

WIZE PHONICS



LETTER SOUNDS TO CVC WORDS



IN JUST 7 WEEKS..

- Master Letter Sounds
- Read & Spell CVC Words
- Read Simple Sentences



**Structured Literacy
Phonics Lessons**

LEVEL I: SCOPE & SEQUENCE

WEEK	LESSON CONCEPTS	IRREGULAR WORDS
WEEK 1	Lesson 1: m /m/ Lesson 2: a /ă/ Lesson 3: s /s/ Lesson 4: t /t/ Lesson 5: Review	I*, the*
WEEK 2	Lesson 6: p /p/ Lesson 7: i /i/ Lesson 8: n /n/ Lesson 9: b /b/ Lesson 10: Review	is*, my*
WEEK 3	Lesson 11: Whiny A Lesson 12: o /ö/ Lesson 13: c /k/ Lesson 14: f /f/ Lesson 15: Review	of*, look*
WEEK 4	Lesson 16: h /h/ Lesson 17: d /d/ Lesson 18: r /r/ Lesson 19: g /g/ Lesson 20: Review	to*, do*
WEEK 5	Lesson 21: e /ě/ Lesson 22: l /l/ Lesson 23: Floss Rule Lesson 24: k /k/ Lesson 25: Review	you*, see*
WEEK 6	Lesson 26: s /s//z/ Lesson 27: u /ü/ Lesson 28: w /w/ Lesson 29: j /j/ Lesson 30: Review	was*, put*
WEEK 7	Lesson 31: x /ks/ Lesson 32: v /v/ Lesson 33: qu /kw/ Lesson 34: y /y/ Lesson 35: z /z/	for*, said*

1 REVIEW

- Letter Sound Flashcards
- Rapid Recognition Chart 8

2 PHONEMIC AWARENESS

A. BLENDING

Teacher: "What word do these sounds make?"

/n/ă/p/ **nap** /n/ě/k/ **neck** /s/ŭ/n/ **sun**

/t/ĭ/n/ **tin** /m/ă/n/ **man** /n/ŭ/t/ **nut**

/d/ě/n/ **den** /b/ŭ/n/ **bun** /f/ă/n/ **fan**

B. SEGMENTING

Teacher: "What are the sounds in _____?"

nap /n//ă/p/ neck /n/ě/k/ sun /s/ŭ/n/

*Use same words as blending section.

TIP: Have students tap out the sounds with fingers or manipulatives

3 DIRECT TEACH

A. INTRODUCE LETTER

Teacher: Show letter card. "This is the letter n. N spells the /nnn/ sound like in the word nose. Say /nnn/."

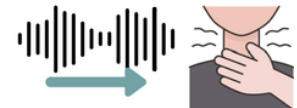
Students: "/nnn/"



B. MOUTH CUE

Teacher: "Our lips are apart and our mouth is slightly open. Our tongue is at the roof of our mouth against the back of our top teeth. Our vocal cords are vibrating. This is a voiced sound. We can also hold this sound as long as we have air."

Model and have students check their vocal cords.



C. KEYWORD PHRASE

Teacher: "This is our key phrase for the letter n. N, nose, /nnn/. Repeat after me."

Student: "N, nose, /nnn/"

D. HAND GESTURE

Teacher: "Let's point to our nose from the side." Practice the movement with keyword phrase.

Students: Practice keyword phrase and movement together.

4

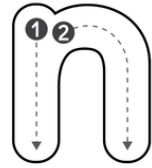
TRACE & WRITE

Teacher: "Let's practice forming the letter. This is a **short letter**. Watch as I write it." Model.

n– Start at the middle. Down, back up, hump.

Teacher: "Now it's your turn. As we trace the letter, let's say its name and sound. **"N, /nnn/"**

Students: Practice tracing and writing the letter on student page.



5

WORD READING**A. BLENDING PRACTICE**

Display or write word on board.

TEACHER MODEL: "Watch me first! I will blend each sound together."

