



## PPA Guidance: Grade 1

### What's Inside (A Peek in the Hive)

#### Scope and Sequence

The Scope and Sequence offers a quick peek at the progression and sequence of the skills included in EdShed's Phonological and Phonemic Awareness (PPA) Curriculum. Each daily lesson focuses on a specific phoneme-grapheme pair that aligns with our core phonics program, which includes intervention lessons. Use the Scope and Sequence on the following page to correlate individual PPA lessons to the Phonics Shed Core Curriculum. Since each phoneme-grapheme pair has a specific lesson dedicated to it, our PPA curriculum can also easily pair with other phonics progressions or programs if needed.

#### The Launch (Getting Started)

Getting off to a smooth start is easy with the Launch page as your guide. It provides a description of the EdShed PPA key components found in the lessons and simple suggestions on how to get started.

#### Resource Overview

The EdShed PPA program includes resources to support teaching and learning. This overview illustrates how to use the EdShed provided resources to support instruction as well as suggested classroom materials that can be used to enhance the experiences for all learners.

#### Lesson Overview

This overview provides a detailed explanation of the lesson components and instructional routines.

# Scope and Sequence

Phonics Shed Chapter 3 Core Curriculum	Set 3					Set 4				Set 5				Set 6					Set 7					Set 8				Set 9				Set 10				Set 11					Set 12					Set 13												
CC Lesson	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4													
PPA Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49									
Focus Skill (* = review)	/ng/	/ch/	/sh/	/th/	*	/ai/	/igh/	/oa/	*	/ee/	/yoo/	/oo/	*	c-/s/	g/j/	y/igh/	y/ee/	*	/ai/	/ee/	/igh/	/oa/	*	/ai/	/ee/	/oa/	*	/ar/	/or/	/w/	*	/ur/	/ur/	/ur/	*	/oi/	/oi/	/ōō/	/öö/	*	/ow/	/ow/	/aw/	/aw/	*	/f/	/n/	/r/										
Sentence Segmentation	Count Words																																																									
Segmenting / Blending Words	Day 1: Compound Words, Day 2 & 3: Onset and Rimes, and Day 4 & 5: Phonemes																																																									
Syllable Segmentation, Blending, & Counting	Day 1 & 2: Blend and Segment, Day 3 - 5: Segment and Count																																																									
Rhyming	Recognize & Identify Rhymes					Recognize & Produce Rhymes				Recognize & Identify Rhymes				Recognize & Produce Rhymes					Recognize & Identify Rhymes					Recognize & Produce Rhymes				Recognize & Identify Rhymes				Recognize & Produce Rhymes				Recognize & Identify Rhymes					Recognize & Produce Rhymes					Recognize & Identify Rhymes												
Isolate Initial, Medial, & Final	Isolation and Identification of Initial, Medial, and Final Sounds; Target Phoneme Sentences																																																									
Adding, Deleting, Substituting	Compound Words					Word Parts: Initial & Final Syllables									Word Parts: Onsets and Rimes; Syllables										Initial/Final Phoneme; Blends									Substituting Vowels; Adding/Deleting: Final Phoneme, Syllables									Initial/Final Syllables; Substituting Syllables and Vowels															
Closing: Letter-Sound Connection	ng: Wing the duckling	ch: Charlie the chicken	sh: Blush the brush	th: Theo the moth and the weatherman	ng, ch, sh, th (2)	a_e: Jade the spade	i_e: Mike the kite	o_e: Hope the cone	a_e, i_e, o_e	e_e: Pete the millipede	u_e: Tribute the mule	u_e: Luke the flute	e_e, u_e (2)	c: Nancy the princess	g: Gem the giraffe	y: Sky the spy	y: Cody the jellyfish	c /s/, g /j/, y (2)	ai: Gail the snail	ee: Dee the sheep	igh: Bright the night-light	oa: Boaty the toad	ai, ee, igh, oa	ay: Jay the clay	ea: Beans the flea	ow: Rainbow the snowman	ay, ea, ow	ar: Archer the star	or: Gordon the horse	wh: Wheeler the whale	ar, or, wh	er /ur/: Merlin the gerbil	ir: Shirley the girl	ur: Kurt the turtle	er, ir, ur	oi: The coin in the soil	oy: Troy the boy	oo: Boo the goose	oo: Sherwood the woodpecker	oi, oy, oo (2)	ow: Brown the owl	ou: Sprout the mouse	aw: Dawn the fawn	au: Paul the astronaut	ow, ou, aw, au	ph: Phil the dolphin	kn: Knox the knight	wr: Wrigley the wren	ph, kn, wr									

