

# 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 91: Phonics Lesson on R Controlled Vowel -or, ore (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 92: Phonics Lesson on R Controlled Vowel -or, ore (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 93: Phonics Lesson on R Controlled Vowel -or, ore (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 94: Phonics Lesson on R Controlled Vowel -or/-ore and suffixes -ful, and -less (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 95: Phonics Lesson on R Controlled Vowel -or/-ore and suffixes -ful, and -less (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
Lesson 96: Phonics Lesson on R Controlled Vowel -er, ir, ur, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 97: Phonics Lesson on R Controlled Vowel -er, ir, ur, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 98: Phonics Lesson on R Controlled Vowels er, ir, ur and the prefix pre- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 99: Phonics Lesson on R Controlled Vowels er, ir, ur and the prefix pre- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 100: Phonics Lesson on R Controlled Vowels er, ir, ur and the prefix pre- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
Lesson 101: Phonics Lesson / <u>oo</u> / (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 102: Phonics Lesson / <u>oo</u> / (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 103: Phonics Lesson / <u>oo</u> / (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 104: Phonics Lesson / <u>oo</u> / (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 105: Phonics Lesson / <u>oo</u> / (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
Lesson 106: Phonics Lesson: / <u>oo</u> / vowel team: o, oo, ew, ou and us /oo/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 107: Phonics Lesson: / <u>oo</u> / vowel team: o, oo, ew, ou and us /oo/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 108: Phonics Lesson: / <u>oo</u> / vowel team: o, oo, ew, ou and us /oo/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 109: Phonics Lesson: / <u>oo</u> / vowel team: o, oo, ew, ou and us /oo/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 110: Phonics Lesson: / <u>oo</u> / vowel team: o, oo, ew, ou and us /oo/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
Lesson 111: Phonics Lesson: /ou/ vowel team: ou, ow (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 112: Phonics Lesson: /ou/ vowel team: ou, ow (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 113: Phonics Lesson: /ou/ vowel team: ou, ow (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 114: Phonics Lesson: /oi/ vowel team: oi, oy (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 115: Phonics Lesson: /ou/ vowel team: ou, ow (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 116: Spelling: Phonics: Vowel Patterns: /ô/ (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 117: Spelling: Phonics: Vowel Patterns: /ô/ (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 118: Phonics: Vowel Patterns ear, eer and Fluency (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 119: Phonics: Vowel Patterns: /ô/ and (/îr/), Phrasing (RF.2.3, RF.2.4), Centers (L.2.3, L. 2.4), Daily Instructional Task (L. 2.3)	Lesson 120: Spelling: Phonics: Vowel Patterns: /ô/ (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
Lesson 121: Phonics: Prefix Pre- and Compound Words (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 122: Phonics: Prefix Pre- and Compound Words (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 123: Phonics: Prefix Pre- and Compound Words (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 124: Phonics: Prefix Pre- and Compound Words (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 125: Phonics: Prefix Pre- and Compound Words (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
Lesson 126: Phonics: Three Letter Blends & Contractions (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 127: Phonics: Three Letter Blends & Contractions (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 128: Phonics: Three Letter Blends & Contractions (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 129: Phonics: Three Letter Blends & Contractions (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 130: Phonics: Three Letter Blends & Contractions (RF.2.3, RF. 2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)
Lesson 131: Phonics Lesson: Consonant + le Syllable Type (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 132: Phonics Lesson: Consonant + le Syllable Type (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 133: Phonics Lesson: Consonant + le Syllable Type (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 134: Phonics Lesson: Consonant + le Syllable Type (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)	Lesson 135: Phonics Lesson: Consonant + le Syllable Type (RF. 2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

**Lesson 91: Phonics Lesson on R Controlled Vowel -or, ore (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 r controlled vowel -or, -ore
- I am learning how to distinguish r controlled vowel - or, -ore
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode the r controlled vowel -or, -ore
- 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 ar sound. Tell students that the /r/ in many words changes the vowel sound. Model writing the letter and saying the sound. **Display the letter or/ore card.** Say, “organ is spelled o-r-g-a-n but the ‘r’ controls the vowel and we do not hear the vowel sound. We mostly hear the r sound. Say that with me - organ. We mostly hear the r. Repeat with the word **store**.
2. Tell students that the /or/ makes the /r/ sound because the r controls the vowel sound. Say and spell torn.
  - **We Do:** Write the word corn and point to the /or/. Blend the word. Practice with these words:
    - horse
    - word
    - story
    - pastor
  - **You Do:** Point to words from this list and have students locate and read words with the r-controlled vowel. What do they notice is different about the other words?

or	fork	sore	port
sort	core	horn	store
thorn	north	shore	spore

- **Assess:** Have students sort and read 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 words with r-controlled or. 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 r-controlled vowel or.
- 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: Reading and Spelling Practice

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their list [Word List 19](#)
- 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 spelling patterns.
- Complete throughout the week: [Know It. Show It. pp 179 - 182](#)

### Center 2: Decodable Text

- Reread decodable text: [Work Day](#)



- 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: She has a fork from the store.
- 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 92: Phonics Lesson on R Controlled Vowel -or/-ore (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

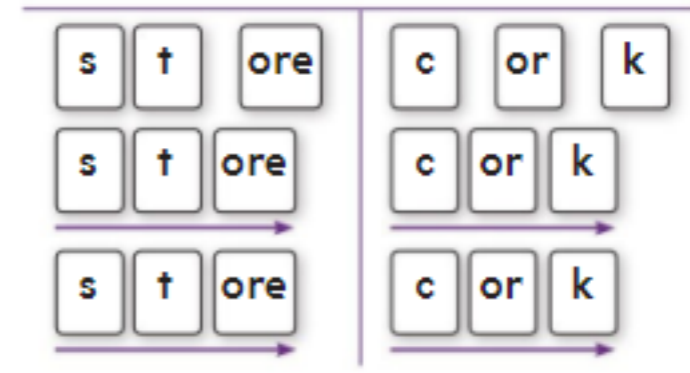
- I am learning the sound spellings for r controlled vowel -or, -ore
- I am learning how to distinguish r controlled vowel - or, -ore
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

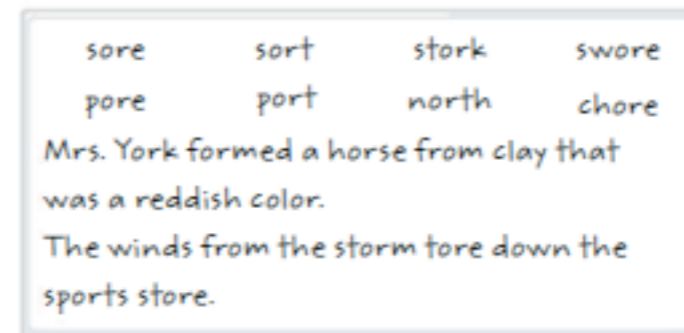
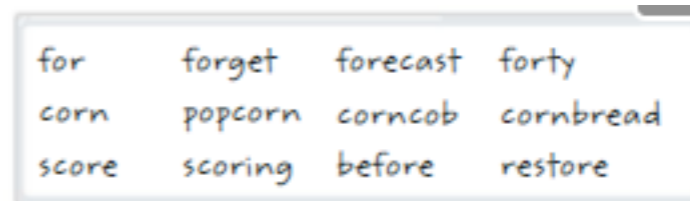
- I can use my knowledge of phonics to blend and decode the r controlled vowel -or, -ore
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do/We Do:** Review r-controlled vowel or. Model writing the letters and saying the sounds and have students write the letters and say the sounds:



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



How are the words alike? What is the r doing to the vowel sound for the words in row one? Row two? Note words without or. Read sentences.

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

## 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 words with r-controlled vowel or/ore. 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 r-controlled vowel or/ore.
- 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: Reading and Spelling Practice

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their lists..
- 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 spelling patterns. [Word List 19](#)
- Complete throughout the week: [Know It. Show It. pp 179 - 182](#)

### Center 2: Decodable Text

- Reread decodable text: [Work Day](#)



- 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 this sentence: My hand was sore from my chores.
- 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 93: Phonics Lesson on R Controlled Vowel -or/-ore (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 r controlled vowel -or, -ore
- I am learning how to distinguish r controlled vowel - or, -ore
- I am learning sound spellings for suffixes -ful and -less.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode the r controlled vowel -or, -ore.
- I can use my knowledge of phonics to read words with suffixes -ful and -less.
- 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 *Work Day* to page 4. Point out the punctuation marks. Remind students periods at the end of sentences require readers to take a longer pause and question marks show a question is being asked. Ask students to follow along as you read pages 4-5.

**We Do:** Use choral reading to reread *Work Day*, 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 Spelling for or and ore. Show the card, read the word, and say the sound. Then have children do this. Last, ask students to write the r-controlled vowel as they say the sound. Then ask them to write the key words: morning, more, work. Have them do this 3x.

Tell students that they will be reading words with or and also words with endings -ful and -less. Tell students when saying words with these endings, we just add the ending to the base word. Model with

- help/helpful
- help/helpless



**We Do:** Display [7.3 Suffixes -less, -ful](#)

Have children review examples on card 7.3 and words noticed in decodable stories.

**Generative Vocabulary 7.3**

**Suffixes -ful, -less**

A **suffix** is a word part added to the end of a base word. It changes the meaning of the word. You can look up base words you do not know in a dictionary.

- The suffix **-less** means "without."
- The suffix **-ful** means "full of."

**Examples**

- 1 use  
use + less = **useless**  
use + ful = **useful**
- 2 pity  
pity + ful = **pitiful**
- 3 sleep  
sleep + less = **sleepless**

a **selfless** act  
felt **thankful**

Grade 2 | Vocabulary

Assess: Have students spell selected words with suffixes -ful, less.

**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 words with r-controlled or. 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 r-controlled or.
- 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: Reading and Spelling Practice**

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their lists..
- 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 spelling patterns. [Word List 19](#)

Complete throughout the week: [Know It. Show It. pp 179 - 182](#)

Complete [Know It. Show It. P. 184 - -ful, -less](#)

### Center 2: Decodable Text

- Reread decodable texts: [Work Day](#) and [The Big Store](#)
- 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 words: Jordan must go to the doctor..
- 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 94: Phonics Lesson on R Controlled Vowel -or/-ore and suffixes -ful, and -less (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

#### Learning Intentions:

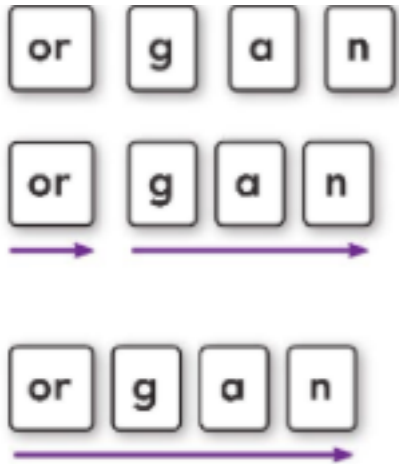
- I am learning the sound spellings for r controlled vowel -or, -ore
- I am learning how to distinguish r controlled vowel - or, -ore
- I am learning sound spellings for suffixes -ful and -less.
- I am learning how to use phonics knowledge to decode words.

#### Success Criteria:

- I can use my knowledge of phonics to blend and decode the r controlled vowel -or, -ore.
- I can use my knowledge of phonics to read words with suffixes -ful and -less.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- I Do: Model blending using the word, organ. 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.



- We Do: Show students [Blend and Read 7.2](#)

Blend and Read 7.2

### Blend and Read

1	corn	porch	storming	morning	chore
2	horn	snore	story	before	thorny
3	taped	fried	tapped	shipped	shaped
4	barn	farm	harvest	discard	harder
5	floral	adorn	chorus	informal	formal

6 In the morning, Jim reads Kate a story.  
7 Mom places orders and fills in forms.  
8 Before work, Dad takes a short nap.



Grade 2 | Foundational Skills | Module 7 - Week 1

- Have students read aloud chorally row 1. Ask how is the word kept different from the other words in row 1? How is the vowel sound 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.
- Assess: Dictate these words: storm, chore, before

## 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 words with r-controlled or. 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 r-controlled or.
- 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: Reading and Spelling Practice

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their lists.

- 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 spelling patterns. [Word List 19](#)
- Complete throughout the week: [Know It. Show It. pp 179 - 182](#)
- Complete [Know It. Show It. P. 184 - -ful, -less](#)
- Complete Phonics Review [Know It. Show It p. 182](#)

### Center 2: Decodable Text

- Reread decodable texts: [Work Day](#) and [The Big Store](#)
- 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 words: care, careful, careless
- Dictate this sentence: Before morning we will tell a story.
- 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 95: Phonics Lesson on R Controlled Vowel -or and suffixes -ful and -less (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 r controlled vowel -or, -ore
- I am learning how to distinguish r controlled vowel - or, -ore
- I am learning sound spellings for suffixes -ful and -less.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode the r controlled vowel -or, -ore.
- I can use my knowledge of phonics to read words with suffixes -ful and -less.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Assessment

- Assess students' knowledge of r-controlled vowel or 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: You can make art from warm dark clay.
- 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)

- Invite students to partner read decodable texts: *Work Day and The Big Store*
- Spend time during this period listening to students read the decodable texts. Support as needed.
- Record your findings.

## Lesson 96: Phonics Lesson on R Controlled Vowel -er, ir, ur, Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intentions:

- I am learning the sound spellings for r controlled vowels er, ir, ur
- I am learning how to distinguish r controlled vowels.
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

- I can use my knowledge of phonics to blend and decode the r controlled vowels er, ir, ur.
- I can correctly write dictated words.
- I can read decodable texts fluently.

