

Phonics

In this unit, students demonstrate mastery of spoken words, syllables, and sounds (phonemes). They will distinguish long from short vowel sounds, while decoding one- syllable and multi-syllabic words.

1. RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

A. Distinguish long from short vowel sounds in spoken single-syllable words.

B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

2. RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).

B. Decode regularly spelled one-syllable words.

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 46: Phonics: digraph ch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 47: Phonics: digraph ch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 48: Phonics: digraph ch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 49: Phonics: digraph ch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 50: Phonics: digraph ch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 51: Phonics: digraph th (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 52: Phonics: digraph th, wh (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 53: Phonics: digraphs th, ch, and trigraph tch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 54: Phonics: digraphs th, ch, and trigraph tch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 55: Phonics: digraphs th, ch, and trigraph tch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 56: Phonics: initial consonant blends with s, including spl and str (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 57: Phonics: initial consonant blends with s, including spl and str (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 58: Phonics: initial consonant blends with s, including spl and str (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 59: Phonics: initial consonant blends with s, including spl and str (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 60: Phonics: initial consonant blends with s, including spl and str (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 61: Phonics: initial blends with l (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 62: Phonics: initial blends with l (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 63: Phonics: initial blends with l (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 64: Phonics: initial blends with l (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 65: Phonics: initial blends with l (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 66: Phonics: initial blends with r (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 67: Phonics: initial blends with r (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 68: Phonics: initial blends with r (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 69: Phonics: initial blends with r (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 70: Phonics: initial blends with r (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 71: Phonics: final consonant blends (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 72: Phonics: final consonant blends (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 73: Phonics: final consonant blends (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 74: Phonics: final consonant blends (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 75: Phonics: final consonant blends (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 76: Phonics: long vowels e, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 77: Phonics: long vowels e, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 78: Phonics: long vowels e, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 79: Phonics: long vowels e, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 80: Phonics: long vowels e, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 81: Phonics: long vowel a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 82: Phonics: long vowel a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 83: Phonics: long vowel a and soft c (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 84: Phonics: long vowel a and soft c (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 85: Phonics: long vowel a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 86: Phonics: long vowel i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 87: Phonics: long vowel i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 88: Phonics: long vowel i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 89: P Phonics: long vowel i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 90: Phonics: long vowel i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Lesson 46: Phonics: digraph ch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the digraph ch.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /ch/.

Success Criteria:

- I can say and write the sound-spelling of the digraph ch.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

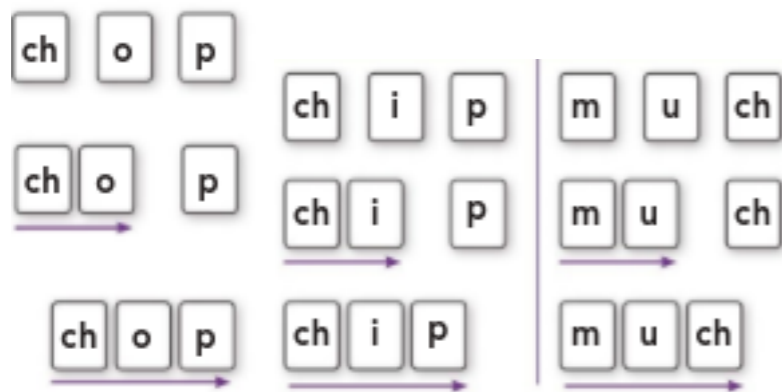
- **I do:** Display the *ch* letter card. Model for students how to write and say the *ch* sound. As you write the letters *ch*, say *ch* /ch/ like in cheetah, couch, teacher



- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript *ch* worksheet.
 - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
 - Display the letter card *ch*. With students, say *ch*, /ch/, write the letters *ch*, while saying /ch/.

chick	chill	munch
check	chin	lunch
chop	chest	brunch
chip	chug	bench

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ch Oo Pp. Model blending the word “chop”, use your finger and slide across while saying /ch/ /o/ /p/ chop.




- **We do:** Have students practice this blending task by displaying [Blend and Read 4.2](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 4.2

Blend and Read

1	chip	hip	chop	hop	chill
2	chin	such	shin	rich	chat
3	shut	cash	mash	rush	hush
4	chimp	champ	chicken		
5	Chick and Duck like chess.				
6	Chick sells Duck dip and jam.				



Grade 1 | Foundational Skills | Module 4 • Week 1

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Chick, rich
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: chin, such, much, Chet

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 consonant digraph *ch*. 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 consonant digraph *ch* words.

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

1. Decodable Text: [Chick Jam, Chick Dip](#)



Center 1: Digraph

Practice sorting digraph *ch*. Practice writing spelling words. [Know It, Show It](#) pages 92, 93 and 95; [Spelling Words List](#)

Spelling

Consonant Digraph ch

You can spell the /ch/ sound with *ch* at the beginning of a word, as in *chick*, or at the end of a word, as in *rich*.

Write each Spelling Word in the correct column.

Words that begin with ch	Words that end with ch
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Review

Review
chin
chop
much
chip
rich
chick

Review

Review
shop
wish
rush
ship

Phonics

Consonant Digraph ch

The consonants *ch* together stand for the sound at the beginning of *chip*.

When a word has one vowel that is followed by one or two consonants, the vowel usually has a short sound.

Write the word that names the picture. Use *chick*, *check*.

 _____	 _____
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The words *much*, *rich*, and *each* end with the sound for *ch*.

When a word has one vowel that is followed by one or two consonants, the vowel usually has a short sound.

Write a sentence. Use *much*, *rich*, *each*.

Phonics

Phonics Review

Digraphs: The consonants *ch* stand for the sound in *chip* and *much*. The consonants *sh* stand for the sound in *shop* and *dash*.
Trigraphs: The consonants *shr* stand for the first sounds in *shrub*.

Write words with *ch*, *sh*, and *shr* to make rhymes. Use the words in the box.

chill	cash	such	mush
chat	shack	shrub	dish

sat	pack
_____	_____
rush	shrill
_____	_____
wish	cub
_____	_____
much	mash
_____	_____

Spelling List

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Review	Review
be	much	chin	shop
here	such	chop	wish
me		much	rush
play		chip	ship
started		rich	
today		chick	
use			
very			
		Challenge	
		girl	
		boy	

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Chick Jam, Chick Dip](#)



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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Fin and Sam chit chat. Dad chops the chicken.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 47: Phonics: digraph ch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the digraph ch.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /ch/.

Success Criteria:

- I can say and write the sound-spelling of the digraph ch.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

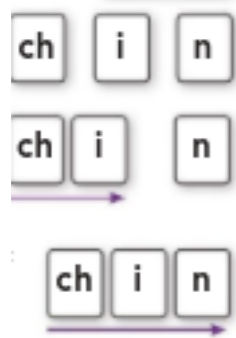
- **I do:** Display the *ch* letter card. Model for students how to write and say the *ch* sound. As you write the letters *ch*, say *ch* /ch/ like in cheetah, couch, teacher



- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript *ch* worksheet.
 - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
 - Display the letter card *ch*. With students, say *ch*, /ch/, write the letters *ch*, while saying /ch/.



- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ch li Nn. Model blending the word “chin”, use your finger and slide across while saying /ch/ /i/ /n/ chin.




- **We do:** Have students practice this blending task by displaying [Blend and Read 4.2](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 4.2

Blend and Read

1 chip	hip	chop	hop	chill
2 chin	such	shin	rich	chat
3 shut	cash	mash	rush	hush
4 chimp	champ	chicken		
5	Chick and Duck like chess.			
6	Chick sells Duck dip and jam.			



Grade 1 | Foundational Skills Module 4 • Week 1

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Chat, such
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: rich, chop, chick, check, lunch

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

1. Decodable Text: [Chick Jam, Chick](#)



Center 1: Digraph

Practice sorting digraph *ch*. Practice writing spelling words. [Know It, Show It](#) pages 92, 93 and 95; [Spelling Words List](#)

Name _____

Spelling

Consonant Digraph *ch*

You can spell the /ch/ sound with *ch* at the beginning of a word, as in *chick*, or at the end of a word, as in *rich*.

Write each Spelling Word in the correct column.

Words that begin with <i>ch</i>	Words that end with <i>ch</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Spelling Words

Basic

chin

chop

much

chip

rich

chick


Review

shop

wish

rush

ship



Grade 1

Name _____



Phonics

Consonant Digraph *ch*

The consonants *ch* together stand for the sound at the beginning of *chip*.

When a word has one vowel that is followed by one or two consonants, the vowel usually has a short sound.

Write the word that names the picture. Use *chick*, *check*.

The words *much*, *rich*, and *such* end with the sound for *ch*. When a word has one vowel that is followed by one or two consonants, the vowel usually has a short sound.

Write a sentence. Use *much*, *rich*, *such*.

Grade 1

Name _____

Phonics

Phonics Review

Digraph: The consonants *ch* stand for the sound in *chip* and *much*. The consonants *sh* stand for the sound in *shop* and *dish*.

Trigraph: The consonants *shr* stand for the first sounds in *shred*.

Write words with *ch*, *sh*, and *shr* to make rhymes. Use the words in the box.

chill	cash	such	mush
chat	shack	shrub	dish

sat	pack
chop	_____
rush	shril
_____	_____
wish	cub
_____	_____
much	mash
_____	_____

Grade 1

Name _____

Word List

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
be	much	chin	shop
here	such	chop	wish
me		much	rush
play		chip	ship
started		rich	
today		chick	
use			
very			
			Challenge
			girl
			boy

Grade 1

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Chick Jam, Chick Dip](#)
2. Then read it to your partner.
3. Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: I had chips with my lunch. The champ was in a rush to box.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 48: Phonics: digraph ch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the digraph ch.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /ch/.

Success Criteria:

- I can say and write the sound-spelling of the digraph ch.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

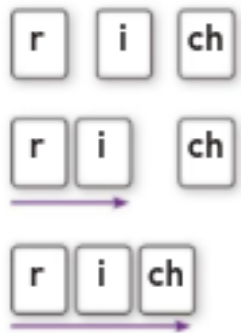
- **I do:** Display the *ch* letter card. Model for students how to write and say the *ch* sound. As you write the letters *ch*, say *ch /ch/* like in cheetah, couch, teacher



- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript *ch* worksheet.
 - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
 - Display the letter card *ch*. With students, say *ch, /ch/*, write the letters *ch*, while saying */ch/*.

chick	chill	munch
check	chin	lunch
chop	chest	brunch
chip	chug	bench

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Rr Ii Ch. Model blending the word “rich”, use your finger and slide across while saying /r/ /i/ /ch/ rich.



- **We do:** Have students practice this blending task by displaying [Blend and Read 4.3](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 4.3

Blend and Read

1	chill	shell	rich	chin	much
2	chip	shop	ship	chop	chat
3	shuts	lugs	shot	licks	shucks
4	chat	chitchat	chip	chipmunk	
5	Chick will not chat with Duck.				
6	Ox wants Chick Jam today!				

Grade 1 | Foundational Skills | Module 4 • Week 1

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Chill, chin
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: much, chip, shop, chop, chick

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

1. Decodable Text: [Chick Quits](#)



Center 1: Digraph

Practice sorting digraph *ch*. Practice writing spelling words. [Know It, Show It pages 92, 93 and 95](#); [Spelling Words List](#)

Name _____

Spelling

Consonant Digraph *ch*

You can spell the /ch/ sound with *ch* at the beginning of a word, as in *chick*, or at the end of a word, as in *rich*.

Write each Spelling Word in the correct column.

Words that begin with <i>ch</i>	Words that end with <i>ch</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____


Spelling Words

Basic

chin
chap
much
chip
rich
chick

Review

shop
wish
rush
ship



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Name _____



Phonics

Consonant Digraph *ch*

The consonants *ch* together stand for the sound at the beginning of *chip*.

When a word has one vowel that is followed by one or two consonants, the vowel usually has a short sound.

Write the word that names the picture. Use *chick*, *check*.

The words *much*, *rich*, and *such* end with the sound for *ch*. When a word has one vowel that is followed by one or two consonants, the vowel usually has a short sound.

Write a sentence. Use *much*, *rich*, *such*.

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Name _____

Phonics

Phonics Review

Digraph: The consonants *ch* stand for the sound in *chip* and *much*. The consonants *sh* stand for the sound in *shop* and *dash*.
Trigraph: The consonants *shr* stand for the first sounds in *shred*.

Write words with *ch*, *sh*, and *shr* to make rhymes. Use the words in the box.

chill	cash	such	mush
chat	shack	shrub	dish

sat	pack
chot	_____
rush	shrill
_____	_____
wish	cub
_____	_____
much	mash
_____	_____

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Name _____

Word List

High Frequency Words	Decodable High Frequency Words	Spelling Words	
		Basic	Review
be	much	chin	shop
here	such	chap	wish
me		much	rush
play		chip	ship
started		rich	
today		chick	
use			
very			
			Challenge
			girl
			boy

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Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Chick Quits](#)



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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Ben lugs the big log onto the porch. The chimps chat on the hill.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 49: Phonics: digraph ch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the digraph ch.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /ch/.

Success Criteria:

- I can say and write the sound-spelling of the digraph ch.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, Chick Quits. Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the prompting in HMH (Does it look right? Make sense?), ask students to look at each letter in the word and blend them together using what they know about letter sounds. Teach them to apply what you have been teaching.
- **We Do:** Have children partner read page 126 of the text. Listen as children read and support students' self-correction, again, emphasize phonics as the main method.
- **I Do:** Model for students how you blend letters sounds together to read words. Display the letter cards: l, u, n, c, h, b, o, x. Ask students what letter sound the short u makes. Ask students for the sound of short o. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat for the second syllable (box).

L u n c h b o x

- **We do:** Have students practice this blending task by displaying [Blend and Read 4.3](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.


Blend and Read 4.3

Blend and Read

1	chill	shell	rich	chin	much
2	chip	shop	ship	chop	chat
3	shuts	lugs	shot	licks	shucks
4	chat	chitchat	chip	chipmunk	

5 Chick will not chat with Duck.

6 Ox wants Chick Jam today!



Grade 1 | Foundational Skills Module 4 • Week 1

- **You do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **chip, chop, chin, such, much, shell, shucks**

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 consonant digraph *ch*. 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 consonant digraph *ch* words.
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 1. Decodable Text: [Chick Quits](#)



Center 1: Digraph

Practice sorting digraph *ch*. Practice writing spelling words. [Know It, Show It pages 92, 93 and 95](#); [Spelling Words List](#)

Name _____

Spelling

Consonant Digraph *ch*

You can spell the /ch/ sound with *ch* at the beginning of a word, as in *chick*, or at the end of a word, as in *rich*.

Write each Spelling Word in the correct column.

Words that begin with <i>ch</i>	Words that end with <i>ch</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____


Spelling Words

Basic

chin
chop
much
chip
rich
chick

Review

shop
wish
rush
ship



Grade 1 | Foundations: Sound-Blending, Spelling, Sight Words | Module 4 • Week 1

Name _____



Phonics

Consonant Digraph *ch*

The consonants *ch* together stand for the sound at the beginning of *chip*.

When a word has one vowel that is followed by one or two consonants, the vowel usually has a short sound.

Write the word that names the picture. Use *chick*, *check*.

The words *much*, *rich*, and *such* end with the sound for *ch*. When a word has one vowel that is followed by one or two consonants, the vowel usually has a short sound.

Write a sentence. Use *much*, *rich*, *such*.

Grade 1 | Foundations: Sound-Blending, Spelling, Sight Words | Module 4 • Week 1

Name _____

Phonics

Phonics Review

Digraph: The consonants *ch* stand for the sound in *chip* and *much*. The consonants *sh* stand for the sound in *shop* and *dash*.

Trigraph: The consonants *shr* stand for the first sounds in *shred*.

Write words with *ch*, *sh*, and *shr* to make rhymes. Use the words in the box.

chill	cash	such	mush
chat	shack	shrub	dish

sat	pack
chot	_____
rush	shrill
_____	_____
wish	cub
_____	_____
much	mash
_____	_____

Grade 1 | Foundations: Sound-Blending, Spelling, Sight Words | Module 4 • Week 1

Name _____

Word List

High Frequency Words	Decodable High Frequency Words	Spelling Words	
		Basic	Review
be	much	chin	shop
here	such	chop	wish
me		much	rush
play		chip	ship
started		rich	
today		chick	
use			
very			
			Challenge
			girl
			boy

Grade 1 | Foundations: Sound-Blending, Spelling, Sight Words | Module 4 • Week 1

Center 2: Word Work

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Chick Quits](#)

2. Then read it to your partner.



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


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

5. Practice reading this page:

Blend and Read 4.3

Blend and Read

- 1 chill shell rich chin much
- 2 chip shop ship chop chat
- 3 shuts lugs shot licks shucks
- 4 chat chitchat chip chipmunk
- 5 Chick will not chat with Duck.
- 6 Ox wants Chick Jam today!



Grade 1 | Foundations: Skills | Module 4 • Week 1

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: The dish ran with the chip. Ox ships chicken to the shop.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 50: Phonics: digraph ch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the digraph ch.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /ch/.

Success Criteria:

- I can say and write the sound-spelling of the digraph ch.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of consonant digraph *ch* through a spelling and dictation task.
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 6 on one side and 7-12 on the other side.
3. Dictation Task: Chipmunk will chop the chicken. Mom shops with the cash in a rush.
4. Give one point for each correctly spelled word. Total possible points is 25.

A+ = 25

A = 23-24

B = 20-22

C = 18-19

D = 17

F/Do Over= 16

DICTIONATION SENTENCES

BASIC

1. **chin** Dad has a beard on his chin.
2. **chop** She will chop the onion.
3. **much** She likes soccer very much.
4. **chip** The mug has a chip in it.
5. **rich** She got rich by selling jam.
6. **chick** A mother bird fed its chick.

REVIEW

7. **shop** We bought milk at a shop.
8. **wish** He got his wish for a bike.
9. **rush** We had to rush home.
10. **ship** The ship went across the ocean.

CHALLENGE

11. **girl** The girl rides her bike.
12. **boy** The boy reads his book.

1. chin

2. chop

3. much

4. chip

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Chick Jam*, *Chick Dip* and *Chick Quits*.
2. Spend time during this period listening to students read the decodable texts: *Chick Jam*, *Chick Dip* and *Chick Quits*.
3. Record your findings.

Lesson 51: Phonics: digraph th (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

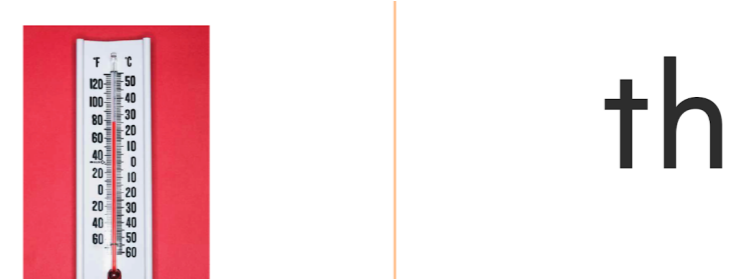
- I am learning the sound-spellings for the digraphs th.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /th/.

