



# Hairy Reading



## Teaching Guide





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Use this guide to learn how to implement lesson plans and play daily activities. For practical advice on using the online program and locating the resources described in this guide, see the [User Guide](#).



# What is Phonological Awareness?

Phonological awareness comes before phonics. Students learn to recognize and work with the sounds of spoken language before seeing letter symbols. Phonological activities help students to pick out rhyming words, hear the difference between phonemes and be able to chunk words into syllables. More and more research shows that students with poor phonological awareness struggle with reading and spelling.



## What is Phonemic Awareness?

An important phonological skill is phonemic awareness - the ability to tune into the individual sounds (phonemes) that make up a word. Hairy Reading develops phonemic awareness by separating a whole word into sound chunks and then blending them together. Students learn to recognize the first and last sound chunks, and develop the ability to isolate, then identify, an individual phoneme from the whole word.



# Hairy Reading Phonic Focus (Pre K)

**Phonics Focus 1** Admin Tasks | Create student profile. Show student how to log in.

	Letter of the Week	Words of the Week	Tricky Words	
Week 1 (Baseline assessment)	s	-	the	Decodable Book Pod and Min
Week 2	a	-	I	
Week 3	t	-	the, I	
Week 4	p	ať, sať, pať	the, I	
Week 5	i	it, siť, piť	is	
Week 6	n	pan, pin, tin	a	
Week 7	m	mať, man, map	is, a	
Week 8	d	sad, mad, dip	is, a	

## Phonics Focus 2

	Letter of the Week	Words of the Week	Tricky Words	
Week 9	h	hať, hiť, ham	of	Decodable Book The Red Egg
Week 10	e	hen, peť, pen	to	
Week 11	r	red, rap, rip	two	
Week 12	c	cať, can, cap	and	
Week 13	k	kiss, kiť, kid	of, to, two, and	Decodable Book Min has a dot
Week 14	g	dig, pig, peg	was	
Week 15	o	mop, hoť, dog	have	
Week 16	l	log, leg, lip	you	
Week 17	f	fiť, fan, fill	was, have, you	

## Phonics Focus 3

	Letter of the Week	Words of the Week	Tricky Words	
Week 18	b	bag, bať, bed	one	Decodable Book Run Pod, Run
Week 19	u	bug, hug, sun	his	
Week 20	j	jeť, jug, jog	for, four	
Week 21	q	quiz, quit, quick	one, his, for, four	





# Hairy Reading Phonic Focus (Pre K)

## Phonics Focus 4

	Letter of the Week	Words of the Week	Tricky Words	
Week 22	v	van, vet	said	Decodable Book The box has a buzz
Week 23	w	wet, win, wig	want	
Week 24	x	six, fix, box	see	
Week 25	y	yes, yell	said, want, see	
Week 26	z	buzz, fizz	said, want, see	

## Phonics Focus 5

	Learning Objectives	Tricky Words	Focus Words	
Week 27	VC CV	some, come	at, it, is, an, as, us, on, up, if, in, go, no, so, we, me, be, he	Decodable Book Pod's Van
Week 28	CVC a	look	bat, cat, fat, hat, pat, mat, sat, ran, fan, can, pan, van, man, cap, lap, map, rap, tap, gap, dad, mad, sad, had, ham, jam, gas, wax	
Week 29	CVC e	some, come, look	jet, wet, get, let, met, set, pen, ten, men, hen, den, fed, led, red, bed, peg, beg, leg	
Week 30	CVC i	here	fit, sit, hit, bit, pit, pin, win, tin, big, pig, dig, tip, lip, rip, kid, lid, hid, him, fix, mix, six	
Week 31	CVC o	that, this	dog, log, jog, hog, cog, got, hot, dot, lot, rot, not, pot, hop, top, mop, box, fox, job	
Week 32	CVC u	here, that, this	sun, fun, run, cut, nut, hut, hug, jug, rug, bug, bus, mud	



# Hairy Reading Phonic Focus (Pre K)

## Phonics Focus 6

	Learning Objectives	Tricky Words	Focus Words	
Week 33	sh	she, push	ship, shop, she, shell, shed, shut, fish, dish, wish, rash, bash, cash, rush, mash	Decodable Book Miss Fish
Week 34	ch	down	chin, chop, chip, chat, chill, chick, chess, rich, much, such, which, inch, bench, lunch, catch, batch, fetch, hatch, match, patch, hutch	
Week 35	ck	new	back, sack, pack, sock, rock, lock, kick, sick, pick, lick, stick, chick, luck, duck, truck, stuck	
Week 36	th	down, she, new, push	thick, thin, thing, think, thank, with, bath, cloth, teeth, this, that, then, them, they	

## Phonics Focus 7

	Learning Objectives	Tricky Words	Focus Words
Week 37	CVC-CVC	play	hotdog, sunset, cobweb, rabbit, batman, magnet, tennis, helmet, cactus, muffin, kitten, lesson



**NOTE:** The Nessy platform is designed for use as classroom teaching, supplemented with individualized instruction. Students should use the digital program for at least 10 minutes every day. HR and NRS are individualized teaching programs. The programs enable students that are ready to move on to advance, those who need more time, to maintain progress, and ultimately catch up. The Nessy progression is gradual and this allows for a greater intensity and inclusivity of a wider range of student abilities.



