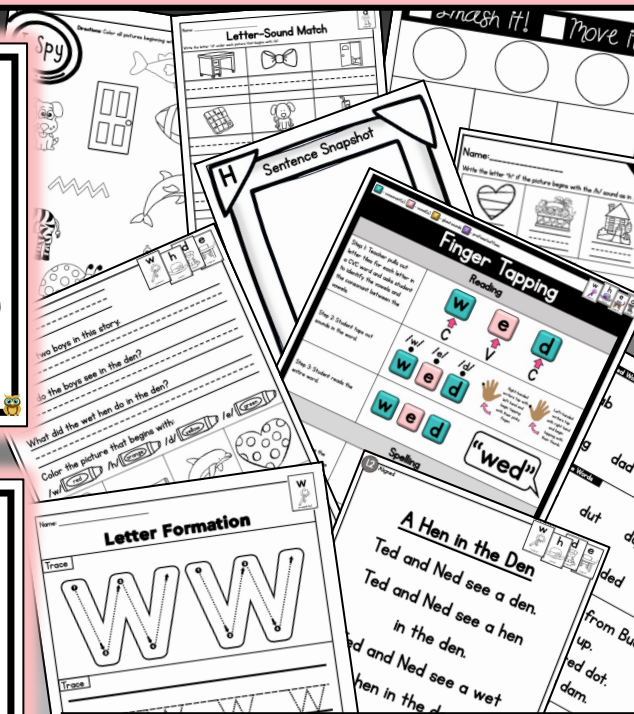
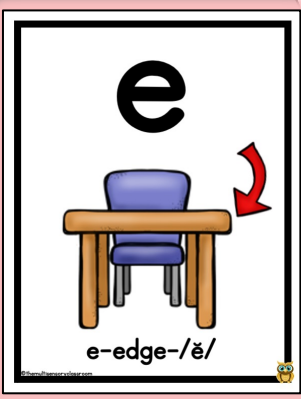
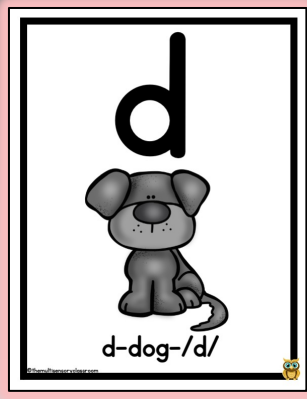
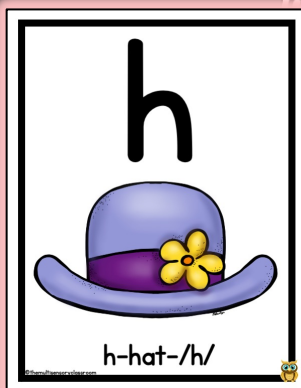
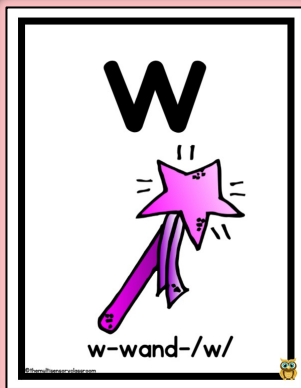




Phonics Focus Pack

ALPHABET: w, h, d, e



lesson plan * posters * activities
worksheets * word lists
decodable passage

Orthographic
Gillnet
rater

INCLUDED

Lesson Plan

Activities

Phonics Focus: Alphabet: w, h, d, e

Lesson Materials:

- 1. Colored paper (red, yellow, green, blue)
- 2. Scissors
- 3. Glue
- 4. Paper plates
- 5. Paper cups
- 6. Paper straws
- 7. Paper fans
- 8. Paper fans
- 9. Paper fans
- 10. Paper fans
- 11. Paper fans
- 12. Paper fans
- 13. Paper fans
- 14. Paper fans
- 15. Paper fans

Teacher Lesson Procedures:

1. Introduce the letter 'w' and 'h' and 'd' and 'e' as a vowel or consonant.
2. Determine which is a vowel and which is a consonant.
3. Recognize beginning sounds of /w/, /h/, /d/, /e/ in words.
4. Correctly form /w/, /h/, /d/, /e/ and /w/, /h/, /d/, /e/.
5. Recognize beginning sounds of /w/, /h/, /d/, /e/ in words.
6. Read CVC words.
7. Read CVC words.
8. Read CVC words.
9. Read CVC words.
10. Read CVC words.
11. Read CVC words.
12. Read CVC words.
13. Read CVC words.
14. Read CVC words.
15. Read CVC words.

