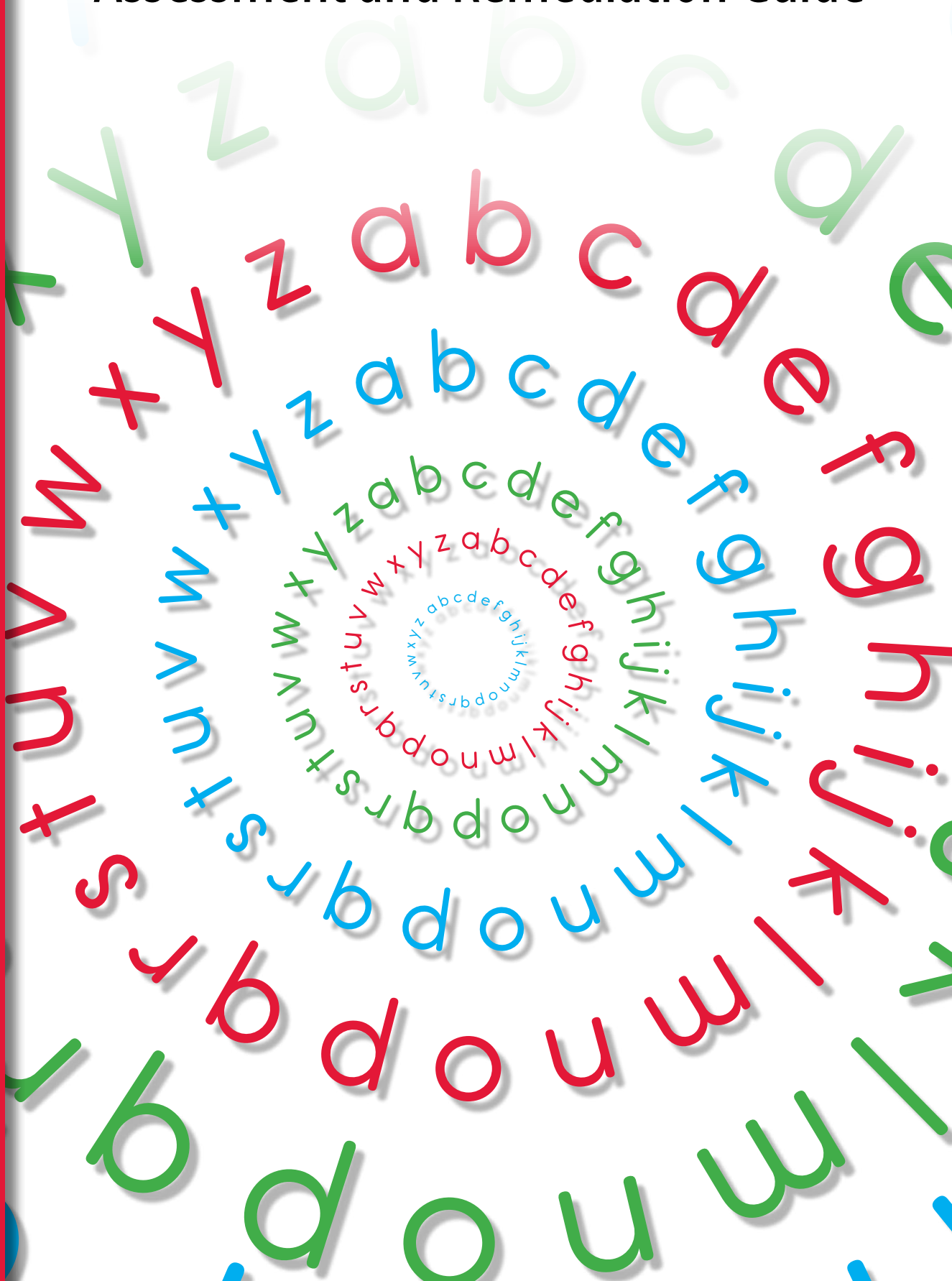
Introduction and Unit 1

Assessment and Remediation Guide



Core Knowledge Language Arts® • Skills Strand

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Introduction

Assessment and Remediation Guide

Skills Strand

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Introduction

Welcome Letter

Dear Teacher,

Welcome to the Kindergarten *Assessment and Remediation Guide*. For our youngest students, mastering early reading and writing skills is critical for advancing toward becoming competent readers in the later grades. You will find resources in this Guide to help you provide reteaching and reinforcement of the objectives taught in the Kindergarten Skills strand of the Core Knowledge Language Arts (CKLA) Program. Utilizing the *Assessment and Remediation Guide* for instruction intended to reteach and reinforce objectives not mastered from the Skills strand Teacher's Guide lessons creates a valuable benefit to struggling students: continuity between the core classroom and supplemental instruction. Instruction beyond the Skills strand Teacher's Guide lessons may be required for students who merely need particular gaps in knowledge addressed or for students who present more significant struggles with literacy.

Paralleling the Kindergarten Skills strand, this *Assessment and Remediation Guide* follows a developmental progression for skills in the areas of phonological awareness, phonics, fluency & comprehension, and early writing. The units in this guide build incrementally, meaning that mastery of the skills taught in earlier units is assumed and therefore a prerequisite for success in later units. Students who struggle to master earlier skills will face increasing challenges with each new unit if they progress without adequate master of previous unit objectives.

Some students may only require targeted reinforcement of skills from individual *Assessment and Remediation Guide* units, as needed. Other students may require comprehensive reteaching spanning multiple units. If students progress through multiple units of the *Assessment and Remediation* Guide, they should do so in order, addressing weaknesses from the earliest point in the Grade 1 progression first. Refer to the Kindergarten Skills Scope and Sequence in this Introduction to determine which specific skills should be addressed first for students who have multiple gaps.

Planning instruction with the *Assessment and Remediation Guide* is guided by:

- observation of student performance during instruction from the Kindergarten Teacher's Guide lessons.
- student scores on performance assessments throughout the Kindergarten units.
- progress monitoring assessments from the *Assessment and Remediation Guide*.

Step 1: Use the Cross Reference charts and Determining Student Need flow charts provided for each component (e.g., phonological awareness, phonics, writing) within the units. The Cross Reference chart helps you consider student performance across the lessons and with any Pause Points utilized.

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Instructional activities are organized by unit objectives. Therefore, if students struggled significantly with activities from particular rows of the chart, the unit objective to target is indicated in the first column. The Determining Student Need flow chart prompts you to additionally consider student assessment performance.

Step 2: If a need for remediation is indicated, refer to the Kindergarten Skills Scope and Sequence (provided in this Introduction) to determine where to begin remedial instruction.

Step 3: Consider student's Level of Instructional Need. A description of the three Levels of Instructional Need is included in this Introduction. Establishing a level of instructional need will direct you to a corresponding lesson structure provided at the beginning of each unit.

Step 4: Select exercises and assessments and prepare associated materials for instruction and progress monitoring.

Step 5: Use ongoing evaluation of student instructional performance and progress monitoring to facilitate decisions about student progress or ongoing remediation needs.

Thoughtful observation of daily performance, integration of assessment with instruction, and provision of targeted remediation as quickly as possible will help most struggling Kindergarten students become *successful* Kindergarten students!

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Levels of Instructional Need

The Kindergarten *Assessment and Remediation Guide* will serve students who:

- may enter Kindergarten with known literacy skill educational needs requiring instruction beyond the Skills strand Teacher Guide lessons.
- may have significant instructional needs identified by the student performance assessments throughout the Kindergarten units.
- may complete some Kindergarten units yet demonstrate a lack of preparedness for subsequent units.

Depending on the severity of student instructional need, instructional personnel available, and student grouping options, materials from the Kindergarten *Assessment and Remediation Guide* may be used for:

- guided reinforcement
- explicit reteaching
- comprehensive reteaching

Guided reinforcement should be used when students demonstrate incomplete mastery of specific skills. Think of it as patching a hole, wherein a relatively short sequence of specific instructional attention will allow students to keep on pace with their peers. It will require additional guided practice, during temporary individual or small group time, on an as needed basis. This level of need tends to be met by differentiated classroom instruction.

Guided Reinforcement Lesson Structure

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	See recommendations noted in Lesson Templates at the beginning of each unit.	Activity Dependent	3
Guided Practice (applying skills)	Choose 1 or 2 activities or games from Exercises according to target objectives.	Activity Dependent	12

Note: Progress monitoring related to instruction from Guided Reinforcement lessons may be integrated within instructional times other than these brief remedial lessons, or remedial instructional time may be devoted to completed progress monitoring as needed.

Explicit reteaching should be used when students require explicit instruction in a component area of literacy (i.e., phonological awareness, phonics, comprehension, fluency, or writing). Either initial explicit instruction was missed or did not suffice to produce student understanding. Think of it as a repair job, wherein most aspects of literacy development are on pace, but specific component areas require more than additional guided practice. It will require committed time for explicit instruction with individuals or small groups. This level of need tends to be met by intervention instruction.

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Explicit Reteaching Lesson Structure

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	See recommendations noted in Lesson Templates at the beginning of each unit.	Activity Dependent	3
Explicit Instruction	See recommendations noted in Lesson Templates at the beginning of each unit.	Activity Dependent	4
Guided Practice (working with skills)	See recommendations noted in Lesson Templates at the beginning of each unit.	Activity Dependent	10
Guided Practice (applying skills) OR Independent Practice/Progress Monitoring	Choose 1 or 2 activities or games from Exercises according to target objectives. Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	Activity Dependent Progress Monitoring Resources	8

Comprehensive reteaching should be used when students require explicit instruction across multiple component areas of literacy (i.e., phonological awareness, phonics, comprehension, fluency, or writing). These students tend to have instructional needs preventing them from keeping up with the lesson sequence in the Teacher Guides. Think of it as a rebuilding job, wherein significant adaptations or alterations to the instructional plan are needed. It will require significant committed time for comprehensive instruction with individuals or small groups. This level of need tends to be met by intense intervention or individualized education plans serviced through Special Education. In this case, the scope and sequence of Kindergarten should be followed using comprehensive instruction from across the sections of the *Assessment and Remediation Guide* units. Students who are significantly below grade level will most likely need to continue with instruction from subsequent units of the *Assessment and Remediation Guide* as they continue to work toward grade level benchmarks.

Comprehensive Reteaching Lesson Structure

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	See recommendations noted in Lesson Templates at the beginning of each unit.	Activity Dependent	3
Explicit Instruction	See recommendations noted in Lesson Templates at the beginning of each unit.	Activity Dependent	5
Guided Practice (working with skills)	See recommendations noted in Lesson Templates at the beginning of each unit.	Activity Dependent	10
Guided Practice (applying skills)	Choose 1 or 2 activities or games from Exercises according to target objectives.	Activity Dependent	12
Independent Practice/Progress Monitoring	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	Activity Dependent Progress Monitoring Resources	10

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Note: If a single remedial instruction session does not allow enough time to complete the Comprehensive Reteaching Lesson, then the instruction can be divided over two instructional sessions instead. A split lesson structure may look like this:

Session 1	Session 2
Warm-Up	Warm-Up
Explicit Instruction	Explicit Instruction
Guided Practice (working with skills)	Continue Guided Practice (applying skills)
Initiate Guided Practice (applying skills)	Independent Practice/Progress Monitoring

A single objective should be the primary focus of any given remedial instruction session. If you are using the Comprehensive Reteaching lesson structure and students are in need of explicit instruction related to multiple components (e.g., Phonics, Comprehension, and Writing), then rotate the focus selected for Explicit Instruction and the related Guided Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

Session 1	Session 2	Session 3	Session 4
***Warm-Up*:** Phonics focus ***Explicit Instruction*:** Phonics focus ***Guided Practice (working with skills)*:** Phonics focus ***Guided Practice (applying skills)*:** Combination from component areas (e.g., a Fluency and a Writing activity) ***Independent Practice/ Progress Monitoring*:** Phonics activity (observing for success independently)	***Warm-Up*:** Comprehension focus ***Explicit Instruction*:** Comprehension focus ***Guided Practice (working with skills)*:** Comprehension focus ***Guided Practice (applying skills)*:** Combination from component areas (e.g., a Phonics and a Comprehension activity) ***Independent Practice/ Progress Monitoring*:** Writing activity (observing for success independently)	***Warm-Up*:** Writing focus ***Explicit Instruction*:** Writing focus ***Guided Practice (working with skills)*:** Writing focus ***Guided Practice (applying skills)*:** Combination from component areas (e.g., a Phonics and a Writing activity) ***Independent Practice/ Progress Monitoring*:** Progress Monitoring Assessment for Comprehension	Repeat Sequence (Perhaps the sessions focusing on writing do not occur as frequently as the sessions focusing on phonics or comprehension.)

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Guide Organization

Instruction from the Kindergarten *Assessment and Remediation Guide* will be most effective when used in either one-on-one or small group settings. Learning is optimized when instruction is facilitated by a teacher with expertise related to literacy instruction. Small teacher to student ratios maximize individual learning, particularly through increased opportunity for immediate (reinforcing or corrective) feedback for each student.

A description of the Basic and Advanced Code taught to students using CKLA materials starting in Kindergarten immediately follows this overview. This description will provide insight and context for how phonics skills are introduced in Kindergarten and taught throughout Grade 1 and Grade 2.

The materials throughout the units are organized into sections by component area (e.g., phonological awareness, phonics, writing) and aligned with the objectives from the CKLA Skills strand units. Within the sections you will find:

- **Determining Student Need Chart**: A chart is supplied for your reference to determine student need for instruction from any given unit and section of the *Assessment and Remediation Guide*.
- **Lesson Template & Sample:** The Lesson Templates within each section provide a detailed model of the sequence of instructional steps to be followed when reteaching the particular skill(s) targeted in that section. The Lesson Templates are followed by a Sample Remedial Lesson illustrating how specific skills and activities can be applied to the template. These Lesson Templates and Sample Lessons align with the Explicit Reteaching Lesson Structure described at the beginning of each unit. Guidance for how to adapt the Lesson Templates and Sample Lessons from each section for the Guided Reinforcement or Comprehensive Reteaching Lesson Structure is found at the beginning of each unit.
- **Lesson Reference Charts:** When applicable, reference charts are provided to help you adjust the difficulty of your lessons, ensuring students are appropriately scaffolded or challenged.
- **Dimensions of Difficulty:** This chart is provided for your use to accelerate or reduce the task difficulty for students.
- **Cross-Reference Charts:** The objectives for each section are cross-referenced to the lessons and Pausing Points from the CKLA Skills Strand units. The alignment of objectives and activities can be seen at a glance, facilitating coordinated and targeted use of both the Skills strand units and the *Assessment and Remediation Guide*.
- **Word Lists:** Collections of words, phrases, or sentences needed for activities are provided. These lists are not intended to be exhaustive or restrictive. This resource is included to facilitate lesson preparation; however, teachers are welcome to use the lists as models for adding words, phrases, or sentences of their own.

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- **Worksheets:** Worksheets may be utilized to facilitate modeling during Explicit Instruction, supervised practice and application of skills during Guided Practice, or reinforcement during Independent Practice.
- **Games/Activities:** Games and activities are provided inviting students to apply and strengthen the target skills.
- **Sentences & Stories for Oral Reading: In later units,** decodable Text is provided allowing students to practice the discrete skills taught and creating a bridge for the generalization of those skills to other forms of connected text.
- **Poems/Songs/Nursery Rhymes:** Poems, songs, and nursery rhymes foster students' love of language. When applicable, related activities are included to provide engaging opportunities for students to play with sounds and words.
- **Progress Monitoring**: Resources for progress monitoring are included at the end of each section. These tools are intended to facilitate data collection to inform instruction and build a record of students' progress.
- Objectives noted in Determining Student Need flow charts and Lesson Reference Charts are aligned to the objectives in the Skill Strand unit lessons. The objectives reflect the components needed for teaching the target skills (e.g., Identify environmental sounds). The wording is not always repeated precisely in the Progress Monitoring sections. The Progress Monitoring tools target measurable outcomes: performance expectations for application of the skills taught. The targets may break objectives apart into specific sub-objectives (e.g., Identify and Draw a Circle) or require a combination of objectives to demonstrate a skill (e.g., Apply Knowledge of Position Words to Bodily and other Spatial Movement).

  Progress Monitoring in Unit 1 and Unit 2 focuses on observing student application of skills during instructional practice rather than using specific measures with explicit criteria for identifying adequate or inadequate performance. This is purposeful. Though students who struggle with Unit 1 and Unit 2 objectives should receive related reteaching to bolster those skills, it is also important that they do not linger too long at these earlier steps. Kindergarten students need to move swiftly into the objectives of Unit 3 and beyond to gain exposure to specific phonemes and have the opportunity to work with them. In Unit 3 the Progress Monitoring changes to utilizing specific measures with criteria. Whereas students will have the opportunity to continue to develop Unit 1 and Unit 2 skills as they move forward, beginning with Unit 3, high levels of proficiency with the skills within the unit is required for success in subsequent units.

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Kindergarten Skills Scope and Sequence

Unit	Phonological Awareness	Phonics	Fluency & Comprehension	Writing
Unit 1	Environmental Sounds: Identify, Recognize same or different, Recreate a sequence, & Represent with movement/ objects Segmenting Sentences			Writing Grip and Strokes (*Tripod Grip, Vertical Line, Horizontal Line, Circle, Diagonal Line*)
Unit 2	Syllables: Blend & Segment Phonemes (2 or 3): Blend, Isolate, & Add			Writing Strokes and Own Name (*Cup, Hump, Zigzag, Wavy Line, Spiral, + and X, Loop, Cane, Hook, and Write Own Name*)
Unit 3	*/m/, /a/, /t/, /d/, /o/, /k/, /g/,*& */i/*: Blend & Isolate (initial & medial positions)	'm'>/m/, 'a'>/a/, 't'>/t/, 'd'>/d/, 'o'>/o/, 'c'>/k/, 'g'>/g/, & *'i'>/i/*		'm,' 'a,' 't,' 'd,' 'o,' 'c,' 'g,' & *'i'*: Lowercase letter formation
Unit 4	*/n/, /h/, /s/, /f/, /v/, /z/, /p/,* & */e/*: Segment & Isolate (initial & medial positions)	'n'>/n/, 'h'>/h/, 's'>/s/, 'f'>/f/, 'v'>/v/, 'z'>/z/, 'p'>/p/, & 'e'>/e/	Concepts about Print	'n,' *'h,''s,' 'f,' 'v,' 'z,' 'p,' & 'e'*: Lowercase letter formation
Unit 5	*/b/, /l/, /r/, /u/, /w/, /j/, /y/,* & */x/*: Isolate (initial, medial, & final positions)	'b'>/b/, 'l'>/l/, 'r'>/r/, 'u'>/u/, 'w'>/w/, 'j'>/j/, 'y'>/y/, 'x'>/x/, & *'k'>/k/*	Literal Questions	'b,' 'l,' 'r,' 'u,' 'w,' 'j,' 'y,' 'x,' & 'k': Lowercase letter formation
Unit 6	Phonemes (3–5): Blend	Initial & Final Blend s/ Clusters, 's' > /z/ Letter Names		
Unit 7	Phonemes (3–5): Isolate (initial, medial, & final positions)	Initial & Final Digraphs (i.e., *ch, sh, th, qu-,* & *-ng*)	Inferential Questions	
Unit 8		Double-Letter Spellings & Tricky Words (*the, a, of, all, one, from,* & *was*)	Evaluative Questions	
Unit 9		Tricky Words (*when, word, why, to, where, no, I, what, so, which, once, said, says, are, were, here,* & *there*)		All Letters: Uppercase letter formation

Note: The *Assessment and Remediation Guide* does not include remediation for the skills from Unit 10 of Kindergarten. Many Kindergarten students, particularly struggling students, may not complete Unit 10. It is not a prerequisite for a successful start in Grade 1 of the CKLA Program, and the skills from Unit 10 of Kindergarten are taught in the beginning of Grade 1.

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The Basic and Advanced Code:
Understanding How Phonics is Taught in CKLA

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The Core Knowledge Language Arts Program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten through Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the Basic Code for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: 'a' > /a/, 'e' > /e/, 'b' > /b/, 'm' > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as 'ee' > /ee/, 'oy' > /oi/, 'ou' > /ow/, 'sh' > /sh/, 'th' > /th/. Other Basic Code spellings include separated digraphs, such as 'a_e' > /ae/, 'o_e' > /oe/. The chart on the next page lists the Basic Code as taught in CKLA.

The Basic Code consonant sounds and spellings and the five short vowel sounds and spellings are taught in Kindergarten CKLA Units 3–7. In Grade 1, CKLA builds on this foundational code knowledge as students learn more of the Basic Code vowel sounds and spellings and Advanced Code.

In a Basic Code lesson, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound and conducts various oral language activities with the students to be certain they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one-syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

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Basic Code Spellings

Vowel Sounds and Spellings

/a/ as in *hat*

/o/ as in *hop*

/i/ as in *it*

/e/ as in *pet*

/u/ as in *but*

/ee/ as in *bee*

/ae/ as in *cake*

/ie/ as in *bite*

/oe/ as in *home*

/ue/ as in *cute*

/oo/ as in *soon*

/oo/ as in *look*

/ou/ as in shout

/oi/ as in *oil*

/aw/ as in *paw*

/er/ as in *her*

/ar/ as in *car*

/or/ as in *for*

Consonant Sounds and Spellings

/p/ as in *pot*

/t/ as in *top*

/d/ as in *dot*

/k/ as in *cat*, *kid*

/g/ as in *gift*

/n/ as in *nut*

/h/ as in *hot*

/s/ as in *sun*

/f/ as in *fit*

/v/ as in *vet*

/z/ as in *zip*

/m/ as in *mad*

/b/ as in *bat*

/l/ as in *lip*

/r/ as in *red*

/w/ as in *wet*

/j/ as in *jump*

/y/ as in *yes*

/x/ as in *tax*

/ch/ as in *chin*

/sh/ as in *shop*

/th/ as in *thin*

/th/ as in *them*

/qu/ as in *quit*

/ng/ as in *sing*

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The Advanced Code consists of all other spelling alternatives (over 100) used to spell the 44 phonemes in English. Examples of alternative spellings include ‘mm’ > /m/, ‘ss’> /s/, ‘c’ > /s/, ‘g’ > /j/, ‘ay’ > /ae/, ‘ey’ > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare.

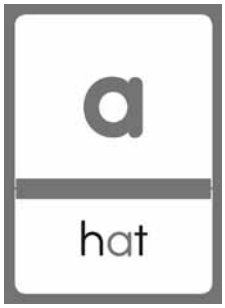
The Advanced Code taught in Kindergarten includes:

- **/k/ > ‘c’ and ‘k’ (Unit 5)**
- **/z/ > ‘z’ and ‘s’ (Unit 6)**
- **Double letter consonant sound spellings (Unit 8)**

More of the Advanced Code is taught in Grade 1 and 2 of CKLA.

As each spelling alternative is taught in CKLA, the frequency with which students may expect the spelling to occur is communicated in several ways. A “power bar” on cards is used to indicate how frequently or infrequently a spelling occurs. A long power bar indicates the spelling occurs frequently, while a short bar designates a rarer spelling.

The long power bar on the card below indicates that the ‘a’ spelling is used frequently to spell /a/, the short vowel sound:



The short power bar on this card signals that the ‘eigh’ spelling is used infrequently to spell /ae/.

The relative frequency of spellings for any given sound is also communicated in the student’s Individual Code Chart. In this chart, the spellings for a sound are arranged in order from most to least frequent. Students begin to use the Individual Code Chart in Grade 1 as they progress toward more independence. A copy is provided at the end of this section for your reference only. This chart should not be duplicated and distributed to students at this level.

Students are introduced to and practice the Advanced Code in two types of lessons, Spelling Alternative Lessons and Tricky Spelling Lessons.

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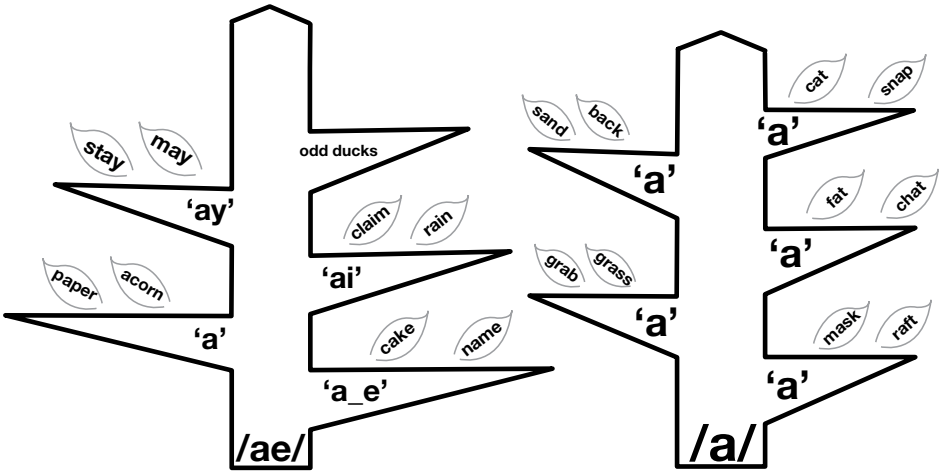
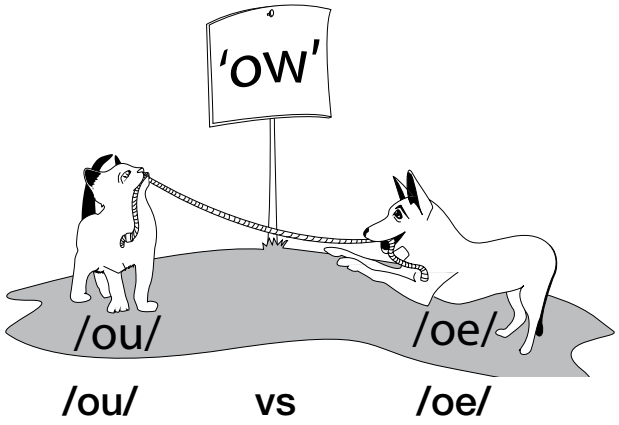
In a Spelling Alternative Lesson, the teacher first reviews the Basic Code spelling that students have already learned for a particular sound. New words with different spellings for the same sound are then introduced. Often students are asked to conduct word sorts as a way to reinforce the idea that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches representing different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.



The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (*cat*), /ae/ (*paper*), /o/ (*father*) or /ə/ (*about*). It may be helpful to think of a tricky spelling as an instance in which several sounds vie for the student to pronounce and read the spelling a different way:



Tricky spellings present a challenge when students are asked to read unfamiliar words because it is possible to sound out and pronounce a tricky spelling multiple ways.

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In a Tricky Spelling Lesson, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context.

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Individual Code Chart

Note: The Individual Code Chart is not used by students in CKLA Kindergarten instruction, rather it is provided as a program-wide reference for teachers only.

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Name _____

/k/

c	k	ck	ch	cc
cat	kid	black	school	hiccup

/g/

g	gg	gu	gh
gift	egg	guess	ghost

/ch/

ch	tch
chin	itch

/j/

j	g	ge	dge	dg
jump	gem	fringe	judge	judging

Name _____

/f/

f	ff	ph	gh
fit	stuff	phone	tough

/v/

v	ve
vet	twelve

/s/

s	c	ss	ce	se	st	sc
sun	cent	dress	prince	rinse	whistle	scent

/z/

z	s	se	zz	ze
zip	dogs	pause	buzz	bronze

Name _____

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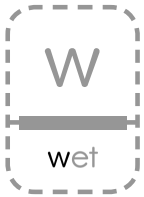

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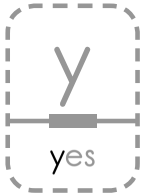

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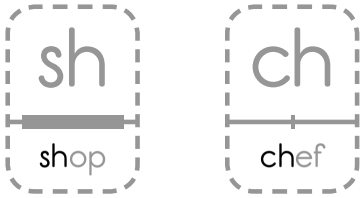

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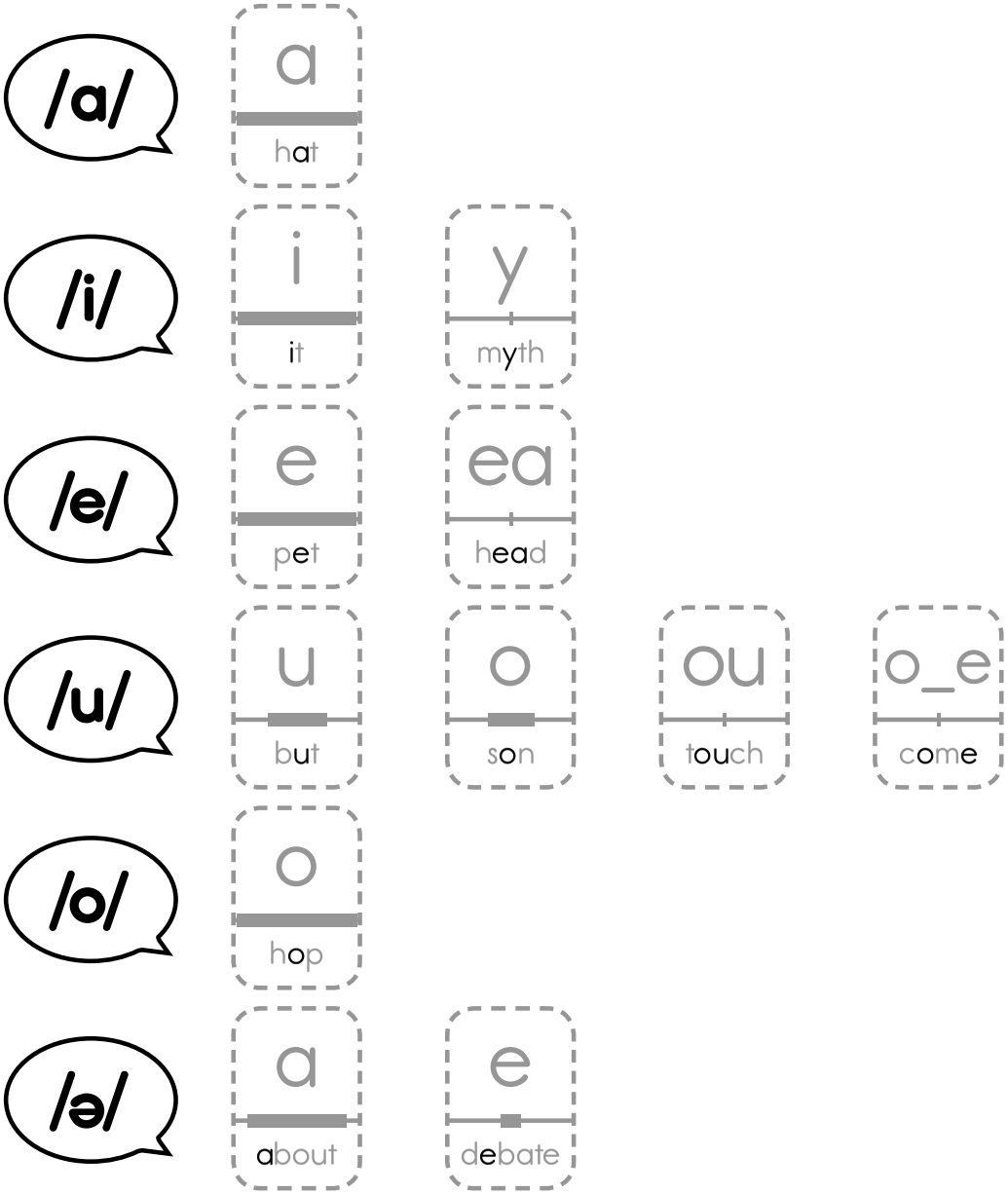
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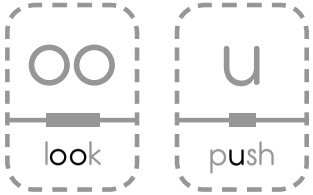

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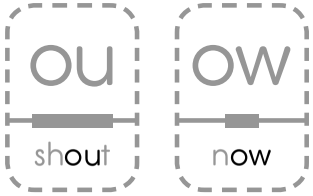

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Summary of Progress Monitoring Assessments Provided in the Kindergarten Assessment and Remediation Guide

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Phonological Awareness		
Content (Sounds)	**Skill**	**Location in the Assessment and Remediation Guide**
Environmental Sounds	Identify Sounds, Recognize Sounds as Same or Different, Count the Number of Sounds, Identify and Recreate a Sequence of Sounds, & Represent Sounds with Movement/ Objects: (Observational Chart)	Unit 1 Section I
Sentences	Segmenting (Observational Chart)	Unit 1 Section II
Syllables	Blend & Segment (Observational Chart)	Unit 2 Section I
2 or 3 Phonemes	Blend, Isolate, & Add (Observational Chart)	Unit 2 Section II
/m/, /a/, /t/, /d/, /o/, /k/, /g/,& /i/	Blend & Isolate (initial & medial positions)	Unit 3 Section I
/n/, /h/, /s/, /f/, /v/, /z/, /p/, & */e/* and previously taught letter sounds	Segment & Isolate (initial & medial positions)	Unit 4 Section I
/b/, /l/, /r/, /u/, /w/, /j/, /y/, & */x/* and previously taught letter sounds	Isolate (initial, medial, & final positions)	Unit 5 Section I
3–5 Phonemes	Blend	Unit 6 Section I
3–5 Phonemes	Isolate (initial, medial, & final positions)	Unit 7 Section I

Reading & Writing Readiness: Understanding Directionality (Observational Chart) provided in Unit 1, Section III.

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Phonics		
Content (Sound-Spellings)	**Skill**	**Location in the Assessment and Remediation Guide**
'm'>/m/, 'a'>/a/, 't'>/t/, 'd'>/d/, 'o'>/o/, 'c'>/k/, 'g'>/g/, & *'i'>/i/*	Word & Pseudo Word Reading	Unit 3 Section II
'n'>/n/, 'h'>/h/, 's'>/s/, 'f'>/f/, 'v'>/v/, 'z'>/z/, 'p'>/p/, & 'e'>/e/ and previously taught sound-spellings	Word & Pseudo Word Reading	Unit 4 Section II
'b'>/b/, 'l'>/l/, 'r'>/r/, 'u'>/u/, 'w'>/w/, 'j'>/j/, 'y'>/y/, 'x'>/x/, & *'k'>/k/* and previously taught sound-spellings	Word & Pseudo Word Reading	Unit 5 Section II
Letter Names	Observational Record	Unit 6 Section II (My ABCs)
Initial & Final Blend s/Clusters, 's' > /z/ and previously taught sound-spellings	Word Reading	Unit 6 Section II
	Running Record of Connected Text	Unit 6 Section III
Initial & Final Digraphs (i.e., *ch, sh, th, qu–,* & *–ng*) and previously taught sound-spellings	Word Reading	Unit 7 Section II
	Running Record of Connected Text	Unit 7 Section III
Double-Letter Spellings & Tricky Words (*the, a, of, all, one, from,* & *was*) and previously taught sound-spellings	Word Reading	Unit 8 Section I
	Running Record of Connected Text	Unit 8 Section II
Tricky Words (*when, word, why, to, where, no, I, what, so, which, once, said, says, are, were, here,* & *there*)and previously taught sound-spellings	Word Reading	Unit 9 Section I
	Running Record of Connected Text	Unit 8 Section II

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Fluency & Comprehension		
Content (Connected Text with Target Sound-Spellings)	**Skill**	**Location in the Assessment and Remediation Guide**
'm'>/m/, 'a'>/a/, 't'>/t/, 'd'>/d/, 'o'>/o/, 'c'>/k/, 'g'>/g/, '*i*'>/*i*/, 'n'>/n/, 'h'>/h/, 's'>/s/, 'f'>/f/, 'v'>/v/, 'z'>/z/, 'p'>/p/, & 'e'>/e/	Concepts about Print (Observational Chart)	Unit 4 Section III
All One-to-One Letter-Sound Correspondences	Concepts about Print (Observational Chart)	Unit 5 Section III
	Understanding: Literal Questions	
Initial & Final Blend s/Clusters, 's' > /z/ and previously taught sound-spellings	Concepts about Print (Observational Chart)	Unit 6 Section III
	Understanding: Literal , Inferential, & Evaluative Questions	
Initial & Final Digraphs (i.e., *ch, sh, th, qu–,* & *–ng*) and previously taught sound-spellings	Understanding: Literal , Inferential, & Evaluative Questions	Unit 7 Section III
Double-Letter Spellings & Tricky Words (*the, a, of, all, one, from,* & *was*) and previously taught sound-spellings	Understanding: Literal , Inferential, & Evaluative Questions	Unit 8 Section II
Tricky Words (*when, word, why, to, where, no, I, what, so, which, once, said, says, are, were, here,* & *there*)and previously taught sound-spellings	Understanding: Literal , Inferential, & Evaluative Questions	Unit 9 Section II

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Writing		
Content (Writing Readiness)	**Skill**	**Location in the Assessment and Remediation Guide**
Writing Grip and Strokes (*Tripod Grip, Vertical Line, Horizontal Line, Circle, Diagonal Line*)	Observational Chart	Unit 1 Section IV
Writing Strokes and Own Name (*Cup, Hump, Zigzag, Wavy Line, Spiral, + and X, Loop, Cane, Hook, and Write Own Name*)	Observational Chart	Unit 2 Section III
'm,' 'a,' 't,' 'd,' 'o,' 'c,' 'g,' & '*i*'	Lowercase Letter Formation	Unit 3 Section III
'n,' '*h,*''s,' *'f,' 'v,' 'z,' 'p,' & 'e'*	Lowercase Letter Formation	Unit 4 Section IV
'b,' 'l,' 'r,' 'u,' 'w,' 'j,' 'y,' 'x,' & 'k'	Lowercase Letter Formation	Unit 5 Section IV
All Letters	Uppercase Letter Formation	Unit 9 Section III

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Unit 1

Assessment and Remediation Guide

Skills Strand

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Instructional Planning

Planning instruction with the *Assessment and Remediation Guide* is guided by:

- observation of student performance during instruction from the Kindergarten Teacher's Guide lessons.
- student scores on performance assessments throughout the Kindergarten units.
- progress monitoring assessments from the *Assessment and Remediation Guide*.

Step 1: Use the Cross Reference charts and Determining Student Need flow charts provided for each component [i.e., Phonological Awareness (for both Environmental Sounds and Segmenting Sentences), Understanding Directionality, and Writing Readiness] within the unit. The Cross Reference chart helps you consider student performance across the lessons and with any Pausing Points utilized. Instructional activities are organized by unit objectives. Therefore, if students struggled significantly with activities from particular rows of the chart, the unit objective to target is indicated in the first column. The Determining Student Need flow chart prompts you to additionally consider student assessment performance.

Step 2: Consider students' Level of Instructional Need. A description of the three Levels of Instructional Need is provided in the Kindergarten *Assessment and Remediation Guide* Introduction. Establishing a level of instructional need will direct you to a corresponding lesson structure provided at the beginning of each unit.

Step 3: Select exercises and assessments and prepare associated materials for instruction and progress monitoring.

Step 4: Use ongoing evaluation of student instructional performance and progress monitoring to facilitate decisions about student progress or ongoing remediation needs.

Your thoughtful observation of daily performance, integration of assessment with instruction, and provision of targeted remediation as quickly as possible will help most struggling Kindergarten students become *successful* Kindergarten students!

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Lesson Structures for Levels of Instructional Need

The Kindergarten *Assessment and Remediation Guide* will serve students who:

- enter Kindergarten with known literacy skill educational needs requiring instruction beyond the Skills strand Teacher Guide lessons.
- have significant instructional needs identified by the student performance assessments throughout the Kindergarten units.
- complete some Kindergarten units yet demonstrate a lack of preparedness for subsequent units.
- Depending on the severity of student instructional need, instructional personnel available, and student grouping options, materials from the Kindergarten *Assessment and Remediation Guide* may be used for:
    - guided reinforcement
    - explicit reteaching
    - comprehensive reteaching

The Lesson Templates within each section provide a detailed model of the sequence of instructional steps to be followed when reteaching the particular skill(s) targeted in that section. The Lesson Templates are followed by a Sample Remedial Lesson illustrating how specific skill work, activities, and progress monitoring can be applied to the template. The following Lesson Structures illustrate how the Lesson Templates and Sample Remedial Lessons from each section align to the Explicit Reteaching structure and provide guidance for how to make more abbreviated (Guided Reinforcement Structure) or more complete (Comprehensive Reteaching Structure) use of the Lesson Templates and Sample Remedial Lessons from each section.

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Guided Reinforcement Lesson Structure

The Guided Reinforcement Lesson Structure provides guidance for how to use only the supported practice elements from the Lesson Templates. This structure provides an abbreviated lesson geared for reinforcing developing skills not yet mastered.

Guided Reinforcement	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions. • **For Phonological Awareness: Environmental Sounds:** Listening Walk **For Phonological Awareness: Segmenting Sentences:** Smooth/ Choppy • **For Reading & Writing Readiness: Understanding Directionality:** Position Word Practice • **For Writing Readiness: Writing Grip and Strokes:** *Where is Thumbkin?*	Activity Dependent	3
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within: • **Phonological Awareness: Environmental Sounds** • **Phonological Awareness: Segmenting Sentences** • **Reading & Writing Readiness: Understanding Directionality** • **Writing Readiness: Writing Grip and Strokes**	Activity Dependent	12

Note: Progress monitoring related to instruction from Guided Reinforcement lessons may be integrated within instructional times other than these brief remedial lessons, or remedial instructional time may be devoted to completed progress monitoring as needed.

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Explicit Reteaching Lesson Structure

The Explicit Reteaching Lesson Structure aligns with the Lesson Templates. This structure provides a more complete lesson geared for explicit instruction for selected unit objectives.

Explicit Reteaching	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions. • **For Phonological Awareness: Environmental Sounds:** Listening Walk • **For Phonological Awareness: Segmenting Sentences:** Smooth/Choppy • **For Reading & Writing Readiness: Understanding Directionality:** Position Word Practice • **For Writing Readiness: Writing Grip and Strokes:** *Where is Thumbkin?*	Activity Dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About… activity descriptions. • **For Phonological Awareness: Environmental Sounds:** Learning About Environmental Sounds • **For Phonological Awareness: Segmenting Sentences:** Learning About Segmenting Sentences • **For Reading & Writing Readiness: Understanding Directionality:** Learning About Directionality • **For Writing Readiness: Writing Grip and Strokes:** Learning About Writing Grip and Strokes	Activity Dependent	4
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With… activity descriptions. • **For Phonological Awareness: Environmental Sounds:** Working With Environmental Sounds • **For Phonological Awareness: Segmenting Sentences:** Working With Segmenting Sentences • **For Reading & Writing Readiness: Understanding Directionality:** Working With Directionality • **For Writing Readiness: Writing Grip and Strokes:** Working With Writing Grip and Strokes	Activity Dependent	10
Guided Practice (applying skills) OR Independent Practice/Progress Monitoring	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within: • **Phonological Awareness: Environmental Sounds** • **Phonological Awareness: Segmenting Sentences** • **Reading & Writing Readiness: Understanding Directionality** • **Writing Readiness: Writing Grip and Strokes** Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	Activity Dependent Progress Monitoring Resources	8

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Comprehensive Reteaching Lesson Structure

The Comprehensive Reteaching Lesson Structure also aligns with the Lesson Templates. This structure provides a more instructional time allowing for integration of activities from multiple sections when multiple unit objectives are targets for remediation.

Comprehensive Reteaching	Exercise	Materials	Minutes
Warm-Up	See corresponding section Lesson Templates for Warm-Up activity descriptions. • **For Phonological Awareness: Environmental Sounds:** Listening Walk • **For Phonological Awareness: Segmenting Sentences:** Smooth/Choppy • **For Reading & Writing Readiness: Understanding Directionality:** Position Word Practice • **For Writing Readiness: Writing Grip and Strokes:** *Where is Thumbkin?*	Activity Dependent	3
Explicit Instruction	See corresponding section Lesson Templates for Learning About… activity descriptions. • **For Phonological Awareness: Environmental Sounds:** Learning About Environmental Sounds • **For Phonological Awareness: Segmenting Sentences:** Learning About Segmenting Sentences • **For Reading & Writing Readiness: Understanding Directionality:** Learning About Directionality • **For Writing Readiness: Writing Grip and Strokes:** Learning About Writing Grip and Strokes	Activity Dependent	5
Guided Practice (working with skills)	See corresponding section Lesson Templates for Working With… activity descriptions. • **For Phonological Awareness: Environmental Sounds:** Working With Environmental Sounds • **For Phonological Awareness: Segmenting Sentences:** Working With Segmenting Sentences • **For Reading & Writing Readiness: Understanding Directionality:** Working With Directionality • **For Writing Readiness: Writing Grip and Strokes:** Working with Writing Grip and Strokes	Activity Dependent	10
Guided Practice (applying skills)	See corresponding sections to choose one or two activities from Worksheets, Games, or Poems/Songs/Nursery Rhymes for instruction related to remedial targets within: • **Phonological Awareness: Environmental Sounds** • **Phonological Awareness: Segmenting Sentences** • **Reading & Writing Readiness: Understanding Directionality** • **Writing Readiness: Writing Grip and Strokes**	Activity Dependent	12

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Comprehensive Reteaching	Exercise	Materials	Minutes
Independent Practice/Progress Monitoring	Activities with which students have demonstrated independence may engage students when progress monitoring with individuals is needed.	Activity Dependent Progress Monitoring Resources	10

Note: If a single remedial instruction session does not allow enough time to complete the Comprehensive Reteaching Lesson, then the instruction can be divided over two instructional sessions instead. A split lesson structure may look like this:

Session 1	Session 2
Warm-Up	Warm-Up
Explicit Instruction	Explicit Instruction
Guided Practice (working with skills)	Continue Guided Practice (applying skills)
Initiate Guided Practice (applying skills)	Independent Practice/Progress Monitoring

A single objective should be the *primary* focus of any given remedial instruction session. If you are using the Comprehensive Reteaching lesson structure and students are in need of explicit instruction related to multiple components [i.e., Phonological Awareness (for Environmental Sounds or Segmenting Sentences), Understanding Directionality, and Writing Readiness], then rotate the focus selected for Explicit Instruction and the related Guided Practice (working with skills) throughout a series of sessions. A rotating focus may look like this:

Session 1	Session 2	Session 3	Session 4
Warm-Up: Segmenting Sentences focus **Explicit Instruction:** Segmenting Sentences focus **Guided Practice (working with skills):** Segmenting Sentences focus **Guided Practice (applying skills):** Combination from component areas (e.g., an Understanding Directionality and a Writing Readiness activity) **Independent Practice/ Progress Monitoring:** Writing Readiness activity (observing for success independently)	**Warm-Up:** Understanding Directionality focus **Explicit Instruction:** Understanding Directionality focus **Guided Practice (working with skills):** Understanding Directionality focus **Guided Practice (applying skills):** Combination from component areas (e.g., a Segmenting Sentences and a Writing Readiness activity) **Independent Practice/ Progress Monitoring:** Understanding Directionality activity (observing for success independently)	**Warm-Up:** Writing Readiness focus **Explicit Instruction:** Writing Readiness focus **Guided Practice (working with skills):** Writing Readiness focus **Guided Practice (applying skills):** Combination from component areas (e.g., a Segmenting Sentences and an Understanding Directionality activity) **Independent Practice/ Progress Monitoring:** Segmenting Sentences activity (observing for success independently)	Repeat Sequence (Perhaps the sessions focusing on Segmenting Sentences and Writing Readiness occur more frequently than the sessions focusing on Understanding Directionality.)

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Guide Organization

Instruction from the Kindergarten *Assessment and Remediation Guide* will be most effective when used in either one-on-one or small group settings. Learning is optimized when instruction is facilitated by a teacher with expertise in literacy instruction. Small teacher to student ratios maximize individual learning, particularly through increased opportunity for immediate (reinforcing or corrective) feedback for each student.

Immediately following this overview is a description of the Basic and Advanced Code taught to student using CKLA materials starting in Kindergarten. This description will provide insight and context for how phonics skills are introduced in Kindergarten and taught throughout Grades 1 and 2.

The materials throughout the units are organized into sections by component area [i.e., Phonological Awareness (for both Environmental Sounds and Segmenting Sentences), Understanding Directionality, and Writing Readiness] and aligned with the objectives from the CKLA Skills strand units. Within the sections you will find:

- **Determining Student Need Chart**: A chart is supplied for your reference to determine student need for instruction from any given unit and section of the *Assessment and Remediation Guide*.
- **Lesson Template & Sample:** The Lesson Templates within each section provide a detailed model of the sequence of instructional steps to be followed when reteaching the particular skill(s) targeted in that section. The Lesson Templates are followed by a Sample Remedial Lesson illustrating how specific skill work, activities, and progress monitoring can be applied to the template. These Lesson Templates and Sample Lessons align with the Explicit Reteaching Lesson Structure described at the beginning of each unit. Guidance for how to adapt the Lesson Templates and Sample Lessons from each section for the Guided Reinforcement or Comprehensive Reteaching Lesson Structure is found at the beginning of each unit.
- **Lesson Reference Charts:** When applicable, reference charts are provided to help you adjust the difficulty of your lessons, ensuring students are appropriately scaffolded or challenged.
- **Dimensions of Difficulty:** This chart is provided for your use to accelerate or reduce the task difficulty for students.
- **Cross-Reference Charts:** The objectives for each section are cross referenced to the lessons and Pausing Points from the CKLA Skills Strand units. The alignment of objectives and activities can be seen at a glance, facilitating coordinated and targeted use of both the Skills strand units and the *Assessment and Remediation Guide*.
- **Word Lists:** Collections of words, phrases, or sentences needed for activities are provided. These lists are not intended to be exhaustive or restrictive. This resource is included to facilitate lesson preparation; however, teachers are welcome to use the lists as models for adding words, phrases, or sentences of their own.

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- **Worksheets:** Worksheets may be utilized to facilitate modeling during Explicit Instruction, supervised practice and application of skills during Guided Practice, or reinforcement during Independent Practice.
- **Games/Activities:** Games and activities are provided inviting students to apply and strengthen the target skills.
- **Sentences & Stories for Oral Reading: In later units,** decodable text is provided allowing students to practice the discrete skills taught and creating a bridge for the generalization of those skills to other forms of connected text.
- **Poems/Songs/Nursery Rhymes:** Poems, songs, and nursery rhymes foster students' love of language. When applicable, related activities are included to provide engaging opportunities for students to play with sounds and words.
- **Progress Monitoring**: Resources for progress monitoring are included at the end of each section. These tools are intended to facilitate data collection to inform instruction and build a record of student's progress.

  Objectives noted in Determining Student Need flow charts and Lesson Reference Charts are aligned to the objectives in the Skill Strand unit lessons. The objectives reflect the components needed for teaching the target skills (e.g., Identify environmental sounds). The wording is not always repeated precisely in the Progress Monitoring sections. The Progress Monitoring tools target measurable outcomes: performance expectations for application of the skills taught. The targets may break objectives apart into specific sub-objectives (e.g., Identify and Draw a Circle) or require a combination of objectives to demonstrate a skill (e.g., Apply Knowledge of Position Words to Bodily and other Spatial Movement).

  Progress Monitoring in Units 1 and 2 focuses on observing student application of skills during instructional practice rather than using specific measures with explicit criteria for identifying adequate or inadequate performance. This is purposeful. Though students who struggle with Unit 1 and Unit 2 objectives should receive related reteaching to bolster those skills, it is also important that they do not linger too long at these earliest steps. Kindergarten students need to move into the objectives of Unit 3 and beyond swiftly to provide exposure to and opportunity to work with specific phonemes. In Unit 3 the Progress Monitoring changes to utilizing specific measures with criteria. Whereas students will have the opportunity to continue to develop Unit 1 and Unit 2 skills as they move forward, beginning with Unit 3, high levels of proficiency with the skills within the unit is required for success in subsequent units.

