Grade 1: Lessons 1-45

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 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.

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

B. Decode regularly spelled one-syllable words.

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Lesson 1: Phonics: letters m, s, t, b short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.1.A)**	**Lesson 2:** Phonics: letters m, s, t, b short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 3:** Phonics: letters m, s, t, b short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 4:** Phonics: letters m, s, t, b short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 5:** Phonics: letters m, s, t, b short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**
Lesson 6: Phonics: letters n, d, p, c /k/, short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.1.A)**	**Lesson 7:** Phonics: letters n, d, p, c /k/, short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 8:** Phonics: letters n, d, p, c /k/, short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 9:** Phonics: letters n, d, p, c /k/, short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 10:** Phonics: letters n, d, p, c /k/, short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**
Lesson 11: Phonics: letters r, f, s, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.1.A)**	**Lesson 12:** Phonics: letters r, f, s, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 13:** Phonics: letters r, f, s, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 14:** Phonics: letters r, f, s, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 15:** Phonics: letters r, f, s, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**
Lesson 16: Phonics: letters g, k, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.1.A)**	**Lesson 17:** Phonics: letters g, k, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 18:** Phonics: letters g, k, short /i/ and short /a/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 19:** Phonics: letters g, k, short /i/ and short /a/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 20:** Phonics: letters g, k, short /i/ and short /a/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Lesson 21: Phonics: letters l, h, short o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.1.A)**	**Lesson 22:** Phonics: letters l, h, short o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 23:** Phonics: l, h, short o; review short a, i, o (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 24:** Phonics: l, h, short o; review short a, i, o (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 25:** Phonics: l, h, short o; review short a, i, o (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**
Lesson 26: Phonics: w, j, y, v; short u; review short i, o, u (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.1.A)**	**Lesson 27:** Phonics: w, j, y, v; short u; review short i, o, u (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 28:** Phonics: w, j, y, v; short u; review short i, o, u (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 29:** Phonics: w, j, y, v; short u; review short i, o, u (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 30:** Phonics: w, j, y, v; short u; review short i, o, u (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**
Lesson 31: Phonics: qu /kw/, x, z; short e; Review Short e, i, o, u (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), **Daily Instructional Task (L. 1.1.A)**	**Lesson 32:** Phonics: qu /kw/, x, z; short e; Review Short e, i, o, u (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), **Daily Instructional Task (L. 1.2)**	**Lesson 33:** Phonics: qu /kw/, x, z; short e; Review Short e, i, o, u (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), **Daily Instructional Task (L. 1.2)**	**Lesson 34:** Phonics: qu /kw/, x, z; short e; Review Short e, i, o, u (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), **Daily Instructional Task (L. 1.2)**	**Lesson 35:** Phonics: qu /kw/, x, z; short e; Review Short e, i, o, u (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), **Daily Instructional Task (L. 1.2)**
Lesson 36: Phonics: double final consonants -ff, -ss, -zz, -ll; -ck (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), **Daily Instructional Task (L. 1.1.A)**	**Lesson 37:** Phonics: double final consonants -ff, -ss, -zz, -ll; -ck (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), **Daily Instructional Task (L. 1.2)**	**Lesson 38:** Phonics: double final consonants -ff, -ss, -zz, -ll; -ck (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), **Daily Instructional Task (L. 1.2)**	**Lesson 39:** Phonics: double final consonants -ff, -ss, -zz, -ll; -ck (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), **Daily Instructional Task (L. 1.2)**	**Lesson 40:** Phonics: double final consonants -ff, -ss, -zz, -ll; -ck (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), **Daily Instructional Task (L. 1.2)**
Lesson 41: Phonics: consonant digraph sh, review s and sh (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 42:** Phonics: consonant digraph sh, review s and sh (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 43:** Phonics: consonant digraph sh, review s and sh (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 44:** Phonics: consonant digraph sh, review s and sh (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**	**Lesson 45:** Phonics: consonant digraph sh, review s and sh (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**

Lesson 1: Phonics: letters m, s, t, b short 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-spellings for short a and the consonants m, s, t, b.
- 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 /a/, /m/, /s/, /t/, and /b/.

Success Criteria:

- I can say and write the sound-spelling of short a and consonants m,s,t,b.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

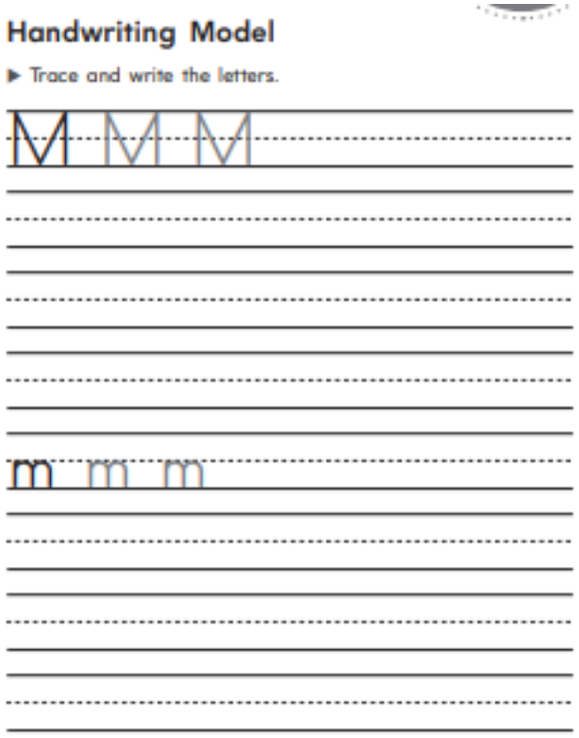
Review: Alphabet letters, vowels, and consonants

- Tell students that they will begin today by reviewing the letters of the alphabet. Point to each letter, as students say the name of the letter. Remind students that there are letters that are vowels. Point to a, e, i, o, u, as they say the name of the letter.

Part 1: Direct instruction

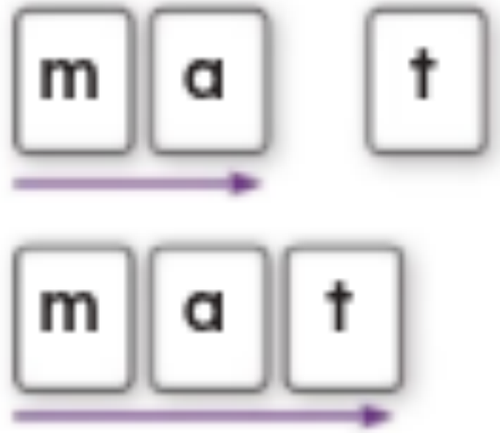
- **I do:** Display the Mm letter card. Model for students how to write and say the Mm sound. As you write the letter Mm, say Mm /m/ like in moth, from, remember.

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Mm worksheet from HMH.
    - 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 Mm. With students, say Mm, /m/, write the letter Mm, while saying /m/.



- **Repeat the above steps with letters:**
    - **Consonants:**
        - Ss /s/- seahorse, yes, sister
        - Tt /t/- tiger, heart, water
        - Bb /b/- bear, crab ,table
    - **Vowels:**
        - Short Aa /a/- alligator, apple, mat

- **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 Aa Tt. Model blending the word ‘mat’, use your finger and slide across while saying /m/ /a/ /t/ mat.



- **We do:** Tell students that they will be blending words with you. Display the letter cards Bb Aa Tt. With students, blend the word ‘bat’, use your finger and slide across while saying with students /b/ /a/ /t/ bat.
    - Blend the words: Sam, tab

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - sat, am, bam
    - 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: at, bat, mat, sat, am, Tam, bam, Sam, tab

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

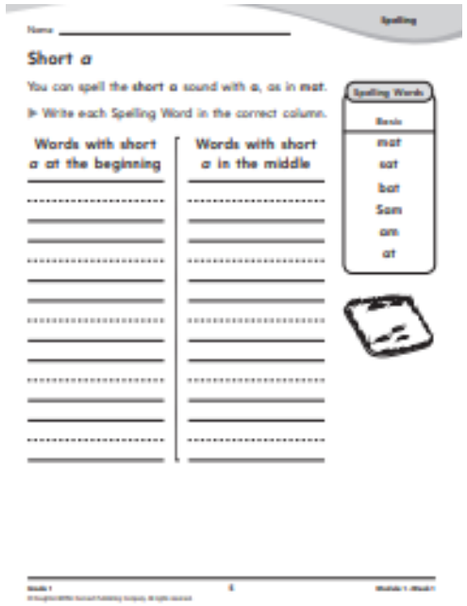
2. Model again and have students mimic you. Correct as needed.

3. Have students write short a CVC words and consonant m,s,t,b CVC words.

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

Center 1: Short a and Consonants m,s,t,b

Practice sorting words by short vowel sound. Practice writing spelling words. Worksheet 1 ; Worksheet 2; Spelling Words List (only the last two columns, but can review high frequency words taught during guided reading)


Name _____ Spelling

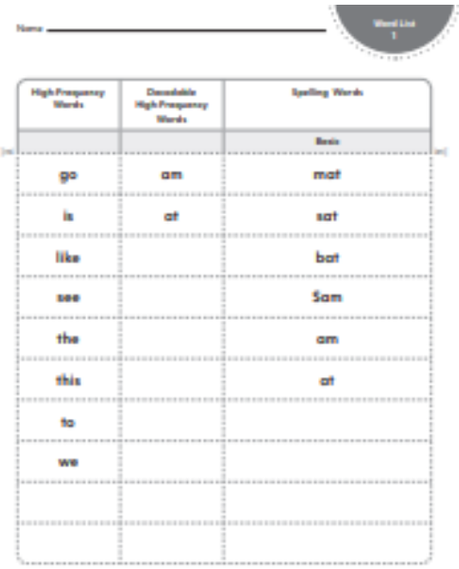
Short *a*

You can spell the short *a* sound with *a*, as in *mat*.

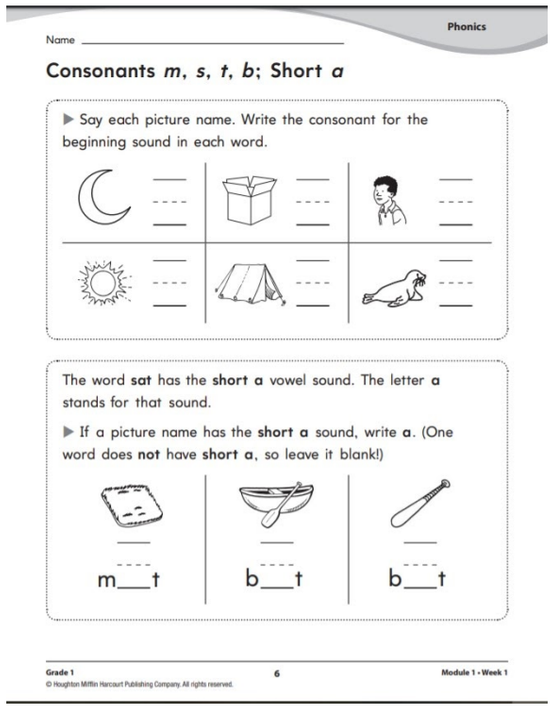
▶ Write each Spelling Word in the correct column.

Words with short *a* at the beginning	Words with short *a* in the middle

Spelling Words
Basic
mat
sat
bat
Sam
am
at


Name _____ Word List 1

High Frequency Words	Decodable High Frequency Words	Spelling Words
		Basic
go	am	mat
is	at	sat
like		bat
see		Sam
the		am
this		at
to		
we		


Phonics

Name _____

Consonants *m*, *s*, *t*, *b*; Short *a*

▶ Say each picture name. Write the consonant for the beginning sound in each word.

The word **sat** has the **short a** vowel sound. The letter **a** stands for that sound.

▶ If a picture name has the **short a** sound, write **a**. (One word does **not** have **short a**, so leave it blank!)

m___t b___t b___t

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Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text.
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: at, bat, mat, sat, am, Tam, bam, Sam, tab
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 2: Phonics: letters m, s, t, b short a (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short a and the consonants m, s, t, b.
- 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 /a/, /m/, /s/, /t/, and /b/.

Success Criteria:

- I can say and write the sound-spelling of short a and consonants m,s,t,b.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

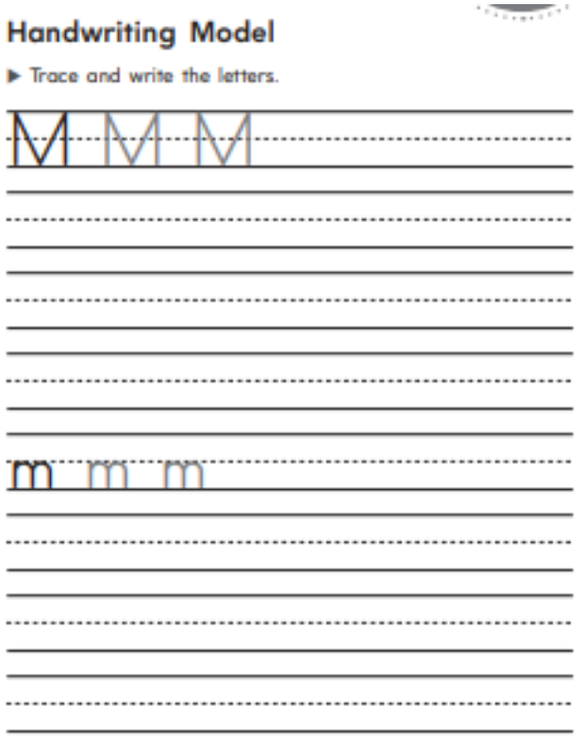
Review: Alphabet letters, vowels, and consonants

- Tell students that they will begin today by reviewing the letters of the alphabet. Point to each letter, as students say the name of the letter. Remind students that there are letters that are vowels. Point to a, e, i, o, u, as they say the name of the letter.

Part 1: Direct instruction

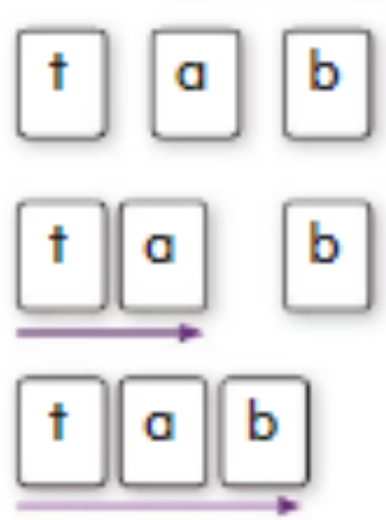
- **I do:** Display the Mm letter card. Model for students how to write and say the Mm sound. As you write the letter Mm, say Mm /m/ like in moth, from, remember.

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Mm worksheet from HMH.
    - 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 Mm. With students, say Mm, /m/, write the letter Mm, while saying /m/.

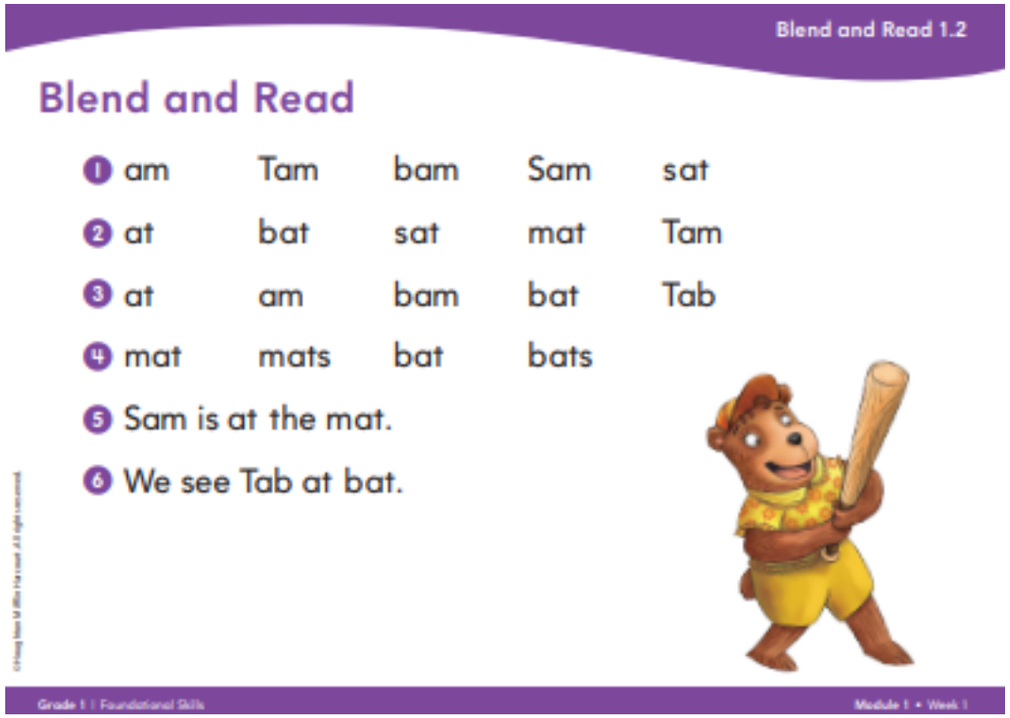


- **Repeat the above steps with letters:**
    - **Consonants:**
        - Ss /s/- seahorse, yes, sister
        - Tt /t/- tiger, heart, water
        - Bb /b/- bear, crab ,table
    - **Vowels:**
        - Short Aa /a/- alligator, apple, mat

- **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 Tt Aa Bb. Ask students what letter sound the short a makes. Have them repeat that sound. Model blending the word ‘tab’, sweeping your hand beneath the letter cards (left to right) and slowly say each sound, /t/ /a/ /b/ and then read the word naturally, ‘tab’.



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



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Am, sat, mats
    - 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: at, bat, mat, Tam, bam, Sam, bats.

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

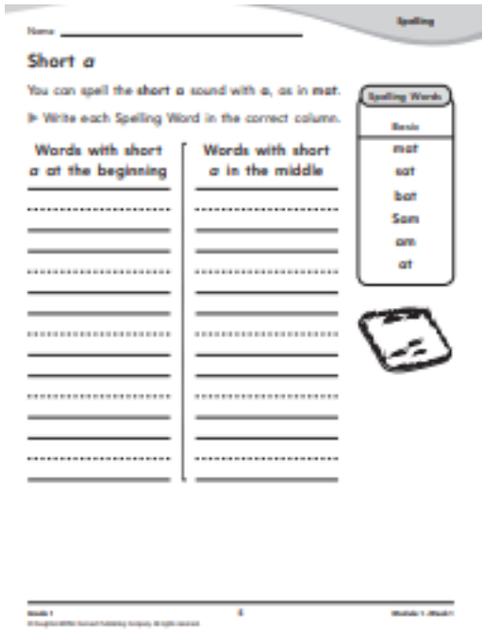
3. Have students write short a CVC words and consonant m,s,t,b CVC words.

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

    1. Decodable Text: Sam at Bat

Center 1: Short a and Consonants m,s,t,b

Practice sorting words by short vowel sound and consonants. Practice writing spelling words. Worksheet 1; Worksheet 2; Spelling Words List (only the last two columns, but can review high frequency words taught during guided reading)



Spelling

Name _____

Short *a*

You can spell the **short a** sound with **a**, as in **mat**.

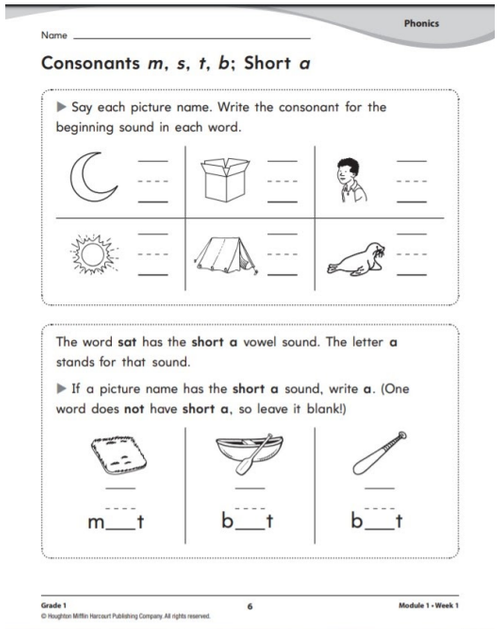
▶ Write each Spelling Word in the correct column.

Words with short *a* at the beginning	Words with short *a* in the middle

Spelling Words

Basic

mat
sat
bat
Sam
am
at



Phonics

Name _____

Consonants *m*, *s*, *t*, *b*; Short *a*

▶ Say each picture name. Write the consonant for the beginning sound in each word.

The word **sat** has the **short a** vowel sound. The letter **a** stands for that sound.

▶ If a picture name has the **short a** sound, write **a**. (One word does **not** have **short a**, so leave it blank!)

m___t b___t b___t

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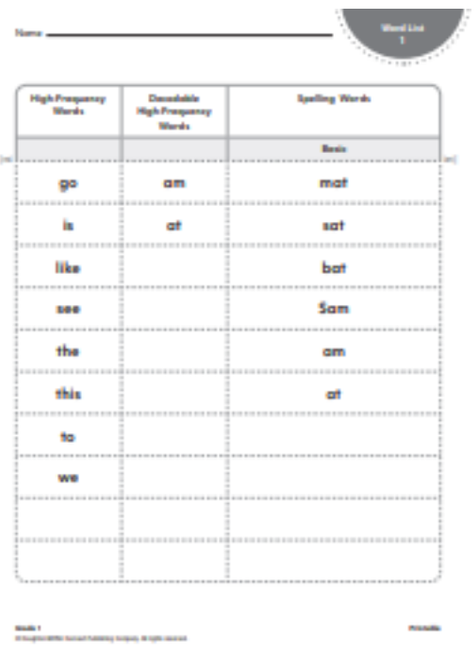

Name _____

Word List 1

High Frequency Words	Decodable High Frequency Words	Spelling Words
		Basic
go	am	mat
is	at	sat
like		bat
see		Sam
the		am
this		at
to		
we		

Center 2: Word Work

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

Center 3:Independent Read

1. Read the decodable text, Sam at Bat.
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: Sam at bat. Tam sat.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 3: Phonics: letters m, s, t, b short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), **Daily Instructional Task (L.1.2)**

Learning Intentions:

- I am learning the sound-spellings for short a and the consonants m, s, t, b.
- 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 /a/, /m/, /s/, /t/, and /b/.

Success Criteria:

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- I can decode words by their sound letter relationships.
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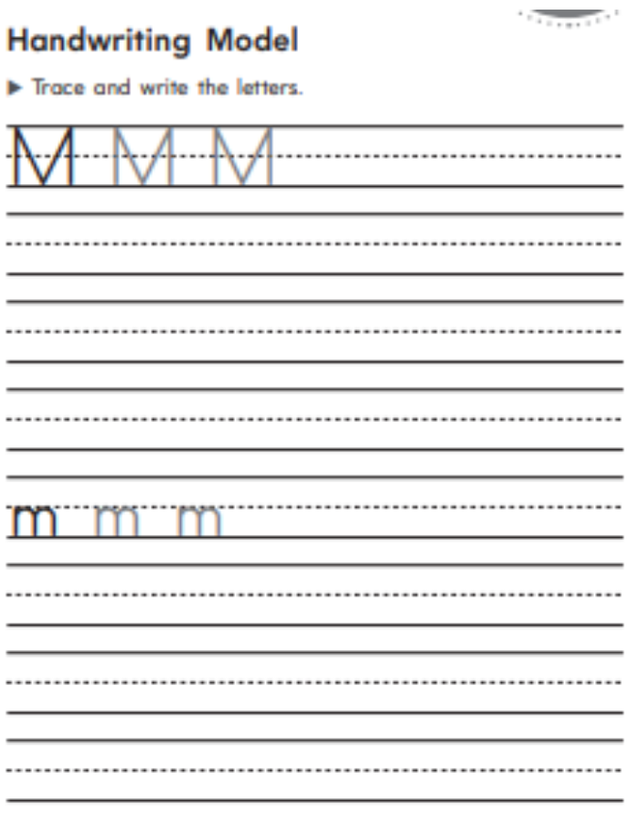
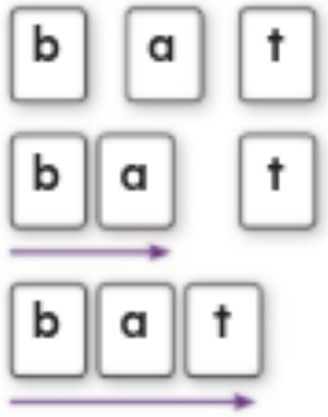
Part 1: Direct instruction

- **I do:** Display the Mm letter card. Model for students how to write and say the Mm sound. As you write the letter Mm, say Mm /m/ like in moth, from, remember.

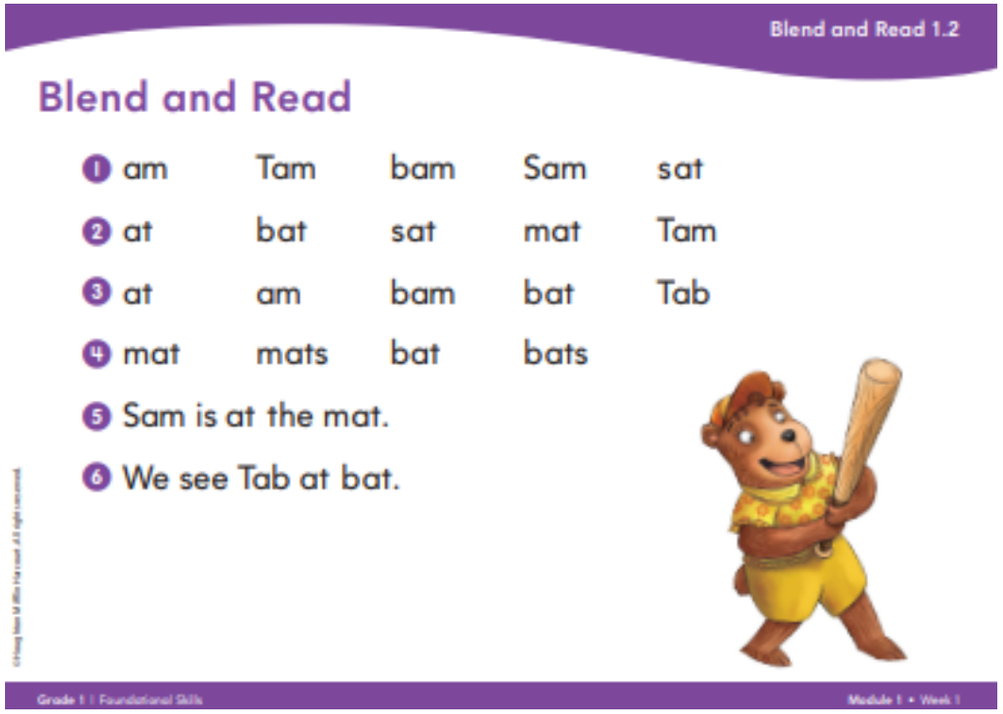
- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Mm worksheet from HMH.
    - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
    - Display the letter card Mm. With students, say Mm, /m/, write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



- **Repeat the above steps with letters:**
    - **Consonants:**
        - Ss /s/- seahorse, yes, sister
        - Tt /t/- tiger, heart, water
        - Bb /b/- bear, crab ,table
    - **Vowels:**
        - Short Aa /a/- alligator, apple, mat
- **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 Tt. Ask students what letter sound the short a makes. Have them repeat that sound. Model blending the word ‘bat’, sweeping your hand beneath the letter cards (left to right) and slowly say each sound, /b/ /a/ /t/ and then read the word naturally, ‘bat’.



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



Blend and Read 1.2

Blend and Read

1 am	Tam	bam	Sam	sat
2 at	bat	sat	mat	Tam
3 at	am	bam	bat	Tab
4 mat	mats	bat	bats	

5 Sam is at the mat.

6 We see Tab at bat.

Grade 1 | Foundational Skills Module 1 • Week 1

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Sam, tab, mat
    - 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: at, Tam, bam, bats, am, sat, mats.

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

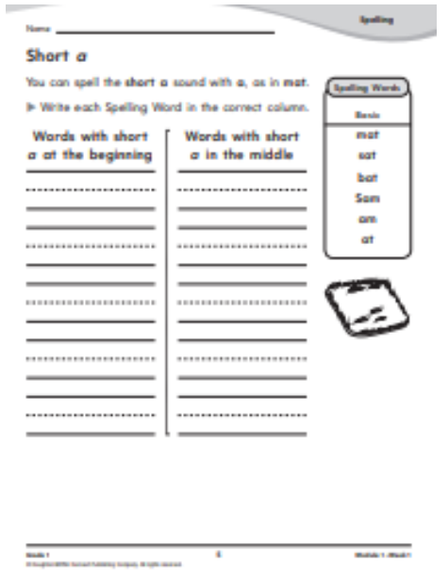
3. Have students write short a CVC words and consonant m,s,t,b CVC words.

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

    1. Decodable Text: Sam at Bat

Center 1: Short a and Consonants m,s,t,b

Practice sorting words by short vowel sound and consonants. Practice writing spelling words. Worksheet 1; Worksheet 2; Spelling Words List (only the last two columns, but can review high frequency words taught during guided reading)



Name _____ Spelling

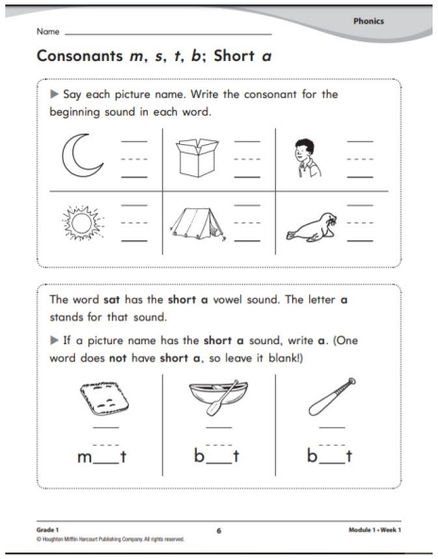
Short *a*

You can spell the **short** *a* sound with *a*, as in **mat**.

▶ Write each Spelling Word in the correct column.

Words with short *a* at the beginning	Words with short *a* in the middle

Spelling Words — Basic: mat, sat, bat, Sam, am, at



Name _____ Phonics

Consonants *m*, *s*, *t*, *b*; Short *a*

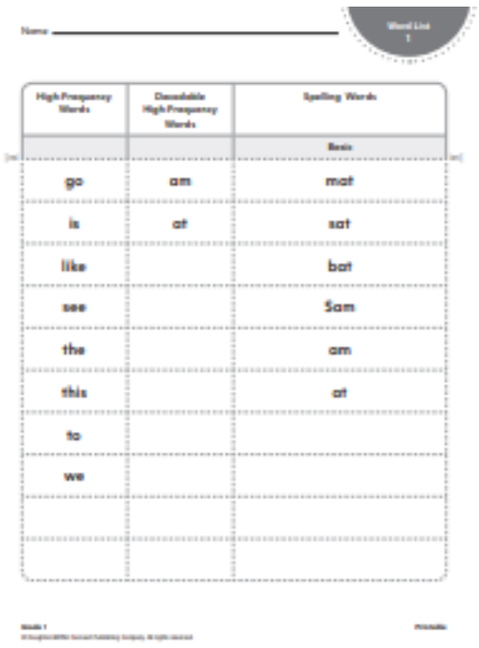
▶ Say each picture name. Write the consonant for the beginning sound in each word.

The word **sat** has the **short** *a* vowel sound. The letter *a* stands for that sound.

▶ If a picture name has the **short** *a* sound, write *a*. (One word does **not** have **short** *a*, so leave it blank!)

m___t b___t b___t

Grade 1 6 Module 1 • Week 1



Name _____ Word List 1

High-Frequency Words	Decodable High-Frequency Words	Spelling Words
		Basic
go	am	mat
is	at	sat
like		bat
see		Sam
the		am
this		at
to		
we		

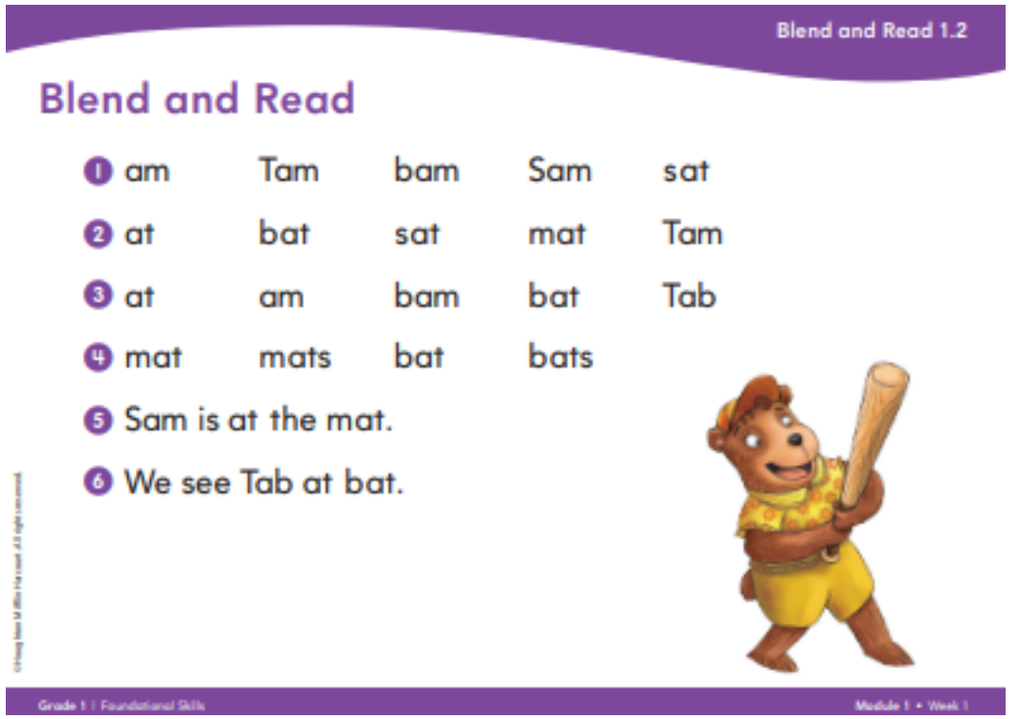
Center 2: Word Work

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

Center 3: Independent Read

1. Read decodable text, Sam at Bat.

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:



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Tab at bat. Sam sat. Tam at mats.
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 4: Phonics: letters m, s, t, b short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short a and the consonants m, s, t, b.
- 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 /a/, /m/, /s/, /t/, and /b/.

Success Criteria:

- I can say and write the sound-spelling of short a and consonants m,s,t,b.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

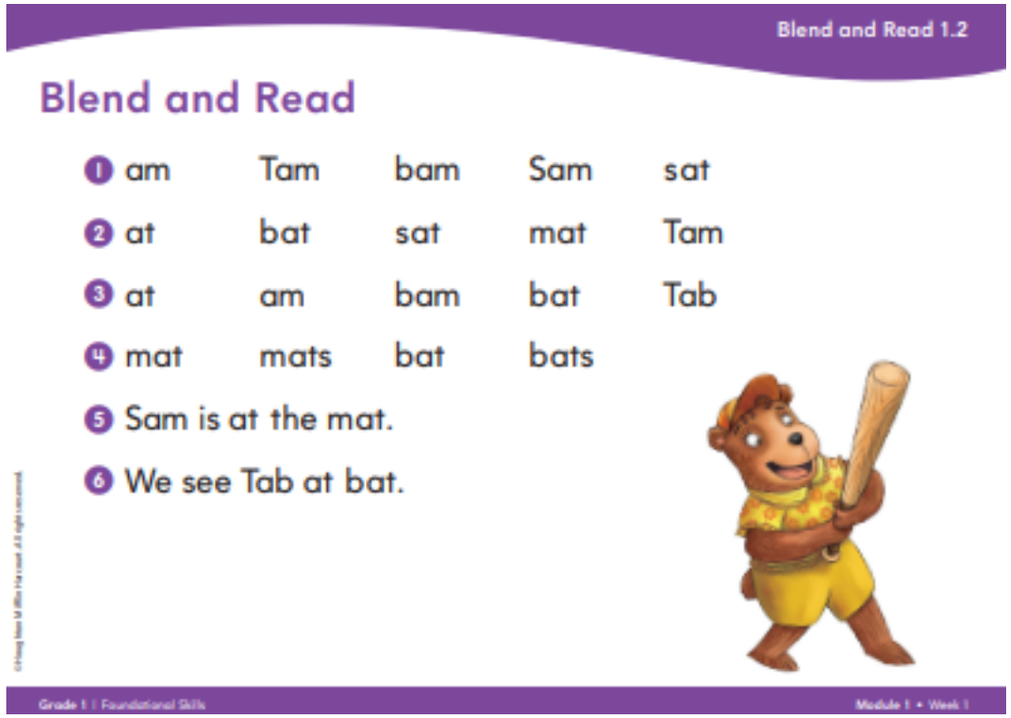
- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, Tam at Bat. Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the prompting 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 14 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: t, a, m, s, a, t. Ask students what letter sound the short a makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat for second word (sat).

T a m s a t

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



- **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: **at, bam, bats, am, mats, tab, Sam, mat, bat**.

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

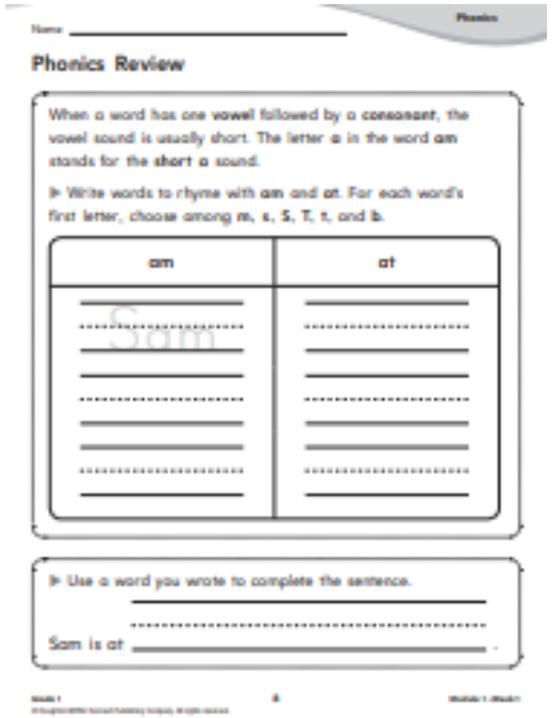
2. Model again and have students mimic you. Correct as needed.

3. Have students write short a CVC words and consonant m,s,t,b CVC words.

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

1. Decodable Text: Tam at Bat

Center 1: Short a and Consonants m,s,t,b
Practice sorting words by short vowel sound and consonants.
Practice writing spelling words. Know It, Show It


Phonics

Name _____

Phonics Review

When a word has one **vowel** followed by a **consonant**, the vowel sound is usually short. The letter **a** in the word **am** stands for the **short a** sound.

▶ Write words to rhyme with **am** and **at**. For each word's first letter, choose among **m**, **s**, **S**, **T**, **t**, and **b**.

am	at
Sam	

▶ Use a word you wrote to complete the sentence.

Sam is at _____.

Center 2: Word Work

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

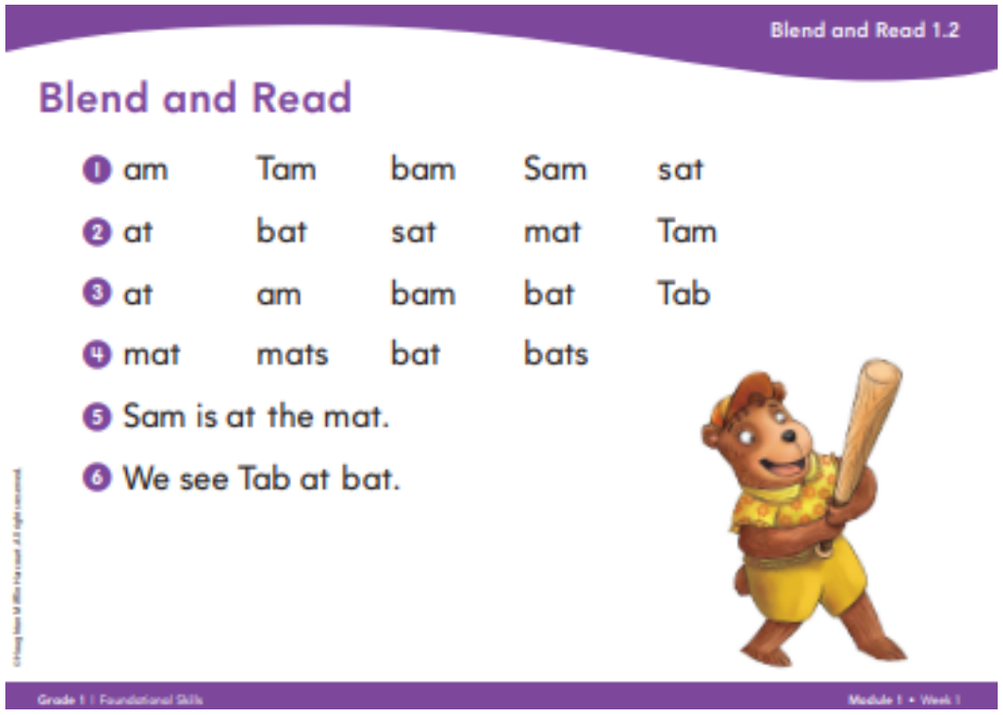
Center 3: Independent Read

1. Read decodable text, Tam at Bat.

2. Then find words that rhyme with the word ***Tam*** and ***bat***.

3. Write them in your notebook.

4. Practice reading this page:



Blend and Read 1.2

Blend and Read

❶ am	Tam	bam	Sam	sat
❷ at	bat	sat	mat	Tam
❸ at	am	bam	bat	Tab
❹ mat	mats	bat	bats	

❺ Sam is at the mat.

❻ We see Tab at bat.

Grade 1 | Foundational Skills — Module 1 • Week 1

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Sam bats. Tab sat. Tam at bat.
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 5: Phonics: letters m, s, t, b short a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short a and the consonants m, s, t, b.
- 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 /a/, /m/, /s/, /t/, and /b/.

Success Criteria:

- I can say and write the sound-spelling of short a and consonants m,s,t,b.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of short a and consonant sounds m,s,t,b 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.

3. Dictation Task: Tam at bat. Sam sat. Tab's mats.

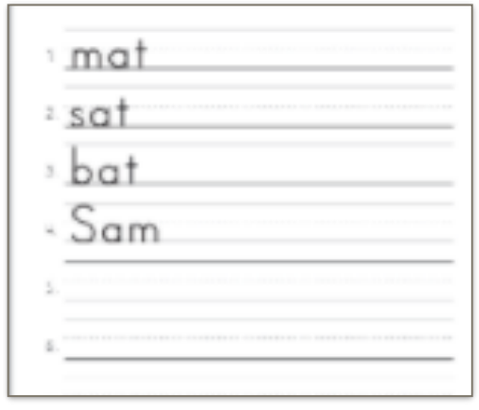
4. Give one point for each correctly spelled word. Total possible points is 13.

A+ = 13	**A = 12**	**B = 11**
C = 10	**D = 8-9**	**F / Do Over = 7**

DICTATION SENTENCES

BASIC

1. **mat** Wipe your feet on the *mat*.
2. **sat** We *sat* on the couch.
3. **bat** The ball player has a *bat*.
4. **Sam** That boy is named *Sam*.
5. **am** I *am* in first grade.
6. **at** We are *at* school now.



Part 2: Reading Decodable Texts

1. Invite students to partner read, *Sam at Bat* and *Tam at Bat*.

2. Spend time during this period listening to students read the decodable texts: *Sam at Bat* and *Tam at Bat*.

3. Record your findings.

Lesson 6: Phonics: letters n, d, p, c /k/, short 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-spellings for short a and the consonants n, d, p, c.

- 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 /a/, /n/, /d/, /p/, and /k/.

Success Criteria:

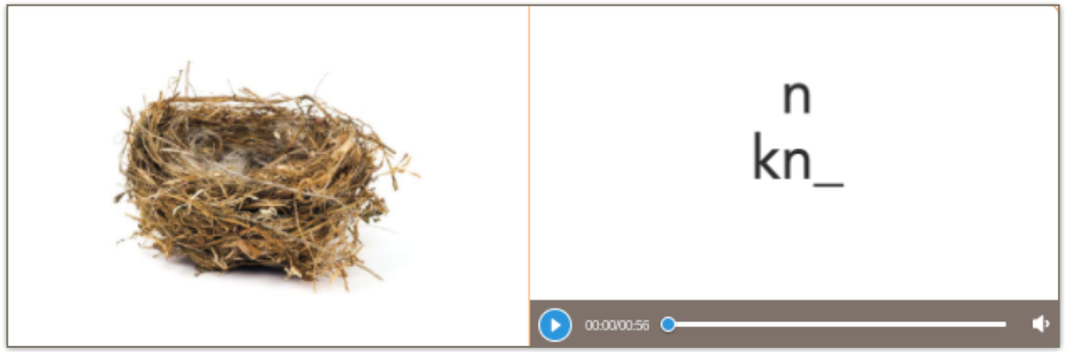
- I can say and write the sound-spelling of short a and consonants n, d, p, c.

- I can decode words by their sound letter relationships.

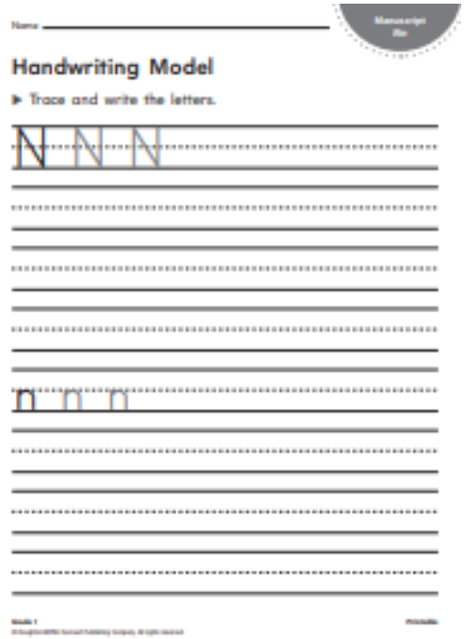
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Nn letter card. Model for students how to write and say the Nn sound. As you write the letter Nn, say Nn /n/ like in nest, run, under.



- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Nn worksheet from HMH.
    - 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 Nn. With students, say Nn, /n/, write the letter Nn, while saying /n/.


Handwriting Model

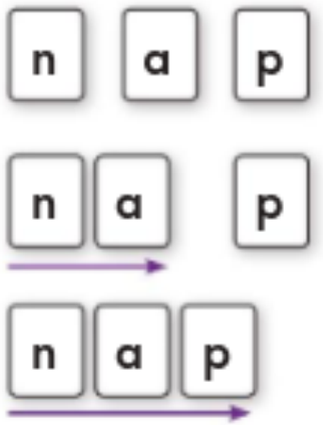
▶ Trace and write the letters.

