



# EXPLORING THE EFFICACY OF THE LUCKY TO LEARN PHONICS CURRICULUM IN SECOND GRADE

Lucky Little Learners aims to serve and support teachers by providing them with high-quality, research-aligned, engaging curriculum. The company mission is to bring our teaching community together in pursuit of connection, happiness, and growth as we provide the highest-quality resources possible to empower a better everyday life for elementary teachers.

"The data doesn't lie! I also know how hard the LLL team works to research, design, and plan for these lessons! They are truly created BY teachers FOR teachers AND kids! It seems like many others are research based, but they leave out the reality pieces. LLL does not! I am confident in saying LLL is the only way!" - Classroom Teacher

## AT A GLANCE

### OBJECTIVES

- Assessment of student literacy outcomes

### PARTICIPANTS

- Second grade teacher in a mid-western rural school
- 21 second grade students in a mainstream class

### TIMELINE

- One academic year

### METRICS

- Pre- and post-curriculum assessments of student reading abilities
- Teacher insights and observations

## PROBLEM STATEMENT

Second grade is an important year for developing literacy skills in students. During this stage, they are building on their foundational reading abilities, including phonemic awareness and phonics, and starting to apply these skills to read and understand text more fluently. With the current focus on research-based teaching practices in education, it's crucial to ensure that phonics instruction in second grade is both effective and engaging.

At this particular school and many others, the teachers have faced challenges in engaging second-grade students with research-based phonics instruction in the past. Lucky Little Learners partnered with this school to provide access to a phonics curriculum that aligns with research findings. Our goal was to not only capture the students' interest but also empower our teachers, ultimately helping our students develop stronger foundational literacy skills and reading abilities.

## PROJECT ABSTRACT

This proposal outlines a case study designed to investigate the effectiveness and impact of implementing the Lucky to Learn Phonics curriculum with a second grade class.

The case study utilized a mixed-methods research design, incorporating both quantitative assessments of student literacy outcomes in phonics and reading, and qualitative analysis of teacher experiences and classroom dynamics. The study spanned an academic year, allowing for comprehensive data collection and analysis.

Our primary objectives included evaluating the impact of the Lucky to Learn curriculum on students' phonics skills and overall reading outcomes. Additionally, we sought to understand how teachers perceive the curriculum's effectiveness, its alignment with research-based practices, and its ability to engage students in second-grade classrooms.

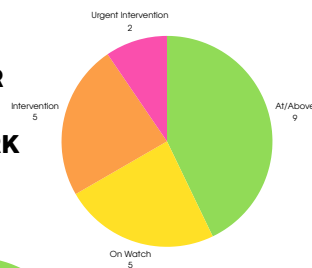
The findings from this case study hold the potential to inform educators, administrators, and curriculum developers about the viability of the Lucky to Learn Phonics curriculum as a tool for enhancing literacy education in second grade. Furthermore, it can contribute valuable insights into the broader discourse surrounding research-aligned teaching practices and their implications for student learning outcomes.

Ultimately, this research endeavored to provide evidence to support informed decision-making regarding the adoption and implementation of the Lucky to Learn Phonics curriculum, thereby striving to improve literacy education in the critical second-grade year.

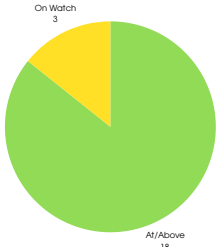
## PROJECT DESCRIPTION

The Lucky to Learn Phonics curriculum was authored and developed by a group of highly experienced educators who have devoted significant time to the study of literacy and the science of reading. Drawing upon their classroom expertise and capacity to effectively engage students, this curriculum was meticulously crafted. In our case study, a second-grade teacher sought to align her instructional practices with the principles of the science of reading, and saw an opportunity to implement the Lucky to Learn Phonics curriculum.

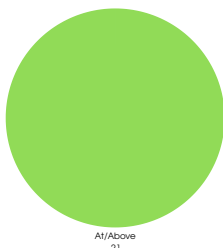
### FALL STAR READING BENCHMARK



### WINTER STAR READING BENCHMARK



### SPRING STAR READING BENCHMARK





Hi there!

