

Phonological Awareness & Phonics

In this unit, students will strengthen phonological awareness by learning to identify words, rhymes, and syllables.

Further, students will demonstrate understanding of spoken words, syllables, and sounds. They will also apply skills in decoding words; producing primary and most frequent sounds for each consonant.

1. RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - B. Count, pronounce, blend, and segment syllables in spoken words.
 - C. Blend and segment onsets and rimes of single-syllable spoken words.
 - D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
2. RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 136: Phonological Awareness (RF.K.2B), Phonics: digraphs th, wh (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 137: Phonological Awareness (RF.K.2B), Phonics: digraphs th, wh (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 138: Phonological Awareness (RF.K.2B), Phonics: digraphs th, wh (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 139: Phonological Awareness (RF.K.2B), Phonics: double final consonants, final – ck, and digraphs, Centers (L.K.1.A), Daily Instructional Task	Lesson 140: Phonological Awareness (RF.K.2B), Phonics: double final consonants, final – ck, and digraphs, Centers (L.K.1.A), Daily Instructional Task
Lesson 141: Phonological Awareness (RF.K.2B), Phonics: double final consonants, final – ck, and digraphs, Centers (L.K.1.A), Daily Instructional Task	Lesson 142: Phonological Awareness (RF.K.2B), Phonics: double final consonants, final – ck, and digraphs, Centers (L.K.1.A), Daily Instructional Task	Lesson 143: Phonological Awareness (RF.K.2B), Phonics: double final consonants, final – ck, and digraphs, Centers (L.K.1.A), Daily Instructional Task	Lesson 144: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds /ā/ and /ī/ (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 145: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds /ā/ and /ī/ (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task
Lesson 146: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds /ā/ and /ī/ (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 147: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds /ā/ and /ī/ (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 148: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds /ā/ and /ī/ (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 149: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds o and u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 150: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds o and u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task
Lesson 151: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds o and u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 152: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds o and u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 153: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds o and u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task	Lesson 154: Phonological Awareness (RF.K.2B), Phonics: long vowel sound e with letters ee, Centers (L.K.1.A), Daily Instructional Task	Lesson 155: Phonological Awareness (RF.K.2B), Phonics: long vowel sound e with letters ee, Centers (L.K.1.A), Daily Instructional Task
Lesson 156: Phonological Awareness (RF.K.2B), Phonics: long vowel sound e with letters ee, Centers (L.K.1.A), Daily Instructional Task	Lesson 157: Phonological Awareness (RF.K.2B), Phonics: long vowel sound e with letters ee, Centers (L.K.1.A), Daily Instructional Task	Lesson 158: Phonological Awareness (RF.K.2B), Phonics: long vowel sound e with letters ee, Centers (L.K.1.A), Daily Instructional Task	Lesson 159: Phonological Awareness (RF.K.2B), Phonics: soft consonant sounds /s/ with the letter c and /j/ with the letter g, Centers (L.K.1.A), Daily Instructional Task	Lesson 160: Phonological Awareness (RF.K.2B), Phonics: soft consonant sounds /s/ with the letter c and /j/ with the letter g, Centers (L.K.1.A), Daily Instructional Task

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 161: Phonological Awareness (RF.K.2B), Phonics: soft consonant sounds /s/ with the letter c and /j/ with the letter g, Centers (L.K.1.A), Daily Instructional Task	Lesson 162: Phonological Awareness (RF.K.2B), Phonics: soft consonant sounds /s/ with the letter c and /j/ with the letter g, Centers (L.K.1.A), Daily Instructional Task	Lesson 163: Phonological Awareness (RF.K.2B), Phonics: soft consonant sounds /s/ with the letter c and /j/ with the letter g, Centers (L.K.1.A), Daily Instructional Task	Lesson 164: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task	Lesson 165: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task
Lesson 166: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task	Lesson 167: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task	Lesson 168: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task	Lesson 169: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task	Lesson 170: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task
Lesson 171: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task	Lesson 172: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task	Lesson 173: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task	Lesson 174: Phonological Awareness (RF.K.2B), Phonics: group words by consonant digraphs, Centers (L.K.1.A), Daily Instructional Task	Lesson 175: Phonological Awareness (RF.K.2B), Phonics: group words by consonant digraphs, Centers (L.K.1.A), Daily Instructional Task
Lesson 176: Phonological Awareness (RF.K.2B), Phonics: group words by consonant digraphs, Centers (L.K.1.A), Daily Instructional Task	Lesson 177: Phonological Awareness (RF.K.2B), Phonics: group words by consonant digraphs, Centers (L.K.1.A), Daily Instructional Task	Lesson 178: Phonological Awareness (RF.K.2B), Phonics: group words by consonant digraphs, Centers (L.K.1.A), Daily Instructional Task	Lesson 179: Phonological Awareness (RF.K.2B), Phonics: add phonemes to one-syllable words to make new words, Centers (L.K.1.A), Daily Instructional Task	Lesson 180: Phonological Awareness (RF.K.2B), Phonics: add phonemes to one-syllable words to make new words, Centers (L.K.1.A), Daily Instructional Task

Lesson 136: Phonological Awareness (RF.K.2B), Phonics: digraphs th, wh (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I can spell words with the digraph th and wh.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can read and spell words with the digraph th.
- I can say and write the sound-spelling of ă, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Display [Module Poster 7](#). Tell students you are going to play a segmenting game. Listen: wheel. The sounds in wheel are /wh/ /ē/ /l/.
- **We do:** Show me a silent thumb up when you spy a wheel in the poster. Choose a volunteer to say the sounds and identify the wheel. Name another item in the poster. Listen: crab. Have students use CHORAL RESPONSE to say the word sound-by-sound. What sounds? (/k/ /r/ /ă/ /b/) Show me a silent thumb up when you spy a crab in the poster. Have a volunteer identify the crab. Repeat with the words below. If students struggle to find the pictures, give hints so students know where to look.
- **You do:** Repeat with the words below. If students struggle to find the pictures, give hints so students know where to look.

boot (/b/ /ō/ /t/)

chest (/ch/ /ĕ/ /st/)

frog (/f/ /r/ /ŏ/ /g/)

shell (/sh/ /ĕ/ /l/)

ship (/sh/ /ĭ/ /p/)

top (/t/ /ŏ/ /p/)

Phonics

- **I Do:** Review Blending Letter Sounds Project Display and Engage: [Blend and Read 7.3](#) and lead the group to read the words. Line 1: Point to each word as you model blending it aloud.
- **We Do:** Then have students blend the word. Line 2: Point to each word and have students read the words chorally. Line 3: Review Have students read the words silently. Then point to words at random and ask students to read them aloud. Line 4: Sentence Choose individuals to blend the decodable words (get, whiff, that, smell). Then have the group read the sentence chorally.

Blend and Read 7.3


Words with th and wh

① them that then this

② when whip whiz whack

③ quack bell cliff spots

④ Get a whiff of that smell!



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Grade K | Foundational Skills

Module 7 • Week 3

- You do: Have students complete [Know It, Show It, page 170](#) for more practice reading words

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the initial sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

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

Center 1: Practice reading and writing the Words to Know [Know It Show It 167-168](#)

Center 2: Word work

Tell students that they will be sorting words by /TH/ and /w/ sounds. Words that have the sound /TH/ go under th. Words that have the sound /w/ go under wh. Using prepared index cards, choose one, say the word, and have students repeat chorally. What word? (the) Have students use PICK AND POINT to identify the correct column. Does the have the sound /TH/ or /w/? Point to the column where the belongs.

Center 3: Independent Reading

- Decodable Text: [Big Mess](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with initial sounds /th/ and /wh/ in one-syllable words .
- Have students say the initial sounds as they write the letters.
- 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 137: Phonological Awareness (RF.K.2B), Phonics: digraphs th, wh (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I can spell words with the digraph th and wh.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can read and spell words with the digraph th.
- I can say and write the sound-spelling of ă, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be segmenting words into sounds. I will say a word and take a step forward for each sound. Listen: whack. Take three steps forward as you say the sounds. /wh/ /ă/ /k/. I took three steps because whack has three sounds. Have students form a line and say a familiar one-syllable word. Listen: chat.
- **We do:** Have students use CHORAL RESPONSE as they take a step forward for each sound. What sounds? (/ch/ /ă/ /t/) Have students return to their starting point in line to save space. Repeat with the words below.

leaf (/l/ /ĕ/ /f/)

mop (/m/ /ŏ/ /p/)

nest (/n/ /ĕ/ /s/ /t/)

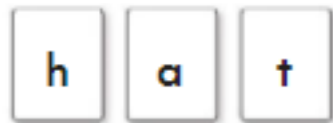
rat (/r/ /ă/ /t/)

rope (/r/ /ō/ /p/)

sled (/s/ /l/ /ĕ/ /d/)

Phonics

- **I do:** Tell students that they will build words with digraphs th and wh. Pass out sets of precut letters from Printable: [Build Words 7.3](#).
- **We do:** Review the letter names and sounds while students say them aloud and trace each letter. Say the word that and have students repeat it chorally. Use the word in a sentence, personalizing it to your students and their interests when possible. That is Jarrod's favorite hat. Model how to spell the word in a pocket chart using Letter Cards. The first sound is /h/—the letter h. The vowel sound is /ă/, so I will put the letter a next to the h. The last sound I hear in hat is /t/—the letter t.



- **You do:** Ask students to spell the word with their letters. Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide students to build several more words.

DIRECTION	LETTER CARDS
Change the beginning sound to make the word that.	th a t
Change the ending sound to make the word than.	th a n
Change the middle sound to make the word then.	th e n
Change the beginning sound to make the word when.	wh e n

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 isolating and pronouncing the initial sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Big Mess](#) and [Chet](#)

Center 1: Practice reading and writing the Words to Know

[Know It Show It 167-168](#)

Center 2: Word work

Tell students that they will be sorting words by /TH/ and /w/ sounds. Words that have the sound /TH/ go under th. Words that have the sound /w/ go under wh. Using prepared index cards, choose one, say the word, and have students repeat chorally. What word? (the) Have students use PICK AND POINT to identify the correct column. Does the have the sound /TH/ or /w/? Point to the column where the belongs.

Center 3: Independent Reading

- Decodable Text: [Big Mess](#) and [Chet](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with initial sounds /th/ and /wh/ in one-syllable words .
- Have students say the initial sounds as they write the letters.
- 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 138: Phonological Awareness (RF.K.2B), Phonics: digraphs th, wh (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to blend spoken onset and rime to form one syllable words.
- I can spell words with the digraph th and wh.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can read and spell words with the digraph th.
- I can say and write the sound-spelling of ä, ĩ, ö, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Assessment

- Segment Words into Phonemes Give each child the Printable: [Elkonin Boxes](#).
-
- Tell students you are going to say a word out loud, and that they will place a counter in a box for each sound in the word as they repeat it.

dig (/d/ /i/ /g/)

hop (/h/ /ɒ/ /p/)

hug (/h/ /u/ /g/)

read (/r/ /ē/ /d/)

run (/r/ /u/ /n/)

sit (/s/ /i/ /t/)

- Dictation: Tell students that they will practice writing words with the digraphs th and wh. Say the first word and have students repeat it chorally. Then say the word in a context sentence. Have students use WRITE AND REVEAL to write the word. Write the word on the board, and ask students to spell it chorally as you point to each letter. Tell students to check and correct their spelling. Remember, the letters th make the consonant sound /TH/ as in that. Repeat the process for the rest of the words.

WORD	CONTEXT SENTENCE
that	I saw that my mom was sleeping, so I kept quiet.
this	Julian drew this picture.
when	I played on the swings when I was at the park.
whiz	Noa saw the cars whiz by, so she did not cross the street.

Part 2: Reading Decodable Texts: Decodable Text: [Big Mess](#) and [Chet](#)

- Spend time during this period listening to students read the decodable texts:
- Record your findings.

Lesson 139: Phonological Awareness (RF.K.2B), Phonics: double final consonants, final –ck, and digraphs, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify words with double final consonants, final –ck, and digraphs.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĭ/, /ŏ/, /ŭ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word.
- I am learning how to identify words with double final consonants, final –ck, and digraphs.
- I can say and write the sound-spelling of ă, ĭ, ŏ, ŭ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

- **I do:** Tell students that they will be blending words to learn about ants. Listen: Ants have six /l/ /ĕ/ /g/ /z/. When I put the sounds together, I get the word legs! Ants have six legs! Say another sentence with the last word segmented into sounds.
- **We do:** Listen: Ants live in a /n/ /ĕ/ /s/ /t/. Have students use CHORAL RESPONSE to blend the sounds and say the word. What word? (nest). Repeat with the sentences below.

The ants are in a /r/ /ŭ/ /sh/. (rush)
Some ants are /r/ /ĕ/ /d/. (red)
Other ants are /b/ /l/ /ă/ /k/. (block)
Ants live in a /n/ /ĕ/ /s/ /t/. (nest)
The queen ant lays tiny /ĕ/ /g/ /z/. (eggs)

Phonics

- **I do:** Tell students they will be reviewing double final consonants, final –ck, and digraphs. Project Display and Engage: [Sound-Spellings 7.4](#) and lead the group to pronounce the sound-spellings.



DISPLAY AND ENGAGE

Ed

Sound-Spellings 7.4

Review Sounds

ss	ff	ll	zz	ck
sh	ch	th	wh	sh
th	ff	sh	ck	ch
ll	ck	wh	zz	ss

- **We do:** Line 1: Point to the letters from left to right and have students say their sound chorally. Line 2: Point to the digraphs from left to right and use CHORAL RESPONSE to have students say each digraph's sound.
- **You do:** Lines 3 and 4: Point to the letters from left to right and choose individuals to say each sound. Point to letters at random and choose students to say their sound. Keep the pace lively and engaging.
- **I do:** Review Letter Sounds Display the Letter Cards ss, ff, ll, zz, ck, sh, ch, th, and wh to review double final consonants, final –ck, and digraphs. Remind students that double final consonants, final –ck, and digraphs are two letters that make one sound. Say the sounds and have students repeat the sounds. Rhymes and Poems Tell students that they will be identifying double final consonants, final –ck, and digraphs in a poem. Project Display and Engage: Song, Rhyme, [Poem 7.4 and read “Cooking”](#) aloud to the group.
- **We do:** Then read the poem again using ECHO READING. Guide students to identify words with double final consonants, final –ck, and digraphs. Look for word digraph ch. Show me a silent thumb up when you find one. If students struggle, give them a hint. I see a word on the second line. Ask a child to point to their word. Have the group read the word chorally. Use ECHO READING for words that are not decodable. Repeat with double final consonants and final –ck. (digraphs: when, wish, chop, whisk, then, the, check, that; double final consonants: grill, stuff, toss, buzz, fill; final –ck: check.)

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance with words with double final consonants, final –ck, and digraphs.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Bugs! Bugs! Bugs!](#)

Center 1: Practice reading and writing the Words to Know [Know It Show It 171-172](#)

Center 2: Word work

Using prepared index cards tell students that they will be sorting words by- final /ck/ and digraph sounds. Words that have the sound Final /ck/ go under ck. Words that have digraphs go under digraphs.

Center 3: Independent Reading

- Decodable Text: [Bugs! Bugs! Bugs!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with double final consonants, final –ck, and digraphs.
- Have students say the initial sounds as they write the letters.
- 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 140: Phonological Awareness (RF.K.2B), Phonics: double final consonants, final –ck, and digraphs, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify words with double final consonants, final –ck, and digraphs.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ǒ/, /ǔ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I am learning how to identify words with double final consonants, final –ck, and digraphs.
- I can say and write the sound-spelling of ă, ĩ, ǒ, ǔ m, s, t, b, n, d, c, p, r, f, l, h, w, j.
-

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to blend phonemes to make a word. I will say all the sounds in a word. Listen: /ch/ /ě/ /s/ /t/. When I put the sounds together, I get the word chest. Say a familiar one-syllable word sound-by-sound. Listen: /sh/ /ö/ /p/.
- **We do:** Have students use CHORAL RESPONSE to blend the sounds. What word? (shop) Repeat with the words below.

