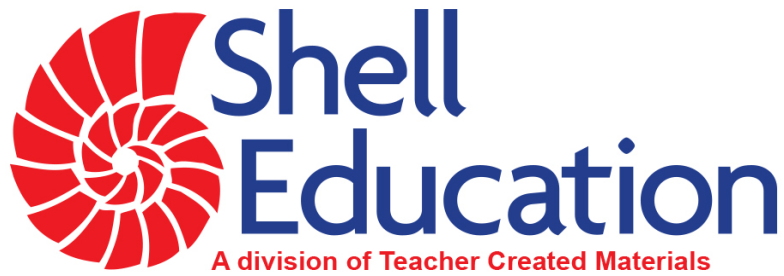


Sample Pages from



Thanks for checking us out. Please call us at 800-858-7339 with questions or feedback or to order this product. You can also order this product online at **www.tcmpub.com/shell-education**.

For correlations to state standards, please visit
www.tcmpub.com/teachers/correlations

To Create a World ⁱⁿ which
Children love to Learn!

800-858-7339 • www.tcmpub.com/shell-education

180 DAYS™

PK

Phonics

for Prekindergarten

pig



mug



How to Use This Resource

Unit Structure Overview

This resource is divided into 7 units. Each unit focuses on a specific phonics concept. This provides ample practice with each concept before moving on to more complex patterns.

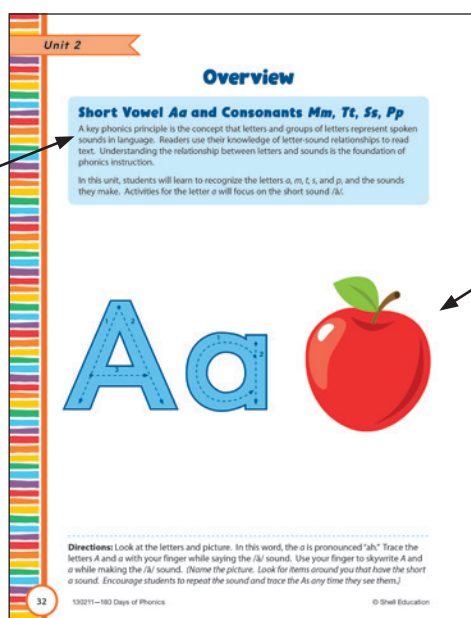
Unit	Week	Focus	Unit	Week	Focus
Unit 1: Concepts of Print	Weeks 1–4	Concept of a Letter	Unit 5: Short Uu	23	Short Uu
		First and Last Letter		24	Consonant Rr
		One-to-One Match		25	Consonant Kk
		Concept of a Word		26	Consonant Dd
Unit 2: Short Aa	5	Short Aa		27	Consonant Yy
	6	Consonant Mm		28	Review: Uu, Rr, Kk, Dd, Yy
	7	Consonant Tt	Unit 6: Short Ee	29	Short Ee
	8	Consonant Ss		30	Consonant Qq
	9	Consonant Pp		31	Consonant Ww
	10	Review: Aa, Mm, Tt, Ss, Pp		32	Consonant Vv
Unit 3: Short Ii	11	Short Ii		33	Consonants Xx and Zz
	12	Consonant Nn		34	Review: Ee, Qq, Ww, Vv, Xx, Zz
	13	Consonant Ff	Unit 7: Cumulative Review	Weeks 35–36	Making CVC words
	14	Consonant Gg			
	15	Consonant Bb			
	16	Review: Ii, Nn, Ff, Gg, Bb			
Unit 4: Short Oo	17	Short Oo			
	18	Consonant Cc			
	19	Consonant Ll			
	20	Consonant Hh			
	21	Consonant Jj			
	22	Review: Oo, Cc, Ll, Hh, Jj			

How to Use This Resource *(cont.)*

Overview Pages

Each unit follows a consistent format for ease of use. An overview page introduces phonics concepts at the beginning of each unit. These pages support family understanding and provide opportunities to prepare students for the activities presented in the following practice pages. Teachers may wish to send the page home with students at the beginning of each unit to inform parents of what is being learned at school.