N N N

n n n

- **Repeat the above steps with letters:**
    - **Consonants:**
        - Dd /d/- duck, around, under
        - Pp /p/- porcupine, pop, puddle
        - Cc /k/- cat, uncle, music
    - **Vowels:**
        - Short Aa /a/- alligator, apple, mat

- **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 Nn Aa Pp. Model blending the word ‘nap’, use your finger and slide across while saying /n/ /a/ /p/ nap.



- **We do:** Tell students that they will be blending words with you. Display the letter cards Pp Aa Nn. With students, blend the word ‘pan’, use your finger and slide across while saying with students /p/ /a/ /n/ pan.
    - Blend the words: sad, tan

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Bad, map
    - 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: can, cat, dan, pat, mat, pad

Part 2: Practice / Centers

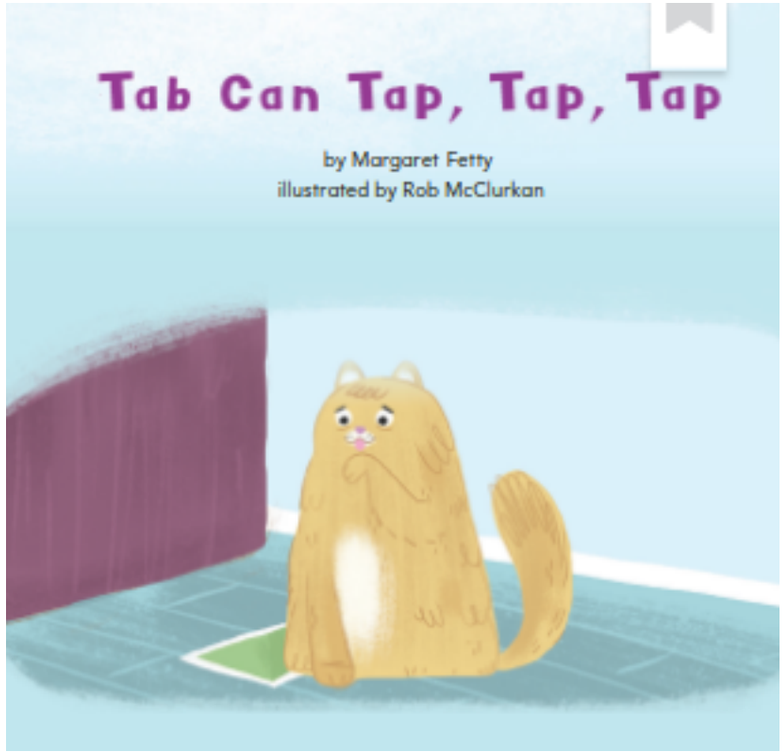
Teacher Table Time (TTT)

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

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

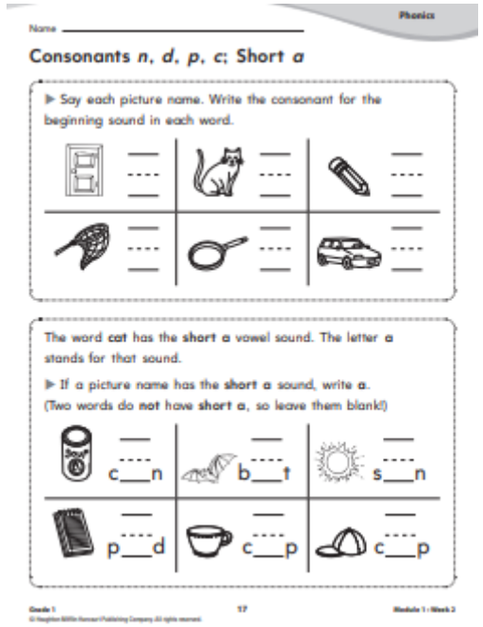
3. Have students write short a CVC words and consonant n, d, p, c CVC words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
    1. Decodable Text: Tab Can Tap, Tap, Tap



Center 1: Short a and Consonants n,d,p,c

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It Page 16; Worksheet ; Spelling Words List (only the last two columns, but can review high frequency words taught during guided reading)



Name _____ Phonics

Consonants *n*, *d*, *p*, *c*; Short *a*

▶ Say each picture name. Write the consonant for the beginning sound in each word.

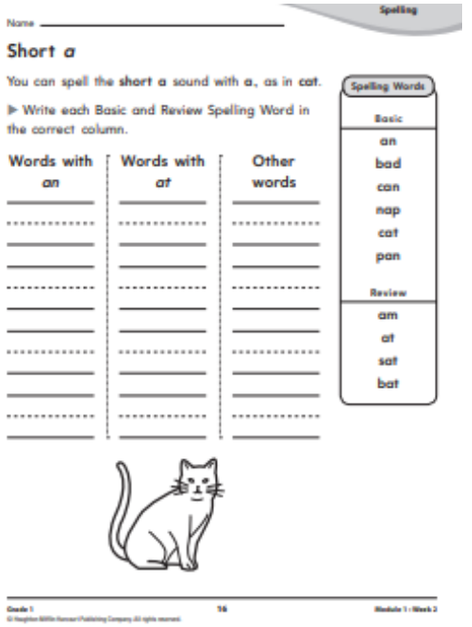
The word **cat** has the **short a** vowel sound. The letter **a** stands for that sound.

▶ If a picture name has the **short a** sound, write **a**. (Two words do **not** have **short a**, so leave them blank!)

c___n b___t s___n

p___d c___p c___p

17 Module 1 • Week 2



Name _____ Spelling

Short *a*

You can spell the **short a** sound with **a**, as in **cat**.

▶ Write each Basic and Review Spelling Word in the correct column.

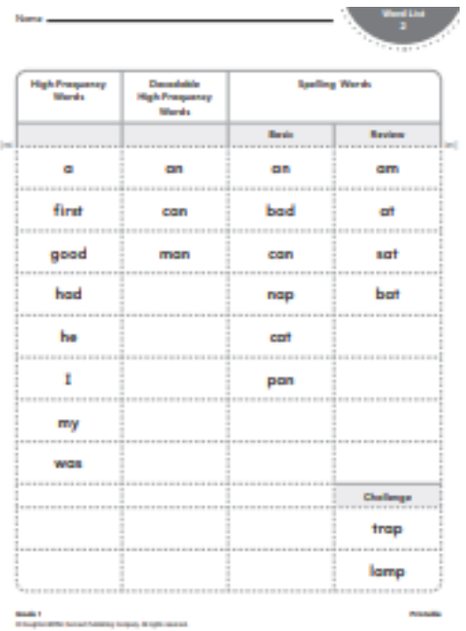
Words with *an*	Words with *at*	Other words

Spelling Words

Basic
an
bad
can
nap
cat
pan

Review
am
at
sat
bat

16 Module 1 • Week 2



Name _____ Word List 2

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
a	an	an	am
first	can	bad	at
good	man	can	sat
had		nap	bat
he		cat	
I		pan	
my			
was			
			Challenge
			trap
			lamp

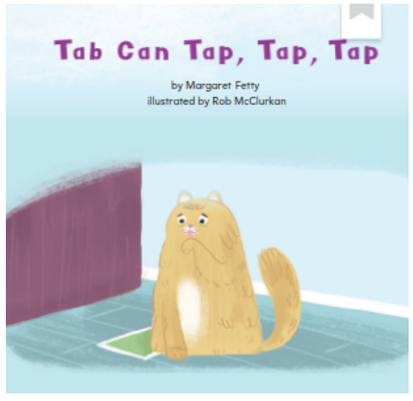
Module 1 Printable

Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text.
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: can, dan , pam, dad, nap, pat
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 7: Phonics: letters n, d, p, c /k/, short a (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

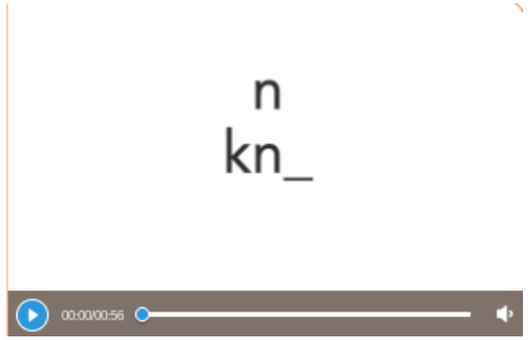
- I am learning the sound-spellings for short a and the consonants n, d, p, c.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /n/, /d/, /p/, and /c/.

Success Criteria:

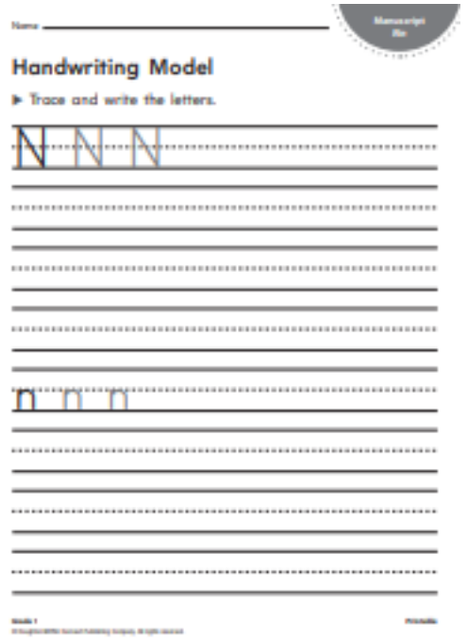
- I can say and write the sound-spelling of short a and consonants n,d,p,c.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Nn letter card. Model for students how to write and say the Nn sound. As you write the letter Nn, say Nn /n/ like in nest, run, under.



- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Nn worksheet from HMH.
    - 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 Nn. With students, say Nn, /n/, write the letter Nn, while saying /n/.


Name _____

Handwriting Model

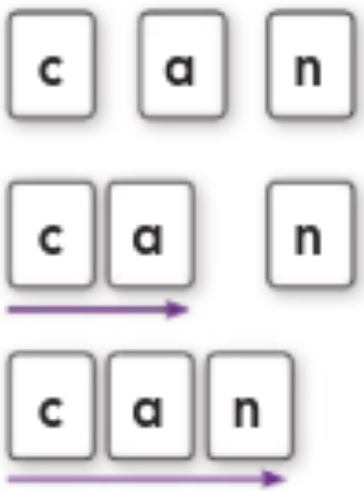
▶ Trace and write the letters.

N N N

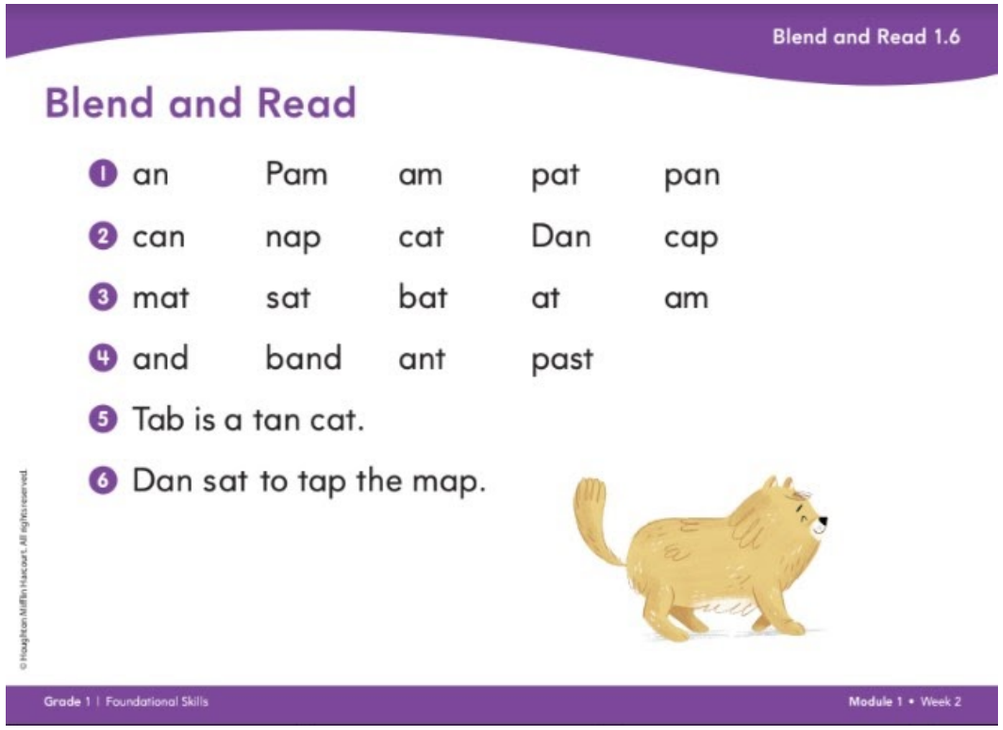
n n n

- **Repeat the above steps with letters:**
    - **Consonants:**
        - Dd /d/- duck, around, under
        - Pp /p/- porcupine, pop, puddle
        - Cc /k/- cat, uncle, music
    - **Vowels:**
        - Short Aa /a/- alligator, apple, mat

- **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. Model blending the word ‘can’, use your finger and slide across while saying /k/ /a/ /n/ can.



- **We do:** Have students practice this blending task by displaying Blend and Read 1.6. 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.



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Dad, pam, tan
    - 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: mat, nap, pan, map, cat, can

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

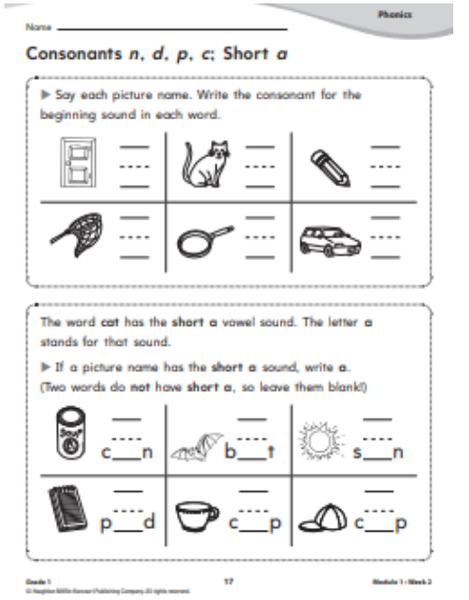
3. Have students write short a CVC words and consonants n,d,p,c CVC words.

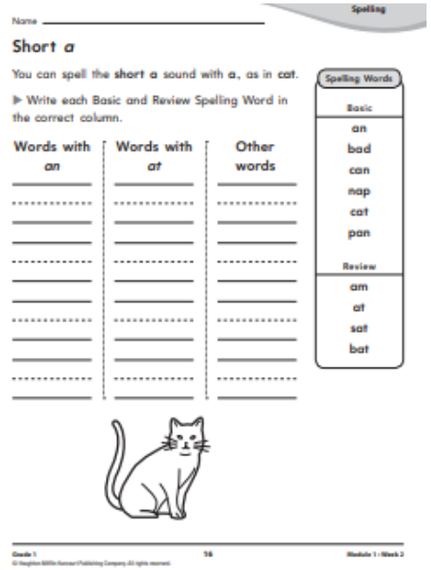
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

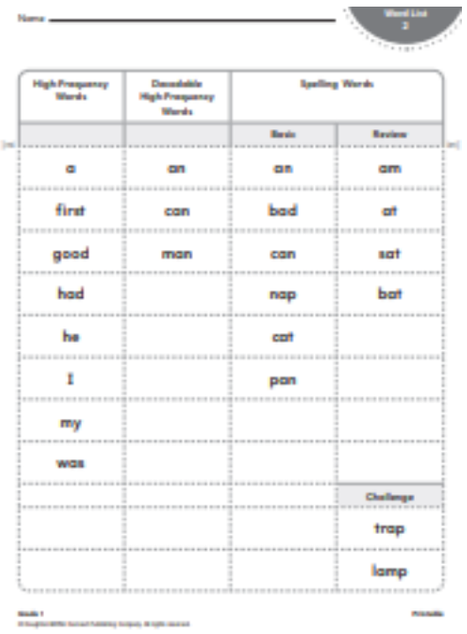
    1. Decodable Text: Tab Can Tap, Tap, Tap

Center 1: Short a and Consonants n,d,p,c

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It Page 16; Worksheet ; Spelling Words List (only the last two columns, but can review high frequency words taught during guided reading)







Center 2: Word Work

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

Center 3 :Independent Read

1. Read the decodable text, Tab Can Tap, Tap, Tap
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: Tab can tap. Bad cat Pat. Dan pats cat.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 8: Phonics: letters n, d, p, c /k/, short a (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

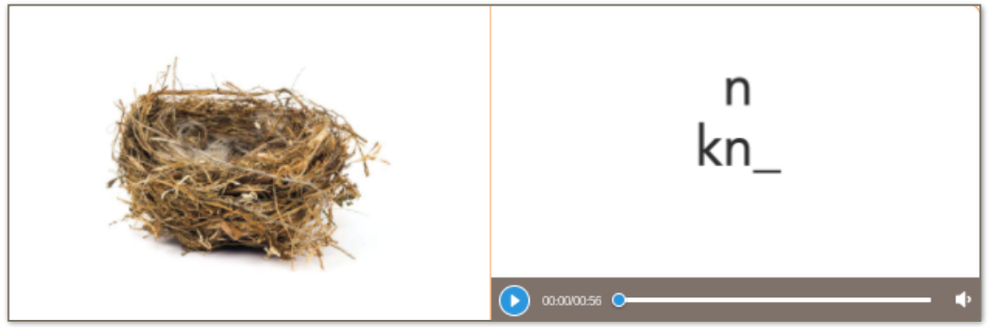
- I am learning the sound-spellings for short a and the consonants n,d,p,c.
- I am learning how to decode words by sound letter relationships.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /n/, /d/, /p/, and /k/.

Success Criteria:

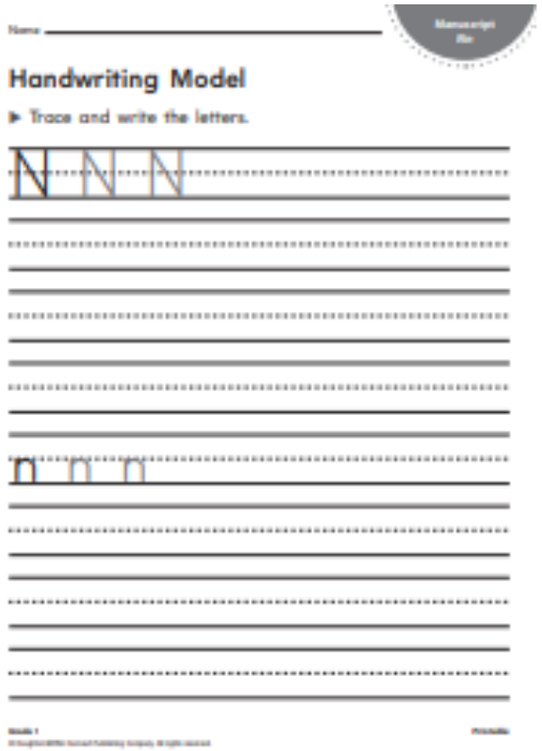
- I can say and write the sound-spelling of short a and consonants n,d,p,c.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Nn letter card. Model for students how to write and say the Nn sound. As you write the letter Nn, say Nn /n/ like in nest, run, under.

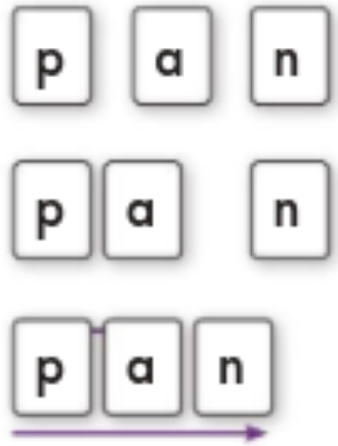


- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Nn worksheet from HMH.
  - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
  - Display the letter card Nn. With students, say Nn, /n/, write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

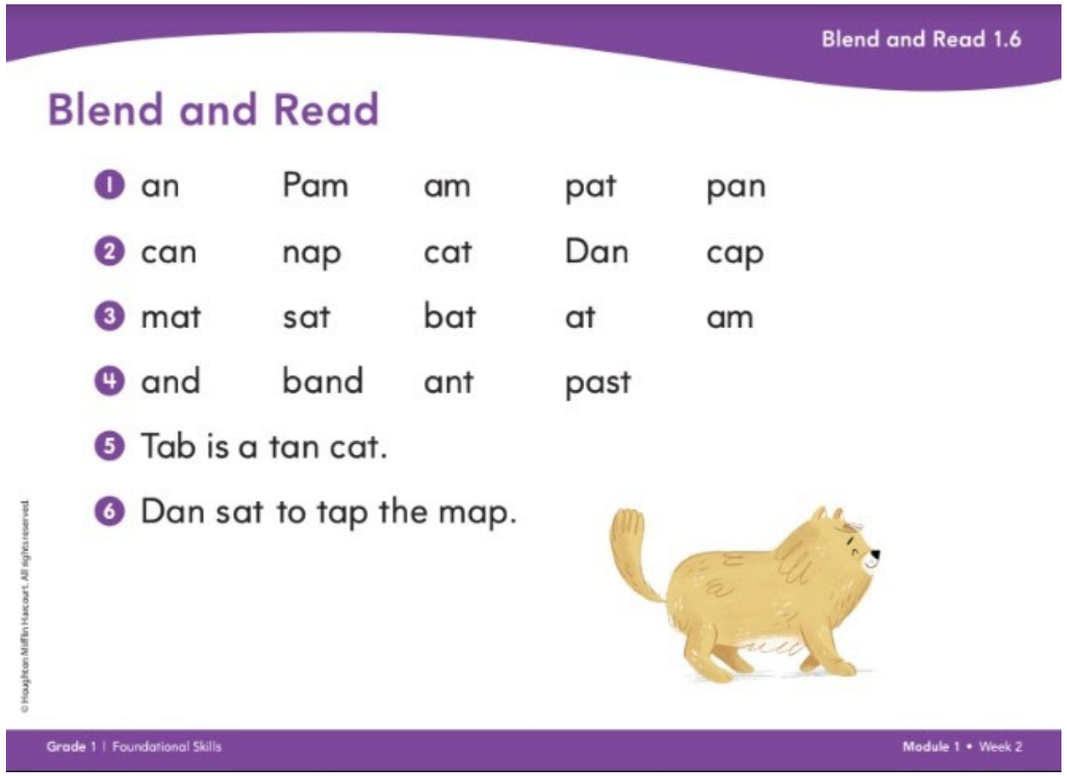


- **Repeat the above steps with letters:**
  - **Consonants:**
    - Dd /d/- duck, around, under
    - Pp /p/- porcupine, pop, puddle
    - Cc /k/- cat, uncle, music
  - **Vowels:**
    - Short Aa /a/- alligator, apple, mat

- **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 Aa Nn. Model blending the word 'pan', use your finger and slide across while saying /p/ /a/ /n/ pan.



- **We do:** Have students practice this blending task by displaying Blend and Read 1.6. 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.



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Cap, and, map
    - 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: past, band, ban, mat, sat, tap

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

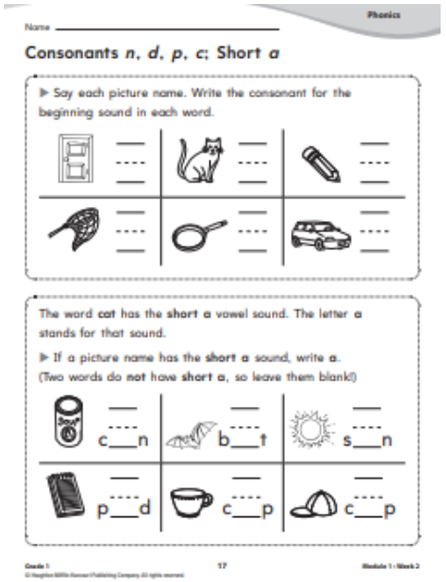
3. Have students write short a CVC words and consonants n,d,p,c CVC words.

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

    1. Decodable Text: Can Tab Nap?

Center 1: Short a and Consonants n,d,p,c

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It Page 16; Worksheet ; Spelling Words List (only the last two columns, but can review high frequency words taught during guided reading)


Name _____ Phonics

Consonants *n, d, p, c*; Short *a*

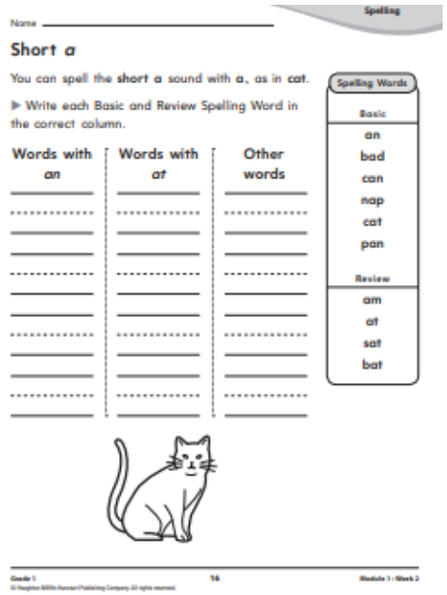
▶ Say each picture name. Write the consonant for the beginning sound in each word.

The word **cat** has the **short** *a* vowel sound. The letter *a* stands for that sound.

▶ If a picture name has the **short** *a* sound, write *a*. (Two words do **not** have **short** *a*, so leave them blank!)

c___n b___t s___n p___d c___p c___p

Grade 1 17 Module 1 • Week 2


Name _____ Spelling

Short *a*

You can spell the **short** *a* sound with *a*, as in **cat**.

▶ Write each Basic and Review Spelling Word in the correct column.

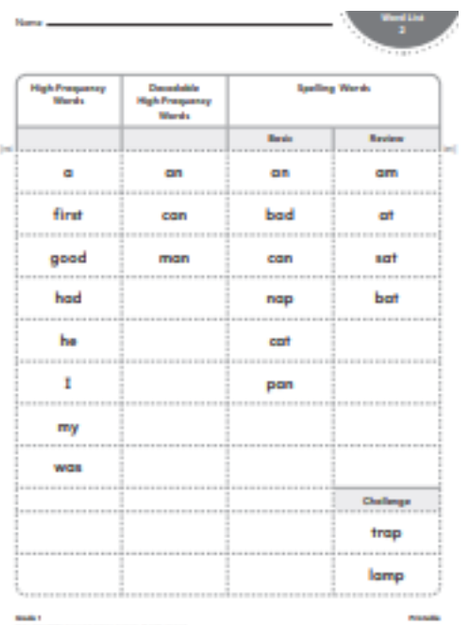
Words with *an*	Words with *at*	Other words

Spelling Words

Basic: an, bad, can, nap, cat, pan

Review: am, at, sat, bat

Grade 1 16 Module 1 • Week 2


Name _____ Word List 2

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
a	an	an	am
first	can	bad	at
good	man	can	sat
had		nap	bat
he		cat	
I		pan	
my			
was			
			Challenge
			trap
			lamp

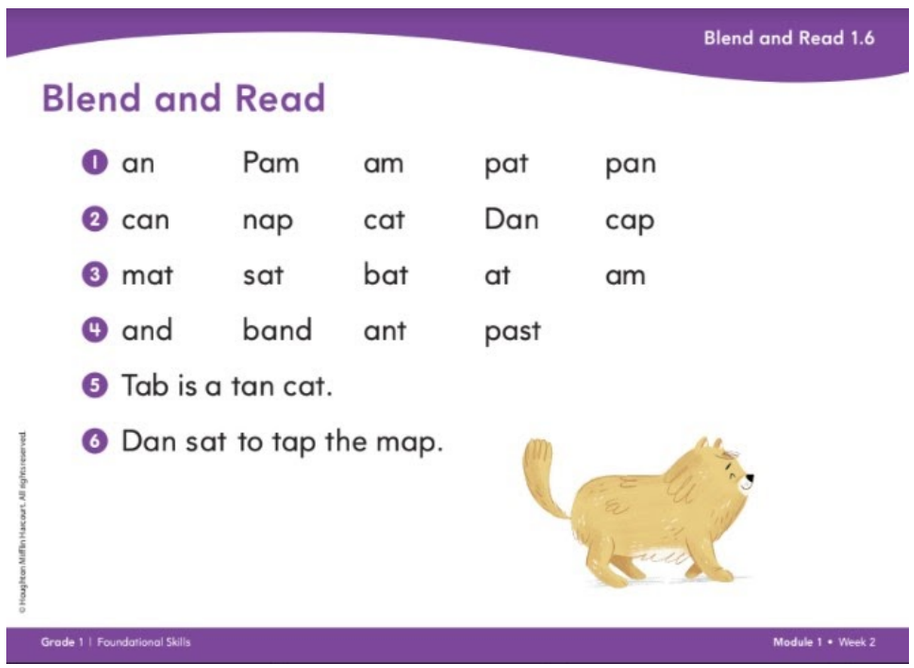
Module 1 Printable

Center 2: Word Work

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

Center 3: Independent Read

1. Read decodable text, Can Tab Nap?
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 1.6

Blend and Read

1. an Pam am pat pan
2. can nap cat Dan cap
3. mat sat bat at am
4. and band ant past
5. Tab is a tan cat.
6. Dan sat to tap the map.

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Grade 1 | Foundational Skills Module 1 • Week 2

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Tap the map. Tan's mat and cap. Pam past nap.

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 9: Phonics: letters n, d, p, c /k/, short a (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short a and the consonants n,d,p,c.

- 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 /a/, /n/, /d/, /p/, and /c/.

Success Criteria:

- I can say and write the sound-spelling of short a and consonants n,d,p,c.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

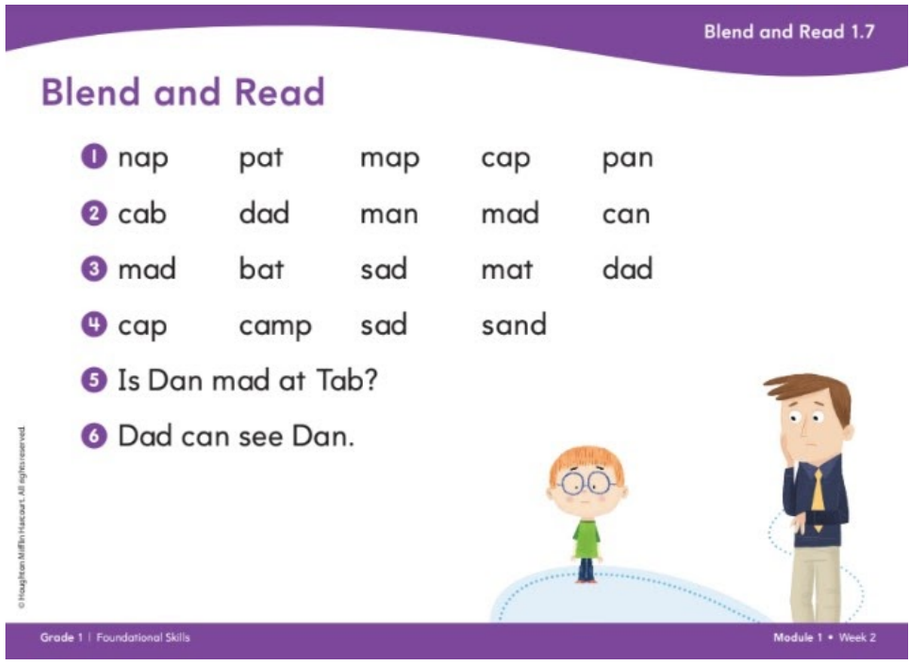
- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, Can Tab Nap?. Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the 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: c, a, t, n, a, p. Ask students what letter sound the short a makes.Â 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 (nap).

c a t n a p

- **We do:** Have students practice this blending task by displaying Blend and Read 1.7. 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.



- **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: **mad, bad, cab, pad, cap, band, sad**

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

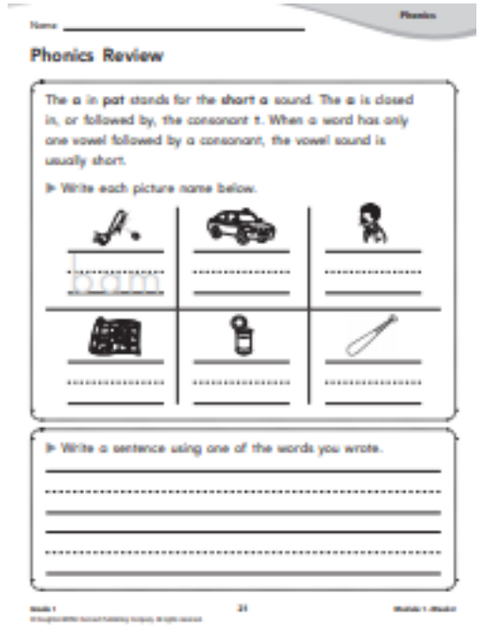
3. Have students write short a CVC words and consonant n,d,p,c CVC words.

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

    1. Decodable Text: Can Tab Nap?

Center 1: Short a and Consonants n,d,p,c

Practice sorting words by short vowel sound and consonants.
Practice writing spelling words. Know It, Show It


Name _____ Phonics

Phonics Review

The a in **pat** stands for the **short a** sound. The a is closed in, or followed by, the consonant t. When a word has only one vowel followed by a consonant, the vowel sound is usually short.

▶ Write each picture name below.

▶ Write a sentence using one of the words you wrote.

Center 2: Word Work

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

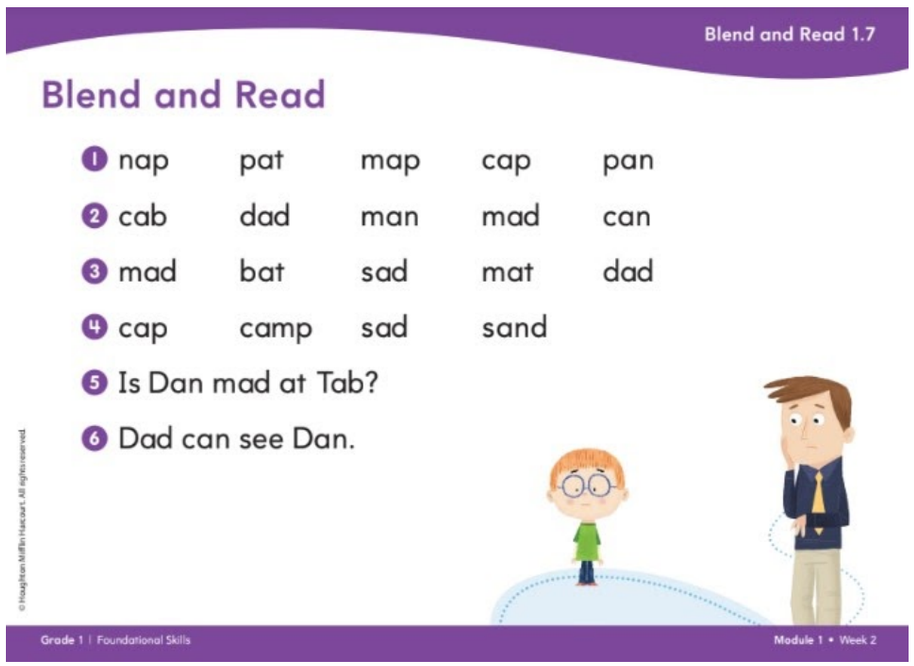
Center 3: Independent Read

1. Read decodable text, Can Tab Nap?

2. Then find words that rhyme with the word ***can*** and ***nap***.

3. Write them in your notebook.

4. Practice reading this page:



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Dad can camp. Tab can pat sand.

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 10: Phonics: letters n, d, p, c /k/, short a (RF.1.2.A, RF. 1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short a and the consonants n,d,p,c.
- 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 /a/, /n/, /d/, /p/, and /k/.

Success Criteria:

- I can say and write the sound-spelling of short a and consonants n,d,p,c.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of short a and consonant sounds n,d,p,c 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- 6 on one side and 7-12 on the other side.

3. Dictation Task: Sam can nap. Tab laps fast.Pam sat at bat sat.

4. Give one point for each correctly spelled word. Total possible points is 19.

A+ = 19	A = 18	B = 16-17
C = 14-15	D = 12-13	F/Do Over= 11

DICTATION SENTENCES

BASIC

1. **an** I ate an orange.
2. **bad** The milk had gone bad.
3. **can** Mom opened a can of peas.
4. **nap** The tired baby took a nap.
5. **cat** My cat is named Fluffy.
6. **pan** He cooked eggs in a pan.

REVIEW

7. **am** I am in first grade.
8. **at** We are at school now.
9. **sat** We sat on the couch.
10. **bat** The ball player has a bat.

CHALLENGE

11. **trap** The fish got caught in a trap.
12. **lamp** The lamp is very bright.

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Sam at Bat, Tam at Bat, Tab Can Tap, Tap, Tap* and *Can Tab Nap?*

2. Spend time during this period listening to students read the decodable texts: *Tab Can Tap, Tap, Tap* and *Can Tab Nap?*.

3. Record your findings.

Lesson 11: Phonics: letters r, f, s, short /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 short i and the consonants r, f, 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 /i/, /r/, /f/, and /z/.

Success Criteria:

- I can say and write the sound-spelling of short i and consonants r, f, s.

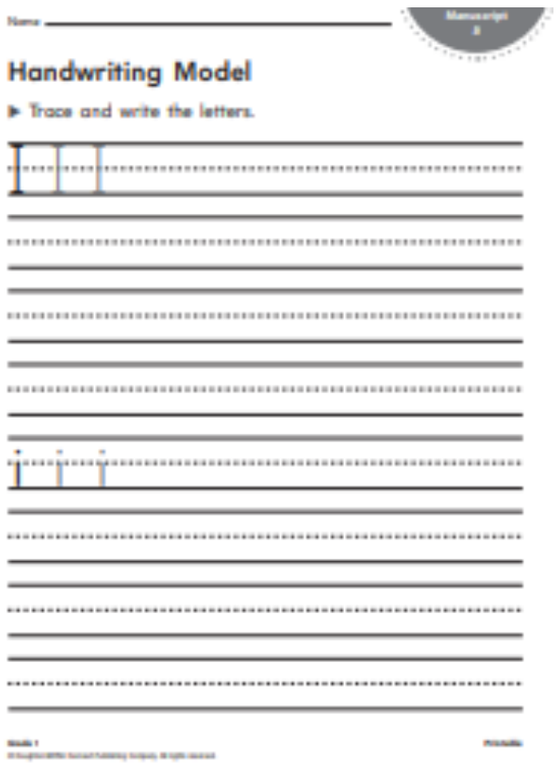
- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Ii letter card. Model for students how to write and say the Ii sound. As you write the letter Ii, say Ii /i/ like in igloo, win, insect.

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ii worksheet from HMH.
    - 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 Ii. With students, say Ii, /i/, write the letter Ii, while saying /i/.


Name _____

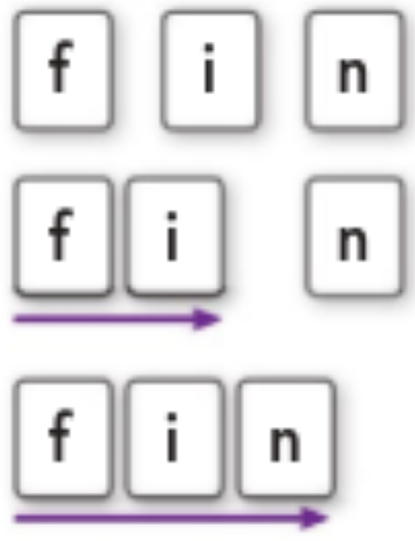
Manuscript I

Handwriting Model

▶ Trace and write the letters.

- **Repeat the above steps with letters:**
    - **Consonants:**
        - Rr /r/- raccoon, car, Sarah
        - Ff /f/- fish, snowflake, off
        - Ss /z/- his, boys, cousin

- **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 Ii Nn. Model blending the word ‘fin’, use your finger and slide across while saying / f/ /i/ /n/ fin.



- **We do:** Tell students that they will be blending words with you. Display the letter cards Rr Ii Pp. With students, blend the word ‘rip’, use your finger and slide across while saying with students /r/ /i /p/ rip.
    - Blend the words: fat, as

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Is, pin
    - 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: Tim, mit, sit, ran, fan, tip, sip, cats

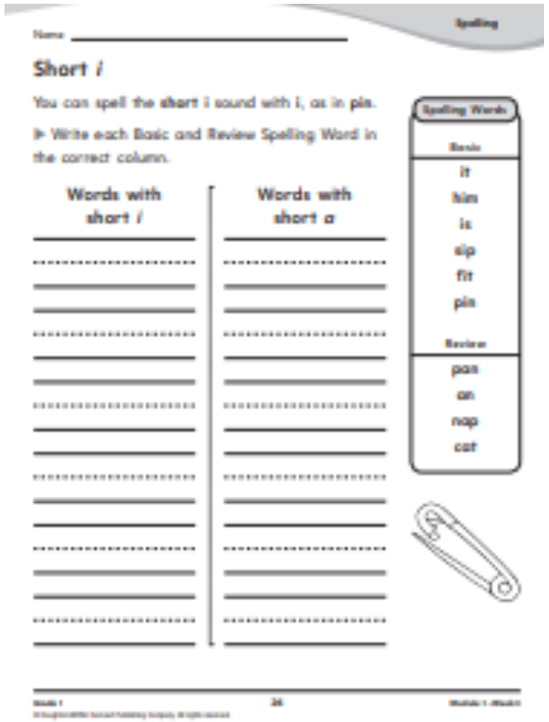
Part 2: Practice / Centers

Teacher Table Time (TTT)

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

Center 1: Short i and Consonants r,f,s

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It; Know It, Show It ; Spelling Words List (only the last two columns, but can review high frequency words taught during guided reading)



Name _____

Spelling

Short *i*

You can spell the short *i* sound with *i*, as in **pin**.

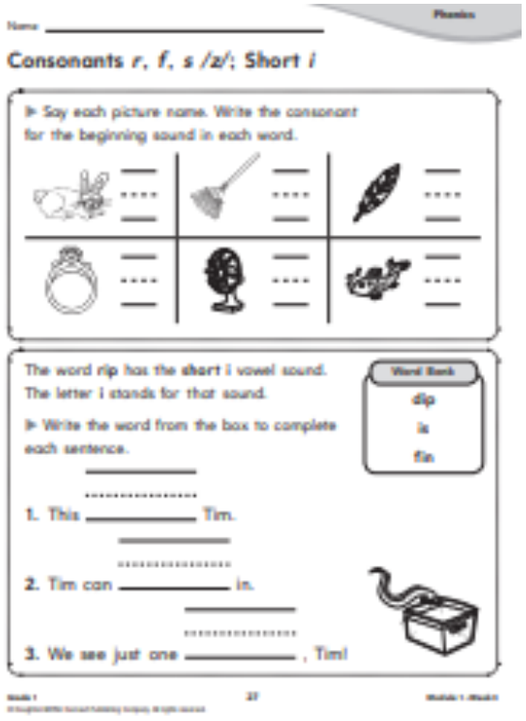
▶ Write each Basic and Review Spelling Word in the correct column.

Words with short *i*	Words with short *a*

Spelling Words

Basic
- it
- him
- is
- sip
- fit
- pin

Review
- pan
- an
- nap
- cat



Name _____

Phonics

Consonants *r, f, s /z/*; Short *i*

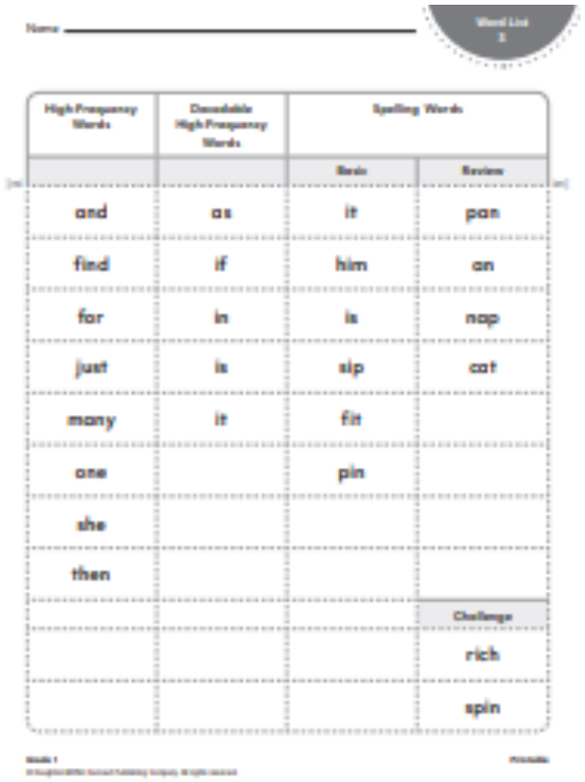
▶ Say each picture name. Write the consonant for the beginning sound in each word.

The word **rip** has the short *i* vowel sound. The letter *i* stands for that sound.

▶ Write the word from the box to complete each sentence.

Word Bank
- dip
- is
- fin

1. This _____ Tim.
2. Tim can _____ in.
3. We see just one _____ , Tim!



Name _____

Word List 1

High Frequency Words	Decodable High Frequency Words	Spelling Words	
		Basic	Review
and	as	it	pan
find	if	him	an
for	in	is	nap
just	is	sip	cat
many	it	fit	
one		pin	
she			
then			
			Challenge
			rich
			spin

Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text. Tim and Pam

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: camp, mit, fit, rib, rat, as, is
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 12: Phonics: letters r, f, s, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short i and the consonants r, f, 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 /i/, /r/, /f/, and /z/.

