Phonics

In this unit, students will read with sufficient

accuracy and fluency to support comprehension.

They will continuously gain knowledge of language

through speaking, reading, and writing. They will

also learn the meaning of words through an array

of strategies.

Phonics and Word Recognition
RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency
RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

Knowledge of Language
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use
L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Lesson 1: Phonics: blend words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 2:** Phonics: blend words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 3:** Phonics: blend words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 4:** Phonics: blend words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 5:** Phonics: blend words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**
Lesson 6: Phonics: blend words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 7:** Phonics: blend words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 8:** Phonics: blend words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 9:** Phonics: blend words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 10:** Phonics: blend words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**
Lesson 11: Phonics: blend VCe words with long a, i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 12:** Phonics: blend VCe words with long a, i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 13:** Phonics: blend VCe words with long a, I and consonants c /k/, g /g/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 14:** Phonics: blend VCe words with long a, I and consonants c /k/, g /g/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 15:** Phonics: blend VCe words with long a, I and consonants c /k/, g /g/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**
Lesson 16: Phonics: blend CV, VCe words with long o, e, u (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 17:** Phonics: blend CV, VCe words with long o, e, u (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 18:** Phonics: blend CV, VCe words with long o, e, u (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 19:** Phonics: blend CV, VCe words with long o, e, u (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 20:** Phonics: blend CV, VCe words with long o, e, u (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Lesson 21: Phonics: blend CVC, VCe words with short and long vowels (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 22:** Phonics: blend CVC, VCe words with short and long vowels (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 23:** Phonics: blend CVC, VCe words with short and long vowels (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 24:** Phonics: blend CVC, VCe words with short and long vowels (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 25:** Phonics: blend CVC, VCe words with short and long vowels (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**
Lesson 26: Phonics: blends with l, r, s (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 27:** Phonics: blends with l, r, s (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 28:** Phonics: blends with l, r, s (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 29:** Phonics: blends with l, r, s (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 30:** Phonics: blends with l, r, s (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**
Lesson 31: Phonics: blends st, sk, nd, nt, ft, xt, mp, ng, nk (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 32:** Phonics: blends st, sk, nd, nt, ft, xt, mp, ng, nk (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 33:** Phonics: blends st, sk, nd, nt, ft, xt, mp, ng, nk (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 34:** Phonics: blends st, sk, nd, nt, ft, xt, mp, ng, nk (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	**Lesson 35:** Phonics: blends st, sk, nd, nt, ft, xt, mp, ng, nk (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**
Lesson 36: Phonics: double final consonants (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 37:** Phonics: double final consonants (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 38:** Phonics: double final consonants (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 39:** Phonics: double final consonants (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 40:** Phonics: double final consonants (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**
Lesson 41: Phonics: consonant digraphs (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 42:** Phonics: consonant digraphs (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 43:** Phonics: consonant digraphs (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 44:** Phonics: consonant digraphs (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**	**Lesson 45:** Phonics: consonant digraphs (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), **Daily Instructional Task (L.2.3)**

Lesson 1: Phonics: blend words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short *a* and *i.*

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC words.

2. I can blend CVC words with short a and i and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z.

3. I can correctly write dictated words.

Part 1: Direct Instruction

1. **I Do:** Model for students how you write and say the short vowel sound a. Model writing the letter and saying the sound.

2. **Display the letter Aa card.** Model for students how to say and write the short a sound. As you write the letter Aa say Aa (a) like in alligator, apple, mat, Anna.

3. **We Do**: Next, have students practice writing the letter a and saying the short vowel sound. Have them write the letter and say the sound. Use Manuscript Aa page from HMH.

4. **I Do**: Model for students how you write and say these consonant letter-sounds: m, s, t, b, n, d, p, c /k/, r, k, and s/z/.

5. **We Do**: Next, have students practice writing the letters m, s, t, b, n, d, p, c /k/, r, k, and s/z and saying the sound. Have them write each letter and say the sound. Follow the same directions as described in #2. Use manuscript pages from HMH for these letters.

Handwriting Model

▶ Trace and write the letters.

A A A

a a a

1. **I Do**: Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Model for students how you blend letter sounds together to read words. Display the letter cards: m, a, n.

2.

m a n

Ask students what letter sound the short a makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally.

1. **You Do**: Have students practice this blending task with these words: cab, pat, tab. Provide feedback as students begin to apply it independently.

2. Repeat the entire process for short i. Follow the same directions as described in #2. Use the letter card and the manuscript page from HMH.

d i p

d i p →

d i p →

3. Have students practice hearing and blending short i words: tip, bit, rip

You Do: Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **nap, tan, kid, pan, map, sit, rim, cat, sip, bin,**

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing short a and short i sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write short a CVC words and short i CVC words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Short a and Short i Practice

Practice sorting words by short vowel sound. Practice writing spelling words. Worksheet; Spelling Words list; Spelling & Handwriting Worksheet

Center 2: Decodable Text

1. Read decodable text, In a Jam.

2. Then read it to your partner.

3. Then listen to your partner read it to you.

Center 3: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: dad, big, had, mad, lip, pat, fit, pad, amp, tip

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 2: Phonics: blend words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
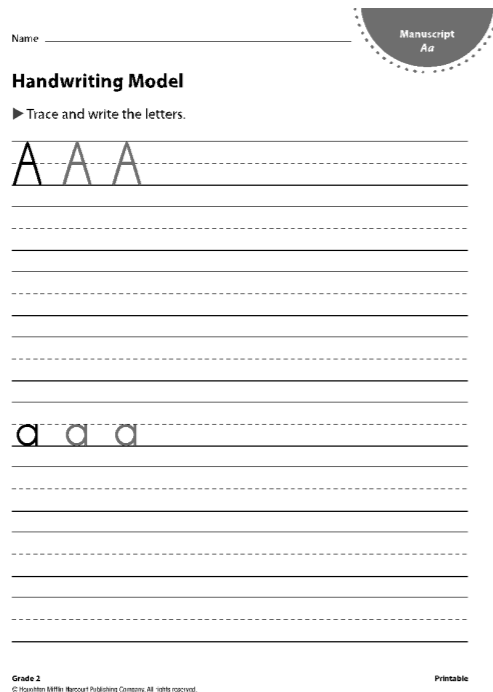
Learning Intentions:

1. I am learning the sound spellings for short *a* and *i.*

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC words.

2. I can blend CVC words with short a and i and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z.

3. I can correctly write dictated words.

Part 1: Direct Instruction

1. **I Do:** Model for students how you write and say the short vowel sound a. Model writing the letter and saying the sound.

2. **Display the letter Aa card.** Model for students how to say and write the short a sound. As you write the letter Aa say Aa (a) like in alligator, apple, mat, Anna.

3. **We Do**: Next, have students practice writing the letter a and saying the short vowel sound. Have them write the letter and say the sound. Use Manuscript Aa page from HMH.

4. **I Do**: Model for students how you write and say these consonant letter-sounds: m, s, t, b, n, d, p, c /k/, r, k, and s/z/.

5. **We Do**: Next, have students practice writing the letters m, s, t, b, n, d, p, c /k/, r, k, and s/z and saying the sound. Have them write each letter and say the sound. Follow the same directions as described in #2. Use manuscript pages from HMH for these letters.

Handwriting Model

▶ Trace and write the letters.

A A A

a a a

1. **I Do**: Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Model for students how you blend letters and sounds together to read words. Display the letter cards: t, a, p. Ask students what letter sound the short a makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally.
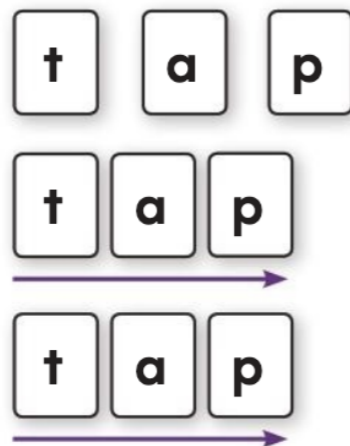
1. **You Do**: Have students practice this blending task with these words: cab, sat, nip, kid, and rim. Provide feedback as students begin to apply it independently.

You Do: Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **tip, yam, spin, wit, can, mat, his, span, hid, brag**

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing short a and short i sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write short a CVC words and short i CVC words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Short a and Short i Practice

Practice sorting words by short vowel sign. Practice writing spelling words. Worksheet; Spelling Words list; Spelling & Handwriting Worksheet

Center 2: Decodable Text

1. Read decodable text, *In a Jam*.

2. Then read it to your partner.

3. Then listen to your partner read it to you.

Center 3: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: A glad man hid in a tan bin. I had a mask. It is flat.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 3: Phonics: blend words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short *a* and *i.*

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC words.

2. I can blend CVC words with short a and i and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z.

3. I can correctly write dictated words.

Part 1: Direct Instruction

1. **I Do:** Model for students how you write and say the short vowel sound a. Model writing the letter and saying the sound.

2. **Display the letter Aa card.** Model for students how to say and write the short a sound. As you wrote the letter Aa say Aa (a) like in alligator, apple, mat, Anna.

3. **We Do**: Next, have students practice writing the letter a and saying the short vowel sound. Have them write the letter and say the sound. Use Manuscript Aa page from HMH.

4. **I Do**: Model for students how you write and say these consonant letter-sounds: m, s, t, b, n, d, p, c /k/, r, k, and s/z/.

5. **We Do**: Next, have students practice writing the letters m, s, t, b, n, d, p, c /k/, r, k, and s/z and saying the sound. Have them write each letter and say the sound. Follow the same directions as described in #2. Use manuscript pages from HMH for these letters.

6. **I Do**: Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students.

Handwriting Model

▶ Trace and write the letters.

A A A

a a a

1. Demonstrate how to blend. Model for students how you blend letters sounds together to read words. Display the letter cards: n, a, p, k, i, n. Ask students what letter sound the short a makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat for second syllable (kin).

2. **We Do**: Have students practice this blending task by displaying Blend and Read 1.2. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read

❶ pat	hip	hat	pit	nip	catnip
❷ cab	can	quit	attic	fib	zigzag
❸ am	six	man	pin	fit	hatpin
❹ nap	visit	sat	bag	big	picnic
❺ magic	panic	timid	valid	rapid	

❻ Kim dips and digs in the jam.

❼ Kim, you can not have jam.

❽ Dan can fit the jam in his big bag.

1. **You Do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **dam, glad, hit, ran, this, slid, tax, kiss, cast, king**

Part 2: Practice/Centers

Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing short a and short i sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write short a CVC words and short i CVC words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Short a and Short i Practice

Pages 6 and 7 from Know It, Show It pages, Unit 1.

Center 2: Decodable Text

1. Read decodable text, In a Jam.

2. Then find words that rhyme with the word **jam** and **fig**. Write them in your notebook.
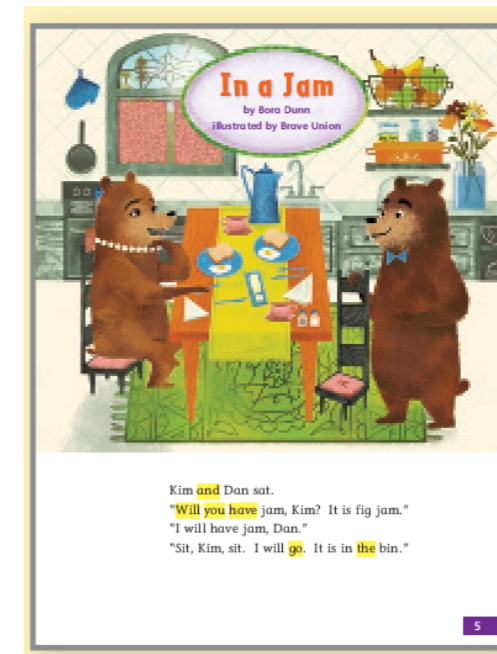
Kim and Dan sat.
"Will you have jam, Kim? It is fig jam."
"I will have jam, Dan."
"Sit, Kim, sit. I will go. It is in the bin."

Center 3: Lexia

1. Complete lesson determined via the software.

Part 3: Daily Instructional Task

1. Dictate these sentences: Sis and Pam had a picnic with Dad. Sis and Dad had jam. I can sip it.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task well, include them in the TTT for the next day. Make note of any high frequency words students were unable to write.

Lesson 4: Phonics: blend words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short *a* and *i.*

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z.

Success Criteria:

1. I can use my knowledge of phonics to self-correct reading errors and improve my reading accuracy.

2. I can blend CVC words with short a and i and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z.

3. I can correctly write dictated words.

Part 1: Direct Instruction

1. **I Do**: Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, *In a Jam*. Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the prompting in HMH (Does it look right? Make sense?), ask students to **look at each letter in the word** and blend them together using what they know about letter sounds. Teach them to apply what you have been teaching.

2. **We Do:** Have children partner read page 6 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.

3. **I Do:** Model for students how you blend letters sounds together to read words. Display the letter cards: c, a, t, n, i, p. Ask students what letter sound the short a makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat for second syllable (nip).

c a t n i p

1. **We Do**: Have students practice this blending task by displaying Blend and Read 1.2. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 1.2

Blend and Read

1. pat   hip   hat   pit   nip   catnip
2. cab   can   quit   attic   fib   zigzag
3. am   six   man   pin   fit   hatpin
4. nap   visit   sat   bag   big   picnic
5. magic   panic   timid   valid   rapid
6. Kim dips and digs in the jam.
7. Kim, you can not have jam.
8. Dan can fit the jam in his big bag.

1. **You Do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **skip, bath, ask, dash, his, kick, tax, cast, sling**

Part 2: Practice/Centers

Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing short a and short i sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write short a CVC words and short i CVC words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

5. Have students complete Know It, Show It Pages. Remind them to say the sounds as they write.

Center 1: Short a and Short i Practice and Reading

1. Complete pages 6 and 7 from Know It, Show It pages, Unit 1.

2. Practice reading this page from *Jam Bandit.*

1. pat	hip	hat	pit	nip	catnip
2. cab	can	quit	attic	fib	zigzag
3. am	six	man	pin	fit	hatpin
4. nap	visit	sat	bag	big	picnic
5. magic	panic	timid	valid	rapid	

6. Kim dips and digs in the jam.

7. Kim, you can not have jam.

8. Dan can fit the jam in his big bag.

Center 2: Decodable Text

1. Read decodable text, *Jam Bandit*.
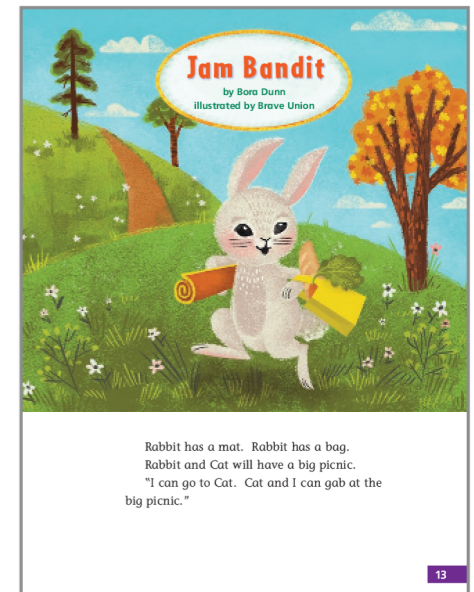
2. Then read it to your partner.

3. When you self-correct, look at each letter in the word and blend the sounds together.

4. Then listen to your partner read it to you.

5. Practice reading this page:

1. pat	hip	hat	pit	nip	catnip
2. cab	can	quit	attic	fib	zigzag
3. am	six	man	pin	fit	hatpin
4. nap	visit	sat	bag	big	picnic
5. magic	panic	timid	valid	rapid	

6. Kim dips and digs in the jam.

7. Kim, you can not have jam.

8. Dan can fit the jam in his big bag.

Center 3: Lexia

1. Complete lesson determined via the software.

Part 3: Daily Instructional Task

1. Have students write these words: bandit, car, in, pan, dad, last, ship, fix, flat, glib

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task well, include them in the TTT for the next day.

