

Science of Reading Aligned

K and 1st
Year
Long
Bundles

PHONEMIC AWARENESS



1st Grade

Phonemic Awareness Lessons

Focus skill: l blends

	Monday	Tuesday	Wednesday	Thursday	Friday					
Warm up 1 min	*This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug.*									
Phoneme Segmenting 2 min Teacher says the word. Students orally segment and say the phonemes of the word. T: cat S: /k/-/a/-/t/	glad slim clock plum fled blab	g-l-ā-d s-l-ī-m k-l-ō-k p-l-ū-m f-l-ē-d b-l-ā-b	blame blush close slick clean clay	b-l-ā-m b-l-ū-sh k-l-ō-z s-l-ī-k k-l-ē-n k-l-ā	slime plus sled flag glob sling	s-l-ī-m p-l-ū-s s-l-ē-d f-l-ā-g g-l-ō-b s-l-ī-ng	click slate club blow please cling	k-l-ī-k s-l-ā-t k-l-ū-b b-l-ō p-l-ē-z k-l-ī-ng	clap flight sleep blue gloss cloud	k-l-ā-p f-l-ī-t s-l-ē-p b-l-ū g-l-ō-s k-l-ō-u-d
Phoneme Blending 2 min Teacher says the phonemes for each word. Students orally blend the phonemes & say the word. T: /t/-/a/-/m/ S: ham	f-l-ā-sh k-l-ī-m f-l-ō-p b-l-ō-t s-l-ē-t b-l-ū-m	flash climb flop blot sleet bloom	p-l-ā-n b-l-ī-s s-l-ō f-l-ū-sh g-l-ā-d p-l-ē-t	plan bliss slow flush glad pleat	p-l-ā b-l-ē-ch s-l-ū-g f-l-ō-k s-l-ī-d g-l-ū	play bleach slug flock slid glue	s-l-ī-t k-l-ā-m f-l-ū-f p-l-ō-p g-l-ē-m b-l-ō-b	slight clam fluff plop gleam blob	f-l-ō-t k-l-ū-ch p-l-ā-t b-l-ō-k f-l-ī-p k-l-ā-w	float clutch plate block flip claw
Connecting Phonemes to Graphemes 3 min Teacher says the word. Students say the word; segment, say & tap the graphemes.	flat sled glum clip plug	club slip clap clock flag	slip blot flag plum clam	glad slot slug clip glob	plug slam flag clam plus					

What's the Word?


What's the Word?

l blends

What's the Word?


What's the Word?

l blends

55+
Weeks of
Lessons

Student Screener • Word Cards
Weekly Lessons • Data Tracker

INCLUDED IN THIS RESOURCE:

32 KINDERGARTEN PHONEMIC AWARENESS
LESSONS BASED ON A SCIENCE OF
READING ALIGNED SCOPE & SEQUENCE

33 FIRST GRADE PHONEMIC AWARENESS
LESSONS BASED ON A SCIENCE OF
READING ALIGNED SCOPE & SEQUENCE

325 CONNECTING PHONEME TO GRAPHEME
WORD CARDS - **25** CARDS A WEEK
FOR BOTH GRADE LEVELS!

INDIVIDUAL & WHOLE GROUP SCREENER TO
ASSESS STUDENTS' CURRENT LEVEL FOR K & 1st

PLUS, AN AUTOFILL DATA TRACKER TO
TRACK PROGRESS THROUGHOUT THE
YEAR FOR BOTH GRADE LEVELS



DOWNLOAD THE FULL PREVIEW TO SEE MORE!