Word: nap

Sentence: "I take a nap when I'm tired."

GUIDED PRACTICE: "Let's do this one together. Say the sounds with me."

Word: pin

Sentence: "I used a safety pin to fix my shirt."

INDEPENDENT PRACTICE: "Now it's your turn. Ready, Go."

Word: nip

Sentence: "The puppy might nip when he plays."

B. BLENDING LINES: Slide #8**C. DECODABLE SENTENCES** Slide #8

6

SPELLING**A. WORD DICTATION**

Say the word-Tap each sound-Spell the word.

TEACHER MODEL: "Watch as I break apart the sounds to spell."

Word: nip

GUIDED PRACTICE: "Let's break it apart together."

Word: nap

INDEPENDENT PRACTICE: "Now it's your turn."

Word: tin

WORD BANK

Pick 2-3 more words to practice.

PREVIOUSLY LEARNED WORDS: am, at, mat, sat, Sam, Pam, map, tap, sap, pat, sip, sit, pit, tip

NEW WORDS: tin, pin, nip, nap, man, tan, pan

B. SENTENCE DICTATION

Count words. Break apart and spell each word.

SENTENCE: It is in the pan.

N





RAPID RECOGNITION CHART 8

m	s	a	t	p	i
i	p	t	a	s	m
p	i	s	m	a	t
t	a	m	s	i	p
a	m	i	p	s	t

a

n

i

s

m

p

a

i

s

t

p

n

in

pin

tin

tip

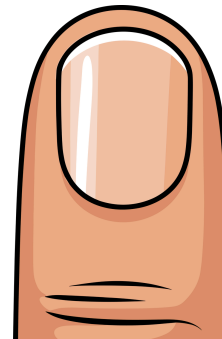
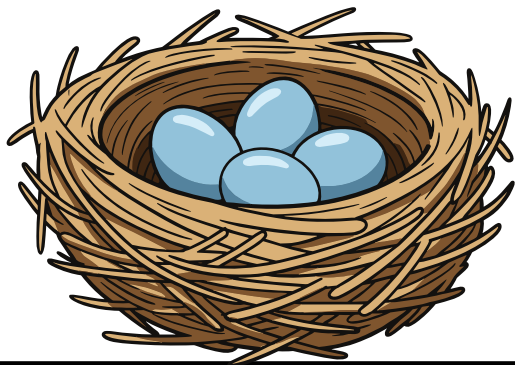
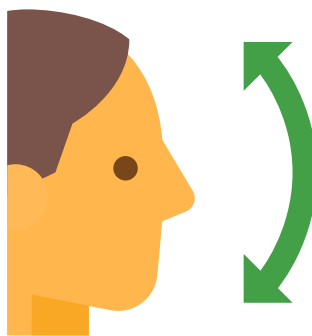
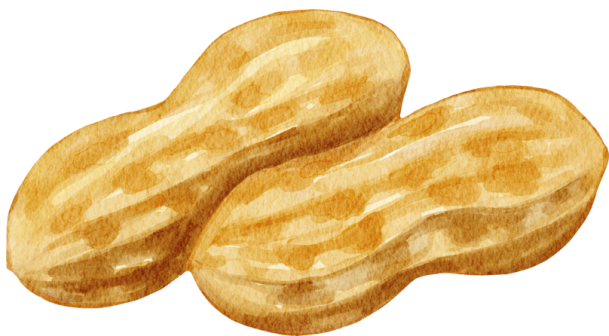
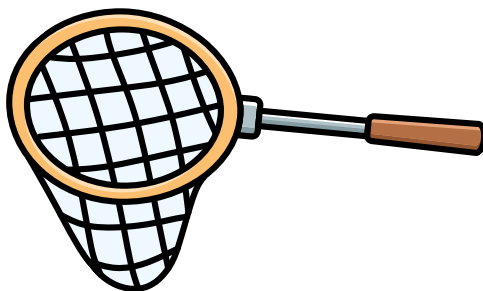
nap

