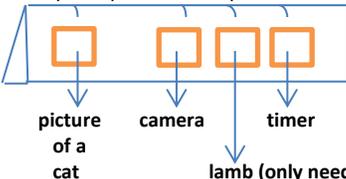


Subtest	Skills	CC Standard	OCR	Classroom Activities to Support Skills *Also see <i>Words Their Way</i> and Teresa Cooper’s <i>65 Kindergarten Workshop Activities</i> for more workshop ideas
<p><b>Print Concepts</b> Demonstrate understanding of the organization and basic features of print.</p>	<p>Uppercase Letter Names</p>	<p>Recognize and name all upper-and lowercase letters of the alphabet.</p>	<p><u>Unit 1</u> Upper-and Lowercase Letters A-L</p>	<p><b>Essential Whole Group Activities</b></p> <ul style="list-style-type: none"> <li>Recite the alphabet daily.</li> <li>Play the <b>Name Game</b> daily (Writing Guide pg. 58)</li> <li>Hang a Name Chart in the classroom with names written in alphabetic order.</li> </ul>
	<p>Lowercase Letter Names</p>		<p><u>Unit 2</u> Upper-and Lowercase Letters M-Z</p>	<ul style="list-style-type: none"> <li><b>Letter Expert</b>-Assign each student in the class a particular letter of the alphabet. Hang a chart in the room with the letter written next to each student’s picture. Students will quickly learn their letter and their friends’ letters.</li> <li>Using name cards, strategically choose a letter to highlight in each name (initial, medial, final). Sing the song <b>“What is in a Name?”</b> <i>What’s in a name? What’s in a name? There’s lots of things in a name.</i></li> </ul>
			<p><u>Unit 3-8</u> Review Upper-and Lowercase Letters A-Z</p>	<p><i>(Cathy) has the letter C, C, C</i> <i>(Cathy) has the letter C in the beginning of her name.</i> (Repeat this verse using the rest of the students’ names. You may want to highlight the first letter in some names, a medial letter in some names, and the final letter in some names. Be sure if you highlight a medial or final letter you change to last sentence to “in the middle” or “ at the end of her name”)</p> <ul style="list-style-type: none"> <li><b>Interactive Writing (daily)</b>-In the beginning of the year, students can write their “expert” letter (Writing Guide pg. 45-48)</li> <li><b>Special Name</b> –Choose a student’s name. Use a Circle Map to find the following in a child’s name: how many letters, vowels, consonants? What does it begin/end with? As the year progresses, you can compare two names using a Double Bubble and add the number of syllables, HFW’s found in the name, or special sounds.</li> <li><b>Morning Message</b>-invite students one at a time to find/circle their “expert” letter in the morning message or other letters they know. (This is an informal way to assess your students and an opportunity for students to apply what they are learning)</li> </ul> <p><b>Workshop Activities or Small Group Instruction</b></p> <p><b>Letter Formation:</b> *Match capital and lowercase letters. (Start with letters that are similar(Cc, Jj, Pp, Mm) then move on to letters that are visually different (Aa, Ee, Gg, Rr) *Letter Sort-sort by each letter of the alphabet (start with only a few letters at a time) You may want to use a Tree Map. *Letter Sort- sort capital and lowercase letters. *Name Font Sort-print students’ names several times using different fonts and students can sort the names.</p> <p><b>Letter Name:</b> *Sequence the letters of the alphabet. (You may want to start with just sequencing letters A-G, then move on to A-N, than A-Z. *Find and highlight particular letters in print such as in newspapers or magazines. *Who has the letter (<u>Aa</u>)? Sort class names into 2 groups. One group contains the letter Aa and one group does not. (change the focus letter daily) *Using <b>Name Game</b> folders, students can choose two names and compare and contrast the letters that are in each name. For more advanced students, they can also compare and contrast the number of letters, number of syllables, vowels, consonants... *Although <b>Name Game</b> is always done whole group, you may consider pulling a small group of students who are struggling to sequence the letters in their name. For the tactile learner, you may consider using magnetic letters. For other struggling students, use two sets of letter cards and have the student directly place each letter on top of one another.</p>

Subtest	Skills	CC Standard	OCR	Classroom Activities to Support Skills *Also see <i>Words Their Way</i> and Teresa Cooper’s <i>65 Kindergarten Workshop Activities</i> for more workshop ideas