Success Criteria:

- I can say and write the sound-spelling of the digraph th.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the *ch* letter card. Model for students how to write and say the *th* sound. As you write the letters th, say th /th/ like in thermometer, birthday, and sixth.



- **We do:** Ask students to say the letter name, sound, and write the letters with you, using a manuscript *th* worksheet. Use these words: that, them, this, path
 - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
 - Display the letter card *th* With students, say *th*, /th/, write the letters *th*, while saying /th/.

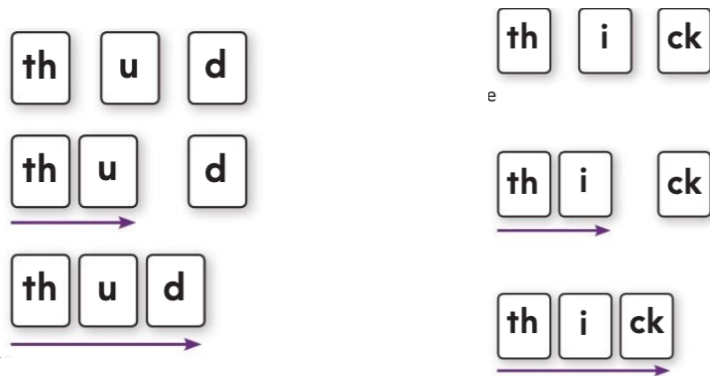
that _____

them _____

this _____

path _____

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards th u d. Model blending the word “thud”, use your finger and slide across while saying /th/ ũ/ /d/ thud. Repeat with *thick*. Remind students that digraph ck says k



- **We do:** Have students practice this blending task by displaying the words listed below. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the words and sentences chorally.
 - Math, this, thin, thick
 - Thumb, path, with, throb
 - Can you ship this box?

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Thud, that, bath
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: with, chin, this, Beth

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 consonant digraph *th*. 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 consonant digraph *th* words.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Text: [The Pet Bath](#)

The Pet Bath



by Nancy Leber and Amy Levin
Illustrated by Abby Carter

Center 1: Digraphs th and wh

Practice sorting digraph *th*. Practice writing spelling words. [Know It, Show It](#) pages 103, 104, and 105 and [Spelling Words List](#).

Remember to focus on words with digraph *th* and review words.

Name _____

Word List 11

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
jump	that	that	much
right	them	with	chick
say	then	this	rich
their	this	then	chin
walk	when	whip	
way	which	which	
where			
why			
			Challenge
			think
			wheel

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Name _____

Spelling

Consonant Digraphs *th, wh*

You can spell the /th/ sound with *th*, as in *then*.
You can spell the /hw/ sound with *wh*, as in *which*.

► Read each word. Write the Basic Spelling Words that rhyme with it.

- sis _____
- cat _____
- rich _____
- hen _____

► Which Basic Spelling Words did you not use? Circle them in the list. Then say a sentence that uses each word.

Spelling Words	
Basic	that
	with
	this
	then
	whip
	which
Review	much
	chick
	rich
	chin

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Name _____

Spelling

Consonant Digraphs *th, wh*

You can spell the /th/ sound with *th*, as in *that*.
You can spell the /hw/ sound with *wh*, as in *whip*.

► Write each Basic Spelling Word in the correct column.

Words with <i>th</i>	Words with <i>wh</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Spelling Words	
Basic	that
	with
	this
	then
	whip
	which
Review	much
	chick
	rich
	chin

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Name _____

Phonics

Consonant Digraphs *th, wh*; Trigraph *-tch*

The letters *th* can stand for the first sound in *this* or *thin*.
The letters *wh* stand for the first sound in *when*. The letters *thr* (a trigraph) stand for the first two sounds in *thrill*.

► Name each picture. Write the letters that stand for what you hear at the beginning. Use *th*, *wh*, or *thr*.

		
_____	_____	_____
_____	_____	_____

The consonants *th* can stand for the sound at the end of *bath*. The consonants *tch* stand for the sound at the end of *catch*.

► Write *bath* or *catch* to complete each sentence.

- The dog needs a _____.
- First, we have to _____ him.

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Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Them, this, bath, bash, shop, thud

Center 3: Independent Read

1. Read the decodable text [The Pet Bath](#)

The Pet Bath



by Nancy Leber and Amy Levin
Illustrated by Abby Carter

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

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these words: The thick man chops the wood .
- 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 52: Phonics: digraph th, wh (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the digraph th and wh..
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /th/ and /wh/.

Success Criteria:

- I can say and write the sound-spelling of the digraph th and wh.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the *wh* letter card. Model for students how to write and say the *wh* sound. As you write the letters *wh*, say *wh* /wh/ like in whistle, when, whack



- **We do:** Ask students to say the letter name, sound, and write the letter with you, using a manuscript *wh* worksheet.
 - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
 - Display the letter card *wh*. With students, say *wh*, /wh/, write the letters *wh*, while saying /wh/.
 - Practice writing words: whisker, what, whale

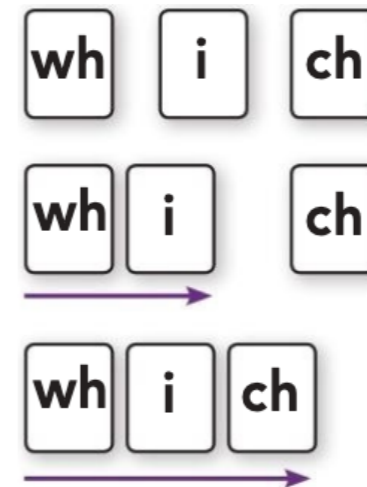
whisker

what

whale

which

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards *wh i ch*. Model blending the word “which”, use your finger and slide across while saying /wh/ /i/ ch/ which.



- **We do:** Have students practice this blending task by displaying the words below. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.
 - Whim, thrill, what, ship
 - Which lunch will she pack?

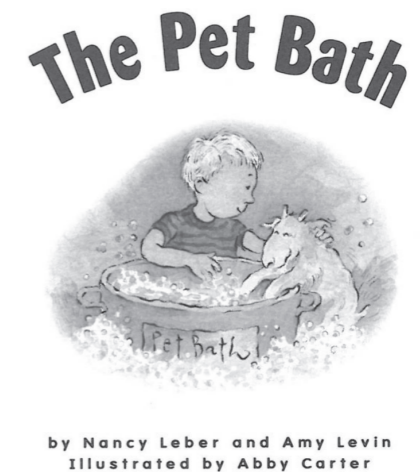
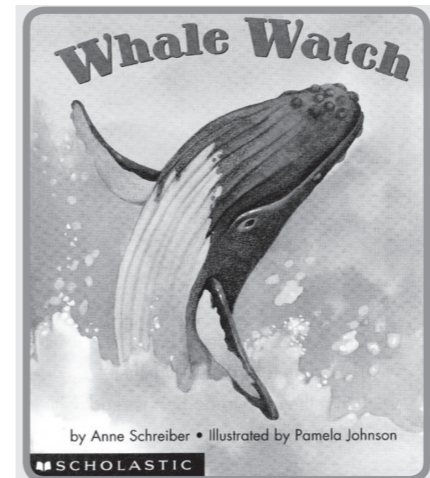
- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Whack, bath
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: what, this, whim, shop

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 consonant digraph *wh* & *th*. 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 consonant digraph *wh* and *th* words.

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Texts: [Whale Watch](#) and [The Pet Bath](#).



Center 1: Digraphs th and wh

Practice sorting digraph *th*. Practice writing spelling words. [Know It, Show It pages 103, 104, and 105](#) and [Spelling Words List](#). Remember to focus on words with digraph *th* and review words.

Name _____ Spelling

Consonant Digraphs *th, wh*

You can spell the /th/ sound with *th*, as in *then*.
You can spell the /hw/ sound with *wh*, as in *which*.

► Read each word. Write the Basic Spelling Words that rhyme with it.

1. *sis* _____

2. *cat* _____

3. *rich* _____

4. *hen* _____

Spelling Words

Basic

that
with
this
then
whip
which

Review

much
chick
rich
chin

► Which Basic Spelling Words did you not use? Circle them in the list. Then say a sentence that uses each word.

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Name _____ Word List 11

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
jump	that	that	much
right	them	with	chick
say	then	this	rich
their	this	then	chin
walk	when	whip	
way	which	which	
where			
why			
			Challenge
			think
			wheel

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Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Whisk, when, Beth, thin, which

Center 3: Independent Read

1. Read Decodable Texts: [Whale Watch](#) and [The Pet Bath](#).
2. Then read it to your partner.
3. Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: that, when, path. When is this?
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day

Name _____ Spelling

Consonant Digraphs *th, wh*

You can spell the /th/ sound with *th*, as in *that*.
You can spell the /hw/ sound with *wh*, as in *whip*.

► Write each Basic Spelling Word in the correct column.

Words with <i>th</i>	Words with <i>wh</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Spelling Words

Basic

that
with
this
then
whip
which

Review

much
chick
rich
chin




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Name _____ Phonics

Consonant Digraphs *th, wh*; Trigraph *-tch*

The letters *th* can stand for the first sound in *this* or *thin*.
The letters *wh* stand for the first sound in *when*. The letters *thr* (a trigraph) stand for the first two sounds in *thrill*.

► Name each picture. Write the letters that stand for what you hear at the beginning. Use *th*, *wh*, or *thr*.

		
_____	_____	_____
_____	_____	_____

The consonants *th* can stand for the sound at the end of *bath*. The consonants *tch* stand for the sound at the end of *catch*.

► Write *bath* or *catch* to complete each sentence.

1. The dog needs a _____.

2. First, we have to _____ him.

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Lesson 53: Phonics: digraphs th, ch, and trigraph tch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the digraphs th, ch, and trigraph tch.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /th/, /wh/ and /tch/.

Success Criteria:

- I can say and write the sound-spelling of the digraphs th, ch, and tch.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the *ch* letter card. Model for students how to write and say the *tch* sound. As you write the letters *tch*, say *ch /ch/* like in stretch, couch, teacher




- **We do:** Ask students to say the letter name, sound, and write the letters with you, using a manuscript tch worksheet. Use these words: pitch, patch, hitch, which
 - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
 - Display the letter card *tch*. With students, say *tch*, /ch/, write the letters tch, while saying /ch/. Say /tch/ says one sound /ch/
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Model hitch blending the word “hitch”, use your finger and slide across while saying /h/ /i/ /tch/ hitch. Blend: h i tch
→ →
hitch
→

- **We do:** Have students practice this blending task by displaying [Blend and 4.6](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 4.6

Blend and Read

1	thin	then	thick	when	this
2	bath	batch	path	patch	
3	ships	such	chill	rush	chin
4	hutch	fetch	ditch	bathtub	
5	Quick chicks catch bugs.				
6	Chicks hatch from eggs.				



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Grade 1 | Foundational Skills Module 4 • Week 2

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: whip, thick, shop, rush, itch

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 consonant digraphs th, wh, tch. 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 consonant digraph *ch* words.
- Have students partner and read decodable texts. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Text: [Ducks Hatch](#)



Center 1: Digraphs th, wh and tch

Practice sorting digraph *th*, *wh*, and *tch*. Practice writing spelling words. [Know It, Show It pages 103, 104, and 105](#) and [Spelling Words List](#). Remember to focus on words with digraph *th* and review words.

Name _____ Spelling

Consonant Digraphs *th*, *wh*

You can spell the /th/ sound with *th*, as in *then*.
You can spell the /hw/ sound with *wh*, as in *which*.

► Read each word. Write the Basic Spelling Words that rhyme with it.

1. sis	_____	_____	_____
2. cat	_____	_____	_____
3. rich	_____	_____	_____
4. hen	_____	_____	_____

► Which Basic Spelling Words did you not use? Circle them in the list. Then say a sentence that uses each word.

Spelling Words	
Basic	
that	_____
with	_____
this	_____
then	_____
whip	_____
which	_____
Review	
much	_____
chick	_____
rich	_____
chin	_____

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Name _____ Word List 11

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
jump	that	that	much
right	them	with	chick
say	then	this	rich
their	this	then	chin
walk	when	whip	
way	which	which	
where			
why			
			Challenge
			think
			wheel

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Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Bathtub, whisker, whip, catch, fish, shed

Center 3: Independent Read

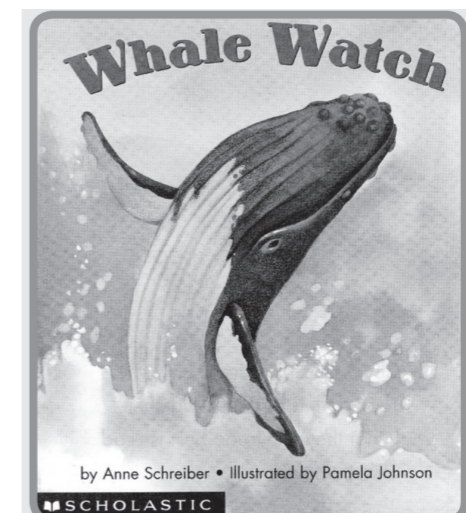
1. Read the decodable texts. [Ducks Hatch](#), [Whale Watch](#) and [The Pet Bath](#).
2. Then read it to your partner.
3. Then listen to your partner read it to you.



Ducks are in this batch of eggs.
They peck at their thin shells.
Little ducks will chip at the shells.
Pip! Pip! Pip! Pip! This is it!



by Nancy Leber and Amy Levin
Illustrated by Abby Carter



by Anne Schreiber • Illustrated by Pamela Johnson

SCHOLASTIC

Name _____ Spelling

Consonant Digraphs *th*, *wh*

You can spell the /th/ sound with *th*, as in *that*.
You can spell the /hw/ sound with *wh*, as in *whip*.

► Write each Basic Spelling Word in the correct column.

Words with <i>th</i>	Words with <i>wh</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Spelling Words	
Basic	
that	_____
with	_____
this	_____
then	_____
whip	_____
which	_____
Review	
much	_____
chick	_____
rich	_____
chin	_____

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Name _____ Phonics

Consonant Digraphs *th*, *wh*; Trigraph *-tch*

The letters *th* can stand for the first sound in *this* or *thin*.
The letters *wh* stand for the first sound in *when*. The letters *thr* (a trigraph) stand for the first two sounds in *thrill*.

► Name each picture. Write the letters that stand for what you hear at the beginning. Use *th*, *wh*, or *thr*.

 _____	 _____	 _____
-----------	-----------	-----------

The consonants *th* can stand for the sound at the end of *bath*. The consonants *tch* stand for the sound at the end of *catch*.

► Write *bath* or *catch* to complete each sentence.

1. The dog needs a _____.
2. First, we have to _____ him.

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Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: That batch of fish is bad.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 54: Phonics: digraphs th, ch, and trigraph tch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the digraphs th, wh, and trigraph tch.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /th/, /wh/ and /tch/.

Success Criteria:

- I can say and write the sound-spelling of the digraphs th, wh, and tch.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction


- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, Ducks Hatch. Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the prompting in HMH (Does it look right? Make sense?), ask students to look at each letter in the word and blend them together using what they know about letter sounds. Teach them to apply what you have been teaching.
- **We Do:** Have children partner read page 141 of the text. Listen as children read and support students' self-correction. Again, emphasize phonics as the main method.
- **I Do:** Model for students how you blend letters sounds together to read words. Display the letter cards: h a t ch Ask students what letter sound the short a makes. Ask students for the sound of short a . Have them repeat that sound. Repeat with digraph tch. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat for the word hatch.

- **We do:** Have students practice this blending task by displaying [Blend and 4.6](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 4.6

Blend and Read

1	thin	then	thick	when	this
2	bath	batch	path	patch	
3	ships	such	chill	rush	chin
4	hutch	fetch	ditch	bathtub	
5	Quick chicks catch bugs.				
6	Chicks hatch from eggs.				



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- **You do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **ditch, ship, rush, this, when**

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 consonant digraph *ch*. 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 consonant digraphs *wh*, *th*, *tch* words.
- 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: Digraphs *th*, *wh* and *tch*

Practice sorting digraph *th*, *wh*, and *tch*. Practice writing spelling words. [Know It, Show It pages 103, 104, and 105](#) and [Spelling Words List](#). Remember to focus on words with digraph *th* and review words.

Name _____ Spelling

Consonant Digraphs *th*, *wh*

You can spell the /th/ sound with *th*, as in *that*.
You can spell the /hw/ sound with *wh*, as in *whip*.

Write each Basic Spelling Word in the correct column.

Words with <i>th</i>	Words with <i>wh</i>	Spelling Words
_____	_____	Basic
_____	_____	that
_____	_____	with
_____	_____	this
_____	_____	then
_____	_____	whip
_____	_____	which
_____	_____	Review
_____	_____	much
_____	_____	chick
_____	_____	rich
_____	_____	chin

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Name _____ Phonics

Consonant Digraphs *th*, *wh*; Trigraph *-tch*

The letters *th* can stand for the first sound in *this* or *thin*.
The letters *wh* stand for the first sound in *when*. The letters *thr* (a trigraph) stand for the first two sounds in *thrill*.

Name each picture. Write the letters that stand for what you hear at the beginning. Use *th*, *wh*, or *thr*.

The consonants *th* can stand for the sound at the end of *both*. The consonants *tch* stand for the sound at the end of *catch*.

Write *bath* or *catch* to complete each sentence.

- The dog needs a _____.
- First, we have to _____ him.

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Name _____ Word List 11

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
jump	that	that	much
right	them	with	chick
say	then	this	rich
their	this	then	chin
walk	when	whip	
way	which	which	
where			
why			
		Challenge	
		think	
		wheel	

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Name _____ Spelling

Consonant Digraphs *th*, *wh*

You can spell the /th/ sound with *th*, as in *then*.
You can spell the /hw/ sound with *wh*, as in *which*.

Read each word. Write the Basic Spelling Words that rhyme with it.

- sis _____
- cat _____
- rich _____
- hen _____

Which Basic Spelling Words did you not use? Circle them in the list. Then say a sentence that uses each word.

Spelling Words
Basic
that
with
this
than
whip
which
Review
much
chick
rich
chin

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Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Itch, with, whisper, them, that, who

Center 3: Independent Read

1. Decodable texts: [Ducks Hatch](#), [Whale Watch](#) and [The Pet Bath](#).
2. Read the decodable text.
3. Then read it to your partner.
4. When you self-correct, look at each letter in the word and blend the sounds together.
5. Then listen to your partner read it to you.
6. Practice reading this page:

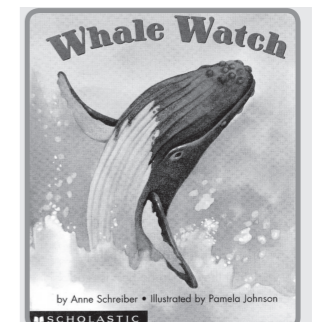
The Pet Bath



by Nancy Leber and Amy Levin
Illustrated by Abby Carter



Ducks are in this batch of eggs.
They peck at their thin shells.
Little ducks will chip at the shells.
Pip! Pip! Pip! Pip! This is it!



by Anne Schreiber • Illustrated by Pamela Johnson
SCHOLASTIC

Blend and Read

- 1 thin then thick when this
- 2 bath batch path patch
- 3 ships such chill rush chin
- 4 hutch fetch ditch bathtub
- 5 Quick chicks catch bugs.
- 6 Chicks hatch from eggs.