### Part 1: Direct Instruction

- **I Do:** Model for students how you write and say the r-controlled sounds. Tell students that the /r/ in many words changes the vowel sound. The vowel is neither long or short. Explain in many words with ir and er, we hear a ur sound. **Display the letter ir/er/ur card.** Model with the words third, verb, and burn, Say, the 'r' controls the vowel in these words and we hear the sound as /ur/ even though third is spelled with /ir/ and verb is spelled with /er/ and we mostly just hear the r sound.
- Tell students that the /ir/ makes the /r/ sound because the r controls the vowel sound. Say and spell *stir*.
- **We Do:** Write the word *clerk* and point to the /er /. Blend the word. Do the same with *third* and point to the /ir/. Repeat with *church* and point to /ur/ Practice with these words:
  - river
  - curve
  - thirst
  - shopper
- **You Do:** Point to words from this list and have students locate and read words with the r-controlled vowel. What do they notice is different about the other words?

nurse	third	surf	fern
burn	purr	verb	skirt
shirt	first	nurse	term

- **Assess:** Have students sort and read 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 words with r-controlled or. 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 r-controlled vowels.
- 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: Reading and Spelling Practice

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their list [Word List 20](#)
- 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 spelling patterns.
- Complete throughout the week: [Know It. Show It. pp. 189-192 & 195-196](#)

### Center 2: Decodable Text

- Reread decodable text: [Rafts](#)
- 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: My father swims under the water.
- 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 97: Phonics Lesson on R Controlled Vowels - er, ir, ur (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 r controlled vowels er, ir, ur.
- I am learning how to distinguish r controlled vowels.
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode the r controlled vowel -or, -ore
- I can correctly write dictated words.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do/We Do:** Review r-controlled vowels er, ir, ur. Model writing the letters and saying the sounds and have students write the letters and say the sounds:
- Have students read the words and sentences on the list:

fur      stir      blur      urge  
merge      blurt      clerk      squirt

A bird perched high in the fir tree  
and chirped.

In the past, a person had to churn  
cream to make butter.

firm      firmest      firmly      firmer  
thirsty      yogurt      farmer      thirteen  
dirtier      sunburn      butterfly      birthday

How are the words alike? What is the r doing to the vowel sound for the words in row one? Row two? Note words without er, ir, ur. Read sentences.

- Conduct a rapid review. Randomly point to words and have students blend and say word.
- Read sentences.



## 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 words with r-controlled or. 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 r-controlled vowels.
- 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: Reading and Spelling Practice

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their list [Word List 20](#)
- 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 spelling patterns.
- Complete throughout the week: [Know It. Show It. pp. 189-192 & 195-196](#)

### Center 2: Decodable Text

- Reread decodable text: [Rafts](#)
- 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 this sentence: burn, third, verb, water,
- 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 98: Phonics Lesson on R Controlled Vowels er, ir, ur and the prefix pre- (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 r controlled vowels er, ir, ur.
- I am learning how to distinguish r controlled vowels.
- I am learning how to distinguish the meaning of the prefix pre-
- I am learning how to use phonics knowledge to decode words.

**Success Criteria:**

- I can use my knowledge of phonics to blend and decode the r controlled vowels.
- I can use my knowledge of phonics to decode words with the prefix pre-
- 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 *Rafts* to page 4. Point out the punctuation marks. Remind students periods at the end of sentences require readers to take a longer pause and question marks show a question is being asked. Ask students to follow along as you read pages 20-21.
- **We Do:** Use choral reading to reread *Rafts*, page 21. Ask students to explain how they used punctuation to know how to group words together while reading.
- **I Do/We Do:** Review Sound Spelling for r controlled vowels. Show the card, read the word, and say the sound. Then have children do this. Last, ask students to write the r-controlled vowels as they say the sound. Then ask them to write the key words: morning, more, work. Have them do this 3x.
- **I Do:** Tell students that they will be reading words with or and also words with endings -ful and -less. Tell students when saying words with these endings, we just add the ending to the base word. Model with
  - help/helpful

**We Do:** Have children review examples on [Display and Engage 7.6](#) and words noticed in decodable stories.

**DISPLAY AND ENGAGE:**  
Generative Vocabulary 7.6

**Prefix pre-**

A **prefix** is a word part added to the beginning of a **base word**. It changes the meaning of the word. You can look up base words you do not know in a dictionary. The prefix **pre-** means "before."

**Examples**

- 1 pay  
pre + pay = **prepay**
- 2 kindergarten  
pre + kindergarten = **prekindergarten**
- 3 preheat  
pre + heat = **preheat**
- 4 historic  
pre + historic = **prehistoric**

Mary will **prearrange** the table tonight before the family dinner tomorrow.

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**Assess:** Have students spell selected words with prefix pre-.

## 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 words with r-controlled or. 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 r-controlled vowels.
- 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: Reading and Spelling Practice

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their list [Word List 20](#)
- 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 spelling patterns.
- Complete throughout the week: [Know It. Show It. pp. 189-192 & 195-196](#)

## Center 2: Decodable Text

- Reread decodable text: [Rafts](#) and [My Rafting Trip](#)
- 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 words: Bert got hurt when he burned his arm.
- 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 99: Phonics Lesson on R Controlled Vowels er, ir, ur and the prefix pre- (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 r controlled vowels er, ir, ur
- I am learning how to distinguish r controlled vowels.
- I am learning how to distinguish the meaning of the prefix pre-
- I am learning how to use phonics knowledge to decode words.

### Success Criteria:

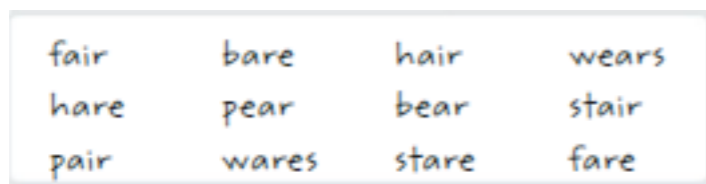
- I can use my knowledge of phonics to blend and decode the r controlled vowels.
- I can use my knowledge of phonics to decode words with the prefix pre-.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Direct Instruction

- I Do: Model blending using the word, hair. Use the letter card for *air/are/ear* 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.
- We Do: Show students [Blend and Read 7.5](#)



- Have students read aloud chorally row 1. Ask how is the word kept different from the other words in row 1? How is the vowel sound 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.
- You Do: Support students reading these words focusing on how the r controls the vowel.



- Assess: Dictate these words: hair, pear, chair

## 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 words with r-controlled er, ir, ur, ir, air, are, ear. 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 r-controlled vowels.
- 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: Reading and Spelling Practice

- Practice writing and sorting basic and challenge spelling words into categories. Then have them read the words on their list [Word List 20](#)
- 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 spelling patterns.

- Complete throughout the week: Know It. Show It. pp. 189-192 & 195-196

#### Center 2: Decodable Text

- Reread decodable texts: [Rafts](#) and [My Rafting Trip](#)
- 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 words: bear, pretend, sister
- Dictate this sentence: The water in the river is cold in the morning.
- 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 100: Phonics Lesson on R Controlled Vowels er, ir, ur (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 r controlled vowels er, ir, ur
- I am learning how to distinguish r controlled vowels.
- I am learning how to distinguish the meaning of the prefix pre-
- I am learning how to use phonics knowledge to decode words.

##### Success Criteria:

- I can use my knowledge of phonics to blend and decode the r controlled vowels.
- I can use my knowledge of phonics to decode words with the prefix pre-.
- I can correctly write dictated words.
- I can read decodable texts fluently.

## Part 1: Assessment

- Assess students' knowledge of r-controlled vowels or 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: The air is clear in the morning.
- 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)

- Invite students to partner read decodable texts: *Rafts and My Rafting Trip*
- Spend time during this period listening to students read the decodable texts. Support as needed.
- Record your findings.

**Lesson 101: Phonics Lesson /oo/ (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 the vowel team, /oo/ (book).
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 words with /oo/ vowel pattern
5. I am learning to monitor my accuracy and to self-correct.
6. I am learning to identify and create compound words.

**Success Criteria:**

1. I can use my knowledge of phonics to decode words.
2. I can correctly write dictated words.
3. I can read decodable texts fluently.
4. I can write compound words.

**Part 1: Direct Instruction**

1. **I Do:** Display the sound/spelling card for /oo/. Name the picture and write cook. Read the word and say the vowel sound. The letters, oo, are a vowel team. Together they stand for the **short /oo/ sound**. Say the vowel sound with me: /oo/.
2. **I Do:** Display the sound/spelling card for /oo/ moose. Name the picture and write moose. Say the vowel sound. The word moose has the vowel sound /oo/ Write moose. Read the words and say the vowel sound. Point out the spelling oo in the words on the card. In the word moose, the vowel team oo stands for the long vowel sound /oo/. The final e in moose is silent. Say the long vowel sound /oo/.
3. **We Do:** Write book using letter cards and model continuous blending process with students. Next try it with the word, spoon. Last, show students this list of words and have them read each word chorally. Follow this with rapid response, calling on students randomly and having them read the word you point to.

<b>hook,</b>	<b>food</b>	<b>goof</b>	<b>took</b>
<b>wood</b>	<b>noon</b>	<b>mood</b>	<b>hoof</b>
<b>shook</b>	<b>bloom</b>	<b>spool</b>	<b>pooch</b>

1. Transition to longer words: Have students study the transition chart:

cook.	cooker	cooking	cookbook
choose	chooses	crook	crooked
room	bedroom	tooth	toothpick
cool	cooler	coolest	cooling
hook	unhook	roost	rooster



1. 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.
  2. **We Do:** Show students these words: cook, room, cooler, unhook.
  3. Model how you sort words by long vowel sound into these categories. Model first and then have students help. Ask them to explain why.
- 
1. 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 /oo/ 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 vowel /oo/ words.
4. Have students partner and read decodable text, *A Walk with Nan*. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practicing the short vowel /oo/

1. Complete Know It to Show It, page 200.
2. Read these sentences to your partner: I did not look at the fish on the hook.

We have a cookbook and a good cook to make lunch. I bookmarked what I want to eat.

### Center 2: Decodable Text

1. Reread decodable texts: *A Walk with Nan*.
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 words: wood, stood, nook, shook, crook, cookout
2. Dictate these sentences: I read several books today and one was by a master cook.
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 102: Phonics Lesson /oō (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 the vowel team, /oō/ (book).
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 words with /oō/ vowel pattern
5. I am learning to monitor my accuracy and to self-correct.
6. I am learning to identify and create compound words.

**Success Criteria:**

1. I can use my knowledge of phonics to decode words.
2. I can correctly write dictated words.
3. I can read decodable texts fluently.
4. I can write compound words.

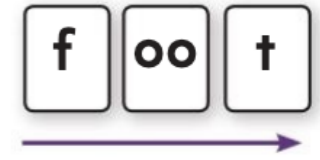
**Part 1: Direct Instruction**

1. **I Do:** Review the sound/spelling card cook and moose. Write the foot with letter cards. Follow routine for blending:

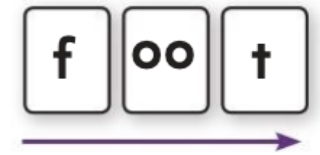
1 **Display** the Letter Cards. Say the letters and sounds. Remind children that if they don't recognize a word, they can try blending it with both sounds for oo.



2 **Sweep** your hand below the letters. Point to each card, slowly blending each sound and using the wrong sound for oo. Then model how to self-correct when the word sounds wrong, and blend the word correctly: /f/ /oō/ /t/, foot.



3 **Guide** children to blend the sounds and say the word. *Blend the word with me: /f/ /oō/ /t/, foot.*



1. **We Do:** Write two rows of words onboard:

too	wood	boom	loop
stood	hoot	mood	shook

- Have children read the words in row 1. Prompt conversation about the vowel sounds in the words in row 1. Ask them to compare sounds (wood/boom). What do they hear? Point to each word and have children read the line chorally. Provide corrective feedback as needed.
- Have children read the words in row 2. Prompt conversation about the vowel sounds in the words in row 2.
- Rapid Review: Point to words in either line and children read, until they can identify the words quickly.

1. Transition to longer words: Have students study the transition chart:

fool	fooling	foolish	foolproof
wood	woody	woodland	woods
scootscooter	roof	rooftop	
book	books	booking	notebook

2. Assess: Have students spell these words: tool, boots, foot, cookbook, .

## 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 /oo/ 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 short vowel /oo/ words.
4. Have students partner and read decodable text, *A Walk with Nan*. If students get stuck on a decodable word, have them blend the phonemes. Model as needed. Listen to each student read.

### Center 1: Practicing the short vowel /oo/

1. Complete Know It to Show It, page 200-201.
2. Complete [Read and Tap /oo/ Words](https://drive.google.com/file/d/1Df9PfYzAHqmgbsGe35Pm1Jl5H7zrK_EZ/view?usp=sharing). [https://drive.google.com/file/d/1Df9PfYzAHqmgbsGe35Pm1Jl5H7zrK\\_EZ/view?usp=sharing](https://drive.google.com/file/d/1Df9PfYzAHqmgbsGe35Pm1Jl5H7zrK_EZ/view?usp=sharing)

### Center 2: Decodable Text

1. Reread decodable texts: *A Walk with Nan*.
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 words: looked, good, fishhooks, bookcase, wool, hoodie, goodbye
2. Dictate these sentences: Did I put the book in the bookcase?.
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 103: Phonics Lesson: Multisyllabic Words: /oo/ (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 the vowel team, /oo/ (book).
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 words with /oo/ vowel pattern
5. I am learning to monitor my accuracy and to self-correct.
6. I am learning to identify and create compound words.

### Success Criteria:

1. I can use my knowledge of phonics to decode words.
2. I can correctly write dictated words.
3. I can read decodable texts fluently.
4. I can write compound words.

### Part 1: Direct Instruction

1. **I Do:** Remind students that good readers think about what they are reading and whether the words read make sense. Show students the text, [A Walk with Nan](#). Show students how you self-correct errors you make on page 37 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 39 of the text, *A Walk with Nan*. Listen as children read and support students' self-correction. Again, emphasize decoding as the main method. Listen as children read.
3. **I Do: Model counting syllables in these words: car-pool.**
4. **We Do:** Now have students clap syllables in these words: foolish-ly, drool-ing.
5. Next have children segment syllables and listen for the /oo/ sounds (long, short). Words: looking (oo like book, short); hoodie (short), dogwood (short) sunroof (long), foolishly (long).
6. **We Do: Display [Blend and Read 7.7](#).**

- Have children read line 1. What words have alike vowel team? Point to each word in this line and have children read chorally.
- Have children read line 2. Ask volunteers to explain how they decoded toot, woody. Point to each word in this line and have children read chorally.
- Have children chorally read lines 3-4 .
- Line 5 is a challenge line. Point and read with children. Ask students how they decoded each word.
- For lines 6-8, call on children to blend selected decodable words. Then have students chorally read the sentence.

Online



DISPLAY AND ENGAGE:  
Blend and Read 7.7

Blend and Read 7.7


### Blend and Read

1	book	good	booklet	loose	looked
2	wood	toot	woody	foot	footstep
3	comb	lamb	mighty	lightly	sunlight
4	return	perch	porches	burn	dirty
5	poodle	joyful	yearly	enjoy	footfall

6 We took a walk down city streets.

7 Are you in the mood for a good, brisk walk?

8 Nan and I stood and looked in the window.



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Module 7 • Week 3

## 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 /oo/ 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 short vowel /oo/ words.
4. Have students partner and read decodable text, *A Walk with Nan*. If students get stuck on a decodable word, have them blend the phonemes. Model as needed. Listen to each student read.

### Center 1: Practicing the short vowel /oo/

1. Complete Know It to Show It, page 200-201.
2. Have partners practice reading, saying and writing these words: oozes, wooly, loosely, snooping, mistook, goofy, unhooked, blooming, seafood, teaspoon, bookcase, toothbrush.
3. Read these sentences to your partner: I looked at the booklet and saw a photo of a bloom.

## Center 2: Decodable Text

1. Reread decodable texts: [A Walk with Nan](#) and *Streets Then and Now*.
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 words:, book, hook, woodpecker, soot, football, stood
2. Dictate these sentences: The pit bull took a look at the crook and the crook ran away.
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 104: Phonics Lesson: Multisyllabic Words: /oo/ (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 the vowel team, /oo/ (book).
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 words with /oo/ vowel pattern
5. I am learning to monitor my accuracy and to self-correct.
6. I am learning to identify and create compound words.

### Success Criteria:

1. I can use my knowledge of phonics to decode words.
2. I can correctly write dictated words.
3. I can read decodable texts fluently.
4. I can write compound words.

## Part 1: Direct Instruction

1. **I Do:** Model for students blending using the word, foothills.
2. **We Do: Have students practice blending using these words.**  
  
hoot            hoof        took        scoop  
droopy        soothing    cookbook    toothpaste  
The monsoon uprooted many trees in the woodlands.  
When I spilled the good shampoo, the baby made the  
goofiest face.
3. Show students this passage and have the chorally read, *The Lost Book*, below.
4. **Assess:** Have students spell these words: scooped, classroom, footprint, shook, woodpile, good, poodle, moon

## 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 /oo/ vowel sounds. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency. /oo/
2. Model again and have students mimic you. Correct as needed.
3. Have students write short vowel /oo/ words.
4. Have students partner and read decodable text, *A Walk with Nan*. If students get stuck on a decodable word, have them blend the phonemes. Model as needed. Listen to each student read.

### Center 1: Practicing the short vowel /oo/

1. Complete [Know It to Show It, page 205](#).
2. Have partners practice reading, saying and writing these words: oozes, wooly, loosely, snooping, mistook, goofy. Unhooked, blooming, seafood, teaspoon, bookcase, toothbrush.
3. Sort words by vowel sound from the list of words used today during the main lesson (#2).
4. Have students highlight the /oo/ words in the text, [The Lost Book](#). <https://drive.google.com/file/d/1MWurMlc8-N3ttvuxyH1PqvfUp1Vzyokx/view?usp=sharing>

## The Lost Book

I looked for a cookbook. I had lost it for two days. It needs to go back to school now, or it will be three days late. It will be hard to bring the cookbook back. I liked to read it in the woods by the brook in a nifty nook. I so wished to keep it.

Some days I took my cookbook off the bookshelf, tucked it under my arm or stashed it in my book bag. I looked and it was not in my book bag. The book was lost. I had to find it, or pay a huge fine. I did not want to be a crook!

One last time, I checked my bedroom and looked underneath the bed. It was not there. But I did find it. It was under a pile of old shirts! I was so happy it was safe and I'd pay no fine. I put the cookbook in my book bag.



## Center 2: Decodable Text

1. Reread decodable texts: [A Walk with Nan](#) and [Streets: Then and Now](#).
2. Read to your partner. Then listen to your partner read it to you.
3. Blend these words from *Streets: Then and Now*.

### Blend and Read

- |           |        |         |         |          |
|-----------|--------|---------|---------|----------|
| 1. book   | good   | booklet | loose   | looked   |
| 2. wood   | toot   | woody   | foot    | footstep |
| 3. comb   | lamb   | mighty  | lightly | sunlight |
| 4. return | perch  | porches | burn    | dirty    |
| 5. poodle | joyful | yearly  | enjoy   | footfall |
6. We took a walk down city streets.
7. Are you in the mood for a good, brisk walk?
8. Nan and I stood and looked in the window.



## 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 105: Phonics Lesson /oo/ (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)

### Learning Intention:

1. I am learning the sound spellings for the vowel team, oo (book).
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 words with oo vowel pattern
5. I am learning to monitor my accuracy and to self-correct.
6. I am learning to identify and create compound words.

### Success Criteria:

1. I can use my knowledge of phonics to decode words.
2. I can correctly write dictated words.
3. I can read decodable texts fluently.
4. I can write compound words.

## Part 1: Assessment

1. Assess students' knowledge of oo vowel pattern 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 monsoon uprooted trees in the woodlands. We were upset and stood looking at the mess.
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 the decodable text..
2. Spend time during this period listening to students read the decodable texts. Support as needed.
3. Record your findings.

**Lesson 106: Phonics Lesson: /ōō/ vowel team: o, oo, ew, ou and us /oo/ (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 the vowel team /ōō/ (moose): o, oo, ew, ou and us /oo/.
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 words with vowel patterns /ōō/: o, oo, ew, ou, and us.
5. I am learning to monitor my accuracy and to self-correct.
6. I am learning to identify and create compound words.

**Success Criteria:**

1. I can use my knowledge of phonics to decode words.
2. I can spell words with the /ōō/ sound.
3. I can read decodable texts fluently.

**Part 1: Direct Instruction**

1. **I Do:** Display the sound/spelling card for /ōō/. Name the picture and write cook. Read the word and say the vowel sound. The letters, oo, are a vowel team. Together they stand for the long /ōō/sound. Say the vowel sound with me: /ōō/. Repeat three times. The vowel sound in moon can be spelled **oo, ew, ue, and ou:** school, few, glue, you
2. **I Do:** write the word, moon. Read the word and say the vowel sound. Point out the oo vowel pattern on the Sound/Spelling card and relate it to the oo in moon.
3. **We Do: The letters ew also stand for the /ōō/sound like the word flew.** The vowel pattern ew can be in the middle or end of a word. Say the sound and write these words with me: grew, stew, few, new write the words on a chart).
4. **We Do: The letters ue also stand for the /ōō/sound like the word blue.** The vowel pattern ue can be in the middle or end of a word. Say the sound and write these words with me: blue, glue, due, Sue write the words on a chart).
5. **We Do: The letters ou also stand for the /ōō/ sound like the word you.** The vowel pattern ue can be in the middle or end of a word. Say the sound and write these words with me: you, soup, (write the words on a chart).
6. **I Do:** The single letter o also can be pronounced /ōō/. The word to has a CV pattern – consonant and vowel. The vowel pattern o can be in the middle or end of a word. Say the sound and write these words with me: to, do, who, (write the words on a chart).

- We Do:** Write flew using letter cards and model continuous blending process with students. Next try it with the words noon, who, glue, and youth. Last, show students this list of words and have them read each word chorally.

1 **Display** the cards as shown. Point to *ew*. *The letters ew form one of the vowel patterns for the /ōō/ sound.* Say all the letters and sounds.



2 **Sweep** your hand below the letters. As you point to each card, slowly blend each sound. Then read the word naturally: */f//l//ōō/, flew.*



3 **Guide** children to blend the sounds and pronounce the word: *Blend the word with me: /f//l//ōō/, flew.*



- You Do:** Follow this with rapid response, calling on students randomly and having them read the word you point to.

- do          soon          new          Sue
- grew        blue          prove        mew
- wound       mood          route        spoon

- You Do:** Transition to longer words: Have students study the transition chart and read the words as your point:

- glue          gluing          unglued      gluers
- tooth        toothless      spoon        spooning
- new          news          newscast    newsstand
- crew         crews          crewing      crewed

- Assess: Have students spell these words: 1. flew 2. school 3. true 4. goose 5. chew 6. to 7. cushion 8. noodle 9. bookmark 10. balloon

## 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 the /ōō/sound. 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 /ōō/words with these spelling patterns: -oo, -ew, -ue, -ou -o
- Have students partner and read decodable text, Jobs. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practicing the short vowel /oo /

1. Complete [Know It to Show It, page 208](#).
2. Read these sentences to your partner:
  - I shampooed my poodle in the afternoon.
  - I gave my pooch a cool smooch.
  - The school kids went to the tidepool.

### Center 2: Decodable Text

1. Reread decodable texts: *Jobs*.
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 words: soap, news, tube, school, glue, cute,
2. Dictate this sentence: The school kids went to the tidepool.
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 107: Phonics: Vowel Patern /ōō/: o, oo, ew, ou and us /oo/ (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 the vowel team /ōō/ (moose): o, oo, ew, ou and us /oo/.
- I am learning how to distinguish vowel sounds.
- I am learning how to use phonics knowledge to decode words.
- I am learning to blend words with vowel patterns /ōō/: o, oo, ew, ou, and us.
- I am learning to monitor my accuracy and to self-correct.
- I am learning to identify and create compound words.

#### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can correctly write dictated words.
- I can read decodable texts fluently.
- I can write compound words.

## Part 1: Direct Instruction

1. **I Do:** Review the sound/spelling card cook and moose. Write the brew with letter cards. Follow routine for blending.
2. **We Do:** Write two rows of words onboard:

whose    soup    swoop    knew  
loosetrue    threw    through

3. Have children read the words in row 1. Prompt conversation about the vowel sounds in the words in row 1. Ask them to compare sounds (wood/boom). What do they hear? Point to each word and have children read the line chorally. Provide corrective feedback as needed.
4. Have children read the words in row 2. Point out the homophones threw/through. Use words in context to help students build meaning.
5. Have children read the two sentences:
  - Will you order the chicken soup or beef stew today?
  - I knew that if you went to the zoo, you would see the new group of cougars.

1. Rapid Review: Point to words in either line and have children read, until they can identify the words quickly.
2. Transition to longer words: Have students study the transition chart:

due dew    dewy    mildew  
spoon    teaspoon    teaspoons    teaspoonful  
proofproofread    proofreader    proofreading

1. Assess: Have students spell these words: due, through, flew, snoop, moon

## 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 /ōō/ 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 vowel /ōō/words.
4. Have students partner and read decodable text, Jobs. If students get stuck on a decodable word, have them blend the phonemes. Model as needed. Listen to each student read.

### Center 1: Practicing the short vowel /ōō/

1. Complete [Know It to Show It, page 209](#).
2. [Read and Tap](#) /ōō/ words like threw. [https://drive.google.com/file/d/13v07\\_iVTYH1HG0EYUo4YCFkG0PZiAlBu/view?usp=sharing](https://drive.google.com/file/d/13v07_iVTYH1HG0EYUo4YCFkG0PZiAlBu/view?usp=sharing)
3. Complete [Word Sort](#) for /oo/ book and /ōō/ moon. <https://drive.google.com/file/d/1wjyQVcKCbjJznWQKswHX6J-rkk1Ify3w/view?usp=sharing>

### Center 2: Decodable Text

1. Reread decodable texts: *Jobs*.
2. Read to your partner.
3. Then listen to your partner read it to you.
4. Reread 2x.

### Center 3: Lexia Computer

1. Self-directed by computer.

### Part 3: Daily Instructional Task

1. Dictate these words: threw (threw the ball), whose, true, cashew, spoon
2. Dictate this sentences: I knew that if you went to the zoo, you would see the new group of cougars.
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 108: Phonics Lesson /ōō/: Multisyllabic Words: o, oo, ew, ou and us /oo/ (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 the vowel team /ōō/ (moose): o, oo, ew, ou and us /oo/.
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 words with vowel patterns /ōō/: o, oo, ew, ou, and us.
5. I am learning to monitor my accuracy and to self-correct.
6. I am learning to identify and create compound words.

#### Success Criteria:

1. I can use my knowledge of phonics to decode words.
2. I can correctly write dictated words.
3. I can read decodable texts fluently.
4. I can write compound words.


## Part 1: Direct Instruction

- 1. I Do:** Remind students that good readers do not read too quickly or too slowly. Reading aloud at an appropriate rate helps listeners to comprehend what they are hearing. Show students the text, *Job* and ask them to turn to page 53. Have students follow along and pay attention to the rate you read. (Vary your rate while reading – too fast, too slow). Then read at a constant good rate. Ask students how the second reading allowed them to understand the text better.
- 2. We Do:** Have children partner read page 54-56 of the text, *Job*. Listen as children read and support students' self-correction. Again, emphasize decoding as the main method. Listen as children read.
- 3. I Do: Model counting syllables in the word: toadstool**
- 4. We Do:** Now have students clap syllables in these words: **news-print, un-group, to-night, val-ue.**
- 5. We Do: Display [Blend and Read 8.2](#).**

Blend and Read 8.2

### Blend and Read

1	cool	cook	grew	regroup	fool	booklet
2	too	unglue	moonlit	dewdrop	chew	clue
3	cheap	fear	chair	cheer	stair	steal
4	block	unlock	read	unreal	told	unfold
5	kangaroo	overdue	shampoo	afternoon	caboose	
6	Soup and stew are good foods to eat.					
7	You can learn to do new things at schools.					
8	Do you like to learn about music, too?					



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- Have children read line 1. What words have alike vowel team? Point to each word in this line and have children read chorally.
- Have children read line 2. Ask volunteers to explain how they decoded toot, woody. Point to each word in this line and have children read chorally. Then call on students to reread selected word. Continue doing so until the words can be read quickly.
- Have children chorally read lines 3-4 .
- Line 5 is a challenge line. Point and read with children. Ask students how they decoded each word.
- For lines 6-8, call on children to blend selected decodable words. Then have students chorally read the sentence.

## 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 /ōō/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 short vowel /ōō/words.
4. Have students partner and read decodable text, *Jobs*. If students get stuck on a decodable word, have them blend the phonemes. Model as needed. Listen to each student read.