## Launch (Getting Started)

Here's the buzz on how to get started! The PPA curriculum Launch offers tips and first steps on how to implement this program that equips your students with the skills and confidence needed for successful reading.

### What skills are covered?

The EdShed PPA curriculum covers all of the essential phonological awareness and phonemic awareness skills that are needed to develop a strong foundation for beginner and emergent readers. Lessons include instruction in rhyme, sentence segmentation, syllable blending/segmenting and manipulation, phoneme isolation, manipulation, and blending/segmenting. Each daily lesson focuses on the sounds associated with the phonics skill of the day, and each lesson wraps up by introducing the letter(s) names and shapes to make the letter-sound connection. The Grade 1 PPA lessons cover the Chapter 3 characters and phoneme-grapheme pairs from Phonics Shed's Core Curriculum program. That includes the most common vowel teams, r-controlled digraphs, diphthongs, other vowel variants, and their associated characters.

### How does this fit in our day?

The EdShed PPA curriculum is designed to be a quick, 15-minute, interactive, oral and auditory routine, that can also be supported by online games and/or the 10-minute interventions if desired. These lessons provide an opportunity for students to focus on only the sounds and how they work in our language. Using manipulatives like coins, counters, or pom poms can provide extra multisensory support without the cognitive load of recognizing and matching sounds to letter symbols. The ability to hear and manipulate sounds lays the groundwork for decoding skills and building strong proficient readers!

### How do I prepare for the lesson?

These PPA lessons can be implemented with the whole group sitting at tables, sitting on a rug, or standing. Teachers can determine the setting that best meets the needs of the class. If you are using manipulatives, sitting at a rug or a table may be best. If the students do well with gross motor and need some standing time, standing in a circle works well too. The teacher begins the lessons with modeling the desired responses until the students are able to respond in unison without the support. Teachers are encouraged to provide as much modeling support as needed.

### What resources are provided?

The PPA curriculum equips teachers with resources to ensure a smooth start, support fluid instruction, and provide supplemental enrichment activities to help meet the needs of all learners. The lesson overview explains each skill and how the students will demonstrate learning. It also provides a more in depth description of how to incorporate kinesthetic movements and signals to help all students find success in each activity. Each lesson focuses on one sound and closes with introducing the letter or letters that make the focus sound. Alphabet flashcards picturing the engaging EdShed characters can be used in whole group or small group and match the letter-sound connection activity at the close of each lesson. For further reinforcement, our online Phonics Shed games can be played after a lesson is taught. Alternatively, the 10-minute intervention lessons can be used to further review a phoneme-grapheme correspondence and provide reading and writing opportunities that include encoding (blending), and decoding (segmenting) words that contain the target grapheme.

## Resource Overview

**Included Resources:** EdShed provides teachers with beautifully illustrated letter flashcards that use engaging characters to support the letter formation prompts. The digital flashcard tool is included, and it can be used in a whole group or small group setting. Physical, hand-held flashcards can also be purchased separately if desired. We also include an offline PPA assessment to help determine the needs of your students and to help monitor progress.