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: Beth and Rich are chums who shop.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 55: Phonics: digraphs th, ch, and trigraph tch (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the digraphs th, ch, and trigraph tch.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /th/, /wh/ and /tch/.

Success Criteria:

- I can say and write the sound-spelling of the digraphs th, wh, and tch.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of consonant digraphs through a spelling and dictation task.
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 6 on one side and 7-12 on the other side.
3. Dictation Task: Which path will Beth wish she can run? This is the shop.
4. Give one point for each correctly spelled word. Total possible points is 25.

A+ = 25
A = 23-24
B = 20-22
C = 18-19
D = 17
F/Do Over= 16

1.	that
2.	with
3.	this
4.	then
5.	
6.	
7.	
8.	
9.	
10.	

1. DICTATION SENTENCES

BASIC

1. **that** That book is about tigers.
2. **with** She walked *with* me.
3. **this** This book is about lions.
4. **then** He works and *then* rests.
5. **whip** I *whip* cream to put on pie.
6. **which** Which book is better?

REVIEW

7. **much** She likes soccer very *much*.
8. **chick** A mother bird fed its *chick*.
9. **rich** She got *rich* by selling jam.
10. **chin** Dad has a beard on his *chin*.

CHALLENGE

11. **think** I *think* hard in math class.
12. **wheel** He fixed the bike *wheel*.

Part 2: Reading Decodable Texts

1. Invite students to partner read, .
2. Spend time during this period listening to students read the decodable texts: *Ducks Hatch*, *Dogs*, *The Pet Bath*, and *Whale Watch*.
3. Record your findings.

Lesson 56: Phonics: initial consonant blends with s, including spl and str (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial consonant blends with s, including spl and str.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /s/, /spl/, and /str/.

Success Criteria:

- I can say and write the sound-spellings for consonant blends s, spl, and str.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Explain to students - I am going to build and blend a word. Then you will add a sound to make a new word. I will do the first one. Display Letter Cards s, i, p. Listen: /s/ /i/ /p/, sip. Now I will add /l/ after /s/. Add Letter Card l, and blend the new word: /s/ /l/ /i/ /p/, slip. The new word is slip. Repeat with the word stick.

1 **Display** cards as shown. Point to the consonants s, t together and say the sounds. *Remember, the consonants in a blend keep their own sounds, said closely together: /s//t//st/.*



2 **Slide** the vowel letter over. *I see one vowel followed by consonants, so I will use the short vowel sound. Say the sound and then add it. /st//i//sti/.*



3 **Slide** the ck card over. Say the sound. Say the blended sounds, the last sound, and the blended word: /sti//k/, stick.



We do: Ask students to say the letter name, sound, and write the letter with you, using a manuscript worksheet.

- Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
- Display the letter card s, p, l, i, t. With students, say /s/ /p/ /l/ /i/ /t/. Emphasize that each letter says one sound. Blend the word to say split. Practice saying and writing the words on the worksheet. *Sample below.*

s
split
strap
stop
sled
strum

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards spl. Model blending the words “stop and splat”, use your finger and slide across while saying /s/ /t/ /ɒ/ /p/ sto and /s/ /p/ /l/ / /ä/ /t/ -splat. Again, emphasize that each of these letters makes one sound. Compare to /s/ /p/ /l/ / /ä/ /sh/ - splash. Remind students that sh is a digraph that says one sound.
- **We do:** Have students practice this blending task by displaying the words below. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

sled	smell	stop	skill
sniff	spot	stuck	swim
strap	splat	struck	splash

You do: Have students practice blending with the following words, independently. Provide feedback as students begin to apply.

- Step, slid, spit, split, strict
- Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: sled, spin, strum, split

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 initial consonant blends with s, including spl and str. 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 initial consonant blends with s, including spl and str words.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Text: [Hill Cats](#)



Center 1: Initial consonant blends with s, including spl and str
 Practice sorting initial consonant blends with s including spl, and str..
 Practice writing spelling words [Know It, Show It pages 113 - 115](#);
[Spelling Words List](#)

Name _____ Spelling

Initial Blends with s

You can spell the /st/ sound with st, as in stop.
 You can spell the /sp/ sound with sp, as in spit.
 You can spell the /sl/ sound with sl, as in slid.

Some blends are spelled with three letters (trigraphs). You can spell the /str/ sound with str, as in strap. You can spell the /spl/ sound with spl, as in split.

► Write each Basic Spelling Word in the correct column.

Words with st or str	Words with sp or spl	Words with sl
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____


Spelling Words

Basic

stop
step
strap
spit
split
slid

Review

this
whip
which
that



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Name _____ Word List 12

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
after	still	stop	this
before	stop	step	whip
does	spell	strap	which
don't	with	spit	that
grow	than	split	
into		slid	
no			
wash			
			Challenge
			stick
			slide

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Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...
 Step, strum, slip, spat, splat, smell, spot

Center 3: Independent Read

1. Decodable Text: [Hill Cats](#)



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

Center 4: Lexia

Part 3: Daily Instructional Task







1. Dictate these words: spot, smell, stem. Did Sam step on the sled?
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Name _____ Phonics

Initial Blends with s

Two or three letters together can form a consonant blend. Each letter keeps its own sound. The sounds are close together. The words stop, slip, smash, snack, skip, and spell begin with s blends. Splat and strum have 3-letter blends (trigraphs).

► Name each picture. Write the blend that begins each picture name. Use these blends: sk, sl, sm, sn, sp, str.

		
_____	_____	_____
		
_____	_____	_____

► Choose and write the word that names each picture.

steps stress spots	skid slid sled	strum stick slick
_____	_____	_____

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Name _____ Spelling

Initial Blends with s

You can spell the /st/ sound with st, as in step.
 You can spell the /sp/ sound with sp, as in spit.
 You can spell the /sl/ sound with sl, as in slid.

Some blends are spelled with three letters (trigraphs). You can spell the /str/ sound with str and the /spl/ sound with spl.

► Write the Spelling Word that best completes each sentence.

1. You can _____ the chips.
2. They _____ down the hill.
3. I will _____ out the pit.
4. The house has one _____ up.
5. The van will _____ and not go.
6. The _____ on the bag is red.

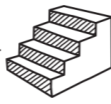
Spelling Words

Basic

stop
step
strap
spit
split
slid

Review

this
whip
which
that



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Lesson 57: Phonics: initial consonant blends with s, including spl and str (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial consonant blends with s, including spl and str.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /s/, /spl/, and /str/.

Success Criteria:

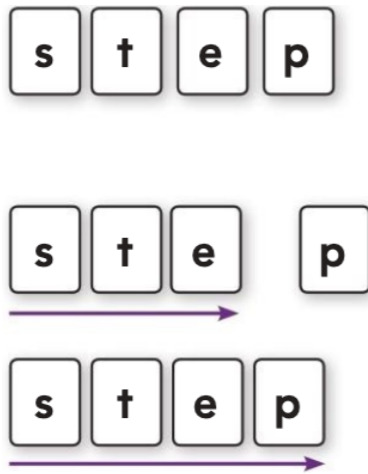
- I can say and write the sound-spellings for consonant blends s, spl, and str.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the *spl* letter card. Model for students how to write and say the individual letters sounds /s/ /p/ /t/ /l/. Remind students that these letters say one sound like in the words sit, spit, split
- **We do:** Ask students to say the letter name, sound, and write the letters with you, using the manuscript *s, p, t, r, l* worksheet.
 - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
 - Display the letter cards and practice with words similar to the words below.

s
split
strap
stop
sled
strum

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ss Tt Ee Pp. Model blending the word “step”, use your finger and slide across while saying /s/ /t/ /ě/ /p/ step.



- **We do:** Have students practice this blending task by displaying [Blend and Read 4.9](#) Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 4.9

Blend and Read

1	spot	stop	spell	skill	speck
2	slid	skin	snap	slip	snack
3	that	when	then	than	which
4	split	splash	spring	strap	

5 Mom Cat slips into the den.

6 Does the big cat smell a ram?



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- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Spot, strep, snap, slap
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: spit, splash, swim, step

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 initial consonant blends with s, including spl and str. 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 initial consonant blends with s, including spl and str words.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Text: [Hill Cats](#)

Center 1: Initial consonant blends with s, including spl and str
Practice sorting initial consonant blends with s including spl, and str.. Practice writing spelling words [Know It, Show It pages 113 - 115](#); [Spelling Words List](#)

Name _____

Spelling

Initial Blends with s

You can spell the /st/ sound with st, as in stop.
You can spell the /sp/ sound with sp, as in spit.
You can spell the /sl/ sound with sl, as in slid.

Some blends are spelled with three letters (trigraphs). You can spell the /str/ sound with str, as in strap. You can spell the /spl/ sound with spl, as in split.

► Write each Basic Spelling Word in the correct column.

Words with st or str	Words with sp or spl	Words with sl
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____


Spelling Words

Basic

stop
step
strap
spit
split
slid

Review

this
whip
which
that



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Name _____

Word List 12

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
after	still	stop	this
before	stop	step	whip
does	spell	strap	which
don't	with	spit	that
grow	than	split	
into		slid	
no			
wash			
			Challenge
			stick
			slide

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Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...
Step, strum, slip, spat, splat, smell, spot

Center 3: Independent Read

1. Decodable Text: [Hill Cats](#)
2. Then read it to your partner.
3. Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: If you stand still do you stop or slip?
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.










Name _____

Phonics

Initial Blends with s

Two or three letters together can form a consonant blend. Each letter keeps its own sound. The sounds are close together. The words stop, slip, smash, snack, skip, and spell begin with s blends. Splat and strum have 3-letter blends (trigraphs).

► Name each picture. Write the blend that begins each picture name. Use these blends: sk, sl, sm, sn, sp, str.

		
_____	_____	_____
		
_____	_____	_____
		
_____	_____	_____

► Choose and write the word that names each picture.

steps	skid	strum
stress	slid	stick
spots	sled	slick
_____	_____	_____
_____	_____	_____

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Name _____

Spelling

Initial Blends with s

You can spell the /st/ sound with st, as in step.
You can spell the /sp/ sound with sp, as in spit.
You can spell the /sl/ sound with sl, as in slid.

Some blends are spelled with three letters (trigraphs). You can spell the /str/ sound with str and the /spl/ sound with spl.

► Write the Spelling Word that best completes each sentence.

1. You can _____ the chips.
2. They _____ down the hill.
3. I will _____ out the pit.
4. The house has one _____ up.
5. The van will _____ and not go.
6. The _____ on the bag is red.


Spelling Words

Basic

stop
step
strap
spit
split
slid

Review

this
whip
which
that



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Lesson 58: Phonics: initial consonant blends with s, including spl and str (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial consonant blends with s, including spl and str.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /s/, /spl/, and /str/.

Success Criteria:

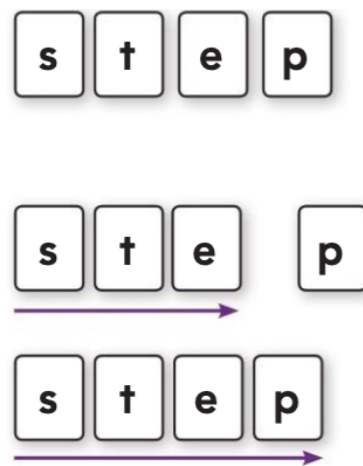
- I can say and write the sound-spellings for consonant blends s, spl, and str.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the *spl* letter card. Model for students how to write and say the individual letters sounds /s/ /p/ /t/ /l/. Remind students that these letters say one sound like in the words sit, spit, split
- **We do:** Ask students to say the letter name, sound, and write the letters with you, using the manuscript *s, p, t, r, l* worksheet.
 - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
 - Display the letter cards and practice with words similar to the words below.

s
split
strap
stop
sled
strum

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ss Tt Ee Pp. Model blending the word “step”, use your finger and slide across while saying /s/ /t/ /ě/ /p/ step.



- **We do:** Have students practice this blending task by displaying [Blend and Read 4.9](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.


Blend and Read 4.9

Blend and Read

1	spot	stop	spell	skill	speck
2	slid	skin	snap	slip	snack
3	that	when	then	than	which
4	split	splash	spring	strap	

5 Mom Cat slips into the den.

6 Does the big cat smell a ram?



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- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Speck, spring, strap
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: skip, slip, ship

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 initial consonant blends with s, including spl and str. 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 initial consonant blends with s, including spl and str words.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
- Decodable Texts: [Hill Cats](#) and [Kids Skip](#)

Center 1: Initial consonant blends with s, including spl and str

Practice sorting initial consonant blends with s including spl, and str.

Practice writing spelling words [Know It, Show It pages 113 - 115](#);

[Spelling Words List](#)

Name _____ Spelling

Initial Blends with s

You can spell the /st/ sound with st, as in **step**.
 You can spell the /sp/ sound with sp, as in **spit**.
 You can spell the /sl/ sound with sl, as in **slid**.

Some blends are spelled with three letters (trigraphs). You can spell the /str/ sound with str, as in **strap**. You can spell the /spl/ sound with spl, as in **split**.

► Write the Spelling Word that best completes each sentence.

- You can _____ the chips.
- They _____ down the hill.
- I will _____ out the pit.
- The house has one _____ up.
- The van will _____ and not go.
- The _____ on the bag is red.

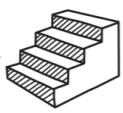
Spelling Words

Basic

stop
step
strap
spit
split
slid

Review

this
whip
which
that



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Name _____ Word List 12

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
after	still	stop	this
before	stop	step	whip
does	spell	strap	which
don't	with	spit	that
grow	than	split	
into		slid	
no			
wash			
			Challenge
			stick
			slide

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Name _____ Spelling

Initial Blends with s

You can spell the /st/ sound with st, as in **stop**.
 You can spell the /sp/ sound with sp, as in **spit**.
 You can spell the /sl/ sound with sl, as in **slid**.

Some blends are spelled with three letters (trigraphs). You can spell the /str/ sound with str, as in **strap**. You can spell the /spl/ sound with spl, as in **split**.

► Write each Basic Spelling Word in the correct column.

Words with st or str	Words with sp or spl	Words with sl
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____


Spelling Words

Basic

stop
step
strap
spit
split
slid

Review

this
whip
which
that









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Name _____ Phonics




Initial Blends with s

Two or three letters together can form a **consonant blend**. Each letter keeps its own sound. The sounds are close together. The words **stop**, **slip**, **smash**, **snack**, **skip**, and **spell** begin with s blends. **Splat** and **strum** have 3-letter blends (trigraphs).

► Name each picture. Write the blend that begins each picture name. Use these blends: sk, sl, sm, sn, sp, str.

		
_____	_____	_____
		
_____	_____	_____

► Choose and write the word that names each picture.

<p>steps</p> <p>stress</p> <p>spots</p> 	<p>skid</p> <p>slid</p> <p>sled</p> 	<p>strum</p> <p>stick</p> <p>slick</p> 
_____	_____	_____
_____	_____	_____

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Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Strap, spit, slid, stop, strap

Center 3: Independent Read

- Read the decodable texts. [Hill Cats](#) and [Kids Skip](#)



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

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these words: Mom snacks in her lunch spot.
- 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 59: Phonics: initial consonant blends with s, including spl and str (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial consonant blends with s, including spl and str.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /s/ /spl/ and /str/.

Success Criteria:

- I can say and write the sound-spellings for consonant blends s, spl, and str.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, Chick Quits Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the prompting in HMH (Does it look right? Make sense?), ask students to look at each letter in the word and blend them together using what they know about letter sounds. Teach them to apply what you have been teaching.
- **We Do:** Have children partner read page 174 of the text, [Kids Skip](#). Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.
- **I Do:** Model for students how you blend letters and sounds together to read words. Display the letter cards: s, p, i, n Ask students what letter sound the short i makes. Ask students for the sound of short i. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally.

spin

- Have students practice this blending task by displaying [Blend and Read 4.9](#) Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.


Blend and Read 4.9

Blend and Read

1	spot	stop	spell	skill	speck
2	slid	skin	snap	slip	snack
3	that	when	then	than	which
4	split	splash	spring	strap	

5 Mom Cat slips into the den.

6 Does the big cat smell a ram?



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Grade 1 | Foundational Skills Module 4 • Week 3

- **You do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to

listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: smell, snack, shed, slip

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 initial consonant blends with s, including spl and str. 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 initial consonant blends with s, including spl and str words.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Texts: [Hill Cats](#) and [Kids Skip](#)



Center 1: Initial consonant blends with s, including spl and str
Practice sorting initial consonant blends with s including spl, and str.. Practice writing spelling words [Know It, Show It pages 113 - 115](#); [Spelling Words List](#)

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Speck, spring, strap, slid, step

Center 3:Independent Read

- Read the Decodable Texts: [Hill Cats](#) and [Kids Skip](#)

1. Then read it to your partner.
2. When you self-correct, look at each letter in the word and blend the sounds together.
3. Then listen to your partner read it to you.
4. Practice reading this page:

Center 4: Lexia

Blend and Read 4.9

Blend and Read

1	spot	stop	spell	skill	speck
2	slid	skin	snap	slip	snack
3	that	when	then	than	which
4	split	splash	spring	strap	

5 Mom Cat slips into the den.

6 Does the big cat smell a ram?



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Part 3: Daily Instructional Task

1. Dictate these sentences: The sled is in the shed. Dad has a spot for his snack.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 60: Phonics: initial consonant blends with s, including spl and str (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial consonant blends with s, including spl and str.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with /s/ /spl/ and /str/.

Success Criteria:

- I can say and write the sound-spellings for consonant blends s, spl, and str.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

- Assess students' knowledge of initial consonant blends with s, including spl and str 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 6 on one side and 7-12 on the other side.
- Dictation Task: The cat slid on the stick. This big kid spit on the strap.
- Give one point for each correctly spelled word. Total possible points is 25.

A+ = 25

A = 23-24

B = 20-22

C = 18-19

D = 17

F/Do Over= 16+

DICTATION SENTENCES

BASIC

1. **stop** The car will stop at the sign.
2. **step** The baby took his first step.
3. **strap** My bag has a broken strap.
4. **spit** Please spit out your gum.
5. **split** I split a cookie with him.
6. **slid** They slid down the slide.

REVIEW

7. **this** This book is about lions.
8. **whip** I whip cream to put on pie.
9. **which** Which book is better?
10. **that** That book is about tigers.

CHALLENGE

11. **stick** The dog fetched the stick.
12. **slide** I play on the slide at the park.

1.	stop
2.	step
3.	strap
4.	spit
5.	
6.	
7.	
8.	
9.	
10.	

Part 2: Reading Decodable Texts

- Invite students to partner read, [Hill Cats](#) and [Kids Skip](#)
- Spend time during this period listening to students read the decodable texts: *Hill Cats, and Kids Skip*.
- Record your findings.

Lesson 61: Phonics: initial blends with l (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial blends with l.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with initial blends with l.

