

Crest Memorial School Curriculum and Pacing Guide	
Grade: Kindergarten	Subject Area: Phonics/Fundations
Adoption Date:	Revision Date: August 2024

Mission and Vision Statements

Mission: The New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life. They define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards. In service to that expectation, the Department recommends 90-minutes of uninterrupted literacy instruction for all students in grades K–5, and 80 minutes for grades 6 through 8

Vision: A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Integration of Technology

8.1.2.CS.1

21st Century Skills

. 9.4.2.CT.3

Career Education

9.1.2.CAP.1

Interdisciplinary Connection

CK.CC.B.4

Accommodations and Modifications

Special Education

- follow 504/IEP accommodations
- hang Foundations letter and skill posters and give students copies in their journals as needed
- highlight and define important vocabulary
- ask yes/no questions
- allow student to point to letter cards to identify rather than name
- Provide movement “breaks” as necessary

English Language Learners

- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures to accompany unfamiliar words
- allow student to give non-verbal pointing responses

Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Restate, reword, clarify directions ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept

Assessments	
Formative	<ul style="list-style-type: none"> ● Mid-unit check assessment ● Teacher Observation ● weekly dictation
Summative	<ul style="list-style-type: none"> ● End of unit test
Benchmark	<ul style="list-style-type: none"> ● F & P testing
Alternative	<ul style="list-style-type: none"> ● Performance based assessment

Pacing Guide

Orientation Unit	4 days
Unit 1	84 days
Unit 2	20 days
Unit 3	30 days
Unit 4	20 days
Unit 5	30 days

Orientation Unit Learning Goals

The student will become familiar with the procedures and routines of the Foundations lesson.

Core Instructional Materials

- large letter formation grid
- large sound cards

Supplemental Materials

- Whiteboards/markers
- letter magnets
- phonics posters

Daily Targets

- Day 1: students will be able to identify grid lines on letter formation grid

NJSLS Performance Expectations

L.RF.K.1.

Instructional Activities

- Teach students how to echo
- Teach students the large letter formation grid
- Teach students how to follow teacher verbalizations

<ul style="list-style-type: none"> Day 2: students will review the grid lines for writing and demonstrate proper pencil grip 	L.RF.K.1.	<ul style="list-style-type: none"> Review grid line Teach pencil grip and tracing
<ul style="list-style-type: none"> Day 3: students will be introduced to the letter-keyword-sound for letter t 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> Introduce letter-keyword-sound Sky write warm up Teach letter T formation on writing grid Students color the keyword picture and trace letter Tt in student notebook
<ul style="list-style-type: none"> Days 4 and 5: students will identify letter t and its' sound and write lowercase letter t 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> review letter t large sound card practice sky writing letter t echo/letter formation -review grid line names practice writing letter t on dry erase grid

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 1 Learning Goals

The student will learn the names, letter sounds, and keyword for short vowels and consonants
The students will identify initial and final sounds in one-syllable words
The students will demonstrate understanding of rhyme
The students will demonstrate correct letter formation for lowercase letters.
The students will begin to understand that proper names begin with a capital letter
The students will begin to understand that sentences are made up of words and begin with a capital and end with a period.

Core Instructional Materials

- large sound cards
- large letter formation grid

Supplemental Materials

- student notebook
- student dry erase board/writing grid
- student magnet letter boards

	<ul style="list-style-type: none"> ●sentence frames ●Baby Echo & Big Echo puppets ●vowel extension poster ●large chart paper ●keyword puzzle ●Unit Test Recording Form
--	--

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 1</p> <ul style="list-style-type: none"> ● Day 1: students will be introduced to the letters b & f and how to write them on the letter grid 	L.WF.K.1	<ul style="list-style-type: none"> ● introduce letter b & f keyword and sound with large sound cards ● review writing letter t and introduce writing letters b & f on writing grid ● students trace letter b & f in their notebook ● students color letters b keyword picture in their student notebook
<ul style="list-style-type: none"> ● Day 2: students will review all letters learned so far and identify them and write them 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> ● practice sounds with large sound cards ● review writing letters b & f with sky writing ● students trace letter b & f in their notebook ● students color letters f keyword picture in their student notebook ● students write letters t, f, & b on their dry erase grid
<ul style="list-style-type: none"> ● Day 3: Students will identify initial sounds in words that begin with the letters learned so far 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● Make It Fun activity: generate words that begin with t,b, & f ● echo find letters on magnet board ● student trace previously taught letters in student notebook while naming letter-keyword-sound

<ul style="list-style-type: none"> ● Day 4: Students will begin to develop awareness of separate words in a sentence 	<p>L.WF.K.3 L.WF.K.1</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● Word Play: writing sentence on sentence frame cards and using Baby Echo to demonstrate reading. ● review writing letters b & f with sky writing ● student trace previously taught letters in student notebook while naming letter-keyword-sound
<ul style="list-style-type: none"> ● Day 5: Students will identify setting, characters, and events in a story read by the teacher 	<p>L.RF.K.1.. L.WF.K.1 RL.CR.K.1</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●storytime-use Big Echo to perform the story-ask students questions about story ●Echo/Find Letters: students echo teacher making letter sound and find corresponding letter on their magnet boards

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 2</p> <ul style="list-style-type: none"> ● Day 1: students will be introduced to the letters n & m and how to write them on the letter grid 	<p>L.WF.K.1</p>	<ul style="list-style-type: none"> ● introduce letter m & n keyword and sound with large sound cards ● introduce writing letters m & n on writing grid ● students trace letter m & n in their notebook ● students color letter n keyword picture in their student notebook
<ul style="list-style-type: none"> ● Day 2: students will review all letters learned so far and identify them and write them 	<p>L.RF.K.1.. L.WF.K.1</p>	<ul style="list-style-type: none"> ● practice sounds with large sound cards ● review writing letters n & m with sky writing ● students trace letter n & m in their notebook ● students color letter m keyword picture in their student notebook ● students write letters t, f, b,n,& m on their dry erase grid
<ul style="list-style-type: none"> ● Day 3: Students will identify initial sounds in words that begin with the letters learned so far 	<p>L.RF.K.1. L.WF.K.1</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● Make It Fun activity: generate words that

		<p>begin with t,b,f,n,&m -students identify card with rhyming words</p> <ul style="list-style-type: none"> ● echo find letters on magnet board ● student trace previously taught letters in student notebook while naming letter-keyword-sound
<ul style="list-style-type: none"> ● Day 4: Students will begin to develop awareness of separate words in a sentence 	<p>L.WF.K.3 L.WF.K.1</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● Word Play: writing sentence on sentence frame cards and using Baby Echo to demonstrate reading. ● review writing letters n & m with sky writing ● students identify letter by the sound it makes and write the corresponding letter on their dry erase boards
<ul style="list-style-type: none"> ● Day 5: Students will retell a familiar story in sequence 	<p>L.RF.K.1. L.WF.K.1 RL.CI.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●storytime-use Big Echo to act out the story-students retell the story as it is being performed ●Echo/Find Letters: students echo teacher making letter sound and find corresponding letter on their magnet boards

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<p>Week 3</p> <ul style="list-style-type: none"> ● Day 1: students will be introduced to the vowels i & u and how to write them on the letter grid 	<p>L.WF.K.1</p>	<ul style="list-style-type: none"> ● introduce letter i & u keyword and sound with large sound cards ● introduce writing letters i & u on writing grid ● students trace letter i & u in their notebook ● students color letter i keyword picture in their student notebook

<ul style="list-style-type: none"> ● Day 2: students will review all letters learned so far and identify them and write them 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> ● practice sounds with large sound cards ● introduce vowel extension poster and demonstrate how to extend the i & u vowel sounds ● review writing letters i & u with sky writing ● students trace letter i & u in their notebook ● students color letter u keyword picture in their student notebook ● students write letters t, f, b,n,& m on their dry erase grid
<ul style="list-style-type: none"> ● Day 3: Students will identify letters learned so far when hearing the letter sound 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice i & u with vowel extension poster ● Make It Fun activity: students echo letter sound when prompted by the teacher and find the letter that makes that sound ● echo find letters on magnet board ● student trace previously taught letters in student notebook while naming letter-keyword-sound
<ul style="list-style-type: none"> ● Day 4: Students will begin to develop awareness of separate words in a sentence 	L.WF.K.3 L.WF.K.1	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice i & u with vowel extension poster ● Word Play: students will identify the capital letter and period in a sentence when the teacher write a sentence in sentence frames. ● review writing letters i & u with sky writing ● students identify letter by the sound it makes and write the corresponding letter on their dry erase boards
<ul style="list-style-type: none"> ● Day 5: Students will identify who, how, and the problem in a story 	L.RF.K.1. L.WF.K.1 RL.CI.K.2.	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice i & u with vowel extension poster ●storytime-use Big Echo to act out the story-ask student wh questions and identify the story problem. ●Echo/Find Letters: students echo teacher

making letter sound and find corresponding letter on their magnet boards

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Unit 1-week 4</p> <ul style="list-style-type: none"> ● Day 1: students will be introduced to the letters c & o and how to write them on the letter grid 	<p>L.WF.K.1</p>	<ul style="list-style-type: none"> ● introduce letter c & o keyword and sound with large sound cards ● demonstrate how to extend the o vowel sound on the vowel extension poster ● introduce writing letters c & o on writing grid ● students trace letter c & o in their notebook ● students color letter keyword picture in their student notebook ● students write letters learned so far on dry erase tablet when the teacher dictates the letter sounds
<ul style="list-style-type: none"> ● Day 2: students will review all letters learned so far and identify them and write them 	<p>L.RF.K.1. L.WF.K.1</p>	<ul style="list-style-type: none"> ● practice sounds with large sound cards ● practice i,u & o with vowel extension poster ● review writing letters c & o with sky writing ● students trace letter c & o in their notebook ● students color letter o keyword picture in their student notebook ● students write letters t, f, b,n,& m,c,o on their dry erase grid
<ul style="list-style-type: none"> ● Day 3: Students will identify initial sounds in words 	<p>L.RF.K.1. L.WF.K.1</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● practice o & c with vowel extension poster ● Make It Fun activity: students pull objects out of bag and identify initial sound in word ● echo find letters on magnet board ● student trace previously taught letters in student notebook while naming letter-keyword-sound