Lesson 5: Phonics: blend words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short *a* and *i.*

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC words with short *a* and *i* and consonants m, s, t, b, n, d, p, c /k/, r, k, and s/z.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC words.

2. I can read decodable texts fluently.

3. I can blend CVC words with short a and i.

4. I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of short a and i sounds through a spelling and dictation tasks.

2. Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

3. Dictation Task: The tan napkin has a big rip in it. I am glad it can be fixed.

4. Give one point for each correctly spelled word. Total possible points is 34.

A+ = 33-34	A = 31-32	B+ = 29-30	B =27-28
C+ = 25-26	C = 23-24	D = 21-22	F/Do Over= 20

Part 2: Reading Decodable Texts (RF.2.3, 2.4)

1. Invite students to partner read, *In a Jam* and *Jam Bandit*.

2. Spend time during this period listening to students read the decodable texts: *In a Jam* and *Jam Bandit*.

3. Record your findings.

DICTATION SENTENCES

BASIC

1. **sad** The opposite of happy is *sad*.
2. **bit** He *bit* into a cracker.
3. **jam** I like *jam* on toast.
4. **glad** She is *glad* Grandma is here.
5. **list** Write your words in a *list*.
6. **win** Will the team *win* the game?
7. **flat** The car had a *flat* tire.
8. **if** I'll miss you *if* you go away.
9. **fix** Mom can *fix* my broken bike.
10. **rip** She has a *rip* in her pants.
11. **kit** I made a model car from a *kit*.
12. **mask** He wore a *mask* to the party.

REVIEW

13. **as** I'm not *as* tall *as* he is.
14. **his** The new car was *his*.
15. **clap** The baby can *clap* her hands.
16. **chip** Jim ate a veggie *chip*.

CHALLENGE

17. **picnic** We had a *picnic* in the park.
18. **sandwich** She ate a *sandwich*.

1. sad   10. _____
2. bit   11. _____
3. jam   12. _____
4. glad   13. _____
5. _____   14. _____
6. _____   15. _____
7. _____   16. _____
8. _____   17. _____
9. _____   18. _____

Lesson 6: Phonics: blend words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z (RF.2.3, RF.2.4), Centers (L.2.3, L. 2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short *o, u,* and *e.*

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC, CCVC, CVCC words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC words.

2. I can blend CVC and CCVC words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z.

3. I can correctly write dictated words.

Part 1: Direct Instruction

1. **I Do:** Model for students how you write and say the short vowel sound o. Model writing the letter and saying the sound.

2. **Display the letter Oo card.** Model for students how to say and write the short a sound. As you write the letter Oo say Oo (o) like in octopus. Repeat for short u and e.

3. **We Do**: Next, have students practice writing the letter o, u, and e and saying the short vowel sound. Have them write the letter and say the sound. Use Manuscript page from HMH.

4. **I Do**: Model for students how you write and say these consonant letter-sounds: f, g, l, h, w, j, y, v, qu /kw/, x and z.

5. **We Do**: Next, have students practice writing the letters f, g, l, h, w, j, y, v, qu /kw/, x and z and saying the sound. Have them write each letter and say the sound. Follow the same directions as described in #2. Use manuscript pages from HMH for these letters.

1. **I Do**: Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Model for students how you blend letters sounds together to read words. Display the letter cards: j u g.

   j u g

   j u g

   j u g

2. Ask students what letter sound the short u makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally.

3. **We Do**: Have students practice this blending task with these words: quiz, log, ox, yes. Provide feedback as students begin to apply it independently.

4. **You Do:** Have students practice hearing and blending these words: hug, fed, log, ox, yes, wet, Val, lot, quiz, zap, jet

5. Assess: Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: cup, nip, let, bug, tab, stub, mob, spot, sled, test

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing short o, u, and e sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write short o, u, and e CVC and CCVC and CVCC words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Short o ,u, e Practice

1. Practice sorting words by short vowel.

2. Practice writing spelling words. Worksheet; Spelling Words list; Spelling & Handwriting Worksheet

Center 2: Decodable Text

1. Read decodable text, The Red Van.

2. Remember to self-correct by studying the letters in the word and blending the sounds together.

3. Then read it to your partner.

4. Then listen to your partner read it to you.

Dad, Ken, and Max get a red van. The van has gas, but it **does** not run.
"It is a sad van, Dad! It is on, but it cannot run, and it has mud on it!"
"It is not a bad van, Ken. It is not sad. I can fix it. I can get it to run."

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Center 3: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: dad, big, had, mad, lip, pat, fit, pad, amp, tip

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 7: Phonics: blend words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z (RF.2.3, RF.2.4), Centers (L.2.3, L. 2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short *o, u,* and *e.*

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC , CCVC, CVCC words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z.

5. I am learning that knowing letters sounds (decoding) can help me read fluently.

Success Criteria:

1. I can read fluently.

2. I can use my knowledge of phonics to decode CVC words.

3. I can blend CVC, CCVC, CVCC words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z.

4. I can correctly write dictated words.

Part 1: Direct Instruction Fluency

1. **I Do:** Model for students how good readers read aloud.

2. Show students the Anchor Chart you have created (Fluent Readers:) Explain that you will be reading aloud to them and they will be helping you to determine what fluent reader do while reading

3. **Display [The Red Van].** Model for students how you effectively read the text. Ask then to notice what good reading sounds like as you read. Stop after page 23 and make an anchor chart to capture the noticings.

   - sound like they are talking when they read,
   - read at a steady pace,
   - do not rush when reading,
   - pronounce words using phonics to help decode,
   - don not have long pauses as they read aloud,
   - pays attention to punctuation.

   Continue reading the text to the end, be sure to read some of the text too fast and ask students what they noticed. Were they able to understand you? The text? Â Add reading at a steady rate or not reading too fast to the anchor chart. Add any other information to the chart.

1. **We Do**: Return to the text and reread it. This time echo read page 21. Choral read page 21.

2. **You Do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **red, van, job, get, sun, hot, mud, fun, men, cannot**

Part 2: Practice/Centers

Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing short o, u, and e sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write short o, u, and e CVC and CCVC and CVCC words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Short o, u, e Practice and Reading

1. Complete pages 16 -18 from Know It, Show It pages, Unit 1.

Center 2: Decodable Text

1. Read decodable text, _The Red Van_.

2. Then read it to your partner.

3. Then listen to your partner read it to you.

4. If your partner gets stuck on a word help your partner to sound out the word by blending each sound.

Center 3: Lexia Computer

1. Determined by computer software.

Part 3: Daily Instructional Task

1. Dictate these sentences: A fox dug a den and hid in it. It was snug.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 8: Phonics: blend words with short _o, u, e_ and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z (RF.2.3, RF.2.4), Centers (L.2.3, L. 2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short _o, u,_ and _e._

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC and CCVC words with short _o, u, e_ and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC words.

2. I can blend CVC and CCVC words with short _o, u, e_ and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z.

3. I can correctly write dictated words.

Part 1: Direct Instruction

1. **I Do:** Model for students how you write and say the short vowel sound a. Model writing the letter and saying the sound.

2. **Display the letter Aa card.** Model for students how to say and write the short a sound. As you wrote the letter Aa say Aa (a) like in alligator, apple, mat, Anna.

3. **We Do**: Next, have students practice writing the letter a and saying the short vowel sound. Have them write the letter and say the sound. Use Manuscript Aa page from HMH.

4. **I Do**: Model for students how you write and say these consonant letter-sounds: m, s, t, b, n, d, p, c /k/, r, k, and s/z/.

5. **We Do**: Next, have students practice writing the letters m, s, t, b, n, d, p, c /k/, r, k, and s/z and saying the sound. Have them write each letter and say the sound. Follow the same directions as described in #2. Use manuscript pages from HMH for these letters.

1. **I Do**: Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Model for students how you blend letters sounds together to read words. Display the letter cards: v,e,l,v,e,t. Ask students what letter sound the short e makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat for second syllable (vet).

2. **We Do**: Have students practice this blending task by displaying Blend and Read It 1.5. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

3. **You Do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **bit, sub, fun, pen, job, rib, pig, submit, happen**

Part 2: Practice/Centers

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing short o, u, and e sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write short o, u, and e CVC and CCVC and CVCC words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

5. Have students complete Know It, Show It Pages. Remind them to say the sounds as they write.

Center 1: Short a and Short i Practice

1. Complete pages 16 -18 from Know It, Show It pages, Unit 1.

2. Practice reading this page from *The Red Van*.

1. ten	pen	sunset	puppet	run	lot
2. dug	leg	velvet	magnet	dog	sun
3. cat	fan	napkin	catnap	hit	limit
4. bat	man	rabbit	picnic	habit	bin
5. jut	lag	absent	dentist	ticket	trim

6. Did Dad get the van to run?

7. Dad left Ken and Max a fun job.

8. Ken and Max wash and wax the van.

Center 2: Decodable Text

1. Read decodable text, _The Red Van_ to a partner.

2. Listen and coach your partner as s/he reads the text.

3. Then find words that rhyme with the word **hot** and **van** Write them in your notebook.

4. Write at least two words you know that rhyme with hot and 2 words that rhyme with van.

Center 3: Lexia Computer
1. Complete lesson determined via the software.

Part 3: Daily Instructional Task

1. Dictate these sentences: _Did Dad get the van to run? Dad left Ken and Max a fun job._

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task well, include them in the TTT for the next day. Make note of any high frequency words students were unable to write.

Lesson 9: Phonics: blend words with short _o, u, e_ and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short _o, u,_ and _e._

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC and CCVC words with short _o, u, e_ and consonants f, g,l, h, w, j, y, v, qu /kw/, x and z.

5. I am learning how to read fluently.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC words.

2. I can blend CVC and CCVC words with short _o, u, e_ and consonants f, g,l, h, w, j, y, v, qu /kw/, x and z.

3. I can correctly write dictated words.

4. I can read fluently.

Part 1: Direct Instruction

1. **I Do**: Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Model for students how you blend letters sounds together to read words. Display the letter cards: p, i ,g, p,e, n. Ask students what letter sound the short a makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat for second syllable (pen).

<div align="center">

p i g p e n

Repeat with h, a, p, p, e, n

Repeat with m, i ,s, h, a, p

</div>

2. **We Do**: Have students practice this blending task by displaying Blend and Read 1.2. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 1.2

Blend and Read

① pat   hip   hat   pit   nip   catnip
② cab   can   quit   attic   fib   zigzag
③ am   six   man   pin   fit   hatpin
④ nap   visit   sat   bag   big   picnic
⑤ magic   panic   timid   valid   rapid
⑥ Kim dips and digs in the jam.
⑦ Kim, you can not have jam.
⑧ Dan can fit the jam in his big bag.

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3. **You Do**: Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **hat, pen, pig, pin, happen, pigpen, hatpin**

Part 2: Practice/Centers

Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing short o, u, and e sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write short o, u, and e CVC and CCVC and CVCC words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

5. Have students complete Know It, Show It Pages. Remind them to say the sounds as they write.

Center 1: Short o, u, e Practice and Reading

1. Complete page 21 from Know It, Show It pages, Unit 1.

2. Practice reading this page from *Picnic Fun.*

1.	ten	pen	sunset	puppet	run	lot
2.	dug	leg	velvet	magnet	dog	sun
3.	cat	fan	napkin	catnap	hit	limit
4.	bat	man	rabbit	picnic	habit	bin
5.	jut	lag	absent	dentist	ticket	trim

6. Did Dad get the van to run?

7. Dad left Ken and Max a fun job.

8. Ken and Max wash and wax the van.

Center 2: Decodable Text

1. Read decodable text, *Picnic Fun*.

2. Then read it to your partner.

3. Then listen to your partner read it to you.

4. Practice reading this page:

1.	ten	pen	sunset	puppet	run	lot
2.	dug	leg	velvet	magnet	dog	sun
3.	cat	fan	napkin	catnap	hit	limit
4.	bat	man	rabbit	picnic	habit	bin
5.	jut	lag	absent	dentist	ticket	trim

6. Did Dad get the van to run?

7. Dad left Ken and Max a fun job.

8. Ken and Max wash and wax the van.

Center 3: Lexia Computer

1. Complete lesson determined via the software.

Part 3: Daily Instructional Task

1. Have students write these words: bandit, car, in, pan, dad, last, ship, fix, flat, glib

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task well, include them in the TTT for the next day.

Lesson 10: Phonics: blend words with short *o, u, e* and consonants f, g, l, h, w, j, y, v, qu /kw/, x and z (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short *o, u,* and *e.*

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC and CCVC words with short *o, u, e* and consonants f, g,l, h, w, j, y, v, qu /kw/, x and z.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC words.

2. I can blend CVC and CCVC words with short *o, u, e* and consonants f, g,l, h, w, j, y, v, qu /kw/, x and z.

3. I can correctly write dictated words.

4. I can read decodable texts fluently.

Part 1: Assessment

1. Assess students' knowledge of short o, u, and e through spelling and dictation tasks.

2. Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

3. Dictation Task: I cannot sit in the van with a jar of jam. I like jam a lot.

4. Give one point for each correctly spelled word. Total possible points is 34.

DICTATION SENTENCES

BASIC
1. **yes** The opposite of no is *yes.*
2. **job** My *job* is to do the dishes.
3. **hug** Mom gave me a *hug.*
4. **rest** The tired boy will *rest* now.
5. **frog** A *frog* can hop.
6. **hum** *Hum* the song with me.
7. **left** The opposite of right is *left.*
8. **melt** The ice will *melt* in the heat.
9. **plum** The *plum* is ripe and juicy.
10. **shut** The door was *shut,* not open.
11. **net** She caught a fish in the *net.*
12. **dot** A period looks like a *dot.*

REVIEW
13. **glad** She is *glad* Grandma is here.
14. **fix** Mom can *fix* my broken bike.
15. **jam** I like *jam* on toast.
16. **list** Write your words in a *list.*

CHALLENGE
17. **puddle** Ducks splash in a *puddle.*
18. **helmet** A biker wears a *helmet.*

1. yes	10.
2. job	11.
3. hug	12.
4. rest	13.
5.	14.
6.	15.
7.	16.
8.	17.
9.	18.

