and blow a horn Moo and quack Shake a maraca and shake a maraca <p>b) Rhyme Repetition- -en</p> <ul style="list-style-type: none"> When, ten/ten, hen <p>c) Initial Phoneme Isolation- /h/</p> <ul style="list-style-type: none"> hat, his, hop, home <p>d) Blending Words</p> <ul style="list-style-type: none"> school-work, school-house, school-room <p>e) Sing the Alphabet song</p> <p>f) Pat-a-Cake Rhyme</p>	<p>a) Same or Different?-</p> <ul style="list-style-type: none"> Meow and woof Ring a bell and ring a bell Knock on a table and knock on a table <p>b) Initial Phoneme Isolation- /m/</p> <ul style="list-style-type: none"> made, mix, mine, much <p>c) Sing the Alphabet song</p> <p>d) Pat-a-Cake Rhyme</p>
<p>Rotation 2 Word Work- Identify upper and lower case letters, articulate the sound, distinguish between examples and nonexamples</p>	<p>a) Ff</p>	<p>a) Dd</p>	<p>a) Rr</p>	<p>a) Gg</p>	<p>a) Short e</p>
<p>Rotation 3 Word Work Games</p>	<p>a) Spin Game- Identify 2 different letters</p>	<p>a) Spin Game- Identify 2 different letters</p>	<p>a) Spin Game- Identify 2 different letters</p>	<p>a) Spin Game- Identify 2 different letters</p>	<p>a) Spin Game- Identify 2 different letters</p>

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Rotation 1</p> <p>Initial Phoneme Isolation- Teacher will say a sound, students will repeat sound back. Teacher will say a word with that sound, then students will repeat that sound in the word</p> <p>Blending Words- Teacher will say two small words and blend them together to make one big word, then it's the students turn</p> <p>Segmenting Words- Teacher will say one big words, and students will take them apart</p> <p>Hickety Pickety Bumblebee- Who will say their name for me? (point to student) Let's say it (all students repeat). Hickety pickety bumblebee, can you clap ___'s name for me? (students say and clap syllables in name) Hickety pickety bumblebee, can you whisper/stomp ___'s name for me? Repeat with 2-3 students names</p>	<p>a) Same or Different?</p> <ul style="list-style-type: none"> • /fff/ and /fff/ • /k/ and /mmm/ • /t/ and /h/ <p>b) Rhyme Repetition-</p> <ul style="list-style-type: none"> • knock, sock • puff, cuff • hem, gen <p>c) Initial Phoneme Isolation- /p/</p> <ul style="list-style-type: none"> • peach, pin, pal, pack <p>d) Blending Words</p> <ul style="list-style-type: none"> • corn-cob, corn-field, corn-bread <p>e) Sing the Alphabet song</p> <p>f) Pat-a-Cake Rhyme</p>	<p>a) Same or Different?</p> <ul style="list-style-type: none"> • /p/ and /g/ • /k/ and /k/ • /n/ and /w/ <p>b) Rhyme Repetition-</p> <ul style="list-style-type: none"> • mess, guess • son, won • pig, big <p>c) Initial Phoneme Isolation- /k/</p> <ul style="list-style-type: none"> • key, kind, coat, cute <p>d) Blending Words</p> <ul style="list-style-type: none"> • tea-pot, tea-spoon, tea-cup <p>e) Sing the Alphabet song</p> <p>f) Pat-a-Cake Rhyme</p>	<p>a) Same or Different?</p> <ul style="list-style-type: none"> • /b/ and /k/ • /d/ and /t/ • /g/ and /g/ <p>b) Rhyme Repetition-</p> <ul style="list-style-type: none"> • ham, jam • pick, sick • we, be <p>c) Initial Phoneme Isolation- /d/</p> <ul style="list-style-type: none"> • dad, dog, door, dig <p>d) Blending Words</p> <ul style="list-style-type: none"> • tooth-brush, tooth-pick, tooth-paste <p>e) Sing the Alphabet song</p> <p>f) Pat-a-Cake Rhyme</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> • neck, deck • play, may • deep, keep <p>b) Initial Phoneme Isolation</p> <ul style="list-style-type: none"> • /n/- nine, nap, nose, now <p>c) Blending Words</p> <ul style="list-style-type: none"> • base-ball, foot-ball, soft-ball <p>d) Segmenting into Words</p> <ul style="list-style-type: none"> • birthday, someday, weekday <p>e) Sing the Alphabet Song</p> <p>f) Hickety Pickety Bumblebee</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> • same, game • ship, tip • toy, boy <p>b) Initial Phoneme Isolation</p> <ul style="list-style-type: none"> • /b/- back, bike, box, boat <p>c) Blending Words</p> <ul style="list-style-type: none"> • class-room, play-room, bath-room <p>d) Segmenting into Words</p> <ul style="list-style-type: none"> • baseball, football, softball <p>e) Sing the Alphabet Song</p> <p>f) Hickety Pickety Bumblebee</p>