### Center 1: Practicing the short vowel /ōō/

1. Complete [Know It to Show It, page 209](#).
2. [Read and Tap](#) /ōō/words like threw. [https://drive.google.com/file/d/13v07\\_iVTYH1HG0EYUo4YCFkG0PZiAlBu/view?usp=sharing](https://drive.google.com/file/d/13v07_iVTYH1HG0EYUo4YCFkG0PZiAlBu/view?usp=sharing)
3. Complete [Word Sort](#) for /oo/ book and /ōō/moon. <https://drive.google.com/file/d/1wjyQVcKCbJznWQKswHX6J-rkk1Ify3w/view?usp=sharing>

### Center 2: Decodable Text

1. Reread decodable texts: *Jobs, Playing Music*
2. Read to your partner.
3. Then listen to your partner read it to you.
4. Reread 2x.

### Center 3: Lexia Computer

1. Self-directed by computer.

### Part 3: Daily Instructional Task

1. Dictate these words: stew, scoop, grew, threw, boost
2. Dictate these sentences: We had a scoop of ice cream and a cookie.
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 109: Phonics Lesson: Multisyllabic Words: o, oo, ew, ou and us /ōō/ (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 to write singular and plural nouns and present-tense verbs with inflections endings -s and -es/.
2. I am learning the sound spellings for the vowel team, /ōō/ (moose): o, oo, ew, ou and us.
3. I am learning how to distinguish vowel sounds.
4. I am learning how to use phonics knowledge to decode words.
5. I am learning to blend words with vowel patterns: o, oo, ew, ou, and us.
6. I am learning to monitor my accuracy and to self-correct.
7. I am learning to identify and create compound words.

### Success Criteria:

1. I can write singular and plural nouns and present-tense verbs with inflections endings -s and -es/.
2. I can use my knowledge of phonics to decode words.
3. I can correctly write dictated words.
4. I can read decodable texts fluently.
5. I can write compound words.



### Part 1: Direct Instruction

1. **I Do:** Model for students blending using the word, n, ew, er.
2. **We Do: Have students practice blending using these words.**
  1. whom                      snooze                      glues                      fewer
  2. reroute      clueless      crewmate      redwood
  3. Ann took the bus to Page Avenue in Lewiston, New York.
  4. Stewart threw the football through the large wooden hoop.
3. **I Do:** [Project Generative Vocabulary 8.3](#). Explain that a noun names a person, place or thing A noun that names one person, place, or thing is singular. Add -s or -es to the end of the noun makes it plural or changes the number of something. Review 8.3.

Generative Vocabulary 8.3

### Inflections -s, -es

The endings **-s** and **-es** added to a **noun** make it **plural**.

 seedling + **s** =  seedlings  
(singular)                      (plural)

The ending **-s** or **-es** added to a **verb** shows that something is happening now, or in the present.

The plant **grows** from the soil.

#### Examples

**Nouns**

- 1 The **trees** in the park are tall.  
tree + s = **trees**
- 2 The children sat on **benches**.  
bench + es = **benches**

**Verbs**

- 3 This big tree **provides** shade.  
provide + s = **provides**
- 4 A bee **buzzes** in the garden.  
buzz + es = **buzzes**

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1. We Do: Write friend, porch, read, and finish on the board. Ask children to read them aloud. Determine nouns and verbs. Then guide them to spell the words with the ending -s or -es. Have students write each word changing it from singular to plural.

1. Assess: Have students spell these words: whom, snooze, reroute, clue, glued

## 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 /ōō/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 short vowel /ōō/words.
4. Have students partner and read decodable text, *Jobs*. If students get stuck on a decodable word, have them blend the phonemes. Model as needed. Listen to each student read.

## Center 1: Practicing -s and -es Inflectional Endings

1. Complete [Know It to Show It, page 213](#).
2. Have partners write sentences using singular and plural nouns and verbs in the present-tense. Watch/watches, play./plays, bus/buses, pencil/pencils.
3. Read these sentences to your partner: I looked at the booklet and saw a photo of a bloom.

## Center 2: Decodable Text

1. Reread decodable texts: *Jobs and Playing Music*.
2. Read to your partner.
3. Then listen to your partner read it to you.
4. Blend these words from *Playing Music*.

### Blend and Read

1. cool    cook    grew    regroup    fool    booklet
2. too    unglue    moonlit    dewdrop    chew    clue
3. cheap    fear    chair    cheer    stair    steal
4. block    unlock    read    unreal    told    unfold
5. kangaroo    overdue    shampoo    afternoon    caboose
6. Soup and stew are good foods to eat.
7. You can learn to do new things at schools.
8. Do you like to learn about music, too?

### Center 3: Lexia Computer

1, Self-directed by computer.

### Part 3: Daily Instructional Task

1. Dictate these words: snoozes, stairs, booklets, provides, trees
2. Dictate this sentence: You can learn new things at school.
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 110: Phonics Lesson: Multisyllabic Words: o, oo, ew, ou and us /oo/ (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 the vowel team, /oo/ (moose): o, oo, ew, ou and us /oo/.
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 words with vowel patterns: o, oo, ew, ou, and us.
5. I am learning to monitor my accuracy and to self-correct.
6. I am learning to identify and create compound words.

#### Success Criteria:

1. I can use my knowledge of phonics to decode words.
2. I can correctly write dictated words.
3. I can spell words with long vowel patterns: /oo/.
4. I can read decodable texts fluently.
5. I can write compound words.

## Part 1: Assessment

1. Assess students' knowledge of long vowel /oo/ pattern 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: I sat in the crook of the tree and watched bluebirds that flew through the sky.
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 the decodable text.
2. Spend time during this period listening to students read the decodable texts. Support as needed.
3. Record your findings.

**Lesson 111: Phonics Lesson: /ou/ vowel team: ou, ow (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 the vowel team ou and ow as in owl and proud.
2. I am learning how to distinguish vowel sounds by applying what I know from phonics.
3. I am learning to blend words with vowel patterns ou and ow.
4. I am learning to read with expression.

**Success Criteria:**

1. I can use my knowledge of phonics to decode words.
2. I can spell words with the /ou/ sound.
3. I can read decodable texts fluently.

**Part 1: Direct Instruction**

1. **I Do:** Display the sound/spelling card for ou, ow (owl). Name the picture and write owl. Read the word and say the vowel sound. The letters, ow, are a vowel team. Together they stand for the long /ou/ **sound**. Say the vowel sound with me: /ou/. Repeat three times. Owl begins with the sound /ou/.
2. **You Do:** Have students write the word, owl 3 x and say the sounds as they write the word.
3. **I Do:** Write the word, town. Point at the ow in the word and on the card. The vowel team ow can stand for the sound /ou/ at the beginning, middle and end of a word. Read the word and say the vowel sound.
4. **We Do:** Write **proud** using letter cards and model continuous blending process with students.
5. **You Do:** Follow this with rapid response, calling on students randomly and having them read the word you point to.

1. **cow**      **foul**      **ouch**      **howl**
2. **noun**      **cloud**      **brown**      **down**
3. **scowl**      **trout**      **scout**      **drown**

1. **You Do:** Transition to longer words: Have students study the transition chart and read the words as your point:

1. cow          crowd          crowding    cowgirl
2. out          outing          outburst    blowout
3. cloud        cloudy        brown        brownest
4. count        recount        down        downstairs

2. **Assess:** Have students spell these words: down, trout, drown, cloudy, counting

## 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 the /ou/sound. 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 /ou/words with these spelling patterns: -ou, ow
4. Have students partner and read decodable text, [A New Town](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practicing the short vowel /oo /

1. Complete [Know It and Show It, page 219](#).
2. Cut out the basic, review, and challenge words from [#23 Wordlist](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
3. Select five word cards and write your own sentences.

### Center 2: Decodable Text

1. Read decodable text: [A New Town](#).
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: town, house, brown, found, sound
2. Dictate this sentence: I live in a new house in a new town.
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 112: Phonics Lesson: /ou/ vowel team: ou, ow (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 the vowel team ou and ow as in owl and proud.
2. I am learning how to distinguish vowel sounds by applying what I know from phonics.
3. I am learning to blend words with vowel patterns ou and ow.
4. I am learning to read with expression.

#### **Success Criteria:**

1. I can use my knowledge of phonics to decode words.
2. I can spell words with the /ou/ sound.
3. I can read decodable texts fluently.



## Part 1: Direct Instruction

- I Do:** Display the sound/spelling card for ou, ow (owl). Name the picture and write owl. Read the word and say the vowel sound. The letters, ow, are a vowel team. Together they stand for the long /ou/ sound. Say the vowel sound with me: /ou/. Repeat three times. Owl begins with the sound /ou/.
- You Do:** Have students write the word, fowl 3 x and say the sounds as they write the word.
- We Do:** Write found using letter cards and model continuous blending process with students.
- You Do:** Follow this with rapid review, calling on students randomly and having them read the word you point to.

1. out owl brow pout

2. plow south gown bound

3. The grown hound growled when the kitten pounced on him.

4. The group found out that sixteen ounces is the same as one pound.

- You Do:** Transition to longer words: Have students study the transition chart and read the words as your point:

- vow vows vowed vowing
- found founded outburst blowout=
- round around rounder roundup
- mount dismount down countdown

## 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 the /ou/sound. 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 /ou/words with these spelling patterns: -ou, ow
- Have students partner and read decodable text, [A New Town](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practicing the /ou/

- Complete [Know It and Show It, page 219](#) and Complete [Know It Show It, p. 220](#).
- Cut out the basic, review, and challenge words from [#23 Wordlist](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
- Select five word cards and write your own sentences.

### Center 2: Decodable Text

1. Read decodable text: [A New Town](#).
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: proud, out, around, through, town
2. Dictate this sentence: Jack fell down and hit his crown.
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 113: Phonics Lesson: /ou/ vowel team: ou, ow (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 diphthongs oy, oi..
2. I am learning how to distinguish vowel sounds by applying what I know from phonics.
3. I am learning to blend words with diphthongs oy, oi.
4. I am learning to read with expression.
5. I am learning to identify and create compound words.

#### Success Criteria:

1. I can use my knowledge of phonics to decode words.
2. I can spell words with the diphthongs oy, oi.
3. I can read decodable texts fluently.
4. I can write compound words.

## 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 [By Day](#) to page 21. 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 21.
- **We Do:** Use choral reading to reread [By Day](#). 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 long i. Show the card, read the word, and say the 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 words on page 22 . Have them say the words 3x.
- Tell students that they will be reading words with the long i sound. Tell students saying words with these blends, one letter remains silent. Give students the following examples from the story: fly, time, wide, tires, find, nice, while, high, sky.

1. **I Do:** remind students that good readers add interest and enjoyment by reading with expression. This means that readers use their voices to communicate story characters' thoughts and feelings. This help listeners to understand the story better. Have students open to page 70 in [A New Town](#). Read Sue and ran's dialogue in a flat, expressionless voice. Then model using your voice to show Gran and Sue's excitant that Sue and her parents have arrived. Ask students wat was different about each reading. Explain (if necessary) that reading with expression requires the reader's voice to match what is happening in the story.
2. **You Do:** Have students turn to page 71. Echo read. Model using your voice to show Sue's enthusiasm for her new room. Students should match your expression when they read. Then have students partner and read page 73. Listen in as students partner and read. Provide supports as needed.
3. **I Do:** Display the Sound/Spelling Card for /oi/, boy. Name the picture and say the sound, The word boy ends with the vowel sound/oi/. Write boy. Point to oi in the word and on the Sound/Spelling Card. Say to students that the letters oy stand for the /oi/ sound in boy. The letters oy can stand for the /oi/ sound at the beginning middle or end of a word. They are usually last in a syllable.
4. **You Do:** Have students blend the sounds in boy and then say boy. Have them write boy three times underlying the vowel team -oy. Have them note that -oy in boy makes the sound/oi/.
5. **We Do:** Display the letters as shown below and take students through the blending task. Have them practice the same task using the choice. Have students write the word choice and underline the vowel team that makes the sound/oi/.

1. **We Do:** Have students orally read [Blend and Read 8.5](#).

- Have students chorally read the words in line 1. Ask which words have the vowel sound /oi/?
- Have children chorally read the words in line 2. Ask which words have the vowel sound /oi/?
- Have students read the words in lines 3 and 4 (review).
- Call on students to read challenge words in line 5. Ask them to discuss what they did to decode the word.
- Have students blend selected decodable words and then invite the whole class to chorally read each sentence.

1. **You Do:** Point to these words that you have written and have students read the word and tell where the /oi/ sound occurs.

oil	joy	join	point
soy	boil	ploy	Troy
foil	joint	moist	voice

2. **Assessment:** Dictate these words: coil, moist, point, joyful, discount

### 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 the /oi/sound. 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 /oi/words with these spelling patterns: -oy, oi
4. Have students partner and read decodable text, [What Sue Found](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

Blend and Read 8.5

## Blend and Read

1	boy	frown	spoil	house	coiled	mouse
2	ouch	toy	brown	rounded	pointed	enjoy
3	chirp	third	burner	chirping	thirsty	hurt
4	letter	paper	player	better	under	later
5	boyhood	outgrow	discount	eyebrow	trout	
6	Sue moves to a new town to live with Gran.					
7	Sue found her books in the brown box.					
8	Will Sue meet new boys and girls?					



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Grade 2 | Foundational Skills

Module 8 • Week 2

### Center 1: Practicing Diphthong oy, oi /oi/

1. Read the mini book, [A Royal Visit](https://drive.google.com/file/d/1qs3bULxTYOc_S345I-qHwmj0hLp5gEeZ/view?usp=sharing). [https://drive.google.com/file/d/1qs3bULxTYOc\\_S345I-qHwmj0hLp5gEeZ/view?usp=sharing](https://drive.google.com/file/d/1qs3bULxTYOc_S345I-qHwmj0hLp5gEeZ/view?usp=sharing)
2. [Download this blank version of the story](#). Now write your own version of the story. Be sure to use these words: royal, loyal, enjoy, spoil, and turmoil. <https://drive.google.com/file/d/11P1QbGjuEXFiRtEC3Z3aJLHYfgxu0H-y/view?usp=sharing>

### Center 2: Decodable Text

1. Tap and Read words with /oi/ sound ([handout](#)). <https://drive.google.com/file/d/1ULQq-kJ1TNOJD7-shzT4vTRzPoN7nwyv/view?usp=sharing>
2. Read decodable text: [What Sue Found](#).
3. Read to your partner.
4. Then listen to your partner read it to you.
5. Repeat.

