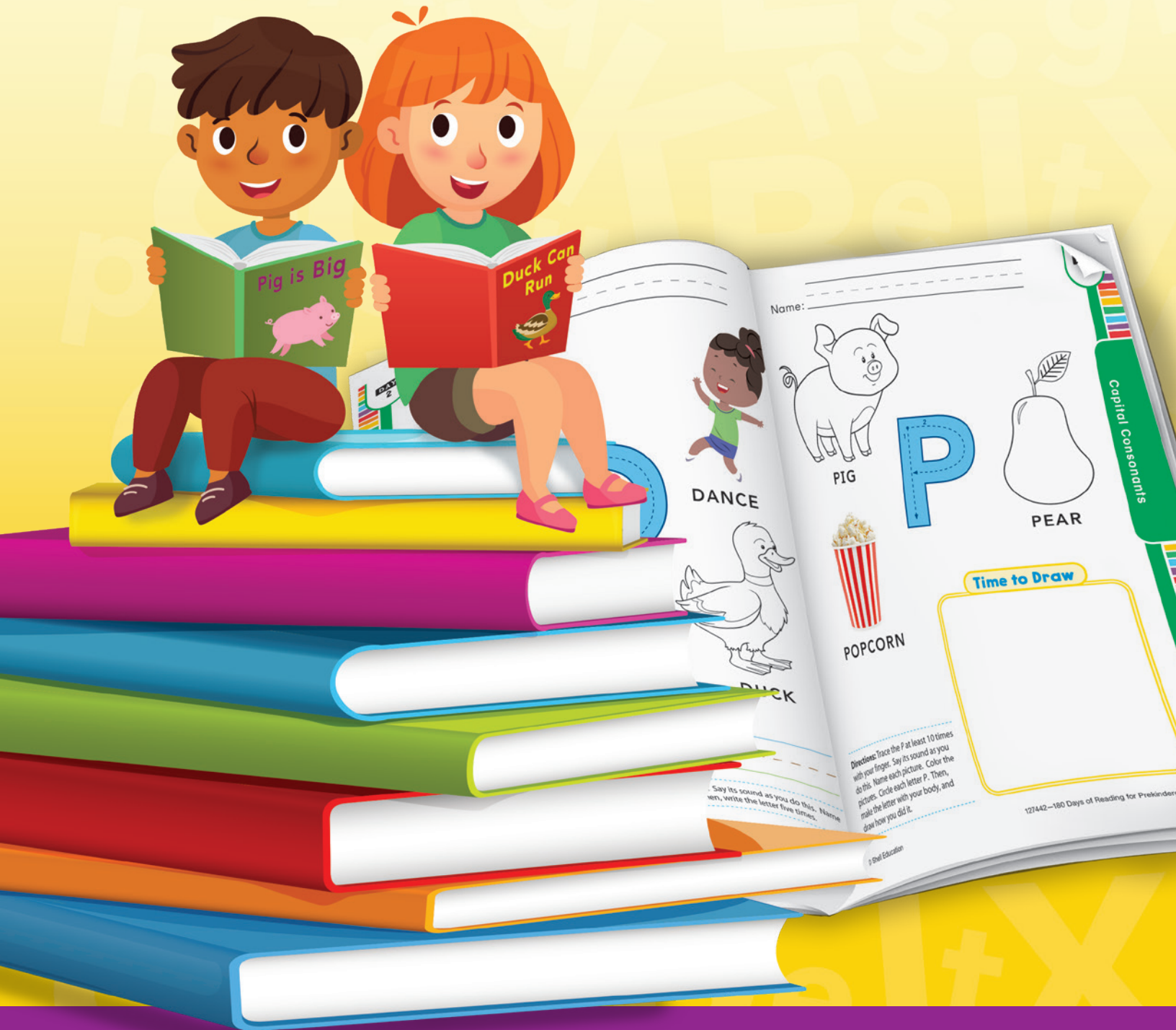


# 180 Days of READING for Prekindergarten



# Table of Contents

<b>Introduction</b> . . . . .	4
What Do the Experts Say? . . . . .	4
How to Use This Book. . . . .	7
Activities Overview . . . . .	10
Standards Correlations . . . . .	14
<b>Alphabet Practice</b> . . . . .	16
Capital Consonants . . . . .	17
Lowercase Consonants . . . . .	38
Long Vowels. . . . .	59
Short Vowels . . . . .	64
Vowels Review . . . . .	69
<b>Concepts of Print</b> . . . . .	74
Left to Right. . . . .	79
Top to Bottom . . . . .	82
Page by Page . . . . .	85
Front of a Book . . . . .	88
Reading Print (Text) . . . . .	91
End-of-Line Return. . . . .	94
One-to-One Match. . . . .	97
Concept of a Letter . . . . .	100
First and Last Letters . . . . .	103
Concept of a Word. . . . .	106
Letters and Sounds Review . . . . .	109
<b>Sounds</b> . . . . .	119
Blending Sounds . . . . .	119
Segmenting Sounds. . . . .	130
Letters and Sounds Review . . . . .	141