65 WEEKLY PHONEMIC AWARENESS LESSONS

Phonemic Awareness Lessons

Segmenting & Blending

Kindergarten

Focus skill: short a

	Monday	Tuesday	Wednesday	Thursday	Friday
Warm up 1 min Teacher says the word. Students orally segment and say the phonemes of the word. T: cat S: /k/-/a/-/t/	"This week we're learning all about the sound /a/ as in the word apple." -review short a mouth articulation gestures -review short a motion	"This week we're learning all about the sound /a/ as in the word apple." -review short a mouth articulation gestures -review short a motion	"This week we're learning all about the sound /a/ as in the word apple." -review short a mouth articulation gestures -review short a motion	"This week we're learning all about the sound /a/ as in the word apple." -review short a mouth articulation gestures -review short a motion	"This week we're learning all about the sound /a/ as in the word apple." -review short a mouth articulation gestures -review short a motion
Phoneme Segmenting 2 min Teacher says the word. Students orally segment and say the phonemes of the word. T: cat S: /k/-/a/-/t/	fat f-a-t sat s-a-t act a-k-t cap k-a-p tap t-a-p lap l-a-p	lad l-a-d at a-t hatch h-a-ch mat m-a-t mass m-a-s tab t-a-b	cab k-a-b latch l-a-ch back b-a-k ram r-a-m chap ch-a-p rack r-a-k	math m-a-th lap l-a-p ran r-a-n pass p-a-s pat p-a-t pan p-a-n	rash r-a-sh fan f-a-n match m-a-ch jazz j-a-z had h-a-d gab g-a-b
Phoneme Blending 2 min Teacher says the phonemes for each word. Students orally blend the phonemes & say the word. T: /h/-/a/-/m/ S: ham	b-a-t bat p-a-th path h-a-t hat t-a-p tap m-a-p map s-a-p sap	th-a-t that k-a-t cat r-a-sh rash m-a-d mad l-a-p lap k-a-p cap	v-a-t vat p-a-s pass l-a-d lad r-a-p rap f-a-t fat f-a-d fat	m-a-t mat ch-a-p chap r-a-m ram p-a-p pap p-a-p pap	a-d add h-a-z has k-a-sh cash h-a-k hack
Connecting Phonemes to Graphemes 3 min Teacher says the word. Students orally segment and say the phonemes of the word. Students write the word and say it again.	cat sat hat rat mat	bat fat gap sap tap			

FOCUS SKILL

PHONEME SEGMENTING

CONNECTING PHONEMES TO GRAPHEMES

1st Grade Phonemic Awareness Lessons

	Monday	Tuesday	Wednesday	Thursday	Friday
Warm up 1 min Teacher says the word. Students orally segment and say the phonemes of the word. T: cat S: /k/-/a/-/t/	"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."	"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."	"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."	"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."	"This week we're learning all about blends. A blend is made up of two sounds. L blends include the sound /l/ as in the word ladybug."
Phoneme Segmenting 2 min Teacher says the word. Students orally segment and say the phonemes of the word. T: cat S: /k/-/a/-/t/	glad g-l-a-d slim s-l-i-m clock k-l-o-k plum p-l-u-m fled f-l-e-d blab b-l-a-b	blame b-l-a-m blush b-l-u-sh close k-l-o-s-z slick s-l-i-k clean k-l-e-n clay k-l-a	slime s-l-i-m plus p-l-u-s sled s-l-e-d flag f-l-a-g glob g-l-o-b sling s-l-i-ng	click k-l-i-k slate s-l-a-t club k-l-o-b blow b-l-o please p-l-e-z cling k-l-i-ng	clap k-l-a-p flight f-l-i-t sleep s-l-e-p blue b-l-u gloss g-l-o-s cloud k-l-o-u-d
Phoneme Blending 2 min Teacher says the phonemes for each word. Students orally blend the phonemes & say the word. T: /h/-/a/-/m/ S: ham	f-l-a-sh flash k-l-i-m climb f-l-o-p flop b-l-o-t blot s-l-e-t sleet b-l-o-m bloom	p-l-a-n plan b-l-i-s bliss s-l-o-s slow f-l-u-sh flush g-l-a-d glad p-l-e-t plect	p-l-a play b-l-e-ch bleach s-l-u-g slug f-l-o-k flock s-l-i-d slid g-l-u glue	s-l-i-t slight k-l-a-m clam f-l-a-f fluff p-l-o-p plop g-l-e-m gleam b-l-o-b blob	f-l-o-t float k-l-i-ch clutch p-l-a-te plate b-l-o-c block f-l-i-p flip
Connecting Phonemes to Graphemes 3 min Teacher says the word. Students say the word; segment, say & tap the phonemes; write or air write the word; and say the word again.	flat sled glum clip plug	club slip clap clock flag	slip blot flag plum clam		