### Center 3: Lexia Computer

1. Self-directed by computer.

### Part 3: Daily Instructional Task

1. Dictate these words: royal, enjoy, broil, noise, decoy. poison
2. Dictate this sentence: There was too much turmoil for the royal family.
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 114: Phonics Lesson: /oi/ vowel team: oi, oy (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 diphthongs oy, oi.
2. I am learning how to distinguish vowel sounds by applying what I know from phonics.
3. I am learning to blend words with diphthongs oy, oi.
4. I am learning what a prefix is and how it functions.
5. I am learning that the prefix, mis- means wrong.
6. I am learning to read with expression.
7. I am learning to identify and create compound words.

**Success Criteria:**

1. I can use my knowledge of phonics to decode words.
2. I can use my knowledge of the prefix, mis- to help me define new words that begin with the prefix.
3. I can spell words with the diphthongs oy, oi.
4. I can read decodable texts fluently.
5. I can write compound words.

**Part 1: Direct Instruction**

1. **I Do:** Use the Continuous Blending routine to review this week's phonic elements: vowel teams ou and ow for /ou/ and vowel spellings oy and oi for diphthong /oi/. Model blending tower with Letter Cards (or display the written word). Blend each syllable separately, and then connect the syllables. Repeat with discount, voiceless, and annoy.
2. **We Do:** Blending Practice Write the two rows of words on the board.

blouse                  choice                  scowl                  boys

thousand                  rejoice                  allow                  boyhood

- "Ahoy, mates," yelled Captain Boyd. "Hoist the sails to begin the voyage!"
- Mom scowled when the hound began howling loudly at the full moon.
- **Row 1** After children read the words, prompt a conversation: **What do you notice about all the words? How are they alike and different?** Reread the row chorally.
- **Row 2** Help children tell how many syllables are in each word by counting vowel spellings. Then have them read the words and discuss their meanings.
- **Rapid Review** Point to random words until children can read them quickly.
- **Sentences** Write the sentences on the board. Call on children to read selected decodable words. Then have the group read the sentences chorally.

1. **I Do:** Share [Generative Vocabulary 8.6](#) with students. Explain, if needed, what a prefix is (word part added to the beginning of a base word). The prefix mis- means wrong. Work through the four examples with students. Ask students to explain how knowing the meaning of a prefix can help a reader to define a new word.

Generative Vocabulary 8.6

### Prefix *mis-*

A **prefix** is a word part added to the beginning of a **base word**. It changes the meaning of the word. You can look up base words you do not know in the dictionary.

The prefix **mis-** means "wrong."

**Examples**

- 1 place  
mis + place = **misplace**
- 2 lead  
mis + lead = **mislead**
- 3 spell  
mis + spell = **misspell**
- 4 treat  
mis + treat = **mistreat**

 You may **misunderstand** the directions if you don't listen carefully.

Grade 2 | Vocabulary Module 8 - Week 2

2. **We Do:** Write sentences on the board:

1. I heard you.

2. I will behave at recess.

3. Jason counted the number of guests.

- How does the meaning of each underlined word change if the prefix, *mis-* is added to the words? Work through the change in meaning for each example with students.

## 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 the /oi/sound. 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 /oi/words with these spelling patterns: -oy, oi
4. Have students partner and read decodable text, [What Sue Found](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practicing the vowel teams: /oi/ and /ou/

1. Complete [Know It, Show It, page 224](#) and 225.
2. Cut out the basic, review, and challenge words from [#23 Wordlist](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
3. Select five word cards and write your own sentences.

## Center 2: Decodable Text

1. Tap and Read words with /oi/ sound ([handout](#)). <https://drive.google.com/file/d/1ULQq-kJ1TNOJD7-shzT4vTRzPoN7nwy/view?usp=sharing>
2. Read decodable text: [What Sue Found](#).
3. Read to your partner.
4. Then listen to your partner read it to you.
5. Repeat.

## Center 3: Lexia Computer

1. Self-directed by computer.

## Part 3: Daily Instructional Task

1. Dictate these words: mistake, broil, foil, uncoil,
2. Dictate this sentence: Can you count the cows that are left since some mistakenly got out?
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 115: Phonics Lesson: Spell Vowel Team, ou and ow (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 the vowel team ou and ow as in owl and proud.
2. I am learning how to distinguish vowel sounds by applying what I know from phonics.
3. I am learning to blend words with vowel patterns ou and ow.

### Success Criteria:

1. I can use my knowledge of phonics to spell word correctly.
2. I can spell words with the /ou/ sound.
3. I can read decodable texts fluently.



## Part 1: Assessment

1. Assess students' knowledge of long vowel /ou/ pattern 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 brown cow sat on the wet ground as rain pounded down. Now it was cold.* 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 the decodable text.
2. Spend time during this period listening to students read the decodable texts. Support as needed.
3. Record your findings.

**Lesson 116: Spelling: Phonics: Vowel Patterns: /ô/ (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 the vowel /ô/: aw, au, augh, ough, a(l).
2. I am learning how to distinguish vowel sounds by applying what I know from phonics.
3. I am learning to blend words with vowel /ô/.

**Success Criteria:**

1. I can use my knowledge of phonics to spell word correctly.
2. I can spell words with the /ô/ sound.
3. I can read decodable texts fluently.

**Part 1: Direct Instruction**

1. **I Do:** Display the sound/spelling card for /ô/ (saw). Name the picture and write saw. Read the word, saw, and say the vowel sound. The letters, aw, are a vowel team. Together the letters aw stand for the /ô/ sound. Say the vowel sound with me: /ô/ Repeat three times. Saw ends with the sound /ô/.
2. **You Do:** Have students write the word, saw, 3 x and say the sound as they write the word.
3. **I Do:** Write the word, sauce. Point at the au in the word and on the card. The vowel team au can stand for the sound /ô/. Read the word and say the vowel sound.
4. **You Do:** Have students write the word, sauce 3 x and say the sound as they write the word.
5. **I Do:** Write the word, ma. Point at the a in the word and on the card. The vowel a can stand for the sound /ô/ as in ma. Read the word and say the vowel sound.
6. **You Do:** Have students write the word, ma 3 x and say the sound as they write the word.
7. **I Do:** Write the word, also. Point at the a in the word and on the card. The a/ can stand for the sound /ô/ as in also. Read the word and say the vowel sound.
8. **You Do:** Have students write the word, also 3 x and say the sound as they write the word.
9. **I Do:** Write the word, caught. Point at the augh in the word and on the card. The vowel team augh can stand for the sound /ô/ as in caught. Read the word and say the vowel sound.

- You Do:** Have students write the word, caught 3 x and say the sound /ô/ as in as they write the word.
- I Do:** Write the word, brought. Point at the ough in the word and on the card. The vowel team augh can stand for the sound /ô/ as in brought. Read the word and say the vowel sound.
- You Do:** Have students write the word, brought 3 x and say the sound /ô/ as in as they write the word.
- We Do:** Write **lawn** using letter cards and model continuous blending process with students. Have students write the word in their notebook 3 x and say the sounds as they write.
- We Do:** Repeat this process using the words talk and taught. Have students write each word in their notebook 3 x and say the sounds as they write.
- You Do:** Write the words below. The select students to find and read line a. and identify two words that have the vowel pattern for /ô/. Follow this with rapid response, calling on students randomly and having them read the word you point to. Conclude with the whole class chorally reading each line.

- all**      **talk**      **claw**      **haul**
- bald**      **fawn**      **pause**      **trough**
- gauze**      **shawl**      **caught**      **brought**

- You Do:** Transition to longer words: Have students study the transition chart and read the words as your point:

- call      calling      recalled      birdcall
- saw      sawed      sawing      chainsaw
- thought      thoughtless      thoughtful      rethought
- ball      basketball      awful      almost

- Assess:** Have students spell these words: fawn, also, awful, lawn, taught

## 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 the /ô/ sound. 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 /ô/ words with these spelling patterns: aw, au, augh, ough, a. Have students partner and read decodable text, Basketball. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practicing the /ô/

1. Complete [Know It Show It, p. 229](#).
2. Cut out the basic, review, and challenge words from [Wordlist #24](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
3. Select five word cards and write your own sentences.

### Center 2: Decodable Text

1. Read decodable text: *Basketball*.
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: saw, fall, draw, caught, brought
2. Dictate this sentence: The boy bought the tall vase for his mom.
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 117: Spelling: Phonics: Vowel Patterns: /ô/ (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 the vowel /ô/: aw, au, augh, ough, a(l).
2. I am learning how to distinguish vowel sounds by applying what I know from phonics.
3. I am learning to blend words with vowel /ô/.

**Success Criteria:**

1. I can use my knowledge of phonics to spell word correctly.
2. I can spell words with the /ô/ sound.
3. I can read decodable texts fluently.

**Part 1: Direct Instruction**

1. **I Do:** Display the sound/spelling card for /ô/ (saw). Name the picture and write saw. Read the word, saw, and say the vowel sound. The letters, aw, are a vowel team. Together the letters aw stand for the /ô/ sound. Say the vowel sound with me: /ô/ Repeat three times. Saw ends with the sound /ô/.
2. **We Do:** Write **claw** using letter cards and model continuous blending process with students. Have students write the word in their notebook 3 x and say the sounds as they write.
  1. **We Do:** Repeat this process using the words launch, fall, caught, and fought. Have students write each word in their notebook 3 x and say the sounds as they write.
  2. **You Do:** Write the words below. The select students to find and read line a. and identify two words that have the vowel pattern for /ô/. Follow this with rapid response, calling on students randomly and having them read the word you point to. Conclude with the whole class chorally reading each line.
    1. **thaw**      **haunt**              **yawn**      **sought**
    2. **scald**      **stalk**              **fault**      **crawl**
    3. **The wind was quite calm at dawn on that fall morning.**
    4. **The crowd applauded when Walt hit the baseball all the way to the far wall.**
  3. **You Do:** Transition to longer words: Have students study the transition chart and read the words as your point:
    1. also      auto      because      yawning
    2. walnut              always              awesome      coughing
    3. sawdust      laundry      untaught      baseball
  4. **Assess:** Have students spell these words: daughter thaw, claw, stalk, haunt

## 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 the /ô/ sound. 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 /ô/ words with these spelling patterns: aw, au, augh, ough, a. Have students partner and read decodable text, *Basketball*. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practicing the /ô/

1. Complete [Know It Show It, p. 229](#).
2. Cut out the basic, review, and challenge words from [Wordlist #24](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
3. Select five word cards and write your own sentences.

### Center 2: Decodable Text

1. Read decodable text: *Basketball*.
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: daughter, hawk, talking, dawn, because
2. Dictate this sentence: Because the daughter bought an ice cream, the son wanted one too.
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 118: Phonics: Vowel Patterns ear, eer and Fluency (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 the vowel pattern ear, eer.
2. I am learning how to distinguish vowel sounds by applying what I know from phonics.
3. I am learning to blend words with vowel patterns: ear and eer.
4. I am learning to group words into meaningful phrases instead of reading word by word.
5. I am learning to use punctuation to guide where I pause and stop while reading.

**Success Criteria:**

1. I can use my knowledge of phonics to spell word correctly.
2. I can spell words with the vowel pattern ear, eer.
3. I can read decodable texts fluently by paying attention to phrasing.

**Part 1: Direct Instruction**

1. **I Do:** remind students that good readers group words into meaningful phrases instead of reading word by word. Good readers use commas and periods to guide where to pause and stop while reading. Have students open to page 85 in [Basketball](#). Model reading aloud the first sentence without pausing at the comma or using proper phrasing. Then read it again, segmenting the text into meaningful phrases and pausing at the comma. Ask students which reading sounded choppy and unnatural? Which sounded like talking? Good phrasing makes reading sound more fluent and natural.
  2. **You Do:** Have students turn to page 86. Preview the page with students, pointing out the commas and end punctuation. Then use echo reading to help students read in meaningful phrases. They should match your phrasing. Then ask students to partner and take turns reading page 87, paying attention to commas and end punctuation and reading in meaningful phrases, not word-by-word. Listen in as students partner and read. Provide supports as needed.
1. **I Do:** Display the picture card, deer. Name the picture and say the vowel plus r. You hear the /îr/ at the end of deer. The letters eer and ear both have an r-controlled vowel sound. Contrast deer with the word bear. What is the last sound you hear in bear? **/air/**.
  2. Take students through continuous blending using the word clear.

1. Repeat this process with the word steer.
2. **We Do:** Project and Display [Blend and Read 8.7](#).

Blend and Read 8.7


### Blend and Read

1	chalk	awful	cheerful	haul	bawl	hearing
2	auto	taller	cough	tearful	caught	deer
3	knew	knitting	blue	truly	troop	bloom
4	frown	power	pointer	boy	pouch	broil
5	straw	squall	squawk	scrawl	waffle	waddle

6 I bought a new basketball at the mall.

7 Dad is talking about coaching this year.

8 Paul is tall and also shoots the ball well.



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- Have students chorally read the words in line 1. Ask which words have the vowel team eer, ear?
- Have children chorally read the words in line 2. Ask which words have the vowel team eer, ear?
- Have students read the words in lines 3 and 4 (review).
- Call on students to read challenge words in line 5. Ask them to discuss what they did to decode the word.
- Have students blend selected decodable words and then invite the whole class to chorally read each sentence.

1. You Do: Point to these words that you have written and have students read the word and tell where the /oi/ sound occurs.

ear	gear	deer	dear
fear	bear	peer	pear
cheer	tear	beard	steer
wear	smear	hear	swear

2. We Do: Write the words below. Ask children to say what they notice about the words by line. Have students read the words chorally.

clear	clearer	unclear	clearing
near	nearest	fear	fearless
cheer	cheerful	cheering	cheered
ear	ears	earring	earmuff

**Assessment:** Dictate these words: deer, ear, cheer, steer, smear



## 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 the eer, ear vowel team. 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 /oi/words with these spelling patterns: ear, eer
4. Have students partner and read decodable text, *Basketball*. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practicing Vowel Pattern: eer, ear

1. Write one sentence. You must include at least one word that has the spelling pattern (**ear**) and one word that has the spelling pattern (**eer**) in your sentence. Your writing should reflect good penmanship, correct usage of upper and lower case letters, and use proper spacing. Remember all sentences begin with a capital letter and end with a period (.), question mark (?), or an exclamation point (!).
2. [Read and tap worksheet](https://drive.google.com/file/d/1ULQq-kJ1TNOJD7-shzT4vTRzPoN7nwyc/view?usp=sharing) for ear and eer. <https://drive.google.com/file/d/1ULQq-kJ1TNOJD7-shzT4vTRzPoN7nwyc/view?usp=sharing>

### Center 2: Decodable Text

1. Tap and Read words with eer and ear vowel team.
2. Read decodable text: *The Big Game*. [https://www.hmhco.com/content/reading/into\\_reading/g2/student/epub/hmh\\_ir2\\_srre0803/#cards--2re\\_srr\\_m8\\_thebiggame/](https://www.hmhco.com/content/reading/into_reading/g2/student/epub/hmh_ir2_srre0803/#cards--2re_srr_m8_thebiggame/)
3. Read to your partner.
4. Then listen to your partner read it to you.
5. Repeat.