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Section I
Phonological Awareness: Environmental Sounds

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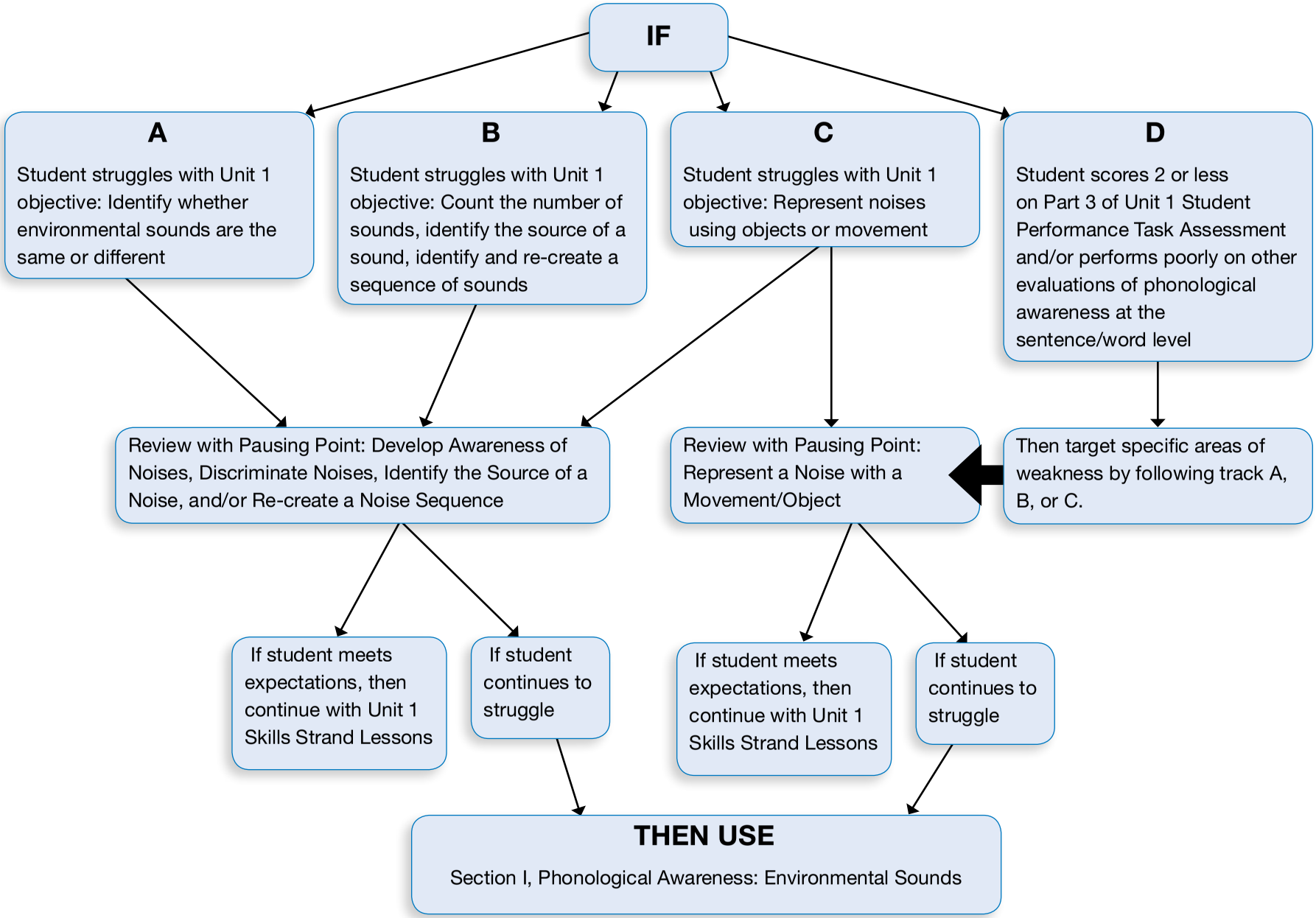
Determining Student Need for Reteaching and Reinforcement of Section I, Phonological Awareness: Environmental Sounds



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Lesson Template

Phonological Awareness: Environmental Sounds

Focus: Environmental Sounds	Teaching	Materials
Warm-Up **Note:** This Warm-Up makes use of the Listening Walk Unit 1 Pausing Point under Discriminate Noises.	Objective: Prompt student attention to sounds and engage thinking about sounds. Listening: Choose a location around the classroom or elsewhere in the building that provides distinct environmental sounds. Once settled in the environment, have students close their eyes to listen and think about the sounds they hear. Ask students to share and discuss the sounds heard. Discussion should address listening skills from previous environmental sounds lessons (e.g., counting target sounds, remembering the order of target sounds, etc.) Extend by asking students to listen again for additional sounds not initially identified. (e.g, "You mentioned talking and laughing. What other sounds do you hear?")	Sound resource(s)
Explicit Instruction	Objective: Ensure familiarity with the target sounds, state the purpose for listening, and model the desired performance. Learning about Environmental Sounds: Play or create the target sounds for the lesson. (See Sound Lists for suggestions.) Identify each sound. Students repeat. Tell students the purpose of listening for the lesson (e.g., recognize if pairs of sounds are the same or different). Model the skill, such as creating pairs of sounds the same or different and identifying them as such. Do most of the sample items correctly, but also provide incorrect examples to address common mistakes. (The more difficult the skill, the more modeling may be required.)	Sound Lists Sound resource(s)
Guided Practice	Objective: Provide students an engaging opportunity to develop environmental sounds skills with decreasing support as students' skills strengthen. Working with Environmental Sounds: Play or create the target sounds for students. Students complete the skill for the lesson as previously modeled by the teacher, such as identify pairs of sounds as same or different. Application of Skills: Select Worksheets, Games, Poems/Songs/ Nursery Rhymes activities aligned with the environmental sound skills taught in the lesson allowing students to apply the related listening skills.	Sound resource(s) Activity Dependent: Worksheet per student Games Resources, and/or P/S/NR Resource Progress Monitoring Chart(s)
Independent Practice	Objective: Allow students to practice environmental sound skills with high levels of independence as they strive for mastery. Practicing and Extending Skills with Environmental Sounds: With classmates, revisit previously taught activities aligned with the targeted environmental sound skills in the lesson.	Same as above

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Sample Remedial Lesson

Phonological Awareness: Re-create a Sequence of Environmental Sounds (Two or Three Sounds)

Focus: Re-create a Sequence of Environmental Sounds (2 or 3 Sounds)	Teaching	Materials
Warm-Up **Note:** This Warm-Up makes use of the Listening Walk Unit 1 Pausing Point under Discriminate Noises.	Objective: Prompt student attention to sounds and engage thinking about sounds. Listening: Walk students to the library. Once settled in the library environment, have students close their eyes to listen and think about the sounds they hear. Ask students to share and discuss the sounds heard. Discussion should address listening skills from previous environmental sounds lessons. For example: "How many times did you hear the door open?" "Where did the laugh sound come from?" "Which sound happened last, the books falling or the chair moving?" Extend by asking students to listen again for additional sounds that were not initially identified. (e.g., "You mentioned the beep of the scanner the librarian uses. What other sounds do you hear when books are being checked out?")	Access to Library Environment
Explicit Instruction	Objective: Ensure familiarity with the target sounds, state the purpose for listening, and model the desired performance. Learning about Environmental Sounds: Make several different animal sounds: *moo*, *oink*, *meow*, *woof*, *quack*. Identify each sound. Students repeat. Tell students the purpose of listening for this lesson is to imitate a sequence of sounds. This means you have to remember what you hear and make the sounds in the same order. Model the skill. Say, "moo, moo," and repeat, "moo, moo." Point out you copied the right sounds in the right order. Then say, "quack, moo," and follow with, "moo, quack." If students don't catch your error, point out that you said the right sounds but in the wrong order. Repeat the item correctly and complete a few more examples using two or three sounds.	Animal Sound List: *moo*, *oink*, *meow*, *woof*, *quack* (Optional: support with Animal Cards)
Guided Practice	Objective: Provide students an engaging opportunity to develop environmental sounds skills with decreasing support as students' skills strengthen. Working with Environmental Sounds: Say sequences of the selected animal sounds: *moo*, *oink*, *meow*, *woof*, *quack*. Initially use two sounds. As students are successful, increase to three sounds. Repeat, varying correct and incorrect sequences, and ask students to tell you if it was right or wrong. Have students repeat the sound sequences. If students are performing well, ask them to create sound sequences for you and/or classmates to repeat. Application of Skills: Use the *Five Little Ducks* activity under Poems/Songs/Nursery Rhymes. Create sound sequences with the animal sounds already practiced: *moo*, *oink*, *meow*, *woof*, *quack*. If students are performing well (i.e., accurate most of the time with sequences of three sounds), allow each student the opportunity to create a sound sequence for a verse of the song.	Animal Sound List: *moo*, *oink*, *meow*, *woof*, *quack* (Optional: support with Animal Cards) *Five Little Ducks* (P/S/NR Resource 5) Progress Monitoring Chart(s)

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Focus: Re-create a Sequence of Environmental Sounds (2 or 3 Sounds)	Teaching	Materials
Independent Practice	Objective: Allow students to practice environmental sounds skills with high levels of independence as they strive for mastery. Practicing and Extending Skills with Environmental Sounds: With a partner, students can continue practicing recreating a sound sequence using the *Five Little Ducks* activity introduced in Guided Practice.	Same as previous

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Sound Complexity Considerations

In addition to varying the environmental sound skill targeted within a lesson, the lesson difficulty can be adjusted by modifying the complexity of the target sounds. See the chart below.

Ways to modify the sound complexity for lessons:	Easier → More Challenging			
Visible or not visible sound source	Visible → not visible			
Vary the number of sounds	1	2	3	4
Vary the familiarity of sounds	Common/Familiar → Uncommon/Less Familiar			
Vary the volume of sounds	Louder → Softer			
Vary the background noise	Less (e.g., listening with headphones) → More (e.g., listening in the lunchroom at lunch time)			

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Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the targeted environmental sound skill, as well as modifying the complexity of the target sounds. The chart below illustrates how lessons can be designed to be more or less challenging across both dimensions.

Variables			**Easier when sounds are:** • **fewer (1 or 2)** • **more familiar (e.g., a knock)** • **louder (e.g., whistle)** • **clearer (e.g., listening with headphones)** • **visible (e.g., watch clapping)**	**Harder when sounds are:** • **greater in number (3 or 4)** • **less familiar (e.g., pressing a hole punch)** • **softer (e.g., air conditioner)** • **less clear (e.g., listening in the lunchroom at lunch time)** • **not visible (e.g., eyes closed)**
Skill		**Example Prompt**		
Identify sounds		*What did you hear?*	***Least Difficult***	
Identify environmental sounds		*What did you hear? (Where did that sound come from?)*		
Recognize whether environmental sounds are the same or different		*Were those sounds the same or different?*		
Count the number of environmental sounds heard		*How many times did you hear me jump?*		
The skills listed above are used in combination for these more complex tasks.	**Identify and re-create a sequence of sounds**	*Use the instruments to repeat the three sounds you heard in order.*		
	Represent a number of sounds with movement/ objects	*Show me one block for each sound you heard.*		***Most Difficult***

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Environmental Sounds—Skills Cross-Reference

Environmental Sound Skill/ CKLA Goal	Unit 1 Lessons										Unit 1 Pausing Point
	1	2	3	4	5	6	7	8	9	10	
Identify Environmental Sounds			What Did You Hear?	What Did You Hear?		Increasing Sound and Word Awareness					Listening Walk; Tick-Tock, Find the Clock; Find the Animal
Identify Whether Environmental Sounds are the Same or Different	Same or Different?	Same or Different?	What Did You Hear?	What Did You Hear?		Increasing Sound and Word Awareness					
Count the Number of Environmental Sounds Heard	Knocking and Counting	Knocking and Counting	What Did You Hear?; How Many Noises?*	What Did You Hear?; How Many Noises?*	How Many Noises?*	Increasing Sound and Word Awareness; How Many Noises?*	Stepping Forward for Noises*	Stepping Forward for Noises*			Clap the Pattern

*__CKLA Goal: Use spatial words__ is incorporated.

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Environmental Sounds—Lists

The Sound Lists provided are not intended to be exhaustive or restrictive. The lists provide a range of sounds that can be included in environmental sound lessons with minimal preparation. They are developmentally appropriate and serve as a springboard for additional ideas as needed.

Sound sources may be provided by:

- going to different locations around the room or building
- creating sounds with your voice or body
- using collections of objects
- playing from a recording device, CDs, online source, etc.

Sounds Made with the Voice or Body

1. clap
2. stomp
3. tap
4. knock
5. snap
6. whistle
7. breathe
8. sigh
9. snore
10. blow (from mouth or nose)
11. sniff
12. sneeze
13. cough
14. laugh
15. whisper
16. eat crunchy foods (e.g., carrots, apples, crackers)

Animal Noises

1. moo
2. oink
3. meow
4. woof
5. quack
6. cock-a-doodle-doo
7. hiss
8. neigh
9. baa
10. buzz
11. tweet
12. squeak
13. cluck
14. ribbit
15. roar
16. who-who-who

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Other Onomatopoeia

1. achoo
2. bang
3. beep
4. click
5. crunch
6. ding
7. fizz
8. hiccup
9. honk
10. hum
11. la ("La" naturally lends itself to repeating for counting sounds.)
12. plop
13. pop
14. rattle
15. rumble
16. shuffle
17. sizzle
18. splash
19. thump
20. ticktock
21. vroom
22. zip

Indoor Sounds

1. closing and opening things (e.g., door, window, drawer, container)
2. flushing toilet
3. running water
4. footsteps
5. pushing chairs
6. knocking on various surfaces
7. writing
8. coloring
9. typing on a keyboard
10. crumpling, folding or tearing paper
11. dropping items
12. pouring liquid
13. turning on air conditioner
14. turning on fan

Tools

1. scissors
2. hole punch
3. pencil sharpener
4. alarm
5. bell
6. tape
7. rubber band
8. stapler

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Instruments

1. piano
2. drum
3. tambourine
4. harmonica
5. kazoo
6. recorder
7. bells/chimes
8. rain stick
9. maracas (or other shaker)
10. xylophone

Outdoor Sounds

1. birds
2. dogs
3. drips
4. wind
5. rain
6. thunder
7. cars
8. trucks
9. trains
10. helicopters, airplanes

Playground

1. walking
2. running
3. jumping
4. swinging
5. squeaking
6. sliding
7. talking
8. laughing
9. screaming
10. singing

Web Resources

Build your own collection of sound bites from:

- http://www.freesound.org/browse
- http://soundbible.com
- http://www.soundjay.com
- http://www.partnersinrhyme.com/pir/PIRsfx.shtml

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Environmental Sounds—Sound Worksheets

Identify Sounds

- Select a worksheet from the following:
  - A and B—Sounds made with the body
  - C–G—Animal sounds
  - H–J—Onomatopoeia sounds

  Note: As long as students know which sounds align to specific images, any associated sound can be used.
- Make the sounds associated with the pictures on a Sound Worksheet. Have students point to the picture that matches the sound.

Recognize Sounds as Same or Different

- Select a worksheet from the following:
  - A and B—Sounds made with the body
  - C–G—Animal sounds
  - H–J—Onomatopoeia sounds
- Make pairs of sounds associated with the pictures on a Sound Worksheet. Have students point to the *one* picture that matches the sounds if the sounds were the same OR point to *both* pictures that match the sounds if the sounds were different.

Count the Number of Sounds

- Select a worksheet from the following:
  - A and B—Sounds made with the body
  - C–G—Animal sounds
  - H–J—Onomatopoeia sounds
- Repeat sounds associated with the pictures on a Sound Worksheet, up to four times. Have students point to the picture that matches the sound(s) and tell you how many times they heard the sound(s).

Identify and Recreate a Sequence of Sounds

- Select a worksheet from the following:
  - A and B—Sounds made with the body
  - C–G—Animal sounds
  - H–J—Onomatopoeia sounds
- Create a sequence of two to four sounds associated with the pictures on a Sound Worksheet. Have students point to the pictures that match the sounds in the order they heard them. A variation could be: Instead of pointing to the pictures, students re-create the sequence of sounds heard.

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Represent a Number of Sounds with Movement

- Select a worksheet from the following:
  - A and B—Sounds made with the body
  - C–G—Animal sounds
  - H–J—Onomatopoeia sounds
- Repeat sounds associated with the pictures on a Sound Worksheet, up to four times. Have students represent the number of sounds they heard by knocking, clapping, or (for students who are able) showing you with their fingers. Movements can be varied to engage students, such as tapping to keep it quiet, jumping to get students moving, or shrugging shoulders to make it interesting.

Represent a Number of Sounds with Objects

- Select a worksheet from the following:
  - Sound Worksheet L—Music Notes
  - Sound Worksheet M—Horns
  - Sound Worksheet N—Songbirds
  - Sound Worksheet O—Ice Cream Scoops
  - Sound Worksheet P—Frogs
- Represent the number of sounds using cut-outs from the Sound Worksheets. Cut-out images are provided on the page following the associated Sound Worksheet. We recommend the images be copied onto and cut from card stock to allow for reuse.
- Once students understand how to demonstrate specific environmental sound skills using the sound worksheets, then the pages can be used for independent practice.
- Students may take turns in small groups or pairs making sounds for their partner to identify on the page.

Assessment Practice

- Sound Worksheet K
- This worksheet provides the same format students will see for assessment. Use this page to have students represent sounds by (from left to right):
  - circling cubes
  - coloring cubes
  - marking cubes with mastered writing strokes
  - placing objects on cubes (cubes, pennies, beans, buttons, etc.)

  Note: Students with weak directionality skills may need support with moving left to right and top to bottom on Sound Worksheet K.

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Name: _____

Sound Worksheet A

Directions: See Environmental Sounds—Sound Worksheets

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Name: _____

Sound Worksheet B

Directions: See Environmental Sounds—Sound Worksheets

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Name: _____

Sound Worksheet C

Directions: See Environmental Sounds—Sound Worksheets

© 2013 Core Knowledge Foundation

Name: _____

Sound Worksheet D

Directions: See Environmental Sounds—Sound Worksheets

© 2013 Core Knowledge Foundation

Name: _____

Sound Worksheet E

Directions: See Environmental Sounds—Sound Worksheets

© 2013 Core Knowledge Foundation

Name: _____

Sound Worksheet F

Directions: See Environmental Sounds—Sound Worksheets

© 2013 Core Knowledge Foundation

Name: _____

Sound Worksheet G

Directions: See Environmental Sounds—Sound Worksheets

© 2013 Core Knowledge Foundation

Name: _____

Sound Worksheet H

Directions: See Environmental Sounds—Sound Worksheets

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Name: _____

Sound Worksheet I

Directions: See Environmental Sounds—Sound Worksheets

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Name: _____

Sound Worksheet J

Directions: See Environmental Sounds—Sound Worksheets

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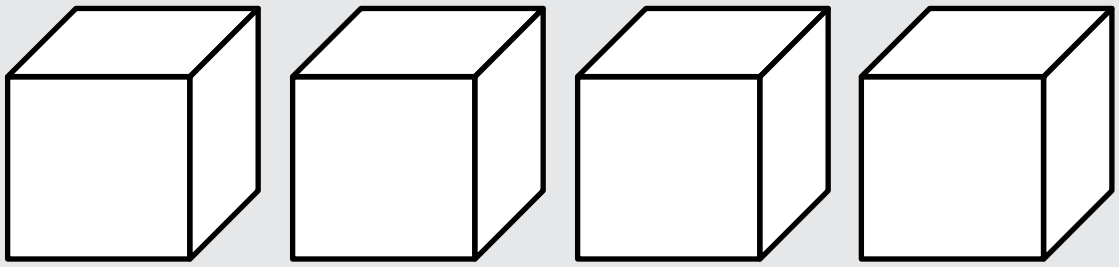
Name: _____

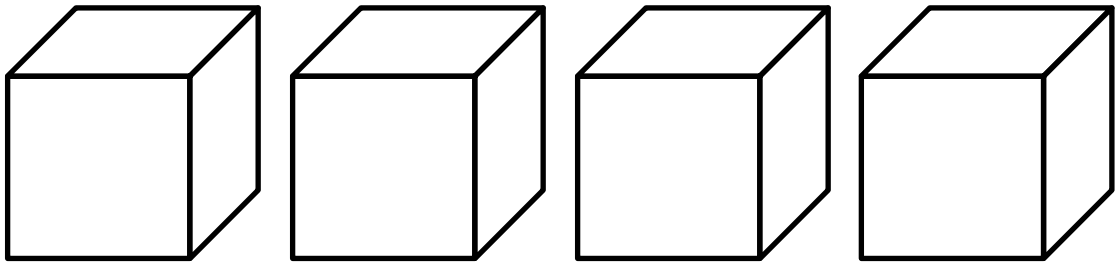
Sound Worksheet K

Directions: Have students make cubes (from left to right) for each sound counted in a sequence provided.

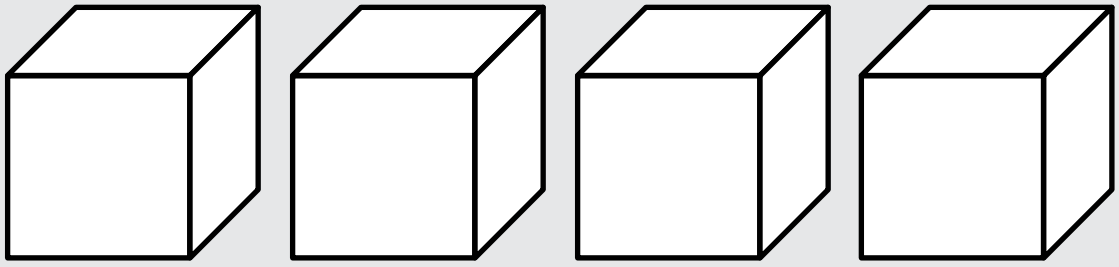
1.



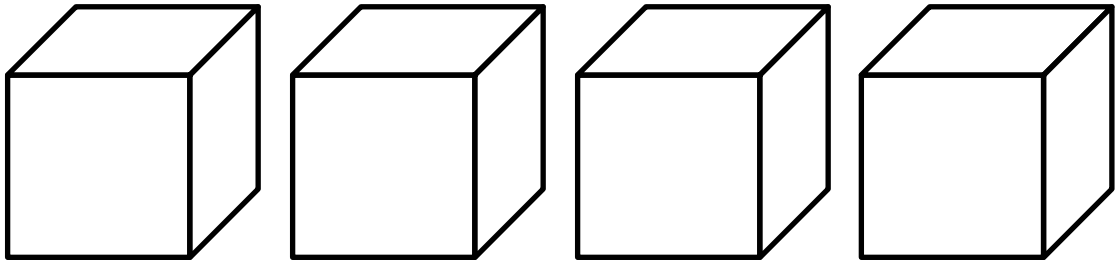
2.



3.



4.



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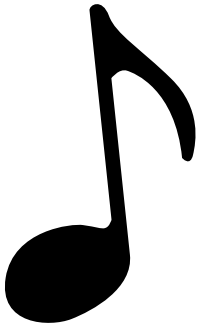
Name: _____

Sound Worksheet L

Directions: See Represent a Number of Sounds with Objects



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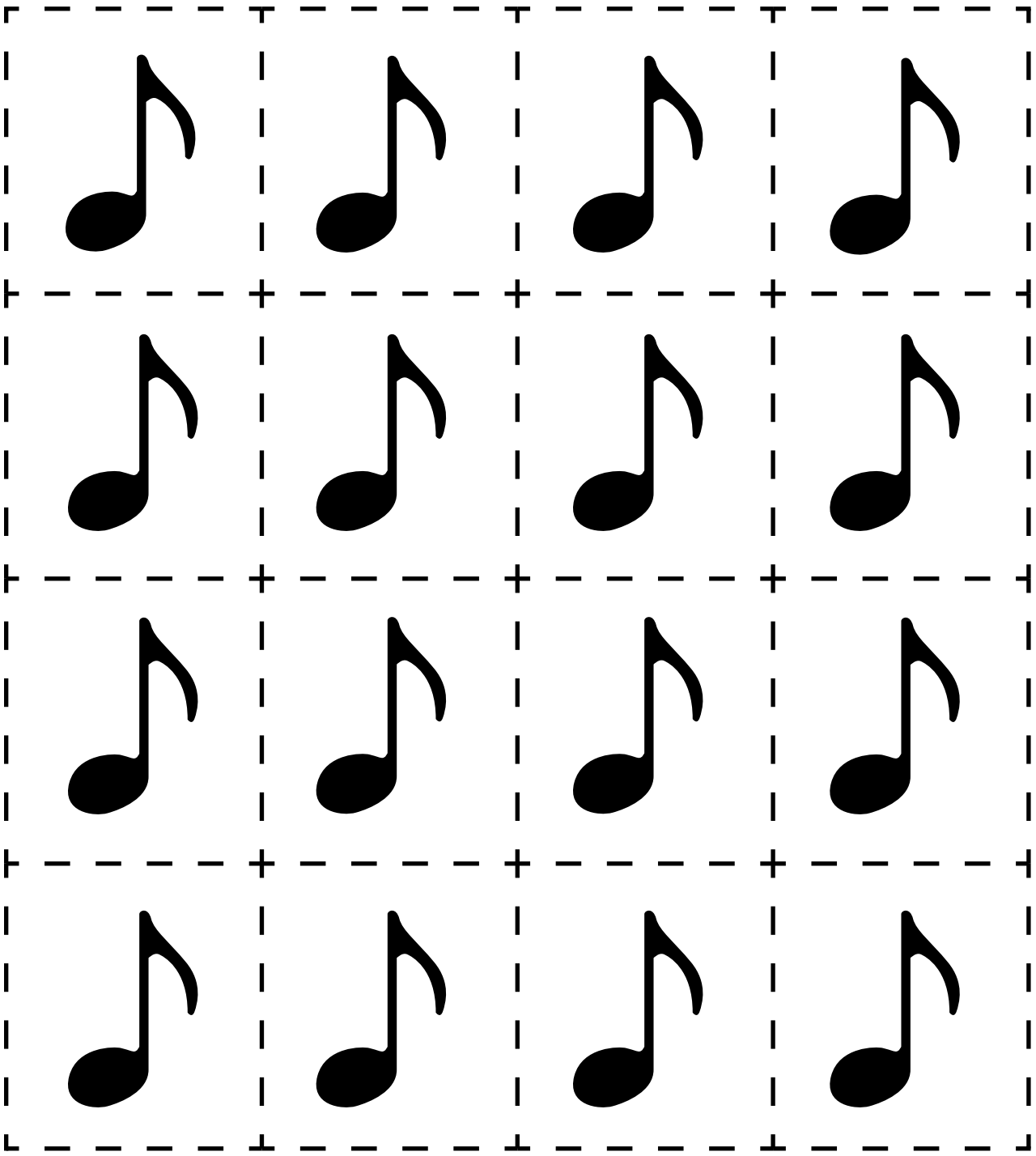
Name: _____

Cut-outs: Notes (Sound Worksheet L)



Directions: Copy on cardstock and cut out notes to use with Sound Worksheet L.

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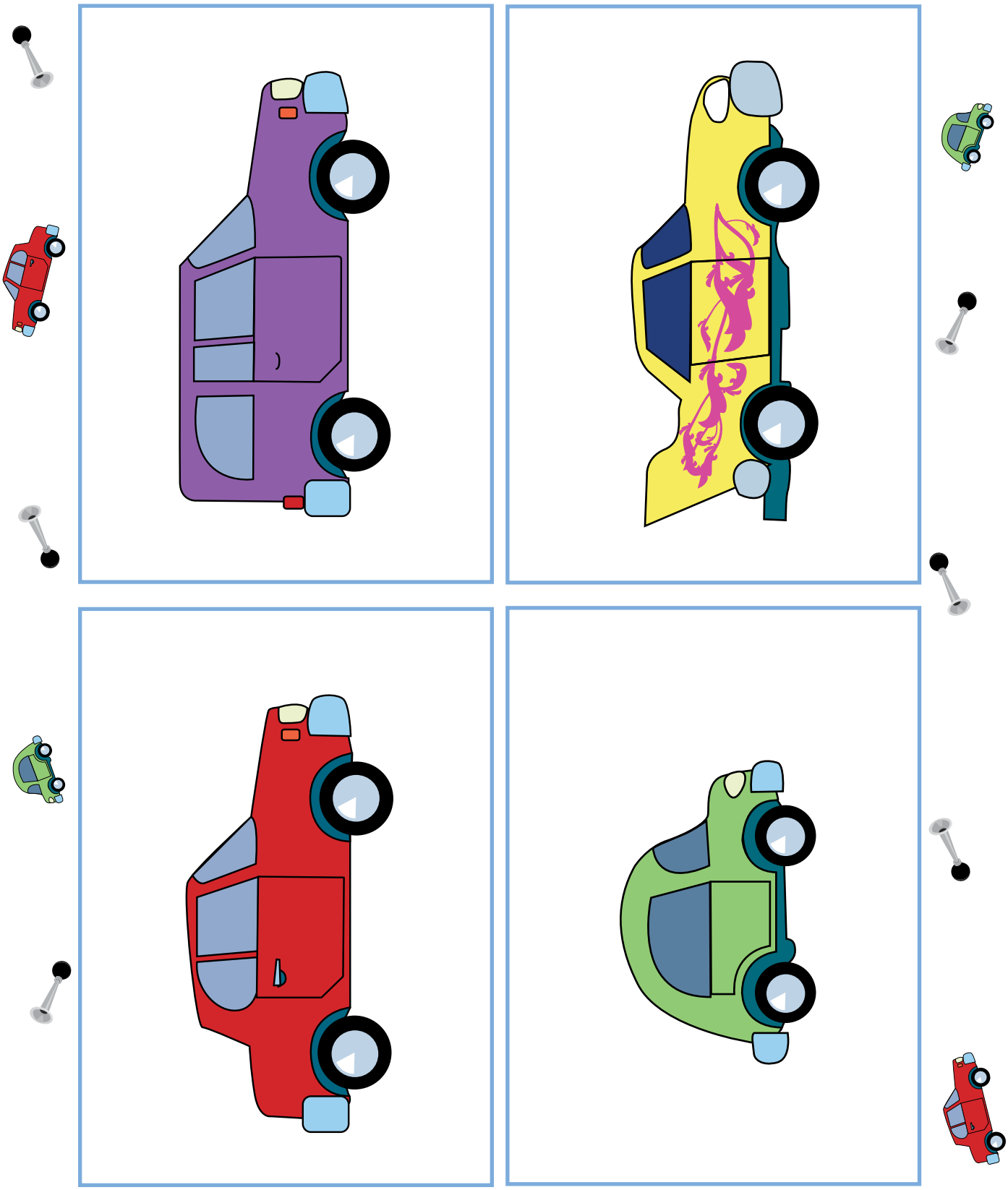
Name: _____

Sound Worksheet M



Directions: See Represent a Number of Sounds with Objects

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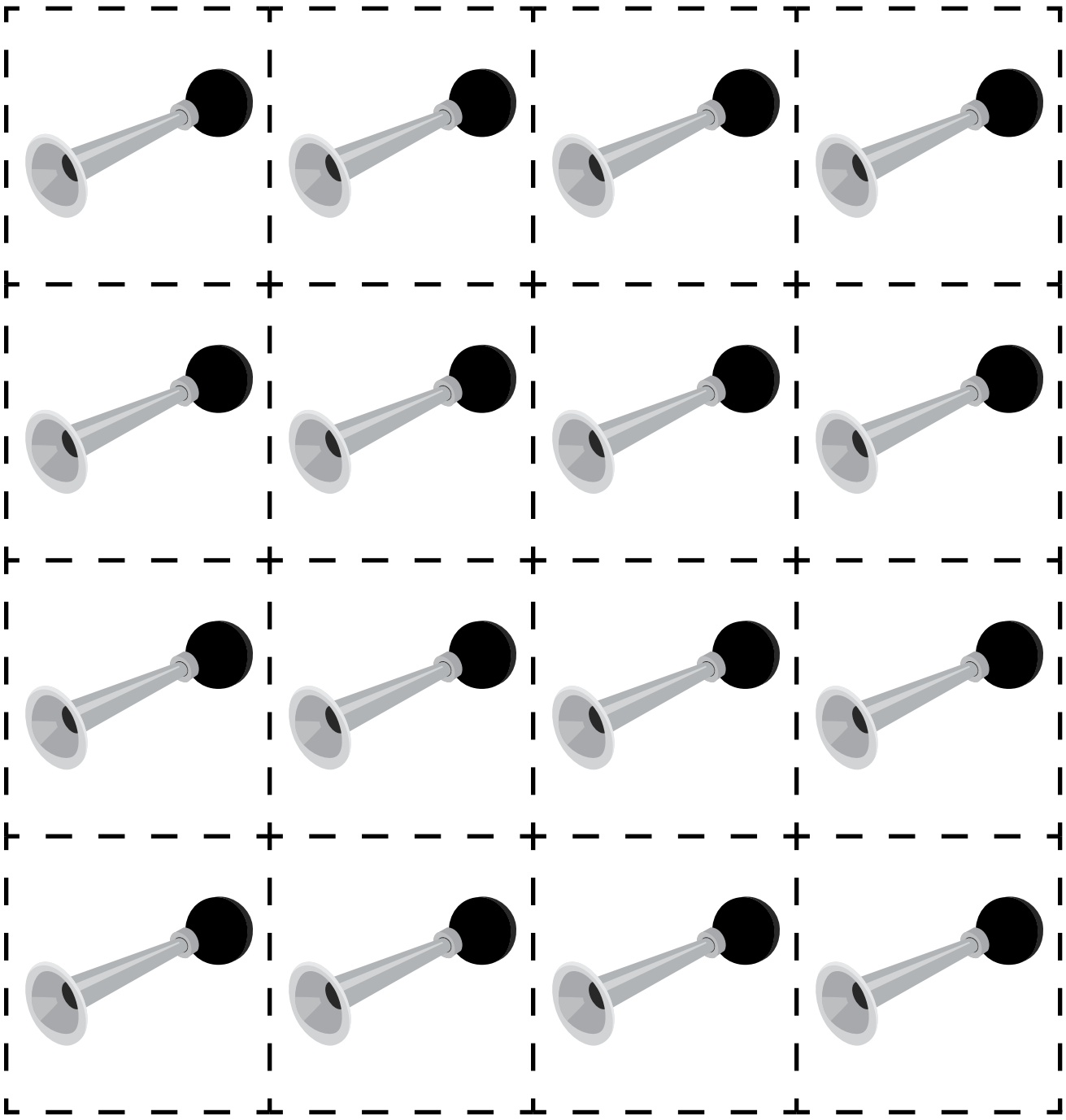
Name: _____

Cut-outs: Horns (Sound Worksheet M)



Directions: Copy on cardstock and cut out horns to use with Sound Worksheet M.

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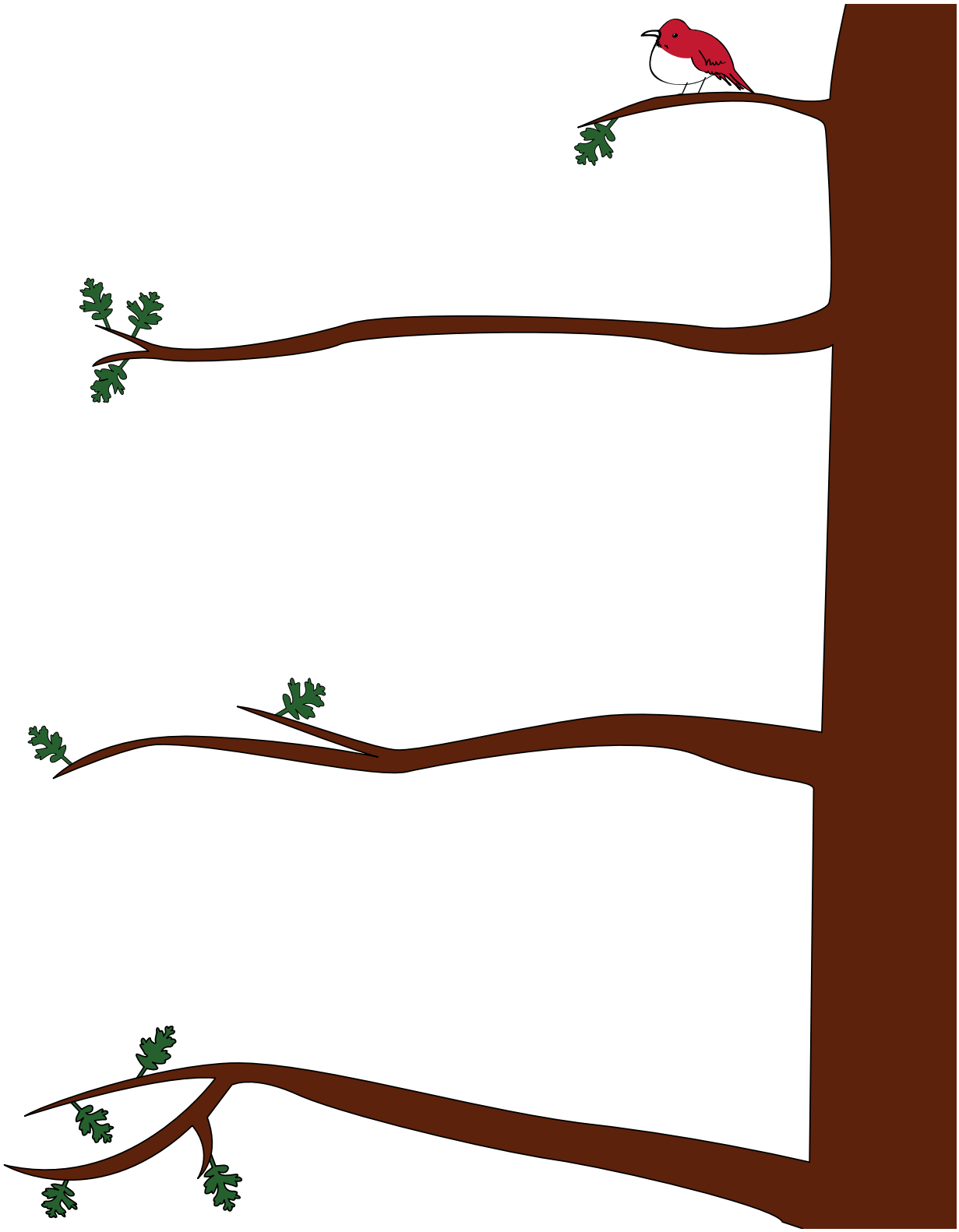
Name: _____

Sound Worksheet N



Directions: See Represent a Number of Sounds with Objects

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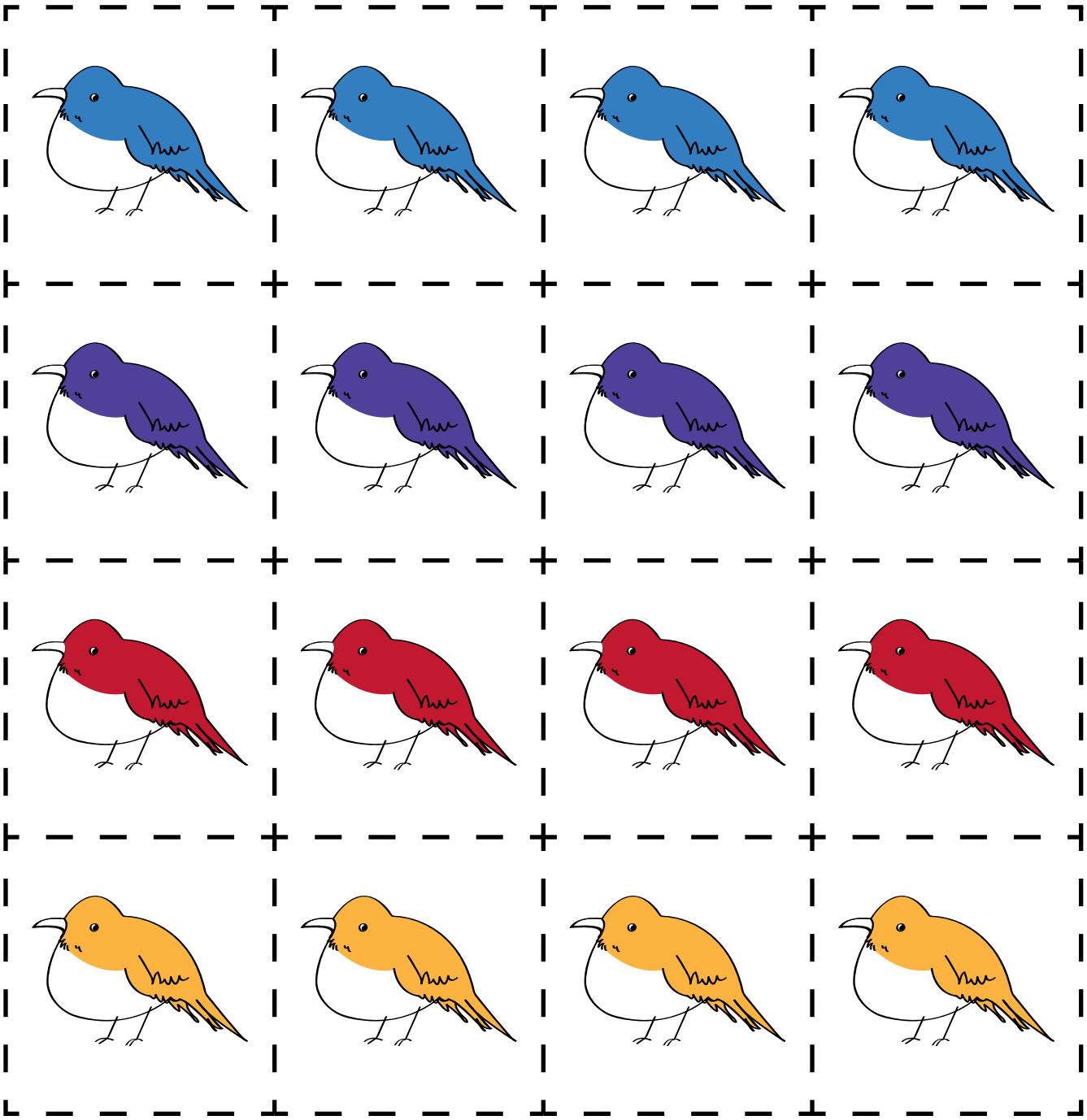
Name: _____

Cut-outs: Songbirds (Sound Worksheet N)



Directions: Copy on cardstock and cut out birds to use with Sound Worksheet N.

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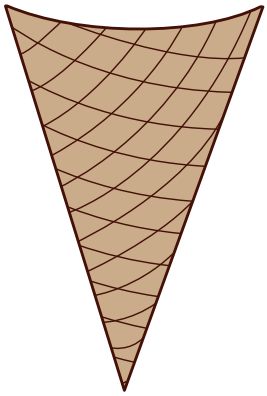
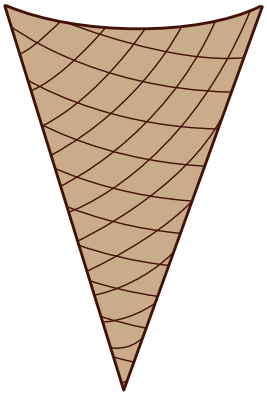
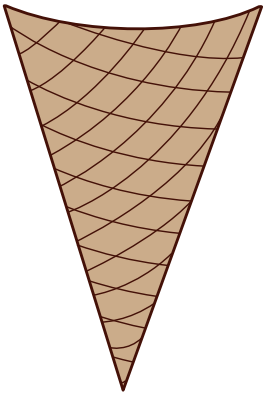
Name: _____

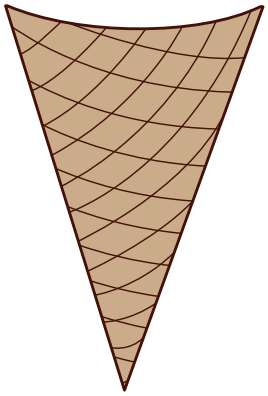
Sound Worksheet O

Directions: See Represent a Number of Sounds with Objects









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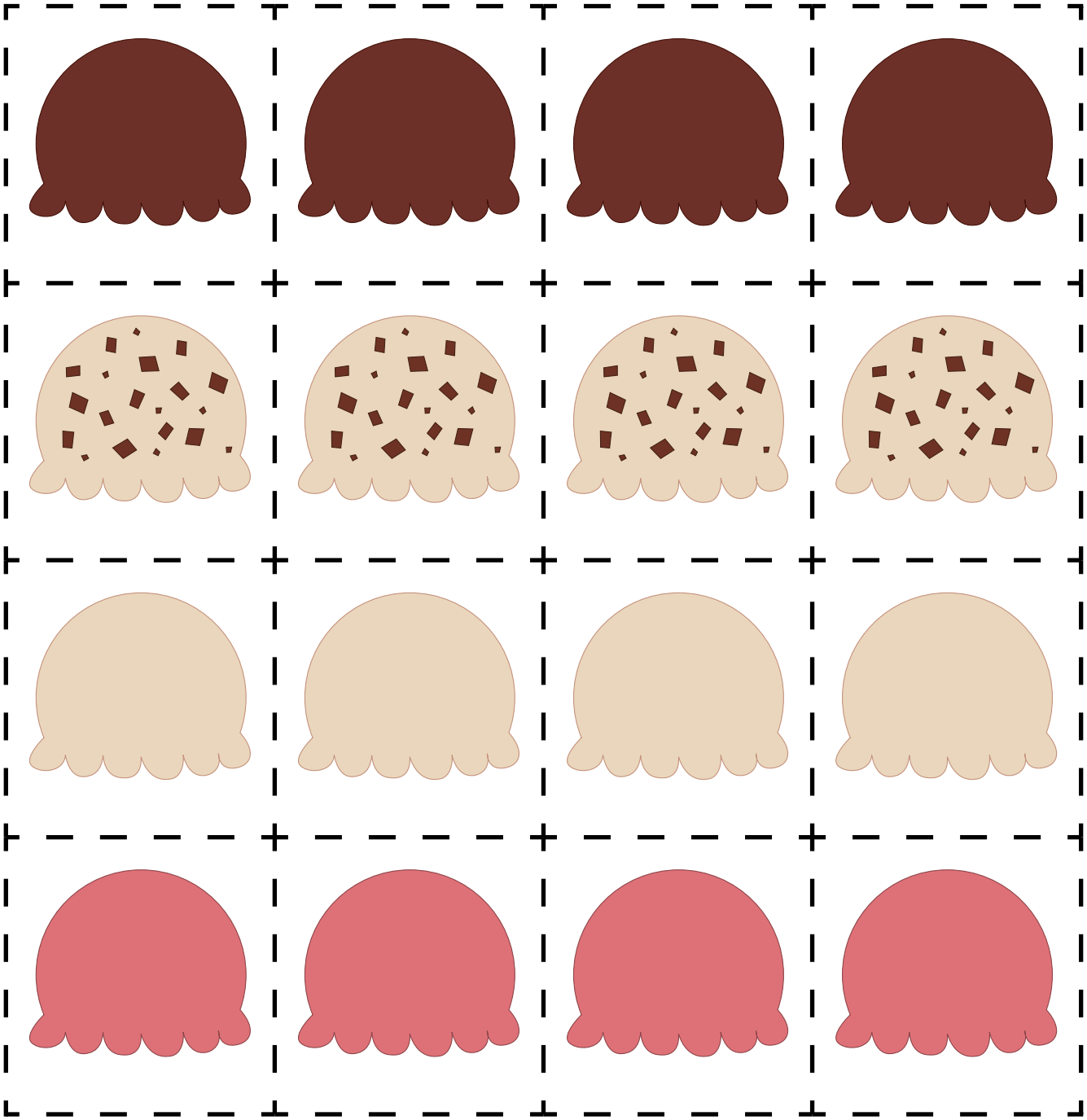
Name: _____

Cut-outs: Ice Cream Scoops (Sound Worksheet O)



Directions: Copy on cardstock and cut out scoops to use with Sound Worksheet O.

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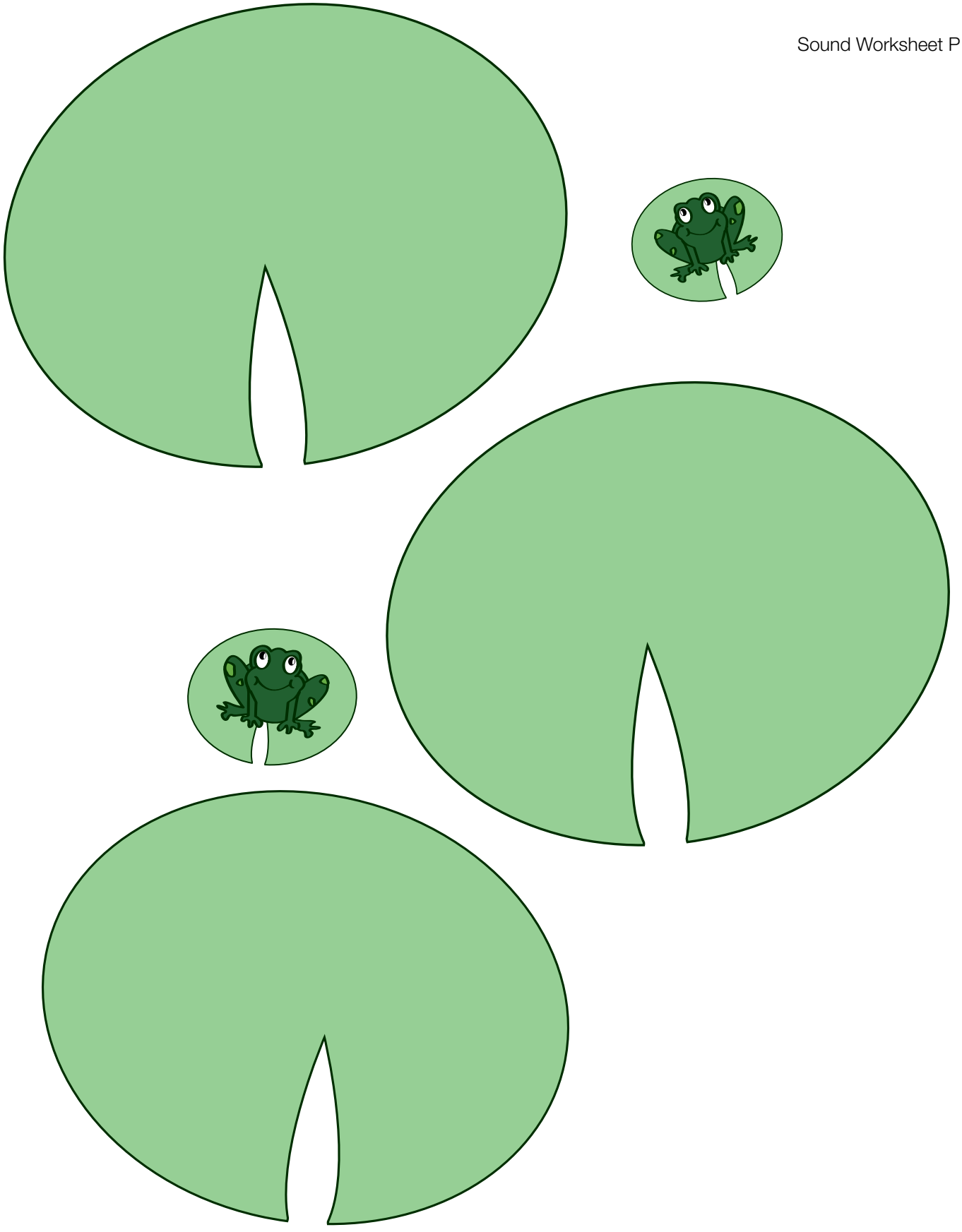
Name: _____

Sound Worksheet P



Directions: See Represent a Number of Sounds with Objects

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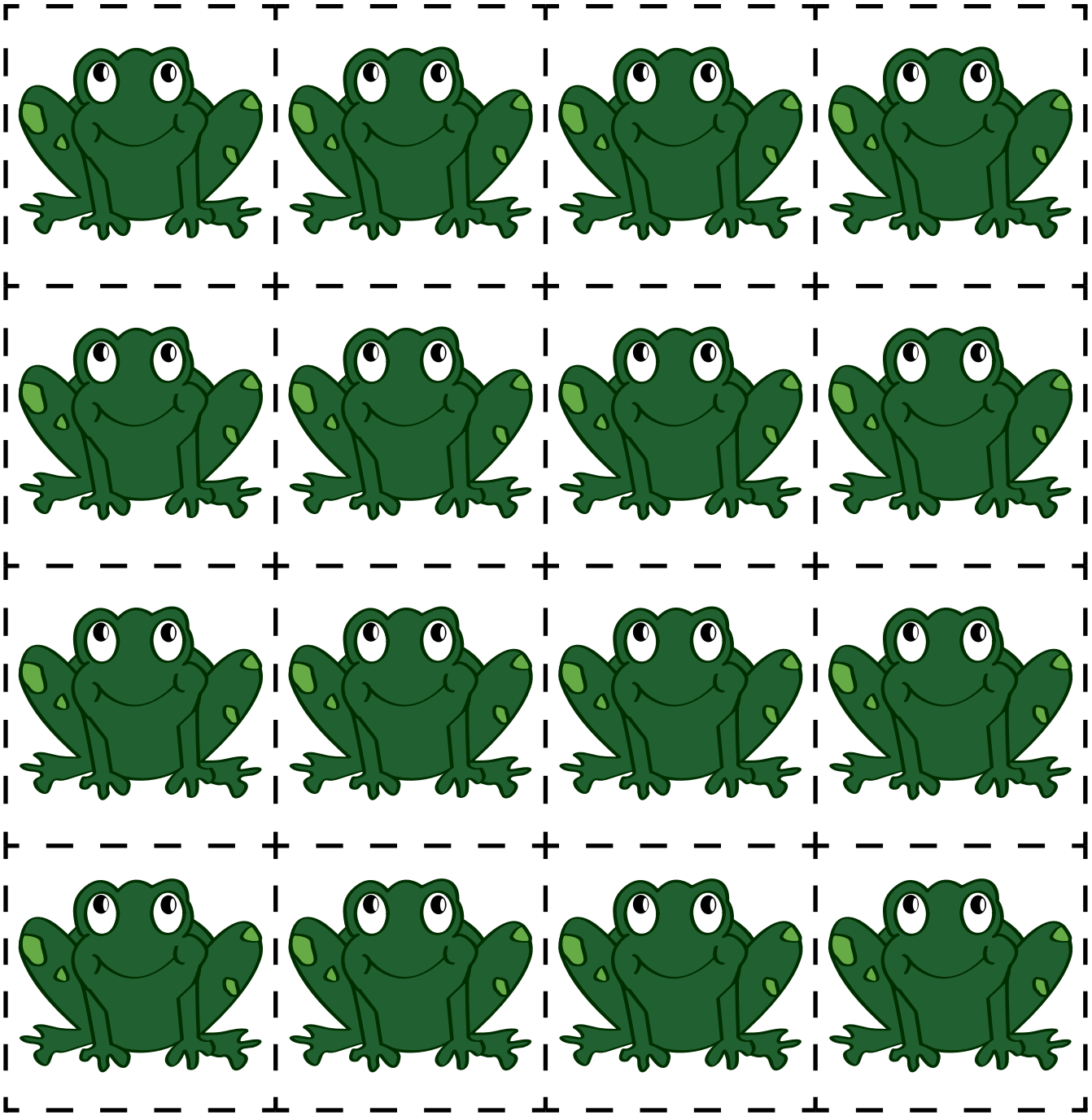
Name: _____

Cut-outs: Frogs (Sound Worksheet P)



Directions: Copy on cardstock and cut out frogs to use with Sound Worksheet P.

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Environmental Sounds—Games (Identify Sounds)

What's That Sound?