PHONEME BLENDING



325 WORD CARDS

Monday

One important component of connecting phonemes to graphemes is providing students with the meaning of a word in context.

Use these picture cards to help your students understand the meaning of each word.

What's the Word?



digraph ch

What's the Word?



digraph ch

Tuesday

One important component of connecting phonemes to graphemes is providing students with the meaning of a word in context.

Use these picture cards to help your students understand the meaning of each word.

What's the Word?



digraph ch

What's the Word?



digraph ch

What's the Word?



digraph ch

What's the Word?



What's the Word?

Wednesday

One important component of connecting phonemes to graphemes is providing students with the meaning of a word in context.

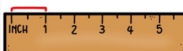
Use these picture cards to help your students understand the meaning of each word.

What's the Word?



digraph ch

What's the Word?



digraph ch

What's the Word?



digraph ch

What's the Word?



digraph ch

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Thursday

One important component of connecting phonemes to graphemes is providing students with the meaning of a word in context.

Use these picture cards to help your students understand the meaning of each word.

What's the Word?



digraph ch



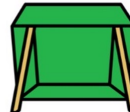
digraph ch

What's the Word?



digraph ch

What's the Word?



digraph ch

What's the Word?



digraph ch

What's the Word?



digraph ch

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©Christina Winter - mrswinterbliss.com 2022

What's the Word?



digraph ch

What's the Word?



digraph ch

What's the Word?



digraph ch

What's the Word?



digraph ch

What's the Word?



digraph ch

What's the Word?



digraph ch

word
cards

26

GRAPHEME CARDS

include:

25

CONNECTING PHONEME TO GRAPHEME
CARDS FOR EVERY WEEK!



INDIVIDUAL & WHOLE GROUP DATA SCREENERS

Name: _____ Kindergarten Phonemic Awareness Screener
Date: _____

Student Grapheme Recording Sheet

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

9. _____ 10. _____ 11. _____ 12. _____ 13. _____ 14. _____ 15. _____ 16. _____

17. _____ 18. _____ 19. _____ 20. _____ 21. _____

22. _____ 23. _____ 24. _____ 25. _____ 26. _____ 27. _____ 28. _____ 29. _____

Name: _____ Kindergarten Phonemic Awareness Screener
Date: _____

Section II

Grapheme to Phoneme

Directions: Show the student the grapheme page. Ask them to tell you the sound that each grapheme represents. Highlight the grapheme below if the student produced the correct sound.

m a s p t i n b

Name: _____ Kindergarten Phonemic Awareness Screener
Date: _____

Phoneme / Grapheme Identification

m	a	s	p	t	i	n	b
c	o	f	h	d	r	g	e
j	x	v	qu				
th	wh	ng					

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Name: _____ Kindergarten Phonemic Awareness Screener
Date: _____

Section I

Isolating Beginning Sounds

Directions: Ask the student to say the **first** sound in the words below. Check the box if they identified the correct phoneme. Record student error on the line if the answer was incorrect.

mule /m/ ☐ _____ loss /l/ ☐ _____

silt /s/ ☐ _____ gate /g/ ☐ _____

rope /r/ ☐ _____ cut /k/ ☐ _____

van /v/ ☐ _____ yes /y/ ☐ _____

heap /h/ ☐ _____ wide /w/ ☐ _____

Score: ____ / 10

If the student scored 8/10 or below, begin instruction with **Isolating Beginning Sounds, Visual Drill, and Auditory Drill** in the **Isolating Sounds** lessons. Use the Section II assessments to determine where to start PA instruction in the scope and sequence.

