

Sample Pages from



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180 DAYS™

Phonics

for Kindergarten

K

jam



dog



How to Use This Resource

Unit Structure Overview

This resource is divided into 9 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	1–4	Concept of a Letter, Concept of a Word, First and Last Letter, Letter vs. Word, Word vs. Sentence, Letter-Sound Connection	Unit 6: Short Ee	21	Short Ee
Unit 2: Short Aa	5	Short Aa	Unit 7: CVC Words	22	Consonants: Qq, Ww
	6	Consonants: Mm, Tt		23	Consonants: Vv, Xx, Zz
	7	Consonants: Ss, Pp		24	Review: Ee, Qq, Vv, Ww, Xx, Zz
	8	Review: Aa, Mm, Tt, Ss, Pp		25	Short Aa Words (ab, at, am, an, ap)
Unit 3: Short Ii	9	Short Ii		26	Short Ii Words (ig, id, im, in, it, ip)
	10	Consonants: Nn, Ff		27	Short Oo Words (og, op, ob, ot)
	11	Consonants: Gg, Bb		28	Short Uu Words (ug, ub, ut, un, um)
	12	Review: Ii, Nn, Ff, Gg, Bb		29	Short Ee Words (et, en, eg, eb, ed)
Unit 4: Short Oo	13	Short Oo		30	Review: CVC Words
	14	Consonants: Cc, Ll	Unit 8: Long Vowels	31	Long Aa and Long Ii
	15	Consonants: Hh, Jj	32	Long Ee and Long Oo	
	16	Review: Oo, Cc, Ll, Hh, Jj	33	Long Uu (normal and glided)	
Unit 5: Short Uu	17	Short Uu	34	Review: Long Vowels	
	18	Consonants: Rr, Kk (spelling ck)	Unit 9: Cumulative Review	35	Review: Consonants and Short Vowels
	19	Consonants: Dd, Yy	36	Review: CVC Words	
	20	Review: Uu, Rr, Kk, Dd, Yy			

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.

Unit 2

Overview

Short Vowel Aa and Consonants Mm, Tt, Ss, Pp
Every word contains at least one vowel sound. Each vowel can make two different sounds: a long vowel sound and a short vowel sound. Long vowels sound the same as the letter name and can be spelled in many ways. Short vowel sounds are spelled with just the vowel and do not sound like the letter name. Some examples include *pat*, *pet*, *pit*, *pot*, and *put*. In this unit, students will learn the sounds and shapes of five letters, including the short *a* sound.

Directions: Look each word below. The *a* makes a short "ah" sound. Listen to each sound in the words. Repeat each sound in the words. Then, say the words normally.

cap		mat	
rat		Pam	
sat		tap	

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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 sound.



On **Day 2**, students isolate beginning, middle, or end phonemes.

Try This!
Make letters out of craft sticks and pipe cleaners. Say the sounds they make.

On **Day 3**, students blend or segment phonemes to read words.



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

At the end of the week on **Day 5**, students put it all together to read and write words.



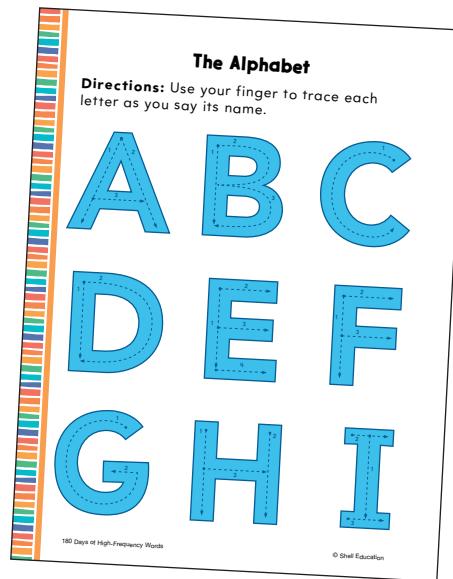
On **Day 4**, students make words using target letters and sounds.

How to Use This Resource (cont.)

Digital Resources

Several resources are provided digitally. (See page 216 for instructions on how to download these pages.) These tools provide additional phonics support. 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.



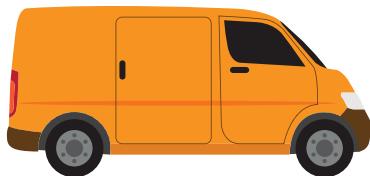
Name: _____ Date: _____

WEEK 5
DAY
1

Directions: Trace the letters. Name the pictures. Circle the pictures that have the ā sound.



Aa



Directions: Name each picture. Write the letter a in the words that have the short ā sound.



— —

b ____ g



— —

s ____ n



— —

p ____ t

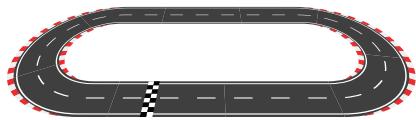


— —

n ____ p

Name: _____ Date: _____

Directions: Color the letters. Name the pictures. Say the sound you hear at the beginning of each word. Circle the pictures that start with the ā sound.