- | | |
|----------------------------|---------------------------|
| 1. /k/ /l/ /ā/ /p/ (clap) | 4. /r/ /ŭ/ /g/ (rug) |
| 2. /s/ /n/ /ā/ /k/ (snake) | 5. /w/ /ě/ /l/ (well) |
| 3. /sh/ /i/ /p/ (ship) | 6. /d/ /ö/ /t/ /s/ (dots) |

- **You do:** Have students record their responses on [Know It, Show It, page 173](#) by coloring the picture that matches the word they blend.

Phonics

- **I do:** Tell students you are going to play a reading game. I'm going to name letters that make a word. Write each letter and then we will read the word. Tell students letters to spell a word.
- **We do:** Have them use WRITE AND REVEAL to practice forming the letters. Write the letters sh. What sound? (/sh/) Write the letter u. What sound? (/ŭ/) The letter t. What sound? (/t/). Have students blend the sounds to read the word. What word? (shut) Repeat with the words below.

- | | |
|---------------------|-------------------|
| f, e, ll (fell) | b, u, zz (buzz) |
| th, a, t (that) | wh, e, n (when) |
| m, i, ss (miss) | ch, e, ck (check) |
| c, l, i, ff (cliff) | sh, o, p (shop) |

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance with words with double final consonants, final -ck, and digraphs.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Bugs! Bugs! Bugs!](#)

Center 1: Practice reading and writing the Words to Know [Know It Show It 171-172](#)

Center 2: Word work

Using prepared index cards tell students that they will be sorting words by- final /ck/ and digraph sounds. Words that have the sound Final /ck/ go under ck. Words that have digraphs go under digraphs.

Center 3: Independent Reading

- Decodable Text: [Bugs! Bugs! Bugs!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with double final consonants, final –ck, and digraphs.
- Have students say the initial sounds as they write the letters.
- 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 141: Phonological Awareness (RF.K.2B), Phonics: double final consonants, final –ck, and digraphs, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify words with double final consonants, final –ck, and digraphs.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /ö/, /ü/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I am learning how to identify words with double final consonants, final –ck, and digraphs.
- I can say and write the sound-spelling of ä, ï, ö, ü m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct Instruction

Phonological Awareness

- **I do:** Produce Rhymes: Rhyming Circle Have students sit in a circle. Tell students that they are going to play a game to produce as many rhyming words as they can for each word. First, I will say a word. Then we will go around the circle and you will say a word that rhymes.
- **We do:** Listen: black. Have students TURN AND TALK to think of words that rhyme. Then, go around the circle giving each child a chance to share a rhyming word. (back, Jack, pack, quack, rack, sack, slack, smack, stack, tack, yak) When there are no more rhyming words to share, repeat with a new word such as dug, hop, pet, or sit.

Phonics

- **I Do:** Phonics: Review Double Final Consonants, –ck, Digraphs Review Blending Letter Sounds Project [Display and Engage: Blend and Read 7.4](#) and lead the group to read the words. Line 1: Point to each word as you model blending it aloud.

- **We do:** Then have students blend each word. Line 2: Point to each word and have students read the words chorally. Line 3: Have students read the words silently. Then point to words at random and ask students to read them aloud.
- **You do:** Line 4: Sentence Choose individuals to blend the decodable words (chick, at, pond, when, shell, fell). Then have the group read the sentence chorally.

DISPLAY AND ENGAGE Ed

Blend and Read 7.4

Review Words

1 then when shop chop

2 fluff fuss fizz fill

3 chick check shack shock

4 The chick was at the pond when the shell fell.

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Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance with words with double final consonants, final –ck, and digraphs.
 - Model again and have students mimic you. Correct as needed.
 - Have students partner and read decodable text. Model as needed.
1. Decodable Text: [Bugs! Bugs! Bugs!](#)



Center 1: Practice reading and writing the Words to Know
[Know It Show It 171-172](#)

Center 2: Word work

Using prepared index cards tell students that they will be sorting words by- final /ck/ and digraph sounds. Words that have the sound Final /ck/ go under ck. Words that have digraphs go under digraphs.

Center 3: Independent Reading

- Decodable Text: [Bugs! Bugs! Bugs!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with double final consonants, final –ck, and digraphs.
- Have students say the initial sounds as they write the letters.
- 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 142: Phonological Awareness (RF.K.2B), Phonics: double final consonants, final –ck, and digraphs, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify words with double final consonants, final –ck, and digraphs.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /õ/, /ũ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I am learning how to identify words with double final consonants, final –ck, and digraphs.
- I can say and write the sound-spelling of ä, ï, õ, ù m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Produce Rhymes: Tally Time Draw a T-chart, and write still

<u>Tally Time</u>	
still	chin
will	pin
Jill	win
bill	shin
spill	spin
chill	thin
hill	bin
fill	fin

and chin at the top.

We do: Read the words and have students chorally repeat them. Tell students that they are going to play a game to identify as many rhyming words as they can for each word. Ask students to say words that rhyme with still. (bill, chill, fill, hill, Jill, spill, will) Write each rhyming word under still. Repeat with chin. (bin, fin, pin, shin, spin, thin, tin, win)

Phonics

- **I do:** Build Words: Spell Words Tell students that they will use clues to build words. Give the first clue. Toys that look like babies.
- **We do:** Have students use CHORAL RESPONSE to share the answer. What word? (doll)
- **I do:** Model how to spell the word in a pocket chart using [Letter Cards](#). The first sound is /d/—the letter d. The vowel sound is /ŏ/, so I will put the letter o next to the d. The last sound I hear in doll is /l/—the letters l-l.



- **You do:** Have students use [Know It, Show It, page 174](#) to spell the word. Continue, saying each clue and having students TURN AND TALK to find the next word.

DIRECTION	LETTER CARDS
A place where ships stop. Change one sound.	d o ck
Another word for surprise. Change one sound.	sh o ck
This is what you do when you look for things to buy. Change one sound.	sh o p
To cut something. Change one sound.	ch o p
To break a little piece off of something. Change one sound.	ch i p

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance with words with double final consonants, final -ck, and digraphs.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Bugs! Bugs! Bugs!](#) and [Slug Must Nap](#)

Center 1: Practice reading and writing the Words to Know [Know It Show It 171-172](#)

Center 2: Word work

Using prepared index cards tell students that they will be sorting words by- final /ck/ and digraph sounds. Words that have the sound Final /ck/ go under ck. Words that have digraphs go under digraphs.

Center 3: Independent Reading

- Decodable Text: [Bugs! Bugs! Bugs!](#) and [Slug Must Nap](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with double final consonants, final –ck, and digraphs.
- Have students say the initial sounds as they write the letters.
- 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 143: Phonological Awareness (RF.K.2B), Phonics: double final consonants, final –ck, and digraphs, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify words with double final consonants, final –ck, and digraphs.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ă/, /ĩ/, /õ/, /ũ/, /m/, /s/, /t/, /b/, /n/, /d/, /k/, /p/, /r/, /f/, /l/, /h/, /w/, /j/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word
- I am learning how to identify words with double final consonants, final –ck, and digraphs.
- I can say and write the sound-spelling of ă, ĩ, õ, ũ m, s, t, b, n, d, c, p, r, f, l, h, w, j.

Part 1: Assessment

- Blend Phonemes into Words Say a familiar one-syllable action word sound-by-sound. Listen: /d/ /ī/ /g/. Have students use CHORAL RESPONSE to blend the phonemes. What word? (dig) Have students act out the word

/ch/ /ē/ /r/ (cheer)	/k/ /l/ /ā/ /p/ (clap)	/h/ /ō/ /p/ (hop)
/h/ /ū/ /g/ (hug)	/p/ /ā/ /t/ (pat)	/s/ /ī/ /t/ (sit)

- Dictation: Tell students that they will practice writing words with double final consonants, final -ck, and digraphs. Say the first word and have students repeat it chorally. Then say the word in a context sentence. Have students use WRITE AND REVEAL to write the word. Write the word on the board, and ask students to spell it chorally as you point to each letter. Use two fingers together to point to double final consonants, final -ck, and digraphs. Tell students to check and correct their spelling. Remember, the letter a makes the short vowel sound /ă/ as in math. Repeat the process for the rest of the words. You may wish to include additional words with short vowels, consonants, or consonant blends that students gathered throughout the week. Point to the words on the board and ask students to read them chorally.

WORD	CONTEXT SENTENCE
buzz	Jada woke up when she heard her alarm buzz .
check	I will check under the table to see if the cat is hiding there.
class	There are seven boys in our class .
fill	I will fill the pitcher with water.
that	Chris has that backpack.
whiff	Katie got a whiff of the pancakes her mom was cooking.

Part 2: Reading Decodable Texts: Decodable Text: [Bugs! Bugs! Bugs!](#) and [Slug Must Nap](#)



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

- Record your findings.

Lesson 144: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds /ā/ and /ī/ (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sounds /ā/ with the letter a and /ī/ with the letter i.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ā/, /ī/, / b/, /d/, /e/, /k/, /m/, /t/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can identify words with long vowel sounds /ā/ with the letter a and /ī/ with the letter i.
- I can say and write the sound-spelling of ā, ī, b, d, e, i, k, m, t.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be playing a blending game. I am going to say a word broken into sounds. I will take a step for each sound and then jump to say the word altogether. Listen: /l/ /ā/ /t/. Late! Have students line up/stand up and say a familiar word sound-by-sound. Listen: /r/ /ī/ /t/. Have students take a step forward as they say each sound and jump as they blend the word chorally. What word? (right)
- **We do:** Repeat with the words below.

/c/ /ā/ /k/ (cake) /h/ /ō/ /p/ (hope) /l/ /ī/ /t/ (light)
/t/ /ā/ /p/ (tape) /w/ /ī/ /d/ (wide) /r/ /ā/ /s/ (race)

- **I do:** Let's listen for middle sounds in words. For each sound I hear, I will tap. Model the word race. The middle sound in the word race is /ā/.
- **We do:** Say words and tell students to listen for the beginning sound. Then have them use CHORAL RESPONSE to say the sound.

base (/ā/) bite (/ī/) cape (/ā/) case (/ā/) fade (/ā/)
hide (/ī/) kite (/ī/) lace (/ā/) ride (/ī/) ripe (/ī/)

Phonics

- **I do:** Introduce the long vowel sound a. We already learned that the letter a can make the sound /ă/ as in alligator. Today we're going to learn another sound that a can make. Display Letter Card /a/ April Acorn. Explain how the letter a can make the sound that you hear at the beginning of the word acorn. That's the long a sound. What letter? (a) What sound? (/ā/)
 - **We do:** Teach the sound-spelling. Display the Picture Card gate and write gate on the board. Read the word chorally and underline the a and e. Explain that the e at the end of the word is magical because it makes the letter say its name. Look at this word. I see vowel a in the middle and e at the end. The e is magical. It makes the vowel say the long sound. What vowel sound? (/ā/) What word? (gate)
 - **I do:** Read words with the th digraph. Write then on the board. Read the word chorally and underline the th digraph. Write the words that, them, and this on the board.
 - **We do:** Point to the digraph (two fingers together for two letters) in each word, and ask students to say the sound and read the word. Wrap up with a quick review of the sound-spellings. We learned that the two letters t-h make the /TH/ sound. What two letters? (t-h) What sound? (/TH/) Now let's say it together one more time as long as we can. (/TH/)
- **I do:** Introduce the long vowel sound i. We already learned that the letter i can make the sound /ĭ/ as in inchworm. Today we're going to learn another sound that i can make. Display Letter Card /ī/ Irene Ice Cream. The letter i can make the sound that you hear at the beginning of the words ice cream. That's the long i sound. What letter? (i) What sound? (/ī/)
 - **We do:** Teach the sound-spelling. Display the Picture Card bike and write bike on the board. Read the word chorally and underline the i and e. Remind students that the e at the end of the word is magical because it makes the letter say its name. Look at this word. I see vowel i in the middle and e at the end. The e is magical. It makes the vowel say the long sound. What vowel sound? (/ī/) What word? (bike)
 - **You do:** Wrap up with a quick review of the sound-spellings for long vowel sounds /ā/ and /ī/. We learned that the vowel says its name because there is a magical letter at the end of each word. What letter? /e/ What sound? (There is no sound because it is magical and stays silent and lets the vowel say its name). Now let's say the sounds for /ā/ and /ī/ together one more time really quietly. (/ā/, /ī/).

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 isolating and pronouncing the middle sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Lime Cake](#)

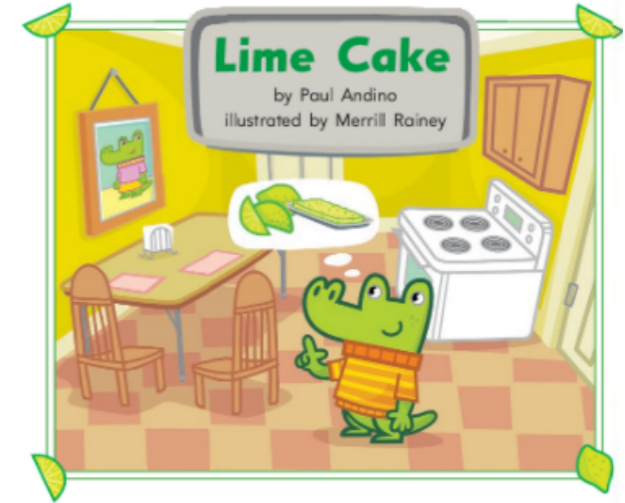
Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 175-176](#)

Center 2: Word work

Tell students that they will be sorting words by long vowels /ā/ and /ī/ sounds. Words that have the sound /ā/ go under a. Words that have the sound /ī/ go under i. Using prepared index cards, choose one, say the word, and have students repeat chorally. What is the word? (lane) Have students use PICK AND POINT to identify the correct column. Does the have the sound /ā/ or /ī/? Point to the column where lane belongs.

Center 3: Independent Reading

- Decodable Text: [Lime Cake](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowels /ā/ and /ī/ in one-syllable words.
- Have students say the initial sounds as they write the letters.
- 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 145: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds /ā/ and /ī/ (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sounds /ā/ with the letter a and /ī/ with the letter i.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ā/, /ī/, / b/, /d/, /e/, /k/, / m/, /t/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can identify words with long vowel sounds /ā/ with the letter a and /ī/ with the letter i.
- I can say and write the sound-spelling of ā, ī, b, d, e, i, k, m, t.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to blend phonemes to make a word. I will say all the sounds in a word. Listen: /r/ /ā/ /k/. When I put the sounds together, I get the word rake. Reveal Picture Card rake. Have students think pair share to find another word that has the long /ā/
- **We do:** Repeat with another word. Listen: /b/ /ī/ /k/. Have students use CHORAL RESPONSE to blend the phonemes. What word? (bike) Reveal the Picture Card after students respond. Have students think pair share to find another word that has the long /ī/. Repeat with the words below.

1. /f/ /ī/ /v/ (five)

2. /g/ / ā/ /m/ (game)

3. /k/ /ī/ /t/ (kite)

4. /n/ /ī/ /n/ (nine)

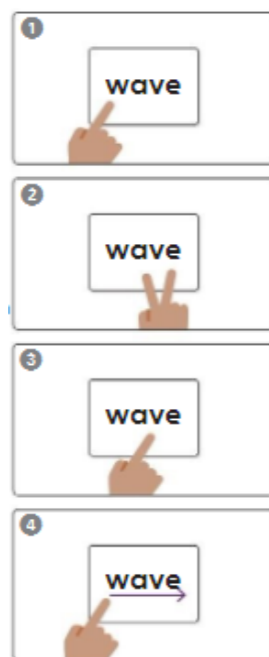
5. /t/ / ā/ /p/ (tape)

6. /v/ /ā/ /z/ (vase)

- **You do:** Have students complete [Know It, Show It, page 177](#) for more practice blending sounds to make words.

Phonics

- **I do:** Say the first letters and sound. Write the word wave on the board and point to the first letter. What is the letter? (w) What sound? (/w/)



- **We do:**
 - Point to the letter a and the final e using your index finger and middle finger Sound? (/ā/) Point to the left of the word. Scoop your index finger under the letters as students blend the sounds. Blend. (/wwwaaa/)
 - Point to the third letter, v. Point to the left of the word. Scoop your index finger under the letters as students blend the sounds. Blend. (/wwwaaavvv/).
 - Read the word, Quickly sweep your finger under the word and ask students to read it. What word? (wave) Connect the word to its meaning by giving a context sentence. When I see my friends, I wave at them.

