

Johnny Can Spell! \* Johnny Can Write!

# Lesson Planner

## Book K

### Sample Pages

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with activities contributed by  
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Phonics, Penmanship, Spelling, Vocabulary  
Grammar and Sentence Composition

## Book K — Lesson Planner

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### PREFACE

It is always easier to implement something if one has a plan. It is my belief that the *Lesson Planners* will make the implementation of the *Johnny Can Spell* and *Johnny Can Write* approach much easier for teachers.

The *Johnny Can Spell* and *Johnny Can Write Teacher's Guides* present the content of instruction; many strategies for teaching, practicing, rehearsing, and assessing the knowledge of the content and related skills; and a basic sequence of instruction. However, they do not contain a structured plan for day-to-day integrated language instruction and practice.

Over the last ten years, as I have personally trained thousands of teachers in *Johnny Can Spell* and *Johnny Can Write* workshops, many teachers have requested a more detailed, explicit lesson planning help, one that would offer them a plan to guide the day-to-day implementation, and a gathering of information at their fingertips. Over the years, I have resisted such a plan because I have always encouraged teachers to develop their own unique plans of implementation that would work best in their settings, meeting the needs of their students.

However, the more I work beside today's elementary classroom teacher, the more I realize what a tremendous load she/he carries. Therefore, in response to their requests and in an effort to make implementation easier and to reduce preparation time for teachers, I am writing the *Lesson Planner Series*.

The *Lesson Planners* offer day-to-day plans that integrate the content of *Johnny Can Write* with *Johnny Can Spell*. The rigorous scope and sequence is based not only upon my experience as an elementary classroom teacher and educational consultant but also on the experiences that many teachers implementing *Johnny Can Spell / Write* have shared with me.

As you use this *Lesson Planner*, I challenge you to reach further than you ever have before. Do not classify anything as too hard. The moment that we as teachers classify something as too hard, we cease to teach. Instead, I challenge you to try everything that is presented in this book. You will be amazed at what your students can do if given the information and the encouragement and opportunity to practice the application.

To educators—teachers, parents, and administrators—

To those who have participated in the workshops

To those who call me with questions

To those who relate exciting stories of success,

To those whose classes I have been privileged to teach,

And to those with whom I work to mentor or train others,

To each of you, I say, "Thank you."

You have been the inspiration for the *Lesson Planner Series*.

It is for you that I am writing this series!

Alice Nine  
Spring 1999

## Book K — Lesson Planner

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### INTRODUCTION

The *Johnny Can Spell / Johnny Can Write* approach is based on the understanding that

sounds make up words,  
words make up phrases,  
and words and phrases make up sentences.

It recognizes the simplest unit making a word as one of three kinds: phonogram, syllable, or morpheme. It recognizes the simple declarative sentence as the building block of all composition.

Instruction begins with the basic sound-symbol correspondences which we call phonograms. The phonograms are presented at the rate of one per lesson; all 70 presented in the course of the 100 lessons. During the first 10 lessons, the focus is building a foundation for penmanship and working with phonemic awareness. In the next 26 lessons, we work extensively with phonemic awareness and penmanship; oral sounds are linked to written symbols as the single-letter alphabet phonograms are presented and practiced. Mastery of the phonograms does not depend on this alone. Our goal is to build a familiarity and working knowledge of the phonograms and achieve mastery through teacher-directed daily application throughout the year to words in reading and writing.

In lesson 37, the phonograms are linked to written words as spelling words are introduced through a word analysis process—Think to Spell®. This process uses both the sound-spelling correspondences (phonograms) and the speech impulses (syllables) to write a spoken word. Appropriate rules of spelling and syllabication are applied. As students write the words during Think to Spell®, the teacher should encourage and support the practice of good penmanship habits, i.e., correct letter formation.

A word serves as a natural springboard and link to other areas of language instruction and practice. Therefore, we start with phonics and penmanship applied to spelling and move into activities and content often classified as vocabulary, grammar, and sentence writing.

For best results, the entire class should participate through the use of the strategy *think aloud* (all students blab with the teacher) throughout much of the lesson. The teacher can write words, sentences, etc. on the board or overhead as she/he deems appropriate to support visual reinforcement and model the written language. The pace should be very brisk. Do not dwell on any one thing very long.

The overall design of the *Lesson Planner* uses phonogram and the spelling words as the central focal point of the lesson. It is from this central point that language instruction expands. The web of knowledge and applied skills that can surround a single phonogram or word seems almost infinite. Therefore, the direction and emphasis of the lesson content will be determined by the teacher's ongoing assessment of student knowledge, need, and interest. You, the teacher, must choose what you will use from the reservoir of knowledge presented in each lesson in this book.

