

FBISD READS: Literacy at Home

| Phonics Concept            |   |  |   |
|----------------------------|---|--|---|
| 1 <sup>st</sup> Nine Weeks |   |  |   |
| Week                       | Concept   | Examples   | At Home Connections   |
| 1                          | Review Consonants and Vowels                    | Teachers will use this time to review consonant and vowels introduces to students in Kindergarten. | <b>Phonological Awareness:</b> <ul style="list-style-type: none"><li>Find Specific Sounds- Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the s sound or that end with the k sound. Have your family members share their heard words and list them on a piece of paper.</li><li>Match the First Sound- Help your child identify the beginning sounds in words. Sort and match pictures and words according to beginning sound. Ask your child to figure out which picture or word doesn't belong because it has a different beginning sound. (Example: bag, nine, beach, and bike). Sing the television jingle, "One of these things is not like the others." Have your child sort snack foods by their beginning sounds. (Example: raisins on one plate, carrots on another, etc.)</li><li>Mystery Game- Play a mystery game in which you are calling your child's name or looking for an object around the house. For example, say, "I'm thinking of someone whose name begins with (say the sound for the letter t)," or "I'm looking for an item that begins with (say the sound for the letter g)."</li></ul> <b>Phonics:</b> <ul style="list-style-type: none"><li>Blend Words- Gather several small objects from around the house. Say, "Let's see if you can guess what I am hiding behind my back. I will say parts of the word and, if you put these parts together, you will be able to guess what I have behind my back." Pronounce the first sound and ending rhyme separately. For example, p-en.If your child is able to blend the parts and come up with the word, show him or her the pen and repeat with another object or toy. If your child is not able to blend the first sound and ending rhyme, model the process. For example, b-at, bat. Repeat this practice, blending parts of words into whole words.</li><li>Label Your Home- Use masking tape and a permanent marker to label names of objects in your home, such as bed, doll, table, and chair. This helps your child recognize letters and the names of everyday objects.</li></ul> |
| 2                          | Review Consonants and Vowels                    |  |   |
| 3                          | Short A: VC and CVC (Closed Syllables)          |  |   |
| 4                          | Short i: VC and CVC (Closed Syllables)          | rig, fin, bib  |   |
| 5                          | Short o: VC and CVC (Closed Syllables)          | dot, fog, hot  |   |
| 6                          | Short u: VC and CVC (Closed Syllables)          | bus, cup, hug  |   |
| 7                          | Short e: VC and CVC (Closed Syllables)          | sled, beg, fed   |   |
| 8                          | Consonant Digraphs (sh, ch)                     | chip, shed   |   |
| 9                          | Consonant Digraphs (th-voiced and unvoiced, wh) | while, that  |   |
| 2 <sup>nd</sup> Nine Weeks |   |  |   |
| Week                       | Concept   | Examples   | At Home Connections   |
| 1                          | Consonant Digraphs (ch, ck) & Trigraph (tch)    | latch, rich, tick  | <b>Phonological Awareness:</b> <ul style="list-style-type: none"><li>Word Race- Help your child pick out the first sound in words, an important step in learning to read. Give your child one minute to name as many objects, people,</li></ul>   |
| 2                          | Long Vowels (Open Syllables)                    | me, no, hi   |   |

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| 3 | Long Vowels (Open Syllables) Including y | I, dry, she              | <p>foods, etc that start with a given sound, such as sss. When the minute is up, have them try to beat their score with another sound, such as rrr. It's important to say the sound the letter makes rather than the letter's name. For instance, say mmm rather than em.</p> <ul style="list-style-type: none"> <li>Count the Sounds- Help your child count the number of sounds in words. Have your child find pictures of two– and three–sound words. Put the same number of markers (coins, blocks, etc.) representing the sounds under the picture. Have your child touch a different marker as he or she says each sound. Some ideas for pictures are: fish (3 sounds), lip (3 sounds), shoe (2 sounds), and the number five (3 sounds).</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Grocery List- Give your child a sheet of paper and dictate the items you need to buy. If your child requests the correct spelling, write the words for your child to copy, or spell the words as he or she writes them. You can also allow your child to use inventive spelling for items on the list and locate the correct spelling at the grocery store.</li> <li>Words in the World- Point out the letter/sound relationships your child is learning on food labels, boxes, newspapers, magazines, and signs. For instance, ask your child, "What sound does this letter make?" Practice writing and reading letters and words.</li> </ul> |
| 4 | Consonant Blends (L & S)                 | stem, clap               |  |
| 5 | Consonant Blends (R)                     | drip, brush              |  |
| 6 | Final Consonant Blends (-nt, -nd, -mp)   | hunt, land, camp         |  |
| 7 | Consonant Blends (spl, spr, scr)         | splash, sprint, scrape   |  |
| 8 | -ll, -ss, -ff, -zz (floss rule)          | shell, pass, sniff, jazz |  |

