Phonics

In this unit, students demonstrate mastery of

spoken words, syllables, and sounds (phonemes).

They will distinguish long from short vowel sounds,

while decoding one- syllable and multi-syllabic words.

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

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

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

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

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

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

    B. Decode regularly spelled one-syllable words.

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 91: Phonics: long e, u (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 92: Phonics: long e, u (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 93: Phonics: long e, u, soft g (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 94: Phonics: long e, u, soft g (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 95: Phonics: long e, u, soft g (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 96: Phonics: long e (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 97: Phonics: long e (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 98: Phonics: long e, short e (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 99: Phonics: long e, short e (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 100: Phonics: long e, short e (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 101: Phonics: long a (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 102: Phonics: long a (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 103: Phonics: long a, contractions (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 104: Phonics: long a, contractions (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 105: Phonics: long a, contractions (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 106: Phonics: long o (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 107: Phonics: long o (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 108: Phonics: long o, long i (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 109: Phonics: long o, long i (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 110: Phonics: long o, long i (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

PHONOLOGICAL AWARENESS, PHONICS, CENTERS CALENDAR				
Monday	Tuesday	Wednesday	Thursday	Friday
Lesson 111: Phonics: long i (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 112: Phonics: long i (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 113: Phonics: long i, long o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 114: Phonics: long i, long o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 115: Phonics: long i, long o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 116: Phonics: r-controlled ar (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 117: Phonics: r-controlled ar (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 118: Phonics: r-controlled ar (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 119: Phonics: r-controlled ar (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 120: Phonics: r-controlled ar (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 121: Phonics: r-controlled or (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 122: Phonics: r-controlled or, ore (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 123: Phonics: r-controlled or, ore (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 124: Phonics: r-controlled or, ore (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 125: Phonics: r-controlled or, ore (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 126: Phonics: r-controlled er, ir, ur (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 127: Phonics: r-controlled er, ir, ur (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 128: Phonics: r-controlled er, ir, ur (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 129: Phonics: r-controlled er, ir, ur (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 130: Phonics: r-controlled er, ir, ur (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)
Lesson 131: Phonics: final blends ng, nk and inflection -ing (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 132: Phonics: final blends ng, nk and inflection -ing (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 133: Phonics: final blends ng, nk and inflection -ing (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 134: Phonics: final blends ng, nk and inflection -ing (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)	Lesson 135: Phonics: final blends ng, nk and inflection -ing (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Lesson 91: Phonics: long e, u (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ū, ē.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ū, ē.

Success Criteria:

- I can say and write the sound-spellings for long ū, ē.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

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

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

  ◦ Write cube. Say and blend the word *cube*. Tell students that the word *cube* has the vowel u followed by a consonant and e. Explain that the final e is silent, but it lets us know that the vowel a makes a long vowel sound.

  ◦ Write tub and point out the CVC pattern. Blend the word. Then write out *tube* and point out the VCe pattern.

  ◦ Display the ē letter card for eagle. Remind students when there is only one vowel and it comes at the end of a word, the vowel usually stands for the long vowel. Repeat with the words flu and these.

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Cc Uu Tt Ee. Model blending the word "cute", use your finger and slide across while saying /k/ /yoo/ /t/, cute. Repeat using the words *Pete* and *rude.*

- **We do:** Have students practice this blending task by displaying [Blend and Read 7.2](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  ◦ Rule, theme

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: these, mute, Stu, pet, shut

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ū, ē words.

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

1. Decodable Text: [Pete Duck](#)

Center 1: Long ū, ē

Practice sorting long ū and ē words words . Practice writing spelling words. Know It, Show It pages 179, 180 and 182; Spelling Words List

Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text. Pete Duck

2. Then read it to your partner.

3. Then listen to your partner read it to you

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: The duck can swim in the pond.

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

3. Add date to task.

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

Lesson 92: Phonics: long e, u (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

*   I am learning the sound-spellings for long ū, ē.

*   I am learning how to decode words by sound-letter relationships.

*   I am learning how to blend sounds and decode regularly spelled words with long ū, ē.

Success Criteria:

*   I can say and write the sound-spellings for long ū, ē.

*   I can decode words by their sound letter relationships.

*   I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the ū and ē letter cards as an example. Remind students that they have learned the sounds for vowels and consonants. Say when a word has a vowel followed by a consonant and e, the final e is silent, but it lets us know that the first vowel stands for a long vowel sound. As you write the letters /t/ /u/ /n/ /e/ name the picture, say the word.

