



K-1 Literacy Curriculum Collaboration

August 30, 2024

Review Literacy IPC Feedback

- **One Link for the DOLs (Entire Six Weeks)**
- **Desire for Cross-Content Planning**
 - Aligned Social Studies TEKs to Literacy Lessons & Time of Year
- **Need for More Stories / Lack of Cultural Diversity in the Text**
 - Reading A to Z (request paper?)
 - More Suggestions in IPCs
- **Phonics is not in-line with Science of Reading**
 - We will discuss this in a little bit.
- **Writing**
 - Used Benchmark Writing for More Explicit Writing Instruction
 - We will have a PLC about explicitly teaching writing.
 - I can come and model!





Our Big Rocks



PHONICS

WRITING

SGGR

Writing Sample Updates

This school year, the students are going to write about the same topic for their six weeks writing sample that will go in their cumulative writing folders.

- **Kinder - Family**
- **1st Grade - ?????**



Sight Word Updates

- We are going to test sight words 4x a year.
- You can test more frequently, but you only have to input it in the Literacy Tracker 4x a year.
- * Due Date Sheets
- We have Spanish word lists this year for PK-2.
- I have updated the sequence of sight words based on teacher feedback and new phonics calendar.
- * Testing Sheets & Master for Testing



Name _____ F&P palabras de uso frecuente

SPANISH 1ST GRADE WORD ASSESSMENT

Data is due on 12/16.

Tested on:	igual	blanco	salón	llevar	comen
Score:	bosque	chocar	aquella	edad	sopa
/25	baño	filmas	crecen	mono	salir
	dónde	nadar	cazar	llorar	nada
	solo	hecho	animales	antes	hojas

Data is due on 12/16.

Tested on:	cuando	grita	consta	todavía	playa
Score:	estrella	muleca	comen	quedo	gill
/25	fuera	chiquito	tierra	de pronto	fúiste
	soy	taza	nunca	fuego	canción
	caña	gracias	caliente	juego	llanta

Data is due on 12/16.

Tested on:	comprar	quién	jardín	otoño	por fin
Score:	hermano	ciudad	lluvia	chaleco	mejor
/25	ventana	dueño	debería	llamar	hacen
	norte	chocolate	oía	enseñar	llego
	semana	además	quero	ayuda	lleno

Data is due on 12/16.

Tested on:	once	perro	demasiado	bandera	de repente
Score:	ahora	escucho	bicicleta	estaban	después
/25	escuela	contento	necesito	pelota	platos
	excelente	otros	muchos	sabía	querer
	saludar	lápices	entro	guitarra	amistad

Updated Literacy Minutes

- **Phonics Block = 25 minutes**
- **10 Minutes for Handwriting and Sight Words = 10 minutes**
- **More Time for SGGR**



K-1 Phonics Plan for 24-25 SY

HOW?

K-1 Teachers will use the appropriate Heggerty PA manual for their grade level to teach each lesson. The manual has a script on what to say, QR codes if teachers need more information on how to teach, and explicit examples for each section.

WHY?

- **To ensure all phonics TEKs are systematically taught, practiced, and reviewed through the year while increasing in complexity. At the bottom of this document, there are the Phonics TEKs for K-1.**
- **Teacher Feedback - K-1 Teachers have expressed throughout the year and on their campus surveys that:**
 - They had to supplement Neuhaus and teach certain letters or sound patterns that are not taught in Neuhaus.
 - MAP tests students on letters or sound patterns that have not been introduced yet in Neuhaus.
 - Their students had gaps in their reading ability and they were having to supplement with other programs.
 - There is a lack of spiral review.



K-1 Phonics Plan for 24-25 SY

In the 24-25 school year, we are going to use Heggerty Phonemic Awareness books to help bridge some of the gaps in our K-1 Phonics lesson in our RP and DLE classrooms.

RP Classrooms

Teachers will still use the Neuhaus lessons (reading concepts) to teach the letters and sound patterns. Then, they will teach a correlated Heggerty lesson to practice the letter/sound pattern while practicing the essential phonemic awareness skills. The Neuhaus portion of their phonics lesson should last 5-7 minutes and the Heggerty portion should last 10-15 minutes. Per TEA, a phonics lesson should last between 10-20 minutes.