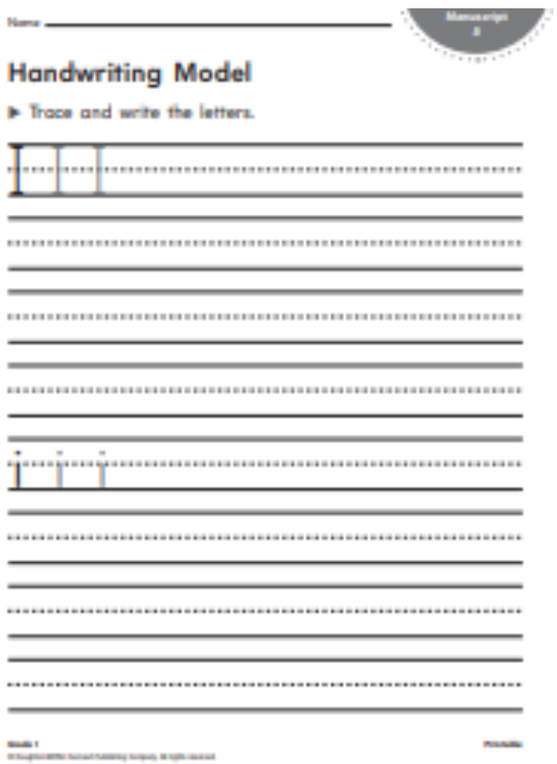
Success Criteria:

- I can say and write the sound-spelling of short i and consonants r, f, s.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

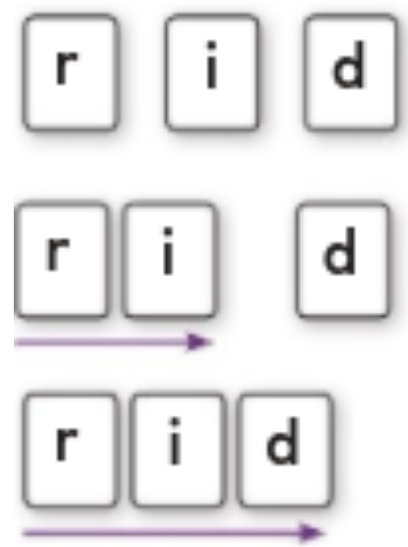
- **I do:** Display the Ii letter card. Model for students how to write and say the Ii sound. As you write the letter Ii, say Ii /i/ like in igloo, win, insect.

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ii worksheet from HMH.
    - 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 Ii. With students, say Ii, /i/, write the letter Ii, while saying /i/.

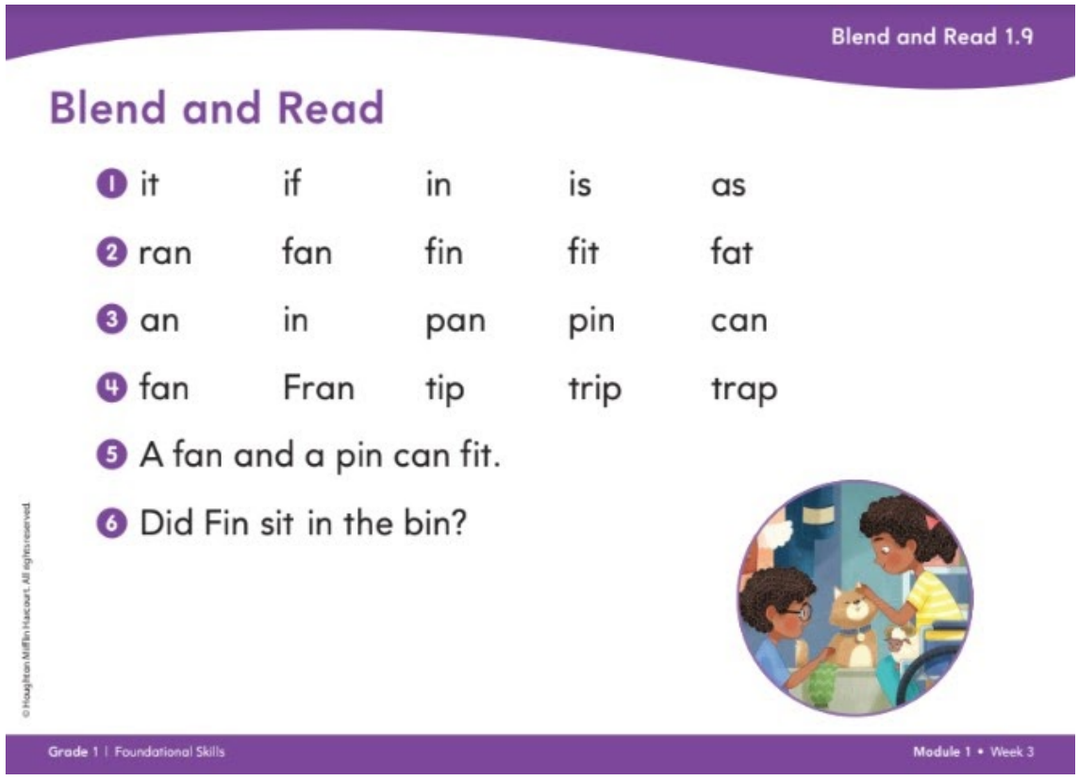


- **Repeat the above steps with letters:**
    - **Consonants:**
        - Rr /r/- raccoon, car, Sarah
        - Ff /f/- fish, snowflake, off
        - Ss /z/- his, boys, cousin

- **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 Dd. Model blending the word ‘rid’, use your finger and slide across while saying /r/ /i/ /d/ rid.



- **We do:** Have students practice this blending task by displaying Blend and Read 1.9. 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 1.9

Blend and Read

1 it	if	in	is	as
2 ran	fan	fin	fit	fat
3 an	in	pan	pin	can
4 fan	Fran	tip	trip	trap

5 A fan and a pin can fit.

6 Did Fin sit in the bin?

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- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Trim, if
    - 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: trap, brat, in, Fran, nip, pit, bit, ram

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

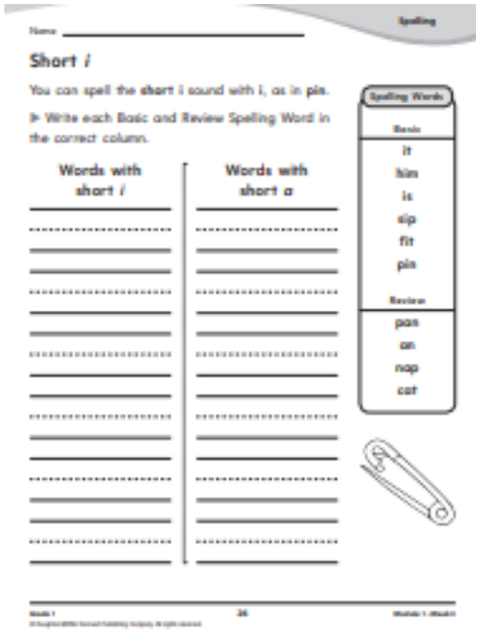
3. Have students write short i CVC words and consonant r, f, s CVC words.

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

    1. Decodable Text: Dab, Dab, Dab

Center 1: Short i and Consonants r,f,s

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It; Know It, Show It ; Spelling Words List (only the last two columns, but can review high frequency words taught during guided reading)



Name _____ Spelling

Short *i*

You can spell the short *i* sound with *i*, as in *pin*.

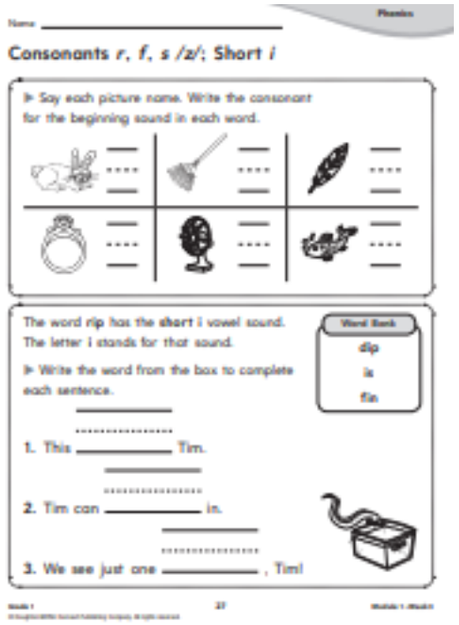
▶ Write each Basic and Review Spelling Word in the correct column.

Words with short *i*	Words with short *a*

Spelling Words

Basic: it, him, is, sip, fit, pin

Review: pan, an, nap, cat



Name _____ Phonics

Consonants *r*, *f*, *s* /z/; Short *i*

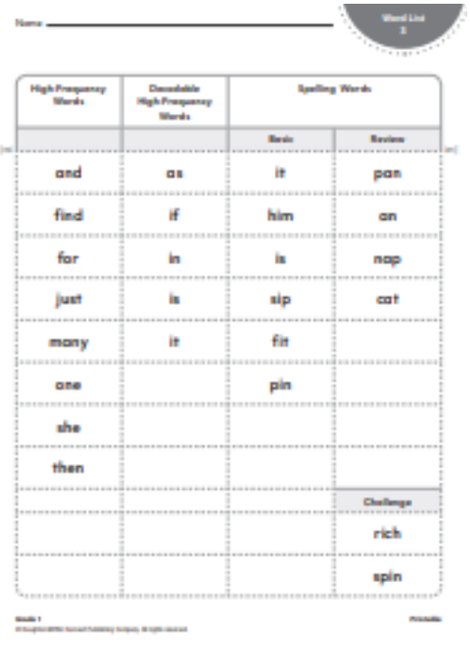
▶ Say each picture name. Write the consonant for the beginning sound in each word.

The word *rip* has the short *i* vowel sound. The letter *i* stands for that sound.

▶ Write the word from the box to complete each sentence.

Word Bank: dip, is, fin

1. This _____ Tim.
2. Tim can _____ in.
3. We see just one _____, Tim!



Name _____ Word List 3

High Frequency Words	Decodable High Frequency Words	Spelling Words	
		Basic	Review
and	as	it	pan
find	if	him	an
for	in	is	nap
just	is	sip	cat
many	it	fit	
one		pin	
she			
then			
			Challenge
			rich
			spin

Center 2: Word Work

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

Center 3:Independent Read

1. Read the decodable text, Dab, Dab, Dab
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: Prim ran fast. Tim, dab it. Can Fran trap it?

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

3. Add date to task.

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

Lesson 13: Phonics: letters r, f, s, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short i and the consonants r, f, 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 /i/, /r/, /f/, and /z/.

Success Criteria:

- I can say and write the sound-spelling of short i and consonants r, f, s.

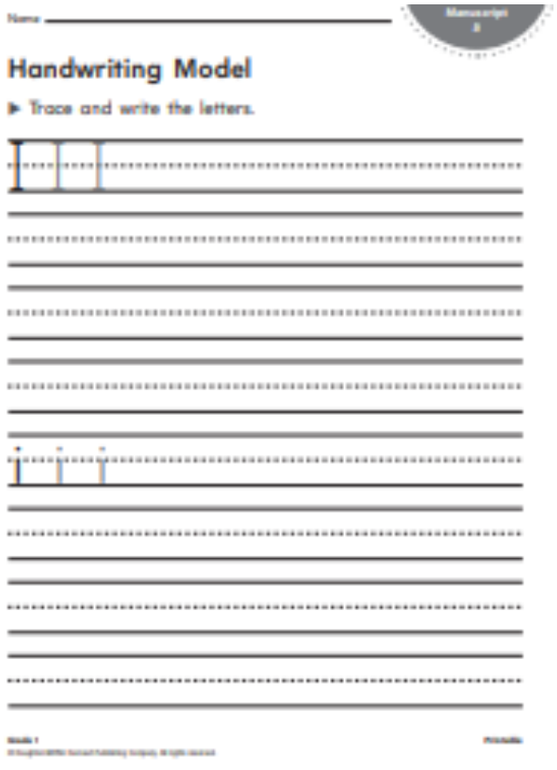
- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Ii letter card. Model for students how to write and say the Ii sound. As you write the letter Ii, say Ii /i/ like in igloo, win, insect.

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ii worksheet from HMH.
    - 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 Ii. With students, say Ii, /i/, write the letter Ii, while saying /i/.


Name _____ Manuscript I

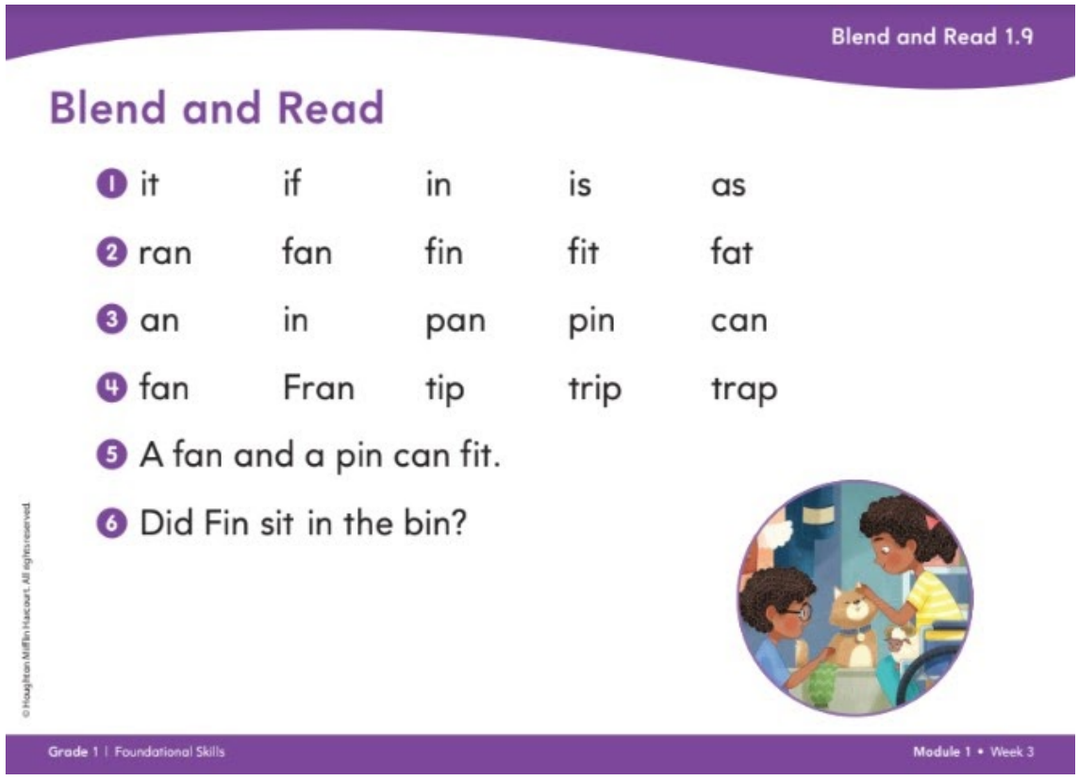
Handwriting Model

▶ Trace and write the letters.

- **Repeat the above steps with letters:**
    - **Consonants:**
        - Rr /r/- raccoon, car, Sarah
        - Ff /f/- fish, snowflake, off
        - Ss /z/- his, boys, cousin

- **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 Ii Nn Ss. Model blending the word ‘fins’, use your finger and slide across while saying /f/ /i/ /n/ /z/ fins.

- **We do:** Have students practice this blending task by displaying Blend and Read 1.9. 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 1.9

Blend and Read

1 it	if	in	is	as
2 ran	fan	fin	fit	fat
3 an	in	pan	pin	can
4 fan	Fran	tip	trip	trap

5 A fan and a pin can fit.

6 Did Fin sit in the bin?

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- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Bats, cars
    - 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: rats, traps, rap, fin, fit

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

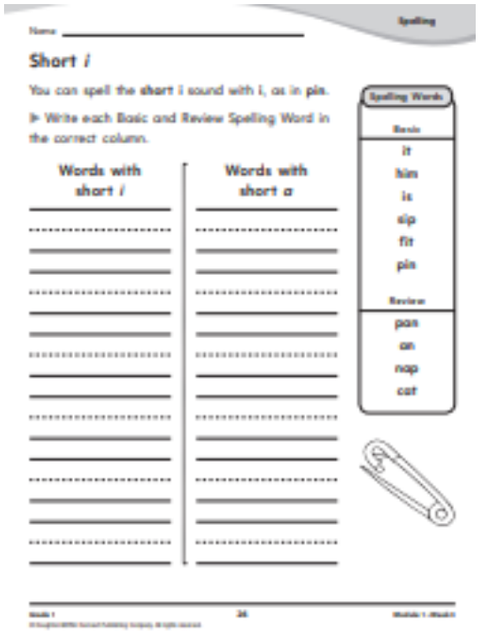
3. Have students write short i CVC words and consonant r, f, s CVC words.

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

    1. Decodable Text: Tin Cans Tip!

Center 1: Short i and Consonants r,f,s

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It; Know It, Show It ; Spelling Words List (only the last two columns, but can review high frequency words taught during guided reading)



Name _____ Spelling

Short *i*

You can spell the **short** *i* sound with i, as in **pin**.

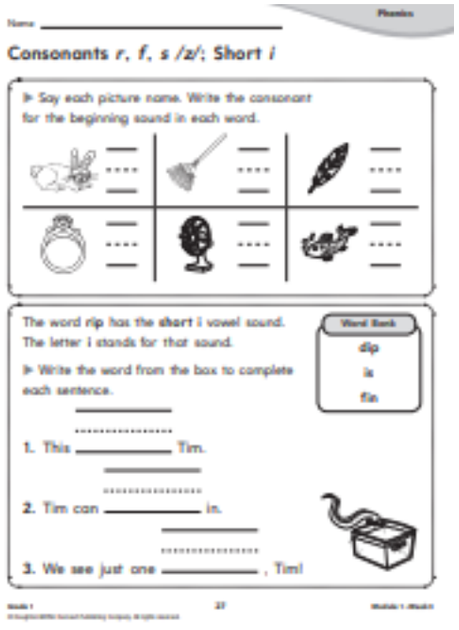
▶ Write each Basic and Review Spelling Word in the correct column.

Words with short *i*	Words with short *a*

Spelling Words

Basic: it, him, is, sip, fit, pin

Review: pan, an, nap, cat



Name _____ Phonics

Consonants *r, f, s* /z/; Short *i*

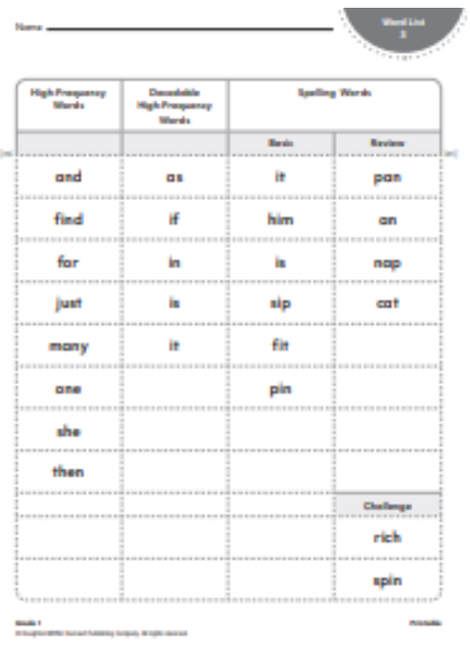
▶ Say each picture name. Write the consonant for the beginning sound in each word.

The word **rip** has the **short** *i* vowel sound. The letter *i* stands for that sound.

▶ Write the word from the box to complete each sentence.

Word Bank: dip, is, fin

1. This _____ Tim.
2. Tim can _____ in.
3. We see just one _____, Tim!



Name _____ Word List 3

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
and	as	it	pan
find	if	him	an
for	in	is	nap
just	is	sip	cat
many	it	fit	
one		pin	
she			
then			
			Challenge
			rich
			spin

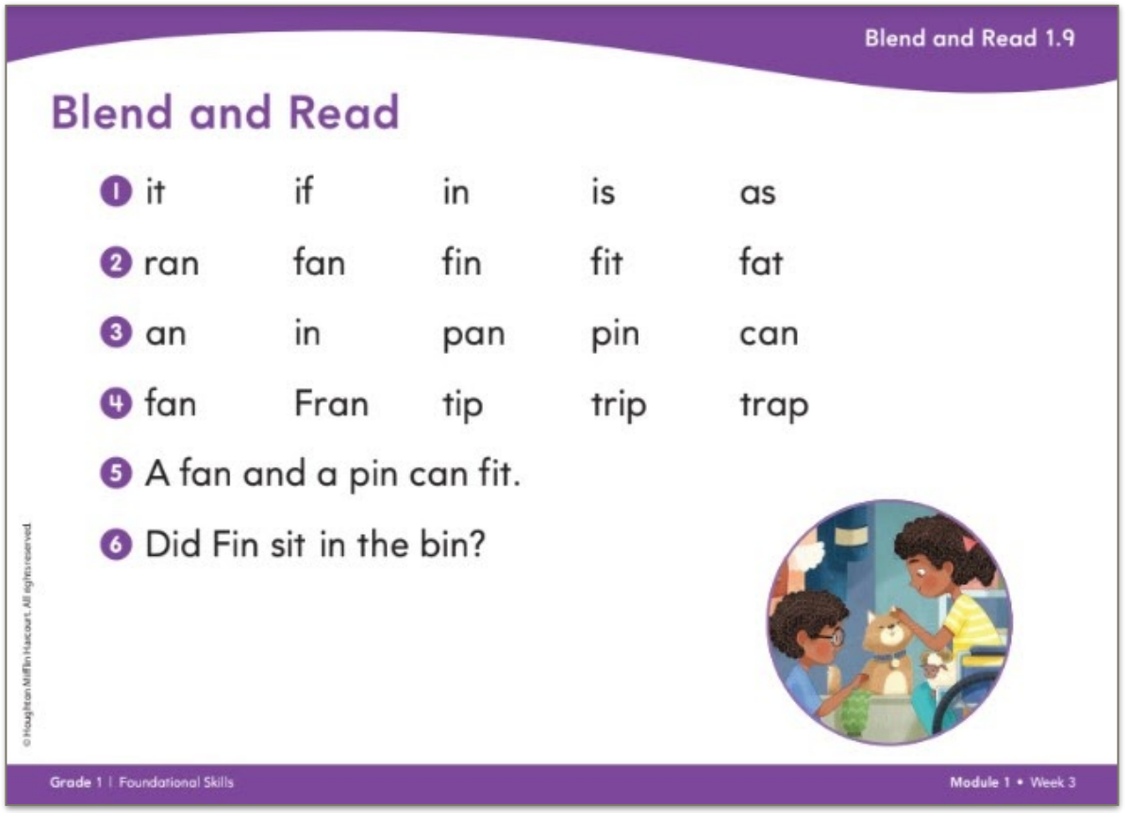
Center 2: Word Work

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

Center 3:Independent Read

1. Read decodable text, Tin Cans Tip!
2. Then read it to your partner.
3. Then listen to your partner read it to you.

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

Part 3: Daily Instructional Task

1. Dictate these words: Tip is fit. Sam and Fin ran. It can spit.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 14: Phonics: letters r, f, s, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short i and the consonants r, f, 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 /i/, /r/, /f/, and /z/.

Success Criteria:

- I can say and write the sound-spelling of short i and consonants r, f, s.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

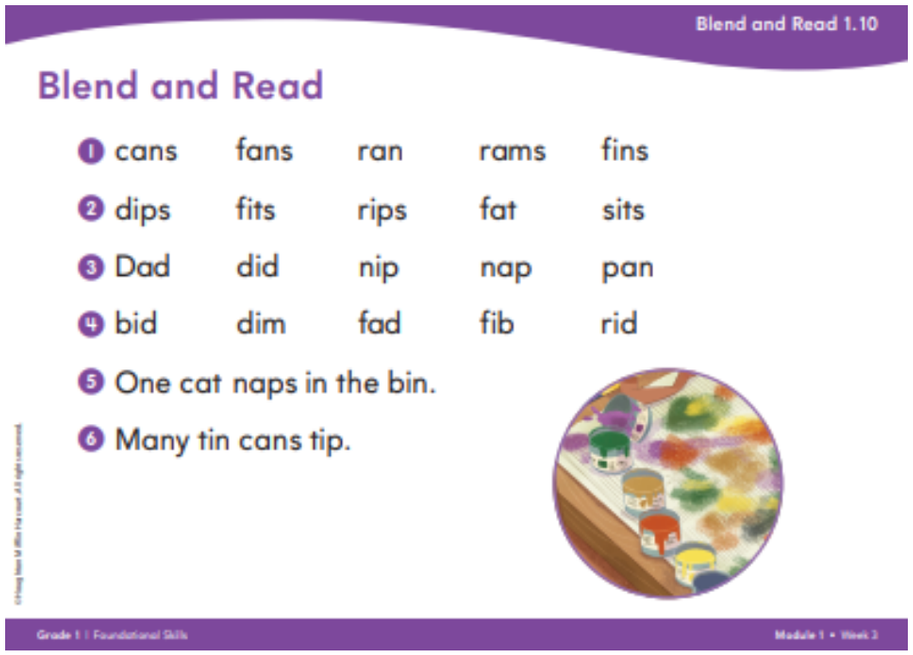
- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, Fin . Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the prompting 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 94 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: c, a, t, n, i, p. Ask students what letter sound the short a makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat for the second syllable (nip).

c a t n i p

- **We do:** Have students practice this blending task by displaying Blend and Read 1.10. 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.



- **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: **trap, fad, rams, pin, pan , dips, cans**

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

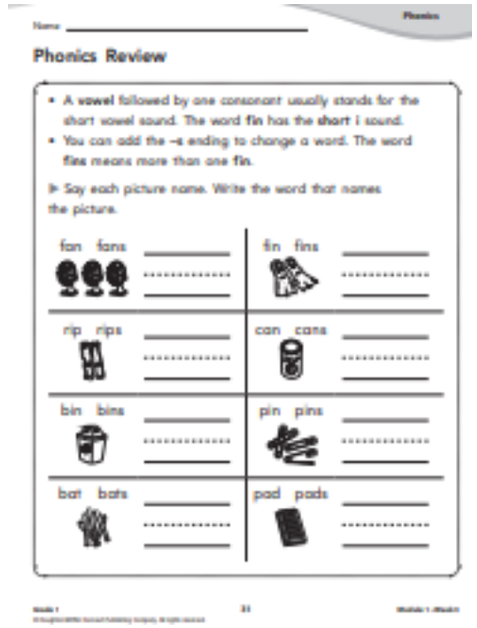
2. Model again and have students mimic you. Correct as needed.

3. Have students write short i CVC words and consonant r, f, s CVC words.

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

Center 1: Short a and Consonants n,d,p,c

Practice sorting words by short vowel sound and consonants.
Practice writing spelling words. Know It, Show It


Name _____ Phonics

Phonics Review

- A **vowel** followed by one consonant usually stands for the short vowel sound. The word **fin** has the **short** *i* sound.
- You can add the *–s* ending to change a word. The word **fins** means more than one **fin**.

Say each picture name. Write the word that names the picture.

fan fans	fin fins
rip rips	can cans
bin bins	pin pins
bat bats	pad pads

Center 2: Word Work

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

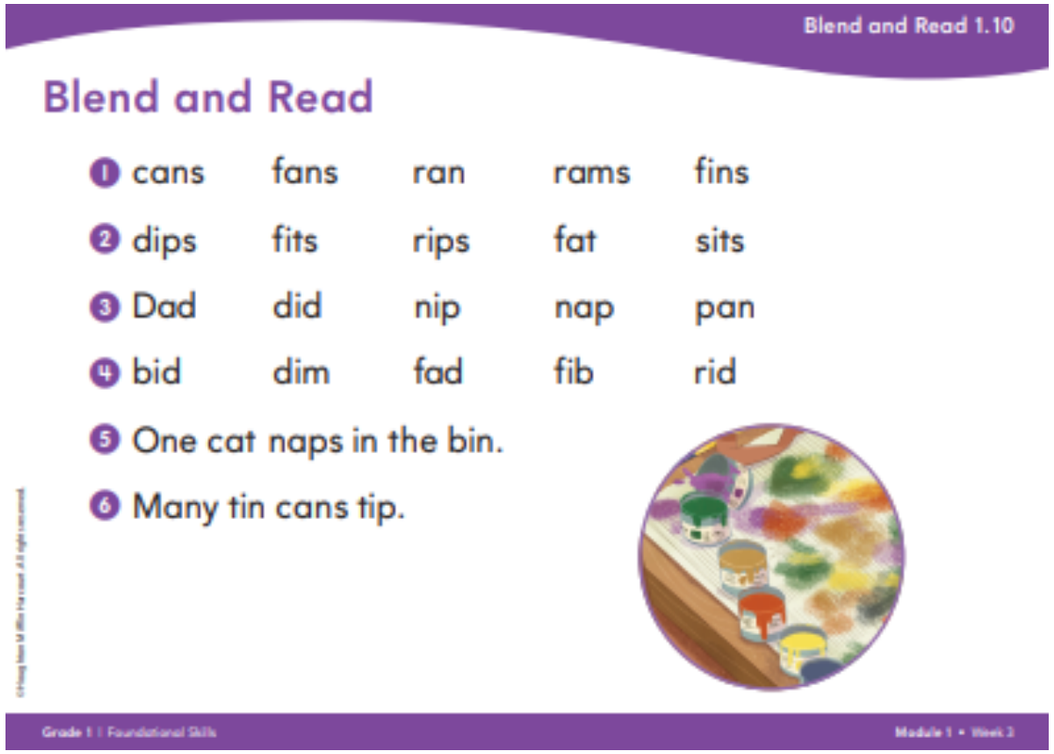
Center 3: Independent Read

1. Read decodable text, Fin

2. Then find words that rhyme with the word ***fin*** and ***sit***.

3. Write them in your notebook.

4. Practice reading this page:



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: It did nap in cans. Tam is sad.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 15: Phonics: letters r, f, s, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short i and the consonants r, f, 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 /i/, /r/, /f/, and /z/.

Success Criteria:

- I can say and write the sound-spelling of short i and consonants r, f, s.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of short i and consonant sounds r, f, s 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: Fran ran and sat. Sam fits in the pit. Dad dips it in the pan.

4. Give one point for each correctly spelled word. Total possible points is 27.

A+ = 27	**A = 25-26**	**B = 22-24**
C = 19-21	**D = 17-18**	**F / Do Over = 16**

DICTATION SENTENCES

BASIC

1. **it** Put *it* away.
2. **him** I gave *him* a gift.
3. **is** She *is* my best friend.
4. **sip** Take a *sip* of the drink.
5. **fit** All my markers *fit* in the box.
6. **pin** She uses a *pin* to hold her hair.

REVIEW

7. **pan** He cooked eggs in a *pan*.
8. **an** I ate *an* orange.
9. **nap** The tired baby took a *nap*.
10. **cat** My *cat* is named Fluffy.

CHALLENGE

11. **rich** The treat is *rich* and creamy.
12. **spin** *Spin* the top.

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Dab, Dab, Dab, Tin Can Tip!,* and *Fin*

2. Spend time during this period listening to students read the decodable texts: *Dab, Dab, Dab, Tin Can Tip!,* and *Fin.*

3. Record your findings.

Lesson 16: Phonics: letters g, k, short /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 short i and the consonants g, k.
- 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 /g/, /k/.

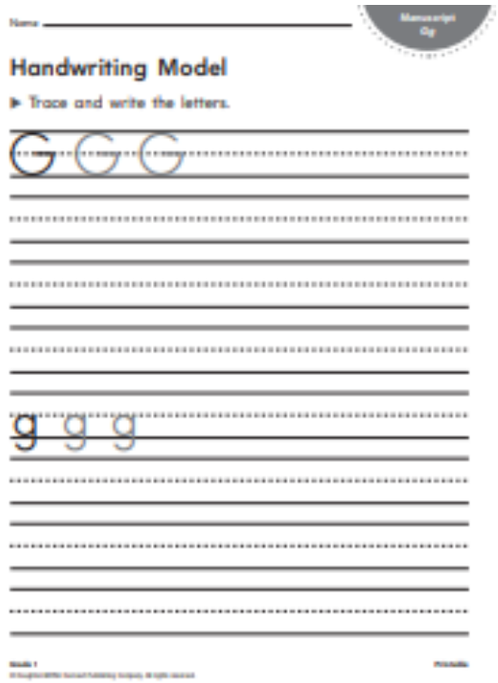
Success Criteria:

- I can say and write the sound-spelling of short i and consonants g, k.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

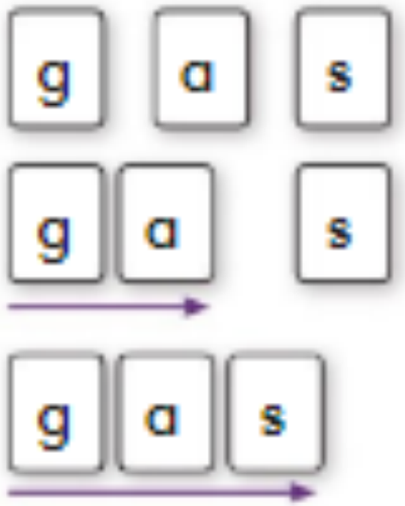
- **I do:** Display the Gg letter card. Model for students how to write and say the Gg sound. As you write the letter Gg, say Gg /g/ like in goat, log, begin.

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Gg worksheet from HMH.
    - 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 Gg. With students, say Gg, /g/, write the letter Gg, while saying /g/.

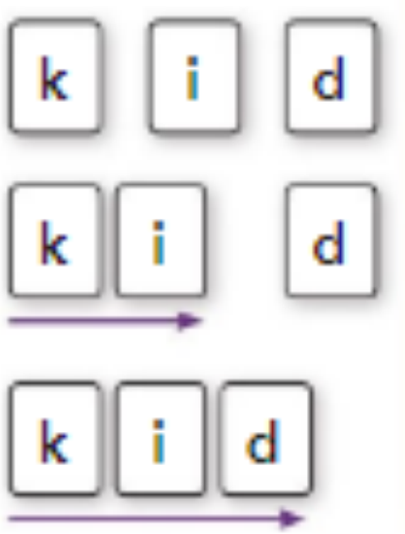

Handwriting Model

▶ Trace and write the letters.

- **Repeat the above steps with letters:**
    - **Consonants:**
        - Kk /k/- kangaroo, rake, rock
        - Review short Ii
- **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 Gg Aa Ss. Model blending the word ‘gas’, use your finger and slide across while saying /g/ /a/ /s/ gas.



- **Repeat the above step for the word ‘kid’**



- **We do:** Tell students that they will be blending words with you. Display the letter cards Bb Aa Gg. With students, blend the word ‘bag’, use your finger and slide across while saying with students /b/ /a/ /g/ bag.
    - Blend the words: gag, kit, kin
- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Gap, kid
- 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: pig, Kim, dig, dim, gab

Part 2: Practice / Centers

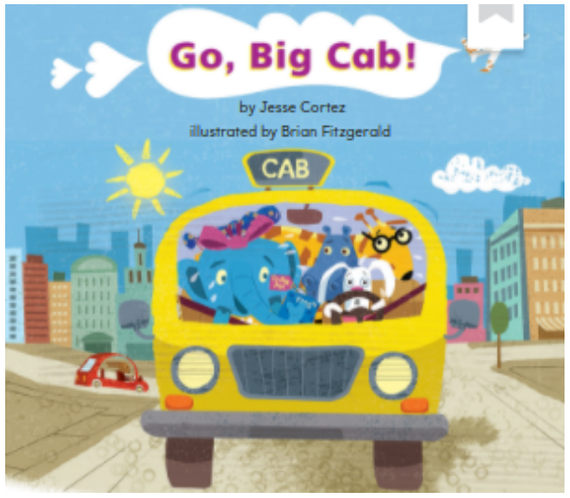
Teacher Table Time (TTT)

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

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

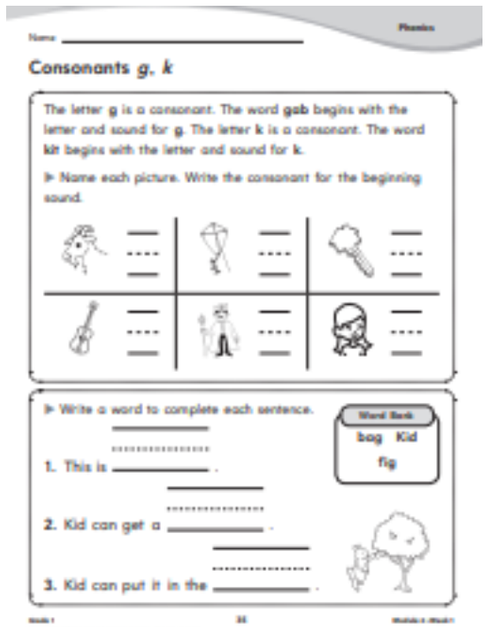
3. Have students write short i CVC words and consonant g, k CVC words.

4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.
5. Decodable Text: Go, Big Cab!



Center 1: Short i and Consonants g, k

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It; Know It, Show It ; Spelling Words List; Spelling


Name _____ Phonics

Consonants *g, k*

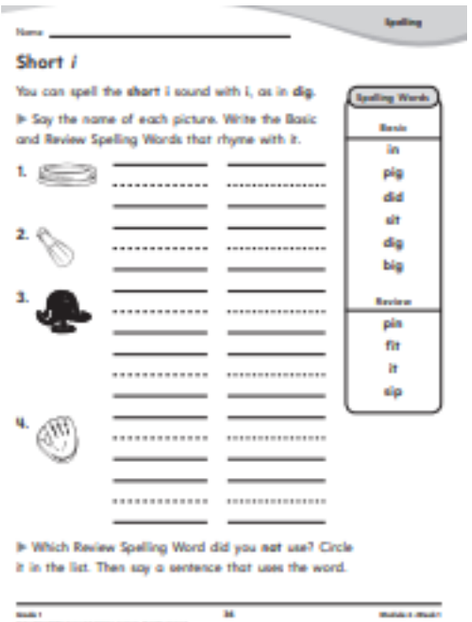
The letter **g** is a consonant. The word **gab** begins with the letter and sound for **g**. The letter **k** is a consonant. The word **kit** begins with the letter and sound for **k**.

▶ Name each picture. Write the consonant for the beginning sound.

▶ Write a word to complete each sentence.

Word Bank: bag, Kid, fig

1. This is _____.
2. Kid can get a _____.
3. Kid can put it in the _____.


Name _____ Spelling

Short *i*

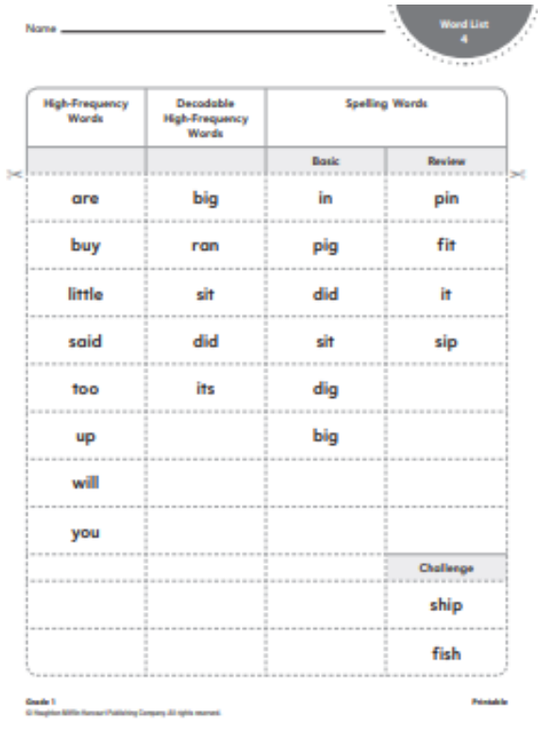
You can spell the **short** *i* sound with **i**, as in **dig**.

▶ Say the name of each picture. Write the Basic and Review Spelling Words that rhyme with it.

Spelling Words — Basic: in, pig, did, sit, dig, big — Review: pin, fit, it, sip

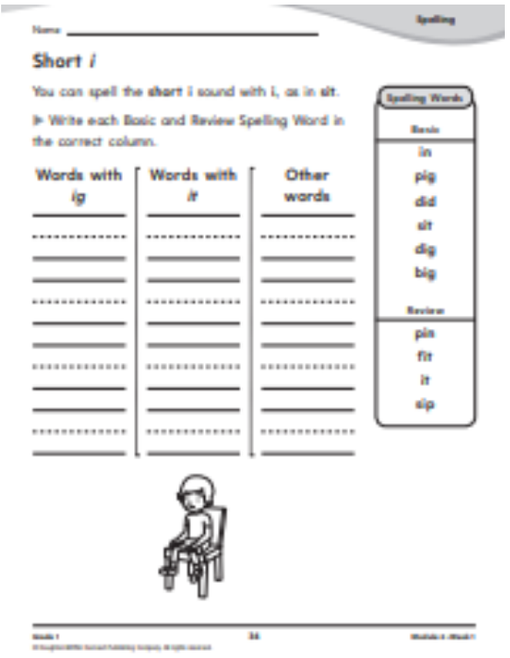
1.
2.
3.
4.

▶ Which Review Spelling Word did you **not** use? Circle it in the list. Then say a sentence that uses the word.


Name _____ Word List 4

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
are	big	in	pin
buy	ran	pig	fit
little	sit	did	it
said	did	sit	sip
too	its	dig	
up		big	
will			
you			
			Challenge
			ship
			fish

Grade 1 — Printable


Name _____ Spelling

Short *i*

You can spell the **short** *i* sound with **i**, as in **sit**.

▶ Write each Basic and Review Spelling Word in the correct column.

Words with *ig*	Words with *it*	Other words

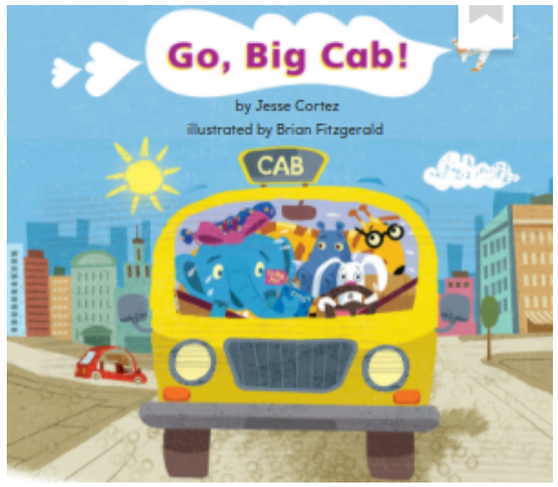
Spelling Words — Basic: in, pig, did, sit, dig, big — Review: pin, fit, it, sip

Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text. Go, Big Cab!
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: kip, gig, gag, Kam, kit, big, bam, dad, map, sad
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 17: Phonics: letters g, k, short /i/ (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short i and the consonants g, k.
- 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 /g/, /k/.

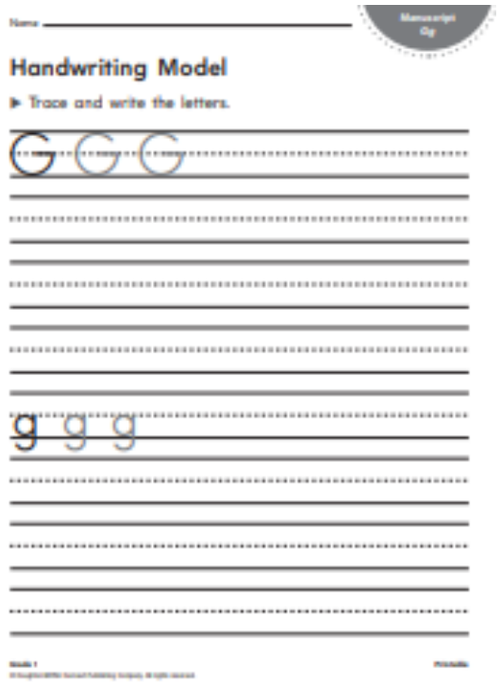
Success Criteria:

- I can say and write the sound-spelling of short i and consonants g, k.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Gg letter card. Model for students how to write and say the Gg sound. As you write the letter Gg, say Gg /g/ like in goat, log, begin.

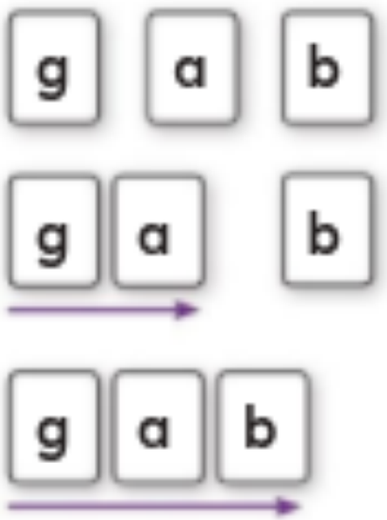
- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Gg worksheet from HMH.
    - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
    - Display the letter card Gg. With students, say Gg, /g/, write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

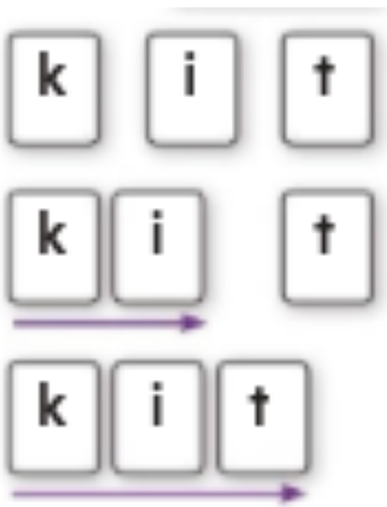

Handwriting Model

▶ Trace and write the letters.

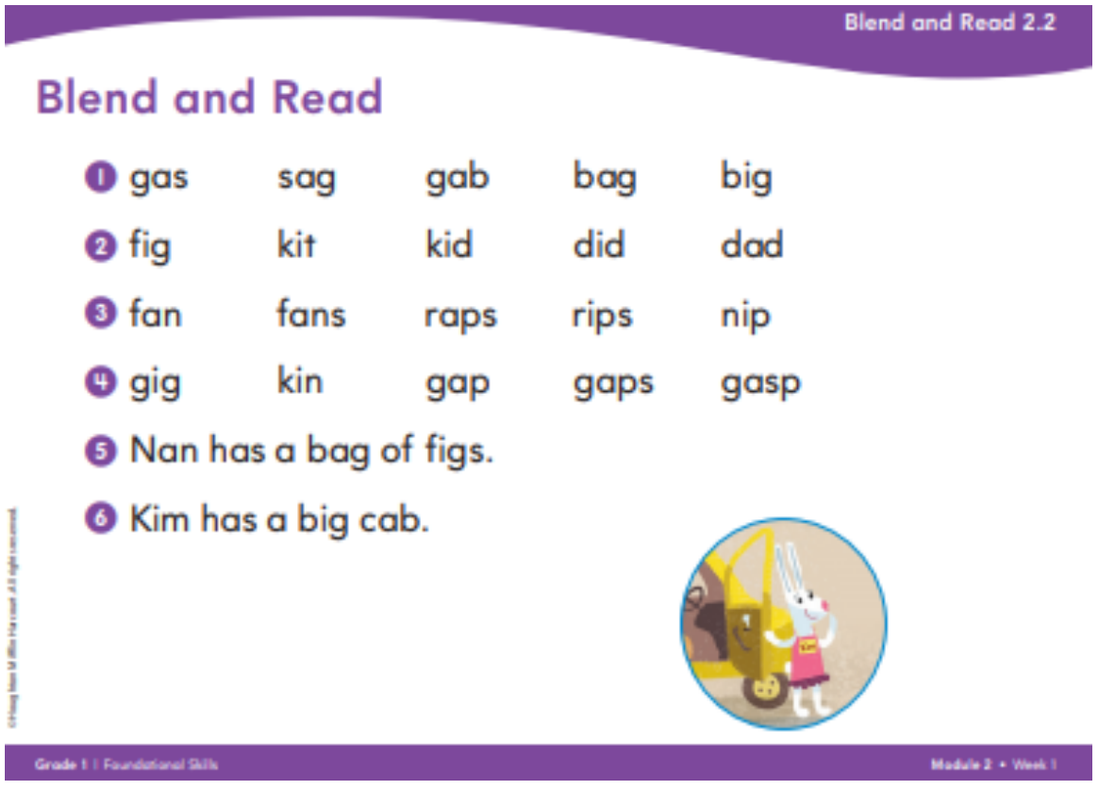
- **Repeat the above steps with letters:**
    - **Consonants:**
        - Kk /k/- kangaroo, rake, rock
        - Review short Ii

- **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 Gg Aa Bb. Model blending the word ‘gab’, use your finger and slide across while saying /g/ /a/ /b/ gab.





