

**Week 8 - Day 1****Standards addressed:**

- **RF.K.1.D:** Recognize and name all upper and lowercase letters of the alphabet.
- **RF.K.1.B:** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.2.A:** Recognize and produce rhyming words.
- **RF.K.2.D:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

**Word Families:** -am, -an, -at, -ad**Spelling Words:** an, can, (Monday) at, (Tuesday) had (Wednesday)**Review word:** am**Sight Words:** for (*in shared reading*)**Daily Materials:**
[Lifework](#), Heggerty book, [slides](#), [worksheets](#), slates and markers, [spelling test paper](#)

| Pacing | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Materials Needed              |
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| 9 min  | <b>Phonemic Awareness Warm Up: Heggerty lesson week 8</b><br>Do all of the daily lesson and use any letter they know for the Alphabet Knowledge section.<br><br><i>If time, sing the alphabet song, pointing to each letter as you sing it.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Heggerty lesson week 8</b> |
| 2 min  | <b>Phonemic Awareness- Syllables</b> <ul style="list-style-type: none"> <li>● Say, “We will segment a whole word into syllables. A syllable is a part of a word with a vowel sound. <b>I will say a word, segment it into syllables, and tell you how many syllables I hear. Then, it is your turn.</b>”               <ul style="list-style-type: none"> <li>○ Use one of the following hand motions to help students segment.                   <ul style="list-style-type: none"> <li>■ <b>Scoopers:</b> Place palms together to create “scoopers.” Then, students will make a scooping motion when saying each syllable.                       <ul style="list-style-type: none"> <li>● Teachers will always scoop from right to left so students can mirror their movements. Students scoop left to right.</li> </ul> </li> <li>■ <b>Clap it:</b> Students clap quietly each time they say a syllable</li> <li>■ <b>Pound-it-out:</b> Students hold their left hand flat and pound their right fist on their palm whenever they say a syllable. Students can hold up one finger each time they say a</li> </ul> </li> </ul> </li> </ul> |                               |

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|        | <p>syllable.</p> <ul style="list-style-type: none"> <li>Words: <ul style="list-style-type: none"> <li>■ <b>cookbook, cook- book, 2</b></li> <li>■ <b>wonderland, won-der- land, 3</b></li> <li>■ <b>dentist, den-tist, 2</b></li> </ul> </li> <li>Continue to reinforce that students can use these strategies to spell multisyllabic words.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                        |
| 5 min  | <p><b>Wall Cards + Letters</b></p> <ul style="list-style-type: none"> <li>Practice digraph, vowels and consonants B-L <ul style="list-style-type: none"> <li>Now that we know all of our wall cards, now would be a good time to have a student teach the wall cards! They can stand at the front of the class and lead the team in reciting the wall cards.</li> </ul> </li> <li>Review letters: Tell them that each time they see the letter in the next few slides, you want them to say with you, "Letter is <u>  </u>. Sound is / <u>  </u>."</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="#">slides</a> |
| 10 min | <p><b>Spelling word practice</b></p> <ul style="list-style-type: none"> <li>On slates introduce the spelling words for the week <ul style="list-style-type: none"> <li>review <b>am</b> <ul style="list-style-type: none"> <li>■ <b>remind students that am is a special word and sound. You CAN chop the sounds but the m makes the A sound kind of whiny like this: /a/ /m/. You try: /a/ /m/.</b></li> <li>■ <b>To help us remember this, we can think of the whiny am as a CHUNK. We can remember that am says /am/</b></li> </ul> </li> </ul> </li> <li>Introduce the spelling words of the week using the following steps have students repeat these same steps as you: <ul style="list-style-type: none"> <li><b>We are going to learn another word that has the whiny /a/ sound like am. That new word is an.</b></li> <li>Model how to chop the word using choppers. /a/ /n/</li> <li>Draw lines for every sound you hear in the word</li> <li>Ask students which letter says each of the sounds</li> </ul> </li> <li><b>We just learned the word <u>an</u></b> <ul style="list-style-type: none"> <li><i>Use heggerty fist movements to show the addition of the first sound /c/</i></li> <li><b>We can add the /c/ sound to the beginning of an and it makes a new word. Let's try it. Get your fists say /c/ /an/. The word is <u>CAN</u>.</b></li> <li>Have students write the word <b>can</b> on their slates</li> <li>Let's circle our new <b>CHUNK</b> /AN/</li> </ul> </li> <li>The chunks AN and AM will help us read so many words! Remember to circle them to help your brain remember them and make it a little easier to read.</li> </ul> | slates and markers     |

