

Pre-Launch Packet

Launchpad

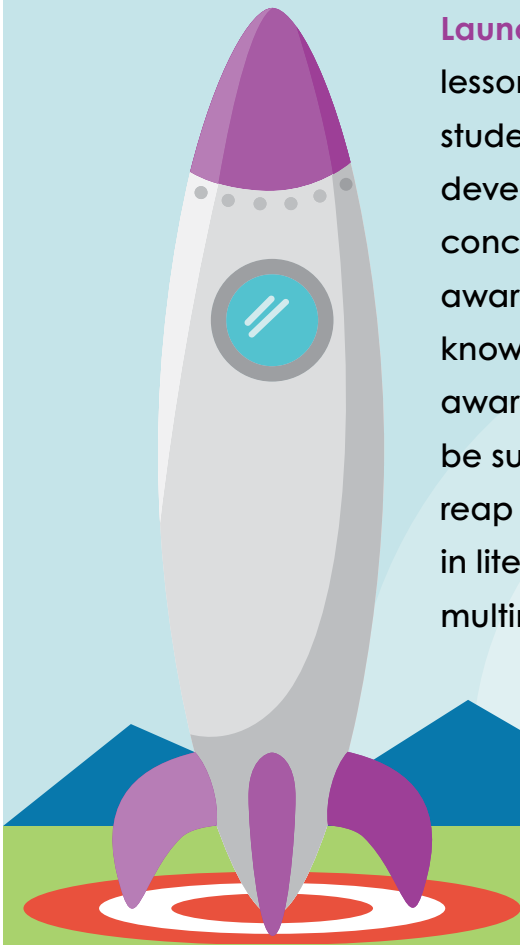
To access the
accompanying
Launchpad Online
components for
these activities, visit:
[ExploreLaunchpad.online](https://explorelaunchpad.online)



OVERVIEW
&
SAMPLE LESSONS

Prepare Your Students for Future Reading Success!

Launchpad



Launchpad is a set of engaging, supplemental literacy lessons, structured in units, designed to prepare students for kindergarten. The lessons provide playful, developmentally appropriate, targeted instruction in concepts of print, instructional vocabulary, phonological awareness, phonemic awareness, and alphabet knowledge, while simultaneously building students' awareness and use of language. Young students must be surrounded by language, both oral and printed, to reap the full rewards of literacy instruction. Instruction in literacy before kindergarten must be engaging and multimodal, and **Launchpad** is both!

Launchpad's phonological and phonemic awareness instruction helps students learn to **play with the sounds in words** in ways that prepare them to master the **alphabetic principle**; that is, the idea that words are made out of sounds and that symbols (letters) are used to represent sounds. In *Launchpad*, there is a strong focus on spoken words, syllables, syllable parts, and individual sounds. Students learn important **instructional language**, such as whole and part or first, next, and last; these are terms that students will

eventually apply in their **phonological and phonemic awareness** and **alphabet knowledge** tasks.

Launchpad students are introduced to letter-sound correspondences, learning **letter names and sounds** through playful instruction. They also learn about **why we read, what we read**, and a bit about **how we read**. The goal is to playfully, yet effectively, give students the **pre-reading skills** they need so they can be prepared to encode and decode simple words in kindergarten.



Overview

DESIGNED FOR PRE-KINDERGARTEN TEACHERS AND STUDENTS

The program is designed for young students prior to kindergarten who are beginning to play with the words, syllables, and sounds in the English language. *Launchpad* instruction can begin as early as the first week of pre-kindergarten. There is no prerequisite knowledge required for students entering *Launchpad*.

The program is designed by teachers for teachers. *Launchpad*'s unique design allows for sequential delivery of vital instruction and offers many opportunities for practice through developmentally appropriate playful games and activities.

Launchpad offers the pre-decoding essentials. Teacher talk is well-organized, concise, and precise, and teachers are provided with all the information they need to succeed. It's great for classrooms that need a simpler structure, a clearer path, and better instruction to ensure that their students learn the foundational skills that ultimately lead to reading.

A NEW ADDITION TO REALLY GREAT READING'S PHONICS SUITE

Launchpad is a full-year, foundational pre-reading skills solution designed to be started at the beginning of pre-kindergarten. It provides instruction that precedes Really Great Reading's *Countdown* program.

ESSENTIAL FLEXIBILITY FOR EARLY LEARNING ENVIRONMENTS

We know that schedules in early learning environments can vary widely. *Launchpad* is designed for use in any early childhood setting, and its flexible structure allows teachers to succeed with the program no matter their schedule. *Launchpad* works well in early childhood programs that meet every day as well as those that meet only four days a week, and it is a great fit for half-day or full-day programs.

WHERE DOES IT FIT IN MY DAY?

Launchpad is an essential supplement to any core pre-kindergarten literacy program. It is designed to be taught in only **15–20 minutes a day**. This powerful, sequential, and efficient exposure to key pre-literacy and literacy concepts ensures that your students

establish a firm foundation in the subskills that will ultimately lead to strong decoding and fluent reading as they enter kindergarten, first grade, and beyond.

For the typically developing pre-kindergarten student, each of the 28 units should take approximately one week to complete; thus, it will take approximately 28 weeks to complete the *Launchpad* program.

LAUNCHPAD'S OVERARCHING GOALS

The primary goals of *Launchpad* are for students to:

- Learn and use the **instructional vocabulary** necessary for success in early literacy activities
- Understand **concepts of print and letter**; recognize print in the environment
- Notice and discriminate discrete **units of sound**
- Build robust **phonological awareness** skills at the sentence, word, and syllable level
- Recognize that two words end the same, or **rhyme**
- Understand that words are **made out of a sequence of sounds**
- Begin to **build phonemic awareness skills**, including the ability to:
 - **Isolate the initial phoneme** in a word
 - **Blend the individual sounds** in spoken two- and three-sound words
 - **Segment the individual sounds** in spoken two- and three-sound words
- **Understand the alphabetic principle**, or the idea that letters represent sounds
- **Identify many letters**, including letters in own printed name
- Begin to apply **sound-symbol relationships**



The kids LOVE it and are engaged! I have seen huge growth since starting the program!!"



My students LOVE the videos and interactive lessons."

In This Document

This document contains all the information you'll need to explore *Launchpad*. It has information about the strands of instruction and excerpts from the *Launchpad* teacher guides. The bulk of this document is examples of many of the standard *Launchpad* games and activities. In order to explore each activity, you will also need to access the correlated online component (*Launchpad Online*) at [ExploreLaunchpad.online](https://www.explorelaunchpad.online). This powerful online tool is organized into a sequence of units, lessons, and parts, each aligned to an activity in this sample document.



Launchpad Is Organized in Strands

Instructional Vocabulary

For students to benefit from phonological and phonemic awareness and phonics instruction, they first need to understand specific vocabulary. Initially, *Launchpad* lessons introduce concepts and vocabulary (such as first-next-last, same and different, and whole-part) through playful instruction, using words and images that are familiar to most young students. Once this foundational knowledge is well established, instructors may confidently use specific terminology and apply key concepts to teaching students about the sound structure of our language. For instance, once students solidify their knowledge of whole-part by looking at images of a whole pizza vs. just one slice or a whole tree vs. just one branch, they will be ready to apply that knowledge to the idea that a whole spoken word is made up of parts, or individual sounds.

Concepts of Print

Concepts of print encompasses the concepts of letter and word in isolation and within connected text. Activities in this strand teach students why we read; what we read; how text conveys meaning; how text, and not pictures, is read; the difference between letters, pictures, shapes, and words; how letters can be put together in a specific order to create words; and many other concepts.

Phonological Awareness

Rhyming; Blending, Segmenting, and Simple Manipulation of Words in a Sentence, Compound Words, Multisyllabic Words, and Onset-Rime

Phonological awareness is the general understanding of the sound structure of language. Research tells us that students with strong phonological awareness are typically set up to become strong readers. The ability to identify and manipulate words, syllables, and onsets and rimes is foundational for phoneme awareness, which is in turn essential for reading success.

Phonemic Awareness

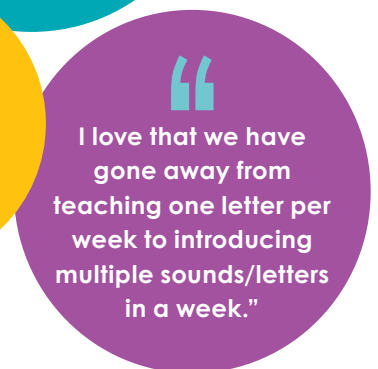
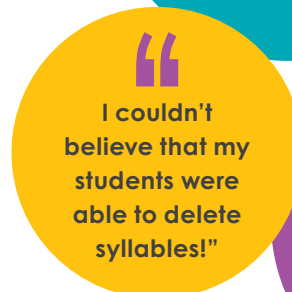
Beginning Sound Isolation (BSI), Blending, Segmenting, and Simple Manipulation of Phonemes

Phonemic awareness is the understanding that spoken words are made of individual speech sounds, or phonemes, that can be combined in different sequences to create new words. The ability to hear and play with phonemes (to isolate, segment, and blend individual sounds) supports students as they master the alphabetic code and apply this sound-letter knowledge to reading and spelling. Research shows that phonemic awareness has a powerful influence on early word decoding skills.

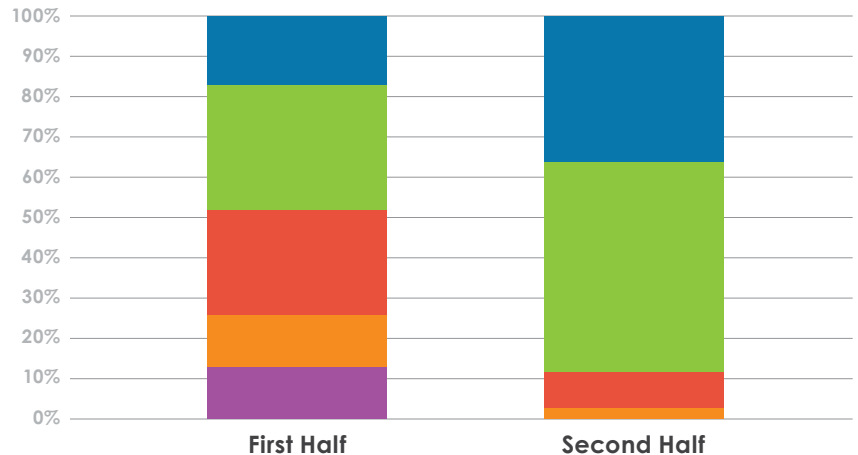
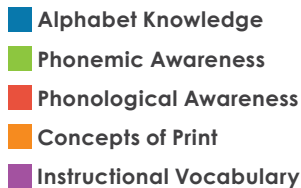
Alphabet Knowledge

Letter-Name & Letter-Sound Identification, Letter-Sound Practice, and Modeling of Encoding/Decoding

The alphabetic principle is the understanding that spoken words are composed of individual sounds and that printed letters represent those sounds. Recognizing that there are predictable relationships between letters and sounds, and that students can learn these relationships, is critical to their future reading success. *Launchpad* teaches students letter names and sounds, and children are exposed to the idea that those letters can be put together to make words.



Strand Concentration in First and Second Half of *Launchpad*



***Launchpad* aligns to the science of reading to the fundamental teaching philosophies that have guided Really Great Reading's instruction from the beginning.**

**Good readers
decode effortlessly.**

When students can decode easily and well (accurately and without much conscious effort), it leads to fluent reading and stronger comprehension. Pre-kindergarten offers an opportunity to set students up for decoding success later in their schooling by providing exposure to and instruction in key, essential pre-decoding skills.