<p>Rotation 2</p> <p>Word Work- Identify upper and lower case letters, articulate the sound, distinguish between examples and nonexamples</p>	a) Ll	a) Short u	a) Kk	a) Ww	a) Jj
<p>Rotation 3</p> <p>Word Work Games</p>	a) Vocabulary Cognate Picture Cards	a) Vocabulary Cognate Picture Cards	a) Vocabulary Cognate Picture Cards	a) Vocabulary Cognate Picture Cards	a) Vocabulary Cognate Picture Cards

Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Rotation 1</p> <p>Initial Phoneme Isolation - Teacher will say a sound, students will repeat sound back. Teacher will say a word with that sound, then students will repeat that sound in the word</p> <p>Blending Words-Teacher will say two small words and blend them together to make one big word, then it's the students turn</p> <p>Language Awareness-Star Light, Star Bright-Star light, star bright, the first star I see tonight. I wish I may I wish I might, Have the wish I wish tonight</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> she, me night, sight cow, now <p>b) Initial Phoneme Isolation- /f/</p> <ul style="list-style-type: none"> fan, four, food, fall <p>c) Blending Words</p> <ul style="list-style-type: none"> birth-day, some-day, week-day <p>d) Segmenting into Words</p> <ul style="list-style-type: none"> classroom, playroom, bathroom <p>e) Sing the Alphabet Song</p> <p>f) Hickety Pickety Bumblebee</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> fin, win hen, ten by, why <p>b) Initial Phoneme Isolation- /g/</p> <ul style="list-style-type: none"> good, gave, girl, go <p>c) Blending Words</p> <ul style="list-style-type: none"> gold- fish, star-fish, sun-fish <p>d) Segmenting into Words</p> <ul style="list-style-type: none"> fireman, mailman, snowman <p>e) Sing the Alphabet Song</p> <p>f) Hickety Pickety Bumblebee</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> hook, look so, go hit, sit <p>b) Initial Phoneme Isolation- /b/</p> <ul style="list-style-type: none"> bat, book, bean, bone <p>c) Blending Words</p> <ul style="list-style-type: none"> life-boat, sail-boat, row-boat <p>d) Segmenting Into Words</p> <ul style="list-style-type: none"> goldfish, starfish, sunfish <p>e) Sing the Alphabet Song</p> <p>f) Hickety Pickety Bumblebee</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> cut, nut tip, lip men, when <p>b) Initial Phoneme Isolation- /t/</p> <ul style="list-style-type: none"> tape, toy, toad, teach <p>c) Blending Words</p> <ul style="list-style-type: none"> fire-man, mail-man, snow-man <p>d) Segmenting Into Words</p> <ul style="list-style-type: none"> lifeboat, sailboat, rowboat <p>e) Sing the Alphabet Song</p> <p>f) Hickety Pickety Bumblebee</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> wet, bet man, can mug, tug <p>b) Initial Phoneme Isolation- /d/</p> <ul style="list-style-type: none"> down, do, day, date <p>c) Blending Words</p> <ul style="list-style-type: none"> fire-fly, roof-top, pea-nuts <p>d) Segmenting Into Words</p> <ul style="list-style-type: none"> eyesight, raincoat, shoelace <p>e) Sing the Alphabet Song</p> <p>f) Star Light, Star Bright</p>
<p>Rotation 2</p> <p>Word Work- Identify upper and lower case letters, articulate the sound, distinguish between examples and nonexamples</p>	a) Xx	a) Vv	a) Qq	a) Yy	a) Zz
<p>Rotation 3</p> <p>Word Work Games</p>	a) Decodable Books	a) Decodable Books	a) Decodable Books	a) Decodable Books	a) Decodable Books

Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Rotation 1</p> <p>Initial Phoneme Isolation -Teacher will say a sound, students will repeat sound back. Teacher will say a word with that sound, then students will repeat that sound in the word</p> <p>Blending Words- Teacher will say two small words and blend them together to make one big word, then it's the students turn</p> <p>Language Awareness- Hey Diddle Diddle- Hey, diddle, diddle, The cat and the fiddle, The cow jumped over the moon, The little dog laughed, To see such a sight, And the dish ran away with the spoon</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> coat, boat see, me made, shade <p>b) Initial Phoneme Isolation- /t/</p> <ul style="list-style-type: none"> taste, tent, tiger, table <p>c) Blending Words</p> <ul style="list-style-type: none"> some-where, week-end, green-house <p>d) Segmenting into Words</p> <ul style="list-style-type: none"> toothbrush, sunrise, homemade <p>e) Sing the Alphabet Song</p> <p>f) Star Light Star Bright</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> met, vet cup, pup tap, lap <p>b) Initial Phoneme Isolation- /g/</p> <ul style="list-style-type: none"> guess, goat, game, gone <p>c) Blending Words</p> <ul style="list-style-type: none"> row-boat, tree-top, bath-tub <p>d) Segmenting into Words</p> <ul style="list-style-type: none"> somewhere, weekend, greenhouse <p>e) Sing the Alphabet Song</p> <p>f) Star Light Star Bright</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> soap, rope shut, nut cube, tube <p>b) Initial Phoneme Isolation- /m/</p> <ul style="list-style-type: none"> marker, medal, miss, mouse <p>c) Blending Words</p> <ul style="list-style-type: none"> tooth-brush, sun-rise, home-made <p>d) Segmenting Into Words</p> <ul style="list-style-type: none"> rowboat, treetop, bathtub <p>e) Sing the Alphabet Song</p> <p>f) Star Light Star Bright</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> red, bed had, sad may, play <p>b) Initial Phoneme Isolation-</p> <ul style="list-style-type: none"> Using a student name, teacher says the first sound, name, and first sound again (Ex. /n/, Nora, /n/ Teacher asks students "Do you know another name that begins with the sound ___?" <p>c) Blending Words</p> <ul style="list-style-type: none"> sand-box, back-yard, club-house, flash-light <p>d) Segmenting Into Words</p> <ul style="list-style-type: none"> doorway, headache, cookbook, starfish <p>e) Sing the Alphabet Song</p> <p>f) Hey Diddle Diddle</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> log, dog house, mouse some, gum <p>b) Initial Phoneme Isolation-</p> <ul style="list-style-type: none"> Using a student name, teacher says the first sound, name, and first sound again (Ex. /n/, Nora, /n/ Teacher asks students "Do you know another name that begins with the sound <p>c) Blending Words</p> <ul style="list-style-type: none"> birth-day, some-thing, fire-fly, book-mark <p>d) Segmenting Into Words</p> <ul style="list-style-type: none"> sandbox, backyard, clubhouse, flashlight <p>e) Sing the Alphabet Song</p> <p>f) Hey Diddle Diddle</p>
<p>Rotation 2</p> <p>Word Work- Read short vowel words</p>	<p>a) CVC Words</p> <ul style="list-style-type: none"> Sam, mat, sat, tap, sap, pat, map, Tam, Pat, Pam 	<p>a) CVC Words</p> <ul style="list-style-type: none"> Sam, mat, sat, tap, sap, pat, map, Tam, Pat, Pam 	<p>a) CVC Words</p> <ul style="list-style-type: none"> Sam, mat, sat, tap, sap, pat, map, Tam, Pat, Pam 	<p>a) CVC Words</p> <ul style="list-style-type: none"> Sam, mat, sat, tap, sap, pat, map, Tam, Pat, Pam 	<p>a) CVC Words</p> <ul style="list-style-type: none"> Sam, mat, sat, tap, sap, pat, map, Tam, Pat, Pam
<p>Rotation 3</p> <p>Word Work Games</p>	<p>a) Decodable Books</p>	<p>a) Decodable Books</p>	<p>a) Decodable Books</p>	<p>a) Decodable Books</p>	<p>a) Decodable Books</p>

Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Rotation 1</p> <p>Initial Phoneme Isolation- Teacher will say a sound, students will repeat sound back. Teacher will say a word with that sound, then students will repeat that sound in the word</p> <p>Rhyme Recognition- Teacher will say some words that rhyme and some that don't rhyme. Students will show thumbs up for rhyming words and thumbs down for words that do not rhyme.</p> <p>Initial Phoneme Isolation- Teacher will say a word and tell the student the first sound. Then students will share new words that begin with that same sound.</p> <p>Blending Syllables- Teacher will say two syllables and blend them together to make one big word. Then it is the students' turn.</p> <p>Segmenting Into Syllables- Teacher will say one big word and chop it into two syllables. Then it is the students' turn</p> <p>Language Awareness- Teacher will say a sentence aloud. Then the teacher and students will say the sentence together. Then the teacher and students will say the sentence one more time and count the words they hear.</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> run, fun when, den goose, loose <p>b) Initial Phoneme Isolation-</p> <ul style="list-style-type: none"> Using a student name, the teacher says the first sound, name, and first sound again (Ex. /n/, Nora, /n/ Teacher asks students "Do you know another name that begins with the sound ___?" <p>c) Blending Words</p> <ul style="list-style-type: none"> door-way, head-ache, cook-book, star-fish <p>d) Segmenting into Words</p> <ul style="list-style-type: none"> birthday, something, firefly, bookmark <p>e) Sing the Alphabet Song</p> <p>f) Hey Diddle Diddle</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> hay, bay hut, what mine, fine <p>b) Initial Phoneme Isolation</p> <ul style="list-style-type: none"> Using a student name, the teacher says the first sound, name, and first sound again (Ex. /n/, Nora, /n/ Teacher asks students "Do you know another name that begins with the sound ___?" <p>c) Blending Syllables</p> <ul style="list-style-type: none"> fun-y (funny) mud-y (muddy) dirty-y (dirty) bud-y (buddy) hair-y (hairy) <p>d) Segmenting Syllables</p> <ul style="list-style-type: none"> honey, ready, bunny, happy, money <p>e) Sing the Alphabet Song</p> <p>f) Hey Diddle Diddle</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> fake, rake five, hive suit, boot <p>b) Initial Phoneme Isolation</p> <ul style="list-style-type: none"> Using a student name, the teacher says the first sound, name, and first sound again (Ex. /n/, Nora, /n/ Teacher asks students "Do you know another name that begins with the sound ___?" <p>c) Blending Syllables</p> <ul style="list-style-type: none"> sun-y (sunny) wind-y (windy) rain-y (rainy) snow-y (snowy) cloud-y (cloudy) <p>d) Segmenting Syllables</p> <ul style="list-style-type: none"> funny, muddy, dirty, buddy, hairy <p>e) Sing the Alphabet Song</p> <p>f) Hey Diddle Diddle-teacher leaves out the words fiddle and spoon</p>	<p>a) Rhyme Repetition</p> <ul style="list-style-type: none"> six, mix feet, neat one, sun <p>b) Initial Phoneme Isolation</p> <ul style="list-style-type: none"> Using a student name, the teacher says the first sound, name, and first sound again (Ex. /n/, Nora, /n/ Teacher asks students "Do you know another name that begins with the sound ___?" <p>c) Blending Syllables</p> <ul style="list-style-type: none"> hon-ey (honey) read-y (ready) bunn-y (bunny) happ-y (happy) mon-ey (money) <p>d) Segmenting Syllables</p> <ul style="list-style-type: none"> sunny, windy, rainy, snowy, cloudy <p>e) Sing the Alphabet Song</p> <p>f) Hey Diddle Diddle-teacher leaves out the words diddle, fiddle, moon, spoon</p>	<p>a) Rhyme Chant- to the tune of <i>Do You Know the Muffin Man?</i></p> <ul style="list-style-type: none"> Day 1- buy/guy & day/pay- If you hear two rhyming words, rhyming words, rhyming words, if you hear two rhyming words, put your two thumbs up. Buy and guy are rhyming words, rhyming words. Buy and guy are rhyming words, put your two thumbs up. Repeat with- day and pay <p>b) Initial Phoneme Isolation- hand /h/</p> <ul style="list-style-type: none"> Can you think of more words that begin with the sound /h/, like in /h/ hand? <p>c) Blending Syllables-</p> <ul style="list-style-type: none"> hab-it (habit) tick-et (ticket) jack-et (jacket) com-et (comet) rab-it (rabbit) <p>d) Segmenting Syllables-</p> <ul style="list-style-type: none"> packet, limit, edit, credit, rocket <p>e) Sing the Alphabet Song</p> <p>f) Language Awareness-</p> <ul style="list-style-type: none"> I can run. I can jump. I can skip.