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p>Unit 1- week 5</p> <ul style="list-style-type: none"> Day 1: students will be introduced to the letters a & g and how to write them on the letter grid 	L.WF.K.1	<ul style="list-style-type: none"> introduce letter c & o keyword and sound with large sound cards demonstrate how to extend the a vowel sound on the vowel extension poster introduce writing letters g & a on writing grid students trace letter a & g in their notebook students color letter a keyword picture in their student notebook
<ul style="list-style-type: none"> Day 2: students will review all letters learned so far, identify them and write them 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> practice sounds with large sound cards practice i,u,a & o with vowel extension poster review writing letters a & g with sky writing students trace letter a & g in their notebook students color letter g keyword picture in their student notebook students write all letters learned so far on their dry erase grid
<ul style="list-style-type: none"> Day 3: Students will identify words that rhyme and produce rhyming words 	L.RF.K.1. L.RF.K.2.	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice a,i,u,o with vowel extension poster Make It Fun activity:students identify rhyming words when spoken by the teacher and generate new words that rhyme echo find letters on magnet board student trace previously taught letters in student notebook while naming letter-keyword-sound
<ul style="list-style-type: none"> Day 4: Students will identify syllables in words. <p>Students will recognize that names are spelled with a capital letter</p>	L.RF.K.2. L.WF.K.1 L.WF.K.3	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice i, u, o, & a with vowel extension poster Word Play: teacher writes a sentence using names on word frames, students identify names Teacher writes compound words and then deletes one of the two words - students determine what word is left when one of the

		<p>two individual words from the compound word is taken away.</p> <ul style="list-style-type: none"> ● review writing letters a & g with sky writing ● students identify letter by the sound it makes and write the corresponding letter on their dry erase boards
<ul style="list-style-type: none"> ● Day 5: Students will identify rhyming words in a story 	<p>L.RF.K.1. L.RF.K.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● practice i,o,u, & a with vowel extension poster ● storytime-teacher reads rhyming story students identify rhyming words which are put on chart paper and class generates more words ● Echo/Find Letters: students echo teacher making letter sound and find corresponding letter on their magnet boards

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Unit 1- week 6</p> <ul style="list-style-type: none"> ● Day 1: students will be introduced to the letters d & s and how to write them on the letter grid 	<p>L.WF.K.1</p>	<ul style="list-style-type: none"> ● introduce letter d & s keyword and sound with large sound cards ● practice i, u, o, & a with vowel extension poster ● introduce writing letters d & s on writing grid ● students trace letter d & s in their notebook ● students color letter d keyword picture in their student notebook
<ul style="list-style-type: none"> ● Day 2: students will review all letters learned so far, identify them and write them 	<p>L.RF.K.1. L.WF.K.1</p>	<ul style="list-style-type: none"> ● practice sounds with large sound cards ● practice i,u,a & o with vowel extension poster ● review writing letters d & s with sky writing ● students trace letter d & s in their notebook ● students color letter s keyword picture in their student notebook ● students write all letters learned so far on their dry erase grid

<ul style="list-style-type: none"> ● Day 3: Students will identify letters by their sound 	<p>L.RF.K.1. L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice a,i,u,o with vowel extension poster Students match letters with their keyword and sound using Keyword Puzzle ● echo find letters on magnet board ● student trace previously taught letters in student notebook while naming letter-keyword-sound
<ul style="list-style-type: none"> ● Day 4: Students will identify syllables in words. Students will recognize that names are spelled with a capital letter 	<p>L.RF.K.2. L.WF.K.1 L.WF.K.3</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice i, u, o, & a with vowel extension poster ● Word Play: teacher writes a sentence using names on word frames, students identify names ●Teacher writes compound words and then deletes one of the two words - students determine what word is left when one of the two individual words from the compound word is taken away. ● review writing letters d & s with sky writing ● students identify letter by the sound it makes and write the corresponding letter on their dry erase boards
<ul style="list-style-type: none"> ● Day 5: Students will identify rhyming words in a story 	<p>L.RF.K.1. L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice i,o,u, & a with vowel extension poster ●storytime-teacher reads rhyming story students identify rhyming words which are put on chart paper and class generates more words ●Echo/Find Letters: students echo teacher making letter sound and find corresponding letter on their magnet boards

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p>Unit 1- week 7</p> <ul style="list-style-type: none"> Day 1: students will be introduced to the letters e & r and how to write them on the letter grid 	L.WF.K.1	<ul style="list-style-type: none"> introduce letter e & r keyword and sound with large sound cards introduce e on the vowel extension poster then practice all vowels learned practice letters & sounds with large sound cards introduce writing letters e & r on writing grid students trace letter e & r in their notebook students color letter e keyword picture in their student notebook
<ul style="list-style-type: none"> Day 2: students will review all letters learned so far, identify them and write them 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> practice sounds with large sound cards practice i,u,a, o, & e with vowel extension poster review writing letters e & r with sky writing students trace letter e & r in their notebook students color letter r keyword picture in their student notebook students write all letters learned so far on their dry erase grid
<ul style="list-style-type: none"> Day 3: Students will identify letters by their sound <p>Students will identify words that begin with the same initial sound</p>	L.RF.K.1. L.RF.K.2.	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice a,i,u,o & e with vowel extension poster Make It Fun: students identify letters and letter sounds then generate a list of words that begin with that letter/sound echo find letters on magnet board student trace previously taught letters in student notebook while naming letter-keyword-sound
<ul style="list-style-type: none"> Day 4: Students will identify syllables in words. <p>Students will recognize that sentences begin</p>	L.RF.K.2. L.WF.K.1 L.WF.K.3	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice i, u, o, a, & e with vowel extension

with a capital letter		<p>poster</p> <ul style="list-style-type: none"> ● Word Play: teacher writes a sentence using word frames, students identify that the initial word frame in the sentence is different from the rest - students begin to select the correct word frame to use at the beginning of a sentence. ● review writing letters d & s with sky writing ● students identify letter by the sound it makes and write the corresponding letter on their dry erase boards
<ul style="list-style-type: none"> ● Day 5: Students will identify alliteration in a story 	<p>L.RF.K.1. L.RF.K.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● practice i,o,u, a & e with vowel extension poster ● Storytime- teacher reads alliteration picture book and writes alliteration words from story on chart paper. Students generate more words to add to the list ● Echo/Find Letters: students echo teacher making letter sound and find corresponding letter on their magnet boards

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Unit 1- week 8</p> <ul style="list-style-type: none"> ● Day 1: students will be introduced to the letters p & j and how to write them on the letter grid 	<p>L.WF.K.1</p>	<ul style="list-style-type: none"> ● introduce letter p & j keyword and sound with large sound cards ● introduce e on the vowel extension poster then practice all vowels learned ● practice letters & sounds with large sound cards ● introduce writing letters p & j on writing grid ● students trace letter p & j in their notebook ● students color letter p keyword picture in their student notebook

<ul style="list-style-type: none"> • Day 2: students will review all letters learned so far, identify them and write them 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> • practice sounds with large sound cards • practice all vowels with vowel extension poster • review writing letters p & j with sky writing • students trace letter p & j in their notebook • students color letter j keyword picture in their student notebook • students write all letters learned so far on their dry erase grid
<ul style="list-style-type: none"> • Day 3: Students will identify letters by their sound 	L.RF.K.1. L.RF.K.2.	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards •practice all vowels with the vowel extension poster •Make It Fun: students identify which letter is written by watching the letter formation and lines it is written on • echo find letters on magnet board • student trace previously taught letters in student notebook while naming letter-keyword-sound
<ul style="list-style-type: none"> • Day 4: Students will recognize that sentences begin and proper names begin with a capital letter 	L.RF.K.2. L.WF.K.1 L.WF.K.3	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards •practice vowel extension poster • Word Play: teacher verbally says a sentence, student finds corresponding sentence frames for words that begin with capital letters • review writing letters p & j with sky writing • students identify letter by the sound it makes and write the corresponding letter on their dry erase boards
<ul style="list-style-type: none"> • Day 5: Students will identify who, how, and the problem in a story 	L.RF.K.1. L.RF.K.2. RL.CI.K.2.	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards •practice extending vowel sounds with the vowel extension poster •Storytime- teacher performs the story with Echo and Baby Echo puppets. Students identify setting, problem and solution. •Echo/Find Letters: students echo teacher making letter sound and find corresponding

		letter on their magnet boards
--	--	-------------------------------

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Unit 1-week 9</p> <ul style="list-style-type: none"> Day 1: students will be introduced to the letters l,h, & k and how to write them on the letter grid 	L.WF.K.1	<ul style="list-style-type: none"> introduce letter l,h, & k keyword and sound with large sound cards introduce e on the vowel extension poster then practice all vowels learned practice letters & sounds with large sound cards introduce writing letters l,h, & k on writing grid students trace letter l,h, & k in their notebook students color letter l & h keyword picture in their student notebook
<ul style="list-style-type: none"> Day 2: students will review all letters learned so far, identify them and write them 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> practice sounds with large sound cards practice all vowels with vowel extension poster review writing letters l,h, & k with sky writing students trace letter l,h, & k in their notebook students color letter k keyword picture in their student notebook students write all letters learned so far on their dry erase grid
<ul style="list-style-type: none"> Day 3: Students will identify ending sounds in words 	L.RF.K.1. L.RF.K.2.	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice all vowels with the vowel extension poster Make It Fun: teacher says a word emphasizing the ending sound. Students take turns finding the sound card/ letter that makes the ending sound in that word. echo find letters on magnet board student trace previously taught letters in

		student notebook while naming letter-keyword-sound
<ul style="list-style-type: none"> • Day 4: Students will begin to understand the use of a question mark in a sentence 	L.RF.K.2. L.WF.K.1 L.WF.K.3	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards •practice vowel extension poster • Word Play: teacher says a question and writes a sentence frames, putting a question mark at the end. When a student answers the question the teacher writes the answer in sentence frames using a period. • review writing letters l,h, & k with sky writing • students identify letter by the sound it makes and write the corresponding letter on their dry erase boards
<ul style="list-style-type: none"> • Day 5: Students will retell a familiar story in sequence 	L.RF.K.1. L.RF.K.2. RL.CI.K.2.	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards •practice extending vowel sounds with the vowel extension poster •Storytime- teacher performs the story silently with Echo and Baby Echo puppets. Students retell the story in their own words as it is acted out •Echo/Find Letters: students echo teacher making letter sound and find corresponding letter on their magnet boards