**Thank you so much for downloading my Lucky to Learn Phonics curriculum! This document will help you get started using the resource.**

— Angie

## HELPFUL TIPS:

- Download the files to your computer. Open the **PDF files with Adobe Reader**. If you do not have the most current version of Adobe Reader installed, you can [get it for free here](#).
- [This navigation page](#) will be useful if you would like to download lesson by lesson.
- There are both PDF and PowerPoint versions of the teaching slides. You can upload the PowerPoint to your Google Drive if you would like to use them as Google Slides.

## FAQs:

**Q: How do I know this is aligned to the science of reading (SOR)?**

A: This resource was developed by a team of master teachers who hold graduate degrees in literacy, and have completed training such as LETRs, Orton-Gillingham, and Reading Science Academy. Two of them have even been the trainers for these programs! This team also has decades of classroom experience teaching phonics & reading in the early grades.

**Q: Do I need any training before using this curriculum?**

A: While we always encourage professional development, we have made this program easy to implement no matter how much SOR training you may or may not have received.

**Q: What do I need to be able to implement this program in my classroom?**

A: The activities require common classroom materials. We included a supply guide if you do need to grab some things!

**Q: How much time do I need to schedule for these lessons?**

A: Each lesson is designed to take about 30 minutes of your literacy block.

**Q: Is this a complete curriculum or a supplement?**

A: This is a complete curriculum! However, if you are required to use something different, the activities included make for great supplements to boost student engagement & learning.

If you have other questions, please email [allaccess@luckylittlelearners.com](mailto:allaccess@luckylittlelearners.com) and we will be happy to answer them!

# Why?

## Lucky to Learn

# PHONICS

This is the **science of reading aligned**, explicit, systematic, and engaging phonics curriculum you've been looking for!

This resource can also be used as a supplement to other phonics programs. Includes: teaching slides, lesson plans, word lists, decodable passages, word sorts, worksheets, centers, anchor charts, word ladders, fold-n-decode booklets, and SO much more!

Are you wanting to use phonics best practices?

This resource will help you bring your SOR and other reading training to life in your classroom easily & effortlessly!

1

2

3

Wanting your students to be engaged?

These lessons & activities will guide students to be successful with their learning, while also keeping them engaged!

Looking for an explicit & systematic phonics program?

We've done the heavy lifting with a scope & sequence, lesson plans, and teaching slides that will help guide you through each day!



# PERFECT FOR...

Phonics block



Tier 1 instruction



Interventions



Extensions



Small groups



Supplemental practice





# FULL YEAR RESOURCE

## FOR GRADES 1 AND 2

### LUCKY TO LEARN PHONICS UNITS

[Unit 1: Short Vowels](#)

[Unit 2: Blends](#)

[Unit 3: Digraphs](#)

[Unit 4: Silent E](#)

[Unit 5: Vowel Teams](#)

[Unit 6: Other Vowels](#)

[Unit 7: Other Consonants](#)

[Unit 8: Syllables](#)

Click the unit name to go to the resources!

## CURRICULUM INCLUDES:

✓ Unit overviews	✓ Lesson plans
✓ Phonics survey	✓ Teaching slides
✓ Teacher glossary	✓ Lesson characters
✓ Anchor charts	✓ Word & picture cards
✓ Word lists & blending lines	✓ Word sorts
✓ Decodable passages	✓ Quick reads
✓ Decodable poems	✓ Heart words resources
✓ Word ladders	✓ Phoneme posters
✓ Centers	✓ Scope & sequence
✓ Fold-n-decode booklets	✓ Additional activities

# COMPONENTS

## AT A GLANCE

### DAILY TEACHING SLIDES

**I can read and write words with the short a pattern easily.**

glad  
lab  
flag

**SCOPE & SEQUENCE**

UNIT	WEEK	FOCUS SKILL	LEVEL 1 PATTERNS	LEVEL 2 PATTERNS
UNIT 1	Week 1	Long A - vowel teams	ai, ay, ay	ai, ay, ay
	Week 2	Long E - vowel teams	ea, ee, ee	ea, ee, ee
	Week 3	Long O - vowel teams	oa, oo, oo	oa, oo, oo
	Week 4	Long I - vowel teams	ie, ee, ee	ie, ee, ee
	Week 5	Long U - vowel teams	ui, oo, oo	ui, oo, oo
	Week 6	Diphthongs	oi, oi, oi	oi, oi, oi
	Week 7	All vowels	ai, ee, ee, oo, oo, ui	ai, ee, ee, oo, oo, ui
	Week 8	CE, IE, OE vowels	ce, ie, oe	ce, ie, oe
	Week 9	CE vowels	ce, ce	ce, ce
	Week 10	IE and OE vowels	ie, ie, oe, oe	ie, ie, oe, oe

