

Developing Sound Sense:

Lessons, Objectives and Georgia ELA Standards Cross-Reference

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	Lesson Objective	Georgia Foundational ELA Standard
<p>Listening: NOTE: Module A is to prepare children to listen actively. Therefore, it is not cross-referenced with the Georgia standards. Active listening is a necessary pre-requisite to learning phonological awareness skills.</p>		
A1: Start & Stop	Children will respond correctly as directed when a specific sound starts or stops.	
A2: Name That Sound	Children will be able to focus their attention and identify a specific sound.	
A3: Find the Noisemaker	Children will be able to identify the location of the sound.	
A4: First Sound, Last Sound	Children will be able to listen and name two sounds in the correct order.	
A5: Sound-Source Matching	Children will be able to listen and match animal sounds to animal pictures.	
A6: First, Next & Last Sound	Children will be able to sequence three sounds.	
A7: Add the Sound Effects	Children will be able to listen to the story and add appropriate sound responses.	
A8: Silly Sounds	Children will identify changes in familiar rhymes and songs.	
A9: Just Following Directions	Children will be able to remember and execute actions sequentially.	

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Rhyming		
B1: Rhyming Songs & Poems	Children will be able to hear and identify spoken words that rhyme.	K.F.PA.1 .a
B2: Rhyme Match Game	Using a variety of pictures and picture game boards as visual aids, children will be able to identify and match pictures that rhyme.	K.F.PA.1. a
B3: Catch the Match	Children will be able to identify and match pictures that rhyme.	K.F.PA.1. a
B4: Rhyme Memory Game	Children will be able to identify and match pairs of rhyming picture cards.	K.F.PA.1. a
B5: Rhyme & Movement	Children will be able to identify and respond to one-syllable words that rhyme.	K.F.PA.1. a
B6: Fill in the Rhyme	Children will be able to hear incomplete sentences and use context clues to create ending rhymes.	K.F.PA.1.b
B7: Rhyming Climbing	Using action pictures as visual aids, children will be able to match two- syllable rhyming action words with the suffix -ing.	K.F.PA.1.a
B8: Can You Make a Rhyming Word?	Children will be able to create pairs of rhyming words without visual or verbal context clues.	K.F.PA.1. b
B9: Pack the Plane!	Children will be able to complete a sentence with multiple one- syllable rhyming words, with no context clues.	K.F.PA.1. b
B10: I Spy...A Rhyme	Children will be able to find and name something in the classroom that rhymes with the provided verbal clue.	K.F.PA.1. b

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Sentences & Words		
C1: Introducing Sentences: Who It's About	Children will be able to identify the two parts of a sentence and understand that a sentence is a little story.	K.F.PA.2 a
C2: Introducing Sentences: What's Happening	Children will be able to identify the "what's happening" part of a sentence.	K.F.PA.2. a
C3: Identifying Who & What's Happening	Using picture cards for visual aids, children will be able to identify the two parts of a spoken sentence.	K.F. PA. 2. a
C4: Identifying Incomplete Sentences	Using picture cards as aids, children will hear an incomplete spoken sentence and identify the part that is needed to complete the sentence.	K.F. PA. 2. a
C5: Fixing Incomplete Sentences	Using picture cards as aids, children will hear an incomplete spoken sentence, identify the missing sentence part, and supply the missing part to create a complete sentence.	K.F. PA. 2. a
C6: Creating Sentences	Using picture cards as aids, children will create complete verbal sentences and identify the two necessary parts of the sentence (who it's about and what's happening").	K.F. PA. 2. a
C7: Introducing Words	Using paper squares as visual aids, children will count the number of words in short, spoken sentences and compare the lengths of sentence pairs.	K.F. PA. 2. b
C8: Word Count	Using manipulatives as visual aids, children will hear spoken sentences, use a counter to represent each word of the sentence, and count the number of words in the sentence.	K.F. PA. 2. b
C9: Which Sounds Longer?	Using word length cards as visual aids, children will hear spoken words and determine that the length of the sound of the word is different from the length (size) of the item the word represents.	K.F. PA. 2. c