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| 10 min | <p><b>Successive Blending</b></p> <ul style="list-style-type: none"> <li>Do your routine for having students identify letters. At this point, you will need to decide whether you want them to line up their letters on top of the white board or in front of them or keep them in their containers until needed.</li> <li>Explain to students that today we are going to practice putting the letter sounds together to make words, which is called blending. Do the established blending routine with these words: <ul style="list-style-type: none"> <li><b>TODAY'S WORDS:</b> an, can, man, tan, Shan, stan, span</li> </ul> </li> <li>Listen to all of these words, an, can, man, tan, shan, stan. What do you notice? That's right, they all RHYME. We can use rhyming to help us read and write!</li> <li>Let's try this with a different CHUNK: /am/ What two letters do we need? <ul style="list-style-type: none"> <li><b>WORDS:</b> am, ham, jam, ram, sham, spam</li> </ul> </li> <li>Listen to all of these words, an, can, man, tan, shan, stan. What do you notice? That's right, they all RHYME. We can use rhyming to help us read and write!</li> <li>Since we are doing two families today, adjust for the list for the pace of your clas.</li> </ul> | <p>Container for letters</p> <p>Slates</p> |
| 3 min  | <p><b>Movement Break/Activity/Song:</b></p> <p>Vowel song--<a href="https://youtu.be/RUSCz41aDug?si=MM_Y6jS2UU38GcmL">https://youtu.be/RUSCz41aDug?si=MM_Y6jS2UU38GcmL</a></p> <p>Have students stand up and sing with the video!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                            |
| 5 min  | <p><b>Worksheet</b></p> <ul style="list-style-type: none"> <li>Send students to their tables. With the remaining time you have, use the front of the worksheet to practice listening to the first sound to spell the words.</li> <li>If you have time do the back→ have students practice their spelling words and/or practice blending the words</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><a href="#">Worksheet</a></p>           |

**Week 8 - Day 2**

**Standards addressed:**

- **RF.K.1.D:** Recognize and name all upper and lowercase letters of the alphabet.
- **RF.K.1.B:** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.2.A:** Recognize and produce rhyming words.
- **RF.K.2.D:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

**Word Families:** -am, -an, -at, -ad

**Spelling Words:** an, can, at, had

**Review word:** am

**Sight Words:** for (*in shared reading*)

**Daily Materials:**

[Lifework](#), Heggerty book, slides , [worksheets](#), slates and markers

| Pacing | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Materials Needed              |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 9 min  | <p><b>Phonemic Awareness Warm Up: Heggerty lesson week 8</b><br/>Do all of the daily lesson and use any letter they know for the Alphabet Knowledge section.</p> <p><i>If time, sing the alphabet song, pointing to each letter as you sing it.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Heggerty lesson week 8</b> |
| 1 min  | <p><b>Phonemic Awareness- Syllables</b></p> <ul style="list-style-type: none"> <li>● Say, “We will segment a whole word into syllables. A syllable is a part of a word with a vowel sound. <b>I will say a word; say it back to me. Then, segment the word into syllables and tell me how many syllables you hear.</b>” <ul style="list-style-type: none"> <li>○ Use one of the following hand motions to help students segment. <ul style="list-style-type: none"> <li>■ <b>Scoopers:</b> Place palms together to create “scoopers.” Then, students will make a scooping motion when saying each syllable. <ul style="list-style-type: none"> <li>● Teachers will always scoop from right to left so students mirror your movements. Students scoop left to right.</li> </ul> </li> <li>■ <b>Clap it:</b> Students clap quietly each time they say a syllable</li> <li>■ <b>Pound-it-out:</b> Students hold their left hand flat and pound their right fist on their palm whenever they say a syllable. Students can hold up one finger each time they say a syllable.</li> </ul> </li> </ul> </li> </ul> |                               |

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|        | <ul style="list-style-type: none"> <li>Words: <ul style="list-style-type: none"> <li><u>Whole word</u>     <u>Syllables</u></li> <li><b>insect</b>            <b>in - sect (2)</b></li> <li><b>puppet</b>            <b>pup - pet (2)</b></li> <li><b>fantastic</b>        <b>fan - tas - tic (3)</b></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                        |
| 10 min | <p><b>Wall Cards + Letters</b></p> <ul style="list-style-type: none"> <li>Practice digraphs, vowels and consonants M-Z <ul style="list-style-type: none"> <li>Now that we know all of our wall cards, now would be a good time to have a student teach the wall cards! They can stand at the front of the class and lead the team in reciting the wall cards.</li> </ul> </li> <li>Review letters: Tell them that each time they see the letter in the next few slides, you want them to say with you, "Letter is . Sound is /_/_."</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <a href="#">slides</a> |
| 10 min | <p><b>Spelling word practice</b></p> <ul style="list-style-type: none"> <li>On slates introduce the spelling words for the week <ul style="list-style-type: none"> <li>review <b>an</b> <ul style="list-style-type: none"> <li><b>Remind students that an is a special word and sound. You CAN chop the sounds, but the m makes the A sound kind of whiny, like this: /a/ /n/. You try: /a/ /n/.</b></li> <li><b>To help us remember this, we can think of the whiny an sound as a CHUNK. We can remember that an says /an/</b></li> </ul> </li> </ul> </li> <li>Introduce the new spelling word using the following steps have students repeat these same steps as you: <ul style="list-style-type: none"> <li><b>We are going to learn another spelling word <u>at</u></b></li> <li>Say the word</li> <li>Model how to chop the word using choppers</li> <li>Draw lines for every sound you hear in the word</li> <li>Ask students which letter says each of the sounds</li> <li>Have students write the word on their slates <b>and circle the chunk/word family</b></li> </ul> </li> </ul> | slates and markers     |

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| 10 min | <b>Successive Blending</b> <ul style="list-style-type: none"> <li>Do your routine for having students identify letters. At this point, you will need to decide whether you want them to line up their letters on top of the white board or in front of them or keep them in their containers until needed.</li> <li>Explain to students that today we are going to practice putting the letter sounds together to make words, which is called blending. Do the established blending routine with these words:</li> <li><b>Today we are going to use our new spelling word to learn another word family or CHUNK. Remember we can use this chunks to help us read and spell other words!</b> <ul style="list-style-type: none"> <li><b>What two letters did we need to spell <u>at</u>?</b></li> <li><b>Have students make the word at and blend it.</b></li> <li><i>Use heggerty fist movements to show the addition of the first sound /c/</i></li> <li><b>We can add the /c/ sound to the beginning of <u>at</u> and it makes a new word. Let's try it. Get your fists say /c/ /at/. The word is <u>CAT</u>.</b></li> <li><b>Have students add the c and blend the word.</b></li> <li><b>Change the /c/ sound add the /r/ sound</b></li> <li><b>Have students add the r and blend the word <u>RAT</u>.</b></li> <li><b>Have students continue this process with the remaining words.</b></li> <li><b>TODAY'S WORDS: cat, rat, bat, mat, that, chat</b></li> </ul> </li> </ul> | Container for letters<br><br>Slates |
| 3 min  | <b>Movement Break/Activity/Song:</b><br><br>Vowel song-- <a href="https://youtu.be/RUSCz41aDug?si=MM_Y6jS2UU38GcmL">https://youtu.be/RUSCz41aDug?si=MM_Y6jS2UU38GcmL</a><br><br>Have students stand up and sing with the video!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |
| 5 min  | <b>Worksheet</b> <ul style="list-style-type: none"> <li>Send students to their tables. With the remaining time you have, use the front of the worksheet to practice listening to the first sound to spell the words.</li> <li>If you have time do the back→ have students practice their spelling words and/or practice blending the words</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <a href="#">worksheets</a>          |

### Week 8 - Day 3

**Standards addressed:**

- **RF.K.1.D:** Recognize and name all upper and lowercase letters of the alphabet.
- **RF.K.1.B:** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.2.A:** Recognize and produce rhyming words.
- **RF.K.2.D:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