### YEAR-LONG SCOPE & SEQUENCE

**SHORT VOWELS**

a ant apple map cat  
e egg  
i inch guana fish pg  
o octopus ox map dog  
u up unlock cit pg

### ANCHOR CHARTS

### LESSON PLANS

**Lucky to Learn PHONICS**

UNIT 1  
**SHORT VOWELS**

**PHONICS SKILL: Short A**

Day 1 DATE: \_\_\_\_\_

1. I can read words in isolation with the short a pattern.

2-3 min. Read the words in isolation and ask students to identify the short a sound in these words: bat, apple, cat, frog.

3-4 min. Show the words on the phonics poster. Explain to students that short a is one phoneme.

5 min. Say the words. Students repeat the phonemes. Write the letters that represent each phoneme. Model blending continuously to read the words.

5 min. Give students paper and pencils. Say a word. Have students write it independently, with a hand check, correctly as needed. Repeat for a few more words. Level 1 words: rat, cat, pig, fox. Level 2 words: fat, cap, Sam, fox, car.

10 min. Read the words together.

Day 2 DATE: \_\_\_\_\_

1. I can read and write words with the short a pattern.

2-3 min. Show each student a picture. Make sure to give some picture cards with short a, and some that do not have short a. Have them identify the word in the word or not.

3-4 min. Play these words one by one. Not bat, not frog, not rat, not fox. Have students give a thumbs up if the word has a short a sound. Have students talk together where the sound was in the word.

2-3 min. Show each student a word card.

5 min. Give each student a word card. Have them write the short a sound in each word while they read the words aloud. Ask them to write the words clearly from the slide and underline the short a in the word.

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10 min. Read the words together.

### STUDENT ACTIVITIES

### DECODABLE TEXTS

Name \_\_\_\_\_

**SHORT VOWELS: A**

Read the passage 3 times. Color all the short a words.

**Max and Sam**  
Max is a cat. Max sat on a mat to nap. Sam is a fat rat. Sam ran. Max is mad. Max set a hat on the rat. "Zap!" Sam is in the hat. Dad got Max. "Bad cat! Sam is a pall!"

1. Consonants  
2. Short vowels

I can read these high frequency words:  
is a  
on the  
to got

**DAN'S CAB**

Dan the man had a cab.  
The cab ran and was fast!  
Dan had a map and a tan cap.  
Dan's lab had a nap on his lap.  
A pal got in the cab with a cat.  
"No cats in the cab!" and Dan sat.  
Jan had a bag and got in the cab.  
"No bags in the cab; it's a big tab!"  
Then the cab got in a bad jam with a van.  
The cab sat and did not run! Sad Dan!  
A gal in a hat saw the sad man and cab.  
The gal will fix the cab! Dan hugs his lab!

**SHORT A WORD SORT**

Directions: Cut out the words of the bottom of the page. Read each word and glue it under the correct SHORT A

cap top mad pen fan pig

**QUICK READ: SHORT A**

Directions: Roll a die. Read the words in that column as quickly as you can. Color in the circle at the bottom of the column after you read the words. Continue until you have read the words.

cat	bat	mat	snag	tag	bath
had	sat	man	clam	ram	pal
rat	pan	sand	lack	gag	trap
mad	band	bath	wag	had	quack
past	fast	rant	can	sag	back
cast	van	stand	rash	ham	wax
hand	tan	lag	tab	snack	gas
last	mast	lab	fact	tram	lack
clasp	path	cram	sack	snap	yam
fan	flat	grand	pad	flag	swam
lamp	flash	shack	ban	smash	Jack

**FOLD-N-DECODE SHORT A**

Read each word.

Write each word.










Say the sound. Say the name of each picture.