If the student scored 9/10 or above, continue to the next section.

Isolating Final Sounds

Directions: Ask the student to say the **last** sound in the words below. Check the box if they identified the correct phoneme. Record student error on the line if the answer was incorrect.

buzz /z/ ☐ _____ gap /p/ ☐ _____

loaf /f/ ☐ _____ tube /b/ ☐ _____

fill /l/ ☐ _____ side /d/ ☐ _____

erase /s/ ☐ _____ wreck /k/ ☐ _____

dodge /d/ ☐ _____

Score: ____ / 10

If the student scored 8/10 or below, begin instruction with **Isolating Final Sounds, Visual Drill, and Auditory Drill** in the **Isolating Sounds** lessons. Use the Section II assessments to determine where to start PA instruction in the scope and sequence.

If the student scored 9/10 or above, continue to the next section.

Name: _____ Kindergarten Phonemic Awareness Screener
Date: _____

Section II

Phoneme to Grapheme

Directions: Tell the student you are going to say a word and you want them to tell you all the sounds in the word. Check the box if they segmented the sounds correctly. Record student error on the line if the answer was incorrect.

fizz f-i-z ☐ _____ mule m-y-u ☐ _____

less l-e-s ☐ _____ weave w-e-v ☐ _____

name n-a-m ☐ _____ dime d-i-m ☐ _____

shut sh-u-t ☐ _____ coach k-o-ch ☐ _____

hog h-o-g ☐ _____ tax t-a-k-s ☐ _____

Score: ____ / 10

If the student scored 8/10 or below, begin instruction with the **Phoneme Segmenting and Connecting Phonemes to Graphemes** tasks in the short a **Segmenting & Blending** lesson. Also, use the Section II assessments to determine the student's phoneme / grapheme knowledge.

If the student scored 9/10 or above, continue to the next section.

Blending Phonemes

Directions: Tell the student you are going to say some sounds and you want them to tell you the whole word. Check the box if they blended the sounds correctly. Record student error on the line if the answer was incorrect.

n-a-n rain ☐ _____ h-y-u huge ☐ _____

s-b-b sub ☐ _____ d-i-v dive ☐ _____

f-a-e fix ☐ _____

Score: ____ / 10

If the student scored 8/10 or below, begin instruction with the **Phoneme Segmenting and Connecting Phonemes to Graphemes** tasks in the short a **Segmenting & Blending** lesson. Also, use the Section II assessments to determine the student's phoneme / grapheme knowledge.

If the student scored 9/10 or above, continue to the next section.

Name: _____ Kindergarten Phonemic Awareness Screener
Date: _____

Section I

Segmenting Phonemes

Directions: Tell the student you are going to say a word and you want them to tell you all the sounds in the word. Check the box if they segmented the sounds correctly. Record student error on the line if the answer was incorrect.

fizz f-i-z ☐ _____ mule m-y-u ☐ _____

less l-e-s ☐ _____ weave w-e-v ☐ _____

name n-a-m ☐ _____ dime d-i-m ☐ _____

shut sh-u-t ☐ _____ coach k-o-ch ☐ _____

hog h-o-g ☐ _____ tax t-a-k-s ☐ _____

Score: ____ / 10

If the student scored 8/10 or below, begin instruction with the **Phoneme Segmenting and Connecting Phonemes to Graphemes** tasks in the short a **Segmenting & Blending** lesson. Also, use the Section II assessments to determine the student's phoneme / grapheme knowledge.

If the student scored 9/10 or above, continue to the next section.

