

## LEVEL 1 Phonological and Letter Awareness Lessons

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Phonological Awareness Skill</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyme recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyme recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyme recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyme recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyme recognition</li> </ul>
<b>Letter Recognition and Formation</b>	Letter Discrimination <ul style="list-style-type: none"> <li>• Stick letters</li> </ul>	Letter Discrimination <ul style="list-style-type: none"> <li>• Straight sticks</li> </ul>	Letter Discrimination <ul style="list-style-type: none"> <li>• Slanted Sticks</li> </ul>	Letter Discrimination <ul style="list-style-type: none"> <li>• Straight and slanted sticks</li> </ul>	Letter Discrimination <ul style="list-style-type: none"> <li>• Review stick letters</li> </ul>
Week 2	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Phonological Awareness Skill</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyme recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyme recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyme recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyme recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyme recognition</li> </ul>
<b>Letter Recognition and Formation</b>	Letter Discrimination <ul style="list-style-type: none"> <li>• Circles and curves</li> </ul>	Letter Discrimination <ul style="list-style-type: none"> <li>• Sticks and curves</li> </ul>	Letter Discrimination <ul style="list-style-type: none"> <li>• Sticks and circles</li> </ul>	Letter Discrimination <ul style="list-style-type: none"> <li>• Letters that look alike</li> </ul>	<ul style="list-style-type: none"> <li>• Review letter discrimination</li> </ul>
Week 3	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Phonological Awareness Skill</b>	<ul style="list-style-type: none"> <li>• Word discrimination</li> <li>• Rhyme recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Word discrimination</li> <li>• Concept of words</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Rhyme recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Word discrimination</li> <li>• Concept of words</li> </ul>	<ul style="list-style-type: none"> <li>• Word discrimination</li> <li>• Rhyme recognition</li> </ul>
<b>Letter Recognition and Formation</b>	A	a	B	b	Cc
Week 4	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Phonological Awareness Skill</b>	<ul style="list-style-type: none"> <li>• Word discrimination</li> <li>• Rhyme recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Concept of words</li> </ul>	<ul style="list-style-type: none"> <li>• Word discrimination</li> <li>• Concept of words</li> </ul>	<ul style="list-style-type: none"> <li>• Word discrimination</li> <li>• Concept of words</li> </ul>	<ul style="list-style-type: none"> <li>• Word discrimination</li> <li>• Concept of words</li> </ul>
<b>Letter Recognition and Formation</b>	D	d	E	e	F
Week 5	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Phonological Awareness Skill</b>	<ul style="list-style-type: none"> <li>• Rhyme recognition</li> <li>• Concept of words</li> </ul>	<ul style="list-style-type: none"> <li>• Word discrimination</li> <li>• Concept of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Concept of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Rhyme recognition</li> <li>• Concept of words</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Producing rhyme</li> </ul>
<b>Letter Recognition and Formation</b>	f	G	g	H	h