A+ = 33-34	A = 31-32	B+ = 29-30	B =27-28
C+ = 25-26	C = 23-24	D = 21-22	F/Do Over= 20

Part 2: Reading Decodable Texts (RF.2.3, 2.4)

1. Invite students to partner read *In a Jam*, *Jam Bandit*, *The Red Van*, and *Picnic Fun*.

2. Spend time during this period listening to students read the decodable texts.

3. Record your findings.

Lesson 11: Phonics: blend VCe words with long a, i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for long a, i (VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend VCe words with long a, i .

Success Criteria:

1. I can use my knowledge of phonics to decode VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

   o

Part 1: Direct Instruction

1. **I Do:** Model for students how you write and say the long vowel sound a. Model writing the letter and saying the sound. **Display the letter Aa card.** Say, Alligator begins with the short sound a. Acorn begins with the long sound a. Write the word mat. Have students say the word. Highlight the a in mat, says (a). Now add an e to the end of the word. Explain that when the e is added, the a becomes long (a) and says its name. Mat becomes mate. Have students say the long (a) sound. The word mate has the VCe pattern.

2. Repeat this for long i.

3. **We Do**: Show students these words:

below to model blending the word.

1 Display the cards as shown. Say the letters and sounds.

| c | a | p |

2 Sweep your hand below the letters. As you point to each letter, slowly blend each sound. Then read the word naturally. /k/ /ă/ /p/, cap.

| c | a | p |

3 Guide children to blend the sounds and pronounce the word. Blend the word with me: /k/ /ă/ /p/, cap.

| c | a | p |

Continuous Sound Blending Repeat the **CONTINUOUS BLENDING** routine for the words *cape* and *fine*, pointing out the VC*e* pattern. Then remove the *e* from *fine*, and have children identify the CVC pattern to blend the word *fin*.

| c | a | p | e |

| c | a | p | e |

| c | a | p | e |

4. **We Do:** Practice with students. Show them the letter cards for fin. Have them say the word. Explain that the vowel is short (i). Have them create two columns in their notebook, like the example below. They should write fin in their notebooks. Now write the word, fine on the same line but in the next column. Have students write the word fine. What do they notice about the two words. How would they now pronounce fine? Students should say fine.

5. Now add to the columns these combinations: mad, made; hat, hate; can, cane; sit, site; kit, kite; pin, pine

cap	cape
fin	fine
mad	made
hat	hate
can	cane
sit	site
kit	kite
pin	pine

3. Now ask students what we should title each column (Short vowels, long vowels). Now the letter i is long (i) and it says its name.

Short Vowels	Long Vowels
cap	cape
fin	fine
mad	made
hat	hate
can	cane
sit	site
kit	kite
pin	pine

6. Assess: Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: rat, rate, bit, bite, Tim, time, din, dine, cane, can

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing short o, u, and e sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write short o, u, and e CVC and CCVC and CVCC words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between short and long a and long i

1. Word List #5: Practice writing and sorting basic and challenge spelling words into short vowel and long vowel lists. Wordlist #5

2. Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the short vowel or long vowel list.

Center 2: Decodable Text

1. Reread decodable text. (*Grace Time*)

2. Read to your partner.

3. Then listen to your partner read it to you.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these sentences: Tim is on time. He is a fine man. We like to shine.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 12: Phonics: blend VCe words with long a, i (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for long a, i (VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend VCe words with long a, i .

Success Criteria:

1. I can use my knowledge of phonics to decode VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.
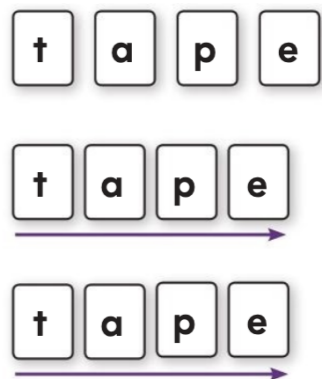
Part 1: Direct Instruction

1. **I Do**: Show students this words:

① **Display** Letter Cards as shown. Say the letters and sounds, pointing out that the final *e* is silent but tells us that the first vowel stands for the long *a* sound.

② **Sweep** your hand below the letters. As you point to each letter, slowly blend each sound. Then read the word naturally: /t//ā//p/, tape.

③ **Guide** children to blend the sounds and pronounce the word. Blend the word with me: /t//ā//p/, tape.

Repeat this with the word, **five.**

2. **We Do**: Practice with students. Have them chorally read these words (written on chart paper): dime, lane, take, line, hide, wave, dive, case, campsite, belong, oblong, hungry, dumpling, ringtone

3. Next have them read these two sentences (written on the board): Dave will take a five mile bike ride. Jane and Jan made Dad a big pancake. Have students chorally read each sentence. Assist as necessary.

4. Assess: Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: dim, dime, cave, rip, tide, riptide, bed, side, bedside

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long a and i. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write long a and i VCe words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between short and long a and long i

1. Sorting Task #1: Practice writing and sorting basic and challenge spelling words into short vowel and long vowel lists. Wordlist #5

2. Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the short vowel or long vowel list.

Center 2: Decodable Text

1. Reread decodable text. (*Zane on a Hike*)

2. Read to your partner.
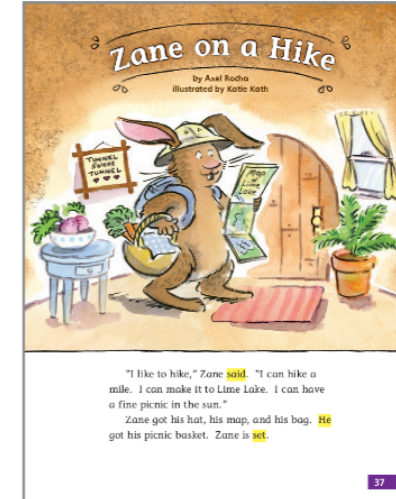
3. Then listen to your partner read it to you.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these sentences: Tim is on time. He is a fine man. We like to shine.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 13: Phonics: blend VCe words with long a, I and consonants c /k/, g /g/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for long a, i (VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning the sound spellings for c /k/ and g /g/.

4. I am learning how to use phonics knowledge to decode words.

5. I am learning to blend VCe words with long a, i .

Success Criteria:

1. I can use my knowledge of phonics to decode VCe words and c /k/ and g /g/

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

1. **I Do**: Explain to students that good readers add interest and enjoyment to their reading by using their voices to express the characters' or authors' thoughts. This kind of reading is called reading with expression. Model how to do this by reading the first page of the text, [Zane on a Hike]. First read it without expression. Then read it with expression. Ask students to explain what was different. Ask students, 'What in the text helped me to know to read it with a happy tone?' Answer: Zane says he likes to hike and that he wants to have a fine picnic.

2. **We Do**: Have students look at page 39 of the text . Point out the punctuation and explain how that helps you as a reader to know how to read the text expressively. Practice with students reading that page expressively through echo reading.

3. **I Do:** Display the sound cards for c /k/ and g /g/. Name the picture and say the sound. Point to *ce* and *ci____* on the card and say /s/. When c is followed by a *e* or *i*, it usually has a soft c sound, Soft c is /s/, just like the sound for s.

4. **We Do:** Have students write the letter and say the sound 3 x.

1. **I Do:** Display the sound/spelling card for jellyfish Name the picture, say the sound and give the spelling. Point to *ge* and *gi___* on the card and say /j/. When g is followed by a *e* or *i*, it usually has a soft g sound /j/. Soft g is /j/, just like the sound for j.Point to -dge and say /j/. Words that end with -dge have the soft g /j/ too.

2. **We Do**: Have students write the letter and say the sound 3 x.

3. **I Do**: Write the word gem. Read the word and emphasize the /j/ sound. Point to *ge* in gem and on the card.

4. **We Do**: Display these words: gem, cite, cage, face, ridge. Have students decode each word and ask students to explain the rule that governs how to pronounce the g or c.

5. **We Do**: Show students the chart below and have them chorally read each line and then the sentences. Focus on these prompts: line 1: Words that rhyme; Line 2 soft c and g; Line 5: echo read this.

6. Assess: Have students spell these words: gel, ice, cane, lace, rage, game

Blend and Read

➊ cape	kite	tape	bite	bake	bike
➋ cage	rice	race	page	mice	face
➌ tub	vet	mitten	set	sob	attic
➍ but	button	kitten	kit	rib	ribbon
➎ grate	vane	spine	brave	prime	crane

➏ Zane can walk a mile to Lime Lake.

➐ Pip rides a bike in the lane.

➑ Kevin has a den in a nice, wide pen.

Part 2: Practice/Centers
### Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long a and i. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write soft c and soft g words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling soft c and g Words

1. Sorting and Write: Practice writing and sorting words into softs c /s/ and soft g /j/ words.

2. Use some of the words in a story.

Read the words in the word bank. Write only those words that fit in a category. You should have three words that do not fit in either category.

Sort & Write It

Soft c /s/	Soft g /j/

Word Bank

gerbil	citrus	germs
gentle	girl	cycle
city	gel	circle
chirp	cell	gym
giraffe	ghost	cent

Part 2. Now use some of the words in a story you make up.

Center 2: Decodable Text

1. Reread decodable texts. ([Zane on a Hike](#))

2. Read to your partner.
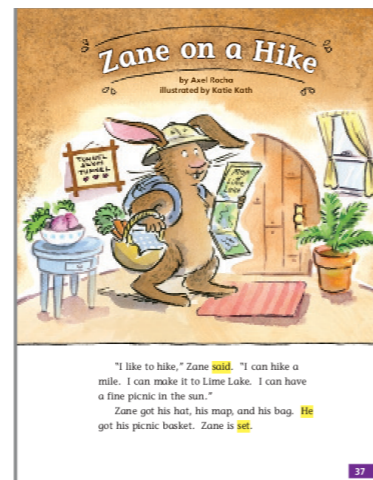
3. Then listen to your partner read it to you.

Zane on a Hike
by Axel Rocha
illustrated by Katie Kath

"I like to hike," Zane said. "I can hike a mile. I can make it to Lime Lake. I can have a fine picnic in the sun."
Zane got his hat, his map, and his bag. He got his picnic basket. Zane is set.

37

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate this sentence: Kevin has a den in a nice, wide pen.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 14: Phonics: blend VCe words with long a, I and consonants c /k/, g /g/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for long a, i (VCe).

2. I am learning how to distinguish and blend vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend VCe words with long a, i .

Success Criteria:

1. I can blend, decode and build VCe pattern for long a and i.

2. I can blend, build ,and decode one syllable words with the soft c /s/ and d, dge /j/.

3. I can use my knowledge of phonics to decode VCe words.

4. I can correctly write dictated words.

5. I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do**: Model blending the words cage using letter cards. Repeat with pace, mice and ride.

2. **We Do**: Display these words:

   > bake, mice, wage, game, ridge, badge, pencil, advice.

   Have students chorally blend and then say each word. Ask them which words in the first row have long vowels? Which words have soft c or g? Point to random words and call on students to read.

3. **We Do:** Select students to blend selected decodable words. Then invite students to chorally read these two sentences:

   > The judge gave Jake a ribbon at the race.

   > The dog is safe in its nice cage.

1. **I Do:** ([Project Generative Vocabulary 1.8).](#) Explain to students what inflectional endings are. Read through the chart explaining to students the concept of past, present and future. Explain how ending -ed tells you that an action has happened. It happened in the past. Explain the reason the -n is added when plan becomes planned.

2. **We Do:** Make a 4-column chart like the one below:

   1. Point to the first verb, walk. Ask how you should change walk to tell about the past?
   2. What ending should I add? (-ed)
   3. Ask how you should change walk to show it is action happening in the present?
   4. What ending should I add? (-ing)
   5. Ask how you should change walk to show it is action happening in the future?
   6. What ending and words should I add? (will be -ing).
   7. Add the correct information to the chart. Repeat process with the word, trot.

Verb	Past	Present	Future
walk			
trot			
jog			

3. **You do:** have students complete their chart for the word, jog.

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long a and i. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write long a and i (VCe) words, as well as soft c and g -dge /j/ words.

4. Have students read words with inflectional endings. -ed and -ing.

5. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing soft c and g words and inflectional endings

1. Have students complete Know It, Show It p. 31.

2. Have students complete Know It, Show It p. 32.

3. Have students complete this chart:

Verb	Past	Present	Future
shout			
clap			
kick			

Center 2: Decodable Text

1. Reread decodable text. (*Six Fake Mice*)

2. Read to your partner.

3. Then listen to your partner read it to you.

Center 3: Lexia Computer

1. Self-directed by computer.

Blend and Read

1. cape   kite   tape   bite   bake   bike
2. cage   rice   race   page   mice   face
3. tub   vet   mitten   set   sob   attic
4. but   button   kitten   kit   rib   ribbon
5. grate   vane   spine   brave   prime   crane
6. Zane can walk a mile to Lime Lake.
7. Pip rides a bike in the lane.
8. Kevin has a den in a nice, wide pen.

Six Fake Mice
by Axel Rocha
illustrated by Katie Kath

Zane ran to his pal Pip.
"Kevin Fox said I have to give him seven fat mice," Zane said. "If I do not get him the mice, I cannot walk in his pen. I will not get to Lime Lake."
"Bad fox!" Pip said. "I can fix him, Zane!"

44   45

Part 3: Daily Instructional Task

1. Dictate these sentences:

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 15: Phonics: blend VCe words with long a, I and consonants c /k/, g /g/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for long a, i (VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend VCe words with long a, i .

Success Criteria:

1. I can use my knowledge of phonics to decode VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Assessment

1. Assess students' knowledge of VCe patter for long a and i through spelling and dictation tasks.

2. Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

3. Dictation Task: We ride in a big, red cab to the shop. The cute pup rides with us.

4. Give one point for each correctly spelled word. Total possible points is 34.

DICTATION SENTENCES

BASIC

1. **tap** They *tap* the drums with sticks.
2. **tape** She will *tape* up my picture.
3. **fin** A shark has a big *fin*.
4. **fine** The day was sunny and *fine*.
5. **cute** The puppy was very *cute*.
6. **ride** I *ride* my bike to school.
7. **rob** Crooks may *rob* the store.
8. **robe** She wears a *robe* at night.
9. **cap** His baseball *cap* is blue.
10. **cape** A superhero wears a *cape*.
11. **slid** The car *slid* on the ice.
12. **slide** The playground has a *slide*.

REVIEW

13. **shop** I *shop* at the market.
14. **wish** Did you make a *wish*?
15. **cut** *Cut* your food with a knife.
16. **rid** We got *rid* of the trash.

CHALLENGE

17. **scrap** The cat ate a *scrap* of food.
18. **scrape** I had a *scrape* on my knee.

1. tap   10. _____
2. tape   11. _____
3. fin   12. _____
4. fine   13. _____
5. _____   14. _____
6. _____   15. _____
7. _____   16. _____
8. _____   17. _____
9. _____   18. _____

A+ = 33-34	A = 31-32	B+ = 29-30	B =27-28
C+ = 25-26	C = 23-24	D = 21-22	F/Do Over= 20

Part 2: Reading Decodable Texts (RF.2.3, 2.4)

1. Invite students to partner read *In a Jam*, *Jam Bandit*, *The Red Van*, *Picnic Fun*, *Zane on a Hike* and *Six Fake Mice.*

2. Spend time during this period listening to students read the decodable texts.

3. Record your findings.

Lesson 16: Phonics: blend CV, VCe words with long o, e, u (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for long o, e, u (CV, VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CV, VCe words with long o, e, u .