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p>Unit 1- week 10</p> <ul style="list-style-type: none"> Day 1: students will be introduced to the letters v & w and how to write them on the letter grid 	L.WF.K.1	<ul style="list-style-type: none"> introduce letter v & w keyword and sound with large sound cards review all vowels on the vowel extension poster then practice all vowels learned practice letters & sounds with large sound cards introduce writing letters v & w on writing grid students trace letter v & w in their notebook students color letter v keyword picture in their student notebook
<ul style="list-style-type: none"> Day 2: students will review all letters learned so far, identify them and write them 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> practice sounds with large sound cards practice all vowels with vowel extension poster review writing letters v & w with sky writing students trace letter v & w in their notebook students color letter w keyword picture in their student notebook students write all letters learned so far on their dry erase grid
<ul style="list-style-type: none"> Day 3: Students will identify ending sounds in words 	L.RF.K.1. L.RF.K.2.	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice all vowels with the vowel extension poster Make It Fun: teacher pulls objects out of bag and student identify ending sound of object name. Students also identify the letter which ends the word. echo find letters on magnet board student trace previously taught letters in student notebook while naming letter-keyword-sound
<ul style="list-style-type: none"> Day 4: 	L.RF.K.2.	<ul style="list-style-type: none"> practice letters & sounds with large sound

<p>Students will begin to understand the use of a question mark in a sentence</p>	<p>L.WF.K.1 L.WF.K.3</p>	<p>cards</p> <ul style="list-style-type: none"> ●practice vowel extension poster ● Word Play: teacher says a question and writes it on the sentence frames. Students identify which sentence frame has the question mark and puts it at the end of the sentence. ● review writing letters v & w with sky writing ● students identify letter by the sound it makes and write the corresponding letter on their dry erase boards
<ul style="list-style-type: none"> ● Day 5: Students will retell a familiar story in sequence 	<p>L.RF.K.1. L.RF.K.2. RL.CI.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice extending vowel sounds with the vowel extension poster ●Storytime- teacher performs the story silently with Echo and Baby Echo puppets. Students retell the story in their own words as it is acted out. Teacher writes down their retelling on chart paper and illustrates the events of the story ●Echo/Find Letters: students echo teacher making letter sound and find corresponding letter on their magnet boards

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Unit 1- week 11</p> <ul style="list-style-type: none"> Day 1: students will be introduced to the letters x & y and how to write them on the letter grid 	<p>L.WF.K.1</p>	<ul style="list-style-type: none"> introduce letter x & y keyword and sound with large sound cards review all vowels on the vowel extension poster then practice all vowels learned practice letters & sounds with large sound cards introduce writing letters x & y on writing grid students trace letter x & y in their notebook students color letter y keyword picture in their student notebook
<ul style="list-style-type: none"> Day 2: students will review all letters learned so far, identify them and write them 	<p>L.RF.K.1. L.WF.K.1</p>	<ul style="list-style-type: none"> practice sounds with large sound cards practice all vowels with vowel extension poster review writing letters x & y with sky writing students trace letter x & y in their notebook students color letter x keyword picture in their student notebook students write all letters learned so far on their dry erase grid
<ul style="list-style-type: none"> Day 3: Students will match letter with their keyword and sound 	<p>L.RF.K.1. L.RF.K.2.</p>	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice all vowels with the vowel extension poster Make It Fun: students use letter puzzles and match letter with keyword picture on puzzle pieces echo find letters on magnet board student trace previously taught letters in student notebook while naming letter-keyword-sound

<ul style="list-style-type: none"> ● Day 4: Students will demonstrate understanding of capital letters and punctuation in sentences 	<p>L.RF.K.2. L.WF.K.1 L.WF.K.3</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice vowel extension poster ● Word Play: teacher says sentences and students pick the correct word frames for words with capital letters and correct frame for punctuation. ● review writing letters v & w with sky writing ● students identify letter by the sound it makes and write the corresponding letter on their dry erase boards
<ul style="list-style-type: none"> ● Day 5: Students will chorally read a familiar story 	<p>L.RF.K.1. L.RF.K.2. RL.CI.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice extending vowel sounds with the vowel extension poster ●Storytime- using chart story from last week teacher reads the story demonstrating phrasing and students echo teacher. Students come up and identify key words on poster. ●Echo/Find Letters: students echo teacher making letter sound and find corresponding letter on their magnet boards

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Unit 1- week 12</p> <ul style="list-style-type: none"> Day 1: students will be introduced to the letters z & qu and how to write them on the letter grid 	L.WF.K.1	<ul style="list-style-type: none"> introduce letter z & qu keyword and sound with large sound cards review all vowels on the vowel extension poster then practice all vowels learned practice letters & sounds with large sound cards introduce writing letters z & q on writing grid students trace letter z & qu in their notebook students color letter z keyword picture in their student notebook
<ul style="list-style-type: none"> Day 2: students will review all letters learned so far, identify them and write them 	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> practice sounds with large sound cards practice all vowels with vowel extension poster review writing letters z & q with sky writing students trace letter z & q in their notebook students color letter qu keyword picture in their student notebook students write all letters learned so far on their dry erase grid
<ul style="list-style-type: none"> Day 3: Students will identify letters learned so far 	L.RF.K.1. L.RF.K.2.	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice all vowels with the vowel extension poster Make It Fun: student traces letter with finger on large letter formation grid. Students guess which letter it is and say the letter name/keyword/sound of the letter echo find letters on magnet board student trace previously taught letters in student notebook while naming letter-keyword-sound
<ul style="list-style-type: none"> Day 4: Students will demonstrate understanding of capital letters and punctuation in sentences 	L.RF.K.2. L.WF.K.1 L.WF.K.3	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice vowel extension poster

		<ul style="list-style-type: none"> ● Word Play: teacher says sentences and students pick the correct word frames for words with capital letters and correct frame for punctuation. ● review writing letters z & qu with sky writing ● students identify letter by the sound it makes and write the corresponding letter on their dry erase boards
<ul style="list-style-type: none"> ● Day 5: Students will identify rhyming words <p>Students will be assessed on skills learned so far</p>	<p>L.RF.K.1. L.RF.K.2. RL.CI.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice extending vowel sounds with the vowel extension poster ●Storytime- teacher reads rhyming story. Students predict rhyming words and story events throughout reading. Write rhyming words from story on chart paper and generate more. ●Using the Unit Test Recording Form for each student, the teacher evaluates student on identifying letters by name, by sound and students will write letters named by teacher.

Inclusive concepts

The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 2 Learning Goals

The student will demonstrate phonemic awareness skills through blending, segmenting and manipulating sounds
The student will begin to blend and read three-sound short vowel words
The student will begin to understand how to alphabetize words.
The students will begin to write uppercase letters on a writing grid.

Core Instructional Materials

- large sound cards
- large letter formation grid
- Standard sound card display

Supplemental Materials

- student notebook
- student dry erase board/writing grid
- student magnet letter boards
- vowel extension poster

- sentence frames
- Baby Echo & Big Echo puppets
- vowel extension poster
- large chart paper
- keyword puzzle
- Unit Test Recording Form

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 1</p> <ul style="list-style-type: none"> Day 1: students will be introduced to tapping out sounds to read words 	<ul style="list-style-type: none"> L.RF.K.2. 	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice extending vowel sounds with the vowel extension poster point to standard sound cards and student identify letter keyword and sound teach students how to blend words with three sounds. Demonstrate thumb and finger tapping. Have students practice with a variety of cvc words choose 5-6 letters to review on large letter formation grid.
<ul style="list-style-type: none"> Day 2: students will blend sounds to read cvc words 	L.RF.K.2. L.WF.K.1	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice extending vowel sounds with the vowel extension poster point to standard sound cards and student identify letter keyword and sound Word Play - students and teacher tap and blend simple cvc words in student notebook, students match letter with its keyword picture choose 5-6 letters to review on large letter formation grid.
<ul style="list-style-type: none"> Day 3: : students will blend sounds to read cvc words <p>Students will place letters of the alphabet in correct sequential order</p>	L.RF.K.1. L.WF.K.1	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice extending vowel sounds with the vowel extension poster point to standard sound cards and student identify letter keyword and sound Word Play - teacher uses standard sound cards to make unit words - cvc words and students tap sounds and blend to read words Students start with magnet letter tiles randomly placed on their board. Using alphabet guide, students sequentially match

		<p>letter tiles on their board</p> <ul style="list-style-type: none"> • Teacher says letter sounds, students echo and point to the corresponding letter on their magnet board
<ul style="list-style-type: none"> • Day 4: Students will developing blending skills 	L.RF.K.1.	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards • point to standard sound cards and student identify letter keyword and sound •Word Play - teacher makes words with standard sound cards - students say each sound and then blend sounds to read the words •Make It Fun - teacher orally says three sounds and the students blend the sounds to form a word - students use a word in a sentence or demonstrate the word.
<ul style="list-style-type: none"> • Day 5: Students will decode simple cvc words <p>Students will identify letters written in a variety of fonts</p>	<p>L.RF.K.2. L.WF.K.1</p> <p>RI.PP.K.5.</p>	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards • point to standard sound cards and student identify letter keyword and sound •Word Play - teacher makes words with standard sound cards - students say each sound and then blend sounds to read the words •Storytime - teacher reads an ABC book. Discuss title, front and back cover of the book author and illustrator. Throughout reading point to various letters and have a student tell you the corresponding keyword and sound