Week 6	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Phonological Awareness Skill</b>  <b>Letter Recognition and Formation</b>	<ul style="list-style-type: none"> <li>Producing rhyme</li> <li>Segmenting words by syllables</li> </ul> li	<ul style="list-style-type: none"> <li>Identifying rhyme</li> <li>Segmenting words by syllables</li> </ul> J	<ul style="list-style-type: none"> <li>Listening</li> <li>Segmenting words by syllables</li> </ul> j	<ul style="list-style-type: none"> <li>Segmenting initial sounds</li> <li>Identifying repeated sounds</li> </ul> Kk	<ul style="list-style-type: none"> <li>Segmenting initial sounds</li> <li>Segmenting compound words</li> </ul> L
Week 7	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Phonological Awareness Skill</b>  <b>Letter Recognition and Formation</b>	<ul style="list-style-type: none"> <li>Producing rhyme</li> <li>Segmenting compound words</li> </ul> l	<ul style="list-style-type: none"> <li>Producing rhyme</li> <li>Segmenting initial sounds</li> </ul> M	<ul style="list-style-type: none"> <li>Listening</li> <li>Producing rhyme</li> </ul> m	<ul style="list-style-type: none"> <li>Identifying rhyme</li> <li>Segmenting initial sounds</li> </ul> N	<ul style="list-style-type: none"> <li>Sound discrimination</li> <li>Segmenting words by syllables</li> </ul> n
Week 8	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Phonological Awareness Skill</b>  <b>Letter Recognition and Formation</b>	<ul style="list-style-type: none"> <li>Producing rhyme</li> <li>Segmenting initial sounds</li> </ul> Oo	<ul style="list-style-type: none"> <li>Sound discrimination</li> <li>Segmenting words into syllables</li> </ul> Pp	<ul style="list-style-type: none"> <li>Performing steps in a sequence</li> <li>Identifying rhyme</li> </ul> Q	<ul style="list-style-type: none"> <li>Segmenting initial sounds</li> <li>Segmenting words by syllables</li> </ul> q	<ul style="list-style-type: none"> <li>Segmenting initial sounds</li> <li>Segmenting words into syllables</li> </ul> R
Week 9	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Phonological Awareness Skill</b>  <b>Letter Recognition and Formation</b>	<ul style="list-style-type: none"> <li>Producing rhyme</li> <li>Segmenting words into syllables</li> </ul> r	<ul style="list-style-type: none"> <li>Blending syllables</li> <li>Segmenting initial sounds</li> </ul> Ss	<ul style="list-style-type: none"> <li>Blending syllables</li> <li>Segmenting words into syllables</li> </ul> T	<ul style="list-style-type: none"> <li>Sound discrimination</li> <li>Blending syllables</li> </ul> t	<ul style="list-style-type: none"> <li>Segmenting initial sounds</li> <li>Segmenting words into syllables</li> </ul> Uu
Week 10	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Phonological Awareness Skill</b>  <b>Letter Recognition and Formation</b>	<ul style="list-style-type: none"> <li>Producing rhyme</li> <li>Segmenting initial sounds</li> </ul> Vv	<ul style="list-style-type: none"> <li>Blending syllables</li> <li>Segmenting initial sounds</li> </ul> Ww	<ul style="list-style-type: none"> <li>Blending syllables</li> <li>Segmenting initial sounds</li> </ul> Xx	<ul style="list-style-type: none"> <li>Blending syllables</li> <li>Segmenting initial sounds</li> </ul> Yy	<ul style="list-style-type: none"> <li>Segmenting initial sounds</li> <li>Segmenting words by syllables</li> </ul> Zz