DLE Classrooms

Teachers will still use MyView lessons to teach the letters, sounds, and syllables. Then, they will teach the Heggerty lesson to practice the letter/sound pattern while practicing the essential phonemic awareness skills. The MyView portion of their phonics lesson should last 5-7 minutes and the Heggerty portion should last 10-15 minutes. Per TEA, a phonics lesson should last between 10-20 minutes.



Review Phonics TEKS

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

K.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

K.3 Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus		
<p>K.2 <i>demonstrate and apply phonetic knowledge while reading and spelling</i></p>	<p>K.2(A) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> (i) identifying and producing rhyming words (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound (iii) identifying the individual words in a spoken sentence (iv) identifying syllables in spoken words (v) blending syllables to form multisyllabic words (vi) segmenting multisyllabic words into syllables (vii) blending spoken onsets and rimes to form simple words (viii) blending spoken phonemes to form one-syllable words (ix) manipulating syllables within a multisyllabic word (x) segmenting spoken one-syllable words into individual phonemes 		
	Decoding (Reading)	↔	
	Encoding (Writing)		
	<p>K.2(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) identifying and matching the common sounds that letters represent (ii) using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words (iii) recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap (iv) identifying and reading at least 25 high-frequency words from a research-based list 	↔	<p>K.2(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (ii) spelling words using sound-spelling patterns (S) (i) spelling words with VC, CVC, and CCVC (R) (iii) spelling high-frequency words from a research-based list (S)
	<p>K.2(D) demonstrate print awareness by:</p> <ul style="list-style-type: none"> (i) identifying the front cover, back cover, and title page of a book (ii) holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep (iii) recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries (iv) recognizing the difference between a letter and a printed word (v) identifying all uppercase and lowercase letters 		
	<p>K.3 <i>use skills to support strategies for determining the meaning of unknown words while reading</i></p>		
<p>K.3(A) use a resource such as a picture dictionary or digital resource to find words (S)</p> <p>K.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings (R)</p> <p>K.3(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations</p>			

Phonics Calendar



1st Grade Phonics Scope & Sequence

S	W	Week of	Alphabetic Principle			S	W	Week of	Alphabetic Principle			Phonemic Awareness
			Letter/Sound Pattern	Neuhaus Lesson	Heggerty Week				Letter/Sound Pattern	Neuhaus Lesson	Heggerty Week	
1	1	8/12	Review Consonants & Vowels	1	1	1/6	1	8/12	Review Consonants & Vowels	1	1/6	18
	2	8/19	Review Consonants & Vowels	1	1	1/13	2	8/19	Wylie Blevins Letter Intro. & Letter Arcs	1	1/13	19
	3	8/26	Review Consonants & Vowels	2	2	1/20	3	8/26	Review Consonants & Vowels	2	1/20	20
	4	9/2	Short Vowels (VC & CVC Words); Closed Syllables; Endings (-ing & -s with no spelling changes)	3	3	1/27	4	9/2	Short Vowels (VC & CVC Words); Closed Syllables; Endings (-ing & -s with no spelling changes)	3	1/27	21
	5	9/9	Short Vowels (VC & CVC Words); Closed Syllables	4	4	2/3	5	9/9	Short Vowels (VC & CVC Words); Closed Syllables	4	2/3	22
	6	9/16	Consonant Digraphs (sh, ch)	5	5	2/10	6	9/16	Consonant Digraphs (sh, ch)	5	2/10	23