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 2</p> <ul style="list-style-type: none"> ● Day 1: students will begin using proper line spacing for writing capital letters 	L.RF.K.2. L.WF.K.1	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● make words with standard sound cards for students to decode ● introduce sky writing capital letters A & B ● Students trace the letters in their student notebooks ● Students practice writing letters on dry erase boards
<ul style="list-style-type: none"> ● Day 2: students will begin using proper line spacing for writing capital letters 	L.RF.K.2. L.WF.K.1	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● make words with standard sound cards for students to decode ● introduce sky writing capital letters C & D ● Students trace the letters in their student notebooks ● Students practice writing letters on dry erase boards when teacher dictates the sound of the letter
<ul style="list-style-type: none"> ● Day 3: students will begin using proper line spacing for writing capital letters 	L.RF.K.2. L.WF.K.1	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● make words with standard sound cards for students to decode ● introduce sky writing capital letters E & F ● Students trace the letters in their student notebooks ● Students practice writing letters on dry erase boards when teacher dictates the sound of the letter
<ul style="list-style-type: none"> ● Day 4: students will begin using proper line spacing for writing capital letters 	L.RF.K.1. L.RF.K.2.	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards

<p>-Students will read rhyming cvc words when the first letter is changed</p>		<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● teacher makes a cvc word with the standard sound cards. Then change the first letter. Students read the two words and then the process is repeated with other rhyming words ● introduce sky writing capital letters G & H ● Students trace the letters in their student notebooks ● Students practice writing the capital letters learned so far on dry erase boards when teacher dictates the sound of the letter
<ul style="list-style-type: none"> ● Day 5: Students will place letters of the alphabet in correct sequential order <p>Students will identify letters by the sounds they make</p>	<p>L.RF.K.2. L.WF.K.1 RI.PP.K.5.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Storytime - teacher reads an ABC book. Discuss title, front and back cover of the book author and illustrator. Throughout reading point to various letters and have a student tell you the corresponding keyword and sound ●students place their letter magnet tiles in abc order on their boards ●students point to magnet letters on their boards when the teacher says the corresponding letter sounds.

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 3</p> <ul style="list-style-type: none"> Day 1: students will begin using proper spacing and formation for writing capital letters 	L.RF.K.2. L.WF.K.1	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound make words with standard sound cards for students to decode introduce sky writing capital letters I & J Students trace the letters in their student notebooks Students practice writing letters on dry erase boards
<ul style="list-style-type: none"> Day 2: students will begin using proper spacing and formation for writing capital letters 	L.RF.K.2. L.WF.K.1	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound make words with standard sound cards for students to decode introduce sky writing capital letters K & L Students trace the letters in their student notebooks Students practice writing letters on dry erase boards when teacher dictates the sound of the letter
<ul style="list-style-type: none"> Day 3: students will begin using proper spacing and formation for writing capital letters 	L.RF.K.2. L.WF.K.1	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound make words with standard sound cards for students to decode introduce sky writing capital letters M & N Students trace the letters in their student notebooks Students practice writing letters on dry erase boards when teacher dictates the sound of the letter
<ul style="list-style-type: none"> Day 4: students will begin using proper spacing and formation for writing capital letters 	L.RF.K.1. L.RF.K.2.	<ul style="list-style-type: none"> practice letters & sounds with large sound cards

<p>-Students will hear individual letter sounds and blend the to form a word</p>		<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● teacher says three sounds and student blend the sounds into a word ● introduce sky writing capital letters O & P ● Students trace the letters in their student notebooks ● Students practice writing the capital letters learned so far on dry erase boards when teacher dictates the sound of the letter
<ul style="list-style-type: none"> ● Day 5: Students will place letters of the alphabet in correct sequential order <p>Students will identify letters by the sounds they make</p>	<p>L.RF.K.2. L.WF.K.1 RI.PP.K.5.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Storytime - teacher reads an ABC book. Discuss title, front and back cover of the book author and illustrator. Throughout reading point to various letters and have a student tell you the corresponding keyword and sound ●students place their letter magnet tiles in abc order on their boards ●students point to magnet letters on their boards when the teacher says the corresponding letter sounds.

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 4</p> <ul style="list-style-type: none"> Day 1: students will begin using proper spacing and formation for writing capital letters 	L.RF.K.2. L.WF.K.1	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound make words with standard sound cards for students to decode introduce sky writing capital letters Q & R Students trace the letters in their student notebooks Students practice writing letters on dry erase boards
<ul style="list-style-type: none"> Day 2: students will begin using proper spacing and formation for writing capital letters 	L.RF.K.2. L.WF.K.1	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound make words with standard sound cards for students to decode introduce sky writing capital letters S, T & U Students trace the letters in their student notebooks Students practice writing letters on dry erase boards when teacher dictates the sound of the letter
<ul style="list-style-type: none"> Day 3: students will begin using proper spacing and formation for writing capital letters 	L.RF.K.2. L.WF.K.1	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound make words with standard sound cards for students to decode introduce sky writing capital letters V, W, & X Students trace the letters in their student notebooks Students practice writing letters on dry erase boards when teacher dictates the sound of the letter

<ul style="list-style-type: none"> ● Day 4: students will begin using proper spacing and formation for writing capital letters 	<p>L.RF.K.1. L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● introduce sky writing capital letters Y & Z ● Students trace the letters in their student notebooks ● Student select letter magnet and write the letter on their dry erase board, ● Students line up holding their letter tile in ABC order
<ul style="list-style-type: none"> ● Day 5: Students will tap and blend letters to read a word Students will identify letters by the sounds they make 	<p>L.RF.K.2. L.WF.K.1 RI.PP.K.5.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● make words with standard sound cards for students to decode ●Administer Unit test individually to each student

Inclusive concepts

The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 3 Learning Goals

The student will demonstrate phonemic awareness skills through blending, segmenting and manipulating sounds
The student will begin to blend sounds in nonsense words
The student will segment and spell three-sound short vowel words
The student will distinguish long and short vowel sounds
The student will begin to read trick (high frequency) words

Core Instructional Materials

- large sound cards
- large letter formation grid
- Standard sound card display

Supplemental Materials

- student notebook
- student dry erase board/writing grid
- student magnet letter boards
- vowel extension poster
- sentence frames
- Baby Echo & Big Echo puppets
- vowel extension poster
- large chart paper
- BINGO boards
- Unit Test Recording Form
- My Foundations journal

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 1</p> <ul style="list-style-type: none"> Day 1: students will review tapping out sounds to read words 	<ul style="list-style-type: none"> L.RF.K.2. 	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice extending vowel sounds with the vowel extension poster point to standard sound cards and student identify letter keyword and sound review tapping to read words- students blend three letter words by tapping out sounds on letter cards and then tap out three letter words auditorily - just by hearing letter sounds echo find letters- students find letter magnets needed to spell three letter words when sounds are dictated by the teacher
<ul style="list-style-type: none"> Day 2: students will begin to distinguish between long and short vowels in words 	<p>L.RF.K.2. L.WF.K.1 L.WF.K.2</p>	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice extending vowel sounds with the vowel extension poster point to standard sound cards and student identify letter keyword and sound Word Play - students and teacher tap and blend simple cvc words listen for sounds - teacher says word - students tap sounds in word - use words with long and short vowels echo find letters- students find letter magnets needed to spell three letter words when sounds are dictated by the teacher
<ul style="list-style-type: none"> Day 3: : students will blend sounds to read cvc words Students will begin to write cvc words 	<p>L.RF.K.1. L.WF.K.1 L.WF.K.2</p>	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice extending vowel sounds with the vowel extension poster point to standard sound cards and student identify letter keyword and sound Word Play - teacher uses standard sound cards to make unit words - cvc words and students tap sounds and blend to read words teacher says letter sound, students write the

		<p>corresponding letter on their dry erase boards</p> <ul style="list-style-type: none"> • Teacher dictates a word- class segments the word into sounds and then write the letters that represent each sound to spell cvc words on their dry erase boards
<ul style="list-style-type: none"> • Day 4 <p>students will blend sounds to read cvc words Students will begin to write cvc words Students will identify final sounds in words</p>	<p>L.RF.K.1. L.WF.K.1 L.WF.K.2</p>	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards • point to standard sound cards and student identify letter keyword and sound •Word Play - teacher makes words with standard sound cards - students say each sound and then blend sounds to read the words • Teacher dictates a word- class segments the word into sounds and then write the letters that represent each sound to spell cvc words on their dry erase boards •Make It Fun - BINGO-students place 9 random letters on their BINGO sheets. Teacher says a word and students identify the last sound in the word- if they have that magnet on their board they cover it with a chip
<ul style="list-style-type: none"> • Day 5: Students will decode simple cvc words <p>Students will answer who questions about a story</p>	<p>L.RF.K.2. L.WF.K.1 RL.CR.K.1</p>	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards • point to standard sound cards and student identify letter keyword and sound •Word Play - teacher makes words with standard sound cards - students say each sound and then blend sounds to read the words •Storytime - teacher tells baby echo and big echo story and acts it out with puppets. Students answer wh questions as follow up to the story

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 2</p> <ul style="list-style-type: none"> Day 1: students will put letters in alphabetical order 	<ul style="list-style-type: none"> L.RF.K.2. 	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice extending vowel sounds with the vowel extension poster point to standard sound cards and student identify letter keyword and sound review tapping to read words- students blend three letter words by tapping out sounds on letter cards and then tap out three letter words auditorily - just by hearing letter sounds alphabetical order - student put their letter magnets in alphabetical order teacher says letter sound, students echo and point to letter, teacher dictates word and students find letters and spell word on magnet boards
<ul style="list-style-type: none"> Day 2: students will distinguish between long and short vowel sounds 	<ul style="list-style-type: none"> L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2. 	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice extending vowel sounds with the vowel extension poster point to standard sound cards and student identify letter keyword and sound review tapping to read words- students blend three letter words by tapping out sounds on letter cards and then tap out three letter words auditorily - just by hearing letter sounds teacher says words and students identify sounds in the words, teacher introduces short and long vowels and how to mark a short vowel in a word teacher says letter sound, students echo and point to letter, teacher dictates word and students find letters and spell word on magnet boards teacher dictates sound and students write the corresponding letter on their dry erase boards