- **We do:** Have students practice this blending task by displaying Blend and Read 2.2. 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.



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Kin, gap
    - 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: fans, fig, gas, kid, sag, Kim, nip

Part 2: Practice / Centers

Teacher Table Time (TTT)

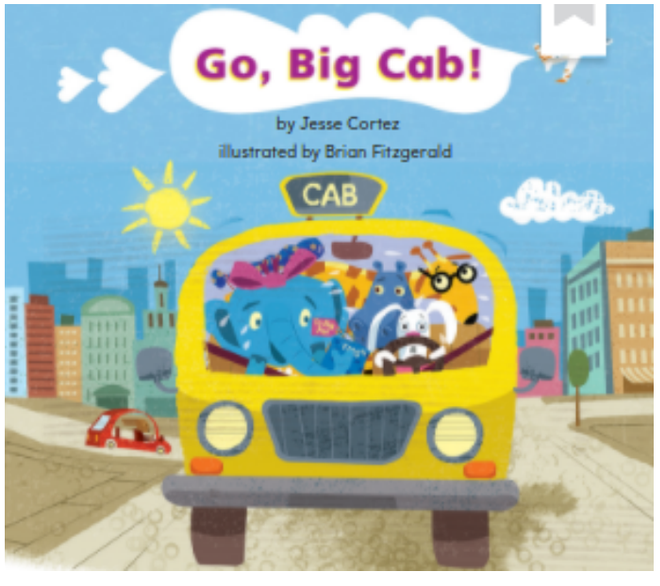
1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing short i and consonant sounds: g, k. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write short i CVC words and consonant g, k CVC words.

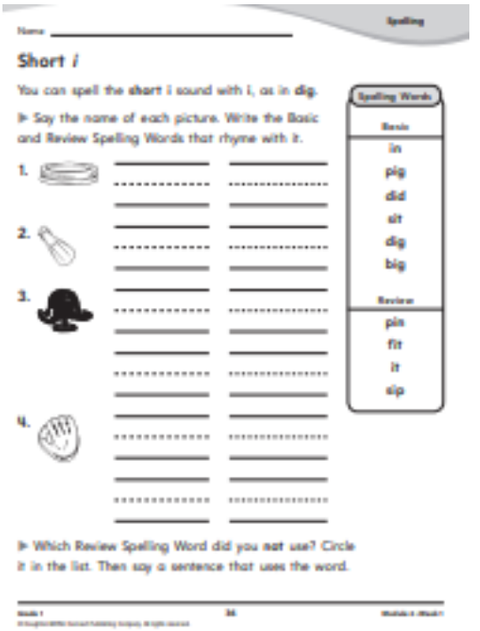
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

    1. Decodable Text: Go, Big Cab!



Center 1: Short i and Consonants g, k

Practice sorting words by short vowel sign. Practice writing spelling words. Know It, Show It; Know It, Show It ; Spelling Words List; Spelling


Name _____ Spelling

Short *i*

You can spell the short i sound with i, as in **dig**.

▶ Say the name of each picture. Write the Basic and Review Spelling Words that rhyme with it.

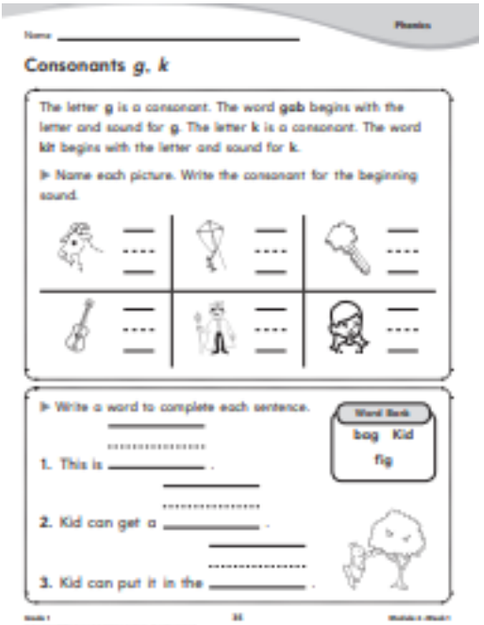
1.
2.
3.
4.

Spelling Words

Basic: in, pig, did, sit, dig, big

Review: pin, fit, it, sip

▶ Which Review Spelling Word did you **not** use? Circle it in the list. Then say a sentence that uses the word.


Name _____ Phonics

Consonants *g, k*

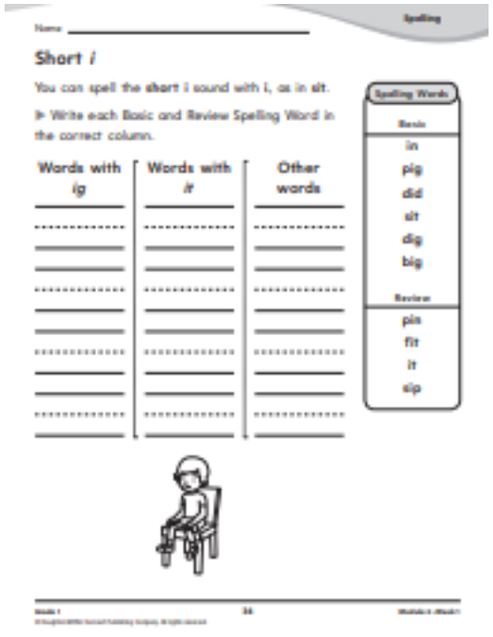
The letter **g** is a consonant. The word **gab** begins with the letter and sound for **g**. The letter **k** is a consonant. The word **kit** begins with the letter and sound for **k**.

▶ Name each picture. Write the consonant for the beginning sound.

▶ Write a word to complete each sentence.

Word Bank: bag, Kid, fig

1. This is _____.
2. Kid can get a _____.
3. Kid can put it in the _____.


Name _____ Spelling

Short *i*

You can spell the short i sound with i, as in **sit**.

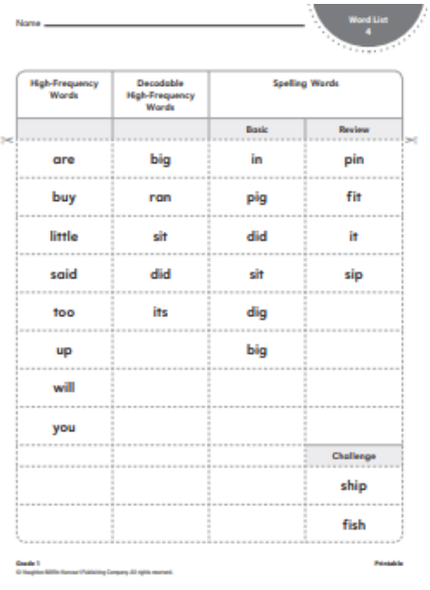
▶ Write each Basic and Review Spelling Word in the correct column.

Words with *ig*	Words with *it*	Other words

Spelling Words

Basic: in, pig, did, sit, dig, big

Review: pin, fit, it, sip


Name _____ Word List 4

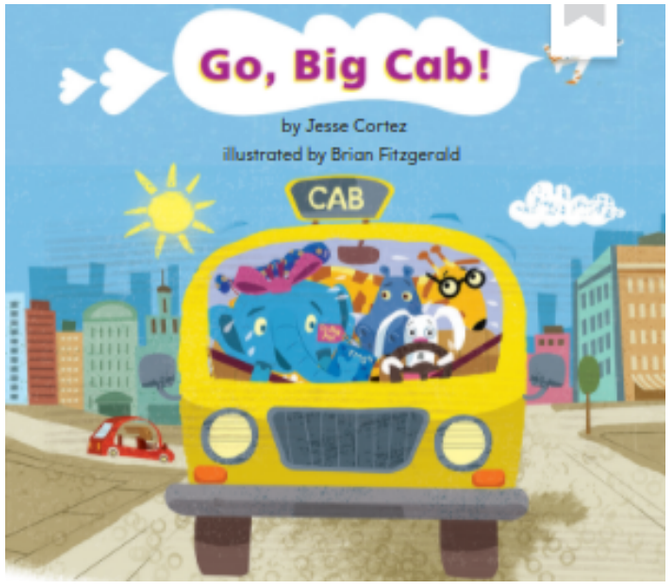
High-Frequency Words	Decodable High-Frequency Words	Spelling Words: Basic	Spelling Words: Review
are	big	in	pin
buy	ran	pig	fit
little	sit	did	it
said	did	sit	sip
too	its	dig	
up		big	
will			
you			
			Challenge
			ship
			fish

Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text. Go, Big Cab!



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: Kim is in the cab. The cat is big. Dad sat in the car.

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

3. Add date to task.

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

Lesson 18: Phonics: letters g, k, short /i/ and short /a/ (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L. 1.2)

Learning Intentions:

- I am learning the sound-spellings for short a and i.
- 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 /a/, /i/

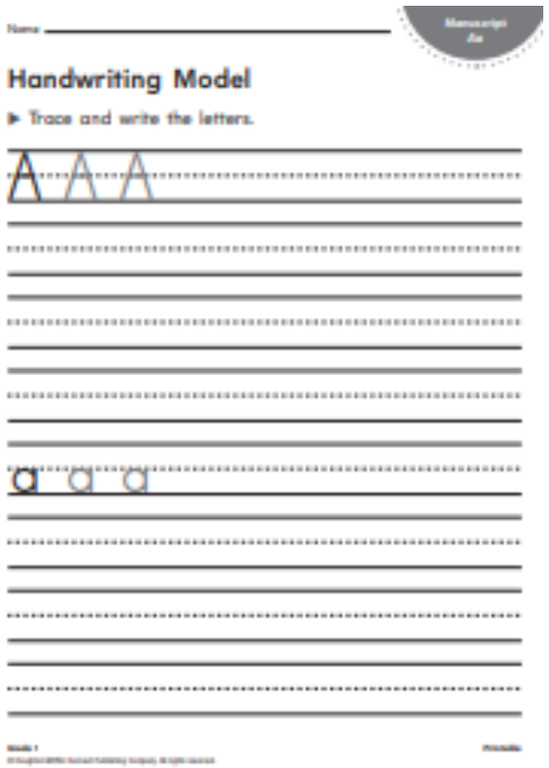
Success Criteria:

- I can say and write the sound-spelling of short a and i.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Aa letter card. Model for students how to write and say the Aa sound. As you write the letter Aa, say Aa /a/ like in alligator, apple, mat.

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Aa worksheet from HMH.
    - 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 Aa. With students, say Aa, /a/, write the letter Aa, while saying /a/.


Name _____

Handwriting Model

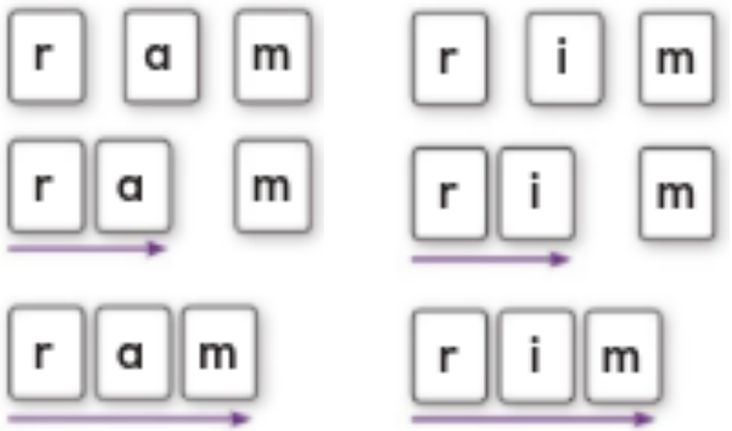
▶ Trace and write the letters.

A A A

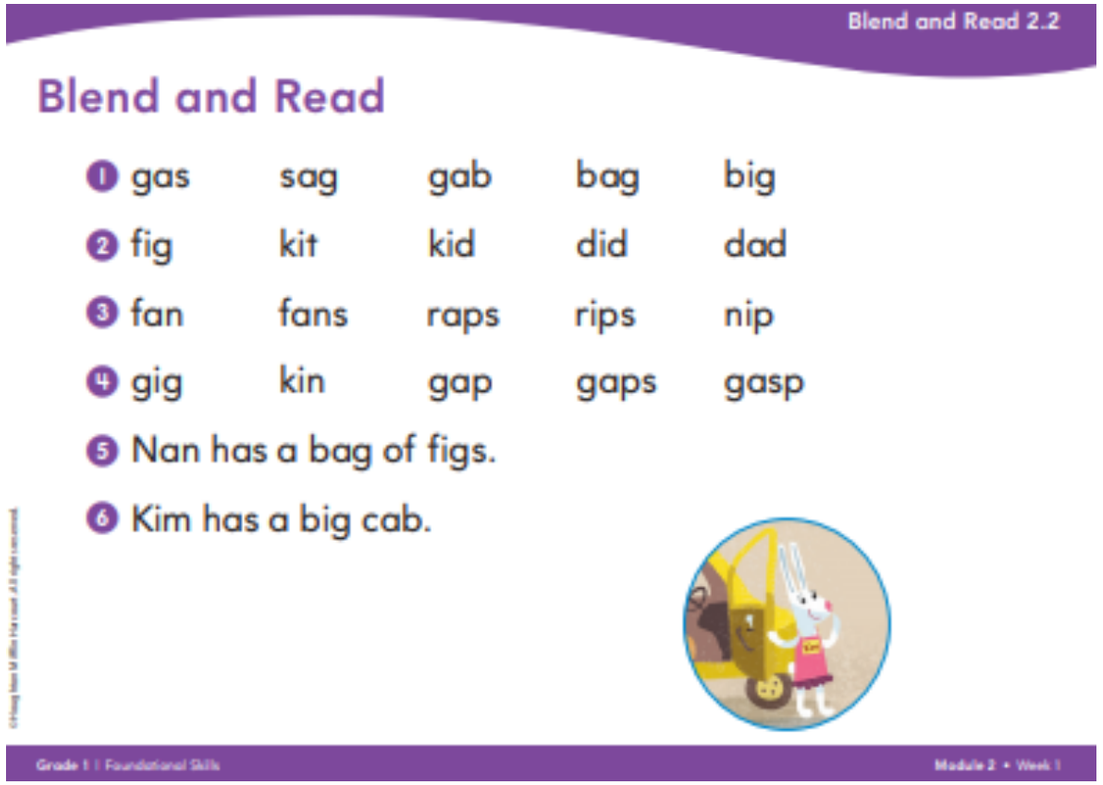
a a a

- **Repeat the above steps with letters:**
    - **Consonants:**
        - Ii /i/- igloo, win, insect

- **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 Aa Mm. Model blending the word ‘ram’, use your finger and slide across while saying /r/ /a/ /m/ ram.



- **We do:** Have students practice this blending task by displaying Blend and Read 2.2. 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.



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Gasp, sits
    - 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: rasp, past, mits, mist, king.

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

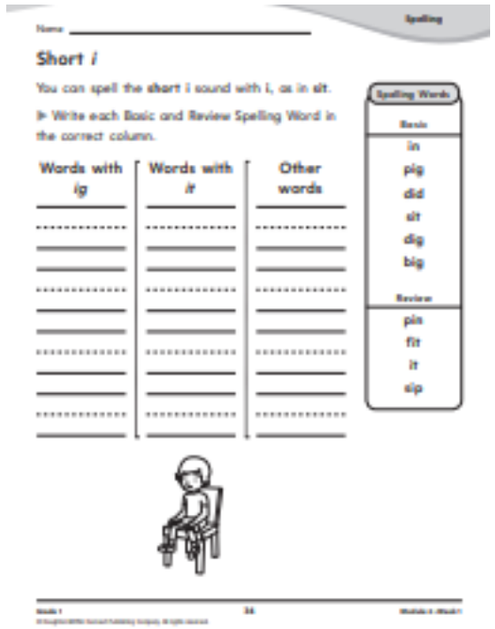
3. Have students write short i and short a CVC words and consonant g, k CVC words.

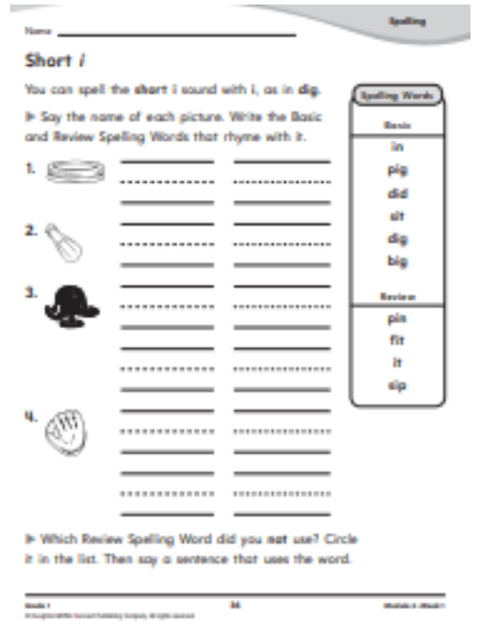
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

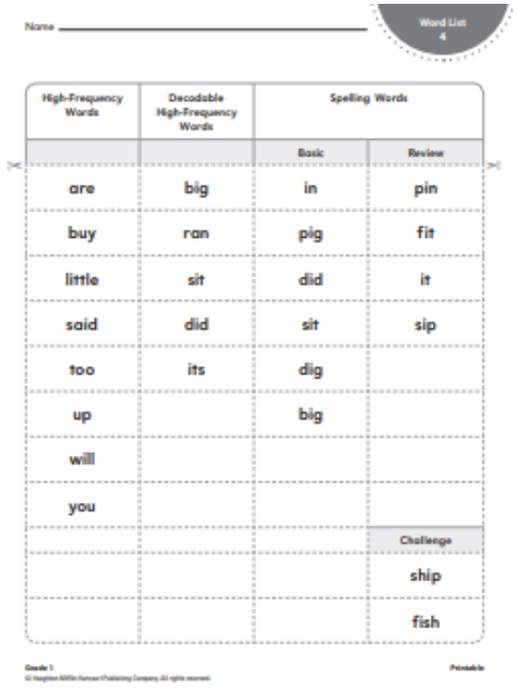
1. Read decodable text, Big Pat

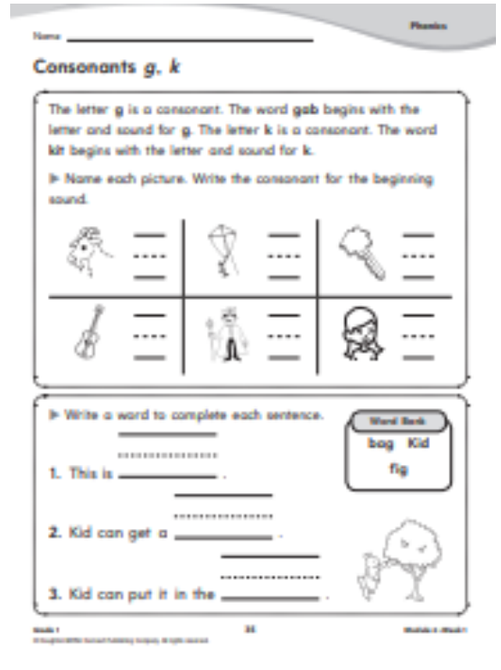
Center 1: Short i and short a and Consonants g, k

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It; Know It, Show It ; Spelling Words List; Spelling









Center 2: Word Work

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

Center 3: Independent Read

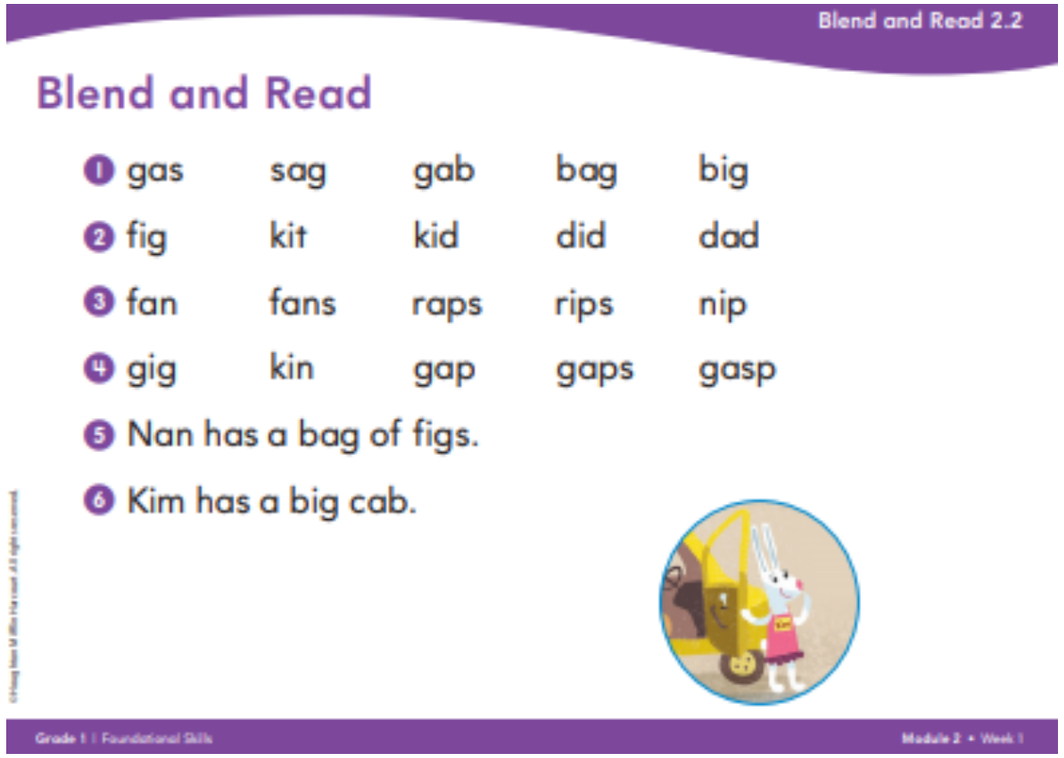
1. Read decodable text, Big Pat

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:



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Sam has a big fan. Kim rips the bag and the kids gasp.

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 19: Phonics: letters g, k, short /i/ and short /a/ (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L. 1.2)

Learning Intentions:

- I am learning the sound-spellings for short a and short i .
- 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 /i/, /a/

Success Criteria:

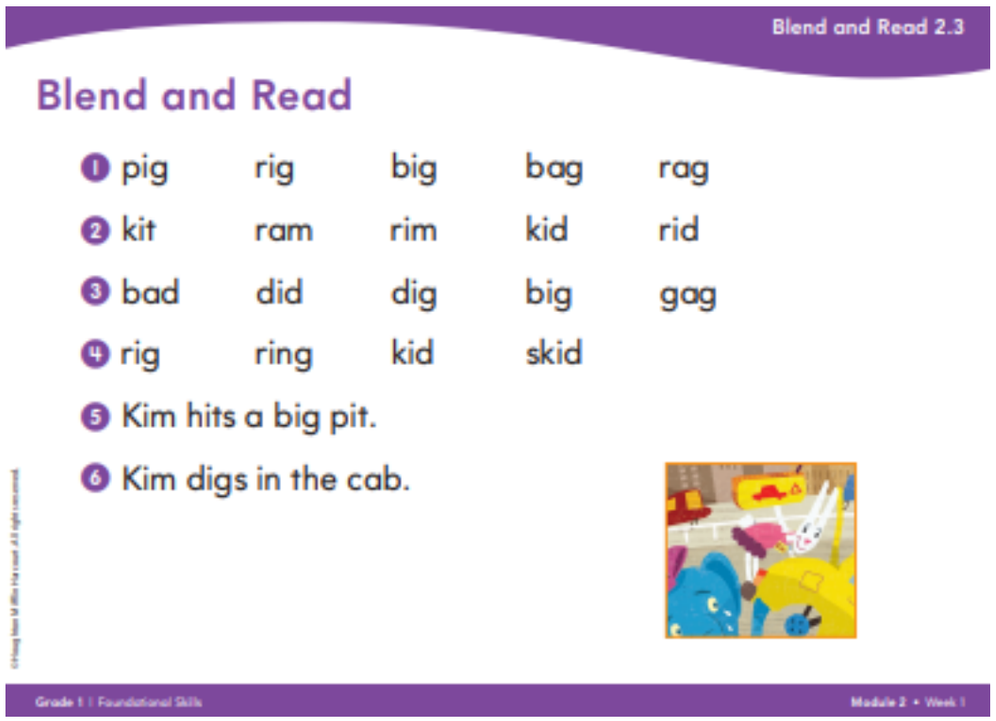
- I can say and write the sound-spelling of short a and i.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

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, Big Pat . 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: b, a, t, m, a, n. Ask students what letter sound the short a makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat for the second syllable (man).

b a t m a n

- **We do:** Have students practice this blending task by displaying Blend and Read 2.3. 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 2.3

Blend and Read

1 pig	rig	big	bag	rag
2 kit	ram	rim	kid	rid
3 bad	did	dig	big	gag
4 rig	ring	kid	skid	

5 Kim hits a big pit.

6 Kim digs in the cab.

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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: **ring, skid, rag, ramp, gasps, rigs**

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

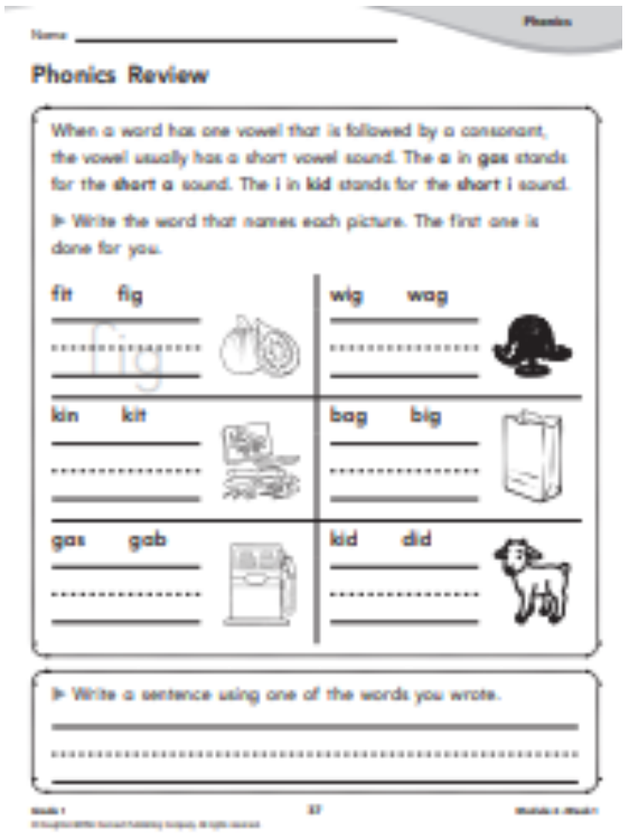
3. Have students write short i and short a CVC words and consonant g, k CVC words.

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

1. Decodable Text: Big Pat

Center 1: Short a and short i Consonants g, k

Practice sorting words by short vowel sound and consonants. Practice writing spelling words. Know It, Show It


Phonics Review

When a word has one vowel that is followed by a consonant, the vowel usually has a short vowel sound. The a in gas stands for the short a sound. The i in kid stands for the short i sound.

▶ Write the word that names each picture. The first one is done for you.

fit fig

wig wag

kin kit

bag big

gas gab

kid did

▶ Write a sentence using one of the words you wrote.

Center 2: Word Work

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

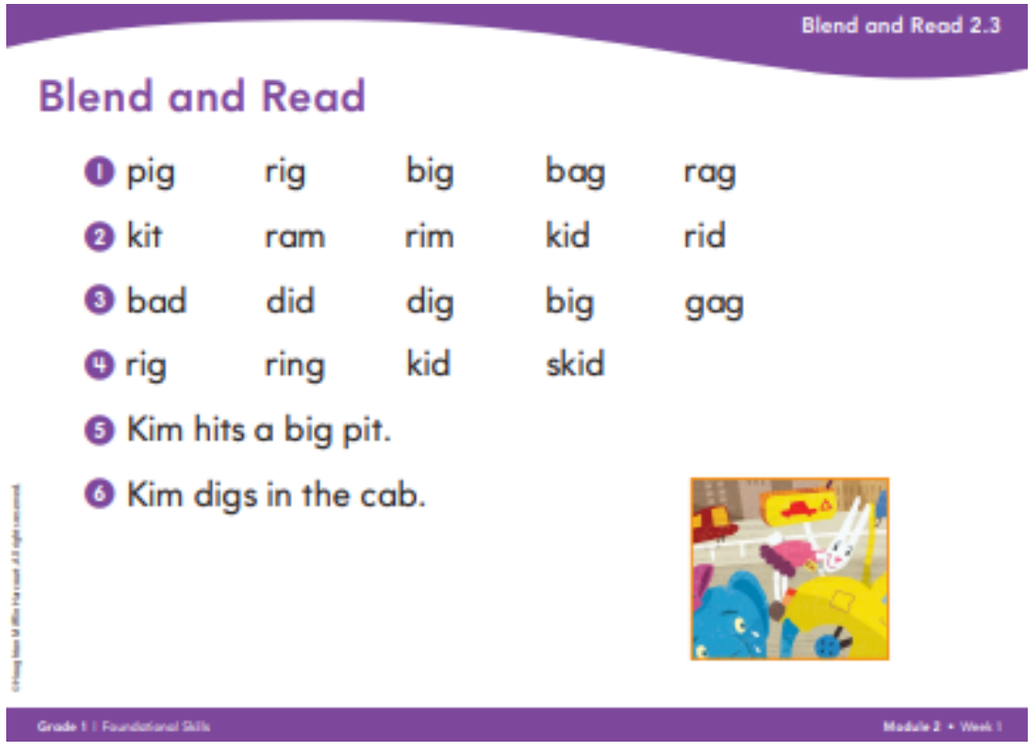
Center 3: Independent Read

1. Read decodable text, Big Pat

2. Then find words that rhyme with the word ***Kim*** and ***ran***.

3. Write them in your notebook.

4. Practice reading this page:



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: Pat sat in the cab. The king digs in pits. Sam hits a big rig.

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 20: Phonics: letters g, k, short /i/ and short /a/ (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L. 1.2)

Learning Intentions:

- I am learning the sound-spellings for short a, short i, and the consonants g, k.
- 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 /g/, /k/.

Success Criteria:

- I can say and write the sound-spelling of short a, short i, and consonants g, k.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of short a and short i and consonant sounds g, k 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: The fat pig did fit in the pit. Sis skids at the ring.

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. **in** We go in that door.
2. **pig** A pig is a farm animal.
3. **did** What did you do yesterday?
4. **sit** Please sit in the chair.
5. **dig** Use a shovel to dig a hole.
6. **big** An elephant is very big.

REVIEW

7. **pin** She uses a pin to hold her hair.
8. **fit** All my markers fit in the box.
9. **it** Put it away.
10. **sip** Take a sip of the drink.

CHALLENGE

11. **ship** The ship crossed the ocean.
12. **fish** Many fish swim in the lake.

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Go Big Cab!* and *Big Pat.*

2. Spend time during this period listening to students read the decodable texts: *Go Big Cab!* and *Big Pat.*

3. Record your findings.

Lesson 21: Phonics: letters l, h, short 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 short o and the consonants l, h.

- 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 /l/, /h/ and short o.

Success Criteria:

- I can say and write the sound-spelling of short o and consonants l, h.

- I can decode words by their sound letter relationships.

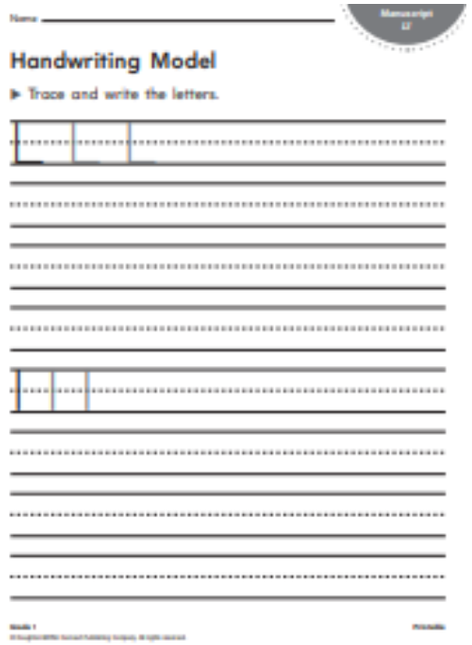
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Ll letter card. Model for students how to write and say the Ll sound. As you write the letter Ll, say the sound like in letter, dollar, feel

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ll worksheet from HMH.
    - 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 Ll. With students, say Ll, /l/, write the letter Ll, while saying /l/.



Name _____ Manuscript Ll

Handwriting Model

▶ Trace and write the letters.

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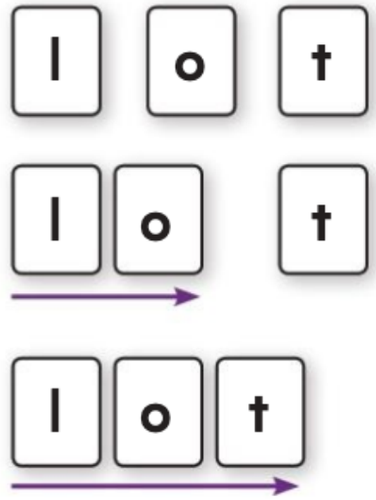
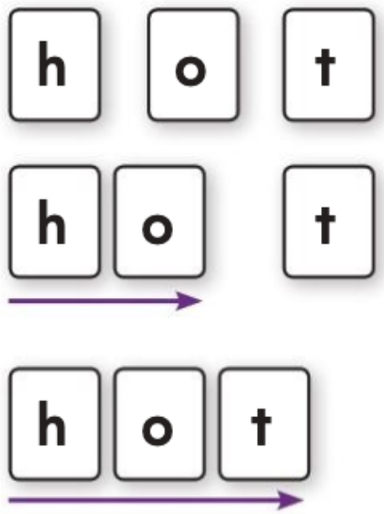
- **Repeat the above steps with letters:**
    - **Consonants/Vowels:**
        - Hh, /h/- hat, grasshopper, bath
        - Review short Oo /o/ octopus, top, October

- **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 Oo Tt. Model blending the word ‘lot’ use your finger and slide across while saying /l /o/ /t/ lot.



- **Repeat the above step for the word ‘hot’**



- **We do:** Tell students that they will be blending words with you. Display the letter cards Mm Oo Pp. With students, blend the word ‘mop’, use your finger and slide across while saying with students /m/ /o/ /p/ mop
    - Blend the words: log, hat, hip.

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - lap, Hal, pot
    - 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: hog, lot, gal, kid, hot

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

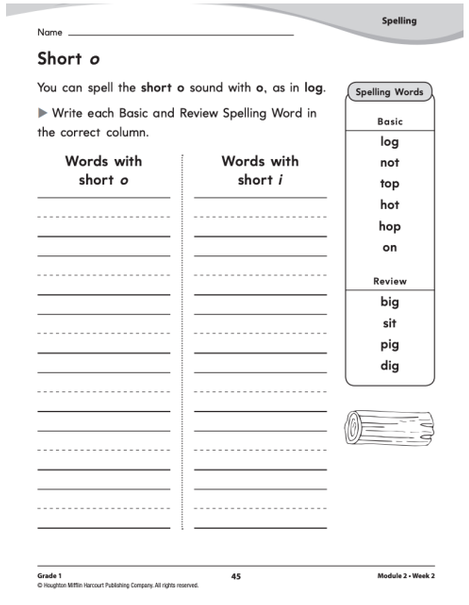
3. Have students write short i CVC words and consonant l, h. CVC words.

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

1. Decodable Text: [Tap, Bam! Rip! Bam!]

Center 1: Short o and Consonants l, h

Practice sorting words by short vowel sound. Practice writing spelling words. [Know It Show It page 45], [Know it Show it page 46], [Spelling Words List]



Spelling

Name _____

Short *o*

You can spell the **short o** sound with **o**, as in **log**.

▶ Write each Basic and Review Spelling Word in the correct column.

Words with short *o*	Words with short *i*

Spelling Words

Basic
log
not
top
hot
hop
on

Review
big
sit
pig
dig

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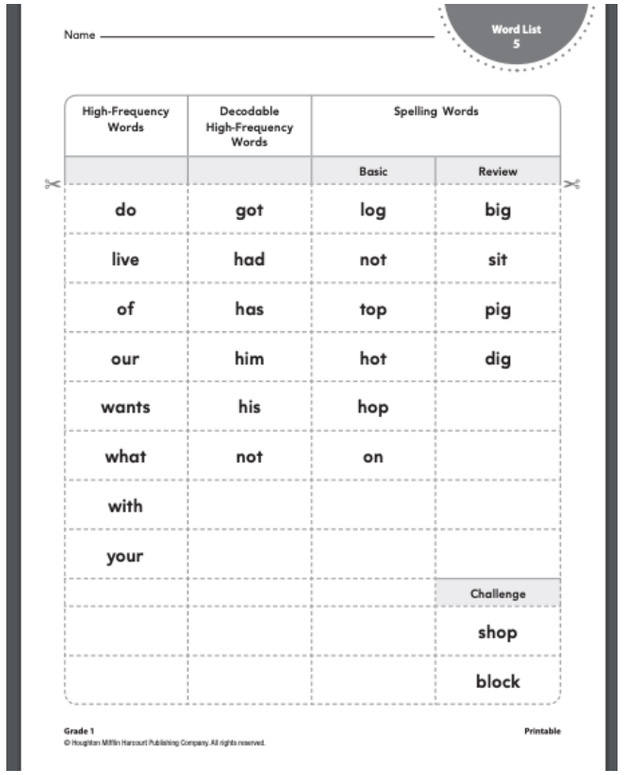

Name _____ Word List 5

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
do	got	log	big
live	had	not	sit
of	has	top	pig
our	him	hot	dig
wants	his	hop	
what	not	on	
with			
your			
			Challenge
			shop
			block

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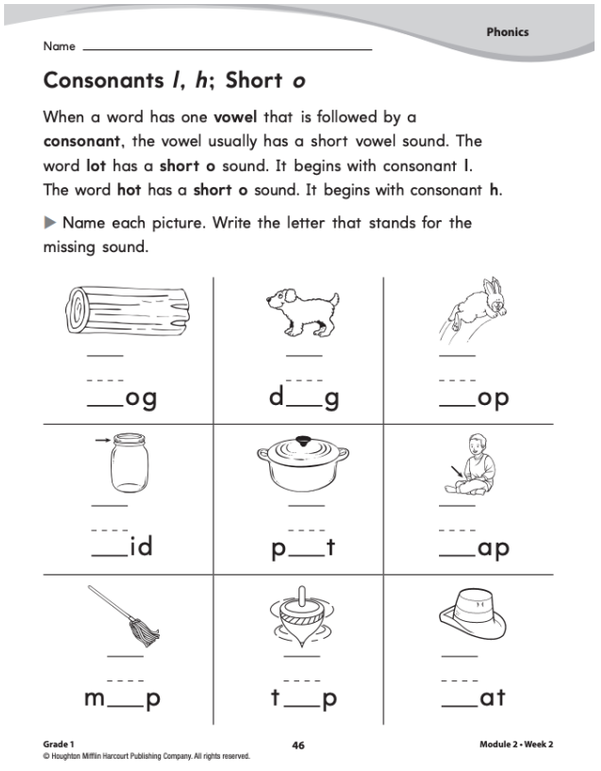

Phonics

Name _____

Consonants *l*, *h*; Short *o*

When a word has one **vowel** that is followed by a **consonant**, the vowel usually has a short vowel sound. The word **lot** has a **short o** sound. It begins with consonant **l**. The word **hot** has a **short o** sound. It begins with consonant **h**.

▶ Name each picture. Write the letter that stands for the missing sound.

___og	d___g	___op
___id	p___t	___ap
m___p	t___p	___at

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Center 2: Word Work

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

Center 3: Independent Read Tap, Bam! Rip! Bam!

1. Read the decodable text.
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: got, hop, dig, hot, gap, on, Gil, top, him, lot
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 22: Phonics: letters l, h, short o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short o and the consonants l, h.
- 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 /l/, /h/ and short o.

Success Criteria:

- I can say and write the sound-spelling of short o and consonants l, h
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Hh letter card. Model for students how to write and say the Hh sound. As you write the letter Hh, say Hh /h/ like in horse, ahead, hand.

h_

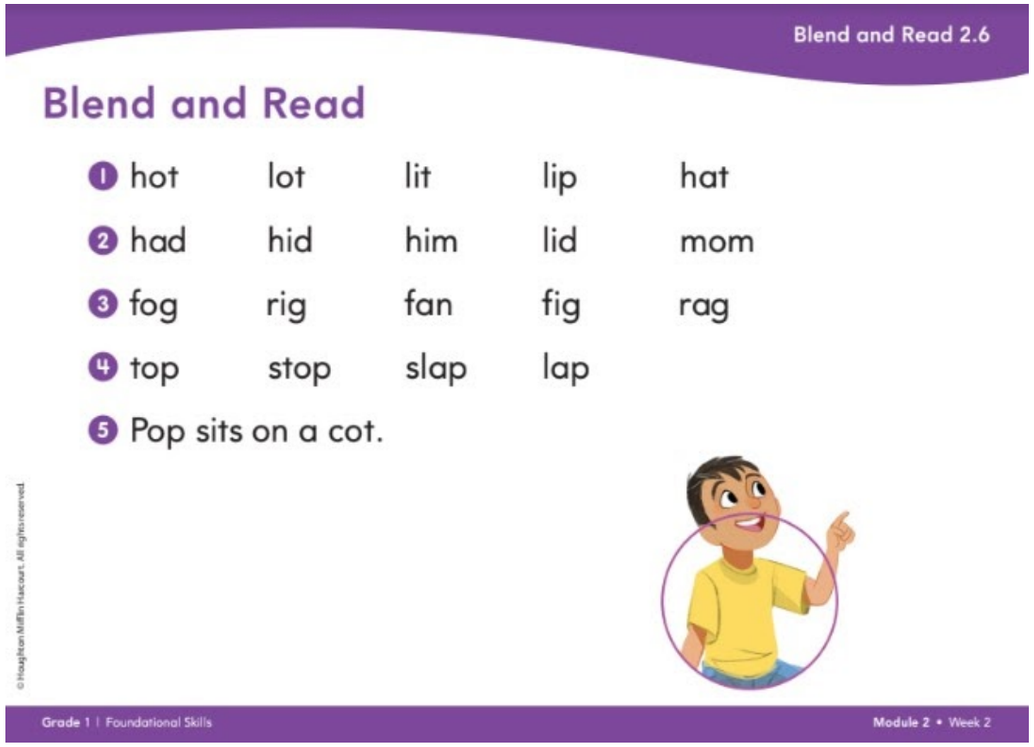
- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Hh worksheet from HMH.
    - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
    - Display the letter card Hh. With students, say Hh, /h/, write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

- **Repeat the above steps with letters:**
    - **Consonants:**
        - Ll /l/- letter, dollar, feel
        - Review short o

- **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 Gg Aa Ll. Model blending the word ‘gal’, use your finger and slide across while saying /g/ /a/ /l/ gal. Explain that gal is a word that means girl.

- **We do:** Have students practice this blending task by displaying Blend and Read 2.6.

- 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.



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

- Pal, hops, lap
- 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: lid, hot, him, lot, Tom, plot

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write short o CVC words and consonant l, h CVC words.

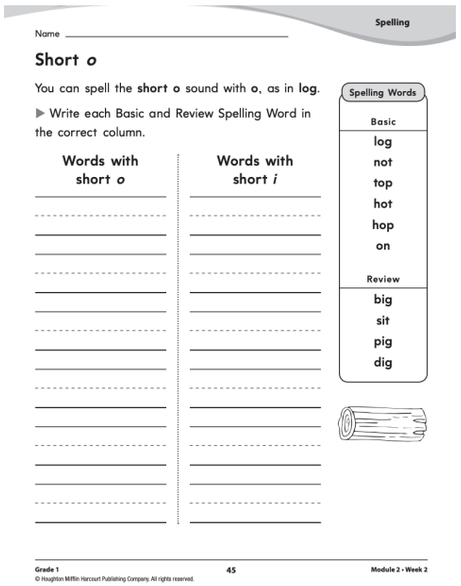
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

    1. Decodable Text: A Map

Dad has a big map.
Find the X, Bob!
Find it, Dom!

Center 1: Short o and Consonants l, h

Practice sorting words by short vowel sound. Practice writing spelling words. Know It Show It page 45, Know it Show it page 46, Spelling Words List



Name _____ Spelling

Short *o*

You can spell the **short o** sound with **o**, as in **log**.

▶ Write each Basic and Review Spelling Word in the correct column.

Words with short *o*	Words with short *i*

Spelling Words

Basic: log, not, top, hot, hop, on

Review: big, sit, pig, dig

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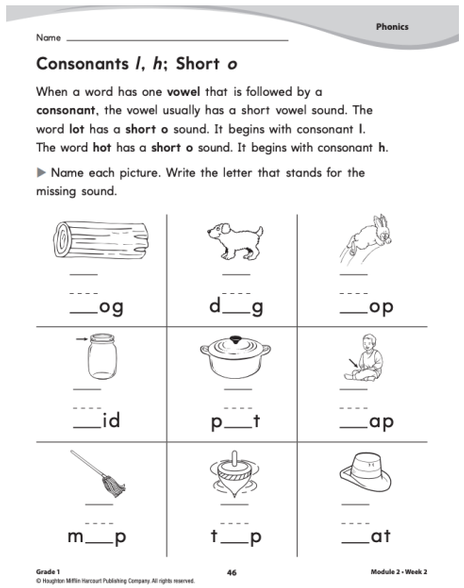

Name _____ Phonics

Consonants *l*, *h*; Short *o*

When a word has one **vowel** that is followed by a **consonant**, the vowel usually has a short vowel sound. The word **lot** has a **short o** sound. It begins with consonant **l**. The word **hot** has a **short o** sound. It begins with consonant **h**.