# Using the Hairy Sound Coins

Hairy Sound Coins are manipulatives to use when doing multisensory phonological awareness activities. The Hairy Sound Coins printable sheets should be glued to card and cut out. You can either use the black and white printable versions and have the students color them in, or use the pre-made, full-color versions. Each student should have a set of coins placed in a bag to use during whole-class, or small-group, phonological awareness activities.



## Make the Hairy Smile

Print and use the Play Mat from the activity. Use the coins with the Play Mat to build nonsense words and real words from the Hairy Reading word lists. The word lists can be found in the program's printable resources.

The coins can also be used with the daily, whole-class, 7 Phonological Awareness (PA) activities # 1, 2, 3, 7 and 8.

1 | Phonological Awareness is the foundation for reading.

2 | Phonological Awareness comes before Phonics. It must be taught and mastered first. The teaching of phonics often fails for those students who lack strong phonological awareness.

3 | The word “phon” refers to sound or voice. Think about the words telephone, megaphone and microphone; they all refer to sounds that you hear.



# Understand what is Meant by a Phoneme

The word phoneme means speech sound. Before we introduce the idea that phonemes (speech sounds) correspond or match up with letters (graphemes), young learners should understand how to identify and manipulate them. Research shows Phonological Awareness is a strong predictor of reading success.



## Concepts you will Develop for Students:

Spoken word | Recognising and producing rhymes  
Syllable blending and segmentation | Syllable deletion  
Beginning phonemes | Ending phonemes | Phoneme substitution

## Daily Whole Class Activities to Develop the Concepts:

- 1 | How Many Hairy Words? (Spoken Word Concepts Game)
- 2 | Odd Hairy Out (Recognising Rhymes Game)
- 3 | Pass the Hairy (Producing Rhymes Game)
- 4 | Toss the Hairy (Syllable Deletion Game) and Toss the Hairy (Elision)
- 5 | Close Your Eyes (Syllable Blending)
- 6 | Silly Bull Stomp (Syllable Segmentation) and (Syllable Deletion) Games
- 7 | Hairy Sounds (Phoneme Isolation of Beginning and Ending Sounds) Game
- 8 | Hairy Sound Switch (Phoneme Substitution Game)
- 9 | Syllable Smash (Game)
- 10 | Complete a Daily Journey using the Hairy Reading App on a Tablet or Touch Screen Laptop.







# Instructions for Daily Activities

## Game 1 | How Many Hairy Words? (Spoken Word Concepts)

Students try to identify how many words are in the sentence by pulling down a Hairy Sound Coin for each word. They should then hold up that number of fingers. Students should arrange the coins in a row from left to right like a sentence.

The teacher reads a sentence from the Hairy Sentence List.

Say the sentence "Pod has a cat."

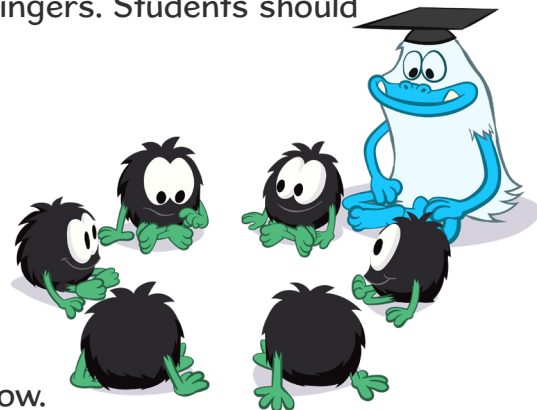
"Now you say it". Students repeat the sentence.

"Pull down a coin for each word. Watch me show you how."

The teacher demonstrates moving 4 coins (any color) into a row.

"Hold up your fingers to show how many words."

The teacher hold up 4 fingers. "This sentence has 4 words, so I moved 4 coins."



When students need another example, the sentence: "The animals had a tea party" has 6 words so the student should pull down 6 coins.



Tip: Some students will have difficulty with sentences containing multi-syllabic words, pulling down one coin per syllable instead of per word. Try saying the sentence with a slight pause between each word. They may need extra 1:1 teaching time to master this skill.



# Instructions for Daily Activities

## Game 2 | Odd Hairy Out (Recognizing Rhyme)

Teacher says three words - two that rhyme and one that is the Odd Hairy Out. As the teacher says the words, they lay out three Hairy plush toys or coins of the same color, pointing to each one as the words are said. Students volunteer to come up and point out which is the odd Hairy, (the one that does not rhyme) and replace that one, with one of a different color.

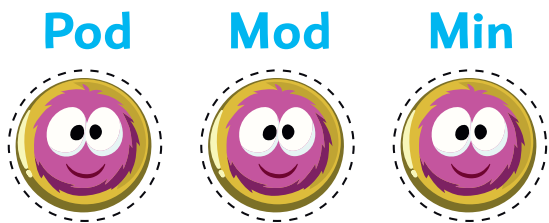
To demonstrate, the teacher says each word and points to a coin “pod” “mod” “min”

“Which one doesn’t belong?”

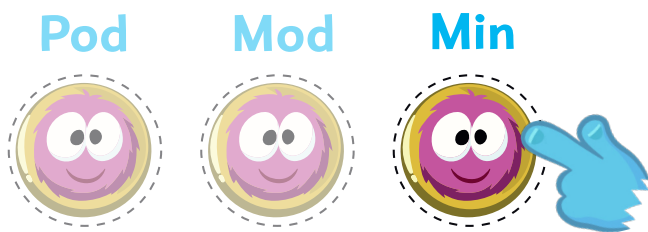
“Pod sounds like mod.”

“This one doesn’t belong.”

Point to the third coin. Swap it for a different color.



“Which one doesn’t belong?”



Tip: You can use the Hairy plush toys instead of coins.



# Instructions for Daily Activities



## Game 3 | Pass the Hairy (Producing Rhymes)

Students sit in a circle and pass a Hairy plush toy around.

To demonstrate, the teacher says “I will say a word, then pass the Hairy round the circle.”

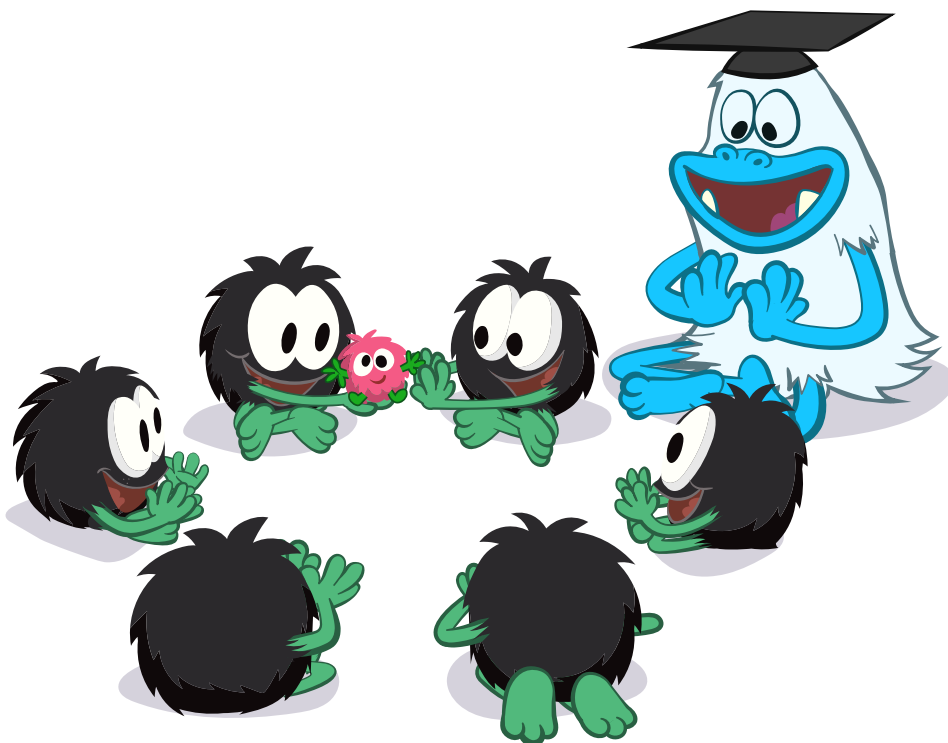
“The word is... hat”

Students pass the Hairy toy from person to person around the circle while clapping and chanting: “Pass the Hairy. Pass the Hairy. Pass the Hairy. STOP!”

The student left holding the Hairy tries to think of a word that rhymes with the teacher’s word.

“Can you think of a word that rhymes with, hat?”

The teacher starts the chant again, varying the speed and doing it more slowly or very fast to build excitement. Play this game several times, rhyming 2-3 words each day.





# Instructions for Daily Activities



## Game 4 | Toss the Hairy (Syllable Deletion)

The teacher says, “Let’s play a game with words”. Say the word “baseball.”

“Now try saying baseball without saying base”.

The correct response would be **ball**.

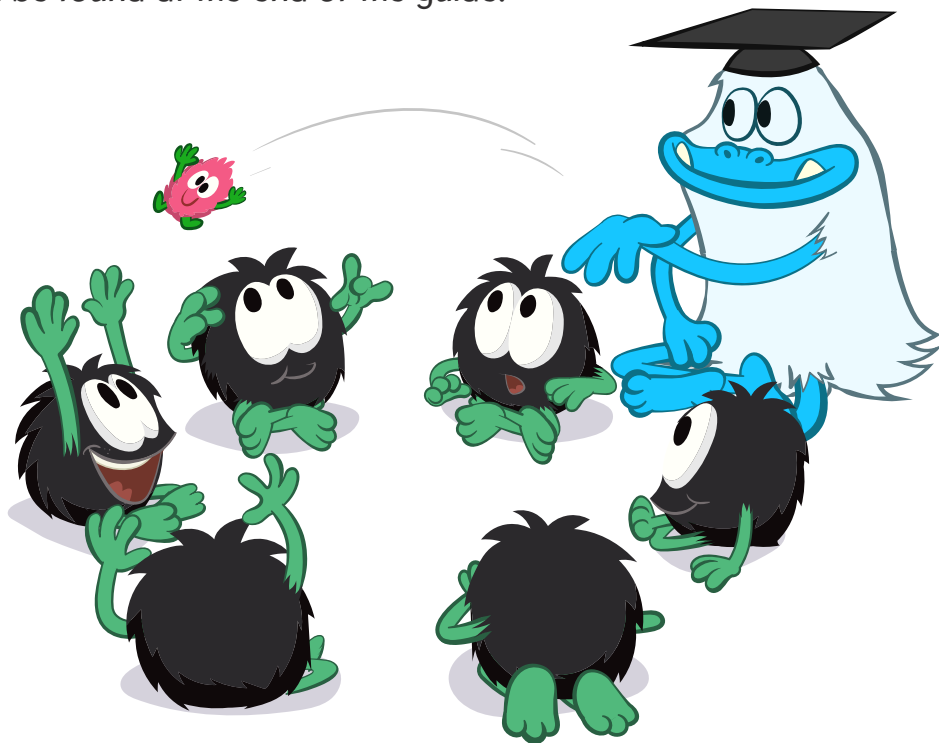
Give the next word “popcorn”

