

# Teaching SLIDES

25 Teaching slides for whole group lessons

Interactive slides with moveable pieces make it easy to model skills

**Model and practice:**

- isolating
- segmenting
- blending
- decoding
- spelling
- fluency



Sample Week of Mini-Lessons

# Consistent ROUTINES

### Standards alignment

**Common Core State Standards**

**First Grade**

**RF.1.2** Demonstrate understanding of spoken words, (phonemes).

**RF.1.2.A** Distinguish long from short vowel sounds in single syllable words.

**RF.1.2.B** Orally produce single-syllable words by blending including consonant blends.

**RF.1.2.C** Isolate and pronounce initial, medial vowel (phonemes) in spoken single-syllable words.

**RF.1.2.D** Segment spoken single-syllable words into individual sounds (phonemes).

**RF.1.3.B** Decode regularly spelled one-syllable words with sounding out.

**RF.1.4** Read with sufficient accuracy and fluency to understand.

Day	Lesson Slides	Tasks / Practice / Centers
1	Say the Sounds Build and Read <ul style="list-style-type: none"><li>isolate</li><li>segment</li><li>blend</li></ul>	1. Introduce the vowel slide. Decode and read the word lists together with students. 2. Use the Build and Read slides to model building words as students do the same with magnetic letters or letter cards at their desks. <b>Centers:</b> Word builder cards / mats Spell It cards
2	Build and Read cont. Build Longer Words <ul style="list-style-type: none"><li>segment</li></ul>	1. Continue building words and word families. Choose a picture on the slide. Ask students to spell the picture name on their whiteboards as a classmate builds it on the slide. 2. Differentiate by building words with different vowel sounds.

### Lesson Pacing

**Monday** Say the Sound | Build and Read  
isolate | segment | blend

**Tuesday** Build Longer Words  
decode | build words | spell

**Wednesday** Click and Read  
read | spell | write

**Thursday** Read and Cover  
isolate | read

**Friday** Letter Ladders | Assessment  
blend | spell | write

**5** Weeks of interactive, whole group practice activities

Implement a consistent routine of daily, 15-minute phonics lessons

With materials for centers & small group instruction

# Sound ISOLATION



# Phoneme SEGMENTATION

Word Builder Mats

	tap
	ham
	van
	cat

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READ • BUILD • WRITE

hat

Write a sentence.

My hat is wet.

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# Fluency PRACTICE



Sentence mats



Phonics passages

# Engaging CENTERS

h m n o p q r s t u v w x y z

Name \_\_\_\_\_ Short vowels CVC

## SPIN & DRAW

Write the word.	Draw the word.	Write a sentence.
cap		I have a red cap.

**SPIN & DRAW**



**SPIN & DRAW**



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Short vowels CVC

## SAY-DRAW-WRITE

Name \_\_\_\_\_

Say the word. Draw the word.	Write the word.	Write a sentence.
		
		
		
		
		
		
		

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# Flexible **OPTIONS**

Use many of the centers with or without a recording page



# Activity **BOOKLETS**



**7** No-prep booklets with six activities inside. Ideal for homework, centers & interventions

## Inside the booklets:

- phonics passage
- comprehension questions
- sound identification
- decodable sentences
- writing sentences
- ABC order



# Activity BOOKLETS

**COLOR & WRITE** Color the pictures with the short a sound. Write the picture names.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**WRITE ABOUT IT**  
Write a sentence about each picture you colored. Use words from your list.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**let's learn PHONICS** CVC

**SHORT A**

**Dan's Cat**

Dan and Pat were friends. They liked to play together. One day Dan told Pat to come and see his new cat. Pat grabbed his cap and ran to Dan's house. When he got there he saw Dan's new cat. Dan said, "My cat is taking a nap." Pat sat down beside Dan. The cat was sleeping in his lap. "I named my cat Max", said Dan. Dan and Pat had a lot of fun with Max.

Read the passage three times. Color a square each time.

1. Who liked to play together? \_\_\_\_\_

2. What did Dan get? \_\_\_\_\_

3. What was the cat's name? \_\_\_\_\_

**ROLL & READ**

Roll a die then read the sentence. Color the die.

- The fat cat napped on the mat.
- Fran tapped on the pan to see if it was hot.
- The man put snacks in the basket.
- "Run as fast as you can!", she said.
- Nan ran to get the ball from the dog.
- If you are hot you can sit by the fan.

**Bug Hunt**

**The Birthday Gift**

**Bud Has Fun**

**The Big Job**

**Sid the Pig**

**Dan's Cat**

Dan and Pat were friends. They liked to play together. One day Dan told Pat to come and see his new cat. Pat grabbed his cap and ran to Dan's house. When he got there he saw Dan's new cat. Dan said, "My cat is taking a nap." Pat sat down beside Dan. The cat was sleeping in his lap. "I named my cat Max", said Dan. Dan and Pat had a lot of fun with Max.

Read the passage three times. Color a square each time.

1. Who liked to play together? \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

**ROLL & READ**

Roll a die then read the sentence. Color the die.

- The fat cat napped on the mat.
- Fran tapped on the pan to see if it was hot.