<ul style="list-style-type: none"> ● Day 3: students will read the trick words <i>the</i> & <i>a</i> <p>Students will write dictated cvc words</p>	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice extending vowel sounds with the vowel extension poster ● point to standard sound cards and student identify letter keyword and sound ●teacher introduces trick words in sentence on sentence frames, students read words on flash cards ● teacher dictates sound and students write the corresponding letter on their dry erase boards ● teacher dictates cvc words, students tap out sounds of word and write them on their dry erase
<ul style="list-style-type: none"> ● Day 4: students will read and spell cvc words <p>Students will blend segmented words</p>	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●word play-teacher shows 3 letter word with sound cards, class taps out the sounds and blends the words ● introduce nonsense words, teacher makes and students read 3-5 nonsense words ● Make It Fun- students selects object and with teacher help, segments the word and class guesses the word ● dictation - teacher dictates 3 unit sounds and 3 unit words, students write sounds and words on dry erase.
<ul style="list-style-type: none"> ● Day 5: students will read and spell cvc words <p>Students will read the trick words <i>a</i> & <i>the</i></p> <p>Students will retell a story in their own words.</p>	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●word play-teacher shows 3 letter word with sound cards, class taps out the sounds and blends the words ● trick word- teacher writes sentences with trick words, class chorally reads sentences

		<ul style="list-style-type: none"> ●storytime- teacher acts out story with puppets, students retell the story
--	--	--

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 3</p> <ul style="list-style-type: none"> ● Day 1: students will read cvc words Students will identify letter sounds Students will put letters in alphabetical order Students will identify beginning sounds in words 	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice extending vowel sounds with the vowel extension poster ● point to standard sound cards and student identify letter keyword and sound ● word play- teacher makes 5-6 cvc words and students tap out and read words ● alphabetical order - student put their letter magnets in alphabetical order ● Echo find letters/words-teacher says letter sound, students find letter magnet that makes that sound, teacher dictates a word- students point to letter that is the beginning sound of the word, teacher dictates 3-5 words and student spell words with magnet tiles.
<ul style="list-style-type: none"> ● Day 2: students will read cvc words Students will begin to distinguish between long and short vowel sounds Students will learn how to mark short vowels in words 	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●review tapping to read words- students blend three letter words by tapping out sounds on letter cards and then tap out three letter words auditorily - just by hearing letter sounds ●teacher says words with long and short vowel sound, students tap out the words and identify middle sound, teacher makes cvc words with sound cards and demonstrates how to mark the short vowel ● Echo find letters/words-teacher says letter sound, students find letter magnet that makes

		<p>that sound, teacher dictates a word- students point to letter that is the beginning sound of the word, teacher dictates 3-5 words and student spell words with magnet tiles.</p> <ul style="list-style-type: none"> ● teacher dictates letter sounds and students write the letter on their dry erase writing grids
<ul style="list-style-type: none"> ● Day 3: students will read the trick words and, are, to 	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● teacher introduces trick words in sentence on sentence frames, students read words on flash cards ● teacher dictates sound and students write the corresponding letter on their dry erase boards ● teacher dictates cvc words, students tap out sounds of word and write them on their dry erase
<ul style="list-style-type: none"> ● Day 4: students will read cvc words and nonsense words Students will segment cvc words 	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● word play-teacher shows 3 letter word with sound cards, class taps out the sounds and blends the words ● introduce nonsense words, teacher makes and students read 3-5 nonsense words ● Make It Fun- students segment words dictated and help identify letters needed to spell the words ● dictation - teacher dictates 3 unit sounds and 3 unit words, students write sounds and words on dry erase.
<ul style="list-style-type: none"> ● Day 5: students will read and spell cvc words Students will read the trick words a & the Students will answer wh questions about a story. 	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● word play-teacher shows 3 letter word with

		<p>sound cards, class taps out the sounds and blends the words</p> <ul style="list-style-type: none"> ● trick word- teacher writes sentences with trick words, class chorally reads sentences ● storytime- teacher retells and acts out story with puppets, after story students answer wh questions and teacher draws the story in pictures from students responses, students draw a picture from the story in their journal
--	--	---

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 4</p> <ul style="list-style-type: none"> ● Day 1: students will read cvc words Students will identify letter sounds Students will put letters in alphabetical order Students will identify beginning sounds in words 	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● practice extending vowel sounds with the vowel extension poster ● point to standard sound cards and student identify letter keyword and sound ● word play- teacher makes 5-6 cvc words and students tap out and read words ● alphabetical order - student put their letter magnets in alphabetical order ● Echo find letters/words-teacher says letter sound, students find letter magnet that makes that sound, teacher dictates a word- students point to letter that is the beginning sound of the word, teacher dictates 3-5 words and student spell words with magnet tiles.
<ul style="list-style-type: none"> ● Day 2: students will read cvc words Students will begin to distinguish between long and short vowel sounds Students will learn how to mark short vowels in words 	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● review tapping to read words- students blend three letter words by tapping out sounds on letter cards and then tap out three letter words auditorily - just by hearing letter sounds

		<ul style="list-style-type: none"> ●teacher says words with long and short vowel sound, students tap out the words and identify middle sound, teacher makes cvc words with sound cards and demonstrates how to mark the short vowel ● Echo find letters/words-teacher says letter sound, students find letter magnet that makes that sound, teacher dictates a word- students point to letter that is the beginning sound of the word, teacher dictates 3-5 words and student spell words with magnet tiles. ● teacher dictates letter sounds and students write the letter on their dry erase writing grids
<ul style="list-style-type: none"> ● Day 3: students will read the trick words is & his <p>Students will write dictated cvc words</p>	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●teacher introduces trick words in sentence on sentence frames, students read words on flash cards ● teacher dictates sound and students write the corresponding letter on their dry erase boards ● teacher dictates cvc words, students tap out sounds of word and write them on their dry erase
<ul style="list-style-type: none"> ● Day 4: students will read cvc words and nonsense words <p>Students will segment cvc words</p>	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●word play-teacher shows 3 letter word with sound cards, class taps out the sounds and blends the words ● introduce nonsense words, teacher makes and students read 3-5 nonsense words ● Make It Fun- students segment words dictated and help identify letters needed to spell the words ● dictation - teacher dictates 3 unit sounds and

		3 unit words, students write sounds and words on dry erase.
<ul style="list-style-type: none"> Day 5: students will read and spell cvc words Students will read the trick words a & the Students will chorally read a story Students will identify familiar words in a sentence 	L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound word play-teacher shows 3 letter word with sound cards, class taps out the sounds and blends the words trick word- teacher writes sentences with trick words, class chorally reads sentences storytime- teacher retells story with chart paper from previous lesson and puppets. Teacher rereads story from phrased story on chart paper. Teacher rereads a sentence and asks students to find familiar words in sentence.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 5</p> <ul style="list-style-type: none"> Day 1: students will read cvc words Students will identify letter sounds Students will begin to understand when to use a C or K at the beginning of a word 	L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice extending vowel sounds with the vowel extension poster point to standard sound cards and student identify letter keyword and sound word play- teacher makes 5-6 cvc words and students tap out and read words teacher will demonstrate and explain when to use c or k in a word • Echo find letters/words-teacher says letter sound, students find letter magnet that makes that sound, teacher dictates a word- students point to letter that is the beginning sound of the word, teacher dictates 3-5 words and student

		spell words with magnet tiles.
<ul style="list-style-type: none"> Day 2: students will read cvc words <p>Students will begin to distinguish between long and short vowel sounds</p> <p>Students will learn how to mark short vowels in words</p> <p>Students will write dictated letters</p> <p>Students will spell cvc words with magnet tiles</p>	<p>L.WF.K.1</p> <p>L.WF.K.2</p> <p>L.WF.K.3</p> <p>L.RF.K.2.</p>	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound review tapping to read words- students blend three letter words by tapping out sounds on letter cards and then tap out three letter words auditorily - just by hearing letter sounds teacher says words with long and short vowel sound, students tap out the words and identify middle sound, teacher makes cvc words with sound cards and demonstrates how to mark the short vowel Echo find letters/words-teacher says letter sound, students find letter magnet that makes that sound, teacher dictates a word- students point to letter that is the beginning sound of the word, teacher dictates 3-5 words and student spell words with magnet tiles. teacher dictates letter sounds and students write the letter on their dry erase writing grids
<ul style="list-style-type: none"> Day 3: students will read the trick words an, as & has <p>Students will write dictated cvc words</p>	<p>L.WF.K.1</p> <p>L.WF.K.2</p> <p>L.WF.K.3</p> <p>L.RF.K.2.</p>	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound teacher introduces trick words in sentence on sentence frames, students read words on flash cards teacher dictates sound and students write the corresponding letter on their dry erase boards teacher dictates cvc words, students tap out sounds of word and write them on their dry erase
<ul style="list-style-type: none"> Day 4: students will read cvc words and nonsense words <p>Students will segment cvc words</p> <p>Students will write dictated sounds and cvc</p>	<p>L.WF.K.1</p> <p>L.WF.K.2</p> <p>L.WF.K.3</p>	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound

words	L.RF.K.2.	<ul style="list-style-type: none"> ●word play-teacher shows 3 letter word with sound cards, class taps out the sounds and blends the words ● introduce nonsense words, teacher makes and students read 3-5 nonsense words ● Make It Fun- students selects object and with teacher help, segments the word and class guesses the word ● dictation - teacher dictates 3 unit sounds and 3 unit words, students write sounds and words on dry erase.
<ul style="list-style-type: none"> ● Day 5: students will read and spell cvc words <p>Students will read trick words</p> <p>Students will identify characters, setting, and main events of a story</p>	L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●word play-teacher shows 3 letter word with sound cards, class taps out the sounds and blends the words ● trick word- teacher writes sentences with trick words, class chorally reads sentences ●storytime- teacher will read narrative picture book, students will identify sequential events in the story and teacher will record responses. Characters and setting will also be recorded on the chart paper.