**Strong decoding
begins with
phonemic
awareness.**

Phonemic awareness, the most refined level of phonological awareness, is the gateway and underpinning to a comprehensive understanding of the alphabetic principle. Phonemic awareness gives students a framework for understanding phonics. Strong phonemic awareness skills lead to strong readers because phonemic awareness puts into place the underlying framework for reading (decoding) and writing (encoding) when letter-sound correspondences (phonics) are learned.

**Teach to children's
understanding rather
than to
their memory.**

Many foundational literacy skills programs require children to memorize patterns and words, which can be cumbersome and boring. Really Great Reading's multisensory, explicit instruction teaches to a deeper place—children's understanding. When children understand concepts, they retain them better and can move forward with a more solid knowledge base when they begin decoding and encoding simple words in kindergarten.

**Explicit, systematic
instruction is the
best way to teach
foundational literacy
skills.**

Reading success starts with the understanding and use of the alphabetic principle; that is, the idea that words are made out of sounds and that we use letters to represent sounds. Through direct, explicit, and systematic instruction in phonological and phonemic awareness and letters, children can authentically learn about the substructures that drive the English code in ways that are playful, developmentally appropriate, and fun!



Launchpad Components

Launchpad Teacher Guide Set

LPTG \$299



- Scripted, ready-to-teach lesson plans in three lesson plan books
- Thorough explanation of concepts, routines, and procedures
- Guidance for adjusting instruction to match students' readiness
- Suggestions for teaching many lessons "anyplace," making lessons interactive, and incorporating movement
- Embedded, incremental professional development—no phonological awareness or phonics background needed!



Sound & Letter Cards

Includes set of *Launchpad Sound & Letter Cards*

- 52 colorful, glossy 4x6 cards for playful, interactive sound and letter instruction and practice
- Uppercase and lowercase letters with guideword and character images
- Can be used with the lessons or for additional stand-alone activities



Launchpad Online

LPOL \$95/year, \$59/6 months

- Vibrant, image-based teacher presentation tool required for instruction
- Delivers clear, concise, and effective instruction with colorful imagery, games, and animations
- Works with interactive whiteboards, projectors, tablets, laptops, and computers



BONUS!

Supplemental Resources, a treasure trove of additional activities, supplements, and teacher professional development

Launchpad Classroom Setup

LP \$459

- The Launchpad for Pre-K Classroom Set up includes:
- Launchpad Teacher Guide Set (\$299.00)
- Launchpad Online Subscription (\$95)
- Launchpad Virtual Training Implementation Training (\$79)





What you need to know to explore these sample activities:

Below is some helpful information to keep in mind as you explore the sample *Launchpad* activities.

Only some activities are included.

This document is intended to give prospective users a feel for what *Launchpad* is and how it teaches and practices concepts. This document does not contain examples of all the various activities; rather, it is meant to be a representational sample of some of the key ideas, games, and teaching techniques.

Knowledge and Use of the Alphabetic Principle

The alphabetic principle requires the child to understand that words are made up of individual sounds (phonemes) and that symbols (letters) are used to represent these sounds. The ability to isolate the beginning sound of a word is the most efficient method for teaching students that words are made up of sequences of sounds.

Beginning Sound Isolation

Children must be able to listen to a spoken word and isolate and pronounce the first sound of that word. There are many techniques for establishing this skill; however, the one used in *Launchpad* is uniquely efficient and effective. Beginning Sound Isolation (BSI) is a technique where we pronounce the first phoneme in a word, and then say the whole word (e.g., “/b/, bear”; “/k/, key”; “/ä/, apple”).

The Teacher's Guide, the online component, and the *Launchpad* Sound & Letter Cards are used together.

In order to effectively deliver *Launchpad*, you'll need the Teacher's Guide, *Launchpad Online*, and the *Launchpad* Sound & Letter Cards. We've made portions of *Launchpad Online* available without a password using ExploreLaunchpad.online. This intuitive content delivery tool is easy to use and learn. The activities in this packet do not utilize the *Launchpad* Sound & Letter Cards.

A Balance Between Screen and “Anyplace” Activities

Many of *Launchpad*'s activities are delivered with *Launchpad Online*, our colorful and engaging teacher presentation tool. Students engage with the instruction as they participate in activities and games and interact with vibrant imagery. You can explore *Launchpad Online* by visiting ExploreLaunchpad.online. However, many *Launchpad* activities do not involve the screen, and these are clearly labeled as “Anyplace” activities that can be done equally well inside or outside of the classroom. Students are kinesthetically involved in the lessons whether they involve *Launchpad Online* or are “Anyplace” activities.

Complimentary Foundational Skills Surveys*

Really Great Reading offers a complimentary Pre-Kindergarten Foundational Skills Survey that is quick and easy to administer. This individually administered assessment takes about 5 to 7 minutes per student and will give you a glimpse of a student's basic literacy knowledge. The surveys measure five areas of literacy: Instructional Vocabulary, Phonological/Phonemic Awareness, Concepts of Print, Letter Naming, and Sound-Symbol Correspondences.

* The complimentary Pre-Kindergarten Foundational Skills Surveys packet is available for download from www.ReallyGreatReading.com/diagnostics. The packet contains everything you need to administer the surveys and interpret the results.

To access the accompanying *Launchpad Online* components for these activities, visit:
ExploreLaunchpad.online





Glossary and Routine Review

Glossary Review

Phoneme:

The smallest unit of sound in a spoken word. A phoneme is a sound, not a letter. Spoken words are made up of one or more phonemes.

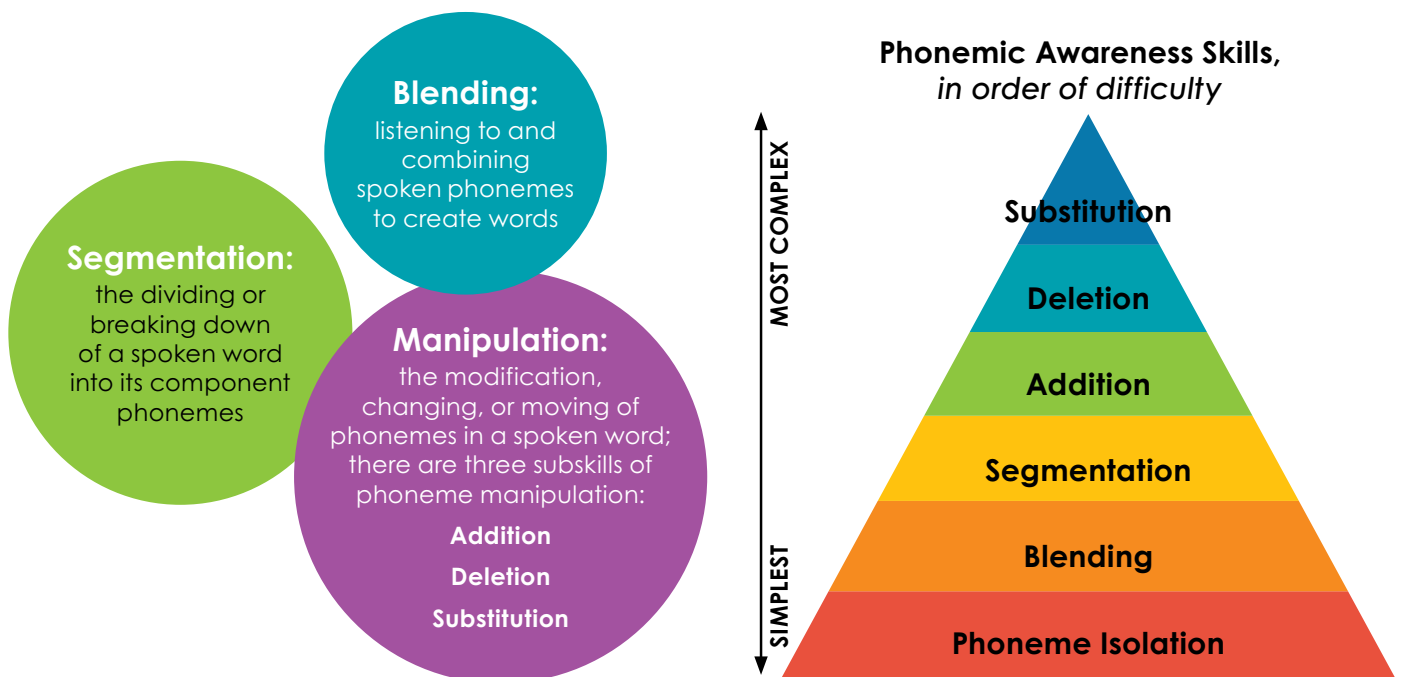
Grapheme:

A letter or letter combination that spells a phoneme. Most graphemes are just a single letter, but some graphemes can have up to four letters.

Phonics:

The study of the systematic relationship between sounds (phonemes) and the letters that spell the sounds (graphemes).

Phonemic Awareness Continuum



Finger-Stretching Routine

1

Say the word **shack** and hold your fist to your chest.

2

Stretch the phonemes - /sh/ /ă/ /k/

- /sh/ (extend thumb), /ă/ (extend index finger), /k/ (extend middle finger).
- Blend the phonemes together and say the word - **shack** (pull your hand back to your chest while blending the sounds together; fingers can remain extended).

3

Say the word **shake** and hold your fist to your chest.

4

Stretch the phonemes - /sh/ /ā/ /k/

- /sh/ (extend thumb), /ā/ (extend index finger), /k/ (extend middle finger)
- Blend the phonemes together and say the word - **shake** (pull your hand back to your chest while blending the sounds together; fingers can remain extended).



Finger-Blending Routine

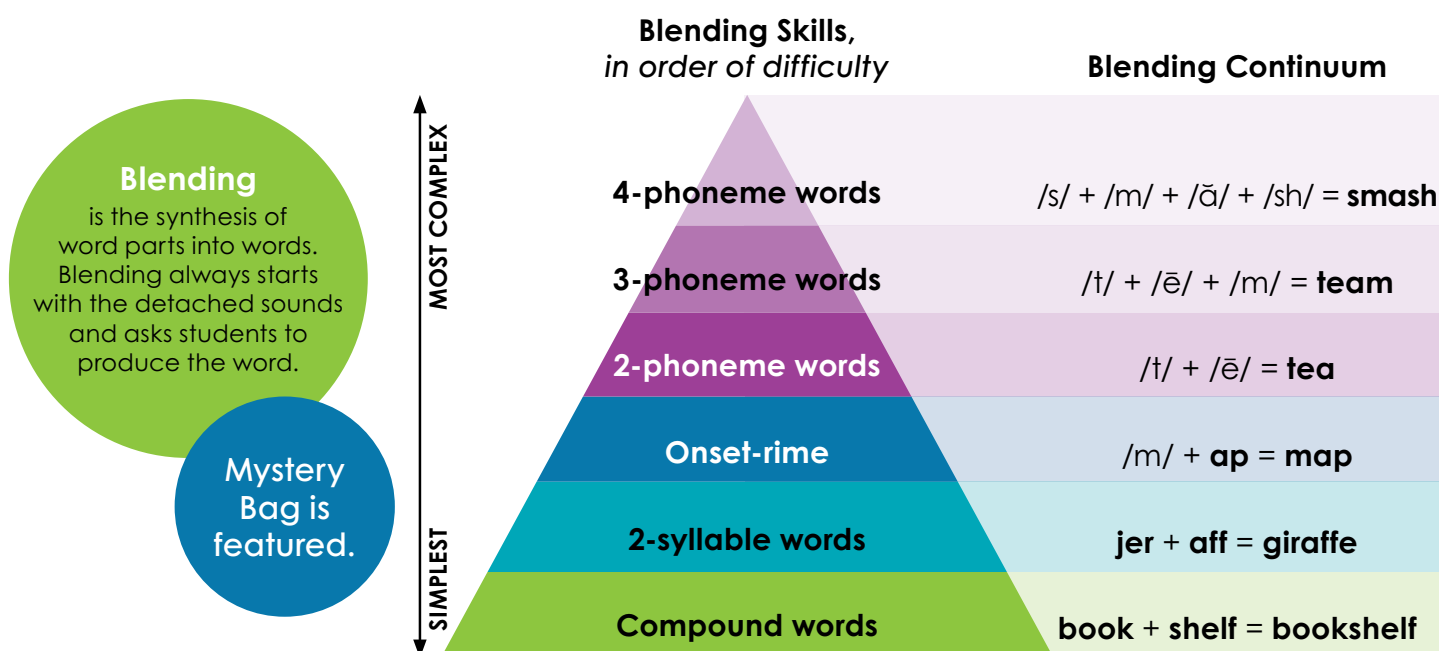
1

Extend one finger for each sound in the word while saying the sounds, beginning with the thumb. Do NOT say the whole word yet. /n/ (extend thumb) /ī/ (extend index finger) /s/ (extend middle finger).