**Supplemental Resources:** The EdShed PPA lessons are designed to be effective with or without tactile materials. Each lesson offers suggestions on how to enhance the activities with kinesthetic tactile experiences that do not require additional materials, however some teachers may wish to include manipulatives. Almost anything from the classroom can be used to provide a multisensory approach. Here are some suggestions:

**Using Manipulatives:** Manipulatives can be used for sentence segmentation, phoneme isolation, manipulation, addition and segmenting activities. Distribute materials to each student. Teachers may choose to use an Elkonin box work mat, a plain work mat or no work mat at all. Instruct the students to line up the required amount of materials (one manipulative for each sound or sound part). For younger students, you may want to provide one or two minutes of time for them to explore the manipulatives before you start and then explain that they are to follow the routine and resist playing with them during the activity.

- For **blending**, tap each manipulative as you say each sound or sound part and then slide them together, and as you slide your finger from left to right under the manipulatives, say the whole word.
- For **segmenting**, have the students line the manipulatives up, touching each other in a line, then tap and slide apart each one as you say each sound or sound part, and segment the sounds.
- For **isolation**, have the students line up the required amount of manipulatives (one for each sound or sound part), and tap on the sound being isolated as the sound is being said.
- For **manipulation**, have the students line up the required amount of manipulatives (one for each sound or sound part), and tap and slide the manipulative that represents the sound or sound part that is being added, deleted, or changed.

### Suggested Manipulatives:

- Pom poms, unifix cubes, color tiles, coins, cereal, magnets, cotton balls
- Small foam or wooden blocks that are uniform in size
- Soda bottle, milk carton, or juice bottle caps

### Materials for Gross Motor:

- Paper plates - Let's go skating and count words (or sounds)! Give each student a pair of paper plates. Have them place the plates under each foot. Students all stand in a line with the paper plates under their feet. The teacher says the sentence or the word and the students say one word or sound as they slide one foot at a time. For example, for sentence segmentation, the teacher says, "Dogs like to play." Students repeat the first word and slide their first foot: "Dogs!" Students repeat the second word and slide their second foot: "Like!" Then the students slide the first foot again while saying the third word: "To!" Lastly, they slide their second foot again while saying the fourth word: "Play! Four words!" The students move forward in a skating fashion as they segment and count sounds or words.
- Percussion instruments - Any percussion or shaker instrument can be used to tap out sounds in a fun and musical way!
- Cups - Place cups in a row to tap or slide for each sound.

# Lesson Overview: Grade 1 Sets 3-13

## What will the students learn?

- Students will gain an awareness of how words make up sentences.
- Students will gain an understanding of rhymes.
- Students will isolate beginning, medial, and final sounds in a word.
- Students will learn to blend and segment syllables, onset/rimes, and phonemes.
- Students will add, delete, and substitute sounds and sound parts to make new words.
- Students will become familiar with digraphs, diphthongs, long vowels, R-controlled vowels, and vowel team sounds.

## How are the lessons designed?

- The EdShed PPA lessons cover phonological awareness skills in a progression that allows students to build on their knowledge throughout the program. Blending and segmenting activities begin with compound words and progress through the sequence to onsets and rimes, then to more complex single phonemes. There are also activities that allow for the blending and segmenting of syllables, and provide ample opportunities for syllable division and counting. The rhyme sequence offers students the opportunity to recognize and produce rhyming words throughout the program. The sound manipulation skills are delivered in a step-by-step way that builds in complexity. The progression begins with a more simple manipulation of compound word parts and progresses to onsets/rimes, single phonemes, and syllables. The predictable lesson routines and systematic progression of skills build the confidence and engagement needed to develop strong readers.
- The PPA program also sets the students up for a meaningful connection to the phonics lessons. Each PPA lesson focuses on the same phoneme that the daily phonics lessons address. The PPA skill progression and phonics alignment pave the way for successful teaching and learning.
- The instructions for teachers are simply stated with modeling examples provided, so no planning is necessary!
- Opportunities for enrichment, multisensory supplements, and added support are embedded throughout the lessons.

