	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
PA	Objective; Use finger cues to identify individual phonemes (sounds). Explain that me, do, and, go at are made up of individual speech sounds. Say/count/blend sounds in spoken words me, do me, do, and, go, at.	Objective; Use finger cues to identify individual phonemes (sounds). Explain that on. a. it. is are made up of individual speech sounds.	Objective; Use finger cues to identify individual phonemes (sounds). Explain that <u>can, run, in</u> are made up of individual speech sounds. Say/count/blend sounds in spoken words <u>can, run, in</u> .	with a line. Explain that so, no, man are made up of individual speech sounds. Say/count/blend sounds in spoken words so no man.	Objective: Discuss beginning and end sounds. Explain that ten, tan, tin, ton are made up of individual speech sounds. Say/Count/blend.	Objective: Discuss beginning and end sounds. Say/Count/blend bed, top, he, will. Practice beginning sounds in and/at and it/is/in and identify as same or different.	Objective: Discuss beginning and end sounds. Explain that ten, tan, tin, ton are made up of individual speech sounds. Say/Count/blendsounds in spoken words we, an, my, up, last. Say beginning sounds in and/at/an and me/man/my and identify as same or different. Say ending sounds in and/bed and at/it/last and identify as same or different. Explain the purpose for
SP	learning phonograms. Explain the purpose for and demonstrate correct sitting position. Identify the	position. Identify the positions of a clock, demonstrate correct directionality when finger writing a circle that begins at 2 on the clock. Read (say) phonogram o. Say	Explain the purpose for learning phonograms. Demonstrate correct sitting position. Identify the positions of a clock, demonstrate correct directionality when finger writing a circle that begins at 2 on the clock. Read (say) phonogram <u>c</u> . Say and finger write.	midpoint, short and tall and shor and tall lines, demonstrate correct directionality when finger writing a circle that begins at 2 on the clock. Read	Demonstrate correct sitting position. Identify the position on an analog clock. Identify top and base ines and midpoint. Practice finger writing a circle, a short, and a tall line.	Explain the purpose for easy legible neat handwriting. Demonstrate correct pencil grip, positions on the clock, top and base lines and midpoint. Finger write a circle, short line, and a tall line. Read (say) phonogram f. o, c a, d, b eginning at 2 on the clock. Read (say)	easy legible neat handwriting. Demonstrate correct pencil grip, positions on the clock, top and base lines and midpoint. Explain correct directionality when finger writing a straight line that begins at the midpoint and extends the same distance below the base line. Read and finger write a phonogram g. Read and finger write _o, c a, d, f, g. b eainning at 2 on the
HFV	,				Read (say) phonogram <u>d,</u> <u>o, c, a, d</u> beginning at 2 on the clock.		
SC	in oral sentences. Look at the alphabet strip and	Objective: Understanding word usage and meaning. Explain the meaning of on, a, it is, and use words in oral sentences. Look at the alphabet strip and name the lower case alphabet letters a-j.	Objective: Understanding word usage and meaning. Explain the meaning of can, run, in and use words in oral sentences. Look at the alphabet strip and name the lower case alphabet letters a-o.	Explain the meaning of so, no, man and use words in	Objective: Emphasize usage and meaning of unfamiliar Spelling/Vocabulary words	usage and meaning of unfamiliar Spelling/Vocabulary words to build vocabulary. Explain usage of bed, top, he will in oral sentences. Explain meaning. Compose oral sentences. Say each lower case alphabet letter in order a-z. Reteach in small	Objective: Emphasize usage and meaning of unfamiliar Spelling/Vocabulary words to build vocabulary. Explain usage of we, an, my, up, last in oral sentences. Explain meaning. Compose oral sentences. Look at the alphabet strip and name the capital letters letters A-E.

		Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
	PA	sounds in not, us, am. Say the beginning sounds of no/not, an/am, up/us. Identify as same or different. Say the ending sounds of can/run/in/man. Identify as same or different.	Say the beginning sounds of dad/dog, fad/fog, gag/gas, sad/sag. Identify as same or different. Say the ending sounds of dad/fad/sad, dog/fog/mag. Identify as same or different.	Say the beginning sounds of dad/fad/sad, dog/fog, gag/sag. Identify as same or different. Say the ending sounds of dad/dog, fad/fog, sad/sag. Identify as same or different. Say medial sounds in had, bag, hog. Use finger cues to discriminate sounds.	each Say the ending	Say/blend the sounds in bad, bed, bid, bud, bag, beg, big, bog, bug. Use finger cues to help identify medial sounds.	bad, had, beg, fed. Use	Say/blend the sounds in bog, hog, bid, big, hid. Use finger cues to help identify medial sounds.
	SP	on a clock. Identify top and base lines, and midpoint. Explain purpose of and correct directionality when finger writing straight lines. (SAME) Read phonogram s. Finger write, the phonogram s. Say and	qu. (Explain rule 1, it takes two letters to make the sound.) Finger write, the phonogram qu. Say and finger write the clock letter phonograms o, c, a, d, f, g,	write, the clock phonogram. Say and write the clock letter phonograms o, c, a, d, f, g, s, qu . (Increase time for writing.)	(SAME)Explain handwriting rules. Say, finger write phonogram h. Read, write phonograms o – h.	(SAME) Explain handwriting rules. Say, finger write the phonogram e. Say and write the phonograms o – e.	rules. Say, finger write the phonogram h. Say and	(SAME) Explain handwriting rules. Say, finger write the phonogram i. Say and write the phonograms $o - i$ .
H	HFV		gag/gas, sad/sag for spelling and reading. Explain words that rhyme have the same middle and end sounds. Read those words from a board.	gag/gas, sad/sag on the board for reading and for spelling. Explain why they rhyme, with emphasis on the middle and ending sounds. Match the words with the same ending	Read: bad, bag, bog, for spelling and reading. (Use phonograms that have been introduced.) Read previously introduced words as time permits.	Read: bad, bed, bag, beg, bog for spelling and reading. Match words with same medial (middle) sounds.	bog, had for spelling and reading to develop	Read: bad, bed, bid, bag, beg, big, had, hid, hog for spelling and reading to develop fluency. Match words with same medial (middle)sounds.
s	CV	explain the usage of: not, us, am. Explain the meaning of not. Compose oral sentences using those words. Look at the alphabet strip and name the capital alphabet letters.	Explain the meaning of fog. Let children use sad and sag in oral sentences.	Explain the usage of <u>sad</u> . <u>sag</u> in oral sentences. Use them in oral sentences. Look at the alphabet to say the capital letters P -T. Review A - O.	Explain usage of bid, and bud. Use words in oral sentences. Let children use sad and sag in oral sentences. Look at the alphabet strip and name the capital alphabet letters A-Z.	oral sentences using those words. Look at the alphabet strip and name	lwords Look at the	Explain the meaning of: hog, and hid. Compose oral sentences using those words.