2

Blend the phonemes together and say the word - **nice** (pull your hand to your chest in a fist while blending the sounds together).

Key Ideas About Phonemic Blending



Alphabet Knowledge

Once students understand that they can isolate individual phonemes and distinguish these phonemes from one another, *Launchpad* activities begin to relate these sounds to letters.

By the end of Unit 14, students have been introduced to all 26 letters and their most common sounds.

Unit	Letter Symbols Taught
8	a, b, c, d
9	e, f, g, h
10	i, j, k, l
11	m, n, o, p
12	qu, r, s, t
13	u, v, w, x
14	y, z

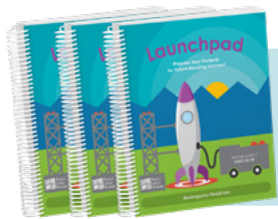
Unit	Letter Symbols Taught
15	Review: m, t, p, a
16	Review: s, h, c, i
17	Review: d, f, r, o
18	Review: g, u, n, l
19	Review: b, k, v, e
20	Review: j, w, z, qu
21	Review: x, y



See p. 26
for the full
Launchpad
Scope and
Sequence

Example Launchpad Units from the Scope & Sequence

Full Scope and Sequence can be found at the end of this document.



Structure of Launchpad

TOTAL NUMBER
OF UNITS

28

LESSONS
PER UNIT

4

PARTS PER
LESSON

Units 1-7: 3 parts each

Units 8-28: 4 parts each

MINUTES
PER PART

3-4

Unit 3

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Part 1	First, Next, Last: Directionality & Sequence	First, Next, Last (Location)	First, Next, Last (Time)	Where is That? Before and After (Location)
Part 2	Print Conveys Messages	Nursery Rhymes: Noticing Rhyme IV	I Can Write Down My Thoughts	Rhyme or No Rhyme? Identifying Rhyme
Part 3	Mystery Bag: Blending Syllables	Peel That Sound: BSI	That's My Name!: BSI	Stomp It Out!: Segmenting Syllables IV

Unit 14

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Part 1	Mystery Bag: Blending Sounds	I Spy: Blending Sounds	Sound Party: BSI IV	What's That Word?: Blending Sounds
Part 2	Sound Story /y/	Sound Story /z/	Find That Letter: Letter-Sound Practice	Match My Sound: BSI
Part 3	Name That Sound - Yy: Letter ID	Name That Sound - Zz: Letter ID	Letters in Our Names	Connect the Letter: Letter-Sound Practice
Part 4	Rhyming Phrases: Producing Rhyme	Don't Say It!: Deleting Syllables	Letters in Our Names	My Name Identifies Me

STRAND KEY

PA Phonological Awareness

CP Concept of Print

SS Sound Stories

PA Phonemic Awareness

AK Alphabet Knowledge

IV Instructional Vocabulary

Anyplace
Activity

Table of Contents

Activities contained in this document



Instructional Vocabulary

Launchpad has a variety of activities designed to firmly establish pre-decoding skills in young students. This document contains a sampling of some of *Launchpad*'s games and activities.

This sample set does not contain all of the activities embedded in *Launchpad*; instead, it is meant to be a representational sample of some of the key ideas and teaching techniques.

Whole vs. Part Unit 2, Lesson 2, Part 1 1

Two images will appear on the screen. Students will use the terms **part** and **whole** to label the two items. The teacher will verbally affirm which is the part and which is the whole.

First, Next, Last Unit 3, Lesson 2, Part 1 2

Students will see a set of three items or a set of three students. The teacher will tell students which item or student should go **first**, **next**, and **last**, and students will move the item or direct the student to move to the correct spot. (Anyplace Activity)

Beginning, Middle, End Unit 4, Lesson 2, Part 1 3

Three images will appear on the screen. Students will use the terms **beginning**, **middle**, **end** to describe the order of these three images.

Concepts of Print

Print Is What We Read Unit 2, Lesson 3, Part 2 4

Teacher and students look through a variety of books and discuss how meaning is made through print, not pictures. (Anyplace Activity)

My Name Identifies Me Unit 14, Lesson 4, Part 4 6

Students will explore the importance of names, the importance of letter order in names, and a name's identifying power.

Print Conveys Messages Unit 3, Lesson 1, Part 2 7

Teacher displays a number of images on the screen and discusses the types of messages that print can convey.

Phonological Awareness

Rhyme or No Rhyme? Unit 2, Lesson 4, Part 2 9

Two images appear on the screen. The teacher names each image. Students must determine if the two items rhyme. If they rhyme, students give a thumbs up. If they don't rhyme, students give a thumbs down.

Stomp It Out!: Segmenting Syllables Unit 4, Lesson 1, Part 3 10

The teacher says a compound word. Teacher and students stomp once for each smaller word within the compound word, segmenting it. The whole word is said again as the final step. (Anyplace Activity)

Mystery Bag: Blending Syllables Unit 5, Lesson 2, Part 3 11

A mystery bag will appear on the screen. The teacher says each syllable in a two-syllable word and then asks the students to blend the syllables and say the blended word. An image representing the word appears.



Phonemic Awareness

Sound Story: /m/ Unit 11, Lesson 1, Part 2 13

Students will listen to an alliterative story and participate in answering questions where the correct response begins with the target sound.

Peel and Sort Unit 7, Lesson 2, Part 1 15

The screen is split into two columns with a guideword image at the top of each. A new (non-guideword) image appears at the bottom of the screen. With the teacher's assistance, students determine which guideword image has the same beginning sound as the new image below. The new image is then sorted into the correct column.

What's That Word?: Blending Sounds Unit 12, Lesson 4, Part 1 ... 17

Two images appear on the screen. The teacher says the sounds of one of the imaged words. Students then repeat the sounds and blend them, and they choose the image of the blended word.

Stretch Those Sounds: Segmenting Sounds . . Unit 20, Lesson 4, Part 1 18

The teacher says a word aloud and models how to segment the sounds using finger-stretching. Students repeat.

Alphabet Knowledge

Name That Sound Unit 8, Lesson 2, Part 3 19

A guideword image that students are already familiar with appears. Students say the guideword and the initial sound of that guideword. The teacher explains that the uppercase and lowercase letters are symbols that spell the beginning sound associated with the guideword.

This Letter or That? Unit 8, Lesson 4, Part 4 20

Two letter symbols, alongside the corresponding guideword images, appear at the top of the screen as headings, and a new image appears at the bottom. Students must isolate the initial sound of that new image and then determine which letter symbol produces the initial sound. The image is then sorted into one of the two columns.

Find That Letter Unit 14, Lesson 3, Part 2 ... 24

Three images with the same initial sound appear, and students are asked to find the corresponding letter tile.

LAUNCHPAD SCOPE AND SEQUENCE 26-31

Unit 2 | Lesson 2 | Part 1

Whole vs. Part

Instructional Vocabulary

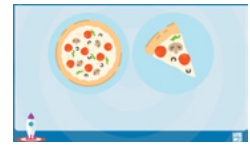
Objective

Students will identify items that are part of a whole, using the terms **part** and **whole**.

Description

Two images will appear on the screen. Students will use the terms **part** and **whole** to label the two items. The teacher will verbally affirm which is the part and which is the whole.

What Students See



Open *Launchpad Online* to Unit 2, Lesson 2, Part 1 (2.2.1).

Click to display two images, **the whole pizza** and **the slice of pizza**.

Say:

- “Let’s look at these two pictures and think about two new words: **whole** and **part**.
- Here is a picture of a pizza, and here is a picture of just one slice of the pizza. One of these is the **whole** pizza, and the other one is just one small **part** of the pizza.
- I know that the **whole** pizza (*hold arms out wide as if to encompass a whole thing*) includes all of the pizza, and a **part** of the pizza (*hold thumb and pointer finger of one hand near each other as if to pinch something small*) is just one slice.
- This image (*point to whole pizza*) is the **whole**, and this one (*point to slice of pizza*) is the **part**.
- Let’s look at another set together.”

Click to display two more images, **the baby’s foot** and **the baby**.

Ask “Does this picture (*point to the first picture – the baby’s foot*) show a **part** of a baby or the **whole** baby?” **A:** a part of the baby

Say “That’s right. This picture (*point to baby’s foot*) shows just the baby’s foot, which is only one **part** (*hold thumb and pointer finger of one hand near each other as if to pinch something small*) of the baby. You can’t see the rest of the baby’s body in this picture. The other picture (*point to the whole baby*) shows the **whole** (*hold arms out wide as if to encompass a whole thing*) baby. You can see all of the baby’s body parts in this picture, her head, arms, hands, legs, and feet.”

Continue with the remaining examples, guiding students to identify which is the **whole** and which is the **part** for each one:

1. **slice of cake** (part)/**cake** (whole)
2. **watermelon slice** (part)/**watermelon** (whole)
3. **orange** (whole)/**orange peel** (part)

To access the accompanying *Launchpad Online* components for these activities, visit:
ExploreLaunchpad.online




.....
Continue using the arm and hand gestures to indicate whole and part and encourage students to use them as they answer your question about the images.

4. car (whole)/wheel (part)
5. colored pencil (part)/box of colored pencils (whole)
6. tree (whole)/branch (part)
7. house made of toy parts (whole)/ toy parts (part)
8. whale’s fin (part)/whale (whole)
9. crescent moon (part)/full moon (whole)
10. banana (whole)/banana peel (part)

Unit 3 | Lesson 2 | Part 1



First, Next, Last (Location)		Instructional Vocabulary
Objective	Description	Materials
Students will move items or people based on the terms first, next, and last .	Students will see a set of three items or a set of three students. The teacher will tell students which item or student should go first, next, and last , and students will move the item or direct the student to move to the correct spot.	<ul style="list-style-type: none">(optional) A way to create three “spaces” for “first,” “next,” and “last” (three sheets of paper, three hula hoops, chalk to draw three boxes outside, etc.)A variety of objects that can be placed in a row in the positions “first,” “next,” and “last” (alternatively, you can use your students by having them stand in the “first,” “next,” and “last” positions rather than using objects)



Say “We’re going to play a game called ‘First, Next, Last.’”

Show students three items so all students can easily see (*e.g. doll, spoon, crayon*).

Say:

- “We are going to put these in a line, with the **first** object in the **first** space on the left. We are going to make our row going in this direction (*point to the right according to the students’ viewpoint*).
- Let’s put the **spoon** in the **first** spot.
- Point to the **first** spot where I should put the **spoon**.”

Ask an individual student to come up and put the **doll** in the **next** spot.

Ask an individual student to come up and put the **crayon** in the **last** spot.

Move the objects into different spaces.

Ask “Now, which object is **last**?” **A:** answers will vary


Choose three more objects OR students, and continue having students move them and answer questions about them.

.....
Use any objects available in your space. The objects listed in this lesson are just given as examples.

Ask students the following question using the objects or students, switching objects/students once all have been named at least once:

- “Which object is first/next/last?”