Say “I’d like the person who catches the Hairy to try saying popcorn, without saying pop”.

The teacher tosses the Hairy plush toy to a student. Encourage the student holding the Hairy to give an answer, but if they are not confident enough, they can toss the Hairy to another person. (The correct response is corn.)

This activity develops a phonological skill called Elision.

Sample questions can be found at the end of the guide.







# Instructions for Daily Activities

## Game 5 | Close your Eyes (Syllable Blending)

To demonstrate the teacher says, “Everyone close your eyes!”

Students close their eyes or cover their eyes with their hands.

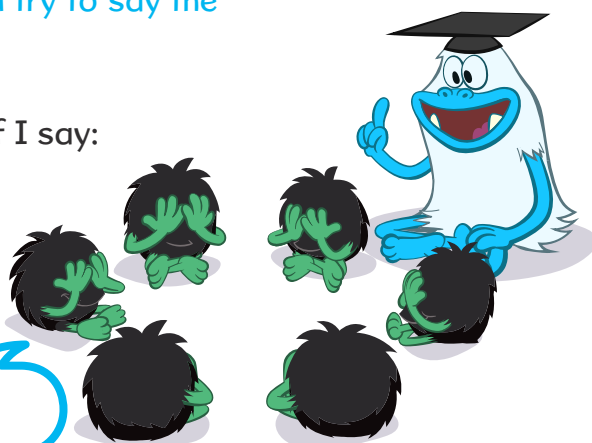
The teacher says: “I’m going to say a word in parts. You try to say the word back to me as a whole word”.

The teacher calls out a word in syllables. For instance, if I say: “cow... boy, you would say cowboy”.

Sample questions can be found at the end of the guide

“Cow... boy”

“Cowboy”



## Game 6 | Silly Bull Stomp (Syllable Segmentation and Syllable Deletion)

Play the Silly Bull video. Students stand up and stomp the “beats” of a word with one foot. Do 2-3 words each day. Begin with the Nessy Word lists. You can also do this with their own names.

The demonstrate, the teacher says, “Stand up!”

“We are going to stomp the beats of a word.”

“Say the word, watermelon.”

“I’m going to stomp one time for each beat.”

The teacher demonstrates, stomping 4 times while saying “wa-ter-mel-on”

“wa-ter-mel-on”





# Instructions for Daily Activities

## Game 7 | Hairy Sounds (Phoneme Isolation of Beginning and Ending Sounds)

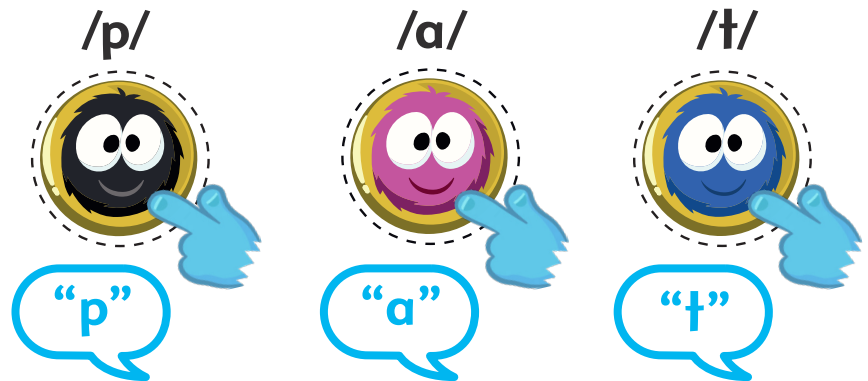
The teacher builds up the phonemes of a word with Hairy Sound Coins, Hairy stuffed toys, or other manipulatives, and asks students to say what sound a particular color is representing.

To demonstrate the teacher says the word “pat”.