### 3<sup>rd</sup> Nine Weeks

| Week | Concept              | Examples  | At Home Connections  |
|------|----------------------|---|--|
| 1    | -ng, -ing            | bling, sting, ping  | <p><b>Phonological Awareness:</b></p> <ul style="list-style-type: none"> <li>Sounds on a Walk- Help your child take spoken words apart. Have your child listen for syllables in words. You can play this game while you are walking. Have your child clap the number of syllables in the name of each object you see. Next, have your child separate the sounds in words, listening for beginning, middle, and ending sounds; for example, if your child sees a bird, he or she would say b–ir–d.</li> <li>Break the Words Apart- Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three–letter words, listening for beginning, middle, and ending sounds. For example, pronounce mom as follows: mm–o–mm. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say sh–ee–p and your child says sheep.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Letters to Friends- Encourage your child to write notes and letters to relatives and friends. Ask the people who receive the notes to respond with notes and letters of their own.</li> <li>Shopping for Syllables- Help your child take words apart. As you and your child shop, clap the number of syllables in the name of each item as you put it in your shopping basket.</li> </ul> |
| 2    | -ong, -ung, -ang     | long, flung, rang   |  |
| 3    | -nk, -ink            | wink, drink, clink  |  |
| 4    | -onk, -unk, -ank     | honk, plunk, tank   |  |
| 5    | VCe: long a, long i  | cave, wide  |  |
| 6    | VCe: long o, long u  | bone, cute  |  |
| 7    | Vowel Teams: ai, ay  | train, day  |  |
| 8    | Vowel Teams: ee, ea  | sheep, beach  |  |
| 9    | Vowel Teams: ie, igh | tie, light, bright  |  |
| 10   | Reteach and Review   | Teachers will use this week to revisit any concepts students need additional practice on. |  |

### 4<sup>th</sup> Nine Weeks

| Week | Concept             | Examples        | At Home Connections            |
|------|---------------------|-----------------|--------------------------------|
| 1    | Vowel teams: oa, oe | toad, doe, loaf | <b>Phonological Awareness:</b> |
| 2    | Vowel teams: ue, ui | blue, suit, hue |                                |

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| 3  | Diphthongs: oo, ew                       | spoon, flew, moo  | <ul style="list-style-type: none"> <li>Shopping for Sounds- As you and your child shop, have your child separate the sounds in the name of each item you put in your shopping basket, listening for beginning, middle, and ending sounds; for example, for a bag, your child would say b–a–g. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say m–i–l–k and your child says milk; you say c–a–n and your child says can.</li> <li>Count the Words- Have your child count the number of words in a spoken sentence. Say a sentence. (Example: "Let's go to the park.") Have your child tell you the number of words in the sentence. Switch roles, allowing your child to give you a sentence and have you say the number of words it contains.</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Personal Dictionary- Help your child create a personal word dictionary. This is a long-term project that's fun for rainy or snowy days. Help your child write a letter of the alphabet at the top of every page in a notebook or on separate sheets of paper. Ask your child to write down recently learned words on the page with the corresponding first letter.</li> <li>Letters to Friends- Encourage your child to write notes and letters to relatives and friends. Ask the people who receive the notes to respond with notes and letters of their own.</li> </ul> |
| 4  | Diphthongs: au, aw                       | haul, draw, law   |   |
| 5  | R- Controlled vowels: ar, or             | tar, corn, scar   |   |
| 6  | R- Controlled vowels: er, ir, ur         | stern, blur, first  |   |
| 7  | Decoding Compound words and contractions | snowman, baseball she's, hasn't   |   |
| 8  | Inflectional endings: -s, -es            | kids, buses   |   |
| 9  | Inflectional endings: -ed                | melted, hooked, played  |   |
| 10 | Reteach and Review                       | Teachers will use this week to revisit any concepts students need additional practice on. |   |

| Glossary  |   |
|---|---|
| Concept   | Definition  |
| Alphabetic Principle (Letter-Sound Relationships) | The understanding that letters and combinations of letters represent the sounds of spoken language.   |
| CCVC/CVCC (consonant blends and clusters)         | Two (blends) or more (clusters) consecutive consonants that retain their individual sounds but are "chunked" together when read<br><br>Blends and clusters can occur at the beginning of words or the end of words  |
| Compound Words                                    | A word formed by two or more words that has a single meaning.   |
| Consonant Digraphs                                | Two-letter consonant combinations that stand for one phoneme  |
| Contractions                                      | Two words combined and shortened by omitting certain letters which are replaced with an apostrophe  |
| Diphthongs  | Complex speech sounds or glides that begin with one vowel and gradually change to another vowel within the same syllable  |
| Inflectional Endings                              | Letters that are added to a base word and change the word meaning. Inflectional endings are also suffixes.  |
| Long Vowels                                       | Long vowels are voiced and produce a sound that is the same as their letter name. They typically are produced from open, vowel-consonant-e, and vowel team syllables.   |
| Phonological Awareness                            | An umbrella term that includes the awareness of the larger parts of spoken language. There are four developmental levels: word, syllable, onset/rime, and phoneme   |
| Phonics   | Phonics is a way of teaching children how to read and write the English language. It teaches children to read individual letters (e.g. a, s, t) and groups of letters (e.g. oo, sh, igh) by saying the sounds they make. They then learn how to blend the sounds to make the words they are reading or writing. |
| r-controlled syllables                            | Vowel sounds produced when the letter r follows a vowel; they make an unexpected, but reliable sound.   |
| VC/CVC (Closed Syllable)                          | Vowel Consonant/ Consonant Vowel Consonant:<br>A syllable with a short vowel, spelled with a single vowel letter ending in one or more consonants.  |
| VCe (Vowel Consonant -e syllables)                | A syllable type that typically makes a long vowel sound. It is spelled with one vowel and one consonant with a silent e after the consonant   |
| Vowel Team Syllables                              | A syllable type combination of two vowel letters that stand for a single vowel sound.   |

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|  | Diphthongs ou/ow and oi/oy are included in this syllable category. |
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#### Additional Information and Resources

- [Science of Teaching Reading Term Review](#)
- [Songs](#)
- [Handwriting Manuscript Stroke Descriptions](#)
- [Types of Text in a Literacy Classroom](#)
- [Correct Phoneme Pronunciation](#)