Unit 4 | Lesson 2 | Part 1


Beginning, Middle, End (Location)		Instructional Vocabulary
Objective	Description	What Students See
Students will use the terms beginning, middle, end to describe the position of images on the screen.	Three images will appear on the screen. Students will use the terms beginning, middle, end to describe the order of these three images.	

Open Launchpad Online to Unit 4, Lesson 2, Part 1 (4.2.1).

Say:

- “We’ve learned some special words that can tell us *where*, or the *place*, in a row that something can be found. We have used the words **before** and **after** and **first, next**, and **last**.”
- Today, we are going to practice using the words **beginning, middle**, and **end** to talk about some pictures.”

Visit
ExploreLaunchpad.online
to click through the
online tool.



Click to display three images: **pan, oven, knife**.

Say:

- “Here are three things we might see in the kitchen: **pan, oven, knife** (*while pointing to each image*).
- The **pan** (*point to pan*) comes at the **beginning** of this row. There is nothing else before or in front of it.
- The **oven** (*point to oven*) is in the **middle** of the row. There is something before it and something after it.
- And the **knife** (*point to knife*) is at the **end** of the row. There is nothing else after it.
- **Beginning, middle, end** (*sliding finger from left to right, pausing at each image as you say the correct term*).”

Click to display three images: **sheep, cow, horse**.

Say “Listen to these three animal names: **sheep, cow, horse** (*while pointing to each image*).”

.....
Tell students the category for each set of items; this helps develop their oral language as they hear and say words that have things in common.

- Ask:
- “Which picture is at the **end** of this row?” **A:** horse
 - “Which picture is at the **beginning** of this row?” **A:** sheep
 - “Where is the **cow** in this row, at the **beginning**, in the **middle**, or at the **end** of the row?” **A:** in the middle


Continue with the following image sets, adjusting the questioning for the images:

1. worm/grass/garden (<i>found in yard</i>)	5. cloud/sun/bird (<i>found in sky</i>)
2. grapes/carrot/apple (<i>fruits</i>)	6. frog/snail/snake (<i>animals</i>)
3. bee/angel/butterfly (<i>have wings</i>)	7. car/skateboard/bus (<i>ways to get to school</i>)
4. nurse/astronaut/vet (<i>jobs</i>)	8. house/hospital/school (<i>places</i>)

Unit 2 | Lesson 3 | Part 2



Print Is What We Read		Concepts of Print
Objective	Description	Materials
Students will be able to explain that we read words, not pictures.	Teacher and students look through a variety of books and discuss how meaning is made through print, not pictures.	A variety of trade books: board book, picture book, chapter book, etc.

-  **Display** a book that includes pictures (board book or picture book).
- Say** “Let’s take a look at this book. The title of this book is *insert the title of the book*.”
- Ask** “How do you think I knew that?” **A:** the words on the front; the pictures
- Say:**
- “The pictures on the front of the book are helpful, but the words here (*point to title*), called the **title**, are what I just read.
 - Pictures have meaning too, but they don’t tell us the exact words to say.
 - We have to look at the written words and read them one at a time. (*Reread book title, pointing to each word as you say it.*)
 - Let’s look inside. This book has some great pictures. I guess I could make up a story by looking at the pictures, but I think the person who wrote this book, the author, wanted me to read his/her words.

- I should read the words on the page to hear the author's story. The pictures are just there to entertain us and to help us understand the words better once we've read them.
- We can read this book later because I want to show you another book first."

Display a book with no pictures (chapter book or novel).

Ask "How can I know what this book is called?" **A:** read the words on the cover

Say:

- "Right! Sometimes the picture on the cover of the book helps me know what it is about, but sometimes the picture is not very helpful. If I want to know what the book might be about, I need to read the words on the cover, the title.
- The title of this book is *[title of book shown]*.
- Let's look inside this book. (*Slowly flip through pages.*)
- Hmmm... this book doesn't have any pictures at all."

Ask "How will I know what this story is about if there aren't any pictures?"

A: you have to read the words

Say:

- "You're right, I can read the words and then I can use my brain to help me imagine what the story looks like. I can make pictures in my brain when I hear the words the author wrote.
- You probably can't read most of the words in the books that you like to look at just yet, but we'll be learning more and more about reading this year, and as you get older, you'll be able to read them for yourselves.
- For now, you can use the pictures to help you enjoy books, but eventually, you'll learn to read the words on your own!"

Unit 14 | Lesson 4 | Part 4

My Name Identifies Me

Concepts of Print
Secondary Strand: Instructional Vocabulary

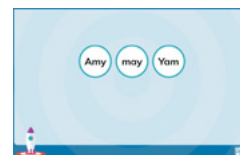
Objective

Students will recognize that a name is a label that identifies a person and their attributes or belongings.

Description

Students will explore the importance of names, the importance of letter order in names, and a name's identifying power.

What Students See



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Open *Launchpad Online to Unit 14, Lesson 4, Part 4 (14.4.4).*

Ask “How do you know which cubby/bin/hook is yours? Do you ask me which one is yours each day?” **A:** it has my name on it

Say:

- “Yes, every person has a name, and we use that name to tell people who we are, but we also use that name to tell other people which things belong to us. Our names are really important.”
- We can say them out loud, but we can also write them down.
- Our names are made up of letters. Those letters have to be in the right order to spell our names.”

Click to display circles with the words **Amy**, **May**, and **Yam**.

Say:

- “This first circle (*point to first circle*) has the name **Amy** in it. The name **Amy** has three letters. We call those letters **a**, **m**, and **y** (*point to each letter as you say its name*).
- This second circle (*point to second circle*) has the same letters, **a**, **m**, **y** (*point to each letter as you say its name*).”

Ask:

- “Does this one (*point to the second circle again*) look exactly the same as this one (*point to the first circle again*)? **A:** no, the letters are mixed up
- Do you think this one (*point to the second circle again*) spells **Amy** too if it has the same letters?” **A:** no (*allow students to share their thoughts*)

Say:

- “You’re right, it doesn’t spell **Amy**. Even though the letters are the same, they are in a different order.
- These letters spell the word **may**, like ‘May I help you?’ when they are in this order (*point to second circle again*), **m-a-y**, **may**.”

Ask “This circle has the letters **a, m, y** (point to each letter as you say its name) too. Do they spell the name **Amy**?” **A:** no

Say:


- “Right again, this doesn’t spell **Amy**. Even though the letters are the same, they are in a different order.
- These letters spell the word **yam** when they are in this order, **y-a-m, yam**. A **yam** is a kind of vegetable that looks like a sweet potato.
- Our names are important, and it is important to spell them correctly by putting the letters in the right order so that no one gets your name confused with a yam!”

Ask:

- “Where is your name written in this room?” **A:** birthday wall, cubby, lunchbox, seat at the table, backpack, artwork, etc.
- “Why is your name written in all of those places?” **A:** so everyone knows when my birthday is, what belongs to me, what work I’ve done, etc.

Say “Great job thinking about your names! We are going to learn more about the letters in your names soon. For now, we will just remember that our names are very special because they tell people who we are and what belongs to us!”

Unit 3 | Lesson 1 | Part 2

Print Conveys Messages		Concepts of Print
Objective	Description	What Students See
Students will understand print can convey many different types of messages.	Teacher displays a number of images on the screen and discusses the types of messages that print can convey.	

Open *Launchpad Online* to Unit 3, Lesson 1, Part 2 (3.1.2).

Say “We’ve been talking about where we see words and that words give us messages or information. Now, let’s talk about the kinds of messages we can get from printed words.”

Click to display the **menu**.

Ask:

- “Do you remember what this is?” **A:** a menu

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- “Where can we find a menu?” **A:** at a restaurant
- “And what does a menu tell us? What do we read about in a menu?”
A: the types of food we can order to eat

Say “Some menus also have pictures of the food you can order, but many menus only have words. Being able to read a menu is really important because then you can know ALL of the foods you can order so you don’t have to order the same foods each time.”

Click to display the **book**.

Ask “What is this?” **A:** a book

Say “Books can have really great stories. They can give us information about trucks or cooking or flowers. They can teach us how to do something new.”

Ask “What kinds of things do you like to read about in books?” **A:** *(take a few answers)*

Tell students what you like to read about.

Click to display the **board game**.

Ask “Have you ever gotten a new game you didn’t know how to play or a new toy that needed to be put together?”

Say “The instructions that come with games, toys, and furniture are important. They tell us how to play or how to put things together so we can play with them or use them.”

Click to display the **snack bag**.

Say:

- “When you buy a snack, the bag or box tells you the name of the snack, but it also tells you what ingredients are in the snack, and it gives you information about how healthy or unhealthy it is.
- Words are all around us, and all words give us different kinds of messages.”

Unit 2 | Lesson 4 | Part 2

Rhyme or No Rhyme?

PgA: Identifying Rhyme
Secondary Strand: Instructional Vocabulary

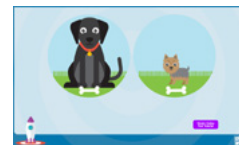
Objective

Students will identify rhyming words.

Description

Two images appear on the screen. The teacher names each image. Students must determine if the two items rhyme. If they rhyme, students give a thumbs up. If they don't rhyme, students give a thumbs down.

What Students See



Open Launchpad Online to Unit 2, Lesson 4, Part 2 (2.4.2).

Click to display the two dogs.

Say “Earlier, we learned the words **same** and **different**.”

Ask:

- “What is something that is the **same** about these two dogs?”
(Students respond.)
- “What is something that is **different** about these two dogs?”
(Students respond.)

Say:

- “Good job! Now we are going to listen for rhyming words.
- Remember, when two words rhyme, the middles and ends of the words sound the **same**.”

Click to display the images for **chess** and **yes**.

Point to the chess game and say “**Chess**, /ch/ /ess/ (emphasizing /ess/), chess.”

Point to the image for yes and say “**Yes**, /y/ /ess/ (emphasizing /ess/), yes.”

Say:

- “**Chess, yes**. If these words sound the same in the middle and at the end, if they rhyme, give me a thumbs up (*demonstrate*). If they do NOT rhyme, give me a thumbs down (*demonstrate*).
- Now it’s your turn. Say **chess, yes**.” (Students repeat **chess, yes**.)
- “Do **chess** and **yes** rhyme?” **A:** thumbs up
- “That’s right! **Chess** and **yes** rhyme.”















Click to display the correct answer.

Say “Let’s listen for more rhyming words. Remember to give me a thumbs up (*demonstrate*) if they rhyme or a thumbs down (*demonstrate*) if they do NOT rhyme.”

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Continue with the remaining examples:

STEP 1	STEP 2	STEP 1	STEP 2
<ul style="list-style-type: none">• Teacher points to and says both words• All students repeat both words	<ul style="list-style-type: none">• Teacher asks, "Do they rhyme?"• All students answer  or 	<ul style="list-style-type: none">• Teacher points to and says both words• All students repeat both words	<ul style="list-style-type: none">• Teacher asks, "Do they rhyme?"• All students answer  or 
1. box/fox <i>box/fox</i>		6. pan/man	
2. chair/bear		7. sock/shirt	
3. sun/sheep		8. check/heart	
4. wing/ring		9. jar/car	
5. chin/nail		10. rose/hose	

Unit 4 | Lesson 1 | Part 3



 ANYPLACE ACTIVITY

Stomp It Out!		PgA: Segmenting Syllables
Objective Students will segment syllables in two-syllable compound words.	Description The teacher says a compound word. Teacher and students stomp once for each smaller word within the compound word, segmenting it. The whole word is said again as the final step.	

 **Have students** line up in rows or stand in a circle. They need space to be able to stomp in place.




.....
As an alternative to stomping with their feet, if you would prefer students sit down, have them "stomp" their closed fist gently on their leg or on the floor.