A box at the top of each page explains the phonics concept presented in the unit.



An introductory activity provides an example of a strategy used within the unit or addresses common misconceptions with a specific phonics skill. Complete this activity as a class or in small groups to help prepare students for the upcoming topics.

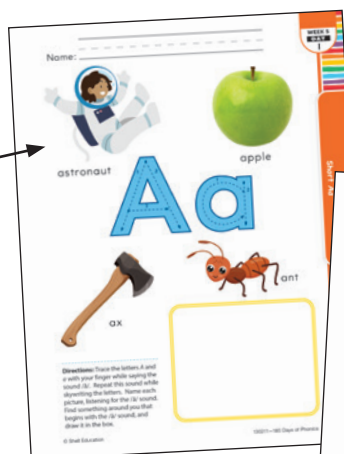


How to Use This Resource (cont.)

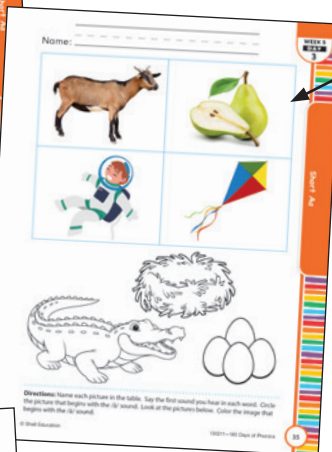
Student Practice Pages

Practice pages reinforce grade-level phonics skills. This book provides one practice page for each day of the school year. Each day's phonics activity is provided as a full practice page, making it easy to prepare and implement as part of a morning routine, at the beginning of each phonics lesson, or as homework.

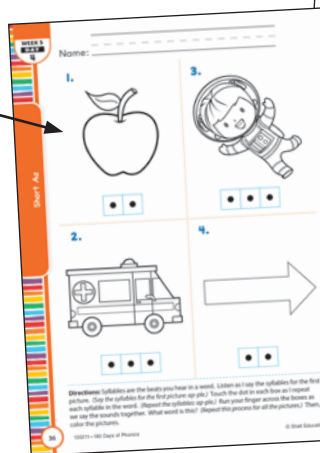
Day 1 of each week teaches students the phonics focus of the week and how to identify the target sounds.



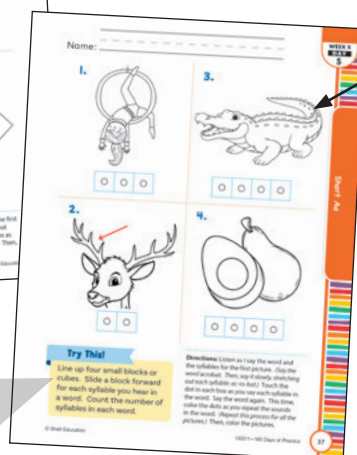
On **Days 2 and 3**, students isolate beginning, middle, or end phonemes.



On **Day 4**, students blend sounds or syllables to read words.



At the end of the week on **Day 5**, students segment sounds or syllables to read and write words.



Try This!

Line up four small blocks or cubes. Slide a block forward for each syllable you hear in a word. Count the number of syllables in each word.

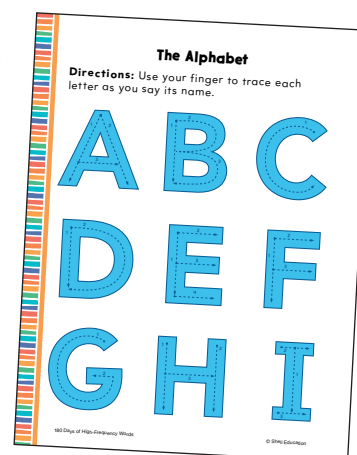
Try This! activities are included throughout the book. They provide opportunities to practice phonics concepts through adult-led hands-on tasks.