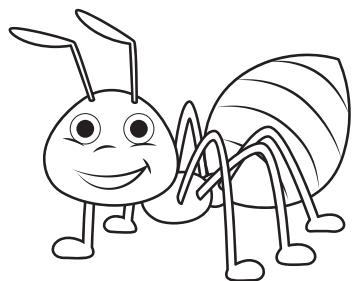


Directions: Draw something that begins with the ā sound. Label your picture.

Name: _____ Date: _____

Directions: Say the name of each picture. Listen for the ā sound in each word. Write an *a* in one box to show if it is the beginning, middle, or ending sound. Then, color the pictures.

1.



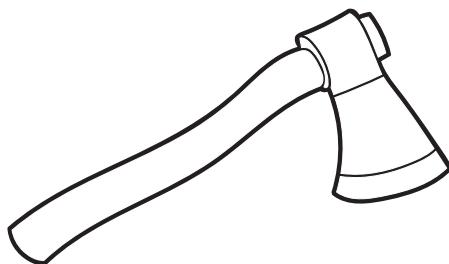
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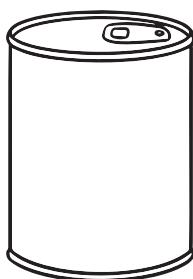
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3.



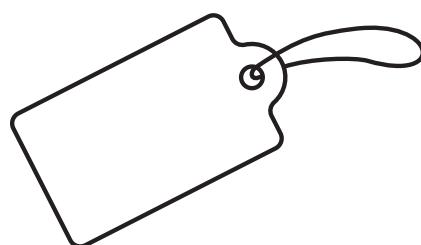
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4.



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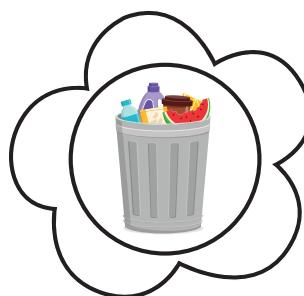
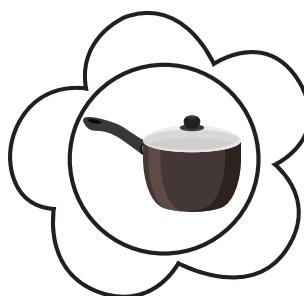
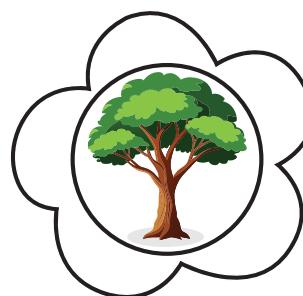
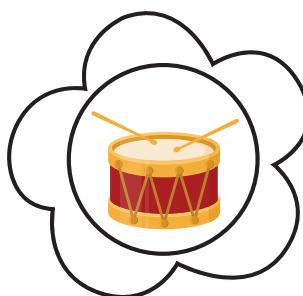
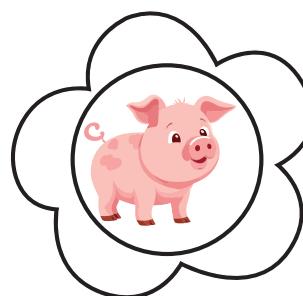
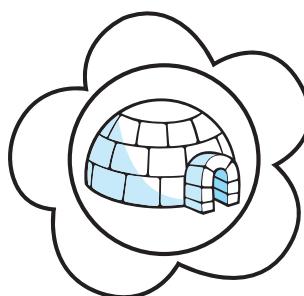
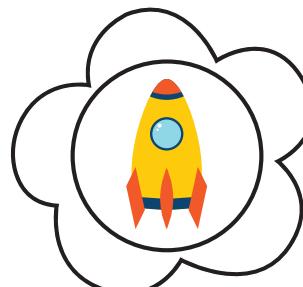
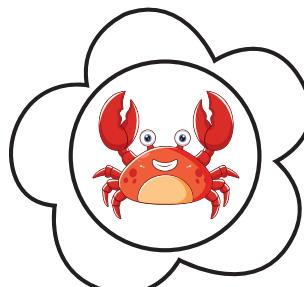


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Name: _____ Date: _____

Directions: Trace the letters. Name the pictures. Listen for the ā sound in the words. Color the flowers that have pictures with the ā sound. Follow the flower path to find the kitten!

Aa



Name: _____ Date: _____

WEEK 5
DAY
5

Directions: Write the letter *a* on each line. Read the sentences with a friend or adult. Circle the words with the ā sound. Draw a picture for each sentence.

1.

—
— —

The h ____ t is on the bed.

3.

—
— — —

The b ____ t c ____ n fly.

2.

—
— — —

The c ____ t s ____ t.

4.

—
— — —

The m ____ t is bl ____ ck.

Try This!

How many words can you rhyme with *cat*? How many words can you rhyme with *fan*? What other words can you rhyme?