- **You do:** Repeat with the words below, saying the context sentence after students blend the sounds to read each word.

WORD	CONTEXT SENTENCE
bake	My grandma and I will bake muffins this weekend.
line	We wait patiently in line for lunch.
ride	I ride the bus to school every day.
wake	My dad will wake me up for school tomorrow.
white	This paper is white .

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 isolating and pronouncing the middle sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Lime Cake](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 175-176](#)

Center 2: Word work

Tell students that they will be sorting words by long vowels /ā/ and /ī/ sounds. Words that have the sound /ā/ go under a. Words that have the sound /ī/ go under i. Using prepared index cards, choose one, say the word, and have students repeat chorally. What is the word? (lane) Have students use PICK AND POINT to identify the correct column. Does the have the sound /ā/ or /ī/? Point to the column where lane belongs.

Center 3: Independent Reading

- Decodable Text: [Lime Cake](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowels /ā/ and /ī/ in one-syllable words.
- Have students say the initial sounds as they write the letters.
- 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 146: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds /ā/ and /ī/ (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sounds /ā/ with the letter a and /ī/ with the letter i.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ā/, /ī/, / b/, /d/, /e/, /k/, /m/, /t/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can identify words with long vowel sounds /ā/ with the letter a and /ī/ with the letter i.
- I can say and write the sound-spelling of ā, ī, b, d, e, i, k, m, t.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students you are going to play a segmenting game. Listen: Yesterday, I ate peas. I can break the last word peas into the sounds /p/ /ē/ /z/. Yesterday, I ate /p/ /ē/ /z/.
- **We do:** Say another sentence, ending with a familiar one-syllable word. Listen: For snack, I ate a peach. (/p/ /E/ /ch/) Have students use CHORAL RESPONSE to segment the final word into phonemes. What sounds? (/p/ /E/ /ch/)
- **You do:** Repeat with the sentences below. If students struggle to find the pictures, give hints so students know where to look.

For breakfast, I ate toast. (/t/ /ō/ /s/ /t/)

At snack time, I drank juice. (/j/ /ō/ /s/)

For lunch, I ate a grilled cheese. (/ch/ /ē/ /z/)

For dinner, I ate fish. (/f/ /i/ /sh/)

For dessert, I ate cake. (/k/ /ā/ /k/)

Before bed, I drank tea. (/t/ /ē/)

Phonics

- **I Do:** Review Blending Letter Sounds Project Display and Engage: [Blend and Read 8.1](#) and lead the group to read the words. Line 1: Point to each word as you model blending it aloud.
- **We Do:** Then have students blend the word. Line 2: Point to each word and have students read the words chorally. Line 3: Have students read the words silently. Then point to words at random and ask students to read them aloud. Line 4: Choose individuals to blend the decodable words (Kate, will, slide, base). Then have the group read the sentence chorally.

Blend and Read 8.1


Words with Long a and i

1 lane made flame shape

2 five wipe lime hide

3 state white them chick

4 Kate will slide to the



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Grade K | Foundational Skills Module 8 • Week 1

- **You do:** Have students complete [Know It, Show It, page 178](#) for more practice reading words with long a and long i.

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 isolating and pronouncing the middle sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

1. Decodable Text: [Lime Cake](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 175-176](#)

Center 2: Word work

Tell students that they will be sorting words by long vowels /ā/ and /ī/ sounds. Words that have the sound /ā/ go under a. Words that have the sound /ī/ go under i. Using prepared index cards, choose one, say the word, and have students repeat chorally. What is the word? (lane) Have students use PICK AND POINT to identify the correct column. Does the have the sound /ā/ or /ī/? Point to the column where lane belongs.

Center 3: Independent Reading

- Decodable Text: [Lime Cake](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowels /ā/ and /ī/ in one-syllable words.
- Have students say the initial sounds as they write the letters.
- 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 147: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds /ā/ and /ī/ (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sounds /ā/ with the letter a and /ī/ with the letter i.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ā/, /ī/, / b/, /d/, /e/, /k/, /m/, /t/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can identify words with long vowel sounds /ā/ with the letter a and /ī/ with the letter i.
- I can say and write the sound-spelling of ā, ī, b, d, e, i, k, m, t.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be segmenting words into sounds. I will say a word and take a step forward for each phoneme. Listen: lake. Take three steps forward as you say the sounds. /l/ /ā/ /k/. I took three steps because lake has three sounds. Have students form a line and say a familiar one-syllable word. Listen: chat.
- **We do:** Have students use CHORAL RESPONSE as they take a step forward for each sound. Listen: line. What sounds? (/l/ /ī/ /n/) Have students return to their starting point in line to save space. Repeat with the words below.

sled (/s/ /l/ /ĕ/ /d/)

bake (/b/ /ā/ /k/)

hope (/h/ /ō/ /p/)

stop (/s/ /t/ /ō/ /p/)

light (/l/ /ī/ /t/)

wish (/w/ /ī/ /sh/)

Phonics

- **I do:** Tell students that they will build words with long vowels /a/ and /i/. Write the word cap on the board and have students read it aloud. What is the vowel sound in cap? (/a/) Add an e to the end of the word. What is the word now? (cape) What vowel sound? (/a/) Pass out sets of precut letters from Printable: [Build Words 8.1](#)

- **We do:** Review the letter names and sounds while students say them aloud and trace each letter. Say the word *cap* and have students repeat it chorally. Use the word in a sentence, personalizing it to your students and their interests when possible. *Julia bit into her apple.* Model how to spell the word in a pocket chart using Letter Cards. The first sound is /b/—the letter b. The vowel sound is /i/, so I will put the letter i next to the b. The last sound I hear in bit is /t/—the letter t.



- **You do:** Ask students to spell the word with their letters. Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide students to build several more words.

DIRECTION	LETTER CARDS
Add a letter to make the word bite.	b i t e
Change the ending sound to make the word bike.	b i k e
Change the middle sound to make the word bake.	b a k e
Change the beginning sound to build the word make.	m a k e
Change the ending sound to build the word made.	m a d e

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 isolating and pronouncing the middle sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Lime Cake](#) and [Bake Shop](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 175-176](#)

Center 2: Word work

Tell students that they will be sorting words by long vowels /ā/ and /ī/ sounds. Words that have the sound /ā/ go under a. Words that have the sound /ī/ go under i. Using prepared index cards, choose one, say the word, and have students repeat chorally. What is the word? (lane) Have students use PICK AND POINT to identify the correct column. Does the have the sound /ā/ or /ī/? Point to the column where lane belongs.

Center 3: Independent Reading

- Decodable Text: [Lime Cake](#) and [Bake Shop](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowels /ā/ and /ī/ in one-syllable words .
- Have students say the initial sounds as they write the letters.
- 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 148: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds /ā/ and /ī/ (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the initial sound in one-syllable words.
- I am learning to isolate and pronounce the medial vowel sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sounds /ā/ with the letter a and /ī/ with the letter i.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ā/, /ī/, /b/, /d/, /e/, /k/, /m/, /t/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the initial sound in one-syllable word .
- I can identify words with long vowel sounds /ā/ with the letter a and /ī/ with the letter i.
- I can say and write the sound-spelling of ā, ī, b, d, e, i, k, m, t.

Part 1: Assessment

- Segment Words into Phonemes Give each child the Printable: [Elkonin Boxes](#).
- Tell students you are going to say a word out loud, and that they will place a counter in a box for each sound in the word as they repeat it.

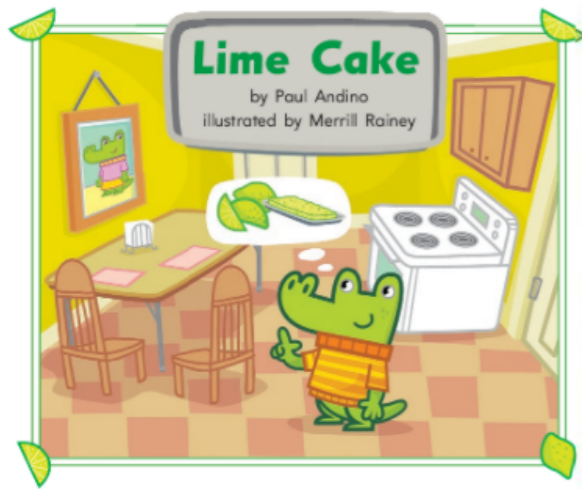
hug (/h/ /ū/ /g/)	hop (/h/ /ō/ /p/)	pat (/p/ /ă/ /t/)
read (/r/ /ē/ /d/)	skip (/s/ /k/ /ī/ /p/)	tap (/t/ /ă/ /p/)

- Dictation: Tell students that they will practice writing words with long vowels /ā/ and /ī/. Say the first word and have students repeat it chorally. Then say the word in a context sentence. Have students use WRITE AND REVEAL to write the word. Write the word on the board, and ask students to spell it chorally as you point to each letter. Tell students to check and correct their spelling. Remember, the magic e makes the vowel say its name. Repeat the process for the rest of the words.

WORD	CONTEXT SENTENCE
five	Alyssa is five years old.
game	What is your favorite game ?
name	Christopher has a long name .
shine	When the clouds move away, the sun will shine .

Part 2: Reading Decodable Texts

- Decodable Text: [Lime Cake](#) and [Bake Shop](#)
- Spend time during this period listening to students read the decodable texts:
- Record your findings.



Lesson 149: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds o and u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the middle sound in one-syllable words.
- I am learning to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sounds /ō/ with the letter o and /ū/ with the letter u.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ō/, /ū/, /c/, /e/, /h/, /l/, /m/, /t/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the middle and final sound in one-syllable words.
- I can identify words with long vowel sounds /ō/ with the letter o and /ū/ with the letter u.
- I can say and write the sound-spelling of ō, ū, c, e, h, l, m, t.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to isolate final sounds. I will say a word and you will listen carefully for the last sound in the word. Listen: boat. The last sound in the word boat is /t/. Reveal Picture Card boat. Another word that ends with /t/ is hat. Say a familiar one-syllable word. Listen: cube. Have children use CHORAL RESPONSE to isolate the final sound. What is the ending sound? (/b/) Reveal the Picture Card after children respond. Have students TURN AND TALK to tell a partner another word that ends with /b/.
- **We do:** Repeat with the words below.

rope (/p/)	nose (/z/)	mute (/t/)	rug (/g/)
coat (/t/)	fuel (/l/)	doll (/l/)	duck (/k/)

- **I do:** Let's listen for middle sounds in words. For each sound I hear, I will tap. Model the word race. The middle sound in the word rose is /ō/.
- **We do:** Say words and tell students to listen for the middle sound. Then have them use CHORAL RESPONSE to say the sound.

boat (/ō/)	cute (/ū/)	fume (/ū/)	joke (/ō/)	mule (/ū/)
nope (/ō/)	poke (/ō/)	soap (/ō/)	fuel (/ū/)	yolk (/ō/)

Phonics

- **I do:** Introduce the long vowel sound o. We already learned that the letter o can make the sound /ŏ/ as in octopus. Today we're going to learn another sound that o can make. Display Letter Card /o/ Otis Oatmeal. Explain how the letter o can make the sound that you hear at the beginning of the word oatmeal. That's the long o sound. What letter? (o) What sound? (/ō/)
- **We do:** Teach the sound-spelling. Display the Picture Card rope and write rope on the board. Read the word chorally and underline the o and e. Explain that the e at the end of the word is magical because it makes the letter say its name. Look at this word. I see vowel o in the middle and e at the end. The e is magical. It makes the vowel say the long sound. What vowel sound? (/ō/) What word? (rope)
- **I do:** Introduce the long vowel sound u. We already learned that the letter u can make the sound /ŭ/ as in umbrella. Today we're going to learn another sound that u can make. Display Letter Card /ū/ Uka Ukulele. The letter u can make the sound that you hear at the beginning of the name Uka. That's the long u sound. What letter? (u) What sound? (/ū/).
- **We do:** Teach the sound-spelling. Display the Picture Card cube and write cube on the board. Read the word chorally and underline the u and e. Remind students that the e at the end of the word is magical because it makes the letter say its name. Look at this word. I see vowel i in the middle and e at the end. The e is magical. It makes the vowel say the long sound. What vowel sound? (/ū/) What word? (cube)

- **You do:** Wrap up with a quick review of the sound-spellings for long vowel sounds /ō/ and /ū/. We learned that the vowel says its name because there is a magical letter at the end of each word. What letter? /e/ What sound? (There is no sound because it is magical and stays silent and lets the vowel say its name). Now let's say the sounds for /ō/ and /ū/ together one more time really quietly. (/ō/, /ū/).

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 isolating and pronouncing the middle and final sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Hen and Mule](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 179-180](#)

Center 2: Word work

Tell students that they will be sorting words by long vowels /ō/ and /ū/ sounds. Words that have the sound /ō/ go under Otis Oatmeal. Words that have the sound /ū/ go under Uka Ukulele. Using picture cards, choose one, say the word, and have students repeat chorally. What is the word? Have students use PICK AND POINT to identify the correct column. Does it have the sound /ō/ and /ū/? Point to the column where lane belongs.

Center 3: Independent Reading

- Decodable Text: [Hen and Mule](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowels /ō/ and /ū/ in one-syllable words.
- Have students say the initial sounds as they write the letters.
- 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 150: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds o and u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the middle sound in one-syllable words.
- I am learning to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sounds /ō/ with the letter o and /ū/ with the letter u.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ō/, /ū/, /c/, /e/, /h/, /l/, /m/, /t/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the middle and final sound in one-syllable words.
- I can identify words with long vowel sounds/ō/ with the letter o and /ū/ with the letter u.
- I can say and write the sound-spelling of ō, ū, c, e, h, l, m, t.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to blend phonemes to make a word. I will say a word. When I point the mic at you, tell me the ending sound of the word. Let's try one together. Make a fist with your hand and hold it as if you are holding a microphone. Listen: When I say huge, you say /j/, huge, /j/, huge, /j/. Another word that ends with /j/ is cage, /j/, /cage, /j/.
- **We do:** Repeat with another word. Listen: rope. Have children use CHORAL RESPONSE to isolate the final sound. When I say rope, you say (/p/), rope, (/p/) rope, (/p/). Have students THINK-PAIR-SHARE to find another word that ends with /p/ to chant. Repeat with the words below.

road (/d/)

mule (/l/)

cute (/t/)

bone (/n/)

poke (/k/)

fume (/m/)

- **You do:** Have students complete [Know It, Show It, page 181](#) for more practice blending sounds to make words.
- **I do:** Say the first letters and sound. Write the word rode on the board and point to the first letter. What is the letter? (r) What sound? (/r/)

- **We do:**

- Point to the letter o and the final e using your index finger and middle finger Sound? (/ō/) Point to the left of the word. Scoop your index finger under the letters as students blend the sounds. Blend. (/rrrooo/)
- Point to the third letter, d. Sound? (/d/) Point to the left of the word. Scoop your index finger under the letters as students blend the sounds. Blend.(/rrrood/).
- Read the word, Quickly sweep your finger under the word and ask children to read it. What word? (rode) Connect the word to its meaning by giving a context sentence. Laila rode her bike to school.

- **You do:** Repeat with the words below, saying the context sentence after students blend the sounds to read each word.

WORD	CONTEXT SENTENCE
cube	Natasha put an ice cube in her water.
cute	Caleb's little brother is so cute !
joke	Ian and Gabriel laughed at Jordan's joke .
mule	Isabel rode on a mule when she visited the Grand Canyon.
note	I wrote a note to my mother.

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 isolating and pronouncing the middle and final sound in one-syllable words
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text:[Hen and Mule](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 179-180](#)

Center 2: Word work

Tell students that they will be sorting words by long vowels /ō/ and /ū/ sounds. Words that have the sound /ō/ go under Otis Oatmeal. Words that have the sound /ū/ go under Uka Ukulele. Using picture cards, choose one, say the word, and have students repeat chorally. What is the word? Have students use PICK AND POINT to identify the correct column. Does the have the sound /ō/ and /ū/? Point to the column where lane belongs.