### The Lesson Planner Series

The *Lesson Planner Series* is organized by levels. A level is equal to a year's instruction. Each level, Levels 1 - 3, in the *Lesson Planner Series* consists of two three-ring binders. The binders are referred to as *Books* and are identified with a numbering system, e.g., 1:1. This numbering system indicates the level and the half of the year for each binder. For example:

- The first number indicates the level or year of instruction  
*Lesson Planner Book 1:1* is for level one
- The second number indicates which half of the year  
*Lesson Planner Book 1:1* is for the first half of year  
*Lesson Planner Book 1:2* is for the second half of the year

**The planner for kindergarten, however, has only one book and is designated as *Lesson Planner Book K*.**

## Book K — Lesson Planner

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### Layout of the Lesson Planner

#### Sections

This book is divided into twenty Sections. Each Section provides five lessons, for a total of 100 lessons. The term *Section* has been used to designate divisions of content because it does not carry the concept of closure that the term *Unit* usually does. Think of the lessons as continuously flowing from one to the next. There is no single closure activity at the end of a Section (i.e., final spelling test). Grouping the lessons into sections is strictly an organization tool to help facilitate overall planning, scheduling, and tracking.

General Outline of Lesson Content:

Lessons 1-10: Present introductory penmanship and phonemic awareness

Lessons 11-36: Present 26 alphabet phonograms, with letter formation

Capital letters begin in Lesson 16

Lessons 36-100: Present spelling words, 1-2 words each lesson

Lessons 42-91: Present the multi-letter phonograms, #27—# 70

#### Lessons

The lessons have been developed to be flexible. **A lesson can be more than one day's work.** The decision for the pacing must be made by the kindergarten teacher. Factors that must be individually considered when determining this pace include length of school day (half or whole day), frequency of school day (every or every other day), student-teacher ratio, and readiness of students. Remember that this is a planner, designed to assist the planning of lessons.

The content of each lesson is printed on a single page. A column to the left has been provided for teacher notes. The heart of the lesson is at the top in the center with starred headings for the content areas. The column to the right provides information and activities for extending the lesson. A Think to Spell® analysis of the spelling word(s) is provided at the bottom of each lesson.

#### Activities

Detailed instructions “how-to” can be found on pages 103 – 181 for instructional activities, games, resources, and teacher helps. Reference to these pages are made throughout the Lessons. If it is the first time the item has been referenced in the Lessons, it will be bulleted with a ☺.

#### Blackline Masters

Included at the back of the *Lesson Planner Book* are pages (182-221) of blackline masters that can be used for whole class activities and games or centers. Suggestions and directions for these masters are given in the activity pages. Blackline masters are for the sole use of the classroom teacher who purchased this book. They may be reproduced solely for use in her/his class.

#### Scope and Sequence

The scope and sequence is a matrix of knowledge and skills that will be addressed in these 100 lessons. Shaded squares indicate that opportunity to present, practice, or rehearse a particular item is available in that Section. See the *Introduction to Scope and Sequence*, page 222, for more information and ideas for use.

#### Index

This *Lesson Planner Book* has been well indexed. It lists all spelling words with page numbers in alphabetical order. It also lists the activities by title in alphabetical order. A second listing of the activities provides a classification of the type. Thumb through this part of the book so you know how it can best serve you throughout the year by putting information in the book at your fingertips.

**NOTE:** *To order another copy of this book.* Call, N.I.N.E. Enterprises, Inc. at 1-800-791-8962, or visit “Ordering” at [www.nine-enterprises.com](http://www.nine-enterprises.com)

## Lesson 16

## Book K — Lesson Planner

Section 4  
Lessons 16-20

## Teacher Notes

*Johnny Can Spell Teacher's Guide*, 3<sup>rd</sup> ed. Assessment, 14-18 Teaching phonograms, 59-79

**Note:**

Begin presenting capital letters. They may be presented in alphabetical order as given in this planner, or they may be presented in any order determined by the teacher, e.g., according to capitals in student names.

Remember, capitals are referred to as letters by their names. So as you work with capitals, practice letter names. Also practice matching lower and upper cases associating the letter names in reference to both upper and lower case pairs. Make this instruction and practice an activity separated from the phonogram practice.

## Whole Class

- ★ **Penmanship review** circle
- ★ **Phonogram review** a, c, d, f, g
  - Attendance Roster (120), mark it with g
  - Password Phonogram (152), g
  - Slap, Clap, Snap (109) with all phonograms presented so far in random order
  - ☺ Phonogram Dictation on the Wall for a few while others are using cards, Phonogram Dictation with Cards (176)
- ★ **New Phonogram** o (Card #6)
  - Phonemes— /ō/ /o/ /oo/
  - Treasure Chest (146), treasures for “o” (148)
  - Slap, Clap, Snap (109, # 2, Phonograms): with Card 6— o
  - Grapheme— o
  - Write “o” in the air, on the wall, and with a magic pencil (111-12, 115)
  - Penmanship practice w/ pencil-paper: see below for small group
- ★ **Capital letter** A (see side Note)
  - Write A in the air, on the wall, and with a magic pencil (111-12, 115)
  - Practice a few w/ pencil-paper during small group penmanship
- ★ **Working with sounds**
  - Rhyming
  - This Old Man (138): identify rhymes with actions

**SAMPLE PAGES**

## Small Groups, Individuals, or Centers

**Penmanship practice** with pencil and paper: Practice the new phonogram of the day after a brief review of letter strokes (117) that will be part of that letter (118). This should be a small group time closely supervised by the teacher. Students should blab the formation directions and say sounds with each phonogram they make.