	Day 15 Day 16	Day 17	Day 18	Day 19	Day 20	Day 21	Day 22
F	Sounds in did, hid, bid, bug, hug, identify the same middle and ending	any previously dwords (me, do, t, on, a, it, is, n, so, no, man, man, lost not us am)	Say/Count/Blend the sounds in any previously introduced words (bag, beg, big, bog, bug).	Say/Count/Blend the sounds in he, we, my, will, us.	Say/Count/Blend the sounds in ton, top, last, am, sag, bud.	REVIEW DAYS 1-20	REVIEW DAYS 1- 20
3	features, demonstrate correct directionality, Explain handwriting rules. Say, finger write phonogram u. Read, write phonogram b. Read, write phonogram phonogram phonogram phonogram phonogram phonogram phonogram phonogram	ndwriting rules. write Explain handwriting rules. Say, finger write $m \ j$ . Read, write $m \ s \ o - j$ , and $u$ . Explain handwriting rules. Say, finger write $phonogram \ k$ . Read, write $phonogram \ s \ o - k$ , and $u$		Explain positions for letter features, demonstrate correct directionality. Explain handwriting rules. Say, finger write phonogram m. Read, write phonograms o – m, and u.	features, demonstrate correct directionality. Explain handwriting rules. Say, finger write phonogram n. Read, write phonograms a, c, d, f. Analyze/evaluate for beginning at 2 on the	REVIEW DAYS 1-20	REVIEW DAYS 1-20
н	the voice. (Model with your lost name). Emphasize the meanings of syllable, owen from the prepare for spelling dictation. Say names by syllables. Name the vowels of the vowels in Syllables. Name the vowels of the vowels in Syllables. Name the vowels of the vowels for syllables, and, bid, hop, thug, Explain the attention to the consonants in the previous words. Explain the vowels say their first sound in the words. Read the words for spelling and reading. (Use	can, go, a, he, man. Ma them, and identify the words that rhyme, read the words for spelling and reading. Explain that yowels in me, do, go, a, the say their second sound because they are at the end of a syllable, rule 4. Explain why the vowel say the first sound in bed, top, will, up, an, last, not.	Same-*: Identify the vowels in Iad, Ied, Iog. Write bag, beg, big, bog, bug. Read the words for spelling and reading. Explain that vowels in so, be, he are underlined at the end of the syllable to show they say their second sound because they are at the end of a syllable, rule 4. Explain the numbers are centered above the phonogram when it says a sound other than the first sound. (do, is)		Same-Explain that vowels say their first sound because they are followed by a consonant. Read the words for spelling and reading. Explain that vowels in go, a, so, no say their second sound because they are at the end of a syllable, rule 4. Read these words for spelling and for reading. Read selected rhyming words previously taught and explain why they rhyme	REVIEW DAYS 1-20. Focus on syllables, and vowels. Read words for spelling and for reading.	REVIEW DAYS 1-20.
So	bug Use words in oral two words	e meaning of from PA. coral sentences Explain the meaning of two words from PA. Compose oral sentences	Explain the meaning of led and log. Compose oral sentences using those words.		Explain the meaning of bag. Compose oral sentences using those words.	two words from PA. Compose oral sentences	Explain the meaning of two words from PA. Compose oral sentences using those words.

	Day 23	Day 24	Day 25	Day 26	Day 27	Day 28	Day 29	Day 30
PA	Say, count, and blend into words: old, red, of.	Say, count, and blend into words: be, but, all.	Say, count, and blend into words: him, did.	Say, count, and blend syllables into words: ago, into.	Say, count, and blend into words: six, by, had.		Say, count, and blend into words: let, land.	Say, count, and blend syllables into words: cold, hot.
SF		p, and r. Identify and review the positions on the clock, top, midpoint, and baselines. Demonstrate the	Read and say phonograms: a-o, qu, s, u, p, r, and t. Identify and review the positions on the clock, top, midpoint, and baselines. Demonstrate the correct directionality when writing six handwriting features of a-o, qu, s, u, p, r, and t. Read and write these phonograms.	Read and say phonograms: a-o, qu, s, u, p, r, t, and v. Identify and review the positions on the clock, top, midpoint, and baselines. Demonstrate the correct directionality when writing six handwriting features of a-o, qu, s, p, r, t, and v. Read and write these phonograms.	the clock, top, midpoint, and baselines. Demonstrate the correct directionality when writing six handwriting features of I-z. Read and write these phonograms.	and review the positions on the clock, top, midpoint, and baselines. Demonstrate the correct directionality when writing six handwriting features of a k, v, w, x, and y. Read and	and review the positions on the clock, top, midpoint, and baselines. Demonstrate the correct directionality when writing six handwriting features of ft. Read and write these phonograms. Analyze/evaluate	Read and say phonograms: a-z. Identify and review the positions on the clock, top, midpoint, and baselines.  Demonstrate the correct directionality when writing six handwriting features of a e, qu-z. Read and write these phonograms.  Analyze/evaluate handwriting for tall letters.
HF	Read for spelling and writing: me, do, and. Explain the purpose for underlining vowels at the end of a syllable (rule 4), and numbering phonograms in the words: me, no, a, do, is, to.	Read for spelling and writing: go, at, on . Review the purpose for underlining vowels at the end of a syllable (rule 4), and numbering phonograms in the words. Explain that we often use I, f, and s following a single vowel at the end of the syllable in: will, off, miss. (rule 17)	Read for spelling and writing: a, it, is. Review the purpose for underlining vowels at the end of a syllable (rule 4), and numbering phonograms in the words. Review that we often use l, f, and s following a single vowel at the end of the syllable. (rule 17). Explain syllable division, pronunciation, spelling, markings, and/or rules for: aao, will. into. of	purpose for underlining vowels at the end of a syllable (rule 4), and numbering phonograms in	Read for spelling and writing: she, can, see . Explain that vowels i and o may say their second sound, if followed by two consonants. (rule 19) Explain pronunciation, spelling, markings and rules	writing: run, in, so . Explain that vowels i and o may say their second sound, if followed by two consonants. (rule 19) Explain pronunciation, spelling, markings and rules	writing: no, now, man. Explain the letters i, and y usually say i, (big, gym) but may say I, (si lent, type). (rule 5) Explain pronunciation, spelling, partriags and rules for big.	Read for spelling and writing: ten, bed, top. Explain the letter y, not i, is used at the end of an English word. (rule 6) Explain pronunciation, spelling, markings and rules for my (r. 5, 6)
	Explain that names of	Explain that names of	Explain that names of	Explain that names of	Explain that names of		Explain that names of	Explain that names of
	people are capitalized. (rule 26).	people are capitalized. (rule 26).	people are capitalized. (rule 26).			l' '	r · ·	people are capitalized. (rule 26).