Kinder Phonics Scope & Sequence

SW	W	Week of	Alphabetic Principle			SW	W	Week of	Alphabetic Principle			Phonemic Awareness
			Letter/Sound Pattern	Neuhaus Lesson	Heggerty Week				Letter/Sound Pattern	Neuhaus Lesson	Heggerty Week	
1	1	8/12	Review Consonants & Vowels	1	1	1/6	1	8/12	Review Consonants & Vowels	1	1/6	18
	2	8/19	Wylie Blevins Letter Intro. & Letter Arcs	1	1	1/13	2	8/19	Wylie Blevins Letter Intro. & Letter Arcs	1	1/13	19
	3	8/26	Review Consonants & Vowels	2	2	1/20	3	8/26	Review Consonants & Vowels	2	1/20	20
	4	9/2	Short Vowels (VC & CVC Words); Closed Syllables; Endings (-ing & -s with no spelling changes)	3	3	1/27	4	9/2	Short Vowels (VC & CVC Words); Closed Syllables; Endings (-ing & -s with no spelling changes)	3	1/27	21
	5	9/9	Short Vowels (VC & CVC Words); Closed Syllables	4	4	2/3	5	9/9	Short Vowels (VC & CVC Words); Closed Syllables	4	2/3	22
	6	9/16	Consonant Digraphs (sh, ch)	5	5	2/10	6	9/16	Consonant Digraphs (sh, ch)	5	2/10	23

S	W	Week of	Alphabetic Principle		Phonemic Awareness
			Letter/Sound Pattern	Neuhaus Lesson	
1	1	8/12	Review Consonants & Vowels		
	2	8/19	Review Consonants & Vowels		1
	3	8/26	Review Consonants & Vowels		2
	4	9/2	Short Vowels (VC & CVC Words); Closed Syllables; Endings (-ing & -s with no spelling changes)		3
	5	9/9	Short Vowels (VC & CVC Words); Closed Syllables		4
	6	9/16	Consonant Digraphs (sh, ch)		5

SW	W	Week of	Alphabetic Principle		Phonemic Awareness
			Letter/Sound Pattern	Neuhaus Lesson	
1	1	8/12			
	2	8/19	Wylie Blevins Letter Intro. & Letter Arcs		1
	3	8/26	Wylie Blevins Letter Intro. & Letter Arcs		2
	4	9/2	Wylie Blevins Letter Intro. & Letter Arcs		3
	5	9/9	l, t	MLI	4
	6	9/16	p, n	MLI	5

Phonics Section in the IPCs





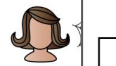
- **Alphabetic Principle**
- **Phonemic Awareness**
- **Friday = White Boards**


















PHONICS (25 minutes)				
Alphabetic Principle	Focus Letters: l, t	Introduce focus letters using Multisensory Letter Introduction in Neuhaus Reading Readiness manual.		
Phonemic Awareness	PHONICS (25 minutes)			
	Alphabetic Principle	Focus Letters: l, t	Introduce focus letters using Multisensory Letter Introduction in Neuhaus Reading Readiness manual.	
	Phonemic Awareness	Heggerty Week 4		Friday's lessons should be done with white boards, pencil/paper, etc. It gives students the opportunity to make a connection between the letters and the sounds.

Phonics Assessments




- I tried to make assessments easier for teachers to do in whole group or in small group to save time.
- Please share your feedback with me.

Alliteration - 2 Words		
 1 <input type="checkbox"/> <input type="checkbox"/>	 2 <input type="checkbox"/> <input type="checkbox"/>	 3 <input type="checkbox"/> <input type="checkbox"/>
 4 <input type="checkbox"/> <input type="checkbox"/>	 5 <input type="checkbox"/>	

Rhyming - 2 Words		
 1 <input type="checkbox"/> <input type="checkbox"/>	 2 <input type="checkbox"/> <input type="checkbox"/>	 3 <input type="checkbox"/> <input type="checkbox"/>
 4 <input type="checkbox"/> <input type="checkbox"/>	 5 <input type="checkbox"/> <input type="checkbox"/>	 6 <input type="checkbox"/> <input type="checkbox"/>

Rhyming - 3 Words (Odd One Out)		
7   		
8   		
9   		

Segment

	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>



Phonics FAQs

- Admin will be looking for the Heggerty workbook in your hand during your Phonics block.
- There are videos as a model for how to teach each section, but these videos should not be played for students.
- Neuhaus Reading Practice Sheets can be used for intervention.
- I am going to match up the MyView decodables to the new sequence of letter/sound pattern.



**Let's walk through the Heggerty
workbooks together!**



Let's walk through the Heggerty workbooks together!