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Compound Words		
D1: Making Compound Words	Children will hear two spoken one syllable words and combine them orally to make a one-syllable word with its own meaning.	K.F.PA. 3. a
D2: Making a Longer Word	Children will hear two spoken words of one syllable or more and combine them orally to make a new, multi-syllable word with its own meaning.	K.F.PA.3. a
D3: Compound Words, Part 1	Using picture cards as visual aids, children will hear a spoken two- syllable compound word, delete the last syllable, and say only the first syllable of the word.	K.F.PA.3. b
D4: Compound Words, Part 2	With no visual aids, children will hear a spoken two-syllable compound word, delete the last syllable, and say only the first syllable of the word.	K.F.PA.3. b
D5: Compound Words, Part 3	Using picture cards as visual aids, children will hear a spoken two- syllable compound word, delete the first syllable, and say only the last syllable of the word.	K.F.PA.3. b
D6: Compound Words, Part 4	With no visual aids, children will hear a spoken two-syllable compound word, delete the first syllable, and say only the last syllable of the word.	K.F.PA.3. b
D7: Compound Words, Part 5	Using picture cards as visual aids, children will hear a two-syllable, spoken compound word, delete either the first or last syllable as directed, and say the remaining syllable.	K.F.PA.3. b
D8: Compound Words, Part 6	With no visual aids, children will hear a two-syllable, spoken compound word, delete either the first or last syllable as directed, and say the remaining word.	K.F.PA.3. b

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Syllables		
E1: Stringing Syllables Together	Children will hear a word spoken in elongated syllables, count the syllables and blend them together into a normally spoken word.	K.F.PA.4. b ; K.F.PA.4. c
E2: Snail Speech	Children will hear a word spoken with a pause between each of its syllables and blend the separated syllables into a spoken word.	K.F.PA.4. c
E3: Feeling Syllables	Children will feel and correctly count the number of syllables in a spoken word by holding together their index and middle fingers of one hand firmly under their chin while orally repeating the word.	K.F.PA. 4. b
E4: Two-Syllable Words, Part 1	Using picture cards as visual aids, children will hear a two-syllable word, isolate and orally repeat only the first syllable of the word.	K.F.PA. 4. d
E5: Two-Syllable Words, Part 2	With no visual aids, children will hear a two-syllable word, isolate and orally repeat only the first syllable of the word.	K.F.PA. 4. d
E6: Two-Syllable Words, Part 3	Using picture cards as visual aids, children will hear a two-syllable word, isolate and orally repeat only the last syllable of the word.	K.F.PA. 4. d
E7: Two-Syllable Words, Part 4	Without visual aids, children will hear a two-syllable word, isolate and orally repeat only the last syllable of the word.	K.F.PA. 4. d
E8: Two-Syllable Words, Part 5	Using picture cards as visual aids, children will hear a two-syllable word, delete either the first or last syllable on command, and repeat only the remaining syllable.	K.F.PA. 4. d
E9: Two-Syllable Words, Part 6	With no visual aids, children will hear a two-syllable word, delete either the first or last syllable on command, and repeat only the remaining syllable.	K.F.PA. 4. d
E10: Drumming Names	Using a vibrating surface such as a drum, children will hear a word and repeat it while rhythmically beating out and then correctly counting its syllables.	K.F.PA.4. b
E11: Clapping Names	Children will hear a word and repeat it while clapping out and then correctly identifying the number of syllables.	K.F.PA.4. b
E12: Animal Sorting	Using animal picture cards with one to four syllables, children will count the syllables in each animal name and sort the pictures into containers labeled with an animal picture whose name has the same number of syllables as the picture card.	K.F.PA.4. b
E13: Syllable Softball	Using a game board or simulated softball diamond, children will score hits and runs by naming a pictured item on a game card, orally dividing the pictured word into syllables, and correctly counting the number of syllables in the word.	K.F.PA.4. b
E14: Syllable Supper Chart	Using a chart with four numbered columns and a variety of pictured foods, children will independently name each pictured food, determine the number of syllables, and sort the pictures into columns on the chart corresponding to the number of syllables.	K.F.PA.4. b