**Writing Without a Pencil** (114) have a center or a project time to practice the new phonogram of the day, e.g., mosaic letters, pretzel dough, letter roadways

## Extending

**Music**

- ☺ Song of Letters and Sounds (155, verse for “o”)
- Where Do You Start Your Letters? (104)
- Alphabet Sounds Song with Tommy Turtle (155)
- Old McDonald Vowel Sounds (125)

**Language games**

- Marco Polo, with sounds of “o” (123)
- “Marco” student calls out a phonogram sounds, in response “Polo” student echoes the sounds.
- Phonogram Walk (153)
- Musical Chairs (150)

**Reading**

Share books & model reading behaviors

Literature:

- Read rhyming literature (137) of your choosing
- Recite poetry, songs, finger plays, jingles (138)
- ☺ This Old Man (138)

(Note: Choose literature that is classical or fun to read; choose literature to support science, social studies, math, character building, etc.)

## Lesson 17

## Book K — Lesson Planner

Section 4  
Lessons 16-20

## Teacher Notes

*Johnny Can Spell  
Teacher's Guide*, 3<sup>rd</sup> ed.  
Assessment, 14-18  
Teaching phonograms,  
59-79

**Note:** Skip capital letter B until the phonogram has been presented, see Lesson 20.

## Whole Class

- ★ **Penmanship review** circle
- ★ **Phonogram review** a, c, d, f, g, o
  - Attendance Roster (120), mark it with o
  - Password Phonogram (152), o
  - Slap, Clap, Snap (109) with all phonograms in random order
  - Phonogram Dictation on the Wall for a few while others are using cards,
  - Phonogram Dictation with Cards (176)
- ★ **New Phonogram s** (Card #7)
  - Phonemes— /s/, quiet brother, makes a hiss;
  - /z/, noisy brother makes a hiss
  - Treasure Chest (146), treasures for “s” (148)
  - Note: The letter s does not say /z/ at the beginning of a word
  - Slap, Clap, Snap (109, # 2, Phonograms): with Card 7— s
  - Names, Places, Things (133) - for the sound /s/ only
  - Grapheme— s
    - Write “s” in the air, on the wall, and with a magic pencil (111-12, 115)
    - Penmanship practice w/ pencil-paper: see below for small group
- ★ **Capital letter C** (see side Note)
  - Write C in the air, on the wall, and with a magic pencil (111-12, 115)
  - Practice a few w/ pencil-paper during small group penmanship
- ★ **Working with sounds**
  - Rhyming
    - © New Rhymes for Familiar Poetry: create new ones for This Old Man, see sample on page 139, see word pairs to right

## Small Groups, Individuals, or Centers

**Penmanship practice** with pencil and paper: Practice the new phonogram of the day after a brief review of letter strokes (117) that will be part of that letter (118). This should be a small group time closely supervised by the teacher. Students should blab the formation directions and say sounds with each phonogram they make.

**Writing Without a Pencil** (114) have a center or a project time to practice the new phonogram of the day, e.g., mosaic letters, pretzel dough, letter roadways

## Extending

## Music

- © Song of Letters and Sounds (155, verse for “s”)
- Where Do You Start Your Letters? (104)
- Alphabet Sounds Song with Tommy Turtle (155)
- Old McDonald Vowel Sounds (125)

## Language games

- Phonogram Walk (153)
- Musical Chairs (150)

## Reading

Share books & model reading behaviors  
Literature:

- Read rhyming literature (137) of your choosing
- Recite poetry, songs, finger plays, jingles (138)
- © This Old Man (138)

(Note: Choose literature that is classical or fun to read; choose literature to support science, social studies, math, character building, etc.)

## SAMPLE PAGES

## New Rhymes for “This Old Man”

cry—pie (while baking a pie)  
run—fun (while having some fun)  
jump—stump (while pulling a stump)  
sing—ring (while wearing a ring)  
dance—France (on his way to France)  
skip—ship (while building a ship)  
swim—gym (while at the gym)  
talk—walk (while taking a walk)  
catch—latch (while opening a latch)

See page 139 for sample of adapted version.

## Lesson 18

## Book K — Lesson Planner

Section 4  
Lessons 16-20

## Teacher Note

*Johnny Can Spell  
Teacher's Guide*, 3<sup>rd</sup> ed.  
Assessment, 14-18  
Teaching phonograms,  
59-79