nip

sip

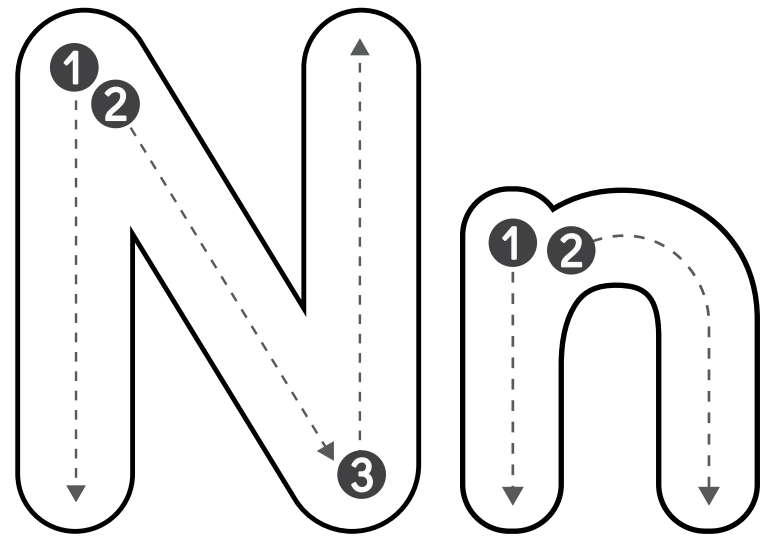
The man sat.

It is a map.



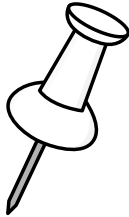
nest	night	nail
nut	nod	nurse
	net	necklace
	nap	note

NAME: _____



READ & MATCH

nap pin nip



DRAW

SPELL

1

--	--	--

2

--	--	--

3

--	--	--

DICTATION: WORDS

1

3

2

4

SENTENCE



1 DIRECT TEACH

WORD: is

Teacher: "Today we are learning two new heart words. These are words we see often, and parts of them we have to remember by heart."

"Look at this word: is." (Point to the word.)

"This word is is. Say it with me: is." (Students repeat.)

"Let's look at the sounds: /i/ /z/."

"The i says /i/, just like we expect. But the s says /z/—that is the tricky part we have to remember by heart." (Heart the s on your card.)

"Let's tap it: /i/ (tap) /z/ (tap) → is."

"Again: is."

Color your word card by sound.

is

2 HEART WORD MAPPING PAGE

Teacher: "Let's map our new heart word, is"

READ IT!

"Let's tap each word and read it together. is, is, is."

TAP IT!

"Now, let's tap out the sounds on the poppit. /i/ /z/."

"That was 2 sounds. Let's color in the two pops."

MAP IT!

"Let's map each sound. /i/ is spelled by i. That is what we have learned. This is an expected sound."

"The /z/ sound is spelled by what letter? s. Right. That isn't what we expect. This is the heart part. Let's color in the heart above our s. It isn't spelling /s/, it's spelling /z/."

RAINBOW WRITE IT!

"Now let's write the word with colors by each sound. The i will be one color and the s will be another. Let's say the letters as we write them. I-S /is/, I-S /is/, I-S /is/."

SENTENCE

"Now let's read our sentence and add our word."

(Read and fill in the blank. Saying the letters as you write it.)

READ IT!	is is is		
TAP IT!	2 sounds 		
MAP IT!	<table border="1"> <tr> <td>i</td> <td>s</td> </tr> </table>	i	s
i	s		
RAINBOW WRITE THE HEART PART!	is is is		
SENTENCE	The cat <u>is</u> mad.		

1 DIRECT TEACH

WORD: my

Teacher: "Now look at this word: my."
(Point to the word.)

"This word is my. Say it with me: my."
(Students repeat.)

"Let's listen for the sounds: /m/ /ī/."