# LESSON PLANS

Clear lesson objective

Teaching slides included for each part of the lesson

List of materials

Day 1		DATE:	PHONICS SKILL: Short A
	I can read words in isolation with the short a pattern.		 <ul style="list-style-type: none"> <li><input type="checkbox"/> Letter tiles &amp; counters</li> <li><input type="checkbox"/> Short A phoneme poster or slides</li> <li><input type="checkbox"/> Short A decodable passage or slides</li> <li><input type="checkbox"/> Paper and pencils</li> </ul>
	2-3 min.	<u>Review activity:</u> Review the short a sound. Read the following words and give a thumbs up if the word has the short a sound.  Word list: from, rat, no, map, red, gear, yes, bath, mask	
	3-4 min.	<u>Phonological awareness activation:</u> Model the mouth formation and making the short a sound. Have students make the sound and practice mouth formation. Have students listen and identify where the short a sound is in these words: bat, apple, add, hand	
	2-3 min.	<u>Teach letter/sound correspondence:</u> Tell students "when we write the sound short a, letter a." Show the words on the phoneme poster. Students see short a in each word. Explain to students the...	
	5 min.	<u>Word reading and blending routines:</u> Say a word. Students segment the phonemes. Write the letters that represent each phoneme. Model blending continuously to read the word. <b>Level 1 words:</b> fan, ham, can, wag, cap, van <b>Level 2 words:</b> camp, lamp, sand, plant, trap, cl...	
	5 min.	<u>Word work/building words:</u> Give students letter tiles. Say a word. Have students... each phoneme, next use the letter tiles to build the word. Then have students blend the word to read it. <b>Level 1 words:</b> mat, am, man, rat, lap. <b>Level 2 words:</b> flat, clap, Stan, flat, clam	
	3 min.	<u>Dictation/encoding:</u> Give students paper and pencils. Say a word. Have students write it down independently. Walk around and check, correcting as needed. Repeat for a few more words. <b>Level 1 words:</b> had, bat, cat, bad, gas, fat <b>Level 2 words:</b> flap, crab, fast, cram, fast, grab	
	10 min.	<u>Decodable text/text application:</u> Project the decodable passage on the screen. Have students help you find the short a words and highlight them. Then, chorally read the passage as a class.	

Phonological awareness activation in each lesson

Quick warm-up in each lesson

Word reading & building activities

Explicit instruction for letters & sounds

1<sup>st</sup> & 2<sup>nd</sup> grade options

Suggested times

Decodable text application in each lesson

Dictation & encoding practice

Check your work.

DICTATION  
& ENCODING



- had
- bat
- cat
- bad
- gas
- fat



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LESSON  
OBJECTIVE



I can read words in  
isolation with the  
short **a** pattern.



Guide students through each lesson with an easy-to-follow, attractive, and kid-friendly slide format.

# PHONEMES

PHONOLOGICAL  
AWARENESS 





- Make your mouth into this shape.
- Make the /ă/ sound.


... and repeat the words your  
... er says.  
... e is the /ă/ sound in the word?

Teacher Tip: See the table of contents for the name of the picture on each card. The cards are numbered.

 Card 1	 Card 2	 Card 3
 Card 4	 Card 5	 Card 6
 Card 7	 Card 8	 Card 9
 Card 10	 Card 11	 Card 12

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## apple


add	act
ant	alligator
ask	and

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**Activate  
phonemic  
awareness in  
each lesson.**



# LETTER-SOUND



**a**




**apple**

add	act
ant	alligator
ask	and

LETTER - SOUND  
CORRESPONDENCE

A
B C

Tell where  
you see  
short a in  
each word.



**SHORT VOWEL FRIENDS**

HELLO! MY NAME IS  
**Max the Cat**

SHORT A

HELLO! MY NAME IS  
**Red the Hen**

**SHORT VOWELS**

<b>a</b>	ant	apple	map	cat
<b>e</b>	egg	elf	jet	hen
<b>i</b>	inch	iguana	fish	pig
<b>o</b>	octopus	ox	mop	dog
<b>u</b>	up	unlock	cut	pug

Name \_\_\_\_\_

**I know these phonics patterns:**

- Consonants
- Short vowels

**I can read these high frequency words:**

is	a
on	the
to	got

**SHORT VOWELS: A**


**I can read these short A words:**

- cat
- bat
- nap
- bad
- pal
- fat


**Explicit instruction for letter-sound correspondences.**



# WORD BLENDING



**WORD BLENDING AND READING**



Say the sounds.



Write the sounds.



Read the word.

Name \_\_\_\_\_

**SHORT A WORD SORT**

Directions: Cut out the words at the bottom of the page. Read each word and glue it under the correct heading.

SHORT A	NOT SHORT A

short a

cap	man	ham	rat	lag
bag	dab	jam	nap	had
pag	raz	baf	faf	gav
kan	sal	tam	vad	hac

Jan has a tan hat.