## Whole Class

- ★ **Penmanship review** circle, descending line, short line
- ★ **Phonogram review** a, c, d, f, g, o, s
  - Attendance Roster (120), mark it with s
  - Password Phonogram (152), s
  - Slap, Clap, Snap (109) with all phonograms in random order
  - Phonogram Dictation on the Wall for a few while others are using cards, Phonogram Dictation with Cards (176)
- ★ **New Phonogram** qu (Card #8)
  - Phonemes— /kw/, never write q without u
  - Treasure Chest (146), treasures for “qu” (148)
  - Slap, Clap, Snap (109, # 2, Phonograms): with Card 8—qu
  - Grapheme — qu
    - ☺ Teach spacing for multi-letter phonogram: no space between the two letters, a circle space before and after the phonogram  
(qu qu qu qu qu qu qu qu qu)
  - Write “qu” in the air, on the wall, and with a magic pencil (111-12, 115)
  - Penmanship practice w/ pencil-paper: see below for small group
- ★ **Capital letter** D
  - Write D in the air, on the wall, and with a magic pencil (111-12, 115)
  - Practice a few w/ pencil-paper during small group penmanship
- ★ **Working with sounds**
  - Initial sound isolation
  - I say... You ... with /kw/ (131), see list on this page

SAMPLE PAGES

## Small Groups, Individuals, or Centers

**Penmanship practice** with pencil and paper: Practice the new phonogram of the day after a brief review of letter strokes (117) that will be part of that letter (118). This should be a small group time closely supervised by the teacher. Students should blab the formation directions and say sounds with each phonogram they make.

**Writing Without a Pencil** (114) have a center or a project time to practice the new phonogram of the day, e.g., mosaic letters, pretzel dough, letter roadways

## Extending

## Music

- ☺ Song of Letters and Sounds (155, verse for “qu”)
- Where Do You Start Your Letters? (104)
- Alphabet Sounds Song with Tommy Turtle (155)
- Old McDonald Vowel Sounds (125)

## Language games

- Phonogram Walk (153)
- Musical Chairs (150)

## Reading

Share books & model reading behaviors

Literature:

- Read rhyming literature (137) of your choosing
- Recite poetry, songs, finger plays, jingles (138)
- (Note: Choose literature that is classical or fun to read; choose literature to support science, social studies, math, character building, etc.)

Word List	
I say	you say
shake	quake
hit	quit
palm	qualm
sick	quick
rail	quail
west	quest
mill	quill
silt	quilt
wrote	quote
shaver	quaver
saint	quaint
fizz	quiz
wrench	quench
river	quiver
lurk	quirk
scene	queen

## Lesson 19

## Book K — Lesson Planner

Section 4  
Lessons 16-20

## Teacher Notes

**Note:** Skip capital letter E until the phonogram has been presented, see Lesson 21.

Words for  
Sound Actions

/b/ = "bow"

bug

bright

balloon

*pig*

banana

bacon

bite

brush

*wash*

brown

black

behind

between

*from*

banner

boy

bridge

*river*

bat

baseball

/b/ at end  
of words

tab

cob

mob

*make*

rib

bib

crib

*dog*

fib

*lid*

scribe

rob

lab

## Whole Class

★ **Penmanship review** circle and tall line; spacing between multi-letter phonograms, qu

★ **Phonogram review** a, c, d, f, g, o, s, qu

Attendance Roster (120), mark it with qu (with underline)

Password Phonogram (152), qu

Slap, Clap, Snap (109) with all phonograms in random order

Phonogram Dictation on the Wall for a few while others are using cards, Phonogram Dictation with Cards (176)

★ **New Phonogram** b (Card #9)

Phoneme— /b/, noisy brother of /p/, lips pop

Sound Actions for /b/ (124), see word list below

Treasure Chest (146), treasures for "b" (148)

Slap, Clap, Snap (109, # 2, Phonograms): with Card 9— b

Names, Places, Things (133) - for the sound /b/

Grapheme— b (use "line" questions on back of card)

Write "b" in the air, on the wall, and with a magic pencil (111-12, 115)

Penmanship practice w/ pencil-paper: see below for small group

★ **Capital letter** F

Write F in the air, on the wall, and with a magic pencil (111-12, 115)

Practice a few w/ pencil-paper during small group penmanship

★ **Working with sounds**

Initial sound isolation

I say... You say ... with /b/ (131), see list on this page

SAMPLE PAGES

## Small Groups, Individuals, or Centers

**Penmanship practice** with pencil and paper: Practice the new phonogram of the day after a brief review of letter strokes (117) that will be part of that letter (118). This should be a small group time closely supervised by the teacher. Students should blab the formation directions and say sounds with each phonogram they make.

**Writing Without a Pencil** (114) have a center or a project time to practice the new phonogram of the day, e.g., mosaic letters, pretzel dough, letter roadways

## Extending

## Music

© Song of Letters and Sounds (155, verse for "b")  
Where Do You Start Your Letters? (104)  
Alphabet Sounds Song with Tommy Turtle (155)  
Old McDonald Vowel Sounds (125)

## Language games

Phonogram Walk (153)

Musical Chairs (150)

## Reading

Share books & model reading behaviors

Literature:

Read rhyming literature (137) of your choosing

Recite poetry, songs, finger plays, jingles (138)

Read alliteration poems

Betty Botter bought some butter ... (134)

## Word List

I say	you say
toy	boy
tall	ball
heard	bird
rat	bat
crown	brown
fig	big
sack	back
case	base
root	boot
coat	boat
<b>Mike</b>	bike
fatter	batter
fought	bought
let	bet
make	bake
right	bite
head	bed
fox	box



## Lesson 20

## Book K — Lesson Planner

Section 4  
Lessons 16-20

## Teacher Notes

*Johnny Can Spell Teacher's Guide*, 3<sup>rd</sup> ed. Assessment, 14-18 Teaching phonograms, 59-79

**Note:** Consonant sounds are “closed” sounds made by the blocking or hindering of the flow of breath; vowels are “open” sounds made with unhindered breath flow. See *Johnny Can Spell Teacher's Guide*, 53-58.

