



Grade K Sample

Explore how *Saxon Reading Foundations* supports explicit, systematic phonics instruction.





Saxon Reading Foundations K-2 is a success-oriented program that explicitly teaches phonological and phonemic awareness, phonics, and fluency in a way that is supported by scientific research and has been proven effective by years of classroom success. *Saxon*® utilizes a research-based approach to teaching foundational reading skills, incorporating the latest principles from cognitive science and proven methods in early literacy instruction. This approach has consistently proven to be effective for students of diverse ability levels, ensuring success in developing their literacy skills.

What's Inside

- 03** Grade K, Lesson 11 Sample
- 10** Student Worksheet Sample

Grade K
Lesson 11
Sample

Review

LESSON

11



LESSON PREPARATION

MATERIALS

- Alphabet Handwriting Strips
- Letter Tiles (in containers)
- Worksheet 11
- Review Decks
- ◆ Elkonin Boxes
- Worksheet 11 Word List

BEFORE CLASS

- Make a copy of the **Elkonin Boxes** for each child.
- Place the **Letter Tiles** *l, o, g, h, t, p,* and *a* in each child's **Letter Tile** container. See the Instructional Overview for more information.



MULTILINGUAL LEARNER SUPPORT

CONNECT TO MEANING Moderate Support children by defining words on the worksheet and using them in context throughout the day to reinforce meaning. For example: *“Go to the board. Look at this word. Remember your hat.”*

Lesson Warm-Up

Alphabet Activity

OBJECTIVE: To review vowels and the alphabet

- Children should have their **Alphabet Handwriting Strips** available.

“How many letters are in the alphabet?” 26

“What two kinds of letters make up the alphabet?” vowels and consonants

“Name the vowels.” a, e, i, o, u

“What are all of the other letters called?” consonants

- Have children say each letter as they point to it.

Phonological Awareness Activity

OBJECTIVE: To recognize alliteration

“Let’s play Thumbs Up, Thumbs Down to show when we hear two or more words in a group that begin with the same sound.”

• **I DO** • “Watch me. I will give a thumbs up if I hear words beginning with the same sounds or a thumbs down if I do not. Sam likes the cat. I hear different sounds at the beginning of these words, so I will hold my thumbs down. Now, listen to this sentence: The apes ate bananas. I hear the same beginning sound, /ā/, more than once, so I will hold my thumbs up. The aaapes aaate bananas.”

• **WE DO** • “Let’s practice together now! I am going to say a group of words and then we will say the words together. Listen: Mike ate his lunch. Now you say it with me: Mike ate his lunch. Do we hear the same beginning sound in these words? No! So, we will hold our thumbs down. Now, listen to this group of words: Mike sells slimy seashells. Do you hear the same beginning sound more than once? Yes, we hear the same beginning sound, /s/, three times, so we will hold our thumbs up. Mike sssells ssslimy ssseashells.”

• **YOU DO** • “Now it’s your turn!”

- Have children repeat the routine after you say each sentence: Here are noisy newts. Many cats live here. Does Hal have any apples? Jane is very happy now. Jim tells tall tales.

Daily Letter and Sound Review

OBJECTIVE: To practice letter recognition and letter sounds

- Review the **Letter** and **Picture Decks**.

Spelling Sound Review

OBJECTIVE: To practice spelling letter sounds and words

- Seat children where they can work with the **Letter Tiles** easily.
- Distribute the **Letter Tile** containers. Tell children which side to use and have them lay their tiles in a row.
- Review the **Spelling Deck**. Children should echo the sounds, name the letters that make them, and move the appropriate tiles to another row. (Make sure children move the correct tiles.)
- Select words from the **Spelling Word List** that children can spell using their tiles. Choose from the list only previously taught words and words that do not require duplicate **Letter Tiles**.
- Collect the **Letter Tile** containers.



NOTE: You can also use the **Elkonin Boxes** to support children’s work.

Application and Continual Review

- Distribute **Worksheet 11**.

- Write the word go on the board.

“Look at the word by #1 on your worksheet. Which letter is a vowel?” o

“Put your finger under the vowel. How will we code it?” long; macron

“Why?” not followed by a consonant

- Have children code the vowel as you code the vowel on the board. Then help them blend the sounds: /g/ /ō/.
- Ask a volunteer to read the word. Try to call on different children from lesson to lesson. Repeat with #2–6 (got, hot, at, hat, a).



REMEDATION TIP: Allow children who are successfully blending to read the words to you. Children who are not ready to blend may locate various letters and tell you their sounds.

“Look at the capital and lowercase letters by number #7. What are the first two letters?” capital L and lowercase l

“Yes, capital L and lowercase l. What sound does the letter l make?” /l/

- Make sure children give the short, crisp sound of /l/ and do not add a short u sound, as in /lŭh/. If children have difficulty saying the sound correctly, prompt them as follows:

“I’ll say the sound and then you echo it. Echo /l/.” /l/

“/l/ is the sound the letter l makes.”

- Repeat for g, o, h, and t. Be sure to review the long and short vowel sounds for o.
- Guide children to read the decodable sentences by #8 and #9.

“Look at the sentence by #8.”

“Code any words you don’t know to help you read them. Practice reading the sentence to yourselves, and then we will read it together.”

- Give children time to read sentence #8 independently before reading it as a class.
- Have children use the process to read #9 independently, decide which sentence matches the picture, and then draw a line from the sentence to the picture.
- Work individually with any children who need help while others work independently.