- Have students sit in a circle.
- Provide each student with either a tool, an instrument, or an animal picture card (Animal Cards 1–4 provided as a resource).
- Choose one student to start in the middle of the circle.
- The student in the middle closes his/her eyes (or a blindfold is used) while the teacher points to students in the circle prompting them to make the sound with their object or the animal sound for their picture.
- The student in the middle names the sound heard and continues guessing until a sound is missed or all the sounds are identified.
- As time allows, have students take turns sitting in the center.
- Objects or animal cards can be exchanged to extend the game.

Which One?

- Use the same format as the "What's That Sound?" game.
- Instead of a student going to the middle of the circle, the teacher pulls one student away from the group.
- The student closes his/her eyes (or a blindfold is used) and the teacher tells the student a specific sound to listen for.
- The teacher signals all students in the circle to start making their respective sounds at the same time, while the teacher guides the listening student around the circle.
- Once the listening student hears the target sound, he/she stops and looks to see if he/she is correct.
- The student who had the target sound becomes the listening student.

Find the Animal: Where Are You?

> **Note**: In addition to animal noises (Animal Cards 1–4 provided as a resource), students can play this game making any sounds that can be made with the voice or body or available objects.

- Use the same format as the "What's That Sound?" game.
- Once the student in the middle of the circle closes his/her eyes or is blindfolded, pick a second student to hide and make the targeted sound.
- Once the second student is hidden he/she makes the sound.
- The sound signals the student in the middle to open his/her eyes and say, "_____, _____, where are you?" filling in the blank with their guess about what the sound is (e.g., if the sound is a bell ringing, the student says, "Bell, bell, where are you?").

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- Each time the student who is looking says, "_____, _____, where are you?" the student hiding should respond by making the sound until he/she is found.
- The student who was found starts in the middle of the circle and a new student is chosen to hide.
- This game can be simplified by having all students use the same sound.

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Name: _____

Animal Cards 1

Directions: Copy on cardstock and cut for use with Environmental Sounds - Games.

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Name: _____

Animal Cards 2

Directions: Copy on cardstock and cut for use with Environmental Sounds - Games.?

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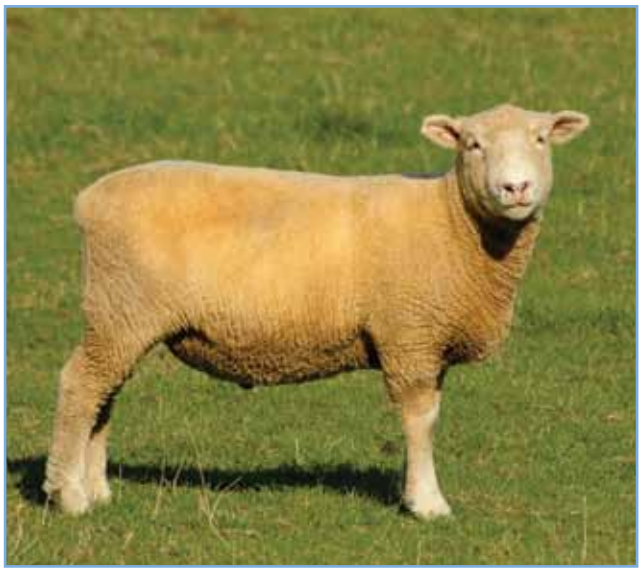
Name: _____

Animal Cards 3



Directions: Copy on cardstock and cut for use with Environmental Sounds - Games.

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Name: _____

Animal Cards 4

Directions: Copy on cardstock and cut for use with Environmental Sounds - Games.

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Identify Sounds

Old MacDonald (P/S/NR Resource 1)

- Sing the song reversing the spot for the animal sound and the animal name. This way the teacher or a student can provide an animal sound: "Old MacDonald Had a Farm, E-I-E-I-O. And on this farm he had a quack, E-I-E-I-O."
- The rest of the group completes the verse with the appropriate animal name: "With a duck, duck here, and a duck, duck there, Here a duck, there a duck, everywhere a duck, duck. Old MacDonald had a farm, E-I-E-I-O."

The Wheels on the Bus (P/S/NR Resource 2)

- Before each verse ask a sound question: "What on the bus goes _____, _____, _____?" filling in applicable sound words (e.g., *vroom, vroom, vroom*).
- Then students sing the verse accordingly: "The motor on the bus goes vroom, vroom, vroom, vroom, vroom, vroom, vroom, vroom, vroom. The motor on the bus goes vroom, vroom, vroom all through the town."

Recognize Sounds as Same or Different

Old MacDonald (P/S/NR Resource 1)

- Sing the song, varying the animal sound. Either:
  - repeat with the same sound as usual: "With a quack, quack here, and a quack, quack there. Here a quack, there a quack, everywhere a quack, quack."
  - or change with different sounds: "With a quack, chirp here, and a quack, chirp there. Here a quack, there a chirp, everywhere a quack, chirp."
- At the end of the verse students identify the animal sounds as the same or different.

The Wheels on the Bus (P/S/NR Resource 2)

Note: For *The Wheels on the Bus* (P/S/NR Resource 2) restrict the song to objects with sounds: wipers/swish, baby/wah, money/clink, motor/vroom, horn/beep as suggested on the resource page.

- Sing the song, varying the object sounds. Either:
  - repeat with the same sound as usual (e.g., *beep*, *beep*, *beep*)
  - or change with different sounds (e.g., *beep*, *beep*, *honk*; *swish*, *swash*, *swish*; *clink*, *clank*, *clank*, etc.)
- At the end of the verse students identify the sounds in the song as same or different.

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Count the Number of Sounds

The Wheels on the Bus (P/S/NR Resource 2)

- Sing the song varying the number of times the sound word in each verse is repeated (one to four times).
- At the end of the verse students tell how many times the sound was heard.

Identify and Recreate a Sequence of Sounds

To Market, To Market (P/S/NR Resource 3)

- First refrain: Repeat *pig* one to four times, and students fill in the word *jig* the same number of times.
- Second refrain: Same as the first refrain but with *hog* and *jog* this time.
- Third refrain: Same as the first refrain but with *bun* and *done* this time.

Are You Sleeping? (P/S/NR Resource 4)

- Replace "Morning bells are ringing" with other sound phrases, such as "Race cars are zooming," "Sick children are sneezing," or "Baby chicks are cheeping."
- Then create the final line accordingly, such as "Zoom, zoom, zoom! Zoom, zoom, zoom!" for the race car. Since the last line is composed of a repeated sequence of sounds, vary the number of times the first set of sounds is repeated (one to four times) and have students complete the line by copying the sequence you provided. For example, you say:
    - "Zoom, zoom, zoom, zoom!" and students repeat, "Zoom, zoom, zoom, zoom!"
    - Or "Zoom, zoom!" and students repeat, "Zoom, zoom!"

Five Little Ducks (P/S/NR Resource 5)

- Replace "quack, quack, quack!" on Line 4 with any sequence of sounds (e.g., varied rhythms of clapping, varied numbers of other animal sounds, varied sequences of onomatopoeias like "beep, bop, bop"), which students repeat twice for Line 5 and again in Line 6.

If You're Happy And You Know It (P/S/NR Resource 6)

- For the sound actions in this song (e.g., clap hands, stomp feet, tap head, shout hooray) create varied rhythms and numbers of sounds the first time the action is performed.
- Students repeat the sequence the other two times the action is performed for each verse.

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Represent a Number of Sounds with Movement/Objects

Five Little Monkeys (P/S/NR Resource 7)

- Start with students standing up.
- Everyone sings the first two lines: “Five little monkeys jumping on the bed, One fell off and bumped his head.”
- Pat your hand on a surface one to four times.
- Students jump in place for the number of pats heard and then fall down.
- Everyone completes the verse: “Mama called the doctor, and the doctor said, ‘No more monkeys jumping on the bed!’”

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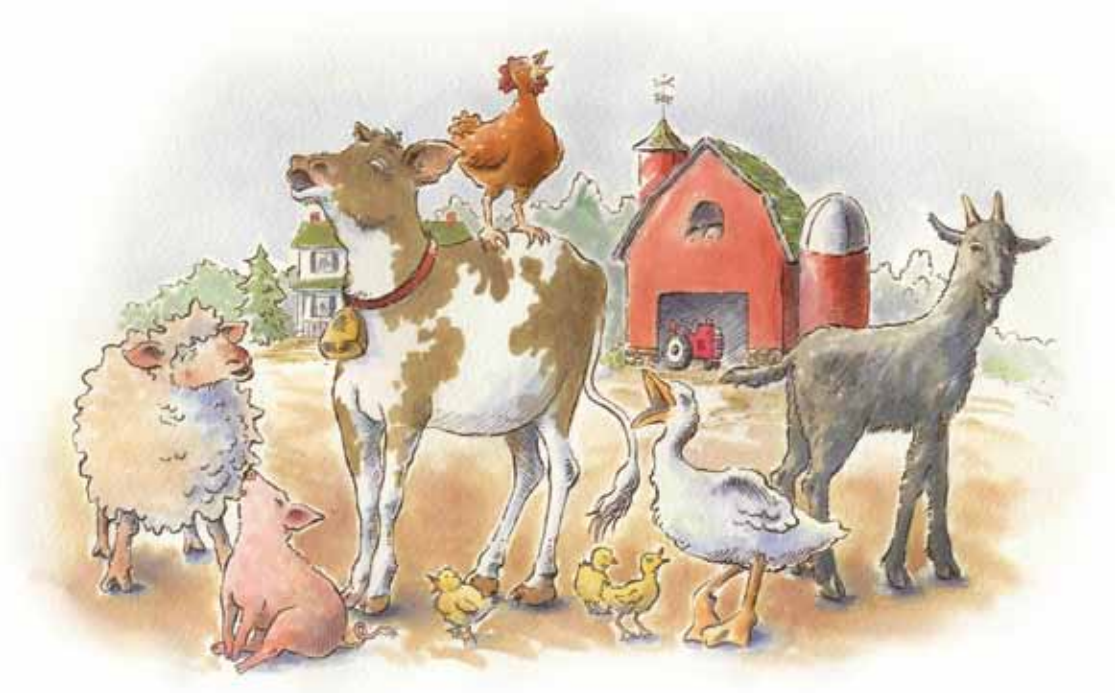
Old MacDonald

Old MacDonald had a farm, E-I-E-I-O.
And on this farm he had some chicks, E-I-E-I-O.
With a chick-chick here, and a chick-chick there,
Here a chick, there a chick, everywhere a chick-chick.
Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O.
And on this farm he had some ducks, E-I-E-I-O.
With a quack-quack here, and a quack-quack there,
Here a quack, there a quack, everywhere a quack-quack.
Old MacDonald had a farm, E-I-E-I-O.

Continue with more verses about different animals and sounds:
cow: mow-moo, sheep: baa-baa, pig: oink-oink, horse: neigh-neigh, dog: bow-wow, cat: meow-meow.



Directions: See Identify Sounds, Recognize Sounds as Same or Different

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The Wheels on the Bus

For each verse, make hand movements to match: wheels spinning, wipers swishing, people going up and down, driver pointing back, baby crying.

The wheels on the bus go round and round,
round and round, round and round.
The wheels on the bus go round and round
All through the town.

Verses:

- *The wipers on the bus go swish, swish, swish*
- *The people on the bus go up and down*
- *The driver on the bus says "Move on back..."*
- *The baby on the bus cries "Wah, wah, wah..."*

Directions: See Identify Sounds, Recognize Sounds as Same or Different, *and* Count the Number of Sounds

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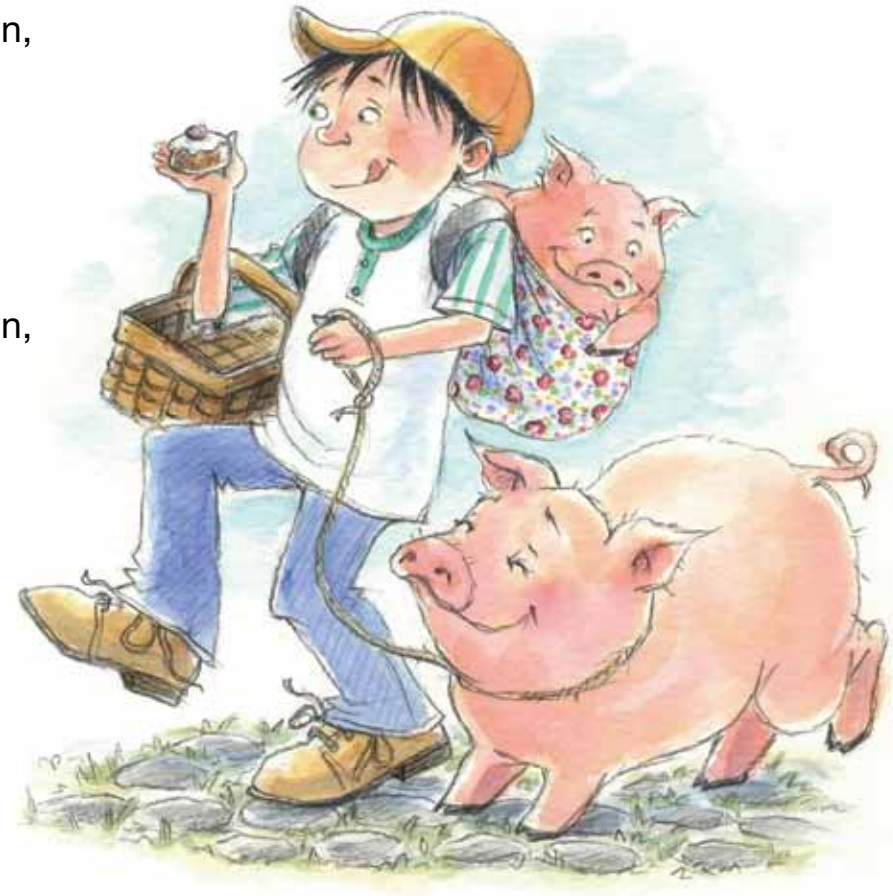
To Market, To Market

To market, to market,
To buy a fat pig.
Home again, home again,
Jiggety-jig.

To market, to market,
To buy a fat hog.
Home again, home again,
Jiggety-jog.

To market, to market,
To buy a plum bun.
Home again, home again,
Market is done.



Directions: See Identify and Recreate a Sequence of Sounds

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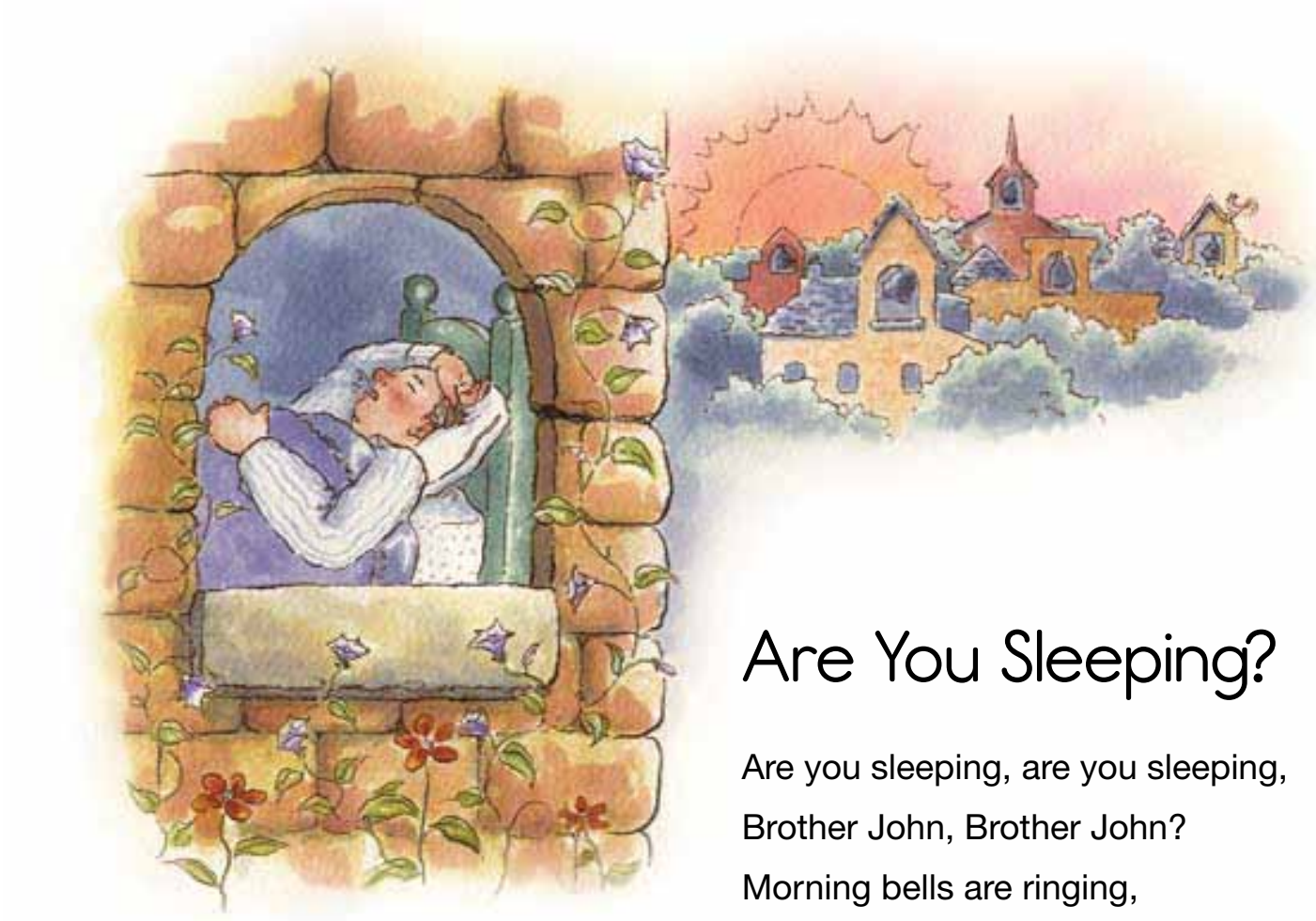

Are You Sleeping?

Are you sleeping, are you sleeping,
Brother John, Brother John?
Morning bells are ringing,
morning bells are ringing!
Ding, Ding, Dong! Ding, Ding, Dong!

Directions: See Identify and Recreate a Sequence of Sounds

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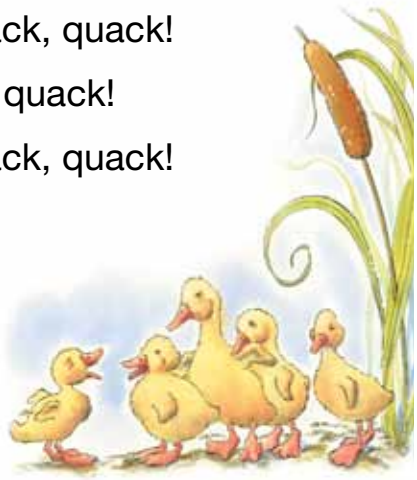
Five Little Ducks

Five little ducks that I once knew
Fat ones, skinny ones, tall ones, too.
But the one little duck with the feather on his back,
He ruled the others with a quack, quack, quack!
Quack, quack, quack! Quack, quack, quack!
He ruled the others with a quack, quack, quack!

Down to the river they would go,
Wibble, wobble, wibble, wobble, all in a row.
But the one little duck with the feather on his back,
He ruled the others with a quack, quack, quack!
Quack, quack, quack! Quack, quack, quack!
He ruled the others with a quack, quack, quack!



Directions: See Identify and Recreate a Sequence of Sounds

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If You're Happy and You Know It

If you're happy and you know it,
Clap your hands [*clap, clap*].
If you're happy and you know it,
Clap your hands [*clap, clap*].
If you're happy and you know it,
Then your face will surely show it.
If you're happy and you know it,
Clap your hands [*clap, clap*].

Sing more verses with different actions, like "stomp your feet," "wiggle your nose," "tap your head," and "shout hooray."

Directions: See Identify and Recreate a Sequence of Sounds

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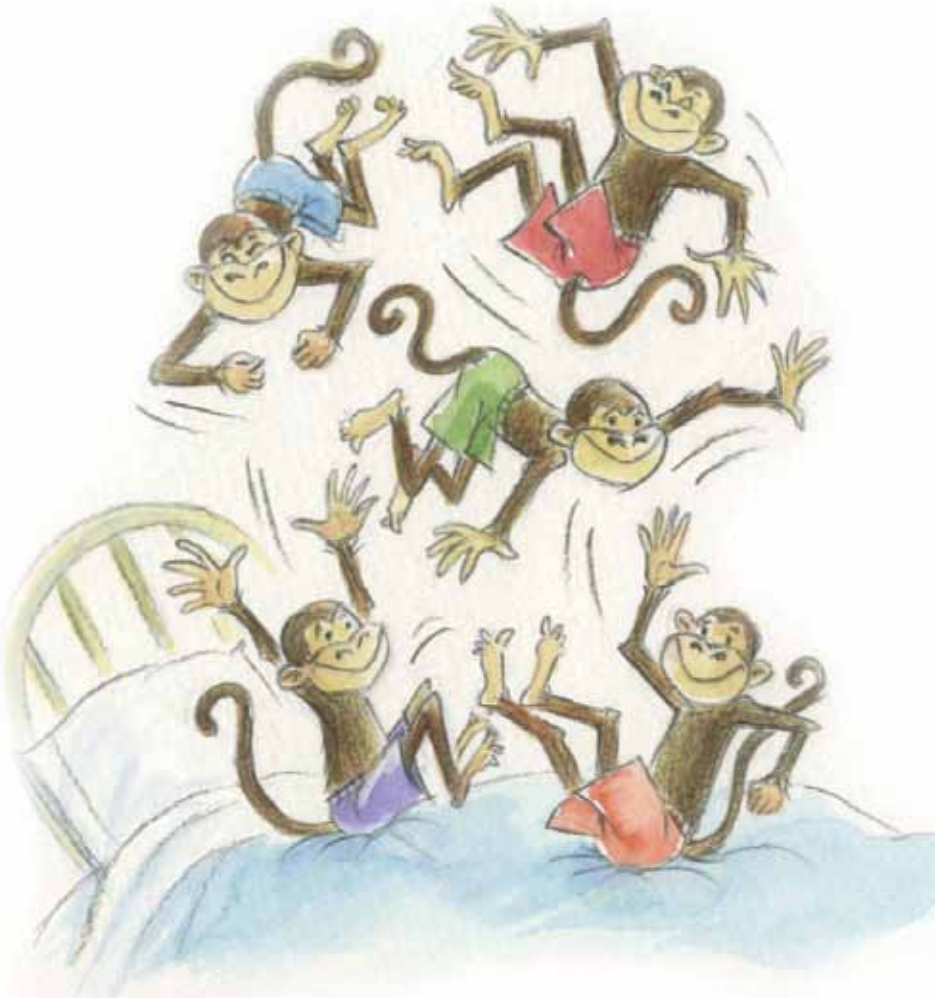
Five Little Monkeys

Five little monkeys jumping on the bed,
One fell off and bumped his head,
Mama called the doctor, and the doctor said,
"No more monkeys jumping on the bed!"

Repeat the poem, reducing the number of monkeys with each verse: Four little monkeys jumping on the bed…Three little monkeys jumping on the bed… etc.



Directions: See Represent a Number of Sounds with Movement/Objects

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10 Progress Monitoring Assessment

A sample system (recommended) for collecting progress monitoring data is provided below. Individual records should be kept for each student in need of remediation for the skills related to: Phonological Awareness: Environmental Sounds. Observational records of general performance with the target skill can be kept under Remediation Sessions. The date and an overall ranking of the student's performance with the skill can be noted:

Not Yet Ready (NYR)

Progressing (P)

Ready (R)

Most of the tasks in the Guided Practice section of the lesson plans lend themselves to progress monitoring. To adjust the task from a learning tool to an assessment tool, simply have the student complete a handful of items without assistance and record the score under Progress Monitoring.

Sample of Completed Progress Monitoring Form

Student:	**Remediation Sessions** *(Date & Score of NYR, P, R)*									**Progress Monitoring** *(Dates & Scores)*			
Environmental Sound Skill													
Identify Sounds (Including Source)	*4/11 P*	*4/12 P*	*4/13 R*	*4/14 R*						*4/11 2/4*	*4/14 4/4*		
Recognize Sounds as Same or Different													
Count the Number of Sounds													
Identify the Source of a Sound													
Identify and Re-create a Sequence of Sounds													
Represent a Number of Sounds with Movement/ Objects													

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Progress Monitoring—Environmental Sounds

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Student:	**Remediation Sessions** *(Date & Score of NYR, P, R)*									**Progress Monitoring** *(Dates & Scores)*			
Environmental Sound Skill													
Identify Sounds (Including Source)													
Recognize Sounds as Same or Different													
Count the Number of Sounds													
Identify the Source of a Sound													
Identify and Re-create a Sequence of Sounds													
Represent a Number of Sounds with Movement/ Objects													

Section II
Phonological Awareness: Segmenting Sentences

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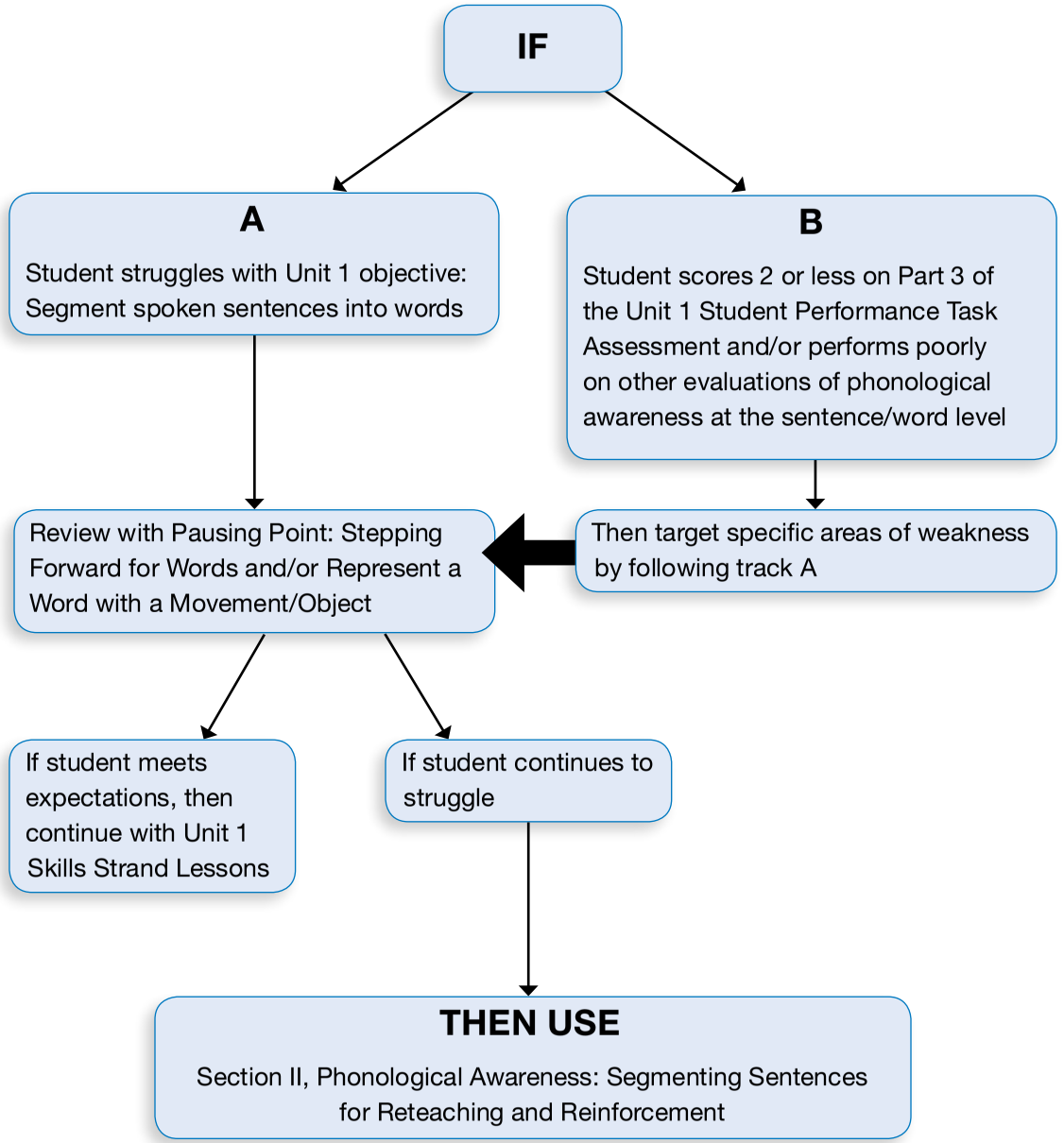
Determining Student Need for Section II, Phonological Awareness: Segmenting Sentences



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Lesson Template

Phonological Awareness: Segmenting Sentences

Focus: Segmenting Sentences	Teaching	Materials
Warm-Up	Objective: Prompt student attention to speech segments (at the sentence, phrase, and word level) and the sound of words in the normal flow of the speech stream. Listening: Select several phrases and sentences (see Word/Phrase/Sentence Charts for suggestions) to play Smooth/Choppy. Begin with complete sentences. (Complete sentences offer longer streams of speech which make it easier to hear the difference between smooth or choppy language. Similarly, longer sentences tend to be less difficult than shorter sentences.) Tell students you will say a sentence and it will either be *smooth* or *choppy* (slight pause between words). After listening, ask students to indicate if the sentence was smooth by using a swooping motion with their hand or choppy by using a chopping motion. Once the correct answer is established, have students repeat the sentence in the same way it was originally said simultaneously using the associated motion. (For choppy sentences model and encourage students to use one chop for each word. This will increase in difficulty and require new support when sentences with multisyllabic words are included in the lesson.) Challenge students to say the same sentence in the opposite manner of its original presentation. Next, use the phrases. Tell students these examples are not complete sentences. Follow the same steps used with the complete sentences.	Word/Phrase/ Sentence Chart
Explicit Instruction	Objective: State the purpose for listening and model the desired performance. Learning about Segmenting Sentences: Tell students you will say words, phrases, and/or sentences (see Word/Phrase/Sentence Charts for suggestions) and the purpose for listening is to recognize how many words are heard. Explain how you want students to indicate how many words they heard. Give examples and model indicating how many words you heard using the desired method. Do most of the sample items correctly, but also provide incorrect examples to address common mistakes. (The more difficult the skill, the more modeling may be required.)	Word/Phrase/ Sentence Chart (These may or may not reuse words, phrases, or sentences from the Warm-Up.)

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Focus: Segmenting Sentences	Teaching	Materials
Guided Practice	Objective: Provide an engaging opportunity to develop sentence segmenting skills with decreasing support as students' skills strengthen. Working with Segmenting Sentences: Say the selected words, phrases, and/or sentences for students. Students indicate how many words were heard using the method previously modeled by the teacher (e.g., clapping). Application of Skills: Select Worksheets, Games, and Poems/Songs/Nursery Rhymes activities allowing students to apply segmenting sentences skills.	Word/Phrase/Sentence Chart Activity Dependent: Worksheet per student, Game Resources, and/or P/S/NR Resources Progress Monitoring Chart(s)
Independent Practice	Objective: Allow students to practice segmenting sentences skills with high levels of independence as they strive for mastery. Practicing and Extending Skills with Segmenting Sentences: Revisit previously taught activities allowing students to practice segmenting sentence skills with classmates. Completing these activities with independence may be challenging. Working with partners will require support before students should be expected to perform successfully on their own. An option for scaffolding independent practice is to have recordings of selected words/phrases/sentences with their associated Picture Prompt and/or recordings of the Poems/Songs/Nursery Rhymes activities.	Same as above

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Sample Remedial Lesson

Phonological Awareness: Segmenting Sentences with Moving Cubes (Up to Four Words and Including Monosyllabic Words)

Focus: Segmenting Sentences with Moving Cubes (Up to Four Words and Including Monosyllabic Words)	Teaching	Materials
Warm-Up	Objective: Prompt student attention to speech segments (at the sentence, phrase, and word level) and the sound of words in the normal flow of the speech stream. Listening: Play Smooth/Choppy with sentences and phrases from the Word/Phrase/Sentence Chart accompanying Picture Prompt 1. Begin with complete sentences. (Complete sentences offer longer streams of speech which make it easier to hear the difference between smooth or choppy language. This only applies to the Smooth/Choppy Warm-Up activity. For segmenting tasks in this section, longer sentences present more of a challenge.) Tell students you will say a sentence and it will either be *smooth* or *choppy* (slight pause between words). After listening, ask students to indicate if the sentence was smooth by using a swooping motion with their hand or choppy by using a chopping motion. Use the following sentences: *Hand the man the money.* *The pants are blue.* *Clean it up.* *They have black hair.* *Don't forget to buy bananas.* *Please get me one orange.* Once the correct answer is established, have students repeat the sentence in the same way it was originally said while simultaneously using the associated motion. (For choppy sentences, model and encourage students to use one chop for each word. This will increase in difficulty and require support when sentences with multisyllabic words are included in the lesson.) Challenge students to say the same sentence in the opposite manner from its original presentation. Next, use the phrases. Tell students these examples are not complete sentences. Follow the same steps used with the complete sentences. *the long, red mop handle* *a tall man in green* *his short brown hair* *enough money* *standing by the apples* *his white shoes*	Picture Prompt and Word/Phrase/ Sentence Chart (#1)

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Focus: Segmenting Sentences with Moving Cubes (Up to Four Words and Including Monosyllabic Words)	Teaching	Materials
Explicit Instruction	Objective: State the purpose for listening and model the desired performance. Learning about Segmenting Sentences: Tell students you will say words, phrases, and/or sentences and the purpose for listening is to recognize how many words are heard. Let students know you want them to indicate the words heard by moving cubes. Say, "He is happy," twice—the first time at a normal speaking pace and the second time with an exaggerated pause between the words as you push a cube forward for each word. Say, "falling down." When it is repeated with exaggerated pauses, push a cube forward for each syllable. If you are facing students when demonstrating, you will need to push cubes from your right to left to maintain the proper orientation for students. If students don't catch your error, point out that you moved cubes for the syllables instead of the words. Tell students the word falling has two beats: fall and ing; however, it is all one word (ing is not a word). Model the correction process and complete a few more examples using one- to four-word phrases or sentences.	Picture Prompt and Word/Phrase/ Sentence Chart (#1) 5 cubes per student
Guided Practice	Objective: Provide an engaging opportunity to develop sentence segmenting skills with decreasing support as students' skills strengthen. Working with Segmenting Sentences: Say the selected words, phrases, and/or sentences for students. Students repeat what you say with exaggerated pauses, pushing cubes forward for each word. Application of Skills: Use Sound Worksheet Q along with the *Hickety Pickety, My Black Hen* activity under Poems/Songs/Nursery Rhymes Resources. Provide each student with a copy of Sound Worksheet Q in a sheet protector sleeve along with a dry erase marker and a tissue. Recite the nursery rhyme as printed, pausing at the end of each line to allow students to repeat it (clapping if needed) and mark by circling cubes on the first row to represent how many words were heard. Repeat for each new line. Erase the sheet once it is full to continue with the remaining lines of the nursery rhyme.	In a plastic sleeve for each student: Sound Worksheet Q Dry erase markers and tissues for students *Hickey Pickety, My Black Hen* (P/S/NR Resource 8) Progress Monitoring Chart(s) 5 cubes per student

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Focus: Segmenting Sentences with Moving Cubes (Up to Four Words and Including Monosyllabic Words)	Teaching	Materials
Independent Practice	Objective: Allow students to practice segmenting sentences skills with high levels of independence as they strive for mastery. Practicing and Extending Skills with Segmenting Sentences: With a partner, students may use the At the Grocery Store Picture Prompt to say words, phrases, and sentences to each other. The listening partner repeats what is said with exaggerated pauses (clapping if needed) and marks Sound Worksheet Q by circling cubes on each row for the number of words heard.	Same as above

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Methods of Indicating Words in a Sentence

The methods suggested below should all be familiar as they are utilized in Unit 1 lesson activities.

Physical Movement	Reference Activity/Lesson
Count with fingers	Counting with fingers is used in conjunction with all of the lessons noted below, except Circle the Cubes.
Move cubes	Hearing Words in Phrases and Sentences (Lessons 5, 6, 10)
Clap	Teacher-Student Echo (Lessons 7, 8)
Step forward	Stepping Forward for Words (Lesson 9, 10)
Circle cubes	Circle the Cubes (Lesson 9)

Count with fingers: A suggestion for promoting response from *all* students is to have students hold their fist over their heart and unfold fingers as they count words.

Move cubes: It is recommended that students push cubes forward from left to right for each word. Therefore, if you are facing students when demonstrating, you will need to push cubes from your right to left to maintain the proper orientation for students. This task can be scaffolded for students by providing a mat with five spaces (squares) in a line. Lines from Sound Worksheet Q can be used.

Clap: Keep in mind counting is particularly difficult to do in addition to clapping. With fingers, cubes, steps, and pictures, students have a physical object that has been moved and can subsequently be counted. To count a number of claps creates a greater cognitive demand, since students have to clap for recognized words, hold the claps in short term memory, *and* replay the claps to count them.

Step forward: In the Unit 1 lessons individual students step forward, requiring a minimum of a small group for the activity. However, this can be modified to work with fewer or individual students by having each student take steps for the number of words heard.

Circle cubes: In the Unit 1 lessons the associated worksheet provides rows of cubes. This format is recommended because it will prepare students for the format of the end-of-unit assessment. However, to vary the activity, pages with rows of other objects could be created to use.

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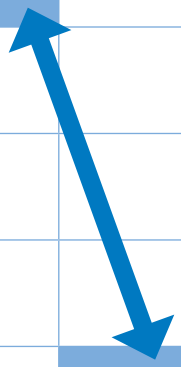
Dimensions of Difficulty

Lessons can be crafted to be more or less difficult by varying the number of words in a phrase/sentence, as well as using only single-syllable or including multisyllabic words. The chart below illustrates how lessons can be designed to be more or less challenging across both dimensions.

Variables		Restrict to use of single-syllable words	Include multisyllabic words
Word Source	**Number**		
Word	**1**	***Least Difficult***	
Phrase/Sentence	**2**		
	3		
	4		
	5		***Most Difficult***



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Sentence Segmenting Skills Cross-Reference

Sentence Segmenting Skills	Unit 1 Lessons										Unit 1 Pausing Point
	1	2	3	4	5	6	7	8	9	10	
Demonstrate Awareness of Words					Hearing Words in Phrases and Sentences	Hearing Words in Phrases and Sentences; Increasing Sound and Word Awareness	Teacher-Student Echo	Teacher-Student Echo	Stepping Forward for Words; Circle the Cubes	Hearing Words in Phrases and Sentences; Stepping Forward for Words	Grocery Shopping
Represent Words with Movement/ Objects	**Counting with Fingers**										Counting with Cubes; Leap Frog; Head, Shoulders, Knees, and Toes
					Hearing Words in Phrases and Sentences	Hearing Words in Phrases and Sentences; Increasing Sound and Word Awareness	Teacher-Student Echo	Teacher-Student Echo	Stepping Forward for Words; Circle the Cubes	Hearing Words in Phrases and Sentences; Stepping Forward for Words	

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Segmenting Sentences— Worksheets: Word/Phrase/Sentence Charts with Picture Prompts

Picture Prompts for Segmenting Sentences

This section includes the word/phrase/sentence charts with Picture Prompts 1–4, providing a ready-to-use resource for sentence segmenting lessons. Creating sentences related to students and their experiences is recommended when possible. Use the chart format provided with each Picture Prompt, and craft your own words, phrases, and sentences about a school activity, a favorite read-aloud, or an interesting content lesson. Remember to include student names. Personalized sentences are engaging!

- *At the Grocery Store* (Picture Prompt 1)
- *What Sense is This?* (Picture Prompt 2)
- *Circus Time* (Picture Prompt 3)
- *A Day at the Park* (Picture Prompt 4)

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Directions: Provide this page as a visual reference when using phrases and sentences from At the Grocery Store (Picture Prompt 1)

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Directions: Use this chart to provide phrase or sentence prompts about At the Grocery Store for sentence segmenting instruction.

Increasing Number of Words	Single-Syllable Only		Including Multisyllabic Words	
1	boy, girl, man, mop, child, cart, mop, bag, stand, fall, slip, spill, sit, clean, walk, pay, buy, push, pick, red, brown, green, blue, white, gray, black, hair, purse, shoe(s), shirt(s), pants, skirt, belt		orange, apple, banana, pineapple, mother, woman, worker, bucket, money, standing, falling, slipping, spilling, sitting, cleaning, walking, paying, buying, pushing, picking, yellow, purple, glasses, apron	
	Phrases	**Sentences***	**Phrases**	**Sentences***
2	blue pants the boy wet floor	Buy it. Watch out. Go around.	falling down yummy apples enough money	Be careful. Look around. Buy bananas.
3	a big spill his white shoes her brown pants	Mop the spill. Clean it up. Will she fall?	the ripe pineapples spilling the cup wearing the apron	She is surprised. Carry the bucket. His mother walks.
4	the man's brown belt his short brown hair a full, heavy bag	The pants are blue. It is a mess. They have black hair.	slipping on the orange standing by the apples the woman's purple skirt	The shirt is purple. He is wearing glasses. The store is busy.
5	four wheels on the cart the boy by the fruit a tall man in green	What is in the cart? Take the food home now. Please get me one bag.	the long, red mop handle green tops on the pineapples working at the grocery store	Hand the man the money. Did you get the groceries? Don't forget to buy bananas.

*Some sentences have the implied subject "You."

Note: Do not use color words if the Picture Prompt page is not reproduced in color.

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Picture Prompt 2

Directions: See Lesson Template, Warm-Up and Explicit Instruction

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Directions: Use this chart to provide phrase or sentence prompts about What Sense is This? for sentence segmenting instruction.

What Sense is This? (Picture Prompt 2)

Increasing Number of Words	Single-Syllable Only		Including Multisyllabic Words	
1	man, bush, tree, grass, case, path, bench, rose, shirt, pants, shoes, boots, purse, hat, pay, walk, smell, touch, taste, see, sit, stand, friend, son, eyes, mouth, hand, nose, ears, red, blue, brown, green, gray, white		guitar, saxophone, shoulders, flowers, umbrella, mustard, apron, money, listen, butterfly, magnify, mother, father, daughter, fountain, water, finger, purple, yellow, orange	
	Phrases	**Sentences***	**Phrases**	**Sentences***
2	brown shoes a girl tall tree	Eat it. Sit down. Drink some.	many bushes some money smelling flowers	Hear music. Play together. Walk around.
3	the small wheels her gray pants a long bench	Look at it. Is it loud? Wear the hat.	the little flowers on his shoulders paying the man	Water is cold. Listen to them. She is curious.
4	her straight, black hair a nice warm day the long purse strap	They use their nose. Does it taste good? The grass is green.	her daughter's purple shirt looking at the butterfly playing on his saxophone	Drink from the fountain. Dance to the music. The park is busy.
5	brown boots on her feet the girl on the path a dad and his son	Can you ride bikes here? It is time to go. The bush is so big.	riding on his dad's shoulders case open on the ground orange umbrella on the cart	The brown bench is empty. Watch the butterfly fly away. Did he want some mustard?

*Some sentences have the implied subject "You."

Note: Do not use color words if the Picture Prompt page is not reproduced in color.

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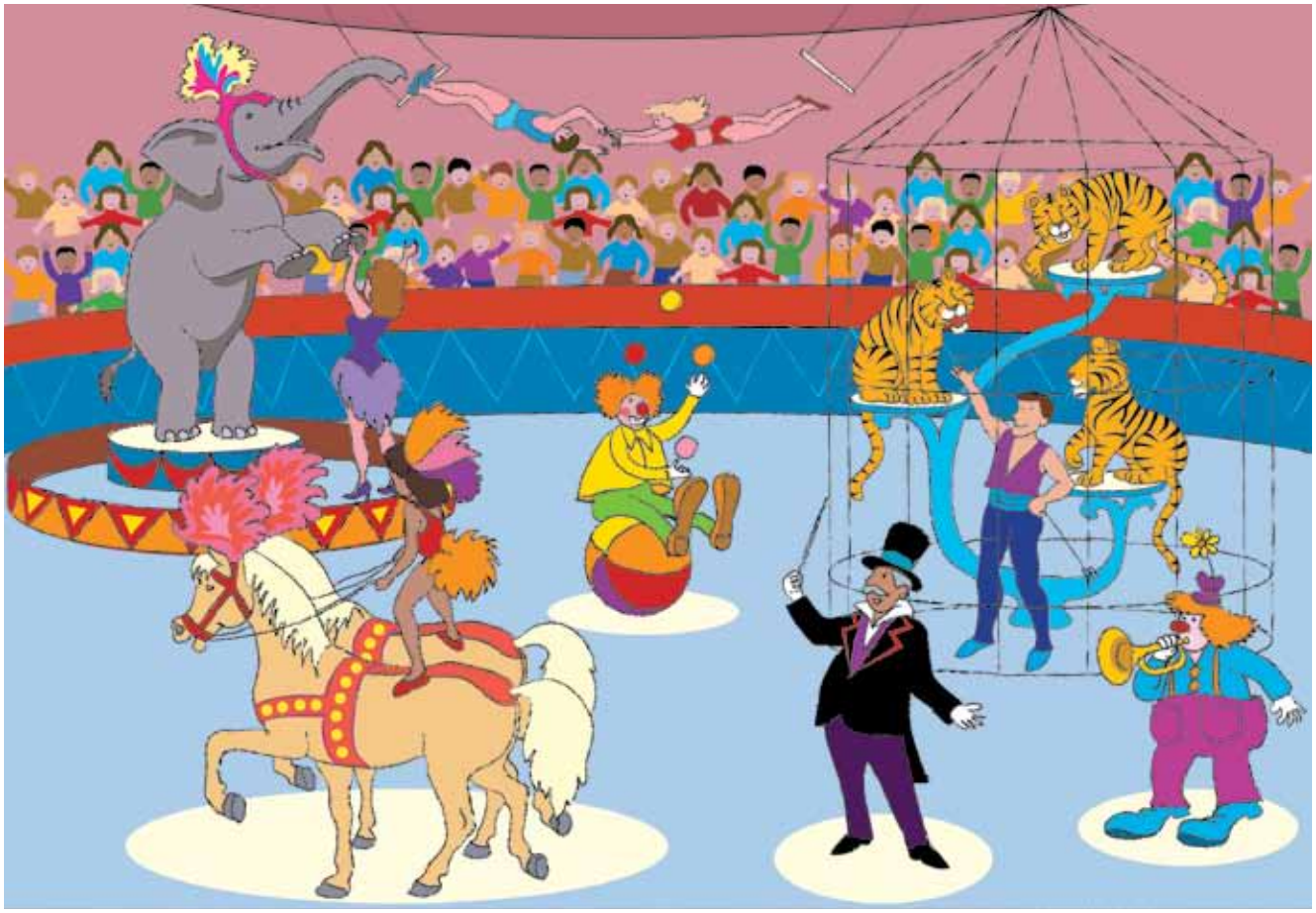
Directions: Provide this page as a visual reference when using phrases and sentences from What Sense is This? (Picture Prompt 2).



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Directions: Use this chart to provide phrase or sentence prompts about Circus Time for sentence segmenting instruction.

Increasing Number of Words	Single-Syllable Only		Including Multisyllabic Words	
1	man, clown, crowd, horse, ball, ring, cage, grab, hold, horn, play, ride, stand, walk, gloves, shoes, suit, shirt, pants, hat, nose, hair, hand, roar, neigh, clap, cheer, stripes, red, blue, gray, pink, green, black, white		woman, people, elephant, tiger, trapeze, flying, platform, juggle, feathers, mustache, suspenders, buttons, flower, applause, purple, yellow, orange	
	Phrases	**Sentences***	**Phrases**	**Sentences***
2	black shoes a horn big cage	Watch them. Cheer loud. Don't fall.	three tigers huge elephant juggling balls	Hear applause. Work together. Wear suspenders.
3	the red nose his tall hat a brave guy	Hold on tight. Will she fall? Play the horn.	the big feathers on the platform standing on horses	People stand up. Tigers sit down. She is reaching.
4	man in black suit clown on a ball the large, blue shoes	Talk to the crowd. Can she do it? The pants are green.	the woman's red suit looking at the trapeze clapping for the tigers	Cheer for the lady. Jump off the horses. The clown is silly.
5	red shoes on her feet reach for the man's hands two clowns in the show	How long will he stand? The girl is so small. What if she falls down?	sitting on the colorful ball a grand circus time show black stripes on the tigers	Can they do it again? His pants are on backwards! There are so many people!

*Some sentences have the implied subject "You."

Note: Do not use color words if the Picture Prompt page is not reproduced in color.

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Directions: Provide this page as a visual reference when using phrases and sentences from A Day at the Park (Picture Prompt 4).

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Directions: Use this chart to provide phrase or sentence prompts about A Day at the Park for sentence segmenting instruction

Increasing Number of Words	Single-Syllable Only		Including Multisyllabic Words	
1	climb, hang, swing, sail, wind, pond, watch, skate, roll, walk, pull, push, fly, up, down, high, low, girl, boy, man, dogs, leash, birds, park, grass, path, rope, bar, shirt, pants, shoes, stripes, wheels, orange, brown, green, blue, red, pink, black, white, gray		baby, blanket, woman, couple, city, bushes, buildings, water, glasses, stroller, ponytail, skyscraper, seesaw, purple, yellow, orange	
	Phrases	**Sentences***	**Phrases**	**Sentences***
2	blue pants the boy long path	Swing high. Climb up. Watch out!	stepping down tall buildings green bushes	Be careful. Walk around. Look below.
3	a nice day her blue skates the short dog	She will smile. Hold on tight. The boats float.	the warm blanket pushing the stroller walking the dogs	Is that dangerous? Ride the seesaw. Her brown ponytail.
4	the big, gray birds four small, black wheels her arms out wide	The rope has knots. What a nice day! He has black hair.	hanging on the bar sitting by the water the woman's purple skirt	Five friends are skating. He is wearing glasses. Is the baby asleep?
5	three boats in the pond two boys on the swings a tall man in green	Did the dog pull you? The boy climbs the rope. Do not go too fast.	a strong, brown, rope ladder the couple on the path sitting on the blue seesaw	Push the yellow stroller around. Did you see the people? The park is busy today.

*Some sentences have the implied subject "You."

Note: Do not use color words if the Picture Prompt page is not reproduced in color.

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Assessment Practice

- Use Sound Worksheet Q.
- This worksheet provides the same format students will see for assessment. Use this page along with Picture Prompts or Poems/Songs/Nursery Rhymes activities to have students represent words (from left to right) by:
    - circling cubes
    - coloring cubes
    - marking cubes with mastered writing strokes
    - placing manipulatives on cubes
    - **Note**: Students with weak directionality skills may need support with moving left to right and top to bottom on Sound Worksheet Q.

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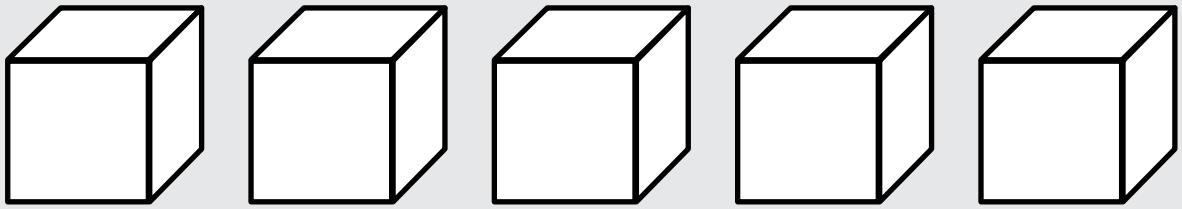
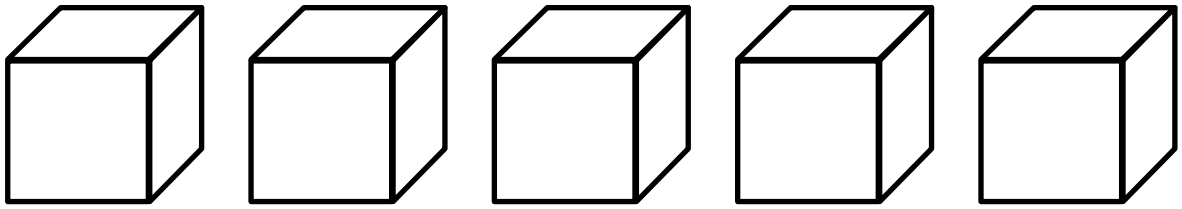
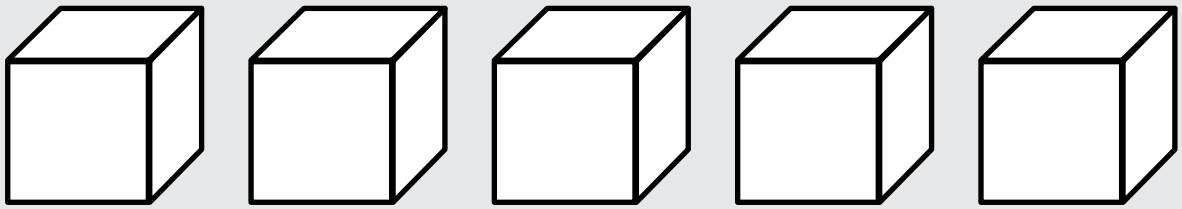
Name: _____

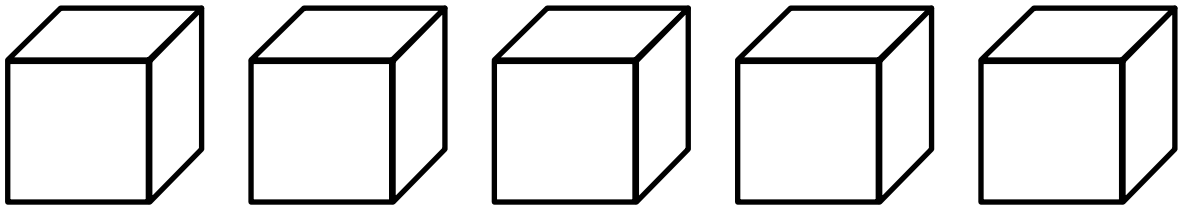
Sound Worksheet Q

Directions: Have students mark cubes (from left to right) for each word segmented from a phrase or sentence.