How to Use This Resource *(cont.)*

Digital Resources

Several resources are provided digitally. (See page 214 for instructions on how to download these pages.) These tools include the following:

- **Standards Correlations**—This resource shows how the activities align with key standards.
- **Class and Individual Analysis Sheets**—These analysis sheets can be used to track student progress toward mastery of concepts. Results can be analyzed to determine next steps for differentiating instruction to meet varying student needs.
- **Hands-On Letter Practice**—These large uppercase and lowercase letters include formation arrows. This makes it the perfect tool for students to practice with their fingers or with pencils.
- **Writing Practice**—These pages include dotted uppercase and lowercase letters on writing lines.



Instructional Options

180 Days™: Phonics is a flexible resource that can be used in various instructional settings for different purposes.

- Use the practice pages as daily warm-up activities.
- Work with students in small groups, allowing them to focus on specific skills. This setting also lends itself to partner and group discussions about the phonics focus.
- Practice pages in this resource can be completed independently during center times and as activities for early finishers.



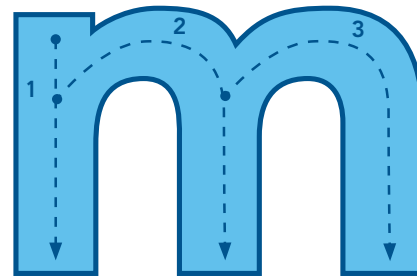
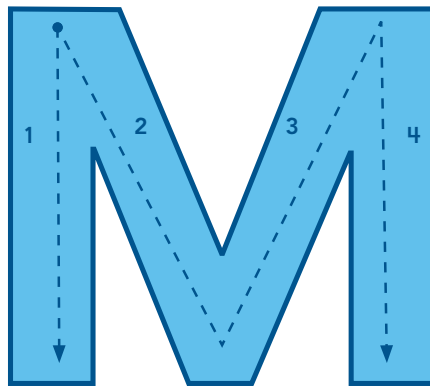
Name: _____



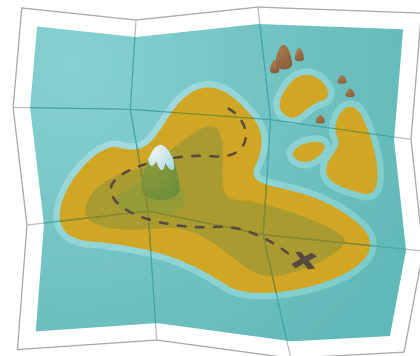
mug



milk



mop



map



Directions: Trace the letters *M* and *m* with your finger while saying the sound /m/. Repeat this sound while skywriting the letters. Name each picture, listening for the /m/ sound. Find something around you that begins with the /m/ sound. Draw it in the box.

Name: _____



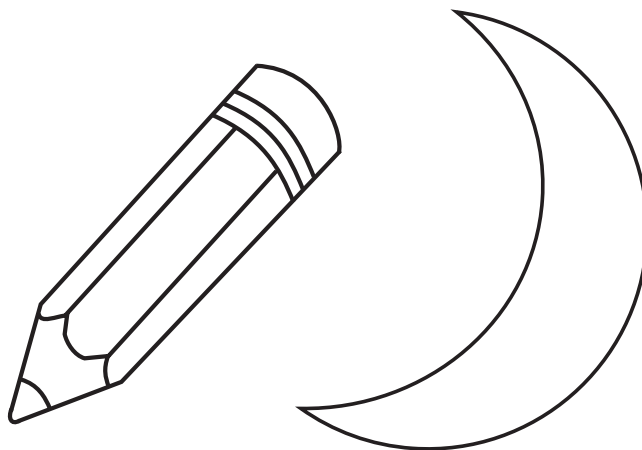
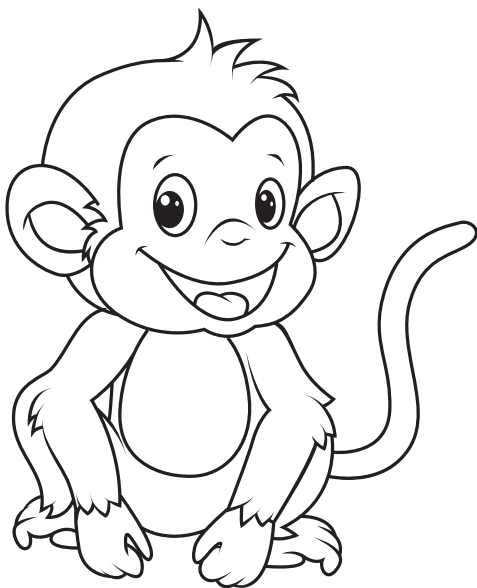
Consonant Mm

Try This!