	Day 31	Day 32	Day 33	Day 34	Day 35	Day 36	Day 37	Day 38
PA	words: she, see, by.	Say, count, and blend into words: the, now.	Say, count, and blend into words: ball, ask, just.	Say, count, and blend syllables into words: get, call.	Say, count, and blend into words: you, good, this.	Say, count, and blend into words: your, out.	Say, count, and blend into words: look, book, street.	Say, count, and blend syllables into words: three, child.
SP	sh. Identify and review the positions on the clock, top, midpoint, and baselines. Review, read, and write 15 phonograms including sh, vowels, v-z. Model analyzing/evaluating handwriting for the day's handwriting focus. Identify the consonant sounds in auit, cat. Read word groups and orally identify words that do and do not	Read and say phonograms: a-z. Introduce ee. Identify and review the positions on the clock, top, midpoint, and baselines. Review, read, and write 15 phonograms including ee, vowels, b-h. Model analyzing/evaluating handwriting for the day's handwriting focus. Identify the consonant sounds in got. Read word groups and orally identify words that do and do not rhyme, and explain why: get, got, set	nead and say phonograms: a-z. Introduce th. Identify and review the positions on the clock, top, midpoint, and baselines. Review, read, and write sh, ee, th, vowels, j-qu. Model analyzing/evaluating handwriting for the day's	Read and say phonograms: a-z. Identify and review the positions on the clock, top, midpoint,	phonograms: a-z, and sh, ee, th, ow. Introduce, and read ou. Identify the consonant sounds in <u>quit</u> , <u>call</u> , <u>gym</u> . Identify and review the positions on the clock, top, midpoint, and baselines, pick a writing focus, then write ou, oo, ch, ar, sh, ee,th, ow, plus s - z.	Read and say phonograms: a-z, and sh, ee, th, ow. Introduce, and read oo. Identify the vowel sounds in at, end. Identify and review the positions on the clock, top, midpoint, and baselines, pick a writing focus, then write ou, oo, ch, ar, sh, ee,th, ow, plus the vowels, b, c, d. Analyze/evaluate handwriting for the day's handwriting focus.	Read and say phonograms: a-z, and sh, ee, th, ow. Introduce, and read ch. Identify the vowel sounds in big, on. Identify and review the positions on the clock, top, midpoint, and baselines, pick a writing focus, then write ou, oo, ch, ar, sh, ee,th, ow, a, e-k. Analyze/evaluate handwriting for the day's handwriting for the day's handwriting for the security.	Read and say phonograms: a-z, and sh, ee, th, ow. Introduce, and read ar. Identify the vowel sounds in <u>us, me</u> . Identify and review the positions on the clock, top, midpoint, and baselines, pick a writing focus, then write ou, oo, ch, ar, sh, ee,th, ow, plus the vowels, v, w, x. Analyze/evaluate handwriting for the day's handwriting focus.
HF	Read for spelling and reading: run, the, in .  Explain pronunciation, spelling, markings and/or rules for she (r.4)	Read for spelling and writing: <u>so, no, now</u> . Explain pronunciation, spelling, markings and/or rules for <u>ball (r.17)</u>	writing: t <u>en, man, tan</u> . Explain pronunciation, spelling, markings and/or rules for <u>the (r.4)</u>	Read for spelling and writing: tan, tin, ton. Explain pronunciation, spelling, markings and/or rules for see.	reading: me, do, and. Orally pronounce words that rhyme with hat. Explain why they rhyme. Explain that the letter g before e, i, or y may say j. [r.3] Explain the pronunciation, spelling, markings, and or rules for me (r. 4), my (r. 5,6)	may say j. <u>(r.3)</u> Explain the pronunciation, spelling, markings, and or rules for	pronounce words that rhyme with <u>bug.</u> Explain why they rhyme. Explain	Read for spelling and writing: can, run, in . Explain that the letter g before e, i, or y may say j. (r.3). Explain the pronunciation, spelling, markings, and or rules for look, book.
	read the capital letters. Explain that names of people are capitalized.	Look at the alphabet and read the capital letters. Explain that names of people are capitalized. (rule 26).	Look at the alphabet and read the capital letters. Explain that names of people are capitalized. (rule 26).	Look at the alphabet and read the capital letters. Explain that names of people are capitalized. (rule 26).	Look at the alphabet and read the capital letters. Explain that names of people are capitalized. (rule 26).			

	Day 31			Day 41	Day 42	Day 43	Day 44
	Say, count, and blend into	Say count and blend into	Say, count, and blend into	Say, count, and blend into	Say, count, and blend into	Say, count, and blend into	Say, count, and blend into
PA	· '	words: say, play, boy.	words teed areen oil	* * * * * * * * * * * * * * * * * * * *	,	words: bird, fur.	words: worm, earth.
	Read and say phonograms:	Read and say phonograms:		Read and say phonograms:	Read and say phonograms:		Read and say phonogram
	a-z, and sh, ee, th, ow, ou,	a-z, and sh, ee, th, ow, ou,	a-z, and sh, ee, th, ow, ou,	sh, ee, th, ow, ou, oo, ch,	ish ee th aw all as ch	Read and say phonograms: sh, ee, th, ow, ou, oo, ch,	sh, ee, th, ow, ou, oo, ch,
	oo, ch, ar. Introduce, and	oo, ch, ar. Introduce, and	oo, ch, ar. Introduce, and	ar, ai, ay, oi, oy, and 2	ar, ai, ay, oi, oy, and 2		ar, ai, ay, oi, oy, and 2
	read ay, ai, oy, oi. Identify	read ay, ai, oy, oi. Identify	read ay, ai, oy, oi. Identify	other phonograms. Explain	other phonograms. Explain	ar, ai, ay, oi, oy, and 2	other phonograms. Explair
	and review the positions on	and review the positions on	and review the positions on	there are 5 spellings	there are 5 spellings	other phonograms. Explain	there are 5 spellings
	the clock, top, midpoint,	the clock, top, midpoint,	the clock, top, midpoint,	Introduce, and read er.	Introduce, and read er, ir.	there are 5 spellings	Introduce, and read er, ir,
SP	and baselines, pick a	and baselines, pick a	and baselines, pick a	Pick a writing focus, then	Pick a writing focus, then	Introduce, and read er, ir,	ur, ear and wor. Pick a
	writing focus, then write ou,	writing focus, then write ou,	writing focus, then write ou,	write ou, oo, ch, ar, sh, ee,	write ou, oo, ch, ar, sh, ee,	ur. Pick a writing focus,	writing focus, then write or
	oo, ch, ar, sh, ee, th, ow,	oo, ch, ar, sh, ee, th, ow,	oo, ch, ar, sh, ee, th, ow,	th, ow, ay, ai, oy, oi, er, and	th, ow, ay, ai, oy, oi, er, ir,	then write ou, oo, ch, ar, sh,	oo, ch, ar, sh, ee, th, ow,
	ay, ai, oy, oi, and vowels.	ay, ai, oy, oi, and v-z.	ay, ai, oy, oi, and b, c, d, f,	2 other phonograms.	and 1 other phonograms.	ee, th, ow, ay, ai, oy, oi, er,	ay, ai, oy, oi, er, ir, ur, ear,
	Analyze/evaluate	Analyze/evaluate	and g. Analyze/evaluate	Analyze/evaluate	Analyze/evaluate	ir, ur. Analyze/evaluate	wor. Analyze/evaluate
	handwriting for the day's	handwriting for the day's	handwriting for the day's	handwriting for the day's			
	handwritina focus.		handwritina focus.	handwritina focus.	handwritina focus.	handwriting focus.	handwritina focus.
	Read for spelling and	Read for spelling and	Read for spelling and				
	-	<u> </u>	reading: <u>man, fun, chin</u> .				
	, 5	, 0	Identify the beginning,				
		•	ending and vowel sounds				
	for <u>may, today, cool.</u> Orally	for <u>may, today, cool.</u> Orally	for <u>may, today, cool.</u> Orally	Read for spelling and	Read for spelling and	, 0	Read for spelling and
	produce words that rhyme	produce words that rhyme	produce words that rhyme	reading: <u>me, do, at</u> .	reading: <u>and, go, tooth,</u>	reading: <u>tan, ten, ton, tin</u> .	reading: <u>me, do, at</u> .
			·	Practice underlining and	teeth. Practice underlining	Practice underlining and	Practice underlining and
ΗFV	they rhyme. Define syllable	they rhyme. Define syllable	they rhyme. Define syllable	brackets with those words.	and brackets with those	brackets with those words.	brackets with those words
•	as a single impulse of the	as a single impulse of the	as a single impulse of the	Explain syllable division,	words. Explain syllable	Explain syllable division,	Explain syllable division,
	voice. Explain that we	voice. Explain that we	voice. Explain that we	pronunciation, spelling,	division, pronunciation,	pronunciation, spelling,	pronunciation, spelling,
	often use ay to say <u>a</u> at	often use ay to say <u>a</u> at	often use ay to say <u>a</u> at	markings, and/or rules for	spelling, markings, and/or	markings, and/or rules for	markings, and/or rules for
	the end of a base word.	the end of a base word.	the end of a base word.	over, (r.4), mother (r.18).	rules for tooth (r.18).	teeth (r.18).	<u>day (r.18)</u>
	<u>(r.18)</u> Explain syllable	<u>(r.18)</u> Explain syllable	<u>(r.18)</u> Explain syllable				
	division, pronunciation,	division, pronunciation,	division, pronunciation,				
			spelling, markings, and or				
	rules for today (r 18) cool	rules for may paint tall	rules for tall (r.17), aold				