1. 

2. 

3. 

4. 

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Segmenting Sentences—Games

Advance Preparation

For each of the following games, select a Picture Prompt and use the associated word/phrase/sentence chart as a resource for sentences. The Picture Prompt may be available as a visual cue if desired.

Reverse Go Fish

Advance Preparation

Have a deck of regular playing cards ready.

- Using a deck of regular playing cards, deal a small stack of cards to students.
- Tell students, "I am going to say a sentence. I want you to place a card on the table for each word in the sentence." (Remember to speak at a slower pace than natural cadence.)
- Students place cards on the table for each word heard.
- Once all students have the correct number of cards set out, return the cards to the pile for the next sentence.

Fill the Bag!

Advance Preparation

Collect plain brown lunch bags and cubes. (A tub of classroom locking cubes is suggested.)

- Provide each student with a plain brown lunch bag and a pile of locking cubes.
- Prompt students to put the cubes together in a stack.
- Tell students you need them to help you fill the bag.
- Tell students you are going to say a sentence.
- Students should remove one cube from their stack for each word.
- Once all students have the correct number of cubes set out, have them place the cubes in their bag.
- Students start again with the remaining cubes for the next sentence. With each new sentence they "fill the bag!"

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Oh, Nuts!

Advance Preparation

Use the squirrel image from Sound Worksheet R and acorn cut-outs. You will need one squirrel and enough acorn cut-outs for each student to have at least five. If available in your area, actual acorns could be collected and used.

- Place the squirrel in the middle of the table and tell students they need to help you feed the squirrel.
- Give each student at least five acorns.
- Tell students you are going to say a sentence and they should remove one acorn from their pile for each word.
- Once all students have the correct number of acorns set out, place the acorns on the squirrel and say, “Oh, nuts!”
- Redistribute the acorns for the next sentence.

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Name: _____

Sound Worksheet R

Directions: See Oh, Nuts!

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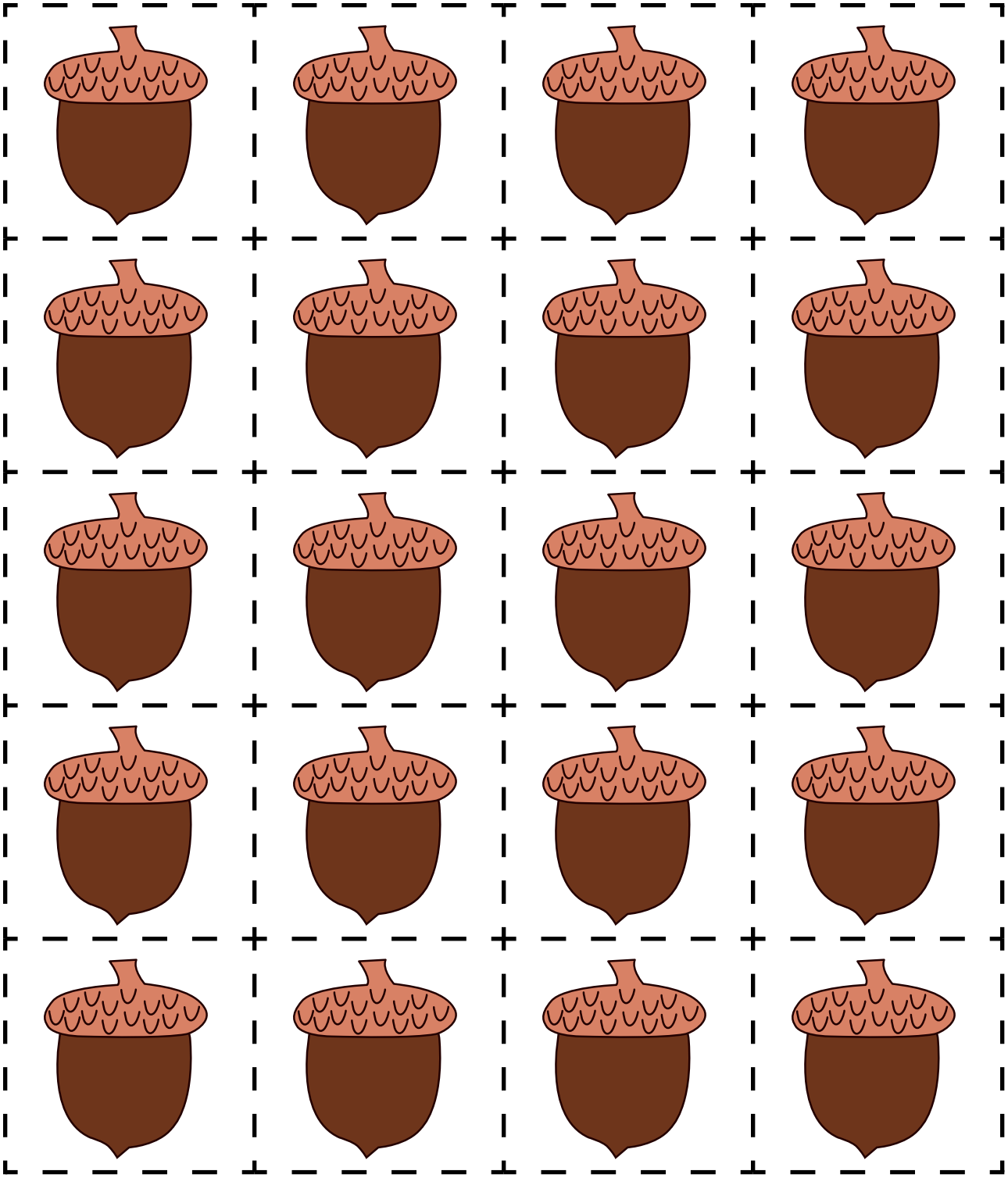
Name: _____

Cut-outs: Acorns (Sound Worksheet R)



Directions: Copy on card stock and cut out acorns to use with Sound Worksheet R.

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Flip Your Lid!

Advance Preparation

Collect a number of bottle caps from discarded water or soda bottles. They do not have to be all alike and certainly can add more interest if the colors are varied. Cut off the bottom of a two-liter soda bottle and wash it thoroughly to remove any stickiness.

- Give each student at least 5 bottle caps.
- Tell students you are going to say a sentence.
- Students should remove bottle cap from their pile for each word.
- Once all students have the correct number of bottle caps set out, all students may take turns gently tossing their bottle caps into the soda bottle bottom.
- Redistribute the bottle caps for the next sentence.

Variations for the games

- Games will be easier when played with sentences that are two or three words long and more difficult when played with sentences that are four or five words long.
- If students struggle with selecting objects (cards, cubes, acorns, or bottle caps) to represent the number of words after the entire sentence is spoken, the task can be scaffolded by allowing students to select objects as you pause after each word in the sentence.

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If You're Happy and You Know It (P/S/NR 6 from Unit 1 Section I)

- Sing with students, changing the action phrase (e.g., "clap your hands") for each verse.
- At the end of each verse ask students to repeat the action phrase they just sang and count the number of words in the phrase.
- Remind students not to blurt out the answer.
- Students can put the number of fingers against their chest, in their lap, or behind their back to match the answer and show their fingers as individuals or a group, per your direction.
- Reinforce the correct answer by repeating the phrase again and revealing a finger for each word in the phrase as it is repeated.
    - Repeat with a new verse.*

*The table below provides action phrases for *If You're Happy and You Know It* (P/S/NR 6 from Unit 1, Section I). The phrases increase in difficulty by adding words or including words with more than one syllable.

Increasing Words in Phrases	Single-Syllable Only	Including Multisyllabic Words
1	smile wave scratch	wiggle collapse shiver
2	stand still blink twice nod yes	shout hooray turn around say goodnight
3	stamp your feet tap your head touch both knees	wiggle your nose shrug your shoulders whisper your name
4	sit on the floor reach for the sky tap on your chin	pretend you can fly meow like a cat look behind your back

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Segment Lines of Poems/Songs/Nursery Rhymes

- Select one of the following:
  - *Hickety Pickety, My Black Hen* (P/S/NR Resource 8)
  - *The Eensy, Weensy Spider* (P/S/NR Resource 9)
  - *Are You Sleeping?* (P/S/NR Resource 10)
  - *Twinkle, Twinkle, Little Star* (P/S/NR Resource 11)

  All contain multisyllabic words which will cause errors if students count syllables. Students may self-correct, and wait time to do so should be provided. However, if students do not catch the error, support by reviewing the multisyllablic word. Point out the multiple beats (syllables), clarifying each beat is not a word.

  Verses are printed with some lines broken up to allow the teacher to recite lines with a variety of two to five words total. Pause after each line and prompt students to indicate how many words were heard.

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Hickety Pickety, My Black Hen

(2) Hickety Pickety,
(3) my black hen,
(3) She lays eggs
(2) for gentlemen.
(2) Gentlemen come
(2) every day
(4) To see what my
(4) black hen doth lay.

Directions: Recite, pausing at the end of each line to allow students to indicate how many syllables they heard.

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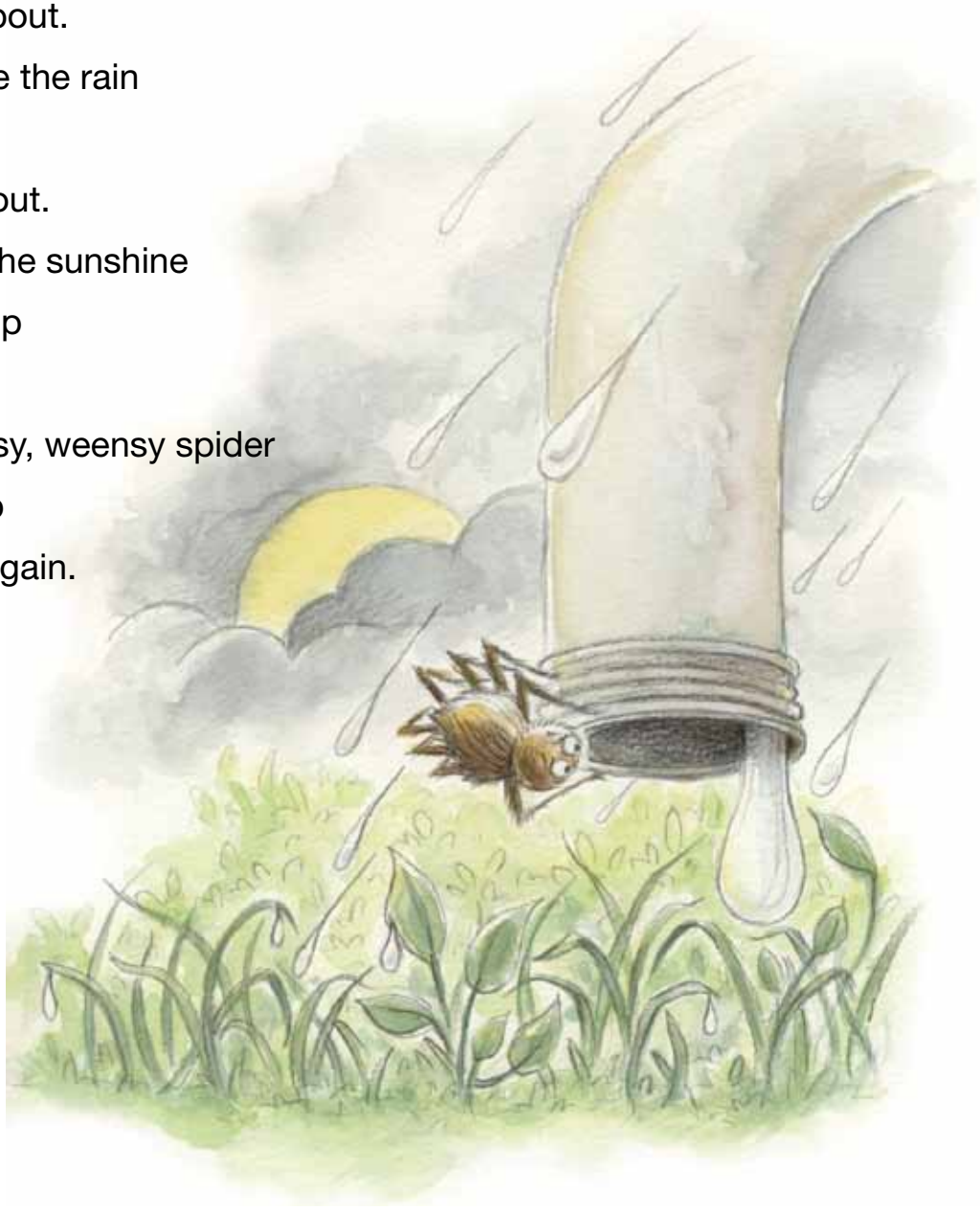
The Eensy, Weensy Spider

(4) The eensy, weensy spider
(2) Climbed up
(2) the waterspout.
(4) Down came the rain
(2) To wash
(3) the spider out.
(4) Out came the sunshine
(3) and dried up
(3) all the rain.
(5) So the eensy, weensy spider
(2) Climbed up
(3) the spout again.



Directions: Recite, pausing at the end of each line to allow students to indicate how many syllables they heard.

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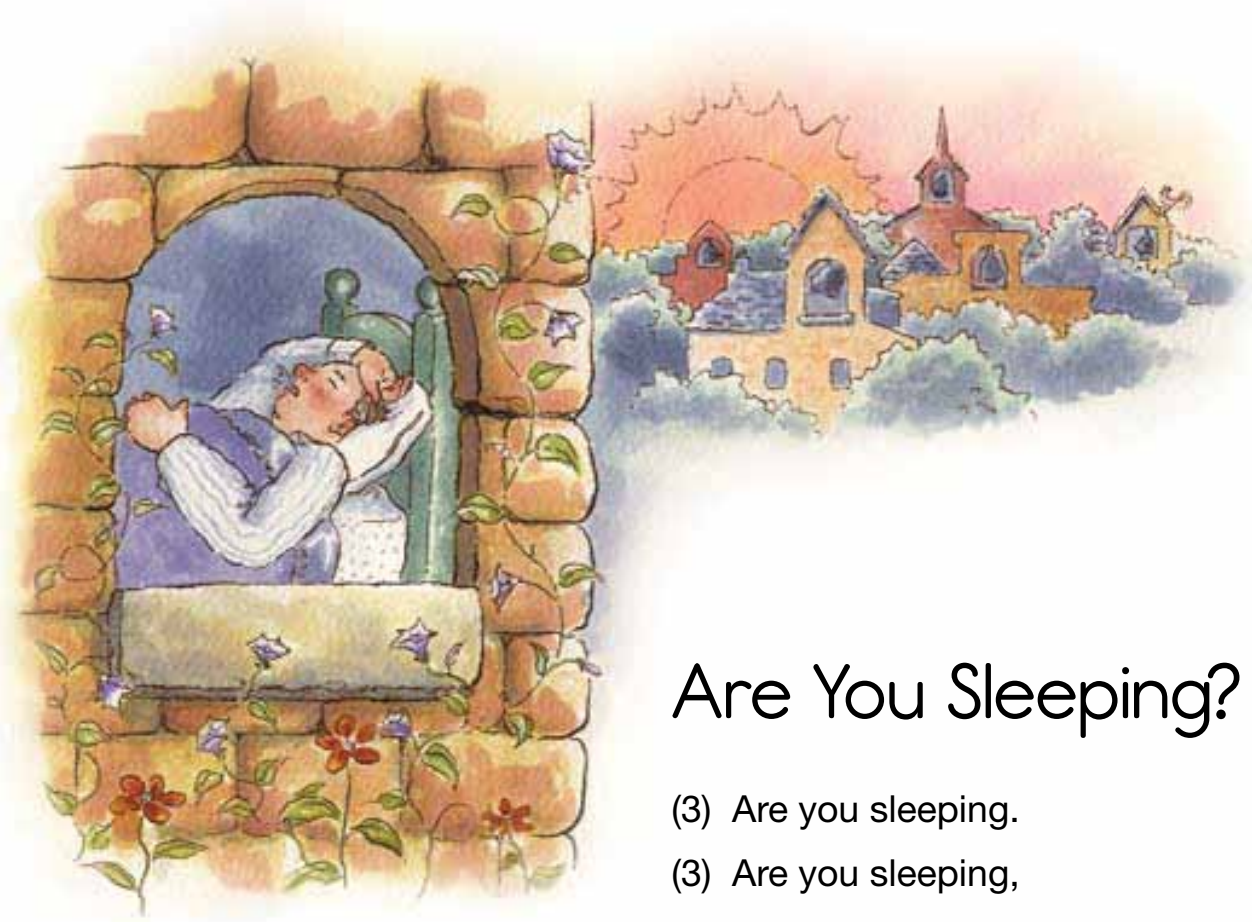
Directions: Recite, pausing at the end of each line to allow students to indicate how many syllables they heard.



Are You Sleeping?

(3) Are you sleeping.
(3) Are you sleeping,
(2) Brother John,
(2) Brother John?
(4) Morning bells are ringing,
(4) Morning bells are ringing!
(3) Ding, Ding, Dong!
(3) Ding, Ding, Dong!

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Twinkle, Twinkle, Little Star

(2) Twinkle, twinkle
(2) little star,
(3) How I wonder
(3) what you are.
(2) Up above
(4) the world so high,
(3) Like a diamond
(3) in the sky.
(2) Twinkle, twinkle
(2) little star,
(3) How I wonder
(3) what you are!

Directions: Recite, pausing at the end of each line to allow students to indicate how many syllables they heard.

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⑩ Progress Monitoring Assessment

A system (recommended) for collecting progress monitoring data is provided below. An individual record should be kept for each student in need of remediation for the following skill related to Phonological Awareness—Segmenting Sentences. Observational records of general performance with the target skill can be kept under Remediation Sessions. The date and an overall ranking of the student's performance with the skill can be noted:

Not Yet Ready (NYR)

Progressing (P)

Ready (R)

Most of the tasks in the Guided Practice section of the lesson plans lend themselves to progress monitoring. To adjust the task from a learning tool to an assessment tool, have the student complete a handful of items without assistance and record the score under Progress Monitoring.

Sample of Completed Progress Monitoring Form

Student:	**Remediation Sessions** *(Date & Score of NYR, P, R)*									**Progress Monitoring** *(Dates & Scores)*			
Segmenting Sentences Skill													
Segments 1–3 Words, Restricted to Monosyllabic	*4/11 P*	*4/12 P*	*4/13 R*	*4/14 R*						*4/11 2/4*	*4/14 4/4*		
Segments up to 5 Words, Restricted to Monosyllabic													
Segments 1–3 Words, Includes Multisyllabic													
Segments up to 5 Words, Includes Multisyllabic													

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Progress Monitoring—Segmenting Sounds

Student:	**Remediation Sessions** *(Date & Score of NYR, P, R)*									**Progress Monitoring** *(Dates & Scores)*			
Segmenting Sentences Skill													
Segments 1–3 Words, Restricted to Monosyllabic													
Segments up to 5 Words, Restricted to Monosyllabic													
Segments 1–3 Words, Includes Multisyllabic													
Segments up to 5 Words, Includes Multisyllabic													

Section III

Reading & Writing Readiness: Understanding Directionality

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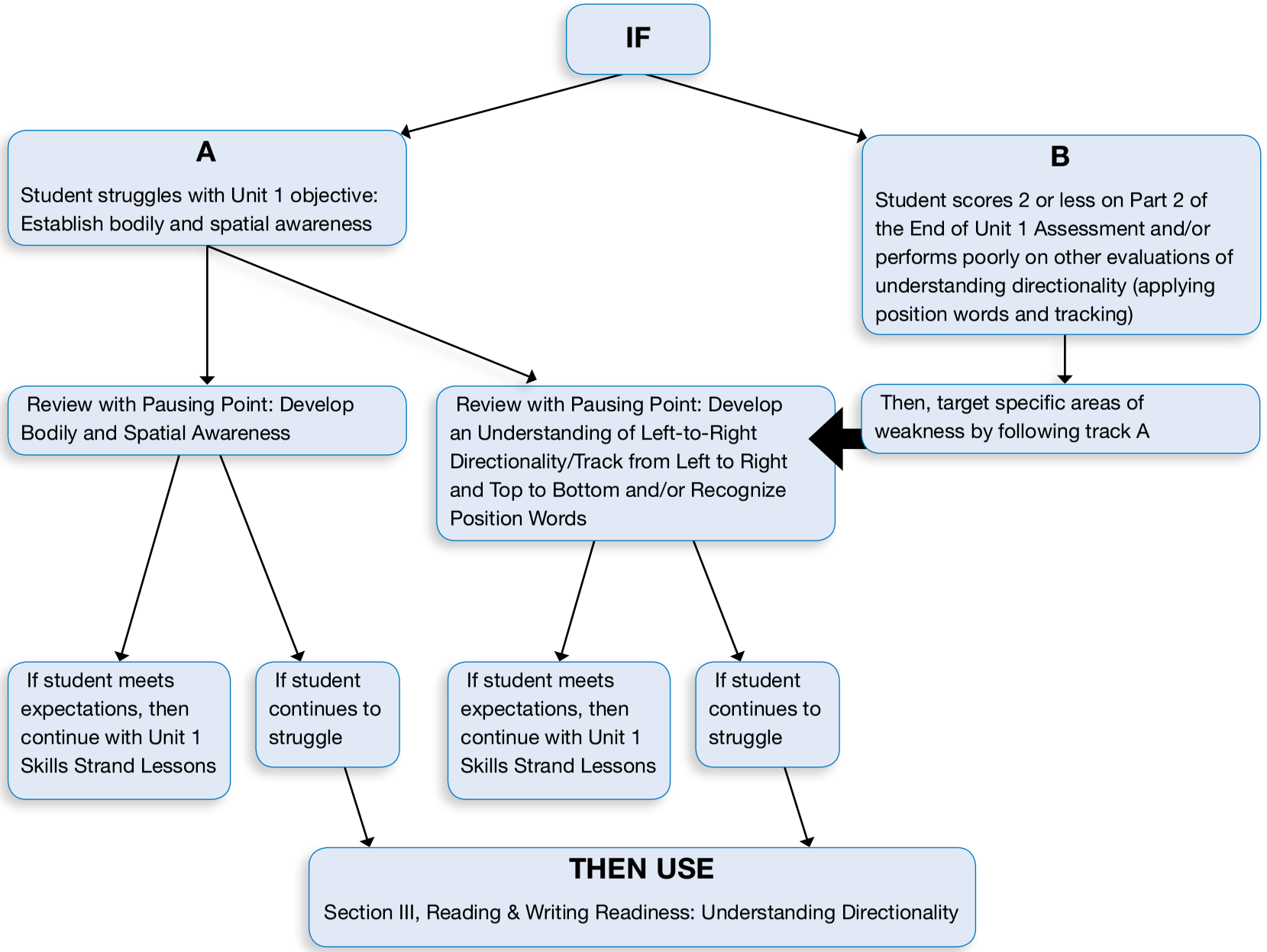
Determining Student Need for Section III, Reading & Writing Readiness: Understanding Directionality



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Lesson Template

Reading & Writing Readiness: Understanding Directionality

Focus: Understanding Directionality	Teaching	Materials
Warm-Up	Objective: Prompt student attention to position words and their associated actions. Exercise: Using a stuffed animal, model a variety of movements utilizing position words. (See Position Words chart for suggestions.) State what is happening as the animal moves. **Note**: Ensure you indicate left and right according to the students' orientation. For example: "The bear is going *under* the chair." "Now he's going to jump on *top* of the table." "If he takes a step to the *right* he'll fall off." "Instead, move over to the *left*." "Next he can roll to the *middle* of the table." This can be varied by moving the animal and having students provide a description of the action (including position words). As it becomes familiar, students can take turns moving the animal and describing the action with each other.	Position Words Chart, Stuffed Animal
Explicit Instruction	Objective: Ensure familiarity with the targeted position words and model the desired performance. Learning about Directionality: Say the targeted position words. (See Position Words chart for suggestions.) Students repeat. Indicate the position word relative to several different objects nearby (e.g., a chair, the door, a book, etc.). Do most of the sample items correctly, but also provide incorrect examples to address common mistakes. (The more difficult the skill, the more modeling may be required.)	Position Words Chart, Access to Objects Nearby
Guided Practice	Objective: Provide students an engaging opportunity to develop understanding of directionality while decreasing support as students' skills strengthen. Working with Directionality: Select nearby objects for students to use to indicate the targeted positions, as previously modeled by the teacher. Application of Skills: Select Worksheets, Games, Poems/Songs/Nursery Rhymes activities aligned with the directionality skills taught in the lesson so students can apply the related understanding.	Position Words Chart Access to Objects Nearby Activity Dependent: Worksheet per student, picture cards for Games, and/or P/S/NR Resource Progress Monitoring Chart(s)
Independent Practice	Objective: Allow students to practice directionality skills with high levels of independence as they strive for mastery. Practicing and Extending Skills with Directionality: With classmates, complete previously taught activities aligned with the directionality skills taught in the lesson.	Same as above

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Sample Remedial Lesson

Reading & Writing Readiness: Understanding Directionality (Left & Right)

Focus: Understanding Directionality (Left & Right)	Teaching	Materials
Warm-Up	Objective: Prompt student attention to position words and their associated actions. Exercise: Using a teddy bear, model a variety of movements utilizing position words (especially *left* and *right*). State what is happening as the bear moves. (Note: Ensure you indicate left and right according to the *students'* orientation.) "The bear is going *under* the chair." "Now he's going to jump on *top* of the table." "If he takes a step to the *right* he'll fall off." "Instead, move over to the *left*." "Next he can roll to the *middle* of the table." "Bear wants to shake your *right* hand." "Watch him hop on his *left* foot." Let students have turns making movements with the bear that include the position words *left* or *right*.	Position Words Chart Teddy Bear
Explicit Instruction	Objective: Ensure familiarity with the targeted position words and model the desired performance. Learning about Directionality: Say: "*left*" and "*right*." Students repeat. Ask students if they can raise their *right* hand. Correct as needed and repeat with the *left* hand. Place a basket of books in front of students, indicate the left side of the basket. (Note: Ensure you indicate left and right according to the *students'* orientation.) Ask a student to point to the *right* side. Place a stapler in front of students and incorrectly identify the *right* side. If students don't catch your error, point out that you pointed to the *left* side. Correct the mistake. Do a few more examples with other objects.	Position Words Chart Access to Objects Nearby
Guided Practice	Objective: Provide students an engaging opportunity to develop understanding of directionality while decreasing support as students' skills strengthen. Working with Directionality: Select nearby objects for students to use to indicate *left* and *right*, as previously modeled by the teacher. Application of Skills: Once students practice *left* and *right* with success, tell them they will need to use those words to find some pictures. Provide a copy of Position Worksheet A and nine manipulatives to each student. Ask questions about the objects on the page particularly utilizing left and right. (See the activity information under Worksheets for question prompts.) As students identify objects correctly they can cover them with the manipulatives. The activity is repeated once the boards are full, this time removing the manipulatives. Next, tell students they will need to use left and right to sing and perform with the song *Looby Loo* under Poems/Songs/Nursery Rhymes.	Position Words Chart Access to Objects Nearby For each student: Position Worksheet A *Looby Loo*

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Focus: Understanding Directionality (Left & Right)	Teaching	Materials
Independent Practice	Objective: Allow students to practice directionality skills with high levels of independence as they strive for mastery. Practicing and Extending Skills with Directionality: With a partner, students can continue to practice recognizing positions with their Recognize Position Worksheet A and manipulatives introduced during Guided Practice. They can also sing and perform *Looby Loo* together.	

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Understanding Directionality Skills Cross-Reference

Understanding Directionality Skill	Unit 1 Lessons										Unit 1 Pausing Point
	1	2	3	4	5	6	7	8	9	10	
Establish Bodily and Spatial Awareness	Follow Me	Follow Me	Follow Me								Gross Motor Activities
Recognize Position Words (e.g., top, bottom, etc.)	Follow Me	Follow Me	Follow Me						Understanding Position Words		Grand Old Duke of York
Cultivate an Understanding of Left-to-Right Directionality	Greeting	Greeting	Greeting	Greeting	Greeting						Left/ Right Hand Discrimination; Tracing Lines
Track from Left to Right and Top to Bottom					Tracking Practice		Tracking Practice			Tracking Practice	Color Strips

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Understanding Directionality—Position Words

The following words should be taught and applied within Understanding Directionality lessons until students demonstrate proficiency with the vocabulary and use these words in relation to bodily and spatial awareness, as well as tracking on a page.

Opposites	Other Directionality Terms
left—right top—bottom front—back over—under	other side around middle return sweep

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Position Worksheets A–E

- Use your choice of Position Worksheets A–E to engage students in recognizing positions. Providing a copy to each student. Ask questions about the objects on the page utilizing positions words:
  - "Which object is in the *middle* of your page?"
  - "What object is to the *left* of that picture?"
  - "What is the object *under* that picture?"
  - "Which object is at the *top* and the *right* of your page?"
  - "Is there an object *above* that picture?"
- Variations include:
  - Providing the same page or different pages to each student
  - Covering the pictures with blocks, manipulatives, cut squares of paper, etc., ask questions until all the objects are revealed
  - Reverse, covering the pictures as questions are asked until the page is full

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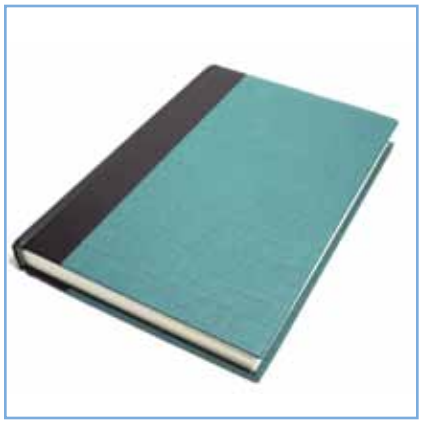
Name: _____

Position Worksheet A

Directions: Have students answer questions (utilizing position words) about the objects on the page (e.g., What is in the middle?).



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Name: _____

Position Worksheet B

Directions: Have students answer questions (utilizing position words) about the objects on the page (e.g., What is in the middle?).

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Name: _____

Position Worksheet C

Directions: Have students answer questions (utilizing position words) about the objects on the page (e.g., What is in the middle?).

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Name: _____

Position Worksheet D

Directions: Have students answer questions (utilizing position words) about the objects on the page (e.g., What is in the middle?).

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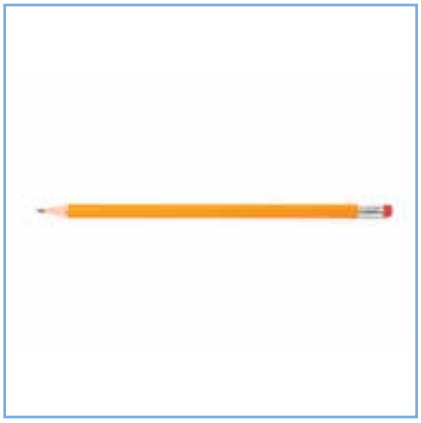
Name: _____

Position Worksheet E

Directions: Have students answer questions (utilizing position words) about the objects on the page (e.g., What is in the middle?).



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Cut-out Position Worksheets F–H

- Provide one of the Cut-out Position Worksheets F–H and a pair of accompanying cut-outs to each student. Cut-out images are provided on the page following the associated Cut-out Position Worksheet. We recommend the images are copied on and cut from card stock to allow for reuse. Prompt students to demonstrate their knowledge of position words by responding to directions such as:
    - "Put the table in the *middle* of the room."
    - "Put the apple *under* the table."
    - "Move the apple to the *top* of the table in the *middle*."
    - "Slide the apple to the *right*."
    - "Push the table *around* the room."

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Name: _____

Position Worksheet F

Directions: Have students arrange cut-outs according to directions utilizing position words (e.g., Put the bird on top of the tree.).

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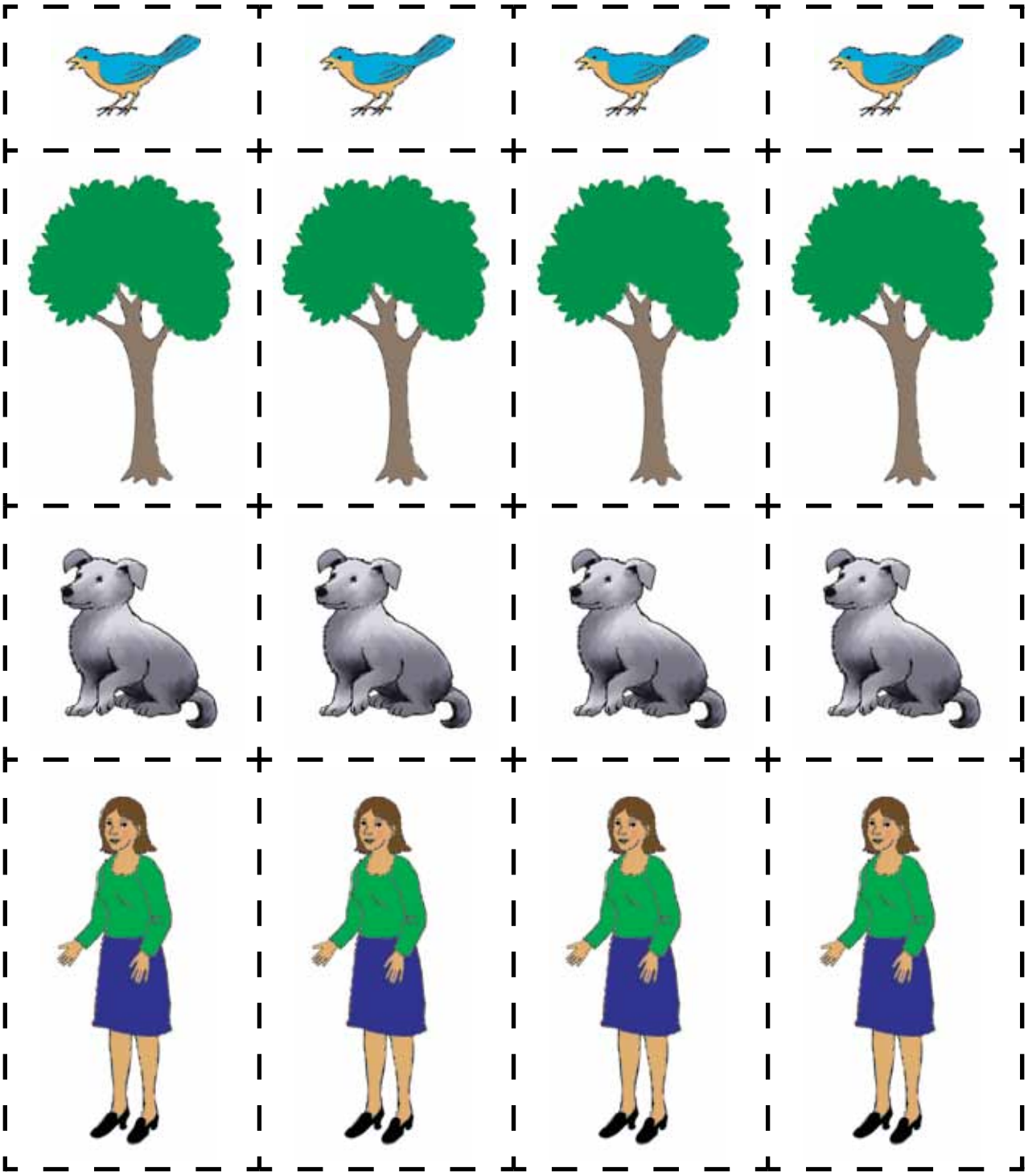
Name: _____

Cut-outs: Bird & Tree and Woman & Dog (Position Worksheet F)



Directions: Copy on card stock and cut out figures to use with Position Worksheet F.

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Name: _____

Position Worksheet G

Directions: Have students arrange cut-outs according to directions utilizing position words (e.g., Walk the pig around the barn.).

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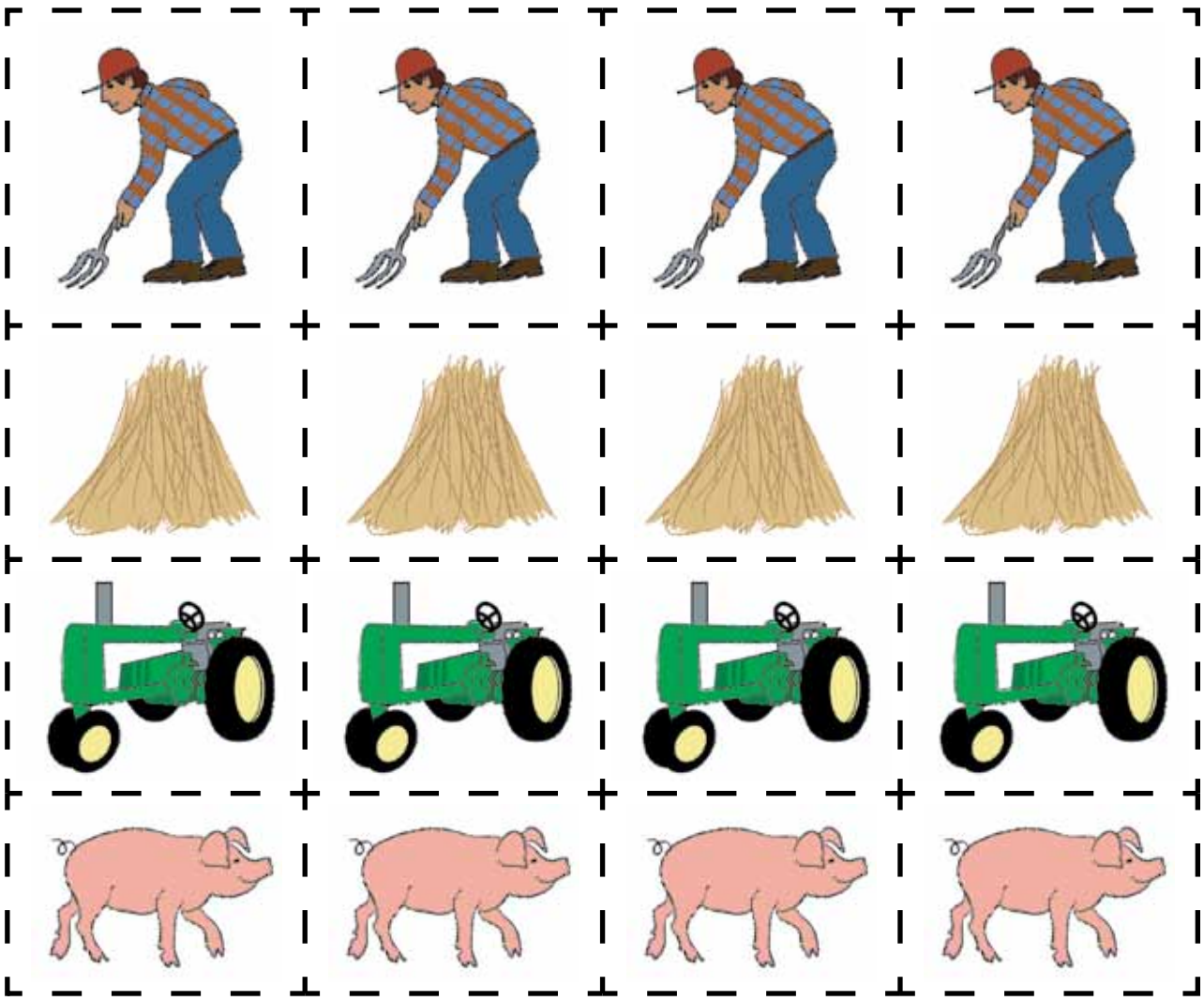
Name: _____

Cut-outs: Farmer & Hay and Tractor & Pig (Position Worksheet G)



Directions: Copy on card stock and cut out figures to use with Position Worksheet G.

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Name: _____

Position Worksheet H

Directions: Have students arrange cut-outs according to directions utilizing position words (e.g., Put the apple under the table.).

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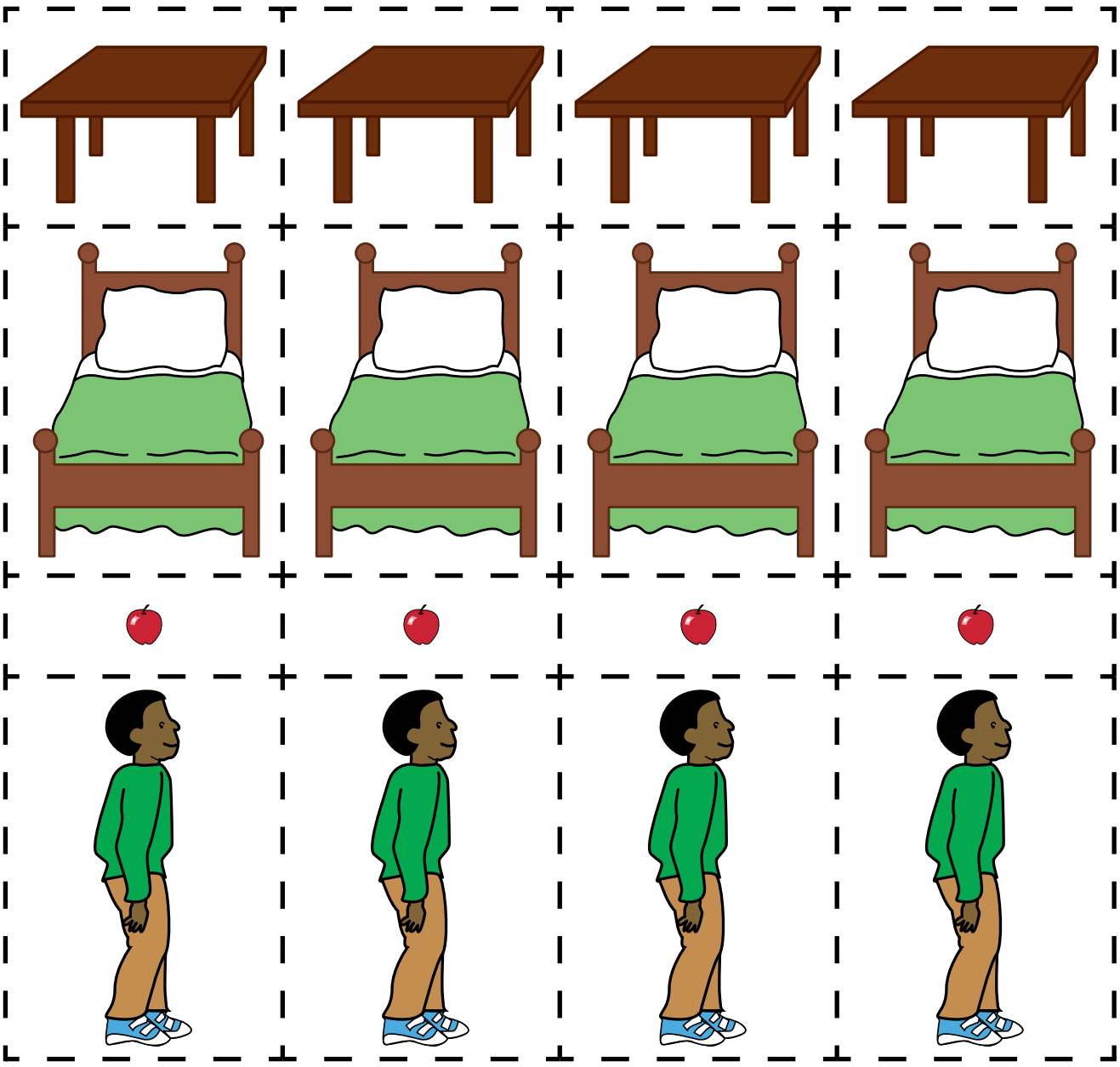
Name: _____

Cut-outs: Table & Apple and Boy & Bed (Position Worksheet H)



Directions: Copy on card stock and cut out figures to use with Position Worksheet H.

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Tracking Worksheets

- Use your choice of Tracking Worksheets 1–4 to engage students in tracking from left to right and top to bottom. Ask students to touch each object as they demonstrate tracking. Prompt students with questions such as:
  - "Show me where you start for tracking."
  - "Where is the end for tracking?"
  - "Move your finger to show me where to go from the start."
  - "Where do you go once you get to the end of the line?"
  - "Start here (select a spot other than the beginning or end of the page) and show me tracking to the end of the line (or end of the page)."
  - "Can you track the whole page for me?"

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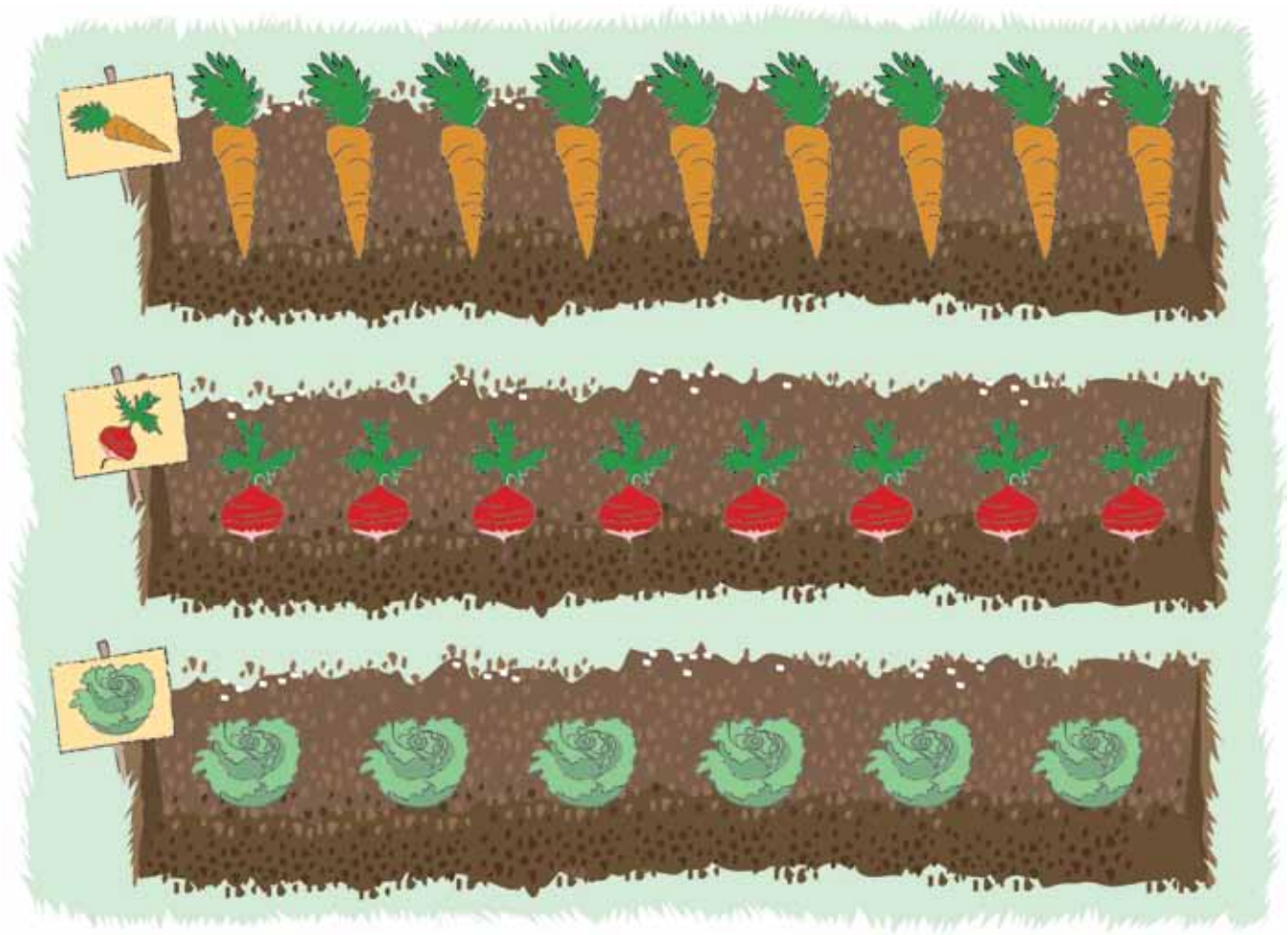
Name: _____

Tracking Worksheet 1



Directions: See Tracking Worksheets

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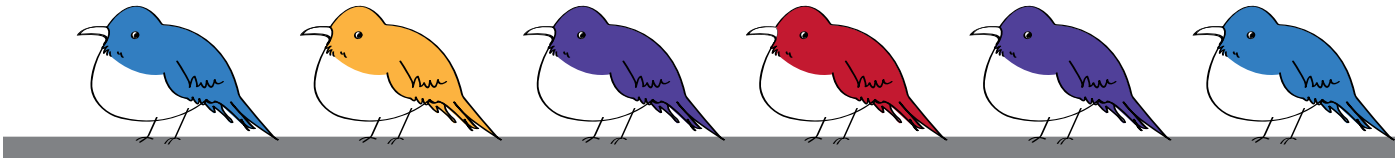
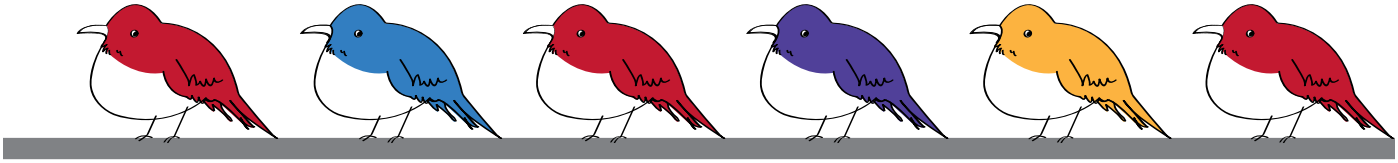
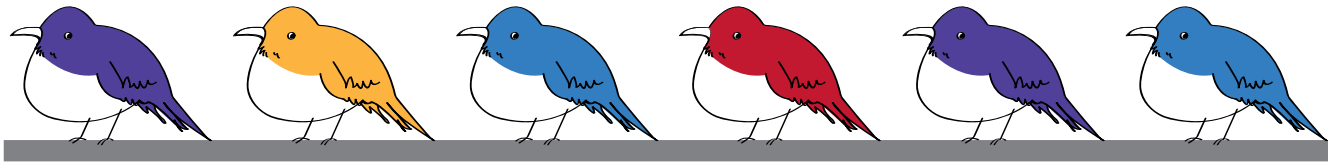
Name: _____

Tracking Worksheet 2







Directions: See Tracking Worksheets

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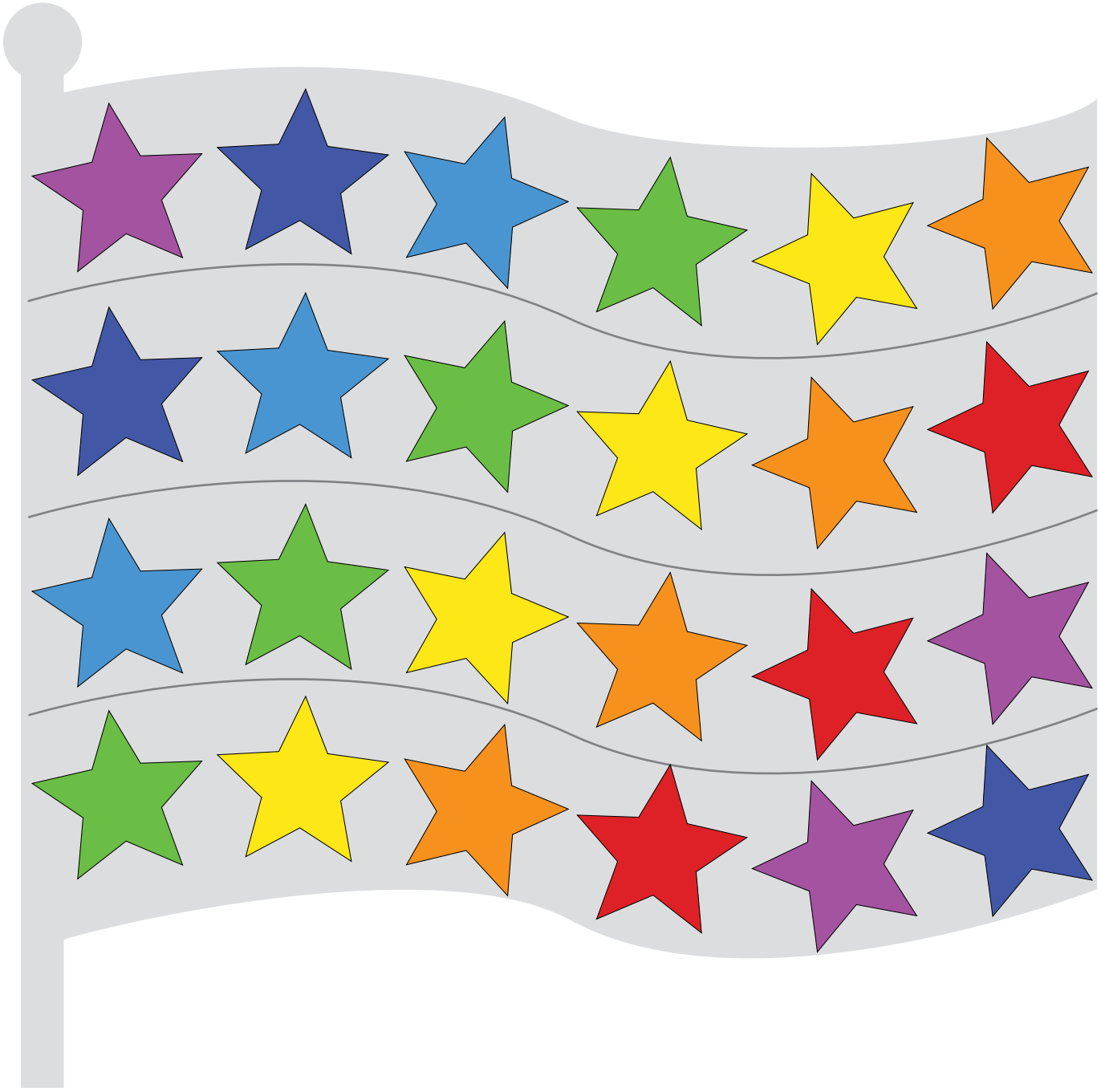
Name: _____

Tracking Worksheet 3



Directions: See Tracking Worksheets

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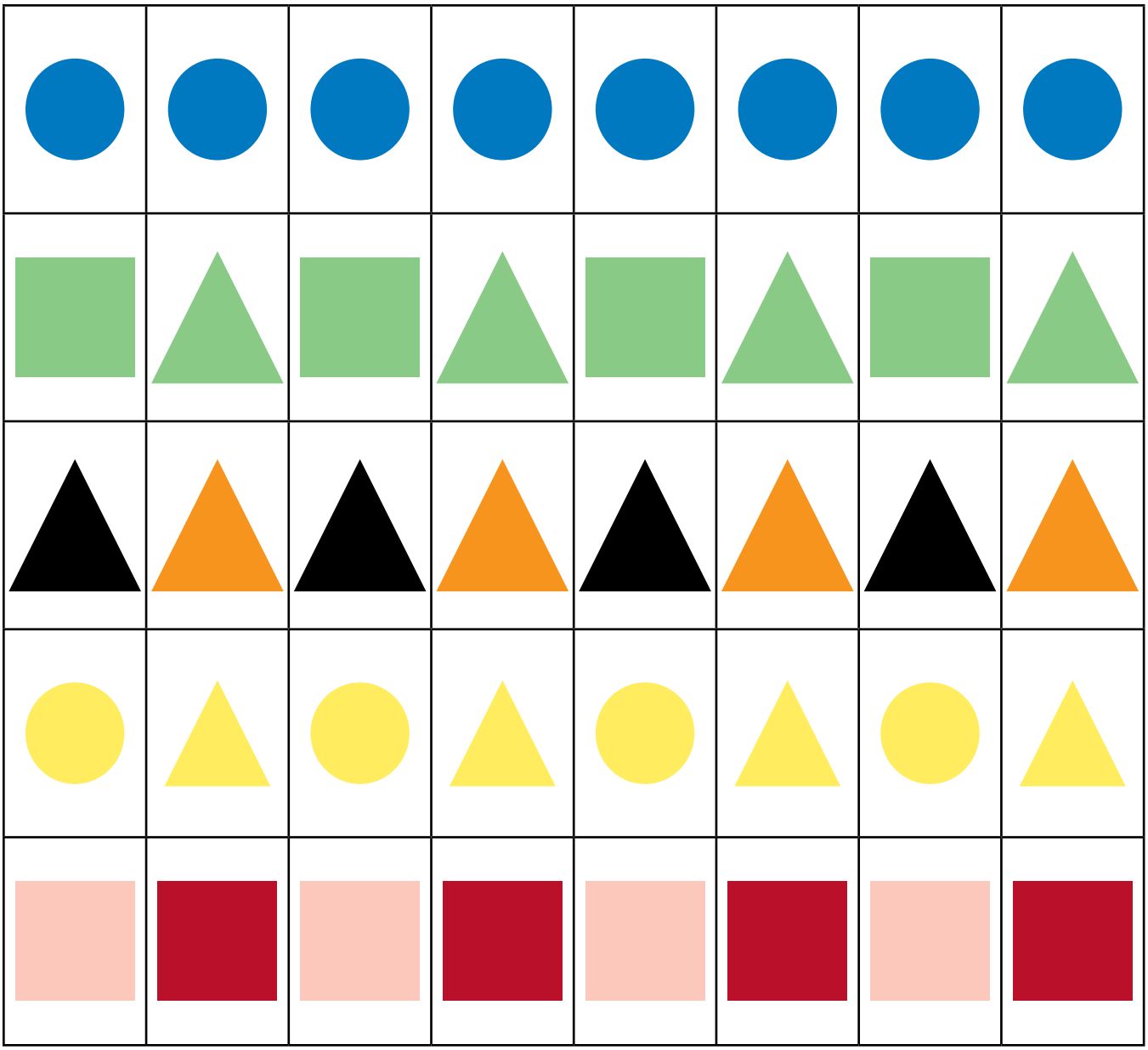
Name: _____

Tracking Worksheet 4



Directions: See Tracking Worksheets

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I Spy

- Play ***I Spy*** using position words. For example:
  - "I spy, with my little eye, something *below* the light switch."
  - "I spy, with my little eye, something in *front* of (student's name)'s desk."
  - "I spy, with my little eye, something *over* the door."
  - "I spy, with my little eye, something *around* the bulletin board."