Center 3: Independent Reading

- Decodable Text: [Hen and Mule](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowels /ō/ and /ū/ in one-syllable words.
- Have students say the initial sounds as they write the letters.
- 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 151: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds o and u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the middle sound in one-syllable words.
- I am learning to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sounds /ō/ with the letter o and /ū/ with the letter u.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ō/, /ū/, /c/, /e/, /h/, /l/, /m/, /t/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the middle and final sound in one-syllable words.
- I can identify words with long vowel sounds /ō/ with the letter o and /ū/ with the letter u.
- I can say and write the sound-spelling of ō, ū, c, e, h, l, m, t.

Part 1: Direct Instruction

Phonological Awareness

- **I do:** Tell students you are going to play a segmenting game with a poem. Listen as I read the poem, [“Fresh Food”](#)
- **We do:** Use ECHO READING to read the poem again, pausing after certain words. When I stop, repeat the last word I say sound-by-sound. Do the first one together. Listen: For food that is best /b/ / ě/ /s/ /t/.
- **You do:** Repeat with the rest of the poem, pausing for the last word in each line. Have students use CHORAL RESPONSE to repeat the words sound-by-sound. Have students turn and talk to a partner to identify the rhyming words in the poem.

Phonics

- **I Do:** Review Blending Letter Sounds Project Display and Engage: [Blend and Read 8.2](#) and lead the group to read the words. Line 1: Point to each word as you model blending it aloud.
- **We Do:** Then have students blend the word. Line 2: Point to each word and have students read the words chorally. Line 3: Have students read the words silently. Then point to words at random and ask students to read them aloud. Line 4: Choose individuals to blend the decodable words (Cole, gave, Hope, cute, note). Then have the group read the sentence chorally.

Blend and Read 8.2


Words with Long o and u

1 home bone rope vote

2 mute cube cute mule

3 chime stone best snack

4 Cole gave Hope a cute note.



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Grade K | Foundational Skills

Module 8 • Week 2

You do: Have students complete [Know It, Show It, page 182](#) for more practice blending sounds to make words.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the middle and final sound in one-syllable words.
 - Model again and have students mimic you. Correct as needed.
 - Have students partner and read decodable text. Model as needed.
1. Decodable Text: [Big Stones](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 179-180](#)

Center 2: Word work

Tell students that they will be sorting words by long vowels /ō/ and /ū/ sounds. Words that have the sound /ō/ go under Otis Oatmeal. Words that have the sound /ū/ go under Uka Ukulele. Using picture cards, choose one, say the word, and have students repeat chorally. What is the word? Have students use PICK AND POINT to identify the correct column. Does the have the sound /ō/ and /ū/? Point to the column where lane belongs.

Center 3: Independent Reading

- Decodable Text: [Big Stones](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowels /ō/ and /ū/ in one-syllable words.
- Have students say the initial sounds as they write the letters.
- 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 152: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds o and u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the middle sound in one-syllable words.
- I am learning to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sounds /ō/ with the letter o and /ū/ with the letter u.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ō/, /ū/, /c/, /e/, /h/, /l/, /m/, /t/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the middle and final sound in one-syllable words.
- I can identify words with long vowel sounds /ō/ with the letter o and /ū/ with the letter u.
- I can say and write the sound-spelling of ō, ū, c, e, h, l, m, t.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be segmenting words into sounds. I will say a word and take a step forward for each phoneme. Listen: *mule*. Take three steps forward as you say the sounds. /m/ /ū/ /l/. I took three steps because mule has three sounds. Have students form a line and say a familiar one-syllable word. Listen: *soak*.
- **We do:** Have students use CHORAL RESPONSE as they take a step forward for each sound. Listen: *soak*. What sounds? (/s/ /ō/ /k/) Have students return to their starting point in line to save space. Repeat with the words below.

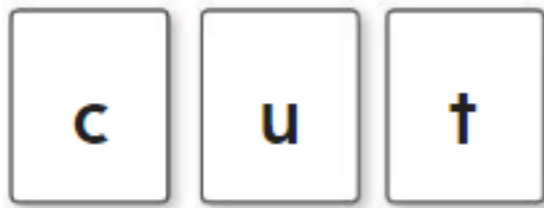
/b/ /ō/ /n/ (bone) /c/ /ū/ /t/ (cute) /f/ /l/ /ō/ /t/ (float)

/f/ /ō/ /n/ (phone) /s/ /ō/ /p/ (soap) /v/ /ō/ /t/ (vote)

Phonics

- **I do:** Tell students that they will build words with long vowels /ō/ and /ū/. Write the word *hop* on the board and have children read it aloud. What is the vowel sound in hop? (/ō/) Add an e to the end of the word. What is the word now? (hope) What vowel sound? (/ō/) Pass out sets of precut letters from Printable: [Build Words 8.2](#)

- **We do:** Review the letter names and sounds while students say them aloud and trace each letter. Say the word *cut* and have students repeat it chorally. Use the word in a sentence, personalizing it to your students and their interests when possible. Pedro used scissors to cut his paper. Model how to spell the word in a pocket chart using Letter Cards. The first sound is /c/—the letter c. The vowel sound is /u/, so I will put the letter u next to the c. The last sound I hear in bit is /t/—the letter t.



- **You do:** Ask students to spell the word with their letters. Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide students to build several more words.

DIRECTIONS	LETTER CARDS
Add a letter to make the word cute.	c u t e
Change the beginning sound to make the word mute.	m u t e
Change the ending sound to make the word mule.	m u l e
Change the middle sound to make the word mole.	m o l e
Change the beginning sound to make the word hole.	h o l e

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 isolating and pronouncing the middle and final sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Hen and Mule](#) and [Big Stones](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 179-180](#)

Center 2: Word work

Tell students that they will be sorting words by long vowels /ō/ and /ū/ sounds. Words that have the sound /ō/ go under Otis Oatmeal. Words that have the sound /ū/ go under Uka Ukulele. Using picture cards, choose one, say the word, and have students repeat chorally. What is the word? Have students use PICK AND POINT to identify the correct column. Does the have the sound /ō/ and /ū/? Point to the column where lane belongs.

Center 3: Independent Reading

- Decodable Text: [Hen and Mule](#) and [Big Stones](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowels /ō/ and /ū/ in one-syllable words .
- Have students say the initial sounds as they write the letters.
- 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 153: Phonological Awareness (RF.K.2B), Phonics: long vowel sounds o and u (RF.K.3.B), Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the middle sound in one-syllable words.
- I am learning to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sounds /ō/ with the letter o and /ū/ with the letter u.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ō/, /ū/, /c/, /e/, /h/, /l/, /m/, /t/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the middle and final sound in one-syllable words.
- I can identify words with long vowel sounds /ō/ with the letter o and /ū/ with the letter u.
- I can say and write the sound-spelling of ō, ū, c, e, h, l, m, t.

Part 1: Assessment

- Segment Words into Phonemes Give each child the Printable: [Elkonin Boxes](#).
-
- Tell students you are going to say a word out loud, and that they will place a counter in a box for each sound in the word as they repeat it.

boat (/b/ /ō/ /t/)

cone (/c/ /ō/ /n/)

flute (/f/ /l/ /ū/ /t/)

mule (/m/ /ū/ /l/)

phone (/f/ /ō/ /n/)

poke (/p/ /ō/ /k/)

- Dictation: Tell students that they will practice writing words with long vowels /ō/ and /ū/. Say the first word and have students repeat it chorally. Then say the word in a context sentence. Have students use WRITE AND REVEAL to write the word. Write the word on the board, and ask students to spell it chorally as you point to each letter. Tell students to check and correct their spelling. Remember, the magic e makes the vowel say its name. Repeat the process for the rest of the words.

WORD	CONTEXT SENTENCE
cute	The bunny looked cute when he wiggled his nose.
hole	We dug a hole in the dirt to plant a seed.
joke	Roberto told a funny joke that made everyone laugh.
mute	I couldn't hear the music because the volume was set to mute .

Part 2: Reading Decodable Texts: Decodable Text: [Hen and Mule](#) and [Big Stones](#)

- Spend time during this period listening to students read the decodable texts:
- Record your findings.



Lesson 154: Phonological Awareness (RF.K.2B), Phonics: long vowel sound e with letters ee, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the medial sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sound /ē/ with the letters ee.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ee/, /b/, /d/, /f/, /k/, /p/, /t/, /w/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the medial sound in one-syllable words.
- I can identify words with long vowel sound /ē/ with the letters ee.
- I can say and write the sound-spelling of ee, b, d, f, k, p, t, w.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to isolate medial sounds. I will say a word and you will listen carefully for the middle sound in the word. Listen: feet. The middle sound in feet is /ē/. Reveal the Picture Card *feet*. Another word with the middle sound /ē/ is *bean*. Say a familiar one-syllable word. Listen: *queen*. Have students use CHORAL RESPONSE to isolate the middle sound. What sound? (/ē/) Reveal the Picture Card after students respond. Students will TURN AND TALK to tell a partner another word that has the medial vowel sound /ē/.
- **We do:** Repeat with the words below.

fish (/ī/)

hen (/ē/)

kite (/ī/)

map (/ă/)

nut (/ŭ/)

sheep (/ē/)

- **I do:** Let's listen for middle sounds in words. For each sound I hear, I will tap. Model the word peach. The middle sound in the word peach is /ē/.
- **We do:** Say words and tell students to listen for the middle sound. Then have them use CHORAL RESPONSE to say the sound.

beak (/ē/)

cone (/ō/)

deep (/ē/)

fade (ā)

meet (/ē/)

mule (/ū/)

night (/ī/)

seal (/ē/)

team (/ē/)

week (/ē/)

Phonics

- **I do:** Introduce long e. We already learned that the letter e can make the sound /ĕ/ as in elephant. Today we're going to learn another sound that e can make. Display Letter Card: Ethan Eel. The letter e can make the sound that you hear at the beginning of the name Ethan. That's the long e sound. What letter? (e) What sound? (/ē/)
- **We do:** Teach the sound-spelling. Display the Picture Card feet and write feet on the board. Read the word chorally and underline the ee spelling. Explain that the ee spelling makes the long e vowel sound. Look at this word. I see the letters e-e in the middle of the word. The letters e-e make the long e vowel sound in a word. It's a vowel team! Two letters make one sound. What vowel sound? (/ē/) What word? (feet)
- **You do:** Wrap up with a quick review of the sound-spellings for long vowel sound /ē/. We learned another sound that e can make. What sound was it? (/ee/). Now let's say the sound for /ē/ together one more time really quietly (/ē/).

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 isolating and pronouncing the middle sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Buds Need Bees!](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 183-184](#)

Center 2: Word work

Tell students that they will be sorting pictures by vowel sound. Pictures that have the middle sound /ĕ/ go under Ethel Elephant. Pictures that have the middle sound /ē/ go under Ethan Eel. Using picture cards, choose one, say the word, and have students repeat chorally. What is the word? Have students use PICK AND POINT to identify the correct column. Does bell have the middle sound /ĕ/ or /ē/? Point to the column where bell belongs.

Center 3: Independent Reading

- Decodable Text: [Buds Need Bees!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowel /ē/ spelled with the letters ee in one-syllable words.
- Have students say the initial sounds as they write the letters.
- 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 155: Phonological Awareness (RF.K.2B), Phonics: long vowel sound e with letters ee, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the medial sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sound /ē/ with the letters ee.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ee/, /b/, /d/, /f/, /k/, /p/, /t/, /w/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the medial sound in one-syllable words.
- I can identify words with long vowel sound /ē/ with the letters ee.
- I can say and write the sound-spelling of ee, b, d, f, k, p, t, w.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to blend phonemes to make a word. I will say a word. When I point the mic at you, tell me the middle sound of the word. Let's try one together. Make a fist with your hand and hold it as if you are holding a microphone. Listen: When I say beat, you say /ē/, beat, /ē/, beat, /ē/. Another word with the middle sound /ē/ is leap, /ē/, leap, /ē/.
- **We do:** Repeat with another word. Listen: face. Have children use CHORAL RESPONSE to isolate the middle sound. When I say face, you say (/ā/), face, (/ā/) face, (/ā/). Have students THINK-PAIR-SHARE to find another word with the middle vowel /ā/ to chant. Repeat with the words below.

cape (/ā/)

den (/ē/)

kite (/ī/)

luck (/ū/)

pit (/ī/)

soap (/ō/)

- **You do:** Have students complete [Know It, Show It, page 185](#) for more practice blending sounds to make words.

Phonics

- **I do:** Say the first letters and sound. Write the word seed on the board and point to the first letter. What is the letter? (s) What sound? (/s/)
- **We do:**
 - Point to the letter card ee using two fingers. What are the letters? (ee) Sound? (/ē/) Scoop your index finger under the letters as children blend the sounds. Blend. (/sssee/)
 - Point to the final letter. Sound? (/d/) Point to the left of the word. Scoop your index finger under the letters as children blend the sounds. Blend. (/ssseed/)
 - Read the word, Quickly sweep your finger under the word and ask children to read it. What word? (seed) Connect the word to its meaning by giving a context sentence. We will plant the seed and see if a flower grows.
- **You do:** Repeat with the words below, saying the context sentence after students blend the sounds to read each word.

WORD	CONTEXT SENTENCE
cheek	My grandpa likes to pinch my cheek .
deep	The lake was so deep that I could not touch the bottom.
feet	I am wearing colorful socks on my feet .
sheep	We saw sheep at the farm.
weeds	There are lots of weeds in the vegetable garden.

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 isolating and pronouncing the middle sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Buds Need Bees!](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 183-184](#)

Center 2: Word work

Tell students that they will be sorting pictures by vowel sound. Pictures that have the middle sound /ĕ/ go under Ethel Elephant. Pictures that have the middle sound /ē/ go under Ethan Eel. Using picture cards, choose one, say the word, and have students repeat chorally. What is the word? Have students use PICK AND POINT to identify the correct column. Does bell have the middle sound /ĕ/ or /ē/? Point to the column where bell belongs.

Center 3: Independent Reading

- Decodable Text: [Buds Need Bees!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowel /ē/ spelled with the letters ee in one-syllable words.
- Have students say the initial sounds as they write the letters.
- 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 156: Phonological Awareness (RF.K.2B), Phonics: long vowel sound e with letters ee, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the medial sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sound /ē/ with the letters ee.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ee/, /b/, /d/, /f/, /k/, /p/, /t/, /w/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the medial sound in one-syllable words.
- I can identify words with long vowel sound /ē/ with the letters ee.
- I can say and write the sound-spelling of ee, b, d, f, k, p, t, w.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students you will be growing a phoneme plant. To grow a plant, I need seeds. Seeds sound-by-sound is /s/ /ē/ /d/ /z/. Draw or write seeds on your plant. Draw or write seeds on your plant.
- **We do:** Say another one-syllable plant related word. We need to put the seed in a pot. Have the group use CHORAL RESPONSE to say the word sound-by-sound. What sounds? (/p/ /ō/ /t/)
- **You do:** Have students THINK-PAIR-SHARE to identify other plant related words. Have the group use CHORAL RESPONSE to say one-syllable words sound-by-sound before drawing or writing them on the plant. If students struggle to come up with words, use examples from the box below.

bud (/b/ /ū/ /d/)

dig (/d/ /ī/ /g/)

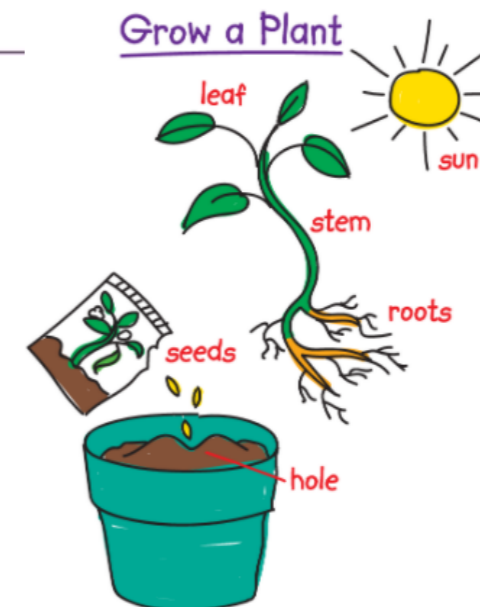
leaf (/l/ /ē/ /f/)

light (/l/ /ī/ /t/)

rays (/r/ /ā/ /z/)


roots (/r/ /oo/ /t/ /s/)

stem (/s/ /t/ /ē/ /m/)



Phonics

- **I Do:** Review Blending Letter Sounds Project Display and Engage: [Blend and Read 8.3](#) and lead the group to read the words. Line 1: Point to each word as you model blending it aloud.
- **We Do:** Then have students blend the word. Line 2: Point to each word and have students read the words chorally. Line 3: Have students read the words silently. Then point to words at random and ask students to read them aloud. Line 4: Choose individuals to blend the decodable words (peek, see, need, feed, sheep). Then have the group read the sentence chorally.



