



a



n

FIRST STEPS (FAST) READING:

r



s



Don't forget to practice the letter names and sounds (with the movements), and beginning, middle and ending sounds in words at home.

Week 1: Students identified the beginning sounds in words that begin with continuous sounds (f,h,l,m,n,r,s,v,z).

Games: We played the *Same Game*, *Where's Paws?*, *Magic Bridge Raleigh*, *Cross the Bridge*, and *Password*.

Week 2: Students identified the beginning sounds in words that begin with stop sounds (b,k,d,g,j,p,t,w,y)

Games: We played *Where's Paws?*, *Magic Bridge*, *Cross the Bridge*, *Ticket Punch*, and *Password*.

During weeks 3 and 4 students will be identifying ending sounds.

Week 3: Students will be identifying the ending sounds in words that end with continuous sounds (f,l,m,n,r,s,v,x,z).

Students will review letter sound associations for m, a, and t.

Games: We will play *Snap that Sound*, *The Same Game*, *Where's Paws?*, *Magic Bridge*, and *Password*.

Week 4: Students will be identifying the ending sounds in words that end with stop sounds (b,k,d,g,p,t)

Students will review letter-sound associations for t, h and p.

Games: We will play *Cross the River*, *Ticket Punch*, *Magic Bridge*, and the *Train Game*.

Week 5: Students will identify the medial sound sounds in consonant-vowel-consonant words. (CVC) Students will learn letter sound associations for n, i, and c.

Week 6: Students will orally blend two-phonemes and three phonemes together to produce a word. Students will learn letter sound associations for c, j, and s.

Games: Guess my word, PAWS, the spelling cheetah, London Bridge, and Roll the Ball.

Week 7: Students will orally blend three phonemes together to produce a word.

Students will learn the letter sound associations for short o, b and f. Students will review the letter sound associations form, short a, t, h, p, n, short i, c, j, and s.

Games/activities: Guess my word, PAWS the spelling cheetah, London Bridge, and roll the ball.

Week 8: Students will orally segment two-phoneme words into their individual phonemes.

Students will learn the letter sound associations for f, short u, and d. Students will review the letter sound associations form, short a, t, h, p, n, short i, c, j, s, short o, and b.

Games/activities: finger spelling, PAWS pinch page, feed the cheetah, store, cheerio for cheerios.

Week 9: Students will orally segment three-phoneme words into their individual phonemes. Students will learn the letter sound associations for e, g, and l. Students will review the letter sound associations for m, short a, t, h, p, n, short i, c, j, s, short o, and b, f short u and d. **Games/activities:** finger spelling, PAWS pinch page, feed the cheetah, store, cheerio for cheerios.

Week 10: Students will orally segment two-phoneme syllables using letters. Students will learn the letter sound associations for l, r, and v.

Students will review the letter sound associations for m, short a, t, h, p, n, short i, c, j, s, short o, b, f, short u, d, r, short e, and g.

Activities: Breaking and Making syllables:

- at, an, ap, ab, ag, am, ad
- ob, on, op, og, om, ot, od
- ub, ud, ug, un, um, up
- ib, id, ig, im, in, ip, it
- eb, ed, eg, em, en, ep, et

Week 11: Students will spell consonant-vowel (short a) consonant words.

(at, ag, ap, am, ad, ab, an)

Students will learn the letter sound associations for k, w, and x.

Students will review letter sound associations for m, a, t, h, p, n, i, c, j, s, o, b, f, u, d, e, g, l, r, v.

Students will identify the T.R.I.C.K.Y. words a and I.

Week 12:

Students will read consonant-vowel (short a) consonant words. (fan, pan, can, van, cat, bat, rat, bag, cap, nap, map, mat, fat, hat, ham, jam, sad, cap, cab, man)

Students will learn the letter sound associations for x, y, and z.

Students will review letter sound associations for m, a, t, h, p, n, i, c, j, s, o, b, f, u, d, e, g, l, r, v, k, w

Students will identify the T.R.I.C.K.Y. words the, see, I, a

Week 13:

Students will read consonant-vowel (short a) consonant words, phrases and sentences.

Students will review letter sound associations for sh and th.

Students will review letter sound associations for b, c, d, f, g, j, h, l, m, n, p, r, s, t, v, z, a, and I.

Students will identify the T.R.I.C.K.Y. words no, of, to, the, see, I, a

Week 14:

Students will read Book 1 Sam the Cat.

Students will review the letter sound associations for

Students will review letter sound associations for b, c, d, f, g, j, h, l, m, n, p, r, s, t, v, z, a, o, and I.

Students will identify the T.R.I.C.K.Y. words play, me, too, not, on, is, no, of, to, the, see, I, a

Week 15:

Students will read consonant-vowel (short a, i) - consonant words, phrases, and sentences.

Students will review the letter-sound associations for b, c, d, f, g, j, h, k, l, m, n, p, r, s, t, v, w, z, a, i

Week 16:

Students will review letter sound associations for b, c, d, f, g, j, h, k, l, m, n, p, r, s, t, v, w, x, y, z, sh, th, a, o, and i.

Week 17:

Students will read consonant-vowel (short o, a, i) - consonant words, phrases, and sentences.

Students will review the letter-sound associations for b, c, d, f, g, j, h, k, l, m, n, p, r, s, t, v, w, x, y, z, a, i, o

Weeks 18 and 19:

Students review letter sound associations for b, c, d, f, g, j, h, k, l, m, n, p, r, s, t, v, w, x, y, z, sh, th, ch, a, o, and i.