The cat and the r...

cap

top

ma

pe

fa

pi

jet	bed	me
web	ten	re
len	ret	be
sen	deb	je

Jeff led ten pe...

Meg is a red h...

**WORD BUILDING MAT**

SAY THE SOUNDS.

○	○	○	○
---	---	---	---

WRITE THE SOUNDS.



READ THE WORD.

\_\_\_\_\_

Name \_\_\_\_\_

**QUICK READ: SHORT A**

Directions: Roll a die. Read the words in that column as quickly as you can. Color in the circle at the bottom of the column after you read the words. Continue until you have read all the words.

●	●●	●●●	●●●●	●●●●●	●●●●●●
cat	bat	mat	snag	tag	bath
had	s				nal
rat	p				
mad	b				
past	f				
cast	v				
hand					
last	r				
clasp					
fan					
lamp					

gas	tax
jab	clan
lag	trap
bam	math
drag	span
fad	max

Daily opportunities for students to blend words with the target skill!



# WORD BUILDING


Name \_\_\_\_\_


## PHONICS LADDER


**CVC- Short a**


Directions: Write the words that match each picture on the ladder by changing one letter at a time.

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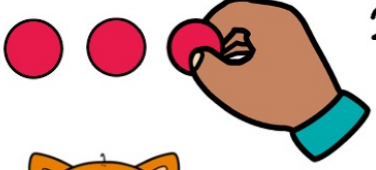

1  **clam**

2  **trap**

4  **bath**

5  **tack**

### WORD BUILDING



1. Listen to the word your teacher says.
2. Set out a counter for each sound in the word.
3. Build the word with your letter tiles.

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### MY PHONICS TOOLKIT

Name \_\_\_\_\_

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**Hands-on, differentiated word building activities to build students' orthographic mapping.**



# DICTIONATION

Check your work.

DICTIONATION & ENCODING

- had
- bat
- cat
- bad
- gas
- fat

Name \_\_\_\_\_

## DICTIONATION

WORDS:

1.				
2.				
3.				
4.				
5.				
6.				

SENTENCES:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

## DICTIONATION

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### Short A Word List

LEVEL 1		LEVEL 2		
CVC	CCVC	CVCC	CCVCC	2 syllable
bad	blab	back	black	advent
bag	bran	band	bland	backpack
cab	chap	cash	blast	basket
can	chat	dash	brand	bracket
cap	clam	fact	chant	cactus
dad	clan	fast	clack	camel
fan	clap	hack	clash	campus
gap	crab	hand	crack	contact
ham	drag	hash	craft	exact
jam	flab	lamp	crash	expand
lab	flag	land	flash	extract
lap	flap	lash	gland	happen
mad	flat	last	glass	jacket
man	glad	mash	grand	jackpot
map	grab	mask	grant	landed
nap	grad	math	plant	magic
pad	gram	pack	shack	magnet
pan	gran	pant	slack	napkin
rag	plan	past	smash	packet
ran	scab	quack	snack	planet
sad	shag	rack	stack	planted
tab	sham	raff	stamp	plastic
tag	slam	ramp	stash	rabbit
tap	stab	sack	track	racket
van	swam	sand	tramp	radish
wag	that	sash	trash	sadness
wax	trap	tack	whack	tantrum

Help students apply the phonics skills into their spelling and writing with word and sentence-level dictation!

# TEXT APPLICATION

**SHORT A**

## DAN'S CAB

Dan the man had a cab.  
The cab ran and was fab!  
Dan had a map and a tan cap.  
Dan's lab had a nap on his lap.

A pal got in the cab with a cat.  
"No cats in the cab!" and Dan sat.  
Jan had a bag and got in the cab.  
"No bags in the cab; it's a big tab!"

Then the cab got in a bad jam with a van.  
The cab sat and did not run! Sad Dan!  
A gal in a hat saw the sad man and cab.  
The gal will fix the cab! Dan hugs his lab!

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Name \_\_\_\_\_

**SHORT VOWELS: A**

Read the passage 3 times. Color all the short a words.

### Max and Sam

Max is a cat. Max sat on a mat to nap. Sam is a fat rat. Sam ran. Max is mad. Max set a hat on the rat. "Zap!" Sam is in the hat. Dad got Max. "Bad cat! Sam is a pal!"

1. What is Max?  

A cat	A rat
-------	-------

2. Who ran?  

Dad	Sam
-----	-----

Write the words to match the pictures.