Success Criteria:

1. I can use my knowledge of phonics to decode CV, VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do:** Model for students how you write and say the long vowel sound a. Model writing the letter and saying the sound. **Display the letter Oo card.** Say, Ocean starts with the long vowel sound o. Say that with me. O. Ocean. The long o sound can be spelled with the o-consonant-e spelling pattern. The long u sound can be spelled with the u, consonant, e pattern too. The long sound name matches its name.

   o
   o_e
   oa
   ow
   _oe

2. **We Do:** Write bone and point out VCe pattern. Blend the word.

3. Try it with students using the peds Pete and mule and the cone zone, and tone.

4. **You Do:** Point to words from this list and have students blend and say the word: so, be, me, no .Ask students what pattern that is (CV). Then point to words from this list and have individual students read the word: rule, rope, Pete, tube. Ask the class what pattern: VCe

① **Display** the cards as shown. Say the letters and sounds.

| b | o | n | e |

② **Sweep** your hand below the letters. As you point to each letter, slowly blend each sound. Then read the word naturally: /b/ /ō/ /n/, bone. Remind children that final *e* signals that the first vowel is long.

| b | o | n | e |

③ **Guide** children to blend the sounds and pronounce the word. *Blend the word with me:* /b/ /ō/ /n/ bone.

| b | o | n | e |

5. **We Do**: Show students these words: doze, rose, woke, use, rule, tune, pole, rode, role, close. Model how you sort words by long vowel sound into these categories. Model first and then have students help. Ask them to explain why.

nose	June
doze, rose, woke, pole, rode, role, close	use, rule, tune

6. **Assess**: Have students sort words again on their own.

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long o, u, and e sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write long *o, e, u* VC and VCe words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between short and long o and long u

1. Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort long vowels into two lists : long vowel o and long vowel u. Wordlist #4

2. Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the short vowel or long vowel list.

Center 2: Decodable Text

1. Reread decodable texts: *In a Jam*, *Jam Bandit*, *The Red Van*, *Picnic Fun*, *Zane on a Hike* and *Six Fake Mice.*

2. Read to your partner.

3. Then listen to your partner read it to you.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these sentences: We use a banjo to play.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 17: Phonics: blend CV, VCe words with long o, e, u (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L. 2.3)

Learning Intentions:

1. I am learning the sound spellings for long o, e, u (CV, VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CV, VCe words with long o, e, u.

Success Criteria:

1. I can use my knowledge of phonics to decode CV, VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1:Â Direct Instruction

1. **I Do/We Do:** Review long vowels sound: o, u, e. Model writing the letter and saying the sound and have students write the letters and say the sounds. we.

2. **I Do:** Write rope and point out VCe pattern. Model how you blend the word.
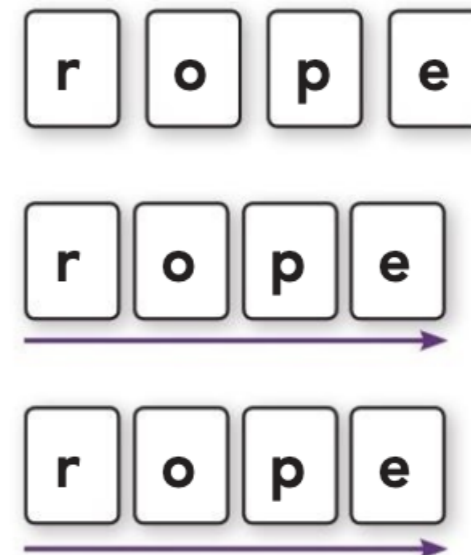
3. **We Do:** Repeat process with the words eagle, Zake, we.

4. Have students read the words on the list:

      dune rake pine Pete
        be go nose tube

How are the words alike? What is the vowel pattern for word in row one? Row two?

5. Conduct a rapid review. Randomly point to words and have students blend and say.

Center 1: Differentiating between short and long o and long u

1. Have students complete Know It, Show It, page 35.

2. Have students complete Know It, Show It, page 36

Center 2: Decodable Text.

1. Reread decodable texts: *The Lone Cat.*

2. Read to your partner.

3. Then listen to your partner read it to you.

4. Long Vowel Hunt: Have students look through the text and find long o, e, and u words. They should list them in their notebooks by long vowel.
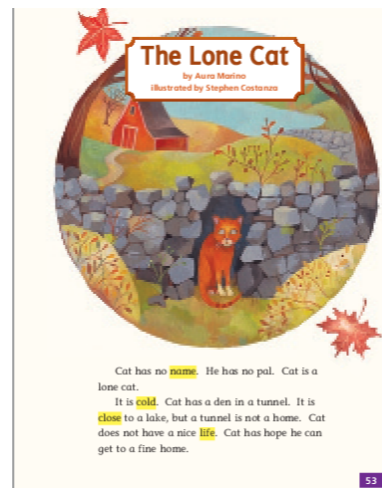
Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate this sentence: Zeke can ride his bike close to home.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 18: Phonics: blend CV, VCe words with long o, e, u (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for long o, e, u (CV, VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning how punctuation guides how to group words while reading.

5. I am learning to blend CV, VCe words with long o, e, u .

Success Criteria:

1. I can use my knowledge of phonics to decode CV and VCe words.

2. I can use punctuation to guide how to group words while reading.

3. I can correctly write dictated words.

4. I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do**: Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open *The Lone Cat* to page 53.Â Point out the punctuation marks. Remind students that a comma tells readers to take a short pause. Periods at the end of sentences require readers to take a longer pause. Ask students to follow along as you read page 53.
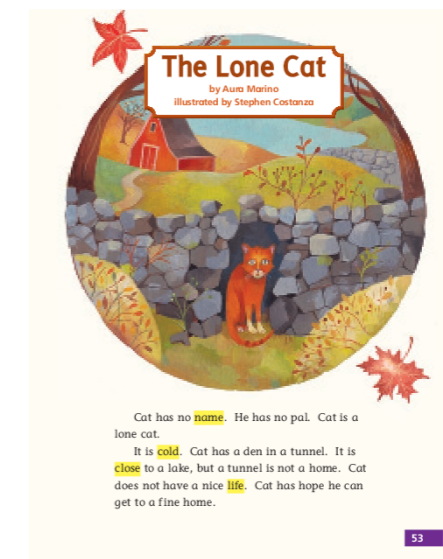
2. **We Do**: Use choral reading to reread The Lone Cat, page 53. Ask students to explain how they used punctuation to know how to group words together while reading.

3. **I Do/We Do**: Review Sound Spelling cards for long a, e, i, o, and u. Show the card, read the word, and say the vowel sound. Then have children do this. Last, ask students to write the vowel and as they say the sound. Then ask them to write the key words: acorn, Pete, bike, pole, and rule. Have them do this 3x.

4. We Do: Display Blend and Read 2.2. Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Close by having students read the sentences. Then read them chorally.

Blend and Read

❶ Pete	be	tube	robe	no	music
❷ woke	make	mule	bake	cute	rule
❸ page	nice	age	rapid	pen	pencil
❹ lace	rice	life	race	but	button
❺ broke	even	flute	stone	flu	space

❻ Did Cat get mud on his front leg?

❼ Will June let Cat come in the home?

❽ Can Cat sit on the rug close to the fire?

5. Assess: Have students spell these words: she, go, poke, tune, mine, rule, time, cave, homemade, timeline

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in reading, hearing, and producing long vowels. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write VC, VCe words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

1. Complete Know It, Show It , p, 37.

2. Complete Word Sort for Long Vowel U.

3. Write spelling words, Word List 4. Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

4. Play the game 2 x.

Center 2: Decodable Text

1. Reread decodable texts: *Cat Has a Pal* and *The Lone Cat*.

2. Read to your partner.

3. Then listen to your partner read it to you.

4. Repeat.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these words: zone, pupil, tune, base, pilot

2. Dictate this sentence: Luke dove and swam in the lake.

3. Have students say the sounds as they write each word.

4. Add date to task.

5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 19: Phonics: blend CV, VCe words with long o, e, u (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L. 2.3)

Learning Intentions:

1. I am learning the sound spellings for long o, e, u (CV, VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CV, VCe words with long o, e, u .

Success Criteria:

1. I can use my knowledge of phonics to decode CV, VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do:** Model blending using the word, tube Use letter cards and model how you blend the word and then say the word. Remind students that they can listen for sounds in different parts of the word. /t/ /u/ /b/

2. **We Do:** Have students read aloud chorally row 1. Ask how is the word he different that other words in row 1? How is the vowel pattern different? The chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

zone   he   tune   base

robot   pupil   bacon   pilot

Luke dove and swam in the lake.

Eve will hike on a lane beside a lake.

3. **Assess**: Dictate these words: we, beside, dove, hole, no, be, huge, cute, cube, mole

Part 2: Practice/Centers
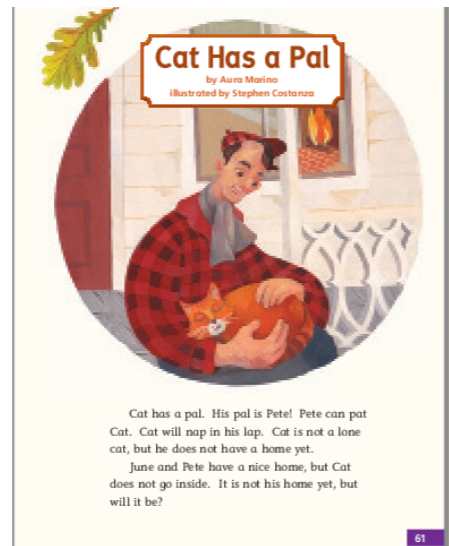**Teacher Table Time (TTT)**

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in reading, hearing, and producing long vowels. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write VC, VCe words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

1. Complete Know It, Show It , p, 37.

2. Complete Word Sort for Long Vowel U.

3. Write spelling words, Word List 4. Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

4. Play the game 2 x.

Center 2: Decodable Text

1. Reread decodable texts: *Cat Has a Pal* and *The Lone Cat*.

2. Read to your partner.

3. Then listen to your partner read it to you.

4. Repeat.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these words: bracelet, plastic, doze, woke, rode, huge

2. Dictate this sentence: He can use it at home.

3. Have students say the sounds as they write each word.

4. Add date to task.

5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 20: Phonics: blend CV, VCe words with long o, e, u (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L. 2.3)
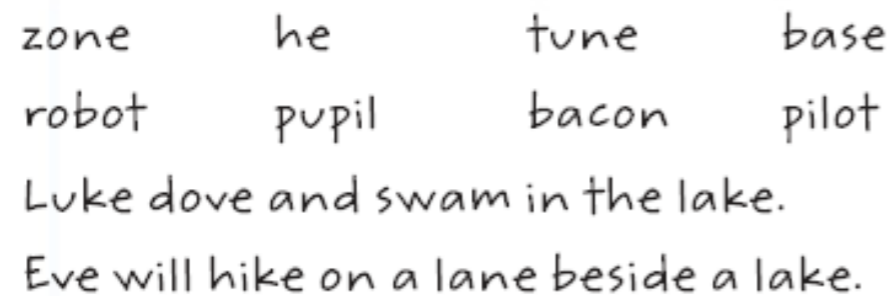
Learning Intentions:

1. I am learning the sound spellings for long o, e, u (CV, VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CV, VCe words with long o, e, u .

Success Criteria:

1. I can use my knowledge of phonics to decode CV, VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Assessment

1. Assess students' knowledge of short o, u, and e through a spelling and dictation tasks.

2. Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spellingÂ sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

3. Dictation Task: I cannot sit in the van with a jar of jam. I like jam a lot.

4. Give one point for each correctly spelled word. Total possible points is 34.

DICTATION SENTENCES

BASIC
1. **doze** The cats *doze* in their bed.
2. **nose** I smell with my *nose*.
3. **use** They *use* computers to write.
4. **rose** The *rose* has red petals.
5. **pole** He fishes with a long *pole*.
6. **close** Please *close* the window.
7. **June** The month after May is *June*.
8. **woke** She *woke* up from a nap.
9. **rule** "Be kind" is a good *rule*.
10. **rode** He *rode* his bike.
11. **role** She had a *role* in the play.
12. **tune** They sang a happy *tune*.

REVIEW
13. **hum** *Hum* the song with me.
14. **shut** The door was *shut*, not open.
15. **frog** A *frog* can hop.
16. **job** My *job* is to do the dishes.

CHALLENGE
17. **wrote** I *wrote* a good story.
18. **flute** He plays *flute* in the band.

1. doze   10. _____
2. nose   11. _____
3. use   12. _____
4. rose   13. _____
5. _____   14. _____
6. _____   15. _____
7. _____   16. _____
8. _____   17. _____
9. _____   18. _____

A+ = 33-34	A = 31-32	B+ = 29-30	B =27-28
C+ = 25-26	C = 23-24	D = 21-22	F/Do Over= 20

Part 2: Reading Decodable Texts (RF.2.3, 2.4)

1. Invite students to partner read decodable texts: *The Lone Cat* and *Cat Has a Pal.*

2. Spend time during this period listening to students read the decodable texts. Support as needed.

3. Record your findings.

Lesson 21: Phonics: blend CVC, VCe words with short and long vowels (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short and long vowels (CVC, VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC, VCe words with short and long vowels.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC, VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do:** Model for students how you write and say the short vowel sound /a/. Model writing the letter and saying the sound. **Display the letter Aa card.** Say, Alligator starts with the short vowel sound Aa. Say that with me. A. Alligator. The short a sound can be spelled with the consonant- a-consonant spelling pattern.

2. Tell students we can turn the short a into a long /a/ sound. **Display the letter acorn card.** Say, Acorn starts with the long vowel sound Aa. Say that with me. A. Acorn. The long a sound can be spelled with a-consonant-e spelling pattern.

3. The long u, o, and i sound can be spelled with the vowel, consonant, e pattern, too; like u-consonant-e; o-consonant-e; and i-consonant-e. The long sound name matches its name.

a
a_e
ai
_ay

4. We Do: Write cap and point out CVC pattern. Blend the word. Then write out cape and point out the VCe pattern.
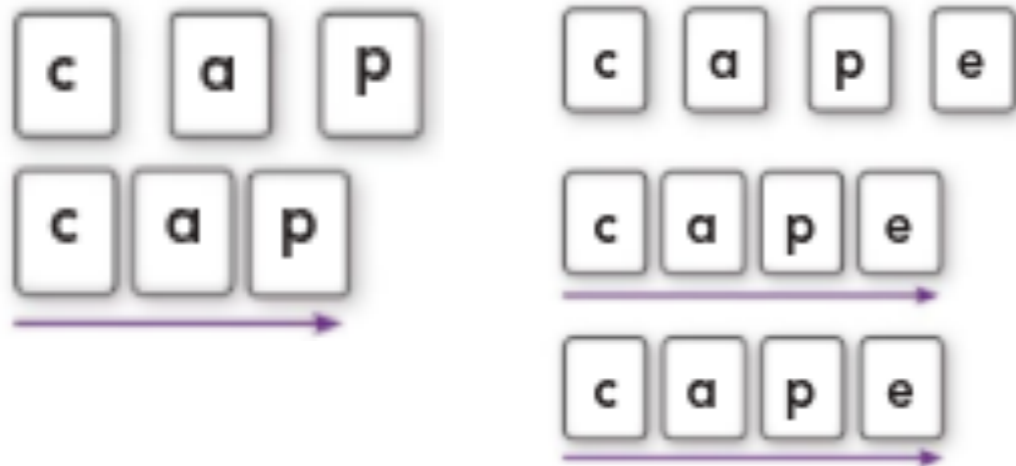
5. Try it with students using:

cub /cube

pin / pine

rod /rode

6. You Do: Point to words from this list and have students blend and say the word: tape, robe, fine, rate . Ask the class what pattern: VCe

7. We Do: Show students these words: rod, fin, cap, slid, cute, fine, ride, robe, cape, slide. Model how you sort words by short and long vowel sounds into these categories. Model first and then have students help. Ask them to explain why.