		Day 46	Day 47	Day 48	Day 49	Day 50
PA	and letters, November words.	and letters, November words.	Say, count and blend into words: way, home, much.	Say, count and blend into words: door, floor.	Say, count and blend into words: I, low.	Say, count and blend into words: send, school.
SP	the sound, er. Identify the spellings in the sentence: Her first nurse works early. Read and say phonograms: a-z, and sh, ee, th, ow, ou, oo, ch, ar, ay, ai, oy, oi, er, ir, ur, wor, ear. Pick a writing focus, then write er, ir, ur, wor, ear, ou, oo, ch, ar, sh, ee, th, ow, ay, ai, oy, oi, v, w. Analyze/evaluate	a-z, and sh, ee, th, ow, ou, oo, ch, ar, ay, ai, oy, oi, er,	20 phonograms. Read, say and write phonograms: er, ir ur wor ear a i k m n v	and write phonograms: er,	Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: er, ir, ur, wor, ear, p, q, r, s, t, sh, ee, th, ar, ch. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	Read (say) sounds of phonograms 1-43. Review 20 phonograms. Read, say and write phonograms: er, ir, ur, wor, ear, ow, ou, ai, ay, oi, oy, oo, v, w, x. Pick a writing focus.  Analyze/evaluate handwriting focus.
HFV	feeling, 2) begins with a capital letter, and 3) ends with an exclamation point. Identify the attributes of an exclamatory sentence.	Explain that an exclamatory sentence 1) shows strong feeling, 2) begins with a capital letter, and 3) ends with an exclamation point. Identify the attributes of an exclamatory sentence. Compose oral exclamatory sentences.	second sound. Show <u>time</u> on the board. Say, segment, write, and blend <u>me-she</u> , read for spelling and reading. Explain that a syllable ending in a vowel or vowel sound is an <u>open syllable</u> , i.e. <u>me.</u> Explain the syllable type, pronunciation,	on the board. Say, segment, write, and blend <u>me-she r</u> ead for spelling	second sound. Show home on the board. Say, segment, write, and blend me-she read for spelling and reading. Explain that a syllable ending in a vowel or vowel sound is an open syllable, i.e. go. Explain the syllable type, pronunciation,	rractice underlining, numbering and bracketing to prepare for dictation. Explain the first job of silent e, is to help the vowel say its second sound. Show made on the board. Say, segment, write, and blend me-she read for spelling and reading. Explain that a syllable ending in a vowel or vowel sound is an open syllable, i.e. she. Explain the syllable type, pronunciation, spelling, markings, and rules for she. Analyze and apply concepts of the syllable

Book 1 - Sam and Puff

26 phonograms (alphabet) and four more: sh, ee, th, and ow.

Book 2 - A Trip to the Park

phonograms previously practiced, and ch, ou, oo, and ar.

	Day 51	Day 52	Day 53	Day 54	Day 55	Day 56	Day 57	Day 58
PA	Say, count, and blend: me,	Say, count and blend into	Say, count and blend into	Say, count and blend into	Say, count, and blend <u>can,</u>	Say, count and blend into	Say, count and blend into	Say, count and blend into
FA	do, and.	words: go, at, on.	words: a, it.		see, run, the	words: in, so, no, now.	words: man, ten, tan, tin.	words: ton, bed, top.
	Introduce, read and write	Introduce, read and write	Introduce, read and write		Introduce, read and write	Introduce, read and write	Introduce, read and write	Introduce, read and write
	the phonograms: ng.		the phonograms: ng, ea,		the phonograms: or. Read		the phonograms: or, ck,	the phonograms: or, ck,
	Read (say) sounds of	. ,,	. , , ,	. , , , ,	(say) sounds of	` ''	wh. Read (say) sounds of	wh, ed. Read (say) sounds
	phonograms 1-43. Review		of phonograms 1-43.		phonograms 1-43. Review	phonograms 1-43. Review	phonograms 1-43. Review	of phonograms 1-43.
	20 phonograms. Read, say	20 phonograms. Read, say	Review 20 phonograms.	Review 20 phonograms.	20 phonograms. Read, say	20 phonograms. Read, say	20 phonograms. Read, say	Review 20 phonograms.
SP	and write phonograms: ng,	and write phonograms: ng,	Read, say and write	Read, say and write	and write phonograms: or,	and write phonograms: or,	and write phonograms: wh,	Read, say and write
эг	er, ir, ur, wor, ear, a, b, c, d,	ea, er, ir, ur, wor, ear, I, m, n,	phonograms: ng, ea, aw,	phonograms: ng, ea, aw,	ea, au, aw, ng, er, ir, ur,	ck, ng, ea, au, aw, er, ir, ur,	ck, or, ng, ea, aw, au, er, ir,	phonograms: or, ck, wh,
	e, f, g, h, i, j, k. Pick a writing	o, p, q, r, s, t, u. Pick a	er, ir, ur, wor, ear, v, w, x, y,	au, er, ir, ur, wor, ear, ow,	wor, ear, a, d, f, g, o, s, qu,	wor, ear, h, l, j, k, l, m, n, p, r.	ur, wor, ear, t, u, v, w, x, y, z.	ed, ng, ea, aw, au, th, ay,
	focus. Analyze/evaluate	writing focus.	z, sh, ee, th, ch. Pick a	ou, ai, ay, oi, oy, oo, ar. Pick	b, c, e. Pick a writing focus.	Pick a writing focus.	Pick a writing focus.	ai, oo, oi, oy, ch, ar, ow, ou,
	, .	Analyze/evaluate	writing focus.	a writing focus.	Analyze/evaluate	Analyze/evaluate	Analyze/evaluate	sh, ee. Pick a writing focus.
	handwriting for the day's	handwriting for the day's	Analyze/evaluate	Analyze/evaluate	handwriting for the day's	handwriting for the day's	handwriting for the day's	Analyze/evaluate
	handwriting focus.	handwriting focus.	handwriting for the day's	handwriting for the day's	handwriting focus.	handwriting focus.	handwriting focus.	handwriting for the day's
				i i	explain the Job 3 of slient	explain the job 3 of slient	explain the job 3 of slient	explain the Job 3 of slieht
					final e, is to let c and g say		final e, is to let c and g say	final e, is to let c and g say
					their second sound. Show	their second sound. Show	their second sound. Show	their second sound. Show
		Practice underlining,			<u>chance</u> on the board, and		<u>mice</u> on the board, and	<u>large</u> on the board, and
	numbering and bracketing	numbering and bracketing		numbering and bracketing	identify the job of sfe. Say,	identify the job of sfe. Say,	identify the job of sfe. Say,	identify the job of sfe. Say,
	to prepare for dictation.	to prepare for dictation.		to prepare for dictation.	segment, write, and blend	segment, write, and blend	segment, write, and blend	segment, write, and blend
	Explain the job 2 of silent	Explain the job 2 of silent		Explain the job 2 of silent	<u>can, see, run, the</u> in their	in, so, no, now in their	man, ten, tan, tin in their	ton, bed, top in their
	final e, English words do not	final e, English words do not		final e, English words do not	notebooks, read for spelling	notebooks, read for spelling	notebooks, read for spelling	notebooks, read for spelling
	end in v or u, so we add e.	end in v or u, so we add e.	Explain the job 2 of silent	end in v or u, so we add e.	and reading. Explain that	and reading. Explain that	and reading. Explain that	and reading. Explain that
	Show <u>blue</u> on the board.	Show <u>have</u> on the board.	final e, English words do not	Show give on the board.	or may say er, when it	or may say er, when it	or may say er, when it	or may say er, when it
HFV	Say, segment, write, and		end in v or u, so we add e.	Say, segment, write, and	follows w. Explain that a	follows w. Explain that a	follows w. Explain that a	follows w. Explain that a
	blend <u>me-go</u> , in their	hland at it in their	Show glue on the board.	blend is, she, in their	syllable ending in one or	syllable ending in one or	syllable ending in one or	syllable ending in one or
	notebooks, read for	notebooks, read for spelling	snow give on the board.	notebooks, read for spelling	more consonants following	more consonants following	more consonants following	more consonants following
	spelling and reading.	and reading. Explain		and reading. Explain	a single vowel or vowel	a single vowel or vowel	a single vowel or vowel	a single vowel or vowel
	Explain syllable type,	syllable type,		syllable type,	sound is a closed syllable	sound is a closed syllable	sound is a closed syllable	sound is a closed syllable
	pronunciation, spelling,	pronunciation, spelling,		pronunciation, spelling,	type: and . Explain syllable	type: at. Explain syllable	type: <u>can</u> . Explain syllable	type: ten. Explain syllable
	markings, and/or rules for	markings, and/or rules for		markings, and/or rules for is,	types, pronounciation,	types, pronounciation,	types, pronounciation,	types, pronounciation,
	9 '	go, and a.			spelling, markings, and or	spelling, markings, and or	spelling, markings, and or	spelling, markings, and or
		<del>_</del>			rules for <u>can</u> , analyze and	rules for <u>see, the,</u> analyze	rules for <u>so,</u> analyze and	rules for can, analyze and
					apply these concepts for		apply these concepts for	apply these concepts for
					rup	forno	2011	bad
					Say the names of the	Say the names of the	Say the names of the	Say the names of the
					upper and lowercase	upper and lowercase	upper and lowercase	upper and lowercase