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	Lesson Objective	Georgia Foundational ELA Standard
Word Families		
F1: What's My Word? Part 1	Using a consonant sound picture card and set of pictures as visual aids, children will hear the initial phoneme corresponding to the sound picture card followed by the remaining part of a one-syllable word (onset-rime) and orally blend the two parts together to form a word matching one of the pictures.	K.F.PA.5. a
F2: What's My Word? Part 2	Using a consonant sound picture card and set of pictures as visual aids, children will hear the initial phoneme corresponding to the letter card followed by the remaining part of a one-syllable word (onset-rime) and orally blend the two parts together to form a word matching one of the pictures.	K.F.PA.5. a
F3: What's My Word? Part 3	Using a consonant sound picture card and set of pictures as visual aids, children will hear the initial phoneme corresponding to the letter card followed by the remaining part of a one-syllable word (onset-rime) and orally blend the two parts together to form a word matching one of the picture.	K.F.PA.5. a
F4: Word Maker, Part 1	Using a consonant sound picture but no picture aids, children will hear the letter's phoneme followed by the rest of a spoken, one-syllable word (onset-rime) and blend the two parts together into one spoken word.	K.F.PA.5. a
F5: Word Maker, Part 2	Using a consonant sound picture card but no picture aids, children will hear the letter's phoneme followed by the rest of a spoken, one-syllable word (onset-rime) and blend the two parts together into one spoken word.	K.F.PA.5. a
F6: Word Maker, Part 3	Using a consonant letter card but no picture aids, children will hear the letter's phoneme followed by the rest of a spoken, one-syllable word (onset-rime) and blend the two parts together into one spoken word.	K.F.PA.5. a
F7: Building Rhymes, Part 1	Using one consonant sound picture card as an aid, children will repeat a spoken word stem, add the sound picture card's phoneme to the beginning and create a spoken word that rhymes with the stem.	K.F.PA.5. a
F8: Building Rhymes, Part 2	Using one consonant sound picture card as an aid, children will repeat a spoken word stem, add the sound picture card's phoneme to the beginning and create a spoken word that rhymes with the stem.	K.F.PA.5. a
F9: Building Rhymes, Part 3	Using one consonant sound picture card as an aid, children will repeat a spoken word stem, add the sound picture card's phoneme to the beginning and create a spoken word that rhymes with the stem.	K.F.PA.5. a

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Beginning Sounds		
Q1: First Things First	Using assorted pictures and one consonant sound picture card, children will hear the names of each pictured item and match the pictures that begin with the displayed sound picture card phoneme to the displayed sound picture card.	K.F.PA.6. a
Q2: Picture Piles	Using pictures and four consonant sound picture cards, children will identify the first phoneme in the name of each pictured item and sort the pictures into four piles by their beginning sounds.	K.F.PA.6. a
Q3: Mark the Misfit	Using five-item picture strips as aids, children will identify the beginning phoneme of each picture's spoken name and mark the picture that has a different beginning phoneme from the other four.	K.F.PA.6. a
Q4: Find the Hidden Word	Using picture cards as aids, children will hear a spoken word, delete its beginning phoneme, and name the picture of the word that is left.	K.F.PA.6. d
Q5: Say the Hidden Word	Without any pictures as visual aids, children will hear a spoken word, delete its beginning phoneme, and name the word that is left.	K.F.PA.6. d
Q6: Sound Chop Bingo	Aided by Bingo cards with consonant sound pictures, children will hear a pair of spoken words, identify the beginning phoneme in the first word that is deleted from the beginning of the second word, and determine if the sound picture for that deleted phoneme appears on their individual Bingo card.	K.F.PA.6. d

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Ending Sounds		
H1: Last Things Last	Using pictures and a consonant sound picture card as visual aids, children will identify and say the ending phoneme of a variety of pictured items, all with the same final phoneme.	K.F.PA.6. a
H2: Finish the Word	Using pictures and selected consonant sound picture cards as visual aids, children will hear a word spoken in two parts, identify its ending phoneme, and orally blend the parts into a whole word.	K.F.PA.5. a
H3: Sound Sort	Children will identify the ending sounds in a variety of picture cards and sort the pictures into one of four containers labeled with the consonant sound picture card corresponding to each picture's ending phoneme.	K.F.PA.6. a
H4: Make a Match	Children will identify the phonemes of four consonant letter cards and find pictures whose ending sound matches the phoneme of each selected sound picture card.	K.F.PA.6. a
H5: Three's Enough	Using a strip of five pictures as visual aids, children will identify the ending sound of each pictured item's spoken name and mark the picture with a different ending sound from the other pictures.	K.F.PA.6. a
H6: Find the New Word	Using picture cards as visual aids, children will hear a word spoken in two parts with the ending phoneme separated from the preceding word part, and orally blend the two parts into a whole spoken word.	K.F.PA.6. c
H7: Say the New Word	Without using picture cards as visual aids, children will hear a word spoken in two parts with the ending phoneme separated from the preceding word part, and orally blend the two parts into a whole spoken word.	K.F.PA. 6. c
H8: Build-a-Word Puzzles	Using two-piece jigsaw puzzles, children will connect a puzzle piece of a pictured root word with the appropriate consonant picture sound puzzle piece, orally blend the picture name and the consonant phoneme, and say the newly formed word.	K.F.PA. 6. c
H9: Hidden Word Hunt	Using picture cards as visual aids, children will hear and delete the final phoneme of a spoken word and say the word that remains.	K.F.PA. 6. d
H10: Password	Without using picture cards as visual aids, children will hear and delete the final phoneme of a spoken word and say the word that remains.	K.F.PA. 6. d
H11: Tail End Bingo	Aided by Bingo cards with consonant sound pictures, children will hear a pair of spoken words, identify the beginning phoneme in the first word that is deleted from the beginning of the second word, and determine if the sound picture for that deleted phoneme appears on their individual Bingo card.	K.F.PA. 6. d
H12: Sound Circus	Using digraph picture cards as visual aids, children will recognize the ch, sh, and th digraphs in isolation and verbally match them with their corresponding phonemes.	1. F PA.6.a