Success Criteria:

- I can say and write the sound-spelling of initial blends with l.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the 1 letter card. Model for students how to write and say the /l/ sound. As you write the letters /l/, say /l/. Tell students that you will use the letter /l/ to build and blend words. Invite students to listen to you build initial blends with the letter /l/. Say the word *back*, then sound it out /b/ /ă/ /k/. Tell students that now you will add an /l/ after the /b/ in *back*. Say: /b/ /l/ /ă/ /k/ , *black*
- **We do:** Ask students to say the initial blend, sound, and write the letters with you.
 - Say, as I point to the initial blend we will say its name, its sound, and write it as we repeat its sound.
 - Display the following blends:
 - /bl/, /fl/, /sl/, /spl/, /gl/, /cl/, /pl/

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Fl li Pp. Model blending the word “flip”, use your finger and slide across while saying /fl/ /i/ /p/ flip.

1 **Display** cards as shown. Point to /f/, /l/, and say the sounds. Remember, the consonants in a blend keep their own sounds, said closely together: /f//l/, /fl/.



2 **Slide** the vowel letter over. Say the sound, reminding children that one vowel followed by a consonant usually has the short vowel sound. Then blend the sounds: /fl/ /i/ /fl/.



3 **Slide** the last letter over. Say its sound. Say the blended sounds, the last sound, and the blended word: /fl/ /p/ /fl/ /p/ /flip/.




- **We do:** Have students practice this blending task by displaying [Blend and Read 5.2](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 5.2

Blend and Read

1	clap	black	click	flap	block
2	fluff	plum	cliff	glass	flip
3	chin	chat	thin	that	path
4	flick	plate	cloth	clad	flame
5	Ann can cluck like a hen.				
6	Meg and Cal plan the plot.				



Grade 1 | Foundational Skills | Module 5 • Week 1

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.

- Clap, glass
- Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: click, block, fluff

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

1. Decodable Text: [Red Hen Skit](#)



Center 1: Initial Blends with /

Practice sorting initial blends with / . Practice writing spelling words. [Know It, Show It pages 121, 122 and 125](#); [Spelling Words List](#)

Name _____

Initial Blends with /

You can spell the /fl/ sound with fl, as in flag.
You can spell the /cl/ sound with cl, as in club.
You can spell the /sl/ sound with sl, as in slam.

Write each Spelling Word in the correct column.

Words with /fl/	Words with /cl/	Words with /sl/
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Spelling Words

Basic

flap
club
flag
slam
clap
sled

Review

stop
step
spit
slid

Name _____

Initial Blends with /

Two or three consonants together can form a consonant blend. Each consonant keeps its own sound. The sounds are close together. The words black, clap, flap, glad, plan, slip, and split all begin with / blends.

Name each picture. Write the blend that begins each picture name. Use these blends: bl, cl, fl, gl, pl, or spl.

Choose and write the word that names each picture.

fan flag flap	plus plug plum	glass gas glass
_____	_____	_____

Name _____

Phonics Review

Two or three (trigraph) consonants together can form a consonant blend. Each consonant keeps its own sound. The sounds are close together. Many consonants can form blends with s or l. The words stop and strap have s blends. The word flap has an l blend.

Write the name for each picture. Use the words in the box.

Word Bank

clip splat plug glass flag
stem sled clock glad

Name _____

Spelling Words List

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
around	black	flap	stop
came		club	step
come		flag	spit
found		slam	slid
other		clap	
people		sled	
two			
worked			
			Challenge
			tube
			flower

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Red Hen Skit](#)



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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: The black flap blew in the wind.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 62: Phonics: initial blends with l (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial blends with l.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with initial blends with l.

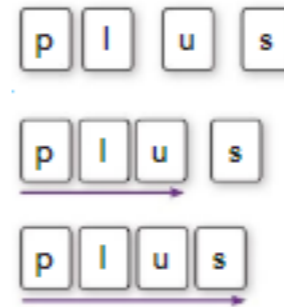
Success Criteria:

- I can say and write the sound-spelling of initial blends with l.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the 1 letter card. Model for students how to write and say the / sound. As you write the letters /, say / //. Tell students that you will use the letter / to build and blend words. Invite students to listen to you build initial blends with the letter /. Say the word *cap*, then sound it out /c/ /ă/ /p/. Tell students that now you will add an / after the *c* in *cap*. Say: /c/ / / /ă/ /p/ , *clap*.
- **We do:** Ask students to say the initial blend, sound, and write the letters with you.
 - Say, as I point to the initial blend we will say its name, its sound, and write it as we repeat its sound.
 - Display the following blends:
 - /bl/, /fl/, /sl/, /spl/, /gl/, /cl/, /pl/

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Pl Uu Ss. Model blending the word “plus”, use your finger and slide across while saying /pl/ /ŭ/ /s/ plus.




- **We do:** Have students practice this blending task by displaying [Blend and Read 5.2](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 5.2

Blend and Read

1	clap	black	click	flap	block
2	fluff	plum	cliff	glass	flip
3	chin	chat	thin	that	path
4	flick	plate	cloth	clad	flame
5	Ann can cluck like a hen.				
6	Meg and Cal plan the plot.				



Grade 1 • Foundational Skills

Module 5 • Week 1

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Plum, cliff
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: flip, flick, plate

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

1. Decodable Text: [Bags, Blocks, and Rugs](#)



Center 1: Initial Blends with /

Practice sorting initial blends with / . Practice writing spelling words. [Know It, Show It pages 121, 122 and 125](#); [Spelling Words List](#)

Name _____

Initial Blends with /

You can spell the /f/ sound with fl, as in flag.
You can spell the /cl/ sound with cl, as in club.
You can spell the /sl/ sound with sl, as in slam.

Write each Spelling Word in the correct column.

Words with /f/	Words with /cl/	Words with /sl/
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Spelling Words

Basic

flap
club
flag
slam
clap
sled

Review

stop
step
spit
slid

Name _____

Initial Blends with /

Two or three consonants together can form a consonant blend. Each consonant keeps its own sound. The sounds are close together. The words black, clap, flap, glad, plan, slip, and split all begin with / blends.

Name each picture. Write the blend that begins each picture name. Use these blends: bl, cl, fl, gl, pl, or spl.

_____	_____	_____
_____	_____	_____

Choose and write the word that names each picture.

fan flag flap	plus plug plum	glass gas gloss
_____	_____	_____

Name _____

Phonics Review

Two or three (trigraph) consonants together can form a consonant blend. Each consonant keeps its own sound. The sounds are close together. Many consonants can form blends with s or l. The words stop and strap have s blends. The word flap has an l blend.

Write the name for each picture. Use the words in the box.

Word Bank

clip splat plug glass flag
stem sled clock glad

clip	_____	_____
_____	_____	_____
_____	_____	_____

Name _____

Word List 13

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
around	black	flap	stop
came		club	step
come		flag	spit
found		slam	slid
other		clap	
people		sled	
two			
worked			
			Challenge
			tube
			flower

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Bags, Blocks, and Rugs](#)



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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Stop and Shop has clams to sell.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 63: Phonics: initial blends with I (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial blends with I.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with initial blends with I.

Success Criteria:

- I can say and write the sound-spelling of initial blends with I.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

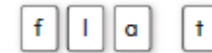
- **I do:** Display the 1 letter card. Model for students how to write and say the /l/ sound. As you write the letters l, say /l/. Tell students that you will use the letter l to build and blend words. Invite students to listen to you build initial blends with the letter l. Say the word *cap*, then sound it out /c/ /ă/ /p/. Tell students that now you will add an l after the c in *cap*. Say: /c/ /l/ /ă/ /p/ , *clap*.
- **We do:** Ask students to say the initial blend, sound, and write the letters with you.
 - Say, as I point to the initial blend we will say its name, its sound, and write it as we repeat its sound.
 - Display the following blends:
 - /bl/, /fl/, /sl/, /spl/, /gl/, /cl/, /pl/

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Fl Aa Tt. Model blending the word “flat”, use your finger and slide across while saying /fl/ /ă/ /t/ flat.

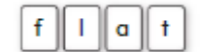
1 Display cards as shown. Point to the consonants f, l, and say the sounds separately and then together: /f/, /l/, /fl/.



2 Slide the vowel letter over. There is one vowel followed by a consonant, so what vowel sound should we use? (ahort a) Say the sound. Then blend the two sounds as for: /fl/ /ă/, /flă/.



3 Slide the last letter over. Say its sound. Say the blended sounds, the last sound, and the blended word: /flă/ /t/, flat.



Sound-by-Sound Blending Repeat the **SOUND-BY-SOUND** **BLENDED** routine with cards for the words *clap*, *clash*, and *step*, having children say the sounds and blend.

- **We do:** Have students practice this blending task by displaying [Blend and Read 5.3](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 5.2

Blend and Read

- 1 clap black click flap block
- 2 fluff plum cliff glass flip
- 3 chin chat thin that path
- 4 flick plate cloth clad flame
- 5 Ann can cluck like a hen.
- 6 Meg and Cal plan the plot.



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Flash, plan
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: slick, block, glum, splotch

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

1. Decodable Text: [Skit Jobs](#)



Center 1: Initial Blends with /

Practice sorting initial blends with / . Practice writing spelling words. [Know It, Show It pages 121, 122 and 125](#); [Spelling Words List](#)

The worksheets include:

- Initial Blends with / (Page 121):** A spelling test with columns for words with /f/, /c/, and /s/. A list of spelling words includes flap, club, flag, slam, clap, and sled. A review section lists stop, strap, spit, and slid.
- Initial Blends with / (Page 122):** A phonics review explaining consonant blends and a matching activity with pictures of a fan, flag, flap, plus, plug, plum, glass, gas, and a glass.
- Phonics Review (Page 124):** A review of consonant blends with a word bank (clip, splot, plug, glass, flag, stem, sled, clock, glad) and a grid of pictures for labeling.
- Spelling Words List (Page 125):** A table with columns for High-Frequency Words, Decodable High-Frequency Words, and Spelling Words (Basic and Review). The review words include tube and flower.

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Skit Jobs](#)



2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Glen sticks them on his glasses.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 64: Phonics: initial blends with l (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial blends with l.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with initial blends with l.

Success Criteria:

- I can say and write the sound-spelling of initial blends with l.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, *Skit Day*. Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the prompting in HMH (Does it look right? Make sense?), ask students to look at each letter in the word and blend them together using what they know about letter sounds. Teach them to apply what you have been teaching.
- **We Do:** Have children partner read page 30 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.
- **I Do:** Model for students how you blend letters sounds together to read words. Display the letter cards: fl, i, p, fl, o, p. Ask students what letter sound the short i makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat for the second syllable (flop).


F l i p f l o p

- **We do:** Have students practice this blending task by displaying [Blend and Read 5.3](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 5.3

Blend and Read

1	clam	click	flash	flock	plot
2	stop	slip	flop	clip	step
3	well	wish	fill	dish	fell
4	flesh	slab	blob	flick	blog
5	Kids make passes for Red Hen.				
6	The kids clap for Meg and Cal.				



Grade 1 • Foundational Skills

Module 5 • Week 1

- **You do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **sled, flag, slam, clutch, stock, wish, fill, cliff, blob**

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

1. Decodable Text: [Skit Day](#)



Center 1: Initial Blends with /

Practice sorting initial blends with /. Practice writing spelling words.

[Know It, Show It pages 121, 122 and 125](#); [Spelling Words List](#)

Name _____

Initial Blends with /

You can spell the /f/ sound with fl, as in flag.
You can spell the /cl/ sound with cl, as in club.
You can spell the /sl/ sound with sl, as in slam.

Write each Spelling Word in the correct column.

Words with /f/	Words with /cl/	Words with /sl/
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Spelling Words







flap
club
flag
slam
clap
sled

Review




stop
step
split
slid

Two or three consonants together can form a consonant blend. Each consonant keeps its own sound. The sounds are close together. The words black, clap, flap, glad, plan, slip, and split all begin with / blends.

Name each picture. Write the blend that begins each picture name. Use these blends: bl, cl, fl, gl, pl, or spl.

 _____	 _____	 _____
 _____	 _____	 _____

Choose and write the word that names each picture.

fan flag flap _____		plus plug plum _____		glass gas gloss _____	
------------------------------	---	-------------------------------	---	--------------------------------	---

Name _____










Phonics Review

Two or three (trigraph) consonants together can form a consonant blend. Each consonant keeps its own sound. The sounds are close together. Many consonants can form blends with s or l. The words stop and strap have s blends. The word flap has an l blend.

Write the name for each picture. Use the words in the box.

Word Bank

clip stem sled plug clock glass glad

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
around	black	flap	stop
came		club	step
come		flag	split
found		slam	slid
other		clap	
people		sled	
two			
worked			
			Challenge
			tube
			flower

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Skit Day](#)
2. Then read it to your partner.
3. When you self-correct, look at each letter in the word and blend the sounds together.
4. Then listen to your partner read it to you.
5. Practice reading this page:



Part 3: Daily Instructional Task

1. Dictate these sentences: Meg and Cal plan the plot.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.


Blend and Read 5.3

Blend and Read

1	clam	click	flash	flock	plot
2	stop	slip	flop	clip	step
3	well	wish	fill	dish	fell
4	flesh	slab	blob	flick	blog

5 Kids make passes for Red Hen.

6 The kids clap for Meg and Cal.



Grade 1 | Foundational Skills | Module 5 • Week 3

Center 4: Lexia

Lesson 65: Phonics: initial blends with l (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial blends with l.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with initial blends with l.

Success Criteria:

- I can say and write the sound-spelling of initial blends with l.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of initial blends with l through a spelling and dictation task.
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 6 on one side and 7-12 on the other side.
3. Dictation Task: Ann can cluck like a hen. She will not flick the hot flame.
4. Give one point for each correctly spelled word. Total possible points is 25.

A+ = 25

A = 23-24

B = 20-22

C = 18-19

D = 17

F/Do Over= 16

1. DICTATION SENTENCES

BASIC

1. flap The birds flap their wings.
2. club I joined the dance club.
3. flag Our school flies the U.S. flag.
4. slam Please don't slam the door.
5. clap We clap for the singer.
6. sled Riding on a sled is fun.

REVIEW

7. stop The car will stop at the sign.
8. step The baby took his first step.
9. spit Please spit out your gum.
10. slide They slide down the slide.

CHALLENGE

11. tube He used a tube in the pool.
12. flower A rose is a kind of flower.

1.	flap
2.	club
3.	flag
4.	slam
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Red Hen Skit, Bags, Blocks, and Rugs, Skit Jobs, and Skit Day*.
2. Spend time during this period listening to students read the decodable texts: *Red Hen Skit, Bags, Blocks, and Rugs, Skit Jobs, and Skit Day*.
3. Record your findings.

Lesson 66: Phonics: initial blends with r (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial blends with r.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with initial blends with r.

Success Criteria:

- I can say and write the sound-spelling of initial blends with r.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the *r* letter card. Model for students how to write and say the *r* sound. As you write the letters *r*, say *r* /r/. Tell students that you will use the letter *r* to build and blend words. Invite students to listen to you build initial blends with the letter *r*. Say the word *tip*, then sound it out /t/ /i/ /p/. Tell students that now you will add an *r* after the *t* in *back*. Say: /t/ /r/ /i/ /p/ , *trip*.
- **We do:** Ask students to say the initial blend, sound, and write the letters with you.
 - Say, as I point to the initial blend we will say its name, its sound, and write it as we repeat its sound.
 - Display the following blends:
 - /br/, /fr/, /dr/, /cr/, /gr/, /pr/, /tr/, /scr/, /spt/, /str/

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Dr Ii Pp. Model blending the word “drip”, use your finger and slide across while saying /dr/ /i/ /p/ drip.

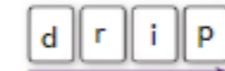
1 Display cards as shown. Point to the consonants *d*, *r* and say the sounds. Remember, the consonants in a blend keep their own sounds, said closely together: /d/ /r/ , /dr/.



2 Slide the vowel over. Say its sound, reminding children the one vowel followed by a consonant usually has the short vowel sound. Then blend the sounds: /dr/ /i/ , /dri/.



3 Slide the last letter over. Say its sound. Say the blended sounds, the last sound, and the blended word: /dri/ /p/ , drip.



- **We do:** Have students practice this blending task by displaying [Blend and Read 5.6](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read

- 1 grab drag grip brag drip
- 2 frog prop trim drum truck
- 3 ditch stick fetch speck stack
- 4 grassy tricky frilly crabby dressy
- 5 Flocks of ducks fly away in fall.
- 6 Frogs and bugs nap in cracks.



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.

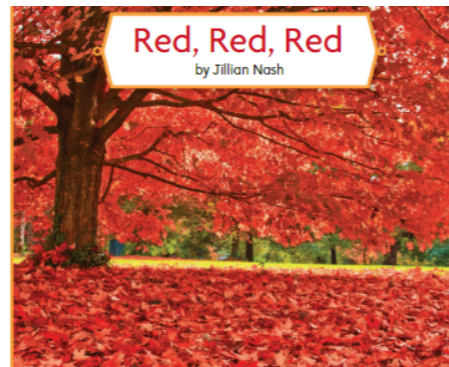
- Trap, grin
- Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: brick, prod, fresh, crop, drill

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 initial blends with *r* words. 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 consonant initial blends with *r* words.
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

1. Decodable Text: [Red, Red, Red](#)



Center 1: Initial Blends with r

Practice sorting initial blends with *r*. Practice writing spelling words. [Know It, Show It pages 132, 133 and 137](#); [Spelling Words List](#)

Name _____

Initial Blends with r

You can spell the /dr/ sound with dr, as in drum.
You can spell the /tr/ sound with tr, as in trap.
You can spell the /gr/ sound with gr, as in grin.
You can spell the /scr/ sound with three letters (a trigraph), scr, as in scrub.

Write each Basic Spelling Word in the correct column.

Words with dr	Words with tr	Words with gr
_____	_____	_____
_____	_____	_____
_____	_____	_____

Write the word that starts with scr and rhymes with tub. _____

Name _____

Initial Blends with r

Two or three (trigraph) consonants together can form a consonant blend. Each letter keeps its own sound. The sounds are close together. Brush, crush, sprig, strip, and strap begin with r blends.

Name each picture. Write the blend that begins each picture name. Use these blends: br, fr, gr, scr, or str.

_____	_____	_____
_____	_____	_____

Write the word that names each picture.

sock	crab	dim
stack	crib	drab
strap	cab	drum
_____	_____	_____

Name _____

Phonics Review

- The words brush and crush begin with r blends. Each consonant keeps its own sound, but you say the sounds closely together.
- A compound word is made up of two smaller words. Some compound words have a blend: drum + roll = drumroll.

