



Comparison of Three Options

Option I Easy Planning with Step By With Music		Option II - After 30- 50 Sessions Promotion!	Option III OG Deeper Dive
Level I – 9 Steps		Steps 1-10 Sessions Move to Level II Still Uses Spelling Exercises but Adds Cintron Warm Ups, and How Do You Spell (only)	Steps 1-10 Level II – when introducing new sounds by them selves, not integrating with Step By Step reading program.
	new	Cintron – Warm Up Phonemic Drills	Cintron – Warm Up Phonemic Drills
Phonogram Cards		Phonogram Cards	Small Phonogram Cards for sound blending Have sorted for easy access to “challenging phonogram sounds.
(Initially follow scope and sequence and then use with spelling exercises). Circles with Sound Rectangles Say, Tap out, Pull Circle down, Point at circle and say sound again, Say new word.	new	How do you Spell	How Do You Spell Part 1 of Paper Select 10 sounds from the Phonogram cards for the child to write.
	new	Spelling Exercises – Give a Pretest with the app. Only practice unknown words.	Review previous words and sentences, ask questions. (different skills)
Plastic Letters Say Letter Names - Use Scoops. Student says letter names while finding or placing each letter, then points to each, says the name, then says each word. When syllables, you can say syllable parts not individual sounds unless needed.		Review 1-10 missed words from exercise. Circles with Sound Rectangles Say, Tap out, Pull Circle down, Point at circle and say sound again, Say new word.	Spelling Paper - TCCC Introduce New Concept with (Day 2 do a Review) and get word list out.



<p>Reading Phonics – 10 minutes with Music</p>		<p>Plastic Letters Say Letter Names - Use Scoops. Student says letter names while finding or placing each letter, then points to each, says the name, then says each word.</p> <p>When syllables, you can say syllable parts not individual sounds unless needed.</p>	<p>Circles with Sound Rectangles and Select 5-10 word (rhymes will add more words) Say, Tap out, Pull Circle down, Point at circle and say sound again, Say new word.</p> <p>Substitute sounds if applicable. See Instruction for student to follow the model.</p>
<p>White Board Phonemic Awareness Activity</p>	<p>new</p>	<p>Reading Phonics – 10 minutes with Music – Allow student to see spelling word list.</p>	<p>Same words: Small Phonogram Cards Say Letter Names - Student says letter names while finding or placing each letter, then points to each, says the name, then says each word. (use blend cards when appropriate).</p> <p>When syllables, you can say syllable parts not individual sounds unless needed.</p>
<p>Junior Workbook Activity – 10 min</p>	<p>new</p>	<p>Workbook page using highlighters</p>	<p>Have student read 10-20 words and 2-3 sentences from your book or planner before writing them.</p>
<p>Phonemic Awareness Activity</p>			
<p>Teach Grammar Tricks or Workbook</p>		<p>Spelling Test using App CDSM If all words have not been practiced, jus have student write beginning sound or first two sounds. Also, student can skip every other word and return if app is too fast.</p>	<p>SOS - Spelling Paper – Parts 2-3 COPS – Capitalize/Organize/Punctuate Sentences Have student write 10 words and 2-3 sentences. You can also include review words or sight word here. Note errors for future.</p>
<p>Spelling Test using App CDSM If all words have not been practiced, jus have student write beginning sound or first two sounds. Also, student can skip every other word and return if app is too fast.</p>	<p>new</p>	<p>Reading If there is extra time, student can read decodable reader</p>	<p>Reading If there is extra time, student can read decodable reader. (Connected Text with theme for today if possible)</p>