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 6</p> <ul style="list-style-type: none"> ● Day 1: students will read cvc words <p>Students will identify letter sounds</p> <p>Students will alphabetize letter magnets</p>	L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice extending vowel sounds with the vowel extension poster ● point to standard sound cards and student identify letter keyword and sound ● word play- teacher makes 5-6 cvc words and students tap out and read words

		<ul style="list-style-type: none"> • alphabetical order - student put their letter magnets in alphabetical order • Echo find letters/words-teacher says letter sound, students find letter magnet that makes that sound, teacher dictates a word- students point to letter that is the beginning sound of the word, teacher dictates 3-5 words and student spell words with magnet tiles.
<ul style="list-style-type: none"> • Day 2: students will read cvc words <p>Students will begin to distinguish between long and short vowel sounds</p> <p>Students will learn how to mark short vowels in words</p> <p>Students will write dictated letters</p> <p>Students will spell cvc words with magnet tiles</p>	<p>L.WF.K.1</p> <p>L.WF.K.2</p> <p>L.WF.K.3</p> <p>L.RF.K.2.</p>	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards • point to standard sound cards and student identify letter keyword and sound •review tapping to read words- students blend three letter words by tapping out sounds on letter cards and then tap out three letter words auditorily - just by hearing letter sounds •teacher says words with long and short vowel sound, students tap out the words and identify middle sound, teacher makes cvc words with sound cards and demonstrates how to mark the short vowel • Echo find letters/words-teacher says letter sound, students find letter magnet that makes that sound, teacher dictates a word- students point to letter that is the beginning sound of the word, teacher dictates 3-5 words and student spell words with magnet tiles. • teacher dictates letter sounds and students write the letter on their dry erase writing grids
<ul style="list-style-type: none"> • Day 3: students will read the trick word <i>was</i> <p>Students will write dictated cvc words</p>	<p>L.WF.K.1</p> <p>L.WF.K.2</p> <p>L.WF.K.3</p> <p>L.RF.K.2.</p>	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards • point to standard sound cards and student identify letter keyword and sound •teacher introduces trick word in sentence on sentence frames, students read words on flash cards • teacher dictates sound and students write the corresponding letter on their dry erase boards

		<ul style="list-style-type: none"> ● teacher dictates cvc words, students tap out sounds of word and write them on their dry erase
<ul style="list-style-type: none"> ● Day 4: students will read cvc words and nonsense words Students will segment cvc words Students will write dictated sounds and cvc words 	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●word play-teacher shows 3 letter word with sound cards, class taps out the sounds and blends the words ● introduce nonsense words, teacher makes and students read 3-5 nonsense words ● Make It Fun- students selects object and with teacher help, segments the word and class guesses the word ● dictation - teacher dictates 3 unit sounds and 3 unit words, students write sounds and words on dry erase.
<ul style="list-style-type: none"> ● Day 5: students will read and spell cvc words Students will read trick words Students will retell a familiar story 	<p>L.WF.K.1 L.WF.K.2 L.WF.K.3 L.RF.K.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●word play-teacher shows 3 letter word with sound cards, class taps out the sounds and blends the words ● trick word- teacher writes sentences with trick words, class chorally reads sentences ●storytime- teacher shows book from last week and students retell story from pictures on each page ●unit 3 test - teacher will administer the Unit 3 test

Inclusive concepts

The Foundations lessons allow for all levels to work together at their individual pace and level. Stories selected by teacher include multicultural characters.

Unit 4 Learning Goals

- The student will demonstrate phonemic awareness skills through phoneme segmentation
- The student will begin to understand and read words with digraphs
- The student will decode and spell three sound words with digraphs
- The student will begin to understand and use the spelling of ck at the end of words
- The student will demonstrate understanding of narrative story form: character, setting, main events

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large sound cards ● large letter formation grid ● Standard sound card display 	<ul style="list-style-type: none"> ● student notebook ● student dry erase board/writing grid ● student magnet letter boards ● vowel extension poster ● sentence frames ● Baby Echo & Big Echo puppets ● large chart paper ● Narrative story books ● Unit Test Recording Form ● My Foundations journal

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p>Week 1</p> <ul style="list-style-type: none"> ● Day 1: students will be introduced to digraphs <p>Students will tap out words with digraphs</p>	<p>L.RF.K.3.</p> <p>L.WF.K.1</p> <p>L.RF.1.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● practice extending vowel sounds with the vowel extension poster ● point to standard sound cards and student identify letter keyword and sound ● Introduce digraphs with standard sound

		<p>cards and build words with standard sound cards- teach students that a digraph gets one tap</p> <ul style="list-style-type: none"> ● students trace 3 digraphs in student notebook and color keyword picture
<ul style="list-style-type: none"> ● Day 2: Students will tap out words with digraphs Students will read trick words- word with irregular spellings 	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word play - make words for decoding that have digraphs, students underline digraphs in words ● Teach trick words - introduce trick words in sentences on sentence frames, students read words from trick word flashcards ● students trace 2 digraphs in student notebook and color keyword picture
<ul style="list-style-type: none"> ● Day 3: Students will tap out words with digraphs Students will begin to identify and spell words with digraphs 	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Make It Fun - teacher writes 10-15 words on board, students work in groups of 3 and write only the words with digraphs on their dry erase boards ● students point to digraphs on their magnet boards when teacher makes the sound, teacher dictates a word with a digraph and one student spells it with the standard sound cards while the others spell it with their magnet board - do 3-5 words
<ul style="list-style-type: none"> ● Day 4 students will read words with digraphs Students will read trick words Students will write dictated words with digraphs 	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word Play - teacher makes words with standard sound cards - students say each sound and then blend sounds to read the words

		<ul style="list-style-type: none"> ● Trick word practice - teacher reads trick word sentences and students echo read, students circle trick words in sentences, students read trick words from flash cards ● Echo Letter formation - teacher dictates 5-6 letter sounds and students write the corresponding letters on their dry erase boards ● Dictation Dry Erase-teacher dictates unit words and one student writes it on large sound grid while others write on dry erase boards
<ul style="list-style-type: none"> ● Day 5: students will read words with digraphs <p>Students will identify characters, setting, and main events in a narrative story</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2. RL.IT.K.3</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word Play - teacher makes words with standard sound cards - students say each sound and then blend sounds to read the words ● Storytime - teacher points out front and back cover of book, class discussion making predictions on story based on cover, teacher makes chart paper to record story elements characters, setting, main events, after reading chart is filled out and student answers teacher questions about story elements in the chart.

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<p>Week 2</p> <ul style="list-style-type: none"> ● Day 1: Students will read words with digraphs <p>Student will spell dictated words</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● practice extending vowel sounds with the vowel extension poster ● point to standard sound cards and student identify letter keyword and sound ● Word play - make words for decoding that have digraphs, students underline digraphs in words

		<ul style="list-style-type: none"> ● Echo Find Letters/Words -students point to dictated sound on their magnet boards, students spell dictated words on their magnet boards
<ul style="list-style-type: none"> ● Day 2: Students will read words with digraphs Students will read trick words-word with irregular spellings 	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word play - make words for decoding that have digraphs, students underline digraphs in words ● Teach trick words - introduce trick words in sentences on sentence frames, students read words from trick word flashcards ● Echo Find Letters/Words -students point to dictated sound on their magnet boards, students spell dictated words on their magnet boards
<ul style="list-style-type: none"> ● Day 3: students will read words with digraphs Students will read trick words Students will write dictated words with digraphs 	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word play - make words for decoding that have digraphs, students underline digraphs in words ● Teacher writes sentences on bard containing rick words - class reads sentences, one student circles trick words ● Make It Fun - teacher writes 10-15 words on board, students work in groups of 3 and write only the words with digraphs on their dry erase boards ●Dictation Dry Erase-teacher dictates unit words and one student writes it on large sound grid while others write on dry erase boards
<ul style="list-style-type: none"> ● Day 4 students will read real and nonsense words with digraphs Students will read trick words Students will write dictated words with 	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound

digraphs		<ul style="list-style-type: none"> ●Word Play - teacher makes words with standard sound cards - students say each sound and then blend sounds to read the words. Make 3-5 Nonsense words for decoding ● Trick word practice - teacher reads trick word sentences and students echo read, students circle trick words in sentences, students read trick words from flash cards ●Echo Letter formation - teacher dictates 5-6 letter sounds and students write the corresponding letters on their dry erase boards ●Dictation Dry Erase-teacher dictates unit words and one student writes it on large sound grid while others write on dry erase boards
<ul style="list-style-type: none"> ● Day 5: students will read words with digraphs <p>Students will identify characters, setting, and main events in a narrative story</p> <p>Students will retell a familiar story</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2. RL.IT.K.3</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Word Play - teacher makes words with standard sound cards - students say each sound and then blend sounds to read the words ●Storytime - Using the same book previously read -teacher points out front and back cover of book, teacher goes through book page by page and students retell the story by the pictures

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Week 3</p> <ul style="list-style-type: none"> ● Day 1: Students be introduced to digraph ck at the end of words <p>Students will read words with ending ck</p> <p>Student will identify dictated letters and spell</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ●practice extending vowel sounds with the vowel extension poster ● point to standard sound cards and student

<p>dictated words</p>		<p>identify letter keyword and sound</p> <ul style="list-style-type: none"> ● teacher introduces large and standard sound cards with ck, explain sound and makes words with ck for students to read ● Echo Find Letters/Words -add ck to students magnet boards, students point to dictated sound on their magnet boards, students spell dictated words with ending ck on their magnet boards
<ul style="list-style-type: none"> ● Day 2: Students will read words with digraphs <p>Students will begin to distinguish between long and short a in words and mark words with short a</p> <p>Students will read trick words</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word play - make words for decoding that have digraphs, students underline digraphs in words ● Listen for sounds - teacher says words with long and short a, students tap out words and stop at vowel sound, teacher writes words with short a on board and demonstrates how to mark the short a ● Teach trick words - introduce trick words in sentences on sentence frames, students read words from trick word flashcards ● Echo Find Letters/Words -students point to dictated sound on their magnet boards, students spell dictated words on their magnet boards
<ul style="list-style-type: none"> ● Day 3: students will read words with digraphs <p>Students will read trick words</p> <p>Students will write dictated words</p> <p>Students will segment words and blend segmented words</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word play - make words for decoding that have digraphs, students underline digraphs in words ● Teacher writes sentences on board containing rick words - class reads sentences, one student circles trick words ● Make It Fun -objects of one syllable word in