## Whole Class

- ★ **Penmanship review** circle and crossing line
- ★ **Phonogram review** a, c, d, f, g, o, s, qu, b
  - Attendance Roster (120), mark it with b
  - Password Phonogram (152), b
  - Slap, Clap, Snap (109) with all phonograms in random order
  - Phonogram Dictation on the Wall and with Cards (176)
  - Penmanship practice w/ pencil-paper: see below for small group
- ★ **Phonogram wall**
  - ☉ Spelling Chart One
    - The phonogram wall can be used instead of Chart One and Chart Seven (see *JCSpell Teacher's Guide* 180-81, 195-99); begin by putting up just “a” through “g;” explore what makes a sound a consonant or a vowel
- ★ **New Phonogram** e (Card #10) **SAMPLE PAGES**
  - Phonemes—/ɛ/ /e/
    - Treasure Chest (146), treasures for “e” (148)
    - Slap, Clap, Snap (109, # 2, Phonograms): with Card 10—e
  - Grapheme— e
    - Write “e” in air, on wall, and with magic pencil (111-12, 115)
- ★ **Capital letter** B
  - Write B in the air, on the wall, and with a magic pencil (111-12, 115)
  - Practice a few w/ pencil-paper during small group penmanship
- ★ **Working with sounds**
  - Rhyming
    - ☉ Teddy Bear rhymes (140)

## Small Groups, Individuals, or Centers

- Penmanship practice** with pencil and paper: Practice the new phonogram of the day after a brief review of letter strokes (117) that will be part of that letter (118). This should be a small group time closely supervised by the teacher. Students should blab the formation directions and say sounds with each phonogram they make.
- Writing Without a Pencil** (114) have a center or a project time to practice the new phonogram of the day, e.g., mosaic letters, pretzel dough, letter roadways
- ☉ I have ... Who has...? with phonograms (151).

## Extending

## Music

- ☉ Song of Letters and Sounds (155, verse for “e”)
- Where Do You Start Your Letters? (104)
- Alphabet Sounds Song with Tommy Turtle (155)
- Old McDonald Vowel Sounds (125)

## Language games

- ☉ Phonogram Walk (153), or Hopping Courses (154)
- ☉ Phonogram Hopscotch (157)

**NOTE:** Teach students how to play these games and they will play them on their own time during recess. They may need help setting it up each time. Both games can be played either outdoors or indoors.

## Reading

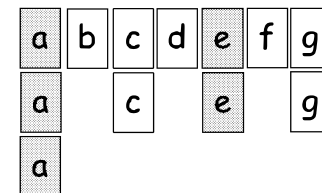
Share books & model reading behaviors

Literature:

- Read rhyming literature (137) of your choosing
- Recite poetry, songs, finger plays, jingles (138)
- ☉ Teddy Bear (140)

## Phonogram Wall

You will need a long wall space, much like the space an alphabet strip would occupy. You will have up to 3 cards stacked in a column for some letters (each card represents a sound). This sketch will help you visualize your wall. Vowels should be a different color than consonants. (This can be used in place of listing consonants and vowels on Spelling Chart One.)



**Phonogram Treasure Chest: Additional Activities**

Visual memory games are wonderful ways to use the treasures in the Treasure Chest.

**What am I thinking of?**

- 1) Teacher reminds students of the beginning sound and then gives clues about the object.
- 2) Students try to name the object the teacher is thinking about.
- 3) Teacher chooses a student to think of an object and give clues to his/her classmates.

For example, phonogram /b/ was introduced yesterday and one of the objects in the Treasure Chest was a balloon.

T: Yesterday we discovered the objects for the sound /b/ in our Treasure Chest. I will give you some clues about one of objects. I am thinking of an object that begins with /b/ and when it is filled with air it gets bigger, bigger, and bigger. What am I thinking about?

S: Balloon.

T: Yes, how did you know?

S: Balloon begins with /b/, and it gets bigger when filled with air.

If students need help, give additional clues and/or slowly give each sound in the word (name of object) so they can blend the sounds to identify the word (object).

**SAMPLE PAGES****What do I feel?**

- 1) Each student takes a turn reaching into the Treasure Chest and feeling one object.
- 2) Then he/she tells the class what he/she found. For language practice, students should use complete sentences when telling what they found.

**Variation:**

- 1) Student reaching into the Treasure Chest describes what he/she feels, and classmates guess what it is.
- 2) Student removes it from Treasure Chest to show and confirms correct guesses.

**What is missing?**

- 1) Teacher places the objects where the students can view them for a brief time (trying to remember them).
- 2) Students close their eyes and teacher removes one item.
- 3) Students open their eyes and are given a moment to look at the objects again.
- 4) Teacher asks, "What is missing?"
- 5) After the object is named, ask a student to use the object name in a sentence.