“Turn your worksheet over.”

“Put your finger on the picture by #1. This is a picture that matches the word go. Listen to the sounds in the word go: /g/ /ō/. Write the letters that spell the word go on the two lines below the picture.”

- Give children a chance to do this independently. If children struggle to spell the whole word, unblend the word into its sounds. Work with children to help them spell each sound.

“Now, let’s check our papers to make sure we wrote g, o to spell the word go.”

- Continue with the word *hot*.
- Guide children to read the decodable sentences by #3 and #4. Remind them to code any words they don’t know.

“Look at the sentences by #3 and #4.”

“Code any words you don’t know to help you read them. Practice reading the sentences to yourselves, and read them to someone at home tonight.”

“Check off the sentences you feel you can read easily and draw a line from the sentence to the picture that matches it.”

- Next, have children practice reading with the **Word List** on the final page of **Worksheet 11**.
- Have children look at the words in the box.

“Read these words and check off any you feel you can read easily. I will come by and listen as you read the checked words to me.”

- After listening to each child read, reconvene the class and guide children in decoding the words for a final review.

“Practice reading the words you know to someone at home tonight.”

OPTIONS FOR DIFFERENTIATION

● SUPPORT	■ REINFORCE	▲ EXTEND
<p>For children who are learning to identify initial sounds in words, including children who show signs of dyslexia, have them practice by identifying the beginning sounds of words.</p> <ul style="list-style-type: none"> • Play Sound Solutions with groups of three or four children. • Lay Red Kid Cards 1–11 face up on a table or on the floor. Place a token on each card without blocking the illustration. • Point to a picture, name the picture, ask the child to echo the word and then tell you what sound they hear in the beginning position of the word. (For children who are ready, ask them to name the picture instead of providing the name.) • Reward a token for each correct response. Continue until each child has had several turns. • When children finish playing, have them count their tokens and celebrate the number of beginning sounds they identified. 	<p>For children who are learning to read words with the letters <i>a</i>, <i>p</i>, <i>t</i>, and <i>h</i>, have them blend sounds to form words using Elkonin Boxes.</p> <ul style="list-style-type: none"> • Give a copy of the Elkonin Boxes to each child. In advance, write the words <i>at</i>, <i>hat</i>, <i>pat</i>, and <i>tap</i> at the top of each page. • Give each child three small balls of molding clay. • Help children read the word <i>at</i> and place one ball of clay in each box in the first row on their papers, one for each sound in the word. • Help children read the word again, pressing a finger into the clay balls as they identify each letter sound and blend the sounds into a word. • Repeat the process using the second row of Elkonin Boxes for the words <i>hat</i>, <i>pat</i>, and <i>tap</i>. • Have children remove and reroll the balls as needed for extra blending practice. 	<p>For children who have mastered decoding words, have them practice matching pictures to words.</p> <ul style="list-style-type: none"> • Play the Make a Match memory game with a group of three to five children using Purple and Red Kid Cards 1–11. • If needed, review what words the illustrations on the Red Kid Cards show. • Shuffle the kid cards and place them face up on a table or on the floor. Give each child two tokens. • Have the first child try to match a Red Kid Card to the correct Purple Kid Card by placing a token on each card. Have the child blend the word on the Purple Kid Card. If the cards are a match, remove them from the table and hand them to the child along with their tokens. If not, return the child's tokens and have them try again. • Continue until every child has had at least three chances to make a match. If necessary, collect the cards that have been matched, shuffle, and place them face up with the other cards.

School/Home Reinforcement

Send the following home with children at the end of the day:

- Worksheet 11
- Worksheet 11 Word List

Name _____


Review

1. gō 4. ăt


2. gŏt 5. hăt

3. hŏt 6. ā

7. Ll Gg Oo Hh Tt


8. A log got hot. 


9. Pal got hot.




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Saxon Reading Foundations K **WORKSHEET 11**

1.  g o

2.  h o t

3. Pal got hot. ☐ 

4. A log got hot. ☐

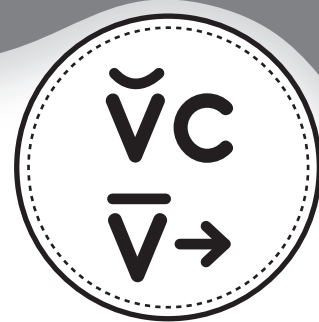
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PARENT/GUARDIAN NOTE
Ask your student to read the sentences. Check off each sentence they read correctly.

Saxon Reading Foundations K **WORKSHEET 11**

**Student
Worksheet**
Sample

Name _____



Review

1. go

4. at

2. got

5. hat

3. hot

6. a

7. Ll

Gg

Oo

Hh

Tt

8. A log got hot.

9. Pal got hot.





1. _____



2. _____

3. Pal got hot. ☐



4. A log got hot. ☐

PARENT/GUARDIAN NOTE

Ask your student to read the sentences. Check off each sentence they read correctly.

Name _____

Word List

1. ☐ hot

6. ☐ go

2. ☐ got

7. ☐ pop

3. ☐ at

8. ☐ pal

4. ☐ hat

9. ☐ a

5. ☐ hop

10. ☐ log

PARENT/GUARDIAN NOTE

Ask your student to read the words. Make sure each word they read correctly is checked off.



To learn more, visit
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