Say:

- "I am going to say a word. Listen carefully.
- 'Friendship.'
- I am going to say the word again. This time, watch my feet.
- 'Friend'  (stomp one foot as you say 'friend') 'ship'  (stomp other foot as you say 'ship')."




Say:

- “Let’s stomp a foot when we say each part of the word, then we will jump when we say the whole word. Try stomping and jumping the word ‘friendship’ with me.”

Students repeat “Friend  (stomp), ship  (stomp), friendship  (jump).”

Say “Let’s stomp more words into parts.”

Continue with the following words as time permits.

STEP 1	STEP 2	STEP 3	STEP 4
<ul style="list-style-type: none"> • Teacher says whole word • All students repeat 	Teacher and all students say part #1 and stomp 	Teacher and all students say part #2 and stomp 	Teacher and all students repeat whole word and jump 
1. handmade <i>handmade</i>	hand	made	handmade
2. moonlight	moon	light	moonlight
3. pinwheel	pin	wheel	pinwheel
4. baseball	base	ball	baseball
5. starfish	star	fish	starfish
6. horseback	horse	back	horseback
7. toothpick	tooth	pick	toothpick
8. washcloth	wash	cloth	washcloth
9. subway	sub	way	subway
10. outside	out	side	outside

Unit 5 | Lesson 2 | Part 3

Mystery Bag

PgA: Blending Syllables

Objective

Students will blend two syllables together to produce a two-syllable word.

Description

A mystery bag will appear on the screen. The teacher says each syllable in a two-syllable word and then asks the students to blend the syllables and say the blended word. An image representing the word appears.


What Students See





Open *Launchpad Online* to Unit 5, Lesson 2, Part 3 (5.2.3).





Click to display the **Mystery Bag**.

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online tool.



Say:

- “Let’s see what words are in our Mystery Bag today! Listen to my word parts and watch my hands.
- ‘ra’  – (PAUSE) – ‘ccoon’ 

Ask “What word does it make when we put these parts together, ‘ra’  – (PAUSE) – ‘ccoon’ ”? A: raccoon  

Say “Let’s check in the bag!”

Click to display the raccoon to confirm students’ answer.

Continue with the following examples (click to display the Mystery Bag before each new word and click to display the icon to confirm the answer after each example):

STEP 1

Teacher says the syllables with a pause in between



STEP 2

- All students blend syllables and say whole word
- Click to display mystery word



.....
Look at the complete word in the final column to determine the pronunciation of each individual syllable in Column 1.



Encourage students to use their fists to represent each syllable and then blend them into the word. Have students hold out their left fist as you say the first syllable and their right fist as you say the second syllable. Then have students push their fists together while saying the whole word.

1.	pi-zza	pizza
2.	rob-in	robin
3.	chee-tah	cheetah
4.	hy-drant	hydrant
5.	ea-gle	eagle
6.	chim-ney	chimney
7.	gar-bage	garbage
8.	pic-nic	picnic
9.	nee-dle	needle
10.	sal-ad	salad
11.	bro-ken	broken
12.	whi-stle	whistle
13.	com-ic	comic
14.	en-ter	enter
15.	fea-ther	feather
16.	mon-key	monkey
17.	ta-ble	table
18.	wal-rus	walrus
19.	o-boe	oboe
20.	pu-zzle	puzzle
21.	qui-et	quiet

STEP 1

Teacher says the syllables with a pause in between



STEP 2

- **All students** blend syllables and say whole word
- Click to display mystery word



22.	rabb-it	rabbit
23.	sha-dow	shadow
24.	gar-den	garden
25.	toa-ster	toaster

Unit 11 | Lesson 1 | Part 2

Sound Story: /m/

PA: Sound Stories

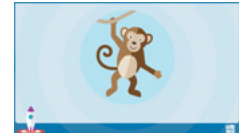
Objective

Students will listen to an alliterative story and participate in identifying words beginning with the target sound, /m/.

Description

Students will listen to an alliterative story and participate in answering questions where the correct response begins with the target sound, /m/.

What Students See



Open *Launchpad Online to Unit 11, Lesson 1, Part 2 (11.1.2).*

Say:

- “We have a new sound to learn today. First, listen while I **make** the sound: /mmmm/.
- Now I want all of you to **make** the same sound. While you do, think about what your **mouth** is doing and what you feel. Ready? Go!” (*Students say, “/mmmm/.”*)
- “Wow, you sure stretched that out a long time! This is a stretchy sound.”

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Be careful not to add a vowel sound after the consonant; e.g., /muh/. If students call out the letter **m**, say, “That could be a letter we see that shows this sound. Right now, let’s talk about the sound we hear and feel.”

The motions for the consonant sounds are optional. Use this motion if it helps your students to recall the target sound.

Whenever the letter **m** is highlighted in boldface text, try to emphasize the sound /m/ in the word, as in /mmmm/ake for **make** and /mmmm/outh for **mouth**.

ARTICULATION SUPPORT

“What did you notice when you said that sound?” (*Students respond; then summarize the key points.*)

- “I could feel **my** lips press together, but I couldn’t feel anything **moving** when the sound started.
- I couldn’t feel air come out of **my** mouth either because **my** lips stayed closed. How did that sound get out?” (*Students respond.*)
- “Wait, is it coming through **my** nose? Let’s try an experiment: Pinch your nose, and try to **make** the sound /mmmm/. That’s it! The sound got stuck in my nose!
- Now let go of your noses, and **make** the sound again: /mmmm/.”

Demonstrate the /m/, **monkey** motion:

Say:

- “Let’s do a **motion** to help us remember that sound.
- Hold out your arms at your sides with your elbows out and your hands curved in toward your hips, and then move your arms up and down like a **monkey**, like this.”

Demonstrate the /m/, **monkey**, motion while elongating the sound /mmmm/, and have students repeat (*hold out arms at sides, elbows out, hands cupped down, moving arms up and down like a monkey*).

Click to display the **monkey**.

Say:

- “This is our friend, **Michael the Monkey**. Do you *hear* and *feel* /mmmm/ when you start to say /m/, **Michael** and /m/, **Monkey**?
- Now, let’s watch a short video about our new friend and see if we can guess what his favorite sound **might** be.”

Click to play the animation for /m/, Michael the Monkey.

Say:

- “Now we’re going to listen to and watch a story about our new friend so we can learn **more** about him. Listen carefully for his favorite sound... /mmmm/.” (*Wait for students to say the sound, or prompt them to say it.*)
- “Pay attention because later I will ask you some questions about our friend. I’ll tell you when it’s your turn.”

Click to play the sound story (or read the story below aloud, emphasizing the sound /m/ each time you say it):

Michael is a **monkey** from **Minneapolis**, **Minnesota**. He was born on a **Monday** in the **middle** of **May**. Every **morning**, **Michael** **makes** breakfast with his **mom**. For lunch, they **make** **macaroni** and cheese. Then, in the **middle** of the afternoon, **Michael** and his **mom** **mix** cookie dough so they can **munch** on yummy treats. **Mmm-mmm!**

Say “Did you notice that a lot of the words in **Michael’s** story had his favorite sound? Let’s try to remember some of the things we heard about our new friend **Michael the Monkey**. All of the answers will start with **Michael’s** favorite sound, /m/.”

Ask the following questions, reminding students as necessary that the answers should begin with Michael’s favorite sound, /m/.

1. “Is **Michael** a gorilla or a **monkey**?” **A: monkey**
2. “Was **Michael** born on a **Monday** or Friday?” **A: Monday**
3. “Does **Michael** **make** breakfast with his dad or **mom**?” **A: mom**
4. “Does **Michael** **make** **macaroni** or spaghetti for lunch?” **A: macaroni**
5. “Do **Michael** and his **mom** **mix** cookie dough or bake a cake?” **A: mix**
cookie dough

.....
If a child makes a guess that does not start with /m/, say: “I hear [sound/] when I say [student’s guess]. Let’s think of the word that starts with our new sound, /m/.”

Unit 7 | Lesson 2 | Part 1

Peel and Sort

PA: Beginning Sound Isolation

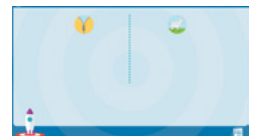
Objective

Students will identify matching beginning sounds.

Description

The screen is split into two columns with a guideword image at the top of each. A new (non-guideword) image appears at the bottom of the screen. With the teacher’s assistance, students determine which guideword image has the same beginning sound as the new image below. The new image is then sorted into the correct column.



What Students See



Open *Launchpad Online to Unit 7, Lesson 2, Part 1 (7.2.1).*

Say “Let’s find words that have the **same** first sound!”

Click to display the images for **zipper** and **goat** as column headings.

Point to the images for zipper and goat and say “Our words will begin like /z/, zipper   or /g/, goat  .

Click to display and point to the image for **zoom**.

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to click through the
online tool.



TAP AND SLAP

Use this motion to help students physically engage in isolating the beginning sound and then saying the whole word:









1. **Tap** your index finger on your leg while saying the isolated first sound of a word.





2. **Slap** (gently) your leg while saying the whole word (use your whole hand).

Say:





- “/z/, **zoom**  .
 (Students repeat, “/z/, **zoom**  . Does /z/, **zoom** begin like /z/, **zipper** or /g/, **goat** (  for each)?”

A: zipper

- “Right! /z/, **zoom**, /z/, **zipper**. I’ll move **zoom** to the /z/, **zipper** side (  for each).”

Click to place the image for **zoom** in the **zipper** column.

Continue with the remaining examples:

STEP 1	STEP 2	STEP 3	STEP 4
Click to display image 	Teacher says beginning sound and whole word 	<ul style="list-style-type: none"> • Teacher asks students which column has the matching beginning sound • All students answer • Click to sort in correct column  	Teacher says beginning sound and whole word for both words 
1. girl	/g/, girl	goat	/g/, girl; /g/, goat
2. zap	/z/, zap	zipper	/z/, zap; /z/, zipper
3. gift	/g/, gift	goat	/g/, gift; /g/, goat
4. garden	/g/, garden	goat	/g/, garden; /g/, goat
5. zigzag	/z/, zigzag	zipper	/z/, zigzag; /z/, zipper
6. zoo	/z/, zoo	zipper	/z/, zoo; /z/, zipper
7. game	/g/, game	goat	/g/, game; /g/, goat
8. zucchini	/z/, zucchini	zipper	/z/, zucchini; /z/, zipper
9. zebra	/z/, zebra	zipper	/z/, zebra; /z/, zipper
10. gumballs	/g/, gumballs	goat	/g/, gumballs; /g/, goat
11. goal	/g/, goal	goat	/g/, goal; /g/, goat

Say:

- “Let’s go over our work (point to each image as you tap and slap it with students):
 - /z/, **zipper**; /z/, **zoom**; /z/, **zap**; /z/, **zigzag**; /z/, **zoo**; /z/, **zucchini**; /z/, **zebra**.
 - /g/, **goat**; /g/, **girl**; /g/, **gift**; /g/, **garden**; /g/, **game**; /g/, **gumballs**; /g/, **goal**.

Unit 12 | Lesson 4 | Part 1

What's That Word?

PA: Blending Sounds

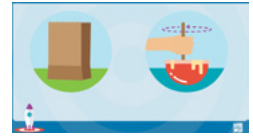
Objective

Students will blend two or three phonemes together to produce a word.

Description

Two images appear on the screen. The teacher says the sounds of one of the imaged words. Students then repeat the sounds and blend them, and they choose the image of the blended word.




What Students See







Open *Launchpad Online* to Unit 12, Lesson 4, Part 1 (12.4.1).

Click to display the **bag** and the image for **mix**.

Say:

- “**Bag** (point to bag), **mix** (point to image for mix).
- Listen carefully while I say the sounds of one of these words: /m/ (hold up thumb ) – (PAUSE) – /i/ (hold up pointer finger ) – (PAUSE) – /ks/ (hold up middle finger ).”