Practice writing letters with different materials. Cover a tray or flat surface with rice, sand, or modeling clay. Then, form the letters *M* and *m* while saying /m/.

Directions: Name each picture. Say the first sound you hear in each word. Circle the picture that begins with the /m/ sound. Draw an item that begins with the /m/ sound in the box.

Name: _____



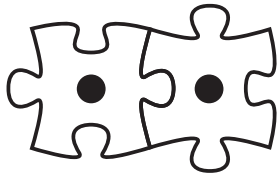
Directions: Name each picture in the table. Say the first sound you hear in each word. Circle the picture that begins with the /m/ sound. Look at the pictures below. Color the images that begin with the /m/ sound.

Try This!

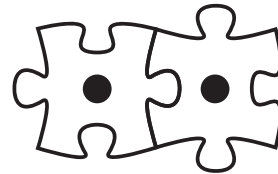
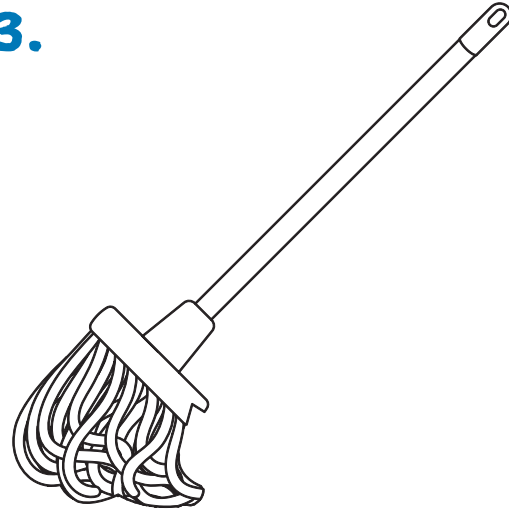
Draw a plate with different foods. Say the sound you hear at the beginning of each food. Try to think of foods that start with the /m/ sound.

Name: _____

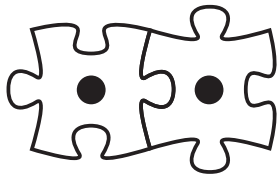
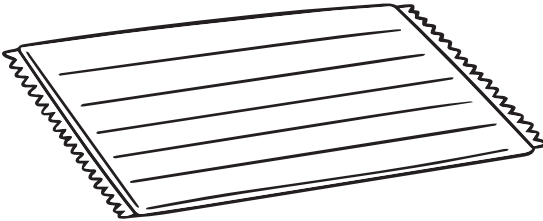
1.



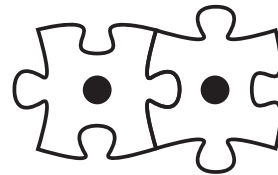
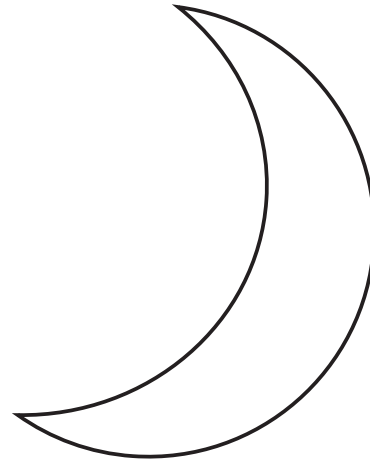
3.



2.