Tap	Tape
rod, fin, cap, slid	cute, fine, ride, robe, cape, slide

8. Assess: Have students sort words again on their own.

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write long and short vowel CVC and VCe words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between short and long vowels

1. Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists. [Wordlist #5](#)

2. Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the short vowel or long vowel list.

Center 2: Decodable Text

1. Reread decodable texts: *Game Time; Big Hen, Old Fox*

2. Read to your partner.

3. Then listen to your partner read it to you.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these sentences: We can tape the dime to the table. We dine at the same time.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 22: Phonics: blend CVC, VCe words with short and long vowels (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short and long vowels (CVC, VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC, VCe words with short and long vowels.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC, VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

1. **I Do/We Do:** Review short and long vowels sound: a, i, o, u, e. Model writing the letter and saying the sound and have students write the letters and say the sounds. Can / cane

2. **I Do:** Write not and point out CVC pattern. Model how you blend the word. Then, write note and point out the VCe pattern. Model how you blend the word.

3. **We Do:** Repeat process with the words pan/ pane, quit / quite

4. Have students read the words on the list:

   sit.   Sid   hot
   site.   hotline   sideline   side   line

   How are the words alike? What is the vowel pattern for words in row one? Row two?

5. Conduct a rapid review. Randomly point to words and have students blend and say.

Center 1: Differentiating between short and long vowels

1. Have students complete Know It, Show It, page 45.

2. Have students complete Know It, Show It, page 46

Center 2: Decodable Text.

1. Reread decodable texts: *Game Time.*

2. Read to your partner.

3. Then listen to your partner read it to you.

4. Short and Long Vowel Hunt: Have students look through the text and find long and short vowel words. They should list them in their notebooks by short and long vowels.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate this sentence: The rude dog, Dane, ate off of the plate.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 23: Phonics: blend CVC, VCe words with short and long vowels (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short and long vowels (CVC, VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC, VCe words with short and long vowels.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC, VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do**: Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open *Game Time* to page 69. Point out the punctuation marks. Remind students that a comma tells readers to take a short pause. Periods at the end of sentences require readers to take a longer pause. Ask students to follow along as you read page 69.

2. **We Do**: Use choral reading to reread Game Time, page 69. Ask students to explain how they used punctuation to know how to group words together while reading.

3. **I Do/We Do**: Review Sound Spelling cards for short and long vowels. Show the card, read the word, and say the vowel sound. Then have children do this. Last, ask students to write the vowel and as they say the sound. Then ask them to write the key words: tap / tape, fin / fine, Dan / Dane, hop / hope. Have them do this 3x.

4. Tell students that they will be reading words with suffixes -er and -est. The suffixes have their own syllable. Listen: long/ long-er/ long-est. Practice with the word: fast/ fast-er/ fast-est.

5. The suffix -er is used to compare two people or things. Say: The boy is young but the baby is younger. Have students practice and complete the sentence: My grandfather is old, but my great grandfather is (older). The suffix -est is used when comparing more than two people or things. Say: Jordan is the oldest brother of the three, but Jason is the youngest. Have students practice and complete the sentence: The baby is the (smallest) person in the family.

6. We Do: Display Blend and Read 2.5. Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.

Blend and Read

❶ attic	picnic	coldest	colder	older	oldest
❷ tape	nice	smallest	smaller	tablet	kitten
❸ pet	Pete	cub	cube	rob	robe
❹ pan	pane	dim	dime	dome	dine
❺ pike	pave	mane	mole	fame	vane

❻ Rose will like the Bag Game.
❼ I hope Miss Pam made a nice cake.
❽ Mel is older than Mike and Dom.

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7. **Assess**: Have students spell these words: picnic, older, smallest, cube, dim, dome, man, vane.

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in reading, hearing, and producing long vowels. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write CVC, VCe words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

1. Complete Know It, Show It , p, 47.

2. Complete Word Sort for Short and Long vowels.

3. Write spelling words, Wordlist #5. Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

4. Play the game 2 x.

Center 2: Decodable Text

1. Reread decodable texts: *Big Hen, Old Fox* and *Game Time*.

2. Read to your partner.

3. Then listen to your partner read it to you.

4. Repeat.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these words: attic, kitten, fame, coldest, pave

2. Dictate this sentence: Luke was in a rage over his game.

3. Have students say the sounds as they write each word.

4. Add date to task.

5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 24: Phonics: blend CVC, VCe words with short and long vowels (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short and long vowels (CVC, VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC, VCe words with short and long vowels.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC, VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Direct Instruction

1. I Do: Model blending using the word, time. Use letter cards and model how you blend the word and then say the word. Remind students that they can listen for sounds in different parts of the word. /t/ /i/ /m/

2. We Do: Have students read aloud chorally row 1. Ask how is the word is different than other words in row 1? How is the vowel pattern different? The chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

| tape | tap | fin | fine |
| tablet | napkin | reptile | excite |

Hope is the youngest kid in the contest.
Dane is older than his best pal Dan.
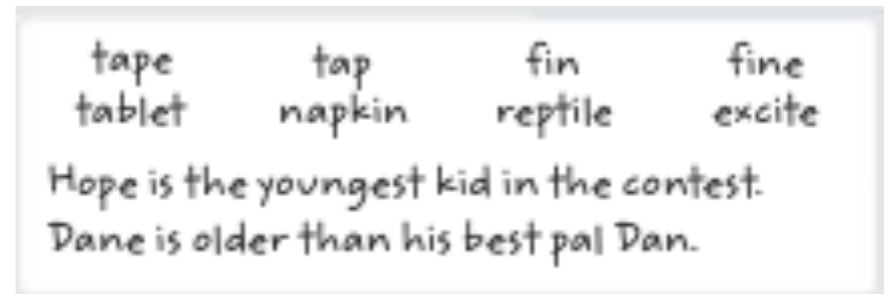
3. Assess: Dictate these words: can, mane, save, cane, man, bake, pine, tone, pin.

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in reading, hearing, and producing long vowels. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write CVC, VCe words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

1. Complete Know It, Show It , p, 47.

2. Complete Word Sort for short and long vowels.

1. Write spelling words, Wordlist #5. Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

2. Play the game 2 x.

Center 2: Decodable Text

1. Reread decodable texts: *Big Hen, Old Fox* and *Game Time*.

2. Read to your partner.

3. Then listen to your partner read it to you.

4. Repeat.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these words: wide, five, cope, cop, hug, huge

2. Dictate this sentence: The tote bag had the cape in it.

3. Have students say the sounds as they write each word.

4. Add date to task.

5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 25: Phonics: blend CVC, VCe words with short and long vowels (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for short and long vowels (CVC, VCe).

2. I am learning how to distinguish vowel sounds.

3. I am learning how to use phonics knowledge to decode words.

4. I am learning to blend CVC, VCe words with short and long vowels.

Success Criteria:

1. I can use my knowledge of phonics to decode CVC, VCe words.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Assessment

1. Assess students' knowledge of short and long vowel words through a spelling and dictation tasks.

2. Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

3. Dictation Task: He dove for the baseball at the game. Zane woke up on time for the plane.

4. Give one point for each correctly spelled word. Total possible points is 34.

A+ = 33-34	A = 31-32	B+ = 29-30	B =27-28
C+ = 25-26	C = 23-24	D = 21-22	F/Do Over= 20

DICTATION SENTENCES

BASIC

1. **tap** They tap the drums with sticks.
2. **tape** She will tape up my picture.
3. **fin** A shark has a big fin.
4. **fine** The day was sunny and fine.
5. **cute** The puppy was very cute.
6. **ride** I ride my bike to school.
7. **rob** Crooks may rob the store.
8. **robe** She wears a robe at night.
9. **cap** His baseball cap is blue.
10. **cape** A superhero wears a cape.
11. **slid** The car slid on the ice.
12. **slide** The playground has a slide.

REVIEW

13. **shop** I shop at the market.
14. **wish** Did you make a wish?
15. **cut** Cut your food with a knife.
16. **rid** We got rid of the trash.

CHALLENGE

17. **scrap** The cat ate a scrap of food.
18. **scrape** I had a scrape on my knee.

1. tap
2. tape
3. fin
4. fine

Part 2: Reading Decodable Texts (RF.2.3, 2.4)

1. Invite students to partner read decodable texts: *Game Time* and *Big Hen, Old Fox.*

2. Spend time during this period listening to students read the decodable texts. Support as needed.

3. Record your findings.

Lesson 26: Phonics: blends with l, r, s (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for consonants l, r, s.

2. I am learning how to distinguish initial blends with l, r, s.

3. I am learning how to use phonics knowledge to decode words.

Success Criteria:

1. I can use my knowledge of phonics to blend and decode initial blends with l, r, s.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do:** Model for students how you write and say the letters l, r, s. Model writing the letter and saying the sound. **Display the letter Ss card.** Say, Seahorse starts with the letter Ss. Say that with me. S. Seahorse. The letter Ss can also be part of an initial, beginning, blend in a word. Model the word skip.

❶ **Display** the cards as shown. Say the letter sounds the consonants s, k. Remind children that the cons keep their own sounds, said closely together.

❷ **Sweep** your hand below the letters. As you point letter, slowly blend each sound. Then read the wo naturally: /s//k//i//p/, skip.
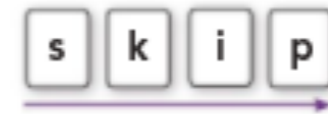
❸ **Guide** children to blend the sounds and pronoun word. *Blend the word with me: /s//k//i//p/, skip.*
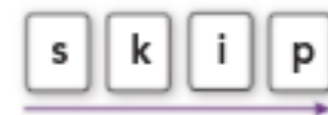
2. **We Do:** Write the word stem and point to the initial blend. Blend the word.

3. Follow the above steps for letter l and r. Practice the words:

   1. flat

   2. crab

4. **You Do:** Point to words from this list and have students blend and say the word: strum, swim, crate, split, throne

5. **We Do**: Show students these words: space, grade, place, last, test, glide, slid, close, grape, plate. Model how you sort words by initial blends l, r, s into these categories. Model first and then have students help. Ask them to explain why.

globe	drag	skin

6. **Assess:** Have students sort words again on their own.

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write words that have initial blends with l, r, s.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between initial blends with l, r, s

1. Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists. Wordlist #6.

2. Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the initial blends with l, r, s lists.

Center 2: Decodable Text

1. Reread decodable texts: *Not Yet* and *Big and Small.*

2. Read to your partner.

3. Then listen to your partner read it to you.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these sentences: The cat was quite still. Jack went up the steep hill.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 27: Phonics: blends with l, r, s (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for consonants l, r, s.

2. I am learning how to distinguish initial blends with l, r, s.

3. I am learning how to use phonics knowledge to decode words.

Success Criteria:

1. I can use my knowledge of phonics to blend and decode initial blends with l, r, s.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do/We Do:** Review initial blends with l, r, s. Model writing the letters and saying the sounds and have students write the letters and say the sounds. Frog, glide, slip

2. Have students read the words and sentences on the list:
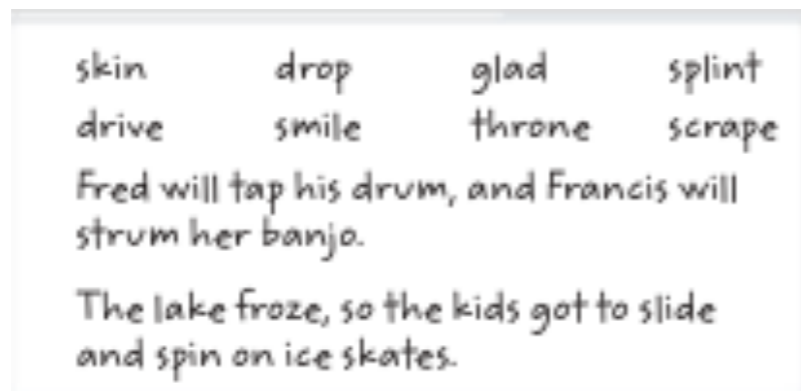
How are the words alike? What are the initial blends for the words in row one? Row two?

3. Conduct a rapid review. Randomly point to words and have students blend and say.

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write words that have initial blends with l, r, s.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between initial blends with l, r, s

1. Have students complete Know It, Show It, page 55.

2. Have students complete Know It, Show It, page 56

Center 2: Decodable Text.

1. Reread decodable texts: *Not Yet.*
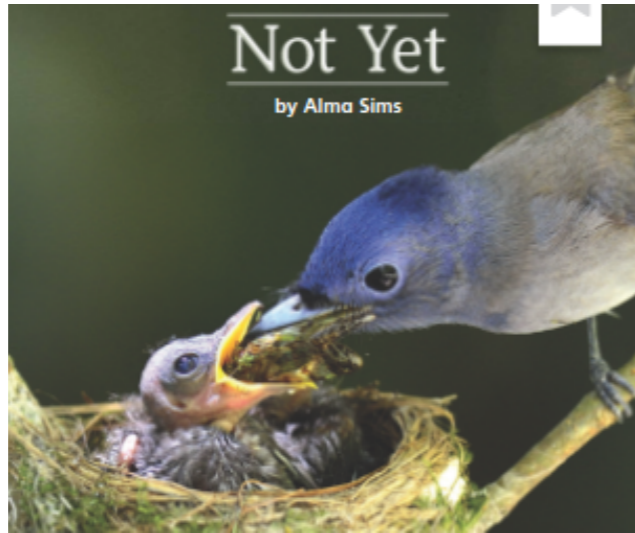
2. Read to your partner.

3. Then listen to your partner read it to you.

4. Initial Blend Hunt: Have students look through the text and find initial blends with l, r, s words. They should list them in their notebooks by initial blends.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate this sentence: Stace is glad to taste grapes.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 28: Phonics: blends with l, r, s (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for consonants l, r, s.