Name each picture. Circle two words to make a compound word that names the picture. Write the compound word.

	trip	trash	_____
	cram	can	_____
	back	track	_____
	crack	pack	_____
	drum	drip	_____
	sticks	sticks	_____
	gum	gum	_____
	drip	drop	_____
	sun	drill	_____
	snip	dress	_____

Name _____

Spelling Words

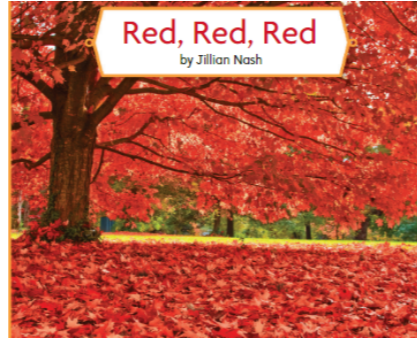
High-Frequency Words	Spelling Words		
	Basic	Review	Challenge
again	drip	flap	try
away	trap	clap	branch
because	drum	sled	
cold	trip	club	
fall	grin		
full	scrub		
or			
pretty			

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Red, Red, Red](#)
2. Then read it to your partner.
3. Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Frogs and bugs nap in cracks.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 67: Phonics: initial blends with r (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial blends with r.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with initial blends with r.

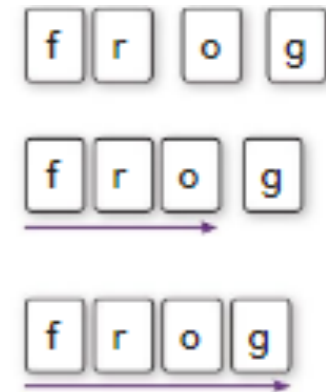
Success Criteria:

- I can say and write the sound-spelling of initial blends with r.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the *r* letter card. Model for students how to write and say the *r* sound. As you write the letters *r*, say *r* /r/. Tell students that you will use the letter *r* to build and blend words. Invite students to listen to you build initial blends with the letter *r*. Say the word *dill*, then sound it out /d/ /i/ /l/. Tell students that now you will add an *r* after the *d* in *back*. Say: /d/ /r/ /i/ /l/ , *drill*.
- **We do:** Ask students to say the initial blend, sound, and write the letters with you.
 - Say, as I point to the initial blend we will say its name, its sound, and write it as we repeat its sound.
 - Display the following blends:
 - /br/, /fr/, /dr/, /cr/, /gr/, /pr/, /tr/, /scr/, /spt/, /str/

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Fr Oo Gg. Model blending the word “frog”, use your finger and slide across while saying /fr/ /ö/ /g/ frog.




- **We do:** Have students practice this blending task by displaying [Blend and Read 5.6](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 5.6

Blend and Read

- 1 grab drag grip brag drip
- 2 frog prop trim drum truck
- 3 ditch stick fetch speck stack
- 4 grassy tricky frilly crabby dressy
- 5 Flocks of ducks fly away in fall.
- 6 Frogs and bugs nap in cracks.



Grade 1 | Foundational Skills | Module 5 • Week 2

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Sprig, scrap
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: strap, scrub, brag, grip, drip, prop

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 initial blends with *r* words. 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 consonant initial blends with *r* words.
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

1. Decodable Text: [Big Crops](#)



Center 1: Initial Blends with *r*

Practice sorting initial blends with *r*. Practice writing spelling words. [Know It, Show It pages 132, 133 and 137](#); [Spelling Words List](#)

Spelling

Initial Blends with *r*

You can spell the /dr/ sound with dr, as in drum.
 You can spell the /tr/ sound with tr, as in trap.
 You can spell the /gr/ sound with gr, as in grin.
 You can spell the /scr/ sound with three letters (a trigraph), scr, as in scrub.

Write each Basic Spelling Word in the correct column.

Words with <i>dr</i>	Words with <i>tr</i>	Words with <i>gr</i>
_____	_____	_____
_____	_____	_____
_____	_____	_____







Write the word that starts with scr and rhymes with tub.

Phonics










Initial Blends with *r*

Two or three (trigraph) consonants together can form a consonant blend. Each letter keeps its own sound. The sounds are close together. Brush, crush, sprig, strip, and strap begin with *r* blends.

Name each picture. Write the blend that begins each picture name. Use these blends: br, fr, gr, scr, or str.

		
_____	_____	_____
		
_____	_____	_____






Write the word that names each picture.

		
_____	_____	_____
		
_____	_____	_____
		
_____	_____	_____

Phonics Review

- The words brush and crush begin with *r* blends. Each consonant keeps its own sound, but you say the sounds closely together.
- A compound word is made up of two smaller words. Some compound words have a blend: drum + roll = drumroll.

Name each picture. Circle two words to make a compound word that names the picture. Write the compound word.

	trip	trash	_____
	cram	can	_____
	back	track	_____
	crack	pack	_____
	drum	drip	_____
	sticks	sticks	_____
	glum	gum	_____
	drip	drop	_____
	sun	drill	_____
	snip	dress	_____

Spelling Words

High-Frequency Words	Spelling Words		
	Basic	Review	Challenge
again	drip	flap	try
away	trap	clap	branch
because	drum	sled	
cold	trip	club	
fall	grin		
full	scrub		
or			
pretty			

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Big Crops](#)
2. Then read it to your partner.
3. Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: The dog will fetch the stick and drag it to the ditch.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 68: Phonics: initial blends with r (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial blends with r.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with initial blends with r.
- I am learning about compound words.

Success Criteria:

- I can say and write the sound-spelling of initial blends with r.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the *r* letter card. Model for students how to write and say the *r* sound. As you write the letters *r*, say *r* /r/. Tell students that you will use the letter *r* to build and blend words. Invite students to listen to you build initial blends with the letter *r*. Say the word *pop*, then sound it out /p/ /ɒ/ /p/. Tell students that now you will add an *r* after the *p* in *pop*. Say: /p/ /r/ /ɒ/ /p/ , *prop*.
- **We do:** Ask students to say the initial blend, sound, and write the letters with you.
 - Say, as I point to the initial blend we will say its name, its sound, and write it as we repeat its sound.
 - Display the following blends:
 - /br/, /fr/, /dr/, /cr/, /gr/, /pr/, /tr/, /scr/, /spt/, /str/

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Cr Oo Pp. Model blending the word “crop”, use your finger and slide across while saying /cr/ /ɒ/ /p/ crop.
- Tell students that they will be practicing compound words. Explain that compound words are two words that come together to make one word. Ask students to listen to you build a compound word. Say: The two words that I will put together are *check* and *up*.

1 Display cards as shown, separating the base words. Blend the first word. Say the digraph and its sound: c, h, /ch/.

ch e ck u p

2 Slide the vowel letter over. Say its sound. Then blend the two sounds: /ch/ /ɛ/, /chɛ/.

ch e ck u p

3 Slide ck over. Say its sound. Say the blended sounds, the last sound, and the blended word: /chɛ/ /k/, check. Repeat for the second word. Then connect the syllables: /chɛk/ /ʊp/, checkup.

ch e ck u p


- We do: Have students practice this blending task by displaying [Blend and Read 5.7](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 5.7

Blend and Read

1	into	pickup	cannot	bathmat
2	upset	lipstick	flapjack	checkup
3	paths	batches	cracks	stitches
4	forget	sunshine	cupcake	playmate

5 The big red fox trots uphill.
6 See the pretty red sunset!



Grade 1 | Foundational Skills Module 5 • Week 2

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Grass, truck, bathmat, pickup
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: grip, trim, drag, upset, cannot, forget

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 initial blends with *r*. 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 initial blends with *r* words.
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 1. Decodable Text: [Fetch, Dash, Dig](#)



Center 1: Initial Blends with r

Practice sorting initial blends with r. Practice writing spelling words.

[Know It, Show It pages 132, 133 and 137](#); [Spelling Words List](#)

Name _____

Spelling


Initial Blends with r

You can spell the /dr/ sound with dr, as in drum.
You can spell the /tr/ sound with tr, as in trap.
You can spell the /gr/ sound with gr, as in grin.
You can spell the /scr/ sound with three letters (a trigraph), scr, as in scrub.

Write each Basic Spelling Word in the correct column.

Words with dr	Words with tr	Words with gr
_____	_____	_____
_____	_____	_____
_____	_____	_____

Write the word that starts with scr and rhymes with tub. _____



Model 1


Name _____

Phonics

Initial Blends with r

Two or three (trigraph) consonants together can form a consonant blend. Each letter keeps its own sound. The sounds are close together. Brush, crush, sprig, strip, and strap begin with r blends.

Name each picture. Write the blend that begins each picture name. Use these blends: br, fr, gr, scr, or str.



Write the word that names each picture.

sack stack strap	crab crib cab	dim drab drum
------------------------	---------------------	---------------------

Model 1

Name _____

Phonics

Phonics Review

- The words brush and crush begin with r blends. Each consonant keeps its own sound, but you say the sounds closely together.
- A compound word is made up of two smaller words. Some compound words have a blend: drum + roll = drumroll.

Name each picture. Circle two words to make a compound word that names the picture. Write the compound word.

	trip cram	trash can	_____
	back crack	track pack	_____
	drum stacks	drip sticks	_____
	glum drip	gum drop	_____
	sun snip	drill dress	_____

Model 1

Name _____

Word List 1.6

High-Frequency Words	Spelling Words		
	Basic	Review	Challenge
again	drip	flap	try
away	trap	clap	branch
because	drum	sled	
cold	trip	club	
fall	grin		
full	scrub		
or			
pretty			

Model 1

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Fetch, Dash, Dig](#)
2. Then read it to your partner.
3. Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: The big red fox trots uphill.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 69: Phonics: initial blends with r (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial blends with r.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with initial blends with r.
- I am learning about compound words.

Success Criteria:

- I can say and write the sound-spelling of initial blends with r.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.
- I can identify, blend compound words

Part 1: Direct instruction

- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, Red, Red Sunset. Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the prompting in HMH (Does it look right? Make sense?), ask students to look at each letter in the word and blend them together using what they know about letter sounds. Teach them to apply what you have been teaching.
- **We Do:** Have children partner read page 62 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.
- **I Do:** Model for students how you blend letters sounds together to read words. Display the letter cards:s, u, sh, i, n, e. Ask students what letter sound the short u makes. Ask students for the sound of long i. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat for the second syllable (shine).


S u n s h i n e

- **We do:** Have students practice this blending task by displaying [Blend and Read 5.7](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 5.7

Blend and Read

1	into	pickup	cannot	bathmat
2	upset	lipstick	flapjack	checkup
3	paths	batches	cracks	stitches
4	forget	sunshine	cupcake	playmate
5	The big red fox trots uphill.			
6	See the pretty red sunset!			



Grade 1 | Foundational Skills Module 5 • Week 2

- **You do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to

listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **trot, drop, scrap, Fran, grip, prim**

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

1. Decodable Text: [Red, Red Sunset](#)



Center 1: Initial Blends with r

Practice sorting initial blends with r. Practice writing spelling words.

[Know It, Show It pages 132, 133 and 137](#); [Spelling Words List](#)

Name _____

Spelling


Initial Blends with r

You can spell the /dr/ sound with dr, as in drum.
 You can spell the /tr/ sound with tr, as in trap.
 You can spell the /gr/ sound with gr, as in grin.
 You can spell the /scr/ sound with three letters (a trigraph), scr, as in scrub.

Write each Basic Spelling Word in the correct column.

Words with dr	Words with tr	Words with gr
_____	_____	_____
_____	_____	_____
_____	_____	_____

Write the word that starts with scr and rhymes with tub.



Model 1 Page 132


Name _____

Phonics

Initial Blends with r

Two or three (trigraph) consonants together can form a consonant blend. Each letter keeps its own sound. The sounds are close together: Brush, crush, sprig, strip, and strap begin with r blends.

Name each picture. Write the blend that begins each picture name. Use these blends: br, fr, gr, scr, or str.



Write the word that names each picture.

sack stack strap	crab crib cab	dim drab drum
------------------------	---------------------	---------------------

Model 1 Page 133






Name _____

Phonics

Phonics Review

- The words brush and crush begin with r blends. Each consonant keeps its own sound, but you say the sounds closely together.
- A compound word is made up of two smaller words. Some compound words have a blend: drum + roll = drumroll.

Name each picture. Circle two words to make a compound word that names the picture. Write the compound word.

	trip cram	trash can	_____
	back crack	track pack	_____
	drum stacks	drip sticks	_____
	glum drip	gum drop	_____
	sun snip	drill dress	_____

Model 1 Page 137

Name _____

Word List

High-Frequency Words	Spelling Words		
	Basic	Review	Challenge
again	drip	flap	try
away	trap	clap	branch
because	drum	sled	
cold	trip	club	
fall	grin		
full	scrub		
or			
pretty			

Model 1 Page 138

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Red, Red Sunset](#)
2. Then read it to your partner.
3. When you self-correct, look at each letter in the word and blend the sounds together.
4. Then listen to your partner read it to you.
5. Practice reading this page:



Blend and Read 5.7

Blend and Read

- 1 into pickup cannot bathmat
- 2 upset lipstick flapjack checkup
- 3 paths batches cracks stitches
- 4 forget sunshine cupcake playmate
- 5 The big red fox trots uphill.
- 6 See the pretty red sunset!



Grade 1 | Foundational Skills | Module 5 • Week 2

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: See the pretty red sunset!
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 70: Phonics: initial blends with r (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the initial blends with r.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with initial blends with r.
- I am learning about compound words.

Success Criteria:

- I can say and write the sound-spelling of initial blends with r.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.
- I can identify, blend compound words

Part 1: Assessment

1. Assess students' knowledge of blending r through a spelling and dictation task.
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 6 on one side and 7-12 on the other side.
3. Dictation Task: Bren cannot grab the stick. The prop was a dress, it was frilly.
4. Give one point for each correctly spelled word. Total possible points is 25.

A+ = 25
A = 23-24
B = 20-22
C = 18-19
D = 17
F/Do Over= 16

DICTATION SENTENCES

BASIC

1. drip The faucets drip water.
2. trap The fish got caught in a trap.
3. drum She beat the drum.
4. trip We took a trip to the city.
5. grin Her grin shows she is happy.
6. scrub He will scrub the dirty sink.

REVIEW

7. flap The birds flap their wings.
8. clap We clap for the singer.
9. sled Riding on a sled is fun.
10. club I joined the dance club.

CHALLENGE

11. try I try to do well in school.
12. branch A tree branch broke off.

1 drip _____

2 trap _____

3 drum _____

4 trip _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Red, Red, Red; Big Crops; Fetch, Dash, Dig, and Red, Red Sunset*.
2. Spend time during this period listening to students read the decodable texts: *Red, Red, Red; Big Crops; Fetch, Dash, Dig, and Red, Red Sunset*.
3. Record your findings.

Lesson 71: Phonics: final consonant blends (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the final consonant blends.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with final consonant blends.

Success Criteria:

- I can say and write the sound-spellings for final consonant blends.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

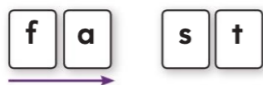
- **I do:** Explain to students that you will be building and reading words with consonants blends at the end of the word. Remind students that when consonants blend together we still say each sound. Display the word den. Blend /d/ /e/ /n/ (den). Add the letter t to build /d/ /e/ /n/ /t/ (dent). Model for students the blend nt. Explain how you say each sound.
- **We do:** Write a variety of words - ring, mask, fast, slept. Ask students to say the final blend, sound, and write the letters with you.
 - Say, as I point to the initial blend we will say its name, its sound, and write it as we repeat its sound.
 - Display the following blends:
 - Commonly used blends:
 - Complete lists: -st, -sk, -sp, -nd, -ng, -nt, -nk, -mp, -rd, -ld, -lp, -rk, -lt, -lf, -pt, -ft, -ct

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ff As Ss Tt. Model blending the word “fast” , use your finger and slide across while saying /f/ /a/ /s/ /t/ fast. Highlight to students that *st is a blend and you say each sound.*

1 **Display** cards as shown. Say the first letter and sound.



2 **Slide** the second letter over. Say its sound, reminding children that one vowel followed by a consonant is usually a short vowel. Then blend the two sounds. /f/ /ä/ /fä/.



3 **Slide** the blend over. Say the sound for each consonant, and blend. Then say the first two blended sounds, the consonant blend, and the blended word: /fä/ /st/, fast.



- **We do:** Have students practice this blending task by displaying the chart below. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Ask students to pay listen to how they can hear each sound in these words.

jump	tent	lamp	soft
sand	help	fist	next
plant	ask	bend	gasp

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Desk, gold, think
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: risk, test, find, land

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 final consonant blends. 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 with final consonant blends.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Text: [Class Six](#)



Center 1: Final Consonant Blends

Practice sorting initial blends with r . Practice writing spelling words.

[Word List Know It. Show It. p 142](#)

[Know It. Show It. p 143](#) [Know It. Show It. Spelling p. 144](#)

SPELLING

Name _____ Spelling

Final Blends

You can spell the /mp/ sound with mp, as in lamp.
You can spell the /nt/ sound with nt, as in went.
You can spell the /st/ sound with st, as in fast.

► Write each Basic Spelling Word in the correct column.

Words with mp	Words with nt	Words with st
jump	went	fast
lamp	ant	must
_____	_____	_____
_____	_____	_____

Spelling Words

Basic
jump
lamp
went
fast
must
ant

Review

trap
drum
trip
grin



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Know It, Show It, p. 142

Name _____ Spelling

Final Blends

You can spell the /mp/ sound with mp, as in jump.
You can spell the /nt/ sound with nt, as in ant.
You can spell the /st/ sound with st, as in must.

► Read each sentence. Cross out the Basic Spelling Word that is spelled incorrectly. Write it correctly on the line.


- The dog ran fist. _____
- An ent was in the sand. _____
- The cat can jupn up. _____
- We mast stop here. _____
- I wint to class today. _____
- The lemp is on. _____

Spelling Words

Basic
jump
lamp
went
fast
must
ant

Review

trap
drum
trip
grin









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Name _____ Phonics

Final Blends

Two consonants together can form a consonant blend. Each consonant keeps its own sound, but you say the sounds closely together. The words help and fast end with consonant blends. Many different consonants can form blends at the end of words.

► Choose and write the word that names each picture.

gash gift gust 	limp laps lamp 
vest vets vent 	tend tent test 
rant rift raft 	plant plot plan 

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Name _____ Word List 15

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
any	ask	jump	trap
done	best	lamp	drum
laugh	fast	went	trip
long	and	fast	grin
more	jump	must	
pull	just	ant	
teacher			
think			
			Challenge
			pants
			jumped

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Center 2: Word work

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

- Read the decodable text. [Class Six](#)



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

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these words: It is best to ask for help.
- 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 72: Phonics: final consonant blends (RF.1.2.A, RF.1.3.B),
Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)**

Learning Intentions:

- I am learning the sound-spellings for the final consonant blends.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with final consonant blends.