<b>High-Frequency Words</b> . . . . .	151
High-Frequency Words . . . . .	152
Reading Simple Words . . . . .	177
<b>Putting It All Together</b> . . . . .	188
Certificate of Completion . . . . .	206
<b>Answer Key</b> . . . . .	207
<b>More for You</b> . . . . .	209
<b>Appendix</b> . . . . .	215
References Cited . . . . .	215
Suggested Websites. . . . .	215
Digital Resources. . . . .	216

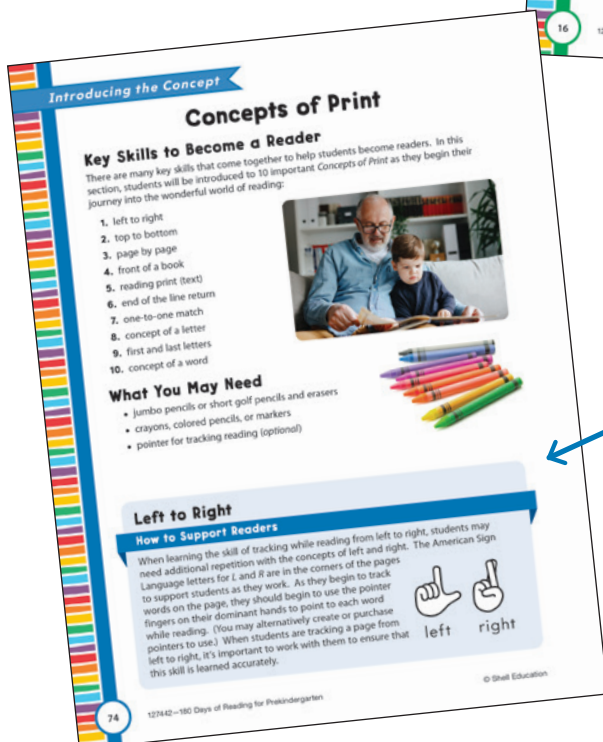
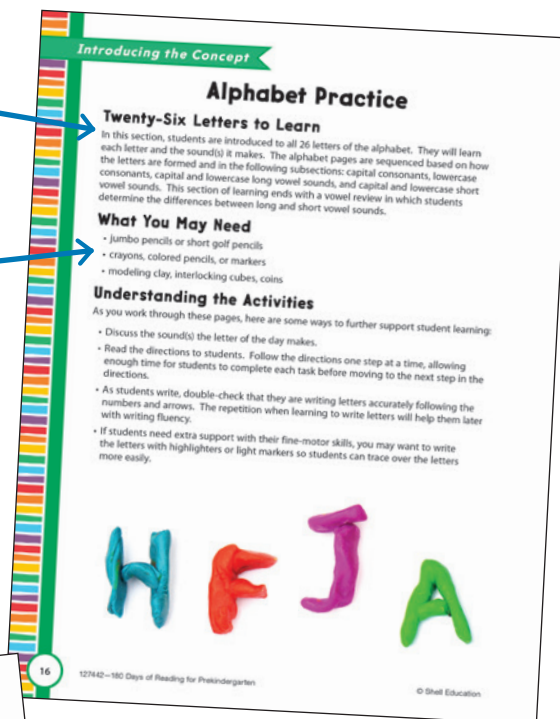
# How to Use This Book

## “Introducing the Concept” Pages

To help teachers and parents/guardians understand each new section in *180 Days of Reading for Prekindergarten*, there will be an “Introducing the Concept” section. These pages will support adults to guide young learners through each topic.

Section overviews explain new concepts covered in the upcoming pages.

Materials lists provide suggestions that will help students as they complete the activities.