2. I am learning how to distinguish initial blends with l, r, s.

3. I am learning how to use phonics knowledge to decode words.

Success Criteria:

1. I can use my knowledge of phonics to blend and decode initial blends with l, r, s.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do**: Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open *Not Yet* to page 85. Point out the punctuation marks. Remind students that a comma tells readers to take a short pause. Periods at the end of sentences require readers to take a longer pause. Ask students to follow along as you read page 85.
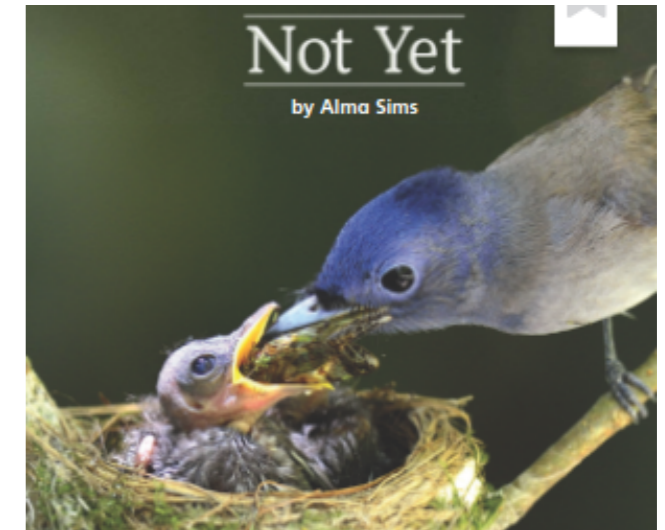
2. **We Do**: Use choral reading to reread Not Yet, page 85. Ask students to explain how they used punctuation to know how to group words together while reading.

3. **I Do/We Do**: Review Sound Spelling cards for l, r, s. Show the card, read the word, and say the vowel sound. Then have children do this. Last, ask students to write the consonant blend as they say the sound. Then ask them to write the key words: fly, place, bring, grab, snake. Have them do this 3x.

4. Tell students that they will be reading words with the inflections -s and -es. Both endings mean 'more than one'. The ending -s can have the /s/ or /z/; like in cats and hikes. Have students practice the words: bats and canes.

5. Tell students that there are also words that have the ending -es. -es can also change a words action. The ending -es is pronounced /e/ /z/ or /ez/; like in foxes and fixes. Have students practice the words: pose / poses and box / boxes.

6. We Do: Display Blend and Read 2.7. Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.

Blend and Read 2.7

Blend and Read

1 drip	grapes	stop	flops	drives	bliss
2 slots	boxes	bran	mixes	snap	trips
3 rose	sudden	rule	fame	tale	lesson
4 kitten	button	fire	mitten	pile	reptile
5 ramp	stamp	rest	crest	craft	blast

6 The blue bird can snag the big bug.
7 Mom bird can glide and snap up mice.
8 A baby crane can poke, grab, and grip.

7. Assess: Have students spell these words: flops, drives, stamp, blast, boxes

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write words that have initial blends with l, r, s.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

1. Complete Know It, Show It , p, 57.

2. Complete Words that have initial blends with l, r, s .

3. Write spelling words, [Wordlist #6](#). Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

4. Play the game 2 x.

Center 2: Decodable Text

1. Reread decodable texts: *Big and Small* and *Not Yet.*

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these words: mixes, trips, button, snap, flame

2. Dictate this sentence: Tam drives up the ramp and stops.

3. Have students say the sounds as they write each word.

4. Add date to task.

5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 29: Phonics: blends with l, r, s (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for consonants l, r, s.

2. I am learning how to distinguish initial blends with l, r, s.

3. I am learning how to use phonics knowledge to decode words.

Success Criteria:

1. I can use my knowledge of phonics to blend and decode initial blends with l, r, s.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

1. I Do: Model blending using the word, Fred. Use letter cards and model how you blend the word and then say the word. Remind students that they can listen for sounds in different parts of the word. /f//r /e/ /d/

2. We Do: Have students read aloud chorally row 1. Ask how is the word he different that other words in row 1? How is the vowel pattern different? How are the initial blends different? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

| spin | trade | fled | scan |
| taxes | globes | sleds | buses |

Stan set the red boxes on the steps.
Fran can win prizes in bike races.
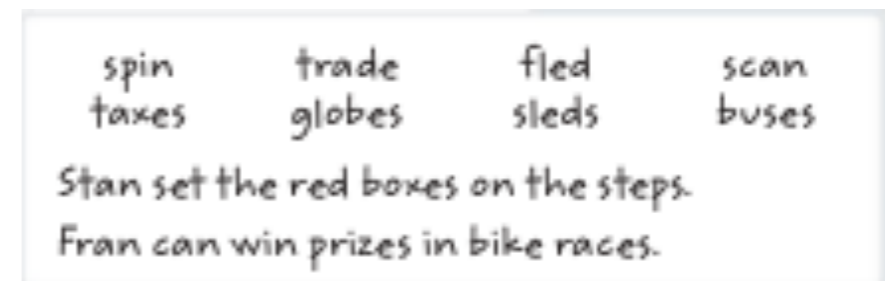
3. Assess: Dictate these words: grade, sled, spit, faxes, scans.

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write words that have initial blends with l, r, s.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

1. Complete Know It, Show It , p, 57.

2. Complete Words that have initial blends with l, r, s .

3. Write spelling words, Wordlist #6. Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

4. Play the game 2 x.

Center 2: Decodable Text

1. Reread decodable texts: *Big and Small* and *Not Yet.*

2. Read to your partner.

3. Then listen to your partner read it to you.

4. Repeat.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these words: plane, flame, frames, foxes, bikes, strum.

2. Dictate this sentence: The boy flops the reptile on the box.

3. Have students say the sounds as they write each word.

4. Add date to task.

5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 30: Phonics: blends with l, r, s (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

1. I am learning the sound spellings for consonants l, r, s.

2. I am learning how to distinguish initial blends with l, r, s.

3. I am learning how to use phonics knowledge to decode words.

Success Criteria:

1. I can use my knowledge of phonics to blend and decode initial blends with l, r, s.

2. I can correctly write dictated words.

3. I can read decodable texts fluently.

Part 1: Assessment

1. Assess students' knowledge of initial blends with l, r, s and inflections -s and -es through a spelling and dictation tasks.

2. Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

3. Dictation Task: She drove the car to the state. Mom grabs the rest of the pile of stamps.

4. Give one point for each correctly spelled word. Total possible points is 34.

A+ = 33-34	A = 31-32	B+ = 29-30	B =27-28
C+ = 25-26	C = 23-24	D = 21-22	F/Do Over= 20

DICTATION SENTENCES

BASIC
1. **space** Leave space after a word.
2. **globe** Look at the globe of Earth.
3. **grade** We are in second grade.
4. **swim** They swim in the pool.
5. **place** School is a place to learn.
6. **last** I finished the race last.
7. **test** We have a spelling test soon.
8. **skin** Her skin burned in the sun.
9. **drag** He can drag the heavy chair.
10. **glide** Birds glide among the trees.
11. **just** There is room for just one.
12. **stove** The stove may be hot.

REVIEW
13. **slid** The car slid on the ice.
14. **close** Please close the window.
15. **grape** The grape is purple.
16. **plate** Eat the food on your plate

CHALLENGE
17. **climb** I like to climb mountains.
18. **bruise** I had a bruise on my arm.

1. space ____ 6. ____
2. globe ____ 7. ____
3. grade ____ 8. ____
4. swim ____ 9. ____
5. ____ 10. ____
6. ____ 11. ____
7. ____ 12. ____
8. ____ 13. ____
9. ____ 14. ____

Part 2: Reading Decodable Texts (RF.2.3, 2.4)

1. Invite students to partner read decodable texts: *Game Time* and *Big Hen, Old Fox.*

2. Spend time during this period listening to students read the decodable texts. Support as needed.

3. Record your findings.

Lesson 31: Phonics: blends st, sk, nd, nt, ft, xt, mp, ng, nk (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L. 2.3)

Learning Intentions:

- I am learning the sound spellings for final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk

- I am learning how to distinguish final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk

- I am learning how to use phonics knowledge to decode words.

Success Criteria:

- I can use my knowledge of phonics to blend and decode final consonant blends st, sk, nd, nt, fx, xt, mp, ng, nk

- I can correctly write dictated words.

- I can read decodable texts fluently.

- **I Do:** Model for students the letters d, e, s, k. Model writing the letters and saying the sounds. **Point to the consonants** s, k**.** Say, 'The letters keep their own sounds'. The letters s and k blend and each make their own sound. Model blending the word desk.

① **Display** the cards as shown. Say the letters and sounds. Point to the consonants *s, k*. Remind children that the consonants keep their own sounds, said closely together.

② **Sweep** your hand below the letters. As you point to each letter, slowly blend each sound. Then read the word naturally: */d//ĕ//s//k/*, desk.

③ **Guide** children to blend the sounds and pronounce the word. *Blend the word with me: /d//ĕ//s//k/*, desk.

- **We Do:** Write the word fast and point to the final blend. Blend the word.

  ○ fast

- Follow the above steps for the other final blends. Practice the words:

  ○ land

  ○ plant

- **You Do:** Point to words from this list and have students blend and say the word: junk, desk, land, bring, bent, camp

- **We Do**: Show students these words: sunk, song, last, mend, loft, mask, blast, text, sent. Tell the students that emphasis of the blend is on the final consonant particularly when combined with /m/ and /n/. Model how you sort words by final blends into these categories. Model first and then have students help. Ask them to explain why.

st	sk	nd	nt	ft	xt	mp	ng	nk

- Assess: Have students sort words again on their own.

Part 2: Practice/Centers
Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

- Model again and have students mimic you. Correct as needed.

- Have students write words that have final blends st, sk, nd, nt, ft, xt, mp, ng, nk.

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between final blends st, sk, nd, nt, ft, xt, mp, ng, nk.

- Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists. Wordlist #6.

- Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the final blends st, sk, nd, nt, ft, xt, mp, ng, nk.

Center 2: Decodable Text

- Reread decodable texts: *Sad King Ben and The Quest.*

- Read to your partner.

- Then listen to your partner read it to you.

Center 3: Lexia Computer

- Self-directed by computer.

Part 3: Daily Instructional Task

- Dictate these sentences: The band will sing in the sand. Bring the soft plant.

- Have students say the sounds as they write each word.

- Add date to task.

- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 32: Phonics: blends st, sk, nd, nt, ft, xt, mp, ng, nk (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L. 2.3)

Learning Intentions:

- I am learning the sound spellings for final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk

- I am learning how to distinguish final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk

- I am learning how to use phonics knowledge to decode words.

Success Criteria:

- I can use my knowledge of phonics to blend and decode final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk

- I can correctly write dictated words.

- I can read decodable texts fluently.

Part 1: Direct Instruction

- **I Do/We Do:** Review final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk.

- Model writing the letters and saying the sounds and have students write the letters and say the sounds. Frog, glide, slip

- Have students read the words and sentences on the list:

land	dust	wing	bent
tusk	soft	text	jump
bring	plant	wink	fast

- How are the words alike? What do you notice about the sounds in each word (you say each sound).Conduct a rapid review. Randomly point to words and have students blend and say words.

Part 2: Practice/Centers
Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

- Model again and have students mimic you. Correct as needed.

- Have students write words that have final blends st, sk, nd, nt, ft, xt, mp, ng, nk. .

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between final blends with st, sk, nd, nt, ft, xt, mp, ng, nk.

- Take the week to have students complete Know It. Show It. p. 63 though 66

Center 2: Decodable Text.

- Reread decodable texts: *Sad King Ben and The Quest*
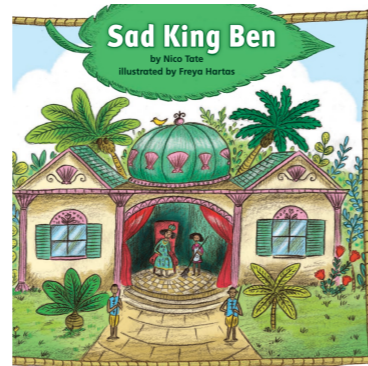
- Read to your partner.

- Then listen to your partner read it to you.

- Final Blend Hunt: Have students look through the text and find final blends with lst, sk, nd, nt, ft, xt, mp, ng, and nk words. They should list them in their notebooks by final blends.

Center 3: Lexia Computer

- Self-directed by computer.

Part 3: Daily Instructional Task

- Dictate this sentence: Stace is glad to taste grapes.

- Have students say the sounds as they write each word.

- Add date to task.

- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 33: Phonics: blends st, sk, nd, nt, ft, xt, mp, ng, nk (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L. 2.3)

Learning Intentions:

- I am learning the sound spellings for final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk

- I am learning how to distinguish final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk

- I am learning how to use phonics knowledge to decode words.

Success Criteria:

- I can use my knowledge of phonics to blend and decode final consonant blends st, sk, nd, nt, fx, xt, mp, ng, nk

- I can correctly write dictated words.

- I can read decodable texts fluently.

Part 1: Direct Instruction

- **I Do**: Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Open *Sad King Ben* to page 5. Point out the punctuation marks. Remind students that quotation marks tell readers that someone is talking. Commas tell readers to pause. Periods at the end of sentences require readers to take a longer pause. Ask students to follow along as you read page 5.
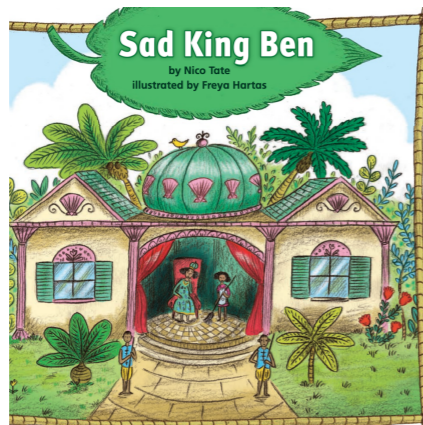
- **We Do**: Use choral reading to reread Sad King Ben, page 5. Ask students to explain how they used punctuation to know how to group words together while reading.

- **I Do/We Do**: Review Sound Spellings for final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk.

- Show the letters, read the word, and say the vowel sound. Then have children do this. Last, ask students to write the consonant blend as they say the sound. Then ask them to write the key words: king, land, long, hand. Have them do this 3x.

- **We Do**: Display the chart below. Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? What do they notice about the endings of the words? Read the words chorally. Call on students in a rapid manner to randomly read words from lines. Have students read the sentences. Then read them chorally.

- Assess: Have students spell these words: rest, strong, drink, sing

Part 2: Practice/Centers
Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

- Model again and have students mimic you. Correct as needed.

- Have students write words that have final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk.

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

- Take the week to have students complete Know It. Show It. p. 63 though 66

- Complete Words that have final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk.

- Write spelling words, Word List 7. Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

- Play the game 2 x.

Center 2: Decodable Text

- Reread decodable texts: Sad King Ben and The Quest

- Read to your partner.

- Then listen to your partner read it to you.

- Repeat.

Center 3: Lexia Computer

- Self-directed by computer.

Part 3: Daily Instructional Task

- Dictate these words: mink, loft, damp, most, ask, band, sent, text, ding

- Dictate this sentence: Frank will bring a tent to the pond.

- Have students say the sounds as they write each word.

- Add date to task.

- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 34: Phonics: blends st, sk, nd, nt, ft, xt, mp, ng, nk (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L. 2.3)

Learning Intentions:

- I am learning the sound spellings for final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk

- I am learning how to distinguish final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk

- I am learning how to use phonics knowledge to decode words.