letters.

letters.

letters.

letters.

Book 3 - Ben Visits the Farm Book 3 - Ben Visits the Farm phonograms previously practiced, and ay, ai, oy, and oi.

Book 4 - Mother Helps Tim Book 4 - Mother Helps Tim phonograms previously practiced, and er, ir, ur, and ear.

	Day 59	Day 60	Day 61	Day 62	Day 63	Day 64	Day 65	Day 66
PA	Say, count, and blend <u>can,</u>	Say, count and blend into	Say, count and blend into	Say, count and blend into	Say, count, and blend way,	Say, count, and blend floor,	Say, count, and blend	Say, count, and blend
FA	see, run, the	words: in, so, no, now.	words: man, ten, tan, tin.	words: ton, bed, top.	home, much.	low send.	school, earth, fur.	pool, tooth, teeth
	Introduce, read and write	Introduce, read and write	Introduce, read and write	Introduce, read and write				
	the phonograms: or. Read	the phonograms: or, ck.	the phonograms: or, ck,	the phonograms: or, ck,	Read (say) sounds of the	Read (say) sounds of the	Read (say) sounds of the	Read (say) sounds of the
	(say) sounds of	Read (say) sounds of	wh. Read (say) sounds of	wh, ed. Read (say) sounds	phonograms. Review 20	phonograms. Review 20	phonograms. Review 20	phonograms. Review 20
	phonograms 1-43. Review	phonograms 1-43. Review	phonograms 1-43. Review	of phonograms 1-43.	phonograms. Read, say	phonograms. Read, say	phonograms. Read, say	phonograms. Read, say
	20 phonograms. Read, say		20 phonograms. Read, say	Review 20 phonograms.	and write phonograms: ew,	and write phonograms: ew,	and write phonograms: ew,	and write phonograms: ew,
SP	and write phonograms: or,	and write phonograms: or,	and write phonograms: wh,	Read, say and write	ui, or, ck, wh, ed, ng, ea,	ui, or, ck, wh, ed, ng, oo, oi,	ui, ed, wh, ed, ck, or, ng,	ui, or, ck, wh, ed, ng, ch, ar,
31	ea, au, aw, ng, er, ir, ur,	ck, ng, ea, au, aw, er, ir, ur,	ck, or, ng, ea, aw, au, er, ir,	phonograms: or, ck, wh,	aw, au, th, ay, ai, a, c, d, f,	oy, o, s, qu, b, e. Pick a	ea, aw, au, er, ir, ur, wor,	ow, ou, sh, ee, h, i, j. Pick a
			ur, wor, ear, t, u, v, w, x, y, z.	ed, ng, ea, aw, au, th, ay,	g, y, n, e Pick a writing	writing focus.	ear. Pick a writing focus.	writing focus.
		Pick a writing focus.	Pick a writing focus.		focus. Analyze/evaluate	Analyze/evaluate	Analyze/evaluate	Analyze/evaluate
	Analyze/evaluate	Analyze/evaluate	Analyze/evaluate	sh, ee. Pick a writing focus.	handwriting for the day's	handwriting for the day's	handwriting for the day's	handwriting for the day's
		handwriting for the day's	handwriting for the day's	Analyze/evaluate	handwriting focus.	handwriting focus.	handwriting focus.	handwriting focus.
	handwriting focus.	handwriting focus. Explain the job 3 of silent	handwriting focus. Explain the job 3 of silent	handwriting for the day's explain the job 3 of silent				
		final e, is to let c and a say	final e, is to let c and a say	final e, is to let c and a say				
		their second sound. Show	their second sound. Show	their second sound. Show				
		charge on the board, and	mice on the board, and	large on the board, and	Explain that every	Explain that every	Explain that every	
		identify the job of sfe. Say,	identify the job of sfe. Say,	identify the job of sfe. Say,	syllable has a vowel, job 4		syllable has a vowel, job 4	Explain that every
		segment, write, and blend	segment, write, and blend	segment, write, and blend	of sfe, with little . 2. Say,		of sfe, with <u>rattle</u> . 2. Say,	syllable has a vowel, job 4
	, , , ,	in, so, no, now in their	man, ten, tan, tin in their	ton, bed, top in their	write, mark and blend, he,		write, mark and blend, <u>up,</u>	of sfe, with <u>bottle</u> . 2. Say,
	notebooks, read for spelling				you will in notebooks 3	Read for spelling and	<u>last, not</u> in notebooks. 3.	write, mark and blend, <u>us,</u>
		and reading. Explain that	and reading. Explain that	and reading. Explain that	Read for spelling and		Read for spelling and	<u>am, good</u> in notebooks.
	or may say er, when it	or may say er, when it	or may say er, when it	or may say er, when it	reading, 4. Show pg. 231	reading. 4. Show pg. 231	reading. 4. Show pg. 231	Read for spelling and
HFV		follows w. Explain that a	follows w. Explain that a	follows w. Explain that a	in WRTR, to demonstrate	,	in WRTR, to demonstrate	reading. 4. Show pg. 231
		syllable ending in one or	syllable ending in one or	syllable ending in one or	ways to mark vowels. Say,		ways to mark vowels. Say,	in WRTR, to demonstrate
		more consonants following	more consonants following		write, mark, and blend	write, mark, and blend	write, mark, and blend	ways to mark vowels. 5.
	a single vowel or vowel	a single vowel or vowel	a single vowel or vowel	a single vowel or vowel	time. 5. Explain syllable	<u>have, blue.</u> 5. Explain	<u>chance, charge.</u> 5.	Explain syllable types,
	sound is a closed syllable	sound is a closed syllable	sound is a closed syllable	sound is a closed syllable	types, pronunciation,		Explain syllable types,	pronunciation, spellings, markings, rules for my, and
	type: <u>and</u> . Explain syllable	type: <u>at</u> . Explain syllable	type: <u>can</u> . Explain syllable	type: <u>ten</u> . Explain syllable	spellings, markings, rules for		pronunciation, spellings,	<u> </u>
	types, pronounciation,	types, pronounciation,	types, pronounciation,	types, pronounciation,	<u>he</u> . 6. Analyze and apply		markings, rules for <u>will.</u> 6. Analyze and apply	good. 6. Analyze and
	spelling, markings, and or	spelling, markings, and or	spelling, markings, and or	spelling, markings, and or	concepts for will. (r. 17)	1 1 1		apply concepts for <u>last.</u>
	rules for <u>can,</u> analyze and	rules for <u>see, the,</u> analyze	rules for <u>so,</u> analyze and	rules for <u>can,</u> analyze and		concepts for <u>we.</u> (r. 4)	concepts for <u>my.</u> (r. 5, 6)	
	apply these concepts for	and apply these concepts	apply these concepts for	apply these concepts for				
	run	for no	now	had	Show page 231 of WRTR,	Show page 231 of WRTR,	Show page 231 of WRTR,	Show page 231 of WRTR,
	,	Say the names of the	Say the names of the	Say the names of the	and explain we are	and explain we are	and explain we are	and explain we are
		upper and lowercase	upper and lowercase	upper and lowercase	practicing to write sfe	practicing to write sfe	practicing to write sfe	practicing to write sfe
	letters.	letters.	letters.	letters.	words. (time)	words. (have. blue)	words, (chance)	words (charge)
					Say the names of the	Say the names of the	Say the names of the	Say the names of the
					upper and lowercase	upper and lowercase	• •	upper and lowercase
	Book 5 - Her First Nurse Works Ea	Book 5 - Her First Nurse Works Ea	rly		letters.	letters.	letters.	letters.