### Center 3: Lexia Computer

1. Self-directed by computer.

### Part 3: Daily Instructional Task

1. Dictate these words: ear, peer, year, cheerful, hear,
2. Dictate this sentence: There was too much turmoil for the royal family.
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 119: Phonics: Vowel Patterns: /ô/ and (/îr/), Phrasing (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 vowel patterns aw, au, a(l), augh, ough, for /ô/ and vowel pattern ear, eer for (/îr/).
2. I am learning how to distinguish vowel sounds by applying what I know from phonics.
3. I am learning to blend words with vowel patterns aw, au, a(l), augh, ough, for /ô/ and vowel pattern ear, eer for (/îr/).
4. I am learning to group words into meaningful phrases instead of reading word by word.
5. I am learning to use punctuation to guide where I pause and stop while reading.

**Success Criteria:**

1. I can use my knowledge of phonics to spell word correctly.
2. I can spell words with the vowel patterns aw, au, a(l), augh, ough, for /ô/ and vowel pattern ear, eer for (/îr/).
3. I can read decodable texts fluently by paying attention to phrasing.

**Part 1: Direct Instruction**

1. **I Do:** Use the Continuous Blending routine to review this week's phonic elements: vowel patterns aw, au, a(l), augh, ough, for /ô/ and vowel pattern ear, eer for (/îr/). Model blending *jigsaw* with Letter Cards (or display the written word). Blend each syllable separately, and then connect the syllables. Repeat with hallway, retaught, sought, weary, and cheerful
2. **We Do:** Blending Practice Write the two rows of words on the board.
  1. false gauze shear sprawl
  2. careers hearing ballpark slaughter
  3. Walt draws a chalk deer and a bear on the sidewalk.
  4. We always pause to check that the street is clear before walking across.
  5. Paula is wearing a cheerful smile.
3. **Row 1** After children read the words, prompt a conversation: **What do you notice about all the words? How are they alike and different?** Reread the row chorally.
4. **Row 2** Help children tell how many syllables are in each word by counting vowel spellings. Then have them read the words and discuss their meanings.
5. **Rapid Review** Point to random words until children can read them quickly.
6. **Sentences** Write the sentences on the board. Call on children to read selected decodable words. Then have the group read the sentences chorally.

1. **I Do:** Share [Generative Vocabulary 8.8](#) with students. Explain, if needed, what a prefix is (word part added to the beginning of a base word). The prefix *dis-* means “not” or “the opposite of.” Work through the four examples with students. Ask students to explain how knowing the meaning of a prefix can help a reader to define a new word.

Generative Vocabulary 8.8

### Prefix *dis-*

A **prefix** is a word part added to the beginning of a **base word**. It changes the meaning of the word. You can look up base words you do not know in the dictionary.

The prefix **dis-** means “not” or “the opposite of.”

**Examples**

- 1 allow  
dis + allow = **disallow**
- 2 respect  
dis + respect = **disrespect**
- 3 similar  
dis + similar = **dissimilar**
- 4 connect  
dis + connect = **disconnect**



You can see a rainbow after rain clouds **disappear**.

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2. **We Do:** Write sentences on the board:

1. Ollie is a loyal friend.
2. The soft chair gives me comfort.
3. I keep my room very organized.

- How does the meaning of each underlined word change if the prefix, *dis-* is added to the words? Work through the change in meaning for each example with students.

## 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 the target sound (vowel patterns *aw*, *au*, *a(l)*, *augh*, *ough*, for /ô/ and vowel pattern *ear*, *eer* for (/îr/)). 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 these spelling patterns: vowel patterns *aw*, *au*, *a(l)*, *augh*, *ough*, for /ô/ and vowel pattern *ear*, *eer* for (/îr/).
4. Have students write words with the prefix *dis-*.
5. Have students partner and read decodable text, *The Big Game*. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

### Center 1: Practicing Vowel Patterns for /ô/and (/îr/).

1. Complete [Know It and Show It, Page 234](#).
2. Cut out the basic, review, and challenge words from [Wordlist #24](#).  
Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
3. Select five word cards and write your own sentences.

### Center 2: Decodable Text

1. Read decodable text: *The Big Game*.
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: mistake, broil, foil, uncoil,
2. Dictate this sentence: Can you count the cows that are left since some mistakenly got out?
3. Have students say the sounds as they write each word.
4. Add date to task.

### Lesson 120: Spelling: Vowel Patterns: /ô/ (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 the vowel /ô/.
2. I am learning how to distinguish vowel sounds by applying what I know from phonics.
3. I am learning to blend words with vowel /ô/.

#### Success Criteria:

1. I can use my knowledge of phonics to spell word correctly.
2. I can spell words with the /ô/ sound.
3. I can read decodable texts fluently.

### **Part 1: Assessment**

1. Assess students' knowledge of vowel /ô/ 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: I can draw an tall and awful monster with big, green paws and a smaller head. 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 the decodable texts.
2. Spend time during this period listening to students read the decodable texts. Support as needed.
3. Record your findings.

**Lesson 121: Phonics: Prefix Pre- and Compound Words (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 what the prefix, pre- means.
2. I am learning the characteristics of a base word.
3. I am learning that a prefix changes the meaning of the base word.
4. I am learning how to recognize and form compound words.

**Success Criteria:**

1. I can use my knowledge of prefixes to help to determine what words mean.
2. I can look at word parts to recognize compound words, base words, and prefix.
3. I can read decodable texts fluently by using my knowledge of phonics.

**Part 1: Direct Instruction**

1. **I Do:** Explain to students that a base words that have no word parts or endings at the beginning or end, such as the word cut. Review that a prefix is a syllable added to the beginning of the word to change its meaning. For example, the prefix un- when added to the base word cut changes the meaning to not cut. The prefix re- means again. The Word recut means to cut again.
2. **Write the prefix pre-.** Explain that the prefix pre- adds the meaning “before” to the base word.
3. **We Do: Write the word cut.** Ask students to clap the syllables (one). Ask students to name two things they cut. Then write the word precut and read it. Ask students to clap the syllables (two). What are the syllables? (pre-cut) How does the prefix pre- change the meaning of the base word cut? (It means to cut before).
4. **I Do:** Model using precut in a sentence: My grocery store sells uncut and precut vegetables. Ask students: What are precut vegetables?
5. **Repeat this process for **premix** and **predawn**.**
6. **We Do:** Write preteach. Use the continuous blending routing with letter cards.
7. Repeat this process for the words preteen and premix, having children blend each syllable and connect them to the word.

1. **You Do:** Blending Practice: Write the words below. The choose two volunteers to model the activity. Explain that you will point to words in random order. The first child will read the words aloud, and the second child will identify the prefix and base word and tell what the word means. Coach children as needed, and continue until each child has had a turn.

prepay	prewash	precook	presort
preshrink	prejudge	pretreat	
pregame			

2. Assess: Use the results from # 8 as an assessment.
3. **I Do/We Do:** Conduct the pretest for compound words. Have students number 1-12 on page and read the words and the sentences. Students should spell the words.
4. Review results.
5. **I Do:** Teach the principle for compound words: two smaller words that are joined together and create a longer word such as class and room becomes classroom. Show students the picture card, teapot. Write the word teapot and draw a line between tea and pot. Explain that a teapot is a pot used to make tea. Have students name other compound words they know.
6. **I Do/We Do:** Provide students with [Wordlist #25](#). Say each word aloud. Echo read this with students.

1. **I Do/We Do:** Display Spelling Word cards: baseball and sunshine. Ask students to identify the two words that form the compound word baseball. Repeat with sunshine. Ask students to identify the vowels for each of the words in baseball (long a in base and short a in ball). Repeat with sunshine. (Short vowel u in sun and long vowel i in shine). Ask them to identify the word that has a long vowel in each word part (maybe).

## 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 words with the prefix, pre- and compound words.
2. Have students write words with the prefix pre-.
3. Have students partner and read decodable text, [Cobweb the Cat](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
4. Have students identify the 14 compound words from the story.

### Center 1: Practicing Compound Words

1. Complete [Know It and Show It, Page 237](#).
2. Cut out the basic, review, and challenge words from [Wordlist #25](#).. Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
3. Select five word cards and write your own sentences.

## Center 2: Decodable Text

1. Read decodable text with compound words, *Cobweb the Cat*.  
[https://drive.google.com/file/d/1yg4yxD5e4yEaTdBncXQWsaticN\\_I7qhw/view?usp=sharing](https://drive.google.com/file/d/1yg4yxD5e4yEaTdBncXQWsaticN_I7qhw/view?usp=sharing)
2. Read to your partner.
3. Then listen to your partner read it to you.
4. Identify the 14 compound words in the story and record them in your notebook.

## Center 3: Lexia Computer

1. Self-directed by computer.

## Part 3: Daily Instructional Task

1. Dictate these words: predawn, windmill, cannot, bathtub, premix
2. Dictate this sentence: Even at predawn, Cobweb the cat, is so tired he takes a nap.
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 122: Phonics: Prefix Pre- and Compound Words (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 what the prefix, pre- means.
2. I am learning the characteristics of a base word.
3. I am learning that a prefix changes the meaning of the base word.
4. I am learning how to recognize and form compound words.

### Success Criteria:

1. I can use my knowledge of prefixes to help to determine what words mean.
2. I can look at word parts to recognize compound words, base words, and prefix.
3. I can read decodable texts fluently by using my knowledge of phonics.



## Part 1: Direct Instruction

- I Do:** Explain to students that a base words that have no word parts or endings at the beginning or end, such as the word cut. Review that a prefix is a syllable added to the beginning of the word to change its meaning. For example, the prefix un- when added to the base word cut changes the meaning to not cut. The prefix re- means again. The Word recut means to cut again.
- Write the prefix pre-.** Explain that the prefix pre- adds the meaning “before” to the base word.
- I Do: Write the word prewrite.** Ask students to clap the syllables (two). Follow routine below.

1 **Display** the Letter Cards *p, r, e, wr, i, t, e*. Point out the prefix *pre-*. Then say the letters and sounds. Group the cards to show the two syllables, *pre-write*.

2 **Sweep** your hand below the letters in the first syllable. Point to each Letter Card as you blend the sounds: /p//r//ē/, *pre*. Repeat for the second syllable: /r//ī//t/, *prewrite*.



3 **Guide** children to connect the syllables and pronounce the word. *Blend the word with me: /prē//rīt/, prewrite.*

- We Do: Repeat this process for preflight.**

- You Do: Blending Practice:** Write the words below. The choose two volunteers to model the activity. Explain that you will point to words in random order. The first child will read the words aloud, and the second child will identify the prefix and base word and tell what the word means. Coach children as needed, and continue until each child has had a turn.

preplan	prebake	prepaid	preteen
premade	preprint	pretreat	preload

- Assess:** Have students choose two words from Line 1 or 2 and use them in a written sentence.

## 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 words with the prefix, pre- and compound words.
- Have students write words with the prefix pre-.
- Have students partner and read decodable text, [Snow Day!](#) or [The Water Cycle](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Have students identify the compound words from the story.

### Center 1: Practicing Compound Words

1. Complete [Know It and Show It, Page 238](#).
2. Cut out the basic, review, and challenge words from [Wordlist #25](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
3. Select five word cards and write your own sentences.

### Center 2: Decodable Text

1. Read decodable text with compound words, [Snow Day!](#) and [The Water Cycle](#).
2. Read to your partner.
3. Then listen to your partner read it to you.
4. Identify the compound words in the story and write them in your notebook.

### Center 3: Lexia Computer

1. Self-directed by computer.

### Part 3: Daily Instructional Task

1. Dictate these words: snowman, cobweb, preplan, sunshine, myself.
2. Dictate this sentence: We made a preplan before it snowed to make a snowman.
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 123: Phrasing, Prefix Pre- & Compound Words (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 to use punctuation to guide how chunk words together when reading.
2. I am learning what the prefix, pre- means.
3. I am learning that a prefix changes the meaning of the base word.
4. I am learning how to recognize and form compound words.

**Success Criteria:**

1. I can use my knowledge of prefixes to help to determine what words mean.
2. I can look at word parts to recognize compound words, base words, and prefix.
3. I can read decodable texts fluently by paying attention to phrasing.

**Part 1: Direct Instruction**

1. **I Do:** remind students that good readers read sentences in shorter chunks that make sense. Good readers use punctuation for clues about which words in the sentences should be grouped together. Have students open to page 5 in [The Red Car](#). Point out the commas and periods and explain that they help readers to know when to pause and when to stop.
2. Model reading aloud the first paragraph without pausing at the comma or using proper phrasing. Then read it again, segmenting the text into meaningful phrases and pausing at the comma. Ask students which reading sounded choppy and unnatural? Which sounded like talking? Good phrasing makes reading sound more fluent and natural.
3. **You Do:** Have students turn to page 6. Use choral reading to help students read in meaningful phrases. They should match your phrasing. Then ask students to partner and take turns reading page 7, paying attention to commas and end punctuation and reading in meaningful phrases, not word-by-word. Listen in as students partner and read. Provide supports as needed.

**Part 1: Direct Instruction**

1. **I Do:** Explain to students that a base words that have no word parts or endings at the beginning or end, such as the word cut. Review that a prefix is a syllable added to the beginning of the word to change its meaning. For example, the prefix un- when added to the base word cut changes the meaning to not cut. The prefix re- means again. The Word recut means to cut again.
2. **Write the prefix pre-.** Explain that the prefix pre- adds the meaning “before” to the base word.

1. **I Do: Write the word prewrite.** Ask students to clap the syllables (two). Follow routine below.