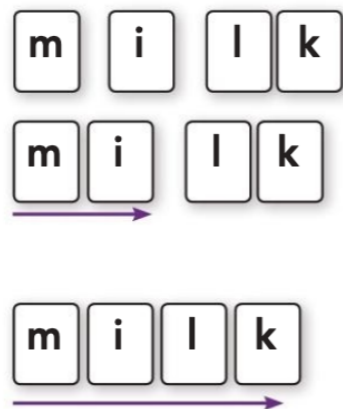
Success Criteria:

- I can say and write the sound-spellings for final consonant blends.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Explain to students that you will be building and reading words with consonants blends at the end of the word. Remind students that when consonants blend together we still say each sound. Display the word den. Blend /r/ /a /m/ (ram). Add the letter p to build /r /a/ /m/ /p/ (ramp). Model for students the blend mp Explain how you say each sound.
- **We do:** Write a variety of words. For example: jump, vest, ask, lift. Ask students to say the final blend, sound, and write the letters with you.
 - Say, as I point to the initial blend we will say its name, its sound, and write it as we repeat its sound.
 - Display the following blends:
 - Commonly used blends:
 - Complete lists: -st, -sk, -sp, -nd, -ng, -nt, -nk, -mp, -rd, -ld, -lp, -rk, -lt, -lf, -pt, -ft, -ct

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Mm Ii Ll Kk. Model blending the word “milk”, use your finger and slide across while saying /m/ /i/ /l/ /k/ fast. Highlight to students that *lk is a blend and you say each sound.*



- **We do:** Have students practice this blending task by displaying [Blend and Read 5.9](#) . Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Ask students to listen to how they can hear each sound in these words.

DISPLAY AND ENGAGE:
Blend and Read 5.9

Blend and Read

1 lamp	last	best	help	damp
2 send	rent	stand	bent	prompt
3 mash	chip	batch	rich	much
4 crisp	zest	drift	jest	clump

5 Miss Bond plans for Class Six.
6 Cass jumps with Fran and Ken.

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Silk, calm, felt, tank, junk
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: draft, sand, sent, gift

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 final consonant blends. 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 with final consonant blends.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Text: [Class Six](#)



Center 1: Final Consonant Blends

Practice sorting initial blends with *r*. Practice writing spelling words.

[Word List Know It. Show It. p 142](#)

[Know It. Show It. p 143](#) [Know It. Show It. Spelling p. 144](#)

SPELLING

Name _____ Spelling

Final Blends

You can spell the /mp/ sound with mp, as in lamp.
You can spell the /nt/ sound with nt, as in went.
You can spell the /st/ sound with st, as in fast.

► Write each Basic Spelling Word in the correct column.

Words with mp	Words with nt	Words with st
jump	went	fast
lamp	ant	must
_____	_____	_____
_____	_____	_____

Spelling Words

Basic
jump
lamp
went
fast
must
ant

Review

trap
drum
trip
grin



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Know It, Show It, p. 142

Name _____ Spelling

Final Blends

You can spell the /mp/ sound with mp, as in jump.
You can spell the /nt/ sound with nt, as in ant.
You can spell the /st/ sound with st, as in must.

► Read each sentence. Cross out the Basic Spelling Word that is spelled incorrectly. Write it correctly on the line.


- The dog ran fist. _____
- An ent was in the sand. _____
- The cat can jupn up. _____
- We mast stop here. _____
- I wint to class today. _____
- The lemp is on. _____

Spelling Words

Basic
jump
lamp
went
fast
must
ant

Review

trap
drum
trip
grin









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Name _____ Phonics

Final Blends

Two consonants together can form a consonant blend. Each consonant keeps its own sound, but you say the sounds closely together. The words help and fast end with consonant blends. Many different consonants can form blends at the end of words.

► Choose and write the word that names each picture.

gash gift gust 	limp laps lamp 
vest vets vent 	tend tent test 
rant rift raft 	plant plot plan 

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Name _____ Word List 15

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
any	ask	jump	trap
done	best	lamp	drum
laugh	fast	went	trip
long	and	fast	grin
more	jump	must	
pull	just	ant	
teacher			
think			
			Challenge
			pants
			jumped

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Center 2: Word work

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

- Read the decodable text. [Class Six](#)



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

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these words: Do not jump on the shelf.
- 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 73: Phonics: final consonant blends (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the final consonant blends.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with final consonant blends.

Success Criteria:

- I can say and write the sound-spellings for final consonant blends.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Explain to students that you will be building and reading words with consonants blends at the end of the word. Remind students that when consonants blend together we still say each sound. Display the word den. Blend /th/ /i/ /n/ (thin). Add the letter k to build /th /i/ /n/ /k/ (think). Model for students the blend nk Explain how you say each sound.
- **We do:** Write a variety of words. For example: link, past, pink, bump Ask students to say the final blend, sound, and write the letters with you.
 - Say, as I point to the initial blend we will say its name, its sound, and write it as we repeat its sound.
 - Display the following blends:
 - Commonly used blends:
 - Complete lists: -st, -sk, -sp, -nd, -ng, -nt, -nk, -mp, -rd, -ld, -lp, -rk, -lt, -lf, -pt, -ft, -ct

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Explain to students that some words have endings -ed and make the work two syllables. Display the letter cards Ll Aa Nn Dd “land”. *Planes land at airports. Write landed and add -ed to the word. Say “The plane landed yesterday. Model blending the word “added” and use the letter cards to blend..*

1 **Display** cards as shown. Say the first letter and sound, pointing out the short vowel.

2 **Slide** the letters for the second sound over. Say the sound. Then blend the two sounds. /ă/ /d/ /ăd/.

3 **Slide** the -ed ending over. *Let's try the /əd/ pronunciation.* Say the first blended sounds, the inflection, and the blended word: /ăd/ /əd/, added.

- **We do:** Have students practice this blending task by displaying [Blend and Read 5.9](#) . Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Ask students to listen to how they can hear each sound in these words.

DISPLAY AND ENGAGE:
Blend and Read 5.9

Blend and Read

1 lamp	last	best	help	damp
2 send	rent	stand	bent	prompt
3 mash	chip	batch	rich	much
4 crisp	zest	drift	jest	clump

5 Miss Bond plans for Class Six.
6 Cass jumps with Fran and Ken.

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Silk, calm, felt, tank, junk
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: draft, sand, sent, gift

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 final consonant blends. 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 with final consonant blends.

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Text: [Class Six](#) and [Frogs in Class Six](#)



Center 1: Final Consonant Blends

Practice sorting final consonant blends . Practice writing spelling words. [Word List Know It. Show It. p 142](#)
[Know It. Show It. p 143](#) [Know It. Show It. Spelling p. 144](#)

Center 2: Word work

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3:Independent Read

- Decodable Text: [Class Six](#) and [Frogs in Class Six](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these words: The junk is on the desk. The bug rested on the plant.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 74: Phonics: final consonant blends (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the final consonant blends.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with final consonant blends.

Success Criteria:

- I can say and write the sound-spellings for final consonant blends.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, *Red, Red Sunset*. Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the prompting in HMH (Does it look right? Make sense?), ask students to look at each letter in the word and blend them together using what they know about letter sounds. Teach them to apply what you have been teaching.
- **We Do:** Have children partner read page 69 of the text, *Class Six*. Listen as children read and support students' self-correction. Again, emphasize phonics as the main method.
- **I Do:** Model for students how you blend letters sounds together to read words. Display the letter cards:


/d/ /e/ /s/ /k/. Ask students to blend and say each sound. Repeat for boxes.

- **We do:** Have students practice this blending task by displaying [Blend and Read 5.10](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 5.10

Blend and Read

- 1 picked rested lasted packed
- 2 filled listed added prompted
- 3 dishes moths dresses hatches
- 4 brand cramp drifted ramps
- 5 The kids do crafts in class.
- 6 A long sock makes a good cat.



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Grade 1 | Foundational Skills Module 5 • Week 3

- **You do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: wishes, wanted, belt, hand

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 final consonant blends. 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 with final consonant blends.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Text: [Class Six](#) and [Frogs in Class Six](#)



Center 1: Final Consonant Blends

Practice sorting final consonant blends . Practice writing spelling words. [Word List Know It. Show It. p 142](#)
[Know It. Show It. p 143](#) [Know It. Show It. Spelling p. 144](#)

Center 2: Word work

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3:Independent Read

- Decodable Texts: [Class Six](#) and/or [Frogs in Class Six](#) and/or [Crafts in Class Six](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these words: Lift the tent. What kind of mask is best?
- 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 75: Phonics: final consonant blends (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the final consonant blends.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with final consonant blends.

Success Criteria:

- I can say and write the sound-spellings for final consonant blends.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of final consonant blends through a spelling and dictation task.
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 6 on one side and 7-12 on the other side.
3. Dictation Task: Bren cannot grab the stick. The prop was a dress, it was frilly.
4. Give one point for each correctly spelled word. Total possible points is 25.

A+ = 25

A = 23-24

B = 20-22

C = 18-19

D = 17

F/Do Over= 16

DICTIONATION SENTENCES

BASIC

1. **jump** Horses *jump* over the fence.
2. **lamp** Turn on the *lamp*.
3. **went** He *went* to the store.
4. **fast** She ran *fast* and won the race.
5. **must** Cars *must* stop at a red light.
6. **ant** An *ant* is an insect.

REVIEW

7. **trap** The bear got caught in a *trap*.
8. **drum** She beat the *drum*.
9. **trip** We took a *trip* to the city.
10. **grin** Her *grin* shows she is happy.

CHALLENGE

11. **pants** His school *pants* are blue.
12. **jumped** I *jumped* over the puddle.

1. jump
2. lamp
3. went
4. fast
5.
6.
7.
8.
9.
10.
11.
12.

Part 2: Reading Decodable Texts

- Invite students to partner read,
- Spend time during this period listening to students read the decodable texts [Class Six](#) and/or [Frogs in Class Six](#) and/or [Crafts in Class Six](#)
- Record your findings.

Lesson 76: Phonics: long vowels e, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long vowels e, i, o.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long vowel sounds e, i, o..

Success Criteria:

- I can say and write the sound-spelling of long vowel sounds e, i, o.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

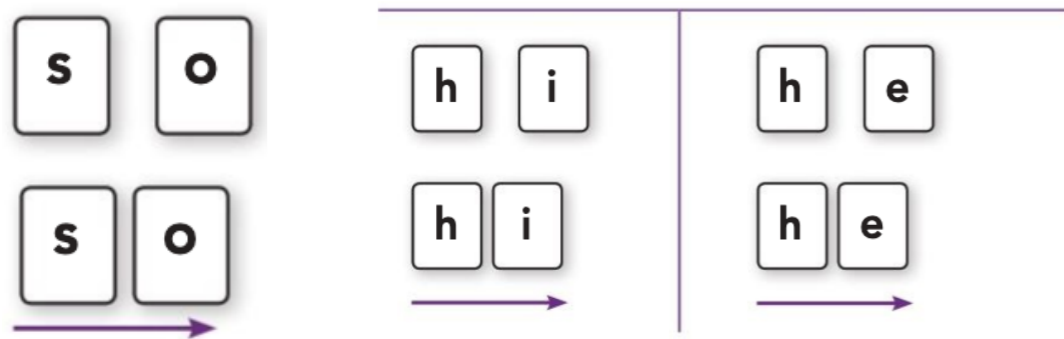
Part 1: Direct instruction

- **I do:** Display the ē letter card as an example. Remind students that they have learned short letter sounds. Say long vowels have sounds that match their letter names. As you write the letters /e/ /a/ /g/ /l/ /e/ name the picture, say the word. Explain eagle begins with the sound ē. Repeat with the long i sound in kite and the long o sound in hope.



- **We do:** Repeat with the long i sound in kite and the long o sound in hope using sound cards.
 - Say, and blend the word *we*. Point out the e says its name in an open syllable.
 - Repeat with *ice*.

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ss Oo. Model blending the word “so”, use your finger and slide across while saying /s/ /ō/ (so). Repeat with words *hi* and *he*.



- **We do:** Have students practice this blending task by displaying the words below. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

she	he	so	to
be	no	we	go
hi	do	l	me

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Go, do, she, thee
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: he, she, go, ice

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 long and short vowels.. 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 long vowel sounds for e, i, and o and distinguish between long and short vowel sounds.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Text: [House](#)



Center 1: Long e, i, o

Practice sorting Long e, i, o. Practice writing spelling words. [Know It. Show It. p 149 - 153 Word List 16](#)

Name _____

Spelling

CV Pattern: Question Words

You can spell long vowel sounds with the consonant-vowel (CV) pattern, as in so. Some question words begin with wh, as in where, or h as in how.

Write each Spelling Word in the correct column.

Words with long o	Words with long e	Question words
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

High-Frequency Words

Words to Know

Learn these words. You will see them in your reading and use them in your writing.

Word Bank		
another	gave	house
own	read	water
		over
		white

Write a word from the box to complete each sentence.

- This is my _____.
- It is a _____ house.
- I _____ a little dog.
- My little dog can jump _____ big rocks.
- I _____ my dog some water.
- The _____ is very cold.

Spelling Words

Basic	
so	
go	
no	
me	
where	
who	
what	
when	
why	
how	

Review	
fast	
lamp	
jump	
went	

Name _____

Word List 16

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
another	be	so	fast
gave	he	go	lamp
house	me	no	jump
over	she	me	went
own	so	where	
read	into	who	
water		what	
white		when	
			Challenge
		why	helpful
		how	dry

Center 2: Word work

Write the following words as you sound them out. Use crayons, markers, playdough...

- HFW: [Word Cards](#) another, gave, house, over, own, read, water, while
- Identify short or long vowel: hip (/i/, short i); nose (/ō/, long o); wet (/ě/, short e); time (/ī/, long i); man (/ă/, short a); hug (/ŭ/, short u); seat (/ē/, long e); joke (/ō/, long o)

Center 3: Independent Read

- Read the decodable text. [House](#)



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

Center 4: Lexia

Name _____

Phonics

Phonics Review

- When there is only one vowel in a word and it is at the end, it usually stands for the long vowel sound. The words me, so, and hi all have long vowel sounds.
- You can add 's to a word to show that someone has or owns. Examples: This is the dog's dish. That is Mom's hat.

Choose and write two words to complete each sentence.

- Can _____ fit in _____ coat?
he me Dad's Dads
- Val will _____ to _____ house.
so go Sam Sam's
- _____ see the _____ eggs.
Well We hen's hens
- _____ pup gave _____ a lick.
Bath Beth's be me

Name _____

Phonics

Long e, i, o (CV)

When there is only one vowel in a word and it is at the end, it usually stands for the long vowel sound. The word me has the long e vowel sound. The word so has the long o vowel sound. The word hi has the long i vowel sound.

Choose and write a word to complete each sentence.

- My pig used to _____ big and fat.
buy be bet
- But it has _____ fluff left in it.
no so me
- I asked Dad if _____ could add fluff to my pig.
hi he hem
- We did it! Say _____ to my old fat pig!
hi be hit

Part 3: Daily Instructional Task

- Dictate these words: She will be by my desk. He has a tent in the sand.
- 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 77: Phonics: long vowels e, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long vowels e, i, o
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long vowel sounds e, i, o..

Success Criteria:

- I can say and write the sound-spelling of long vowel sounds e, i, o.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the *e* letter card as an example. Remind students that they have learned short letter sounds. Say long vowels have sounds that match their letter names. As you write the letters /e/ /a/ /g/ /l/ /e/ name the picture, say the word. Explain eagle begins with the sound *e*. Repeat with the long i sound in ice cream. [Sound Cards](#)



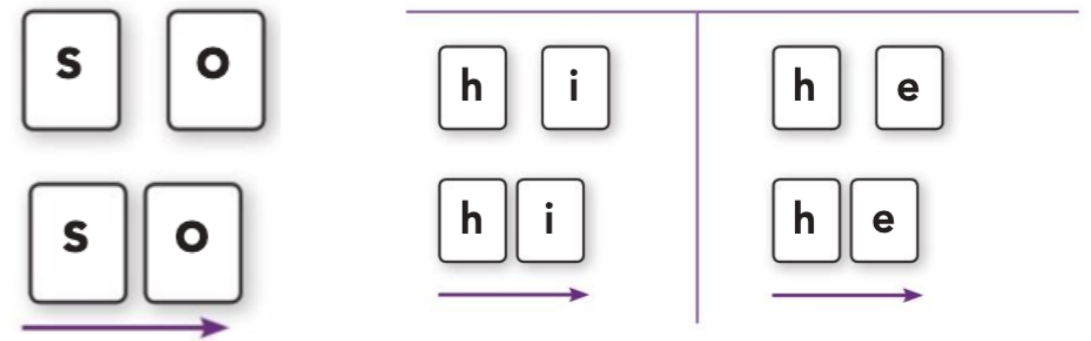
i
i_e
ie
igh
_y

- **We do:** Repeat with the long i sound in kite and the long o sound in hope using sound cards.
 - Say, and blend the word *we*. Point out the e says its name in an open syllable.
 - Repeat with *ocean*



o
o_e
oa
ow
_oe

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ss Oo. Model blending the word “so”, use your finger and slide across while saying /s/ /ō/ (so). Repeat with words *hi* and *he*.




- **We do:** Have students practice this blending task by displaying [Blend and Read 6.2](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 6.2

Blend and Read

- 1 be hi he so me
- 2 go she we no do
- 3 tuft stilts grid drab lash
- 4 sod notch latch lug trot
- 5 Houses can be big or little.
- 6 We go to my house to eat.



Grade 1 | Foundational Skills | Module 6 • Unit 1

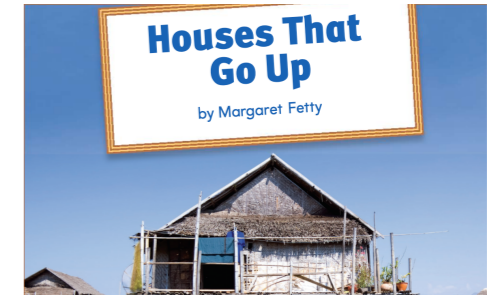
- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Hi, he, be
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: she, into, go, me

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 long and short vowels. 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 long vowel sounds for e, i, and o and distinguish between long and short vowel sounds.

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Text: [House](#) and [Houses that Go Up](#)



Center 1: Long e, i, o

Practice sorting Long e, i, o. Practice writing spelling words. [Know It. Show It. p 149 - 153 Word List 16](#)

Center 2: Word work

Write the following words as you sound them out. Use crayons, markers, playdough...

- HFW: [Word Cards](#) another, gave, house, over, own, read, water, while
- Identify short or long vowel: hip (/i/, short i); nose (/ō/, long o); wet (/ě/, short e); time (/ī/, long i); man (/ă/, short a); hug (/ŭ/, short u); seat (/ē/, long e); joke (/ō/, long o)

Center 3: Independent Read

- Read the decodable text. [House](#) and [Houses that Go Up](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these words: We must have a mask.
- 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 78: Phonics: long vowels e, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long vowels e, i, o and sound spellings for possessives with s
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long vowel sounds e, i, o and possessives with s.

Success Criteria:

- I can say and write the sound-spelling of long vowel sounds e, i, o and possessives with s.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the s letter card. Model for students how to write and say the s sound. As you write the letters s, say s /s/. Tell students that you will use the letter s to add to the end of words to show possession. Model with the word bird. Show the picture card of the nest and write /b/ /i/ /r/ /d/. Then add 's and show *bird's*. Explain that the nest belongs to the bird and you show that when you write by adding an apostrophe.
- **We do:** Model with the word pal.