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Digraph Sounds		
I1: Touch & Tell: <i>ch, th, and sh</i>	Aided by a game board and picture cards, children will identify the final phoneme of a pictured item and will determine if the last sound of the item matches the phoneme of a particular consonant sound picture on the game board.	K.F.PA.6.a
I2: Touch & Tell: <i>wh and ng</i>	Using digraph sounds picture cards as visual aids, children will recognize the <i>wh</i> and <i>ng</i> digraph sound pictures in isolation and verbally match them with their corresponding phonemes.	1.F.PA.6.a
I3: Quick Pick	Using digraph sounds picture cards, children will hear and repeat the digraph phoneme in a spoken word and match the digraph phoneme to its corresponding sound picture card.	1.F.PA.6.a
I4: Heads or Tails, Part 1	Using picture cards and digraph sounds picture cards as visual aids, children will hear the name of a pictured item, recognize and isolate the digraph phoneme in the word, and decide whether the digraph phoneme comes at the beginning or end of the word.	1.F.PA.6.a
I5: Heads or Tails, Part 2	Using only digraph sounds picture cards as aids, children will hear and isolate the digraph phoneme in a word, decide whether the digraph occurs at the beginning or end of the word, and match the digraph phoneme to its corresponding sound picture card.	1.F.PA.6.a
I6: Sorting Sacks	Aided by picture cards and digraph sounds picture cards, children will say the name of the pictured item, isolate the phoneme digraph, determine whether the phoneme comes at the beginning or the end of the word, and sort the picture into sacks labeled with beginning and ending digraph picture cards.	1.F.PA.6.a

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Connecting Sounds		
J1: Vowel Names	Children will state the names of the five common vowels and match the written lower-case vowels with their spoken names.	K.F. PA.6. b
J2: Connect the Sounds	Children will blend two spoken phonemes together to produce a two-phoneme spoken word. (NOTE: The objective of this lesson is to order and blend sounds into words; it has <u>nothing</u> to do with spelling!)	K.F. PA.6. c
J3: Word Surgery	Using picture cards, manipulatives, and a counting mat, children will hear a two-phoneme spoken word and separate it into two correctly ordered parts.	K.F. PA.6. c
J4: Snap It On: First Sound	Using picture cards, manipulatives, and a counting mat, children will hear a two-phoneme spoken word and separate it into two correctly ordered parts.	K.F. PA.6. c
J5: Snip It Off: First Sound	Using manipulatives and a counting mat for visual aids, children will hear a three-phoneme word, say and count the phonemes in the correct order, and delete the initial phoneme to create a new two-sound word.	K.F. PA.6. d
J6: Snap It On: Last Sound	Using manipulatives and a counting mat for visual aids, children will correctly order the phonemes in a two-phoneme spoken word, then add a new phoneme to the end to create a new three-phoneme word.	K.F. PA.6. d
J7: Snip It Off: Last Sound	Using manipulatives and a counting mat for visual aids, children will say the phonemes in a three-phoneme spoken word in correct order, then delete the last phoneme to create a new two-phoneme spoken word.	K.F. PA.6. d
J8: Bingo Vowel Song	Using manipulatives and a counting mat for visual aids, children will say the phonemes in a three-phoneme spoken word in correct order, then delete the last phoneme to create a new two-phoneme spoken word.	K.F. PA.6. d
J9: Snap or Snip: Last Sound	Using manipulatives and counting mats for visual aids, children will hear, count, and correctly sequence the phonemes in two spoken words to determine which word has more phonemes.	K.F. PA. 6. c
J10: Short Vowel Sounds	Using hand gestures as aids, children will match the five written lower case vowel alphabet sound picture cards with their corresponding short vowel sounds.	K.F. PA.6. b
J11: Bingo Vowel Song	Using a picture, mnemonic, and a song as aids, children will be able to produce the short vowel sounds that correspond to the five major written vowel sound cards.	K.F. PA.6. b
J12: Snatch a Match	Using pictures of CVC words, children will hear the names and say the medial vowel phoneme in two pictured items, determining if their medial vowel sounds match.	K.F.PA.6. a
J13: Turtle Talk	Using sound counting cards as visual aids, children will hear the individual sounds in three-to-five-phoneme spoken words, count the number of phonemes, and blend the phonemes into a spoken word.	K.F. PA.6. c
J14: Hop, Stop & Drop	Children will hear and count the number of sounds in each of two one-syllable spoken words containing three to five phonemes, comparing them to determine which word has more phonemes.	1. F. PA. 6. c
J15: Sneak Preview of Reading NOTE: This lesson is a sneak peak at phonics	Using a work mat with letter sound picture cards as visual aids, children will build a word stem by matching sound picture cards to dictated phonemes, read a word formed by adding a beginning consonant sound picture card corresponding to an initial dictated phoneme, and substitute a new initial sound picture card matching a dictated initial phoneme to form and read new words.	1. F. PA.6. c