Week 11

page 1 of 3

Kindergarten Curriculum

VIDEOS & RESOURCES
HEGGERTY.ORG/K11



Monday

Tuesday

Wednesday

Thursday

Friday

Rhyme Production

▷ We have listened for rhyming words, and now we will produce or say a rhyming word. I will say a silly or nonsense word, and you will tell me the real word that rhymes with it.

⊙ EXAMPLE: T: I am thinking of a number. It is zun.
→ S: Not zun, one!

▶ SKILL FOCUS: When we make rhyming words, we change the first sound(s), and the middle and final sounds always stay the same.

Category: Numbers		Category: Things We Eat		Category: Parts of your body		Category: Colors		Category: Things In Our Room	
NONSENSE WORD:	REAL WORD:	NONSENSE WORD:	REAL WORD:	NONSENSE WORD:	REAL WORD:	NONSENSE WORD:	REAL WORD:	NONSENSE WORD:	REAL WORD:
zun	one	mookie	cookie	zed	head	trown	brown	deople	people
quee	three	voop	soup	deet	feet	tellow	yellow	blug	rug
zate	eight	floast	toast	mingers	fingers	korange	orange	lictures	pictures
pix	six	coatmeal	oatmeal	pands	hands	feen	green	slock	clock
beven	seven	nupcake	cupcake	barms	arms	pite	white	fesk	desk

Initial Phoneme Isolation

▷ We will listen for the first sound we hear in words. I will say a word; say the word back to me and tell me the first sound you hear.

⊙ EXAMPLE: T: upon → S: upon /ū/*

*Students say sound, not letter name

▶ SKILL FOCUS: We are listening for the first sound we hear in words.

WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND
upon	/ū/	winter	/w/	its	/i/	sun	/s/	upper	/ū/
dentist	/d/	us	/ū/	basket	/b/	ten	/t/	otter	/ō/
iguana	/i/	objects	/ō/	uphill	/ū/	odd	/ō/	seat	/s/
option	/ō/	contest	/k/	sudden	/s/	after	/ā/	fan	/f/
magnet	/m/	adding	/ā/	ostrich	/ō/	pen	/p/	tape	/t/

Blending Phonemes with Elkonin Boxes

▷ Monday Model: When we read words, we say the sounds and blend them together. I have two squares to represent two sounds. I will slide a chip into the box for each sound I say. I will blend those two sounds into one word. Then, it is your turn.

Tuesday - Friday: I will say and slide each sound into a box. You will say the sounds back to me and blend them into one word.

⊙ EXAMPLE: T: w* - āy → S: w* - āy, way

*Say sound, not letter name

▶ SKILL FOCUS: When we blend, we put sounds together to make a word. We will blend two sounds into a whole word.

The teacher provides modeling for this new skill and the students repeat.		2 SOUNDS	WHOLE WORD	2 SOUNDS	WHOLE WORD	2 SOUNDS	WHOLE WORD	2 SOUNDS	WHOLE WORD
TEACHER	STUDENT	w - āy	way	l - ōw	low	ī - t	it	ā - d	add
s - ē, see	s - ē, see	s - āy	say	r - ōw	row	ī - z	is	ā - t	at
m - ē, me	m - ē, me	l - āy	lay	s - ō	so	ī - f	if	ō - n	on
w - ē, we	w - ē, we	m - āy	may	n - ō	no	ū - v	of	ō - d	odd
f - ē, fee	f - ē, fee	th - āy	they	sh - ōw	show	ū - s	us	ē - j	edge
sh - ē, she	sh - ē, she	r - āy	ray	m - ōw	mow	ū - p	up	ē - d	Ed

▶ Blending with Elkonin Boxes:

Teacher uses an Elkonin Box template for two sounds. As the teacher, you will slide a chip or touch each box as you say each sound. Then, slide your finger across both boxes as you and/or students blend the word.

Phoneme Isolation: Final Sounds

▷ We will listen to two words that have the same last/final sound. I will say two words; say the words back to me and tell me the final sound you hear.

⊙ EXAMPLE: T: seen, won → S: seen, won /n/*

*Students say sound, not letter name

▶ SKILL FOCUS: We are listening for the last sound we hear in two words.

WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND	WORDS	FINAL SOUND
seen, won	/n/	dress, class	/s/	hid, bed	/d/	moss, plus	/s/	milk, luck	/k/
cub, cube	/b/	paint, point	/t/	bike, peak	/k/	lot, gate	/t/	huge, page	/j/
top, soap	/p/	charge, page	/j/	ten, pain	/n/	robe, tube	/b/	boat, feet	/t/
home, him	/m/	made, side	/d/	lip, cup	/p/	brain, fun	/n/	ten, fin	/n/
sack, peak	/k/	jab, tube	/b/	rag, hug	/g/	neck, rake	/k/	grab, crib	/b/
wig, tug	/g/	fuzz, is	/z/	gum, dream	/m/	hug, peg	/g/	jump, tap	/p/

Let's walk through the Heggerty workbooks together!

Week 11

page 2 of 3

Kindergarten Curriculum

Monday

Tuesday

Wednesday

Thursday

Friday

Segmenting into Phonemes

▷ **Monday Model:** When we spell words, we listen for the sounds we hear. Now, we will segment/chop the same words we blended. I will say a word and segment/chop it into the two sounds I hear. Then, it is your turn.

▷ **Tuesday - Friday:** I will say a word; say the word back to me and segment/chop it into the two sounds you hear.

☺ **EXAMPLE:** T: way → S: way, w* - āy

*Students say sound, not letter name

▶ **SKILL FOCUS:** When we segment, we listen to a whole word and separate it into the sounds we hear. We are listening for two sounds in words.

The teacher provides modeling for this new skill and the students repeat.

TEACHER		STUDENT	WHOLE WORD	2 SOUNDS	WHOLE WORD	2 SOUNDS	WHOLE WORD	2 SOUNDS	WHOLE WORD	2 SOUNDS	WHOLE WORD	2 SOUNDS
see, s - ē	see, s - ē		way	w - āy	low	l - ōw	it	ī - t	add	ā - d		
me, m - ē,	me, m - ē		say	s - āy	row	r - ōw	is	ī - z	at	ā - t		
we, w - ē	we, w - ē		lay	l - āy	so	s - ō	if	ī - f	on	ō - n		
fee, f - ē	fee, f - ē		may	m - āy	no	n - ō	of	ū - v	odd	ō - d		
she, sh - ē	she, sh - ē		pay	p - āy	show	sh - ōw	us	ū - s	edge	ē - j		
			ray	r - āy	mow	m - ōw	up	ū - p	Ed	ē - d		

☞ **Segmenting hand motion:**

Students place palms together to create "choppers." Students will make a chopping motion when saying each phoneme. Teachers chop from right to left so that students mirror your movements.

Adding Initial Phonemes

▷ I will say a word part and you will say it back to me. We will add a sound at the beginning and you will say the new word.

☺ **EXAMPLE:** T: Say, -ō → S: -ō

T: Add /s/* at the beginning and the word is?
→ S: so

*Say sound, not letter name

▶ **SKILL FOCUS:** We can add a sound to the beginning of a word part to make a new word.

SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:	SAY:	ADD:	THE WORD IS:
-ō	/s/	so	-ī	/m/	my	-ā	/m/	may	-oo	/g/	goo	-ē	/h/	he
-ī	/h/	hi	-ō	/t/	toe	-ē	/w/	we	-ī	/b/	by	-ā	/l/	lay
-ā	/d/	day	-oo	/d/	do	-ī	/t/	tie	-ā	/w/	way	-oo	/t/	too
-oo	/y/	you	-ē	/m/	me	-ō	/s/	so	-ē	/b/	be	-ī	/p/	pie
-ē	/h/	he	-ā	/s/	say	-oo	/z/	zoo	-ō	/m/	mow	-ō	/l/	low

☞ **Adding hand motion:**

Teacher holds left palm out to show the rime. Add the first sound (onset) with right hand and lightly clap hands together for the whole word.

Deleting Phonemes

▷ We will delete or take away the first sound in the words we just made. I will say the word, and you will say it back to me. I will tell you the sound to delete and you will say what is left.

☺ **EXAMPLE:** T: Say, so → S: so

T: Without /s/*, what's left is? → S: -ō

*Say sound, not letter name

▶ **SKILL FOCUS:** We can delete a sound from the beginning of a word and say what is left.

SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:	SAY:	WITHOUT:	WHAT'S LEFT IS:
so	/s/	-ō	my	/m/	-ī	may	/m/	-ā	goo	/g/	-oo	he	/h/	-ē
hi	/h/	-ī	toe	/t/	-ō	we	/w/	-ē	by	/b/	-ī	lay	/l/	-ā
day	/d/	-ā	do	/d/	-oo	tie	/t/	-ī	way	/w/	-ā	too	/t/	-oo
you	/y/	-oo	me	/m/	-ē	so	/s/	-ō	be	/b/	-ē	pie	/p/	-ī
mat	/m/	-oo	say	/s/	-ā	zoo	/z/	-oo	mow	/m/	-ō	low	/l/	-ō

☞ **Deleting hand motion:**

Hold 2 open palms in front of you. Teacher's right hand is the onset, left hand is the rest of the word. Pull your right hand away when deleting the first sound, and show what word part remains with your left hand.

Let's walk through the Heggerty workbooks together!

Week 11

page 3 of 3

Kindergarten Curriculum

Monday

Tuesday

Wednesday

Thursday

Friday

Substituting Initial Phonemes

► I will say a word, you will say it back to me. I will change the first sound, and you will tell me the new word.

Ⓢ EXAMPLE: T: Say, ham → s: ham
T: Change /h/* to /j/* and the word is?
→ s: jam

/y/ Say sound, not letter name.

► SKILL FOCUS: We can change the first sound in a word to make a new word.

SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:	SAY:	CHANGE:	THE WORD IS:
ham	/h/to/j/	jam	den	/d/to/m/	men	kick	/k/to/l/	lick	dim	/d/to/h/	him	bat	/b/to/k/	cat
jam	/j/to/l/	lamb	men	/m/to/h/	hen	lick	/l/to/w/	wick	him	/h/to/j/	gym	cat	/c/to/p/	pat
lamb	/l/to/r/	ram	hen	/h/to/wh/	when	wick	/w/to/p/	pick	gym	/j/to/l/	limb	pat	/p/to/h/	hat
ram	/r/to/s/	Sam	when	/wh/to/t/	ten	pick	/p/to/s/	sick	limb	/l/to/r/	rim	hat	/h/to/m/	mat
Sam	/s/to/y/	yam	ten	/t/to/p/	pen	sick	/s/to/t/	tick	rim	/r/to/wh/	whim	mat	/m/to/s/	sat

✎ Substituting hand motion:

Teacher holds 2 closed fists, touching at the thumbs, out in front to show the whole word. Right fist is the first sound, left fist is the rest of the word. Pull your right fist away and lightly pound your fists together when you say the new word.

Early Literacy Skills

Alphabet Knowledge

► **Monday - Wednesday:** I will show you a card for each letter, and we will say, "Letter is ___; Sound is ___."

Phoneme-Grapheme Connection

► **Thursday - Friday:** Teacher uses an Elkonin box with two squares. When identifying the first sound, teacher points to the first square. Once the letter that makes that sound is identified, the teacher writes the letter that represents the first sound in the first square.

Ⓢ EXAMPLE: T: by → s: by, /b/
T: What letter makes that sound? → s: B
T: writes b in the first square of the Elkonin Box

► SKILL FOCUS: We can learn letter names and letter sounds. Each letter has a name and a sound.

PRACTICE WITH 26 LETTERS, A - Z

Show alphabet cards in random order as the students say, "Letter is ___; Sound is ___."

*Note: This practice does not need to include all 26 letters. If students are proficient with most of their letter-sound relationships, review only the letter-sounds that need review/practice or are the focus of your phonics instruction.

► SKILL FOCUS: We can use a letter to represent the first sound we hear in a word.

I will say a word and you will say it back to me. Then, you will tell me the first sound you hear. I will ask you what letter makes that sound, and I will write the letter in the first box.

WORD	INITIAL SOUND	GRAPHEME	WORD	INITIAL SOUND	GRAPHEME
by	/b/	b	he	/h/	h
mow	/m/	m	to	/t/	t
goo	/g/	g	pie	/p/	p

Language Awareness

► **Monday-Wednesday:** We will sing or say the rhyme, Humpty Dumpty, together.