Move a black Hairy Coin. Say /p/

Move a pink Hairy Coin. Say /a/

Move the blue Hairy coin. Say /t/



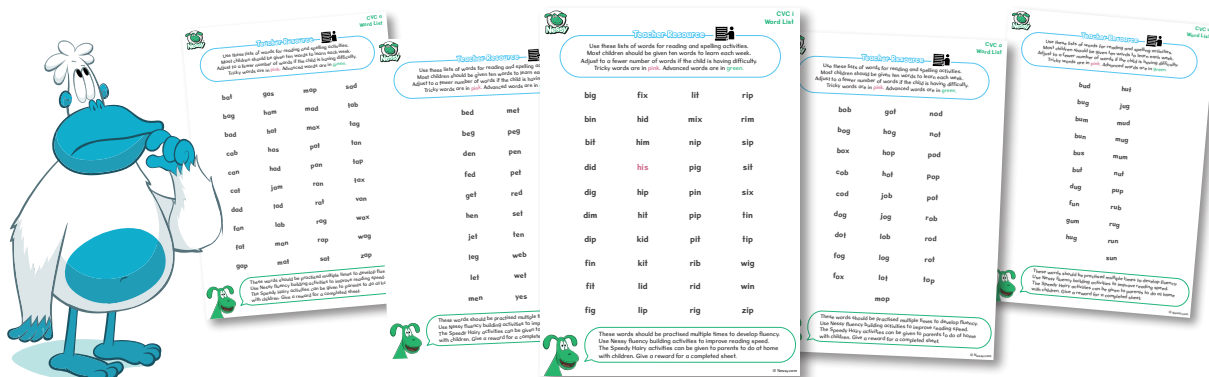
(The color of the Hairy or manipulatives does not matter, as long as different colors are used for each different sound).

Begin by working with the initial or first sound, the teacher says “What sound is the black Hairy?”.

When working on final or ending sound, the teacher says “What sound is the blue Hairy?”.

When working on middle sound, the teacher says “What sound is the pink Hairy?”.

Use the printable Nessy Word List for CVC words, choosing 2-3 words each day.



Remember: when building words with sounds, each sound in a word will be represented with a different color manipulative.



# Instructions for Daily Activities

## Game 8 | Hairy Sound Switch (Phoneme Substitution)

The teacher builds a word with Hairy Sound Coins, Hairy plush toys, or other manipulatives, and asks students to say what sound a particular color is representing.

To demonstrate, build the word **tam** by saying:

/t/ and putting down a pink Hairy

/a/ and putting down a black Hairy

/m/ and putting down a blue Hairy

(The color of the Hairy or manipulatives does not matter, as long as different colors are used for each different sound).

Say “**what sound is the blue Hairy?**”

The students should say the sound together /m/.

The teacher says “**What happens if we switch the /m/ to /p/ ?**”

Switches the blue Hairy, representing /m/, for a yellow Hairy which is representing /p/.

Students should then tell the teacher that the word is now /t/ /a/ /p/ “tap”.

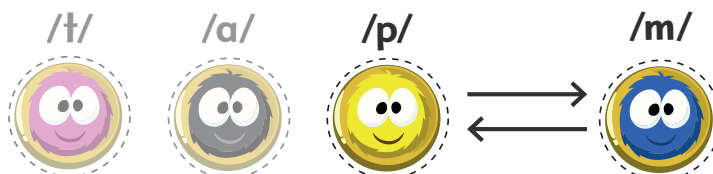
The teacher says “**Say each sound and blend them together into a whole word.**”

Do this again, but this time switch the initial or first sound /t/ for /n/

The students should say the sound together /n/.

The students should then sound out and blend the word as /n/ /a/ /p/ “nap”.

Play this game with the whole-class every day, switching out sounds in a word 1-2 times. For students struggling with this task, the Hairy Smile play mat may be used for small groups or 1:1 intervention.





# Instructions for Daily Activities

## Game 9 | Syllable Smash (Syllable Manipulation)

Watch the Video Syllable Smash or Silly Bull to learn about syllables.

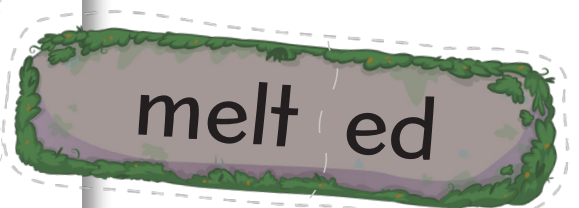
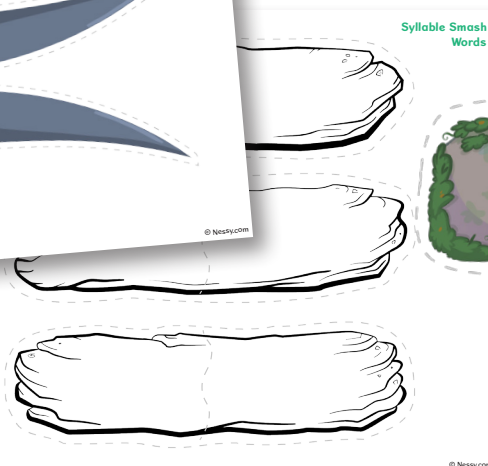
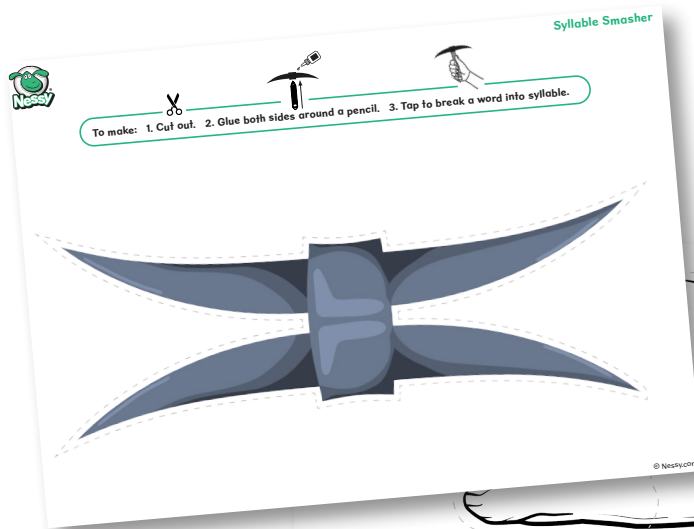
The teacher uses a Syllable Smash word (available in the teacher printable resources section) either printed on card or written on a white board. Ask for a volunteer child to hold the syllable smasher and help read the word. Use the printable Nessy word list CVC-CVC.