<p>Rotation 2</p> <p>Word Work- Read short vowel words</p>	<p>a) CVC Words</p> <ul style="list-style-type: none"> Tad, pad, dad, Pip, Tim, sip, pit, Sam, man 	<p>a) CVC Words</p> <ul style="list-style-type: none"> Tad, pad, dad, Pip, Tim, sip, pit, Sam, man 	<p>a) CVC Words</p> <ul style="list-style-type: none"> Tad, pad, dad, Pip, Tim, sip, pit, Sam, man 	<p>a) CVC Words</p> <ul style="list-style-type: none"> Tad, pad, dad, Pip, Tim, sip, pit, Sam, man 	<p>a) CVC Words</p> <ul style="list-style-type: none"> Tad, pad, dad, Pip, Tim, sip, pit, Sam, man
<p>Rotation 3</p> <p>Word Work Games</p>	<p>a) Decodable Books</p>	<p>a) Decodable Books</p>	<p>a) Decodable Books</p>	<p>a) Decodable Books</p>	<p>a) Decodable Books</p>

Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Rotation 1</p> <p>Initial Phoneme Isolation- Teacher will say a sound, students will repeat sound back. Teacher will say a word with that sound, then students will repeat that sound in the word</p> <p>Rhyme Recognition- Teacher will say some words that rhyme and some that don't rhyme. Students will show thumbs up for rhyming words and thumbs down for words that do not rhyme.</p> <p>Initial Phoneme Isolation- Teacher will say a word and tell the student the first sound. Then students will share new words that begin with that same sound.</p> <p>Blending Syllables- Teacher will say two syllables and blend them together to make one big word. Then it is the students' turn.</p> <p>Segmenting Into Syllables- Teacher will say one big word and chop it into two syllables. Then it is the students' turn</p> <p>Language Awareness- Teacher will say a sentence aloud. Then the teacher and students will say the sentence together. Then the teacher and students will say the sentence one more time and count the words they hear</p>	<p>a) Rhyme Chant- to the tune of <i>Do You Know the Muffin Man?</i></p> <ul style="list-style-type: none"> Day 2- see, way- These words are not rhyming words, rhyming words, rhyming words, these words are not rhyming words so we show thumbs down. Repeat with- toe, knee & high, bow <p>b) Initial Phoneme Isolation- game /g/</p> <ul style="list-style-type: none"> Can you think of more words that begin with the sound /g/, like in /g/ game? <p>c) Blending Syllables-</p> <ul style="list-style-type: none"> pick-et, blank-et, clos-et, vis-it, pock-et <p>d) Segmenting Syllables- habit, ticket, jacket, comet, rabbit</p> <p>e) Sing the Alphabet Song</p> <p>f) Language Awareness</p> <ul style="list-style-type: none"> Can you run? Can you jump? Can you skip? 	<p>a) Rhyme Chant- to the tune of <i>Do You Know the Muffin Man?</i></p> <ul style="list-style-type: none"> Day 3 and Beyond- low, so- Are these two words rhyming words, rhyming words, rhyming words, are these two rhyming words? Show thumbs up or down. Repeat with three more word paris-sea, tea & pie, hay & we, he <p>b) Initial Phoneme Isolation- juice /j/</p> <ul style="list-style-type: none"> Can you think of more words that begin with the sound /j/, like in /j/ juice? <p>c) Blending Syllables-</p> <ul style="list-style-type: none"> pack-et, lim-it, ed-it, cred-it, rock-et <p>d) Segmenting Syllables- picket, blanket, closet, visit, pocket</p> <p>e) Sing the Alphabet Song</p> <p>f) Language Awareness</p> <ul style="list-style-type: none"> We will run! We will jump! We will skip! 	<p>a) Rhyme Chant- to the tune of <i>Do You Know the Muffin Man?</i></p> <ul style="list-style-type: none"> know, bow my, pie he, day <p>b) Initial Phoneme Isolation- feather /f/</p> <ul style="list-style-type: none"> Can you think of more words that begin with the sound /f/, like in /f/ feather? <p>c) Blending Syllables-</p> <ul style="list-style-type: none"> wait-ed, heat-ed, pound-ed, want-ed, end-ed <p>d) Segmenting Syllables-</p> <ul style="list-style-type: none"> rented, lifted, tasted, started, handed <p>e) Sing the Alphabet Song</p> <p>f) Language Awareness-</p> <ul style="list-style-type: none"> Will you play house? Will you play with cars? Will you play with blocks? 	