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Consonant Blends		
K1: Sticky Sounds	Using markers and a work mat as visual aids, children will hear a two- phoneme (CV) word, use markers to count and order its phonemes, add a consonant phoneme to the beginning of the word, and blend the three phonemes together orally to create a new word with a consonant blend.	K.F.PA.6.d
K2: More Sticky Sounds	Using markers and a work mat as visual aids, children will hear a three- phoneme CVC word, use markers to count and order its phonemes, add a consonant phoneme to the beginning of the word, and blend the four phonemes together orally to create a new word with a consonant blend.	K.F.PA.6.d
K3: Separating Sticky Sounds	Using sound counting markers and a work mat, children will hear a three-sound word with a consonant blend, count and order the three sounds, and delete the first consonant sound in order to form and orally state a new word.	K.F.PA.6.d
K4: Separating More Sticky Sounds	Using sound counting markers and a work mat, children will hear a four-sound word with a consonant blend, count and order the four sounds, and delete the first consonant sound in order to form and orally state a new word.	K.F.PA.6.d
K5: Cut or Paste?	Using sound counting markers and a work mat as visual aids, children will hear two spoken one-syllable words and determine what initial consonant manipulation (addition or deletion) is needed to change the first word to the second word.	K.F.PA.6.d
K6: Sound Store	Using sound markers and a work mat, children will hear, isolate, and add the internal consonant sound of a consonant blend in a spoken, two-phoneme word in order to produce a three-phoneme word.	K.F.PA.6.d
K7: Sound Hound	Using sound markers and a work mat, children will hear, isolate, and delete the internal consonant sound of a consonant blend in a spoken three-phoneme word in order to produce a two-phoneme word.	K.F.PA.6.d

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<p>Beginning Reading *NOTE: The lessons in Module L2-L6 will move from phonemic awareness to beginning reading, using phonics. Therefore it is cross-referenced with foundational Georgia ELA standards for phonics. Option, you may use only the word list and have children respond orally thereby matching ELA K.F.PA.6.d.</p>		
L1: Mat Match	Using picture cards and alphabet letter cards, children will determine if a spoken specified sound in the names of two pictures match, and then match the specified sound in each word to its corresponding lower-case letter cards.	K.F.PA.6. a
L2: Swap Two Sounds	Using lower-case alphabet cards, children will hear the individual sounds in a two-phoneme word, use the corresponding alphabet cards to build and read the printed word, then follow oral instructions to swap the letters and sounds in the word to build and read a new word.	K.F.P.2. a ; K.F.P.3. a
L3: First Sound Swap	Using visual aids, children will hear individual phonemes in a three- sound word, identify and correctly order their corresponding lower-case alphabet letter cards to build the word, read the word, and then swap the initial phoneme sound cards to produce and read a new word.	K.F.P.2. a; K.F.P.3. a
L4: Last Sound Swap	Using visual aids, children will hear individual phonemes in a three- sound word, identify and correctly order their corresponding lower-case alphabet letter cards to build the word, read the word, and then swap the final phoneme sound cards to produce and read a new word.	K.F.P.2. a; K.F.P.3. a
L5: Middle Sound Swap	Using visual aids, children will hear individual phonemes in a three- sound word, identify and correctly order their corresponding lower-case alphabet letter cards to build the word, read the word, and then swap the medial vowel sound card to produce and read a new word.	K.F.P.2. a; K.F.P.3. a
L6: Swap-a-Rama	Using a word mat and lower-case alphabet sound cards as visual aids, children will hear three phonemes, use the appropriate letter cards to build a CVC word, then swap the initial, medial, or final sound letter card that corresponds to a dictated sound to build and read new words.	K.F.P.2. a; K.F.P.3. a