The teacher says “**This word has 2 syllables.**” The teacher taps the word where it splits, e.g. hotdog splits into hot-dog

The teacher covers the final syllable.

Say “**Read the first syllable.**”

Say “**Read the end syllable.**”







# Hairy Reading Interactive Learning

Students log in to Nessy.com at school or home, using a tablet or touch-screen laptop. The digital program will assess and guide a student through a series of lessons. Lessons are divided into Journeys, a series of daily learning games and videos. The topic of learning is set by the program's assessment but can be customized by the teacher. It will take between 15-20 minutes to complete a Journey.

See the Hairy Reading User Guide for more information.

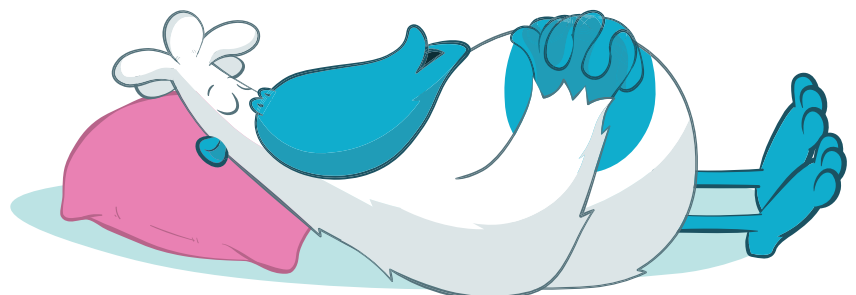


## Group Learning

Individual or small group activities for students who need additional explicit teaching.

- 1 | Make the Hairy Smile (Hairy Sound Coins)
- 2 | Make the Hairy Smile (Hairy Letter Coins)

Lesson plans provide a recommended daily format.





# Digital Scope and Sequence

## Baseline Assessment

- 1 | s, a, t, p
- 2 | i, n, m, d
- 3 | h, e, r, c, k
- 4 | g, o, l, f
- 5 | u, b, j, q
- 6 | v, w, x, y, z
- 7 | VC CV
- 8 | CVC a
- 9 | CVC e
- 10 | CVC i
- 11 | CVC o
- 12 | CVC u

## Assessment

- 13 | sh
- 14 | ch
- 15 | th
- 16 | CCVC
- 17 | y as i
- 18 | Print awareness and punctuation
- 19 | ff ll ss all
- 20 | ck

## Assessment



- 21 | CVC - CVC
- 22 | Plurals -s -es
- 23 | Suffix -y -er
- 24 | Suffix -ing
- 25 | ee ea
- 26 | ay ai
- 27 | igh
- 28 | oa ow
- 29 | oo
- 30 | Suffix -ed

## Assessment



# Tricky (Exception) Words

Group 1	the	I	is	a	
Group 2	of	to	two	and	
Group 3	was	have	you		
Group 4	one	his	for	four	
Group 5	said	want	see		
Group 6	some	come	look		
Group 7	here	that	this		
Group 8	down	she	new	push	
Group 9	play	which	much	such	
Group 10	with	they	them		
Group 11	like	make	ask		
Group 12	are	why	by	buy	bye
Group 13	who	what	when		
Group 14	all	pull	full		
Group 15	walk	talk			
Group 16	little	only	saw		
Group 17	blue	help	old	jump	
Group 18	could	would	should	very	
Group 19	were	where			
Group 20	three	there			
Group 21	away	her	their		
Group 22	friend	do	does	went	
Group 23	know	yellow	your		
Group 24	too	good	school	shoe	



Activities for Tricky words are paced gradually throughout the program scope and sequence.



# Sample Questions for Close your Eyes (Syllable Blending)

gold fish | goldfish  
tooth brush | toothbrush  
foot ball | football  
pop corn | popcorn  
book case | bookcase  
base ball | baseball  
dough nut | doughnut  
can not | cannot  
arm chair | armchair  
in side | inside  
cheese cake | cheesecake  
sauce pan | saucepan  
butter cup | buttercup  
super hero | superhero  
farm yard | farmyard  
blue bird | bluebird  
butter fly | butterfly  
day time | daytime  
tea spoon | teaspoon

jelly fish | jellyfish  
bed room | bedroom  
news paper | newspaper  
earth worm | earthworm  
rain bow | rainbow  
card board | cardboard  
pass port | passport  
pony tail | ponytail  
down stairs | downstairs  
tool box | toolbox  
cow boy | cowboy  
snow man | snowman  
after noon | afternoon  
clothes line | clothesline  
eye brow | eyebrow  
pan cake | pancake  
book shelf | bookshelf  
moon light | moonlight







# Sample Questions for Toss the Hairy

Say snowflake		Now say snowflake without saying flake	Correct response		snow
Say football		Now say football without saying ball	Correct response		foot
Say tap		Now say tap without saying /p/	Correct response		ta
Say winter		Now say winter without saying ter	Correct response		win
Say doughnut		Now say doughnut without saying dough	Correct response		nut
Say cat		Now say cat without saying /c/	Correct response		at
Say bud		Now say bud without saying /b /	Correct response		ud
Say pin		Now say pin without saying /p/	Correct response		n
Say spider		Now say spider without saying der	Correct response		spi
Say sunflower		Now say sunflower without saying flower	Correct response		sun
Say toolbox		Now say toolbox without saying tool	Correct response		box
Say bluebird		Now say bluebird without saying bird	Correct response		blue
Say barn		Now say barn without saying /n/	Correct response		bar
Say inside		Now say inside without saying in	Correct response		side
Say Playground		Now say playground without saying play	Correct response		ground
Say buttercup		Now say buttercup without saying cup	Correct response		butter
Say farmyard		Now say farmyard without saying farm	Correct response		yard
Say ponytail		Now say ponytail without saying tail	Correct response		pony
Say superhero		Now say superhero without saying hero	Correct response		super





# Sample Questions for Toss the Hairy

Say daytime | Now say daytime without saying day

Say tablet | Now say tablet without saying tab

Say bonnet | Now say bonnet without saying et

Say nutmeg | Now say nutmeg without saying meg

Say possum | Now say possum without saying um

Say napkin | Now say napkin without saying nap

Say happen | Now say happen without saying pen

Say hopper | Now say hopper without saying per

Say goblin | Now say goblin without saying gob

Say bold | Now say bold without saying /b/

Say pat | Now say pat without saying /t/

Say tiger | Now say tiger without saying ger

Say hairy | Now say hairy without saying hair

Say yeti | Now say yeti without saying /ee/

Say Nessy | Now say Nessy without saying Ness

Say Bert | Now say Bert without saying /t/

Say pod | Now say pod without saying /d/

Say min | Now say min without saying /m/

Say smash | Now say smash without saying /sm/

Correct response | time

Correct response | let

Correct response | bon

Correct response | nut

Correct response | pos

Correct response | kin

Correct response | hap

Correct response | hop

Correct response | lin

Correct response | old

Correct response | pa

Correct response | tie

Correct response | /ee/

Correct response | yet

Correct response | /ee/

Correct response | ber

Correct response | po

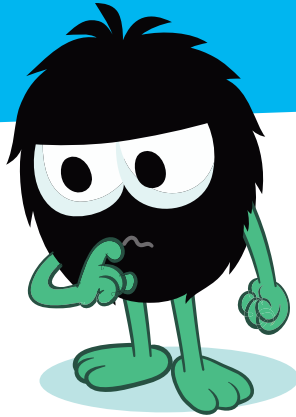
Correct response | in

Correct response | ash





# Hairy Sentences



The cat sat.

The rat ran.

The man ran.

A pet is in the bed.

A leg is in the bed.

A pen is in the bed.

Tim is big.

Tim is fit.

Tim is six.

A dog is on the box.

A fox is on the box.

A dot is on the box.

We had fun on the bus.

We had fun on the run.

We had fun in the sun.

I had a dish.

I had a fish.

I had a ship.

His chin is big.

His dad is rich.

His lunch is hot.

Jack lost a sock.

Nick felt sick.

The truck got stuck.

The cloth is in the bath.

There is a moth on the cloth.

That thing has big teeth.

The bell fell off.

He will drill the hill.

This well has a bad smell.

Pass me the glass.

The class sat on the grass.

There is a mess on my dress.

The wall is tall.

This ball is small.

I will call you.

A flag can flap.

A slot can block.

A plan can slip.

A drip can drop.

A crab can grab.

A trap can trip.

I can skid to a stop.

I can step on the spot.



# Hairy Sentences

I can spin as I swim.

A fly is in the sky.

Try to get dry.

Why did you cry?

The kitten had a muffin.

I had a tennis lesson.

Batman had a hotdog.

Keep the glasses in the boxes.

Stack the dishes on the benches.

Put the peaches in these dishes.

The baby is happy.

The puppy got sleepy.

The jelly is sticky.

I will be taller when I am older.

The water in the river is colder.

It is neater to keep your paper in a folder.

This is helping with my reading

When is it going to stop raining?

They like talking as they are walking.

My feet smell sweet.

I need to feed my pet.

Meet me by the green tree.

I do not eat in the heat.

We drank tea by the sea.

This will teach me to read.

I may go this way.

The clay is on the tray.

We can play in the hay.

A snail likes the rain.

I had to wait for the train.

The rain went down the drain.

This might be right.

My pants are too tight and bright.

This flight might take all night.

His boat did not float.

The coach will show us how to win.

A big load will make the truck slow.

I will soon see the moon.

Sweep the room with a broom.

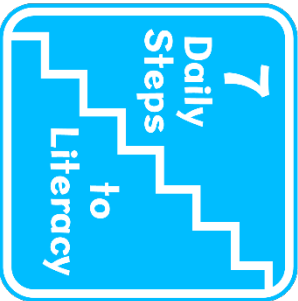
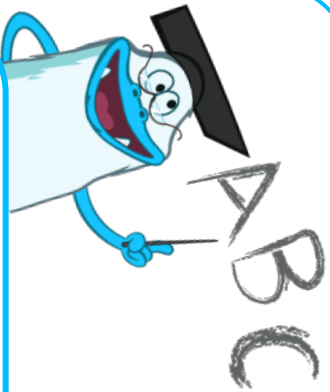
I use a spoon to eat my food.