**Word Families:** -am, -an, -at, -ad

**Spelling Words:** an, can, at, had

**Review word:** am

**Sight Words:** for (*in shared reading*)

**Daily Materials:**

[Lifework](#), Heggerty book, slides , [worksheets](#), slates and markers

| Pacing            | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Materials Needed              |                  |       |             |        |               |           |                    |  |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------|-------|-------------|--------|---------------|-----------|--------------------|--|
| 9 min             | <b>Phonemic Awareness Warm Up: Heggerty lesson week 8</b><br>Do all of the daily lesson and use any letter they know for the Alphabet Knowledge section.<br><br><i>If time, sing the alphabet song, pointing to each letter as you sing it.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Heggerty lesson week 8</b> |                  |       |             |        |               |           |                    |  |
| 1 min             | <b>Phonemic Awareness- Syllables</b> <ul style="list-style-type: none"><li>Say, “We will segment a whole word into syllables. A syllable is a part of a word with a vowel sound. <b>I will say a word; say it back to me. Then, segment the word into syllables and tell me how many syllables you hear.</b>”<ul style="list-style-type: none"><li>Use one of the following hand motions to help students segment.<ul style="list-style-type: none"><li><b>Scoopers, Clap it, Pound-it-out</b></li></ul></li><li>Words:<table><tr><td><u>Whole word</u></td><td><u>Syllables</u></td></tr><tr><td>upset</td><td>up- set (2)</td></tr><tr><td>absent</td><td>ab - sent (2)</td></tr><tr><td>spaghetti</td><td>spa- ghe - tti (3)</td></tr></table></li></ul></li></ul> | <u>Whole word</u>             | <u>Syllables</u> | upset | up- set (2) | absent | ab - sent (2) | spaghetti | spa- ghe - tti (3) |  |
| <u>Whole word</u> | <u>Syllables</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                               |                  |       |             |        |               |           |                    |  |
| upset             | up- set (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                               |                  |       |             |        |               |           |                    |  |
| absent            | ab - sent (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                               |                  |       |             |        |               |           |                    |  |
| spaghetti         | spa- ghe - tti (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                               |                  |       |             |        |               |           |                    |  |

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| 10 min | <b>Wall Cards + Letters</b> <ul style="list-style-type: none"> <li>Practice digraphs and vowels</li> <li>Review letters: Tell them that this is similar to our game of letter is __. Sound is ____. <b>This time we will say the sounds they say when we go across the page.</b> <ul style="list-style-type: none"> <li><b>Point to each letter with a pointer and have students say the sound each time you point. Do it chorally as a class to start.</b></li> <li><b>For each slide, repeat the steps above with the names of the letters.</b></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <a href="#">slides</a>              |
| 10 min | <b>Spelling word practice</b> <ul style="list-style-type: none"> <li>On slates introduce the spelling words for the week</li> <li>Review <b>an</b> and <b>am</b> <ul style="list-style-type: none"> <li>Follow the steps below for both words.</li> <li>remind students that an is a special word and sound. You CAN chop the sounds but the m makes the A sound kind of whiny like this: /a/ /n/. You try: /a/ /n/.</li> <li>To help us remember this, we can think of the whiny an sound as a CHUNK. We can remember that am says /an/</li> </ul> </li> <li>Review <b>at</b> <ul style="list-style-type: none"> <li><b>Have students segment the word and write it. Support students that need help with individual sounds or letter formation. (you can draw dots to help them on their slates.</b></li> </ul> </li> <li>Introduce the new spelling word using the following steps have students repeat these same steps as you: <ul style="list-style-type: none"> <li><b>We are going to learn another spelling word <u>had</u></b></li> <li>Say the word</li> <li>Model how to chop the word using choppers</li> <li>Draw lines for every sound you hear in the word</li> <li>Ask students which letter says each of the sounds</li> <li>Have students write the word on theirs slates <b>and circle the chunk/word family -ad</b></li> </ul> </li> </ul> | slates and markers                  |
| 10 min | <b>Successive Blending</b> <ul style="list-style-type: none"> <li>Do your routine for having students identify letters. At this point, you will need to decide whether you want them to line up their letters on top of the white board or in front of them or keep them in their containers until needed.</li> <li>Explain to students that today we are going to practice putting the letter sounds together to make words, which is called blending. Do the established blending routine with these words:</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Container for letters<br><br>Slates |