▶ Name each picture. Write the letter that stands for the missing sound.

___og	d___g	___op
___id	p___t	___ap
m___p	t___p	___at

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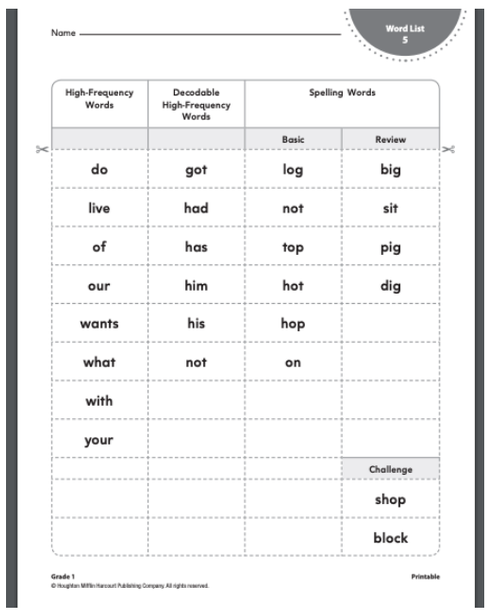

Name _____ Word List 5

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
do	got	log	big
live	had	not	sit
of	has	top	pig
our	him	hot	dig
wants	his	hop	
what	not	on	
with			
your			
			Challenge
			shop
			block

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Center 2: Word Work

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

Center 3: Independent Read A Map

1. Read the decodable text.
2. Then read it to your partner.
3. Then listen to your partner read.

Dad has a big map.
Find the X, Bob!
Find it, Dom!

TRT

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words/sentences: Can Bob hop a lot?
   Words: on, lit, hot, not, log
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 23: Phonics: l, h, short o; review short a, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short a, i and o.
- 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 /i, /a/, /o/

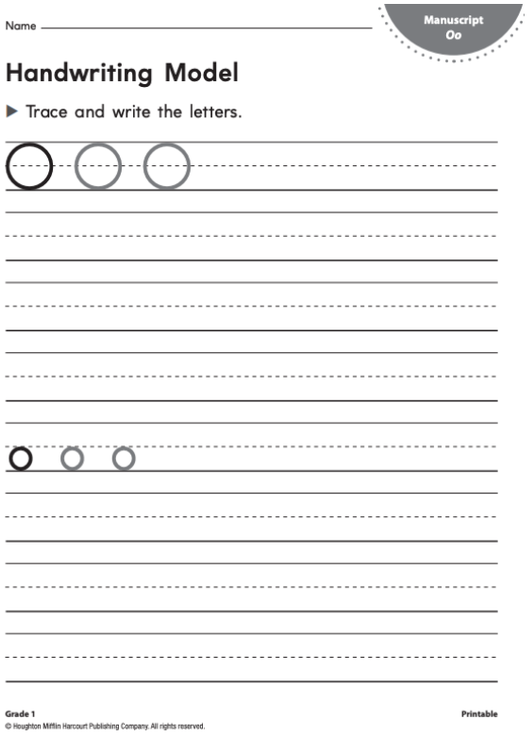
Success Criteria:

- I can say and write the sound-spelling of short a, i and o.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Oo letter card. Model for students how to write and say the Oo sound. As you write the letter Oo say Oo /o/ like in octopus, hot, chop.

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Oo worksheet from HMH.
    - 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 Oo. With students, say Oo, /o/, write the letter Oo, while saying /o/.


Name _____

Manuscript
Oo

Handwriting Model

▶ Trace and write the letters.

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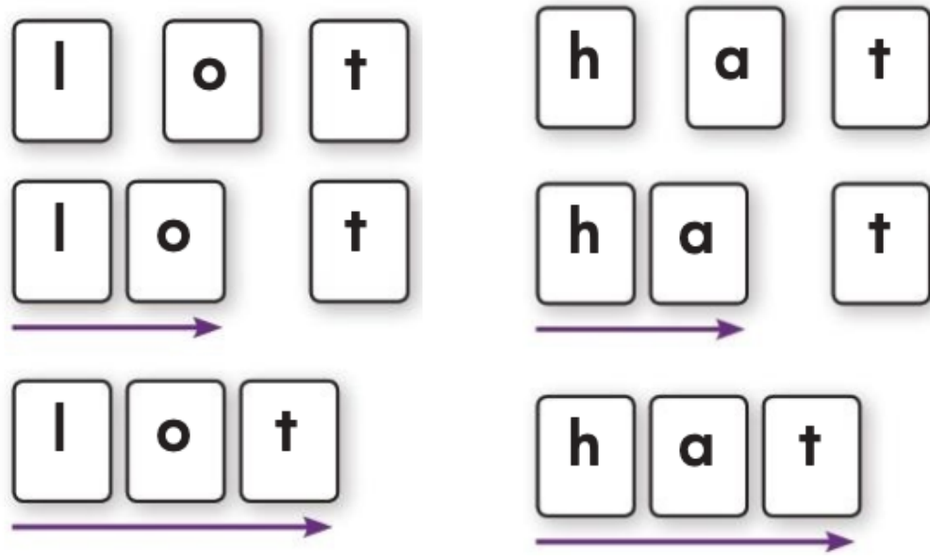
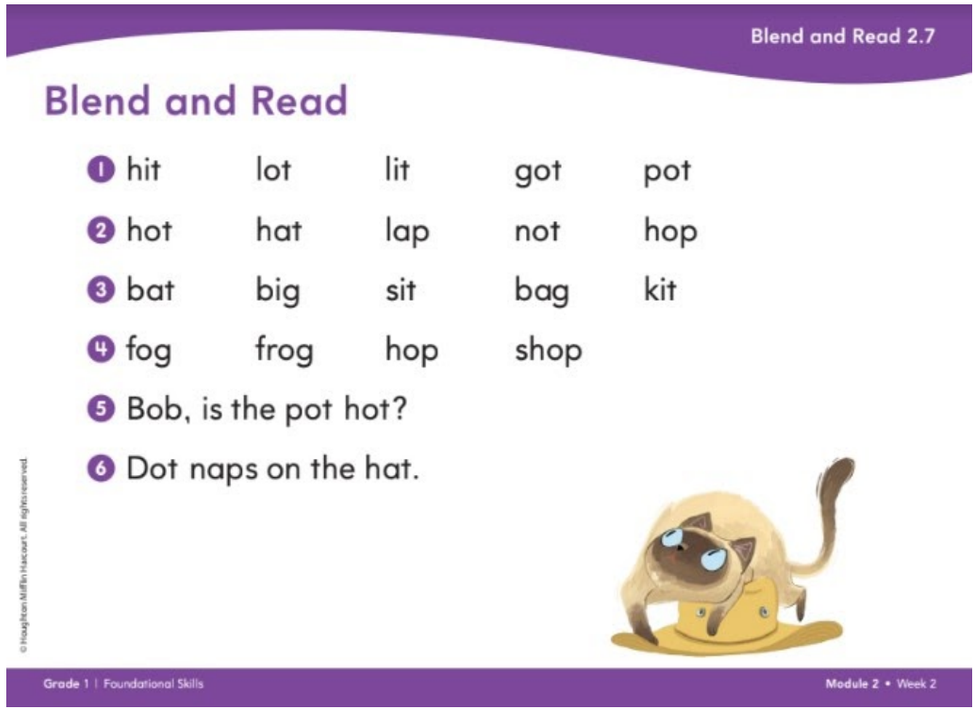
- **Repeat the above steps with letters:**
    - **Vowels:**
        - Aa /a/ - alligator, apple, mat
        - Ii /i/- igloo, win, insect
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This 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 Hh Aa Tt. Model blending the word ‘hat’, use your finger and slide across while saying /h/ /a/ /t hat.



- **We do:** Have students practice this blending task by displaying Blend and Read It 2.7
- 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 2.7

Blend and Read

1 hit	lot	lit	got	pot
2 hot	hat	lap	not	hop
3 bat	big	sit	bag	kit
4 fog	frog	hop	shop	

5 Bob, is the pot hot?

6 Dot naps on the hat.

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Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

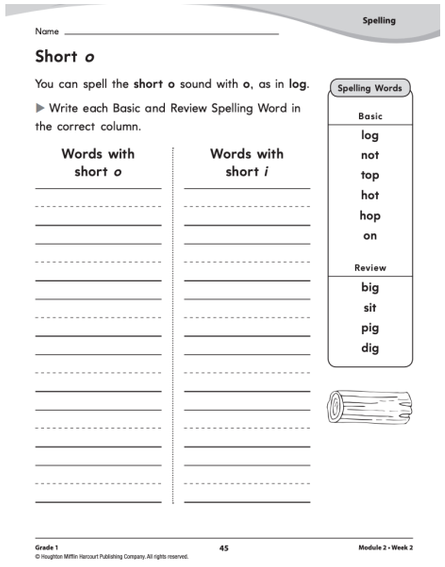
3. Have students write short i, short a, and short o CVC words and consonant l and h CVC words.

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

    1. Decodable Text: Dot Is on It

Center 1: Short o and Consonants l, h

Practice sorting words by short vowel sound. Practice writing spelling words. Know It Show It page 45, Know it Show it page 46, Spelling Words List


Spelling

Name _____

Short *o*

You can spell the **short o** sound with **o**, as in **log**.

▶ Write each Basic and Review Spelling Word in the correct column.

Words with short *o*	Words with short *i*

Spelling Words

Basic: log, not, top, hot, hop, on

Review: big, sit, pig, dig

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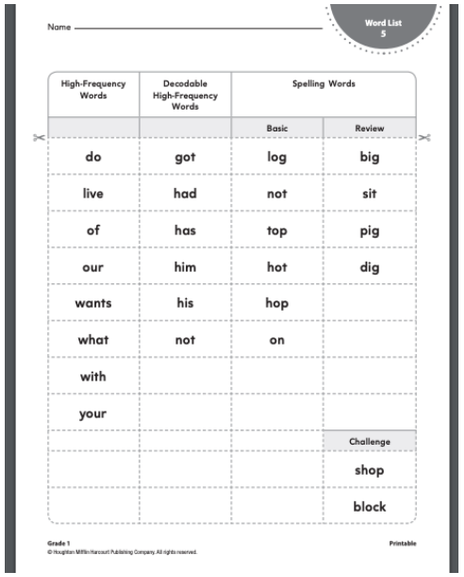
Name _____ Word List 5

High-Frequency Words	Decodable High-Frequency Words	Spelling Words: Basic	Spelling Words: Review
do	got	log	big
live	had	not	sit
of	has	top	pig
our	him	hot	dig
wants	his	hop	
what	not	on	
with			
your			
			Challenge
			shop
			block

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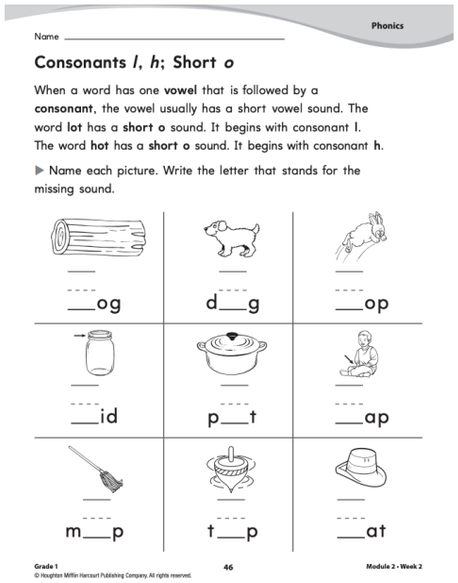
Phonics

Name _____

Consonants *l*, *h*; Short *o*

When a word has one **vowel** that is followed by a **consonant**, the vowel usually has a short vowel sound. The word **lot** has a **short o** sound. It begins with consonant **l**. The word **hot** has a **short o** sound. It begins with consonant **h**.

▶ Name each picture. Write the letter that stands for the missing sound.

___og	d___g	___op
___id	p___t	___ap
m___p	t___p	___at

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Center 2: Word Work

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

Center 3: Independent Read

1. Read decodable text, Dot Is on It

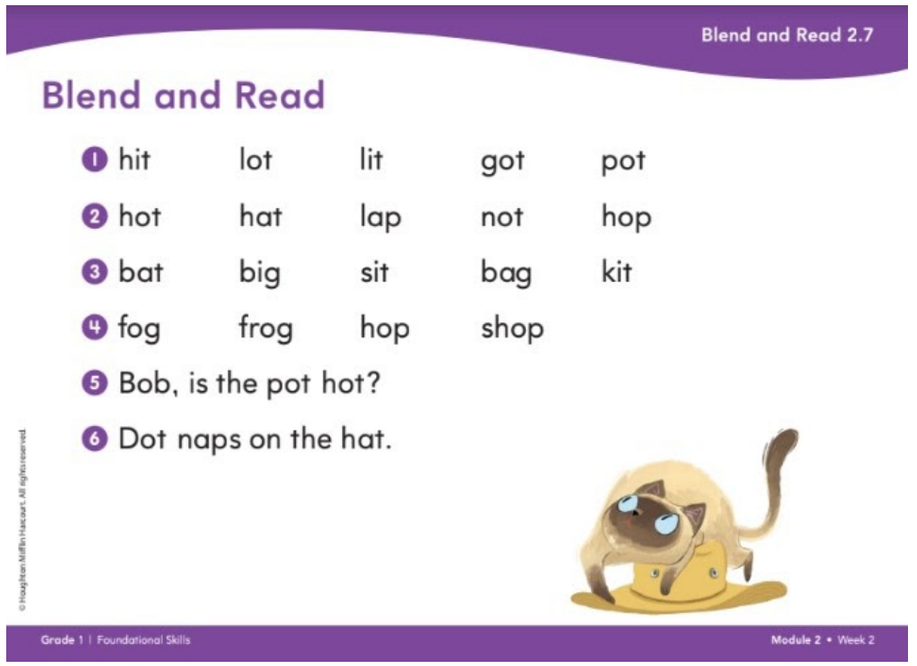
2. Then read it to your partner.

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 It 2.7



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Bob is the pot hot? Gil naps on the cat.

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 24: Phonics: l, h, short o; review short a, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short a, i and o.
- 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 /a/, /i/,/ o/

Success Criteria:

- I can say and write the sound-spelling of short a, i and o.
- 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, Hope on it Dot! 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.

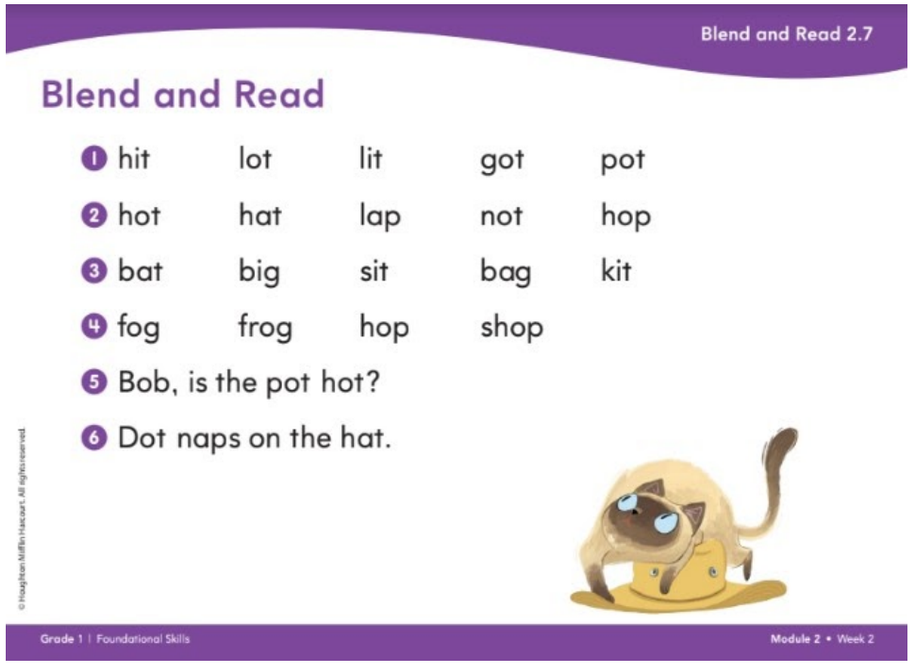
- **We Do:** Have children partner read page 157 -159 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.

- **I Do:** Model for students how you blend letter sounds together to read words. Display the letter cards: t-i-p t-o-p . Ask students what letter sound the short i makes. Have them repeat that sound. Repeat asking about the sound the short o makes. 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 (top).

  tip top - tiptop

- **We do:** Have students practice this blending task by displaying . 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 It 2.7



- **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: tot, rim, pal, jog, cop, lap

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

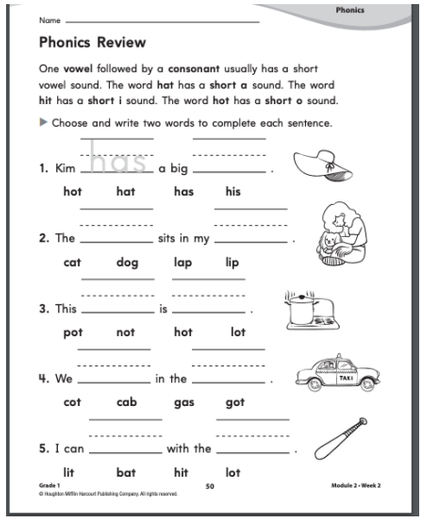
3. Have students write short a, short i, and short o CVC words and consonant h, l CVC words.

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

Decodable Text: Hop on it, Dot!

Center 1: Short a, i, and o vowels andCo nsonants h, l

Practice sorting words by short vowel sounds and consonants. Practice writing spelling words. Know it Show It



Name _____ Phonics

Phonics Review

One **vowel** followed by a **consonant** usually has a short vowel sound. The word **hat** has a **short a** sound. The word **hit** has a **short i** sound. The word **hot** has a **short o** sound.

▶ Choose and write two words to complete each sentence.

1. Kim has a big _____ .
   hot hat has his
2. The _____ sits in my _____ .
   cat dog lap lip
3. This _____ is _____ .
   pot not hot lot
4. We _____ in the _____ .
   cot cab gas got
5. I can _____ with the _____ .
   lit bat hit lot

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Center 2: Word Work

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

Center 3: Independent Read Hop on it, Dot!

1. Read decodable text.
2. Then find at least three words that have the short o sound.
3. Write them in your notebook.

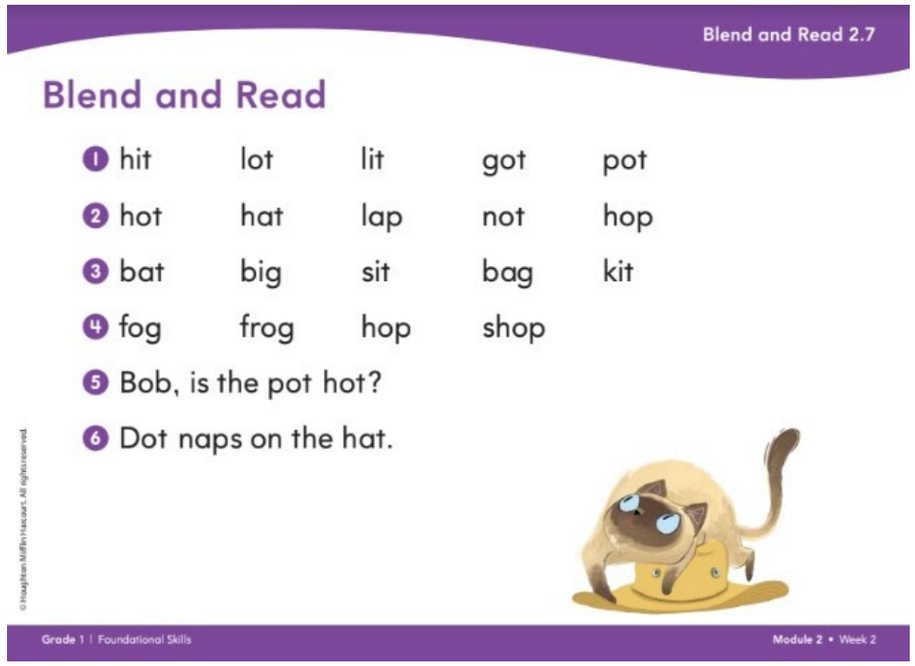
Hop on It, Dot!

by Jordan Munro

illustrated by Teresa Martinez

Sal has a big pot.
Sal wants Dot to hop on it.
"Hop, Dot! Hop!" said Sal.

4. Practice reading this page:



Blend and Read 2.7

Blend and Read

1. hit lot lit got pot
2. hot hat lap not hop
3. bat big sit bag kit
4. fog frog hop shop
5. Bob, is the pot hot?
6. Dot naps on the hat.

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Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: The cat sat on the mop. The lid had a rip.
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 25: Phonics: l, h, short o; review short a, i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short a, i and o.
- 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 /a/, /i/,/ o/

Success Criteria:

- I can say and write the sound-spelling of short a, i and o.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of vowel sounds short a, short i, and short o and consonant sounds h, 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: Sid had the mop. The cat sits on a rat.

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

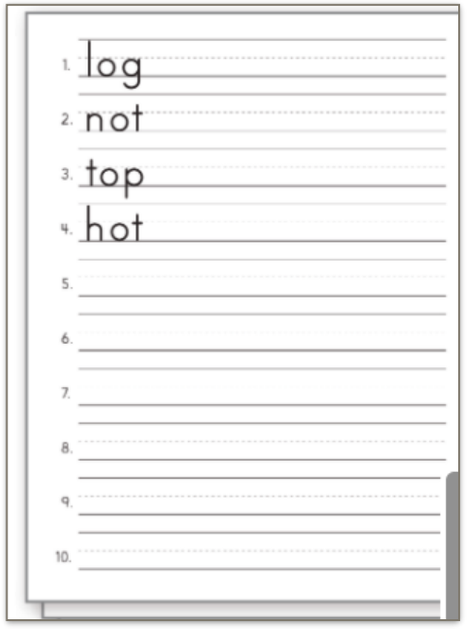
1. **log** Mom put a *log* on the fire.
2. **not** Stop at the sign, and do *not* go.
3. **top** Put a cherry on *top* of the cake.
4. **hot** The stove is *hot*.
5. **hop** A rabbit can *hop* away.
6. **on** I stood *on* a ladder.

REVIEW

7. **big** An elephant is very *big*.
8. **sit** Please *sit* in the chair.
9. **pig** A *pig* is a farm animal.
10. **dig** Use a shovel to *dig* a hole.

CHALLENGE

11. **shop** We bought milk in the *shop*.
12. **block** He built a *block* tower.



Part 2: Reading Decodable Texts

1. Invite students to partner read, *A Map, Dot is on it! and Hop on it, Dot!*

2. Spend time during this period listening to students read the decodable texts: *A Map, Dot it on it! and Hop on it, Dot!* .

3. Record your findings.

Lesson 26: Phonics: w, j, y, v; short u; review short i, o, u (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 short u and the consonants w, j, y, v.

- 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 /w/, /j/, /y/, /v/, /u/.

Success Criteria:

- I can say and write the sound-spelling of short u and consonants w, j, y, v.

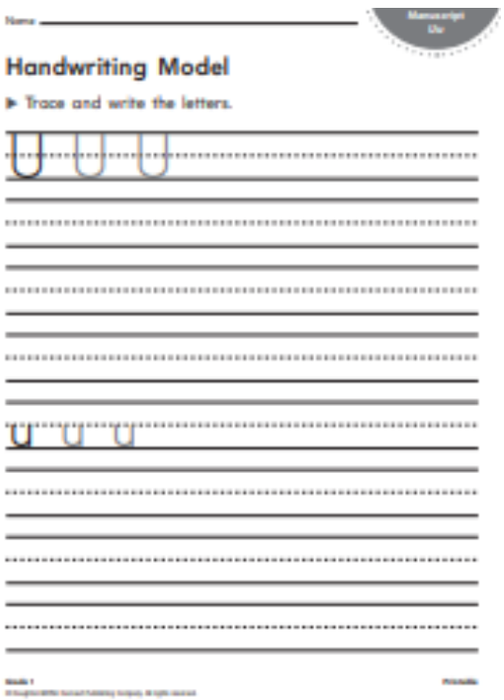
- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Uu letter card. Model for students how to write and say the Uu sound. As you write the letter Uu, say Uu /u/ like in umbrella, cup, under.

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Uu worksheet from HMH.
    - 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 Uu. With students, say Uu, /u/, write the letter Uu, while saying /u/.


Name _____ Manuscript Uu

Handwriting Model

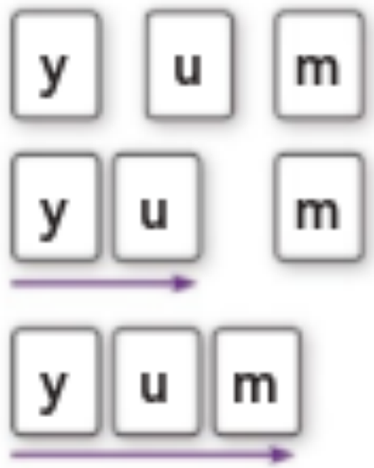
▶ Trace and write the letters.

U U U

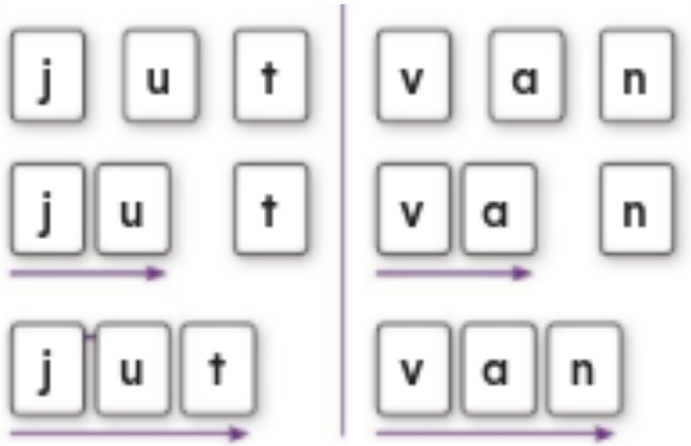
u u u

- **Repeat the above steps with letters:**
    - **Consonants:**
        - Ww /w/- walrus, bow, away
        - Jj /j/- jellyfish, enjoy, juice
        - Yy /y/- yak, my, royal
        - Vv /v/- volcano, cave, visit

- **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 Yy Uu Mm. Model blending the word 'yum' use your finger and slide across while saying /y/ /u/ /m/ yum.



- **Repeat the above step for the word jut, van, win**



- **We do:** Tell students that they will be blending words with you. Display the letter cards Ww Ii Gg. With students, blend the word ‘wig’, use your finger and slide across while saying with students /w/ /i/ /g/ wig.
    - Blend the words: yam, tub, yip
- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Vat, hut
    - 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: jug, bug, bus, Gus, gal, pal

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

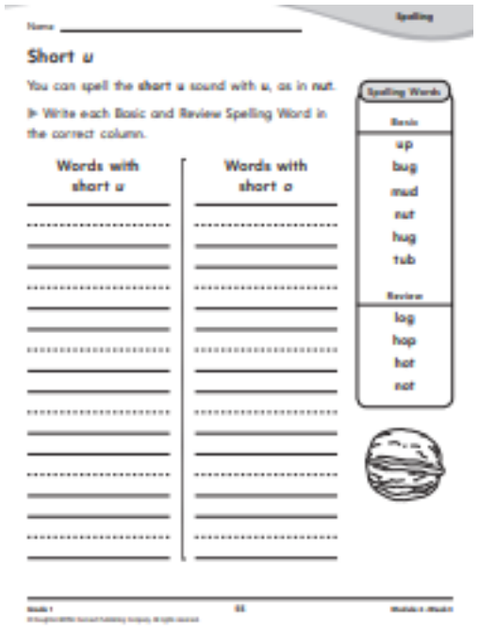
3. Have students write short u CVC words and consonant w, j, y, v CVC words.

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

    1. Decodable Text: Yip! Yap!

Center 1: Short u and Consonants w, y, j, v

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It; Know It, Show It ; Know It, Show It; Spelling Words List



Name _____ Spelling

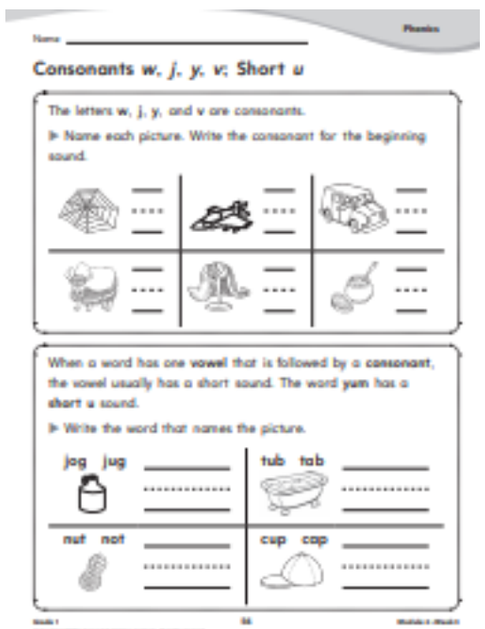
Short *u*

You can spell the **short** *u* sound with *u*, as in *nut*.

▶ Write each Basic and Review Spelling Word in the correct column.

Words with short *u*	Words with short *o*

Spelling Words
Basic
up
bug
mud
nut
hug
tub
Review
log
hop
hot
not



Name _____ Phonics

Consonants *w, j, y, v*; Short *u*

The letters w, j, y, and v are consonants.

▶ Name each picture. Write the consonant for the beginning sound.

When a word has one **vowel** that is followed by a **consonant**, the vowel usually has a short sound. The word **yum** has a **short** *u* sound.

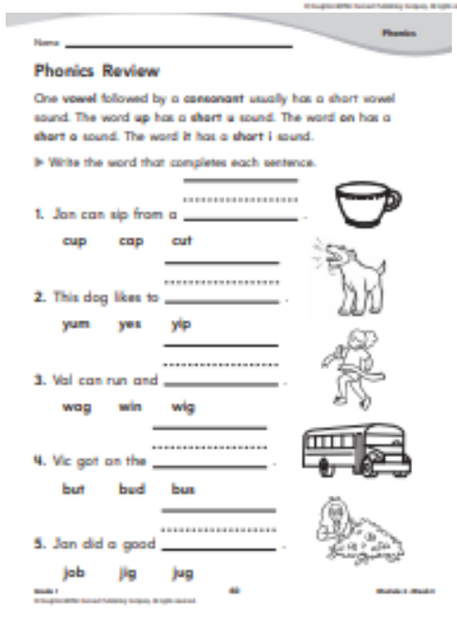
▶ Write the word that names the picture.

jog jug _____

tub tab _____

nut not _____

cup cap _____



Name _____ Phonics

Phonics Review

One **vowel** followed by a **consonant** usually has a short vowel sound. The word **up** has a **short** *u* sound. The word **on** has a **short** *o* sound. The word **it** has a **short** *i* sound.

▶ Write the word that completes each sentence.

1. Jan can sip from a _____.
   cup cap cut
2. This dog likes to _____.
   yum yes yip
3. Val can run and _____.
   wag win wig
4. Vic got on the _____.
   but bud bus
5. Jan did a good _____.
   job jig jug

Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text. Yip! Yap!
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: jag, bag, bug, lug, plug, van, vat, yam, yum, wig, win
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 27: Phonics: w, j, y, v; short u; review short i, o, u (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L. 1.2)

Learning Intentions:

- I am learning the sound-spellings for short u and the consonants w, j, y, v.
- 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 /w/, /j/, /y/, /v/, /u/.

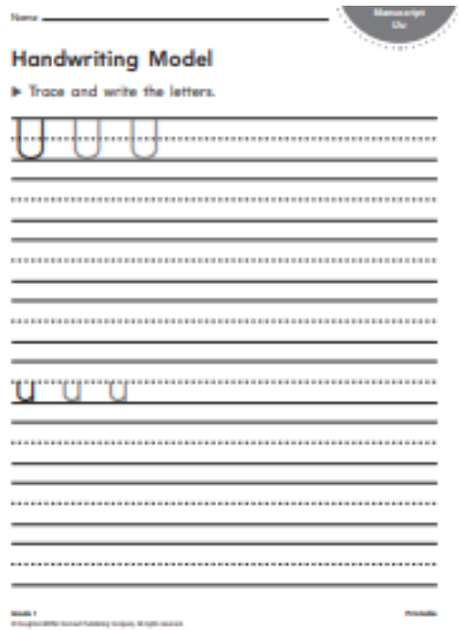
Success Criteria:

- I can say and write the sound-spelling of short u and consonants w, j, y, v.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

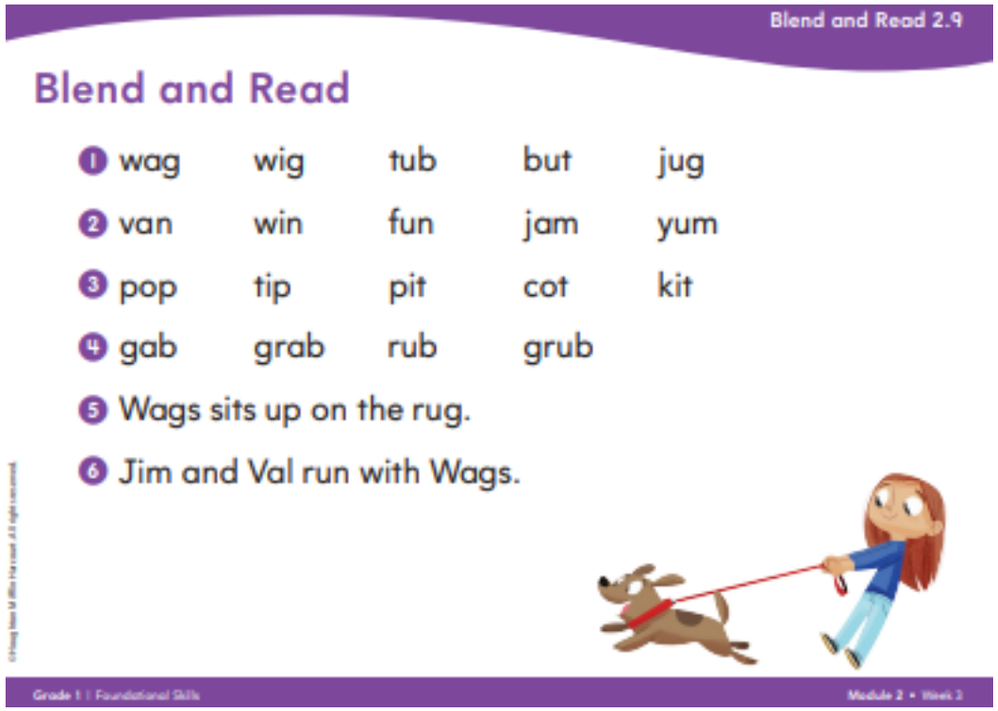
- **I do:** Display the Uu letter card. Model for students how to write and say the Uu sound. As you write the letter Uu, say Uu /u/ like in umbrella, cup, under.

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Uu worksheet from HMH.
  - 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 Uu. With students, say Uu, /u/, write the letter Uu, while saying /u/.


Handwriting Model

▶ Trace and write the letters.

- **Repeat the above steps with letters:**
    - **Consonants:**
        - Ww /w/- walrus, bow, away
        - Jj /j/- jellyfish, enjoy, juice
        - Yy /y/- yak, my, royal
        - Vv /v/- volcano, cave, visit
- **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 Jj Uu Mm Pp. Model blending the word ‘jump’, use your finger and slide across while saying /j/ /u/ /m/ /p/ jump.
- **We do:** Have students practice this blending task by displaying Blend and Read 2.9. 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.



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Jot, wam, vamp
    - 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: mum, yap, vet, jam, Jim, mut, sum, sub.

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

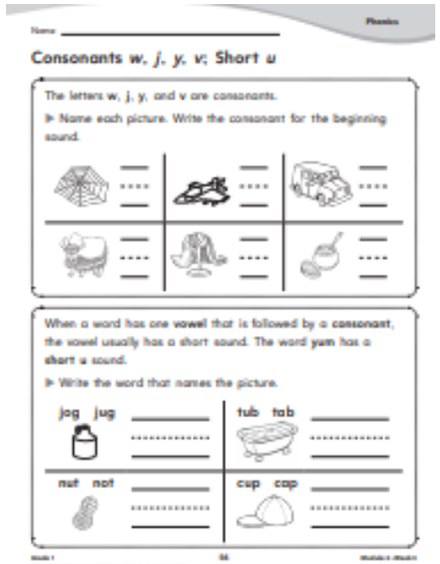
3. Have students write short u CVC words and consonant w, j, y, v CVC words.

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

    1. Decodable Text: Yip! Yap!

Center 1: Short u and Consonants w, y, j, v

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It; Know It, Show It ; Know It, Show It


Name _____ Phonics

Consonants *w, j, y, v*; Short *u*

The letters w, j, y, and v are consonants.

▶ Name each picture. Write the consonant for the beginning sound.

When a word has one **vowel** that is followed by a **consonant**, the vowel usually has a short sound. The word **yum** has a **short u** sound.

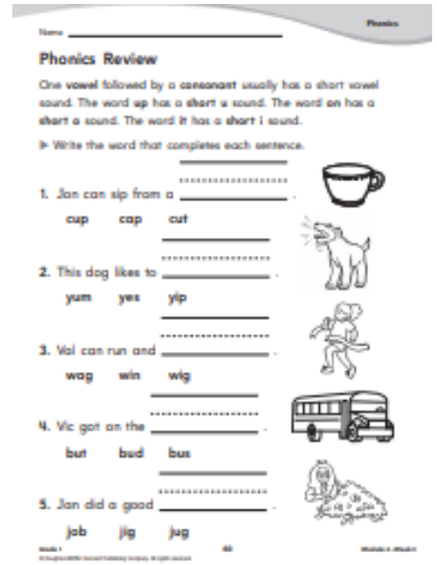
▶ Write the word that names the picture.

jog jug

tub tab

nut not

cup cap

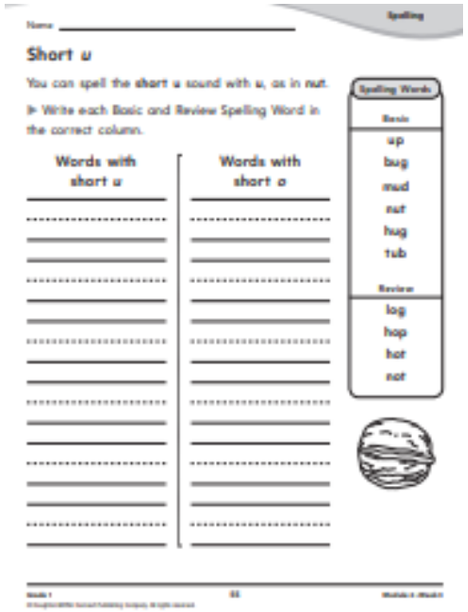

Name _____ Phonics

Phonics Review

One **vowel** followed by a **consonant** usually has a short vowel sound. The word **up** has a **short u** sound. The word **on** has a **short o** sound. The word **it** has a **short i** sound.

▶ Write the word that completes each sentence.

1. Jan can sip from a _____.
   cup cap cut
2. This dog likes to _____.
   yum yes yip
3. Val can run and _____.
   wag win wig
4. Vic got on the _____.
   but bud bus
5. Jan did a good _____.
   job jig jug


Name _____ Spelling

Short *u*

You can spell the **short u** sound with **u**, as in **nut**.

▶ Write each Basic and Review Spelling Word in the correct column.

Words with short *u*	Words with short *o*

Spelling Words

Basic
up
bug
mud
nut
hug
tub

Review
log
hop
hot
not

Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text. Yip! Yap!
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 bug runs up the yak. Go and win, Sam. Yum is the jam.
2. Have students say the sounds as they write each word.
3. Add date to task.
4. Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 28: Phonics: w, j, y, v; short u; review short i, o, u (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L. 1.2)

Learning Intentions:

- I am learning the sound-spellings for short u and the consonants w, j, y, v.
- 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 /w/, /j/, /y/, /v/, /u/.

Success Criteria:

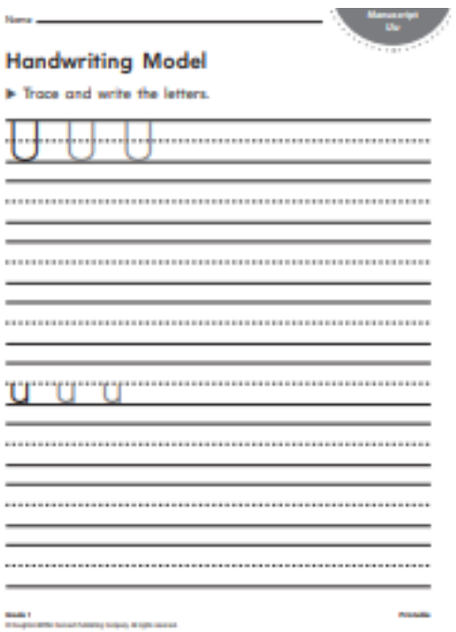
- I can say and write the sound-spelling of short u and consonants w, j, y, v.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Uu letter card. Model for students how to write and say the Uu sound. As you write the letter Uu, say Uu /u/ like in umbrella, cup, under.

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Uu worksheet from HMH.
    - 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 Uu. With students, say Uu, /u/, write the letter Uu, while saying /u/.


Name _____ Manuscript Uu

Handwriting Model

▶ Trace and write the letters.

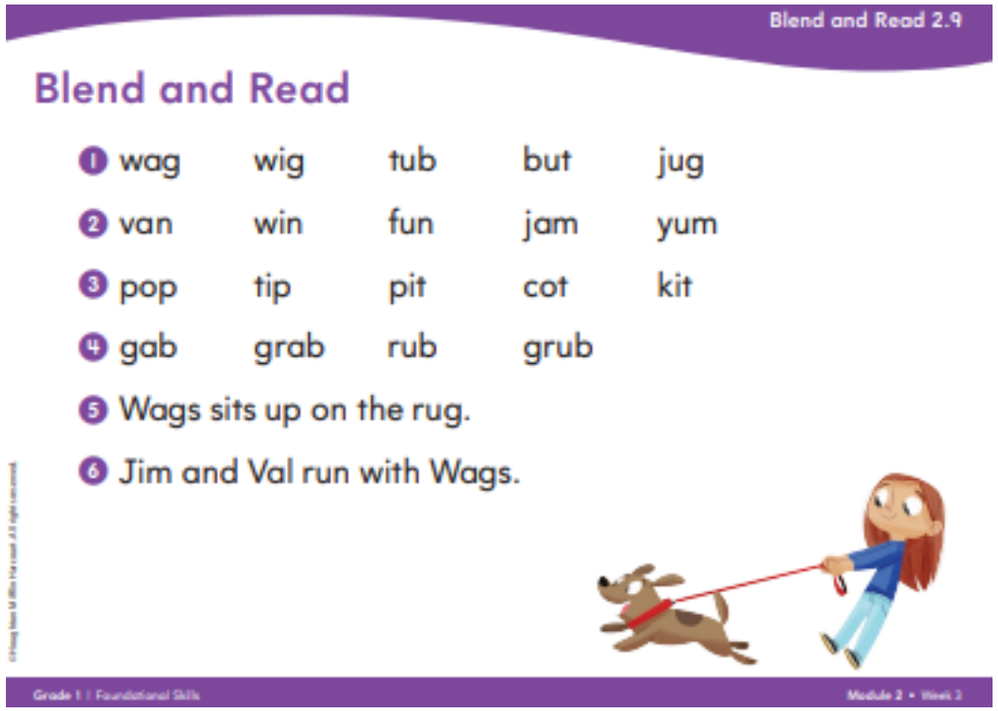
U U U

u u u

- **Repeat the above steps with letters:**
    - **Consonants:**
        - Ww /w/- walrus, bow, away
        - Jj /j/- jellyfish, enjoy, juice
        - Yy /y/- yak, my, royal
        - Vv /v/- volcano, cave, visit

- **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 Uu Bb. Model blending the word ‘rub’, use your finger and slide across while saying /r/ /u/ /b/ rub.

- **We do:** Have students practice this blending task by displaying Blend and Read 2.9. 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.



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Cut, gut, pot
    - 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: jog, Vin, his, job, wig, yam

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

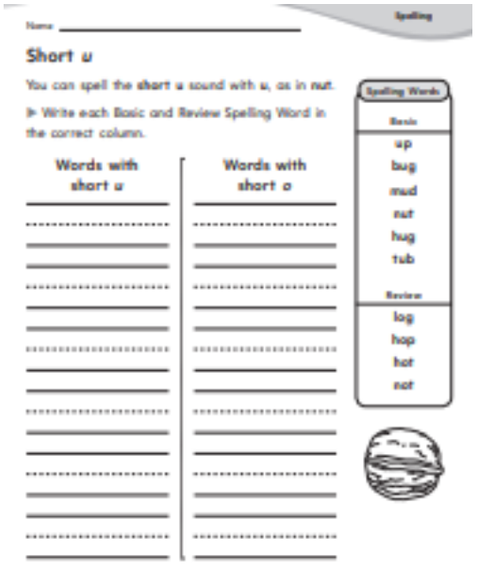
3. Have students write short u CVC words and consonant w, j, y, v CVC words.

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

    1. Decodable Text: [Bad Pup, Wags]

Center 1: Short u and Consonants w, y, j, v

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It; Know It, Show It ; Know It, Show It



Spelling

Name _____

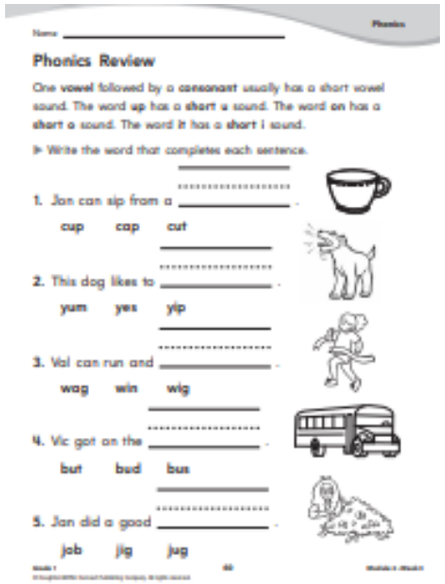
Short *u*

You can spell the **short** *u* sound with *u*, as in *nut*.

▶ Write each Basic and Review Spelling Word in the correct column.