Additional Resources:

- 1. Phonics Flashcards
- 2. Phonics Worksheets
- 3. Phonics Games
- 4. Phonics Activities
- 5. Phonics Songs
- 6. Phonics Videos
- 7. Phonics Books
- 8. Phonics Apps
- 9. Phonics Websites
- 10. Phonics Resources
- 11. Phonics Materials
- 12. Phonics Tools
- 13. Phonics Supplies
- 14. Phonics Equipment
- 15. Phonics Furniture

Exit Tickets:

W: Write the letter 'w' if the picture begins with the /w/ sound as in /w/.

H: Write the letter 'h' if the picture begins with the /h/ sound as in /h/.

D: Write the letter 'd' if the picture begins with the /d/ sound as in /d/.

E: Write the letter 'e' if the picture begins with the /e/ sound as in /e/.

Blending/Segmenting Mats:

Blending: Smash it! Move it! S I T

Segmenting: Smash it! Move it! S I T

Posters

Color:

w: w-wagon /w/

h: h-hat /h/

d: d-dog /d/

e: e-edge /e/

BW: w-wagon /w/

BW: h-hat /h/

BW: d-dog /d/

BW: e-edge /e/

Finger Tapping:

Reading:

Step 1: Teacher pulls out letter 'w' for each letter in a CVC word and asks student to identify the vowels and the consonant between the vowels.

Step 2: Student taps out sounds in the word.

Step 3: Student reads the entire word.

Spelling:

Step 1: Teacher dictates the word and student repeats the word.

Step 2: Student taps out sounds, taps out letter names, pulls out letter 'w's, and then says the whole word.

BW:

Color:

Finger Tapping:

Reading:

Step 1: Teacher pulls out letter 'w' for each letter in a CVC word and asks student to identify the vowels and the consonant between the vowels.

Step 2: Student taps out sounds in the word.

Step 3: Student reads the entire word.

Spelling:

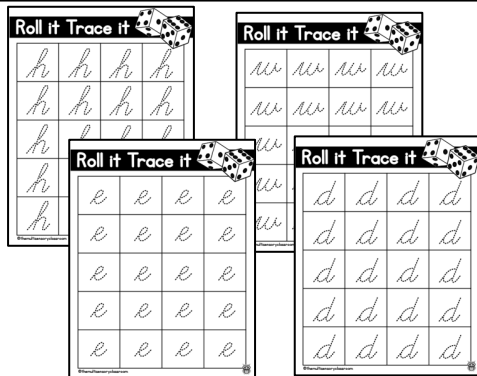
Step 1: Teacher dictates the word and student repeats the word.

Step 2: Student taps out sounds, taps out letter names, pulls out letter 'w's, and then says the whole word.

INCLUDED

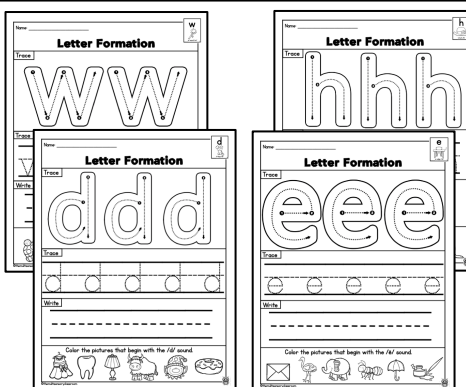
Handwriting

Cursive Roll it Trace It



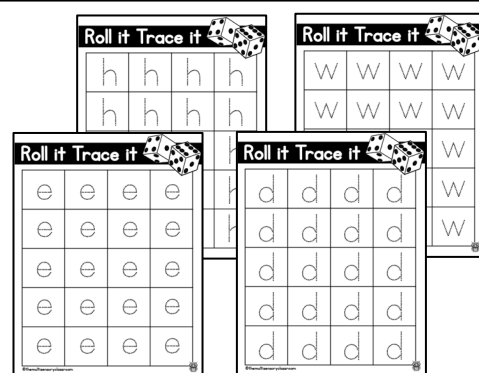
Four worksheets for cursive handwriting practice. Each sheet is titled "Roll it Trace it" and features a grid of cursive letters (h, w, e, d) for tracing. A small dice icon is in the top right corner of each grid.