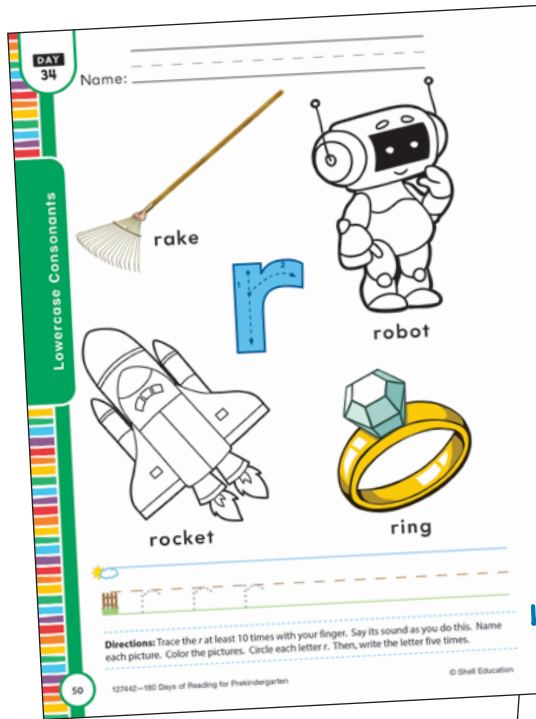


Additional recommendations help teachers and parents/guardians support student learning.

# How to Use This Book *(cont.)*

## Using the Practice Pages

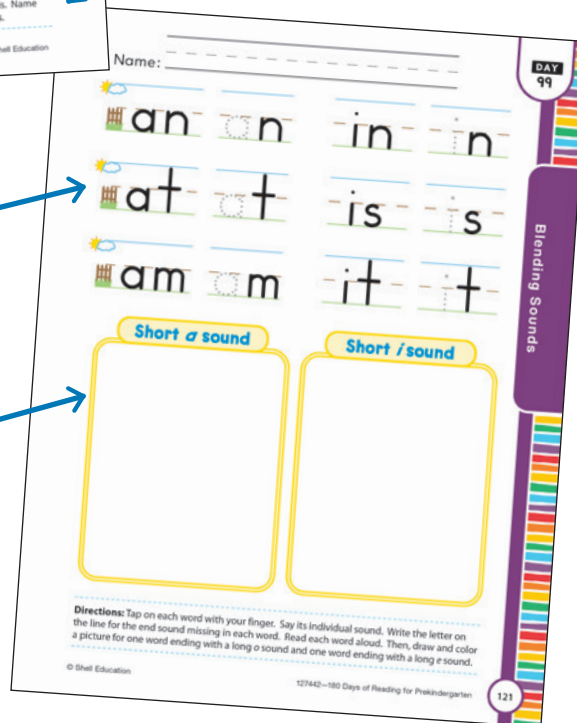
The practice pages in this book provide instructional opportunities for each of the 180 days of the school year. Activities are organized into content themes. Teachers may plan to prepare packets of the practice pages for students. Each day's reading skill is aligned to reading standards that can be found on pages 14–15.



Easy-to-follow directions help adults support students as they complete activities.

Students practice writing letters and words to build fluency and recognition.

Students get multiple opportunities to make words in a variety of ways.



# Standards Correlations

Shell Education is committed to producing educational materials that are research and standards based. To support this effort, this resource is correlated to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependent Schools, and the Canadian provinces. A correlation is also provided for key professional educational organizations.

To print a customized correlation report for your state, please visit our website at [www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations) and follow the online directions. If you require assistance in printing correlation reports, please contact the Customer Service Department at 1-800-858-7339.

## College and Career Readiness Standards

The activities in this book are aligned to the following college and career readiness (CCR) standards:

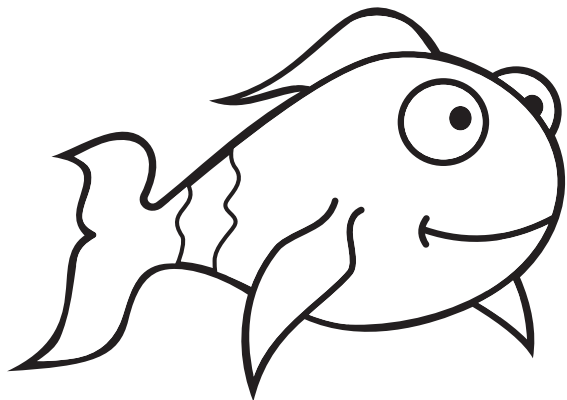
Alphabet Practice (days 1–57)	<p><b>Foundational Skills: Print Concepts</b></p> <ul style="list-style-type: none"> <li>Recognize and name all upper and lowercase letters of the alphabet.</li> </ul> <p><b>Foundational Skills: Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>Know and apply grade-level phonics and word-analysis skills in decoding words.</li> <li>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</li> <li>Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> </ul> <p><b>Foundational Skills: Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</li> </ul>
Concepts of Print (days 58–97)	<p><b>Foundational Skills: Print Concepts</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of the organization and basic features of print.</li> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> </ul> <p><b>Informational Text: Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Identify the front cover of a book.</li> </ul>

Blending and Segmenting Sounds (days 98–127)	<p><b>Foundational Skills: Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• Blend and segment onsets and rimes of single-syllable spoken words.</li> </ul>
High-Frequency Words (days 128–152)	<p><b>Foundational Skills: Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>• Know and apply grade-level phonics and word-analysis skills in decoding words.</li> <li>• Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> </ul>
Reading Simple Words (days 153–162)	<p><b>Foundational Skills: Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>• Recognize and produce rhyming words.</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</li> <li>• Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>
Putting It All Together (days 163–180)	<p><b>Foundational Skills: Fluency</b></p> <ul style="list-style-type: none"> <li>• Read emergent-reader texts with purpose and understanding.</li> </ul>

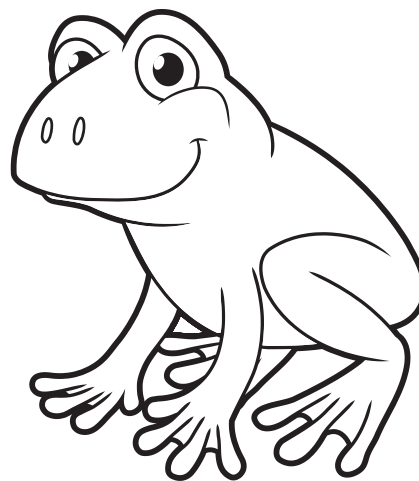
## TESOL and WIDA Standards

In this book, the following English language development standards are met: Standard 1: English language learners communicate for social and instructional purposes within the school setting. Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.