Book 5 - Her First Nurse Works Ea Book 5 - Her First Nurse Works Early phonograms previously practiced, and er, ir, ur, wor and ear.

Book 6 - The Flying Fish Book 6 - The Flying Fish phonograms previously practiced, and ng, ea, aw, au and or.

	Day 67	Day 68	Day 69	Day 70	Day 71	Day 72	Day 73
_	Say, count, and blend the		Say, count, and blend the	Say, count, and blend the	Say, count, and blend the	Say, count, and blend the	Say, count, and blend the
P.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.
S	1. Introduce, read and write the phonograms: oa, and gu. 2. Read (say) sounds of the phonograms. 3. Read, say and write phonograms: oa, gu, ew, ui, or, ck, wh, ed, ng, ea, er, ur, ir, wor, ear. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	ea, aw, au, ar, cn, oo. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus	1. Introduce, read and write the phonograms: oa, and gu. 2. Read (say) sounds of the phonograms. 3. Read, say and write phonograms: oa, gu, ew, ui, or, ck, wh, ed, ng, ch, ar, ow, ou, oi, oy. Pick a writing focus. Analyze/evaluate handwriting focus.	and write: ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay. Pick a writing focus.	ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b, s, a, c. 3. Read say and write: ph, ough, oa, gu, ew, ui, ck,	ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b, s, a, c. 3. Read say and write: ph, ough, oa, gu, ew, ui, ck, wh, ed, th, oi, oy, sh, b, s, a, c. Pick a writing focus.	ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b, s, a, c. 3. Read say and write: ph, ough, oa, gu, ew, ui, ck,
НЕ	e in <u>are.</u> 2. Show the notebook page, and explain we are going to write examples of the jobs	job e in <u>come.</u> 2. Show the notebook page, and explain we are going to write examples of the jobs of sfe. Say, write, mark and blend, <u>little, are, little</u> in notebooks. 3. Read for spelling and reading. 4. Explain that sfe does job 1, when a syllable has a vowel followed by 1 or more consonants will usually say its second sound. 5. Orally produce rhymes for <u>can.</u> 6. Explain syllable types, division, pronunciation, spelling, markings for <u>chance, little.</u>	1. Explain sfe job 5, is no job e in <u>house.</u> 2. Show the notebook page, and	1. Say, segment, and write, and blend <u>little</u> , ago, old, <u>bad</u> in their notebooks. 2. Read for spelling and for reading. 3. Explain that a base word is a unit of meaning that can stand alone, e.g. book. 4. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>all</u> .	and blend red, of, be, but in their notebooks. 2. Read for spelling and for reading. 3. Explain that a base word is a unit of meaning that can stand alone, e.g. book. 4. Explain syllable types and division, pronunciation,	meaning that can stand alone, e.g. book. 4. Explain syllable types and division, pronunciation, spelling, markings, and or rules for may and into. 5. Analyze and apply	1. Say, segment, and write, and blend out, time, may, into in their notebooks. 2. Read for spelling and for reading. 3. Explain that a base word is a unit of meaning that can stand alone, e.g. book. 4. Explain syllable types and division, pronunciation, spelling, markings, and or rules for look. 5. Analyze and apply concepts of the syllable types and division, markings, and or rules for today.

Say the names of the upper Say the names of the

Book 7 - Grandma's Helper Book 7 - Grandma's Helper phonograms previously practiced, and ck, wh and ed.

Book 8 - The New Suit Book 8 - The New Suit phonograms previously practiced, and ew and ui.