1 **Display** cards as shown. Say the first letter and sound.

2 **Slide** the second letter over. I see one vowel followed by consonants, so I will use the short vowel sound. Say the sound. Then blend the two sounds: /p/ /ă/ /pă/. Continue with the third letter: /pă/ /l/ /păl/.

3 **Slide** the apostrophe and s over. Say the sound. Say the first three blended sounds, the last sound, and the blended word: /păl/ /z/ /păl's. My pal's name is _____.

- **We do:** Have students practice this blending task by displaying the words below. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

mom's _____	the truck's _____
dad's _____	the hill's _____
Nan's _____	the cat's _____

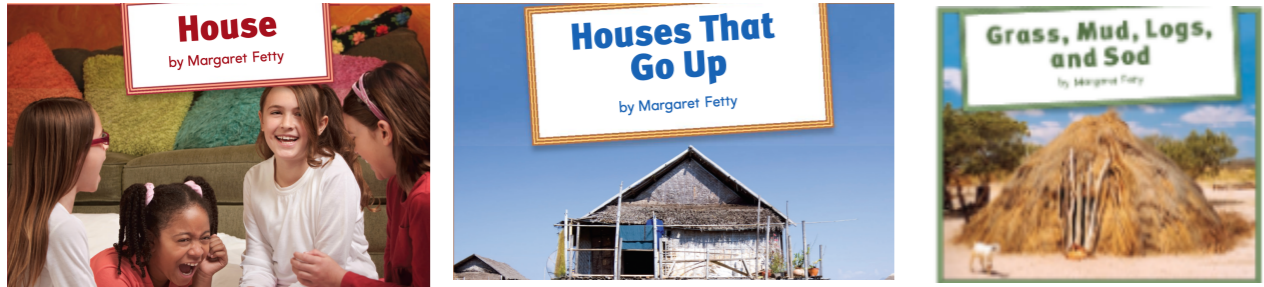
- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Teacher's, boy's, mom's, dad's
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: dog's, cat's, school's

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 long and short vowels and possessives with s. 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 long vowel sounds for e, i, and o and distinguish between long and short vowel sounds.

- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Texts: [House](#) and [Houses that Go Up Grass, Mud, Logs, and Sod](#)



Center 1: Long e, i, o/Possessives with S

Practice sorting Long e, i, o/Possessives with S. Practice writing spelling words. [Know It. Show It. p 149 - 153 Word List 16](#)

Center 2: Word work

Write the following words as you sound them out. Use crayons, markers, playdough...

- HFW: [Word Cards](#) another, gave, house, over, own, read, water, while
- Identify short or long vowel: hip (/i/, short i); nose (/ō/, long o); wet (/ě/, short e); time (/ī/, long i); man (/ă/, short a); hug (/ŭ/, short u); seat (/ē/, long e); joke (/ō/, long o)

Center 3: Independent Read

- Decodable Texts: [House](#) and [Houses that Go Up Grass, Mud, Logs, and Sod](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these words: We like mom's gift.
- 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 79: Phonics: long vowels e, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long vowels e, i, o.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long vowel sounds e, i, o..

Success Criteria:

- I can say and write the sound-spelling of long vowel sounds e, i, o.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

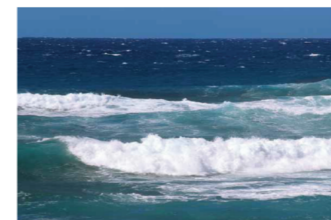
- **I do:** Review the open syllable spelling for long e, i, o. Display the ē letter card as an example. Remind students that they have learned short letter sounds. Say long vowels have sounds that match their letter names. As you write the letters /e/ /a/ /g/ /l/ /e/ name the picture, say the word. Explain eagle begins with the sound ē. Repeat with the long i sound in ice cream.

[Sound Cards](#)



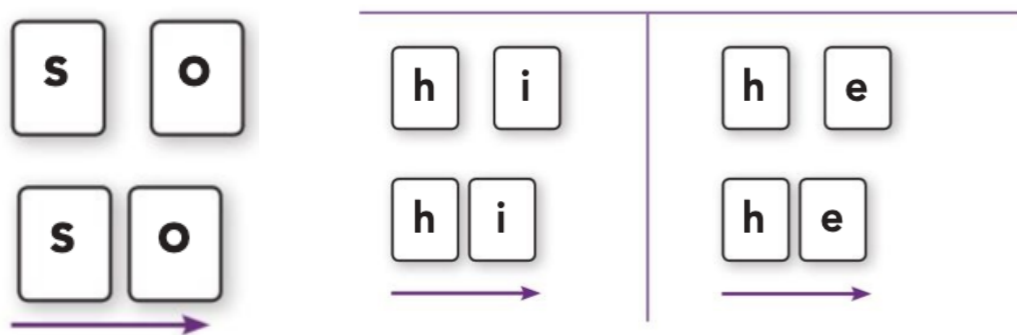
i
i_e
ie
igh
_y

- **We do:** Repeat with the long i sound in kite and the long o sound in hope using sound cards.
 - Say, and blend the word *we*. Point out the e says its name in an open syllable.
 - Repeat with *ocean*



o
o_e
oa
ow
_oe

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ss Oo. Model blending the word “so”, use your finger and slide across while saying /s/ /ō/ (so). Repeat with words *hi* and *he*.



- **We do:** Have students practice this blending task by displaying [Blend and Read 6.3](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

DISPLAY AND ENGAGE:
Blend and Read 6.3

Blend and Read

1 she	hi	so	he	mom's
2 dog's	we	no	go	be
3 sunset	fact	brim	bathmat	
4 logjam	theft	fend	houseboat	

5 This land's cliffs are so pretty!

6 We have read the kit's plans.

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Hi, he, be, she, we, so, me
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: she, into, go, me

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 long and short vowels and possessives with s. 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 long vowel sounds for e, i, and o and distinguish between long and short vowel sounds.
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
 - Decodable Texts: [House](#) and [Houses that Go Up](#) [Grass, Mud, Logs, and Sod Houses that Can Go](#)

Center 1: Long e, i, o/Possessives with S

Practice sorting Long e, i, o/Possessives with S . Practice writing spelling words. [Know It. Show It. p 149 - 153 Word List 16](#)

Center 2: Word work

Write the following words as you sound them out. Use crayons, markers, playdough...

- HFW: [Word Cards](#) another, gave, house, over, own, read, water, while
- Identify short or long vowel: hip (/i/, short i); nose (/ō/, long o); wet (/ĕ/, short e); time (/ī/, long i); man (/ă/, short a); hug (/ŭ/, short u); seat (/ē/, long e); joke (/ō/, long o)

Center 3:Independent Read

- Decodable Texts: [House](#) and [Houses that Go Up](#) [Grass, Mud, Logs, and Sod](#) [Houses that Can Go](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these words: We must find dad's best pen.
- 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 80: Phonics: long vowels e, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the long e, i, o vowel sounds.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long e, i, o, vowel sounds
- I am learning about compound words.

Success Criteria:

- I can say and write the sound-spelling of long vowels e, i, o.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.
- I can identify, blend compound words

Part 1: Assessment

1. Assess students' knowledge of open syllable long vowel sounds e and o through a spelling and dictation task.
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 6 on one side and 7-12 on the other side.
3. Dictation Task: Bren cannot grab the stick. The prop was a dress, it was frilly.
4. Give one point for each correctly spelled word. Total possible points is 25.

A+ = 25
A = 23-24
B = 20-22
C = 18-19
D = 17
F/Do Over= 16

DICTIONATION SENTENCES

BASIC

1. **so** She was happy, so she smiled.
2. **go** I like to go to the playground.
3. **no** No dogs are allowed here.
4. **me** My dad takes me to the park.
5. **where** Where do you live?
6. **who** Who takes you to school?
7. **what** What is your name?
8. **when** When is your birthday?
9. **why** Why did the boy go away?
10. **how** How do you do that problem?

REVIEW

11. **fast** She ran fast and won the race.
12. **lamp** Turn on the lamp.
13. **jump** Horses jump over the fence.
14. **went** He went to the store.

CHALLENGE

15. **helpful** He is helpful in class.
16. **dry** My raincoat keeps me dry.

1. so

2. go

3. no

4. me

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Part 2: Reading Decodable Texts

- Invite students to partner read, [House](#) and [Houses that Go Up Grass, Mud, Logs, and Sod Houses that Can Go](#)
- Spend time during this period listening to students read the decodable texts: [House](#) and [Houses that Go Up Grass, Mud, Logs, and Sod Houses that Can Go](#)
- Record your findings.

Lesson 81: Phonics: long vowel a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

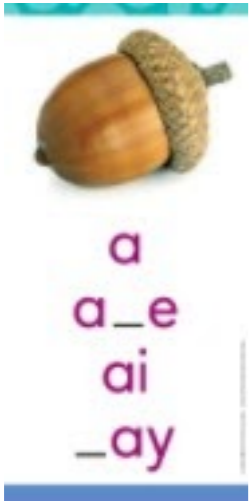
- I am learning the sound-spelling for a long ā.
- I am learning how to decode words by sound-letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long ā.

Success Criteria:

- I can say and write the sound-spelling of long ā.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the ā letter card as an example. Remind students that they have learned short letter sounds. Say long vowels have sounds that match their letter names. As you write the letters /a/ /c/ /o/ /r/ /n/ name the picture, say the word. Explain acorn begins with the sound ā.



- **We do:** Ask students to say the sound and write the letters with you.
 - Write tape. Say and blend the word *tape*.. Tell students that the word *tape* has the vowel a followed by a consonant and e. Explain that the final e is silent, but it lets us know that the vowel a makes a long vowel sound.
 - Write cap and point out the CVC pattern. Blend the word. Then write out cape and point out the VCe pattern.
 - Repeat for the words same/Sam and plane/plan.

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Cc Aa Nn Ee. Model blending the word “cane”, use your finger and slide across while saying /kā/ /n/, cane.

- 1 **Display** cards as shown. Say the first letter and sound.



- 2 **Slide** the second letter over. Remind children that the final e is silent, but signals that the first vowel has the long sound. Say the sound. Then blend the two sounds:

/k/ /ā/ /kā/.



- 3 **Slide** the last letters over. Say the consonant sound. Say the first two blended sounds, the last sound, and the blended word: /kā/ /n/, cane.




- **We do:** Have students practice this blending task by displaying [Blend and Read 6.6](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 6.6

Blend and Read

- 1 cake wade wake trade brake
- 2 shape brave tape wave cape
- 3 stack slick pitch patch damp
- 4 blade scale spade tame crate
- 5 Shall Dave make another flame?
- 6 Kate is a very brave snake.



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Grade 1 | Foundational Skills

Module 6 • Week 2

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Shape, gate
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: lane,, shake, plate, shack

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing long ā words. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
2. Model again and have students mimic you. Correct as needed.
3. Have students write long ā words.
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

1. Decodable Text: [Brave Kate](#)



Center 1: Long ā

Practice sorting long ā words . Practice writing spelling words. [Know It, Show It pages 161, 162 and 166](#); [Spelling Words List](#)

Name _____ Spelling

Long ā (VCe)

You can spell the long ā sound with the a-consonant-e pattern, as in plate.

► Write each Basic Spelling Word in the correct column.

Words with long ā	Words with short ā
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Spelling Words

Basic

came

make

brave

late

gave

shape

plate

flake

map

had


Review

what

when

where

who



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Name _____ Phonics

Long ā (VCe)







The word ate has a vowel-consonant-e pattern. The first vowel stands for the long ā sound, and the final e is silent.

► Choose and write the word that names the picture.

Word Bank

can cane snake shapes

skates gate cake shack

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Name _____ Phonics




Phonics Review

- When a word has a vowel-consonant-e pattern, the first vowel stands for a long sound, and the final e is silent. The word cake has the long ā vowel sound.
- When the consonant c is followed by e or i, it stands for the /s/ sound. The words face and cent have the /s/ sound for the consonant c.

► Choose and write the word that answers each clue.

Word Bank

cent flake race game tape

1. This can help things stick. _____ 
2. You must run fast to win this. _____
3. You can see this if it is very cold. _____ 
4. You can play this with a pal. _____ 
5. You can spend this. _____

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Name _____ Word List 17

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
always	ate	came	what
began	came	make	when
better	gave	brave	where
gives	made	late	who
hurt	make	gave	
shall	place	shape	
should		plate	
things		flake	
			Challenge
		map	grade
		had	glide

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Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text. [Brave Kate](#)
2. Then read it to your partner.
3. Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Kate is a very brave snake.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 82: Phonics: long vowel a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

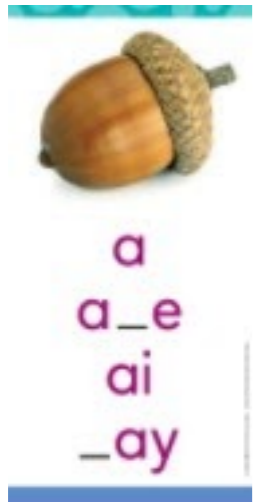
- I am learning the sound-spelling for long ā.
- I am learning how to decode words by sound-letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long ā.

Success Criteria:

- I can say and write the sound-spelling of long ā.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

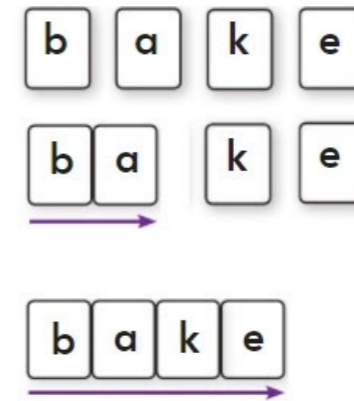
- **I do:** Display the ā letter card as an example. Remind students that they have learned short letter sounds. Say long vowels have sounds that match their letter names. As you write the letters /t/ /a/ /m/ e /e/ name the picture, say the word. Explain that the ā sound can be anywhere in a word.



- **We do:** Ask students to say the sound and write the letters with you.

Say, and blend the word *lane*. Write lane. Read the word, and say the vowel sound. word lane has a vowel followed by a consonant and e. The final e is silent, but it lets us know that the first vowel stands for a long vowel sound.

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Bb Aa Kk Ee. Model blending the word “bake”, use your finger and slide across while saying /bā/ /k/, bake.



- **We do:** Have students practice this blending task by displaying [Blend and Read 6.6](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 6.6

Blend and Read

- 1 cake wade wake trade brake
- 2 shape brave tape wave cape
- 3 stack slick pitch patch damp
- 4 blade scale spade tame crate
- 5 Shall Dave make another flame?
- 6 Kate is a very brave snake.



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- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Cake, wade
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: flame, pale, pal, mad, made

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing long ā words. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
2. Model again and have students mimic you. Correct as needed.
3. Have students write long ā words.

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

1. Decodable Text: [A Swim at Crane Lake](#)



Center 1: Long ā

Practice sorting long ā words . Practice writing spelling words. [Know It, Show It pages 161, 162 and 166](#); [Spelling Words List](#)

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3:Independent Read

1. Read the decodable text. [A Swim at Crane Lake](#)
2. Then read it to your partner.
3. Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: What fun shapes can you make?
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 83: Phonics: long vowel a and soft c (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for long ā and sound-spelling for soft c, c/s/.
- I am learning how to decode words by sound-letter relationships.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with long ā and soft c, c/s/.

Success Criteria:

- I can say and write the sound-spelling of long ā and soft c, c/s/.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the s letter card as an example. Remind students that they have learned that vowels can have different sounds. Say the consonant c can make another sound. Point to ce and ci on the letter card and explain when the consonant c is followed by the vowel e or i, it often stands for the /s/ sound.



- **We do:** Repeat with words, cent, race and city.

1 **Display** cards as shown. Say the first letter and sound.



2 **Slide** the second letter over. I see a final e. What does this tell us about the first vowel sound? (It will have a long vowel sound.) Blend the two sounds: /ā/.



3 **Slide** the last two letters over. I see the consonant c followed by the vowel e, so we will use the /s/ sound for c. Say the first two blended sounds, the last sound, and the blended word: /lā/ /s/, lace.



- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ll Aa Cc Ee. Model blending the word “lace”, use your finger and slide across while saying /lā/ /s/, lace.
- **We do:** Have students practice this blending task by displaying [Blend and Read 6.7](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read

- 1 face cent came space lace
- 2 cell race grace place trace
- 3 sick chase cave cluck much
- 4 nice price fine bike cone
- 5 Kate does not want to race Liz.
- 6 Is there space for all four pals?



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - pace, cell, face
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: space, trace, cent, place, nice

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing long ā and soft c, c/s/ words.. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
2. Model again and have students mimic you. Correct as needed.
3. Have students write long ā and soft c, c/s/ words.
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
Decodable Text: Race at the Skate Track



Center 1: Long ā/Soft c, c/s/

Practice sorting long ā words. Practice writing spelling words. [Know It, Show It pages 161, 162 and 166](#); [Spelling Words List](#)

Name _____

Spelling

Long a (VCe)

You can spell the long a sound with the a-consonant-e pattern, as in plate.

► Write each Basic Spelling Word in the correct column.

Words with long a	Words with short a
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Spelling Words

Basic

came

make

brave

late

gave

shape

plate

flake

map

had

Review

what

when

where

who

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Name _____

Phonics

Long a (VCe)

The word ate has a vowel-consonant-e pattern. The first vowel stands for the long a sound, and the final e is silent.

► Choose and write the word that names the picture.

Word Bank

can cane snake shapes

skates gate cake shack

_____	_____
_____	_____
_____	_____

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Name _____

Phonics

Phonics Review

- When a word has a vowel-consonant-e pattern, the first vowel stands for a long sound, and the final e is silent. The word cake has the long a vowel sound.
- When the consonant c is followed by e or i, it stands for the /s/ sound. The words face and cent have the /s/ sound for the consonant c.

► Choose and write the word that answers each clue.

Word Bank

cent flake race game tape

- This can help things stick. _____
- You must run fast to win this. _____
- You can see this if it is very cold. _____
- You can play this with a pal. _____
- You can spend this. _____

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Name _____

Word List 17

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
always	ate	came	what
began	came	make	when
better	gave	brave	where
gives	made	late	who
hurt	make	gave	
shall	place	shape	
should		plate	
things		flake	
			Challenge
		map	grade
		had	glide

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Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text, [Race at the Skate Track](#)
2. Then read it to your partner.
3. Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Kate does not want to race Liz.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 84: Phonics: long vowel a and soft c (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for long ā and sound-spelling for soft c, c/s/.
- I am learning how to decode words by sound-letter relationships.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with long ā and soft c, c/s/.

Success Criteria:

- I can say and write the sound-spelling of long ā and soft c, c/s/.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, *On the Path Back*. Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the prompting in HMH (Does it look right? Make sense?), ask students to look at each letter in the word and blend them together using what they know about letter sounds. Teach them to apply what you have been teaching.
- **We Do:** Have children partner read page 156 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.
- **I Do:** Model for students how you blend letters sounds together to read words. Display the letter cards: f, a, c, e. Ask students what letter sound the long ā makes. Ask students for the sound of soft c. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally.