<p>a) Rhyme Chant- to the tune of <i>Do You Know the Muffin Man?</i></p> <ul style="list-style-type: none"> why, knee go, mow hay, may <p>b) Initial Phoneme Isolation- turtle /t/</p> <ul style="list-style-type: none"> Can you think of more words that begin with the sound /t/, like in /t/ turtle? <p>c) Blending Syllables-</p> <ul style="list-style-type: none"> land-ed, need-ed, add-ed, post-ed, shout-ed <p>d) Segmenting Syllables-</p> <ul style="list-style-type: none"> waited, heated, pounded, wanted, ended <p>e) Sing the Alphabet Song</p> <p>f) Language Awareness-</p> <ul style="list-style-type: none"> I am kind! I am strong! I am fun! 	<p>a) Rhyme Chant- to the tune of <i>Do You Know the Muffin Man?</i></p> <ul style="list-style-type: none"> be, we toe, doe pay, high <p>b) Initial Phoneme Isolation- nice /n/</p> <ul style="list-style-type: none"> Can you think of more words that begin with the sound /n/, like in /n/ nice? <p>c) Blending Syllables-</p> <ul style="list-style-type: none"> rent-ed, lift-ed, taste-ed, start-ed, hand-ed <p>d) Segmenting Syllables-</p> <ul style="list-style-type: none"> landed, needed, added, posted, shouted <p>e) Sing the Alphabet Song</p> <p>f) Language Awareness-</p> <ul style="list-style-type: none"> We feed the fish. We feed the dog. We feed the cat.
<p>Rotation 2</p> <p>Word Work- Read short vowel words</p>	<p>a) CVC Words</p> <ul style="list-style-type: none"> pot, mop, nod, Tam, cop, cap, can, Kit, kid, cut, cup 	<p>a) CVC Words</p> <ul style="list-style-type: none"> pot, mop, nod, Tam, cop, cap, can, Kit, kid, cut, cup 	<p>a) CVC Words</p> <ul style="list-style-type: none"> pot, mop, nod, Tam, cop, cap, can, Kit, kid, cut, cup 	<p>a) CVC Words</p> <ul style="list-style-type: none"> pot, mop, nod, Tam, cop, cap, can, Kit, kid, cut, cup 	<p>a) CVC Words</p> <ul style="list-style-type: none"> pot, mop, nod, Tam, cop, cap, can, Kit, kid, cut, cup
<p>Rotation 3</p> <p>Word Work Games</p>	<p>b) Decodable Books</p>	<p>b) Decodable Books</p>	<p>b) Decodable Books</p>	<p>b) Decodable Books</p>	<p>b) Decodable Books</p>

Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Rotation 1</p> <p>Initial Phoneme Isolation- Teacher will say a sound, students will repeat sound back. Teacher will say a word with that sound, then students will repeat that sound in the word</p> <p>Rhyme Recognition- Teacher will say some words that rhyme and some that don't rhyme. Students will show thumbs up for rhyming words and thumbs down for words that do not rhyme.</p> <p>Initial Phoneme Isolation- Teacher will say a word and tell the student the first sound. Then students will share new words that begin with that same sound.</p> <p>Blending Syllables- Teacher will say two syllables and blend them together to make one big word. Then it is the students' turn.</p> <p>Segmenting Into Syllables- Teacher will say one big word and chop it into two syllables. Then it is the students' turn</p> <p>Language Awareness- Teacher will say a sentence aloud. Then the teacher and students will say the sentence together. Then the teacher and students will say the sentence one more time and count the words they hear</p>	<p>a) Rhyme Chant- to the tune of <i>Do You Know the Muffin Man?