Name: \_\_\_\_\_



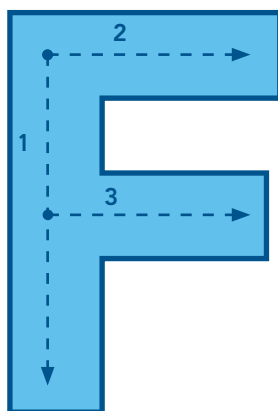
FISH



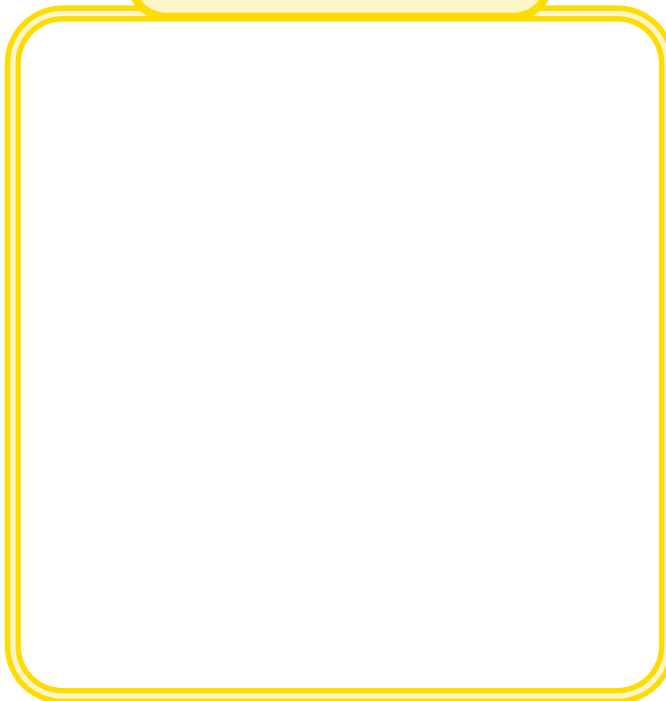
FROG



FAN

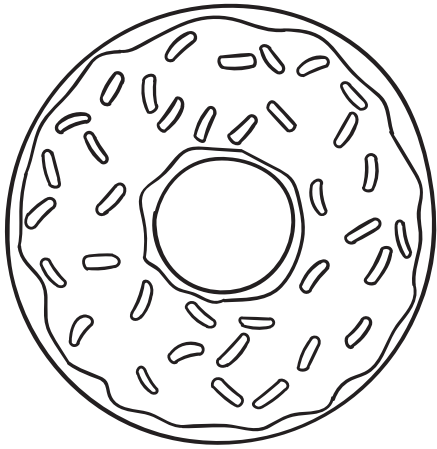


## Time to Draw



**Directions:** Trace the *F* at least 10 times with your finger. Say its sound as you do this. Name each picture. Color the pictures. Circle each letter *F*. Then, go on a scavenger hunt to find objects that begin with the *F* sound, and draw one of the objects.

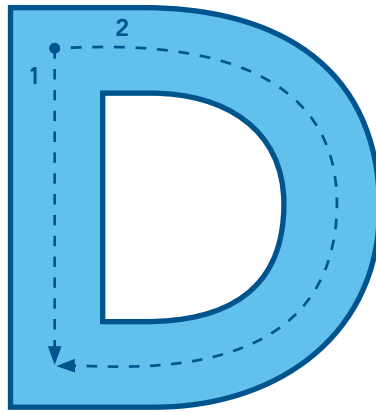
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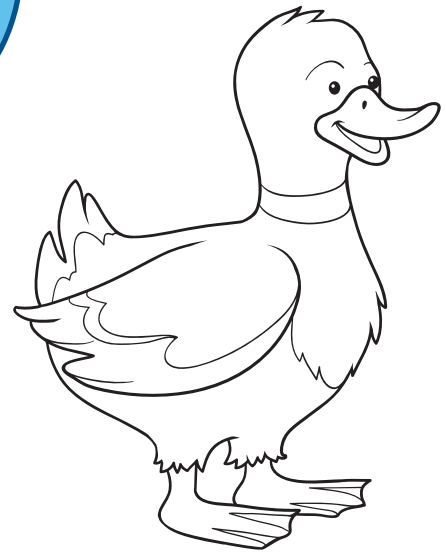
DOUGHNUT