"The m says /m/, just like we expect. The y says /ī/—that is the part we have to remember by heart." (Heart the y.)

"Tap it with me: /m/ (tap) /ī/ (tap) → my."

Color card by sound.



2 HEART WORD MAPPING PAGE

Teacher: "Let's map our new heart word, my"

READ IT!

"Let's tap each word and read it together. my, my, my."

TAP IT!

"Now, let's tap out the sounds on the poppit. /m/ /ī/."

"That was 2 sounds. Let's color in the two pops."

MAP IT!

"Let's map each sound. /m/ is spelled by m. That is what we have learned. This is an expected sound."

"The /ī/ sound is spelled by what letter? y. Right. That isn't what we expect. This is the heart part. Let's color in the heart above our y. It isn't spelling /y/, it's spelling /ī/."

RAINBOW WRITE IT!

"Now let's write the word with colors by each sound. The m will be one color, and the y will be another. Let's say the letters as we write them. M-Y /my/, M-Y /my/, M-Y /my/."

SENTENCE

"Now let's read our sentence and add our word."

(Read and fill in the blank. Saying the letters as you write it.)

READ IT!	my my my
TAP IT!	2 sounds 
MAP IT!	
RAINBOW WRITE THE HEART PART!	
SENTENCE	This is my family.

READ IT!

1
is

2
is

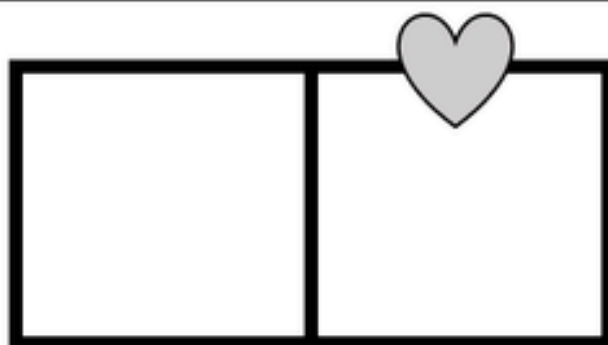
3
is

TAP IT!

_____ **sounds**



MAP IT!



RAINBOW WRITE THE ♥ PART!

1 _____ _____ _____	2 _____ _____ _____	3 _____ _____ _____
----------------------------------	----------------------------------	----------------------------------

SENTENCE

The cat _____ **mad.**

READ IT!

①

my

②

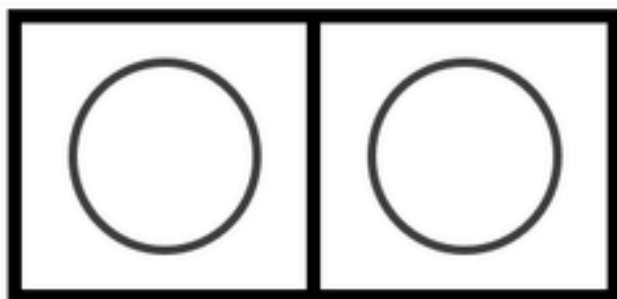
my

③

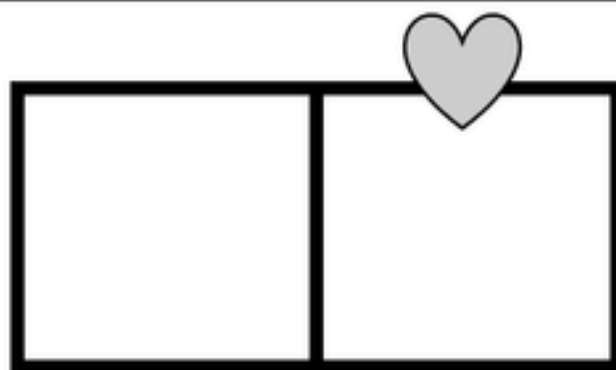
my

TAP IT!

_____ **sounds**



MAP IT!



RAINBOW WRITE THE ♥ PART!

①

②

③

SENTENCE

This is

family.

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