**let's learn PHONICS** CVC

**SHORT I**

**SHORT E**

**SHORT A**

**SHORT E, O, U**

**SHORT A, I**

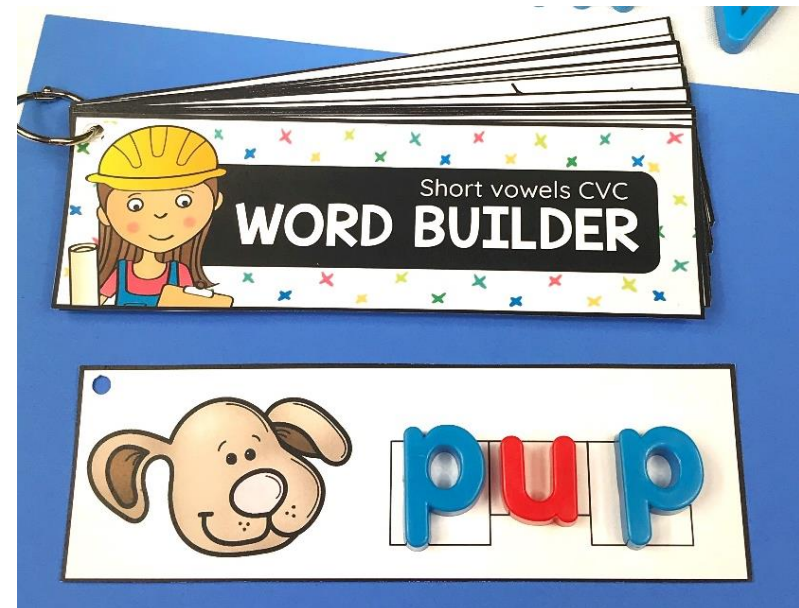
**SHORT U**

**SHORT O**

# Small Group SUPPORT

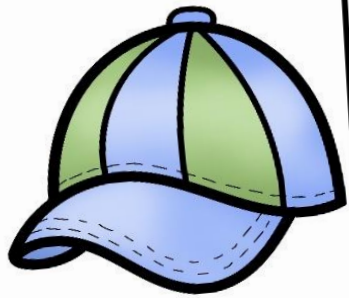
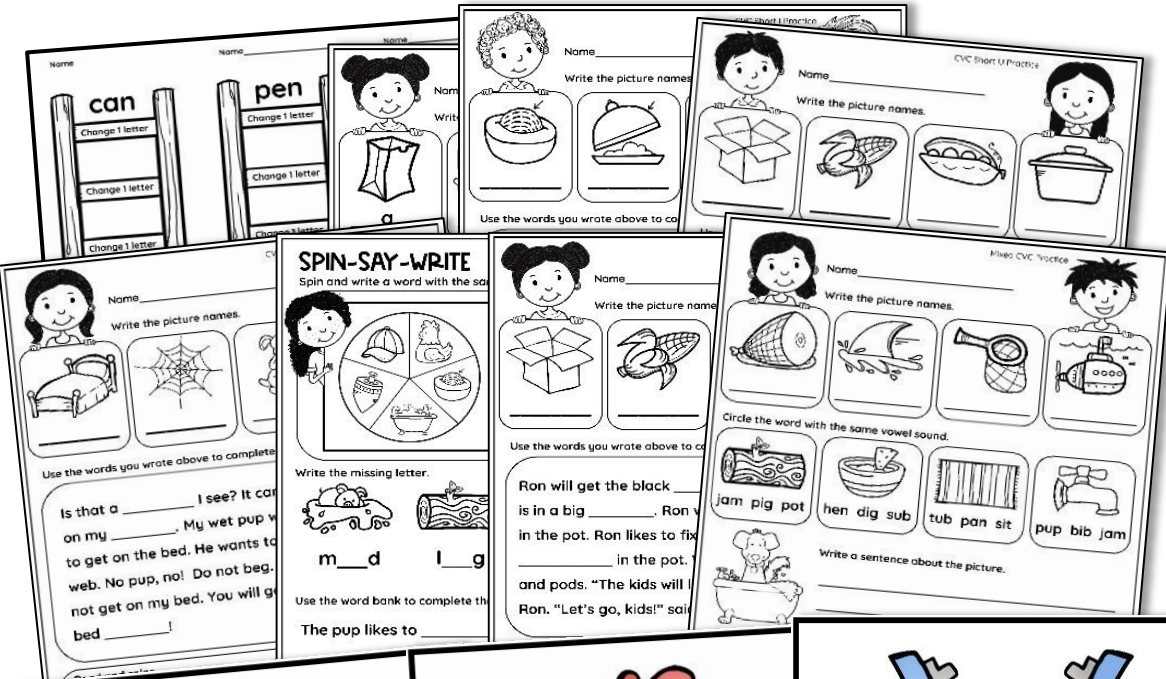


- Large letter cards
- Small student cards
- Word building mats
- Picture cards
- Word cards



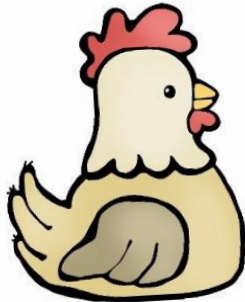
# Printable PRACTICE

- Vowel posters
- Practice pages
- Mixed vowels assessment



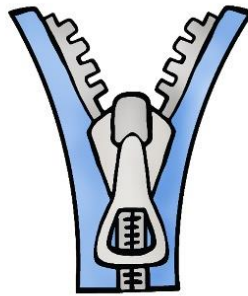
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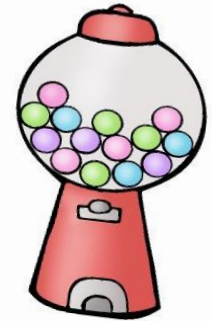
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# TEACH PRACTICE ASSESS

*Let's learn!* **PHONICS**

Teaching LESSON SLIDES	Hands-on CENTERS	Phonics PASSAGES	Small Group RESOURCES	Homework & ASSESSMENTS
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AROUND the KAMPFIRE Linda Kamp

**CVC SHORT VOWELS**

Everything you need to help your students master foundational phonics skills

