

Easthampton Kindergarten Word Study Lessons

September¹

Week	Lesson Title and Learning Principle ²	Page	Massachusetts Frameworks (ELA)
1	ELC-1 Recognizing Names <i>Your name starts with a letter that is always the same.</i>	71	RF1d: Recognize and name all upper- and lowercase letters of the alphabet.
2	ELC-2 Learning Your Name <i>Your name is always written the same way.</i>	75	RF1b: Recognize that spoken words are represented in written language by specific sequences of letters.
3	LK-1 Exploring Letters <i>Letters are different from each other.</i>	211	L1a: Print many upper- and lowercase letters.
4	PA-1 Hearing Rhymes in Songs and Poems <i>Some words have end parts that sound alike. They rhyme.</i>	105	RF2a: Recognize and produce rhyming words

October

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	LK-5 Recognizing & Naming Letters <i>A letter has a name and a shape.</i>	227	L1a: Print many upper- and lowercase letters.
2	PA-3 Hearing Rhymes <i>You can hear and connect words that rhyme</i>	113	RF2a Recognize and produce rhyming words
3	PA-6 Hearing, Saying & Clapping Syllables <i>You can hear and say the syllables in a word.</i>	125	MA.8.A. Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases. RF2b Count, pronounce, blend, and segment syllables in spoken words.

¹ This is a plan that should generally work for an average Kindergarten classroom. Because each class is unique, changes to this plan are unavoidable: there are 100 lessons in the supporting text and not even half are covered here. Please keep in mind the words of Gay Su Pinnell and Irene C. Fountas, "This yearly plan is a ladder of support as you work with children over time. Don't worry if your group does not progress in precisely the same way this plan implies. They may learn more rapidly in one area than another, but referring to the plan will help you reflect on areas where you need to invest more instruction." *Phonics Lessons: Letters, Words, and How They Work*, p. 34.

² Some months have three weeks of lessons, others four. Following this schedule will ensure that by June all of the Common Core Reading Stands: Foundational Skills for *Print Concepts, Phonological Awareness and Phonics* and *Word Recognition* are addressed and explicitly taught, as well as many of the Common Core Language Standards addressing *Conventions of Standard English*. This Lesson Map is a part of a complete and balanced ELA program.

4	PA-7 Say Words Slowly to Hear Sounds <i>You can say a word slowly to hear the sounds in a word.</i>	129	L2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). L2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships RF3a Demonstrate basic knowledge of one-to-one letter- sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant
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November

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	PA-8 Hearing Beginning Sounds <i>Some words sound the same at the beginning.</i>	133	RF2c Blend and segment onsets and rimes of single-syllable spoken words
2	PA-9 Hearing Beginning Sounds <i>You can connect words that sound the same at the beginning.</i>	137	RF2c Blend and segment onsets and rimes of single-syllable spoken words
3	LK-7 Learning Letter Forms & Names <i>You can look at the shape of a letter and say its name.</i>	235	RF1d Recognize and name all upper- and lowercase letters of the alphabet.

- Commented [MB1]:
- Commented [SR2R1]:
- Commented [SR3R1]:
- Commented [SR4R1]:

December

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	PA-10 Hearing Ending Sounds <i>Some words sound the same at the end</i>	141	RF2c Blend and segment onsets and rimes of single-syllable spoken words
2	WM-1 Learning Color Words <i>You can read and write the names of the colors</i>	403	RF3c Read common high-frequency words by sight
3	LS-1 Beginning Consonants & Letter Sounds <i>You can hear the sound at the beginning of a word.</i>	309	RF3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant

January

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	SP-2 Making Words With –at <i>Some words have patterns (parts) that are the same.</i>	347	RF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
2	WSA-3 Making Words by Changing the First Letter <i>You can change the first letter or letters of a word to make a new word.</i>	459	RF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
3	PA-12 Hearing Ending Sounds <i>You can hear the last sound in a word.</i>	149	RF2d Isolate and pronounce the initial, medial vowel and final sounds in three-phoneme CVC words
4	WSA-5 Using Known Words in Simple Texts <i>You can change the first letter or letters of a word to make a new word.</i>	463	RF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

February

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	PA-17 Hearing 1st & Last Sounds <i>You can say a word slowly to hear all the sounds</i>	169	L2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). L2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships RF3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant
2	SP2/3 Making Words with –at/-an <i>You can use the pattern (part) you know to help you read a word.</i>	351	RF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
3	HF-3 Recognizing High Frequency Words <i>You see some words many times when you read.</i>	381	RF3c Read common high-frequency words by sight

March

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	PA-21 Hearing & Substituting Sounds <i>You can change the first sound of a word to make a new word.</i>	185	RF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
2	PA-19 Hearing & Blending Onsets & Rimes <i>You can blend word parts together.</i>	177	RF2d Isolate and pronounce the initial, medial vowel and final sounds in three-phoneme CVC words
3	HF-5 Recognizing High Frequency Words <i>You see some words many times when you read.</i>	389	RF3c Read common high-frequency words by sight

April

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	PA-22 Hearing Middle Sounds <i>You can hear and say the sound in the middle of a word.</i>	189	RF2d Isolate and pronounce the initial, medial vowel and final sounds in three-phoneme CVC words RF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
2	WSA-6 Using Parts of Words to Solve New Words <i>You can use parts of words you know to read or write new words.</i>	471	RF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
3	WSA-8 Changing First and Last Letters to Make New Words <i>You can change the first letter or last letter to make a new word.</i>	479	RF3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

May

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	ELC-8 Making Sentences <i>A sentence in a group of words that makes sense.</i>	99	RF1a Follow words from left to right, top to bottom, and page by page. RF1c Understand that words are separated by spaces in print SL6 Speak audibly and express thoughts, feelings, and ideas clearly.
2	PA-24 Blending Sounds in Words <i>You can blend sounds together to say a word.</i>	197	RF2c Blend and segment onsets and rimes of single-syllable spoken words RF2d Isolate and pronounce the initial, medial vowel and final sounds in three-phoneme CVC words RF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
3	WS-2 Add “S” to Change Meaning <i>Add –s to the end of a word to make it sound right in a sentence.</i>	437	L1C Form regular plural nouns orally by adding /s/ or /es/

June

Week	Lesson Title and Learning Principle	Page	Massachusetts Frameworks (ELA)
1	WS-4 Recognizing Syllables <i>You can hear the syllables in words</i>	445	RF3c Read common high-frequency words by sight
2	HF-7 Recognizing High Frequency Words <i>You see some words many times when you read.</i>	397	RF3c Read common high-frequency words by sight
3	LK-21 Labeling Consonants and Vowels <i>Some letters are consonants. Some letters are vowels.</i>	291	RF3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels