

DAY 1 ISN'T THE LETTER A.



70 LESSONS

SCROLL

to see where this one starts!

THE PHONICS FRAMEWORK

the alphabet

70 LESSONS

SOUNDS + WORDS

The Phonics Framework
Unit 0 - Lesson 9 - Schwa, diphthongs, r-controlled vowels - Letters G, J, Q

Lesson 2 | /m/ - mouse

Letter Writing

Name: _____ Date: _____

The Phonics Framework
Unit 1 - Lesson 4 - /t/ - tiger - lowercase t

30 minutes

Sound /t/ - tiger	Letter Lowercase t only	Heart words None new - Review: l, the	Sound wall /t/ tiger card added	PA words Blend: sat, map, am - Segment: mat, Sam, tap	Drills Stack: a, m, s
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Lesson goal: Students will identify the sound /t/, connect it to the keyword tiger and the sound wall, form lowercase t correctly using stroke talk, and review the heart words l and the.

Materials:
Sound wall - /t/ tiger sound wall card
Letter cards for visual drill: a, m, s
Dry-erase boards and markers - Lowercase t tracing/writing sheet - Pencils
Heart word cards: l, the (review) - Letter tiles or magnetic letters

Section 1 - Phonemic Awareness warm-up

5 minutes

Oral only. No letters. Three blending words and three segmenting words this lesson - the PA set expands as the taught sound bank grows. All words use only taught sounds: /a/, /m/, /s/, /t/. Blending uses connected phonation. Segmenting uses finger tapping.

Lesson goal statement - say this every day

Teacher: "Today we are going to learn the sound that the letter t makes. We will also review our heart words and keep building the drill. Let's go."

Blending - words: sat, map, am

Teacher: "I will stretch sounds together. Listen - tell me the sound." /t/

Teacher: "ssssaaat/."

Students: "Sat!"

Teacher: "Stretch it with me."

Teacher: "ssssaaat/."

Students: "ssssaaat/ Sat!"

Teacher: "mmmaaap/."

Students: "Map!"

Teacher: "Stretch it with me."

Teacher: "mmmaaap/."

Students: "mmmaaap/ Map!"



IT STARTS WITH THE MOUTH NOT THE LETTER

- ★ Hear it before they write it
- ★ Read and spell in one lesson
- ★ Only read what you've taught
- ★ Feel where every sound is made
- ★ Never guess from the picture





30 minute lessons, same routine



scripted & quick reference versions



articulation for every sound



letter formation with stroke talk



student page for every lesson



correction steps when they miss

EVERYTHING YOU GET

The Phonics Framework materials include:

- Lesson 9 - Schwa, diphthongs, r-controlled vowels - Letters G, J, Q**: A 30-minute lesson plan with articulation, formation, and sound wall details.
- Lesson 2 | /m/ - mouse**: A student worksheet with letter writing practice and stroke order guides.
- Lesson 3 - /s/ - sun - lowercase s**: A 30-minute lesson plan with a quick reference table for sound, letter, heart words, and PA words.
- Lesson 7 - Pacing calendar**: A 5-week calendar showing the sequence of lessons from Lesson 7 to Lesson 30.

WHAT HAPPENS ACROSS THE LESSONS

- ★ phonemic awareness warm-up
- ★ drills (cumulative)
- ★ blending
- ★ articulation and keyword
- ★ letter formation with stroke talk
- ★ word work
- ★ heart words
- ★ sentences + dictation
- ★ decodable reading

The Phonics Framework
Unit 1 - Lesson 3 - /s/ - sun - lowercase s

30 minutes

Quick Reference

Sound	Letter	Heart words	Sound wall	PA words	Drills
/s/ - sun	Lowercase s only	New: I - Review: the	/s/ sun card added	Blend: map, sat - Segment: sat, sap	Stack: a, m

Materials: Sound wall - /s/ sun sound wall card - Letter cards for visual drill: a, m - Dry-erase boards and markers - Lowercase s tracing/writing sheet - Pencils - Heart word cards: I (new), the (review) - Letter tiles or magnetic letters

S1 - Phonemic Awareness Warm-Up 5 min

Blend	map - sat - connected phonation
Segment	sat - /s/ /a/ /t/ - sap - /s/ /a/ /p/

S2 - Visual Drill (cumulative) 2 min

Drill stack: a - m

S3 - Auditory Drill (cumulative) 2 min

Teacher says the sound, students write the letter: /a/ - /m/ (varied order)

S4 - New Sound Introduction: /s/ - lowercase s 14 min

A Articulation	Unvoiced - continuous - fricative Tongue forward, right behind the top teeth. Air squeezes through a narrow space. Voice off. Connects to Unit 0 Lesson 4 fricatives. Stretchy: /sssss/.
B Keyword + wall	Keyword: sun - sun, /s/. Fricative section. Wall now holds /a/ in the vowel valley, /m/ in nasals, /s/ in fricatives.
C Name-sound	s, /s/ - repeat faster until automatic.
D Formation	Stroke talk: curve in - curve out Two curves in opposite directions. Starts just below the midline. A zigzag s is the common error.

S5 - Heart Words: I (new) - the (review) 7 min

New: I	One letter, one sound. The whole word is the heart part - I makes long /I/, a spelling not yet taught. No dots on this card.
Review: the	Heart part: e says /ā/.

Correction triggers - Use I do / We do / You do

If: students blend instead of segmenting - Pull the sounds apart. The sounds in sat are /s/ - /a/ - /t/.

If: students tap only two sounds instead of three - Three sounds: /s/ - tap, /a/ - tap, /t/ - tap.

If: students produce /sh/ instead of /s/, tongue too far back - Keep your tongue forward, right behind your top teeth. /s/.

If: students voice /s/, producing /z/ - /s/ is unvoiced - hand on throat, feel nothing. Just air.

If: students make a zigzag s instead of curves - Lowercase s is all curves, like a gentle wave. Curve in - curve out.

If: students reverse lowercase s - The top curves left, the bottom curves right.

If: students start lowercase s from the bottom - Start just below the midline - touch your starting point first.

If: students say short /I/ instead of long /I/ for the word I - The word I makes the long /I/ sound, like in ice.

2 VERSIONS OF EVERY LESSON

Scripted lesson plan

Quick reference 1-pager

Every word you say
is written out

What to do when a
student misses

The whole 30
minutes on 1 page

For when you don't
need the script

The Phonics Framework Unit 0 - Lesson 9 - Schwa, diphthongs, r-controlled vowels - Letters G, J, Q

30 minutes

Articulation Schwa: the lazy vowel. Diphthongs and r-controlled vowels – awareness only.	Formation Letters G, J, Q – complex curves and tail strokes.	Sound wall Special vowel sounds noted on sound wall.	PA words Blend: chin, shop, flag, jump, tuck - Segment: grab, floss
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Lesson goal: Students will meet three special vowel cases – schwa, diphthongs, and r-controlled vowels – as awareness only, mark their places on the sound wall, form uppercase G, J, and Q, and write all 26 capital letters.

Materials:

Sound wall - Placeholder cards for schwa, diphthongs, and r-controlled vowels
Formation chart - Uppercase G, J, Q tracing sheet
Pencils - Paper for writing all 26 capital letters

Section 1 – Phonemic Awareness warm-up

7 minutes

Oral only. No letters. Unit 0 has no taught graphemes, so words are chosen for clear, easy-to-hear sounds rather than decodability. This is the same opening routine every lesson. Keep it brisk.

Lesson goal statement

Teacher: *"Today we meet the last few vowel sounds – the surprising ones. By the end of our lesson you will know they exist, and you will write every capital letter in the alphabet. Let's wake up our mouths and ears."*

Blending – words: chin, shop, flag, jump, tuck

Blending always uses connected phonation – sounds are stretched and run together continuously with no breaks between them. The teacher models a smooth, stretched blend. Students respond the same way. This is different from segmenting, where sounds are tapped apart.

Teacher: *"I am going to stretch some sounds together into a word. Listen – then tell me the word."*

Teacher: *"ch/ /il/ /mn/."*

Students: *"Chin!"*

Teacher: *"Stretch it with me."*

Teacher: *"chilinn/."*

Students: *"chilinn/. Chin!"*

Teacher: *"sh/ /oo/ /p/."*

Students: *"Shop!"*

Teacher: *"Stretch it with me."*

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The Phonics Framework Unit 1 - Lesson 3 - /s/ - sun - lowercase s

30 minutes

Quick Reference

Sound /s/ – sun	Letter Lowercase s only	Heart words New: I - Review: the	Sound wall /s/ sun card added	PA words Blend: map, sat - Segment: sat, sap	Drills Stack: a, m
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Materials: Sound wall - /s/ sun sound wall card - Letter cards for visual drill: a m - Dry-erase boards and markers - Lowercase s tracing/writing sheet - Pencils - Heart word cards: I (new), the (review) - Letter tiles or magnetic letters

S1 - Phonemic Awareness Warm-Up

5 min

Blend map - sat - connected phonation

Segment sat = /s/ /a/ /t/ - sap = /s/ /a/ /p/

S2 - Visual Drill (cumulative)

2 min

Drill stack: a - m

S3 - Auditory Drill (cumulative)

2 min

Teacher says the sound, students write the letter: /a/ - /m/ (varied order)

S4 - New Sound Introduction: /s/ - lowercase s

14 min

A Articulation	Unvoiced - continuous - fricative Tongue forward, right behind the top teeth. Air squeezes through a narrow space. Voice off. Connects to Unit 0 Lesson 4 fricatives. Stretchy: /sssss/.
B Keyword + wall	Keyword: sun - sun, /s/. Fricative section. Wall now holds /a/ in the vowel valley, /m/ in nasals, /s/ in fricatives.
C Name-sound	s, /s/ - repeat faster until automatic.
D Formation	Stroke 1: curve in - curve out Two curves in opposite directions. Starts just below the midline. A zigzag s is the common error.

S5 - Heart Words: I (new) - the (review)

7 min

New: I	One letter, one sound. The whole word is the heart part - I makes long /I/, a spelling not yet taught. No dots on this card.
Review: the	Heart part: e says /û/.

Correction triggers - Use I do / We do / You do

If: students blend instead of segmenting - Pull the sounds apart. The sounds in sat are /s/ ... /a/ ... /t/.

If: students tap only two sounds instead of three - Three sounds: /s/ - tap, /a/ - tap, /t/ - tap.

If: students produce /sh/ instead of /s/, tongue too far back - Keep your tongue forward, right behind your top teeth. /s/.

If: students voice /s/, producing /z/ - /s/ is unvoiced - hand on throat, feel nothing. Just air.

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If: students reverse lowercase s - The top curves left, the bottom curves right.

If: students start lowercase s from the bottom - Start just below the midline - touch your starting point first.

If: students say short /I/ instead of long /I/ for the word I - The word I makes the long /I/ sound, like h ice.

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A STUDENT PAGE FOR EVERY LESSON

Unit 0

Letters grouped by
stroke, not ABC
order

Formation before any
reading

Now the letter comes
with its sound

First heart words:
the, I, and

Unit 1

Name: _____ Date: _____

Lesson 2 | /m/ – mouse

Letter Writing

M M M

m m m

Heart Word: the

Write it 3x. Circle the heart part.

the the the

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Name: _____ Date: _____

Lesson 8 | B D P R

Letter Writing

B B B

D D D

P P P

R R R

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A STUDENT PAGE FOR EVERY LESSON

Unit 2

Decodables

Practice
handwriting,
decoding, and
encoding

Decodable story for
each letter/sound

Name: _____ Date: _____

Lesson 8 | /i/ – itch

Heart Word: a

Write it 3x. Circle the heart part.

Name: _____ Date: _____

I Sit and Tap

Lesson 8 | Sound: /i/ itch | Heart Words: the, I, and, a

I sit.
Pip and I sit.
I tap Pip.
Pip and I sit and tap.

Draw a picture:

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Words and

I

1	I sat.
2	A mat.
3	And I s

Dictation:

I sit.

Name: _____ Date: _____

Lesson 7 | /i/ – itch

Letter Writing

Words to Read

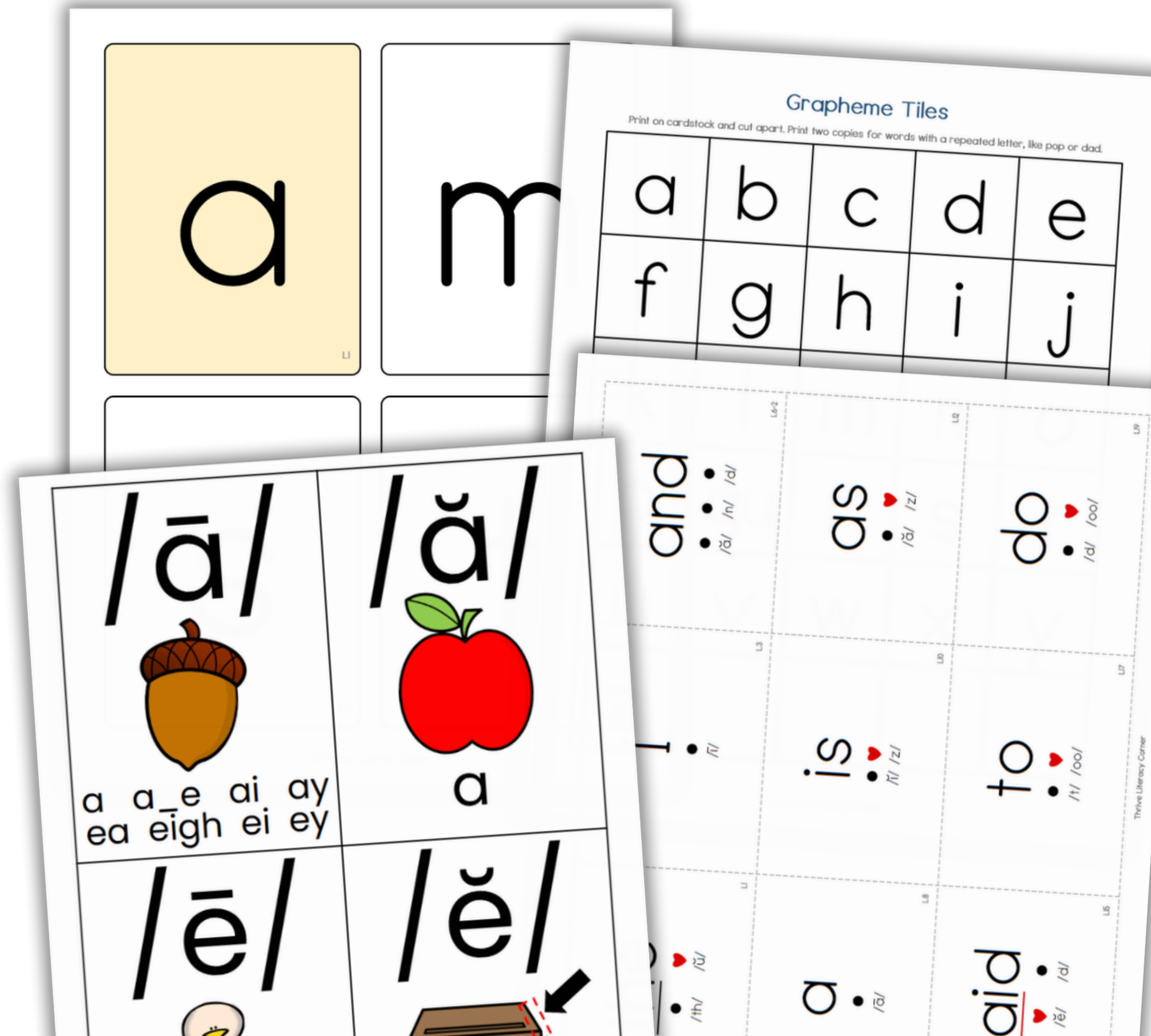
sit	tip	pit	sip	map
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Spell Words

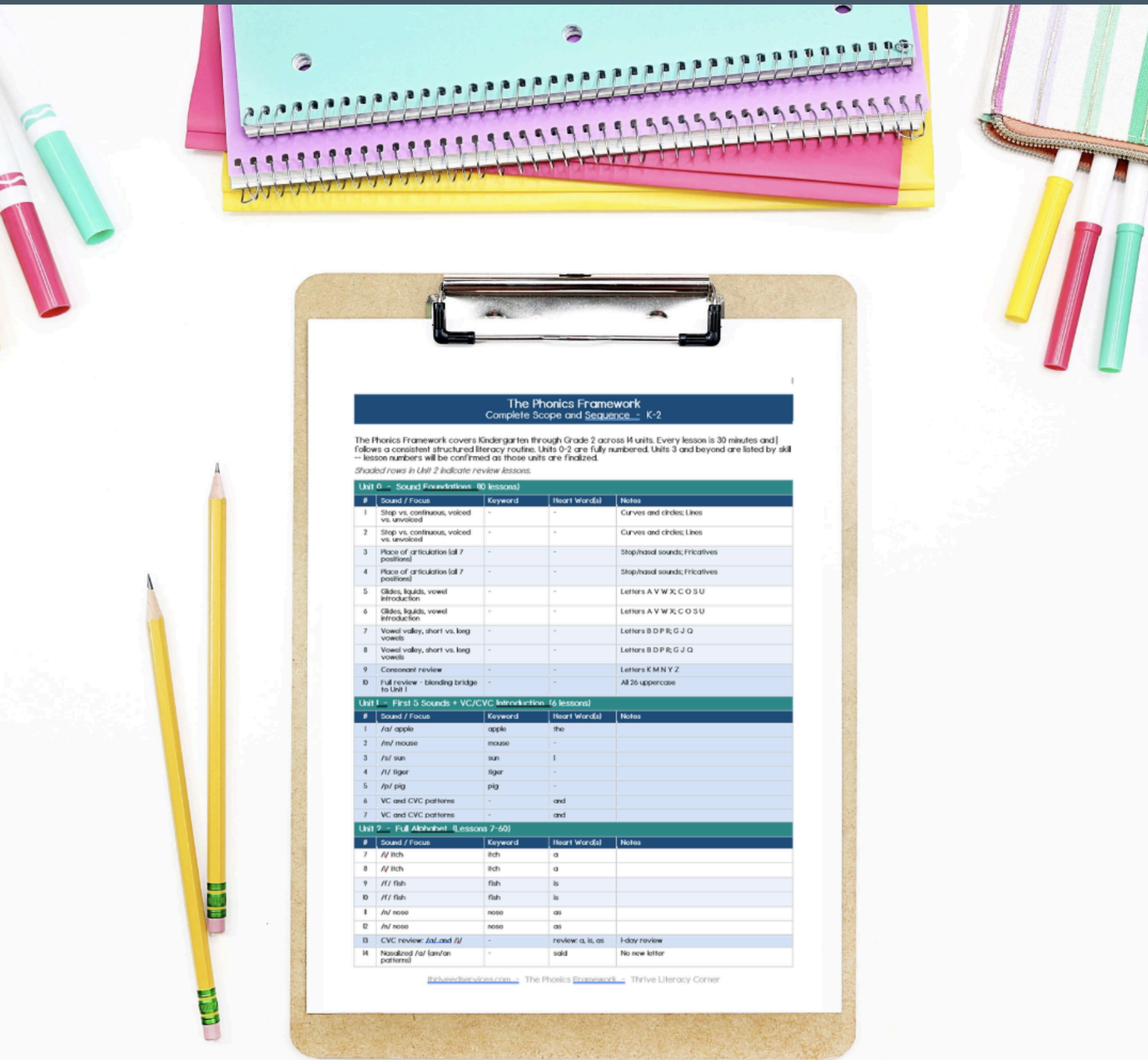
1			
2			
3			
4			

INCLUDES EVERYTHING YOU NEED!

- Sound wall: phoneme cards for sound intro and the sound wall
- Grapheme cards for drills: 26 letter cards
- Grapheme tiles: print and cut for building words
- Heart word cards: 22 mapped cards, one for each heart word



INSTRUCTIONS AND TIPS



- ★ getting started guide & glossary
- ★ complete K-2 scope and sequence
- ★ stroke talk reference for every letter
- ★ materials & teaching tips included
- ★ progress monitoring built in
- ★ pacing guide included