<b>Phonics and Word Recognition</b> Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	Lowercase Letter Sounds	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	<u>Unit 4</u> /ā/, /s/, /m/, /ē/, /ī/, /d/, /ō/, /p/, /ū/, /h/, /t/ /n/  <u>Unit 5</u> /s/, /m/, /ā/, /t/, /h/, /p/, /ī/, /l/  <u>Unit 6</u> /n/, /d/, /ō/, /b/, /c/, /r/, /ū/, /g/, /j/  <u>Unit 7</u> /f/, /ē/, /ks/, /z/, /w/, /k/, /qu/, /y/, /v/	<u>Essential Whole Group Activities</u> <ul style="list-style-type: none"> <li>Listening for sound activities in Open Court.</li> <li>Sound Chant</li> <li><b>Name Game</b>-when it comes time for students to put letters away, write the letter on a Magna Doodle and say its sound.</li> <li>Sound-Spelling Card Stories</li> <li>Sing the song “<b>What’s in a Name</b>” (see song under letter names) but replace the letter name with the sound.  <i>(Cathy) has a /k/ /k/ /k/</i>  <i>(Cathy) has a /k/ in the beginning of her name</i>                      or  <i>(Cathy) has a /ă/ /ă/ /ă/</i>  <i>(Cathy) has a /ă/ in the middle of her name.</i> </li> <li>Sing the following song to the tune of “Jimmy Cracked Corn and I Don’t Care”.  <i>Who has a /d/ word to share with us?</i>  <i>Who has a /d/ word to share with us?</i>  <i>Who has a /d/ word to share with us?</i>  <i>It must start with the /d/ sound.</i>                      (If a child responds with <b>dog</b>)  <b>Dog</b> is a word that starts with /d/  <b>Dog is a word that starts with /d/</b>                      Dog is a word that starts with /d/                      Dog starts with the /d/ sound                 </li> <li><b>Interactive Writing</b> daily (Writing Guide pg. 45-48)</li> </ul> <u>Workshop Activities</u> *Match letters to sound cards
	High Frequency Words	Read common high-frequency words by sight.	<u>Unit 1</u> <b>the</b> , a, an, here, <b>is</b> , I, <b>see</b> <u>Unit 2</u> <b>and</b> , <b>we</b> , <b>he</b> , <b>she</b> , big, <b>have</b> , small <b>it</b> , no, this <u>Unit 3</u> down, <b>go</b> , up, do, has, who, <b>are</b> , <b>in</b> , <b>on</b> <u>Unit 4</u> <b>at</b> , <b>like</b> , <b>to</b> , not, <b>can</b> , what, <b>you</b> <u>Unit 5</u> on, has, <b>my</b> <u>Units 6-8</u> Review previously taught HFW * <b>Bolded</b> words are on the FRSA.	<u>Essential Whole Group Activities</u> <ul style="list-style-type: none"> <li>Assign each child a high frequency word. Hang a chart in the room with the HFW written next to a photo of each student.</li> <li>Write assigned HFW’s on the back of each student’s name card. Use it to take daily roll. Students will read the name and HFW on the back (students quickly learn their HFW as well as their friends’ words)</li> <li>Highlight the HFW’s used in Interactive Writing.</li> <li>Once students know the letters in their name, play the <b>Name Game</b> using HFW’s instead of names.</li> <li>See “Teaching Sight Words Teaching High Frequency Words” for whole group activities such as High/Low, I am Thinking of a Word, Snap Clap, 4 Corners. <b>(See Instructional Materials on Intranet)</b></li> <li>Make HFW lists. Each list should have between 6-8 words. Students will move on to the next list once the student knows all the words on the previous list with automaticity.</li> </ul> <u>Workshop Activities or Small Group Instruction</u> *Match student names to their assigned HFW, write each HFW. For struggling students, use photos instead of student names. *Make HFW’s with magnetic letters, write each word. *Find HFW in print (newspapers, magazines, teacher made word searches, pre-decodables, and decodables). *See “Teaching Sight Words Teaching High Frequency Words” for playing games such as Hide the Apple. *Play concentration or Memory Game using HFW’s. *Play HFW Bingo <b>(See Bingo Cards under Instructional Materials on the Intranet)</b>

Subtest	Skills	CC Standard	OCR	Classroom Activities to Support Skills
<b>Phonological Awareness</b> Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	Rhyming-Producing  (supports reading and writing)	Recognize and produce rhyming words.	<u>Units 1-8</u> Almost daily	<p>*Also see <i>Words Their Way</i> and Teresa Cooper’s <i>65 Kindergarten Workshop Activities</i> for more workshop ideas</p> <p><b>Essential Whole Group Activities</b>  <b>Modeling, Listening, and Identifying Rhyming Words:</b></p> <ul style="list-style-type: none"> <li>Hang a Rhyming Chart with pairs of words that rhyme in the room. Read the rhyming word pairs every morning. This provides an opportunity for students to hear and listen to rhymes daily. You may want to consider assigning students their own rhyming pair of words.</li> <li>Recite nursery rhymes and read books with rhyming texts such as the <i>Sheep in a Jeep</i> series.</li> <li>Sing Raffi songs such as “<i>Down by the Bay</i>”, “<i>Willaby, Wollaby, Woo</i>”. Both songs can be found in OCR.