Blending Phonemes

Directions: Tell the student you are going to say some sounds and you want them to tell you the whole word. Check the box if they blended the sounds correctly. Record student error on the line if the answer was incorrect.

n-a-n rain ☐ _____ h-y-u huge ☐ _____

s-b-b sub ☐ _____ d-i-v dive ☐ _____

f-a-e fix ☐ _____

Score: ____ / 10

If the student scored 8/10 or below, begin instruction with the **Phoneme Segmenting and Connecting Phonemes to Graphemes** tasks in the short a **Segmenting & Blending** lesson. Also, use the Section II assessments to determine the student's phoneme / grapheme knowledge.

If the student scored 9/10 or above, continue to the next section.

Name: _____ 1st Grade Phonemic Awareness Screener
Date: _____

Section I

Segmenting Phonemes

Directions: Tell the student you are going to say a word and you want them to tell you all the sounds in the word. Check the box if they segmented the sounds correctly. Record student error on the line if the answer was incorrect.

rat r-a-t ☐ _____ train t-r-a-n ☐ _____

floss f-l-o-s ☐ _____ soon s-o-o-n ☐ _____

steam s-t-e-a-m ☐ _____ ride r-i-d ☐ _____

crawl c-r-a-w-l ☐ _____ fuse f-y-u-z ☐ _____

thing t-h-i-n-g ☐ _____ queen k-w-e-e-n ☐ _____

Score: ____ / 10

If the student scored 8/10 or below, begin instruction with the **Phoneme Segmenting and Connecting Phonemes to Graphemes** tasks in the phonemic awareness lessons. Give the student the spelling assessment from Section II to determine where to start PA instruction in the scope & sequence.

If the student scored 9/10 or above, continue to the next section.

Blending Phonemes

Directions: Tell the student you are going to say some sounds and you want them to tell you the whole word. Check the box if they blended the sounds correctly. Record student error on the line if the answer was incorrect.

m-a-z maze ☐ _____ f-e-ch fetch ☐ _____

s-l-i-p slip ☐ _____ r-u-sh rush ☐ _____

l-e-n lean ☐ _____ s-p-i-n spine ☐ _____

h-o-s-e hose ☐ _____ t-h-a-t that ☐ _____

b-o-k-s box ☐ _____

Score: ____ / 10

If the student scored 8/10 or below, begin instruction with the **Phoneme Segmenting and Connecting Phonemes to Graphemes** tasks in the phonemic awareness lessons. Give the student the spelling assessment from Section II to determine where to start PA instruction in the scope & sequence.

If the student scored 9/10 or above, continue to the next section.

Name: _____ 1st Grade Phonemic Awareness Screener
Date: _____

Section II

Spelling Assessment

Directions: You can complete this task whole group. Have students write the words on their recording sheet as you dictate and use each word in a sentence. Then, use the Spelling Analysis Tool to determine where to begin instruction.

- bat The bat flew out of the cave.
- fun It is fun to play at the park with your friends.
- send I am going to send my cousin a gift for her birthday.
- block Can you stack one more block on the tower?
- string I have to hold on tight to the string when I fly my kite!
- shake Many people shake hands when they meet someone for the first time.
- chime The wind chime made beautiful music in the breeze.
- home Dad went to buy groceries at the store and then came home to make dinner.
- mail I sent a card in the mail to say thank you to my friend.
- wheat Farmers grow wheat which is used to make bread and pasta.
- throat My throat was dry, so I took a sip of water.
- night I like to roast marshmallows at night when we go camping.
- few Do you have a few colored pencils that I can borrow?
- party My friends and I ate cake at my birthday party.
- stir I always stir the soup while it is cooking.
- porch The boy sat on the front porch while he waited for his friend to arrive.
- book Reading a book is one of my favorite things to do.
- now It's time to brush your teeth now.
- point Can you point to the sticker you would like?
- either We can either go to the playground or the pool.

Name: _____ 1st Grade Phonemic Awareness Screener
Date: _____

Spelling Analysis Tool

Give the student the spelling assessment from the beginning of Section II. Check off the skills that the student wrote correctly for each word (regardless of how they spelled the rest of the word). Use the data to determine where to begin instruction in the Phonemic Awareness lessons.