- **We do:** Have students practice this blending task by displaying [Blend and Read 6.7](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.


Blend and Read 6.7

Blend and Read

1	face	cent	came	space	lace
2	cell	race	grace	place	trace
3	sick	chase	cave	cluck	much
4	nice	price	fine	bike	cone

5 Kate does not want to race Liz.

6 Is there space for all four pals?



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- **You do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **face, cent, space, cell, and trace.**

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing long ā and soft c, c/s/ words.. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
 2. Model again and have students mimic you. Correct as needed.
 3. Have students write long ā and soft c, c/s/ words.
 4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
1. Decodable Text: [On the Path Back](#)



Center 1: Long ā/Soft c, c/s/

Practice sorting long ā words . Practice writing spelling words. [Know It, Show It pages 161, 162 and 166](#); [Spelling Words List](#)

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3:Independent Read

1. Read the decodable text.[On the Path Back](#)
2. Then read it to your partner.
3. When you self-correct, look at each letter in the word and blend the sounds together.
4. Then listen to your partner read it to you.
5. Practice reading this page:

Blend and Read 6.7

Blend and Read

1	face	cent	came	space	lace
2	cell	race	grace	place	trace
3	sick	chase	cave	cluck	much
4	nice	price	fine	bike	cone
5	Kate does not want to race Liz.				
6	Is there space for all four pals?				

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Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: We take the path back home.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 85: Phonics: long vowel a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for long ā.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long a.

Success Criteria:

- I can say and write the sound-spelling of long ā.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of closed syllable long ā words through a spelling and dictation task.
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 6 on one side and 7-12 on the other side.
3. Dictation Task: We have a race with our bikes. My cape has a patch.
4. Give one point for each correctly spelled word. Total possible points is 25.

A+ = 25
A = 23-24
B = 20-22
C = 18-19
D = 17
F/Do Over= 16

DICTIONATION SENTENCES

BASIC

1. **came** Li *came* over to my house.
2. **make** He likes to *make* muffins.
3. **brave** Firefighters are very *brave*.
4. **late** Matt was *late* for school.
5. **gave** He *gave* the dog a bone.
6. **shape** A triangle is a kind of *shape*.
7. **plate** Put the beans on your *plate*.
8. **flake** I saw only a *flake* of snow.
9. **map** Use a *map* to find your way.
10. **had** She *had* a cold last week.

REVIEW

11. **what** *What* is your name?
12. **when** *When* is your birthday?
13. **where** *Where* do you live?
14. **who** *Who* takes you to school?

CHALLENGE

15. **grade** I am in first *grade*.
16. **glide** Birds *glide* among the trees.

1.	came
2.	make
3.	brave
4.	late
5.	
6.	
7.	
8.	
9.	
10.	

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Brave Kate, A Swim at Crane Lake, Race at the Skate Track and On the Path Back*.
2. Spend time during this period listening to students read the decodable texts: *Brave Kate, A Swim at Crane Lake, Race at the Skate Track and On the Path Back*.
3. Record your findings.

Lesson 86: Phonics: long vowel i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ī, ō.
- I am learning how to decode words by sound-letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long ī, ō.

Success Criteria:

- I can say and write the sound-spellings of long ī, ō.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the ī letter card as an example. Remind students that they have learned short letter sounds. Say long vowels have sounds that match their letter names. As you write the letters /i/ /c/ /e/ /c/ /r/ /e/ /a/ /m/ name the picture, say the word. Explain ice cream begins with the sound ī and that the ī sound can be anywhere in a word. Repeat with the words *hi* and *like*.



- **We do:** Repeat with the long ō sound in ocean using the sound card.

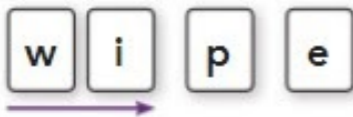


- Say and blend the word the phone. Point out the vowel-consonant-e pattern along with the letters p,h. Explain the letters ph together stand for the /f/ sound.
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ww, Ii, Pp, Ee. Model blending the word “wipe”, use your finger and slide across while saying /wī/ /p/, wipe /. Repeat with words *joke and shine*.

1 Display cards as shown. Say the first letter and sound.



2 Slide the vowel letter over. Say its sound. Then blend the two sounds: /wī/.



3 Slide the last letters over. Say the consonant sound. Say the first two blended sounds, the last sound, and the blended word: /wī/ /p/, wipe.



- **We do:** Have students practice this blending task by displaying [Blend and Read 6.9](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 6.9

Blend and Read

1	bite	note	bone	kite	cone
2	broke	bike	spoke	smile	poke
3	cent	come	gave	she	go
4	dives	poses	slope	alone	shine
5	Phil's stone skips eight times.				
6	Hope goes on Miss Rose's bike.				



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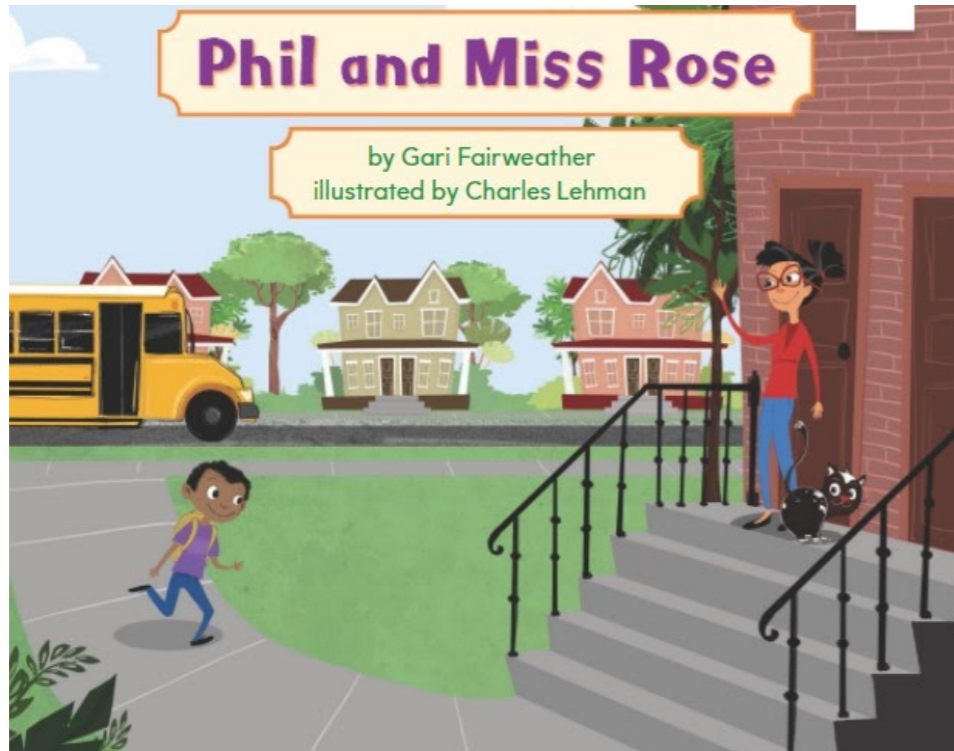
- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Bike, smile
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: pole, grime. phone, rope, slip

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 long *i* and *o*. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
2. Model again and have students mimic you. Correct as needed.
3. Have students write long *i* and *o* words.
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

1. Decodable Text: [Phil and Miss Rose](#)



Center 1: Long *i*, *o*

Practice sorting long *i*, *o* words . Practice writing spelling words.

[Know It, Show It pages 171, 172 and 176](#); [Spelling Words List](#)

Name _____ Spelling

Long *i*, *o* (VCe)

You can spell the long *i* sound with the *i-consonant-e* pattern, as in *bike*. You can spell the long *o* sound with the *o-consonant-e* pattern, as in *joke*.

▶ Write each Spelling Word in the correct column.

Words with long <i>i</i>	Words with long <i>o</i>	Spelling Words
_____	_____	Basic
_____	_____	like
_____	_____	white
_____	_____	drive
_____	_____	time
_____	_____	bike
_____	_____	kite
_____	_____	joke
_____	_____	stove
_____	_____	home
_____	_____	poke
_____	_____	Review
_____	_____	flake
_____	_____	late
_____	_____	shape
_____	_____	plate

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Name _____ Word List 18

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
carry	home	like	flake
draw	like	white	late
eight	ride	drive	shape
even	side	time	plate
goes	time	bike	
may	white	kite	
seven		joke	
shows		stove	
			Challenge
		home	write
		poke	invite

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Name _____ Phonics

Long *i*, *o* (VCe)

When a word has a *vowel-consonant-e* pattern, the first vowel stands for a long sound, and the final *e* is silent. The word *nice* has a long *i* vowel sound. The word *hope* has a long *o* vowel sound.

▶ Choose and write the word that names the picture.

hole hop	rob robe
_____	_____
_____	_____
kit kite	smell smile
_____	_____
_____	_____
phone plane	note not
_____	_____
_____	_____
smock smoke	bride bird
_____	_____
_____	_____

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Name _____ Phonics

Phonics Review

- When a word has a *vowel-consonant-e* pattern, the first vowel stands for a long sound, and the final *e* is silent. The word *like* has a long *i* vowel sound. The word *note* has a long *o* vowel sound.
- Some words have other silent letters. The consonants *kn* stand for the /*n*/ sound in *knot*. The consonants *wr* stand for the /*r*/ sound in *write*.

▶ Choose and write the word that goes with each clue.

Word Bank: write knock ride nose

1. You do this before you go into a pal's house. _____
2. You do this when you sit on a bike. _____
3. You can smell with this. _____
4. You can do this with a pen and pad. _____

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Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the Decodable Text: [Phil and Miss Rose](#)
2. Then read it to your partner.
3. Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Phil's mom calls him on the phone. He has to go home.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 87: Phonics: long vowel i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ī, ō.
- I am learning how to decode words by sound-letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long ī, ō.

Success Criteria:

- I can say and write the sound-spellings of long ī, ō.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct Instruction

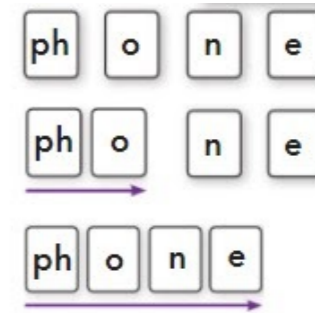
- **I do:** Display the *i* letter card as an example. Remind students that they have learned short letter sounds. Say long vowels have sounds that match their letter names. As you write the letters /c/ /h/ /i/ /m/ /e/ name the picture, say the word. Explain chime follows the consonant-vowel-e pattern.



- **We do:** Repeat with the long *o* sound in ocean using the sound card. As you write the letters /l/ /o/ /n/ /e/ name the picture, say the word. Explain lone follows the consonant-vowel-e pattern as well.



- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Pp, Hh, Oo, Nn, Ee. Model blending the word “phone”, use your finger and slide across while saying /fō/ /n/, phone. Repeat with the words *hike and broke*.



- **We do:** Have students practice this blending task by displaying [Blend and Read 6.9](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 6.9

Blend and Read

1	bite	note	bone	kite	cone
2	broke	bike	spoke	smile	poke
3	cent	come	gave	she	go
4	dives	poses	slope	alone	shine
5	Phil's stone skips eight times.				
6	Hope goes on Miss Rose's bike.				



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- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Mike, Hope
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: smoke, stop, file, slide, smock.

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 long *i* and *o*. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
2. Model again and have students mimic you. Correct as needed.
3. Have students write long *i* and *o* words.
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

1. Decodable Text: [Phil Can Help](#)



Center 1: Long *i*, *o*

Practice sorting long *i*, *o* words . Practice writing spelling words. [Know It, Show It pages 171, 172 and 176](#); [Spelling Words List](#)

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3:Independent Read

1. Read the Decodable Text: [Phil Can Help](#)
2. Then read it to your partner.
3. Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: What fun shapes can you make?
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 88: Phonics: long vowel i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long *i*, *o*.
- I am learning how to decode words by sound-letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long *i*, *o* and silent letters *kn*, *wr*.

Success Criteria:

- I can say and write the sound-spellings of long *i*, *o*.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

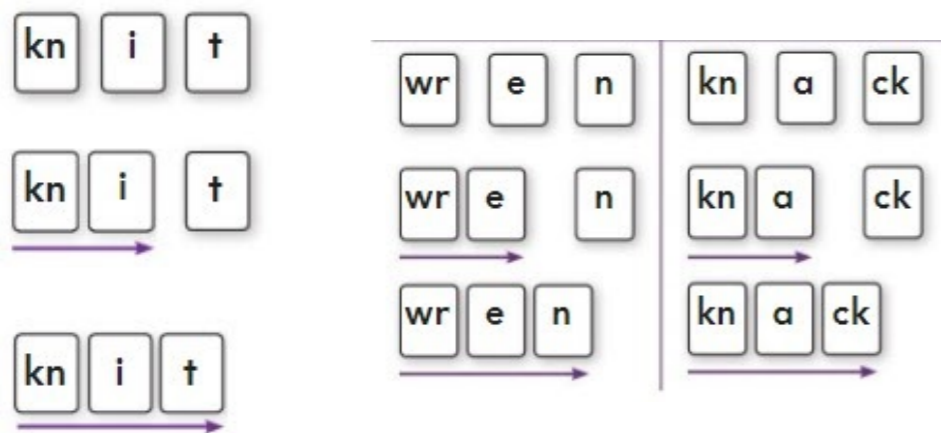
- **I do:** Display the n letter card as an example. Remind students that the letter n can stand for the /n/ sound at the beginning, middle and end of a word. As you write the letters /k/ /n/ /o/ /t/ name the picture, say the word. Explain that the k is silent and that the consonants kn stand for /n/ at the beginning of a word, but never at the end.



- **We do:** Repeat with the r letter card.
 - Point out that the consonant r can stand for the /r/ sound at the beginning, middle and end of a word.

Say and blend the word *write*. Point out that the consonants *wr* together stand for one sound, /r/. The consonant *w* is silent. The consonants *wr* stand for the /r/ sound at the beginning of a word but never at the end.

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Kk, Nn, Ii, Tt. Model blending the word “knit”, use your finger and slide across while saying /ni/ /t/, knit. Repeat with words *wren* and *knack*.



- **We do:** Have students practice this blending task by displaying [Blend and Read 6.10](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 6.10

Blend and Read

- 1 knot glide nose know wrap
- 2 ride role rose wrist write
- 3 thick with which when then
- 4 knob wring knack wrong wreck
- 5 Phil goes to homes on his block.
- 6 Does Phil know where Hope is?



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- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
 - Wrist, knot
 - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: wrap, wreck, knife, knock, know.

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 long *i*, *o* and silent letters *kn* and *wr*. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
2. Model again and have students mimic you. Correct as needed.
3. Have students write long *i*, *o* words and words with silent *kn* and *wr*.

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

Decodable Text: [Lost Cat](#)



Center 1: Long ī, ō/ Silent Letters kn, wr

Practice sorting long ī, ō words . Practice writing spelling words.
[Know It, Show It pages 171, 172 and 176](#); [Spelling Words List](#)

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3:Independent Read

1. Read the Decodable Text: [Lost Cat](#)
2. Then read it to your partner.
3. Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Hope goes on Miss Rose’s bike.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 89: Phonics: long vowel i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ī, ō.
- I am learning how to decode words by sound-letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long ī, ō and silent letters kn, wr.

Success Criteria:

- I can say and write the sound-spellings of long ī, ō.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, *The Best Gift*. Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the prompting in HMH (Does it look right? Make sense?), ask students to look at each letter in the word and blend them together using what they know about letter sounds. Teach them to apply what you have been teaching.
- **We Do:** Have children partner read page 188 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.
- **I Do:** Model for students how you blend letters sounds together to read words. Display the letter cards:Ww, Rr, li, Tt, Ee . Ask students what letter sound the long ī makes. Ask students for the silent two letters: kn or wr. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally.

- **We do:** Have students practice this blending task by displaying [Blend and Read 6.10](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.


Blend and Read 6.10

Blend and Read

1	knot	glide	nose	know	wrap
2	ride	role	rose	wrist	write
3	thick	with	which	when	then
4	knob	wring	knack	wrong	wreck

5 Phil goes to homes on his block.

6 Does Phil know where Hope is?



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- **You do:** Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **glide, nose, wring, knot, note.**

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 long *i*, *o* and silent letters *kn* and *wr*. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
 2. Model again and have students mimic you. Correct as needed.
 3. Have students write long *i*, *o* words and words with silent *kn* and *wr*.
 4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
1. Decodable Text: [The Best Gift](#)



Center 1: Long ī, ō/ Silent Letters kn, wr

Practice sorting long ī, ō words . Practice writing spelling words.

[Know It, Show It pages 171, 172 and 176](#); [Spelling Words List](#)

Center 2: [Word Work](#)

Write the following words as you sound them out. Use crayons, markers, playdough...


Center 3:Independent Read

1. Read the decodable text. [The Best Gift](#)
2. Then read it to your partner.
3. When you self-correct, look at each letter in the word and blend the sounds together.
4. Then listen to your partner read it to you.
5. Practice reading this page:

Blend and Read 6.10

Blend and Read

1	knot	glide	nose	know	wrap
2	ride	role	rose	wrist	write
3	thick	with	which	when	then
4	knob	wring	knack	wrong	wreck
5	Phil goes to homes on his block.				
6	Does Phil know where Hope is?				



Grade 1 | Foundational Skills | Module 6 • Week 2

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: Phil's stone skips nine times.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 90: Phonics: long vowel i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ī, ō.
- I am learning how to decode words by sound-letter relationships.
- I am learning how to blend sounds and decode regularly spelled words with long ī, ō and silent letters kn, wr.

Success Criteria:

- I can say and write the sound-spellings of long ī, ō.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of closed syllable long ī and ō through a spelling and dictation task.
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 6 on one side and 7-12 on the other side.
3. Dictation Task: Does Phil know where Hope is? She goes the wrong way home.
4. Give one point for each correctly spelled word. Total possible points is 25.

A+ = 25

A = 23-24

B = 20-22

C = 18-19

D = 17

F/Do Over= 16

DICTIONATION SENTENCES

BASIC

1. **like** I *like* my friends.
2. **white** The house is painted *white*.
3. **drive** My dad will *drive* me home.
4. **time** What *time* is it now?
5. **bike** She rides her *bike* to school.
6. **kite** We flew the *kite*.
7. **joke** He laughed at my *joke*.
8. **stove** Dad cooks on the *stove*.
9. **home** *Home* is my favorite place.
10. **poke** He can *poke* a hole in it.

REVIEW

11. **flake** I saw only a *flake* of snow.
12. **late** Matt was *late* for school.
13. **shape** A triangle is a kind of *shape*.
14. **plate** Put the beans on your *plate*.

CHALLENGE

15. **write** I like to *write* stories.
16. **invite** I will *invite* her to my party.

1	like
2	white
3	drive
4	time
5	
6	
7	
8	
9	
10	

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Phil and Miss Rose, Phil Can Help, Lost Cat* and *The Best Gift*.
2. Spend time during this period listening to students read the decodable texts: *Phil and Miss Rose, Phil Can Help, Lost Cat* and *The Best Gift*.
3. Record your findings.