Note: Rhyming words are in bold.

Thursday-Friday: We will sing or say the rhyme, Humpty Dumpty. I will leave out a word and you will tell me what is missing.

Teacher and students recite the rhyme together. The teacher leaves out some words and students supply the missing words.

► SKILL FOCUS: Singing and playing with nursery rhymes helps us develop early literacy skills.

Humpty Dumpty

Humpty Dumpty
sat on a wall,
Humpty Dumpty
had a great fall;
All the King's horses
and all the King's **men**
Couldn't put Humpty
together **again**.

Humpty Dumpty
sat on a wall,
Humpty Dumpty
had a great fall;
All the King's horses
and all the King's **men**
Couldn't put Humpty
together **again**.

Humpty Dumpty
sat on a wall,
Humpty Dumpty
had a great fall;
All the King's horses
and all the King's **men**
Couldn't put Humpty
together **again**.

Humpty ___
sat on a wall,
Humpty Dumpty
had a great ___;
All the King's horses
and all the King's **men**
Couldn't put Humpty
together ___.

Humpty ___
sat on a ___,
Humpty ___
had a great ___;
All the King's horses
and all the King's ___
Couldn't put Humpty
together ___.



K-1 Math Curriculum Collaboration

August 31, 2024

Review Math IPC Feedback

- **Double check that hyperlinks are functional.**
- **DOLs attached to each day instead one document for the whole six weeks.**
- **More Fact Practice**
- **Additional resources and videos linked in IPCs**
- **Scope and Sequence**
 - **Remove FLEX days, so everything is covered before EOY MAP.**
 - **It was the best it's been since we have been using Stemscopes Math.**

Please share your feedback with me!



Math Fact Plan

- We will track our students math fact knowledge this year.
- Goals:
 - What do ya'll think?
 - Suggestions?



	6W1	6W2	6W3	6W4	6W5	6W6	Special Notes
K		30% of Addition Facts	60% of Addition Facts	20% of Subtraction Facts	40% of Subtraction Facts	60% of Subtraction Facts	The TEK is addition to 10 and subtraction within 10, so they only need to master 50%.
1st	35% of Addition Facts	70% of Addition Facts	100% of Addition Facts	35% of Subtraction Facts	70% of Subtraction Facts	100% of Subtraction Facts	Mixed Practice after Mastery

Math Fact Plan

We are going to collaborate to come up with:

- What to use to assess?
- How often to assess?
- How often to track progress?
 - In the classroom? Ideas?

We will enter math fact data in electronically.

Can we just track it on the literacy tracker?



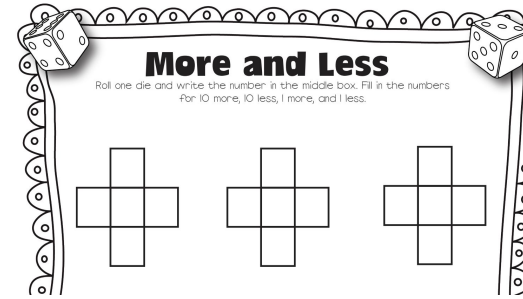
Google Drives

**A place to share
resources/centers.**



1st Grade Center Ideas:

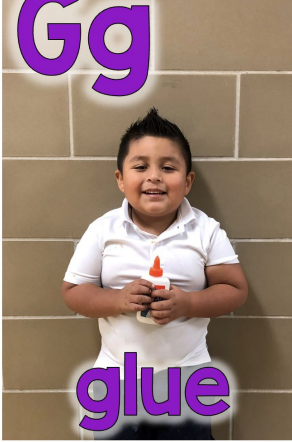
1st Grade Google Drive



Kindergarten Ideas:

- Graphs
- Number Tear Art
- Number Memory
- Which is greater? (Deck of Cards)

[Kindergarten Google Drive](#)



**Now it's time to make centers
and plan for the first six weeks!**



**I have a color printer, 2 laminators,
laminating sheets, colored paper, and
colored cardstock. There are 2 copiers in
the teachers' lounge.**