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|       | <ul style="list-style-type: none"> <li>• Today we are going to use our new spelling word to learn another word family or CHUNK. Remember we can use this chunks to help us read and spell other words! <ul style="list-style-type: none"> <li>○ We just spelled the word <u>had</u></li> <li>○ Let's make it with our letters.</li> <li>○ Use heggerty fist movements to show the deleting of /h/ and addition of /m/</li> <li>○ We can delete the /h/ sound and add the /m/ sound to the beginning of an and it makes a new word. Let's try it. Get your fists say /m/ /ad/. The word is <u>MAD</u>.</li> <li>○ Have students add the m and blend the word.</li> <li>○ Next, let's change the the /m/ sound add the /b/ sound</li> <li>○ Have students add the b and blend the word <u>BAD</u>.</li> <li>○ Have students continue this process with the remaining words.</li> <li>○ TODAY'S WORDS: had, mad, bad, rad, tad, gl-ad</li> </ul> </li> <li>• <i>Note: You can chart all these words underneath the -ad family if you have time.</i></li> </ul> |                            |
| 3 min | <p><b>Movement Break/Activity/Song:</b></p> <p>Vowel song--<a href="https://youtu.be/RUSCz41aDug?si=MM_Y6jS2UU38GcmL">https://youtu.be/RUSCz41aDug?si=MM_Y6jS2UU38GcmL</a></p> <p>Have students stand up and sing with the video!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                            |
| 5 min | <p><b>Worksheet</b></p> <ul style="list-style-type: none"> <li>• Send students to their tables. With the remaining time you have, use the front of the worksheet to practice listening to the first sound to spell the words.</li> <li>• If you have time do the back→ have students practice their spelling words and/or practice blending the words</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">worksheets</a> |

**Week 8 - Day 4**

**Standards addressed:**

- **RF.K.1.D:** Recognize and name all upper and lowercase letters of the alphabet.
- **RF.K.1.B:** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.2.A:** Recognize and produce rhyming words.
- **RF.K.2.D:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