## LEVEL 2 Phonemic Awareness and Phonics Units

Unit/ Phonics Skill	Phonological Awareness Skill	Phonemic Awareness Skill	Sight Words	Spelling Words
1/Mm and Short Aa	listening for rhyme	<ul style="list-style-type: none"> <li>initial /m/</li> <li>medial /a/</li> </ul>	N/A	am
2/Ss	listening for rhyme	<ul style="list-style-type: none"> <li>initial /s/</li> <li>listening for initial sounds</li> </ul>	N/A	am, Sam
3/Tt	listening for rhyme	<ul style="list-style-type: none"> <li>initial /t/</li> <li>listening for initial consonant sounds</li> </ul>	N/A	am, Sam, mat, sat, Tam
4/Nn	listening for rhyme	<ul style="list-style-type: none"> <li>initial /n/</li> <li>differentiating consonant sounds</li> </ul>	N/A	man, Nat, mat, sat, Tam, tan
5/ Short Ii	listening for rhyme	<ul style="list-style-type: none"> <li>medial /i/</li> <li>differentiating medial sounds</li> </ul>	N/A	man, Nat, tan, am, in, sit
6/Ff	listening for rhyme	<ul style="list-style-type: none"> <li>initial /f/</li> <li>listening for initial consonants</li> </ul>	is	man, mat, fan, fit, if, fin
7/Pp	identifying and producing rhyme	<ul style="list-style-type: none"> <li>initial /p/</li> <li>blending and segmenting onset and rime</li> </ul>	a, has	tin, fat, tap, pat, pin, sip
8/ Short Oo	identifying and producing rhyme	<ul style="list-style-type: none"> <li>medial /o/</li> <li>discriminating medial sounds</li> </ul>	the	nap, fit, on, pot, mop, not
9/Cc	identifying and producing rhyme	<ul style="list-style-type: none"> <li>initial /k/</li> <li>discriminating sounds</li> </ul>	and, of	pit, top, cat, can, cot, cap
10/Hh	identifying and producing rhyme	<ul style="list-style-type: none"> <li>initial /h/</li> <li>blending and segmenting onset and rime</li> </ul>	with, see	nip, can, hat, him, hit, hop
11/Bb	identifying and producing rhyme	<ul style="list-style-type: none"> <li>initial /b/</li> <li>identifying final consonants</li> </ul>	for, no	hat, sap, bat, bib, bin, bit
12/ Short Uu	identifying and producing rhyme	<ul style="list-style-type: none"> <li>initial and medial /u/</li> <li>blending onset and rime</li> </ul>	cannot	bit, him, cup, nut, sun, but
13/Rr	identifying and producing rhyme	<ul style="list-style-type: none"> <li>initial /r/</li> <li>differentiating final consonants</li> </ul>	have, are	cup, hop, run, rub, rip
14/ Short Ee	identifying and producing rhyme	<ul style="list-style-type: none"> <li>initial and medial /e/</li> <li>segmenting and blending onset and rime</li> </ul>	said	rap, cab, met, pen, let, ten
15/Gg	identifying and producing rhyme	<ul style="list-style-type: none"> <li>initial /g/</li> <li>segmenting and blending onset and rime</li> </ul>	I, you, me	men, bin, tag, get, beg, rug

<b>Unit/ Phonics Skill</b>	<b>Phonological Awareness Skill</b>	<b>Phonemic Awareness Skill</b>	<b>Sight Words</b>	<b>Spelling Words</b>
16/Dd	identifying and producing rhyme	<ul style="list-style-type: none"> <li>initial /d/</li> <li>blending phonemes</li> </ul>	come, here, to	bag, pen, dig, had, red, did
17/Ww		<ul style="list-style-type: none"> <li>initial /w/</li> <li>blending phonemes</li> <li>blending and segmenting onset and rime</li> </ul>	my, look, he	bed, pat, wet, win, wig, wed
18/Ll		<ul style="list-style-type: none"> <li>initial /l/</li> <li>differentiating final consonants</li> <li>blending and segmenting onset and rime</li> </ul>	go	bag, dad, let, lap, lid, lip
19/Jj		<ul style="list-style-type: none"> <li>initial /j/</li> <li>initial sound substitution</li> <li>blending and segmenting phonemes</li> </ul>	put, want	lab, bin, job, jam, Jim, Jen
20/Kk		<ul style="list-style-type: none"> <li>initial /k/</li> <li>initial sound substitution</li> <li>blending and segmenting sounds</li> </ul>	this, she, saw	led, bad, kiss, Kit, jam, Kim
21/Yy		<ul style="list-style-type: none"> <li>initial /y/</li> <li>vowel substitution</li> <li>blending and segmenting sounds</li> </ul>	now, like, do	jog, but, yes, yap, yell, yet
22/Vv		<ul style="list-style-type: none"> <li>initial /v/</li> <li>vowel substitution</li> <li>blending and segmenting sounds</li> </ul>	home, they, went	yet, tip, vet, van, Val, hug
23/Qq		<ul style="list-style-type: none"> <li>initial /kw/</li> <li>initial sound substitution</li> <li>blending and segmenting sounds</li> </ul>	good	jam, bad, quit, yet, quip, quill
24/Xx		<ul style="list-style-type: none"> <li>final /ks/</li> <li>vowel substitution</li> <li>blending and segmenting sounds</li> </ul>	was, be, we	sip, did, mix, box, fox, wax
25/Zz		<ul style="list-style-type: none"> <li>initial and final /z/</li> <li>final sound substitution</li> <li>blending and segmenting sounds</li> </ul>	there, then, out	fox, quiz, zip, buzz, zap, fuzz