Ask “Look at these two pictures. If we blend these three sounds together, /m/ /i/ /ks/ (stretch a finger for each sound   ) , which word do we get?” **A:** mix (bring fingers back into a fist at chest )

Click to display the correct answer.

Say “That’s right! **Mix**! Let’s try another one.”

Continue with the following examples (click to display the two new images for each example and click to display the correct answer after each example):

STEP 1

- Click to display two images
- **Teacher** names each image



STEP 2

- **Teacher** says the sounds in the target word
- Students stretch fingers as teacher says each sound



STEP 3

- **All students** blend sounds to say whole word, bringing fingers back into a fist
- Click to display answer



1. van, pig	/p/ /i/ /g/	pig
2. me, jet	/j/ /ě/ /t/	jet
3. sit, bat	/b/ /ă/ /t/	bat
4. dog, fish	/d/ /ö/ /g/	dog
5. lake, bed	/l/ /ā/ /k/	lake
6. fox, go	/g/ /ō/	go
7. jam, neck	/n/ /ě/ /k/	neck
8. nap, ham	/n/ /ă/ /p/	nap
9. boy, six	/b/ /oi/	boy
10. tape, house	/h/ /ou/ /s/	house



Finger-Blending

Use this routine to physically engage students in blending the individual sounds in spoken words:

1. Extend one finger for each sound in the word while saying the sounds, beginning with the thumb.
2. Pull fingers back to a closed fist while blending the sounds into a complete word.

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ExploreLaunchpad.online to click through the online tool.



.....
If your students need additional practice and time permits, use objects or student names in your room to continue practicing blending onset and rime. The words you choose should be only one syllable and should begin with just a single consonant sound rather than a 2- or 3-sound blend. For example: /j/ /ane/, /d/ /esk/, /ch/ /az/...

Unit 20 | Lesson 4 | Part 1

Stretch Those Sounds

PA: Segmenting Sounds

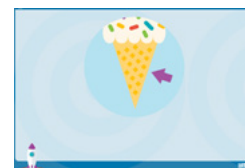
Objective

Students will segment the phonemes (sounds) in three-sound words using finger-stretching.

Description

The teacher says a word aloud and models how to segment the sounds using finger-stretching. Students repeat

What Students See



Visit
ExploreLaunchpad.online
to click through the
online tool.



Open Launchpad Online to Unit 20, Lesson 4, Part 1 (20.4.1).

Click to display the cone.

Say:

- “Listen while I say the sounds in **cone**.”
- “**cone**” 🖐️
- “/k/” 🖐️, “/ō/” 🖐️, “/n/” 🖐️
- “**cone**” 🖐️
- “Let’s stretch the word **cone** again together.” (*Students and teacher repeat sounds while finger-stretching.*)
- “Let’s try another one.”

STEP 1

- Click to display image
- **Teacher** names image while bringing closed fist to chest
- **All students** repeat



STEP 2

- **Teacher** extends thumb, pointer, and middle fingers for each sound
- **All students** repeat



STEP 3

- **Teacher** repeats full word while bringing closed fist to chest
- **All students** repeat



1.	week week	/w/ /ē/ /k/ /w/ /ē/ /k/	week week
2.	fish	/f/ /ī/ /sh/	fish
3.	mash	/m/ /ă/ /sh/	mash
4.	log	/l/ /ō/ /g/	log
5.	shin	/sh/ /ī/ /n/	shin
6.	shed	/sh/ /ě/ /d/	shed
7.	surf	/s/ /er/ /f/	surf
8.	check	/ch/ /ě/ /k/	check
9.	zag	/z/ /ă/ /g/	zag
10.	vet	/v/ /ě/ /t/	vet

Unit 8 | Lesson 2 | Part 3

Name That Sound: Bb

AK: Letter ID

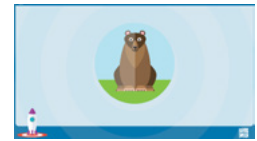
Objective

Students will identify the uppercase and lowercase letters associated with the sound /b/.

Description

A guideword image that students are already familiar with appears. Students say the guideword and the initial sound of that guideword. The teacher explains that the uppercase and lowercase letters are symbols that spell the beginning sound associated with that guideword.

What Students See



Open *Launchpad Online* to Unit 8, Lesson 2, Part 3 (8.2.3).

Say “We just talked about **Brandon the Black Bear** and how he loves the sound /b/. **Brandon** is friends with a **brown bear**.”



Click to display the **bear**.

Ask:

- “What is this a picture of?” **A:** bear
- “What is the first sound in **bear**?” **A:** /b/

Click to display the corresponding uppercase and lowercase letter tiles.

Say:

- “Right, **bear** begins with /b/, and these letters ‘say’ the sound, or spell the sound, /b/.
- This is what it looks like when we write down the sound /b/.
- The name of these letters is **B**. **B** says /b/, like the **beginning** of /b/ , **bear** .
- This one (*point to uppercase B*) is called ‘capital **B**,’ and this one (*point to lowercase b*) is called ‘lowercase **b**.’ This is the one we will see most of the time (*point to lowercase b*), so we’ll just call it **b**.”

Demonstrate /b/, **bear** motion:

Say:

- “Let’s do the motion we have learned to help us remember that sound.
- Remember, cross your arms over your chest and pretend to scratch your ‘fur,’ like this.”

Demonstrate the /b/, **bear**, motion while repeating the sound /b/, /b/, /b/, /b/, and have students repeat (*cross your arms over your chest and pretend to scratch your “fur” while saying /b/, /b/, /b/, /b/*).

Ask:

- “What is the name of this letter (*pointing to lowercase b*)?” **A:** b

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to click through the
online tool.



- “And what is the sound we’ve learned about that can be spelled **by b**?”
A: /b/

Click to display the letter tile **b**.

Click again to display the **bat** and the **house**.

Ask “**Bat, house**. Which of these begins with the sound the letter **b** makes, /b/?” A: bat

Say “Right, **bat** starts with the sound /b/ (*click to display answer*), and /b/ is spelled with the letter **b**.”

Click to display the letter tile **b**.

Click again to display the **football** and the **balloon**.

Ask “**Football, balloon**. Which of these begins with the sound the letter **b** makes, /b/?” A: balloon


Say “Right, **balloon** starts with the sound /b/ (*click to display answer*), and /b/ is spelled with the letter **b**.”

OPTIONAL, IF TIME PERMITS

Look around the room and identify objects (*or students’ names*) that begin with the /b/ sound.

Explain that these objects all begin with the letter **b**. You can point this out by writing the word or name on a board or pointing to the word or name wherever it may be posted around your room.

Unit 8 | Lesson 4 | Part 4

This Letter or That?: a vs. b, c vs. d		AK: Letter-Sound Practice
Objective	Description	What Students See
Students will identify the letter symbol that spells the first sound in a word.	Two letter symbols, alongside the corresponding guideword images, appear at the top of the screen as headings and a new image appears at the bottom. Students must isolate the initial sound of that new image and then determine which letter symbol produces the initial sound. The image is then sorted into one of the two columns.	

Open Launchpad Online to Unit 8, Lesson 4, Part 4 (8.4.4).

SORT 1:

Click to display two columns with the headings “a” (for **apple**) and “b” (for **bear**).

Ask “What is the first sound in **apple** (while pointing to the apple)?” **A:** /ă/

Say “Right, a says /ă/ (while pointing to the letter tile **a**).”

Ask “What is the first sound in **bear** (while pointing to the bear)?” **A:** /b/

Say “Right, b says /b/ (while pointing to the letter tile **b**).”

Click to display the **bone** at the bottom of the screen.

Ask “What is the first sound in /b/, **bone**?” **A:** /b/

Say:

- “Right, so let’s move it under the /b/, **bear** and the letter **b**.
- We can use the picture at the top to help us figure out the matching letter: /b/, **bone**; /b/, **bear**.”

Click to place the **bone** in the “b” column.

Say “Let’s say the two words together again: /b/, **bone**; /b/, **bear**.”

Click to display the **ax** at the bottom of the screen.

Ask:

- “**Ax**. What is the first sound in /ă/, **ax**?” **A:** /ă/
- “Does /ă/, **ax**, start like /ă/, **apple** or like /b/, **bear**?” **A:** /ă/, apple

Say “Right, /ă/, **apple** and /ă/, **ax** both start with the letter **a**, so I’ll move the **ax** under the letter **a**.”

Click to place the **ax** in the “a” column.

Say “Let’s say the two words together again: /ă/, **ax**; /ă/, **apple**.”

Continue with remaining images:

STEP 1

- Click to display new image at the bottom of the screen
- **Teacher** names the image beginning with the isolated initial sound



1. /b/, **balloon**

STEP 2

- **Teacher** asks students where the new image belongs
- **All students** answer

Does /b/, **balloon** begin like /ă/, **apple** or /b/, **bear**? **A:** /b/, bear

STEP 3

Click to move image under the correct letter tile



b - /b/, **bear**

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to click through the
online tool.



STEP 1

- Click to display new image at the bottom of the screen
- Teacher** names the image beginning with the isolated initial sound



STEP 2

- Teacher** asks students where the new image belongs
- All students** answer

STEP 3

Click to move image under the correct letter tile



2. /b/, bee	Does /b/, bee begin like /ă/, apple or /b/, bear ? A: /b/, bear	b - /b/, bear
3. /ă/, alligator	Does /ă/, alligator begin like /ă/, apple or /b/, bear ? A: /ă/, apple	a - /ă/, apple
4. /b/, banana	Does /b/, banana begin like /ă/, apple or /b/, bear ? A: /b/, bear	b - /b/, bear
5. /ă/, astronaut	Does /ă/, astronaut begin like /ă/, apple or /b/, bear ? A: /ă/, apple	a - /ă/, apple
6. /ă/, add	Does /ă/, add begin like /ă/, apple or /b/, bear ? A: /ă/, apple	a - /ă/, apple

OPTIONAL, IF TIME PERMITS

Say:

- “Let’s go over our work (*point to each image as you tap and slap it with students*):
- /ă/, **apple**; /ă/, **ax**; /ă/, **alligator**; /ă/, **astronaut**; /ă/, **add**. They all start with /ă/, and they all start with the letter **a**.
- /b/, **bear**; /b/, **bone**; /b/, **balloon**; /b/, **bee**; /b/, **banana**. They all start with /b/, and they all start with the letter **b**.”

SORT 2:

Click to display two columns with the headings “**c**” (for **cat**) and “**d**” (for **duck**).

Ask “What is the first sound in **cat** (*while pointing to the cat*)?” **A:** /k/

Say “Right, **c** says /k/ (*while pointing to the letter tile c*).”

Ask “What is the first sound in **duck** (*while pointing to the duck*)?” **A:** /d/

Say “Right, **d** says /d/ (*while pointing to the letter tile d*).”