Words with Long e

1	sleep	need	week	queen
2	speed	feet	seen	jeep
3	shake	mute	cheek	stone
4	I peek to see if I need to feed the sheep.			

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- **You do:** Have students complete [Know It, Show It, page 186](#) for more practice blending sounds to make words.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the middle sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Bee Hive](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 183-184](#)

Center 2: Word work

Tell students that they will be sorting pictures by vowel sound. Pictures that have the middle sound /ě/ go under Ethel Elephant. Pictures that have the middle sound /ē/ go under Ethan Eel. Using picture cards, choose one, say the word, and have students repeat chorally. What is the word? Have students use PICK AND POINT to identify the correct column. Does bell have the middle sound /ě/ or /ē/? Point to the column where bell belongs.

Center 3: Independent Reading

- Decodable Text: [Bee Hive](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowel /ē/ spelled with the letters ee in one-syllable words.
- Have students say the initial sounds as they write the letters.
- 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 157: Phonological Awareness (RF.K.2B), Phonics: long vowel sound e with letters ee, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the medial sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sound /ē/ with the letters ee.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ee/, /b/, /d/, /f/, /k/, /p/, /t/, /w/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the medial sound in one-syllable words.
- I can identify words with long vowel sound /ē/ with the letters ee.
- I can say and write the sound-spelling of ee, b, d, f, k, p, t, w.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students you are going to play a segmenting game with a poem. Listen as I read the poem, [“Little Seeds”](#)
- **We do:** Use ECHO READING to read the poem again, pausing after certain words. Students will repeat the word sound-by-sound. Listen: I put some little flower seeds. (/s/ /ē/ /d/ /z/)
- **You do:** Repeat with the rest of the poem, pausing for one-syllable words such as soft, them, can, big, sun, some, rain, seeds, grow, soon, or had. Have students turn and talk to a partner to identify the rhyming words in the poem.

Phonics

- **I do:** Tell students that they will build words with long vowels /ō/ and /ū/. Write the word *hop* on the board and have children read it aloud. What is the vowel sound in hop? (/ō/) Add an e to the end of the word. What is the word now? (hope) What vowel sound? (/ō/) Pass out sets of precut letters from Printable: [Build Words 8.3](#)
- **We do:** Review the letter names and sounds while students say them aloud and trace each letter. Say the word *week* and have students repeat it chorally. Use the word in a sentence, personalizing it to your students and their interests when possible. *There are seven days in a week.* Model how to spell the word in a pocket chart using Letter Cards. The first sound is /w/—the letter w. The vowel sound is /ē/, so I will put the letters ee next to the w. The last sound I hear in week is /k/—the letter k.

- **You do:** Ask students to spell the word with their letters. Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide students to build several more words.

DIRECTION	LETTER CARDS
Change the ending sound to make the word weep.	w ee p
Change the beginning sound to make the word beep.	b ee p
Change the ending sound to make the word beet.	b ee t
Change the beginning sound to make the word feet.	f ee t
Change the ending sound to make the word feed.	f ee d

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 isolating and pronouncing the middle sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Buds Need Bees!](#) and [Bee Hive](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 183-184](#)

Center 2: Word work

Tell students that they will be sorting pictures by vowel sound. Pictures that have the middle sound /ĕ/ go under Ethel Elephant. Pictures that have the middle sound /ē/ go under Ethan Eel. Using picture cards, choose one, say the word, and have students repeat chorally. What is the word? Have students use PICK AND POINT to identify the correct column. Does bell have the middle sound /ĕ/ or /ē/? Point to the column where bell belongs.

Center 3: Independent Reading

- Decodable Text: [Buds Need Bees!](#) and [Bee Hive](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with long vowel /ē/ spelled with the letters ee in one-syllable words.
- Have students say the initial sounds as they write the letters.
- 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 158: Phonological Awareness (RF.K.2B), Phonics: long vowel sound e with letters ee, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the medial sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to identify and match the long vowel sound /ē/ with the letters ee.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /ee/, /b/, /d/, /f/, /k/, /p/, /t/, /w/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the medial sound in one-syllable words.
- I can identify words with long vowel sound /ē/ with the letters ee.
- I can say and write the sound-spelling of ee, b, d, f, k, p, t, w.

Part 1: Assessment

- Segment Words into Phonemes Give each child the Printable: [Elkonin Boxes](#).
- Tell students you are going to say a word out loud, and that they will place a counter in a box for each sound in the word as they repeat it.

Simon says stomp your **feet**. (/f/ /ē/ /t/)

Stand on one **leg**. (/l/ /ē/ /g/)

Pinch your **nose**. (/n/ /ō/ /z/)

Simon says nod your **head**. (/h/ /ē/ /d/)

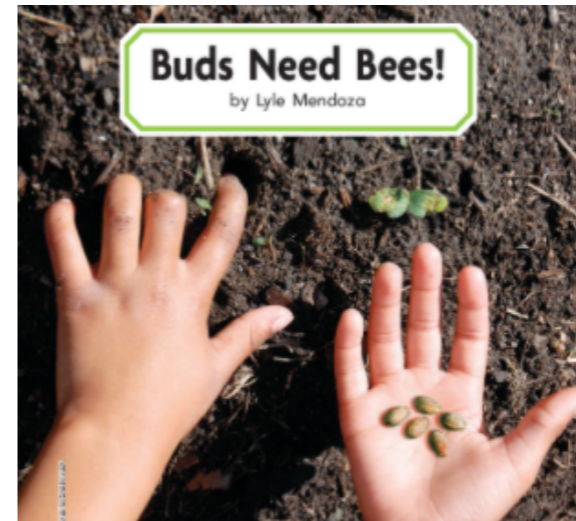
Tug on your ear **lobe**. (/l/ /ō/ /b/)

Simon says **hop**. (/h/ /ō/ /p/)

- Dictation: Tell students that they will practice writing words with long vowel sound /ē/ with the letters ee. Say the first word and have students repeat it chorally. Then say the word in a context sentence. Have students use WRITE AND REVEAL to write the word. Write the word on the board, and ask students to spell it chorally as you point to each letter. Tell students to check and correct their spelling. Remember, the letters ee make the long vowel sound /ē/ as in feed.. Repeat the process for the rest of the words.

Part 2: Reading Decodable Texts: Decodable Text: [Buds Need Bees!](#) and [Bee Hive](#)

- Spend time during this period listening to students read the decodable texts:
- Record your findings.



Lesson 159: Phonological Awareness (RF.K.2B), Phonics: soft consonant sounds /s/ with the letter c and /j/ with the letter g, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to identify and match the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can isolate and pronounce the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I can identify words with the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to add a syllable to make a new word. I will say a word and then add a syllable to make a new word. When I add –bow to the end of rain, I get the word rainbow. Reveal Picture Card rainbow. Say a familiar one-syllable word. Listen: light. Have student use CHORAL RESPONSE to add a syllable to the word. Say light. (light) Add night to the beginning of –light. What word? (nightlight) Reveal the Picture Card after students respond. Students will TURN AND TALK to tell a partner use each word in a sentence. Challenge them to use descriptive sentences their partner can visualize.



- **We do:** Repeat with the words below.

Say *tea*. (*tea*) Add *-pot* to the end of *tea*. (*teapot*)
 Say *plane*. (*plane*) Add *air* to the beginning of *-plane*. (*airplane*)
 Say *pan*. (*pan*) Add *-cakes* to the end of *pan*. (*pancakes*)
 Say *rock*. (*rock*) Add *-et* to the end of *rock*. (*rocket*)
 Say *fin*. (*fin*) Add *dol* to the beginning of *-fin*. (*dolphin*)
 Say *chick*. (*chick*) Add *-ens* to the end of *chick*. (*chickens*)

- **I do:** Let's listen for final sounds in words. The final sound in the word *nice* is /s/.
- **We do:** Say words and tell students to listen for the final sound. Then have them use CHORAL RESPONSE to say the sound.

badge (/j/)	cage (/j/)	face (/s/)	fudge (/j/)
mice (/s/)	page (/j/)	peace (/s/)	voice (/s/)

Phonics

- **I do:** Introduce soft c. Today we will learn a new way to spell a consonant sound you already know. You know that the letter c can make the sound /k/ as in *cat*. When the letter e follows the letter c, it can also make the sound /s/ as in *face*. Point to the girl's face in the Picture Card *sad*. We call this the soft sound of letter c. What other letter makes the sound /s/? (*s*)

- **We do:** Teach the sound-spelling.
 - Write the word *face* on the board. Underline the letters c and e. When we see the letter e follow the letter c, we say the soft sound /s/ as in *face*. What letters, Ellie? (c-e) What sound? (/s/) What word? (*face*)
 - Write the word *nice* on the board. Point to the consonant spelling (two fingers together for two letters), and ask children to say the sound and read the word. What letters, Jeremy? (c-e) What sound? (/s/) What word? (*nice*)
- **I do:** Introduce soft g. Today we will learn a new way to spell a consonant sound you already know. You know that the letter g can make the sound /g/ as in *goat*. When the letter e follows the letter g, it can also make the sound /j/ as in *huge*. An airplane is huge. Point to the Picture Card *airplane*. We call this the soft sound of letter g. What other letter makes the sound /j/? (*j*)



- **We do:** Teach the sound-spelling.
 - Write the word huge on the board. Underline the letters g and e. When we see the letter e follow the letter g, we say the soft sound /j/ as in huge. What letters, Xavier? (g-e) What sound? (/j/) What word? (huge)
 - Write the word cage on the board. Point to the consonant spelling (two fingers together for two letters), and ask children to say the sound and read the word. What letters, Sarah? (g-e) What sound? (/j/) What word? (cage)

- **You do:** Wrap up with a quick review of the sound-spellings for the soft consonants c and g. Tell students that you will say words that end with the hard or soft sound for the letters c and g. Listen to the ending sounds of the words I say. If they end with the hard sound /k/ or /g/, clap your hands hard. If they end with the soft sound /s/ or /j/, rub your palms softly.
 - Say the following words and have children chorally repeat. Then ask children to do the action to show whether they end with the hard sound or the soft sound:
 - ice, rock, truck, face, nice, stick
 - cage, rug, frog, page, huge, egg

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 isolating and pronouncing the middle sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Rice Is Nice!](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 187-188](#)

Center 2: Word work

Tell students that they will be sorting words by soft c and g sounds. Words with the sound /s/ go under cell. Words that have the ending sound /j/ go under gel. Choose an index card, read the word, and have students repeat chorally. What word? (dice) Have students PICK AND POINT to identify the correct column. Does dice have the ending sound /s/ or /j/? Point to the column where dice belongs. Reveal the card to confirm their choice. Students repeat until they have sorted all of the cards.

Center 3: Independent Reading

- Decodable Text: [Rice Is Nice!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- Have students say the initial sounds as they write the letters.
- 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 160: Phonological Awareness (RF.K.2B), Phonics: soft consonant sounds /s/ with the letter c and /j/ with the letter g, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to identify and match the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can isolate and pronounce the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I can identify words with the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to add syllables to form multisyllabic words. Tell students they will be playing I Spy! with the Letter Cards. I spy a friend whose name adds *inch* to the beginning of *-worm*. When I add *inch* to *-worm*, I get *inchworm*. The Alphafriend I spy is Iggy Inchworm!
- **We do:** Repeat with another Alphafriend. I spy a friend whose name adds *-meal* to the end of *oat*. Have students use CHORAL RESPONSE to identify the card. Say *oat*. (*oat*) Add *-meal* to the end of *oat*. (*oatmeal*) Which friend do I spy? (Otis Oatmeal)
- **You do:** Repeat with the Alphafriends below.

Say *fur*. (*fur*) Add *go* to the beginning of *-pher*. (*Gopher*; Good-Guy Gopher)

Say *lob*. (*lob*) Add *-ster* to the end of *lob*. (*lobster*; Lamar Lobster)

Say *corn*. (*corn*) Add *a* to the beginning of *-corn*. (*acorn*; April Acorn)

Say *sea*. (*sea*) Add *-horse* to the end of *sea*. (*seahorse*; Serena Seahorse)

Say *-ger*. (*ger*) Add *ti* to the beginning of *-ger*. (*tiger*; Tyra Tiger)

Say *jelly*. (*jelly*) Add *-fish* to the end of *jelly*. (*jellyfish*; Jayden Jellyfish)

Phonics

- **I do:** Say the first letter and sound. Write the word page on the board and point to the first letter. What is the letter? (*p*) What sound? (*/p/*)
- **We do:**
 - Point to the letter *a* and the final *e* using your index finger and middle finger Sound? (*/ā/*) Point to the left of the word. Scoop your index finger under the letters as students blend the sounds. Blend. (*/paaa/*)
 - Point to the third letter and blend. Point to the letter *g*. Remember, the magic *e* can have two jobs in a word. It can make the vowel sound long and it can make letter *c* make the sound */s/* and letter *g* make the sound */j/*. What sound? (*/j/*) Point to the left of the word. Scoop your index finger under the letters as students blend the sounds. Blend. (*/paaaj/*)
 - Read the word, Quickly sweep your finger under the word and ask children to read it. What word? (*page*) Connect the word to its meaning by giving a context sentence. What page are you on in your book?
- **You do:** Repeat with the words below, saying the context sentence after students blend the sounds to read each word.

WORD	CONTEXT SENTENCE
cage	I take my bird out of his cage when I want to play with him.
face	I ran to my mom as soon as I saw her face in the window.
huge	Elephants are huge animals.
rice	I like eating chicken and rice for dinner.
slice	Hugo took a slice of pizza from the box.

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 isolating and pronouncing the final sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Rice Is Nice!](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 187-188](#)

Center 2: Word work

Tell students that they will be sorting words by soft c and g sounds. Words with the sound /s/ go under cell. Words that have the ending sound /j/ go under gel. Choose an index card, read the word, and have students repeat chorally. What word? (dice) Have students PICK AND POINT to identify the correct column. Does dice have the ending sound /s/ or /j/? Point to the column where dice belongs. Reveal the card to confirm their choice. Students repeat until they have sorted all of the cards.

Center 3: Independent Reading

- Decodable Text: [Rice Is Nice!](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- Have students say the initial sounds as they write the letters.
- 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 161: Phonological Awareness (RF.K.2B), Phonics: soft consonant sounds /s/ with the letter c and /j/ with the letter g, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to identify and match the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can isolate and pronounce the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I can identify words with the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Model how to delete syllables within multisyllabic words. I can delete syllables to make new words. Listen: bedroom. When I take room away from bedroom, I get bed. Reveal the Picture Card bed.
- **We do:** Say a familiar compound word. Listen: seahorse. Have students use CHORAL RESPONSE to delete the syllables. Say seahorse. (seahorse) Say seahorse without sea. (horse) Reveal the Picture Card after students respond.
- **You do:** Repeat with the words below.

Say *bookshelf*. (*bookshelf*) **Say *bookshelf* without *-shelf*.** (*book*)

Say *mansion*. (*mansion*) **Say *mansion* without *-sion*.** (*man*)

Say *handshake*. (*handshake*) **Say *handshake* without *-shake*.** (*hand*)

Say *pancake*. (*pancake*) **Say *pancake* without *-cake*.** (*pan*)

Say *sunshine*. (*sunshine*) **Say *sunshine* without *-shine*.** (*sun*)


Phonics

- **I Do:** Review Blending Letter Sounds Project Display and Engage: [Blend and Read 8.4](#) and lead the group to read the words. Line 1: Point to each word as you model blending it aloud.
- **We Do:** Then have students blend the word. Line 2: Point to each word and have students read the words chorally. Line 3: Have students read the words silently. Then point to words at random and ask students to read them aloud. Line 4: Choose individuals to blend the decodable words (mice, ran, race, cage). Then have the group read the sentence chorally.