Success Criteria:

- I can use my knowledge of phonics to blend and decode final consonant blends st, sk, nd, nt, fx, xt, mp, ng, nk

- I can correctly write dictated words.

- I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do:** Model blending using the word, Fred. Use letter cards and model how you blend the word and then say the word. Remind students that they can listen for sounds in different parts of the word.

2. **We Do:** Refer to Blend and Read 3.2 Have students read aloud chorally row 1 using . Ask how is the word he different that other words in row 1? How is the vowel pattern different? How are the initial blends different? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

Blend and Read

1. tennis   tent   hand   bent   band   invent
2. basket   mask   damp   last   trumpet   past
3. ape   bake   bike   mile   smile   base
4. skit   spin   trim   trap   flag   spat
5. clang   lung   prank   mink   flank   stung
6. Did the skunk puppet make King Ben smile?
7. Grand Man Stan sang a sad song.
8. Grace will go on a quest to help King Ben.

3. Assess: Dictate these words: bent, past, trim, stung, sang.

Part 2: Practice/Centers
Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

- Model again and have students mimic you. Correct as needed.

- Have students write words that have final consonant blends st, sk, nd, nt, fx, xt, mp, ng, nk

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

- Take the week to have students complete Know It. Show It. p. 63 though 66

- Complete Words that have final consonant blends st, sk, nd, nt, fx, xt, mp, ng, nk

- Write spelling words, Wordlist #6. Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

- Play the game 2 x.

Center 2: Decodable Text

- Reread decodable texts: Sad King Ben and The Quest

- Read to your partner.

- Then listen to your partner read it to you.

- Repeat.

Center 3: Lexia Computer

- Self-directed by computer.

Part 3: Daily Instructional Task

- Dictate these words: plane, flame, frames, foxes, bikes, strum.

- Dictate this sentence: The boy flops the reptile on the box.

- Have students say the sounds as they write each word.

- Add date to task.

- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 35: Phonics: blends st, sk, nd, nt, ft, xt, mp, ng, nk (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L. 2.3)

Learning Intentions:

- I am learning the sound spellings for final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk

- I am learning how to distinguish final consonant blends st, sk, nd, nt, ft, xt, mp, ng, nk

- I am learning how to use phonics knowledge to decode words.

Success Criteria:

- I can use my knowledge of phonics to blend and decode final consonant blends st, sk, nd, nt, fx, xt, mp, ng, nk

- I can correctly write dictated words.

- I can read decodable texts fluently.

- Assess students' knowledge of final consonant blends st, sk, nd, nt, fx, xt, mp, ng, nk

- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

- Dictation Task: I left my ring by the sink. Stan sang a sad song.

- Give one point for each correctly spelled word. Total possible points is 34.

A+ = 33-34	A = 31-32	B+ = 29-30	B =27-28
C+ = 25-26	C = 23-24	D = 21-22	F/Do Over= 20

DICTATION SENTENCES

BASIC

1. **next** You are first, and I am *next*.
2. **end** Lunchtime will *end* at one.
3. **camp** We *camp* in the state park.
4. **sank** The boat *sank* in the storm.
5. **sing** I *sing* in music class.
6. **drink** *Drink* water if you're thirsty.
7. **hunt** He will *hunt* for the lost toy.
8. **stand** They *stand* in line to get in.
9. **long** The yard is 100 feet *long*.
10. **stamp** Put a *stamp* on the letter.
11. **pond** Ducks live in the *pond*.
12. **bring** *Bring* your books with you.

REVIEW

13. **globe** A *globe* may show the Earth.
14. **swim** They *swim* in the pool.
15. **stove** The *stove* may be hot.
16. **just** There is room for *just* one.

CHALLENGE

17. **friend** Lisa is my best *friend*.
18. **young** A lion fed her *young* cub.

1. next   10. _____
2. end   11. _____
3. camp   12. _____
4. sank   13. _____
5. _____   14. _____
6. _____   15. _____
7. _____   16. _____
8. _____   17. _____
9. _____   18. _____

Part 2: Reading Decodable Texts (RF.2.3, 2.4)

- Invite students to partner read decodable texts: *Sad King Ben and The Quest.*

- Spend time during this period listening to students read the decodable texts. Support as needed.

- Record your findings.

Lesson 36: Phonics: double final consonants (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

- I am learning the sound spellings for double final consonants.

- I am learning how to distinguish double final consonants.

- I am learning how to use phonics knowledge to decode words.

Success Criteria:

- I can use my knowledge of phonics to blend and decode words with double final consonants.

- I can correctly write dictated words.

- I can read decodable texts fluently.

Part 1: Direct Instruction

- **I Do:** Tell students that they will be reading words with double consonants at the end. Model for students how you write and say the double consonant ss. Explain the letter and saying the sound is s **Display the letter Ss card.** Say, Seahorse starts with the letter Ss. Say that with me. S. Seahorse. The letter Ss can also be part of an initial, beginning, or end in a word. In this case 2 of the same letter at the end say that sound. As in the word glass. Repeat with the double consonant ll saying we use continuous blending for the double final consonant in fill.

Write *yell*, and use Letter Cards *y, e, ll* with the **CONTINUOUS BLENDING** routine below to model blending the word.

1. **Display** the cards as shown. Say the letters and sounds. Point to the consonants *ll*. *Remember, when the same two letters are together at the end of a word, they stand for one sound, and the vowel is short.*

   | y | e | ll |

2. **Sweep** your hand below the letters. As you point to each letter, slowly blend each sound. Then read the word naturally: /y/ /ĕ/ /l/, yell.

   | y | e | ll |

3. **Guide** children to blend the sounds and pronounce the word. *Blend the word with me:* /y/ /ĕ/ /l/, yell.

   | y | e | ll |

- **We Do:** Write the word and point to the initial blend. Blend the word.

  ○ Fizz, stuff
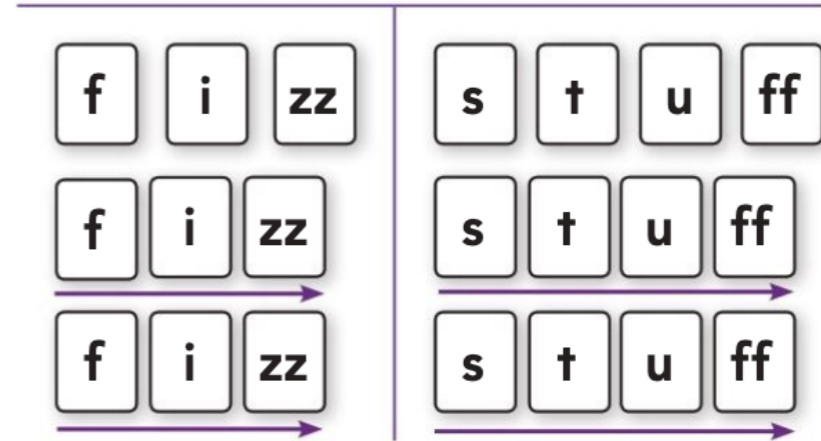
- Follow the above steps for final double consonants Practice the words:

  ○ Buzz, bell, hiss, stuff, add

- **You Do:** Point to these words and have students blend and say the word: dress, fuzz, bill, miss, stiff

- **We Do**: Show students these words: bill, stiff, moss, hill, grill, cuff, buzz, less, stuff Model how you sort words by double final consonants into these categories. Model first and then have students help. Ask them to explain why.

ss	ll	zz	ff

- Assess: Have students sort words again on their own.

Part 2: Practice/Centers
Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

- Model again and have students mimic you. Correct as needed.

- Have students write words that have double final consonants

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between double final consonants.

- Practice writing and sorting basic and challenge spelling into short and long vowel lists. Then have them sort short and long vowels into two lists.Word List 8

- Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the groups with different double final consonants.

- Know It. Show It p. 74

Center 2: Decodable Text

- Reread decodable texts: The Van.

- Read to your partner.

- Then listen to your partner read it to you.

The Van
by Bryan Langdo
Illustrated by Gediminas Pranckevičius

Center 3: Lexia Computer

- Self-directed by computer.

Part 3: Daily Instructional Task

- Dictate these sentences: The doll had a dress with a cuff.

- Have students say the sounds as they write each word.

- Add date to task.

- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 37: Phonics: double final consonants (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

- I am learning the sound spellings for double final consonants.

- I am learning how to distinguish double final consonants.

- I am learning how to use phonics knowledge to decode words.

Success Criteria:

- I can use my knowledge of phonics to blend and decode words with double final consonants.

- I can correctly write dictated words.

- I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do/We Do:** Review final double consonants with ll, dd, ff, ss, zz. Model writing the letters and saying the sounds and have students write the letters and say the sounds. Bell. Continue with
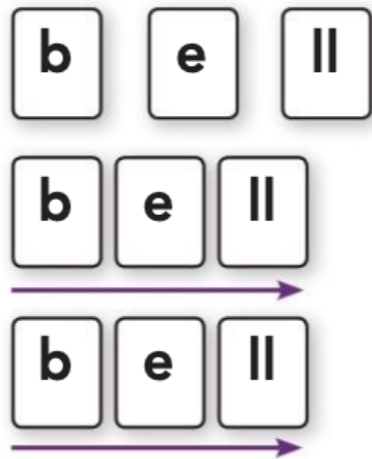
2. Have students read the words and sentences on the list:

jazz	cliff	grill	buzz
brass	spell	press	fluff
egg	add	mitt	odd

The blossoms will attract many insects.
My cat will stiffen up and hiss at dogs.

How are the words alike? What are the double final consonants in row one? Row two? Row Three?

3. Conduct a rapid review. Randomly point to words and have students blend and say words. Read sentences chorally.

Part 2: Practice/Centers
Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds as well as double final consonants. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

- Model again and have students mimic you. Correct as needed.

- Have students write words that have final double consonants.

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between double final consonants.

- Have students complete **Know It, Show It, page 74**.

- Have students complete Know it. Show It, page 75.

- Have students complete Know It. Show It. page 76

Center 2: Decodable Text.

- Reread decodable texts: [The Van](#).

- Read to your partner.

- Then listen to your partner read it to you.

- Initial Blend Hunt: Have students look through the text and find double final consonant words. They should list them in their notebooks by initial blends.

Center 3: Lexia Computer

- Self-directed by computer.

Part 3: Daily Instructional Task

- Dictate this sentence: My cat will hiss at dogs.

- Have students say the sounds as they write each word.

- Add date to task.

- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 38: Phonics: double final consonants (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

- I am learning the sound spellings for double final consonants.

- I am learning how to distinguish double final consonants.

- I am learning how to use phonics knowledge to decode words.

Success Criteria:

- I can use my knowledge of phonics to blend and decode words with double final consonants.

- I can correctly write dictated words.

- I can read decodable texts fluently.

- **I Do**: Explain to students that when good readers read aloud they group words in ways that make sense. . Good readers use punctuation that helps them determine which words they should group together. The Van to page 20. Point out the punctuation marks. Remind students that a comma tells readers to take a short pause. Question marks at the end of sentences require readers to take a longer pause but also ask the reader to notice a question is being asked. Exclamation marks ask the reader to read that sentence with excitement. Ask students to follow along as you read page 20. The Van

- **We Do**: Use choral reading to reread Not Yet, page 20. Ask students to explain how they used punctuation to know how to group words together while reading.

- **I Do/We Do**: Review Sound Spelling cards double final consonants. Notice the word *will* . Then have children do this bill and full on page 22. Last, ask students to write the double final consonant as they come to the word. Then ask them to write the other key words: held, car, across. Have them do this 3x.

- Tell students that they will be reading words with the inflections -ed and -ing like in going and passed.

- Have students practice the words: smell, smelled, pass, passed

Generative Vocabulary 3.6

Inflections -ed, -ing

The endings **-ed** and **-ing** can be added to the end of **verbs** to tell when something happened.

The **-ed** ending shows that the action happened in the past.

tinker + ed = **tinkered**

The **-ing** ending may mean the action is happening or it will happen.

tinker + ing = **tinkering**

Examples

1 blame

past = we **blamed**

present = we are **blaming**

future = we will be **blaming**

2 jog

past = children **jogged**

present = children are **jogging**

future = children will be **jogging**

- **We Do**: Display Blend and Read 3.5 Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in a rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.

Blend and Read 3.5

Blend and Read

1	buzz	bill	fuzz	bell	hill	hiss
2	miss	missed	tape	tapped	tapping	taping
3	softer	smaller	oldest	coldest	smallest	older
4	blink	clank	clump	stump	blank	stamp
5	chill	shell	chess	prank	champ	dill

6 Will Bill and Roz miss the big game?

7 The van puffed and bumped to a stop.

8 Bill fretted until Roz fixed the hose.

Grade 2 | Foundational Skills   Module 3 • Week 2

- Assess: Have students spell these words: miss, class, full, stuff

Part 2: Practice/Centers
Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

- Model again and have students mimic you. Correct as needed.

- Have students write words that have final double consonants.

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

1. Complete Know It. Show It. page 76 and Know It Show It p. 79

2. Complete Words that have final double consonants consonants.

1. Write spelling words, Word List 8. Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

2. Play the game 2 x.

Center 2: Decodable Text

- Reread decodable texts: The Van and *Bill and Roz Get Help*

- Read to your partner.

- Then listen to your partner read it to you.

- Repeat.

Center 3: Lexia Computer

- Self-directed by computer.

Part 3: Daily Instructional Task

- Dictate these words: grill, hiss, full, muff

- Dictate this sentence: His stuff was a mess!

- Have students say the sounds as they write each word.

- Add date to task.

- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 39: Phonics: double final consonants (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

- I am learning the sound spellings for double final consonants.

- I am learning how to distinguish double final consonants.

- I am learning how to use phonics knowledge to decode words.

Success Criteria:

- I can use my knowledge of phonics to blend and decode words with double final consonants.

- I can correctly write dictated words.

- I can read decodable texts fluently.

Part 1: Direct Instruction

- I Do: Model blending using the word, sniff. Use letter cards and model how you blend the word and then say the word. Remind students that they can listen for sounds in different parts of the word. /s/ /n/ /i/ /f/ /f/

- We Do: Have students read aloud chorally row 1. Ask how is the word he different that other words in row 1? How is the vowel pattern different? How are the initial blends different? Then chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

jazz	cliff	grill	buzz
brass	spell	press	fluff
egg	add	mitt	odd

The blossoms will attract many insects.
My cat will stiffen up and hiss at dogs.

- Assess: Dictate these words: dull, fuzz, moss, hill, hiss.

Part 2: Practice/Centers
Teacher Table Time (TTT)

- **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

- Model again and have students mimic you. Correct as needed.

- Have students write words that have double final consonants..

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

- Complete Know It. Show It. page 76 and Know It Show It p. 79.

- Complete Words that have double final consonants.

- Write spelling words. [Word List 8](). Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

- Play the game 2 x.

Center 2: Decodable Text

- Reread decodable texts: [The Van]() and *[Bill and Roz Get Help]()*

- Read to your partner.

- Then listen to your partner read it to you.

- Repeat.

Center 3: Lexia Computer

- Self-directed by computer.