Sort the images in the same manner as Sort 1 above:

STEP 1

- Click to display new image at the bottom of the screen
- Teacher** names the image beginning with the isolated initial sound



STEP 2

- Teacher** asks students where the new image belongs
- All students** answer

STEP 3

Click to move image under the correct letter tile



1. /d/, deer	Does /d/, deer begin like /k/, cat or /d/, duck ? A: /d/, duck	d - /d/, duck
2. /k/, carrot	Does /k/, carrot begin like /k/, cat or /d/, duck ? A: /k/, cat	c - /k/, cat
3. /k/, cactus	Does /k/, cactus begin like /k/, cat or /d/, duck ? A: /k/, cat	c - /k/, cat
4. /d/, door	Does /d/, door begin like /k/, cat or /d/, duck ? A: /d/, duck	d - /d/, duck
5. /k/, candy	Does /k/, candy begin like /k/, cat or /d/, duck ? A: /k/, cat	c - /k/, cat
6. /d/, doughnut	Does /d/, doughnut begin like /k/, cat or /d/, duck ? A: /d/, duck	d - /d/, duck
7. /d/, dark	Does /d/, dark begin like /k/, cat or /d/, duck ? A: /d/, duck	d - /d/, duck
8. /k/, cabin	Does /k/, cabin begin like /k/, cat or /d/, duck ? A: /k/, cat	c - /k/, cat

OPTIONAL, IF TIME PERMITS

Say:

- “Let’s go over our work (*point to each image as you tap and slap it with students*):
 - /k/, **cat**; /k/, **carrot**; /k/, **cactus**; /k/, **candy**; /k/, **cabin**. They all start with /k/, and they all start with the letter **c**.
 - /d/, **duck**; /d/, **deer**; /d/, **door**; /d/, **doughnut**; /d/, **dark**. They all start with /d/, and they all start with the letter **d**.”

Unit 14 | Lesson 3 | Part 2

Find That Letter

AK: Letter-Sound Practice

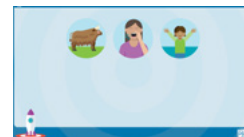
Objective

Students will identify the letter symbol that spells the shared first sound in a set of three imaged words.

Description

Three images with the same initial sound appear and students are asked to find the corresponding letter tile.

What Students See



Open Launchpad Online to Unit 14, Lesson 3, Part 2 (14.3.2).

Click to display, point to, and name three images: **yak**, **yell**, **yes**.

Ask “What is the beginning sound in all of these words?” **A:** /y/

Click to display two letter tiles: **y** and **y**.

Say:

- “Point to the letter tile that spells /y/, and say its name.” **A:** y (*pointing to the right*)
- “Right, /y/, **yak**, /y/, **yell**, and /y/, **yes** all start with /y/, so they all begin with the letter **y**.”

Click to display the correct answer.

Say “Let’s find another letter.”

Continue with the remaining image sets:

<ul style="list-style-type: none"> • Click to display three images • Teacher names images <p>1. zoom, zoo, zebra</p>	<p>Teacher asks students to name the beginning sound</p> <p>“What is the beginning sound in all of these words?” A: /z/</p>	<ul style="list-style-type: none"> • Click to display two letter tiles • All students choose the corresponding letter <p>z and y</p> <p>“Point to the letter that spells /z/, and say its name.” A: z</p>	<ul style="list-style-type: none"> • Click to display the correct answer • Teacher confirms the beginning sound and letter <p>z</p> <p>“/z/, zoom, /z/, zoo, and /z/, zebra all start with /z/, so they all begin with the letter z.”</p>
<p>2. box, six, fox</p>	<p>“What is the <u>ending</u> sound in all of these words?” A: /ks/</p>	<p>x and t</p> <p>“Point to the letter that spells /ks/, and say its name.” A: x</p>	<p>x</p> <p>“/ks/, box, /ks/, six, and /ks/, fox all <u>end</u> with /ks/, so they all <u>end</u> with the letter x.”</p>

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- Click to display three images
- Teacher** names images



Teacher asks students to name the beginning sound

- Click to display two letter tiles
- All students** choose the corresponding letter



- Click to display the correct answer
- Teacher** confirms the beginning sound and letter



3.	waterfall, wave, whale	"Beginning sound?" A: /w/	y and w "Point to the letter that spells /w/, and say its name." A: w	w "/w/, waterfall , /w/, wave , and /w/, whale all start with /w/, so they all begin with the letter w ."
4.	zero, zigzag, zucchini	"Beginning sound?" A: /z/	z and u "Point to the letter that spells /z/, and say its name." A: z	z "/z/, zero , /z/, zigzag , and /z/, zucchini all start with /z/, so they all begin with the letter z ."
5.	turtle, tusk, tub	"Beginning sound?" A: /t/	g and t "Point to the letter that spells /t/, and say its name." A: t	t "/t/, turtle , /t/, tusk , and /t/, tub all start with /t/, so they all begin with the letter t ."
6.	yarn, yawn, yogurt	"Beginning sound?" A: /y/	r and y "Point to the letter that spells /y/, and say its name." A: y	y "/y/, yarn , /y/, yawn , and /y/, yogurt all start with /y/, so they all begin with the letter y ."
7.	pizza, pie, pants	"Beginning sound?" A: /p/	p and w "Point to the letter that spells /p/, and say its name." A: p	p "/p/, pizza , /p/, pie , and /p/, pants all start with /p/, so they all begin with the letter p ."

Launchpad Scope & Sequence

PART	LESSON 1	LESSON 2	LESSON 3	LESSON 4
UNIT 1	1 Introduction to Launchpad	Whole Brain Learning (Part 1)	Whole Brain Learning (Part 2)	Same vs. Different
	2 Whole Body Listening	Print Conveys Meaning	Where Do We See Print?	The Concept of a Sound
	3 Whole Body Listening	Sentence Hop: Blending Words in a Sentence	Stomp It Out!: Segmenting Words in a Sentence	Hear That Rhyme: Noticing Rhyme
UNIT 2	1 Same vs. Different	Whole vs. Part	Whole vs. Part	I Spy: Whole vs. Part
	2 Left to Right; 1:1 Correspondence	Hear That Rhyme: Noticing Rhyme	Print is What We Read	Rhyme or No Rhyme?: Identifying Rhyme
	3 All Aboard!: Blending & Segmenting Words in a Sentence	Spice It Up!: Adding Words to a Sentence	Spice It Up!: Adding Words to a Sentence	Mystery Bag: Blending Syllables
UNIT 3	1 First, Next, Last: Directionality & Sequence	First, Next, Last (Location)	First, Next, Last (Time)	Where Is That?: Before and After (Location)
	2 Print Conveys Messages	Nursery Rhymes: Noticing Rhyme	I Can Write Down My Thoughts	Rhyme or No Rhyme?: Identifying Rhyme
	3 Mystery Bag: Blending Syllables	Peel That Sound: BSI	That's My Name!: BSI	Stomp It Out!: Segmenting Syllables
UNIT 4	1 Before and After (Time)	Beginning, Middle, End (Location)	Beginning, Middle, End (Location)	Beginning, Middle, End (Time)
	2 Words vs. Pictures	Nursery Rhymes: Noticing Rhyme	What is a Letter?	Rhyme or No Rhyme?: Identifying Rhyme
	3 Stomp It Out!: Segmenting Syllables	Peel That Sound: BSI	That's My Name!: BSI	Stomp It Out!: Segmenting Syllables
UNIT 5	1 Short vs. Long	Where Would You Find Me?: Top vs. Bottom	Top vs. Bottom	Same vs. Different
	2 Letters in Your Name	Nursery Rhymes: Noticing Rhyme	Letters vs. Shapes	Which Words Rhyme?: Identifying Rhyme
	3 Don't Say It!: Deleting Syllables	Mystery Bag: Blending Syllables	Peel That Sound: BSI	Match My Sound: BSI
UNIT 6	1 First, Next, Last (Time)	Eat vs. Wear Sort	Loud vs. Quiet Sort	Sky vs. Water Sort
	2 Words vs. Letters: Part vs. Whole	Which Words Rhyme?: Identifying Rhyme	Words vs. Letters: Whole vs. Part	Mystery Bag: Blending Syllables
	3 Don't Say It!: Deleting Syllables	Mystery Word: Blending Syllables	Peel That Sound: BSI	This or That: BSI

Strand Key

Color of box indicates primary strand

Concept of Print CP

Instructional Vocabulary

Phonological Awareness

IV

pgA

Phonemic Awareness

Sound Stories

PA

SS

Alphabet Knowledge














Decoding/Encoding Modeling

AK

DE

Circle indicates secondary strand

Anyplace Activity

PART	LESSON 1	LESSON 2	LESSON 3	LESSON 4
UNIT 7	1 Peel That Sound: BSI IV	Peel and Sort: BSI	 Match My Sound: BSI IV	Peel and Say: BSI
	2 Things Can Have Names and Sounds	Word or Letter?	Letter vs. Not a Letter	Shapes of Letters
	 3 Nursery Rhymes: Identifying Rhyme	 Don't Say It!: Deleting Syllables	 Stomp It Out!: Segmenting Syllables	Stomp It Out!: Segmenting Syllables
UNIT 8	1 Letters Have Names and Sounds	Peel That Sound: BSI	 Match My Sound: BSI IV	Peel and Say: BSI
	2 Sound Story Short a, /a/	Sound Story /b/	Sound Story /k/	Sound Story /d/
	3 Name That Sound - Aa: Letter ID	Name That Sound - Bb: Letter ID	Name That Sound - Cc: Letter ID	Name That Sound - Dd: Letter ID
UNIT 9	 4 Nursery Rhymes: Identifying Rhyme	 Stomp It Out!: Segmenting Syllables IV	 Find My Word: Blending Onset-Rime	This Letter or That? a vs. b, c vs. d: Letter-Sound Practice
	1 Capitals vs. Lowercase	Peel and Say: BSI	Peel and Sort: BSI	This or That?: BSI
	2 Sound Story Short e, /e/	Sound Story /f/	Sound Story /g/	Sound Story /h/
	3 Name That Sound - Ee: Letter ID	Name That Sound - Ff: Letter ID	Name That Sound - Gg: Letter ID	Name That Sound - Hh: Letter ID
UNIT 10	4 What's That Word?: Blending Onset-Rime	Mystery Bag: Blending Onset-Rime	 Don't Say It!: Deleting Syllables	This Letter or That? e vs. f, g vs. h: Letter-Sound Practice
	1 Letter-Sound Relationships	Peel and Sort: BSI	Peel and Sort: BSI	This or That?: BSI IV
	2 Sound Story Short i, /i/	Sound Story /j/	Sound Story /k/	Sound Story /l/
	3 Name That Sound - Ii: Letter ID	Name That Sound - Jj: Letter ID	Name That Sound - Kk: Letter ID	Name That Sound - Ll: Letter ID
UNIT 11	4 What's That Word?: Blending Onset-Rime	Mystery Bag: Blending Onset-Rime	 Don't Say It!: Deleting Syllables	This Letter or That? i vs. k, h vs. j: Letter-Sound Practice
	1 Spaces Between Words PgA	Peel and Say: BSI	Mystery Bag: Blending Sounds	 Mystery Word: Blending Sounds
	2 Sound Story /m/	Sound Story /n/	Sound Story Short o, /o/	Sound Story /p/
	3 Name That Sound - Mm: Letter ID	Name That Sound - Nn: Letter ID	Name That Sound - Oo: Letter ID	Name That Sound - Pp: Letter ID
UNIT 12	4 What's That Word?: Blending Onset-Rime	 Find My Word: Blending Onset-Rime	 Nursery Rhymes: Producing Rhymes IV	This Letter or That? m vs. o, n vs. p: Letter-Sound Practice