_____	_____
_____	_____

Fill in a circle for each time you read the passage.

1   2   3

**SHORT A**

## TAXI CAT

My dad Stan drives a taxi cab.  
One afternoon as he drove all day  
A small black cat ran in his way!  
He slammed on the brakes and said, "No way!"

He got out and held out his hand,  
The little cat meowed up at dad.  
He walked fast past dad  
The cat ran into the cab!

Now they are pals.  
Dad named the cat Sam.  
Sam rides in the cab all day  
Dad never makes him pay!

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Name \_\_\_\_\_

**SHORT VOWELS: A**

Read the passage 3 times. Color all the short A words.

### The Black Cat

When I went to get my snack from the van, a black cat was napping under it. I went to grab it but it ran. I left some ham on my step. I hope the cat runs back. If it comes back, I can give it the ham and a bun with jam. I will name it Stan or Sam. If it is a gal, it will be Sal or Samantha. I hope Dad is not mad and lets me have the black cat for my pet.

1. Where was the cat?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. What snack will she give the cat?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Write the words to match the pictures.

_____	_____	_____
_____	_____	_____

Fill in a circle for each time you read the passage.

1   2   3

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**Differentiated decodable passages and poems to get kids applying what they learn to their reading!**

# OTHER RESOURCES

cap. Jan ran and sat in the jam. Max had ham and rat. Sam has a cat and a rat.

Read each sentence. Match the pictures.

Read the story. Draw a picture of the story.

**A man had a bag. He ran to his van. He did not let a mad cat nab his bag. He was not sad.**

**FOLD-N-DECODE**  
SHORT A

cat bat ham pan rat bag mad cab waz xaw zap

Read each word. Write each word.

Draw a heart around the tricky part.

**HEART WORDS**

THE WORD. RHYME IT.

DOT FOR EACH SOUND.

THE LETTERS THAT MAKE EACH SOUND.

DRAW A HEART AROUND THE TRICKY PART.

THE WORD THREE TIMES. UNDERLINE THE HEART PART.

SENTENCE USING THE WORD.

**watch**

each sound. Write the letters for each sound.

nd heart. Trace the word. Draw the heart.

ch watch

rd. Find the word.

l	k	w	a	t	c	h
u	x	t	h	j	n	b
w	a	t	c	h	a	e
d	f	g	c	w	h	o
u	w	a	t	c	h	z

imes.

write the sentence.

ed watch.

**HIGH FREQUENCY WORDS**

- I will say a word. Repeat the word.
- How many sounds are in the word? Tap it out.
- Write the letters for each sound.
- Draw a heart around any irregular parts.
- Spell and say the word.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Multiple activities to use for small groups, extensions, & interventions!**

Lucky to Learn  
**PHONICS**  
UNIT 1  
**SHORT VOWELS**

**SHORT VOWELS**  
UNIT OVERVIEW  
AND  
ADDITIONAL MATERIALS

SHORT A    SHORT E    SHORT I    SHORT O    SHORT U

SCOPE & SEQUENCE				
UNIT	WEEK	FOCUS SKILL	LEVEL 1 PATTERNS	LEVEL 2 PATTERNS
SHORT VOWELS	Week 1	Short a	CVC	CVC, CCVC, CVCC, CCVCC, 2-syllable
	Week 2	Short i	CVC	CVC, CCVC, CVCC, CCVCC, 2-syllable
	Week 3	Short o	CVC	CVC, CCVC, CVCC, CCVCC, 2-syllable
	Week 4	Short u	CVC	CVC, CCVC, CVCC, CCVCC, 2-syllable
	Week 5	Short e	CVC	CVC, CCVC, CVCC, CCVCC, 2-syllable
BLENDS	Week 6	L blends	Short vowel words with bl, cl, fl, gl, pl, sl	Mixed vowel words with bl, cl, fl, gl, pl, sl
	Week 7	R blends	Short vowel words with br, cr, dr, fr, gr, pr, tr	Mixed vowel words with br, cr, dr, fr, gr, pr, tr
	Week 8	S blends	Short vowel words with sc, sk, sl, sm, sn, sp, st, sw	Mixed vowel words with sc, sk, sl, sm, sn, sp, st, sw
	Week 9	Final blends	Short vowel words with nd, ng, nk, nt, np, ct, ft, pf, ld, if, k, lm, lp, mp, ct, ft, pf, ld, if, k, lm, lp, it, b, it	Mixed vowel words with nd, ng, nk, nt, np, ct, ft, pf, ld, if, k, lm, lp, it, b, it
	Week 10	Other blends	Short vowel words with -ff, -ll, -ss, -zz	Mixed vowel words with squ, squ, scr, spr, zz
DIGRAPHS	Week 11	CK digraph	Short vowel words with -ck	Mixed vowel words with -ck
	Week 12	CH digraph	Short vowel words with ch, -ch	Mixed vowel words with ch, -ch, -tch, & ch/i/
	Week 13	SH digraph	Short vowel words with sh, -sh	Mixed vowel words with sh, -sh, -st, & thr
	Week 14	TH digraph	Short vowel words with th, -th	Mixed vowel words with th, -th, & thr
SILENT E	Week 15	Other digraphs & trigraphs	Short vowel words with wh	Mixed vowel words with wh, ph, ph, g, dge
	Week 16	Long A – silent e	a_e	a_e with one & two-syllable words
	Week 17	Long I – silent e	i_e	i_e with one & two-syllable words
	Week 18	Long O – silent e	o_e	o_e with one & two-syllable words
	Week 19	Long U – silent e	u_e	u_e with one & two-syllable words
	Week 20	Long E – silent e	e_e, jobs of Y: y=/i/, y=/e/, y=/i/	e_e, jobs of Y: y=/i/, y=/e/, y=/i/