Letter Formation



Four worksheets for letter formation. Each sheet is titled "Letter Formation" and shows a large letter (w, h, d, e) with numbered arrows indicating stroke order. Below the letter are lines for writing practice and a section for coloring pictures that begin with the letter's sound.

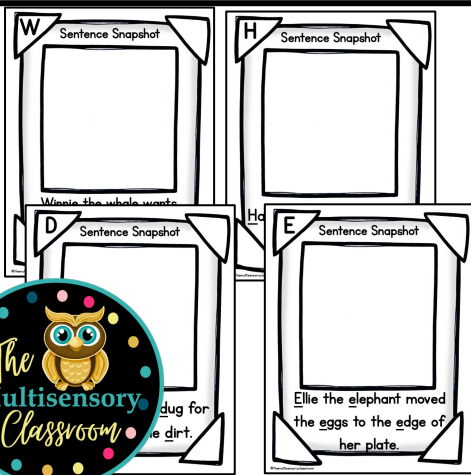
Print Roll it Trace It



Four worksheets for print handwriting practice. Each sheet is titled "Roll it Trace it" and features a grid of letters (h, w, e, d) for tracing. A small dice icon is in the top right corner of each grid.

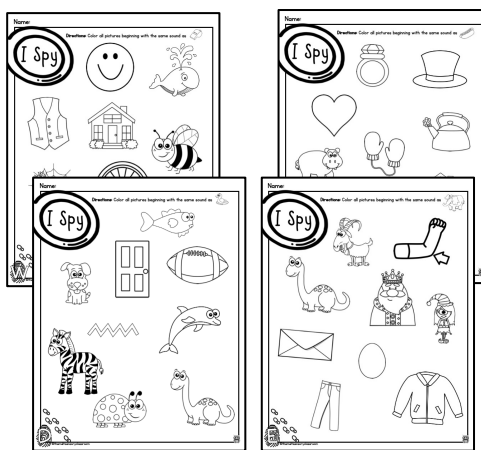
Phonological Awareness

Sentence Snapshot



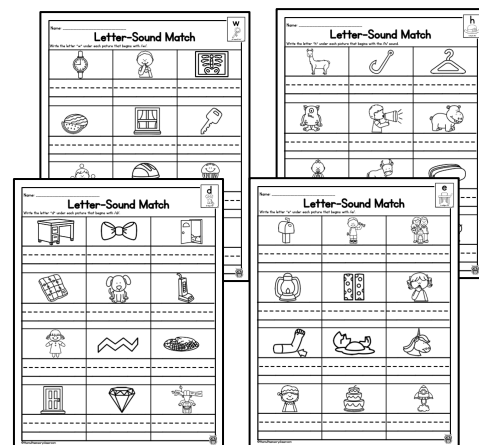
Four "Sentence Snapshot" worksheets for the letters W, H, D, and E. Each sheet has a large empty box for drawing and a small box for writing a sentence. The letter E sheet includes the example sentence: "Elle the elephant moved the eggs to the edge of her plate."

I Spy



Four "I Spy" worksheets. Each sheet is titled "I Spy" and contains a collection of various objects and animals for a visual discrimination activity. The instruction says: "Remember Color all pictures beginning with the same sound as..."

Letter-Sound Match



Four "Letter-Sound Match" worksheets. Each sheet is titled "Letter-Sound Match" and features a grid of small images corresponding to the letters w, h, d, and e for a matching activity.



INCLUDED

Word Lists & Word Cards

Examples of word lists and word cards included in the resource:

- Word List 1:** wig, wit, wed, web, wet, wag, win, wax, wiv, wep, wim, wun, wox, wug, waj, wex.
- Word List 2:** peg, jet, den, leg, vex, keg, red, peg, hem, ten, fed, pen, sm, seb, pej, weg, fev, ket, ed, nez, tem, jeg, lep, heb, set the hen in the pen, fed her pet, e ten red jets, red peg is in the den.
- Word List 3:** dab, dip, dot, did, dim, dog, dad, dig, dud, dug, dav, dut, doj, dat, dj, om, dej, ded, duv, doz, Deb got a dog from Bud, My dad dug it up, I did dab the red dot, Dan dug up the dam.
- Word List 4:** hot, hug, hop, hag, hum, hog, had, hid, hen, him, hat, hut, hit, hip, hix, hoz, hij, hes, hin, hed, hax, hud, hev, hak, hof, huj, hib, heg, I hid my hat in the hut, The hen did hop and hop, Hal did hug the hog, I had some hot ham.
- Word Cards:** hid, den, wed, hen.

Decodable Passages & Comprehension Worksheets

Examples of decodable passages and comprehension worksheets included in the resource:

- Wag Wag Wag!**: A passage about a dog named Wag and his actions. Comprehension questions include: "What did the dog do on the web?", "What did the dog do in the web?", "What did the dog do on a dad?", "What did the dog do on the dad?", "What did the dog do to see a wet hen in the pen?", "What did the dog do to see a kid run?"
- Hob and Hes**: A passage about two children, Hob and Hes, and their actions. Comprehension questions include: "What kind of animal is Hob?", "What kind of animal is Hes?", "Why did the kid get mad?", "Color each picture that begins with the /h/ sound." (Images of a hat, hand, house, hen, hog, ham, hot).
- Dig the Den!**: A passage about a boy named Dan and his actions. Comprehension questions include: "I can dig a big den!" said Dan. "I can dig a big, big den!" said Dan. "See my den, Dad!" said Dan. "See my den, Dad!" said Dan. "See my den, Dad!" said Dan. "See my den, Dad!" said Dan. "See my den, Dad!" said Dan. "See my den, Dad!" said Dan.
- A Hen in the Den**: A passage about a hen and a boy named Ted. Comprehension questions include: "What are the names of the three kids?", "Name the two boys in this story.", "What do the boys see in the den?", "What did the wet hen do in the den?", "Color the picture that begins with the /w/ sound." (Images of a wig, wheel, worm, water, wug, web, wax, wiv, wep, wim, wun, wox, wug, waj, wex).
- The Pet Hen**: A passage about a boy named Ned and his actions. Comprehension questions include: "What do the boys see in the den?", "What did the wet hen do in the den?", "Color the picture that begins with the /w/ sound." (Images of a wig, wheel, worm, water, wug, web, wax, wiv, wep, wim, wun, wox, wug, waj, wex).

Answer Key

Examples of answer keys included in the resource:

- The Pet Hen (Flexible)**: Answers to the comprehension questions for the 'Hob and Hes' passage.
- A Hen in the Den (Flexible)**: Answers to the comprehension questions for the 'A Hen in the Den' passage.
- Hob and Hes (Flexible)**: Answers to the comprehension questions for the 'Hob and Hes' passage.
- Dig the Den! (Flexible)**: Answers to the comprehension questions for the 'Dig the Den!' passage.
- Wag Wag Wag!**: Answers to the comprehension questions for the 'Wag Wag Wag!' passage.



Lesson plan

LAYOUT

Includes objectives and lesson materials and common core standards for K5-3rd grade

Instructions for reading and spelling CVC words

Phonics Focus: Alphabet: w, h, d, e

Lesson Objectives:

1. Categorize "w," "h," "d," and "e" as a vowel or consonant
2. Determine voiced vs. unvoiced sounds
3. Recognize beginning sounds of /w/, /h/, /d/, /e/ in words
4. Correctly form "w," "h," "d," and "e" in handwriting
5. Finger tap CVC words
6. Read CVC words
7. Spell CVC words
8. Read passages containing "w," "h," "d," and "e" as the focus

Common Core Standards

0-5	RF. K.10, RF. K.10, RF. K.10, RF. K.10, RF. K.10, RF. K.10
Grade 1	RF. 1.2, RF. 1.2, RF. 1.2, RF. 1.2, RF. 1.2, RF. 1.2
Grade 2	RF. 2.3, RF. 2.3
Grade 3	RF. 3.3, RF. 3.3

Lesson Materials

- Phonogram Posters (w, h, d, e)
- Sentence Snapshot (I Spy)
- Letter-Sound Match
- Roll It Trace It
- Letter Formation