Part 3: Daily Instructional Task

- Dictate these words: fell, full, pull, puss, puff.

- Dictate this sentence: The moss was full of fuzz.

- Have students say the sounds as they write each word.

- Add date to task.

- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 40: Phonics: double final consonants (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

- I am learning the sound spellings for double final consonants.

- I am learning how to distinguish double final consonants.

- I am learning how to use phonics knowledge to decode words.

Success Criteria:

- I can use my knowledge of phonics to blend and decode words with double final consonants.

- I can correctly write dictated words.

- I can read decodable texts fluently.

- Assess students' knowledge of double final consonants and inflections -ed and -ing through spelling and dictation tasks.

- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

- Dictation Task: Bill smelled the fuzz on the grass. Jazz in playing up the hill.

- Give one point for each correctly spelled word. Total possible points is 34.

DICTATION SENTENCES

BASIC
1. **full** The glass is *full* of water.
2. **dress** The girl's *dress* was blue.
3. **mess** I make a *mess* when I cook.
4. **add** *Add* one and two to get three.
5. **hill** The skier is on top of the *hill*.
6. **pull** *Pull* the cart with the handle.
7. **spill** The baby may *spill* his milk.
8. **class** My favorite *class* is art.
9. **doll** My *doll* cries like a real baby.
10. **kiss** Mom will *kiss* her goodnight.
11. **fell** He *fell* and scraped his knee.
12. **off** The opposite of on is *off*.

REVIEW
13. **drink** *Drink* water if you're thirsty.
14. **stamp** Put a *stamp* on the letter.
15. **swim** They *swim* in the pool.
16. **place** School is a *place* to learn.

CHALLENGE
17. **address** Write an *address* on a letter.
18. **across** We drove *across* the city.

1. full   10. _____
2. dress   11. _____
3. mess   12. _____
4. add   13. _____
5. _____   14. _____
6. _____   15. _____
7. _____   16. _____

A+ = 33-34	A = 31-32	B+ = 29-30	B =27-28
C+ = 25-26	C = 23-24	D = 21-22	F/Do Over= 20

Part 2: Reading Decodable Texts (RF.2.3, 2.4)

- Invite students to partner read decodable texts: The Van and *Bill and Roz Get Help*

- Spend time during this period listening to students read the decodable texts. Support as needed.

- Record your findings.

Lesson 41: Phonics: consonant digraphs (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

- I am learning the sound spellings of consonant digraphs.

- I am learning how to use phonics knowledge to decode words.

- I am learning to blend words with consonant digraphs.

Success Criteria:

- I can identify consonant digraphs in words.

- I can use my knowledge of phonics to decode words.

- I can correctly write dictated words.

- I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do:** Model for students how you write and say the consonant digraph sh. Model writing the letter and saying the sound. **Display the letter sh card.** Say, "Shark starts with the digraph sh. Say that with me. sh. shark.

2. **We Do:** Write dish and point out the digraph. Blend the word.
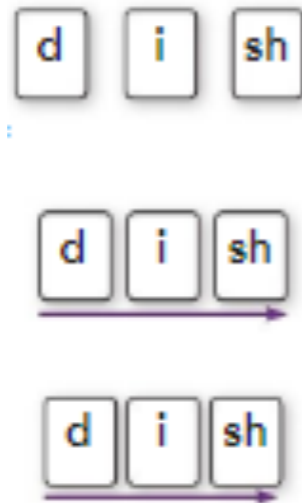
3. **Follow the above steps for digraphs: ch, th, wh, ph**

4. **You Do:** Point to words from this list and have students blend and say the word: rush, chat, those, with, whip

1. **We Do**: Show students these words: dish, push, flash, thin, these, chest, such, white. Model how you sort words by digraph into these categories. Model first and then have students help. Ask them to explain why.

shine	than	chase	while

2. Assess: Have students sort words again on their own.

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write words with consonant digraphs.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between short and long vowels

1. Practice writing and sorting basic and challenge spelling words into short and long vowel lists. Then have them sort short and long vowels into two lists. Wordlist #9

2. Play sorting game with words Two players use one collation of cards (from basic and challenge lists). Each layer takes a turn turning over a card, reads the card and then puts it into the digraph list.

Center 2: Decodable Text

1. Reread decodable texts: *Mice Can Help* and *Up in the Pine.*

2. Read to your partner.

3. Then listen to your partner read it to you.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these sentences: What is that white thing on the path?

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 42: Phonics: consonant digraphs (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
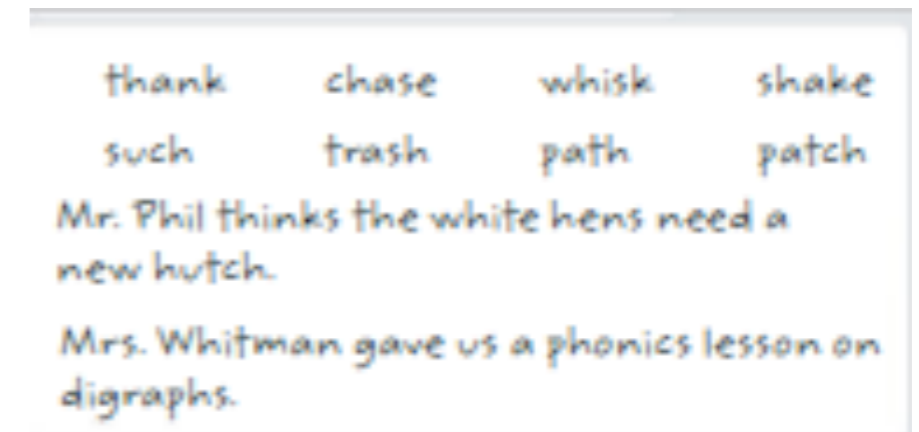
Learning Intentions:

- I am learning the sound spellings of consonant digraphs.

- I am learning how to use phonics knowledge to decode words.

- I am learning to blend words with consonant digraphs.

Success Criteria:

- I can identify consonant digraphs in words.

- I can use my knowledge of phonics to decode words.

- I can correctly write dictated words.

- I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do/We Do:** Review digraphs: sh, ch, th, wh, ph. Model writing the letters and saying the sound and have students write the letters and say the sounds.

2. **I Do:** Write phase and point out the consonant digraph. Model how you blend the word.

3. **We Do:** Repeat process with the words shore, match, graph

4. Have students read the words on the list:

thank	chase	whisk	shake
such	trash	path	patch

Mr. Phil thinks the white hens need a new hutch.

Mrs. Whitman gave us a phonics lesson on digraphs.

How are the words alike? What are the digraphs for the words in row one? Row two?

5. Conduct a rapid review. Randomly point to words and have students blend and say.

Part 2: Practice/Centers
Teacher Table Time (TTT)

1. **Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and producing long and short vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

2. Model again and have students mimic you. Correct as needed.

3. Have students write words with consonant digraphs.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Differentiating between short and long vowels

1. Have students complete Know It, Show It, page 84.

2. Have students complete Know It, Show It, page 85

Center 2: Decodable Text.

1. Reread decodable texts: *Mice Can Help.*

2. Read to your partner.

3. Then listen to your partner read it to you.

4. Consonant Digraph Hunt: Have students look through the text and find digraphs in words. They should list them in their notebooks by digraph.

Center 3: Lexia Computer

1. Self-directed by computer.
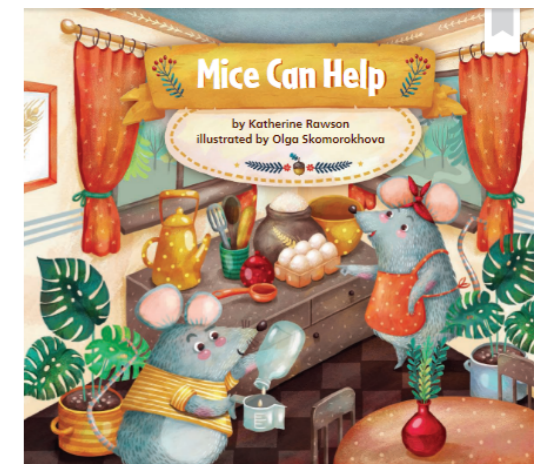
Part 3: Daily Instructional Task

1. Dictate this sentence: Do not push the white dishes.

2. Have students say the sounds as they write each word.

3. Add date to task.

4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 43: Phonics: consonant digraphs (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

- I am learning the sound spellings of consonant digraphs.

- I am learning how to use phonics knowledge to decode words.

- I am learning to blend words with consonant digraphs.

Success Criteria:

- I can identify consonant digraphs in words.

- I can use my knowledge of phonics to decode words.

- I can correctly write dictated words.

- I can read decodable texts fluently.

Part 1: Direct Instruction

1. **I Do**: Explain to students that when good readers read aloud they group words in ways that make sense. Good readers use punctuation that helps them determine which words they should group together. Have students open the book *Up in the Pine* to page 45. Point out the punctuation marks. Remind students that a comma tells readers to take a short pause. Periods at the end of sentences require readers to take a longer pause. Ask students to follow along as you read page 45.

2. **We Do**: Use choral reading to reread *Up in the Pine*, page 45. Ask students to explain how they used punctuation to know how to group words together while reading.

3. **I Do/We Do**: Review Sound Spelling cards for consonant digraphs. Show the card, read the word, and say the digraph sound. Then have children do this. Last, ask students to write the digraph as they say the sound. Then ask them to write the key words: chip, which, phone, dash, shop. Have them do this 3x.

4. Prefixes have their own syllable. Tell students that the prefix re- means 'again' and the prefix un- means 'not'. Tell students that they will be reading words with prefixes re- and un-. Listen: un-mask / unmask; re-taped / retaped. Practice with the word: unseated, retesting.

5. **We Do**: Display Blend and Read 3.7. Have children read line 1. Ask how are these words alike? Different? What is the vowel pattern? Read Lines 2-4 chorally. Call on students in rapid manner to randomly read words from lines 1-4. Line 5 is a challenge row. Read these more difficult words chorally. Remain close by having students read the sentences. Then read them chorally.

6. Assess: Have students spell these words: unlike, refill, rethink, those, slash, graph

Part 2: Practice/Centers
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2. Model again and have students mimic you. Correct as needed.

3. Have students write words with consonant digraphs.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

1. Complete Know It, Show It , p, 86.

2. Complete Word Sort for digraphs.

3. Write spelling words, Wordlist #9. Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

4. Play the game 2 x.

Center 2: Decodable Text

1. Reread decodable texts: *Mice Can Help* and *Up in the Pine*.

2. Read to your partner.

3. Then listen to your partner read it to you.

4. Repeat.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these words: unbend, redo, latch, gash, botch

2. Dictate this sentence: The mice rush to get to the shop.

3. Have students say the sounds as they write each word.

4. Add date to task.

5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 44: Phonics: consonant digraphs (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
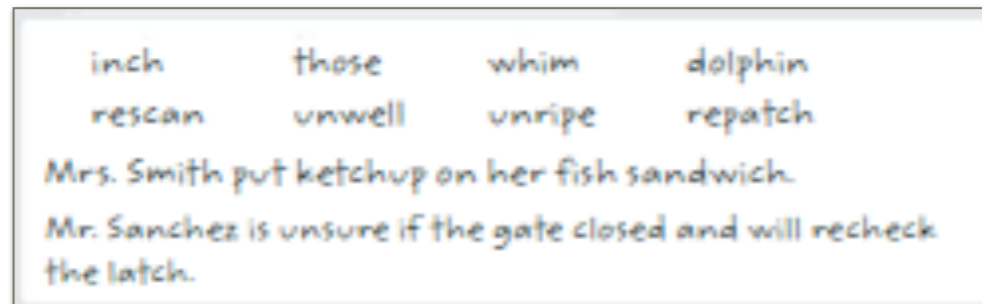
Learning Intentions:

- I am learning the sound spellings of consonant digraphs.

- I am learning how to use phonics knowledge to decode words.

- I am learning to blend words with consonant digraphs.

Success Criteria:

- I can identify consonant digraphs in words.

- I can use my knowledge of phonics to decode words.

- I can correctly write dictated words.

- I can read decodable texts fluently.

Part 1: Direct Instruction

1. I Do: Model blending using the word, refresh. Use letter cards and model how you blend the word and then say the word. Remind students that they can listen for sounds in different parts of the word. /re/ /fr/ /e/ /sh/

2. We Do: Have students read aloud chorally row 1. Ask how is the word inch different that other words in row 1? How are the digraphs different? The chorally read row 2. Then conduct rapid review and randomly call on students to read words you point to. Conclude by having students read the sentences.

inch	those	whim	dolphin
rescan	unwell	unripe	repatch

Mrs. Smith put ketchup on her fish sandwich.

Mr. Sanchez is unsure if the gate closed and will recheck the latch.

3. Assess: Dictate these words: ketchup, chest, such, flash, remake, unsafe

Part 2: Practice/Centers
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4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Center 1: Practicing Spelling

1. Complete Know It, Show It , p, 86.

2. Complete Word Sort for digraphs.

3. Write spelling words, Wordlist #9. Cut up the words from the list and place them in a pile face down. Student A selects a word, reads it to his/her partner and the partner writes it. Then Student A shows the word to the Student B. Student B places a check next to the word if correct. If not, the student corrects the word. Then the partners switch roles.

4. Play the game 2 x.

Center 2: Decodable Text

1. Reread decodable texts: *Mice Can Help* and *Up in the Pine*.

2. Read to your partner.

3. Then listen to your partner read it to you.

4. Repeat.

Center 3: Lexia Computer

1. Self-directed by computer.

Part 3: Daily Instructional Task

1. Dictate these words: shine, chase, thin, while, push, such

2. Dictate this sentence: Mrs. Chan went to the shop to buy cloth.

3. Have students say the sounds as they write each word.

4. Add date to task.

5. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 45: Phonics: consonant digraphs (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

Learning Intentions:

- I am learning the sound spellings of consonant digraphs.

- I am learning how to use phonics knowledge to decode words.

- I am learning to blend words with consonant digraphs.

Success Criteria:

- I can identify consonant digraphs in words.

- I can use my knowledge of phonics to decode words.

- I can correctly write dictated words.

- I can read decodable texts fluently.

Part 1: Assessment

1. Assess students' knowledge of consonant digraphs in words through a spelling and dictation tasks.

2. Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 9 on one side and 10 to 18 on the other side

3. Dictation Task: She chose a soft white fabric. She cut and restitched the fabric to fix the sashes.

4. Give one point for each correctly spelled word. Total possible points is 34.

A+ = 33-34	A = 31-32	B+ = 29-30	B =27-28
C+ = 25-26	C = 23-24	D = 21-22	F/Do Over= 20

1. dish _____   10. _____
2. than _____   11. _____
3. chest _____ 12. _____
4. such _____   13. _____
5. _____   14. _____
6. _____   15. _____
7. _____   16. _____
8. _____   17. _____
9. _____   18. _____

Part 2: Reading Decodable Texts (RF.2.3, 2.4)

1. Invite students to partner read decodable texts: *Mice Can Help* and *Up in the Pine*.

2. Spend time during this period listening to students read the decodable texts. Support as needed.

3. Record your findings.