Where to Now?

Note: For this game, select a large area that provides access to obstacles (e.g., the playground or an open classroom space with a table, desk, chair, stool, etc.)

- Select a student to be the direction follower.
- The direction follower moves to the designated START position and follows the directions using position words provided by the teacher, such as:
  - "Take two steps to your *right*."
  - "Go to the *other side* of the slide."
  - "Walk *under* the jungle gym."
  - "Take four steps to your *left*."
  - "Climb *over* the swing."
  - "Go to the *front* of the playhouse."
  - Students take turns being the direction follower either after a certain number of directions are completed successfully or until the student reaches a designated END. An option is to indicate the END by placing an object at that spot.
- A variation is to have a student navigate a stuffed animal according to the directions provided.
- As the game becomes more familiar, challenge students by allowing another student to provide the directions.

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Looby Loo

Looby Loo *(P/S/NR Resource 12)*

- Practice *left* and *right* by singing and dancing to *Looby Loo* (P/S/NR Resource 12).

Did You Ever See A Lassie?

Did You Ever See a Lassie? *(P/S/NR Resource 13)*

- Practice demonstrating position words by singing and dancing to *Did You Ever See a Lassie?* (P/S/NR Resource 13). Use the following lines to replace the words "go this way and that" in each new verse:
  - "step *left* and *right*"
  - "show her *front* and her *back*"
  - "touch the *top* of her head"
  - "touch the *bottom* of her feet"
  - "jump *over* a rock (imaginary)"
  - "crawl *under* a bridge (imaginary)"
  - "walk *around* the tree (imaginary)"
- Vary the song by mixing up the order of the verses and creating new ones.

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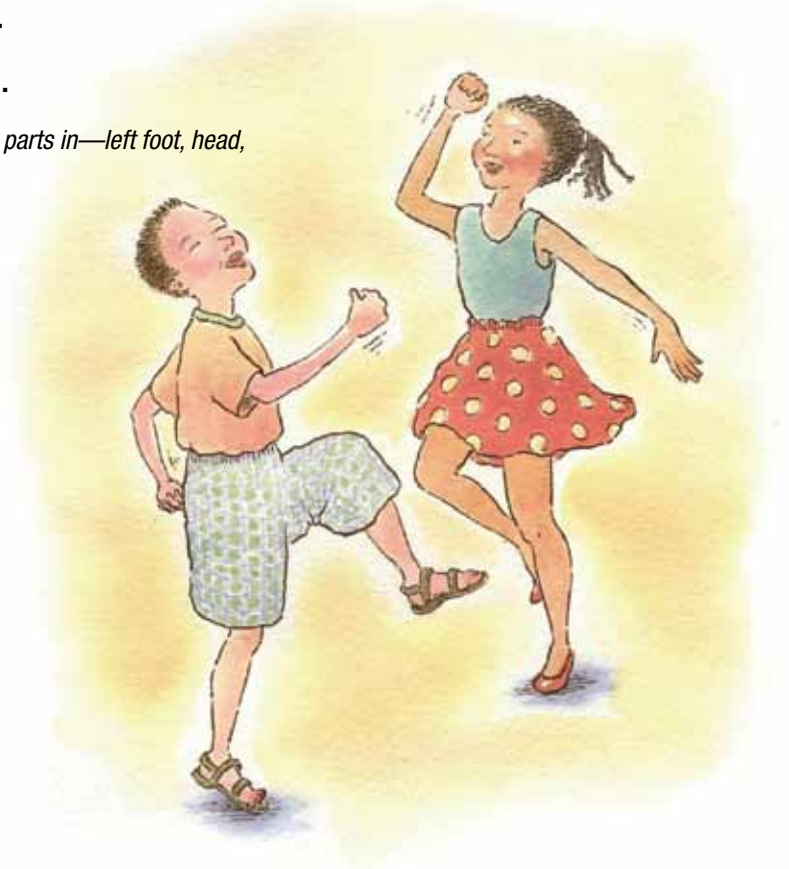
Looby Loo

Sing this song in a circle. Each person places their right hand into the center, then out again; left hand into the center, then out again, etc.

Here we go Looby Loo,
Here we go Looby Light,
Here we go Looby Loo,
All on a Saturday night!
You put your right hand in,
You put your right hand out,
You give your hand
a shake, shake, shake,
And turn yourself about.
You put your left hand in, …
You put your right foot in, …

Continue with more verses, putting other body parts in—left foot, head, etc.—and finally putting whole self in.



Directions: Students practice left and right by singing and dancing to Looby Loo.

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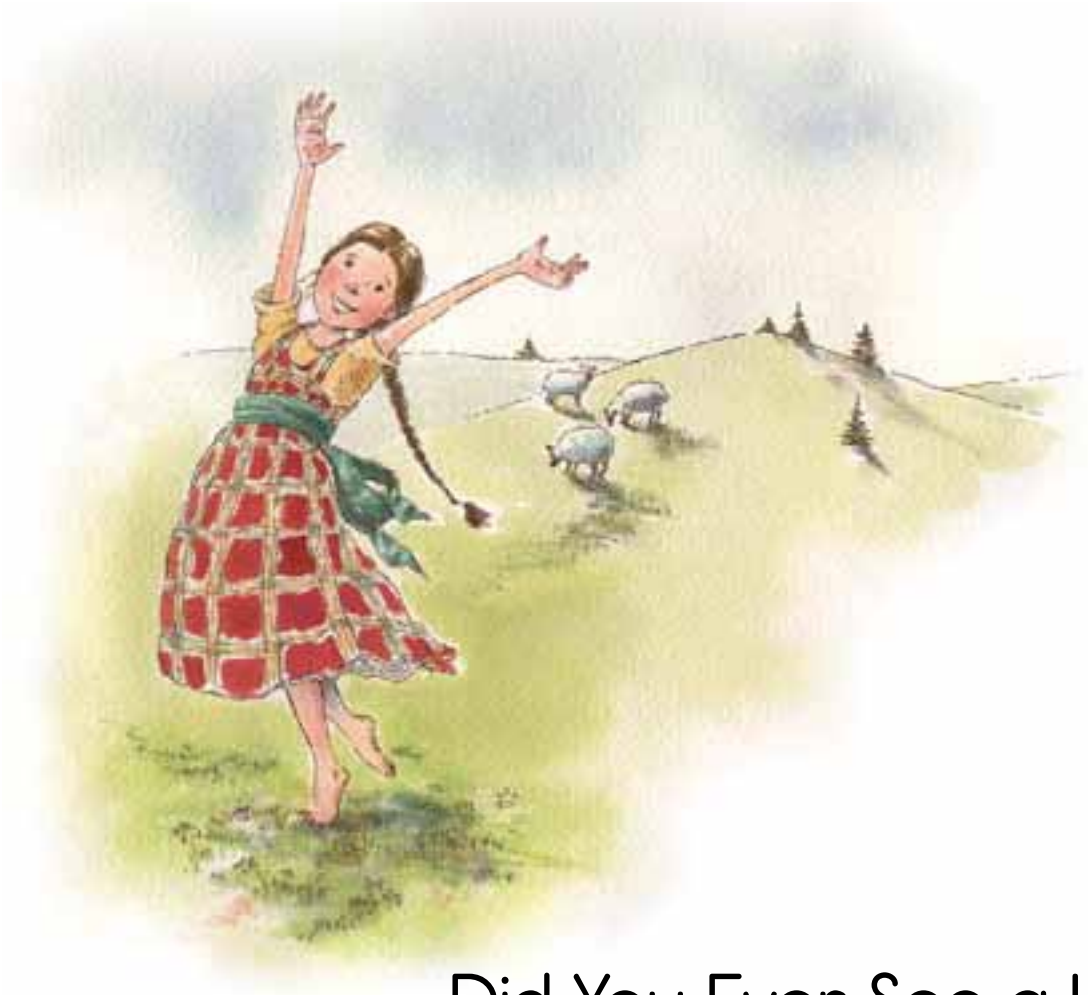
Directions: Students demonstrate an understanding of position words by performing according to directions replacing the line "go this way and that." (See Understanding Directionality—Poems/Songs/Nursery Rhymes, Did You Ever See a Lassie? for suggestions.)



Did You Ever See a Lassie?

Did you ever see a lassie,
a lassie, a lassie,
Did you ever see a lassie
go this way and that?
Go this way and that way,
and this way and that way.
Did you ever see a lassie
go this way and that?

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10 Progress Monitoring Assessment

A sample system (recommended) for collecting progress monitoring data is provided below. An individual record should be kept for each student in need of remediation for the skills related to understanding directionality. Observational records of general performance with the target skill can be kept under Remediation Sessions. The date and an overall ranking of the student's performance with the skill can be noted:

Not Yet Ready (NYR)

Progressing (P)

Ready (R)

Most of the tasks in the Guided Practice section of the lesson plans lend themselves to progress monitoring. To adjust the task from a learning tool to an assessment tool, simply have the student complete a handful of items without assistance and record the score under Progress Monitoring.

Sample of Completed Progress Monitoring Form

Student:	**Remediation Sessions** *(Date & Score of NYR, P, R)*									**Progress Monitoring** *(Dates & Scores)*			
Understanding Directionality													
Apply Knowledge of Position Words to Bodily and other Spatial Movement	*4/11 P*	*4/12 P*	*4/13 R*	*4/14 R*						*4/11 2/4*	*4/14 4/4*		
Demonstrate Tracking from Left to Right and Top to Bottom													

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Progress Monitoring Form—Understanding Directionality

Student:	**Remediation Sessions** *(Date & Score of NYR, P, R)*									**Progress Monitoring** *(Dates & Scores)*			
Understanding Directionality													
Apply Knowledge of Position Words to Bodily and other Spatial Movement													
Demonstrate Tracking from Left to Right and Top to Bottom													

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Section IV
Writing Readiness: Writing Grip and Strokes

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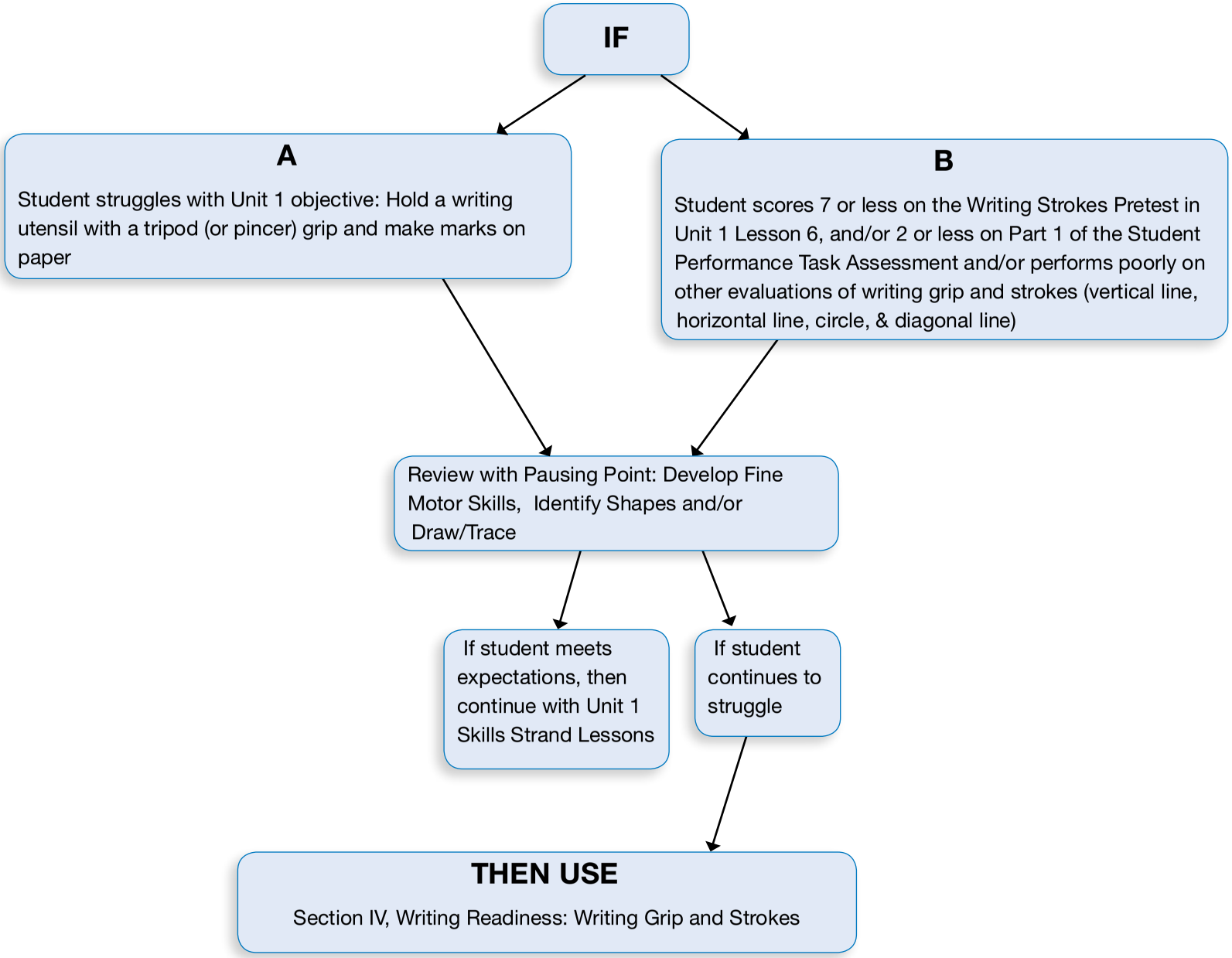
Determining Student Need for Section IV, Writing Readiness: Writing Grip and Strokes



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Lesson Template

Writing Readiness: Writing Grip and Strokes

Focus: Writing Grip and Strokes	Teaching	Materials
Warm-Up	Objective: Prompt student attention to finger names and practice manipulating each finger individually. Also reinforce knowledge of writing stroke and shape names. Exercise: Sing *Where is Thumbkin?* practicing the associated motions together. Support students who need practice gripping the other fingers while presenting individual fingers. Once it is familiar, vary the Warm-Up by calling for different fingers out of order. Also, draw a variety of the previously taught writing strokes and shapes for students to identify for review.	*Where is Thumbkin?* Writing surface and implement (e.g., chalkboard, chalk)
Explicit Instruction	Objective: Reinforce the tripod grip, and model the target writing stroke for instruction. Learning about Writing Grip and Strokes: Tell students the tripod grip will be used in today's lesson. Review the manner with which the writing implement is picked up and which fingers are used to hold it. Ask a student to model the tripod grip. Model, discuss, and correct student attempts as needed. Next demonstrate drawing the target writing stroke(s) or shape(s) for the lesson. Ask students: "Where do I start my line?" "Which direction does it go to make a _____ for writing?" Do most of the sample items correctly, but also provide incorrect examples to address common mistakes. (The more difficult the skill, the more modeling may be required.)	Writing surface and implement (e.g., chalkboard, chalk)
Guided Practice	Objective: Provide students an engaging opportunity to develop writing readiness while decreasing support as students' skills strengthen. Working with Writing Grip and Strokes: Using individual writing supplies, ask students to: Demonstrate the tripod grip. (Correct as needed.) Draw one large targeted writing stroke or shape on the board. Next, erase and draw four writing strokes or shapes and show you the best one. Then, erase and fill the board with writing strokes or shapes of different sizes. Application of Skills: Select Worksheets (see Worksheets for suggestions) and create drawing activities aligned with the writing stroke(s) or shape(s) taught in the lesson allowing students to apply the related writing skills.	Writing surface and implement (e.g., chalkboard, chalk) per student Activity Dependent: Worksheet and/or other drawing resource(s) per student Progress Monitoring Chart(s)

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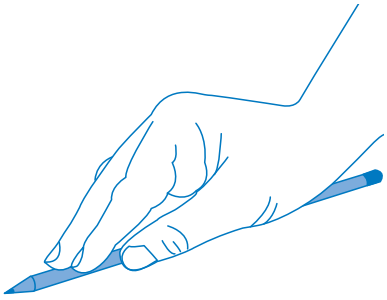
Focus: Writing Grip and Strokes	Teaching	Materials
Independent Practice	Objective: Allow students to practice the tripod grip and writing strokes with high levels of independence as they strive for mastery. In addition, bolster writing readiness with fine motor activities. Practicing and Extending Skills with Writing Grip and Strokes: Revisit previously taught activities aligned with the writing stroke(s) or shape(s) taught in the lesson. Also, engage students in an activity promoting fine motor strength and skill. (See Fine Motor Activities for suggestions. These activities should be previously taught and practiced before students are expected to engage with them independently.)	Same as previous

*A fun method for promoting proper grip with long writing implements (e.g., markers) is to lay the writing implement in front of the writing hand with the tip pointing away from the writer. Pick up the implement near the tip with the tripod grip fingers: thumb, pointer, and middle. Then using the opposite hand, spin the implement around so it moves from being under the wrist to resting between the thumb and pointer finger for the writing position.

1



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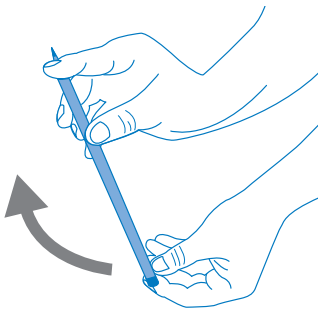

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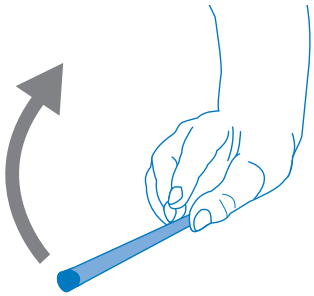

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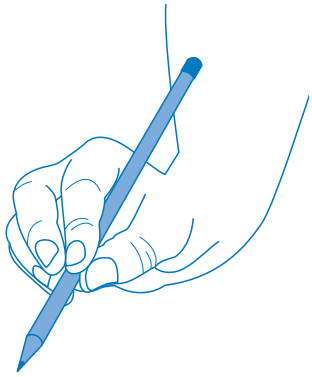

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Sample Remedial Lesson

Writing Readiness: Writing Grip and Strokes (Circles)

Focus: Writing Grip and Strokes (Circles)	Teaching	Materials
Warm-Up	Objective: Prompt student attention to finger names and practice manipulating each one individually. Also reinforce knowledge of writing strokes and shape names. Exercise: Sing *Where is Thumbkin?* practicing the associated motions together. Support students who need practice gripping the other fingers while presenting individual fingers. Also, draw horizontal lines, vertical lines, squares, circles, and dots for students to identify for review.	*Where is Thumbkin?* Dry erase board, dry erase marker, & tissue (eraser)
Explicit Instruction	Objective: Reinforce the tripod grip, and model the targeted writing stroke for instruction. Learning about Writing Grip and Strokes: Tell students today the tripod grip will be used to make circles. Review the manner with which the writing implement is picked up and which fingers are used to hold it. Ask a student to model the tripod grip. Model, discuss, and correct student attempts as needed. Next, demonstrate drawing a circle on the Dry erase board. Ask students: "Where do I start my line?" "Which direction does it go to make a circle?" Repeat the modeling, making the mistake of not closing the circle. If students do not catch your error, point out that you did not complete the shape. Redo the circle correctly. Do a few more examples varying the size of the circle.	Dry erase board, dry erase marker, & tissue (eraser)

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Focus: Writing Grip and Strokes (Circles)	Teaching	Materials
Guided Practice	Objective: Provide students an engaging opportunity to develop writing readiness while decreasing support as students' skills strengthen. Working with Writing Grip and Strokes: Using individual white boards, dry erase markers, and tissues, ask students to: Demonstrate the tripod grip. (Correct as needed.) Draw one big circle on the board. Next, erase and draw four circles and show you the best one. Then, erase and fill the board with circles of all different sizes. Application of Skills: Once students practice circles in a variety of ways on the white board, tell them they are going to draw a snowman! Demonstrate on the white board how three circles of increasing size are needed to draw the body and very small circles (dots) are needed to add the eyes, mouth, and buttons. Provide a copy of worksheet Writing Strokes 8 in a plastic sleeve. Students can use and reuse this page with their dry erase marker and tissue to practice circles for a snowman. Follow with a copy of worksheet Writing Strokes 14, also in a plastic sleeve. This worksheet allows for practice with dots needed for the snowman. Once students successfully complete both worksheets, model drawing a snowman on blue construction paper with a white crayon. Invite students to use their circle and dot skills to make their own! Extension: Model adding to the picture with other writing strokes and challenge students to attempt to do the same: Use a *hump* to make snow drifts. Use *horizontal*, *vertical*, and *diagonal* lines to include arms and a hat. Use *stars* to add snowflakes.	Dry erase board, dry erase marker, & tissue (eraser) per student In a plastic sleeve for each student: Writing Strokes 8, Writing Strokes 14 For each student: blue construction paper and a white crayon Progress Monitoring Chart(s)
Independent Practice	Objective: Allow students to practice the tripod grip and writing strokes with high levels of independence as they strive for mastery. In addition, bolster writing readiness with fine motor activities. Practicing and Extending Skills with Writing Grip and Strokes: Allow students to revisit the worksheets for circle and dot practice and provide additional construction paper and crayons for students to create more snowmen pictures independently. Also, provide note cards, a hole punch, and strings of yarn, and invite students to: Hole punch a design in the card. Use the yarn to string different colors through the holes. You may wish to limit students to creating three cards and using three strings of yarn per card.	Same as above

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Methods for Practicing Writing Strokes

Gross motor abilities tend to develop before fine motor abilities. Therefore, the following chart provides options allowing you to meet students at their motor ability level and steps to encourage their fine motor development.

If students struggle to improve their fine motor skills, consult with support staff (e.g., occupational therapist, school nurse, etc.) to evaluate for other potential physical obstacles.

Refining Steps (Gross to Fine Motor)	Surfaces	Methods
Step 1	Large vertical surfaces	• Classroom dry erase board or chalkboard • Easel • Chart paper taped to the wall *Using implements such as a paintbrush with water on the chalkboard supports large strokes. Implements such as crayons on easel paper encourage more refined strokes.*
Step 2	Large horizontal surfaces	• Table or desk covered with paper • Cookie sheet with rice or shaving cream • Sand table/box • Poster board • Full newspaper sheet *Using the pointer finger in rice, shaving cream, or sand supports large strokes. Refined strokes are encouraged by using the tripod grip with implements: drawing with the point of a paintbrush in rice, shaving cream, or sand and using crayons and markers on paper.*
Step 3	Medium horizontal surfaces	• Large construction paper • Legal size paper • Brown grocery bag • Folded/cut newspaper sheet
Step 4	Small horizontal surfaces (large strokes)	• 8.5” x 11” paper plain or in a plastic sheet protector sleeve* • Individual dry erase boards or chalkboards • Small construction paper • Notepads • Paper plates
Step 5	Small horizontal surfaces (small strokes)	*Same as Step 4. Instead of using the full surface for large strokes, students draw small strokes: tracing or free form, filling in shapes, on lines, etc.*

*Dry erase markers and an eraser (tissue, sock, other cloth) can be used to write and erase on plastic sleeves to allow students to reuse worksheets or other practice pages.

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Writing Grip and Strokes Skills Cross-Reference

Writing Grip and Strokes Skill	Unit 1 Lessons										Unit 1 Pausing Point
	1	2	3	4	5	6	7	8	9	10	
Acquire the Tripod Grip		Finger Introduction; Introducing the Tripod Grip	Reviewing the Tripod Grip	Reviewing the Tripod Grip							
Identify and Apply Tripod Grip for a Vertical Line, Horizontal Line, Circle, and Diagonal Line	Drawing On a Vertical Surface	Drawing Vertical Lines on a Vertical Surface; Vertical Line Practice	Vertical Line Practice	Drawing Horizontal Lines on a Vertical Surface; Horizontal Line Practice	Drawing Circles to the Left on a Vertical Surface; Circle Practice	Circle to the Left Practice	Drawing Diagonal Lines on a Vertical Surface; Diagonal Line Practice	Drawing Squares on a Vertical Surface; Reviewing Vertical and Horizontal Lines; What is This?	Drawing Triangles on a Vertical Surface; Reviewing Circles and Diagonal Lines	What is This?	Coloring Sheets; Tracing and Copying Shapes; Tray Tracing
Integrate Fine Motor Skills			Strengthening Fine Motor Skills		Making Vertical Lines, Horizontal Lines, and Circles with Play Dough				Making Circles and Triangles with Play Dough		Fine Motor Activities; Play Dough Shapes

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General Tripod Grip Practice

- Select any Tracing Worksheets 1–10
- Encourage students to trace over the pictures multiple times using a different color each time. Pages provide one large image on the front and four smaller images on the back to allow students to practice with larger or more refined drawing motions as needed.

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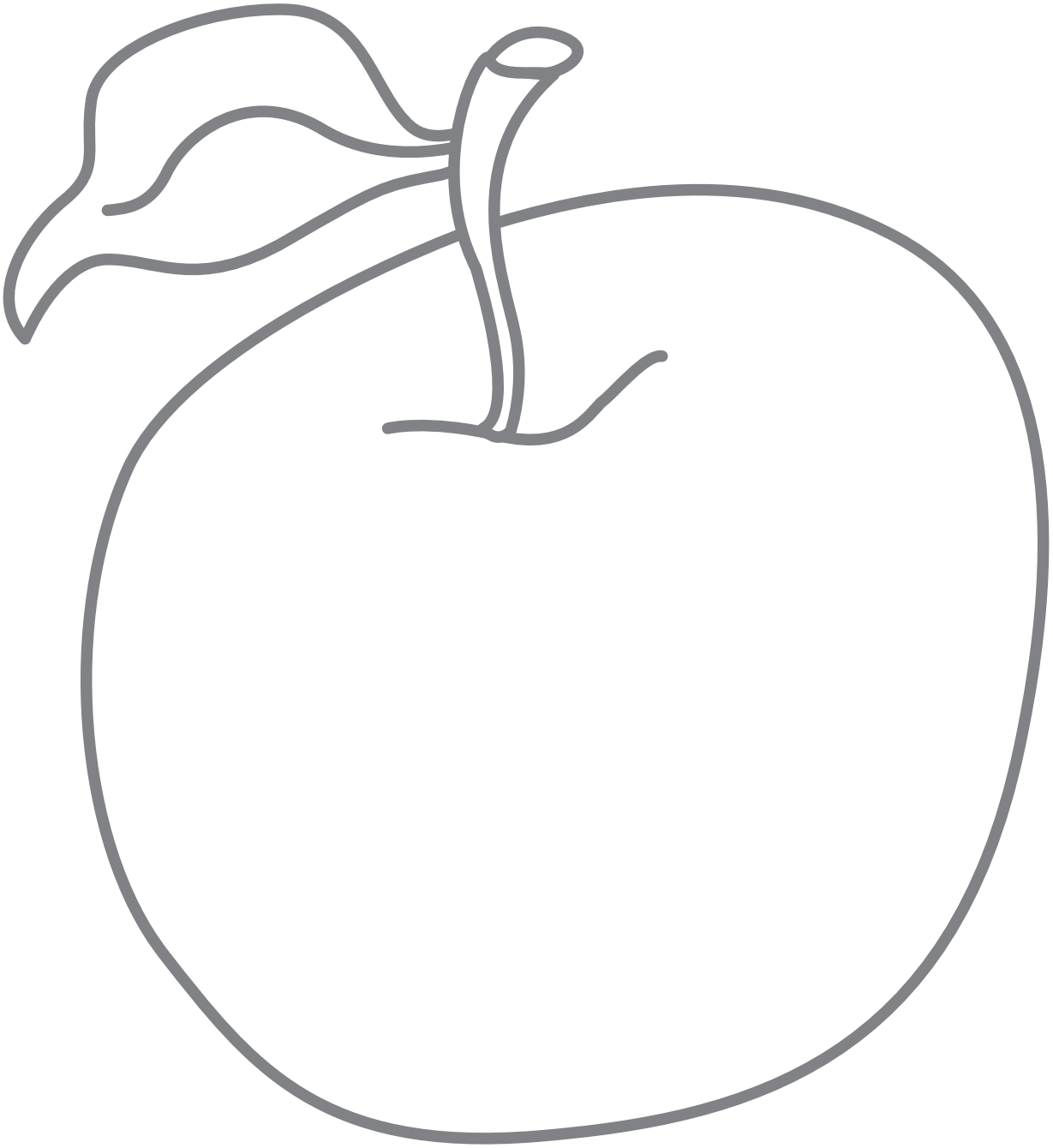
Name: _____

Tracing Worksheet 1



Directions: Have students trace over the image multiple times using a different color each time.

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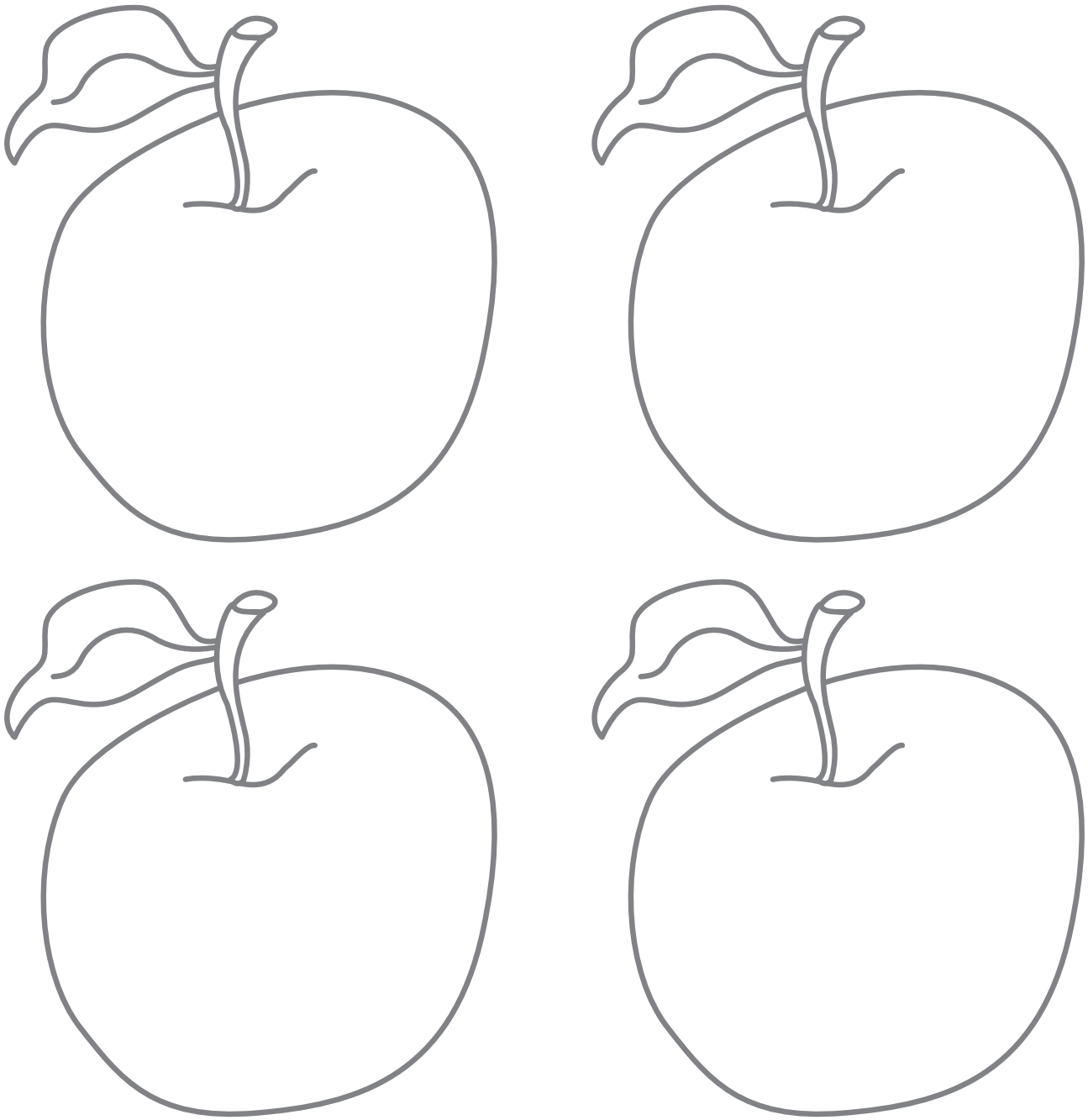
Name: _____



Directions: Have students trace over the image multiple times using a different color each time.

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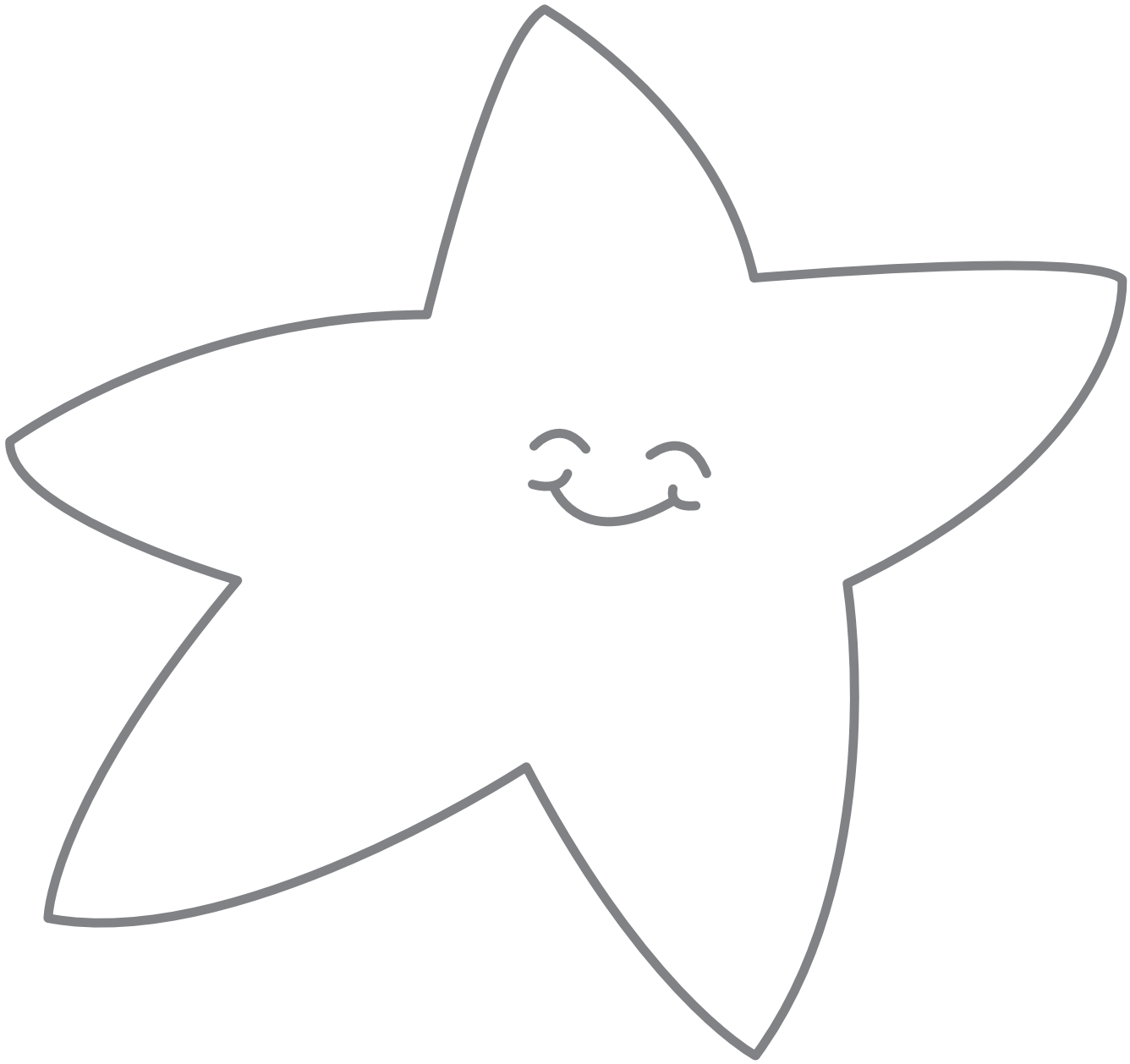
Name: _____

Tracing Worksheet 2

Directions: Have students trace over the image multiple times using a different color each time.



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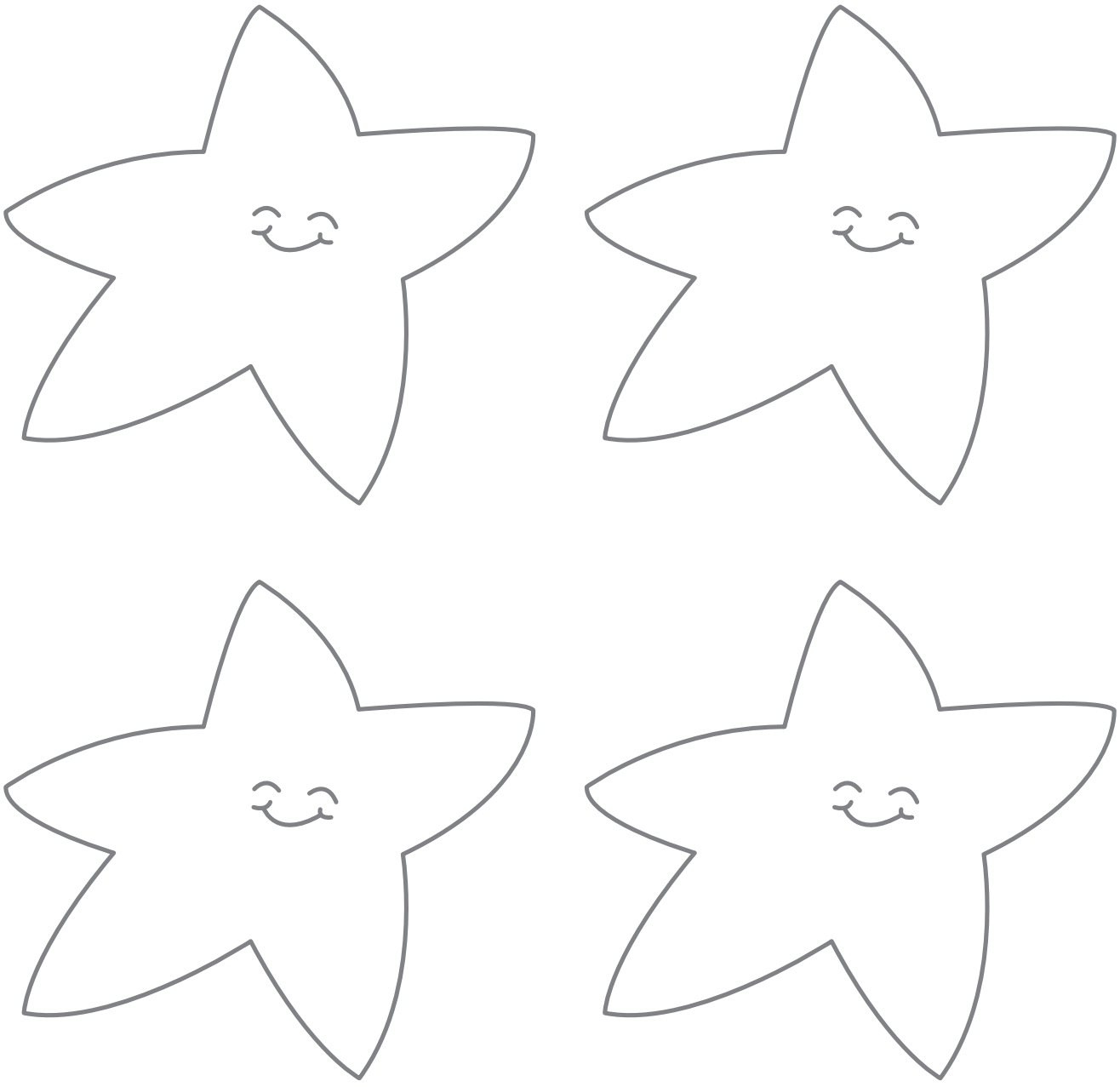

Directions: Have students trace over the image multiple times using a different color each time.

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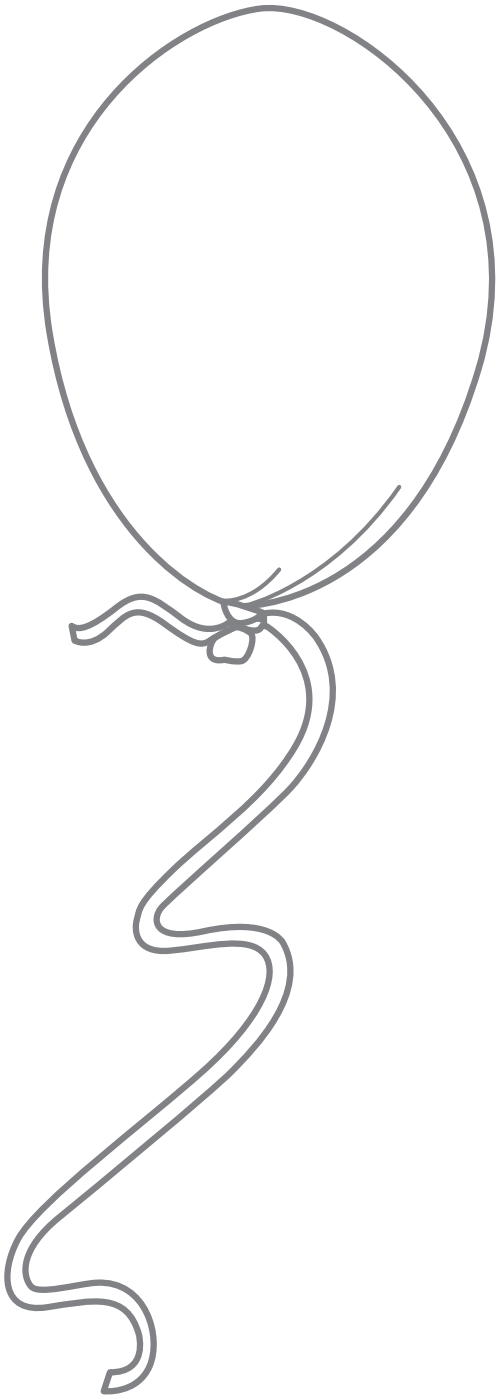
Name: _____

Tracing Worksheet 3

Directions: Have students trace over the image multiple times using a different color each time.



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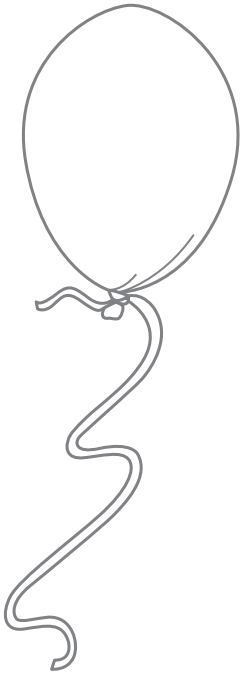

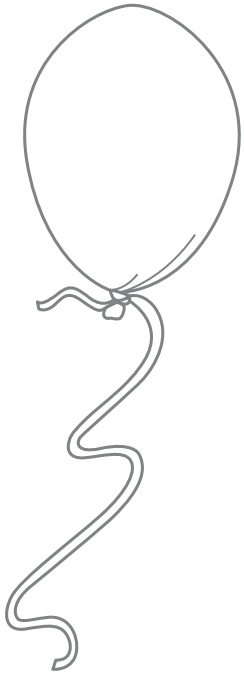

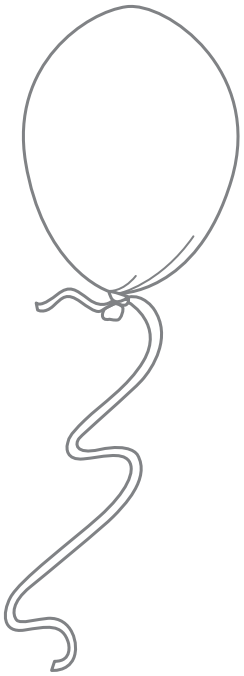

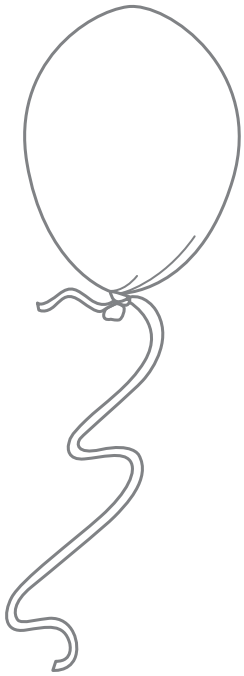

Directions: Have students trace over the image multiple times using a different color each time.

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Name: _____

Tracing Worksheet 4

Directions: Have students trace over the image multiple times using a different color each time.

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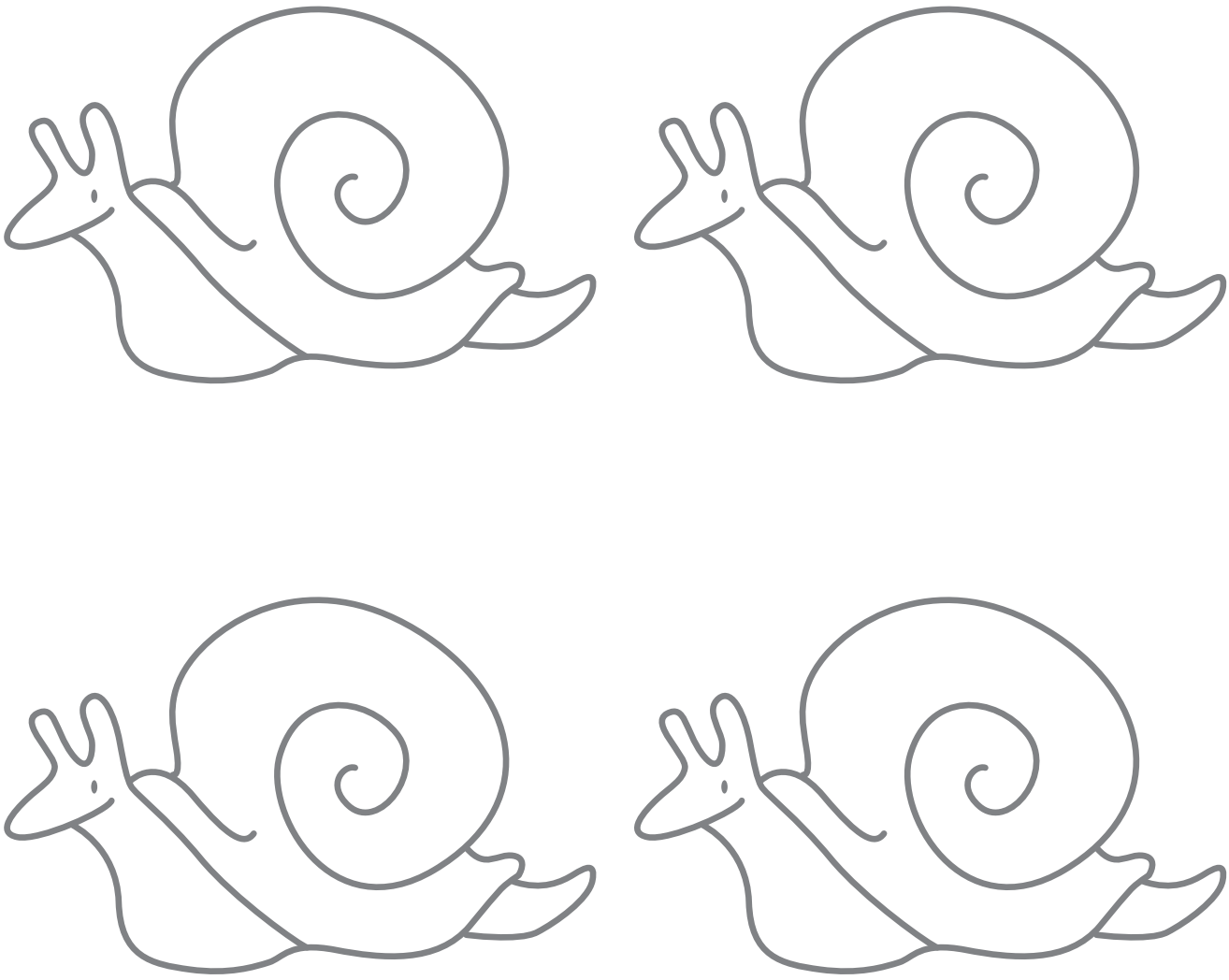
Name: _____

Tracing Worksheet 4



Directions: Have students trace over the image multiple times using a different color each time.