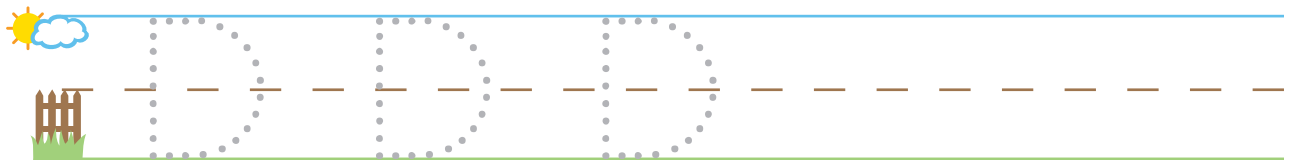
DANCE



DOOR



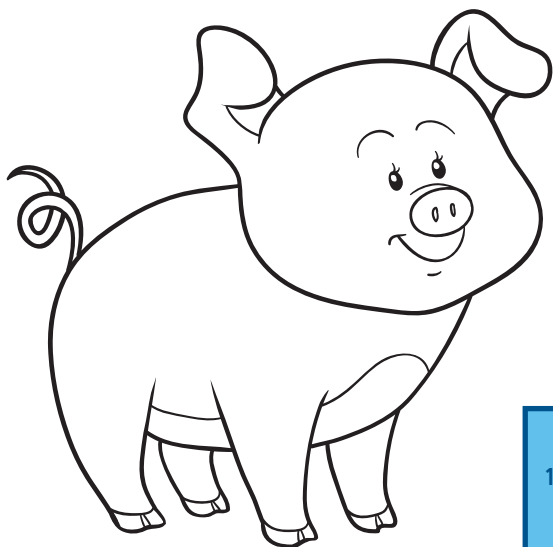
DUCK



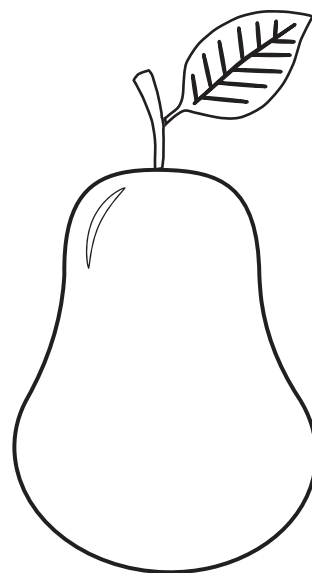
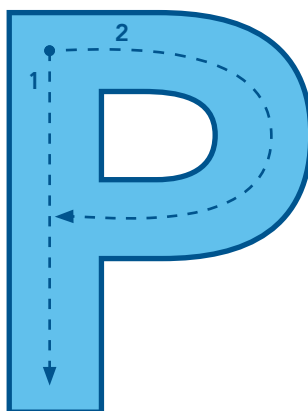
**Directions:** Trace the *D* at least 10 times with your finger. Say its sound as you do this. Name each picture. Color the pictures. Circle each letter *D*. Then, write the letter five times.



Name: \_\_\_\_\_



PIG

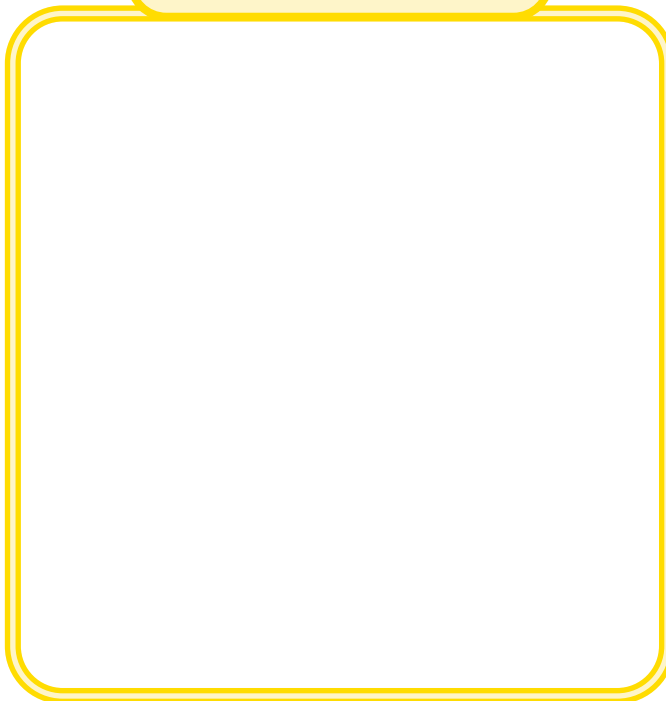


PEAR



POPCORN

Time to Draw



**Directions:** Trace the *P* at least 10 times with your finger. Say its sound as you do this. Name each picture. Color the pictures. Circle each letter *P*. Then, make the letter with your body, and draw how you did it.