**Variations:**

- Depending on time available, students give more sentences.
  - As students get better at this game, make it more difficult by rearranging the remaining objects before students open their eyes.
- Note: Use a cloth to work under if you have habitual peekers.

**Match treasures and phonograms**

This activity works well after several phonograms have been presented to the class. Students are seated in a circle or a semicircle on the floor.

- 1) Put a selection of treasures that begin with a variety of the sounds studied into the Treasure Chest.
- 2) Lay the corresponding phonogram cards on the floor nearby.
- 3) Select a student to pick an object from the Treasure Chest. He/she gives the name of the object. Then he/she gives the beginning sound. (Teacher may need to prompt with questions and exaggeration of beginning sound.)
- 4) Student then places it by the correct card as everyone says the name of the object and its beginning sound.

**Variation:**

Make a Treasure Chest that contains objects ending with the phonogram sound.

**Remember:** Some phonograms have multiple sounds. Provide objects for all sounds if possible. See suggested treasures on the next two pages.

## Book K — Lesson Planner

**Treasures for the Phonogram Treasure Chest**

The following are suggested for treasures for the Treasure Chest.  
Use real objects when available. You might be surprised at how many of these are already in your room.

- Sometimes pictures are your only option.
- Use objects that correspond with units you study during the year.
- Don't forget to use pictures of your students and your school when their names begin with the phonogram.
- Also, maps of the state in which you live are a good social studies connection.
- The following list offers many ideas, but it is by no means exhaustive. Observe the treatment of phonograms with multiple sounds.

**1 a**

/ă/: apple, acrobat, address, adult, advertisement, anchor, antler, astronaut, ax, alligator  
/a/ ape, acorn, angel, April, apron  
/ah/: almond, almanac, alms, altar

**2 c**

/k/: camera, cat, caterpillar, candle, cap, cot, camel, car, card, cartoon, calculator, clown, coconut, coin, computer, cottonball, coupon, cricket, crocodile, crown, cube  
/s/: circle, cent, circus, cereal, cinnamon, cycle, cymbals, cedar, ceiling, celery, cellar, cells, cement, center, ceramic

**3 d**

/d/: dog, doll, diaper, diamond, dish, dad, dolphin, daisy, December, denim, dentist, dice, dinosaur, doctor, dollar, donkey, doughnut, duck

**4 f**

/f/: fish, fan, family, farm, feather, February, film, finger, fire engine, fish, flag, fly, food, fork, fossil, frame, frog, fruit, football, foil, fringe

**5 g**

/g/: gorilla, game, green, glasses, glove, goose, golfball, grape, grasshopper, guitar, gum, geese, goose, gear, geyser, girl  
/j/: giraffe, gym, gymnast, gel, gem, general, germ, geranium, gerbil, giant, ginger, ginger ale, ginger snaps

**6 o**

/ɔ/: orange, octopus, otter, olive, octagon, October, ox, Oz  
/ō/: oval, overalls, ocean, oasis, okra, oleo, opal  
/oo/: I could not find a word beginning with o saying the 3rd sound.

**7 s**

/s/: squirrel, snake, salt, sandwich, saw, school, screwdriver, seasons, seeds, spoon, skate, sled, snowman, space, spaghetti, spatula, spider, square, stamp, star, stethoscope, stick, string, sun, sweet potato, syrup  
/z/: The letter s is never used to say /z/ at the beginning of a word.  
Note: *scissors* uses uncommon phonogram sc at the beginning. Do not use one that begins with sh.

**8 qu**

/kw/: quarter, quartz, question mark, quilt, queen, quill, quiz, quotation marks, quotient

**9 b**

/b/: ball, blue, brown, black, balloon, baby, banana, basketball, baseball, bat, bear, bed, bee, bell, bicycle, bird, boat, book, bowl, branch, brush, bug, buckle, bulb, butter, butterfly, button, broom

**10 e**

/ē/: elephant, elbow, egg, Elmo, emerald, engine, Eskimo, elk, emblem, emperor  
/ē/: eraser  
Note: *ear* and *eagle* begin with phonogram ea; *eel* begins with phonogram ee.

**SAMPLE PAGES**

## Book K — Lesson Planner

### 11 h

/h/: hippo, honey, hammer, hand, hair, hamster, harmonica, hat, heart, helicopter, hinge, hive, house, hook, horse, horn

### 12 i

/i/: igloo, Indian, inch, insect, ink, inn, Italy

/i/: iris, ivory, ivy, ice cube, icicle, ice, island, iron, Iowa

### 13 j

/j/: jam, jelly, jacks, jacket, jeans, jaybird, jewelry, jack-o-lantern, jet, jump rope, judge, jellybean, jello

### 14 k

/k/: key, kangaroo, ketchup, kitten, kiwi, king, kite, kettle, kernel, kiss (candy), kleenex, kebab (kebob, shish kebab)