Words with short *u*	Words with short *o*

Spelling Words
Basic
up
bug
mud
nut
hug
tub
Review
log
hop
hot
not



Phonics

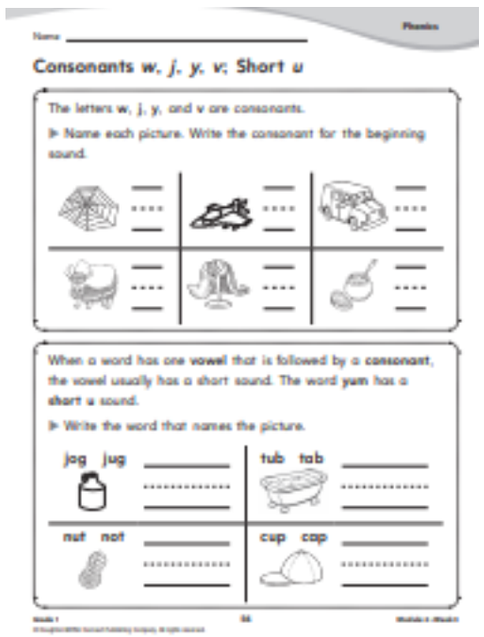
Name _____

Phonics Review

One **vowel** followed by a **consonant** usually has a short vowel sound. The word **up** has a **short** *u* sound. The word **on** has a **short** *o* sound. The word *it* has a **short** *i* sound.

▶ Write the word that completes each sentence.

1. Jan can sip from a _____.
   cup cap cut
2. This dog likes to _____.
   yum yes yip
3. Val can run and _____.
   wag win wig
4. Vic got on the _____.
   but bud bus
5. Jan did a good _____.
   job jig jug



Phonics

Name _____

Consonants *w, j, y, v*; Short *u*

The letters *w, j, y,* and *v* are consonants.

▶ Name each picture. Write the consonant for the beginning sound.

When a word has one **vowel** that is followed by a **consonant**, the vowel usually has a short sound. The word **yum** has a **short** *u* sound.

▶ Write the word that names the picture.

jog jug _____

tub tab _____

nut not _____

cup cap _____

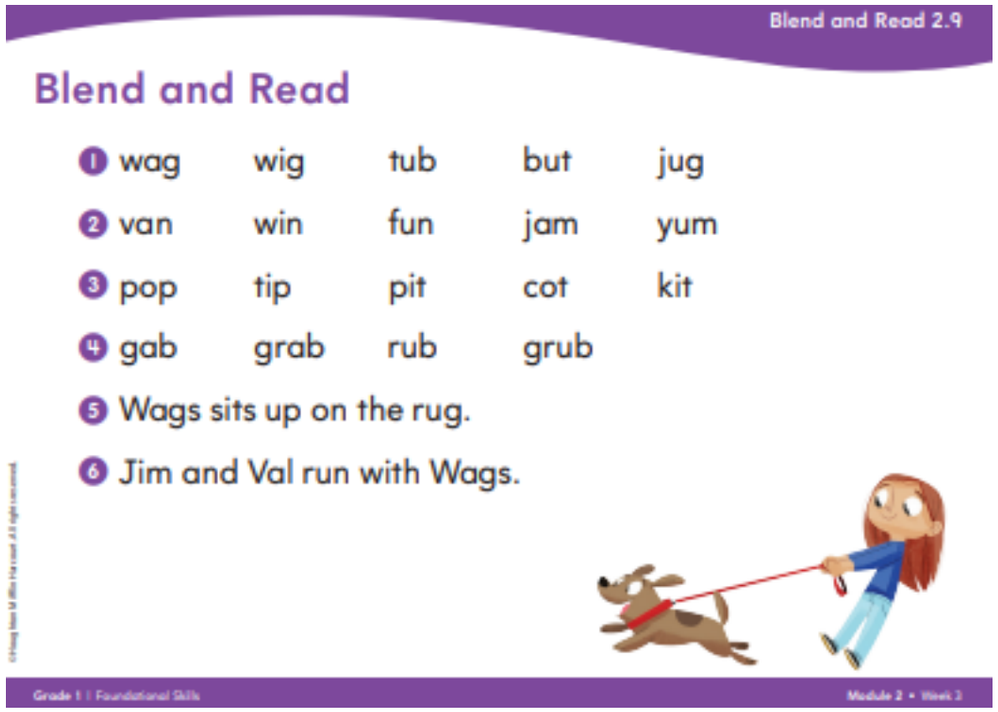
Center 2: Word Work

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

Center 3: Independent Read

1. Read decodable text,Bad Pup, Wags

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:



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Mud is fun. The dog sat up. The pot is hot.

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 29: Phonics: w, j, y, v; short u; review short i, o, u (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L. 1.2)

Learning Intentions:

- I am learning the sound-spellings for short u and the consonants w, j, y, v.

- 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 /w/, /j/, /y/, /v/, /u/.

Success Criteria:

- I can say and write the sound-spelling of short u and consonants w, j, y, v.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

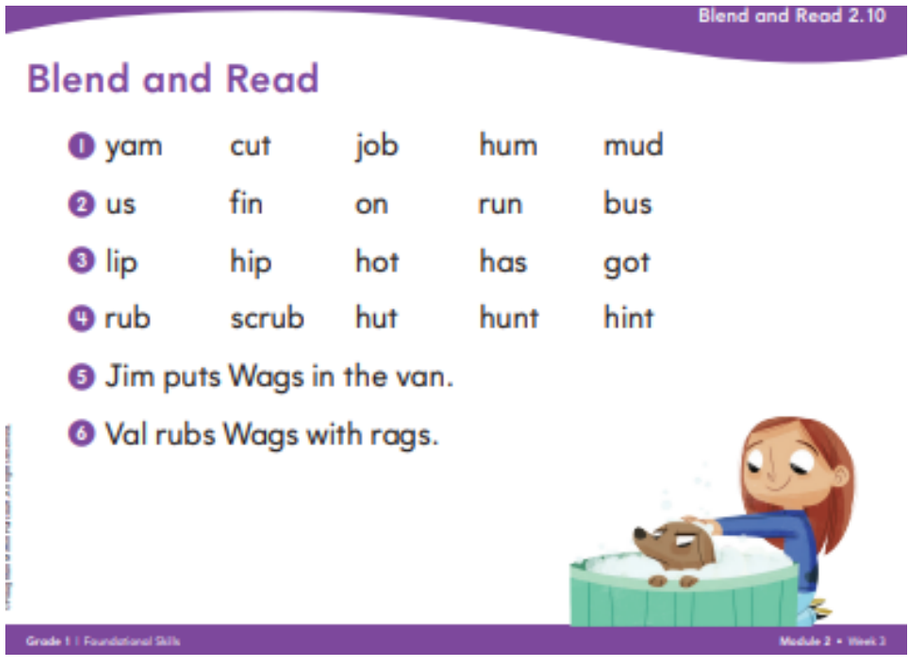
- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, Bad Pup, Wags . Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the 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 190 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: c, a, n, n, o, t. Ask students what letter sound the short a 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 (not).

c a n n o t

- **We do:** Have students practice this blending task by displaying Blend and Read 2.10. 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.



- **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: **rung, scrub, rub, hum, vamp**

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

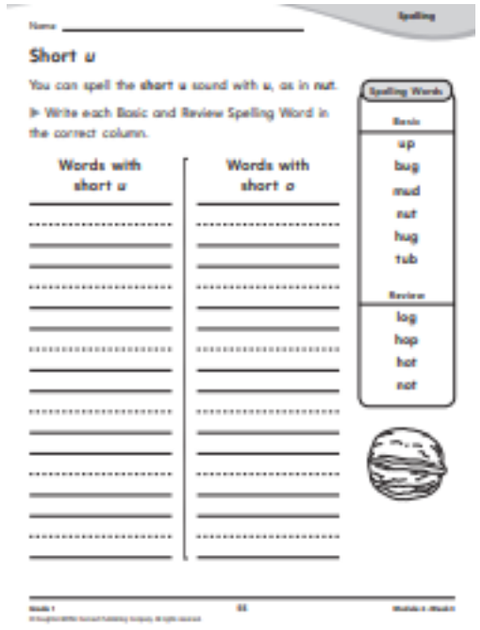
2. Model again and have students mimic you. Correct as needed.

3. Have students write short u CVC words and consonant w, j, y, v CVC words. 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: Bad Pup, Wags

Center 1: Short u and Consonants w, y, j, v

Practice sorting words by short vowel sound. Practice writing spelling words. Know It, Show It; Know It, Show It ; Know It, Show It


Name _____ Spelling

Short *u*

You can spell the **short *u*** sound with *u*, as in *nut*.

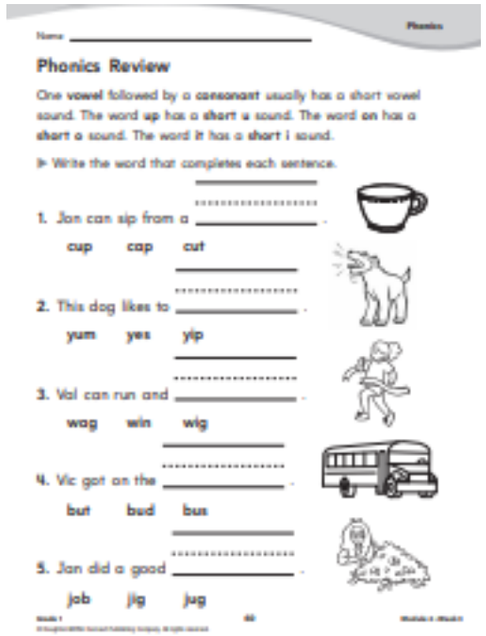
▶ Write each Basic and Review Spelling Word in the correct column.

Words with short *u*	Words with short *o*

Spelling Words

Basic
up
bug
mud
nut
hug
tub

Review
log
hop
hot
not

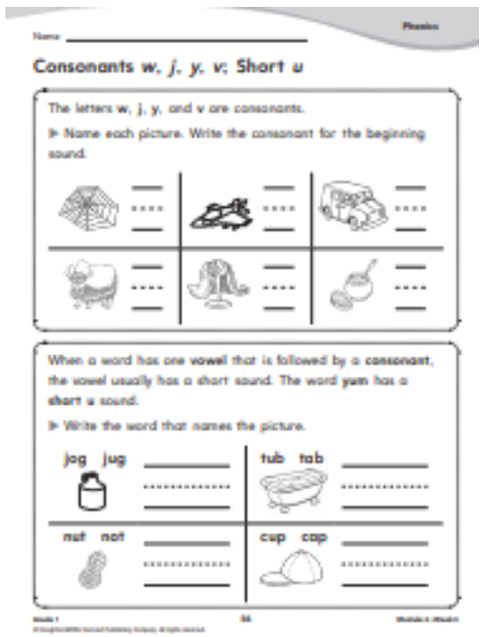

Name _____ Phonics

Phonics Review

One **vowel** followed by a **consonant** usually has a short vowel sound. The word **up** has a **short *u*** sound. The word **on** has a **short *o*** sound. The word **it** has a **short *i*** sound.

▶ Write the word that completes each sentence.

1. Jan can sip from a _____.
   cup cap cut
2. This dog likes to _____.
   yum yes yip
3. Val can run and _____.
   wag win wig
4. Vic got on the _____.
   but bud bus
5. Jan did a good _____.
   job jig jug


Name _____ Phonics

Consonants *w, j, y, v*; Short *u*

The letters w, j, y, and v are consonants.

▶ Name each picture. Write the consonant for the beginning sound.

When a word has one **vowel** that is followed by a **consonant**, the vowel usually has a short sound. The word **yum** has a **short *u*** sound.

▶ Write the word that names the picture.

jog jug _____
tub tab _____
nut not _____
cup cap _____

Center 2: Word Work

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

Center 3: Independent Read

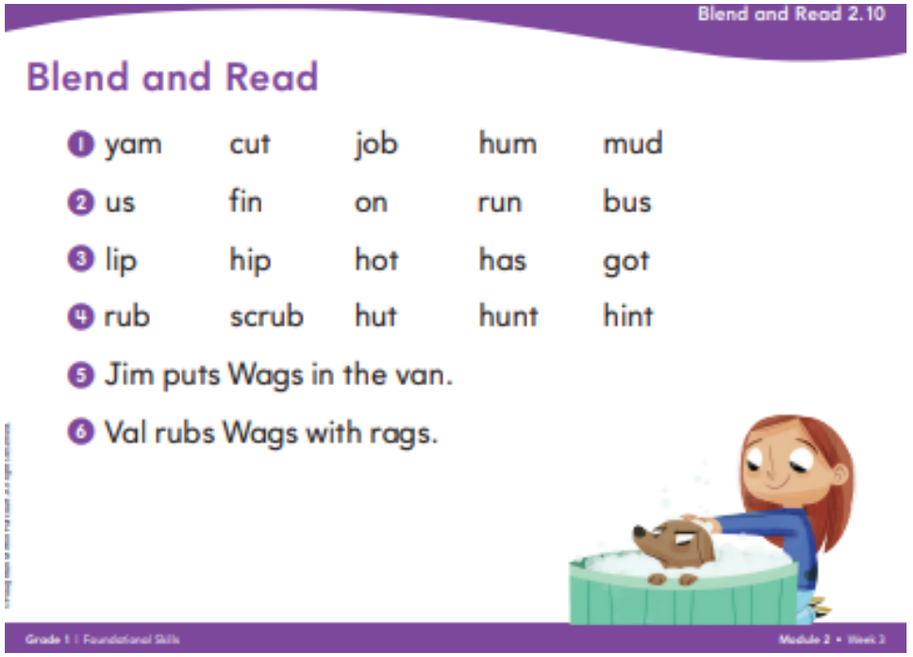
1. Read decodable text,Bad Pup, Wags

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:



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: Val rubs Wags tum. Gus bit his lip. Fin cut us on the bus.

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 30: Phonics: w, j, y, v; short u; review short i, o, u (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L. 1.2)

Learning Intentions:

- I am learning the sound-spellings for short u and the consonants w, j, y, v.
- 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 /w/, /j/, /y/, /v/, /u/.

Success Criteria:

- I can say and write the sound-spelling of short u and consonants w, j, y, v.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of short u and consonant sounds w, y, j, v 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: The pug hits the ball. In the hut, the dogs hunt the man.
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. **up** The bird flew up in the sky.
2. **bug** An ant is a bug.
3. **mud** Rain may turn dirt to mud.
4. **nut** Almonds are a kind of nut.
5. **hug** My dad likes to hug me.
6. **tub** She washed the dog in a tub.

REVIEW

7. **log** Mom put a log on the fire.
8. **hop** A rabbit can hop away.
9. **hot** Be careful! The stove is hot.
10. **not** Stop at the sign, and do not go.

CHALLENGE

11. **puppy** We named our puppy Spot.
12. **bathtub** Water is in the bathtub.

1 up
2 bug
3 mud
4 nut
5
6
7
8
9
10

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Yip! Yap!* and *Bad Pup, Wags.*

2. Spend time during this period listening to students read the decodable texts: *Yip! Yap!* and *Bad Pup, Wags.*

3. Record your findings.

Lesson 31: Phonics: qu /kw/, x, z; short e; Review Short e, i, o, u (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 short e and the consonants qu, x, z.
- 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 /e/, /kw/, /ks/, /z/.

Success Criteria:

- I can say and write the sound-spelling of short e and the consonants qu, x, z.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

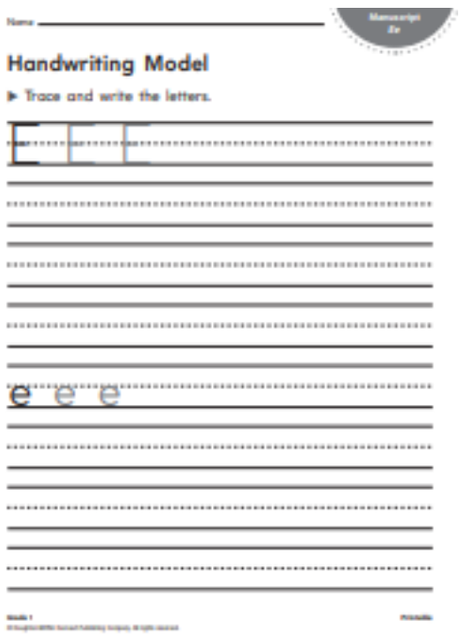
Part 1: Direct instruction

- **I do:** Display the Ee letter card. Model for students how to write and say the Ee sound. As you write the letter Ee, say Ee /e/ like in elephant, egg, bend

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ee worksheet from HMH.

  - 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 Ee. With students, say Ee, /e/, write the letter Ee, while saying /e/.


Name _____ Manuscript Ee

Handwriting Model

▶ Trace and write the letters.

E E E

e e e

- **Repeat the above steps with letters:**

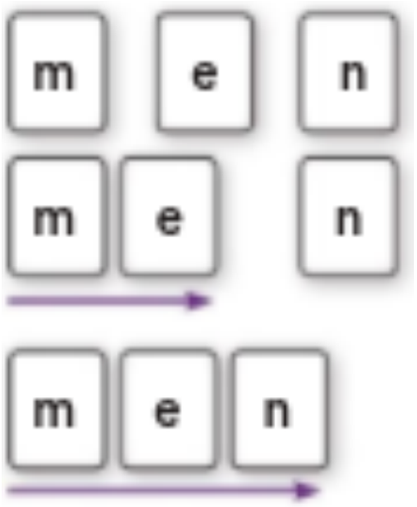
  - **Consonants:**

    - Qu /kw/- quail, quiet, quilt

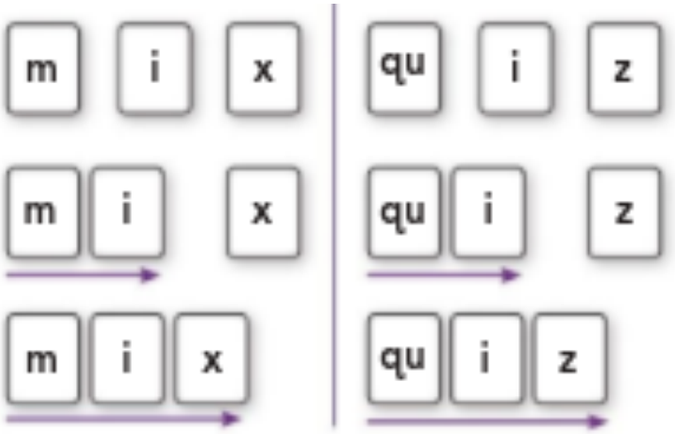
    - X /ks/- fox, box, ax

    - Zz /z/- zebra, buzz, zip

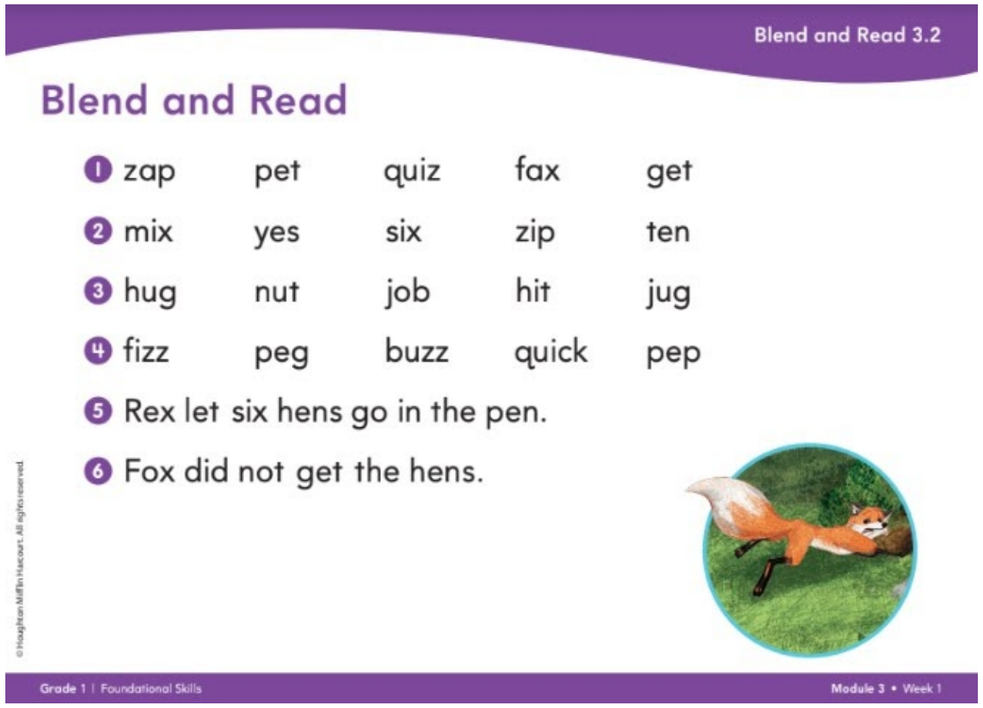
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell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



- **Repeat the above step for the word mix, quiz**



- **We do:** Have students practice this blending task by displaying Blend and Read 3.2. 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 3.2

Blend and Read

1 zap	pet	quiz	fax	get
2 mix	yes	six	zip	ten
3 hug	nut	job	hit	jug
4 fizz	peg	buzz	quick	pep

5 Rex let six hens go in the pen.

6 Fox did not get the hens.

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- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Ox, zag
    - 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: quilt, wiz, net, ten, box

Part 2: Practice / Centers

Teacher Table Time (TTT)

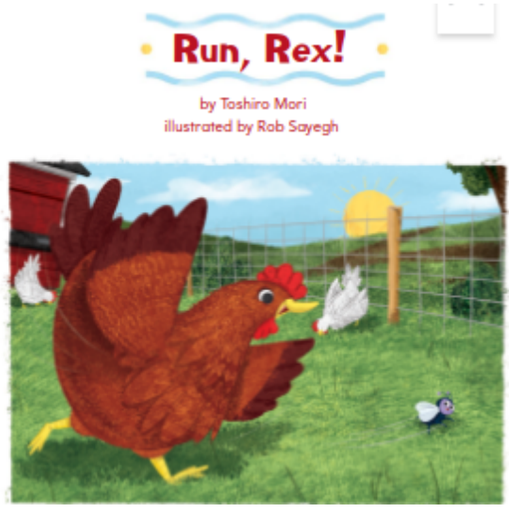
1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing short e and consonant sounds: qu, x, z. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write short e CVC words and consonant qu, x, z CVC words.

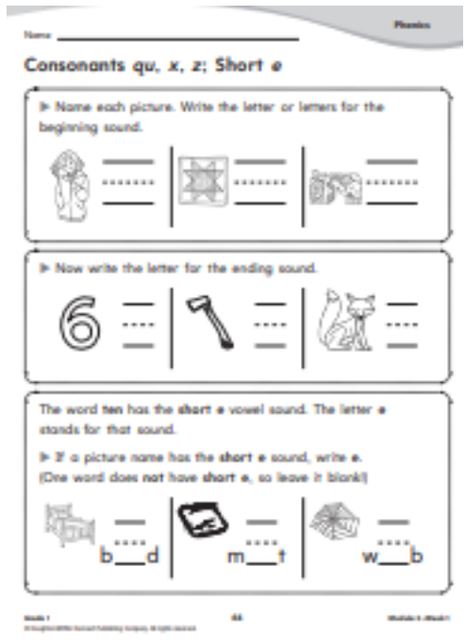
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

1. Decodable Text: Run, Rex!



Center 1: Short e and Consonants qu, x, z

Practice sorting words by short vowel sounds. Practice writing spelling words. Know It, Show It; Know It, Show It ; Know It, Show It; Spelling Words List


Name _____ Phonics

Consonants qu, x, z; Short e

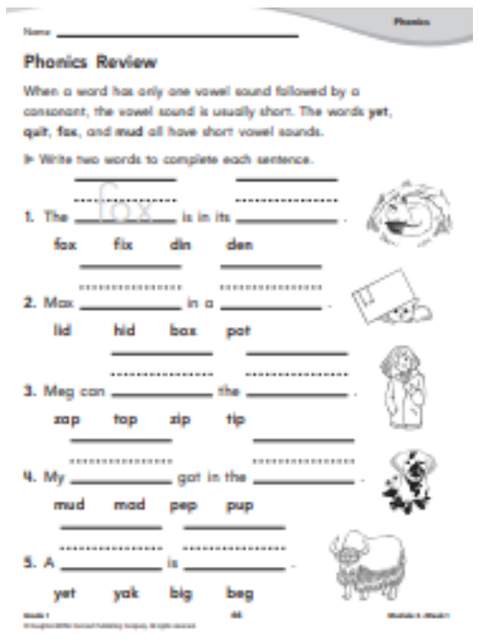
▶ Name each picture. Write the letter or letters for the beginning sound.

▶ Now write the letter for the ending sound.

The word **ten** has the **short e** vowel sound. The letter **e** stands for that sound.

▶ If a picture name has the **short e** sound, write **e**. (One word does **not** have **short e**, so leave it blank!)

b__d m__t w__b


Name _____ Phonics

Phonics Review

When a word has only one vowel sound followed by a consonant, the vowel sound is usually short. The words **yet**, **quit**, **fox**, and **mud** all have short vowel sounds.

▶ Write two words to complete each sentence.

1. The _____ is in its _____.
   fax fix din den
2. Max _____ in a _____.
   lid hid box pot
3. Meg can _____ the _____.
   zap top zip tip
4. My _____ got in the _____.
   mud mad pep pup
5. A _____ is _____.
   yet yak big beg

Name _____ Word List 7

High Frequency Words	Decodable High Frequency Words	Spelling Words	
		Basic	Review
day	get	yet	nut
every	let	web	tub
fly	red	pen	mud
have	six	wet	bug
look	ten	leg	
made	yes	hen	
they			
write			
			Challenge
			messy
			went

Name _____ Spelling

Short e

You can spell the **short e** sound with **e**, as in **hen**.

▶ Write each Basic and Review Spelling Word in the correct column.

Words with short e	Words with short u

Spelling Words
Basic: yet, web, pen, wet, leg, hen
Review: nut, tub, mud, bug

Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text.Run, Rex!
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: Mom got a fax. The pet cat is six.
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 32: Phonics: qu /kw/, x, z; short e; Review Short e, i, o, u (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short e and the consonants qu, x, z.
- 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 /e/, /kw/, /ks/, /z/.

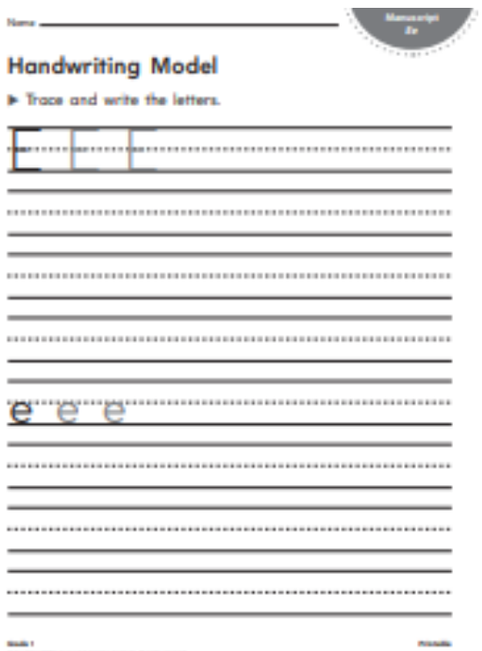
Success Criteria:

- I can say and write the sound-spelling of short e and the consonants qu, x, z.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Ee letter card. Model for students how to write and say the Ee sound. As you write the letter Ee, say Ee /e/ like in elephant, egg, bend

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ee worksheet from HMH.
    - 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 Ee. With students, say Ee, /e/, write the letter Ee, while saying /e/.

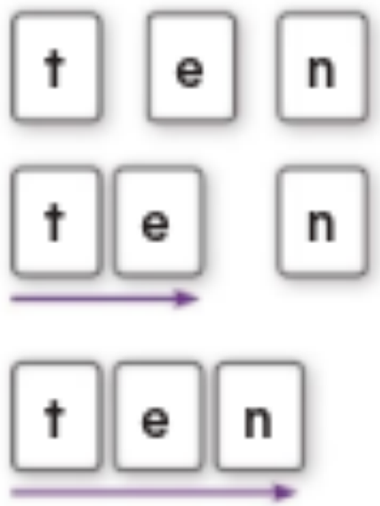

Name _____ Manuscript Ee

Handwriting Model

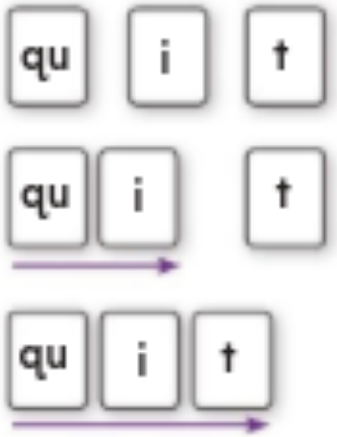
▶ Trace and write the letters.

e e e

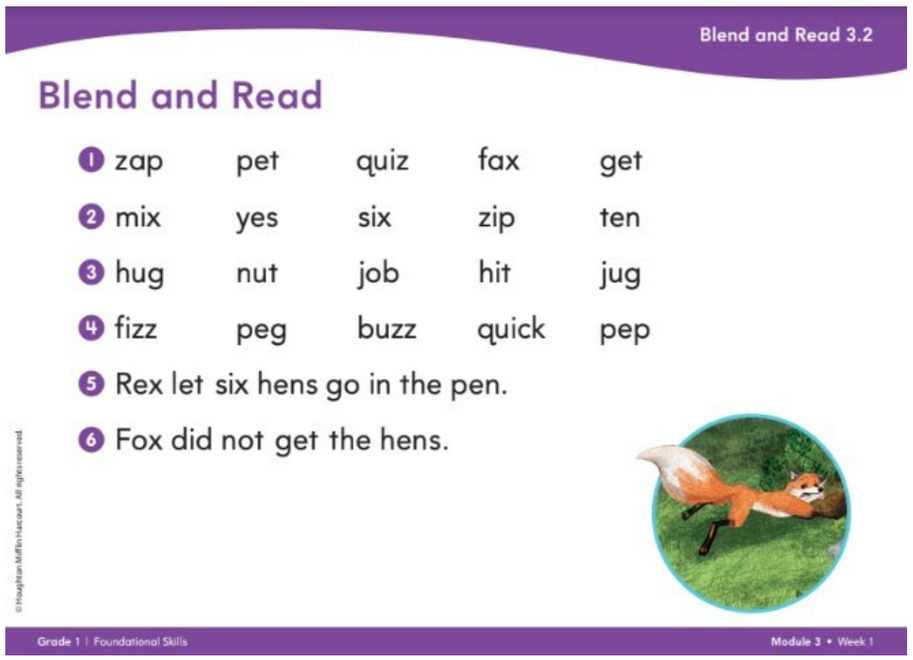
- **Repeat the above steps with letters:**
    - **Consonants:**
        - Qu /kw/- quail, quiet, quilt
        - X /ks/- fox, box, ax
        - Zz /z/- zebra, buzz, zip
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination 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 Tt Ee Nn. Model blending the word 'ten', use your finger and slide across while saying /t/ /e/ /n/ ten.



- **Repeat the above step for the word quit, box**



- **We do:** Have students practice this blending task by displaying Blend and Read 3.2. 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 3.2

Blend and Read

1 zap	pet	quiz	fax	get
2 mix	yes	six	zip	ten
3 hug	nut	job	hit	jug
4 fizz	peg	buzz	quick	pep

5 Rex let six hens go in the pen.

6 Fox did not get the hens.

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Grade 1 | Foundational Skills Module 3 • Week 1

- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Ax, zap
    - 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: quick, nod, jet, tip, rug, cup

Part 2: Practice / Centers

Teacher Table Time (TTT)

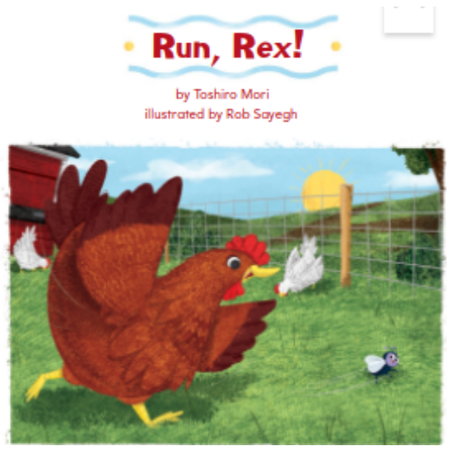
1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing short e and consonant sounds: qu, x, z. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write short e CVC words and consonant qu, x, z CVC words.

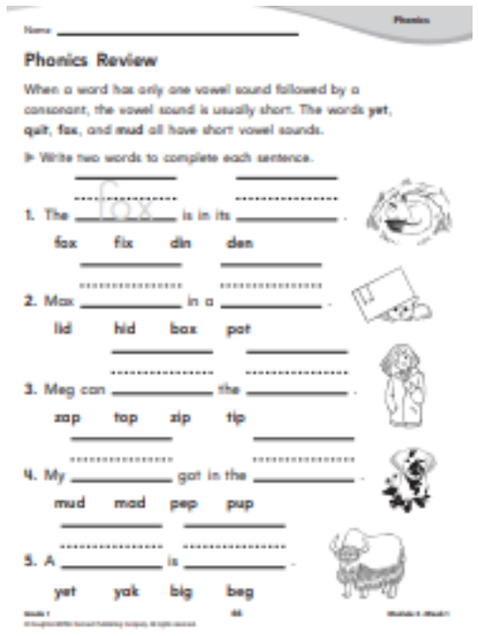
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

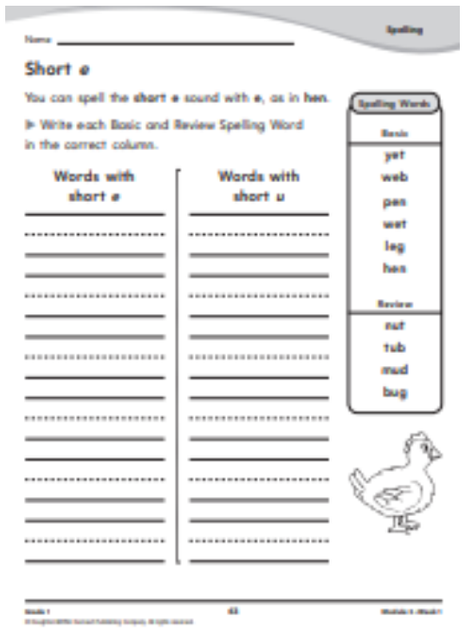
1. Decodable Text: Run, Rex!

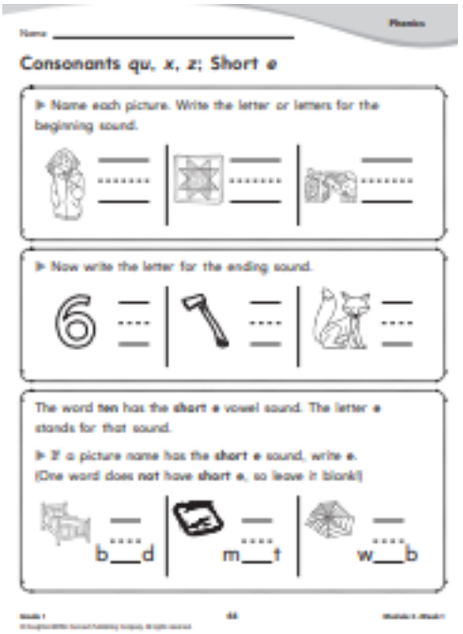


Center 1: Short e and Consonants qu, x, z

Practice sorting words by short vowel sounds. Practice writing spelling words. Know It, Show It; Know It, Show It ; Know It, Show It; Spelling Words List



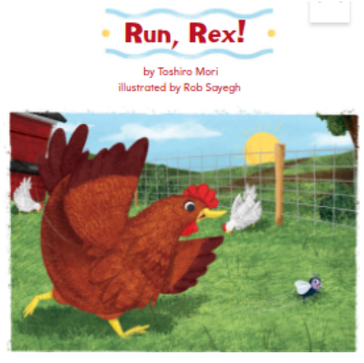




Center 2: Word Work

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

Center 3: Independent Read



1. Read the decodable text.Run, Rex!
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: Peg has a quiz. The mug had fizz.
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 33: Phonics: qu /kw/, x, z; short e; Review Short e, i, o, u (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short e and the consonants qu, x, z.
- 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 /e/, /kw/, /ks/, /z/.

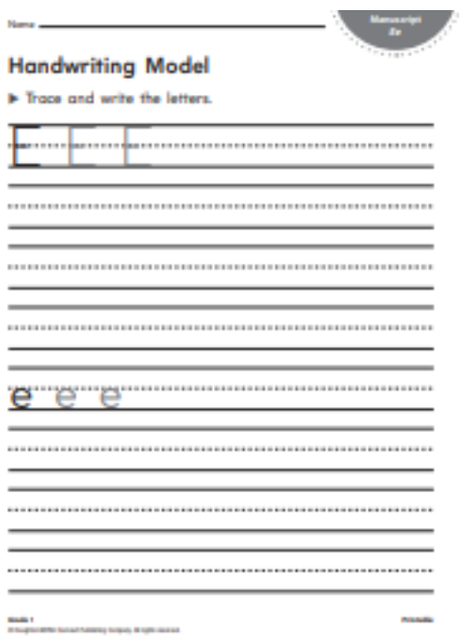
Success Criteria:

- I can say and write the sound-spelling of short e and the consonants qu, x, z.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the Ee letter card. Model for students how to write and say the Ee sound. As you write the letter Ee, say Ee /e/ like in elephant, egg, bend

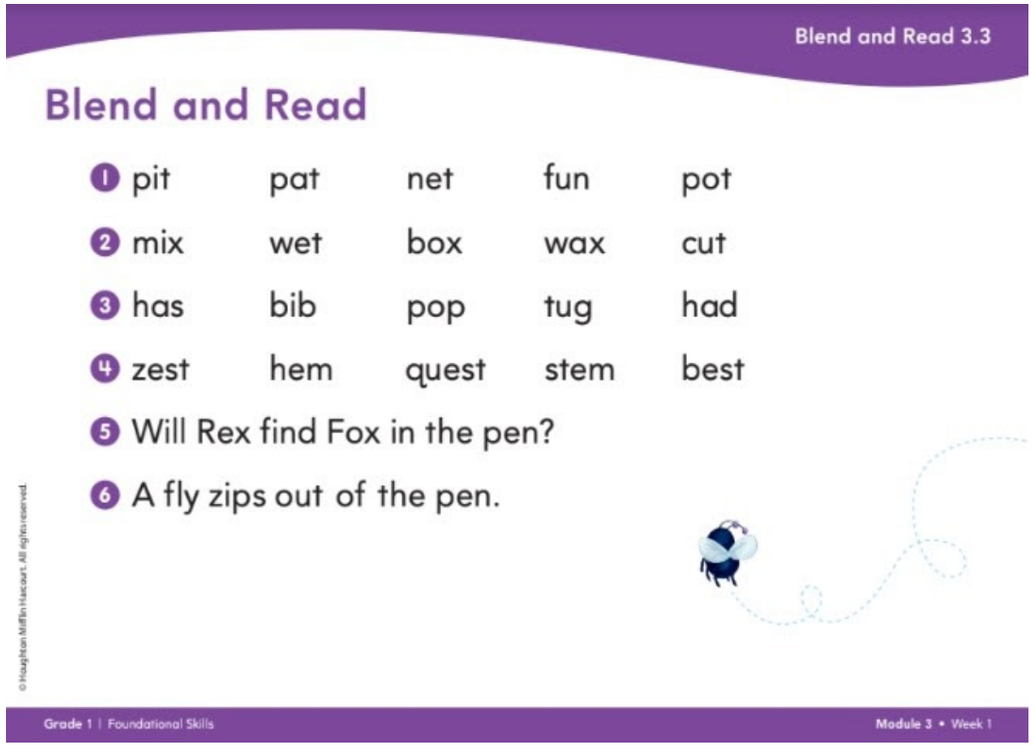
- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript Ee worksheet from HMH.
    - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
    - Display the letter card Ee. With students, say Ee, /e/, write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


Handwriting Model

▶ Trace and write the letters.

e e e

- **Repeat the above steps with letters:**
    - **Consonants:**
        - Qu /kw/- quail, quiet, quilt
        - X /ks/- fox, box, ax
        - Zz /z/- zebra, buzz, zip
- **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 Jj Ee Tt. Model blending the word 'jet', use your finger and slide across while saying /j/ /e/ /t/ jet.
- **We do:** Have students practice this blending task by displaying Blend and Read 3.3. 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.



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

    - Tip, lid, pen

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: pit, mop, top, pet, wet, hem, had

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

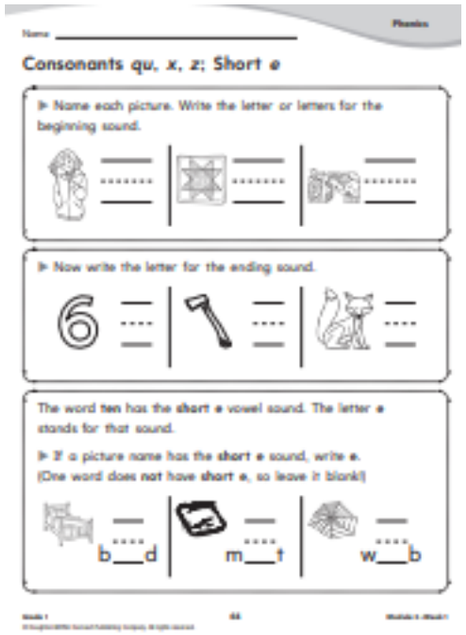
3. Have students write short e CVC words and consonant qu, x, z CVC words.

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

    1. Decodable Text: Fox in a Fix!

Center 1: Short e and Consonants qu, x, z

Practice sorting words by short vowel sounds. Practice writing spelling words. Know It, Show It; Know It, Show It ; Know It, Show It; Spelling Words List


Consonants qu, x, z; Short e

▶ Name each picture. Write the letter or letters for the beginning sound.

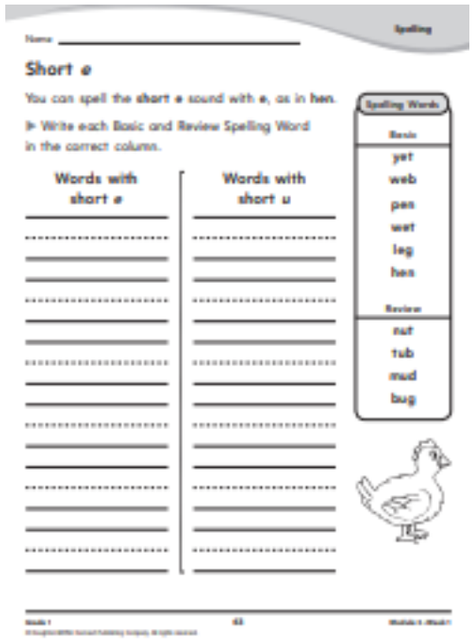
▶ Now write the letter for the ending sound.

The word ten has the short e vowel sound. The letter e stands for that sound.

▶ If a picture name has the short e sound, write e. (One word does not have short e, so leave it blank!)

b___d m___t w___b

High Frequency Words	Decodable High Frequency Words	Spelling Words	
		Basic	Review
day	get	yet	nut
every	let	web	tub
fly	red	pen	mud
have	six	wet	bug
look	ten	leg	
made	yes	hen	
they			
write			
			Challenge
			messy
			went

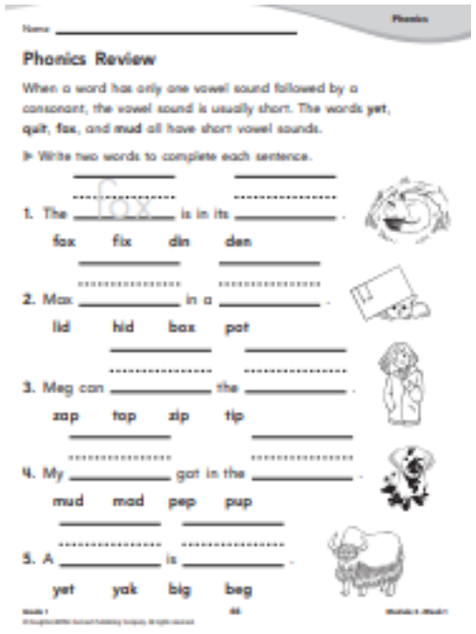

Short e

You can spell the short e sound with e, as in hen.

▶ Write each Basic and Review Spelling Word in the correct column.

Words with short e	Words with short u

Spelling Words
Basic: yet, web, pen, wet, leg, hen
Review: nut, tub, mud, bug


Phonics Review

When a word has only one vowel sound followed by a consonant, the vowel sound is usually short. The words yet, quit, fox, and mud all have short vowel sounds.

▶ Write two words to complete each sentence.

1. The _____ is in its _____.
   fox fix din den
2. Max _____ in a _____.
   lid hid box pot
3. Meg can _____ the _____.
   zap tap zip tip
4. My _____ got in the _____.
   mud mad pep pup
5. A _____ is _____.
   yet yak big beg

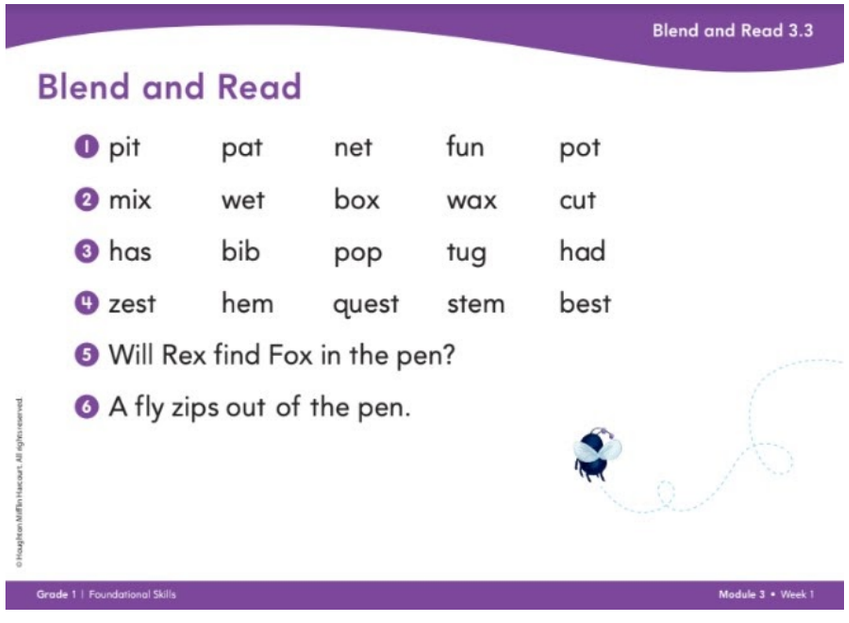
Center 2: Word Work

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

Center 3: Independent Read

1. Read decodable text, Fox in a Fix!

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 3.3

Blend and Read

1 pit	pat	net	fun	pot
2 mix	wet	box	wax	cut
3 has	bib	pop	tug	had
4 zest	hem	quest	stem	best

5 Will Rex find Fox in the pen?

6 A fly zips out of the pen.

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Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Pat has a bib. The box went pop.
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 34: Phonics: qu /kw/, x, z; short e; Review Short e, i, o, u (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short e and the consonants qu, x, z.
- 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 /e/, /kw/, /ks/, /z/.