# Lesson Overview: Grade 1 Sets 3-13

## Sentence Segmentation

**Skill Focus:** Words work together to make up sentences.

- The PPA lessons begin with a sentence segmentation activity as a sound awareness warm-up. Students will isolate and count words in the given sentence to gain an understanding of how words are a combination of sounds that make up sentences and work together to create meaning.
- Multisensory Support - Teachers can provide support by modeling how to count the words in the sentence by pointing to each finger while saying each word, or by providing the students with manipulatives, like cubes or counters, to tap for each word as they are said.

## Segmenting / Blending Words

**Skill Focus:** We can blend sounds and sound parts to make whole words and we can segment sounds and sound parts in words.

- **Day 1:** Students blend two word parts to make one compound word, and students segment the word parts in compound words.
- **Day 2 - 3:** Students blend and segment onsets (all the letter sounds that come before the vowel) and rimes (the vowel and all of the letter sounds after).
- **Day 4 - 5:** Students will blend and segment single phonemes (the individual sounds that make up words).

## Syllable Segmentation & Blending

**Skill Focus:** Syllables are sound parts that make up words.

- **Day 1 - 2:** Students will blend and segment syllables in the given word.
- **Day 3 - 5:** Students will segment and count syllables in the given word.
- Multisensory Support - Students tap the bicep for the first syllable and the forearm for the second syllable then glide the hand over the entire arm to blend the syllables and say the word. When segmenting the students glide the hand down the arm as the word is said, then tap each arm part when saying each syllable. The teacher can model these motions with the example.

## Rhyming

**Skill Focus:** Rhyming words have the same middle and final sounds.

- The teacher begins this activity by reminding students that rhyming words have the same middle and final sounds.
- Recognizing, identifying, and producing skill activities are alternated between sets throughout the chapter. Students will determine if a given set of words rhyme by answering yes or no, by selecting rhyming words from a group of words, and by determining which word from the group does or does not rhyme with the given word.
- Students will turn nonsense words into rhymes and produce rhymes for the given word(s).

# Lesson Overview: Grade 1 Sets 3-13

## Isolate Initial, Medial, & Final Sounds

**Skill Focus:** Students will listen for and recognize and identify initial, medial, and final sounds in words. The isolated sounds are typically the same sound that the phonics lesson will address. The following activities are alternated between the sets throughout the chapter:

- Identify the sound that is the same in each word in a sentence.
- Identify the sound in each position.
- Identify if the target sound is in certain positions.
- Students determine which words have the same and/or different positional sound as the others in the set.
- **Additional Support:** Using manipulatives and visual aids can help engage students and provide the tactile and kinesthetic experiences to enhance learning. Elkonin boxes, pom poms, counters, or cubes can be used to represent each phoneme in the given word. Students can say the word while sliding a finger under the boxes or manipulatives then tap on the first to isolate the beginning sound (or tap on the last for final).

## Adding, Deleting, Substituting

**Skill Focus:** We can add, delete, and substitute sounds in words to make new words.

- **Set 3:** Compound Words
- **Set 4 - 5:** Initial and Final Syllables
- **Set 6 - 7:** Onsets (sounds before the vowel) and Rimes (vowel and sounds after)
- **Set 8 - 9:** Initial and Final phonemes; Blends
- **Set 10 - 11:** Final Phonemes and Syllables; Substitute Vowels
- **Set 12 - 13:** Initial and Final Syllables; Substitute Vowels

## Closing: Letter-Sound Connection

**Skill Focus:** Now we can connect the focus sound we have been practicing to a letter shape/s.

- Students are introduced to the letter character and letter shape of the focus sound.
- Students practice saying the sound while connecting the sound to the displayed letter and practice writing the letter with their fingers in the air.
- Students are introduced to the letter name.
- Students practice an action that helps them to associate the sound with the letter shape and character.