Teacher Lesson Procedures

Identifying Phonograms

1. Categorize "w," "h," "e," and "d" as a vowel or consonant
 - Define and use keywords
 - Consonant- a speech sound in which the breath is partially obstructed
 - w, h, d- consonants
 - Vowel- a speech sound in which the breath flows completely out of the mouth without being obstructed; tongue is in the middle of the mouth
 - e- vowel
 - Introduce keywords (w-wand, h-hat, e-edge, d-dog) on the Phonogram Posters.
 - 2. Determine voiced vs. unvoiced sounds
 - Voiced sounds- requires vibration of vocal cords in order to produce the sound
 - "w," "e," and "d" are voiced sounds
 - Unvoiced sounds- requires air to be pushed out through the mouth; no vibration of vocal cords
 - "h" is an unvoiced sound
 - 3. Recognize beginning sounds of "w," "h," "e," and "d" in words
 - Read the sentence on the Alteration-Sentence Snapshot page to student and discuss the words that begin with the focused phonogram. Have students draw a picture representing the altered sentence.
 - Help students identify words with similar beginning sounds.
 - I Spy- color the pictures that begin with the focused phonogram
 - Letter-Sound Match- write the phonogram under all pictures that begin with the focused phonogram.
 - 4. Correctly form "w," "h," "e," and "d" in handwriting
 - Letter Formation
 - Draw attention to the touch points for each letter. Have students practice forming them with the large letters, then on a "trace" line before trying on their own.
 - Have students color in words beginning with the focused phonogram for additional phonological awareness practice.
 - Roll it Trace it
 - Make letter formation fun by having students roll to see who can touch the page first.

Lesson Materials

- Finger Tapping Poster
- Smash It! Move It!
- Words and Sentences Reading Pages
- Word Cards
- ALIGNED Decodable Passage and Comprehension Worksheet
- FLEXIBLE Decodable Passages and Comprehension Worksheets
- Beginning Letters Exit Tickets
- Beginning Sounds Exit Tickets

Teacher Lesson Procedures

Finger Tapping

5. Finger tap CVC words
 - For younger students or those needing additional kinesthetic-tactile (K-T) reinforcement, use the Finger Tapping Poster to teach the tapping technique for reading and spelling CVC words. This should be done prior to the reading and spelling portions of this mini-lesson.
 - Use blending and segmenting math (Smash It! Move It!) for K-T reinforcement
6. Read CVC words
 - Have students practice reading real words, nonsense words, and sentences using the Words and Sentences Reading Pages.
 - Have students read word cards (real and nonsense), noting which words students get wrong. Keep these in a stack for future review.
7. Spell CVC words
 - Dictate CVC words from the Words and Sentences Reading Pages (real words) and have students write the words on paper.
8. Read passages containing "w," "h," "e," and "d" as the focus
 - Have students apply understanding of CVC words through reading connected texts.
 - Students highlight all CVC words in the passage.
 - Review any sight words with students.
 - Have students read with expression. Re-reading the passage aids fluency.
 - Students complete comprehension worksheets.
 - Two passages
 - ALLIGNED passage (*A Hen in the Den*)- all words and sentences are completely aligned with and only contain phonograms/skills that have already been taught in *The Multisensory Classroom Scope and Sequence* (along with a few sight words).
 - FLEXIBLE Passages (*Wag! Wag! Wag! Hub and Hub and Hen, Dig the Den, The Pet Hen*)- decodable passages that are flexible for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence.

Additional Resources

- Additional practice with CVC words
 - Beginning Letters Exit Tickets- Identify beginning sounds by writing letter under the pictures beginning with/containing the focused phonogram, matching uppercase and lowercase letters.
 - Beginning Sounds Exit Tickets- Identify beginning sounds by coloring picture beginning with/containing the focused phonogram

Identifying phonograms as vowels or consonants, phonological awareness activities, and handwriting

Instructions for oral reading and ideas for additional reinforcement or homework



decodable

Flexible real words, nonsense words, & sentences

LAYOUT

scope and sequence sub-step where word list's focused phonogram/skill is found

1.2 Real Words

hot hug hop hag hum hog had

hid hen him hat hut hit hip

Nonsense Words

hix hoz hij hes hin hed hax

hud hev hak hof huj hib heg

Sentences

1. I hid my hat in the hut.
2. The hen did hop and hop.
3. Hal did hug the hog.
4. I had some hot ham.

Flexible

6

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image of the passage's focused phonogram/skill card

REAL or NONSENSE words or SENTENCES banner

sentence sight words

Words & sentences are **flexible** for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence.