- 1 **Display** the Letter Cards *p, r, e, wr, i, t, e*. Point out the prefix *pre-*. Then say the letters and sounds. Group the cards to show the two syllables, *pre-write*.
- 2 **Sweep** your hand below the letters in the first syllable. Point to each Letter Card as you blend the sounds: */p//r//ē/, pre*. Repeat for the second syllable: */r//ī//t/, prewrite*.



- 3 **Guide** children to connect the syllables and pronounce the word. *Blend the word with me: /prē//rīt/, prewrite*.

1. **We Do: Repeat** this process for **preflight**.

2. **You Do: Blending Practice:** Write the words below. The choose two volunteers to model the activity. Explain that you will point to words in random order. The first child will read the words aloud, and the second child will identify the prefix and base word and tell what the word means. Coach children as needed, and continue until each child has had a turn.

- 1. preplan          prebake          prepaid          preteen
- 2. premade          preprint          pretreat          preload

3. **Assess:** Have students choose two words from Line 1 or 2 and use them in a written sentence.

## 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 words with the prefix, pre- and compound words.
- 2. Have students write words with the prefix pre-.
- 3. Have students partner and read decodable text, [The Red Car](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- 4. Have students identify the compound words from the story.

## Center 1: Practicing Compound Words

- 1. Complete [Know It and Show It, pp. 237 and 238](#).
- 2. Cut out the basic, review, and challenge words from [Wordlist #25](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
- 3. Select five word cards and write your own sentences.

### Center 2: Decodable Text

1. Read decodable text [The Red Car](#).
2. Read to your partner.
3. Then listen to your partner read it to you.
4. Identify the compound words in the story and write them in your notebook.

### Center 3: Lexia Computer

1. Self-directed by computer.

### Part 3: Daily Instructional Task

1. Dictate these words: everyday, cannot, himself, pancake, playground
2. Dictate these sentences: On Sundays we go to the playground. Sometimes we play on the slide.
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 124: Phonics Review (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 to blend, decode, and build multisyllabic words with prefixes pre-, dis, un-, and re-.
2. I am learning to blend, decode, and build multisyllabic words with the vowel patterns for /ô/.
3. I am learning to use knowledge of syllable patterns to decode longer words.
4. I am learning to identify and use nouns that name places.
5. I am learning to identify and discuss nouns that name places

#### Success Criteria:

1. I can use my knowledge of phonics to read multisyllabic words with prefixes pre-, dis, un-, and re-.
2. I can use my knowledge of phonics to blend, decode, and build multisyllabic words with the vowel patterns for /ô/.
3. I can use nouns that name places in my writing.
4. I can read decodable texts fluently by paying attention to phrasing.

## Part 1: Direct Instruction

- **I Do:** Model again how to the continuous blending model **for each syllable in a word**. Model blending prelaunch with [letter cards](#). Ask students how the prefix, pre- changes the meaning of the word, prelaunch.
1. **Repeat this process with the words renew, untrue, and untaught.** Then have students decode each word and then write the word 3x. As they write they should use continuous blending to help them hear all of the sounds. Support as needed.
  2. **We Do: Blending practice. Write this on the board.**

almost    Austin    scrawny    coughing  
unglue    reboot    ungroup    stewpot  
The toy astronaut was disliked and recalled  
because its leg kept falling off.  
We ought to preorder the new game that will  
be released on Tuesday.

- Rows 1 & 2: After children chorally read the words, ask them what vowel spelling for /ô/ they notice. Ask how many syllables are in each word?
  - Rapid Review: Point to words at random until children can read them quickly.
  - Sentences: Have individuals blend selected words and give meanings of prefixes. Then have the group read the sentences chorally.
1. Assessment: Have children write these sentence: We ought to preorder the new game. It will be released on Sunday.

1. I Do: Project and display [Generative Vocabulary 9.3](#).


Generative Vocabulary 9.3

### Words That Name Places

**Nouns** are words that name people, places, and things. Nouns that name places tell where something is happening. Look up the meanings of nouns you don't know in a dictionary.

**Examples**

- 1 Grandpa keeps his tools in his **workshop**.
- 2 Many animals live in a **forest**.
- 3 I like to go to the **beach**.
- 4 Tara goes to the **market** every day.

 Leo collects seashells by the **coast**.

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2. Discuss what a noun is (person, place, thing). Today they will identify nouns that name places.
3. Read aloud the sample sentence. Ask students what nouns name places (coast). Coast tells us where Leo collects seashells. Continue with the other examples.
4. **We Do:** Ask students to turn and generate a sentence using the word school as a location. They should share it with their partner: (We go to our school.) Sample responses. Provide correction if needed.

**On the board make two columns:** Places where Animals Live; Places where People Live. Prompt children to provide responses (nouns) for each column. Provide support as needed.

## 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 words with the prefix, pre-, compound words, and nouns that name places.
2. Have students write words with the prefix pre-.
3. Have students partner and read decodable text, [The Red Car](#). If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
4. Have students complete [Know it and Show It page 242](#).

### Center 1: Practicing Phonics

1. Complete [Know It and Show It, p. 240](#) and [p. 242](#).
2. Cut out the basic, review, and challenge words from [Wordlist #25](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
3. Select five word cards and write your own sentences.

### Center 2: Decodable Text

1. Read decodable text [The Red Car](#).
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. Have students create a story of at least 5 sentences that include 4 nouns that name places. They should underline these nouns.
2. Add date to task.
3. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

**Lesson 125: Spelling: Compound Words (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 to spell compound words.

**Success Criteria:**

1. I can spell compound words.
2. I can fluently read decodable text.

**Part 1: Assessment**

1. Assess students' knowledge of spelling compound words.
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 make breakfast without help from grandma. We make great pancakes, eggs, toast, and bacon.* 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 the decodable texts.
2. Spend time during this period listening to students read the decodable texts. Support as needed.
3. Record your findings.

## **Lesson 126: Phonics: Three Letter Blends & Contractions (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 three-letter blends.
- I am learning how to distinguish sound spellings for words with three-letter blends.
- I am learning how to distinguish sound spellings for contractions.
- I am learning to group words into meaningful phrases and read with expression.
- I am learning to use punctuation to guide where I pause and stop while reading.

### **Success Criteria:**

1. I can use my knowledge of phonics to help to read and determine what words mean.
2. I can look at word parts to recognize contractions.
3. I can read decodable texts fluently by using my knowledge of phonics.

## Part 1: Direct Instruction

### Part 1: Direct Instruction

- **I Do:** Tell students they will be learning about three-letter blends. Blends are letters that come together and we read and say each sound. Model with /s/ /p/ /l/ and the word *splash*. Blend the word *splat*. Model how we hear each sound: /s/ /p/ /l/ /a/ /t/. Splat - 4 sounds. Compare blends to digraphs. Digraphs are two sound that come together and make one sound (sh, ck, etc). Each letter in a blend is pronounced.
- **We Do:** Model with the word *strap*.
- **You Do:** Point to words from this list and have students locate and read words with blends. Review pronunciation. Review Digraph rules.

splint	sprain	scroll	strand
squeal	splice	thread	scrape
throne	thrown	strong	strain

scratchy	scruffy	unscrew	prescreen
stronger	splendid	squeaky	squinting
restring	splinter	prescribe	unthread

- **Assess:** Have students sort and read 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 words with three-letter blends and contractions.
2. Have students write words with the blends and contractions.
3. Have students partner and read decodable text, [It is Spring](#)
4. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
5. Have students identify the targeted words from the lesson from the story.

### Center 1: Practicing Targeted Skills

1. Assign, Complete and Review responses of Know It Show It pages throughout the week.  
  
[Know It Show It pages 248-250 & 253 - 254](#)
2. Cut out the basic, review, and challenge words from [Word List 26](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
3. Select five word cards and write your own sentences.

## Center 2: Decodable Text

1. Read decodable text with compound words, [It is Spring](#).
2. Read to your partner.
3. Then listen to your partner read it to you.
4. Identify the targeted words in the story and record them in your notebook.

## Center 3: Lexia Computer

1. Self-directed by computer.

## Part 3: Daily Instructional Task

1. Dictate these words: spring, street, splint
2. Dictate this sentence: I pulled too hard on the strap and it split.
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 127: Phonics: Three Letter Blends & Contractions (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 three-letter blends.
- I am learning how to distinguish sound spellings for words with three-letter blends.
- I am learning how to distinguish sound spellings for contractions.
- I am learning to group words into meaningful phrases and read with expression.
- I am learning to use punctuation to guide where I pause and stop while reading.

### Success Criteria:

1. I can use my knowledge of phonics to help to read and determine what words mean.
2. I can look at word parts to recognize contractions.
3. I can read decodable texts fluently by using my knowledge of phonics.

## Part 1: Direct Instruction

- **I Do/We Do:** Conduct the pretest for contractions. Have students number 1 -12 on page and read the words and the sentences. Students should spell the words.
1. **I Do:** Explain to students that they will be learning about contractions. Write don't, underlining n't. Explain that don't is a contraction, or a shortened form of the two words do and not. An apostrophe takes the place of letter o that has been dropped.
  2. Repeat with it's, underlining 's, and I've, underlining 've.
  3. **I Do/We Do:** Provide students with [Word List 26](#). Say each word aloud. Echo read this with students.
  4. **You Do:** Blending Practice: Write the words below. Then choose two volunteers to model the activity. Explain that you will point to words in random order. The first child will read the words aloud, and the second child will identify the two words that make up the contraction. Coach children as needed, and continue until each child has had a turn.

they'll don't can't won't wouldn't couldn't you're wasn't we'll she'll  
he'll I'll

Assess: Have students choose two words from Line 1 or 2 and use them in a written sentence.

## Part 2: Practice/Centers

### Teacher Table Time (TTT)

- This is the time to work with those students who need guidance in recognizing, hearing, and producing words with three-letter blends and contractions.
- Have students write words with the blends and contractions.
- Have students partner and read decodable text, [It is Spring](#) and [The New Garden](#)
- If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Have students identify the targeted words from the lesson from the story.

### Center 1: Practicing Targeted Skills

1. Assign, Complete and Review responses of Know It Show It pages throughout the week.

[Know It Show It pages 248-250 & 253 - 254](#)

2. Cut out the basic, review, and challenge words from [Word List 26](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
3. Select five word cards and write your own sentences.

### Center 2: Decodable Text

1. Read decodable text with compound words, [It is Spring](#) and [The New Garden](#)
2. Read to your partner.
3. Then listen to your partner read it to you.
4. Identify the targeted words in the story and record them in your notebook.

### Center 3: Lexia Computer

1. Self-directed by computer.

### Part 3: Daily Instructional Task

1. Dictate these words: won't, can't, they'll, we'd
2. Dictate this sentence: She'll ride the bus to school in the spring.
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 128 Phonics: Three Letter Blends & Contractions (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 three-letter blends.
- I am learning how to distinguish sound spellings for words with three-letter blends.
- I am learning how to distinguish sound spellings for contractions.
- I am learning to group words into meaningful phrases and read with expression.
- I am learning to use punctuation to guide where I pause and stop while reading.

### Success Criteria:

- I can use my knowledge of phonics to help to read and determine what words mean.
- I can look at word parts to recognize contractions.
- I can read decodable texts fluently by using my knowledge of phonics.

### Part 1: Direct Instruction

1. **I Do:** remind students that good readers read sentences in shorter chunks that make sense. Good readers use punctuation for clues about which words in the sentences should be grouped together. Have students open to pages 20-21 in [\*It is Spring\*](#). Point out the commas and periods and explain that they help readers to know when to pause and when to stop and exclamation and question marks indicate excitement and questions.
2. Model reading aloud the first paragraph without pausing at the comma or using proper phrasing. Then read it again, segmenting the text into meaningful phrases and pausing at the comma. Ask students which reading sounded choppy and unnatural? Which sounded like talking? Good phrasing makes reading sound more fluent and natural.
3. **You Do:** Have students turn to page 21. Use choral reading to help students read in meaningful phrases. They should match your phrasing. Then ask students to partner and take turns reading page 22, paying attention to commas and end punctuation and reading in meaningful phrases, not word-by-word. Listen in as students partner and read. Provide supports as needed.

1. **I Do:** Review three letter blends explaining that each letter in the blend represents a sound. Model with the word split.
2. **We Do/You Do:** Blend and Read words and sentences on list. Support students as needed.

**Blending Practice** Write the two rows of words on the board.

strain      screen      squeal      sprang

throat      spry      strong      sprout

Meg gave a shrill screech as she splashed  
in the cold stream.

The squadron of planes thrilled the  
crowd as they streaked through the air.

string      stringy      unstring      drawstring

thrilling      squander      stretching      strummed

hairspray      rethread      prescribe      throbbing

3. **Assess:** Have students choose two words from lists above and use them in a written sentence.

## Part 2: Practice/Centers

### Teacher Table Time (TTT)

#### Teacher Table Time

- This is the time to work with those students who need guidance in recognizing, hearing, and producing words with three-letter blends and contractions.
- Have students write words with the blends and contractions.
- Have students partner and read decodable text, [It is Spring](#) and [The New Garden](#)
- If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Have students identify the targeted words from the lesson from the story.

#### Center 1: Practicing Targeted Skills

- Assign, Complete and Review responses of Know It Show It pages throughout the week.  
[Know It Show It pages 248-250 & 253 - 254](#)
- Cut out the basic, review, and challenge words from [Word List 26](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
- Select five word cards and write your own sentences.

## Center 2: Decodable Text

- Read decodable text with compound words, [It is Spring](#) and [The New Garden](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Identify the targeted words in the story and record them in your notebook.

## Center 3: Lexia Computer

1. Self-directed by computer.

## Part 3: Daily Instructional Task

1. Dictate these words: screen, strong, splint
2. Dictate these sentences: Don't splash when swimming in the pool.
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 129: Three Letter Blends, Contractions, the Prefix mis- (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 to blend, decode, and build multisyllabic words with prefixes mis-
2. I am learning the sound spellings for three-letter blends.
3. I am learning how to distinguish sound spellings for words with three-letter blends.
4. I am learning how to distinguish sound spellings for contractions.
5. I am learning to group words into meaningful phrases and read with expression.
6. I am learning to use punctuation to guide where I pause and stop while reading.

### Success Criteria:

1. I can use my knowledge of phonics to read multisyllabic words with the prefix mis-
2. I can use my knowledge of phonics to help to read and determine what words mean.
3. I can look at word parts to recognize contractions.
4. I can read decodable texts fluently by using my knowledge of phonics.