		Day 75			Day 78	Day 79		Day 81
-	The state of the s	Say, count, and blend the	· ·	**	· ·			Say, count, and blend the
PA	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.
	1. Introduce oe, ey. 2.	1. Introduce oe, ey. 2.	1. Introduce oe, ey. 2.	1. Introduce oe, ey. 2.	1. Introduce and read igh,	1. Introduce and read igh,	1. Introduce and read igh,	1. Introduce and read igh,
	Read oe, ey, ph, ough, oa,	Read oe, ey, ph, ough, oa,	Read oe, ey, ph, ough, oa,	Read oe, ey, ph, ough, oa,	kn, oe, ey, ph, ough, oa,	kn, oe, ey, ph, ough, oa,	kn, oe, ey, ph, ough, oa,	kn, oe, ey, ph, ough, oa,
	gu, ew, ui, ck, wh, ed, aw,	gu, ew, ui, ck, wh, ed, aw,	gu, ew, ui, ck, wh, ed, aw,	gu, ew, ui, ck, wh, ed, aw,	gu, ew, ui, ck, wh, ed, aw,	gu, ew, ui, ck, wh, ed, aw,	gu, ew, ui, ck, wh, ed, aw,	gu, ew, ui, ck, wh, ed, aw,
	au, ow, ou, ai, ay, wor, ear,	au, ow, ou, ai, ay, wor, ear,	au, ow, ou, ai, ay, wor, ear,	au, ow, ou, ai, ay, wor, ear,	au, ow, ou, ai, ay, wor, ear,	au, ow, ou, ai, ay, wor, ear,	au, ow, ou, ai, ay, wor, ear,	au, ow, ou, ai, ay, wor, ear,
	y, ir, ur, er, th, oi, oy, sh, b, s,	y, ir, ur, er, th, oi, oy, sh, b, s,	y, ir, ur, er, th, oi, oy, sh, b, s,	y, ir, ur, er, th, oi, oy, sh, b, s,	y, ir, ur, er, th, oi, oy, sh, b.	y, ir, ur, er, th, oi, oy, sh, b.	y, ir, ur, er, th, oi, oy, sh, b.	y, ir, ur, er, th, oi, oy, sh, b, s,
SP	a, c. 3. Read say and	a, c. 3. Read say and	a, c. 3. Read say and	a, c. 3. Read say and	<ol><li>Read say and write: igh,</li></ol>	<ol><li>Read say and write: igh,</li></ol>	<ol><li>Read say and write: igh,</li></ol>	a, c. 3. Read say and
31	write: oe, ey, ph, ough, oa,	write: oe, ey, ph, ough, oa,	write: oe, ey, ph, ough, oa,	write: oe, ey, ph, ough, oa,	kn, oe, ey, ph, ough, oa,	kn, oe, ey, ph, ough, oa,	kn, oe, ey, ph, ough, oa,	write: igh, kn, oe, ey, ph,
	gu, ew, ui, ck, wh, ed, aw,	gu, ew, ui, ck, wh, ed, wor,	gu, ew, ui, ck, wh, ed, th, oi,	gu, ew, ui, ck, wh, ed, aw,	gu, ew, ui, ck, wh, ed, wor,	gu, ew, ui, ck, wh, ed, th, oi,	gu, ew, ui, ck, wh, ed, th, oi,	ough, oa, gu, ew, ui, ck,
	au, ow, ou. Pick a writing	ear, ir, ur, er. Pick a writing	oy, sh, a, c. Pick a writing	wor, th, y, b. Pick a writing	ear. Pick a writing focus.	oy. Pick a writing focus.	oy. Pick a writing focus.	wh, ed, aw, wor, th. Pick a
	focus. Analyze/evaluate	focus. Analyze/evaluate	focus. Analyze/evaluate	focus. Analyze/evaluate	Analyze/evaluate	Analyze/evaluate	Analyze/evaluate	writing focus.
	handwriting for the day's	handwriting for the day's	handwriting for the day's	handwriting for the day's	handwriting for the day's	handwriting for the day's	handwriting for the day's	Analyze/evaluate
	handwriting focus.	handwriting focus.	handwriting focus.	handwriting focus.	handwriting focus.	handwriting focus.	handwriting focus.	handwriting for the day's
			1. Say, segment, and write,	1. Say, segment, and write,			1. Say, segment, and write,	1. Say, segment, and write,
			and blend <u>like, six, boy,</u>	and blend <u>by, have, are,</u>			and blend <u>not, us</u> on the	and blend <u>am, good</u> on
	1. Say, segment, and write,	<ol> <li>Say, segment, and write,</li> </ol>		<u>had</u> in their notebooks. 2.	1. Say, segment, and write,	1. Say, segment, and write,		the practice sheet . 2.
	and blend <u>out, time, may,</u>	and blend him, today, look,	Read for spelling and for	Read for spelling and for	and blend an, my on the	and blend up, last on the	for spelling and for reading.	Read for spelling and for
	into in their notebooks. 2.	did in their notebooks. 2.	reading. 3. Explain syllable	reading. 3. Explain syllable	practice sheet. 2. Read for		<ol><li>Explain syllable types</li></ol>	reading. 3. Explain syllable
	Read for spelling and for	Read for spelling and for	types and division,	types and division,		for spelling and for reading.	and division, pronunciation,	types and division,
HF\	reading. 3. Explain syllable	reading. 3. Explain syllable	pronunciation, spelling,	pronunciation, spelling,	Explain syllable types and	3. Explain syllable types	spelling, markings, and or	pronunciation, spelling,
	types and division,	types and division,	markings, and or rules for	markings, and or rules for	division, pronunciation,	and division, pronunciation,	rules for <u>by</u> and <u>have.</u> 4.	markings, and or rules for
	pronunciation, spelling,	pronunciation, spelling,	have. 5. Analyze and	are and say. 5. Analyze	spelling, markings, and or	spelling, markings, and or	Analyze and apply	are and say. 4. Analyze
	markings, and or rules for	markings, and or rules for	apply concepts of the	and apply concepts of the	rules for <u>like.</u>	rules for book and by.	concepts of the syllable	and apply concepts of the
	like.	<u>book</u> and <u>by.</u>	syllable types and division,	syllable types and division,	Toles for like.	loles for book and by.	types and division,	syllable types and division,
			markings, and or rules for	markings, and or rules for			markings, and or rules for	markings, and or rules for
			say, and must.	make, and come.			say, and must.	make, and come.
	READ	READ	READ	READ	READ	READ	READ	READ

	Day 82	Day 83	Day 84	Day 85	Day 86	Day 87	Day 88
PA	Say, count, and blend the	**	Say, count, and blend the	Say, count, and blend the	Say, count, and blend the	Say, count, and blend the	Say, count, and blend the
PA	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.
	1. Introduce and read gn,	<ol> <li>Introduce and read gn,</li> </ol>	<ol> <li>Introduce and read gn,</li> </ol>	Review and read gn, wr,			
	wr. 2. Read gn, wr, igh,	wr. 2. Read gn, wr, igh,	wr. 2. Read gn, wr, igh,	igh, kn, oe, ey, ph, ough,			
	kn, oe, ey, ph, ough, oa,	kn, oe, ey, ph, ough, oa,	kn, oe, ey, ph, ough, oa,	oa, gu, ew, ui, ck, wh, ed,			
	gu, ew, ui, ck, wh, ed, aw,	gu, ew, ui, ck, wh, ed, aw,	gu, ew, ui, ck, wh, ed, aw,	aw, au, ow, ou, ai, ay, wor,			
	au, ow, ou, ai, ay, wor, ear,	au, ow, ou, ai, ay, wor, ear,	au, ow, ou, ai, ay, wor, ear,	ear, y, ir, ur, er, th, oi, oy, sh,	ear, y, ir, ur, er, th, oi, oy, sh,	ear, y, ir, ur, er, th, oi, oy, sh,	ear, y, ir, ur, er, th, oi, oy, sh,
	y, ir, ur, er, th, oi, oy, sh, b.	y, ir, ur, er, th, oi, oy, sh, b.	y, ir, ur, er, th, oi, oy, sh, b.	b. 3. Read say and write:			
SP	3. Read say and write: gn,	3. Read say and write: gn,	3. Read say and write: gn,	gn, wr, igh, kn, oe, ey, ph,			
	wr, igh, kn, oe, ey, ph,	wr, igh, kn, oe, ey, ph,	wr, igh, kn, oe, ey, ph,	ough, oa, gu, ew, ui, ck,			
	ough, oa, gu, ew, ui, ck,	ough, oa, gu, ew, ui, ck,	ough, oa, gu, ew, ui, ck,	wh, sh, th, ch, ea. Pick a	wh, sh, th, ch, ea. Pick a	wh, ng, or, ar, oo. Pick a	wh, ed, ee, g, j. Pick a
	wh, sh, th, ch, ea. Pick a	wh, ng, or, ar, oo. Pick a	wh, ed, ee, g, j. Pick a	writing focus.	writing focus.	writing focus.	writing focus.
	writing focus.	writing focus.	writing focus.	Analyze/evaluate	Analyze/evaluate	Analyze/evaluate	Analyze/evaluate
	Analyze/evaluate	Analyze/evaluate	Analyze/evaluate	handwriting for the day's			
	handwritina for the dav's		handwritina for the dav's	handwritina focus.	handwritina focus.	handwritina focus.	handwritina focus.
		,	1. Say, segment, and write,				
		and blend <u>street, soy,</u>	and blend <u>hand, ring, live,</u>				
	,, ,	come in their notebook. 2.	<u>live</u> in their notebook. 2.				
	and blend <u>over, must,</u>	Read for spelling and for	Read for spelling and for				
	make in their notebook. 2.	reading. 3. Explain syllable	reading. 3. Explain syllable				
	Read for spelling and for	types and division,	types and division,	Review spelling rules and			
HFV	reading. 3. Explain syllable		pronunciation, spelling,	words as needed. Catch			
	types and division,	markings, and or rules for	markings, and or rules for	up on notebooks.	up on notebooks.	up on notebooks.	up on notebooks.
	pronunciation, spelling,	<u>hill</u> and <u>mother.</u> 4.	three. 4. Analyze and				
	<u> </u>	Analyze and apply	apply concepts of the				
	<u>live</u> and <u>live.</u>	concepts of the syllable	syllable types and division,				
		types and division,	markings, and or rules for				
	DE 1 D 0 1		three, and land.				25.4.2
	READ 3-4 pages a day Say the upper and	READ Say the upper and	READ Say the upper and	READ Say the upper and	READ Say the upper and	READ Say the upper and	READ Say the upper and
		Say the upper and	Say the upper and	, , ,			
	lowercase letters.	lowercase letters.	lowercase letters.	lowercase letters.	lowercase letters.	lowercase letters.	lowercase letters.