SCOPE & SEQUENCE				
UNIT	WEEK	FOCUS SKILL	LEVEL 1 PATTERNS	LEVEL 2 PATTERNS
VOWEL TEAMS	Week 21	Long A – vowel teams	a_i, ay	a_i, ay, ei, ig
	Week 22	Long E – vowel teams	ee, ea, ea	ee, ea, ea, ey
	Week 23	Long O – vowel teams	oa, ow, oe	oa, ost, old, off, oa, ow, oe
	Week 24	Long I – vowel teams	igh	ie, lid, ind, igh
	Week 25	Long U – vowel teams	ui, u, ew	oo, ou, eu, ui, u, ew
OTHER VOWELS	Week 26	Diphthongs	a_i, ay, ou, ow	a_i, ay, ou, ow
	Week 27	Diphthongs	au, aw, oo, u	au, aw, oo, u
	Week 28	AR vowels	ar	ar, are, air
	Week 29	ER, IR, UR vowels	er, ir, ur	er, ir, ur, ear, eer, ure
	Week 30	OR vowels	or	or, ore
OTHER CONSONANTS	Week 31	Hard and soft consonants	c=/s/, g=/j/, no words end in r or j	c=/s/, g=/j/, no words end in r or j
	Week 32	Inflected endings & suffixes	Prefixes: un-, non-, ex-	Endings: s, ing, ed with spelling change Suffixes: constant doubling, drop silent e, change y to i
SYLLABLES	Week 33	Prefixes & silent letters	closed syllable	closed syllable
	Week 34	Syllable types & principles	open syllable	open syllable
	Week 35	Syllable types & principles	syllable	syllable
	Week 36	Syllable types & principles	syllable	syllable

**SHORT VOWELS**  
UNIT COMPONENTS

DAILY TEACHING SLIDES  
ANCHOR CHARTS  
LESSON PLANS  
DECODABLE TEXTS  
STUDENT ACTIVITIES  
YEAR-LONG SCOPE & SEQUENCE

**SHORT VOWELS**  
SUPPLY SUGGESTIONS

Note: You probably have most of these in your classroom already! If you do need anything, the images below are linked to my Amazon store.

MAGNET LETTERS    COUNTERS    WHITEBOARDS  
DICE    MIRRORS    MARKERS  
NOTEBOOKS    HIGHLIGHTERS    SCISSORS  
GLUE    FOLDERS    CLIPBOARDS

All the resources to help you be a rockstar reading teacher without losing your mind!