Flexible

decodable
passage


LAYOUT

decodable passages are **flexible** for students who may be stronger readers and can decode some words with phonograms not yet covered in the scope and sequence

scope and
sequence
sub-step where
word list's
focused
phonogram/skill
is found

12 Flexible

Hob and Hes



Hob is a hog. Hob the hog can hop. Hes is a hen. Hes the hen can hum. Hob and Hes can hop and hum.

Hob and Hes did see a kid. The kid had a hat. His hat got hot on him. The kid got mad and hit the hat. The hat hit Hob and Hes! Run, Hes! Run, Hob!


Hes and Hob did see a hut. Hob and Hes hid in the hut. The kid did not see Hob and Hes in the hut.

Hob did hug Hes. Hes did hug Hob. Hop, Hob! Hum, Hes! Hob and Hes can hop and hum in the hut.

Highlight words that begin with the /h/ sound

Review Sight Words:
can, the
New Sight Words:
see, and

Color a star each time you read

1 2 3 

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image of the
passage's
focused
phonogram/skill
card

identify words
containing focus
phonogram/skill

re-read to
increase
fluency

Common sight words for this level



Flexible
comprehension
worksheet

LAYOUT

short-answer
questions to
assess
comprehension
of text

12


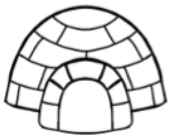


Name: _____

What kind of animal is Hob?

What kind of animal is Hes?

Why did the kid get mad?

Color each picture that begins with the /h/ sound.

			
--	--	--	---

Illustrate your favorite sentence from the story

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image of the
passage's
focused
phonogram/skill
card

sentence
illustration to
visualize the text

phonics review
of focused
phonogram/skill



Aligned

decodable
passage

LAYOUT

decodable passage is **aligned** and only contains phonograms/skills that have already been taught in *The Multisensory Classroom Scope and Sequence*

scope and
sequence
sub-step where
word list's
focused
phonogram/skill
is found

Common sight
words for this level

identify words
containing focus
phonogram/skill

12 Aligned

w h d e

A Hen in the Den

Ted and Ned see a den.

Ted and Ned see a hen
in the den.

Ted and Ned see a wet
hen in the den.

The wet hen hid in the den.

Highlight the /w/, /h/, /d/, and /e/ in these words

Sight Words: a, the, and, see

Color a star time you read

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image of the
passage's
focused
phonogram/skill
card

corresponding
comprehension
worksheet

12

Name: _____

Name the two boys in this story.

What do the boys see in the den?

What did the wet hen do in the den?

Color the picture that begins with:

/w/ /h/ /d/ /e/

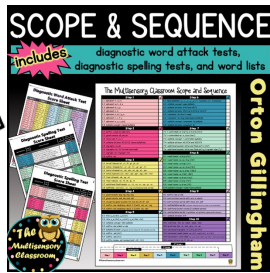
Illustrate your favorite sentence from the story.

re-read to increase fluency



COORDINATING RESOURCES

Alphabet: w, h, d, e is taught in step 1.2 in *The Multisensory Classroom Scope and Sequence*



Cards for all phonograms included in *The Multisensory Classroom Scope and Sequence* can be purchased here