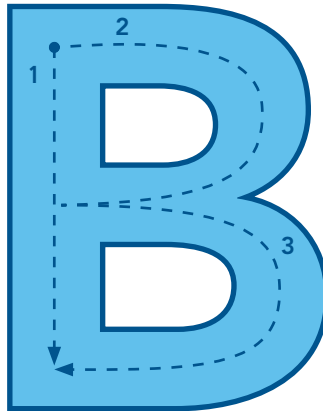
Name: \_\_\_\_\_



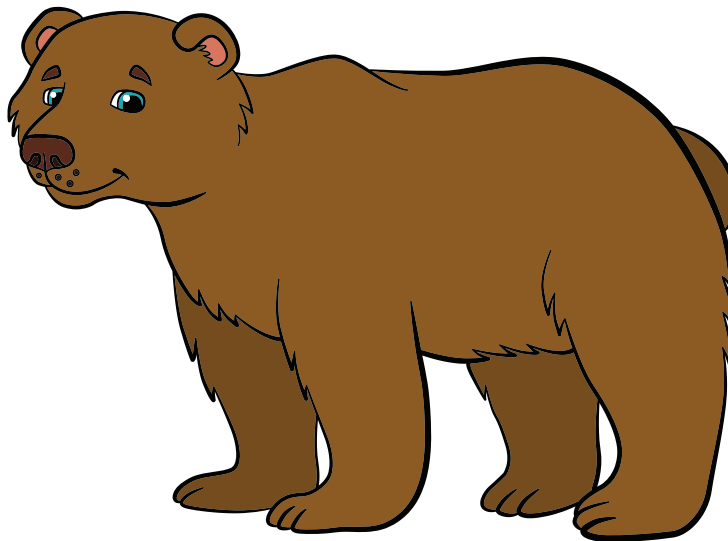
BAT



BUBBLES



BASKETBALL



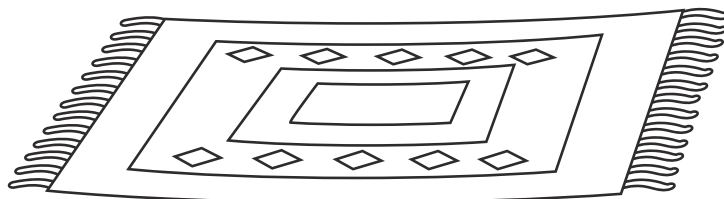
BEAR

**Directions:** Trace the *B* at least 10 times with your finger. Say its sound as you do this. Name each picture. Color the pictures. Circle each letter *B*. Then, cover the letter with small objects.

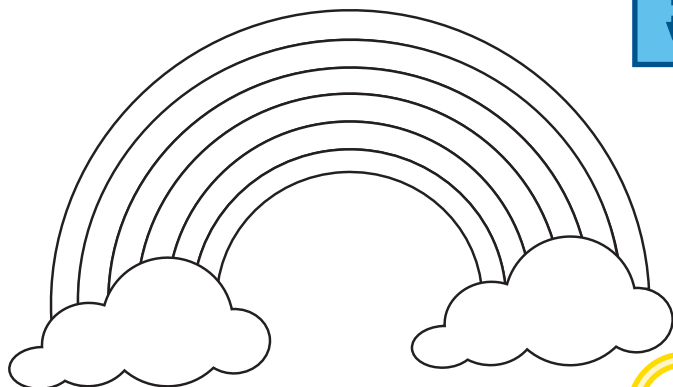
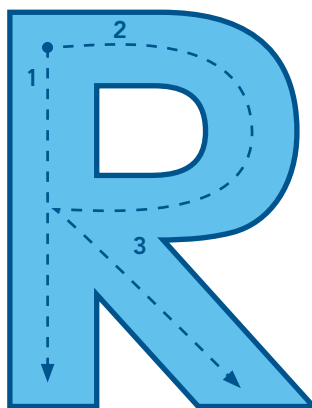
Name: \_\_\_\_\_



READ

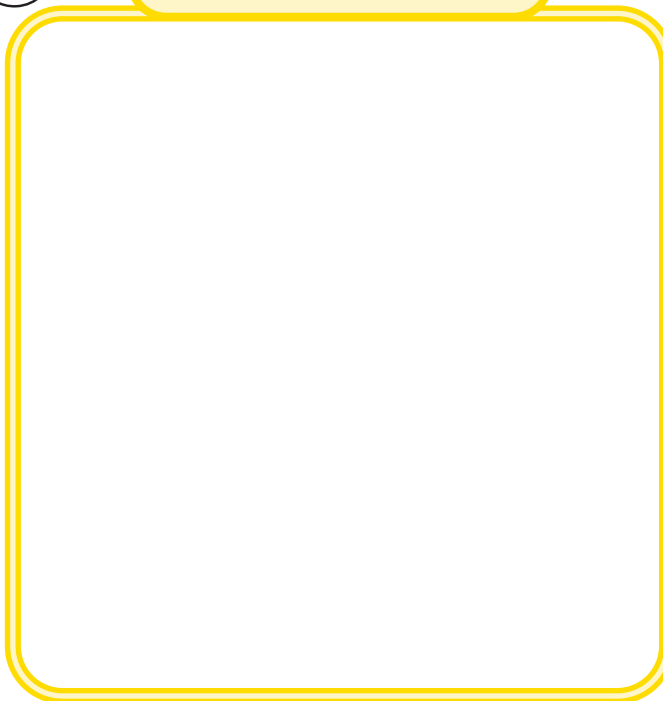


RUG



RAINBOW

Time to Draw



**Directions:** Trace the *R* at least 10 times with your finger. Say its sound as you do this. Name each picture. Color the pictures. Circle each letter *R*. Then, go on a scavenger hunt to find objects that begin with the *R* sound, and draw one of the objects.