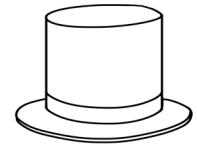


Lesson 11

New Letter: h as in hat
Sight Words: or, for



Plan for this Week

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Phonemic Awareness: 1. Sound Discrimination Activity</p> <p>Phonics: 2. Phonics Cards with Sand Tray Drill 3. Write My Symbol Drill 4. Introduce the Letter of the Week 5. Handwriting Practice 6. Auditory Discrimination 7. Blending With Tiles 8. Scavenger Hunt 9. Play Dough Letter</p> <p>Sight Word Work: 10. Introduce new sight word(s) and Sight Word Reading</p> <p>Student-read Story 11. Re-read any favorite Decodable Reader (#1-11)</p> <p>Literature: 12. Book 1 of the week from Up-Words Reading™ recommended reading list</p>	<p>Phonemic Awareness: 1. Sound Discrimination Activity</p> <p>Phonics: 2. Phonics Cards with Sand Tray Drill 3. Write My Symbol Drill 4. Handwriting Practice 5. Tap Spelling 6. Blending With Cards 7. Visual Discrimination 8. Make a Textured Letter Picture</p> <p>Sight Word Work: 9. Sight Word Reading and Sight Word Spelling</p> <p>Student-read Story 10. Decodable Reader #12: <u>Hal the Hog is Hot</u></p> <p>Literature: 11. Books 1 and 2 of the week from Up-Words Reading™ recommended reading list</p>	<p>Phonemic Awareness: 1. Sound Discrimination Activity</p> <p>Phonics: 2. Phonics Cards with Sand Tray Drill 3. Write My Symbol Drill 4. Handwriting Practice 5. Auditory Discrimination 6. Blending With Tiles 7. Tap Spelling 8. Write Large Letters</p> <p>Sight Word Work: 9. Sight Word Reading and Sight Word Spelling</p> <p>Student-read Story 10. Decodable Reader #12: <u>Hal the Hog is Hot</u></p> <p>Literature: 11. Books 1 and 2 of the week from Up-Words Reading™ recommended reading list</p>	<p>Phonemic Awareness: 1. Sound Discrimination Activity</p> <p>Phonics: 2. Phonics Cards with Sand Tray Drill 3. Write My Symbol Drill 4. Handwriting Practice 5. Visual Discrimination 6. Reading Sentences 7. Tap Spelling 8. Seek and Find Picture</p> <p>Sight Word Work: 9. Sight Word Reading and Sight Word Spelling</p> <p>Student-read Story 10. Decodable Reader #13: <u>At the Bog!</u></p> <p>Literature: 11. Books 2 and 3 of the week from Up-Words Reading™ recommended reading list</p>	<p>Phonemic Awareness: 1. Sound Discrimination Activity</p> <p>Phonics: 2. Progress Check 3. Handwriting Practice 4. Auditory Discrimination 5. Blending With Cards 6. Hat Slider</p> <p>Sight Word Work: 7. Sight Word Reading and Fun Practice</p> <p>Student-read Story 8. Decodable Reader #13: <u>At the Bog!</u></p> <p>Literature: 9. Book 3 of the week from Up-Words Reading™ recommended reading list</p> <p style="text-align: center;">Repeat any favorite book from the week</p>

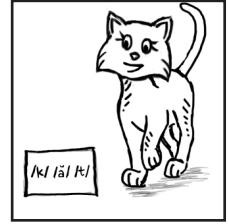
Monday

1.

Monday

Phonemic Awareness

Workbook page 1



Teacher Instructions:

Read the sound pairs below aloud to the student, pausing between the two sounds. Cover your mouth as you say the sounds. Ask, "Are these two sounds the same or different?" Have the student color the hats in the workbook the same color if the sounds are the same and a different color if the sounds are different. [(D)=different; (S)=same]

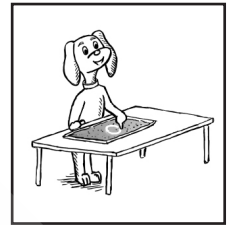
- | | | | |
|------------------|------------------|------------------|------------------|
| 1) /k/ - /g/ (D) | 2) /t/ - /t/ (S) | 3) /p/ - /b/ (D) | 4) /m/ - /m/ (S) |
| 5) /g/ - /g/ (S) | 6) /f/ - /v/ (D) | 7) /m/ - /n/ (D) | 8) /b/ - /b/ (S) |

2.

Monday

Phonics Cards with Sand Tray Drill

No Workbook page



Supplies: All current Phonics Cards, Sand Tray

Teacher Instructions:

Review from last week:

Do the following procedure for each of the current Phonics Cards: o, a, c, g, d, s, u, l, t and b.

- Show a Phonics Card.
- In the sand tray, ask the student to form the lowercase letter with correct formation while saying the letter name, keyword, and sound.
 - If the student forms the lowercase letter correctly and says the correct letter name, keyword and sound, move on to the next card.
 - If the student needs prompting, use your hand to guide the child's hand to form the lowercase letter and repeat 5 times, being sure to say the letter name, keyword, and sound as you form each letter.

Correction Tip:

Correct sounds and letter formation immediately and cheerfully. Never allow a student to practice incorrect sounds or letter formation.