Blend and Read 8.4

Words with Soft c and g

1	face	rice	space	cell
2	page	huge	gem	stage
3	then	white	cliff	sheet
4	The mice ran a race in the cage.			



Grade K | Foundational Skills

Module 8 • Unit 4

- **You do:** Have students complete [Know It, Show It, page 190](#) for more practice blending sounds to make words.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in isolating and pronouncing the final sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Rice Race](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 187-188](#)

Center 2: Word work

Tell students that they will be sorting words by soft c and g sounds. Words with the sound /s/ go under cell. Words that have the ending sound /j/ go under gel. Choose an index card, read the word, and have students repeat chorally. What word? (dice) Have students PICK AND POINT to identify the correct column. Does dice have the ending sound /s/ or /j/? Point to the column where dice belongs. Reveal the card to confirm their choice. Students repeat until they have sorted all of the cards.

Center 3: Independent Reading

- Decodable Text: [Rice Race](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- Have students say the initial sounds as they write the letters.
- 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 162: Phonological Awareness (RF.K.2B), Phonics: soft consonant sounds /s/ with the letter c and /j/ with the letter g, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to identify and match the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can isolate and pronounce the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I can identify words with the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Delete Syllables- What Am I? Tell students that they will be solving riddles. Listen to this riddle: I am a rainbow without the bow. What am I? When I take bow away from rainbow, I get rain. The answer to the riddle is rain!
- **We do:** Say another riddle. Listen: I am an airplane without the plane. Have children use CHORAL RESPONSE to delete the syllable. Say airplane. (airplane) Say airplane without plane. What am I? (air)
- **You do:** Repeat with the riddles below. Have students record their answers on Know It, Show It, page 189 by coloring the picture that matches the new word.

[Know It, Show It, page 189](#)

1. Say *bedroom*. (*bedroom*) I am *bedroom* without the *room*. What am I? (*bed*)
2. Say *shellfish*. (*shellfish*) I am a *shellfish* without the *fish*. What am I? (*shell*)
3. Say *basketballs*. (*basketballs*) I am *basketballs* without the *basket*. What am I? (*balls*)
4. Say *wheelchair*. (*wheelchair*) I am a *wheelchair* without the *wheel*. What am I? (*chair*)
5. Say *candle*. (*candle*) I am a *candle* without the *-dle*. What am I? (*can*)

Phonics

- **I do:** Tell students that they will build words with long vowels /ō/ and /ū/. Write the word *hop* on the board and have children read it aloud. What is the vowel sound in hop? (/ō/) Add an e to the end of the word. What is the word now? (hope) What vowel sound? (/ō/) Pass out sets of precut letters from Printable: [Build Words 8.4](#)
- **We do:** Review the letter names and sounds while students say them aloud and trace each letter. Say the word *nice* and have students repeat it chorally. Use the word in a sentence, personalizing it to your students and their interests when possible. *Julio was nice to his sister.* Model how to spell the word in a pocket chart using Letter Cards. Point out that the magic e makes the vowel long and makes the c soft. Model adding an n to make a new word. When we add an n to the beginning of the word, we get the word nice.
- **You do:** Ask students to spell the word with their letters. Give directions to substitute sounds and make new words. Keep the pace lively and engaging as you guide students to build several more words.

DIRECTION	LETTER CARDS
Change the beginning sound to make the word rice.	r i c e
Change the middle sound to make the word race.	r a c e
Change the beginning sound to make the word pace.	p a c e
Change the ending sound to make the word page.	p a g e
Remove the beginning sound to make the word age.	a g e

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 isolating and pronouncing the final sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Rice Is Nice!](#) and [Rice Race](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 187-188](#)

Center 2: Word work

Tell students that they will be sorting words by soft c and g sounds. Words with the sound /s/ go under cell. Words that have the ending sound /j/ go under gel. Choose an index card, read the word, and have students repeat chorally. What word? (dice) Have students PICK AND POINT to identify the correct column. Does dice have the ending sound /s/ or /j/? Point to the column where dice belongs. Reveal the card to confirm their choice. Students repeat until they have sorted all of the cards.

Center 3: Independent Reading

- Decodable Text: [Rice Is Nice!](#) and [Rice Race](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- Have students say the initial sounds as they write the letters.
- 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 163: Phonological Awareness (RF.K.2B), Phonics: soft consonant sounds /s/ with the letter c and /j/ with the letter g, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to identify and match the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can isolate and pronounce the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I can identify words with the soft consonant sounds /s/ with the letter c and /j/ with the letter g.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Assessment: Delete Syllables. Give each child some counters. Tell students that they will be using counters to remove syllables from a multisyllabic word to make a new word. Listen: baseball. What word? (baseball) Place a counter for each syllable. (2 counters) Take base away from baseball. Have students remove the first counter and respond chorally to say the new word. What's left? (ball)

Say *bedtime*. (*bedtime*) Take *time* away from *bedtime*. What's left? (*bed*)

Say *goldfish*. (*goldfish*) Take *gold* away from *goldfish*. What's left? (*fish*)

Say *sunflower*. (*sunflower*) Take *sun* away from *sunflower*. What's left? (*flower*)

Say *firefighter*. (*firefighter*) Take *fire* away from *firefighter*. What's left? (*fighter*)

Say *candle*. (*candle*) Take *-dle* away from *candle*. What's left? (*can*)

Say *recent*. (*recent*) Take *re* away from *recent*. What's left? (*cent*)

- Dictation: Tell students that they will practice writing words with soft c and g. Say the first word and have students repeat it chorally. Then say the word in a context sentence. Have students use WRITE AND REVEAL to write the word. Write the word on the board, and ask students to spell it chorally as you point to each letter. Tell students to check and correct their spelling. Remember, the letter g before the letter e makes the soft sound /j/. Repeat the process for the rest of the words.

WORD	CONTEXT SENTENCE
page	I used a bookmark to remember the page I was reading.
race	Who won the race at recess today?
huge	I tried on my big brother's boots and they were huge on me!
dice	Jasper rolled the dice to take his turn playing the game.

Part 2: Reading Decodable Texts:

Decodable Text: [Rice Is Nice!](#) and [Rice Race](#)

- Spend time during this period listening to students read the decodable texts:
- Record your findings.



Lesson 164: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can review consonants and short vowels.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be adding syllables to solve riddles about things they find in their homes. Listen to my riddle: What can I use to heat food quickly? Add wave to the end of micro. When I add wave, I get the word microwave! The answer to the riddle is Microwave!
- **We do:** Say another riddle. Listen: Where do people sleep at night? Add bed to the beginning of room. Have them use CHORAL RESPONSE to add the syllable and say the new word. What word? (bedroom) Repeat with the riddles below.

What do you ring to get inside? Add door to the beginning of bell. (doorbell)
What do you use to grab a hot pot? Add holder to the end of pot. (potholder)
Where do you put a letter to send? Add mail to the beginning of box. (mailbox)
What can you use to cover a table? Add cloth to the end of table. (tablecloth)
What can we use to dry dishes? Add dish to the beginning of cloth. (dishcloth)
What can you use to go upstairs? Add case to the end of stair. (staircase)

Phonics

- **I do:** Tell students that they will be making a sound-spelling book. Review the alphabet with students. Assign a letter to each child.

- **We do:** Then have students work with a partner to brainstorm things that begin with their letters. Allow them to look around the classroom for ideas. David, you will be in charge of the page for the letter d. Emily, you will be in charge of the page for the letter e. Work together to find things in the classroom that begin with each letter. Tell students to draw pictures of objects that begin with their letters. If a child's name begins with the letter, allow the child to draw a self-portrait. Then work with students to label each picture.



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 isolating and pronouncing the middle sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

1. Decodable Text: [Val and Pop](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 191-192](#)

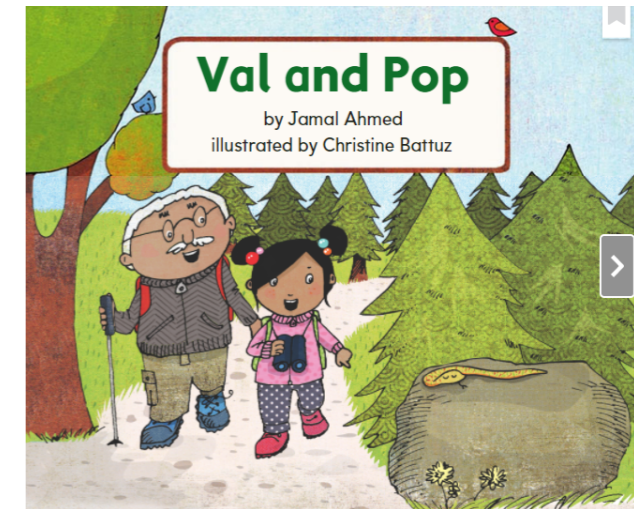
Center 2: Word work

Review Letter Sounds Use the Letter Cards d, h, l, m, p, r, and t to review the letter names and sounds. Display the index cards _ad, _en, _ip, _ot, and _ug to review the word endings. Tell students that they will be using Letter Cards to make words. Have students PARTNER UP to identify which letters could make new words with the ending –ad. What is another letter we can put in front of –ad to make a word? (h) What's the word? (had)

Word Families				
_ad	_en	_ip	_ot	_ug
dad	den	dip	dot	dug
had	hen	hip	hot	hug
mad	men	lip	lot	mug
pad	pen	rip	pot	rug
tad	ten	tip	not	tug

Center 3: Independent Reading

- Decodable Text: [Val and Pop](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with short vowels
- Have students say the initial sounds as they write the letters.
- 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 165: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can review consonants and short vowels.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be adding syllables to answer riddles about places. Listen to my riddle: I am the place where gorillas live. Add –gle to the end of jun. Where am I? When I add –gle, I get the word jungle! I am the jungle! Say another riddle. Listen: I am the place where bees live. Add bee to the beginning of –hive.
- **We do:** Have students use CHORAL RESPONSE to add the syllable and say the new word. Where am I? (beehive) Repeat with the clues below.

I am a place in space. Add *Plu* to the beginning of –to. Where am I? (*Pluto*)
I am a place to see a show. Add –ter to the end of *thea*. Where am I? (*theater*)
I am a place trees live. Add *for* to the beginning of –est. Where am I? (*forest*)
I am a place to climb. Add –tain to the end of *moun*. Where am I? (*mountain*)
I am a place to swim. Add *o* to the beginning of –cean. What am I? (*ocean*)

- **You do:** Have students complete [Know It, Show It, page 193](#) for more practice adding syllables.

Phonics

- **I do:** Have students present their pages in alphabetical order. Consider different options for all students to present their pages. For example, have students present throughout the day, or end each Foundational Skills lesson with a few students sharing over the course of the week. Remind students to use GIVE ME FIVE! to listen respectfully to their fellow writers share. When all students have presented, staple the pages together and add the book to the classroom library for students to read and enjoy. Say the first letter and sound. Write the word page on the board and point to the first letter. What is the letter? (p) What sound? (/p/)
- **We do:** Have students use the SHARE CHAIR to present their sound-spelling pages to the class.

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 isolating and pronouncing the middle sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Val and Pop](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 191-192](#)

Center 2: Word work

Review Letter Sounds Use the Letter Cards d, h, l, m, p, r, and t to review the letter names and sounds. Display the index cards _ad, _en, _ip, _ot, and _ug to review the word endings. Tell students that they will be using Letter Cards to make words. Have students PARTNER UP to identify which letters could make new words with the ending -ad. What is another letter we can put in front of -ad to make a word? (h) What's the word? (had)

<u>Word Families</u>				
<u>_ad</u>	<u>_en</u>	<u>_ip</u>	<u>_ot</u>	<u>_ug</u>
dad	den	dip	dot	dug
had	hen	hip	hot	hug
mad	men	lip	lot	mug
pad	pen	rip	pot	rug
tad	ten	tip	not	tug

Center 3: Independent Reading

- Decodable Text: [Val and Pop](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with short vowels
- Have students say the initial sounds as they write the letters.
- 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 166: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can review consonants and short vowels.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be deleting syllables from words. Listen: gorilla. Gorilla has three syllables: go-ril-la. If I delete the beginning syllable, I have –rilla. Each time you correctly say a word without a syllable, I will draw a clue. Draw the first part of a ladybug. After you get all the clues, you can guess the picture.
- **We do:** Say a multisyllabic word and have students repeat. Listen: jellyfish. What word? (jellyfish) Say jellyfish without the fish. Have students use CHORAL RESPONSE to delete the syllable. What word? (jelly) When students respond correctly, draw the next part of a ladybug. Repeat with the words below.

Listen: toothbrush. Say toothbrush without the tooth. (brush)
Listen: playground. Say playground without the ground. (play)
Listen: eyelash. Say eyelash without the eye. (lash)
Listen: basketball. Say basketball without the ball. (basket)
Listen: thunder. Say thunder without the –der. (thun)
Listen: happiness. Say happiness without the –ness. (happy)

Phonics

- **I Do:** Review Blending Letter Sounds: Project Display and Engage: [Blend and Read 9.1](#) and lead the group to read the words. Line 1: Point to each word as you model blending it aloud.
- **We Do:** Then have students blend each word. Line 2: Point to each word and have students read the words chorally. Line 3: Review Have students read the words silently. Then point to words at random and ask students to read them aloud. Line 4: Sentence Choose individuals to blend the decodable words (Dan, jogs, pet, dogs). Then have the group read the sentence chorally. Line 5: Challenge: Choose individuals to blend and read the challenge words.

DISPLAY AND ENGAGE

Ed

Blend and Read 9.1

Words With Consonants and Short Vowels

tip zip rip hip lip

bus bun bug but bud

wig wag red rid rod

Dan jogs with his pet dogs.

into suntan bedbug pigpen sunset

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 isolating and pronouncing the middle sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Val and Pop](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 191-192](#)

Center 2: Word work

Consonants and Short Vowels Review Letter Sounds Display the Alphafriend Cards Al Alligator and Benny Bear in a pocket chart to review words that start with a vowel and words that start with a consonant. Remind students that both consonants and vowels can appear at the beginning of words. Say a variety of consonants and vowels and have students tell you their sounds. Brainstorm. Tell students that they will be sorting words by beginning sound. Words that start with a vowel go under Al Alligator. Words that start with a consonant go under Benny Bear.

Center 3: Independent Reading

- Decodable Text: [Val and Pop](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with short vowel sounds.
- Have students say the initial sounds as they write the letters.
- 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 167: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can review consonants and short vowels.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Delete Syllables: Places to Go Tell students that they will be deleting syllables from words about travel. People go here to sail. Listen: seashore. Say seashore. (seashore) Say seashore without shore.(sea) People go sailing on the sea.
- **We do:** Say another multisyllabic word. Say island. (island) Have students use CHORAL RESPONSE to delete a syllable and say the word. Say island without i. (land) Repeat with the examples below.
- **You do:** Repeat with the examples below.

Say airplane. Say airplane without -plane. (air)

Say rainforest. Say rainforest without -rain. (forest)

Say railroad. Say railroad without -road. (rail)

Say Scotland. Say Scotland without Scot. (-land)

Say tropical. Say tropical without -al. (tropic)

Say garden. Say garden without gar. (-den)

Phonics

- **I do:** Build Words: Spell Words With Consonants and Short Vowels Build Words: Spell Words With Consonants and Short Vowels Tell students that they will use clues to build words. Give the first clue. The opposite of out.
- **We do:** Have students use CHORAL RESPONSE to share the answer. What word? (in) Model how to spell the word in a pocket chart using Letter Cards. The first sound is the vowel sound /i/—the letter i. The last sound is /n/, so I will put the letter n next to the i.
- **You do:** Have students use [Know It, Show It, page 194](#) to spell the word. Continue, saying each clue and having students TURN AND TALK to find the next word.