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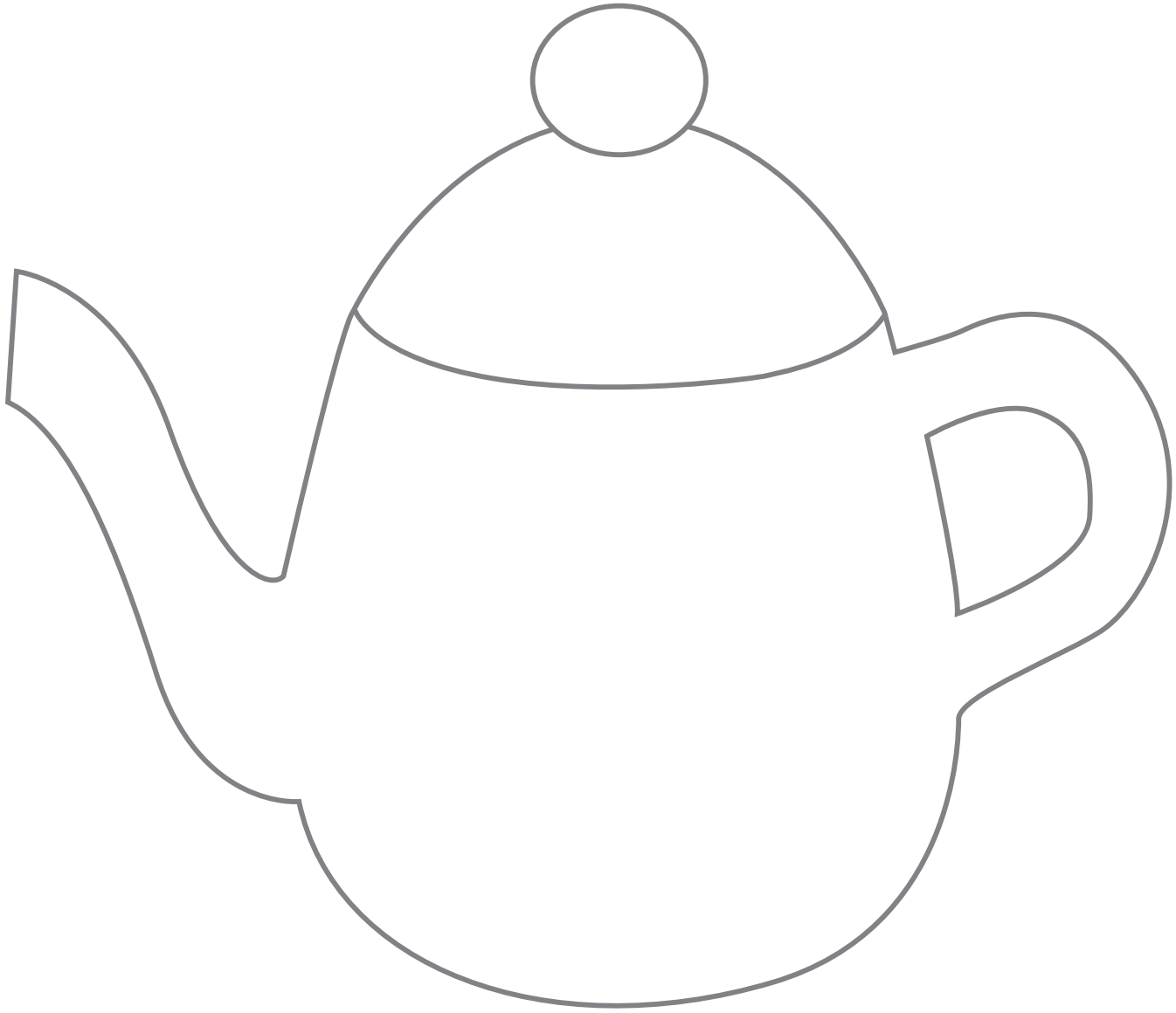
Name: _____

Tracing Worksheet 5

Directions: Have students trace over the image multiple times using a different color each time.



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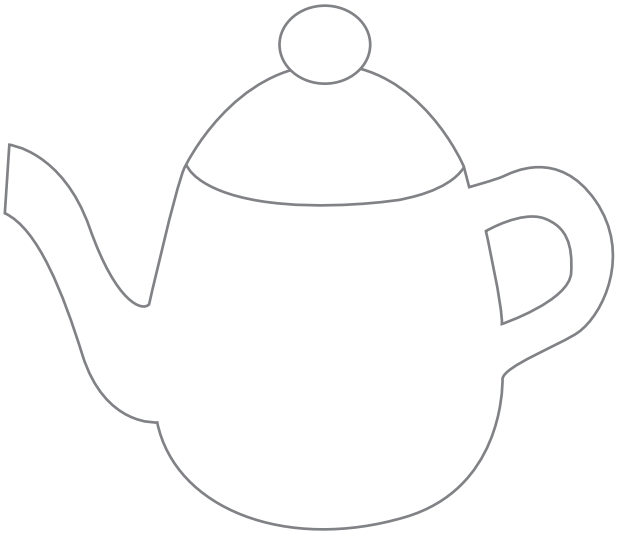

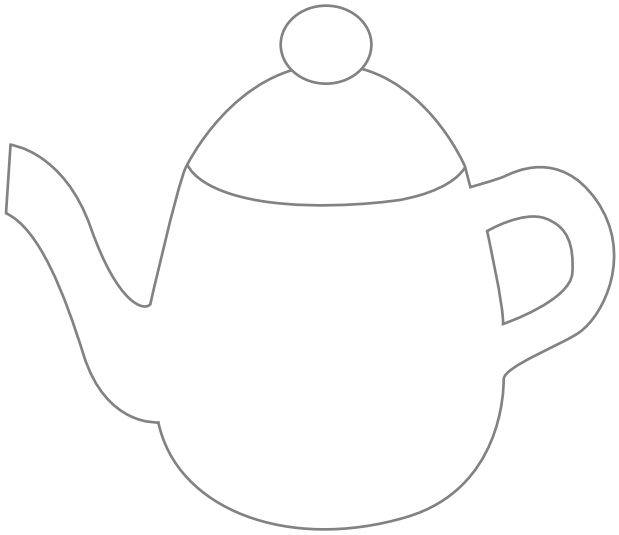

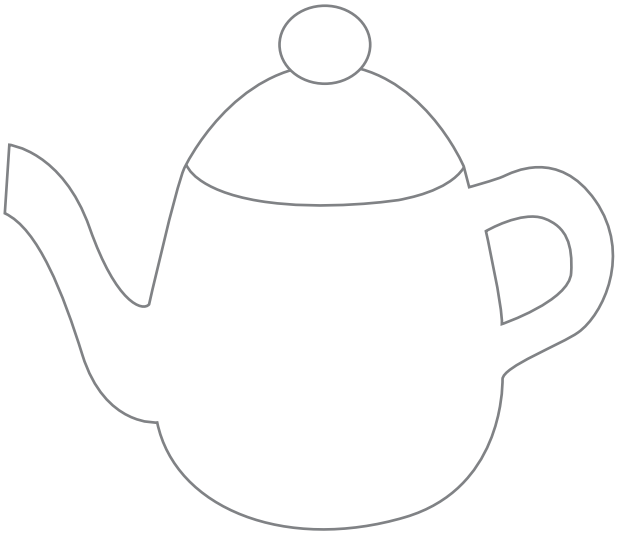

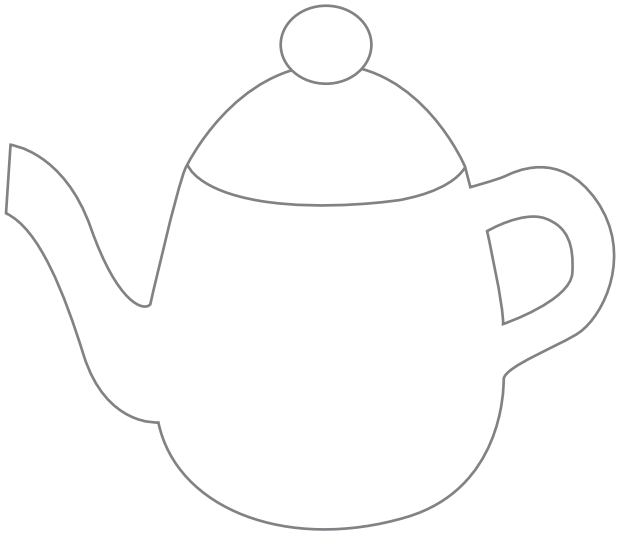

Directions: Have students trace over the image multiple times using a different color each time.

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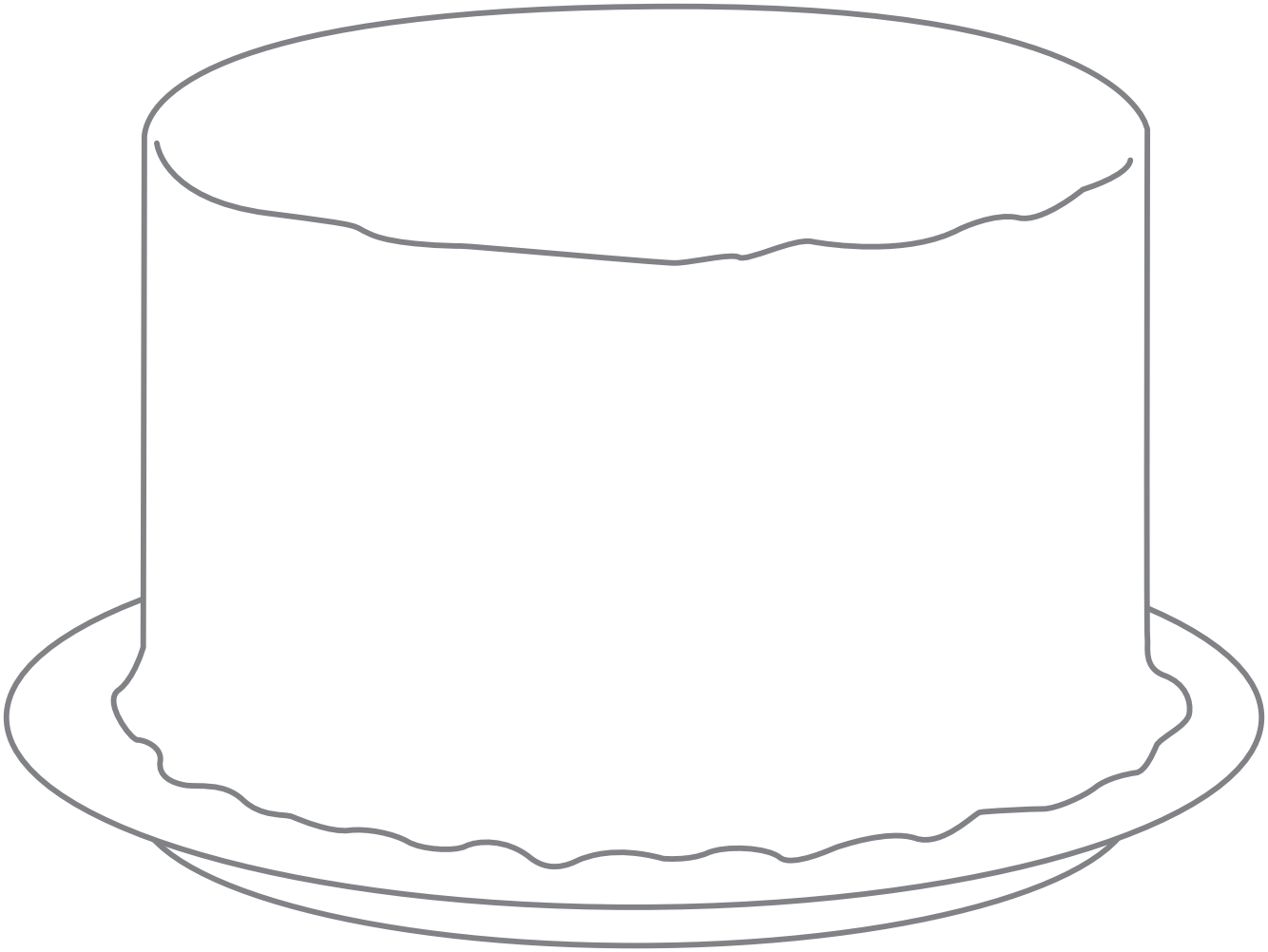
Name: _____

Tracing Worksheet 6



Directions: Have students trace over the image multiple times using a different color each time.

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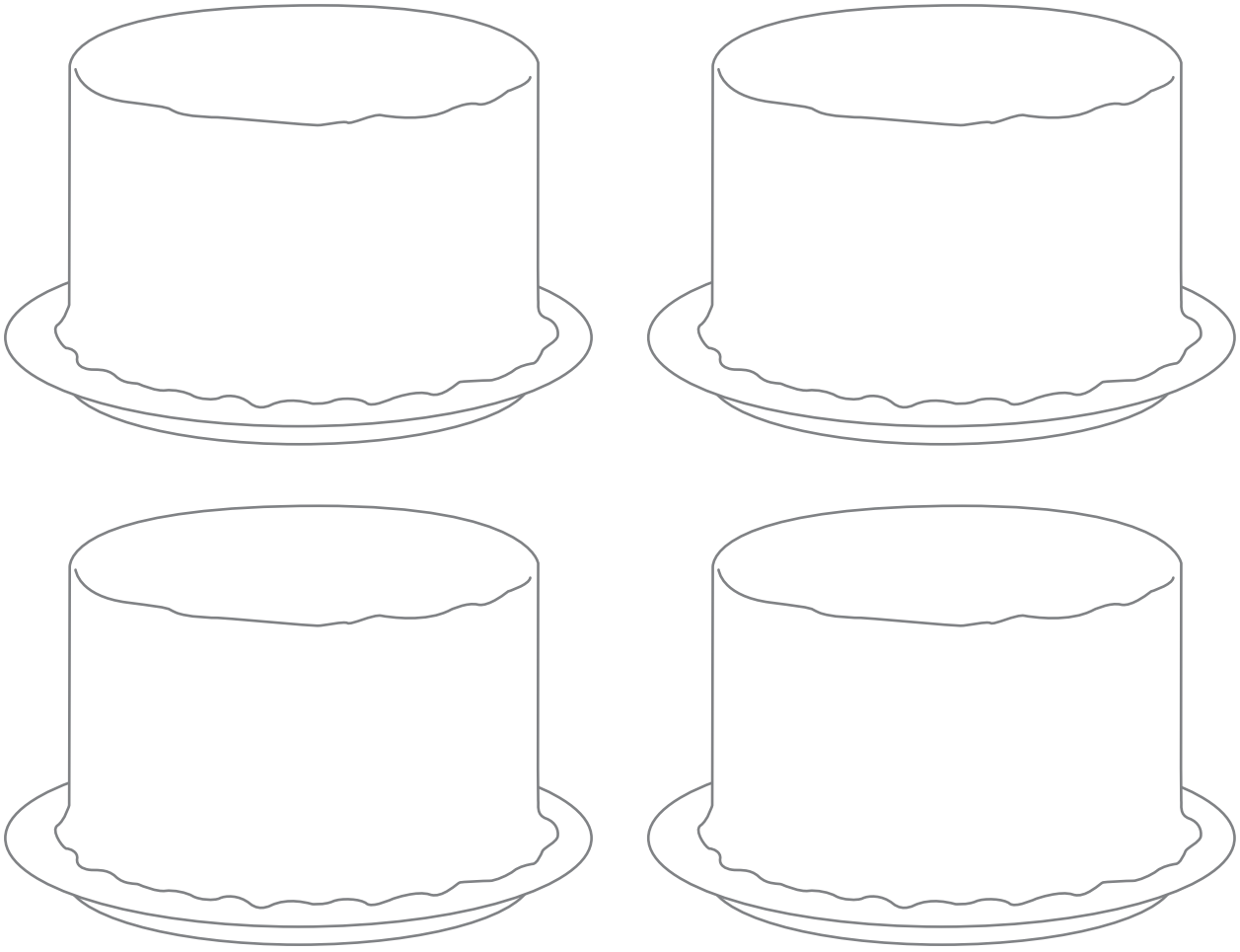
Name: _____



Directions: Have students trace over the image multiple times using a different color each time.

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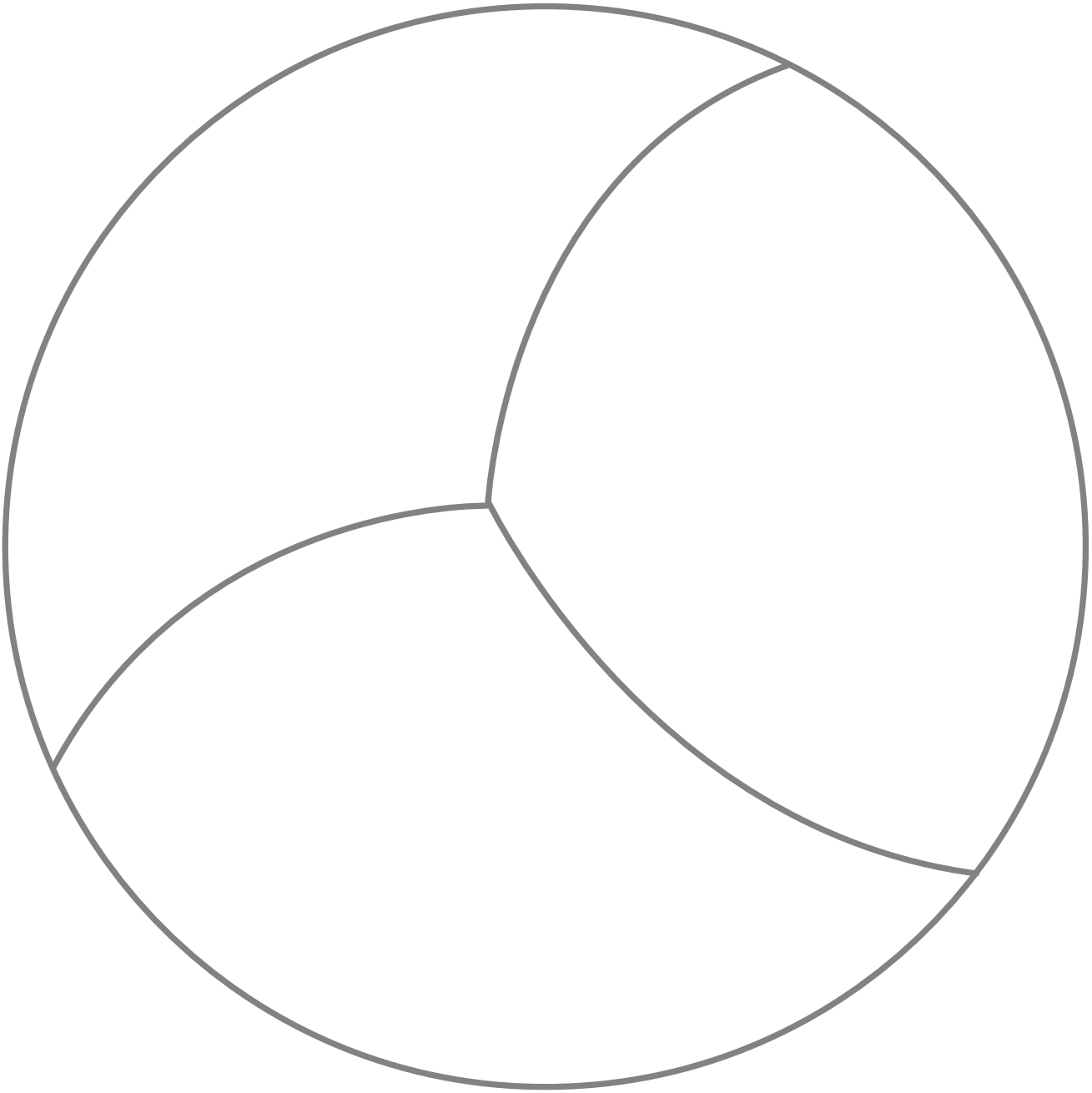
Name: _____

Tracing Worksheet 7



Directions: Have students trace over the image multiple times using a different color each time.

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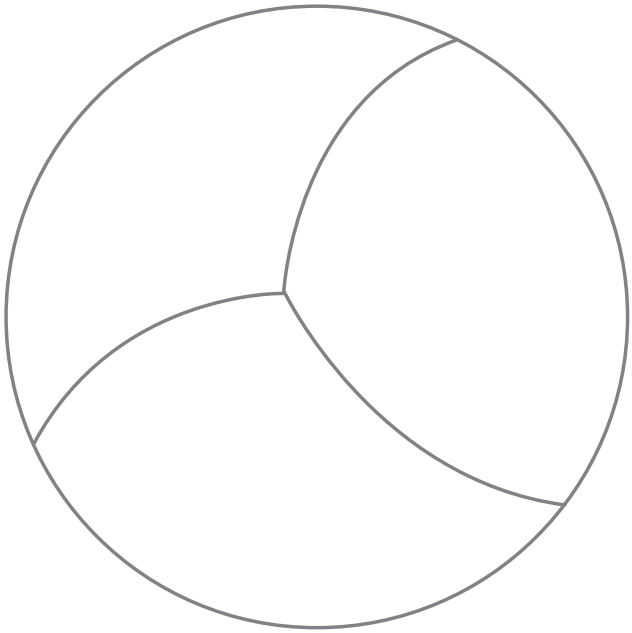
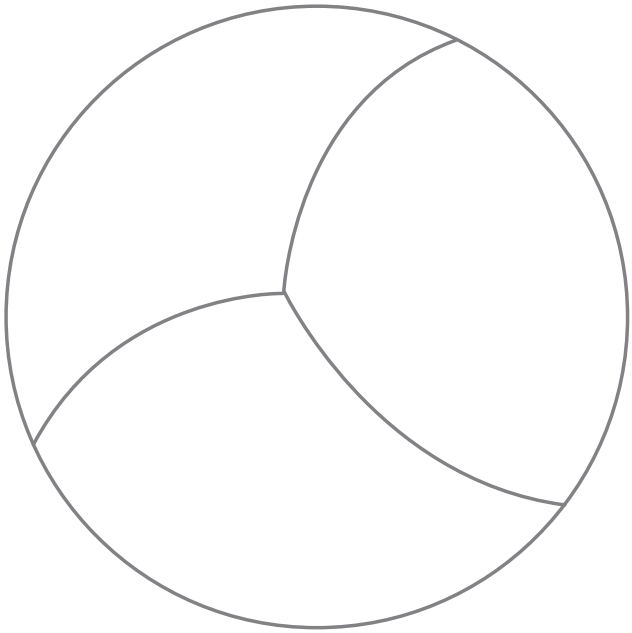
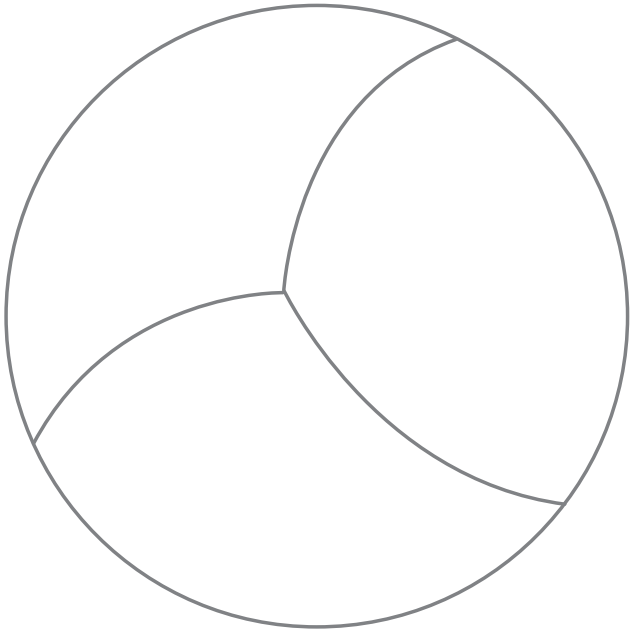
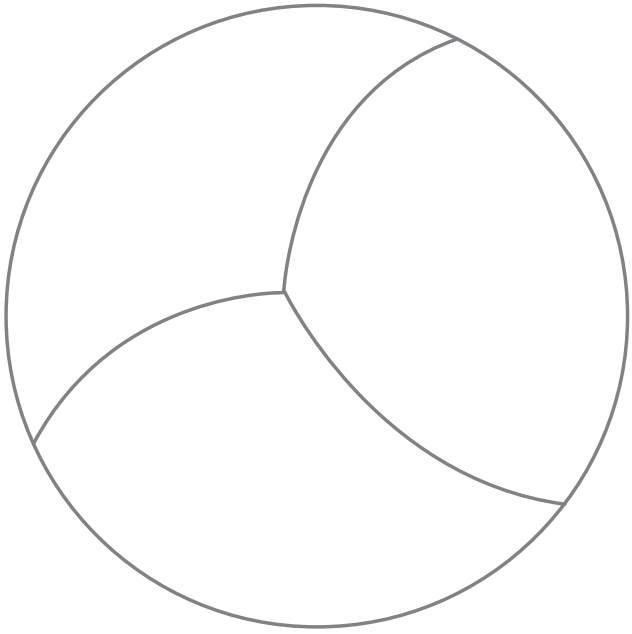
Name: _____









Directions: Have students trace over the image multiple times using a different color each time.

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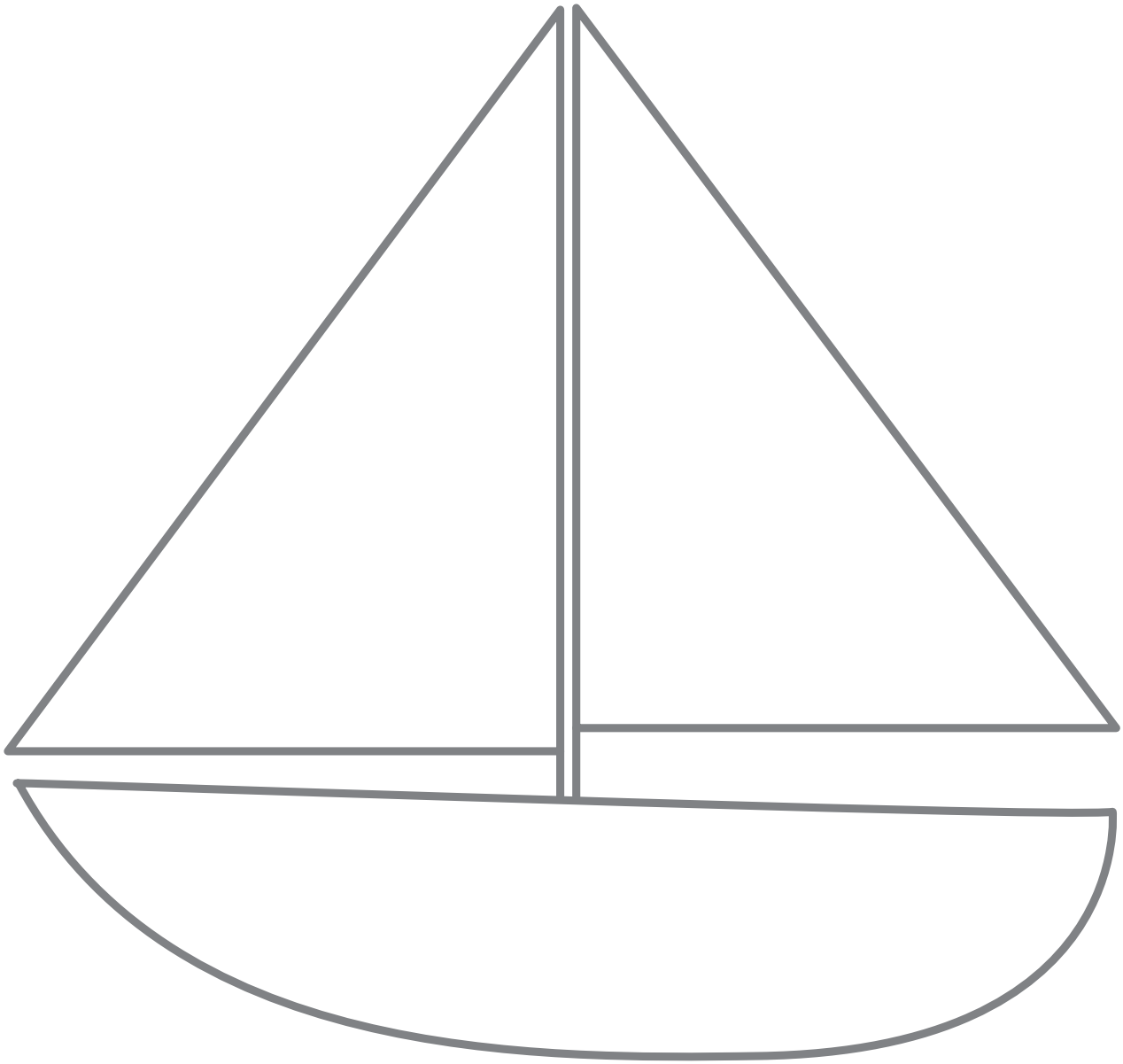
Name: _____

Tracing Worksheet 8

Directions: Have students trace over the image multiple times using a different color each time.



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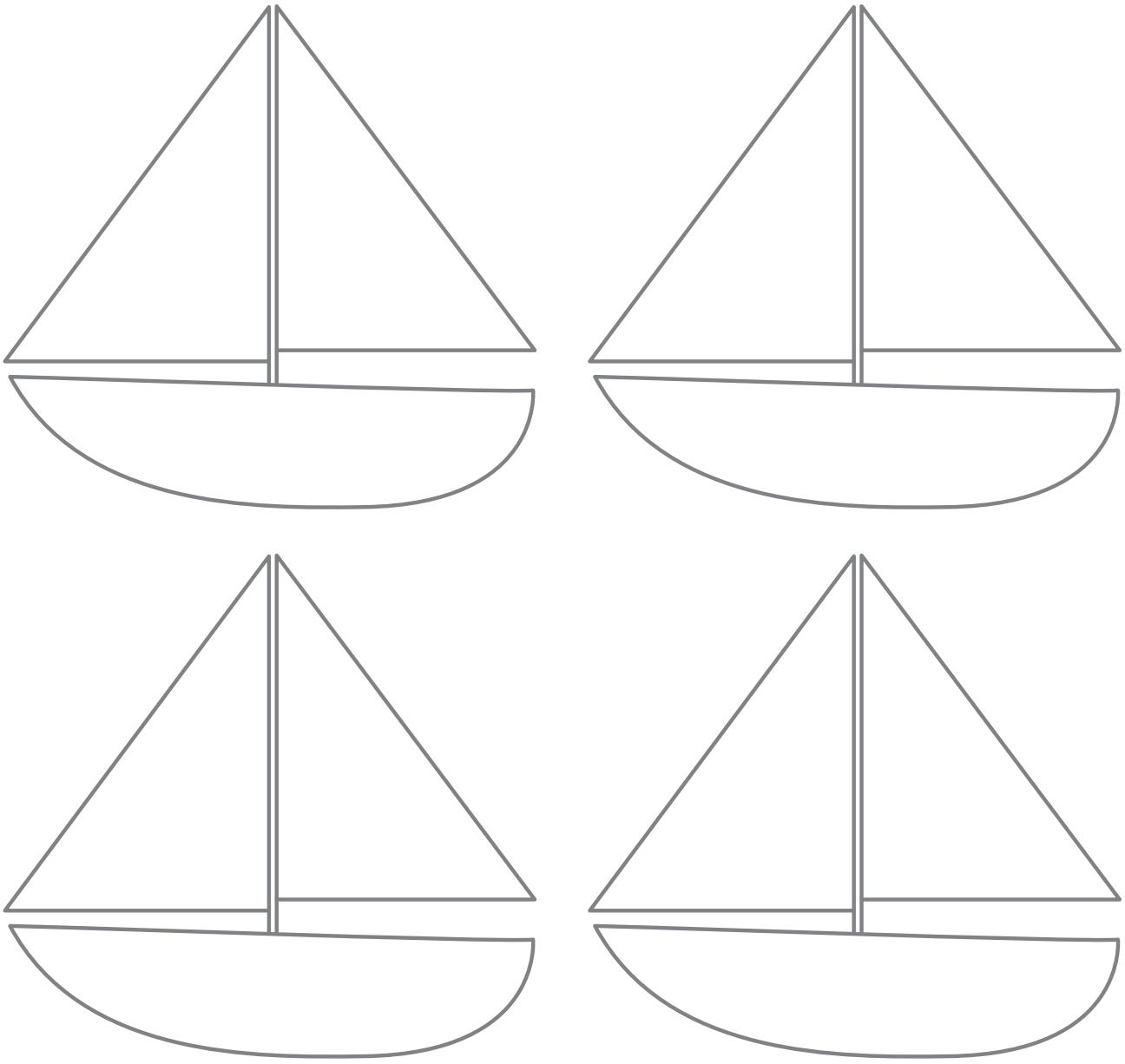
Name: _____



Directions: Have students trace over the image multiple times using a different color each time.

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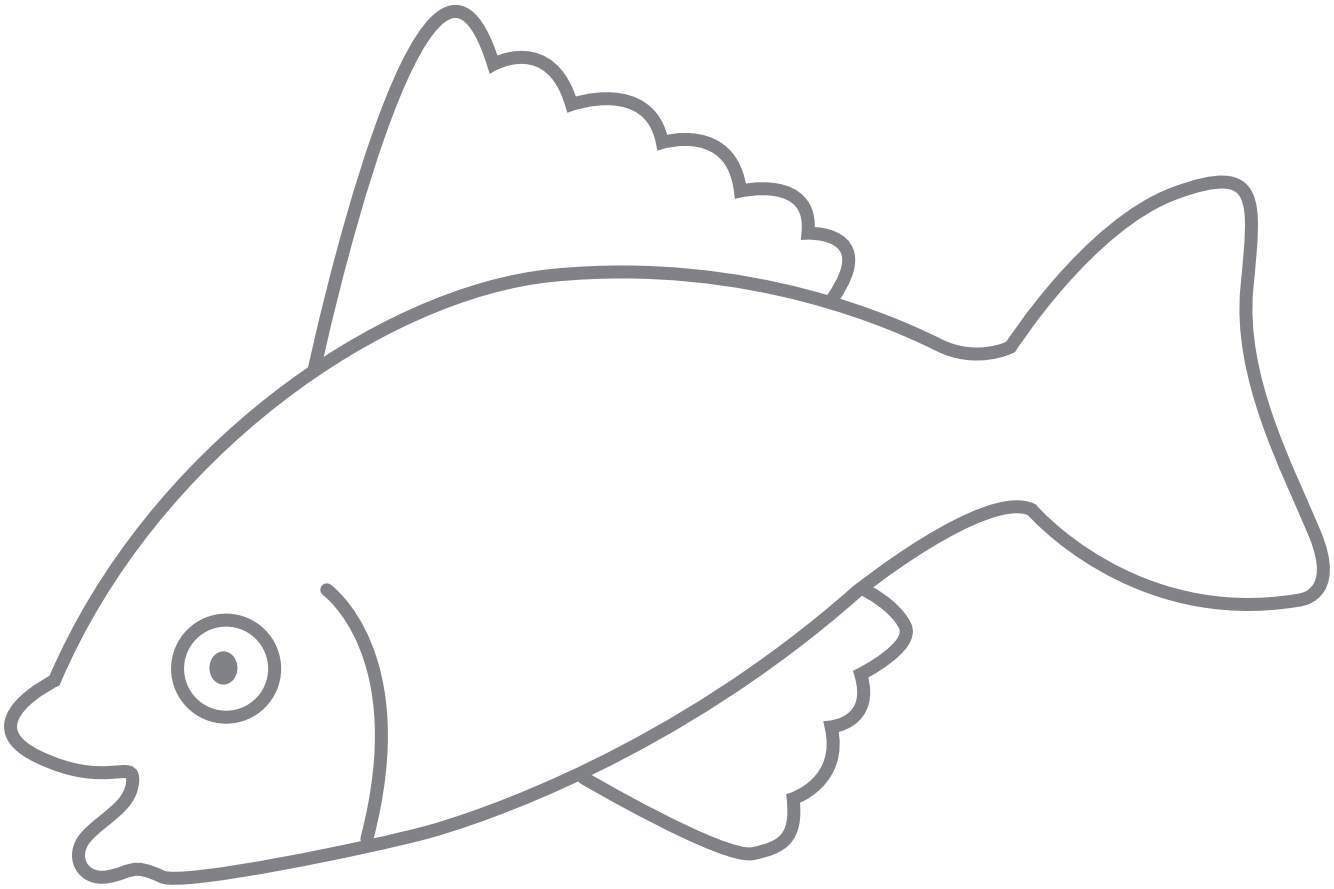
Name: _____

Tracing Worksheet 9

Directions: Have students trace over the image multiple times using a different color each time.



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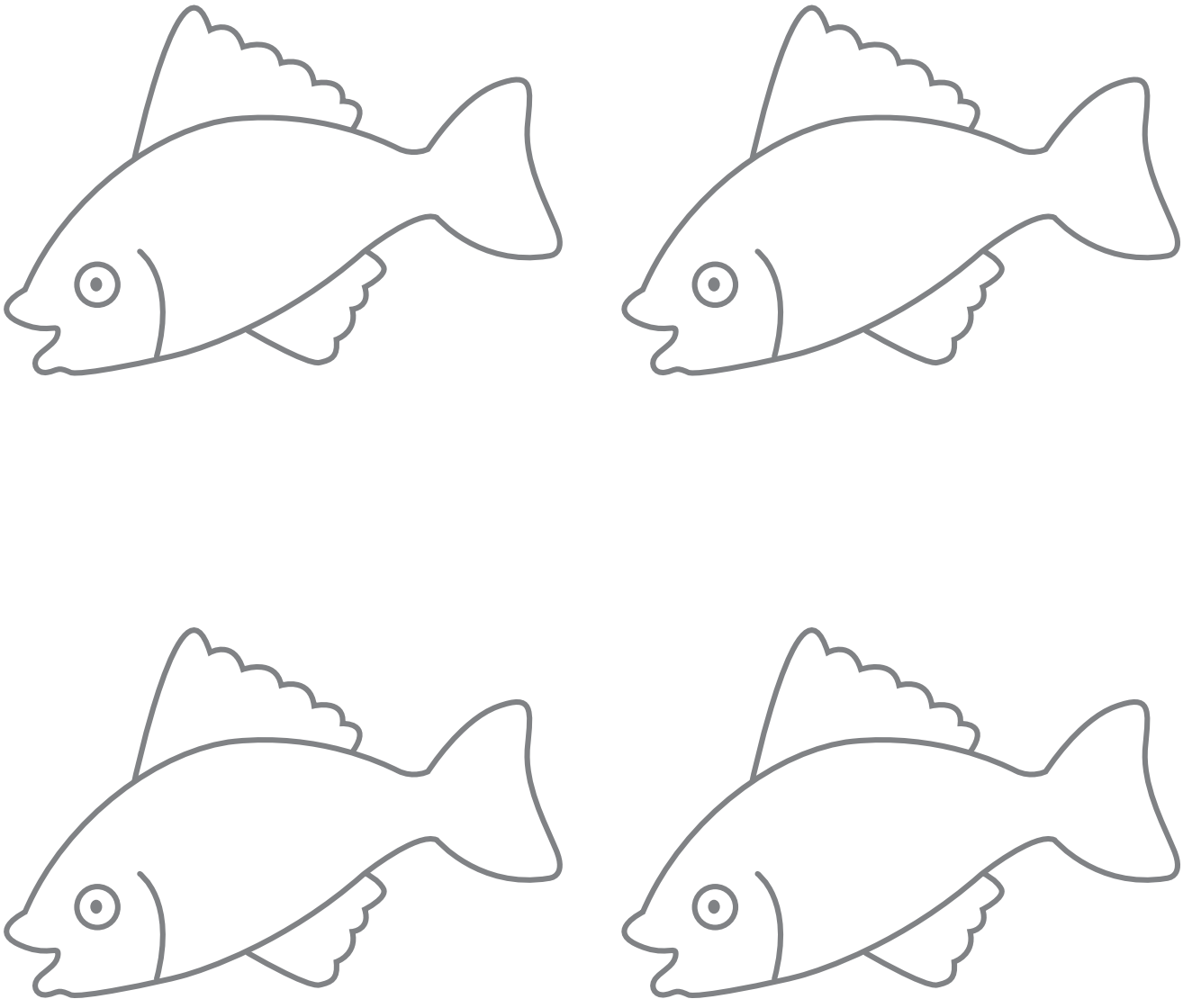
Name: _____



Directions: Have students trace over the image multiple times using a different color each time.

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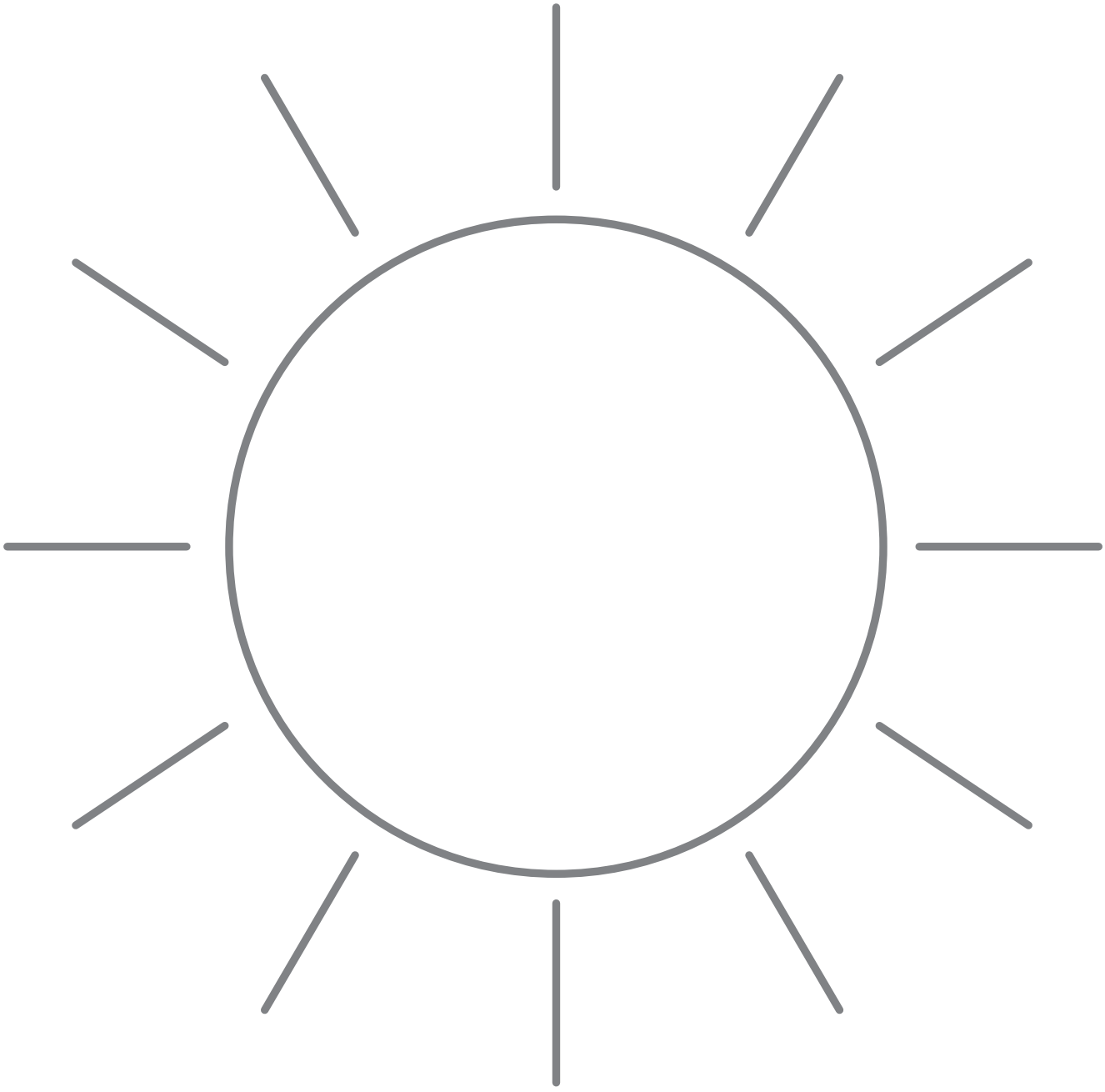
Name: _____

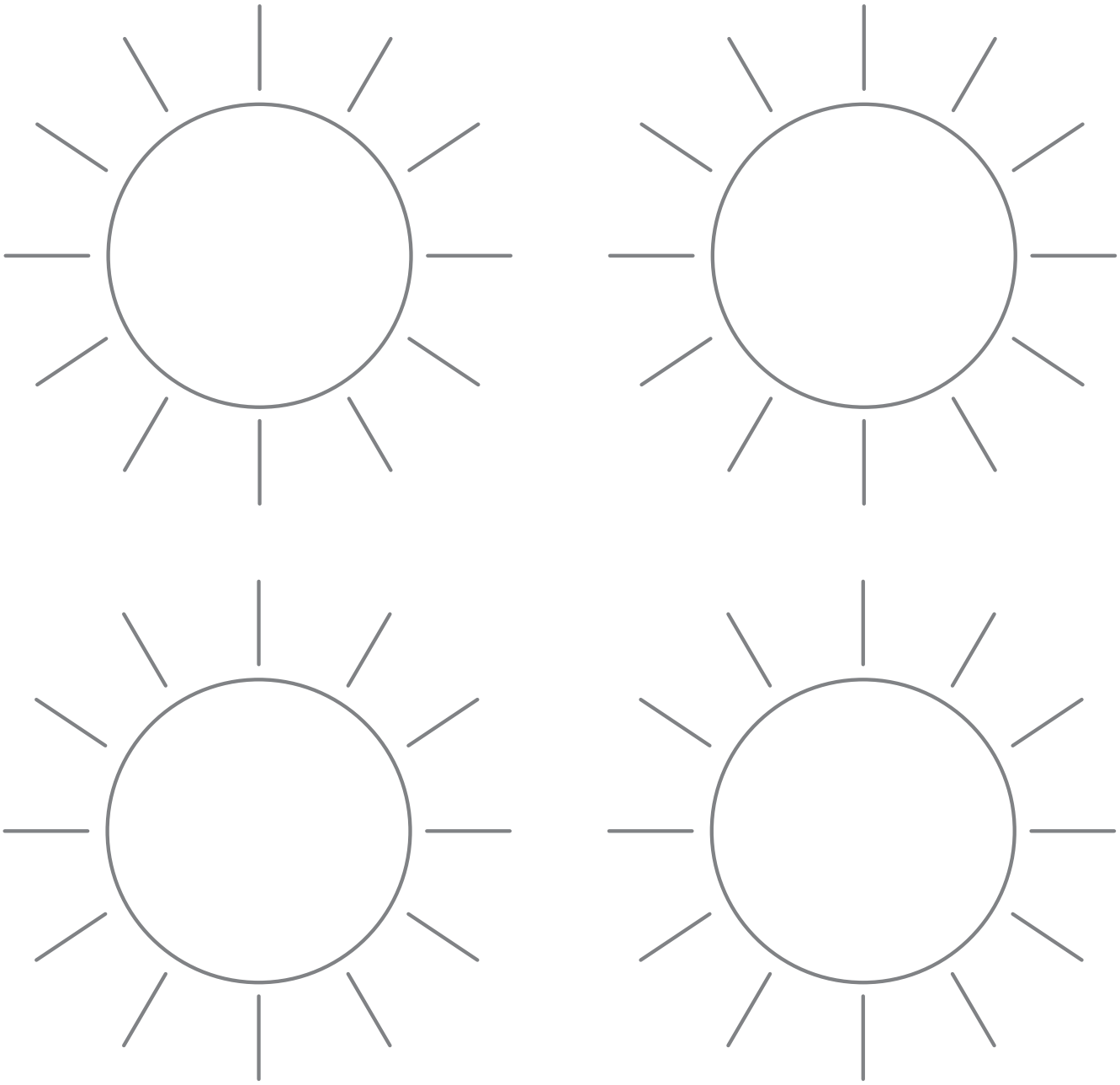
Tracing Worksheet 10

Directions: Have students trace over the image multiple times using a different color each time.



© 2013 Core Knowledge Foundation

Name: _____



Directions: Have students trace over the image multiple times using a different color each time.

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Specific Writing Stroke Practice

Vertical Line & Horizontal Line & Square

- Writing Strokes Worksheets 1–6

Circle & Dot

- Writing Strokes Worksheets 7–15

Diagonal Line & Triangle

- Writing Strokes Worksheets 16–19

Mixed

- Writing Strokes Worksheets 20–26
- For Writing Strokes Worksheet 22, prompt students to find matching shapes and draw lines to connect them.

Decorating with Writing Strokes

- Prompt students to use any single or combination of writing strokes which have been taught to decorate the object on the page. First model the writing strokes you would like students to use and provide support as students perform practice strokes before they continue working more independently.
- Repurpose the Tracing Worksheets 1–10 to allow students to apply learned writing strokes for the purpose of decorating either the large or small images or both.
- Provide any of the new pages for Decorating A–D to allow students to apply learned writing strokes for the purpose of decorating.

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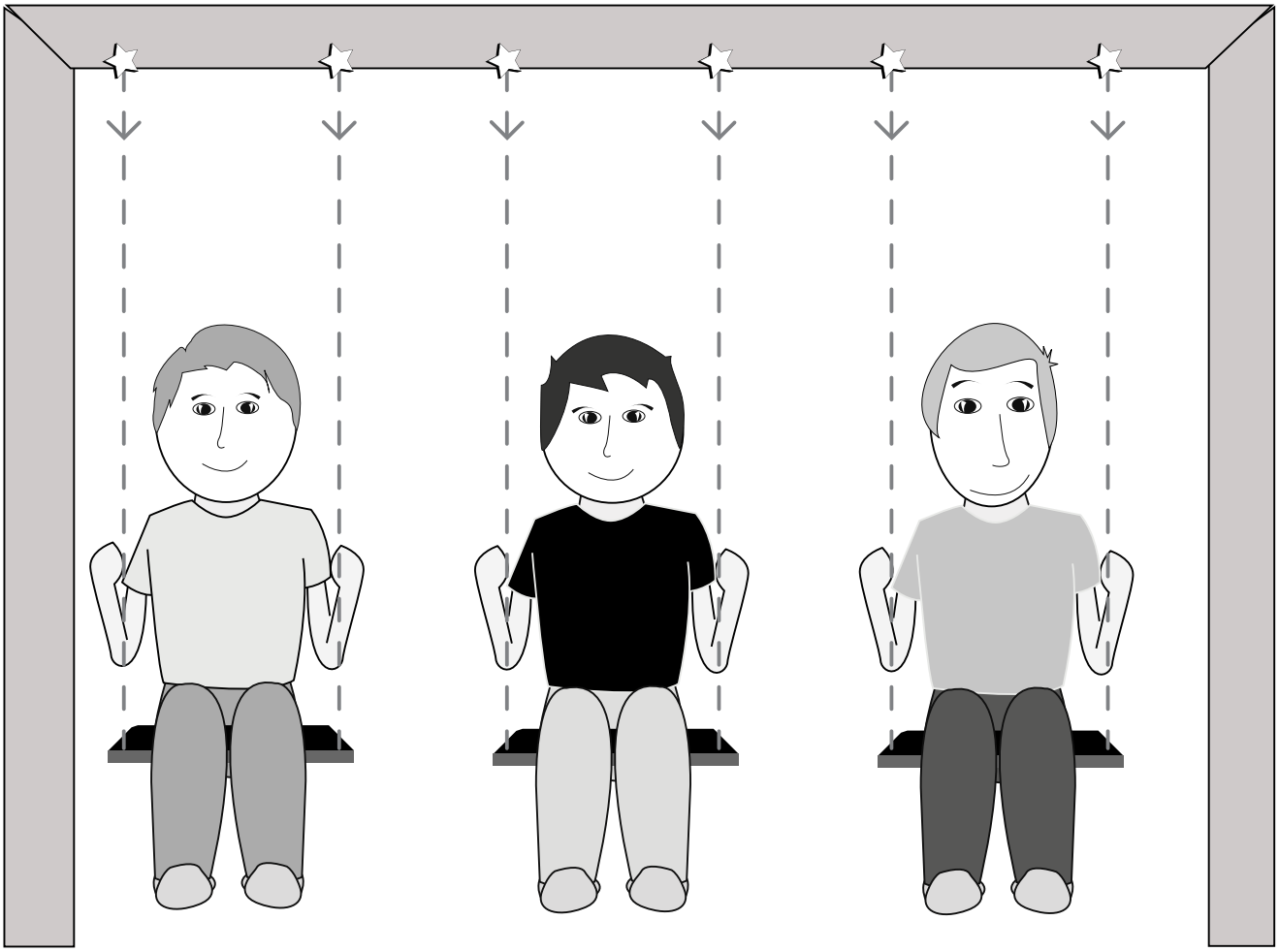
Name: _____

Writing Strokes 1



Directions: Students trace the dotted line, starting at the star, for vertical line practice.