Success Criteria:

- I can say and write the sound-spelling of short e and the consonants qu, x, z.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

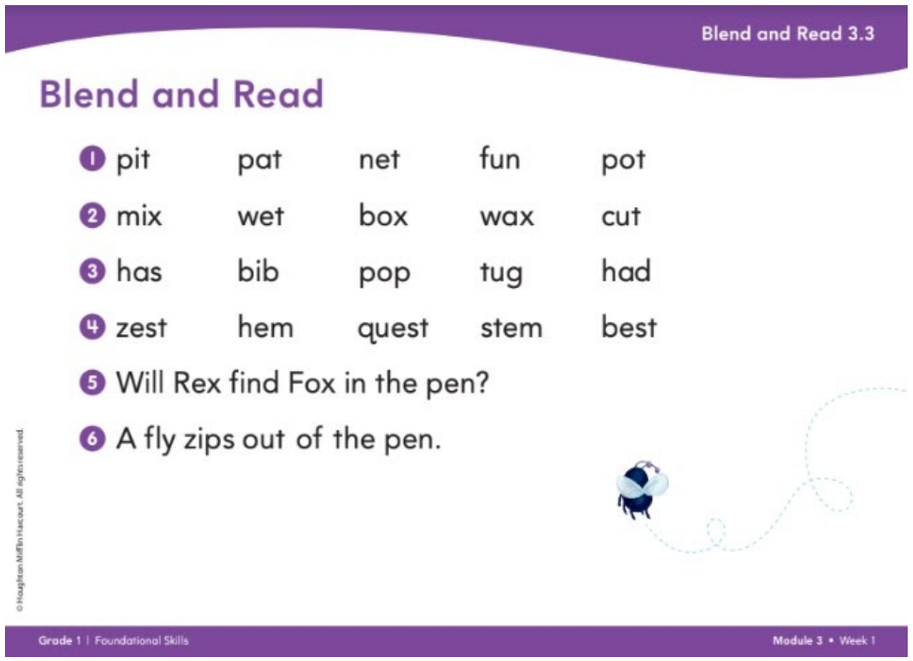
- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, Fox in a Fix! Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the 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: w, i, g, w, a, g. Ask students what letter sound the short i makes. Ask students for the sound of short a. 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 (wag).

  w i g w a g

- **We do:** Have students practice this blending task by displaying Blend and Read 3.3. 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.



- **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: **stem, quit, wax, best, fun, has, mix, fix**

Part 2: Practice / Centers

Teacher Table Time (TTT)

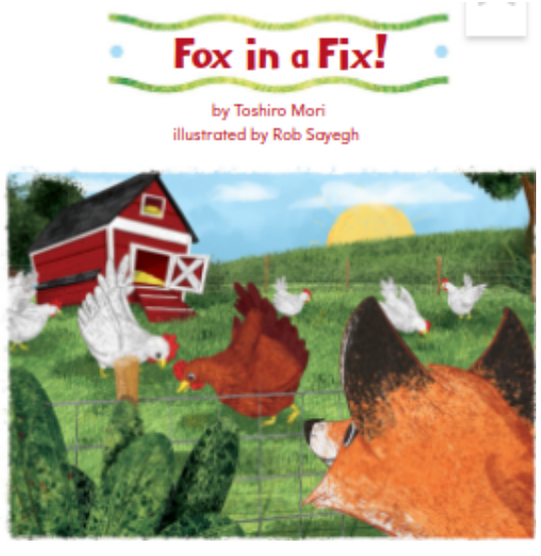
1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing short e and consonant sounds: qu, x, z. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write short e CVC words and consonant qu, x, z CVC words.

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

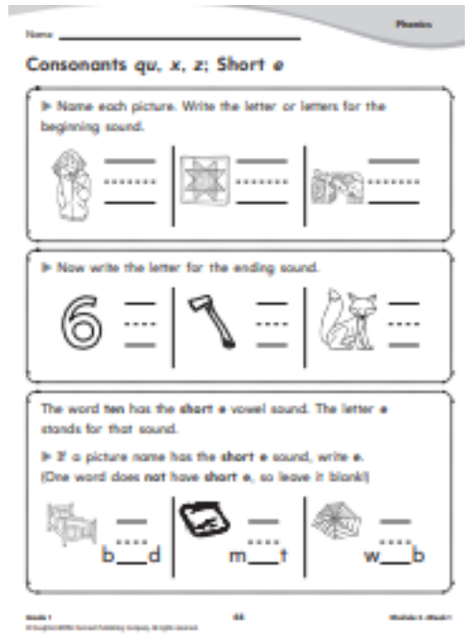
    1. Decodable Text: Fox in a Fix!



Center 1: Short e and Consonants qu, x, z

Practice sorting words by short vowel sounds. Practice writing spelling words. Know It, Show It; Know It, Show It ; Know It, Show It; Spelling Words List

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
day	get	yet	nut
every	let	web	tub
fly	red	pen	mud
have	six	wet	bug
look	ten	leg	
made	yes	hen	
they			
write			
			Challenge
			messy
			went



Consonants qu, x, z; Short e

▶ Name each picture. Write the letter or letters for the beginning sound.

▶ Now write the letter for the ending sound.

The word ten has the short e vowel sound. The letter e stands for that sound.

▶ If a picture name has the short e sound, write e. (One word does not have short e, so leave it blank!)

b___d m___t w___b

Short e

You can spell the short e sound with e, as in hen.

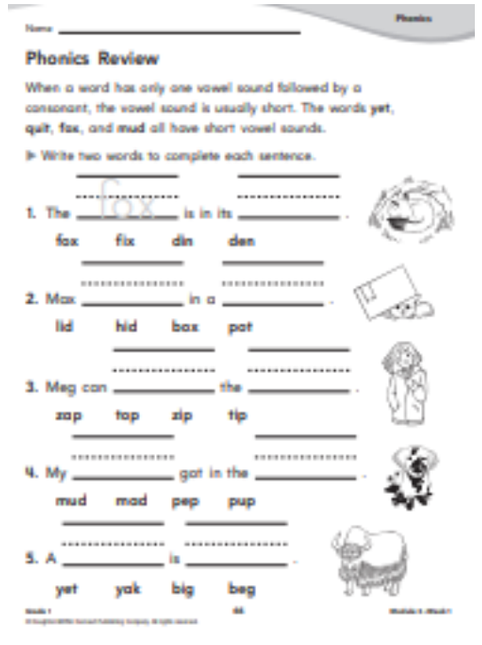
▶ Write each Basic and Review Spelling Word in the correct column.

Words with short e	Words with short u

Spelling Words

Basic: yet, web, pen, wet, leg, hen

Review: nut, tub, mud, bug



Phonics Review

When a word has only one vowel sound followed by a consonant, the vowel sound is usually short. The words yet, quit, fox, and mud all have short vowel sounds.

▶ Write two words to complete each sentence.

1. The fox is in its ____.
   fox fix din den
2. Max ____ in a ____.
   lid hid box pot
3. Meg can ____ the ____.
   zap top zip tip
4. My ____ got in the ____.
   mud mad pep pup
5. A ____ is ____.
   yet yak big beg

Center 2: Word Work

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

Center 3: Independent Read

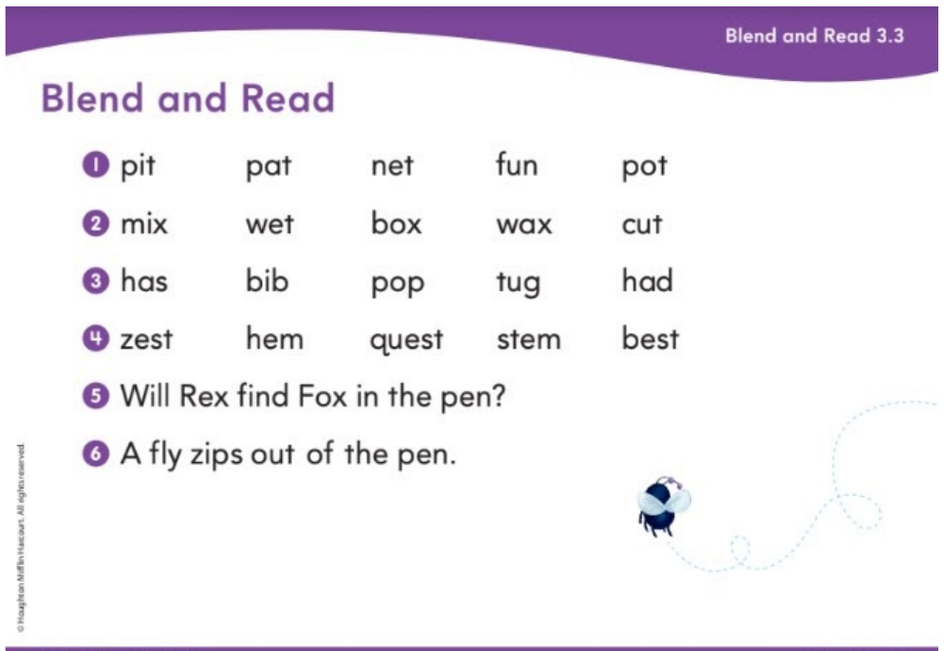
1. Read decodable text, Fox in a Fix!

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:



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: The hem had a rip. Rex had wet, wax in the pot.

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 35: Phonics: qu /kw/, x, z; short e; Review Short e, i, o, u (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for short e and the consonants qu, x, z.
- 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 /e/, /kw/, /ks/, /z/.

Success Criteria:

- I can say and write the sound-spelling of short e and the consonants qu, x, z.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of short e and consonant sounds qu, x, z 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: Rex the pet wet the bed. Yes, Sam and Zen quit the quest.
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. **yet** Are we home yet?
2. **web** A spider may spin a web.
3. **pen** You can write with a pen.
4. **wet** I got wet in the rain.
5. **leg** She fell and hurt her leg.
6. **hen** A hen can lay eggs.

REVIEW

7. **nut** Almonds are a kind of nut.
8. **tub** She washed the dog in a tub.
9. **mud** Rain may turn dirt to mud.
10. **bug** An ant is a bug.

CHALLENGE

11. **messy** I cleaned my messy room.
12. **went** He went to school yesterday.

1. yet
2. web
3. pen
4. wet
5.
6.
7.
8.
9.
10.

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Run Rex!* and *Fox in a Fix!*

2. Spend time during this period listening to students read the decodable texts: *Run Rex!* and *Fox in a Fix!*

3. Record your findings.

Lesson 36: Phonics: double final consonants -ff, -ss, -zz, -ll; -ck (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 double final consonants ll, ff, ss, zz.

- 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 double final consonants /ll/, /ff/, /ss/, /zz/.

Success Criteria:

- I can say and write the sound-spelling of double final consonants ff, ll, ss, zz.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

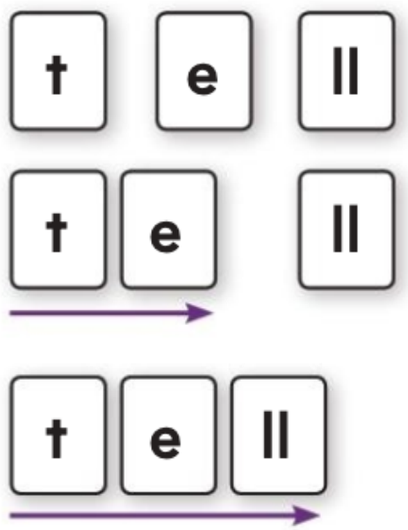
Part 1: Direct instruction

- **I do:** Display the ll letter card. Model for students how to write and say double final consonant ll sound. As you write the letter ll, say sometimes two letters can make one sound and even the same sound like in tell, well, and will.
    - Repeat with final consonant /ss/ as in grass, miss, and glass. Create a sound card if needed.
    - Repeat with final consonant /zz/ as in buzz, jazz, and frizz. Create a sound if needed.

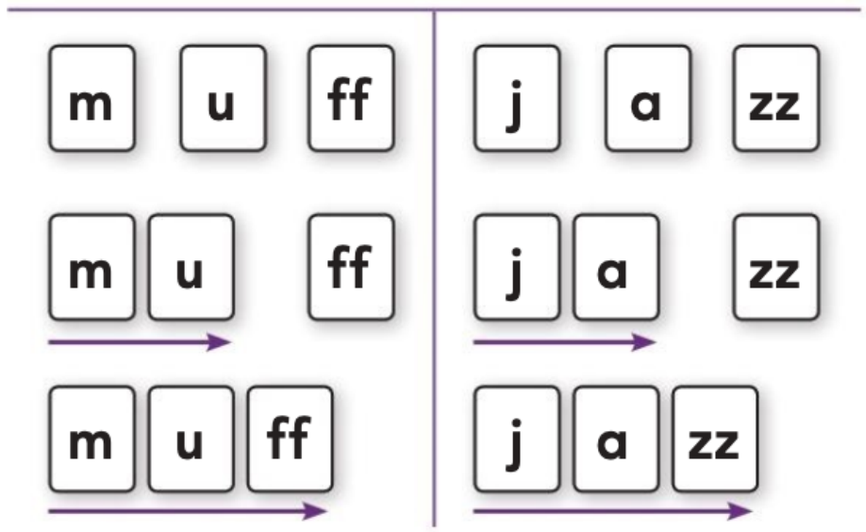
- **We do:** Ask students to say the letter names, sounds, and write the letters with you, using lined paper for the double final consonants.
    - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
    - Display the letter cards for the double final consonants ll, ff, ss, zz. With students, say take turns saying and writing double consonant ll.

- **Repeat the above steps with letters:**
    - **Double final Consonants:**
        - Ss - mess, class
        - Zz - fuzz, buzz

- **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. Remind students that two letters together can say one sound. Display the letter cards t - e- ll. Model blending the word ‘tell’, use your finger and slide across while saying /t/ /e/ /ll/ tell.



- **Repeat the above step for the words muff and jazz**



- **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.

pass	egg	odd	fuzz	leg
puff	sad	sell	toss	mess
off	less	if	add	cuff

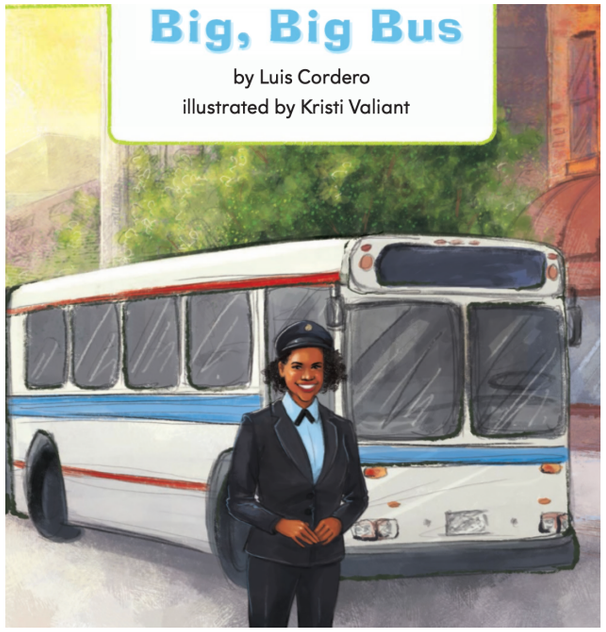
- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Pass, fluff, fuzz, fill
    - Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words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

Part 2: Practice / Centers

Teacher Table Time (TTT)

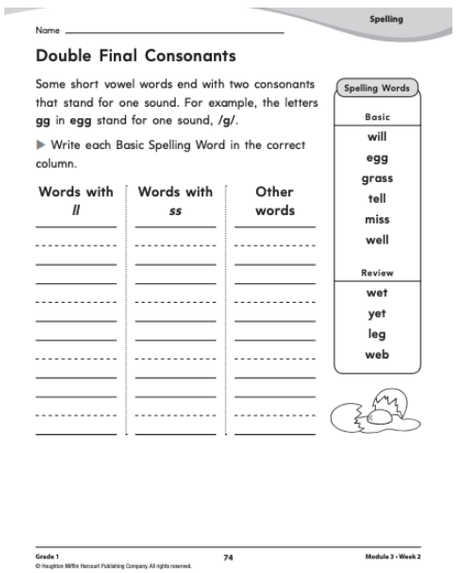
- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing double final consonants ll, ff, ss, and zz. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.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

- Decodable Text: [Big, Big Bus]



Center 1: Double Final Consonants ff, ss, zz

Practice sorting words Practice writing words. [Know It. Show It. 74] [Know It. Show It. 75] [Know It. Show It. 76]; [Spelling Words List]


Name _____ Spelling

Double Final Consonants

Some short vowel words end with two consonants that stand for one sound. For example, the letters **gg** in **egg** stand for one sound, /g/.

▶ Write each Basic Spelling Word in the correct column.

Words with *ll*	Words with *ss*	Other words

Spelling Words
Basic: will, egg, grass, tell, miss, well
Review: wet, yet, leg, web

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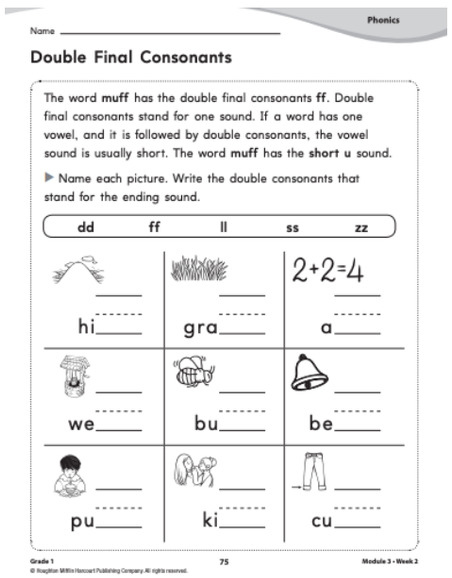
Name _____ Phonics

Double Final Consonants

The word **muff** has the double final consonants **ff**. Double final consonants stand for one sound. If a word has one vowel, and it is followed by double consonants, the vowel sound is usually short. The word **muff** has the **short u** sound.

▶ Name each picture. Write the double consonants that stand for the ending sound.

dd ff ll ss zz

hi___ gra___ 2+2=4 a___
we___ bu___ be___
pu___ ki___ cu___

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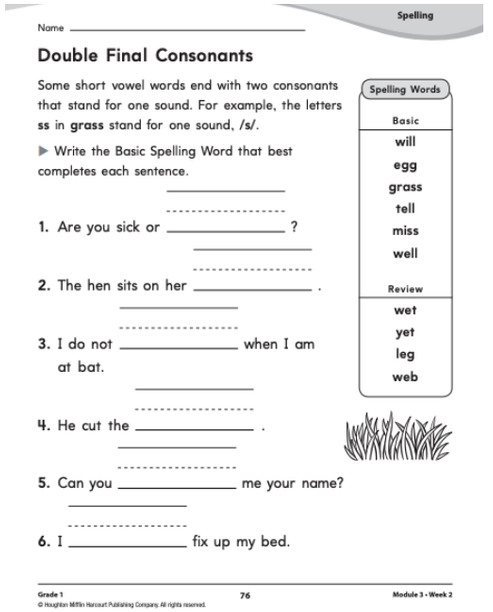
Name _____ Spelling

Double Final Consonants

Some short vowel words end with two consonants that stand for one sound. For example, the letters **ss** in **grass** stand for one sound, /s/.

▶ Write the Basic Spelling Word that best completes each sentence.

1. Are you sick or _____ ?
2. The hen sits on her _____ .
3. I do not _____ when I am at bat.
4. He cut the _____ .
5. Can you _____ me your name?
6. I _____ fix up my bed.

Spelling Words
Basic: will, egg, grass, tell, miss, well
Review: wet, yet, leg, web

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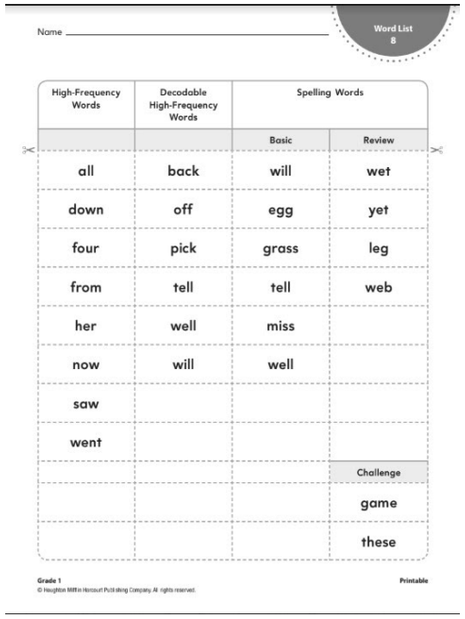
Name _____ Word List 8

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
all	back	will	wet
down	off	egg	yet
four	pick	grass	leg
from	tell	tell	web
her	well	miss	
now	will	well	
saw			
went			
			Challenge
			game
			these

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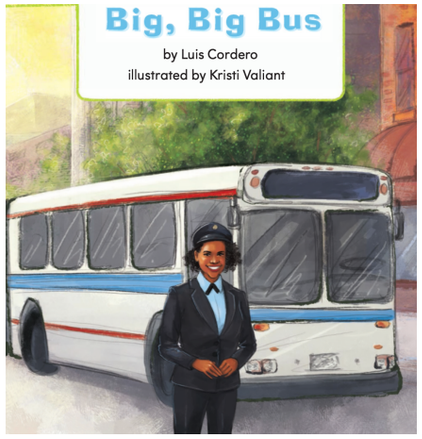
Center 2: [Word Work]

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

Miss, fluff, pill



Center 3: Independent Read

Decodable Text: [Big, Big Bus]

- 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 fell. The ball had fuzz.
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 37: Phonics: double final consonants -ff, -ss, -zz, -ll; -ck (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for double final consonants ll, ff, ss, zz.
- 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 double final consonants /ll/, /ff/, /ss/, /zz/.

Success Criteria:

- I can say and write the sound-spelling of double final consonants ff, ll, ss, zz.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

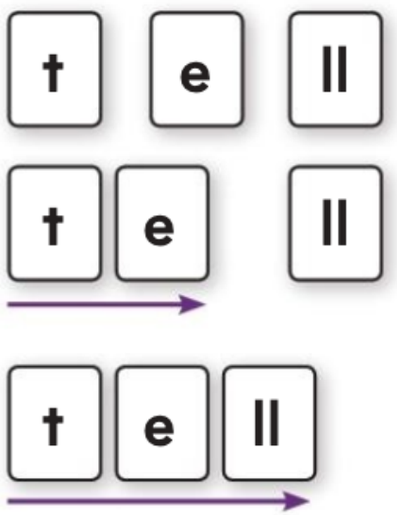
Part 1: Direct instruction

- **I do:** Display the ll letter card. Model for students how to write and say double final consonant ll sound. As you write the letter ll, say sometimes two letters can make one sound and even the same sound like in tell, well, and will.
    - Repeat with final consonant /ss/ as in grass, miss, and glass. Create a sound card if needed.
    - Repeat with final consonant /zz/ as in buzz, jazz, and frizz. Create a sound if needed.

- **We do:** Ask students to say the letter names, sounds, and write the letters with you, using lined paper for the double final consonants.
    - 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 for the double final consonants ll, ff, ss, zz. With students, say take turns saying and writing double consonant ll.

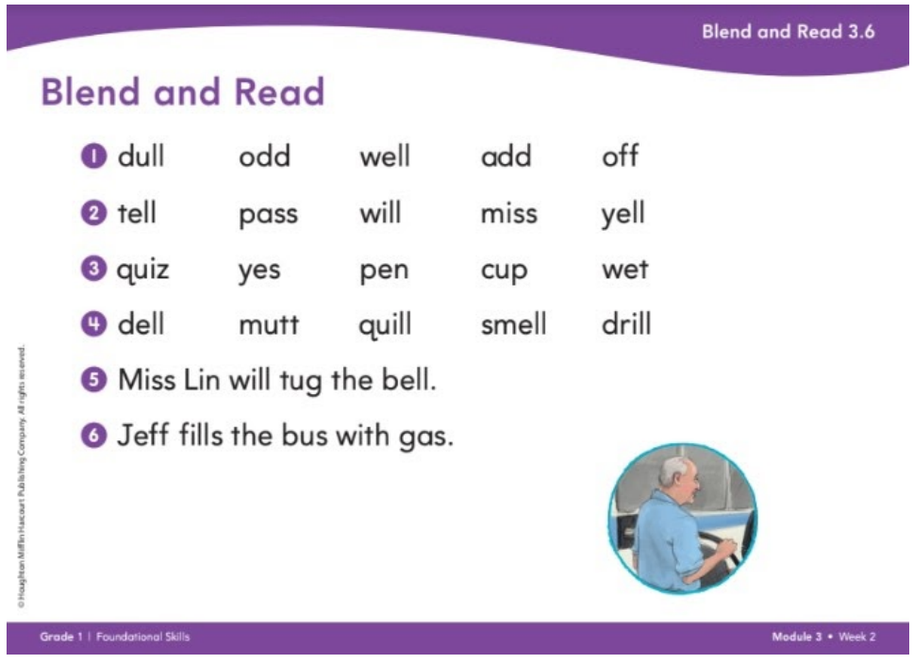
- **Repeat the above steps with letters:**
    - **Double final Consonants:**
        - Ss - boss, mess
        - Zz - fuzz, buss
        - Ff - stuff, cliff

- **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. Remind students that two letters together can say one sound. Display the letter cards t - e- ll. Model blending the word ‘tell’, use your finger and slide across while saying /t/ /e/ /ll/ tell.



- **Repeat the above step for the words stuff and fuzz**

- **We do:** Have students practice this blending task by displaying Blend and Read 3.6 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.



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - drill, miss, smell
    - 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: tell, boss, bill

Part 2: Practice / Centers

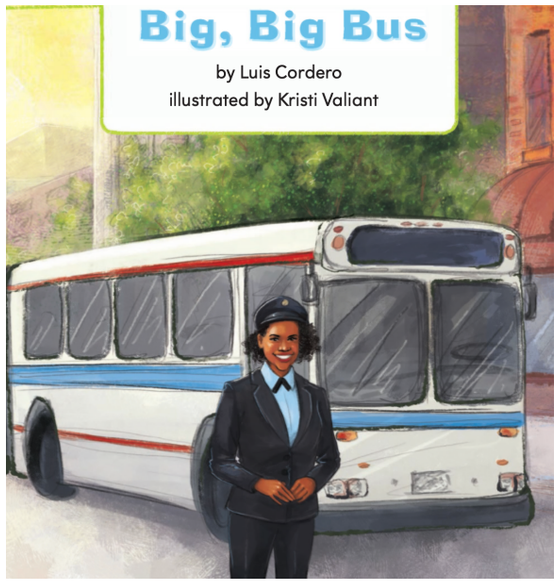
Teacher Table Time (TTT)

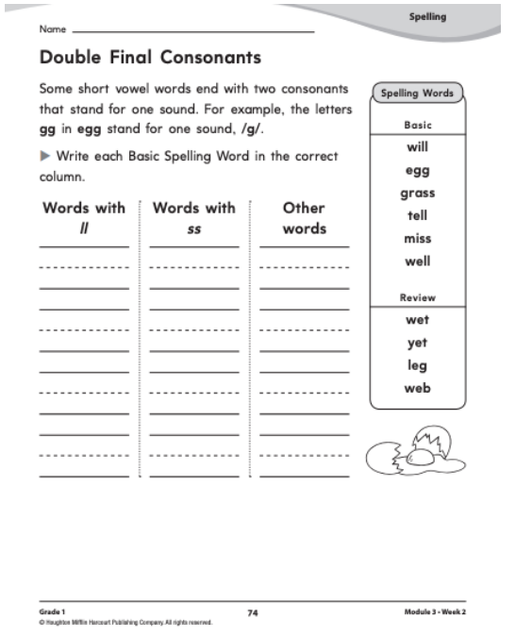
- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing double final consonants ll, ff, ss, and zz. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

- Have students write CVC words ending with double final consonants.

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





Spelling

Name _____

Double Final Consonants

Some short vowel words end with two consonants that stand for one sound. For example, the letters **gg** in **egg** stand for one sound, **/g/**.

▶ Write each Basic Spelling Word in the correct column.

Words with *ll*	Words with *ss*	Other words

Spelling Words
Basic
will
egg
grass
tell
miss
well
Review
wet
yet
leg
web

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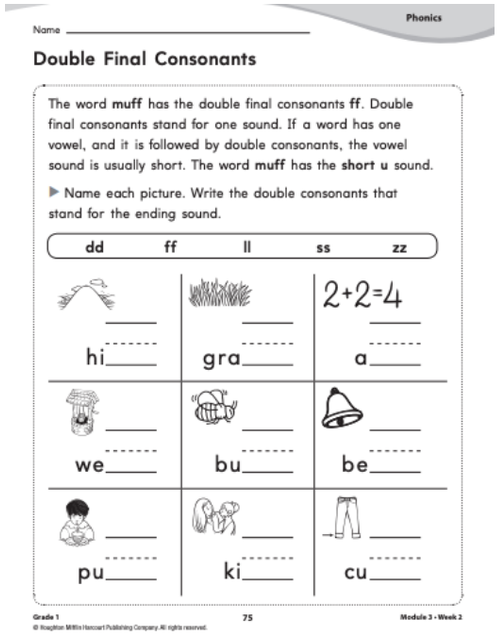

Phonics

Name _____

Double Final Consonants

The word **muff** has the double final consonants **ff**. Double final consonants stand for one sound. If a word has one vowel, and it is followed by double consonants, the vowel sound is usually short. The word **muff** has the **short u** sound.

▶ Name each picture. Write the double consonants that stand for the ending sound.

dd	ff	ll	ss	zz
hi___	gra___	2+2=4 a___		
we___	bu___	be___		
pu___	ki___	cu___		

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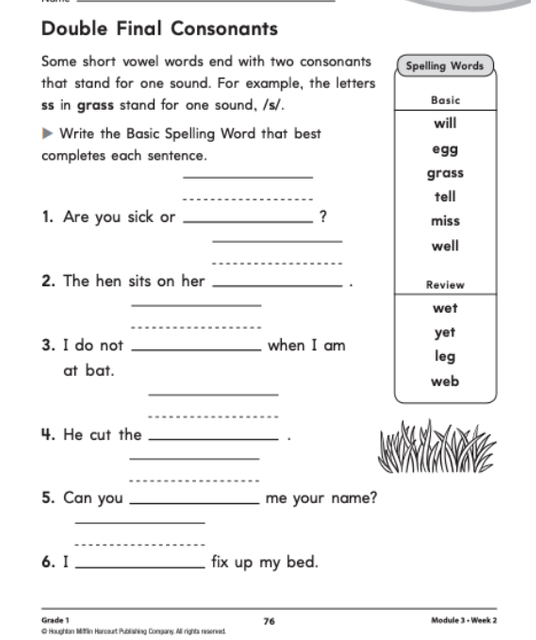

Spelling

Name _____

Double Final Consonants

Some short vowel words end with two consonants that stand for one sound. For example, the letters **ss** in **grass** stand for one sound, **/s/**.

▶ Write the Basic Spelling Word that best completes each sentence.

1. Are you sick or _____ ?
2. The hen sits on her _____ .
3. I do not _____ when I am at bat.
4. He cut the _____ .
5. Can you _____ me your name?
6. I _____ fix up my bed.

Spelling Words
Basic
will
egg
grass
tell
miss
well
Review
wet
yet
leg
web

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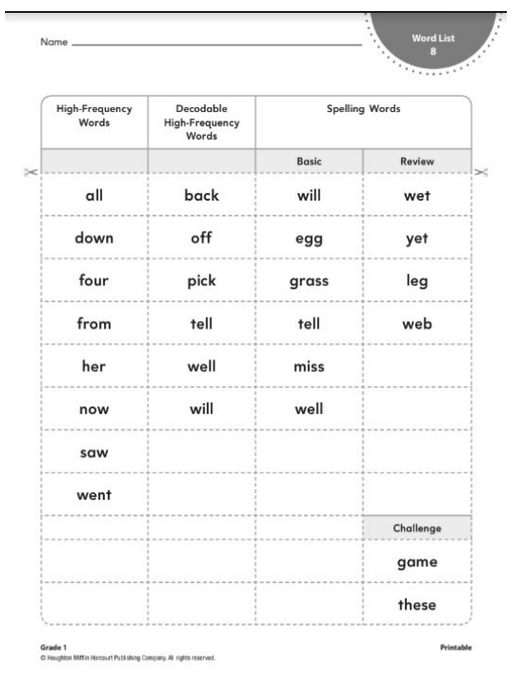

Name _____

Word List 8

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
all	back	will	wet
down	off	egg	yet
four	pick	grass	leg
from	tell	tell	web
her	well	miss	
now	will	well	
saw			
went			
			Challenge
			game
			these

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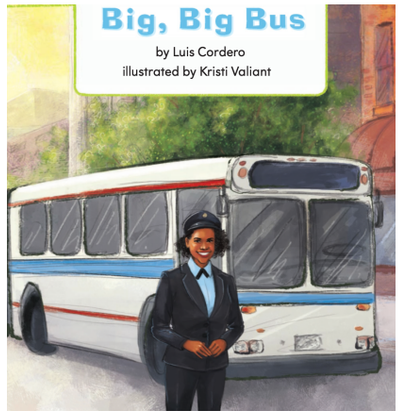
Center 2: Word Work

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

Center 3: Independent Read

- Decodable Text: Big, Big Bus



- 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: pass, smell, dull
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 38: Phonics: double final consonants -ff, -ss, -zz, -ll; -ck (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for ck for k.
- 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 ck for /k/.

Success Criteria:

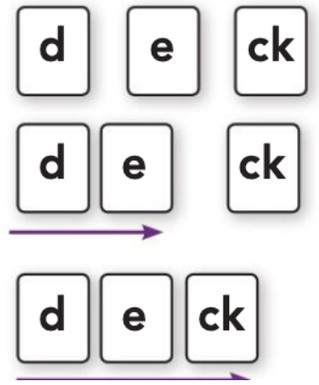
- I can say and write the sound-spelling of ck for k.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

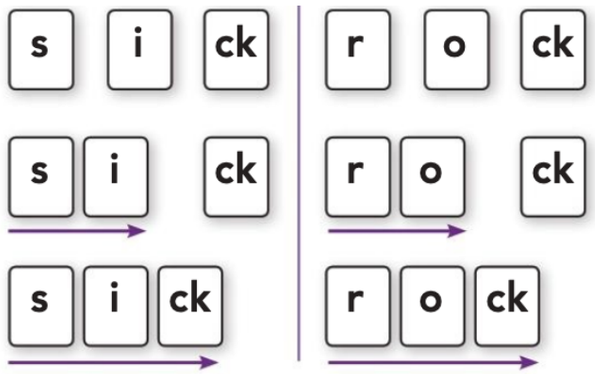
- **I do:** Display the ck letter card. Model for students how to write and say the ck sound. As you write consonant ck, say ck says /k/ at the end of words like in sick, pack, and lock

- **We do:** Ask students to say the letter names, sounds, and write the letters with you, using lined paper for students to write consonants ck.
    - 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 for the Ck. Remind students that sometimes two letters can make one sound. With students, say take turns saying and writing ck and saying the /k/ sound.
    - Write the words: back, pick, sock

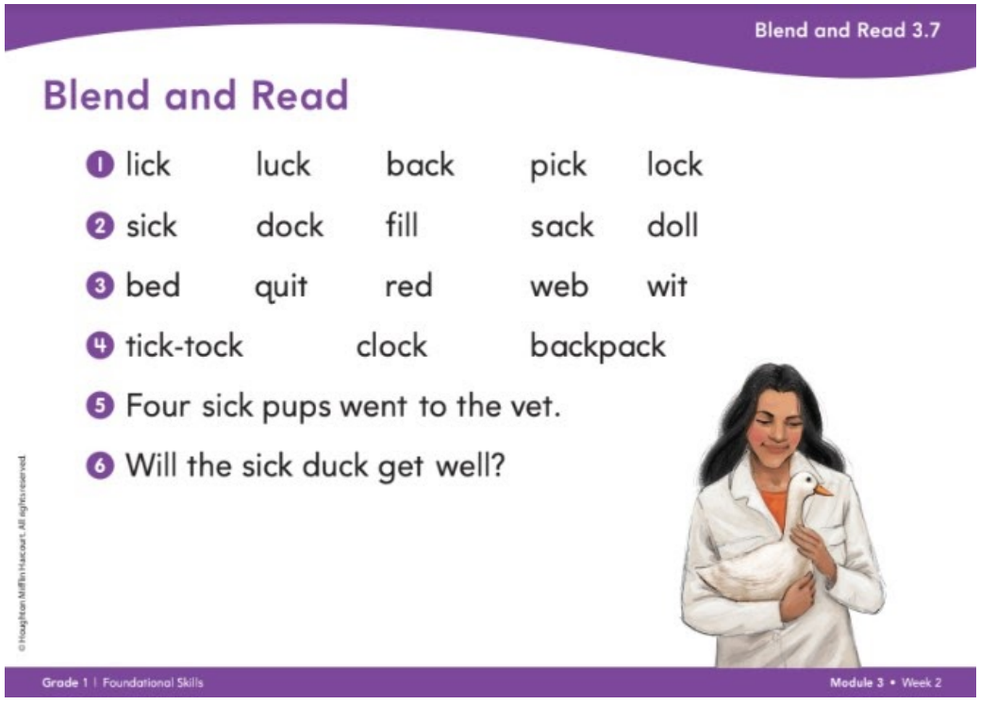
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell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



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



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply. Blend and Read 3.7



Blend and Read 3.7

Blend and Read

1. lick luck back pick lock
2. sick dock fill sack doll
3. bed quit red web wit
4. tick-tock clock backpack
5. Four sick pups went to the vet.
6. Will the sick duck get well?

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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: sick, peck, tick, sock

Part 2: Practice / Centers

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing words with the consonants ck producing the /k/ sound Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.
- Model again and have students mimic you. Correct as needed.
- Have students write short e CVC words and consonant ck /k/ CVC 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: Vets Get Pets Well

Vets Get Pets Well

I am a vet.
Vets fix sick pets.
Sick pets can get well.

Center 1: Consonants ck /k/

Practice sorting words by consonant ck /k/. Practice building words with letter cards with consonants ck. Practice writing spelling words.
Lick, luck, deck, pack

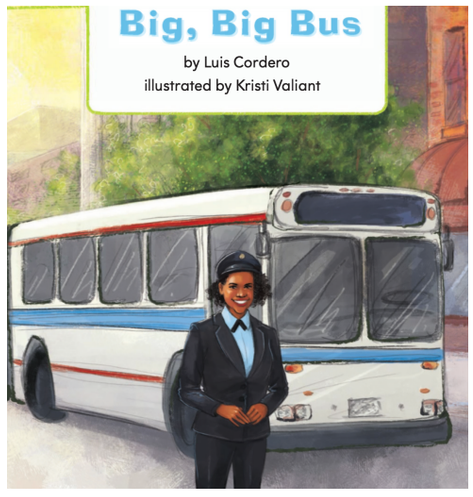
Center 2: Word Work

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

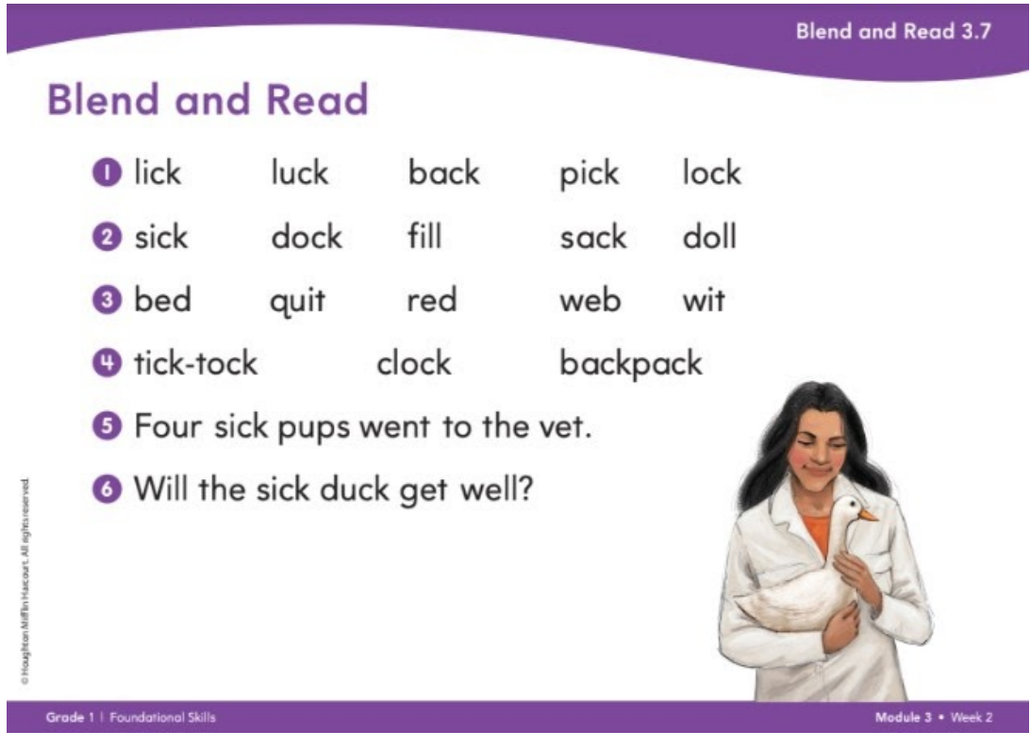
cap	luck	peck	lock
lick	back	quack	kid
sack	neck	cut	kick

Center 3:Independent Read

Vets Get Pets Well and Big, Big Bus



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



Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these words: The cat hid the sock. luck, pack, kick
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 39: Phonics: double final consonants -ff, -ss, -zz, -ll; -ck (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for double final consonants ll, ff, ss, zz, ck
- 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 double final consonants /ll/, /ff/, /ss/, /zz/, ck /k/

Success Criteria:

- I can say and write the sound-spelling of double final consonants ff, ll, ss, zz, ck /k/
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Direct instruction

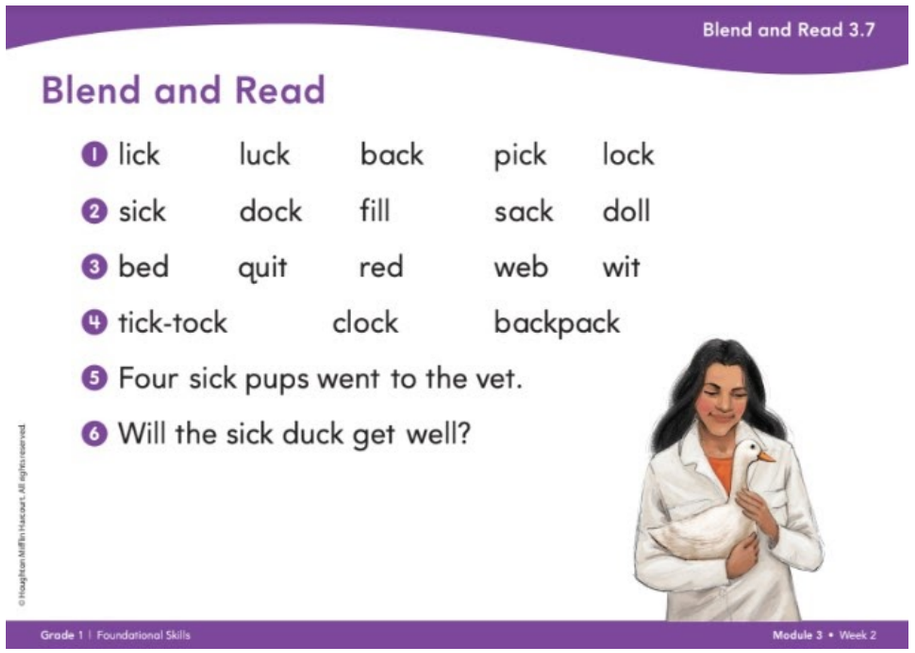
- **I Do:** Explain to students that good readers think about what they are reading and whether the words read make sense. Show students the text, Fun Kid Jobs. Show students how you self-correct errors while reading by looking at the word and applying what you know about phonics. Rather than use the 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. Review page 60 with students

- **We Do:** Have children partner read page 61 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: /qu/ / i/ /ck/. Ask students what letter sound the short i makes. Ask students for the sound of short u. Have them repeat that sound. Remind and ask the sound for qu. 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. quick

- **We do:** Have students practice this blending task by displaying Blend and Read 3.7

- 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.



- **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: dock, tick, pick, deck

Part 2: Practice / Centers

Teacher Table Time (TTT)

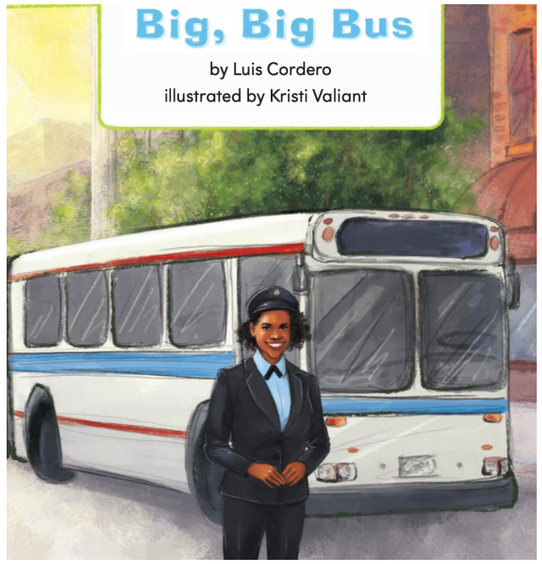
- Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing double final consonants ll, ff, ss, zz, and ck. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

- Have students write CVC words ending with double final consonants and ck /k/.