DIRECTION	LETTER CARDS
Something that helps a fish swim. Add one sound.	f i n
Something that cools you off. Change one sound.	f a n
A grown-up boy. Change one sound.	m a n
A picture that shows the streets in a city. Change one sound.	m a p
To take a short rest. Change one sound.	n a p

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 isolating and pronouncing the middle sound in one-syllable words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Val and Pop](#) and [The Deer](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 191-192](#)

Center 2: Word work

Consonants and Short Vowels Review Letter Sounds Display the Alphafriend Cards Al Alligator and Benny Bear in a pocket chart to review words that start with a vowel and words that start with a consonant. Remind students that both consonants and vowels can appear at the beginning of words. Say a variety of consonants and vowels and have students tell you their sounds. Brainstorm. Tell students that they will be sorting words by beginning sound. Words that start with a vowel go under Al Alligator. Words that start with a consonant go under Benny Bear.

Center 3: Independent Reading

- Decodable Text: [Val and Pop](#) and [The Deer](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with short vowels
- Have students say the initial sounds as they write the letters.
- 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 168: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can review consonants and short vowels.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Assessment:

Add Syllables Tell students that they will be using tokens to add syllables

To form a multisyllabic word about living things. Add –ten to the end of kit. Have students use CHORAL RESPONSE to add the syllables.

What animal? (kitten) Repeat with the animals below.

Say *robot*. (*robot*) Take away *ro* and say what's left. (*-bot*)
Say *circle*. (*circle*) Take away *-cle* and say what's left. (*cir*)
Say *spaceship*. (*spaceship*) Take away *space* and say what's left. (*-ship*)
Say *lollipop*. (*lollipop*) Take away *-pop* and say what's left. (*loll*)
Say *monster*. (*monster*) Take away *mon* and say what's left. (*-ster*)

- Dictation: Tell students that they will practice writing sentences on paper. Say the first sentence and have the students repeat it chorally. Have students use WRITE AND REVEAL to write each word in the sentence. Write the sentence on the board, and ask students to read it chorally as you point to each word. Tell students to check and correct their spelling. Remember, the letter e makes the short e vowel sound /ĕ/ as in bed. Repeat the process for the rest of the sentences.

SENTENCE

Dan has a big hat.

She put the box on top.

He has a red pen.

A bug is on the rug.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Spend time during this period listening to students read the decodable texts: Record your findings.

Decodable Text: [Val and Pop](#) and [The Deer](#)

Lesson 169: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can review consonant blends.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students that they will be playing a guessing game by adding sounds to words. We can make new words by adding a sound. Listen: The word is at. When I add /p/ to the beginning of at, I get pat. When I add /s/ to the beginning of at, I get sat. Each time you correctly say the new word, **I will draw a clue. Draw the first part of a sled. After you get all the clues, you can guess the picture.**
- **We do:** Give students another word. Listen: in. Say in. (in) Have students use CHORAL RESPONSE to add the phoneme. Add /p/ to the beginning of in. (pin) Draw another part of the sled. Repeat with the words below. Then have students TURN AND TALK to guess the picture.

Say an. (an) Add /m/ to the beginning of an. (man)

Say up. (up) Add /k/ to the beginning of up. (cup)

Say it. (it) Add /l/ to the beginning of it. (lit)

Say nap. (nap) Add /s/ to the beginning of nap. (snap)

Say lap. (lap) Add /f/ to the beginning of lap. (flap)

Say lime. (lime) Add /k/ to the beginning of lime. (climb)

Phonics

- **I do:** Review Short Vowels and Consonant Blends Review Sound-Spellings Tell students they will be reviewing short vowels and consonant blends. Project Display and Engage:[Sound-Spellings 9.2](#) and lead the group to pronounce the sound-spellings.



- **We do:** Line 1: Point to each letter from left to right and have students say their short vowel sound chorally. Line 2: Point to the blends from left to right and use CHORAL RESPONSE to have students say each blend's sounds. Lines 3 and 4: Point to the letters from left to right and choose individuals to say the consonant blend or short vowel sound. Point to letters at random and choose students to say their sounds. Keep the pace lively and engaging. Tell students that they will be making a sound-spelling book. Review the alphabet with students. Assign a letter to each child.

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 short vowels and consonant blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Apes](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 195-196](#)

Center 2: Word work

Display the Picture Cards stick and sick in a pocket chart to review words that start with consonant blends and words that don't. Remind students that two consonants to Tell students that they will be sorting pictures with consonant blends and pictures without consonant blends. Pictures with consonant blends go under the stick. Pictures without consonant blends go under sick.

Center 3: Independent Reading

- Decodable Text: [Apes](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Part 3: Daily Instructional Task

- Dictate words with consonant blends.
- Have students say the initial sounds as they write the letters.
- 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 170: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can review consonant blends.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Tell students they will be playing a game adding sounds to words. Try to figure out the mystery word. Listen: You need this to fly a kite. Add /d/ to the end of win. When I add the sound, I get the word wind. You need wind to fly a kite. The mystery word is wind! Give another clue, word, and sound. Listen: Leave early so you're not this.
- **We do:** Have students use CHORAL RESPONSE to say the word. Say lay. (lay) Add /t/ to the end of lay. (late) The mystery word is late. Repeat with the examples below.

Brush these everyday. Say tea. (tea) Add /th/ to the end of tea. (teeth)
Use this to keep your pants up. Say bell. (bell) Add /t/ to the end of bell. (belt)
Put your book here. Say shell. (shell) Add /f/ to the end of shell. (shelf)
Send one of these to say hello. Say car. (car) Add /d/ to the end of car. (card)
Put your snack on this. Say play. (play) Add /t/ to the end of play. (plate)
You can go sailing in this. Say bow. (bow) Add /t/ to the end of bow. (boat)

Phonics

- **I do:** Review Forming Letters and Blending Words Review Forming Letters and Blending Words Tell students you are going to play a reading game. I'm going to name letters that make a word. Write each letter and then we will read the word together.
- **We do:** Tell students letters to spell a word. Have them use WRITE AND REVEAL to practice forming the letters. Write the letter f. What sound? (/f/) Write the letter l. What sound? (/l/) Write the letter a. What sound? (/ă/) Write the letter p.
- **You do:** What sound? (/p/) Have students blend the sounds to read the word. What word? (flap)

c, l, a, p (clap)

s, t, e, p (step)

s, n, a, p (snap)

w, i, n, d (wind)

m, u, s, t (must)

s, l, o, t (slot)

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 short vowels and consonant blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

Decodable Text: [Apes](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 195-196](#)

Center 2: Word work

Display the Picture Cards stick and sick in a pocket chart to review words that start with consonant blends and words that don't. Remind students that two consonants to Tell students that they will be sorting pictures with consonant blends and pictures without consonant blends. Pictures with consonant blends go under the stick. Pictures without consonant blends go under sick.

Center 3: Independent Reading

- Decodable Text: [Apes](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate words with consonant blends.
- Have students say the initial sounds as they write the letters.
- 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 171: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can review consonant blends.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Delete Phonemes: Say the Word! .Model how to delete sounds within words. I can delete a sound from a word to make a new word. Listen: The word is leg. When I take /l/ from the beginning of leg, I get egg. Reveal Picture Card egg.
- **We do:** Say a familiar one-syllable word. Listen: belt. Have students use CHORAL RESPONSE to say the word and delete the phoneme. Say belt. (belt) Take /t/ from the end of belt. (bell) Reveal the Picture Card after students respond. Repeat with the words below.

Say clock. (clock) Take /k/ from the beginning of clock. (lock)

Say pant. (pant) Take /t/ from the end of pant. (pan)

Say flips. (flips) Take /f/ from the beginning of flips. (lips)

Say flight. (flight) Take /t/ from the end of flight. (fly)

Say snail. (snail) Take /s/ from the beginning of snail. (nail)

Say tent. (tent) Take /t/ from the end of tent. (ten)

Phonics

- **I Do:** Phonics: Review Consonant Blends and Short Vowels
Phonics: Review Consonant Blends and Short Vowels
Review Blending Letter Sounds Project Display and Engage:
- **We Do:** [Blend and Read 9.2](#) and lead the group to read the words. Line 1: Point to each word as you model blending it aloud. Then have students blend the word. Line 2: Point to each word and have students read the words chorally. Line 3: Have students read the words silently. Then point to words at random and ask students to read them aloud. Line 4: Sentence Choose individuals to blend the decodable words (sled, sped, past, pond). Then have the group read the sentence chorally.



- **I do:** Word Work: Consonant Blends Review Consonant Blend
Display the [Picture Cards stop and hand](#) in a pocket chart to review words that contain consonant blends. Remind students that two consonants together in a word are called a consonant blend. Say /st/, /sp/, /sl/, /sn/, and /nd/ and have students repeat the sounds. Minimal Pairs Tell students that they will be comparing words with consonant blends and words without consonant blends. Let's learn some words that look and sound almost the same but have very different meanings. It's important to look at every letter in the words that you read so that you get the right meaning. Write the words top and stop on the board. These two words have only one sound that is different. Listen: top, stop.
- **We do:** Have students repeat the words and identify the sounds that are the same. Say top, stop. (top, stop) What middle sound? (/ɒ/) What ending sound? (/p/) Top and stop have the same middle and ending sounds. Ask students to repeat the words and identify the sounds that are different. Say top. (top) What beginning sound? (/t/) Say stop. (stop) What consonant blend sounds? (/st/) Top has the beginning sound /t/ and stop has the consonant blend sounds /st/. Underline the t in top and the s-t in stop. Compare the sound-spellings and have students repeat the sounds chorally. Top has the letter t but no s at the beginning. What sound? (/t/) Stop has the letters s-t at the beginning. What sounds? (/st/) Repeat with more pairs: bed, bend; lap, clap; led, sled; lip, flip; nap, snap; net, nest; sun, spun.

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 short vowels and consonant blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Apes](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 195-196](#)

Center 2: Word work

Display the Picture Cards stick and sick in a pocket chart to review words that start with consonant blends and words that don't. Remind students that two consonants to Tell students that they will be sorting pictures with consonant blends and pictures without consonant blends. Pictures with consonant blends go under the stick. Pictures without consonant blends go under sick.

Center 3: Independent Reading

- Decodable Text: [Apes](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Part 3: Daily Instructional Task

- Dictate words with consonant blends.
- Have students say the initial sounds as they write the letters.
- 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 172: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can review consonant blends.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness:

- **I do:** Delete Phonemes: Delete It! Model how to delete phonemes in a word. Listen: plant. When I delete the /t/ sound at the end, I get the word plan. Say a familiar one-syllable word. Listen: flight.
- **We do:** Have students use CHORAL RESPONSE to say the word and delete the sound. What word? (flight) Say flight without the ending /t/. (fly)
- **You do:** Repeat with the examples below. Have students record their responses on [Know It, Show It, page 197](#) by coloring the picture that matches the new word they say.

1. Say boat. (boat) Say boat without the ending /t/. (bow)
2. Say scar. (scar) Say scar without the beginning /s/. (car)
3. Say beat. (beat) Say beat without the ending /t/. (bee)
4. Say pine. (pine) Say pine without the ending /n/. (pie)
5. Say block. (block) Say block without the beginning /b/. (lock)

Phonics

- **I do:** Build Words: Spell Words With Blends and Short Vowels
Tell students that they will use clues to build words in a word ladder.
- **We do:** Give students the first clue. You ride this down a hill of snow. Have students use CHORAL RESPONSE to share the answer. What word? (sled) Model how to spell the word sled in a pocket chart using Letter Cards. The first sound is /s/—the letter s. The next sound is /l/, so I will put the letter l next to the s. The vowel sound is /ĕ/, so I will put the letter e next to the l. The last sound I hear in sled is /d/—the letter d.



- **You do:** Have students use Know It, Show It, page 198 to spell the word. Continue, saying each clue and having students TURN AND TALK to find the next word.

DIRECTIONS	LETTER CARDS
Went very fast. Change one sound.	s p e d
To use money to buy things. Add one sound.	s p e n d
What you do with a text after you write it. Delete one sound.	s e n d
You do this when you pick something up from the floor. Change one sound.	b e n d
Better than everything else. Change one sound.	b e s t

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 short vowels and consonant blends.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Apes](#) and [The Best Fig](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 195-196](#)

Center 2: Word work

Display the Picture Cards stick and sick in a pocket chart to review words that start with consonant blends and words that don't. Remind students that two consonants to Tell students that they will be sorting pictures with consonant blends and pictures without consonant blends. Pictures with consonant blends go under the stick. Pictures without consonant blends go under sick.

Center 3: Independent Reading

- Decodable Text: [Apes](#) and [The Best Fig](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Part 3: Daily Instructional Task

- Dictate words with consonant blends.
- Have students say the initial sounds as they write the letters.
- 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 173: Phonological Awareness (RF.K.2B), Phonics: add syllables to form multisyllabic words, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can review consonant blends.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Assessment:

Delete Phonemes Tell students that they will be using tokens to delete a sound from a word to make a new word. Listen: nose. Say nose. (nose) Place a token for each sound. (3 tokens) Take /z/ from the end of nose. Have students remove the last token and respond chorally to say the new word. What word? (no)

Say *clap*. (*clap*) Take /k/ from the beginning of *clap*. What word? (*lap*)

Say *heat*. (*heat*) Take /t/ from the end of *heat*. What word? (*he*)

Say *flips*. (*flips*) Take /f/ from the beginning of *flips*. What word? (*lips*)

Say *rake*. (*rake*) Take /k/ from the end of *rake*. What word? (*ray*)

Say *spot*. (*spot*) Take /s/ from the beginning of *spot*. What word? (*pot*)

- Dictation: Spell Words With Blends and Short Vowels Tell students that they will practice writing sentences on paper. Say the first sentence and have students repeat it chorally. Have students use WRITE AND REVEAL to write each word in the sentence. Write the sentence on the board, and ask students to read it chorally as you point to each word. Tell students to check and correct their spelling. Remember, the letters s-t make the sounds /st/ as in best. Repeat the process for the rest of the sentences.

Sentence

The sled will go fast.

I see a nest.

Mom must stop the van.

He slid on the sand.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Spend time during this period listening to students read the decodable texts: Record your findings.

Decodable Text: [Apes](#) and [The Best Fig](#)

Lesson 174: Phonological Awareness (RF.K.2B), Phonics: group words by consonant digraphs, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to distinguish between consonant digraph sounds.
- I am learning to group words by consonant digraphs.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can distinguish between consonant digraph sounds.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Add Phonemes: Take Two Tell children that they will be playing a word building game. Listen: car. I can add /s/ to the beginning of car to make scar. Then I can add /f/ to the end of scar to make scarf Say another one-syllable word. Listen: rip.
- **We do:** Have children use CHORAL RESPONSE to add phonemes to the beginning and end of the word. Say rip. (rip) Say rip with /s/ at the end. (rips) Say rips with /t/ at the beginning. (trips) Repeat with the words below.

Say am. (am) Add /r/ to the beginning. (ram) Add /p/ to the end. (ramp)
Say an. (an) Add /d/ to the end. (and) Add /b/ to the beginning. (band)
Say lay. (lay) Add /p/ to the beginning. (play) Add /t/ to the end. (plate)
Say ay. (ay) Add /t/ to the end. (ate) Add /d/ to the beginning. (date)
Say lip. (lip) Add /k/ to the beginning. (clip) Add /s/ to the end. (clips)
Say end. (end) Add /l/ to the beginning. (lend) Add /z/ to the end. (lends)

Phonics

- **I do:** Review Sound-Spellings Tell children they will be reviewing short vowels and consonant digraphs. Project [Display and Engage: Sound-Spellings 9.3](#) and lead the group to pronounce the sound-spellings. Line Point to letters at random and choose children to say their sounds. Keep the pace lively and engaging.



- **We do:** 1: Point to each letter from left to right and have children say their short vowel sound chorally. Line 2: Point to the blends from left to right and use CHORAL RESPONSE to have children say each digraph's sound. Lines 3 and 4: Point to the letters from left to right and choose individuals to say the consonant digraph or short vowel sound.
- **You do:** Point to letters at random and choose children to say their sounds. Keep the pace lively and engaging.

- **I do:** Review Letter Sounds Use the [Letter Cards sh, ch, th, and wh](#) to review the digraph names and sounds Remind children that digraphs are two different letters that make one sound.
- **We do:** Say the sounds and have children repeat them Display the index cards _at, _en, _ip, and _op, and review the word endings. Use CHORAL RESPONSE to have children read the endings.
- **I do:** Word Families Display one index card and the Letter Cards. Tell children that they will be using Letter Cards to make words. Watch me make a word using a Letter Card and the ending –ip. Sh makes the sound /sh/. I can put the letters s-h in front of –ip to make the word ship.