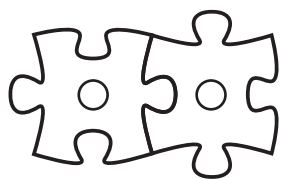
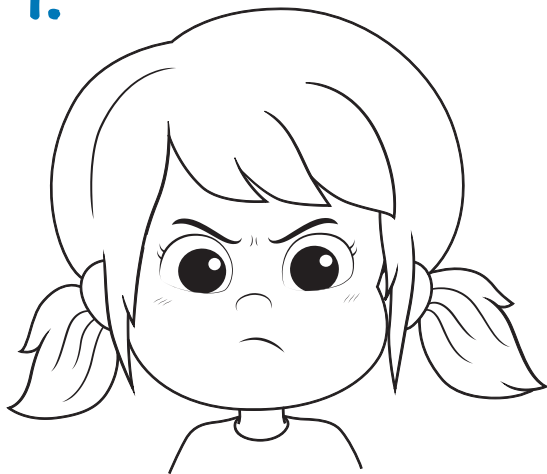
4.



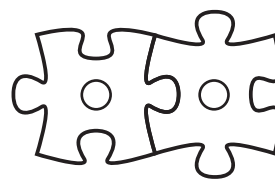
Directions: Listen as I say the onset and rime for the first picture. (*Say the onset and rime for the first picture: /m/ /an/*) Next, touch the dot in each puzzle piece as I repeat the onset and rime in the word. (*Repeat the onset and rime /m/ /an/.*) Run your finger across the puzzle pieces as we say the onset and rime together. What word is this? (*Repeat this process for all the pictures.*) Then, color the pictures.

Name: _____

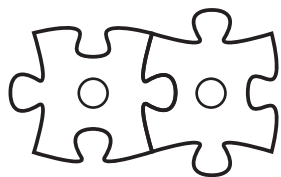
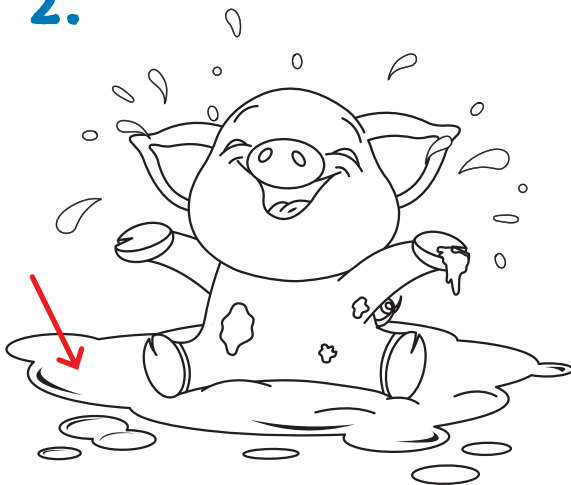
1.



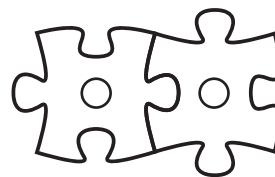
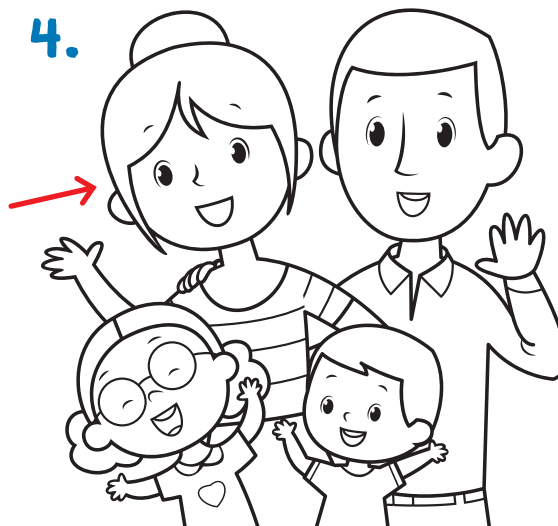
3.



2.



4.



Directions: Listen as I say the word and the onset and rime for the first picture. (*Say the word mad. Then, say it slowly, stretching it out into onset and rime: /m/ /ad/.*) Touch the dot in each puzzle piece as you say the onset and rime. Say the word again. This time, color the dots as you say the onset and rime. (*Repeat this process for all the pictures.*) Then, color the pictures.