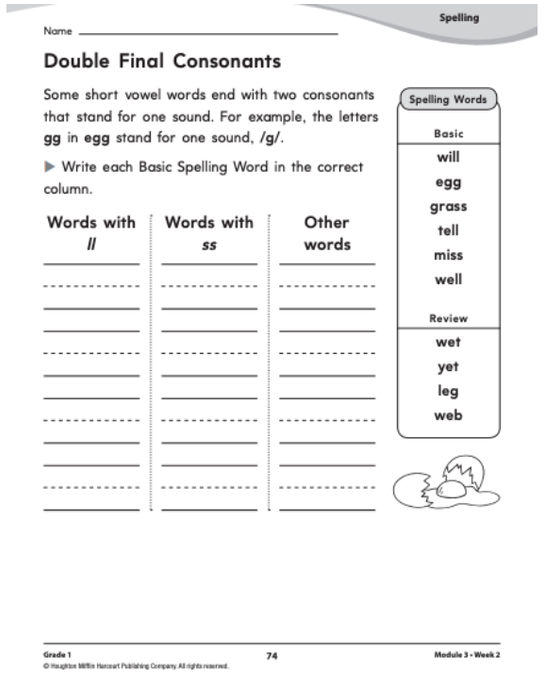
- Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

- Decodable Text: Big, Big Bus and Fun Kid Jobs



Center 1: Double Final Consonants ff, ss, zz, and ck /k/

Practice sorting words Practice writing words. Know It. Show It. 74 Know It. Show It. 75 Know It. Show It. 76 Know It. Show It. 79


Spelling

Name _____

Double Final Consonants

Some short vowel words end with two consonants that stand for one sound. For example, the letters **gg** in **egg** stand for one sound, **/g/**.

▶ Write each Basic Spelling Word in the correct column.

Words with *ll*	Words with *ss*	Other words

Spelling Words

Basic
will
egg
grass
tell
miss
well

Review
wet
yet
leg
web

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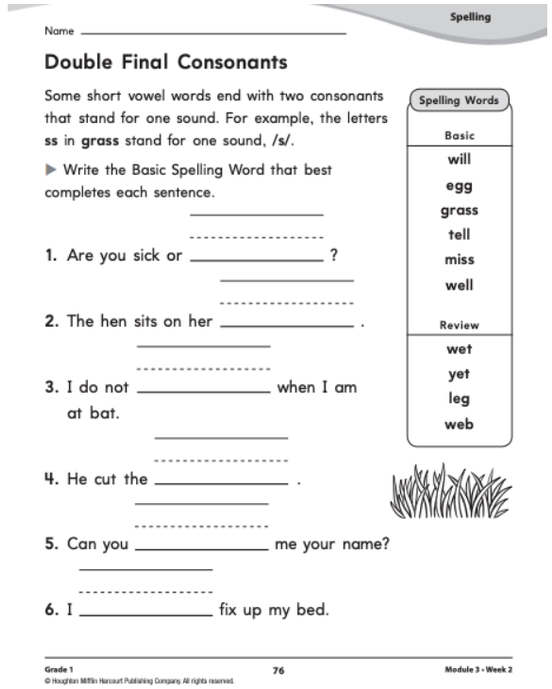
Spelling

Name _____

Double Final Consonants

Some short vowel words end with two consonants that stand for one sound. For example, the letters **ss** in **grass** stand for one sound, **/s/**.

▶ Write the Basic Spelling Word that best completes each sentence.

1. Are you sick or _____ ?
2. The hen sits on her _____ .
3. I do not _____ when I am at bat.
4. He cut the _____ .
5. Can you _____ me your name?
6. I _____ fix up my bed.

Spelling Words

Basic
will
egg
grass
tell
miss
well

Review
wet
yet
leg
web

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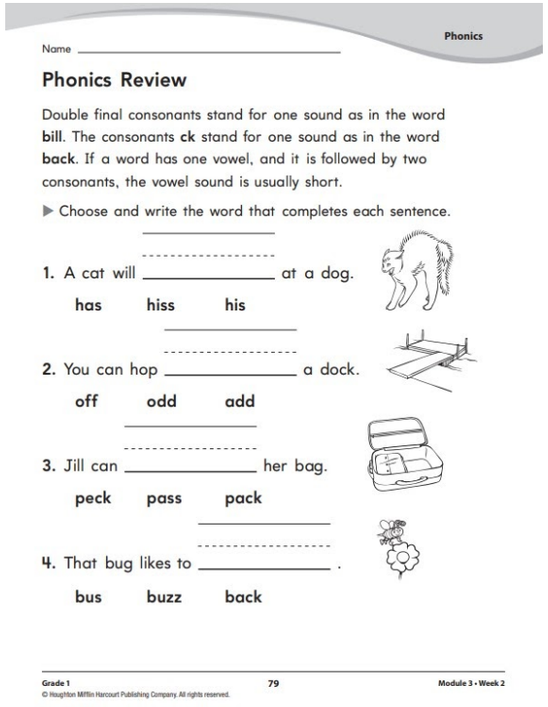

Name _____ Phonics

Phonics Review

Double final consonants stand for one sound as in the word **bill**. The consonants **ck** stand for one sound as in the word **back**. If a word has one vowel, and it is followed by two consonants, the vowel sound is usually short.

▶ Choose and write the word that completes each sentence.

1. A cat will _____ at a dog.
   has **hiss** **his**
2. You can hop _____ a dock.
   off **odd** **add**
3. Jill can _____ her bag.
   peck **pass** **pack**
4. That bug likes to _____ .
   bus **buzz** **back**

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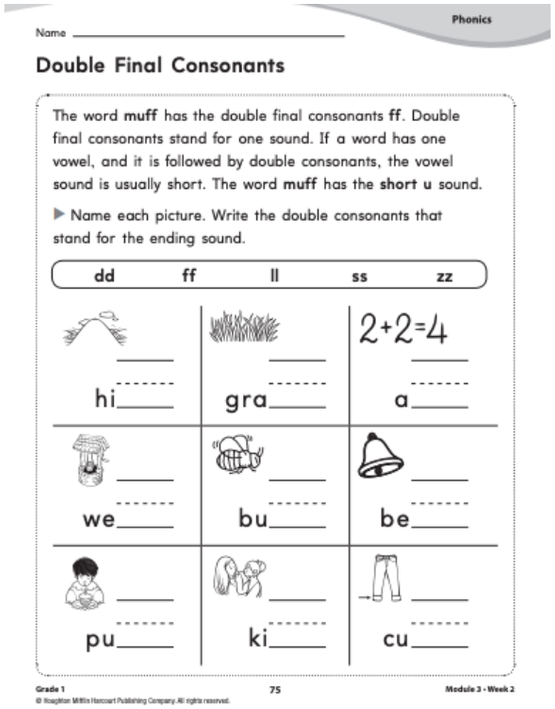

Name _____ Phonics

Double Final Consonants

The word **muff** has the double final consonants **ff**. Double final consonants stand for one sound. If a word has one vowel, and it is followed by double consonants, the vowel sound is usually short. The word **muff** has the **short u** sound.

▶ Name each picture. Write the double consonants that stand for the ending sound.

dd	ff	ll	ss	zz
hi_____	gra_____	2+2=4 a_____		
we_____	bu_____	be_____		
pu_____	ki_____	cu_____		

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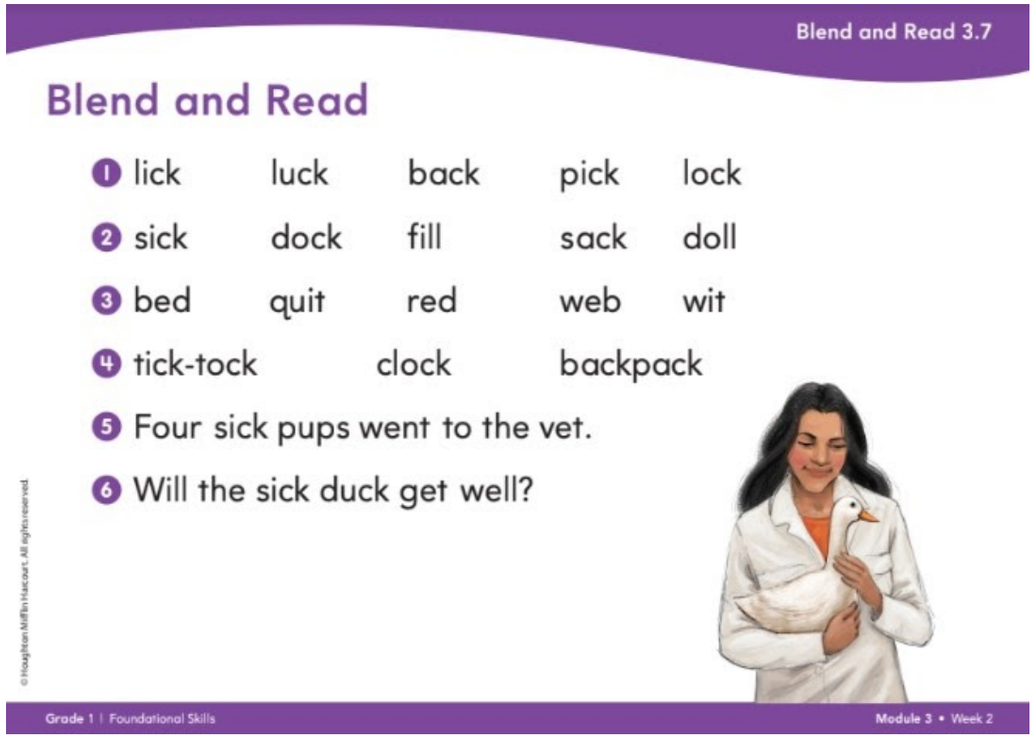
Center 2: Word Work

Write the following words as you sound them out. Use crayons, markers, playdoh
Fall, well, doll, less, miss, frizz, buzz, sniff

Center 3: Independent Read

- Read decodable texts, Big, Big Bus and Fun Kid Jobs

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



Blend and Read 3.7

Blend and Read

1. lick luck back pick lock
2. sick dock fill sack doll
3. bed quit red web wit
4. tick-tock clock backpack
5. Four sick pups went to the vet.
6. Will the sick duck get well?

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Grade 1 | Foundational Skills Module 3 • Week 2

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these sentences: miss, will, back, stick, pill
- Have students say the sounds as they write each word.
- Add date to task.
- Provide feedback to students. For students who could not do the task, include them in the TTT for the next day.

Lesson 40: Phonics: double final consonants -ff, -ss, -zz, -ll; -ck (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

- I am learning the sound-spellings for double final consonants ll, ff, ss, zz, and ck.
- 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 double final consonants /ll/, /ff/, /ss/, /zz/, ck /k/

Success Criteria:

- I can say and write the sound-spelling of double final consonants ff, ll, ss, zz, and ck /k/
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of double final consonants ll, ff, ss, zz, and ck 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: The bug will buzz. We will call Jeff to go back to class.

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. **will** *Will* you go tomorrow?
2. **egg** I ate an *egg* for breakfast.
3. **grass** The *grass* is green.
4. **tell** He can *tell* a good story.
5. **miss** I *miss* him when he is away.
6. **well** Do you feel *well* or sick?

REVIEW

7. **wet** I got *wet* in the rain.
8. **yet** Are we home *yet*?
9. **leg** She fell and hurt her *leg*.
10. **web** A spider may spin a *web*.

CHALLENGE

11. **game** We played a *game* of tag.
12. **these** *These* books are mine.

Part 2: Reading Decodable Texts

- Invite students to partner read, Big, Big Bus and Fun Kid Jobs
- Spend time during this period listening to students read the decodable texts: Big, Big Bus and Fun Kid Jobs
- Record your findings.

Lesson 41: Phonics: consonant digraph sh, review s and sh (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

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

Success Criteria:

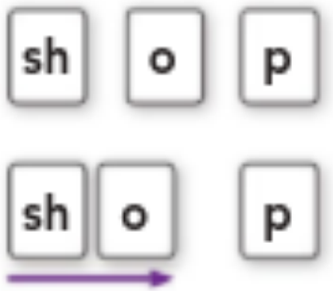
- I can say and write the sound-spelling of the digraph sh.
- I can decode words by their sound letter relationships.
- I can correctly write dictated words.

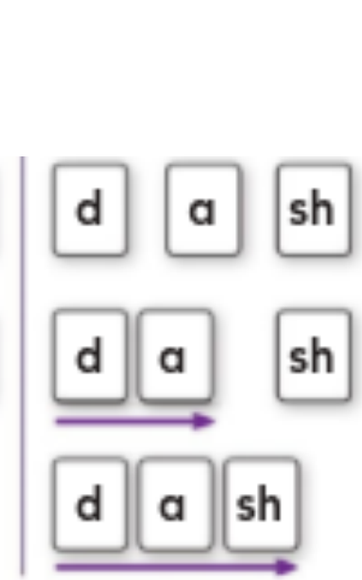
Part 1: Direct Instruction

- **I do:** Display the *sh* letter card. Model for students how to write and say the *sh* sound. As you write the letters *sh*, say *sh* /sh/ like in shark, fish, cashier

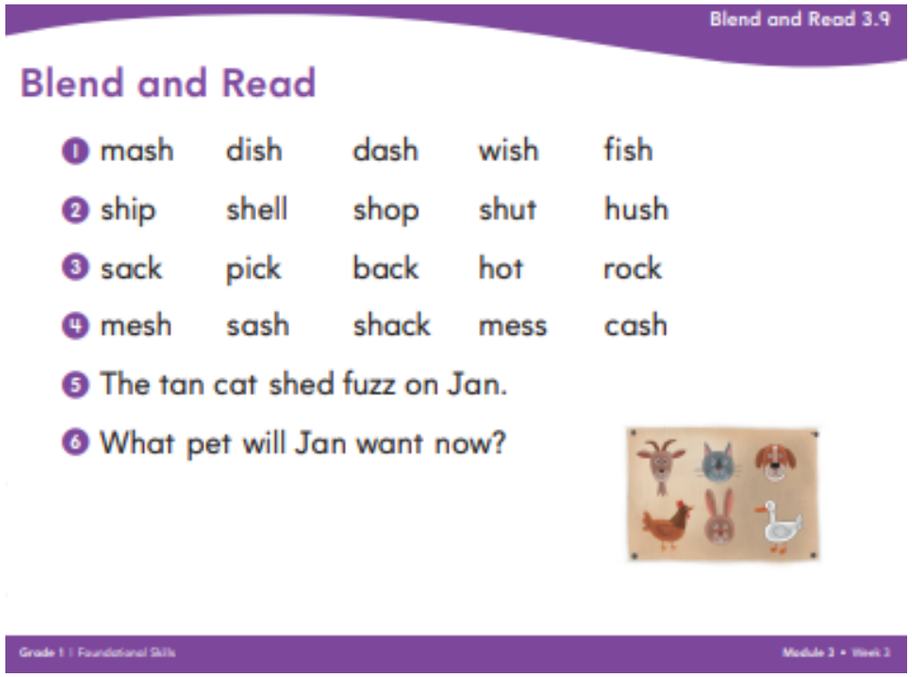
- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript *sh* worksheet.
    - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.
    - Display the letter card *sh*. With students, say *sh*, /sh/, write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

- **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 Sh Oo Pp. Model blending the word ‘shop’, use your finger and slide across while saying /sh/ /o/ /p/ shop.





- **We do:** Have students practice this blending task by displaying Blend and Read 3.9. 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.



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Dish, mash
    - 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: bash, sash, ship, shut

Part 2: Practice / Centers

Teacher Table Time (TTT)

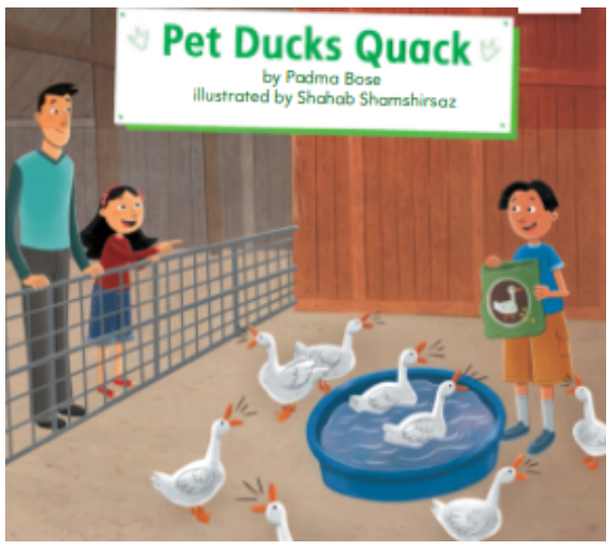
1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing consonant digraph *sh.* Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write consonant digraph *sh* words.

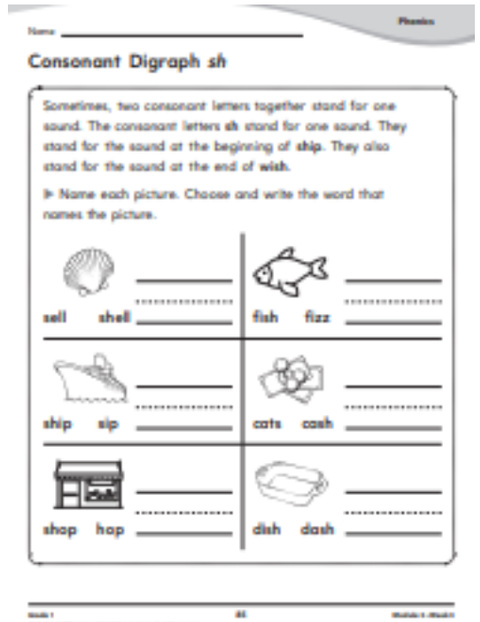
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

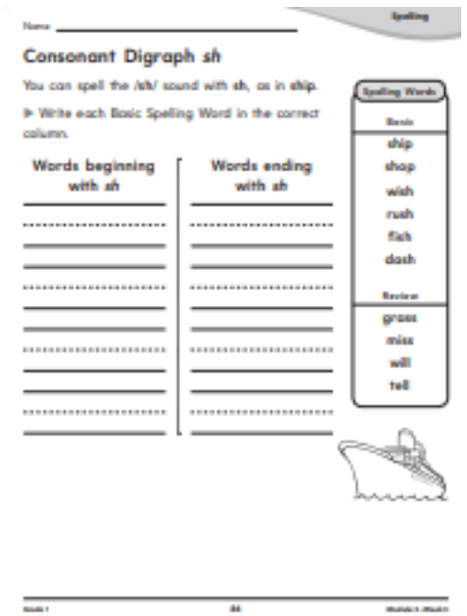
    1. Decodable Text: Pet Ducks Quack

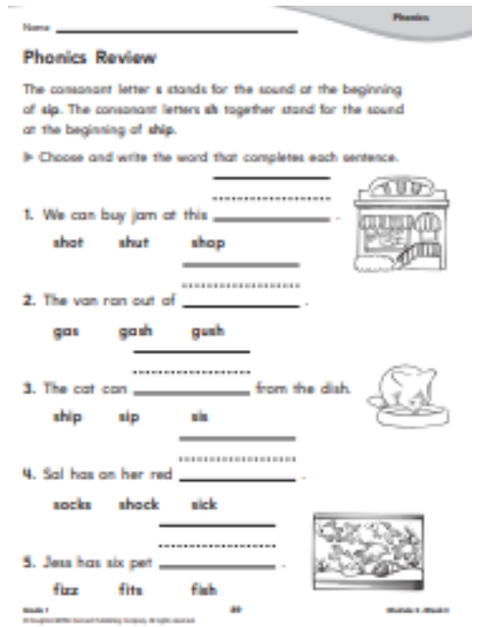


Center 1: Digraph

Practice sorting digraph *sh* . Practice writing spelling words.
Know It, Show It pages 84, 85 and 89;; Spelling Words List





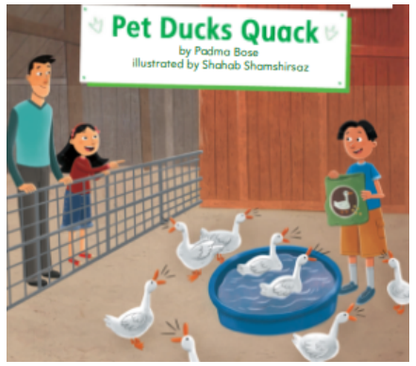


Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text. Pet Ducks Quack



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: Jan pick a shell. The ship hit a rock.

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

3. Add date to task.

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

Lesson 42: Phonics: consonant digraph sh, review s and sh (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

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

Success Criteria:

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

Part 1: Direct instruction

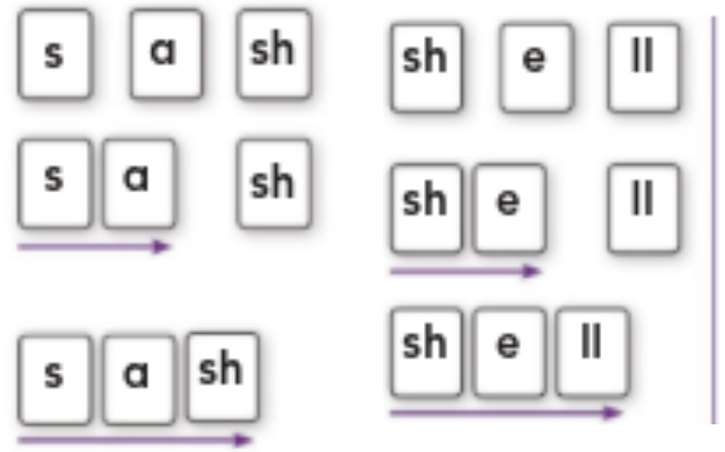
- **I do:** Display the *sh* letter card. Model for students how to write and say the *sh* sound. As you write the letters *sh*, say *sh* /sh/ like in shark, fish, cashier

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

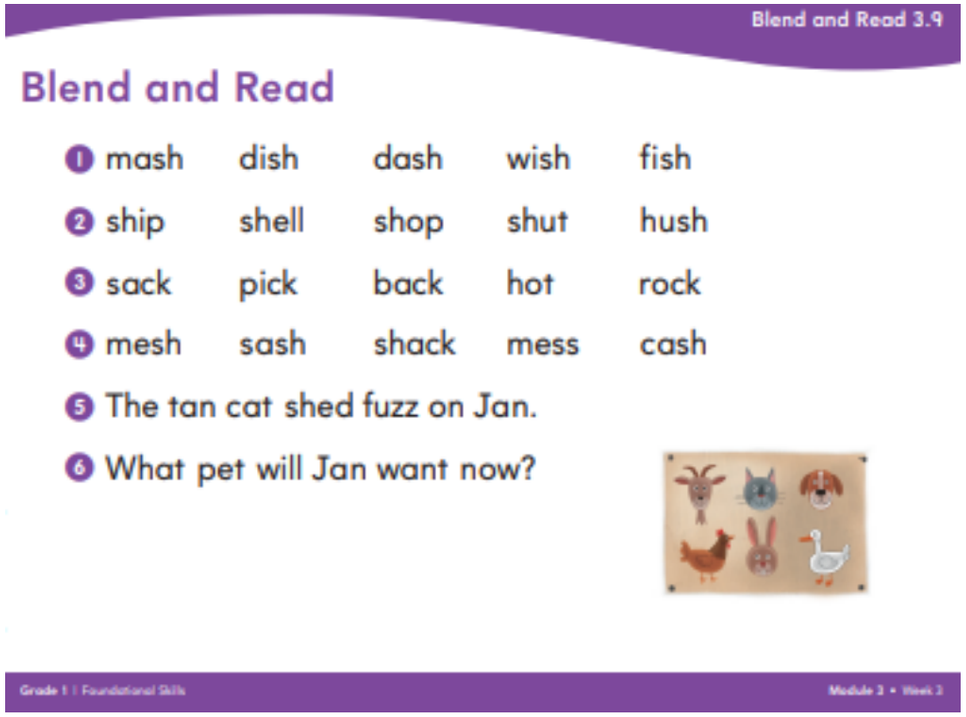
  - Say, as I point to the letter we will say its name, its sound, and write it as we repeat its sound.

  - Display the letter card *sh*. With students, say *sh*, /sh/, write the letters *sh*, while saying /sh/.

- **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 Aa Sh. Model blending the word 'sash', use your finger and slide across while saying /s/ /a/ /sh/ sash.



- **We do:** Have students practice this blending task by displaying Blend and Read 3.9. 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.



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

- Gash, shack
- 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: ship, mesh, shin, rush, dash

Part 2: Practice / Centers

Teacher Table Time (TTT)

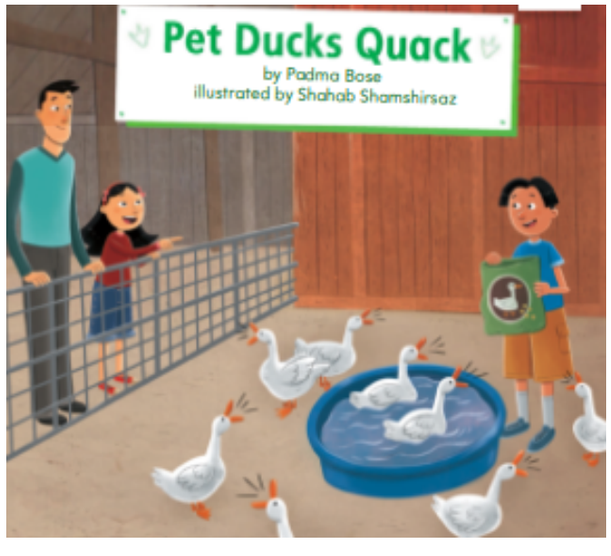
1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing consonant digraph *sh.* Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write consonant digraph *sh* 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.

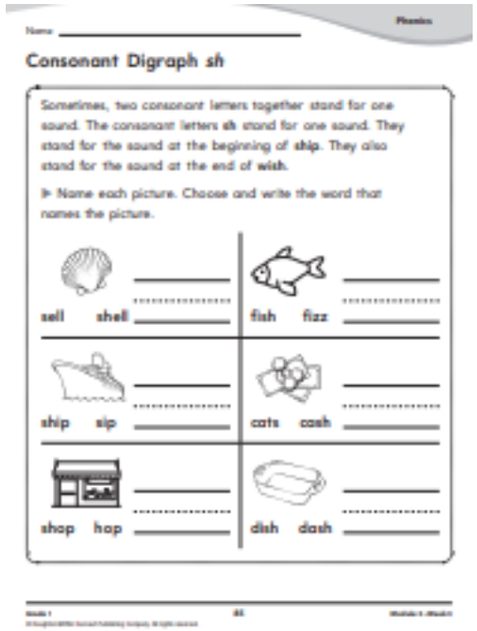
    1. Decodable Text: Pet Ducks Quack



Center 1: Digraph

Practice sorting digraph *sh* . Practice writing spelling words. Know It, Show It pages 84, 85 and 89; Spelling Words List

High-Frequency Words	Decodable High-Frequency Words	Spelling Words: Basic	Spelling Words: Review
by	hot	ship	grass
call	wish	shop	miss
could	fish	wish	will
know		rush	tell
some		fish	
there		dash	
were			
would			
			Challenge
			shape
			shoe



Consonant Digraph *sh*

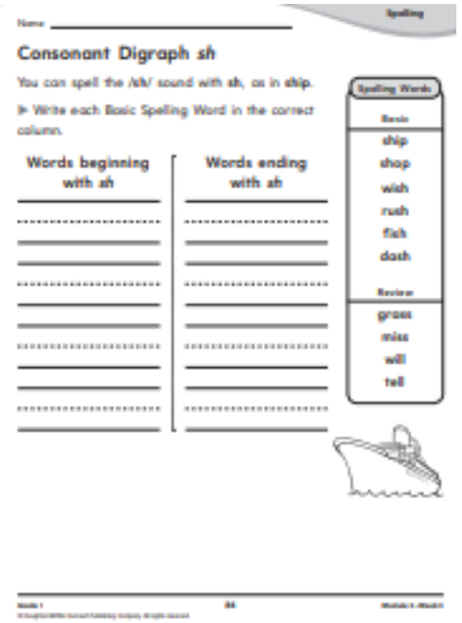
Sometimes, two consonant letters together stand for one sound. The consonant letters **sh** stand for one sound. They stand for the sound at the beginning of **ship**. They also stand for the sound at the end of **wish**.

▶ Name each picture. Choose and write the word that names the picture.

sell shell ____ fish fizz ____

ship sip ____ cats cash ____

shop hop ____ dish dash ____



Consonant Digraph *sh*

You can spell the /sh/ sound with **sh**, as in **ship**.

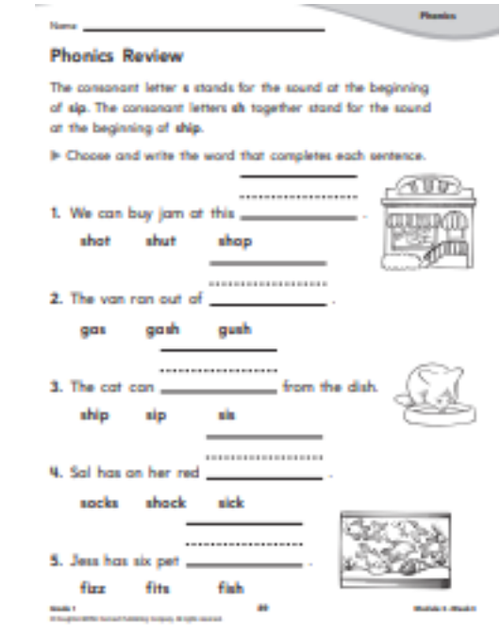
▶ Write each Basic Spelling Word in the correct column.

Words beginning with *sh*	Words ending with *sh*

Spelling Words

Basic: ship, shop, wish, rush, fish, dash

Review: grass, miss, will, tell



Phonics Review

The consonant letter **s** stands for the sound at the beginning of **sip**. The consonant letters **sh** together stand for the sound at the beginning of **ship**.

▶ Choose and write the word that completes each sentence.

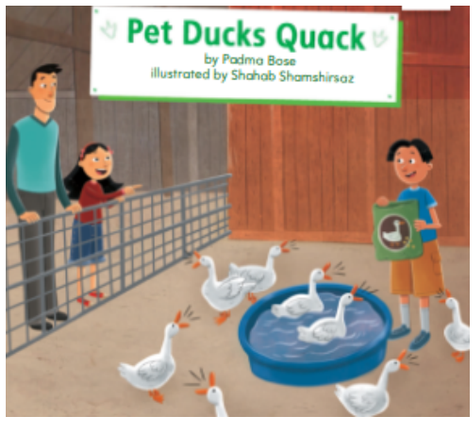
1. We can buy jam at this ____.
   shot shut shop
2. The van ran out of ____.
   gas gash gush
3. The cat can ____ from the dish.
   ship sip sis
4. Sal has on her red ____.
   socks shock sick
5. Jess has six pet ____.
   fizz fits fish

Center 2: Word Work

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

Center 3:Independent Read

1. Read the decodable text. Pet Ducks Quack



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: Shag the dog is a mess. I got cash to 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 43: Phonics: consonant digraph sh, review s and sh (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

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

Success Criteria:

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

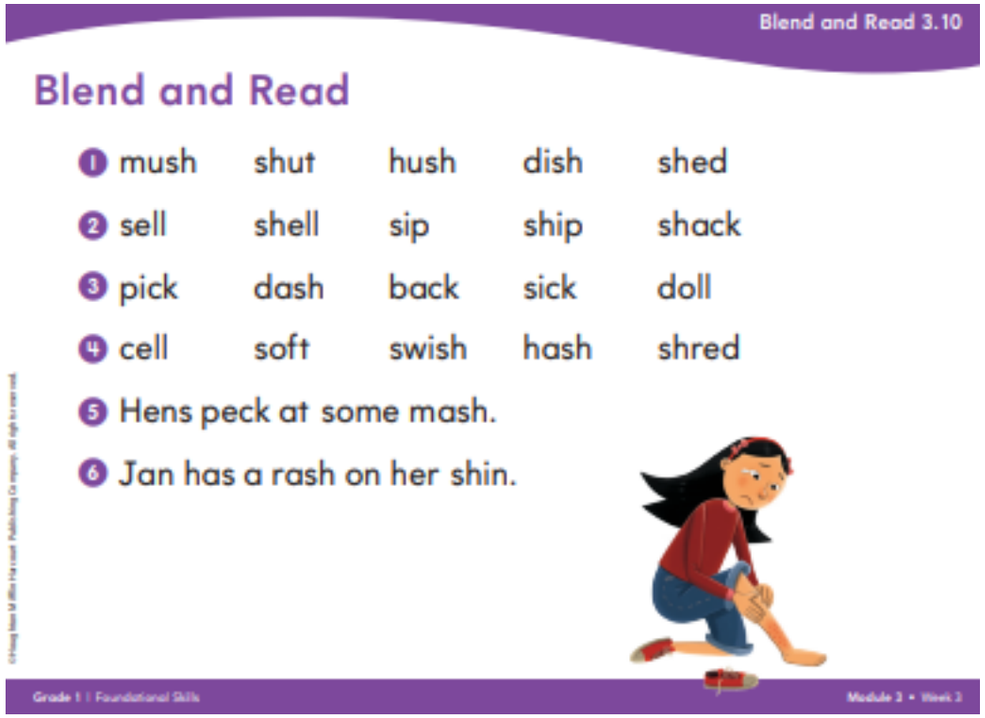
Part 1: Direct instruction

- **I do:** Display the *sh* letter card. Model for students how to write and say the *sh* sound. As you write the letters *sh*, say *sh* /sh/ like in shark, fish, cashier

- **We do:** Ask students to say the letter name, sound, and write the letter with you, using the manuscript *sh* 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 *sh*. With students, say *sh*, /sh/, write the letters *sh*, while saying /sh/.

- **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 Sh Ii Nn. Model blending the word ‘shin’, use your finger and slide across while saying /sh/ /i/ /n/ shin.

- **We do:** Have students practice this blending task by displaying Blend and Read 3.10. 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.



- **You do:** Have students practice blending with the following words, independently. Provide feedback as students begin to apply.
    - Shell, swish
    - 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: hush, rush, hash, dash, dish

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 *sh.* 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.

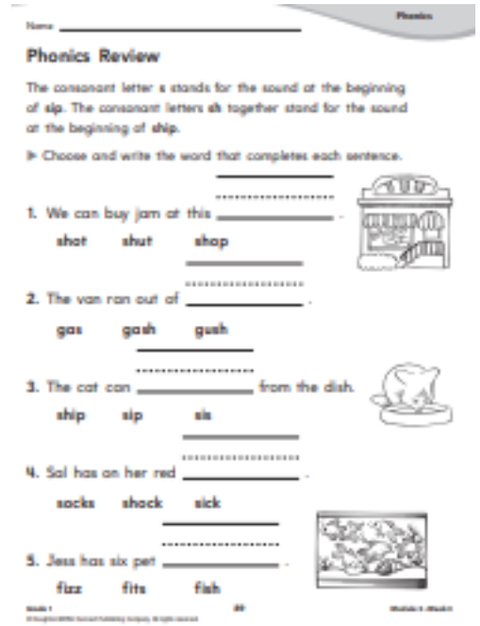
3. Have students write consonant digraph *sh* words.

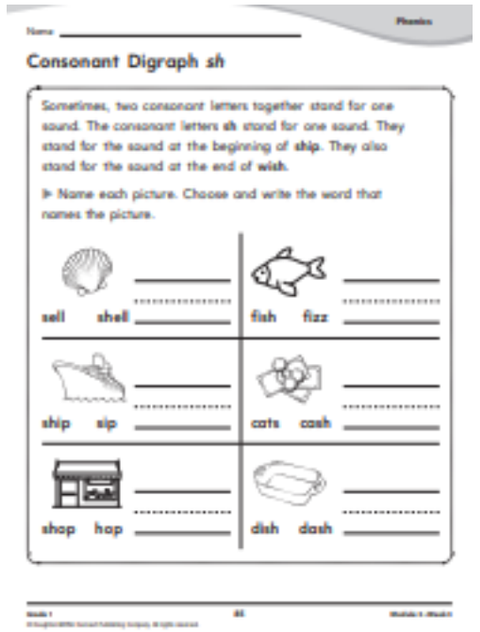
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

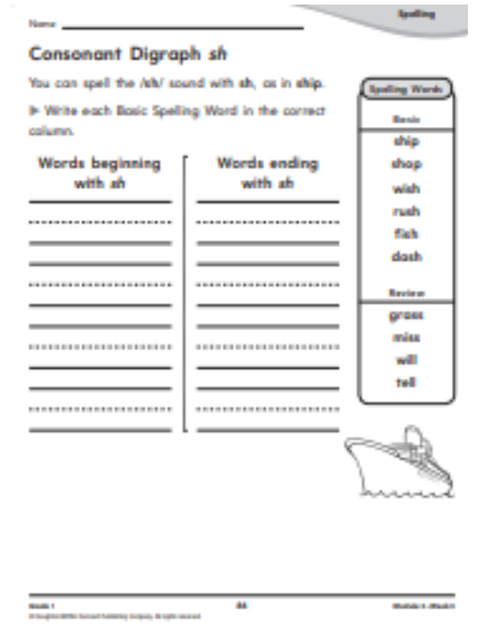
    1. Decodable Text: Six Pet Fish

Center 1: Digraph

Practice sorting digraph *sh* . Practice writing spelling words.
Know It, Show It pages 84, 85 and 89;; Spelling Words List







Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text.Six Pet Fish

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: Six fish swim fast. Hush, Tim is sick.

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 44: Phonics: consonant digraph sh, review s and sh (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

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

Success Criteria:

- I can say and write the sound-spelling of the digraph sh.
- 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, Six Pet Fish 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 94 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: sh, e, l, l, f, i, sh. Ask students what letter sound the short i makes. Ask students for the sound of short a. 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.

  Sh e l l f i sh

- **We do:** Have students practice this blending task by displaying Blend and Read 3.10. 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.

- **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: **mash, hash, rash, sash, shell, shut, shed, shin**

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 *sh.* 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 *sh* words.

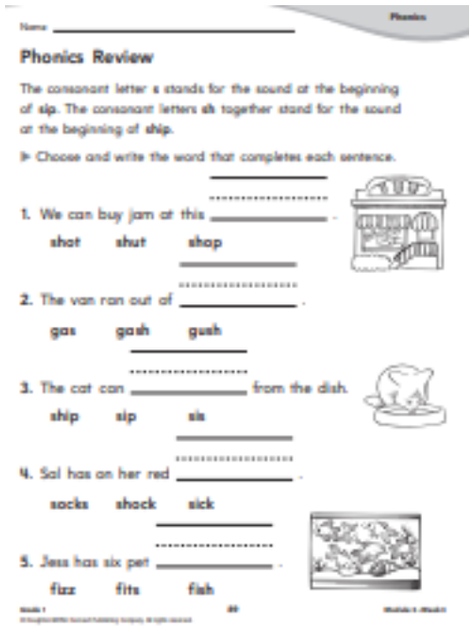
4. Have students partner and read decodable text. If students get stuck on a decodable word, have them blend the phonemes. Model as needed.

1. Decodable Text: Six Pet Fish

Center 1: Digraph

Practice sorting digraph *sh* . Practice writing spelling words. Know It, Show It pages 84, 85 and 89;; Spelling Words List

High-Frequency Words	Decodable High-Frequency Words	Spelling Words	
		Basic	Review
by	hot	ship	grass
call	wish	shop	miss
could	fish	wish	will
know		rush	tell
some		fish	
there		dash	
were			
would			
			Challenge
			shape
			shoe

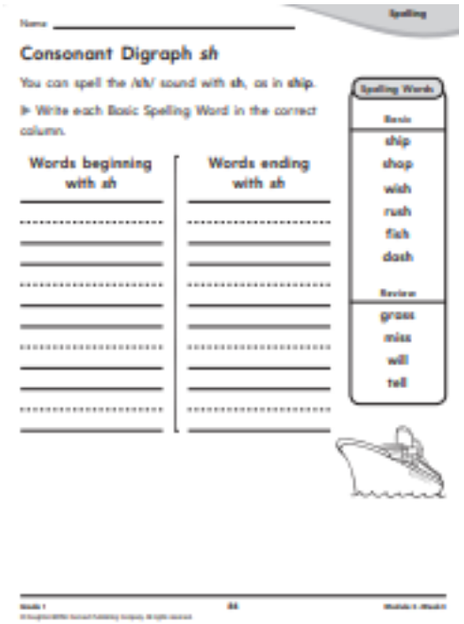


Phonics Review

The consonant letter s stands for the sound at the beginning of sip. The consonant letters sh together stand for the sound at the beginning of ship.

▶ Choose and write the word that completes each sentence.

1. We can buy jam at this _____.
   shot shut shop
2. The van ran out of _____.
   gas gash gush
3. The cat can _____ from the dish.
   ship sip sit
4. Sal has on her red _____.
   socks shack sick
5. Jess has six pet _____.
   fizz fits fish



Consonant Digraph sh

You can spell the /sh/ sound with sh, as in ship.

▶ Write each Basic Spelling Word in the correct column.

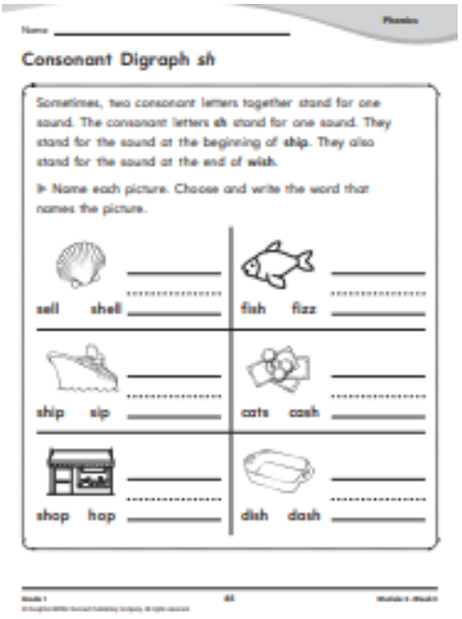
Words beginning with sh

Words ending with sh

Spelling Words

Basic: ship, shop, wish, rush, fish, dash

Review: grass, miss, will, tell



Consonant Digraph sh

Sometimes, two consonant letters together stand for one sound. The consonant letters sh stand for one sound. They stand for the sound at the beginning of ship. They also stand for the sound at the end of wish.

▶ Name each picture. Choose and write the word that names the picture.

sell shell _____ fish fizz _____

ship sip _____ cats cash _____

shop hop _____ dish dash _____

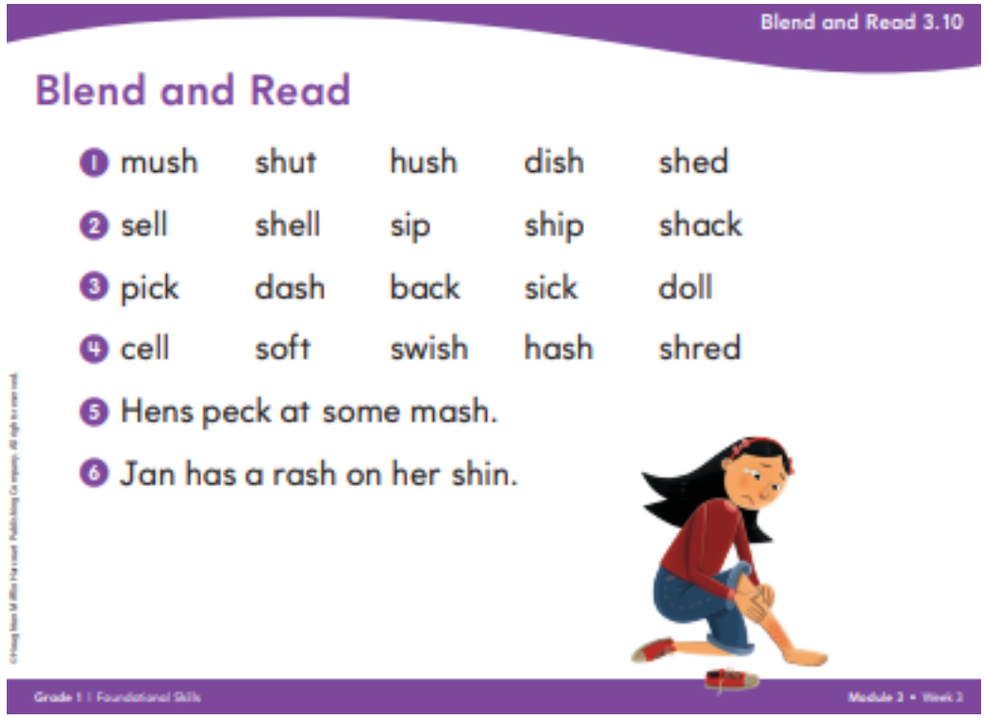
Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text.Six Pet Fish

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:



Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: The dish had mush on it. The shed was in the back.

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 45: Phonics: consonant digraph sh, review s and sh (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.2)

Learning Intentions:

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

Success Criteria:

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

Part 1: Assessment

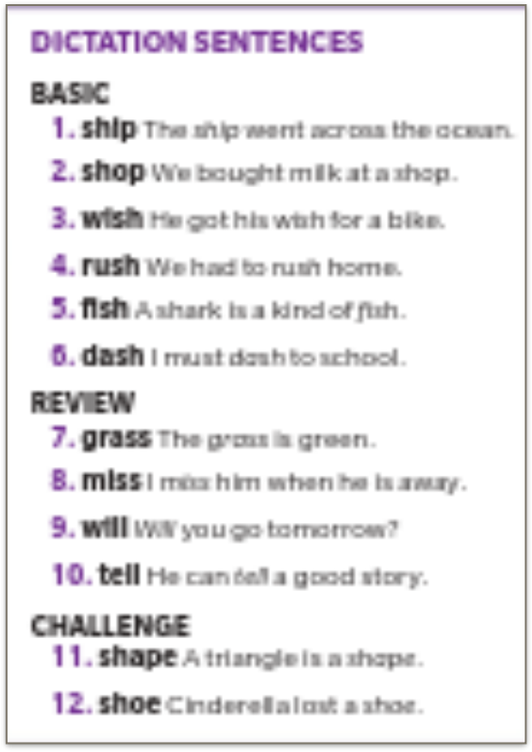
1. Assess students' knowledge of consonant digraph *sh* through a spelling and dictation task.

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: Jack did not rush his mom. Jan had a sash on her doll.

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. **ship** The ship went across the ocean.
2. **shop** We bought milk at a shop.
3. **wish** He got his wish for a bike.
4. **rush** We had to rush home.
5. **fish** A shark is a kind of fish.
6. **dash** I must dash to school.

REVIEW

7. **grass** The grass is green.
8. **miss** I miss him when he is away.
9. **will** Will you go tomorrow?
10. **tell** He can tell a good story.

CHALLENGE

11. **shape** A triangle is a shape.
12. **shoe** Cinderella lost a shoe.

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Pet Ducks Quack* and *Six Pet Fish*

2. Spend time during this period listening to students read the decodable texts: *Pet Ducks Quack* and *Six Pet Fish*

3. Record your findings.