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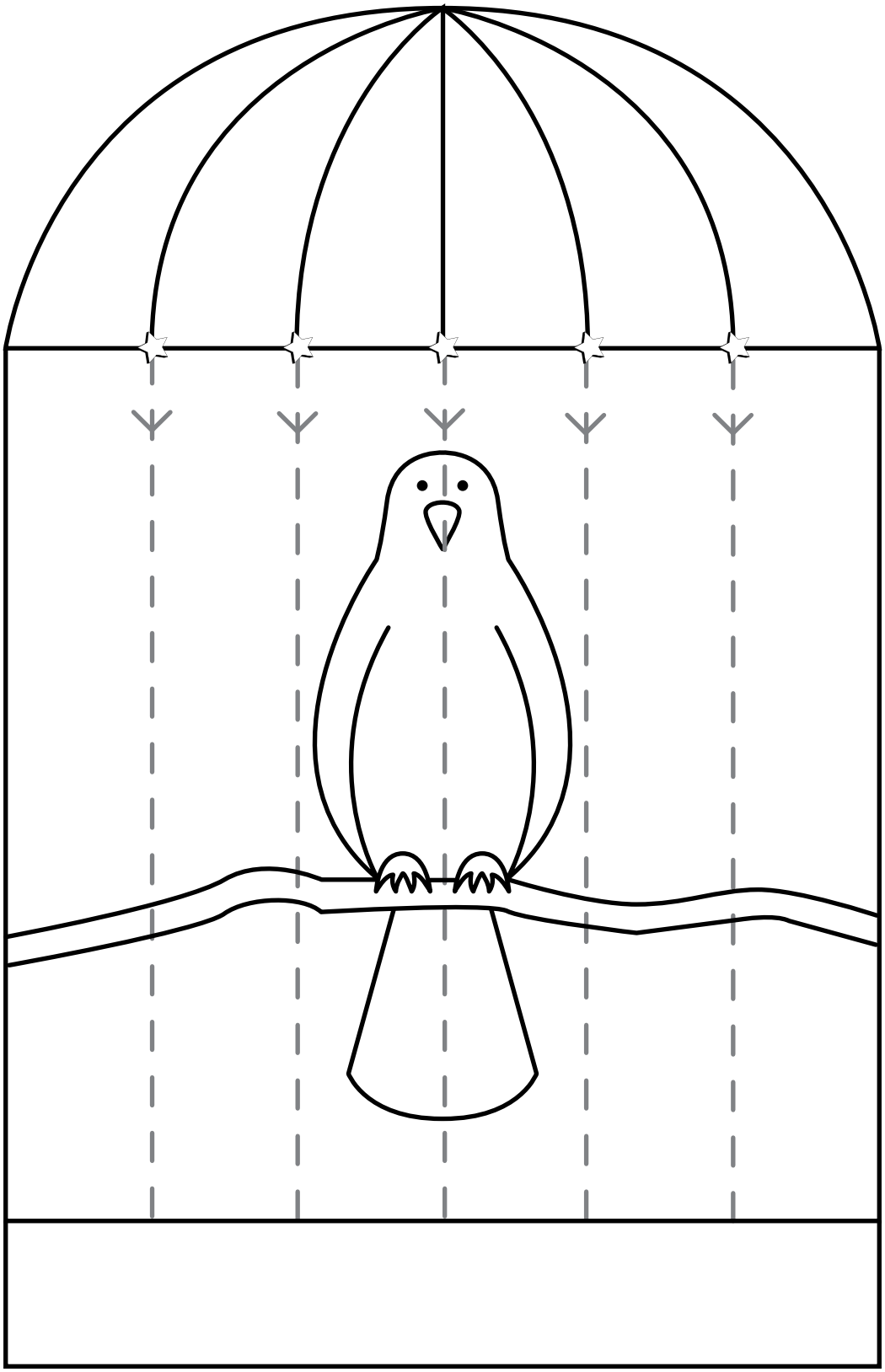
Name: _____



Directions: Students trace the dotted line, starting at the star, for vertical line practice.

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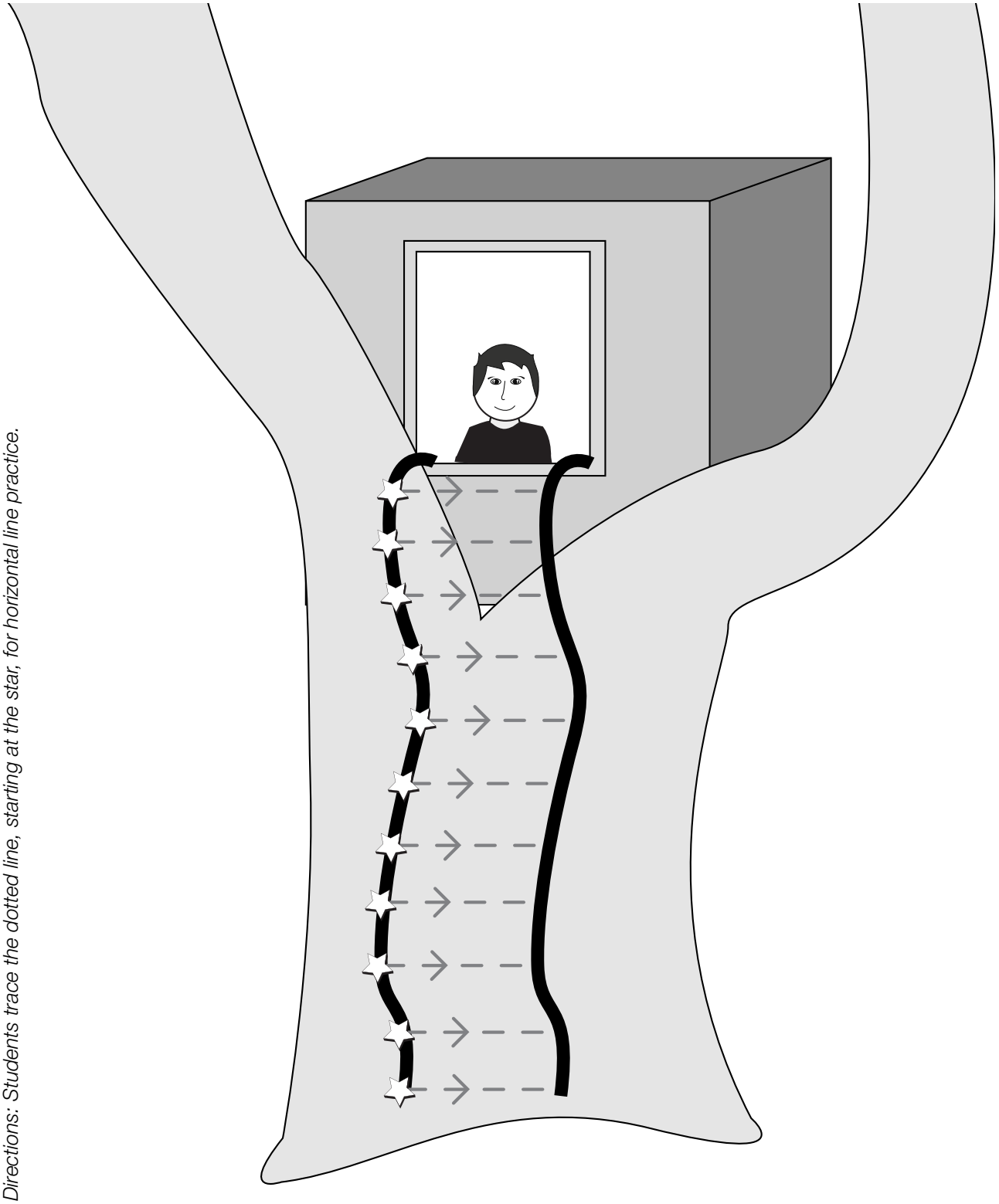
Name: _____

Writing Strokes 3



Directions: Students trace the dotted line, starting at the star, for horizontal line practice.

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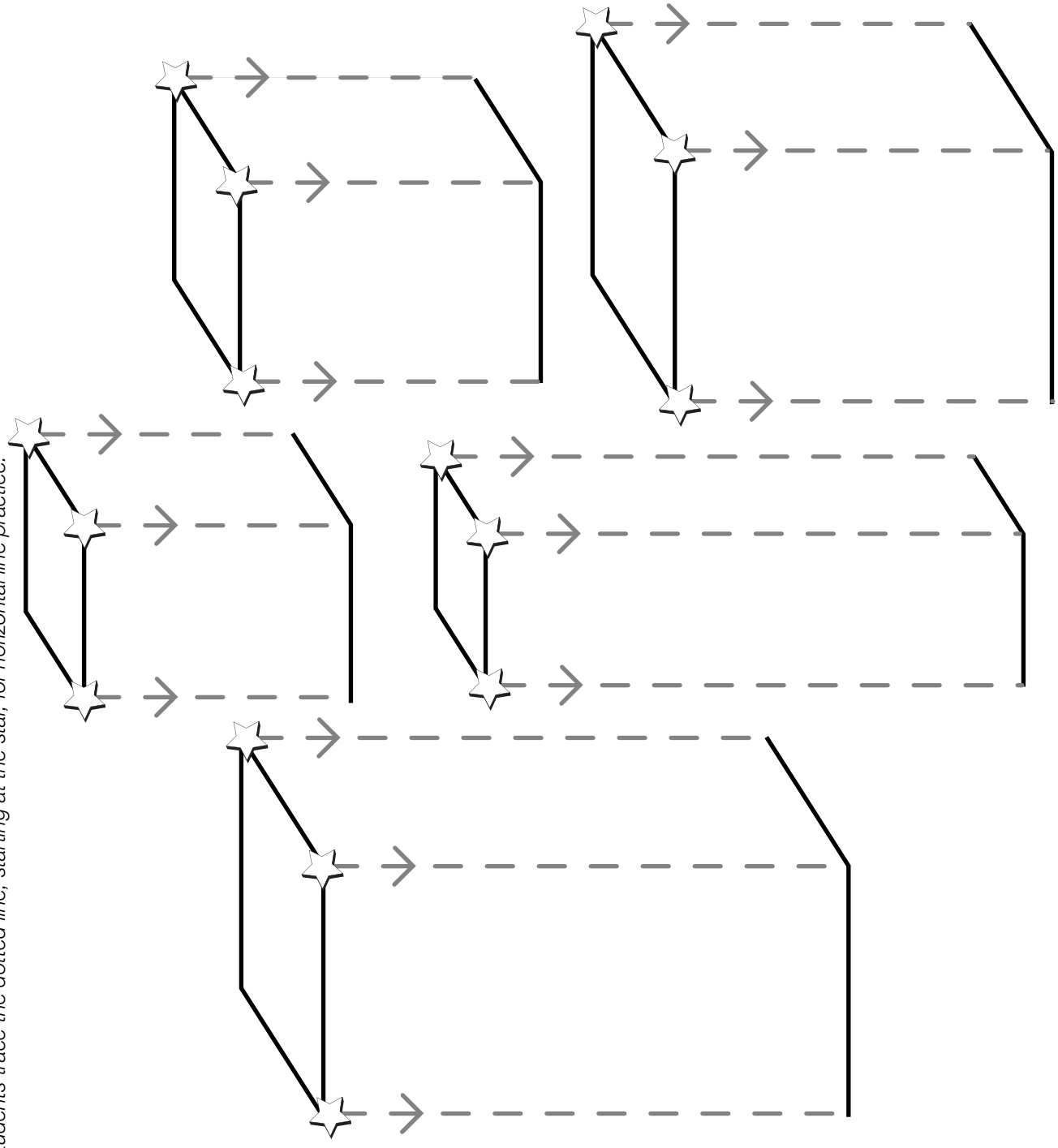
Name: _____



Directions: Students trace the dotted line, starting at the star, for horizontal line practice.

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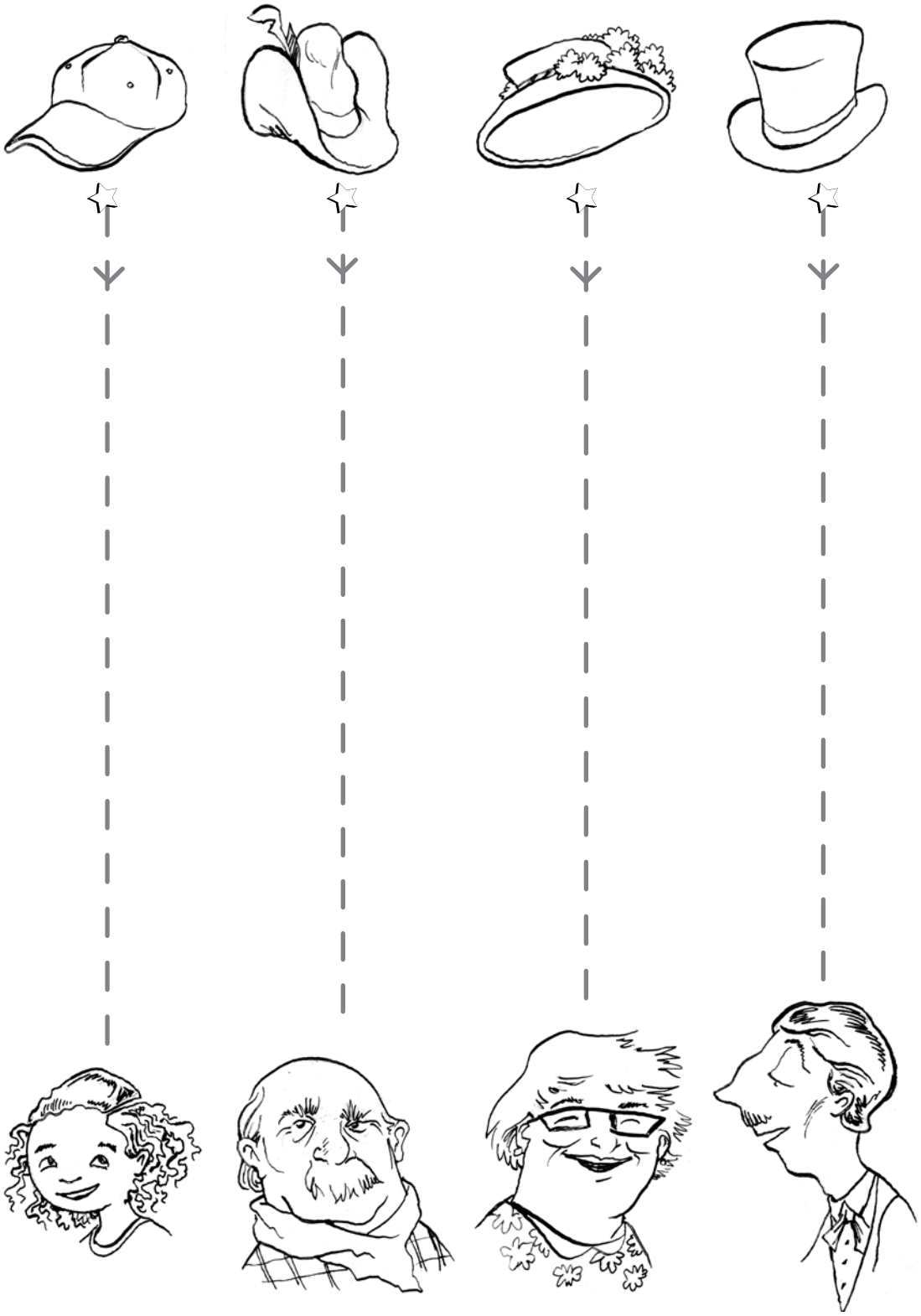
Name: _____

Writing Strokes 5



Directions: Students trace the dotted line, starting at the star, for horizontal line practice.

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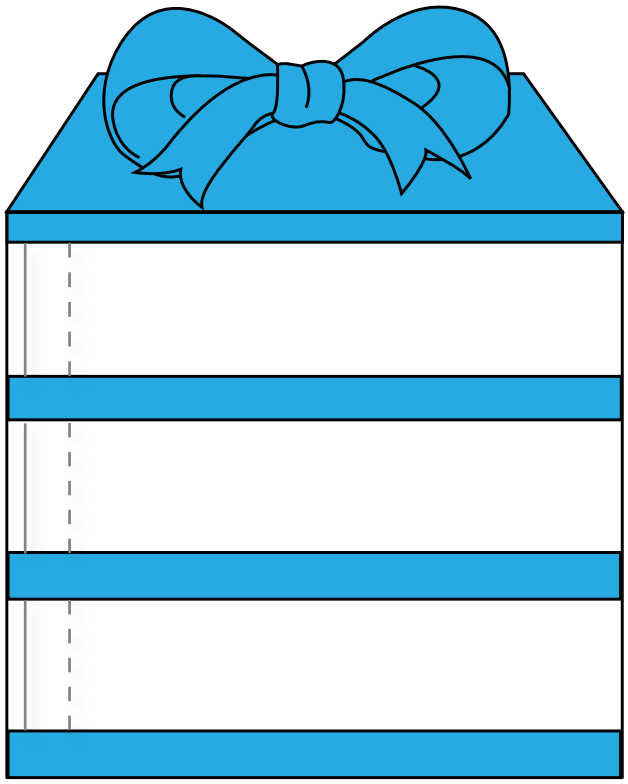
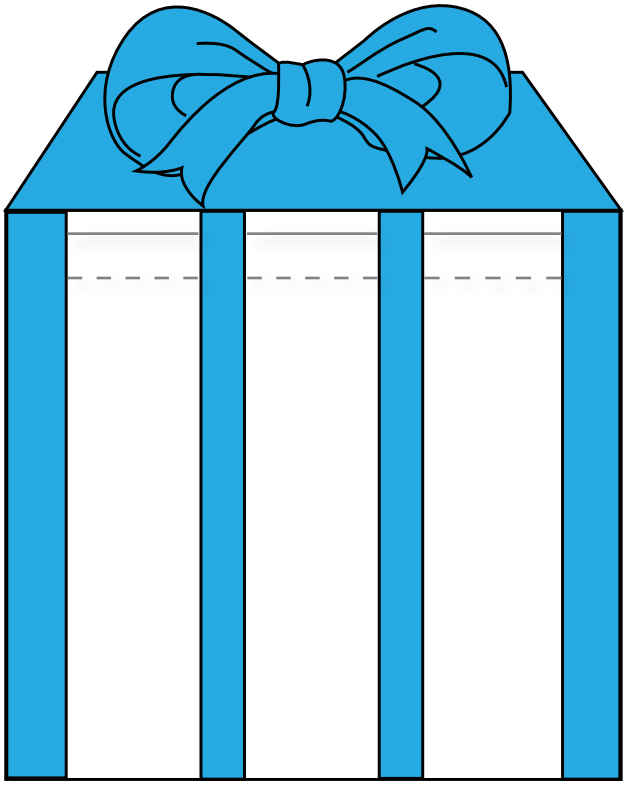
Name: _____

Writing Strokes 6

Directions: Students first trace the dotted lines, then draw their own vertical and horizontal lines to complete the wrapping paper design.





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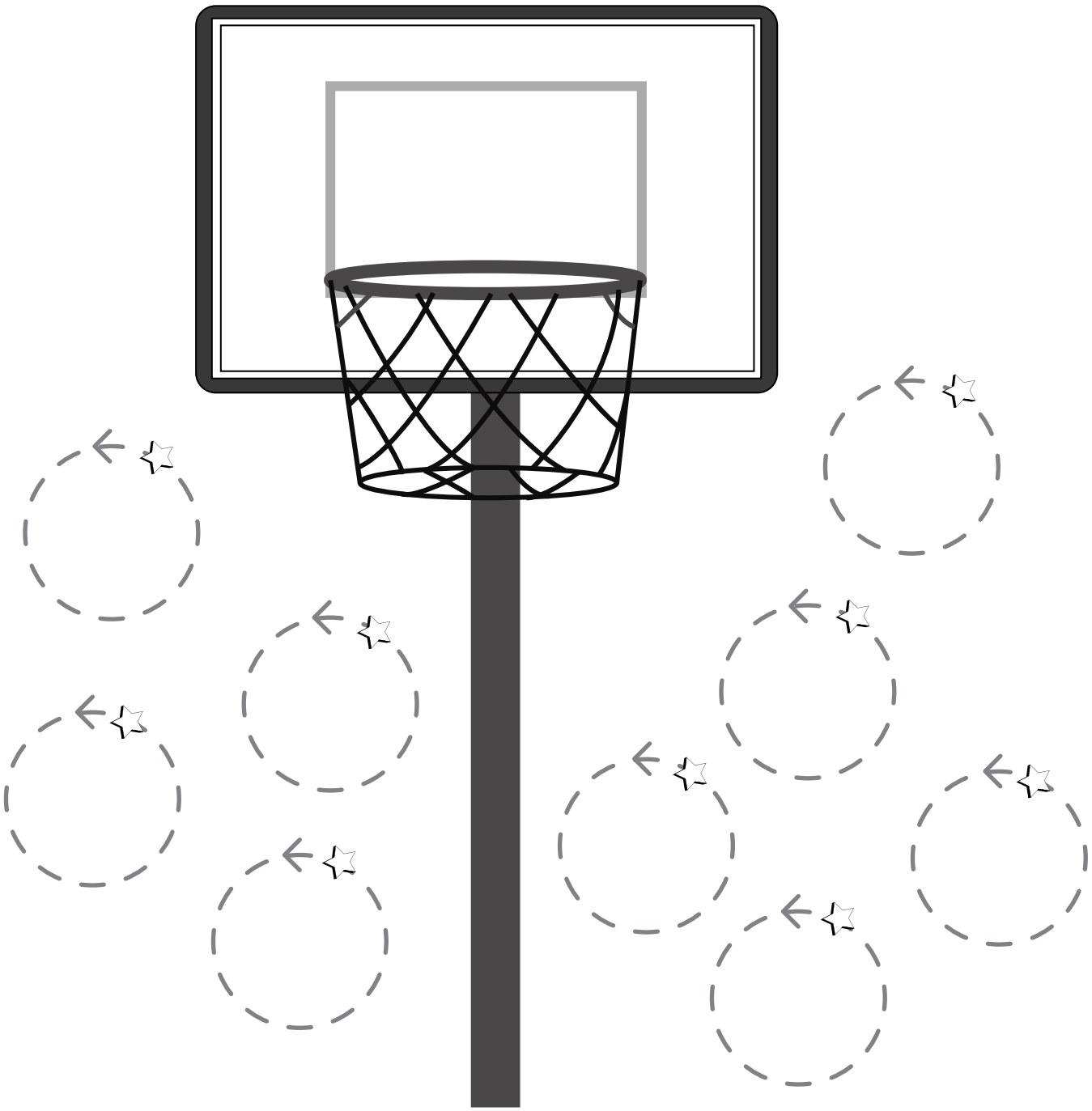
Name: _____



Directions:Students trace the dotted line, starting at the star, for circle practice.

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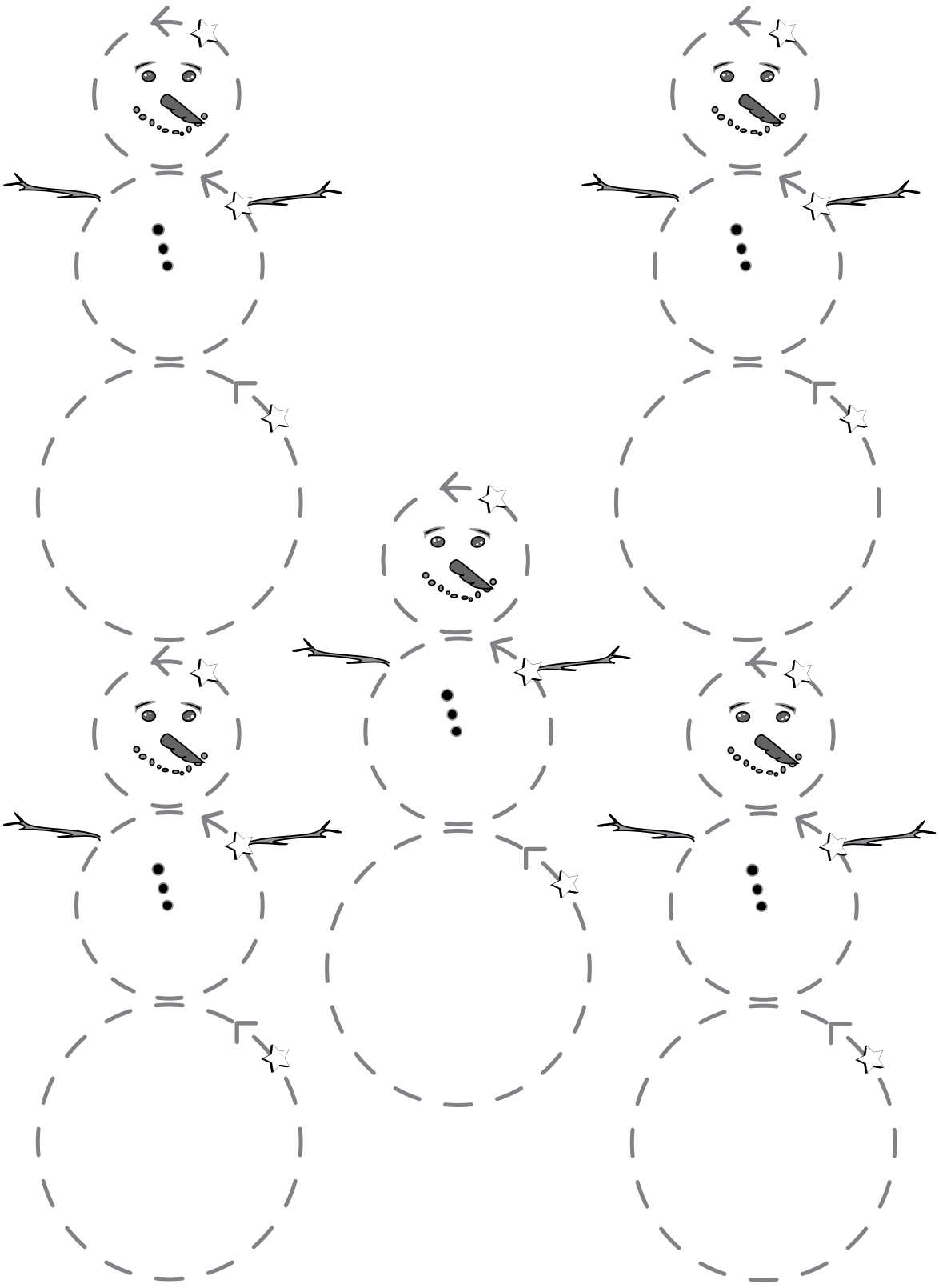
Name: _____



Directions:Students trace the dotted line, starting at the star, for circle practice.

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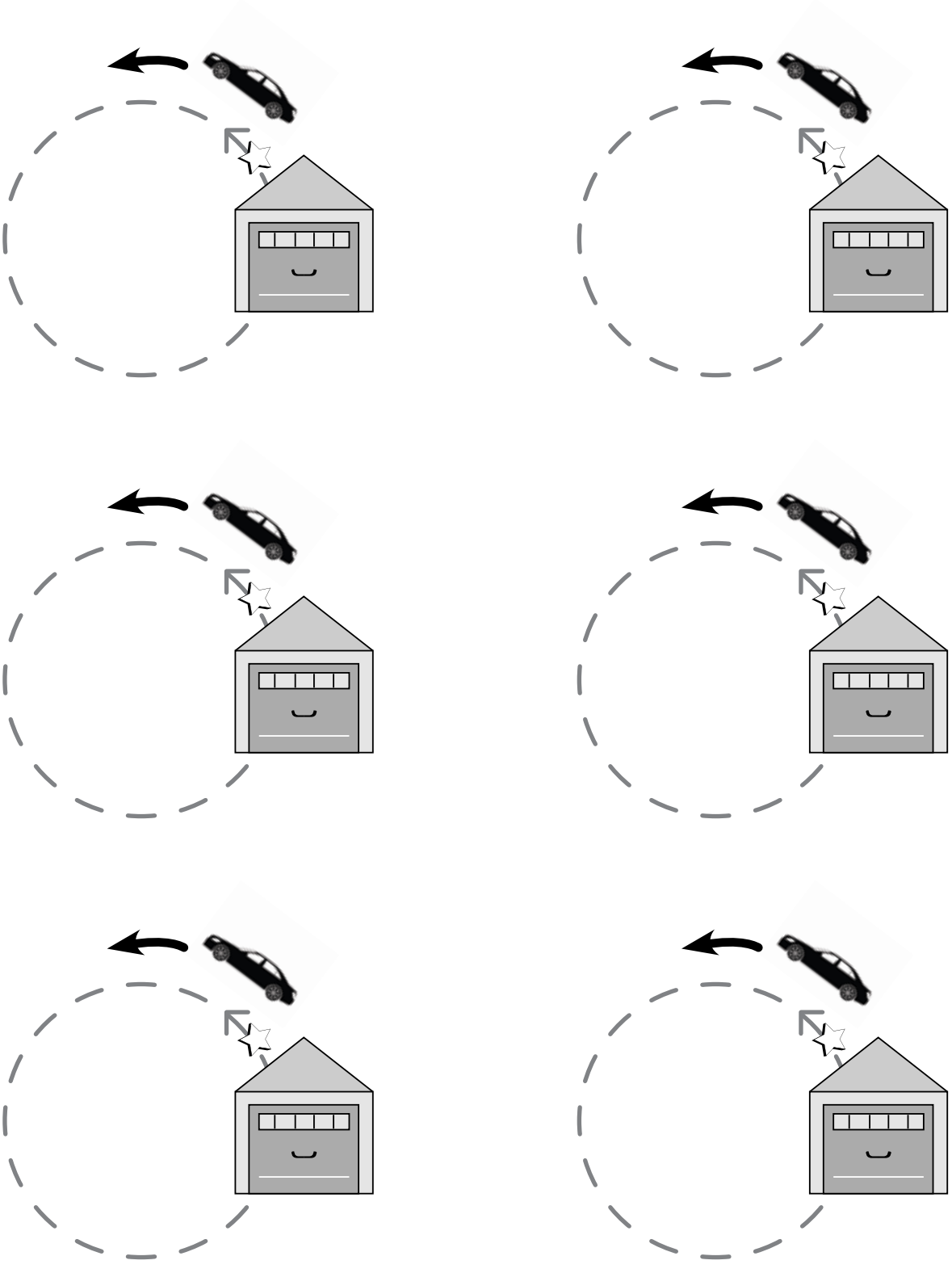
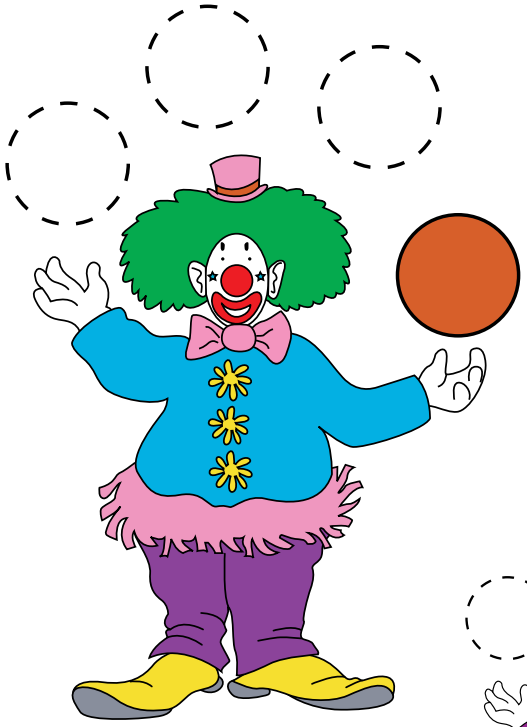
Name: _____

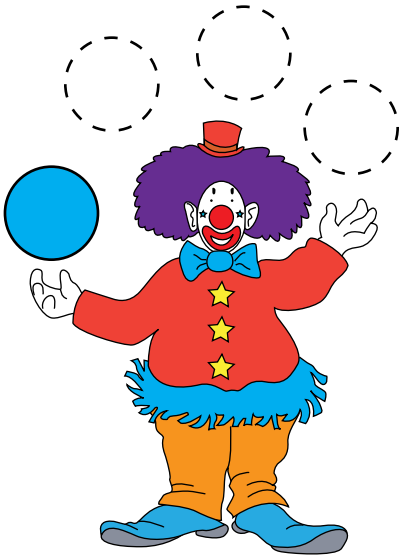
Directions:Students trace the dotted line, starting at the star, for circle practice.

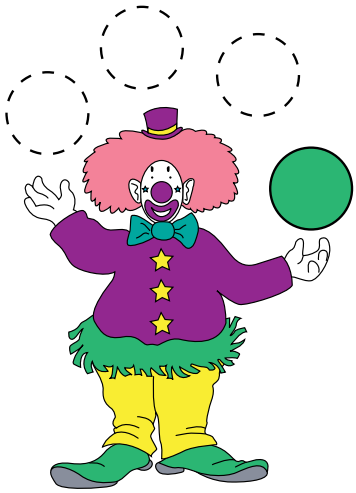


© 2013 Core Knowledge Foundation

Name: _____







Directions: Students trace the dotted lines for circle practice.

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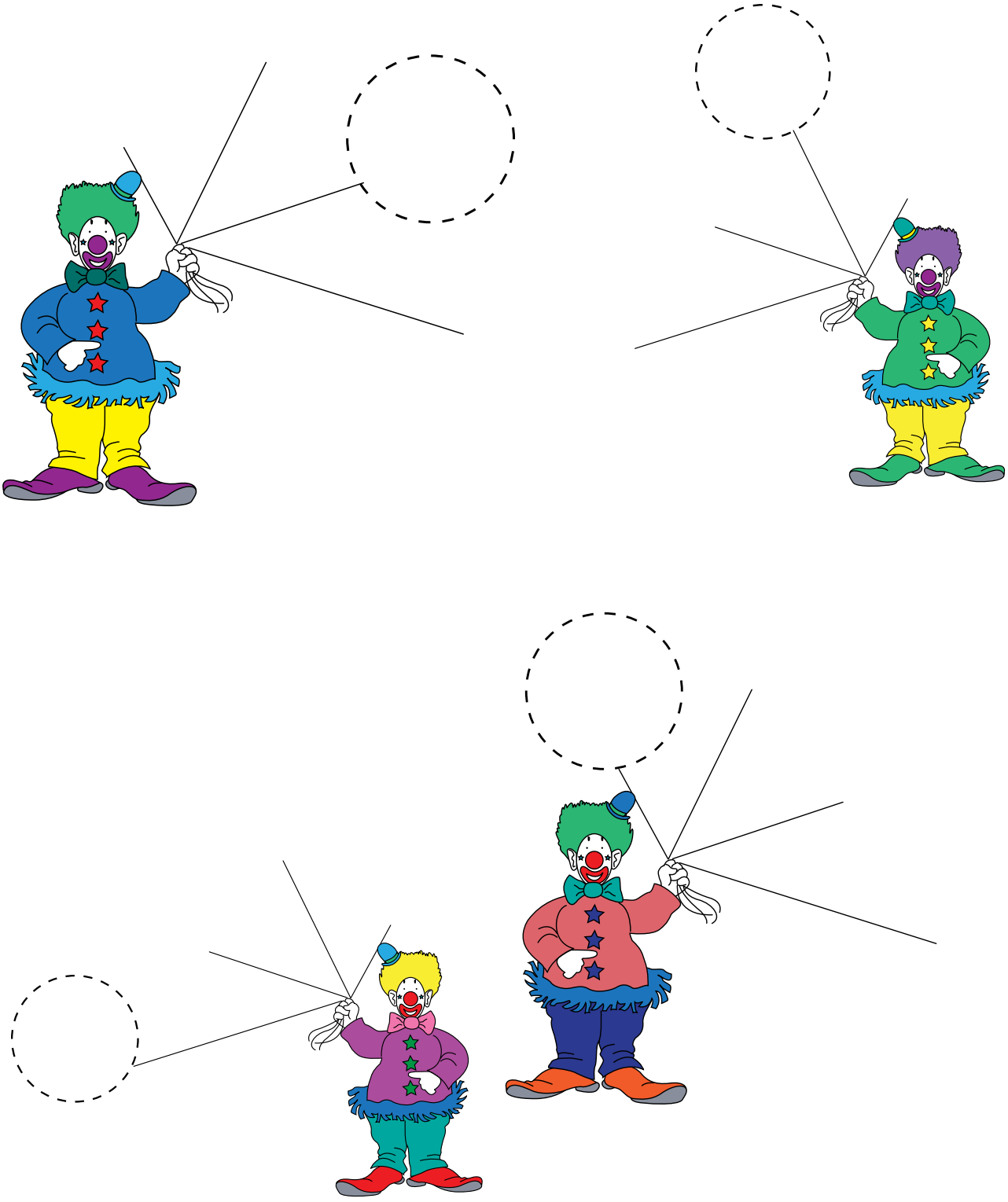
Name: _____

Directions: Students first trace the dotted line, then draw their own circles to complete the bunches of balloons.



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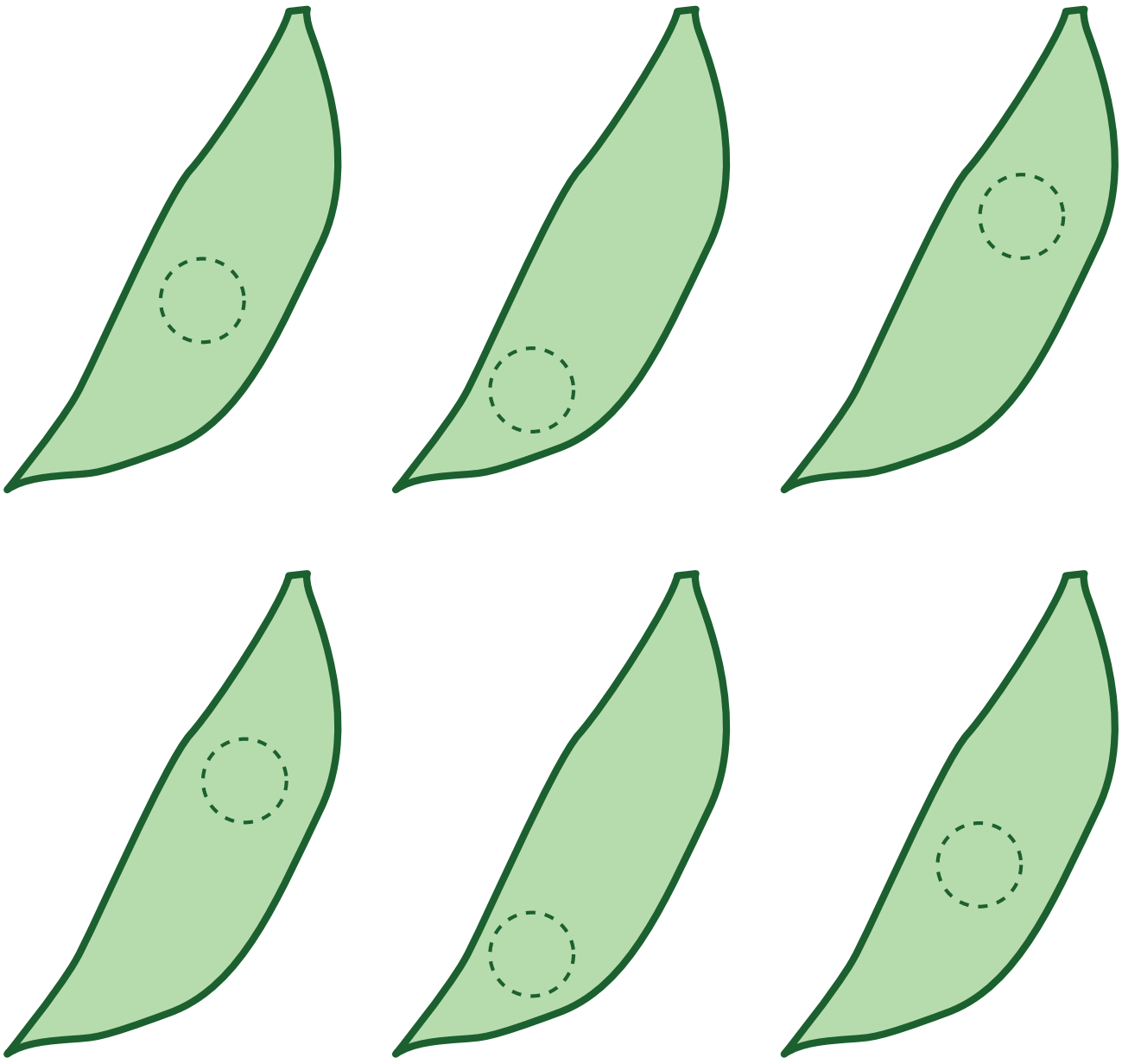
Name: _____

Writing Strokes 12

Directions: Students first trace the dotted line, then draw their own circles to complete the peas in the pods.



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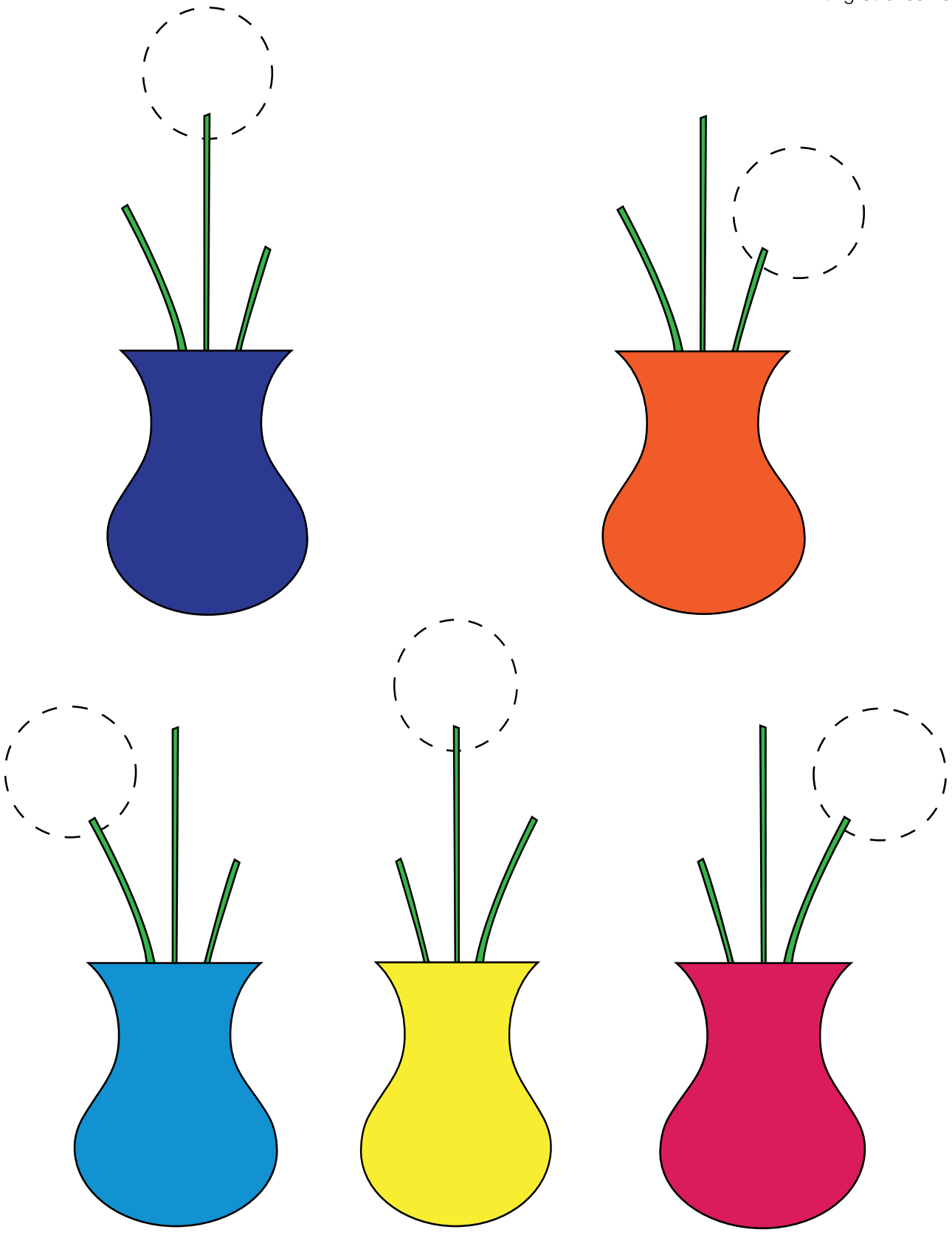
Name: _____

Directions: Students first trace the dotted line, then draw their own circles to complete the flowers in the vases.



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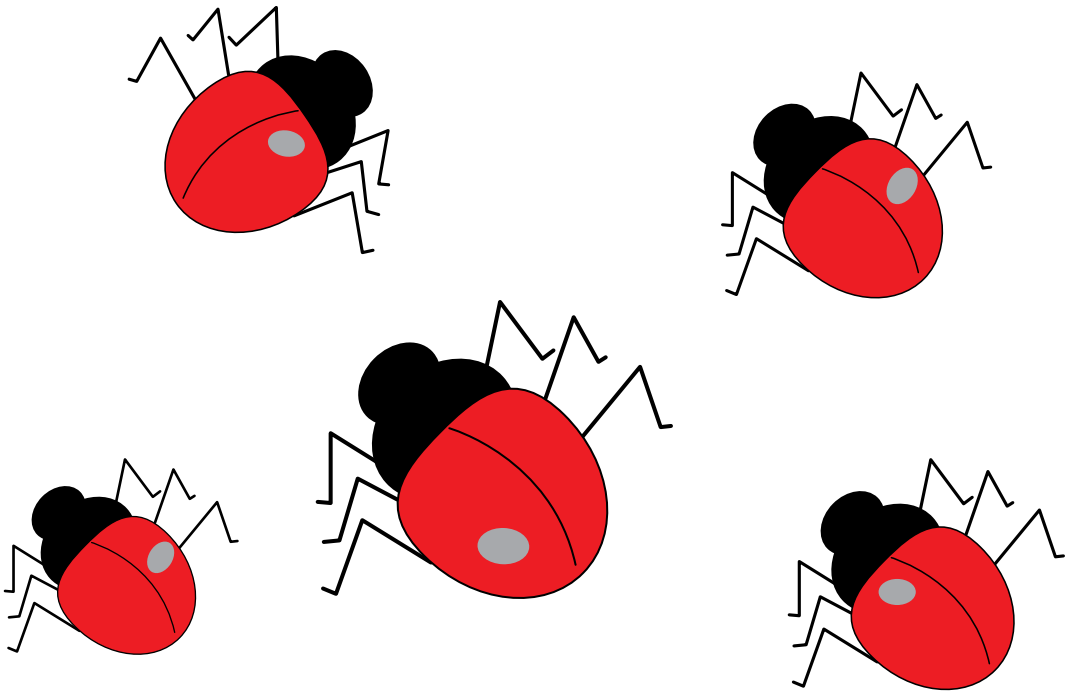
Name: _____

Directions: Students first trace the dot provided, then draw their own dots to complete the spots on the ladybugs.



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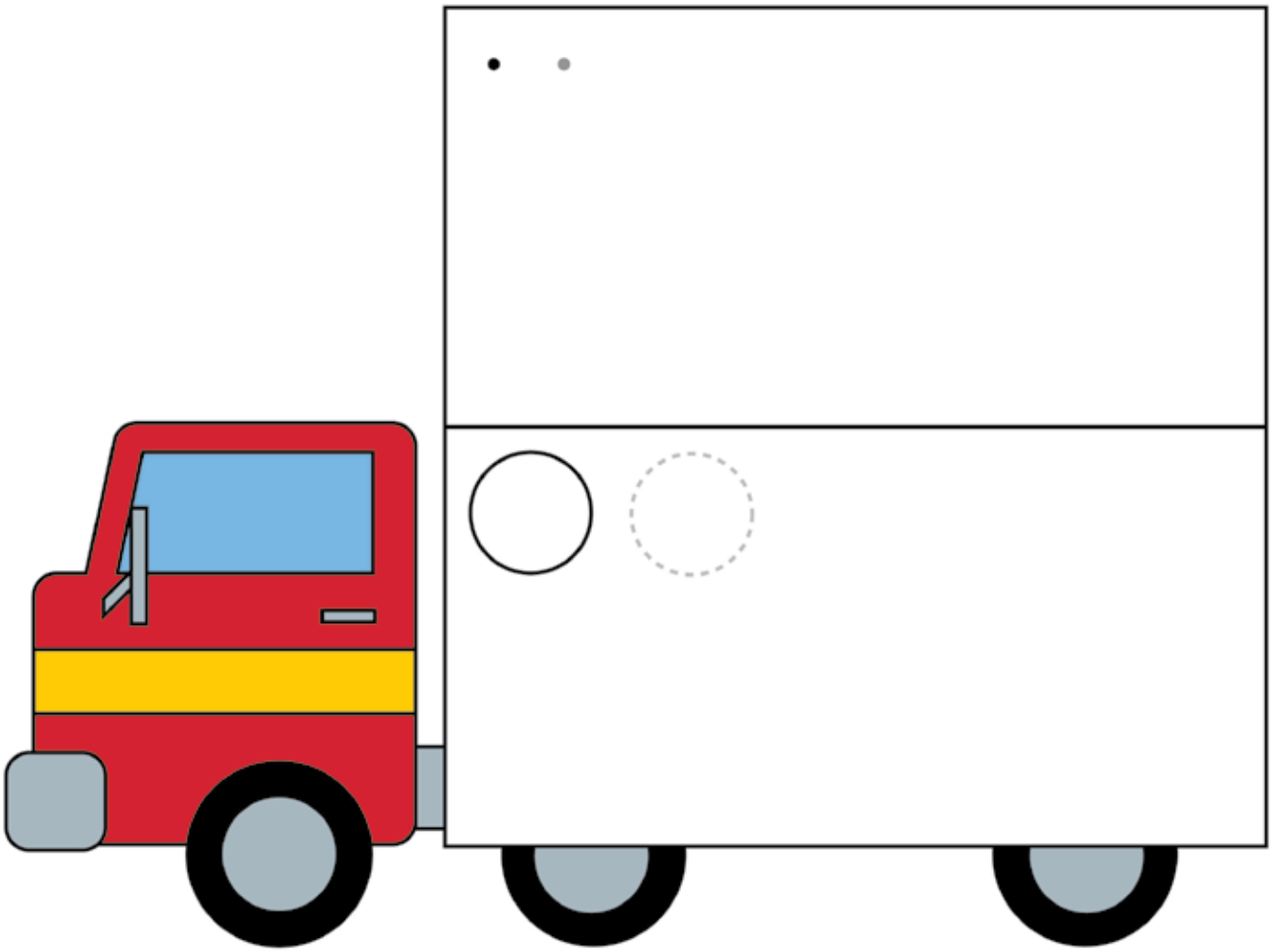
Name: _____

Writing Strokes 15

Directions: Students first trace the dot provided and dotted circle, then draw their own dots and circles to fill in the sections of the truck.



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Name: _____

Writing Strokes 16

Directions:Students trace the dotted lines, starting at the star, for diagonal line practice.

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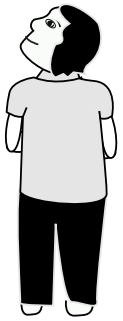
Name: _____

Writing Strokes 17



Directions: Students trace the dotted lines, starting at the star, for diagonal line practice.

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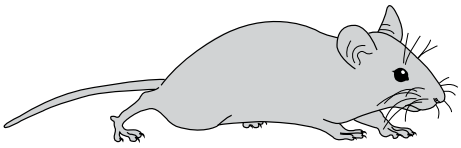
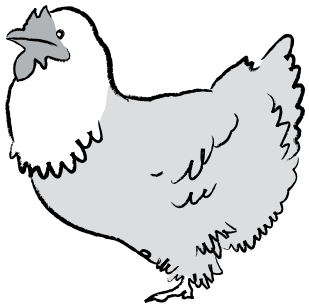
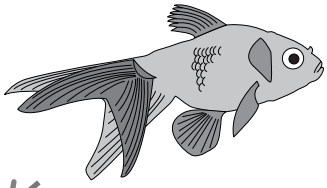
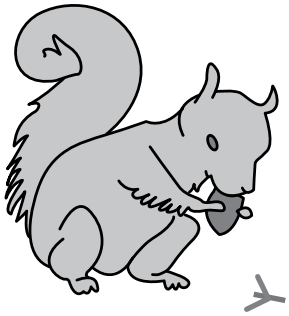
Name: _____

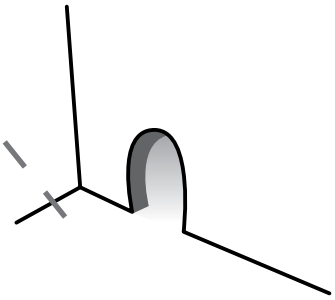
Writing Strokes 18

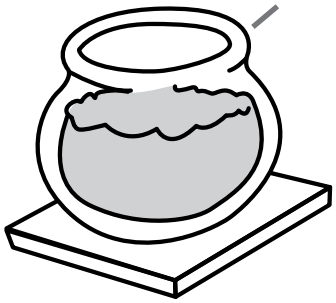


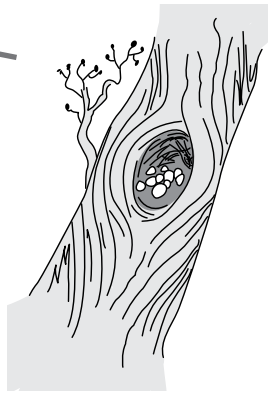












Directions: Students trace the dotted lines, starting at the star, for diagonal line practice.