		<p>a bag, student selects an object - with help from the teacher student segments word name and says that to other students, students guess the name of the object</p> <ul style="list-style-type: none"> ● Dictation Dry Erase-teacher dictates unit words and one student writes it on large sound grid while others write on dry erase boards
<ul style="list-style-type: none"> ● Day 4 students will read real and nonsense words with digraphs <p>Students will read trick words Students will write dictated words with digraphs</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word Play - teacher makes words with standard sound cards - students say each sound and then blend sounds to read the words. Make 3-5 Nonsense words for decoding ● Trick word practice - teacher reads trick word sentences and students echo read, students circle trick words in sentences, students read trick words from flash cards ● Echo Letter formation - teacher dictates 5-6 letter sounds and students write the corresponding letters on their dry erase boards ● Dictation Dry Erase-teacher dictates unit words and one student writes it on large sound grid while others write on dry erase boards
<ul style="list-style-type: none"> ● Day 5: students will read words with digraphs <p>Students will describe and visualize events in a story Students will begin to understand punctuation and capitalization in sentences.</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2. RL.IT.K.3</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word Play - teacher makes words with standard sound cards - students say each sound and then blend sounds to read the words ● Storytime -teacher writes story on chart paper, scooping phrases in each sentence. Class echo reads the story, then going sentence by sentence students describe what they visualize as a picture for each sentence.

		Teacher goes back to story and highlights capitalization, punctuation and words with digraphs.
--	--	--

Inclusive concepts
<p>The Foundations lessons allow for all levels to work together at their individual pace and level. Stories selected by teacher include multicultural characters.</p>

Unit 5 Learning Goals
<p>Students will begin to understand how to proofread to check for capitalization, punctuation and spelling. Students will begin to understand the differences between narrative vs. informational text. Students will begin to understand sentence structure including capital letters and punctuation. Students will begin to write dictated, simple sentences. Students will read and write cvc words and words with digraphs Students will read 'trick words' or words with unconventional spellings.</p>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large sound cards ● large letter formation grid ● Standard sound card display 	<ul style="list-style-type: none"> ● student notebook ● student dry erase board/writing grid ● student magnet letter boards ● vowel extension poster ● sentence frames ● Baby Echo & Big Echo puppets ● large chart paper ● Narrative fiction story books ● Informational stories ● Unit Test Recording Form ● My Foundations journal

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 1</p> <ul style="list-style-type: none"> Day 1: Students will identify punctuation 	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2. L.WF.K.3</p>	<ul style="list-style-type: none"> practice letters & sounds with large sound cards practice extending vowel sounds with the vowel extension poster point to standard sound cards and student identify letter keyword and sound Word play - make cvc words, including digraphs for decoding review sentence reading - teacher writes simple sentences, students echo read the sentences, teacher highlights capital letters and punctuation in sentences. Echo Find Letters/Words -students point to dictated sound on their magnet boards, students spell dictated words on their magnet boards
<ul style="list-style-type: none"> Day 2: Students will tap out words with digraphs <p>Students will read trick words-word with irregular spellings</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2. L.WF.K.3</p>	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound Word play - make cvc words, including digraphs for decoding Teach trick words - introduce trick words in sentences on sentence frames, students read words from trick word flashcards introduce new concepts - sentence dictation -teacher writes sentence on sentence frames, teacher changes sentence and one student comes up and writes the changed word. Students look up trick words in their student notebooks to find spellings. Activity is repeated with different words changed in the sentence.
<ul style="list-style-type: none"> Day 3: Students will read cvc words and 	<p>L.RF.K.3.</p>	<ul style="list-style-type: none"> practice letters & sounds with large sound

<p>words with digraphs Students will write dictates letters and words</p>	<p>L.WF.K.1 L.RF.1.2.</p>	<p>cards</p> <ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● drill trick words taught so far with flashcards ● Word play - make cvc words, including digraphs for decoding. Teacher writes 2-3 sentences on board for class to read. ● Echo/Letter Formation-teacher dictates 5-sounds, one student writes the corresponding letter on letter grid and students write it on their dry erase boards, teacher dictates 2-3 unit words, students write words on their dry erase
<p>● Day 4: Students will read trick word/words with unconventional spellings Students will write dictates letters and words</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Trick word practice - teacher reads trick word sentences and students echo read, students circle trick words in sentences, students read trick words from flash cards ● Make it Fun:Teacher says a sentence, students with individual word frames write one word of the sentence on their frame, sentence is put on the board and class reads the sentence chorally. Teacher changes the sentence and student comes up and writes the change ●Dictation Dry Erase-teacher dictates unit words and one student writes it on large sound grid while others write on dry erase boards
<p>● Day 5: Students will be introduced to informational texts Students will recall facts from a story read to them</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2. RL.IT.K.3</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Storytime - teacher points out front and back cover of book, teacher introduces informational text and explains the difference with fiction stories, after reading the story, students recall facts they heard

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 2</p> <ul style="list-style-type: none"> Day 1: Students will write dictated words Students will read cvc words and words with digraphs 	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2. L.WF.K.3</p>	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound Drill trick word cards Word play - make cvc words using all sounds learned so far. Teacher writes 2-3 sentences on board for class to read and practice phrasing. Review sentence dictation, teacher writes sentence on sentence frames, students take turns changing one word in sentence dictated by teacher Echo Find Letters/Words -students point to dictated sound on their magnet boards, students spell dictated words on their magnet boards
<ul style="list-style-type: none"> Day 2: Students will decode real and nonsense words Students will read words with unconventional spellings Students will spell dictated words 	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2. L.WF.K.3</p>	<ul style="list-style-type: none"> practice letters & sounds with large sound cards point to standard sound cards and student identify letter keyword and sound Word play - make cvc words using all sounds learned so far. Teacher writes 2-3 sentences on board for class to read and practice Review sentence dictation, teacher writes sentence on sentence frames, students take turns changing one word in sentence dictated by teacher. Make 3-5 Nonsense words for decoding Teach trick words -of, have, introduce trick words in sentences on sentence frames, students read words from trick word flashcards Echo Find Letters/Words -students point to dictated sound on their magnet boards, students spell dictated words on their magnet boards

<ul style="list-style-type: none"> ● Day 3: Students will read unit words and trick words <p>Students will write dictated letters and words</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2. L.WF.K.3</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Drill sight word cards ● Word play - make cvc words using all sounds learned so far. Teacher writes 2-3 sentences on board for class to read and practice Review sentence dictation, teacher writes sentence on sentence frames, students take turns changing one word in sentence dictated by teacher. ● Echo/Letter formation - teacher dictates a letter sound and students write the corresponding letter/digraph on their dry erase boards- one student writes on large classroom grid ● teacher dictates 2-3 unit words, students tap and orally spell the word, then write it on their dry erase board
<ul style="list-style-type: none"> ● Day 4: Students will read trick words-words with unconventional spellings <p>Students will put sentence in order and use punctuation</p> <p>Students will write dictated letters and sounds</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2. L.WF.K.3</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Trick word practice - teacher writes a sentence on sentence frames and scoops phrases, teacher reads sentence and students echo read, one student circles new trick word, students read trick word flash cards ●Make It Fun- teacher distributes sentence frames and dictates words for students to write, students then come up and put sentence in order, students come up individually and change one word in sentence ●Dictation dry erase - teacher dictates 3 unit words and 3 letters/sounds for students to write on dry erase boards

<ul style="list-style-type: none"> ● Day 5: Students will begin to understand the difference between narrative fiction and informational texts <p>Students will identify setting, characters, and events in a story</p>	<p>L.RF.K.3. L.WF.K.1 L.RF.1.2. L.WF.K.3 RL.IT.K.3.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Drill trick word cards <p>Teacher will show 2 books about the same animal - one informational text and one narrative fiction. Teacher will display the books explaining the differences. Read the fiction book and students will identify characters, setting and events.</p>
--	---	---

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 3</p> <ul style="list-style-type: none"> ● Day 1: Students will read cvc words and words with digraphs <p>Students will read trick words-words with unconventional spellings Students will spell dictated cvc words</p>	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Drill trick word cards ● Word play - make cvc words using all sounds learned so far. Teacher writes 2-3 sentences on board for class to read and practice phrasing. Review sentence dictation, teacher writes sentence on sentence frames, students take turns changing one word in sentence dictated by teacher ● Echo Find Letters/Words -students point to dictated sound on their magnet boards, students spell dictated words on their magnet boards
<ul style="list-style-type: none"> ● Day 2: Students will read cvc words and words with digraphs <p>Students will read trick words-words with unconventional spellings</p>	<p>L.WF.K.1 L.RF.K.3. L.WF.K.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word play - make cvc words using all sounds learned so far. Teacher writes 2-3 sentences on board for class to read and practice Review sentence dictation, teacher writes