</i></p> <ul style="list-style-type: none"> Day 2- see, way- These words are not rhyming words, rhyming words, rhyming words, these words are not rhyming words so we show thumbs down. Repeat with- toe, knee & high, bow <p>b) Initial Phoneme Isolation- game /g/</p> <ul style="list-style-type: none"> Can you think of more words that begin with the sound /g/, like in /g/ game? <p>c) Blending Syllables-</p> <ul style="list-style-type: none"> pick-et, blank-et, clos-et, vis-it, pock-et <p>d) Segmenting Syllables- habit, ticket, jacket, comet, rabbit</p> <p>e) Sing the Alphabet Song</p> <p>f) Language Awareness</p> <ul style="list-style-type: none"> Can you run? Can you jump? Can you skip? 	<p>a) Rhyme Chant- to the tune of <i>Do You Know the Muffin Man?</i></p> <ul style="list-style-type: none"> Day 3 and Beyond- low, so- Are these two words rhyming words, rhyming words, rhyming words, are these two rhyming words? Show thumbs up or down. Repeat with three more word paris-sea, tea & pie, hay & we, he <p>b) Initial Phoneme Isolation- juice /j/</p> <ul style="list-style-type: none"> Can you think of more words that begin with the sound /j/, like in /j/ juice? <p>c) Blending Syllables-</p> <ul style="list-style-type: none"> pack-et, lim-it, ed-it, cred-it, rock-et <p>d) Segmenting Syllables- picket, blanket, closet, visit, pocket</p> <p>e) Sing the Alphabet Song</p> <p>f) Language Awareness</p> <ul style="list-style-type: none"> We will run! We will jump! We will skip! 	<p>a) Rhyme Chant- to the tune of <i>Do You Know the Muffin Man?</i></p> <ul style="list-style-type: none"> know, bow my, pie he, day <p>b) Initial Phoneme Isolation- feather /f/</p> <ul style="list-style-type: none"> Can you think of more words that begin with the sound /f/, like in /f/ feather? <p>c) Blending Syllables-</p> <ul style="list-style-type: none"> wait-ed, heat-ed, pound-ed, want-ed, end-ed <p>d) Segmenting Syllables-</p> <ul style="list-style-type: none"> rented, lifted, tasted, started, handed <p>e) Sing the Alphabet Song</p> <p>f) Language Awareness-</p> <ul style="list-style-type: none"> Will you play house? Will you play with cars? Will you play with blocks? 	<p>a) Rhyme Chant- to the tune of <i>Do You Know the Muffin Man?</i></p> <ul style="list-style-type: none"> why, knee go, mow hay, may <p>b) Initial Phoneme Isolation- turtle /t/</p> <ul style="list-style-type: none"> Can you think of more words that begin with the sound /t/, like in /t/ turtle? <p>c) Blending Syllables-</p> <ul style="list-style-type: none"> land-ed, need-ed, add-ed, post-ed, shout-ed <p>d) Segmenting Syllables-</p> <ul style="list-style-type: none"> waited, heated, pounded, wanted, ended <p>e) Sing the Alphabet Song</p> <p>f) Language Awareness-</p> <ul style="list-style-type: none"> I am kind! I am strong! I am fun! 	<p>a) Rhyme Chant- to the tune of <i>Do You Know the Muffin Man?</i></p> <ul style="list-style-type: none"> be, we toe, doe pay, high <p>b) Initial Phoneme Isolation- nice /n/</p> <ul style="list-style-type: none"> Can you think of more words that begin with the sound /n/, like in /n/ nice? <p>c) Blending Syllables-</p> <ul style="list-style-type: none"> rent-ed, lift-ed, taste-ed, start-ed, hand-ed <p>d) Segmenting Syllables-</p> <ul style="list-style-type: none"> landed, needed, added, posted, shouted <p>e) Sing the Alphabet Song</p> <p>f) Language Awareness-</p> <ul style="list-style-type: none"> We feed the fish. We feed the dog. We feed the cat.
<p>Rotation 2</p> <p>Word Work- Read short vowel words</p>	<p>b) CVC Words</p> <ul style="list-style-type: none"> 	<p>b) CVC Words</p> <ul style="list-style-type: none"> 	<p>b) CVC Words</p> <ul style="list-style-type: none"> 	<p>b) CVC Words</p> <ul style="list-style-type: none"> 	<p>b) CVC Words</p> <ul style="list-style-type: none">
<p>Rotation 3</p> <p>Word Work Games</p>	<p>c) Decodable Books</p>	<p>c) Decodable Books</p>	<p>c) Decodable Books</p>	<p>c) Decodable Books</p>	<p>c) Decodable Books</p>