## Part 1: Direct Instruction

- I Do:** Explain to students that a base words that have no word parts or endings at the beginning or end, such as the word *print*. Review that a prefix is a syllable added to the beginning of the word to change its meaning. For example, the prefix *mis-* when added to the base word *print* changes the meaning to *wrong print*.
- Write the prefix mis-**. Explain that the prefix *mis-* adds the meaning “wrong or incorrectly” to the base word.
- We Do:** Review Display and Engage 7.6 Generative Vocabulary


Generative Vocabulary 9.6

**Prefix mis-**

You can add a **prefix** to the beginning of a **base word** to change the meaning of the word. Look up base words you do not know in the dictionary. The prefix **mis-** means “wrong.”

**Examples**

1	pronounce	mis + pronounce = <b>mispronounce</b>
2	handle	mis + handle = <b>mishandle</b>
3	behave	mis + behave = <b>misbehave</b>
4	lead	mis + lead = <b>mislead</b>

 **mismatch** socks

Repeat this process for the words *misread*, *miscounted* having children blend each syllable and connect them to the word.

- You Do:** Blending Practice: Write the words below. The choose two volunteers to model the activity. Explain that you will point to words in random order. The first child will read the words aloud, and the second child will identify the prefix and base word and tell what the word means. Coach children as needed, and continue until each child has had a turn.

misuse, mistake, mistrust, misread, misfortune, mistrust

- Assess: Use the results from above as an assessment.

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

### Teacher Table Time

- This is the time to work with those students who need guidance in recognizing, hearing, and producing words with three-letter blends and contractions.
- Have students write words with the blends and contractions.
- Have students partner and read decodable text, [It is Spring](#) and [The New Garden](#)
- If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Have students identify the targeted words from the lesson from the story.

### Center 1: Practicing Targeted Skills

- Assign, Complete and Review responses of Know It Show It pages throughout the week.  
  
[Know It Show It pages 248-250 & 253 - 254](#)
- Cut out the basic, review, and challenge words from [Word List 26](#). Place the words in a pile, facing down. Take turns with your partner turning over a word card and blending the sounds and then reading the word. Repeat the game 3 x.
- Select five word cards and write your own sentences.

### Center 2: Decodable Text

- Read decodable text with compound words, [It is Spring](#) and [The New Garden](#)
- Read to your partner.
- Then listen to your partner read it to you.
- Identify the targeted words in the story and record them in your notebook.

### Center 3: Lexia Computer

1. Self-directed by computer.

### Part 3: Daily Instructional Task

1. Have students create a story of at least 5 sentences that include 3 contractions and one word with the prefix pre-
2. Add date to task.
3. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

**Lesson 130: Spelling: Three Letter Blends, Contractions, and the prefix pre- (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 to spell words.

**Success Criteria:**

1. I can spell words.
2. I can fluently read decodable text.

**Part 1: Assessment**

- Assess students' knowledge of spelling words in previous lessons.
- 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: *scrub, string, spring, sprint, strum. We miscounted the books on the shelf.*
- 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 the decodable texts.
2. Spend time during this period listening to students read the decodable texts. Support as needed.
3. Record your findings.

## **Lesson 131: Phonics Lesson: Consonant + le Syllable Type (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 -le sound spellings for the Consonant + le syllable type.
- I am learning to blend and decode regularly spelled two syllable words with the consonant -le pattern.
- I am learning the sound spellings for the the soft g (-ge, -dge)
- I am learning how to use phonics knowledge to decode words.
- I am learning to monitor my accuracy and to self-correct.

### **Success Criteria:**

1. I can use my knowledge of phonics to decode words.
2. I can spell words with the soft g (-ge, -dge) sound.
3. I can read decodable texts fluently.
4. I can write multisyllabic words with the consonant + le syllable type.

## Part 1: Direct Instruction

1. **I Do:** Tell students that they will be reading words that end with a consonant + le syllable. First they will practice listening for this syllable in words. The consonant + le syllable ends with the /əl/ sound.
2. **I Do:** Say these words and ask students to repeat the word listening for /l/ sound. Ask which words do not end with the /l/ sound: little, freckle, radio. Say the words with me: little, freckle, radio. Which does not end with /l/? (radio)
3. **We Do:** Write the word *candle*. Remind students that every syllable in a word has one vowel sound. Guide students in dividing the word *candle* into syllables can/dle explaining the consonant +le syllable has two vowels but the ending e is silent and we just pronounce the /l/ sound at the end.
4. **We Do:** Repeat with words Repeat with the words dimple, apple, and puzzle. When blending apple and puzzle,,
5. **We Do:** Practice blending with the word handle:
- 6.

**We Do It**

Write handle. Then use Letter Cards with the steps below to identify the consonant + le syllable, divide the word into two syllables, blend each separate syllable (using the familiar **CONTINUOUS BLENDING** routine), and then connect the syllables.

- 1 **Display** the cards as shown. I see the consonant + le syllable at the end of this word, so I will divide the word before the consonant le.

h a n d le

- 2 **Guide** children to blend the sounds in each syllable. I see that the first syllable follows the CVC pattern, closed by a consonant. What vowel sound should we use? (closed syllable: short a) Blend each syllable with me: /h/ /ā/ /n/, han; /d/ /əl/, dle.

h a n d le

- 3 **Blend** the syllables and pronounce the word. Blend the two syllables and then connect them: /hān/ - /dəl/, handle.

h a n d le

**Syllabication** Repeat the steps with cards for the words wiggle (wig-gle) and bundle (bun-dle).

1. **You Do:** Follow this with rapid response, calling on students randomly and having them read the word you point to.

bubble	bundle	dazzle	juggle
raffle	tattle	bottle	gobble
twinkle	trample	simple	straddle

## 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 reading words following the consonant +le syllable type. 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 multisyllabic words with the consonant +le syllable type.
- 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 reading words with the consonant +le syllable type, spelling words with soft g, and reviewing the prefix pre-

Complete [Know It Show It Pages 258- 260 & 263-264](#) throughout the week.

## Center 2: Decodable Texts

1. Reread decodable texts: What Bubbles Did & Being Clowns
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 words: table, puddle, sample, purple,
2. Dictate this sentence: We ate a pickle that tasted like an apple.
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 132: Phonics Lesson: Consonant + le Syllable Type, Spelling Soft g (-ge, -dge) (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 -le sound spellings for the Consonant + le syllable type.
- I am learning to blend and decode regularly spelled two syllable words with the consonant -le pattern.
- I am learning the sound spellings for the the soft g (-ge, -dge)
- I am learning how to use phonics knowledge to decode words.
- I am learning to monitor my accuracy and to self-correct.

### Success Criteria:

- I can use my knowledge of phonics to decode words.
- I can spell words with the soft g (-ge, -dge) sound.
- I can read decodable texts fluently.
- I can write multisyllabic words with the consonant + le syllable type.

## Part 1: Direct Instruction

1. **I Do:** Review the sound/spelling card /ge/ /-dge/ and moose. Write the brew with letter cards. Follow routine for blending words fudge/edge

1. **We Do:** Write two rows of words onboard:

huge stage      judge      age  
cage pledge      dodge      bridge

2. Have children read the words in row 1. Prompt conversation about the ending sounds. Ask them to compare the ending sounds and have them note that the sound is the same (soft g) but the spelling is different. . Provide corrective feedback as needed.

- Guide students to complete a word sort using [Word List 27](#)
- Assess: Have students spell these words: We will eat fudge with the judge.

## 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 reading words following the consonant +le syllable type. 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 multisyllabic words with the consonant +le syllable type.
- 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 reading words with the consonant +le syllable type, spelling words with soft g, and reviewing the prefix pre-

Complete [Know It Show It Pages 258- 260 & 263-264](#) throughout the week.

### Center 2: Decodable Texts

- Reread decodable texts: *What Bubbles Did & Being Clowns*
- Read to your partner.
- Then listen to your partner read it to you.
- Reread 2x

### Center 3: Lexia Computer

- Self-directed by computer.

## Part 3: Daily Instructional Task

1. Dictate these words: stage, cage, judge, fudge
2. Dictate these sentences: We played dodge ball.
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 133: Phonics Lesson: Consonant + le Syllable Type, Spelling Soft g (-ge, -dge) (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

**Learning Intentions:**

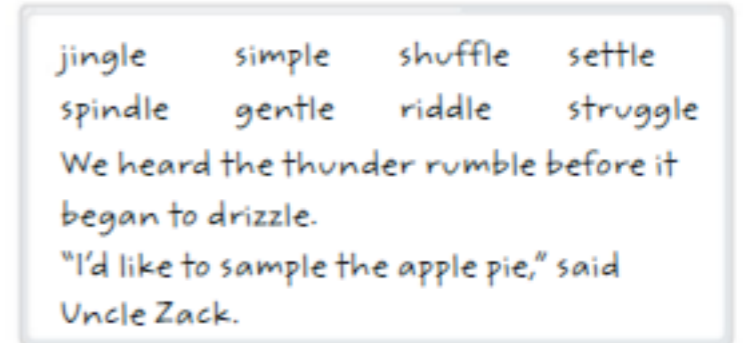
- I am learning the -le sound spellings for the Consonant + le syllable type.
- I am learning to blend and decode regularly spelled two syllable words with the consonant -le pattern.
- I am learning the sound spellings for the the soft g (-ge, -dge)
- I am learning how to use phonics knowledge to decode words.
- I am learning the prefix pre - means before.
- I am learning to monitor my accuracy and to self-correct.

**Success Criteria:**

- I can use my knowledge of phonics to decode words.
- I can spell words with the soft g (-ge, -dge) sound.
- I can use my knowledge of prefixes to read and understand words that begin with the prefix pre-.
- I can read decodable texts fluently.
- I can write multisyllabic words with the consonant + le syllable type.

**Part 1: Direct Instruction**

1. **I Do:** Remind students that good readers do not read too quickly or too slowly. Reading aloud at an appropriate rate helps listeners to comprehend what they are hearing. Show students the text, *Being Clowns* and ask them to turn to pages 36-37. Have students follow along and pay attention to your *intonation*. (Vary the tone of your voice to reflect emotion and prosody.)
2. **We Do:** Have children partner-read page 37 of the text, *Being Clown*. Listen as children read and support students' self-correction. Again, emphasize decoding as the main method. Listen as children read. Continue reading.
3. **I Do: Model reading multisyllabic words with the consonant +le syllable type.**



4. **We Do: Display:**
- Have children read line 1. What sound is in all of these words. Point to each word in this line and have children read chorally.
  - Have children read line 2. Point to each word in this line and have children read chorally. Then call on students to reread selected word. Continue doing so until the words can be read quickly. Have children chorally read again.
  - Read sentences.



## Part 2: Practice/Centers

**Teacher Table Time (TTT):** This is the time to work with those students who need guidance in recognizing, hearing, and reading words following the consonant +le syllable type. 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 multisyllabic words with the consonant +le syllable type.
- 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 reading words with the consonant +le syllable type, spelling words with soft g, and reviewing the prefix pre-

Complete [Know It Show It Pages 258- 260 & 263-264](#) throughout the week.

## Center 2: Decodable Texts

- Reread decodable texts: *What Bubbles Did & Being Clowns*
- Read to your partner.
- Then listen to your partner read it to you.
- Reread 2x

## Center 3: Lexia Computer

- Self-directed by computer.

## Part 3: Daily Instructional Task

- Dictate these words: preread, candle, budge
- Dictate these sentences: I giggled when I saw the bubbles.
- 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 134: Phonics Lesson: Consonant + le Syllable Type, Spelling Soft g (-ge, -dge), and the prefix pre- (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 -le sound spellings for the Consonant + le syllable type.
- I am learning to blend and decode regularly spelled two syllable words with the consonant -le pattern.
- I am learning the sound spellings for the the soft g (-ge, -dge)
- I am learning how to use phonics knowledge to decode words.
- I am learning the prefix pre - means before.
- I am learning to monitor my accuracy and to self-correct.

**Success Criteria:**

- I can use my knowledge of phonics to decode words.
- I can spell words with the soft g (-ge, -dge) sound.
- I can use my knowledge of prefixes to read and understand words that begin with the prefix pre-.
- I can read decodable texts fluently.

**Part 1: Direct Instruction**

- **I Do:** Review the prefix pre- by reminding students that a prefix is a word part that can be added to a base word. The prefix pre- means before so preview means to 'view before'. Read sentence: I will *preview* the book before I read it.
- Review words on [Generative Vocabulary 9.8](#) card.

Generative Vocabulary 9.8


**Prefix pre-**

Add a **prefix** in front of a **base word** to change the meaning of the word. You can use a dictionary to look up the meaning of a base word that you do not know.

The prefix **pre-** means "before."

**Examples**

1	sort		
	pre + sort	=	<b>presort</b>
2	made		
	pre + made	=	<b>premade</b>
3	plan		
	pre + plan	=	<b>preplan</b>
4	test		
	pre + test	=	<b>pretest</b>

 **preview** the story

- **We Do:** Have students practice adding prefixes to the following words. Review the new meaning of the words.

heat	determine	wrap
set	game	dawn

- **Assess:** Have students spell these words and share meaning: preheat, pregame, prewrap

## 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 reading words following the consonant +le syllable type. 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 multisyllabic words with the consonant +le syllable type.
- 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 reading words with the consonant +le syllable type, spelling words with soft g, and reviewing the prefix pre-

Complete [Know It Show It Pages 258- 260 & 263-264](#) throughout the week.

### Center 2: Decodable Texts

- Reread decodable texts: *What Bubbles Did & Being Clowns*
- Read to your partner.
- Then listen to your partner read it to you.
- Reread 2x

### Center 3: Lexia Computer

- Self-directed by computer.

### Part 3: Daily Instructional Task

1. Dictate these words: bridge, huge, preheat,
2. Dictate this sentence: Be gentle when you pet your cat.
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 135: Phonics Lesson: Consonant + le Syllable Type, Spelling Soft g (-ge, -dge), and the prefix pre- (RF.2.3, RF.2.4), Centers (L.2.3, L.2.4), Daily Instructional Task (L.2.3)**

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**Part 1: Assessment**

- Assess students' knowledge of the soft g sound (-ge & -dge) pattern through a spelling and dictation task.
- 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: Sam will giggle if I tickle him.
- 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 the decodable texts.
2. Spend time during this period listening to students read the decodable texts. Support as needed.
3. Record your findings.