		<p>sentence on sentence frames, students take turns changing one word in sentence dictated by teacher. Make 3-5 Nonsense words for decoding</p> <ul style="list-style-type: none"> • Teach trick words - introduce trick words in sentences on sentence frames, students read words from trick word flashcards
<ul style="list-style-type: none"> • Day 3: Students will write dictated words and sounds Students will read cvc words Students will begin to read simple sentences with fluency and expression 	<p>L.WF.K.1 L.RF.K.3. L.WF.K.2</p>	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards • point to standard sound cards and student identify letter keyword and sound • Drill trick word cards • Word play - make cvc words using all sounds learned so far. Teacher writes 2-3 sentences on board for class to read and practice. Review sentence dictation, teacher writes sentence on sentence frames, students take turns changing one word in sentence dictated by teacher. • Echo/Letter formation - teacher dictates a letter sound and students write the corresponding letter/digraph on their dry erase boards- one student writes on large classroom grid •Dictation dry erase - teacher dictates 3 unit words for students to write on dry erase boards
<ul style="list-style-type: none"> • Day 4: Students will begin to understand sentence structure and punctuation Students will read cvc words and simple sentences Students will write dictated words and sounds 	<p>L.WF.K.1 L.RF.K.3. L.WF.K.2</p>	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards • point to standard sound cards and student identify letter keyword and sound •Trick Word Practice - teacher writes sentences on sentence frames and students echo read. Teacher says trick word and a student circles word on sentence frame students read trick words from flash cards •Make It Fun- teacher distributes sentence frames and dictates words for students to write, students then come up and put sentence in order, students come up individually and

		<p>change one word in sentence</p> <ul style="list-style-type: none"> ● Dictation dry erase - teacher dictates 3 unit words and 3 letters/sounds for students to write on dry erase boards
<ul style="list-style-type: none"> ● Day 5: students will read words with nontraditional spellings <p>Students will recall facts from a story</p>	<p>RL.IT.K.3. L.RF.K.3.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Drill trick word cards ● using the same books from last week, teacher will read the informational book, stopping periodically for students to recall facts

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 4</p> <ul style="list-style-type: none"> ● Day 1: Students will read words with nontraditional spellings <p>Students will read cvc words Students will write a dictated sentence</p>	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Drill trick word cards ● Word play - make cvc words using all sounds learned so far. Teacher writes 2-3 sentences on board for class to read and practice phrasing. ● Dictation dry erase - teacher dictates 3 unit sounds and 3 unit words for students to write on dry erase boards ● Teach Sentence Dictation - do sentence dictation as a group on sentence frames. Teacher points out that the first word in a sentence and names begin with capital letters, discuss punctuation and circle the trick word. Teacher dictates a sentence and students try to write it on dry erase. Proofread the sentence as a group, students look up the trick word spelling in their notebook.

<ul style="list-style-type: none"> ● Day 2: Students will read cvc and nonsense words Students will write a dictated sentence 	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word play - make cvc words using all sounds learned so far for students to tap out and read. Teacher will make 3-5 nonsense words for students to tap out and read ● Sentence Dictation - do sentence dictation as a group on sentence frames. Teacher dictates 2 sentences and students try to write it on dry erase. Proofread the sentence as a group, students look up the trick word spelling in their notebook. ● Teach trick words -by & my, introduce trick words in sentences on sentence frames, students read words from trick word flashcards
<ul style="list-style-type: none"> ●Day 3: Students will read cvc words Student will read short sentences Students will write cvc words and dictated sentences 		<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Drill trick word cards ● Word play - make cvc words using all sounds learned so far for students to tap out and read. Teacher will write 2-3 sentences for students to read as a group ● Echo/Letter formation-Teacher dictates 5-6 previously taught sounds, student will model writing the letter on sentence frames and students write on dry erase ●Dictation dry erase - teacher dictates 3 current or review words and 1 sentence for students to write on dry erase boards. One student writes the dictation on the sentence frames
<ul style="list-style-type: none"> ●Day 4: Students will describe a setting or characters from a familiar story Students will read cvc words Students will read words with unconventional 	<p>RL.IT.K.3. L.RF.K.3.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound

<p>spellings</p>		<ul style="list-style-type: none"> ● Word play - make 3-5 unit words for students to tap out and read. Teacher will write 2-3 sentences for students to read as a group ● Trick Word Practice- teacher says a sentence and has students repeat. Teacher writes sentences on frame and scoops it into phrases. Teacher reads it and students echo. Student circles trick word. Teacher shows trick word flash card and students echo read it. ● Make It Fun- teacher uses books previously read, students recall events from each story, teacher gives clues about character or setting and students decide which story it is from
<ul style="list-style-type: none"> ● Day 5 Students will read words with unconventional spellings/trick words Students will identify characters, setting, and events in a narrative fiction story 	<p>RL.IT.K.3. L.RF.K.3.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Drill trick word cards ● teacher will use a different fiction story and a corresponding informational story Teacher will show students both books and discuss covers and author/illustrator. Teacher will read the narrative fiction story and ask students about events, setting and characters

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 5</p> <ul style="list-style-type: none"> ● Day 1: Students will read words with nontraditional spellings Students will read and write cvc words Students will write a dictated sentence 	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Drill trick word cards ● Word play - make cvc words using all sounds learned so far for class to read. Teacher writes 2-3 sentences on board for class to read and practice phrasing. ● Dictation dry erase - teacher dictates 3 unit sounds and 3 unit words for students to write on dry erase boards
<ul style="list-style-type: none"> ● Day 2: Students will read words with nontraditional spellings Students will read nonsense words Students will read and write cvc words 	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word play - make cvc words using all sounds learned so far for students to tap out and read. Teacher will make 3-5 nonsense words for students to tap out and read ● Teach trick words -, introduce trick words in sentences on sentence frames, students read words from trick word flashcards ● Echo Find Letters/Words -students point to dictated sound on their magnet boards, students spell dictated words on their magnet boards

<ul style="list-style-type: none"> ● Day 3: Students will read words with nontraditional spellings Students will read and write cvc words Students will write a dictated sentence 	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Drill trick word cards ● Word play - make cvc words using all sounds learned so far for students to tap out and read. Teacher writes 2-3 sentences on board for class to read and practice phrasing. ● Echo/Letter formation-Teacher dictates 5-6 previously taught sounds, student will model writing the letter on sentence frames and students write on dry erase ●Dictation dry erase - teacher dictates 3 current or review words and 1 sentence for students to write on dry erase boards. One student writes the dictation on the sentence frames
<ul style="list-style-type: none"> ● Day 4: Students will read words with nontraditional spellings Students will read and write cvc words Students will write a dictated sentence Students will identify characters from a story 	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2 RL.IT.K.3.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Trick Word Practice - teacher writes sentence on sentence frames and scoops it into phrases. Students echo read. Teacher points out trick word. Student circles trick word and class reads it and then reads it from flash card ●using stories from units 4 & 5. Review main events from the stories, then teacher describes a character and students guess which story it is from ●Dictation dry erase - teacher dictates 3 current or review words and 1 sentence for students to write on dry erase boards. One student writes the dictation on the sentence frames

<ul style="list-style-type: none"> • Day 5: Students will read words with unconventional spellings/trick words Students will read cvc words Students will identify the role of the illustrator and author Students will recall facts from a story 	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2 RL.IT.K.3.</p>	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards • point to standard sound cards and student identify letter keyword and sound • Drill trick word cards •Using the same narrative and informational texts from last week, teacher reads the informational book.discuss title and illustrator, when story is done students will recall facts from the story
---	--	--

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 6</p> <ul style="list-style-type: none"> • Day 1: Students will read words with trick learned so far Students will read and write cvc unit words Students will read simple sentence and write dictated sentence 	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2</p>	<ul style="list-style-type: none"> •practice letters & sounds with large sound cards • point to standard sound cards and student identify letter keyword and sound • Drill trick word cards • Word play - make 3-5 unit words using all sounds learned so far for class to read. Teacher writes 2-3 sentences on board for class to read and practice phrasing. •Dictation dry erase - teacher dictates 3 unit sounds and 3 unit words for students to write on dry erase boards. Dictate 1 sentence for students to write on dry erase boards. One student writes the dictation on the sentence frames

<ul style="list-style-type: none"> ● Day 2: Students will read words with unconventional spellings Students will identify and write letters when presented with the letter sound Students will spell dictated words Students will read cvc unit words and nonsense words 	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word play - make cvc words using all sounds learned so far for students to tap out and read. Teacher will make 3-5 nonsense words for students to tap out and read ● Teach trick words -, introduce trick word 'one' in sentences on sentence frames, students read words from trick word flashcards ● Echo Find Letters/Words -students point to dictated sound on their magnet board-do 3-5 sounds and vowels, students spell dictated words on their magnet boards-dictate 3-5 unit words
<ul style="list-style-type: none"> ● Day 3: Students will read and write cvc unit words Students will read simple sentence and write dictated sentence Students will identify and write letters when presented with the letter sound 	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Word play - make 3-5 unit words using all sounds learned so far for class to read. Teacher writes 2-3 sentences on board for class to read and practice phrasing. ● Echo/Letter formation-Teacher dictates 5-6 previously taught sounds, student will model writing the letter on sentence frames and students write on dry erase ●Dictation dry erase - teacher dictates 3 unit words for students to write on dry erase boards. Dictate 1 sentence for students to write on dry erase boards. One student writes the dictation on the sentence frames

<ul style="list-style-type: none"> ● Day 4: Students will read and write cvc unit words Students will read words with unconventional spellings Students will develop inference skills by identifying a familiar character based on clues 	<p>L.RF.K.3. L.WF.K.1 L.WF.K.3 L.WF.K.2 RL.IT.K.3.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Trick Word Practice - teacher writes sentence on sentence frames and scoops it into phrases. Students echo read. Teacher points out trick word. Student circles trick word and class reads it and then reads it from flash card ●Make It Fun- teacher uses books previously read, students recall events from each story, With teacher assistance a student gives clues about character or setting and other students decide which story it is from ●Dictation dry erase - teacher dictates 3 unit sounds and 3 unit words for students to write on dry erase boards. Dictate 1 sentence for students to write on dry erase boards. One student writes the dictation on the sentence frames
<ul style="list-style-type: none"> ● Day 5: Students will read cvc unit words Students will read words with unconventional spellings Students will identify a story as informational text or narrative fiction Students will be evaluated on skills from unit 5 		<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Drill trick word cards ●students will identify and sort books used in this unit by whether they are narrative fiction or informational text. Students will recall facts from one of the informational stories ● Unit 5 test - teacher administered the first 3 parts in group setting. Students are tested individually on sight word reading and reading 1 simple sentence

Inclusive concepts

The Foundations lessons allow for all levels to work together at their individual pace and level. Stories selected by teacher include multicultural characters.