The frog jumped when I picked it up.

I looked for my lost key as I walked home.

The waiter asked if I wanted melted cheese.





# Lesson Plan

Pre K

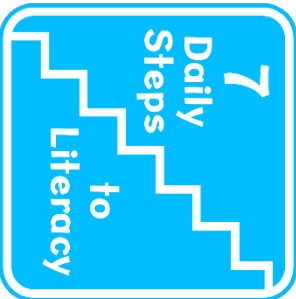
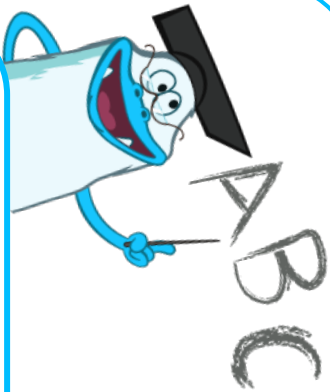
Week #

Theme

Spoken word	1						Phonic Focus:
Rhymes	2						Teacher Notes:
Syllables: blend segment	3						
Syllables: deletion	4						
Phonemes: isolation	5						
Phonemes: substitution	6						
Nessy Groups							
<ul style="list-style-type: none"><li>Students work independently on Hairy Reading or Nessy Reading and Spelling</li><li>t:1 or small groups working with teacher or TA, utilizing the printable worksheets and fluency building activities</li><li>Small groups of students play the phonics and reading games. Find these printable board games under the 'Resources' tab</li></ul>		7					








# Lesson Plan

Kindergarten

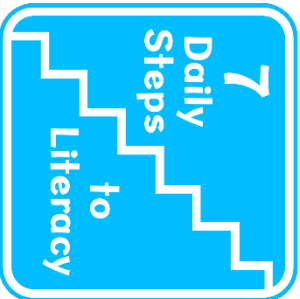
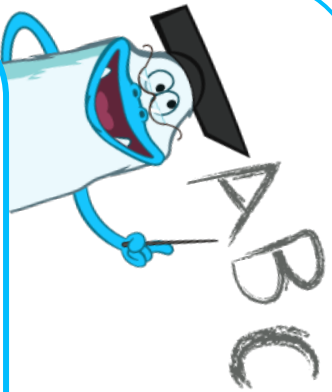
Week#

Theme

Language and listening	1						Phonic Focus:
Alphabetic principle	2						
Rhyme	3						Teacher Notes:
Phonemes: delete, isolate	4						
Tricky words	5						
Syllables: segment, substitute	6						
Nessy Groups							
<ul style="list-style-type: none"><li>Students work independently on Hairy Reading or Nessy Reading and Spelling</li><li>1:1 or small groups working with teacher or TA, utilizing the printable worksheets and fluency building activities</li><li>Small groups of students play the phonics and reading games. Find these printable board games under the 'Resources' tab</li></ul>	7						







# Lesson Plan

1<sup>st</sup> Grade

Week#  
 Theme

Language, listening, and comprehension	1						Phonic Focus:
Advanced Phonics: watch and listen	2						
Advanced Phonics: practice and write	3						Teacher Notes:
Vocabulary / spelling	4						
Fluency practice	5						
Tricky words	6						
<b>Nessy Groups</b> <ul style="list-style-type: none"> <li>Students work independently on Hairy Reading or Nessy Reading and Spelling</li> <li>1:1 or small groups working with teacher or TA, utilizing the printable worksheets and fluency building activities</li> <li>Small groups of students play the phonics and reading games. Find these printable board games under the 'Resources' tab</li> </ul>	7						



# Sound Grid 1

s	snake	s	snake	s	snake	s	snake	s	snake
d	apple	d	apple	d	apple	d	apple	d	apple
t	tiger	t	tiger	t	tiger	t	tiger	t	tiger
p	penguin	p	penguin	p	penguin	p	penguin	p	penguin
i	ice cream	i	ice cream	i	ice cream	i	ice cream	i	ice cream
n	net	n	net	n	net	n	net	n	net
m	monkey	m	monkey	m	monkey	m	monkey	m	monkey
p	party	p	party	p	party	p	party	p	party
l	lemon	l	lemon	l	lemon	l	lemon	l	lemon
f	fan	f	fan	f	fan	f	fan	f	fan
z	zebra	z	zebra	z	zebra	z	zebra	z	zebra
y	yogi	y	yogi	y	yogi	y	yogi	y	yogi
x	x-ray	x	x-ray	x	x-ray	x	x-ray	x	x-ray
w	walrus	w	walrus	w	walrus	w	walrus	w	walrus
v	van	v	van	v	van	v	van	v	van
q	quack	q	quack	q	quack	q	quack	q	quack
j	jet	j	jet	j	jet	j	jet	j	jet
e	elephant	e	elephant	e	elephant	e	elephant	e	elephant
h	hat	h	hat	h	hat	h	hat	h	hat
b	baseball	b	baseball	b	baseball	b	baseball	b	baseball





# ★ Sound Grid 2 ★

sh



ch



ck



th



ff



ll



ss



zz



ee



ea



ay



ai



igh



ie



oa



ow



oo