_at	_ip	_en	_op
chat	chip	then	chop
that	ship	when	shop
	whip		

- **We do:** Have children PARTNER UP to identify which digraphs could make new words with the ending –ip. What is another digraph we can put in front of –ip to make a word? (wh) What's the word? (whip)

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 consonant digraphs.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Spot in the Sun](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 199-200](#)

Center 2: Word work

Tell children that they will be reading words and sorting them by words with digraphs and words without digraphs. Words that begin with digraphs go under shop. Words without digraphs go under hop.

Center 3: Independent Reading

- Decodable Text: [Spot in the Sun](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Part 3: Daily Instructional Task

- Dictate words with consonant digraphs.
- Have students say the initial sounds as they write the letters.
- 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 175: Phonological Awareness (RF.K.2B), Phonics: group words by consonant digraphs, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to distinguish between consonant digraph sounds.
- I am learning to group words by consonant digraphs.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can distinguish between consonant digraph sounds.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Add Phonemes: Add it! Model how to add a phoneme to a word to make a new. Listen: plan. When I add /t/ to the end, I get the word plant.
- **We do:** Say a familiar one-syllable word. Listen: art. Have children use CHORAL RESPONSE to say the word and add the sound. What word? (art) Add /h/ to the beginning of art. (heart) Repeat with the examples below.
- **You do:** Have children record their responses on [Know It, Show It, page 201](#) by coloring the picture that matches the new word they say.

Phonics

- **I do:** Review Forming Letters and Blending Words Review Forming Letters and Blending Words Tell children you are going to play a reading game.
- **We do:** I'm going to name letters that make a word. Write each letter and then we will read the word. Tell children letters to spell a word.

- **You do:** Have them use WRITE AND REVEAL to practice forming the letters. Write the letters ch. What sound? (/ch/) Write the letter i. What sound? (/i/) The letter p. What sound? (/p/) Have children blend the sounds to read the word. What word? (chip) Repeat with the words below.

wh, i, m (whim)

sh, u, t (shut)

sh, e, d (shed)

ch, a, t (chat)

th, a, t (that)

ch, o, p (chop)

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 consonant digraphs.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Spot in the Sun](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 199-200](#)

Center 2: Word work

Tell children that they will be reading words and sorting them by words with digraphs and words without digraphs. Words that begin with digraphs go under shop. Words without digraphs go under hop.

Center 3: Independent Reading

- Decodable Text: [Spot in the Sun](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Part 3: Daily Instructional Task

- Dictate words with consonant digraphs.
- Have students say the initial sounds as they write the letters.
- 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 176: Phonological Awareness (RF.K.2B), Phonics: group words by consonant digraphs, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to distinguish between consonant digraph sounds.
- I am learning to group words by consonant digraphs.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can distinguish between consonant digraph sounds.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Phonological Awareness Substitute Phonemes: Fix the Word! Tell children they will be playing a game substituting sounds in words. Try to fix this sentence by changing a sound in the last word. Listen: I hold things together with shape. I can change the /sh/ in shape to /t/. When I change the sound, I get the word tape. I hold things together with tape!
- **We do:** Another sentence with an incorrect word. Listen: I like to write with my hen. Have children use CHORAL RESPONSE to fix the word. Say hen. (hen) Change the beginning sound /h/ to /p/. What word? (pen) I like to write with my pen! Repeat with the examples below.

I write on the board with walk. Say walk. (walk) Change /w/ to /ch/. (chalk)

It's time for bunch. Say bunch. (bunch) Change /b/ to /l/. (lunch)

Draw a straight vine. Say vine. (vine) Change /v/ to /l/. (line)

I like to read a good hook. Say hook. (hook) Change /h/ to /b/. (book)

Ring the shell. Say shell. (shell) Change /sh/ to /b/. (bell)

Don't be gate! Say gate. (gate) Change /g/ to /l/. (late)

Phonics

- **I Do:** Review Blending Letter Sounds Project Display and Engage: Blend and Read 9.3 and lead the group to read the words. Line 1: Point to each word as you model blending it aloud.
- **We Do:** Then have children blend the word. Line 2: Point to each word and have children read the words chorally. Line 3: Have children read the words silently. Then point to words at random and ask children to read them aloud
- **I do:** Line 4: Sentence Choose individuals to blend the decodable words (chat, then, when, chess). Then have the group read the sentence chorally.



Part 2: Practice / Centers

Teacher Table Time (TTT)

- Teacher Table Time (TTT): This is the time to work with those students who need guidance in consonant digraphs.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.

1. Decodable Text: [Spot in the Sun](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 199-200](#)

Center 2: Word work

Tell children that they will be reading words and sorting them by words with digraphs and words without digraphs. Words that begin with digraphs go under shop. Words without digraphs go under hop.

Center 3: Independent Reading

- Decodable Text: [Spot in the Sun](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Part 3: Daily Instructional Task

- Dictate words with consonant digraphs.
- Have students say the initial sounds as they write the letters.
- 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 177: Phonological Awareness (RF.K.2B), Phonics: group words by consonant digraphs, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to distinguish between consonant digraph sounds.
- I am learning to group words by consonant digraphs.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can distinguish between consonant digraph sounds.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

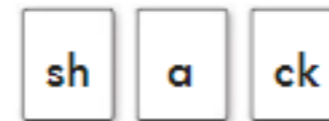
Phonological Awareness

- **I do:** Substitute Phonemes: Action! Model substituting a phoneme to make a new word. We can change a sound in a word to make a new word. Listen: class. I can change the ending /s/ to /p/ to get the word clap. Have the group clap their hands.
- **We do:** Say a familiar one-syllable word. Listen: hut. Have children use CHORAL RESPONSE to substitute the phoneme and act out the word. Say hut. (hut) Change the ending /t/ to /g/. What word? (hug) Give yourself a hug. Repeat with the words below.

Say hot. (hot) Change the ending /t/ to /p/. (hop)
Say sick. (sick) Change the ending /k/ to /t/. (sit)
Say ripe. (ripe) Change the ending /p/ to /d/. (ride)
Say tag. (tag) Change the ending /g/ to /p/. (tap)
Say dip. (dip) Change the ending /p/ to /g/. (dig)
Say knob. (knob) Change the ending /b/ to /d/. (nod)

Phonics

- **I do:** Phonics Build Words: Spell Words with Digraphs and Short Vowels Build Words: Spell Words with Digraphs and Short Vowels Tell children that they will use clues to build words.
- **We do:** Give children the first clue. This is a small, broken-down house. Have children use CHORAL RESPONSE to share the answer. What word? (shack) Model how to spell the word shack in a pocket chart using Letter Cards. The first sound is /sh/—the letters s-h. The vowel sound is /ă/, so I will put the letter a next to the s and h. The last sound I hear in shack is /k/—the letters c-k.



- **You do:** Have children use [Know It, Show It, page 202](#) to spell the word. Continue, saying each clue and having children TURN AND TALK to find the next word.

DIRECTIONS	LETTER CARDS
This is another word for surprise. Change one sound.	sh o ck
This is what you do when you look for things to buy. Change one sound.	sh o p
This is what you do when you cut food into small pieces. Change one sound.	ch o p
This is a small plastic circle you use to count syllables. Change one sound.	ch i p
This is something you might do to cream to make it fluffy. Change one sound.	wh i p

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 consonant digraphs.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Spot in the Sun](#) and [Stuck in a Lake](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 199-200](#)

Center 2: Word work

Tell children that they will be reading words and sorting them by words with digraphs and words without digraphs. Words that begin with digraphs go under shop. Words without digraphs go under hop.

Center 3: Independent Reading

- Decodable Text: [Spot in the Sun](#) and [Stuck in a Lake](#)
- Then read it to your partner.
- Then listen to your partner read it to you.



Part 3: Daily Instructional Task

- Dictate words with consonant digraphs.
- Have students say the initial sounds as they write the letters.
- 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 178: Phonological Awareness (RF.K.2B), Phonics: group words by consonant digraphs, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to distinguish between consonant digraph sounds.
- I am learning to group words by consonant digraphs.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add syllables to form multisyllabic words.
- I can distinguish between consonant digraph sounds.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Assessment:

Add Phonemes Tell children that they will add a sound to make a new word. Reveal

the Picture Card for each word after children respond.

Say *bow*. (*bow*) Add /t/ to the end of *bow*. (*boat*)
Say *in*. (*in*) Add /p/ to the beginning of *in*. (*pin*)
Say *go*. (*go*) Add /t/ to the end of *go*. (*goat*)
Say *an*. (*an*) Add /v/ to the beginning of *an*. (*van*)
Say *pea*. (*pea*) Add /ch/ to the end of *pea*. (*peach*)
Say *tick*. (*tick*) Add /s/ to the beginning of *tick*. (*stick*)

Dictation: Spell Words with Digraphs and Short Vowels Tell children that they will practice writing sentences on paper. Say the first sentence and have children repeat it chorally. Have children use WRITE AND REVEAL to write each word in the sentence. Write the sentence on the board, and ask children to read it chorally as you point to each word. Tell children to check and correct their spelling. Remember, the letters c-h make the sound /ch/ as in chop. Repeat the process for the rest of the sentences.

Sentence
I got a chill on the ship.
When will we go with them?
They chat in the shop.
The chest is in the shed.

Part 2: Practice / Centers

Teacher Table Time (TTT)

- Spend time during this period listening to students read the decodable texts: Record your findings.

Decodable Text: [Spot in the Sun](#) and [Stuck in Lake](#)

Lesson 179: Phonological Awareness (RF.K.2B), Phonics: add phonemes to one-syllable words to make new words, Centers (L.K. 1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to add phonemes to one-syllable words to make new words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add phonemes to one-syllable words to make new words.
- I can review long vowels.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Part 1: Direct instruction

Phonological Awareness

- **I do:** Add Phonemes: Animal Farm Tell children that they will be adding phonemes to name animals. Listen: air. When I add /b/ to the beginning of air, I get bear. The animal is bear! Say another one-syllable word. Listen: sea.
- **We do:** Have children use CHORAL RESPONSE to say the word and add the phoneme. Say sea. (sea) Say sea with /l/ at the end. What word? (seal) Repeat with the examples below.

Say ox. (ox) Add /f/ to the beginning of ox. (fox)

Say an. (an) Add /t/ to the end of an. (ant)

Say at. (at) Add /k/ to the beginning of at. (cat)

Say go. (go) Add /t/ to the end of go. (goat)

Say am. (am) Add /r/ to the beginning of am. (ram)

Say she. (she) Add /p/ to the end of she. (sheep)

Say nail. (nail) Add /s/ to the beginning of nail. (snail)

Phonics Review Long Vowel Spellings

- **I do:** Tell children they will be reviewing long vowels. Project Display and Engage: Long Vowel Spellings 9.4 and lead the group to pronounce the sound-spellings.
- **We do:** 1: Line 1: Point to the phonograms from left to right and have children say their sounds chorally. Line 2: Point to the phonograms from left to right and use CHORAL RESPONSE to have children say the phonograms. Lines 3 and 4: Point to the phonograms from left to right and choose individuals to say each phonogram
- **You do:** Point to phonograms at random and choose children to say their sounds. Keep the pace lively and engaging.

DISPLAY AND ENGAGE Ed

Long Vowel Spellings 9.4

Long Vowels

oge	eed	ide
ode	ute	ope
ome	ike	eep
use	eel	ice

Grade 1 - Phonics 9.4 Grade 1 - Year 1

- **I do:** Review Letters and Sounds Display the Alphafriends Cards April Acorn, Ethan Eel, Irene Ice Cream, Otis Oatmeal, and Uka Ukulele to review long vowels. Remind children that the magic e makes a vowel say its name. Review Letter Sounds
- **We do:** Say each long vowel and have children repeat the sounds. Guess the Word Write a sentence, covering up the first sound and last sounds of the last word in the sentence with separate sticky notes: Tyler went swimming in the lake. Tell children that you will read the sentence but leave out the last word, and they will guess the word. Use ECHO READING to read the sentence. Ask children to make guesses based on context and record the guesses. Reveal the first sound and have children say it aloud. Work with children to eliminate guesses using THUMBS UP OR DOWN. Ask children to make new guesses now that they know the first sound and record the guesses. Reveal the word to discover if the guesses are correct. Repeat with the sentences below.

An insect that buzzes around is a bee.

When it is windy, my family likes flying kites.

At the end of the day, we go home.

When I am hot, I like sucking on ice cubes.

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 long vowels and adding phonemes to one-syllable words to make new words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Like a Bat](#)



Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 203-204](#)

Center 2: Word work

Tell children that they will be reading words and sorting them by long vowels and short vowels. Words with long vowels go under cape. Words with short vowels go under cap.

Center 3: Independent Reading

- Decodable Text: [Like a Bat](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Part 3: Daily Instructional Task

- Dictate words with long vowels.
- Have students say the initial sounds as they write the letters.
- 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 180: Phonological Awareness (RF.K.2B), Phonics: add phonemes to one-syllable words to make new words, Centers (L.K.1.A), Daily Instructional Task

Learning Intentions:

- I am learning how to produce rhyming words.
- I am learning how to isolate and pronounce the final sound in one-syllable words.
- I am learning how to identify and match sounds with their letters.
- I am learning how to add syllables to form multisyllabic words.
- I am learning how to distinguish between similarly spelled words by identifying the letters that differ.
- I am learning how to phonemes to one-syllable words to make new words.
- I am learning how to blend sounds and decode regularly spelled one-syllable words with /a/, /c/, /e/, /g/, /i/, /n/, /p/, /r/.

Success Criteria:

- I can correctly write dictated letters while saying their sounds.
- I can isolate and pronounce the final sound in one-syllable words.
- I can add phonemes to one-syllable words to make new words.
- I can review long vowels.
- I can say and write the sound-spelling of a, c, e, g, i, n, p, r.

Phonological Awareness

- **I do:** Add Phonemes: Say the Word Model how to add a sound to a word to make a new word. I can add a sound to a word to make a new word. Listen: The word is lied. When I add /s/ to the beginning of lied, I get slide. [Reveal Picture Card slide.](#)
- **We do:** Say a familiar one-syllable word. Listen: fee. Have children use CHORAL RESPONSE to add a phoneme. Say fee. (fee) Add /t/ to the end of fee. (feet) Reveal the Picture Card after children respond. Repeat with the words below.

Say top. (top) Add /s/ to the beginning of top. (stop)
Say pea. (pea) Add /ch/ to the end of pea. (peach)
Say ape. (ape) Add /t/ to the beginning of ape. (tape)
Say ray. (ray) Add /k/ to the end of ray. (rake)
Say an. (an) Add /v/ to the beginning of an. (van)
Say so. (so) Add /p/ to the end of so. (soap)

Phonics

- **I do:** Review Forming Letters and Blending Words Tell children you are going to play a reading game.
- **We do:** I'm going to name letters that make a word. Write each letter and then we will read the word. Tell children letters to spell a word.

- **You do:** Have them use WRITE AND REVEAL to practice forming the letters. Write the letter m. Write the letter a. The letter z. The letter e. Have children blend the sounds to read the word. What word? (maze) Repeat with the words below.

w, h, i, t, e (white)	h, u, g, e (huge)	c, h, e, e, k (cheek)
c, a, v, e (cave)	s, l, e, e, p (sleep)	m, u, l, e (mule)
s, p, o, k, e (spoke)	b, o, n, e (bone)	h, i, d, e (hide)

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 long vowels and adding phonemes to one-syllable words to make new words.
- Model again and have students mimic you. Correct as needed.
- Have students partner and read decodable text. Model as needed.
 1. Decodable Text: [Like a Bat](#)

Center 1: Practice reading and writing the Words to Know; [Know It Show It pages 203-204](#)

Center 2: Word work

Tell children that they will be reading words and sorting them by long vowels and short vowels. Words with long vowels go under cape. Words with short vowels go under cap.

Center 3: Independent Reading

- Decodable Text: [Like a Bat](#)
- Then read it to your partner.
- Then listen to your partner read it to you.

Part 3: Daily Instructional Task

- Dictate words with long vowels.
- Have students say the initial sounds as they write the letters.
- 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.