</li> </ul> <p><b>Producing Rhymes:</b></p> <ul style="list-style-type: none"> <li>Rhyming Songs:                             <ul style="list-style-type: none"> <li><b>Playing with Names</b>  <i>Playing with names is fun to do,                                      We change them all the time,                                      Let’s fool our friends and trick them too with different sounds and rhymes:                                      Take the M in Michael, place the W just so (placing the letter W over the M),                                      Michael will be Michael no one will ever know</i> (continue using other names in the class)</li> </ul> </li> <li><b>Rhyme Time:</b>                                      Rhyme time, rhyme time, let’s play a rhyming game.                                      Rhyme time, rhyme time, let’s think of words that sound the same.  <b>Teacher:</b> Cat <b>Students:</b> mat, hat, rat, fat, sat</li> </ul> <p><b>Workshop Activities or Small Group Instruction</b>                      *Students can play “Playing with Names”. Provide students with name cards and sound cards (or letters) in a bag. Students will pull out a sound card and sing the song.                      *Match rhyming word cards. For struggling readers, students can match rhyming picture cards.                      *Rhyming Concentration                      *Rhyming Bingo</p>
	Counting Syllables  (supports reading and writing)	Count, produce, blend, and segment syllables in spoken words.	<u>Unit 3</u> (almost daily)  <u>Unit 4</u> L:3, 10  <u>Unit 5</u> L: 5  <u>Unit 7</u> L: 1, 2, 12  <u>Unit 8</u> L: 2	<p><b>Essential Whole Group Activities</b></p> <ul style="list-style-type: none"> <li>Count syllables in friends’ names and other single and multi-syllabic words daily.</li> <li>During daily Interactive Writing, break multi-syllabic words into syllables and segment each syllable prior to writing the word.</li> </ul> <p><b>Workshop Activities and/or Small Group Instruction</b>                      *Write student names on sentence strips and cut into syllables. Students will reassemble the names.                      *Students will sort class names (or picture of students) by number of syllables.                      *Students will clap the number of syllables in each name and count the same number of unifix cubes and place under each name or picture.                      *The above activities can also be used with vocabulary words/pictures.</p>

Subtest	Skills	CC Standard	OCR	Classroom Activities to Support Skills *Also see <i>Words Their Way</i> and Teresa Cooper’s <i>65 Kindergarten Workshop Activities</i> for more workshop ideas
<b>Phonological Awareness</b> Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	Onsets and Rimes  (supports reading)	Blend and segment onsets and rimes of single-syllable spoken words.	<u>Unit 3</u> L: 18-20  <u>Unit 4</u> L: 1, 3  <u>Unit 6</u> L: 10, 15	<u>Whole Group Activity</u> <ul style="list-style-type: none"> <li>Onsets and Rhyme Song:  <b>If You Think You Know the Word</b> ( tune of “ If You’re Happy and You Know It”)                             <p><i>If you think you know the word, shout it out,                                      If you think you know the word, shout it out,                                      If you think you know the word, tell me what you heard,                                      If you think you know the word shout it out.</i></p>                             Teacher: /j/ et                              Students: jet                              (Singing this song daily will quickly teach your students to blend)                         </li> </ul>
	Phonemes-Blending  (supports reading)	Blend two to three phonemes into recognizable words.	<u>Unit 5</u> L: 9, 10, 11, 13,16,17  <u>Unit 8</u> L: 1-20	<u>Whole Group Activities</u> <ul style="list-style-type: none"> <li>Phonemic Blending Song:  <b>If You Think You Know the Word</b>, segmenting each phoneme and students will blend. (See onset and rimes for the complete song.)                              Teacher: /j/ /e/ /t/                              Students: jet  <li>Place individual sound cards into pocket chart to make CVC words. Students will blend the sounds to make a word.</li> </li></ul> <u>Workshop Activities and/or Small Group Instruction</u> *Make CVC words (Mystery Words) using sound cards and students will practice reading the words. *The above activity can be made into a board game. Place the copied sound card words in a pile. Student will draw a sound card word, read it, roll a die, and move his/her marker that number of places on the board.