			Day 90		Day 92			Day 95	Day 96
F		• •	Say, count, and blend the	**	Say, count, and blend the	Say, count, and blend the		Say, count, and blend the	Say, count, and blend the
	PA	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.	sounds in random words.
:	SP	wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, sh, th, ch, ea. Pick a writing focus. Analyze/evaluate handwriting for the day's	Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	I. Introduce and read le, dge, 2. Read ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, or, ar, ee, oo. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce and read le, dge. 2. Read le, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, a, c, d, g. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus. Give a phonogram assessment on phonograms 1-5, and 11-	pn, ougn, oa, gu, ew, u, ck, wh, ed, aw, au, ow, ou, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, wh, sh, th, ch, ea. Pick a writing	eign. 2. keaa ei, eign, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, oi, oy, ay, ai. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	I. Introduce and read e, eigh. 2. Read ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, or, ar, ee, oo. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	1. Introduce and read Ie, dge. 2. Read ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, o, s, qu, b. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus. Give a phonogram assessment on phonograms 6-10, and 16-20.
н	FV	and blend four words in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for tooth and worm.  5. Give the Spelling Assessment List 1, as a prefest	1. Say, segment, and write, and blend four words in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for day. 4. Analyze and apply concepts of the syllable types and division, markings, and or rules for teeth.	their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for school. 4. Analyze and apply concepts of the syllable types and division, markings, and or rules for	spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>belong</u> . 4.	1. Say, segment, and write, and blend mother, three, land, cold, and hot in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for tell.	Say, segment, and write, and blend hat, child, ice, and play in their notebook.     Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for low.     4. Analyze and apply concepts of the syllable types, markings, and or rules for bring, and or rules for bring.	and <u>cool</u> in their notebook.  2. Read for spelling and for reading.  3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>law.</u> 4. Analyze and apply concepts of the syllable types, markings, and or	1. Say, segment, and write, and blend <u>earth</u> , <u>feed</u> , <u>fur</u> , and <u>green</u> in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>way</u> . 4. Analyze and apply concepts of the syllable types, markings, and or rules for <u>way</u> .

	Day 89	Day 90	Day 91	Day 92
PA	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.	Say, count, and blend the sounds in random words.
SP	ci. 2. Read ti, ci, si, ei, eigh,	1. Introduce and read ti, si, ci. 2. Read ti, ci, si, ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, aw, au, ow, ou, ai, ay, th, oi, oy. 3. Read say and write: ti, si, ci, ei, eigh, ie, dge, wr, igh, oe, ey, ph, ough, ea, ee. Pick a writing focus. Analyze/evaluate handwriting for the day's handwriting focus.	ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, aw, au, ow, ou, ai, ay, th, oi, oy. 3. Read say and write: ti, si, ci, ei, eigh, ie, dge, gn, wr, igh, kn, oe,	1. Introduce and read ti, si, ci. 2. Read ti, ci, si, ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, aw, au, ow, ou, ai, ay, th, oi, oy. 3. Read say and write: ti, si, ci, ei, eigh, ie, dge, gn, wr, igh, kn, oe, ey, ph, ough, sh, th, ch, wh. Pick a writing focus.  Analyze/evaluate handwriting for the day's handwriting focus.  Phonogram assessment on phonograms 21-30.
HFV	1. Say, segment, and write, and blend <u>earth</u> , <u>feed</u> , <u>fur</u> ,, and <u>green</u> in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>much</u> , and <u>call</u> .	1. Say, segment, and write, and blend oil, paint, pool, tooth, and teeth in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for love. 4. Analyze and apply concepts of the syllable types, markings, and or rules for call, and then. SPELLING TEST.	1. Say, segment, and write, and blend worm, day, eat, sits, and sit in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for house. 4. Analyze and apply concepts of the syllable types, markings, and or rules for love, and house.	1. Say, segment, and write, and blend lot, box, school, and belong in their notebook. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for I, and alone. 4. Analyze and apply concepts of the syllable types, markings, and or rules for I, and lone.

- 1. Introduce and read igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, wor, ear. Pick a writing focus. Analyze/evaluate handwriting for the day's Analyze/evaluate handwriting for the day's handwritina focus.
- 1. Say, segment, and write, and blend an, my on the practice sheet. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for like.
- 1. Introduce and read igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, th, oi, oy. Pick a writing focus. handwriting focus.
- 1. Say, segment, and write, and blend up, last on the practice sheet. 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for book and by.

1. Introduce and read igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b. 3. Read say and write: igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, th, oi, oy. Pick a writing focus.

handwriting focus.

1. Say, segment, and write, and blend not, us on the practice sheet . 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for by and have. 4. types and division, markinas, and or rules

1. Introduce and read igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, au, ow, ou, ai, ay, wor, ear, y, ir, ur, er, th, oi, oy, sh, b, s, a, c. 3. Read say and write: igh, kn, oe, ey, ph, ough, oa, gu, ew, ui, ck, wh, ed, aw, wor, th. Pick a writing focus. Analyze/evaluate handwriting for the day's Analyze/evaluate handwriting for the day's handwriting focus.

1. Say, segment, and write, and blend am, good on the practice sheet . 2. Read for spelling and for reading. 3. Explain syllable types and division, pronunciation, spelling, markings, and or rules for <u>are</u> and <u>say</u>. 4. Analyze and apply concepts of the syllable Analyze and apply concepts of the syllable types and division, markinas, and or rules