For example, if the student correctly identified all short vowels, 3 blends, and 1 digraph, begin with the blends lessons.

	short vowels	blends	digraphs	final e	long vowels	r-controlled	other vowels
1. bat	<input checked="" type="checkbox"/>						
2. fun	<input checked="" type="checkbox"/>						
3. send	<input checked="" type="checkbox"/>	nd <input type="checkbox"/>					
4. block	<input checked="" type="checkbox"/>	bl <input type="checkbox"/>					
5. string	<input checked="" type="checkbox"/>		ng <input type="checkbox"/>				
6. shake							
7. chime			ch <input type="checkbox"/>				
8. home							
9. mail							
10. wheat			wh <input type="checkbox"/>				
11. throat			th <input type="checkbox"/>				
12. night							
13. few							
14. party							
15. stir		st <input type="checkbox"/>					
16. porch			ch <input type="checkbox"/>				
17. book							
18. now							
19. point		ri <input type="checkbox"/>					
20. either			th <input type="checkbox"/>				
Total Words	/5	/5	/7	/3	/5		
Correct Per Skill							

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AUTOFILL DATA TRACKER

Type student names in the cells below and it will autofill your student names into the data tracker.

I. Christina

13.

25.

2. Ella

14.

26.

3. Brent

15.

27.

4. James

16.

28.

5. Ava

17.

29.

6. Laura

18.

7.

19.

8.

20

q.

21.

10.

22

II.

23

12.

24

100

100

TYPE STUDENT
NAMES HERE

Class Data Tracker

Use the chart below to record and quickly identify skills in the scope & sequence that your students have mastered. Add the date to each box when the student has mastered the skill. Then, use that data to group students based on their instructional needs.

Name		Segmenting Phonemes	Blending Phonemes	Short Vowels				
				a	i	o	u	e
1.	Christina							
2.	Ella							
3.	Brent							
4.	James							
5.	Ava							
6.	Laura							
7.								
8.								
9.								

MES
ERE

STUDENT NAMES
AUTOFILL HERE

TYPE NAMES ONCE & IT WILL AUTOFILL ONTO ALL OF THE DATA TRACKERS FOR THE YEAR!

SCIENCE OF READING ALIGNED SCOPE & SEQUENCE

Kindergarten Phonemic Awareness Lessons

(clickable links)

Mm	Xx, Vv	Final Blends
Short a, Ss	Qu, Yy, Zz	Blends Review
Pp, Tt	Short a	Digraph: ch
Short i, Nn	Short i	Digraph: sh
Bb, Cc	Short o	Digraph: th
Short o, Ff	Short e	Digraph: wh
Hh, Dd	Short u	Digraph: ng
Rr, Gg	Short Vowel Review	Open Syllables
Short e, Ll	L Blends	Long Vowel: a_e
Short u, Kk	S Blends	Long Vowel: o_e, i_e
Ww, Jj	R Blends	



1st Grade Phonemic Awareness Lessons

Short a	Blends Review	Long vowel u: u, ew, ue
Short i	Digraph: ch, tch, sh	R-controlled: ar
Short o	Digraph: th, wh	R-controlled: er, ir, ur
Short u	Digraph: ng	R-controlled: or, ore
Short e	Long Vowel: a_e, i_e	Variant Vowel: short oo
Short Vowel Review	Long Vowel: o_e, u_e, e_e	Variant Vowel: long oo
L Blends	Open Syllable	Diphthong: ow, ou
S Blends	Long Vowel a: ai, ay	Diphthong: oi, oy
R Blends	Long Vowel e: ee, ea	Complex Vowels: aw, all
Final Blends	Long Vowel o: oa, ow	Long i and o: ie, oe
3 Letter Blends	Long Vowel i: _y, igh	Long e: e, ey