### 15 l

/l/: lemon, lock, ladybug, lamb, leaf, leg, lei, leopard, letter, licorice, lid, light, lion, lizard, log, lime, lollipop, license, lips, lama, lady, lake, leash, level, lily, lilac, loaf (bread), lozenge

### 16 m

/m/: money, mustard, map, mitten, medicine, milk, monkey, moose, mountain, music, man, meat, mouse, mirror, magnet, mushroom, magnifying glass, macaroni, mail, marble, match, moon, motorcycle, mouth, marshmallow

### 17 n

/n/: noon (clock), nail, needle, nest, newspaper, nurse, noodle, nine, nose, note (music), note (letter), nut, napkin

### 18 p

/p/: pumpkin, pencil, pen, pin, pig, penny, puppet, plane, paint, popcorn, penguin, police, pineapple, potato, peach, purple, pink, plate, playdough, popcicle, plum, pear, potato chips

### 19 r

/r/: radio, rattle, rectangle, refrigerator, red, rooster, rice, ring, rope, rocket, rose, rabbit, ribbon, rainbow, racecar, rock

### 20 t

/t/: tape, tennis ball, target, taxi, teddybear, teeth, tent, tepee, tiger, tire, tomato, turtle, toy, tree, train, toothbrush, toothpaste tube, turkey, tunnel, teabag, tornado

### 21 u

/ü/: umbrella, underwear, umpire, underground

/ü/: uniform, unicorn, USA, ukulele, utensil, unit

/oo/: I could not find a word beginning with u with the 3rd sound.

### 22 v

/v/: video tape, vanilla, Valentine, vacuum cleaner, van, vase, vegetables, vinegar, violet, volcano, velcro, violin

### 23 w

/w/: wagon, walrus, worm, Washington, water, window, wing, wire, wolf, wood, world, woman, washcloth

### 24 x

/ks/: The letter x never says /ks/ at the beginning of a word. When it is at the beginning of a word, it uses its uncommon sound /z/.

### 25 y

/y/: yellow, yarn, yam, yolk(egg), year, yo-yo, yogurt, yardstick, yeast  
Note: The letter y says only the consonant sound at the beginning of a word. It is a vowel in the middle of a syllable and at the end of a syllable. So there are no items for these two sound of y.

### 26 z

/z/: zebra, zoo, zipper, zipcode, zinnia, zero, zigzag

**SAMPLE PAGES**

## Book K — Lesson Planner

## Scope and Sequence

### Introduction to Scope and Sequence for *Lesson Planner Book K*

**IMPORTANT NOTE:** This Scope and Sequence is not meant to be a comprehensive language knowledge and skills matrix. Only those given in this Lesson Planner are noted.

The **Scope and Sequence** has been divided into major categories. A detailed list of skills and knowledge is given under each one. Two blank columns directly to the right are available for notation of code numbers for corresponding state and/or district standards. The next fifteen columns have been numbered to correspond with the fifteen sections in this book. If opportunity for initial presentation, written practice, or oral rehearsal of a skill or knowledge is given in a section (during the five lessons), the box is shaded.

A copy of these pages can serve as a master record of skills and knowledge presented, practiced, or rehearsed throughout the 100 lessons. Simply mark over the shading appropriately in each box. A simple checkmark can be used or a code can be used, e.g., I for initial presentation, WP for written practice, OR for oral rehearsal.

A general explanation of each area follows.

**Phonemic Awareness** addresses the ability to attend to the sound structure(s), as distinct from the meaning, of spoken language.

**Alphabetic Knowledge** refers to student knowledge of symbols that we call the letters of the alphabet. Such knowledge includes letter names, visual recognition, of both lower and upper cases, written production of both lower and upper cases, lower case and upper case correspondences, and alphabetical order.

**Penmanship** refers to student knowledge and skills with the tools of writing (e.g., paper, pencil). It addresses correct posture, pencil gripping, positioning of paper, and correct formation of legible letters—both lower and upper cases in both manuscript and cursive styles.

**Print Knowledge.** Alphabetic knowledge and penmanship (recognition and production of letters) are central to print awareness. Print awareness refers to the conventions and formats of print:

- Directionality: Left to right; Top to bottom; Front to back
- Significance of spacing: Within the word; Between words
- Titles and captions: As set apart from text
- Punctuation and capitalization: As separating thoughts

Parts of a book

Format of different genres (e.g., stanzas in poetic form, paragraph indentation)

**Phonological Knowledge** incorporates phonemic awareness and penmanship. While phonemic awareness addresses the aspect of oral language only and penmanship addresses the aspect of written symbols, phonological knowledge links oral language with written language through the phonograms. A spoken word may be conceived of as a sequence of elementary sounds. A written word may be conceived of as a sequence of elementary symbols representing those elementary sounds. The correspondences between the simplest sound structure (phoneme) and the simplest written structure (grapheme) is identified as a phonogram. Phonological knowledge involves both sound-symbol knowledge (supports encoding) and symbol-sound knowledge (supports decoding); therefore, this component is central to successful writing and reading.