The Multisensory Classroom Scope and Sequence

Step 1	Step 6
1.1 alphabet: a, b, c, d, e	6.1 open syllables: _a_e_ _i_ _o_ _u_ (V/V-1 syllable, /r/- 2 syllables)
1.2 alphabet: w, h, d, e	6.2 syllable concept: open syllable
1.3 consonants: _c_ _g_ _k_ (final sound of 2-3 letter words)	6.3 syllable division: V/CV and VC/V
1.4 alphabet: c, g, o	6.4 syllable division: VCCV as V/CVCV or VCCV/V
1.5 alphabet: a, m, l, k	6.5 consonant -le: short vowel
1.6 alphabet: r, v, f, j	6.6 consonant -le: long vowel (open syllable)
1.7 alphabet: x, y, z, q(u)	6.7 syllable concept/division: consonant -le syllable
1.8 syllable concept: closed syllable	
Step 2	Step 7
2.1 suffix: -s (as /s/ and /z/)	7.1 r-controlled: ar (/ɑ:/)
2.2 glued sounds: all, am, an	7.2 r-controlled: er (/ɛ:/)
2.3 floss rule: f, l, s, z	7.3 r-controlled: ir (/ɪ:/)
2.4 syllable division: VC/CV (2 closed syllables)	7.4 r-controlled: ur (/ʊ:/)
2.5 digraphs: ck, wh	7.5 syllable division: VC/CV and VCC/CV
2.6 digraphs: sh, th (voiced/unvoiced)	7.6 additional sounds: initial and final soft c (/s/)
2.7 digraph: ch; trigraph: tch	7.7 additional sounds: initial and final soft g; trigraph: dge (/j/)
2.8 suffix: -es	
Step 3	Step 8
3.1 initial l blends: bl-, cl-, fl-, gl-, pl-, sl-	8.1 vowel teams: ai & ay (/aɪ/)
3.2 initial r blends: br-, cr-, dr-, fr-, gr-, pr-, tr-	8.2 vowel teams: ae, ee, & ey (/eɪ/)
3.3 initial s blends: sc-, sk-, sm-, sn-, sp-, st-, sw-	8.3 vowel teams: ie & ig (/iɪ/)
3.4 initial clusters: scr-, shr-, spl-, spr-, squ-, str-, thr-	8.4 vowel teams: oa, oe, & ow (/oʊ/)
3.5 final s blends: -sk, -sp, -st	8.5 vowel teams: ui, ue, & ew (/uɛ/)
3.6 final l blends: -ld, -lk, -lp, -lt	8.6 vowel teams: oo (/oo/ /ooʊ/)
3.7 additional final blends: -ct, -ft, -nd, -nt, -mp, -pt, -xt	8.7 vowel teams: ou & ow (/oʊ/)
3.8 suffixes: -ed (/ɛd/), -er, -ing (unchanging base words)	8.8 vowel teams: oi & oy (/oɪ/)
	8.9 vowel teams: au & aw (/aʊ/)
	8.10 syllable concept: vowel-team syllable
Step 4	Step 9
4.1 glued sounds: ang, ing, ong, ung	9.1 suffix rule: -y rule
4.2 glued sounds: ank, ink, onk, unk	9.2 contractions: words with <i>are, is, would</i>
4.3 exception glued sounds: ild, ind, old, oll, olt, ost	9.3 contractions: words with <i>have, not, will</i>
4.4 suffix rule: doubling rule (1-1-1) with -ed, -er, -ing	9.4 multisyllable words: 3 syllables - syllable types (no schwa, accented syllables)
4.5 suffix rule: doubling rule (1-1-1) with -en, -est	9.5 additional sound: schwa (2-syllable words)
	9.6 multisyllable words: 3 syllables - all syllable types (with schwa)
	9.7 syllable division: V/V
Step 5	Step 10
5.1 VCe: a_e (/ə/), e_e (/ɛ/), i_e (/i/)	10.1 suffixes: -ful, -ly, -ment, -ness, -tion
5.2 VCE: o_e (/ə/), u_e (/u/ /ə/); s as /z/ between 2 vowels	10.2 prefixes: dis-, in-, mis-, pre-, re-, un-
5.3 syllable concept: VCe syllable	10.3 advanced digraphs: ch (/k/) ph (/f/)
5.4 suffix rule: silent e rule	10.4 advanced vowel teams: ea (/iɛ/), eigh (/aɪ/), ie (/iɛ/)
5.5 syllable division: compound words (closed & VCe syllable words)	10.5 advanced r-controlled: ar, or, & ur (/ɑ:/), ear (/ɛ:/), /ɛr/, ear (/ɛər/)
5.6 suffix: -ed (/ɪd/)	10.6 silent letters: kn, lf, mb, wr
5.7 suffix: -ed (/t/)	
5.8 suffix review: -ed review (/ɛd/, /ɪd/, /t/)	

Sold Separately