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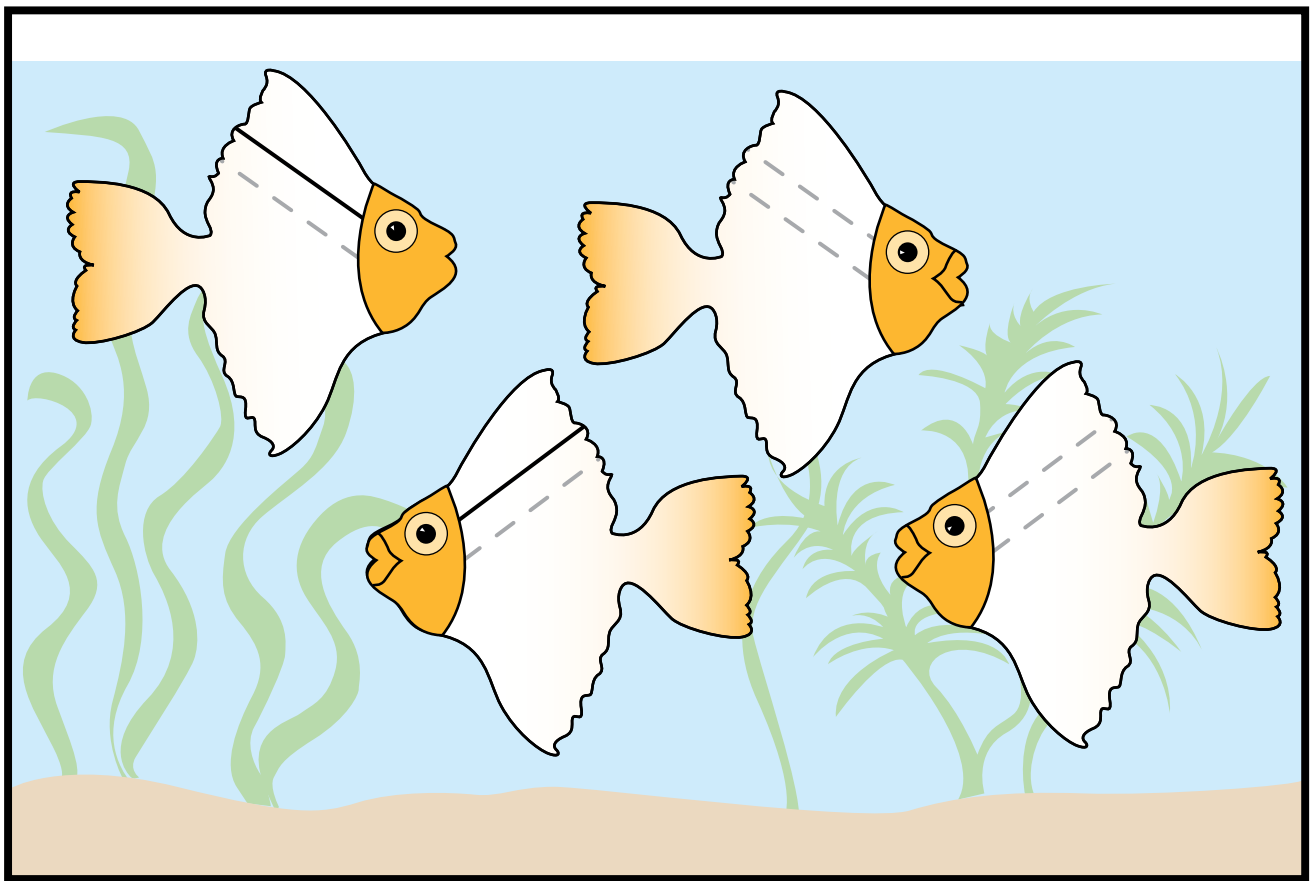
Name: _____

Writing Strokes 19

Directions: Students first trace the dotted lines, then draw their own diagonal lines to complete the stripes on the fish.



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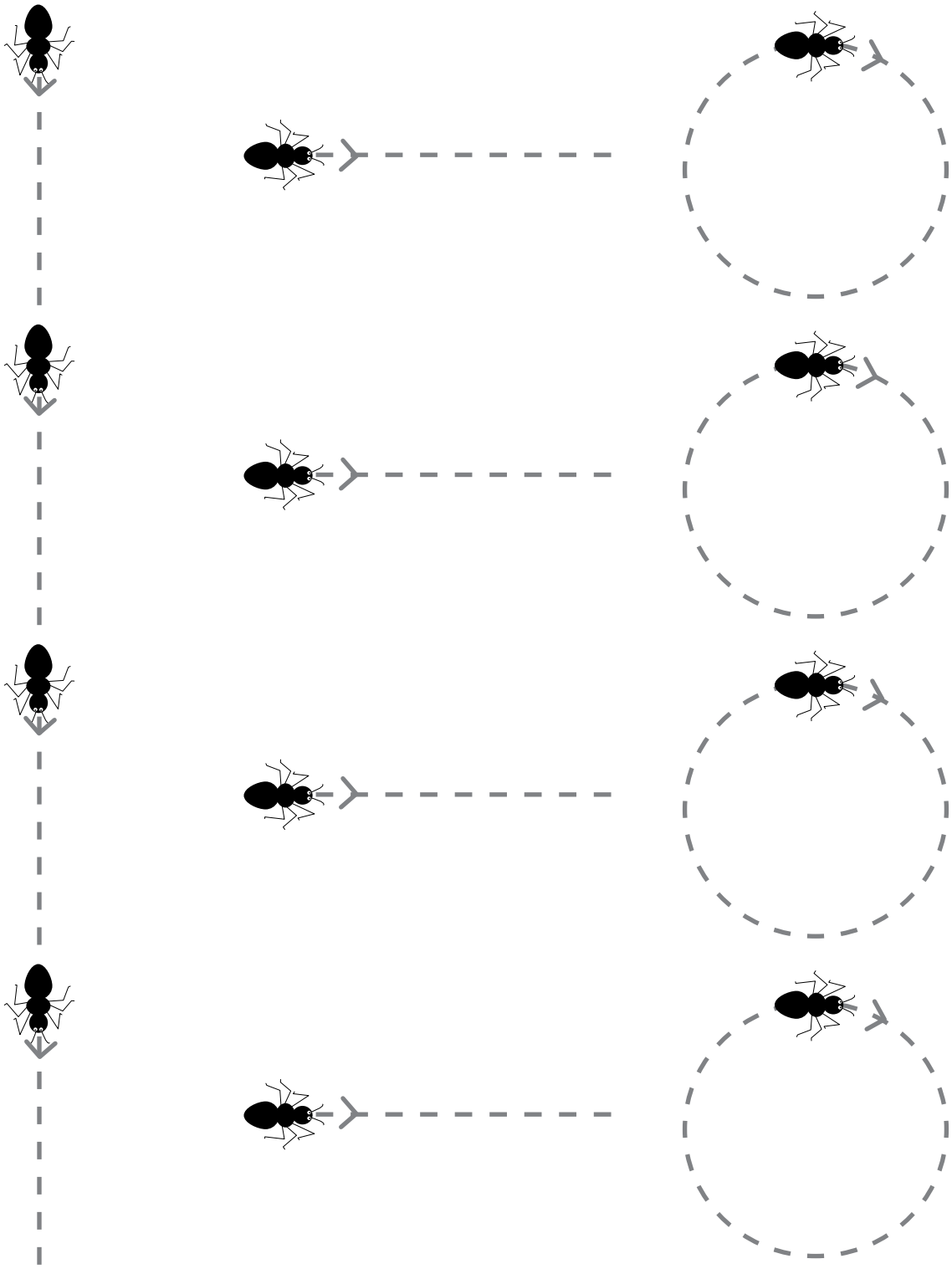
Name: _____

Writing Strokes 20

Directions: Students trace the dotted lines, starting at the star, for vertical line, horizontal line, and circle practice.



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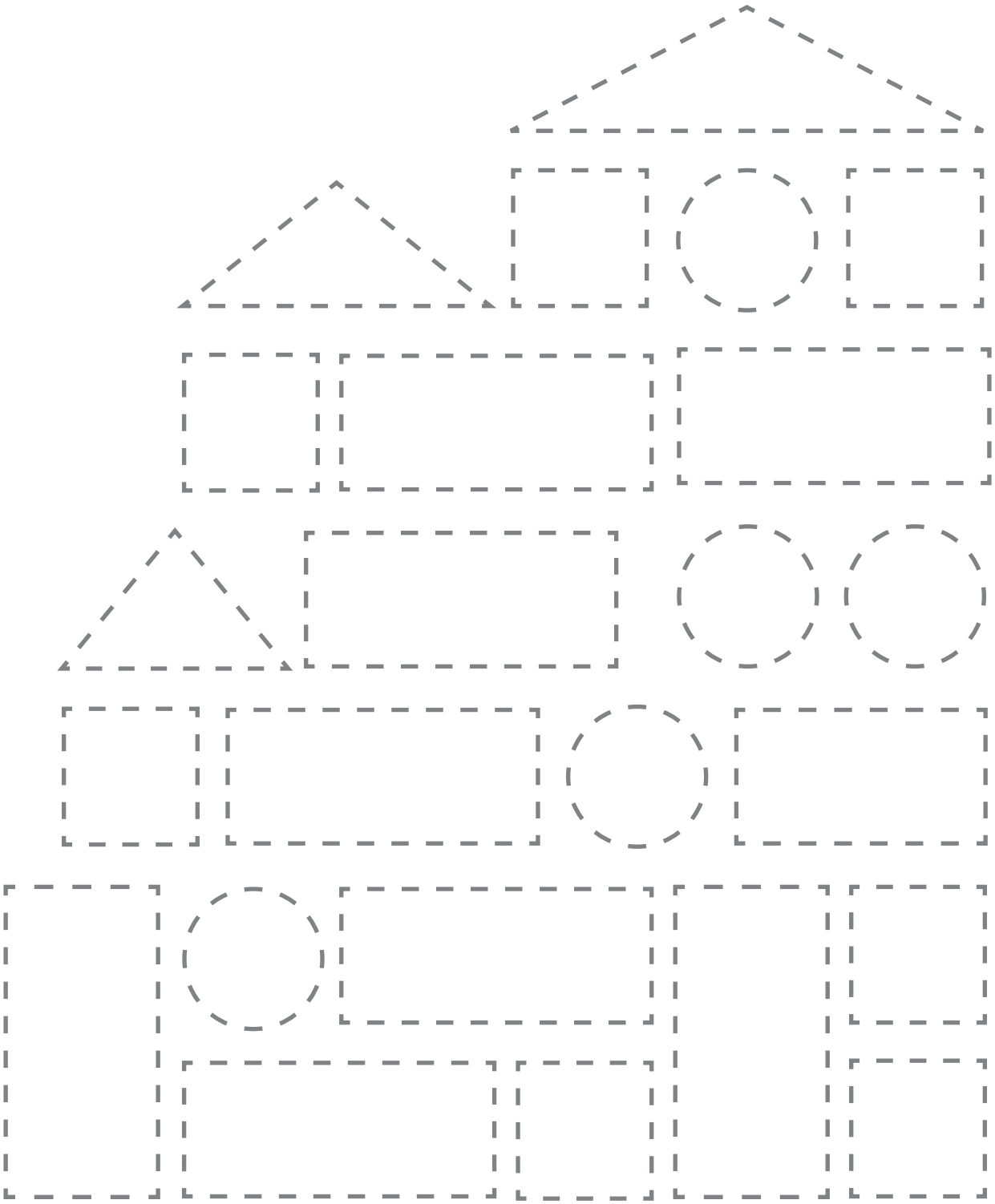
Name: _____

Writing Strokes 21

Directions: Students trace the dotted shapes for mixed writing strokes practice



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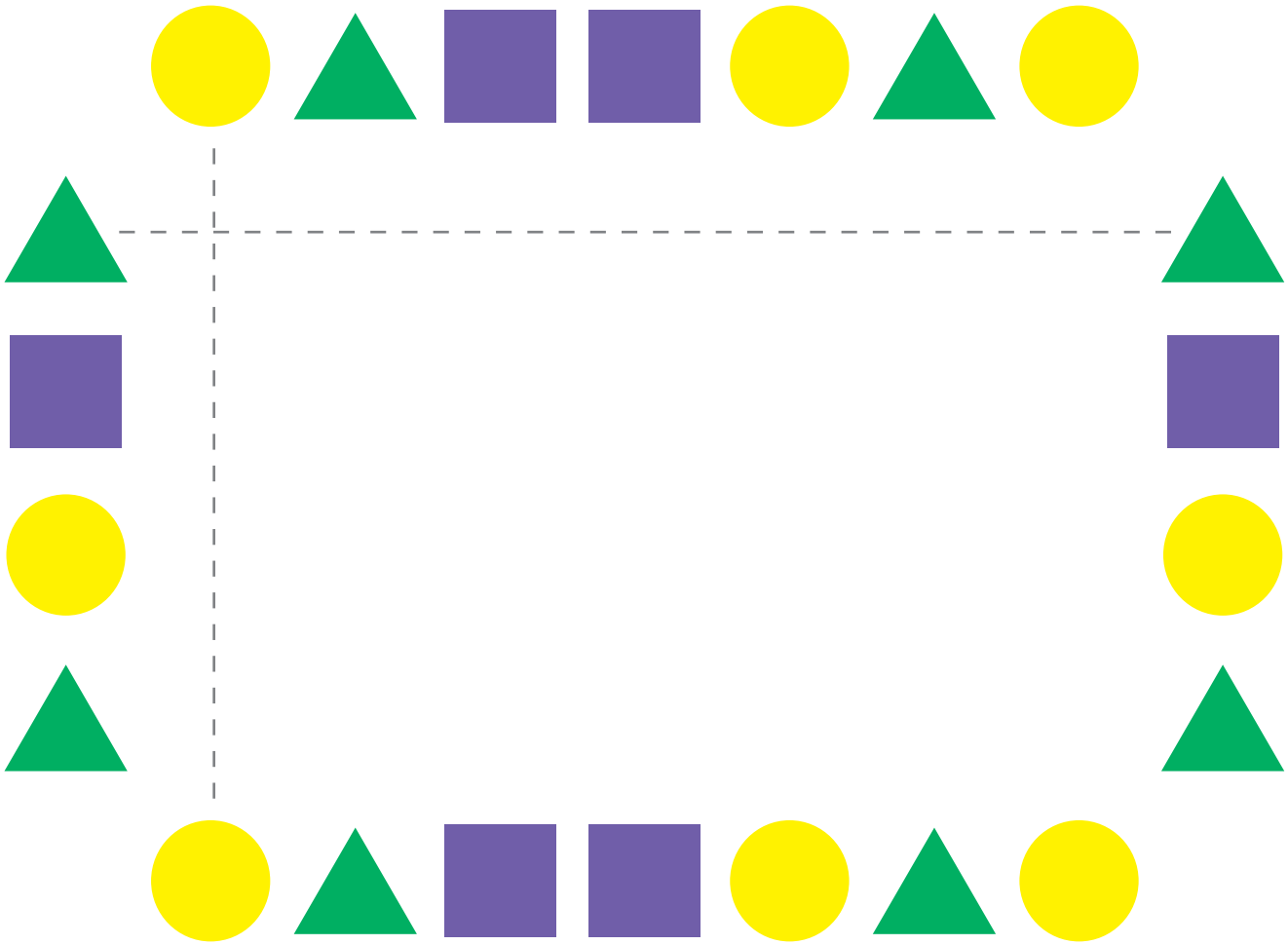
Name: _____

Writing Strokes 22



Directions: Students draw lines to matching shapes for vertical line, horizontal line, and diagonal line practice.

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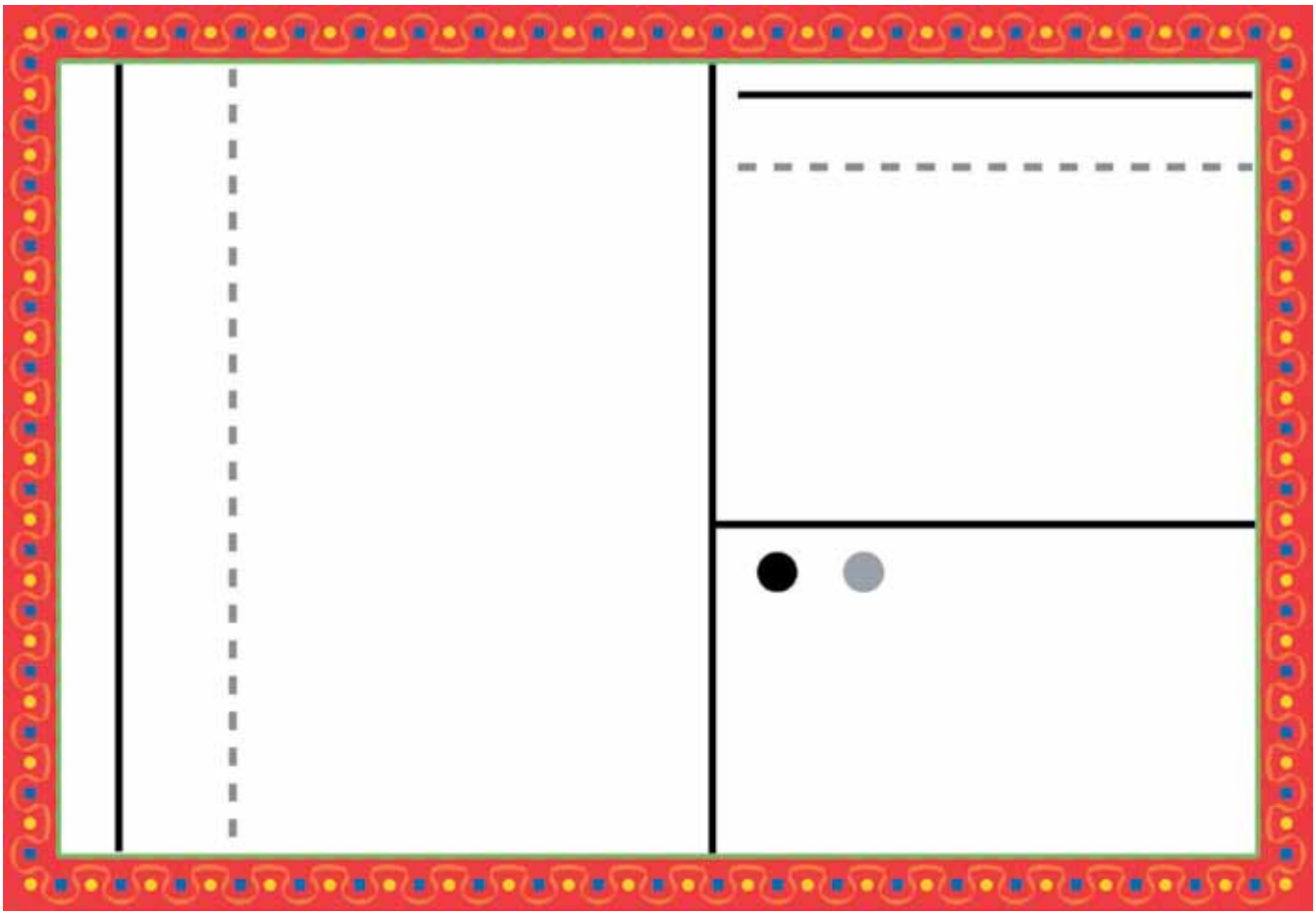
Name: _____

Writing Strokes 23

Directions: Students first trace the dotted lines and the gray dot, then draw their own lines and dots to fill the spaces.



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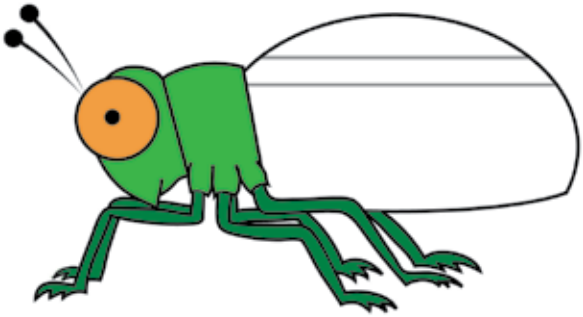
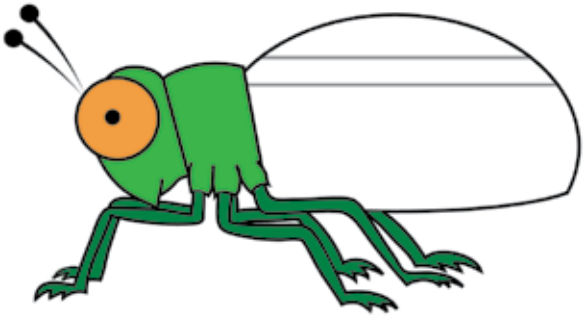
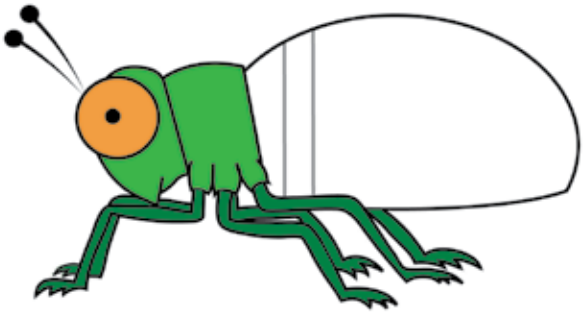
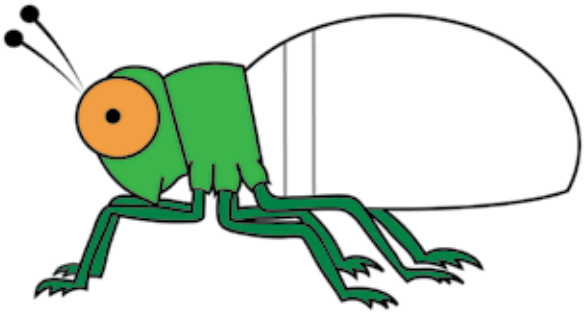
Name: _____

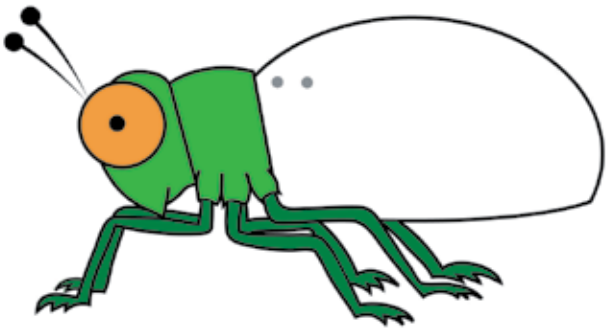
Directions: Students first trace the dotted lines and gray dots, then draw their own lines and dots to complete the grasshopper back designs.

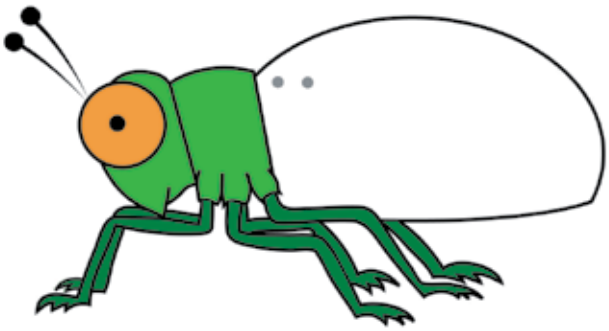












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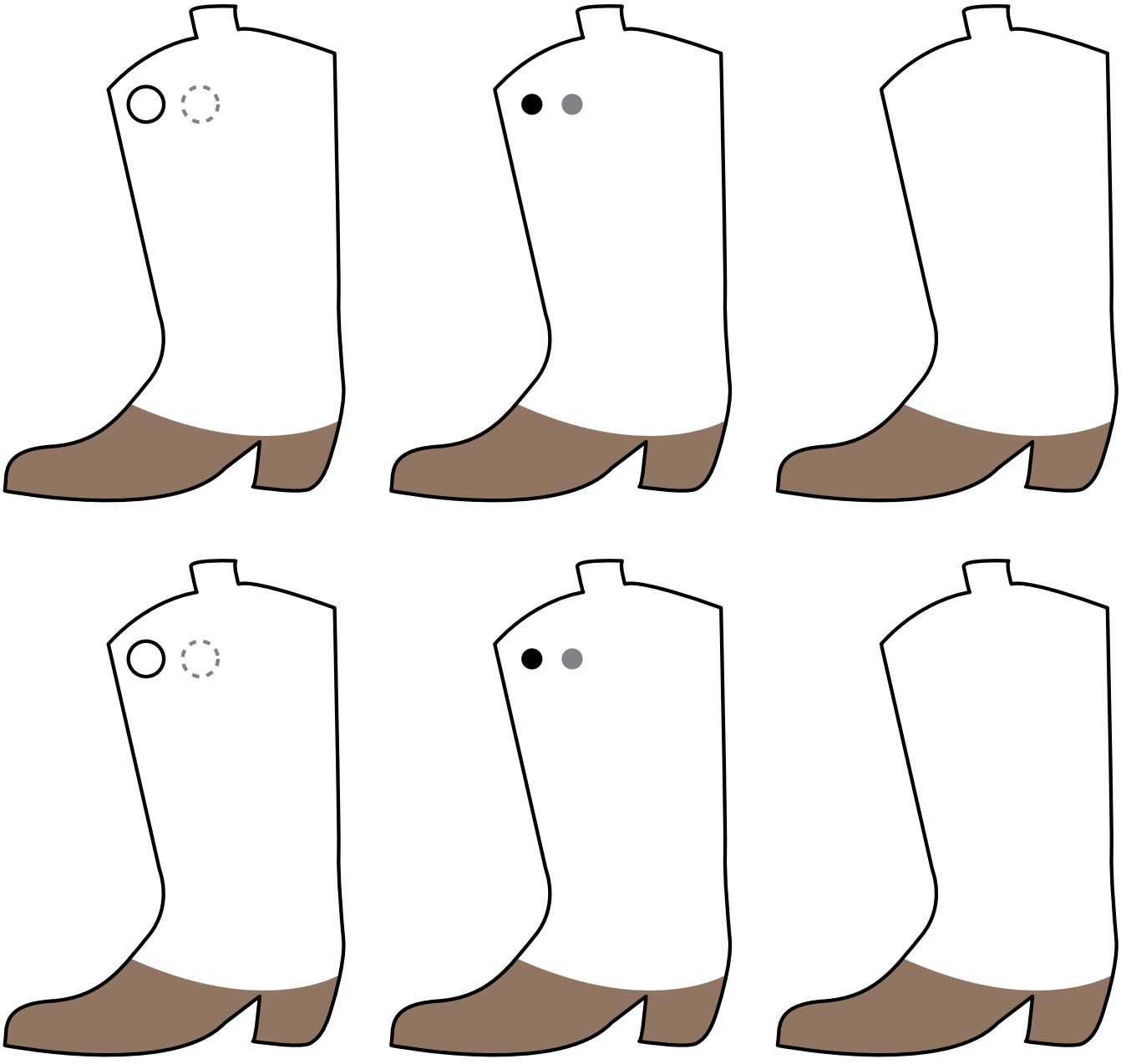
Name: _____

Directions: Students first trace the dotted line and gray dots, then draw their own circles, dots, and writing stroke of choice to complete the boot designs.



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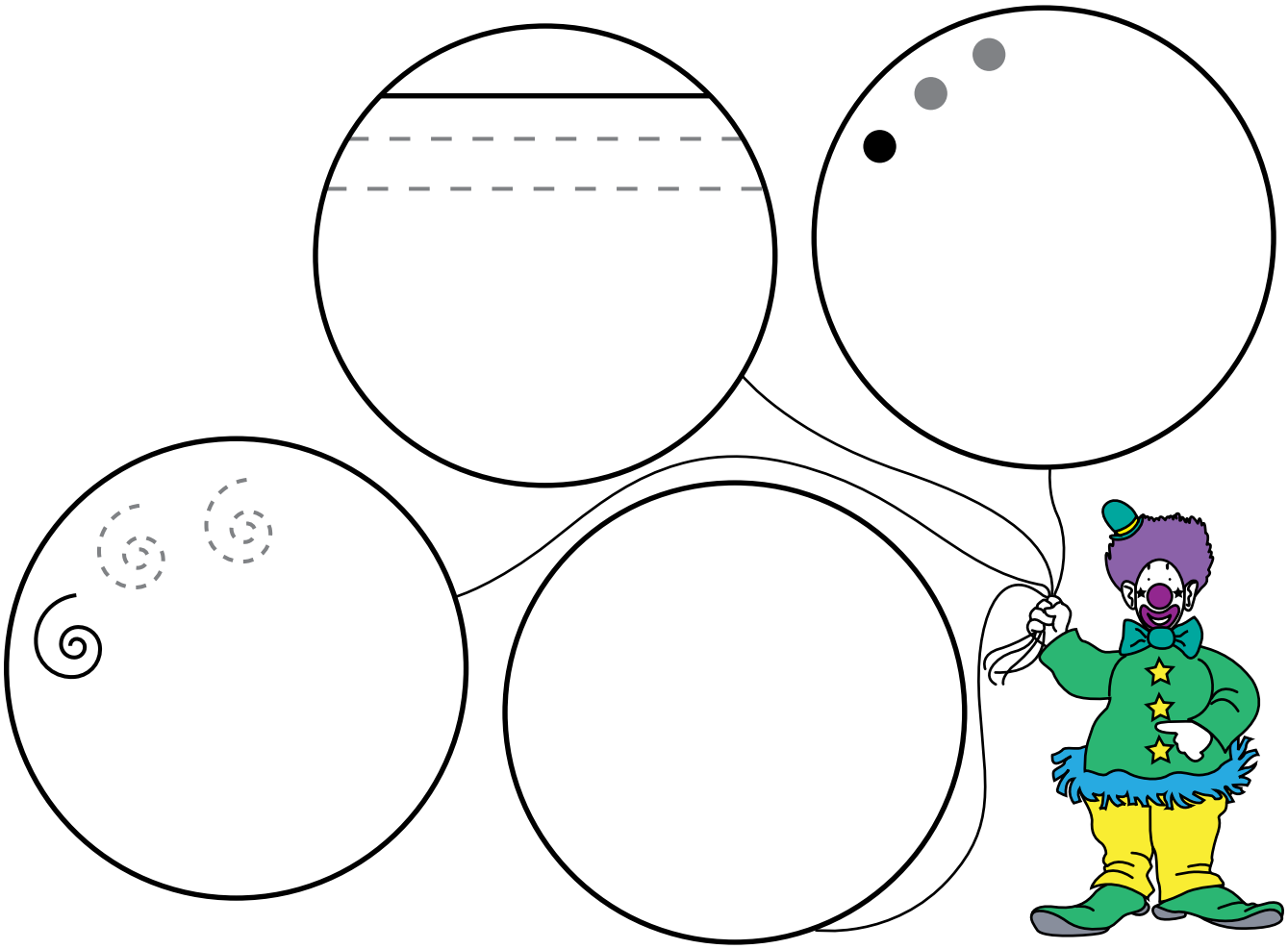
Name: _____

Directions: Students first trace the dotted lines and gray dots, then draw their own lines, dots, spirals, and writing stroke of choice to complete the balloon designs.



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Name: _____

Decorating A

Directions: Have students use any single or combination of taught writing strokes to decorate the objects on the page.

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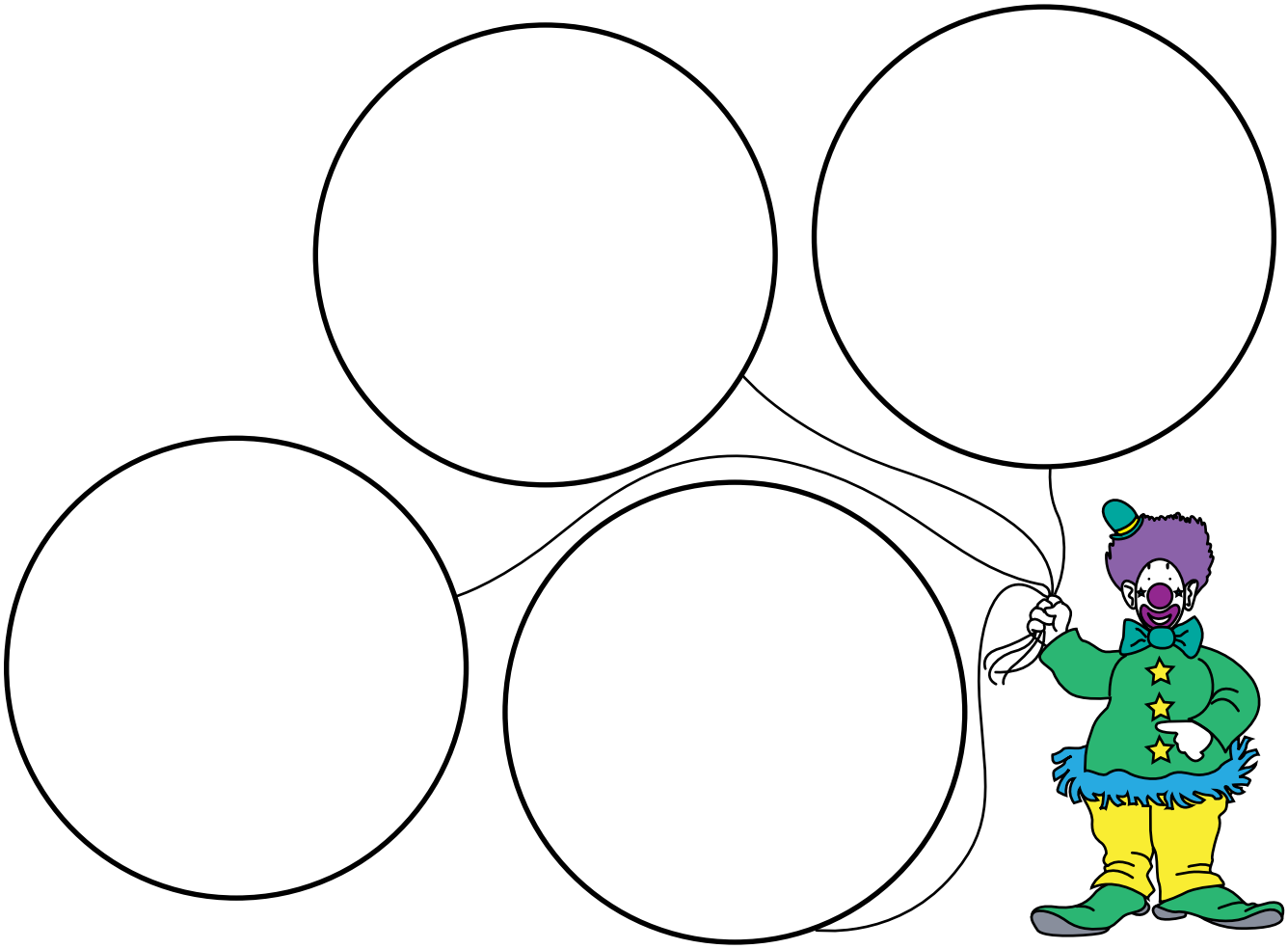
Name: _____

Decorating B

Directions: Have students use any single or combination of taught writing strokes to decorate the objects on the page.



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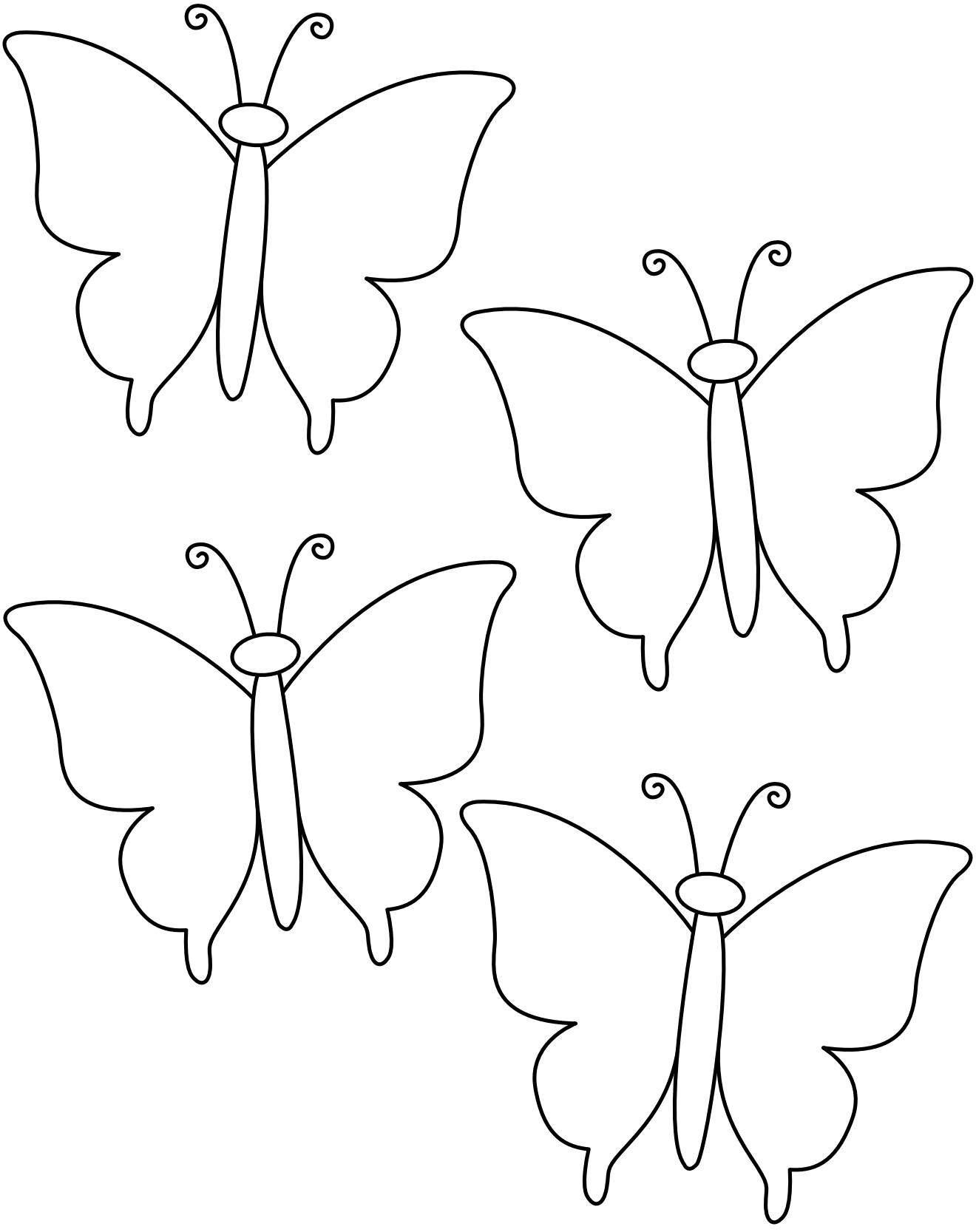
Name: _____

Decorating C

Directions: Have students use any single or combination of taught writing strokes to decorate the objects on the page.



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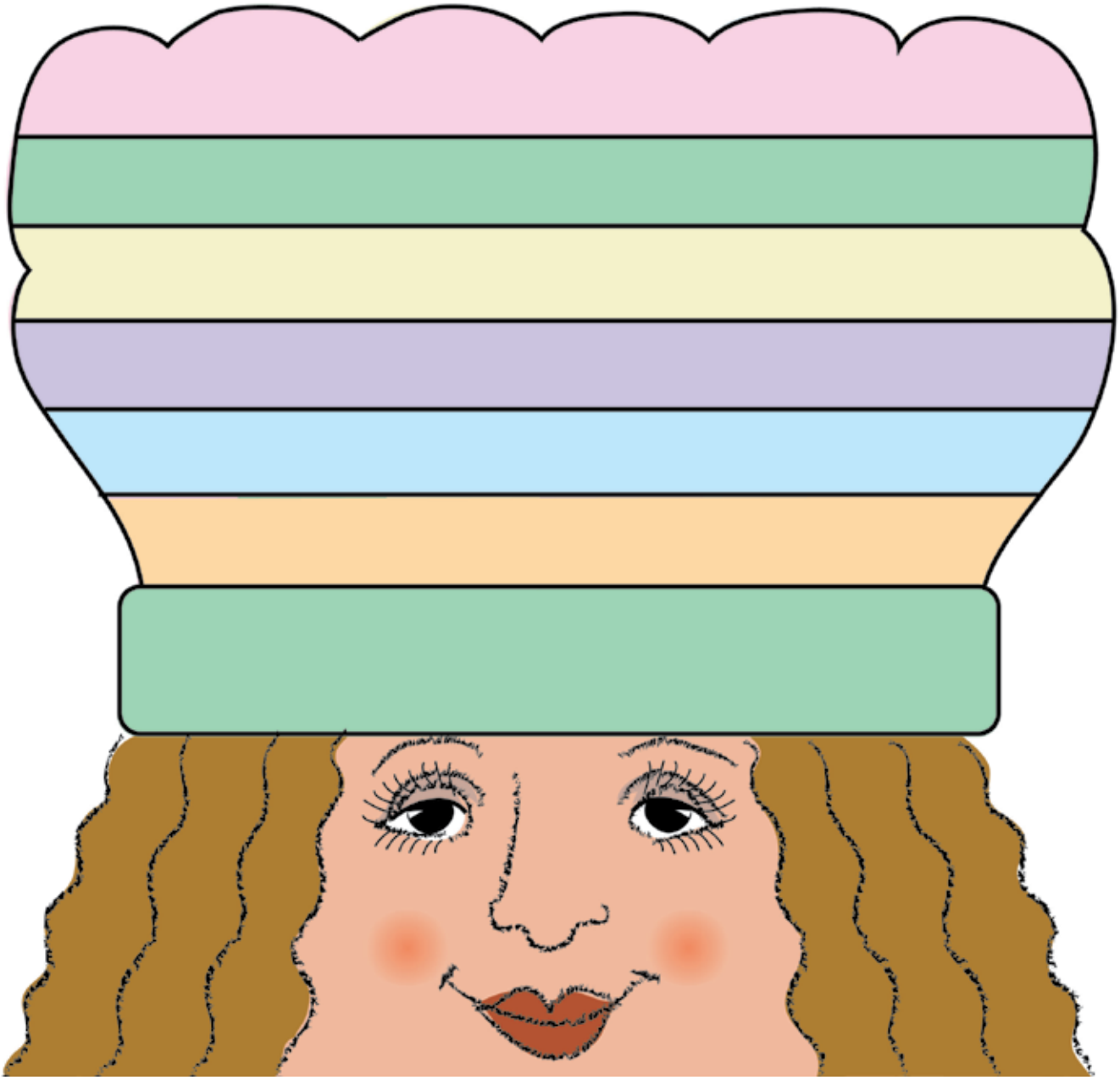
Name: _____

Decorating D

Directions:Have students use any single or combination of taught writing strokes to decorate the objects on the page. Reinforce directionality by having students work from top to bottom and left to right.



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Where is Thumbkin?

Present the thumb or finger named in the verse, first on one hand and then, in response, on the other. Wiggle each one during the "conversation," then hide each hand behind your back ("run away") until the next verse.

Where is thumbkin?

Where is thumbkin?

Here I am,

Here I am.

How are you today, sir?

Very well I say, sir.

Run away,

Run away.

Where is pointer? . . .

Where is middle finger? . . .

Where is ring finger? . . .

Where is pinkie? . . .

Directions: Students sing and perform Where is Thumbkin? to practice finger manipulation and names

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Variations for Practicing Writing Strokes

- Drawing in trays of sand, rice, or shaving cream
- Drawing shapes on vertical surfaces: paper taped to the wall or easel, dry erase board, or chalkboard (A damp sponge can be used on a chalk board as a less messy option.)
- Drawing with doodle programs using touch screen technologies
- Put hair gel with food coloring or glitter in a sandwich bag. Force all the air out and seal tightly. Place the bag on a flat surface and practice shapes. Squish the gel flat again to use repeatedly.

Other Fine Motor Activity Suggestions

- Building with blocks
- Pouring water from a pitcher to a cup
- Cutting and pasting
- Hole punching
- Stringing beads
- Lacing hole-punched cards
- Making shapes with play dough
- Playing with squirt bottles
- Screwing and unscrewing lids
- Popping bubble wrap using the thumb and pointer finger
- Using a turkey baster or nasal aspirator to blow ping pong balls back and forth
- Using tongs or clothespins to pick up small objects

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Where is Thumbkin? (P/S/NR Resource 14)

Sing and make the associated motions together. Support students who need practice gripping the other fingers while presenting individual fingers.

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10 Progress Monitoring Assessment

A sample system (recommended) for collecting progress monitoring data is provided below. Individual records should be kept for each student who is in need of remediation for the following skills related to writing readiness: Writing Grip and Strokes. Observational records of general performance with the target skill can be kept under Remediation Sessions. The date and an overall ranking of the student performance with the skill can be noted:

Not Yet Ready (NYR)

Progressing (P)

Ready (R)

Most of the tasks in the Guided Practice section of the lesson plans lend themselves to progress monitoring. To adjust the task from a learning tool to an assessment tool, simply have the student complete a handful of items without assistance and record the score under Progress Monitoring.

Sample of Completed Progress Monitoring Form

Student	**Remediation Sessions** *(Date & Score of NYR, P, R)*									**Progress Monitoring** *(Dates & Scores)*			
Writing Grip & Strokes													
Identify and Draw a Vertical Line	*4/11 P*	*4/12 P*	*4/13 R*	*4/14 R*						*4/11 2/4*	*4/14 4/4*		
Identify and Draw a Horizontal Line													
Identify and Draw a Circle													
Identify and Draw a Diagonal Line													

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Progress Monitoring—Writing Grip and Strokes

Student:	**Remediation Sessions** *(Date & Score of NYR, P, R)*									**Progress Monitoring** *(Dates & Scores)*			
Writing Grip & Strokes													
Identify and Draw a Vertical Line													
Identify and Draw a Horizontal Line													
Identify and Draw a Circle													
Identify and Draw a Diagonal Line													

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Writing Strokes Scoring Guide

Rate each student's attempt to copy each writing stroke as Not Yet Ready (NYR), Progressing (P), or Ready (R).

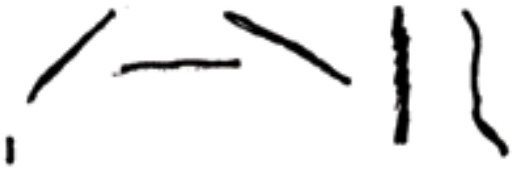
Not Yet Ready (NYR): No attempt or mark on paper whatsoever

Progressing (P):

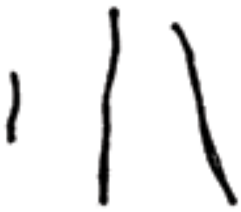
Ready (R):

NYR: No attempt or mark on paper whatsoever

P:



R:



NYR: No attempt or mark on paper whatsoever

P:

R:

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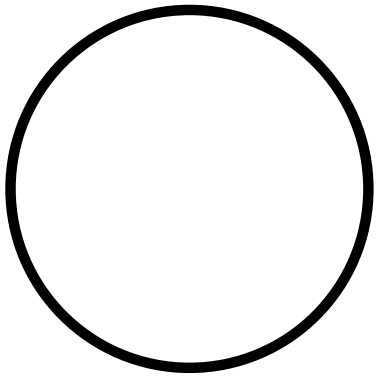
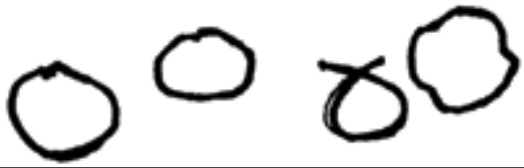
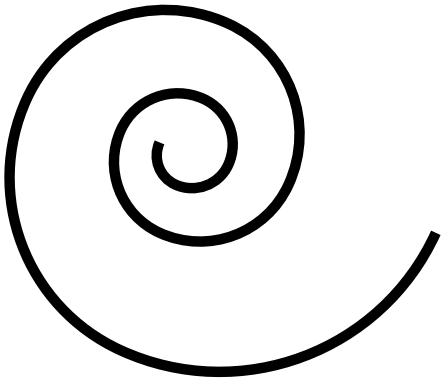
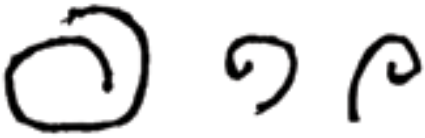
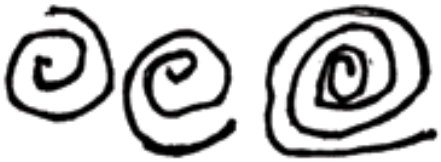
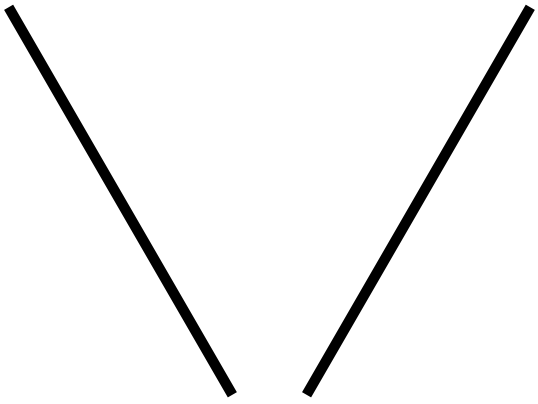
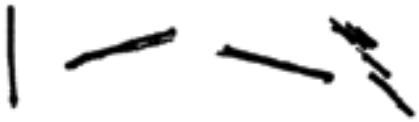
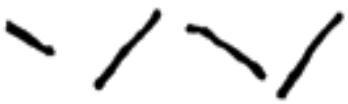
Writing Strokes Scoring Guide Continued

	NYR: P: R: 
	NYR: P:  R: 
	NYR:  P: R: 

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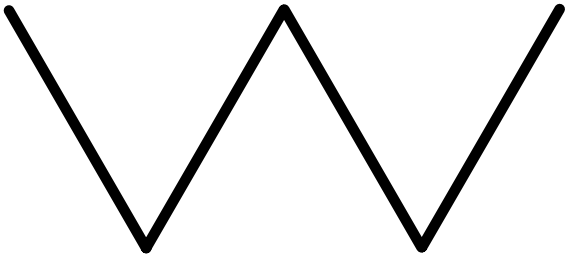

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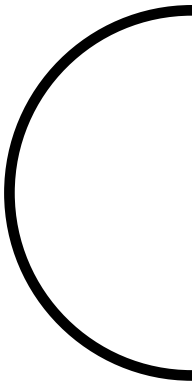

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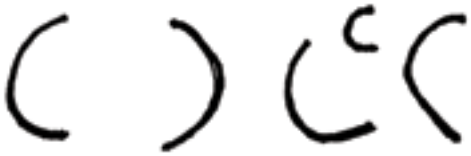

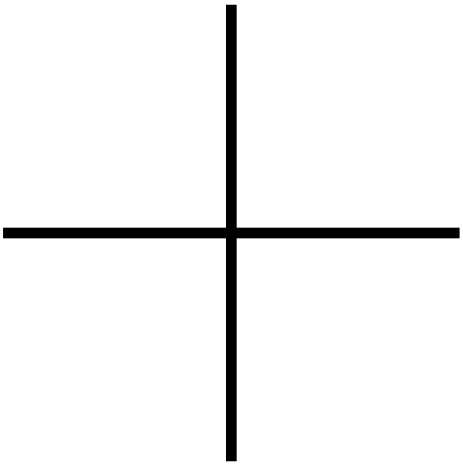

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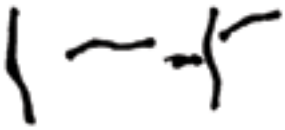

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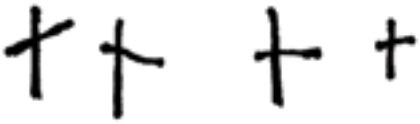

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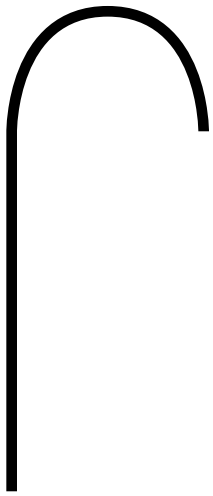
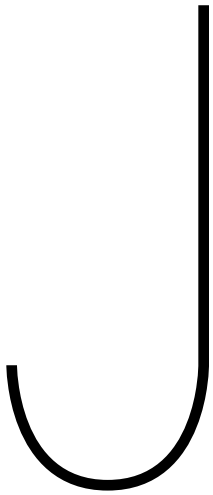
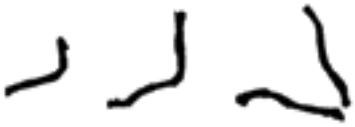
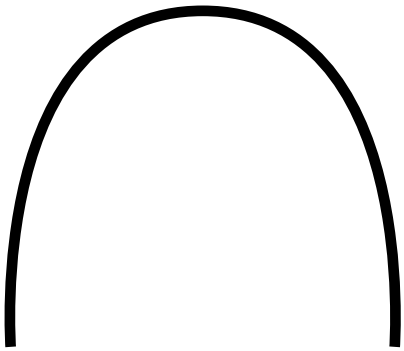
	NYR: P: R:
	NYR: P:  R:
	NYR: P: R:

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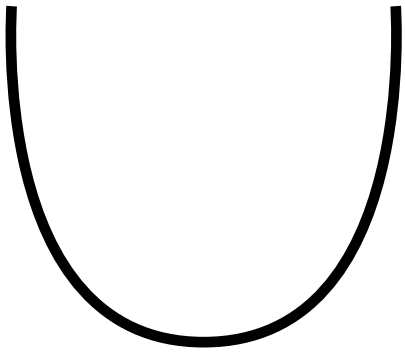

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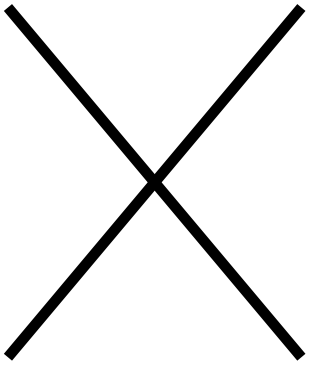

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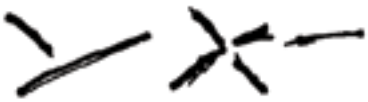

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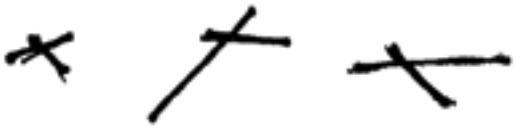

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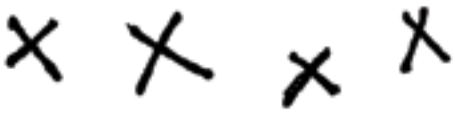

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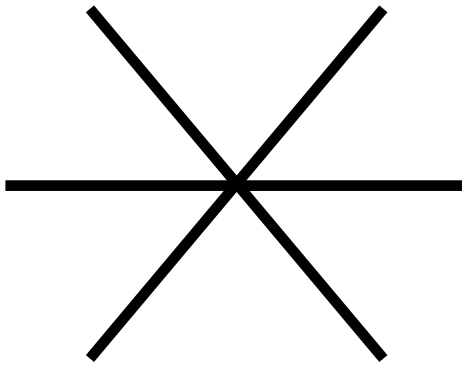

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