Strand Key

Color of box indicates <i>primary strand</i>	AK
Concept of Print	CP

Instructional Vocabulary	IV
Phonological Awareness	PgA

Phonemic Awareness	PA
Sound Stories	SS

Alphabet Knowledge	AK
Decoding/Encoding Modeling	DE

 Circle indicates secondary strand

 Anyplace Activity

PART	LESSON 1				LESSON 2				LESSON 3				LESSON 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
UNIT 12	Concepts of Book Reading	Sound Story /kw/	Name That Sound - Qu/qu: Letter ID	Don't Say It!: Deleting Syllables	Match My Sound: BSI	Sound Story /r/	Name That Sound - Rr: Letter ID	Mystery Bag: Blending Onset-Rime	Mystery Word: Blending Sounds	Sound Story /s/	Name That Sound - Ss: Letter ID	Rhyming Words: Producing Rhyme	What's That Word?: Blending Sounds	Sound Story /h/	Name That Sound - Tt: Letter ID	This Letter or That? qu vs. r, s vs. t: Letter-Sound Practice
UNIT 13	Concepts of Book Reading	Sound Story Short u, /u/	Name That Sound - Uu: Letter ID	Nursery Rhymes: Producing Rhyme	Mystery Bag: Blending Sounds	Sound Story /v/	Name That Sound - Vv: Letter ID	Don't Say It!: Deleting Syllables	Find My Words: Blending Sounds	Sound Story /w/	Name That Sound - Ww: Letter ID	Don't Say It!: Deleting Syllables	Peel and Match: BSI	Sound Story /ks/	Name That Sound - Xx: Letter ID	This Letter or That? u vs. w, x vs. v: Letter-Sound Practice
UNIT 14	Mystery Bag: Blending Sounds	Sound Story /y/	Name That Sound - Yy: Letter ID	Rhyming Phrases: Producing Rhyme	I Spy: Blending Sounds	Sound Story /z/	Name That Sound - Zz: Letter ID	Don't Say It!: Deleting Syllables	Find That Letter: Letter-Sound Practice	Sound Party: BSI	Letters in Our Names	My Name Identifies Me	What's That Word?: Blending Sounds	Match My Sound: BSI	Connect the Letter: Letter-Sound Practice	
UNIT 15	Peel and Sort: BSI	Sound Story /m/	Letters Can Look Different	Rhyming Sentences: Producing Rhyme	Find My Word: Blending Sounds	Sound Story /n/	Letter Review - m & t: Letter-Sound Practice	This Letter or That? m vs. t: Letter-Sound Practice	Mystery Bag: Blending Sounds	Sound Story /p/	Sound-Symbol Match: Letter-Sound Practice	Don't Say It!: Deleting Syllables	Stretch Those Sounds: Segmenting Sounds	Sound Story Short a, /ā/	Letter Review - p & a: Letter-Sound Practice	This Letter or That? p vs. a: Letter-Sound Practice
UNIT 16	Match My Sound: BSI	Sound Story /s/	Letter-Sound Relationships	Nursery Rhymes: Producing Rhyme	Find My Word: Blending Sounds	Sound Story /h/	This Letter or That? s vs. h: Letter-Sound Practice	This Letter or That? s vs. h: Letter-Sound Practice	I Spy: Blending Sounds	Sound Story /k/	Sound-Symbol Match: Letter-Sound Practice	Don't Say It!: Deleting Syllables	Stretch Those Sounds: Segmenting Sounds	Sound Story Short i, /ī/	This Letter or That? i vs. c: Letter-Sound Practice	This Letter or That? i vs. c: Letter-Sound Practice

PART	LESSON 1	LESSON 2	LESSON 3	LESSON 4
UNIT 17	1 This or That?: BSI Sound Story /d/	What's That Word?: Blending Sounds Sound Story /f/	Mystery Word: Blending Sounds Sound Story /r/	Stretch Those Sounds: Segmenting Sounds Sound Story Short o, /ə/
	2 Capitals vs. Lowercase	Letter Review - d & f: Letter-Sound Practice	Sound-Symbol Match: Letter-Sound Practice	Letter Review - r & o: Letter-Sound Practice
	3 Stomp It Out!: Segmenting Syllables	This Letter or That? d vs. f: Letter-Sound Practice	Stretch Those Sounds: Segmenting Sounds	This Letter or That? r vs. o: Letter-Sound Practice
	4 This or That?: BSI Sound Story /g/	Mystery Bag: Blending Sounds Sound Story Short u, /u/	I Spy: Blending Sounds Sound Story /n/	Stretch Those Sounds Segmenting Sounds Sound Story /l/
UNIT 18	1 Capitals vs. Lowercase	Letter Review - g & u: Letter-Sound Practice	Sound-Symbol Match: Letter-Sound Practice	Letter Review - n & l: Letter-Sound Practice
	2 Don't Say It!: Deleting Syllables	This Letter or That? g vs. u: Letter-Sound Practice	Stretch Those Sounds: Segmenting Sounds	This Letter or That? n vs. l: Letter-Sound Practice
	3 Peel and Match: BSI Sound Story /b/	What's That Word?: Blending Sounds Sound Story /k/	Mystery Bag: Blending Sounds Sound Story /v/	Stretch Those Sounds: Segmenting Sounds Sound Story Short e, /ē/
	4 Letter and Sounds in Names Mystery Word: Blending Syllables	Letter Review - b & k: Letter-Sound Practice This Letter or That? b vs. k: Letter-Sound Practice	Sound-Symbol Match: Letter-Sound Practice Stretch Those Sounds: Segmenting Sounds	Letter Review - v & e: Letter-Sound Practice This Letter or That? v vs. e: Letter-Sound Practice
UNIT 19	1 Sound Party: BSI Sound Story /i/	I Spy: Blending Sounds Sound Story /w/	Mystery Word: Blending Sounds Sound Story /z/	Stretch Those Sounds: Segmenting Sounds Sound Story /kw/
	2 1:1 Letter-Sound Correspondence	Letter Review - j & w: Letter-Sound Practice	Sound-Symbol Match: Letter-Sound Practice	Letter Review: z & qu: Letter-Sound Practice
	3 Don't Say It!: Deleting Syllables	This Letter or That? j vs. w: Letter-Sound Practice	Stretch Those Sounds: Segmenting Sounds	This Letter or That? z vs. qu: Letter-Sound Practice
	4 Peel and Sort: BSI Sound Story /ks/	What's That Word?: Blending Sounds Sound Story /y/	Peel and Match: BSI Mystery Word: Blending Sounds	Mystery Bag: Blending Sounds Stretch Those Sounds: Segmenting Sounds
UNIT 20	1 Find That Letter: Letter-Sound Practice	Letter Review - x & y: Letter-Sound Practice	Lowercase Letter-Sound Practice	Lowercase Letter-Sound Practice
	2 Mystery Word: Blending Syllables	This Letter or That? x vs. y: Letter-Sound Practice	Stretch Those Sounds: Segmenting Sounds	Connect the Letter: Letter-Sound Practice
	3 Mystery Word: Blending Syllables	This Letter or That? x vs. y: Letter-Sound Practice	Stretch Those Sounds: Segmenting Sounds	Connect the Letter: Letter-Sound Practice
	4 Mystery Word: Blending Syllables	This Letter or That? x vs. y: Letter-Sound Practice	Stretch Those Sounds: Segmenting Sounds	Connect the Letter: Letter-Sound Practice

PART	LESSON 1	LESSON 2	LESSON 3	LESSON 4
UNIT 22	1 Peel and Match: BSI	I Spy: Blending Sounds	Find My Word: Blending Sounds	Stretch Those Sounds: Segmenting Sounds
	2 Sound Story /sh/	Sound Story /ch/	Sound Story /th/	Digraph Sound Review: /sh/, /ch/, /th/
	3 Find That Letter: Letter-Sound Practice	This Letter or That? v vs. c: i vs. o: Letter-Sound Practice	Digraph Review: BSI	Find That Letter: Letter-Sound Practice
	4 Don't Say It!: Deleting Syllables	Connect the Letter: Letter-Sound Practice	Find That Letter: Letter-Sound Practice	Connect the Letter: Letter-Sound Practice
UNIT 23	1 Sound Party: BSI	Peel and Match: BSI	What's That Word?: Blending Sounds	Stretch Those Sounds: Segmenting Sounds
	2 Sound Story Long a, /a/	Sound Story Long e, /e/	Long Vowel Review: BSI	Sound Story Long i, /i/
	3 Find That Letter: Letter-Sound Practice	Mystery Bag: Blending Sounds	This Letter or That?: Letter-Sound Practice	Connect the Letter: Letter-Sound Practice
	4 Mystery Word: Blending Syllables	Lowercase Letter-Sound Practice	Lowercase Letter-Sound Practice	Letters Make Words: Modeling of Word Reading
UNIT 24	1 I Spy: Blending Sounds	Sound Party: BSI	Stretch Those Sounds: Segmenting Sounds	Stretch Those Sounds: Segmenting Sounds
	2 Sound Story Long o, /o/	Sound Story Long u, /u/	This or That?: BSI Long Vowel Review	Which of These Is Not Like the Others?: BSI Long Vowel Review
	3 Connect the Letter: Letter-Sound Practice	This Letter or That? i vs. c: r & b: Letter-Sound Practice	Connect the Letter: Letter-Sound Practice	Find That Letter: Letter-Sound Practice
	4 Don't Say It!: Deleting Syllables	Find That Letter: Letter-Sound Practice	Stomp It Out!: Segmenting Syllables	Letters Make Words: Modeling of Word Reading
UNIT 25	1 Sound Party: BSI	This or That?: BSI	Peel and Match: BSI	Mystery Bag: Blending Sounds
	2 Sound Symbol Match: Letter-Sound Practice	What's That Word?: Blending Sounds	Stretch Those Sounds: Segmenting Sounds	Stretch Those Sounds: Segmenting Sounds
	3 Find That Letter: Letter-Sound Practice	Lowercase Letter-Sound Practice	Lowercase Letter-Sound Practice	Connect the Letter: Letter-Sound Practice
	4 Don't Say It!: Deleting Syllables	Connect the Letter: Letter-Sound Practice	Stomp It Out!: Segmenting Syllables	Letters Make Words: Modeling of Word Reading
UNIT 26	1 This or That?: BSI	I Spy: Blending Sounds	Mystery Bag: Blending Sounds	What's That Word?: Blending Sounds
	2 Mystery Word: Blending Sounds	Add a Sound: Adding Sounds	Stretch Those Sounds: Segmenting Sounds	Stretch Those Sounds: Segmenting Sounds
	3 Find That Letter: Letter-Sound Practice	Lowercase Letter-Sound Practice	Lowercase Letter-Sound Practice	Find That Letter: Letter-Sound Practice
	4 Don't Say It!: Deleting Syllables	Connect the Letter: Letter-Sound Practice	Change It!: Substituting Syllables	Letters Make Words: Modeling of Word Reading

Circle indicates secondary strand

PART	LESSON 1				LESSON 2				LESSON 3				LESSON 4			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
UNIT 27	Sound Party: BSI	What's That Word?: Blending Sounds	Find That Letter: Letter-Sound Practice	Don't Say It!: Deleting Syllables	Mystery Word: Blending Sounds	Add a Sound: Adding Sounds	Lowercase Letter-Sound Practice	Connect the Letter: Letter-Sound Practice	What's That Word?: Blending Sounds	Stretch Those Sounds: Segmenting Sounds	Lowercase Letter-Sound Practice	Change It!: Substituting Syllables	Letters Make Words: Modeling of Word Reading	Stretch Those Sounds: Segmenting Sounds	Connect the Letter: Letter-Sound Practice	Letters Make Words: Modeling of Word Reading
UNIT 28	Peel and Sort: BSI	Stretch Those Sounds: Segmenting Sounds	Find That Letter: Letter-Sound Practice	Don't Say It!: Deleting Syllables	Add a Sound: Adding Sounds	Stretch Those Sounds: Segmenting Sounds	Lowercase Letter-Sound Practice	Connect the Letter: Letter-Sound Practice	Mystery Word: Blending Sounds	Stretch Those Sounds: Segmenting Sounds	Lowercase Letter-Sound Practice	Change It!: Substituting Syllables	What's That Word?: Blending Sounds	Stretch Those Sounds: Segmenting Sounds	Find That Letter: Letter-Sound Practice	Letters Make Words: Modeling of Word Reading

Strand Key

Color of box indicates primary strand	CP
Concept of Print	CP

Instructional Vocabulary	IV
Phonological Awareness	PgA

Phonemic Awareness	PA
Sound Stories	SS

Alphabet Knowledge	AK
Decoding/Encoding Modeling	DE



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