**Word Families:** -am, -an, -at, -ad

**Spelling Words:** an, can, at, had

**Review word:** am

**Sight Words:** for (*in shared reading*)

**Daily Materials:**

[Lifework](#), Heggerty book, slides , [worksheets](#), slates and markers

| Pacing            | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Materials Needed              |                  |        |              |          |                  |        |               |  |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------|--------|--------------|----------|------------------|--------|---------------|--|
| 9 min             | <p><b>Phonemic Awareness Warm Up: Heggerty lesson week 8</b><br/>Do all of the daily lesson and use any letter they know for the Alphabet Knowledge section.</p> <p><i>If time, sing the alphabet song, pointing to each letter as you sing it.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Heggerty lesson week 8</b> |                  |        |              |          |                  |        |               |  |
| 1 min             | <p><b>Phonemic Awareness- Syllables</b></p> <ul style="list-style-type: none"><li>● Say, “We will segment a whole word into syllables. A syllable is a part of a word with a vowel sound. <b>I will say a word; say it back to me. Then, segment the word into syllables and tell me how many syllables you hear.”</b><ul style="list-style-type: none"><li>○ Use one of the following hand motions to help students segment.<ul style="list-style-type: none"><li>■ <b>Scoopers, Clap it, Pound it:</b></li></ul></li><li>○ Words:</li></ul><table><thead><tr><th><u>Whole word</u></th><th><u>Syllables</u></th></tr></thead><tbody><tr><td>summer</td><td>sum- mer (2)</td></tr><tr><td>dinosaur</td><td>di- no- saur (3)</td></tr><tr><td>winter</td><td>win - ter (2)</td></tr></tbody></table></li></ul> | <u>Whole word</u>             | <u>Syllables</u> | summer | sum- mer (2) | dinosaur | di- no- saur (3) | winter | win - ter (2) |  |
| <u>Whole word</u> | <u>Syllables</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |                  |        |              |          |                  |        |               |  |
| summer            | sum- mer (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               |                  |        |              |          |                  |        |               |  |
| dinosaur          | di- no- saur (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                               |                  |        |              |          |                  |        |               |  |
| winter            | win - ter (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |                  |        |              |          |                  |        |               |  |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                     |
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| 10 min | <b>Wall Cards + Letters</b> <ul style="list-style-type: none"> <li>Practice digraph, vowel and consonants B-L <ul style="list-style-type: none"> <li>Now that we know all of our wall cards, now would be a good time to have a student teach the wall cards! They can stand at the front of the class and lead the team in reciting the wall cards.</li> </ul> </li> <li>Review letters: Tell them that each time they see the letter in the next few slides, you want them to say with you, "Letter is ____ . Sound is /_/_."</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <a href="#">slides</a>              |
| 10 min | <b>Spelling word practice</b> <ul style="list-style-type: none"> <li>Review the spelling words for the week and have students spell them using the following steps.</li> <li>Spelling words: <b>had, an, can, at, am</b> <ul style="list-style-type: none"> <li><b>Say the word</b></li> <li><b>Have students use their choppers to chop the words as a class and then whisper chop to themselves</b></li> <li><b>Students can draw the lines for each sound they hear while they whisper it</b></li> <li><b>Have students circle the chunk/word families they hear</b></li> <li><b>Give feedback to individual students or whole-class as needed</b></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                          | slates and markers                  |
| 10 min | <b>Successive Blending</b> <ul style="list-style-type: none"> <li>Do your routine for having students identify letters. At this point, you will need to decide whether you want them to line up their letters on top of the white board or in front of them or keep them in their containers until needed.</li> <li>Explain to students that today we are going to practice putting the letter sounds together to make words, which is called blending. Do the established blending routine with these words:</li> <li><b>Today we are going to use our new word families, our chunks. To help us blend and read words even faster!</b></li> <li><b>Start by giving students the word family then add the first sound (get through at least two for each family.</b> <ul style="list-style-type: none"> <li><b>What two letters say ____</b></li> <li><b>TODAY'S WORDS:</b> <ul style="list-style-type: none"> <li>■ ram, ham, clam</li> <li>■ fan, ran, scan</li> <li>■ mat, that, chat</li> <li>■ lad, glad, mad</li> </ul> </li> </ul> </li> </ul> | Container for letters<br><br>Slates |
| 3 min  | <b>Movement Break/Activity/Song:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                     |

## Kindergarten Word Study

|       |                                                                                                                                                                                                                                          |                            |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
|       | <p>Vowel<br/>song--<a href="https://youtu.be/RUSCz41aDug?si=MM_Y6jS2UU38GcmL">https://youtu.be/RUSCz41aDug?si=MM_Y6jS2UU38GcmL</a></p> <p>Have students stand up and sing with the video!</p>                                            |                            |
| 5 min | <p><b>Worksheet</b></p> <ul style="list-style-type: none"><li>• Tell students what the picture is. Have students read and circle the correct word.</li><li>• If you have time, students can read and trace the spelling words.</li></ul> | <a href="#">worksheets</a> |

**Week 8 - Day 5**

**Standards addressed:**

- **RF.K.1.D:** Recognize and name all upper and lowercase letters of the alphabet.
- **RF.K.1.B:** Recognize that spoken words are represented in written language by specific sequences of letters.
- **RF.K.2.A:** Recognize and produce rhyming words.
- **RF.K.2.D:** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

**Word Families:** -am, -an, -at, -ad

**Spelling Words:** an, can, at, had

**Review word:** am

**Sight Words:** for (*in shared reading*)

**Daily Materials:**

[Lifework](#), Heggerty book, slides , [worksheets](#), slates and markers, [spelling test paper](#)