	Phonemes-Initial, Final  (supports spelling)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words.	<u>Units 4-8</u> almost daily	<u>Whole Group Activities</u> <ul style="list-style-type: none"> <li>Phonemic Awareness Song for Initial and Final Sounds:  <b>What’s the Sound?</b>(tune of “Old MacDonald Had a Farm”)                             <p><i>What’s the sound that starts these words?:                                      Turtle, time and teeth?                                      /t/ is the sound that starts these words:                                      Turtle, time and teeth.                                      With a /t/, /t/ here, and a /t/ /t/there                                      Here a /t/, there a /t/, everywhere a /t/, /t/.                                      /t/ is the sound that starts these words:                                      Turtle, time, and teeth.</i></p>                             (You can also sing this song using words with the same medial or final sounds)                              What’s the sound in the middle of these words...                              What’s the sound at the end of these words...                         </li> </ul> <u>Workshop Activities and/or Small Group Instruction</u> <ul style="list-style-type: none"> <li>Using photos of students and copied sound cards, students will place the correct sound card on the left for the beginning sound and on the right for the final sound in each student’s name.</li> <li>Sort pictures by initial or final sounds.</li> </ul>

Subtest	Skills	CC Standard	OCR	Classroom Activities to Support Skills					
<b>Phonological Awareness</b> Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.	Phonemes-Segmenting  (supports spelling)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words.	<u>Units 7-8</u> The lessons in these units specifically segment phoneme by phoneme.	<p>*Also see <i>Words Their Way</i> and Teresa Cooper’s <i>65 Kindergarten Workshop Activities</i> for more workshop ideas</p> <p><b>Whole Group Activities</b></p> <ul style="list-style-type: none"> <li>Phonemic Awareness Song for Segmenting Phonemes:  <b>Listen, Listen to My Word</b> (tune of “Twinkle, Twinkle, Little Star”)  <i>Listen, listen to my word,                      Tell me all the sounds you heard:</i>                      Teacher: jet    Students: /j/ /e/ /t/                      (singing this song daily will teach your students to segment easily)</li> </ul> <p><b>Workshop Activities and/or Small Group Instruction</b></p> <ul style="list-style-type: none"> <li>*Using CVC picture cards, students will place a sound spelling card for each phoneme in the picture.</li> <li>*Using a three box template and three disks (one under each box), students will choose a CVC picture and slide a disk into each box as he/she verbally says each sound (phoneme)</li> <li>*Using a flip chart, students will flip to a picture and flip the sound cards to match each phoneme in the picture.</li> </ul> <div style="text-align: center;">  </div> <p>If students are struggling, perhaps they are missing a particular sub skill: segmenting compound words, segmenting onset and rimes, segmenting syllables.</p>					
	Substituting Sounds-short and Long Vowels  (supports reading and spelling)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Beginning sounds: Unit 6 L: 1-7, 20 Unit 7 L: 1-5  End sounds: Unit 6 L: 8-12, 20 Unit 7 L: 6-10  Medial sounds: Unit 6 L: 15-19	<p><b>Whole Group Activities</b></p> <ul style="list-style-type: none"> <li>In a pocket chart manipulate individual sound cards to make CVC words. Remove the vowel and replace with another vowel sound card to make a new word.</li> <li>Sing the following song to the tune of “Row, Row, Row your Boat”  <i>Ride, ride, ride your bike quickly down the street,                      Hōppily, hōppily, hōppily, hōppily,                      Life is but a dream.                      Rode, rode, rode your bōke, quickly down the street,                      Hōppily, hōppily, hōppily, hōppily,                      Life is but a dream.</i>                      Continue singing the song by substituting the vowel in ride, bike, and happily with either /ā/, /ē/, /ū/ or with short vowels /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/</li> </ul> <p><b>Workshop Activities and/or Small Group Instruction</b></p> <ul style="list-style-type: none"> <li>*Place sound cards in a pocket chart to make CVC words. Replace the vowel with a different vowel sound card to make a new word for the students to read.</li> <li>*Choose two CVC words with the same initial and final sounds. Glue the initial and final sound spellings for both the words on a single sentence strip with a blank space for the vowels. Students will choose two different vowel cards to place in the blank and read each word.</li> </ul> <div style="text-align: center;"> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr> <td>c__t</td> <td>c__t</td> </tr> </table> <table border="1" style="display: inline-table; margin-right: 20px;"> <tr> <td>r__d</td> <td>r__d</td> </tr> </table> <table border="1" style="display: inline-table;"> <tr> <td>f__n</td> <td>f__n</td> </tr> </table> </div> <p>(The above example should be done with sound cards rather than letters)</p>	c__t	c__t	r__d	r__d	f__n
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r__d	r__d								
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