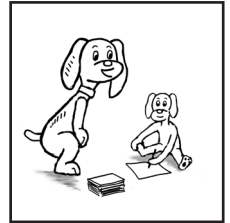
If the student struggles to remember a letter, trace the letter with correct formation on his/her back with your finger to help trigger his/her memory before giving the answer.

3.

Monday

Write My Symbol

Workbook page 2



Teacher Instructions

- Show the student the Write My Symbol workbook page.
- One at a time, say each of the sounds /k/, /ō/, /ā/, /g/, /d/, /s/, /ū/, /l/, /t/ and /b/ in any order. Each time you say a sound, the student should be instructed to write the symbol (letter) that makes this sound, one on each line.

Correction Tip:

Correct sounds and letter formation immediately and cheerfully. Never allow a student to practice incorrect sounds or letter formation.

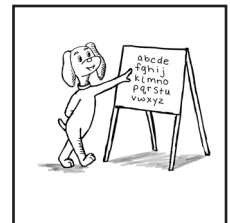
If the student struggles to remember a letter, trace the letter with correct formation on his/her back with your finger to help trigger his/her memory before giving the answer.

4.

Monday

Introduce the Letter of the Week

Workbook page 3



Supplies: Wall Card Hh, Sand Tray

Teacher Instructions:

Tell the student that we will learn about a new consonant today.

- Cut out the picture cards in the workbook and show them to the student.
- Ask the student to name these pictures (tell them the target word if needed). Ask what sound we hear at the beginning of each word.
- Show the Wall Card for Hh. Point out which is capital and which is lowercase. Remind the student that we usually use lower-case letters. We only use capital letters to begin names and sentences.
- Tell the student that this is the letter h. It makes the /h/ sound at the beginning of each of these words.
- In the sand tray, show how to form the letter h with one finger: start at the top and go straight down, then curve up to the top of the tree and straight back down.
- Ask the student to trace the letter h with a finger in the sand tray while saying "h, hat, /h/." Do this three times.

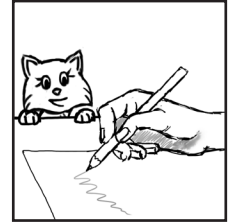
*Save the picture cards in the "Picture Cards" section of your Up-Words Reading™ Card Box.

5.

Monday

Handwriting Practice

Workbook page 5



Teacher Instructions:

- On the first line of the workbook page, show how to write lowercase h with correct sizing and formation: "start at the top of the sun and go straight down to the ground. Then bounce up to the top of the tree, curve around and go straight down to the ground again." **Each time h is written, whether by the teacher or student, the writer should say, "h, hat, /h/."**
- Ask the student to complete the page by writing lowercase h several times on each line. Observe closely to make sure formation and size are correct, and to make sure the student says "h, hat, /h/" while writing each one.

Correction Tip:

Correct sounds and letter formation immediately and cheerfully. Never allow a student to practice incorrect sounds or letter formation.

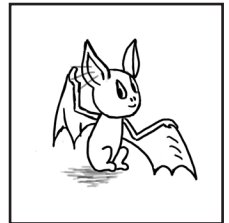
If the student struggles to remember the correct formation, trace the letter with correct formation on their back with your finger to help trigger their memory before giving the answer.

6.

Monday

Auditory Discrimination

Workbook page 6



Teacher Instructions:

Have the student say the name of each picture. Then circle two pictures that begin with the same sound. Write the letter for the sound on the line. (Key: hook/house, hotdog/hop, hand/hammer, hippopotamus/hill, hot/horse)

7.

Monday

Blending

Workbook page 7



Supplies: Letter Tiles: c, o, a, g, d, s, u, l, t, b and h

Teacher Instructions:

- On the table, place the Blending Strip on the workbook page and the letter tiles: c, o, a, g, d, s, u, l, t, b and h. Take a brief moment to review what sound each of these letters make.
- Follow the procedure below for making and blending real and nonsense words. Encourage the student to start off by blending the first two sounds and then add the final sound, rather than saying all three sounds separately before blending.
 - Make the first word on the blending board to show had. Student says, "/hă/ /d/, had."
 - Tell student to change d to l. Student says, "/hă/-/l/, Hal." Explain that "Hal" is a name, so we should use capital H.
 - Tell student to change l to t. Student says, "/hă/-/t/, hat."
 - Tell student to change a to o. Student says, "/hō/-/t/, hot."
 - Tell student to change o to u. Student says, "/hŭ/-/t/, hut."

Correction Tip:

If a mistake is made, help the child come to the correct answer on her own when possible. For example:

- If incorrect sounds are given, ask the child to say the letter name, keyword, and sound for that letter.
- If the blending is incorrect, guide them to say the first two sounds separately, blend those two, and then add on the third sound.

8.
Monday

Scavenger Hunt

No Workbook page



Teacher Instructions:

First, go on a scavenger hunt inside your home or around your neighborhood to find things that begin with h. Find as many things as you can that begin with /h/ such as house, handle, hammer, ham, hat, hills, hair, etc. You could even do this activity while you are out running an errand!

9.
Monday

Play Dough Letter

No Workbook page



Supplies: play dough or modeling clay

Teacher Instructions:

At some point in the day after the scavenger hunt, work together to roll out a long dough/clay "worm," and form it into the letter h. As you do so, talk about how the letter h is formed and the sound it makes, recalling all the things you found on your scavenger hunt that make the sound /h/. Have the child run a finger over the letter h in the proper formation several times while saying, "h, hat, /h/."