| Pacing            | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Materials Needed              |                  |         |                   |        |               |       |             |  |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------|---------|-------------------|--------|---------------|-------|-------------|--|
| 9 min             | <p><b>Phonemic Awareness Warm Up: Heggerty lesson week 8</b><br/>Do all of the daily lesson and use any letter they know for the Alphabet Knowledge section.</p> <p><i>If time, sing the alphabet song, pointing to each letter as you sing it.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Heggerty lesson week 8</b> |                  |         |                   |        |               |       |             |  |
| 1 min             | <p><b>Phonemic Awareness- Syllables</b></p> <ul style="list-style-type: none"><li>● Say, “We will segment a whole word into syllables. A syllable is a part of a word with a vowel sound. <b>I will say a word; say it back to me. Then, segment the word into syllables and tell me how many syllables you hear.</b>”<ul style="list-style-type: none"><li>○ Use one of the following hand motions to help students segment.<ul style="list-style-type: none"><li>■ <b>Scoopers, Clap it, Pound it:</b></li></ul></li><li>○ Words:</li></ul><table><thead><tr><th><u>Whole word</u></th><th><u>Syllables</u></th></tr></thead><tbody><tr><td>volcano</td><td>vol - ca - no (3)</td></tr><tr><td>giggle</td><td>gig - gle (2)</td></tr><tr><td>after</td><td>af- ter (2)</td></tr></tbody></table></li></ul> | <u>Whole word</u>             | <u>Syllables</u> | volcano | vol - ca - no (3) | giggle | gig - gle (2) | after | af- ter (2) |  |
| <u>Whole word</u> | <u>Syllables</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                               |                  |         |                   |        |               |       |             |  |
| volcano           | vol - ca - no (3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                               |                  |         |                   |        |               |       |             |  |
| giggle            | gig - gle (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               |                  |         |                   |        |               |       |             |  |
| after             | af- ter (2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                               |                  |         |                   |        |               |       |             |  |

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| 10 min | <b>Wall Cards + Letters</b> <ul style="list-style-type: none"> <li>Practice digraph, vowel and consonants B-L <ul style="list-style-type: none"> <li>Now that we know all of our wall cards, now would be a good time to have a student teach the wall cards! They can stand at the front of the class and lead the team in reciting the wall cards.</li> </ul> </li> <li>Review letters: Tell them that each time they see the letter in the next few slides, you want them to say with you, "Letter is _____. Sound is /_/_."</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">slides</a>              |
| 10 min | <b>Spelling word practice</b> <ul style="list-style-type: none"> <li>Review the spelling words for the week and have students spell them using the following steps.</li> <li>Spelling words: <b>at, had, an, can, am</b> <ul style="list-style-type: none"> <li><b>Say the word</b></li> <li><b>Have students use their choppers to chop the words as a class and then whisper chop to themselves</b></li> <li><b>Students can draw the lines for each sound they hear while they whisper it</b></li> <li><b>Have students circle the chunk/word families they hear</b></li> <li><b>Give feedback to individual students or whole-class as needed</b></li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   | slates and markers                  |
| 10 min | <b>Successive Blending</b> <ul style="list-style-type: none"> <li>Do your routine for having students identify letters. At this point, you will need to decide whether you want them to line up their letters on top of the white board or in front of them or keep them in their containers until needed.</li> <li>Explain to students that today we are going to practice putting the letter sounds together to make words, which is called blending. Do the established blending routine with these words:</li> <li><b>Today we are going to use our new word families, our chunks. To help us blend and read words even faster!</b></li> <li><b>Start by giving students the word family then add the first sound (get through at least two for each family.</b> <ul style="list-style-type: none"> <li><b>What two letters say ____</b></li> <li><b>TODAY'S WORDS:</b> <ul style="list-style-type: none"> <li>jam, ram, slam, clam</li> <li>van, tan, plan, clan</li> <li>sat, fat, flat, that</li> <li>tad, rad, glad</li> </ul> </li> </ul> </li> </ul> | Container for letters<br><br>Slates |

|        |                                                                                                                                                                                                                                                         |                                     |
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| 3 min  | <b>Movement Break/Activity/Song:</b><br><br>Vowel<br>song-- <a href="https://youtu.be/RUSCz41aDug?si=MM_Y6jS2UU38GcmL">https://youtu.be/RUSCz41aDug?si=MM_Y6jS2UU38GcmL</a><br><br>Have students stand up and sing with the video!                      |                                     |
| 10 min | <b>Spelling Test</b> <ul style="list-style-type: none"> <li>On spelling Paper have students spell the following words <ul style="list-style-type: none"> <li>1. an</li> <li>2. can</li> <li>3. at</li> <li>4. had</li> <li>5. am</li> </ul> </li> </ul> | <a href="#">spelling test paper</a> |
| 5 min  | <b>Worksheet</b> <ul style="list-style-type: none"> <li>Optional cut and paste fun Friday activity. You can also use this as a literacy center at a different time.</li> </ul>                                                                          | <a href="#">worksheets</a>          |