SHORT VOWELS ADDITIONAL RESOURCES	
RESOURCE	ACTIVITY IDEAS
Fold-n-decode booklets	<ul style="list-style-type: none"> <li>Use with a small group practice with the phonics cards with that pattern.</li> <li>Assign as independent work or a center.</li> <li>Have students take it home to share with families what they are learning.</li> </ul>
Word and picture cards	<ul style="list-style-type: none"> <li>Print two copies and have students play Memory or find partners who have the same word or picture.</li> <li>Put a few cards at a center along with word mapping supplies for spelling and word building.</li> <li>Have students sort the cards by beginning sounds, ending sounds, or other phonics patterns.</li> <li>Give students a pop-it and have them say, touch, and spell the word represented in the picture.</li> <li>Flash word cards for students to read quickly while you are waiting in line or doing a transition.</li> </ul>
Extra decodable passages	<ul style="list-style-type: none"> <li>Use for extra practice in small groups, partners, whole group, or as homework.</li> <li>Make booklets with several decodable passages for students to read during centers or small groups.</li> <li>Use the warm-up pages for quick assessments as students read the words to you.</li> <li>Use the comprehension questions &amp; writing practice for extensions and independent activities.</li> </ul>
Word lists	<ul style="list-style-type: none"> <li>Use for ideas for spelling tests, dictation, extra practice, fluency drills, etc.</li> </ul>
Heart words slides, cards, & sheets	<ul style="list-style-type: none"> <li>Use to build in a high frequency word routine either before or after your phonics lesson.</li> </ul>
Poetry activities	<ul style="list-style-type: none"> <li>Each poem comes with a two-page spread of daily activities. These can be used as a daily morning routine, a center, and/or in a poetry book.</li> </ul>

SHORT VOWELS GLOSSARY OF READING TERMS	
TERM	MEANING
<b>Comprehension</b>	Comprehension is making meaning from the text.
<b>CVC</b>	CVC stands for consonant-vowel-consonant.
<b>Decodable text</b>	Decodable text is text that is controlled text. It only includes phonics patterns and sight words that the students have learned explicitly.
<b>Decode</b>	Decode means to sound out a word using knowledge of letter-sound correspondence.
<b>Dictation</b>	Dictation is an activity where students write words and/or sentences that the teacher says.
<b>Digraph</b>	A digraph is two letters next to each other that represent one sound, such as sh.
<b>Diphthong</b>	A diphthong is two letters next to each other that make a new vowel sound, such as ay.
<b>Encode</b>	Encode means to write a word using knowledge of letter-sound correspondence.
<b>Fluency</b>	Fluency is the ability to read with accuracy, an appropriate rate, and expression.
<b>Grapheme</b>	A grapheme is a written letter or letters that represent an individual phoneme, such as B.
<b>Heart word</b>	A heart word is a high frequency word that has at least one pattern that is not easily decodable.
<b>Inflected ending</b>	Inflected endings are word parts added to a base word that changes the number or tense of a word, such as -s, -ing, -ed.
<b>Morpheme</b>	A morpheme is the smallest unit of language in a word that has meaning, such as "kind" in "kindly."
<b>Long vowel</b>	Long vowel sounds are vowels that are pronounced the same as their letter name.

SHORT VOWELS GLOSSARY OF READING TERMS	
TERM	MEANING
<b>Orthographic mapping</b>	Orthographic mapping is mental process where sounds are connected with symbols and stored in a person's brain for use when they read.
<b>Phonics</b>	Phonics is one component of reading instruction that focuses on letter-sound correspondence.
<b>Phoneme</b>	A phoneme is the smallest unit of sound in language.
<b>Phonemic awareness</b>	Phonemic awareness is the ability to hear and manipulate phonemes.
<b>Phonological awareness</b>	Phonological awareness is the ability to hear and manipulate the sounds in language, from larger units such as whole words, to phonemes.
<b>Prefix</b>	A prefix is a letter or group of letters added at the beginning of a base word that makes a new word.
<b>R-controlled vowel</b>	An r-controlled vowel is a vowel that is followed by the letter R. The R "controls" and changes the vowel sound.
<b>Science of reading</b>	The science of reading is a term that refers to the comprehensive research & evidence surrounding what works for literacy instruction.
<b>Short vowel</b>	Short vowel sounds are the phonemes that is the most common sound of each vowel.
<b>Suffix</b>	A suffix is a letter or group of letters added to the end of a base word that makes a new word.
<b>Syllable</b>	A syllable is unit of language. It is an unbroken vowel sound within a word, often accompanied by consonants.
<b>Unvoiced</b>	Unvoiced sounds are made without vibration of the vocal chords, like /th/ in the word "math."
<b>Voiced</b>	Voiced sounds are made with vibration of the vocal chords, like /th/ in the word "these."

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## About the Author



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 600 resources and is one of the top primary sellers on Teachers Pay Teachers.

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