**Orthographic (Spelling) Knowledge** encompasses phonemic awareness, penmanship knowledge, alphabetic knowledge, and phonological knowledge. It is the integrated application of all of these. Orthography is, in short, spelling (encoding). It involves the use of sound to symbol correspondences (phonograms), syllables, and morphemes (roots, affixes), along with the rules of spelling to write (spell, encode) words.

**Derivation** refers to knowledge of roots, prefixes, and suffixes (morphology). These components are the simplest meaning bearing elements of our language. Knowledge includes common roots that form word families and common prefixes and suffixes. It also encompasses knowing how affixes create new words, altering the meaning and use of the original word. A knowledge of these elements supports comprehension as well as development of a base from which to increase vocabulary. Word histories are also addressed.

**Parts of Speech** refers to the ability to classify words according to the eight parts of speech. It also encompasses knowledge of the properties (e.g., number, tense, case), the inflectional forms (e.g., *-ed* or *-ing* on verbs), and functions such parts of speech might have in a phrase, clause, or sentence.

**Vocabulary** loosely refers to the word relationships, such as, homophones, homographs, and antonyms, synonyms.

The remaining areas — **Sentences, Sentence Elements, Sentence Composition, Capitalization, and Literary Devices** — are concerned with the syntax (structure) of language. Knowledge in these areas directly supports writing. Such knowledge also directly impacts comprehension.

## Book K — Lesson Planner

## Scope and Sequence

PHONEMIC AWARENESS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Initial sounds (alliteration, onset)																					
Final sounds (rhyme, rime)																					
Medial vowel sound																					
Contrasting sounds																					
Segmenting sounds in word																					
Rhymes																					
Alliteration																					
Segmenting syllables in word																					
Segmenting words in phrase/sentence																					
ALPHABET KNOWLEDGE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Visual recognition of letters																					
Match letter name / symbol correspondences																					
Match lower case / capital correspondences																					
Alphabetic order of letters, can recite alphabet																					
Alphabetizing words: By first letter																					
PENMANSHIP		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Posture for good writing																					
Pencil gripping																					
Paper awareness																					
Letter formation: Lower case																					
Letter formation: Upper case																					
PRINT KNOWLEDGE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Directionality of print																					
Spacing within a word																					
Spacing between words																					
Words form sentences																					
PHONOLOGICAL KNOWLEDGE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Alphabet: sound / symbol correspondences																					
Vowels: a, e, i, o u, y																					
Consonants: b, d, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z																					
Voiced and voiceless sounds																					
Multi-letter phonograms: er, ir, ur, wor, ear, sh, ee, th, ay, ai, ow, ou, ew, ui, oy, oi, oo, ch, ng, ea, ar, ck, ed, or, wh, oa																					
Final multi-letter phonograms: ey, eigh, ei, igh, ie, kn, gn, wr ph, dge, oe, tch, ti, si, ci, ough																					

## Book K — Lesson Planner

## Scope and Sequence

ORTHOGRAPHIC KNOWLEDGE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>Syllabication:</b> Counting and identifying syllables																					
<b>Rules of Syllabication</b>																					
Every syllable has one vowel sound																					
Short vowels, in closed syllables																					
Long vowels, in open syllables																					
Double consonants within word																					
Final syllable: Consonant, letter l, silent e pattern																					
<b>Rules of Spelling</b>																					
Vowels a, e, o, u are usually long at end of syllable																					
Vowels i and y may be long but are usually short at end of syllable																					
Vowels i and o may be long when followed by two consonants																					
Vowel y not i is used at end of English words																					
Never write q without u																					
Never write s after x																					
Letter c gives soft sound when followed by e, i, or y																					
Letter g may give soft sound when followed by e, i, or y																					
Letter a never used to say long sound at end of word; use ay most																					
Double l, f, s at the end of one-syllable word with single vowel																					
Letters or say /er/ after w																					
Use ei after c, if we say long a sound, and in some other words																					
The silent final e has five jobs																					
Sh is used at the beginning of word, at the end of a syllable but not at the beginning of any syllable after the first one except for the ending -ship																					
Ti, si, ci, are used at the beginning of any syllable after the first one																					
Use ck after single short vowel																					
Use letter z, never s, to say /z/ at beginning of a word																					
tch is used after a single short vowel																					
dge is used after a single short vowel																					
The letter c is used to say /k/ at the beginning of most common words unless the next letter is an e, i, or y, in which case use the letter k																					

## Book K — Lesson Planner

## Scope and Sequence

DERIVATION		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Common inflectional suffixes																					
Noun: -s, -es																					
Verb: -ing, -ed, -s																					
Adjective / Adverb: -er, -est																					
VOCABULARY		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Homophones																					
Homographs																					
Antonyms																					
Synonyms																					
SENTENCES		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Definition																					
Begin with capital letter																					
End with punctuation mark																					
SENTENCE ELEMENTS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Subject: Complete subject																					
Predicate: Complete predicate																					
Adjectival Elements: Questions they answer																					
Adverbial Elements: Questions they answer																					
SENTENCE COMPOSITION		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Elaboration (webbing): Noun phrase																					
Verbs																					
CAPITALIZATION		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Beginning word of sentence																					
Proper nouns																					
Mother																					



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