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

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

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

- **We do:** Have students practice this blending task by displaying Blend and Read 7.2. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  - Cube, fuse

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

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ū, ē words.

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

1. Decodable Text: [The Quack Pack](#)

Center 1: Long ū, ē
Practice sorting long ū and ē words. Practice writing spelling words.
[Know It, Show It pages 179, 180 and 182](#); [Spelling Words List](#)

Center 2: [Word Work](#)
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read

1. Read the decodable text. [The Quack Pack](#)

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Eve plays her flute all day.

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

3. Add date to task.

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

Lesson 93: Phonics: long u, e, soft g (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ū, ē and soft g/j/ (g, dge).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ū, ē and soft g (g, dge).

Success Criteria:

- I can say and write the sound-spellings for long ū, ē and soft g (g, dge).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

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

- **We do:** Repeat with words: *gent, cage, gian*t and *bridge.*

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

- **We do:** Have students practice this blending task by displaying Blend and Read 7.3. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  ◦ Huge, ledge

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

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing long ū, ē and soft g/j/ (g, dge) words. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write long ū, ē and soft g/j/ (g, dge) words.

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

Decodable Text: Quack Pack Badges

Center 1: Long ū, ē; Soft g/j/ (g, dge)
Practice sorting long ū and ē words. Practice writing spelling words.
Know It, Show It pages 179, 180 and 182; Spelling Words List

Center 2: Word Work

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

Center 3:Independent Read

1. Read the decodable text, Quack Pack Badges

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Pete gives his mom a huge hug goodbye.

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

3. Add date to task.

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

Lesson 94: Phonics: long u, e soft g (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ū, ē and soft g (g, dge).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ū, ē and soft g (g, dge).

Success Criteria:

- I can say and write the sound-spellings for long ū, ē and soft g (g, dge).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

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

- **We Do:** Have children partner read page 28 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.

- **I Do:** Model for students how you blend letter sounds together to read words. Display the letter cards: g,e,n,e. Ask students what letter sound the long ē makes. Ask students for the sound of soft g. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat with words *tune, wage and wedge.*

- **We do:** Have students practice this blending task by displaying Blend and Read 7.3. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

Part 2: Practice / Centers

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

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

3. Have students write long ū, ē and soft g (g, dge) words.

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

   1. Decodable Text: Fish Badges

Center 1: Long ū, ē; Soft g/j/ (d, dge)
Practice sorting long ū and ē words. Practice writing spelling words.
Know It, Show It pages 179, 180 and 182; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read
1. Read the decodable text.Fish Badges

2. Then read it to your partner.

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

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

5. Practice reading this page:

Blend and Read 7.3

Blend and Read

❶	hug	bridge	huge	badge	cage
❷	stage	fudge	page	edge	stag
❸	mess	stuff	smell	chill	buzz
❹	gem	nudge	ledge	pledge	gage

❺ Will Pete get a swim badge from June?

❻ Doc Gene will judge the duck skills.

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Center 4: Lexia

Part 3: Daily Instructional Task
1. Dictate these sentences: Gene eats too much fudge for lunch.

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

3. Add date to task.

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

Lesson 95: Phonics: long u, e, soft g (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:
- I am learning the sound-spellings for long ū, ē and soft g (g, dge).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ū, ē and soft g (g, dge).

Success Criteria:
- I can say and write the sound-spellings for long ū, ē and soft g (g, dge).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of closed syllable long ū and ē words through a spelling and dictation task.

2. [Spelling Assessment (from HMH)](): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 6 on one side and 7-12 on the other side.

3. Dictation Task: Pete knows all the rules for ducks. Eve makes these cubes stand tall.

4. Give one point for each correctly spelled word. Total possible points is 25.

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

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Pete Duck*, *The Quack Pack, Quack Pack Badges* and *Fish Badges.*

2. Spend time during this period listening to students read the decodable texts: *Pete Duck*, *The Quack Pack, Quack Pack Badges* and *Fish Badges.*

3. Record your findings.

Lesson 96: Phonics: long e (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ē (ea, ee).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ē (ea, ee).

Success Criteria:

- I can say and write the sound-spellings of long ē (ea, ee).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the ē letter card as an example. Remind students that they have learned two spellings for long ē (the single vowel e at the end of a word and the V-consonant-e pattern. As you write the words *we* and *Pete* have students say and blend the words.

- **We do:** Repeat with the words *feet, clean,* and *please.*

  - Say and blend the word feet. Point out the vowel team *ee*. Explain that the vowel team stands for one long e sound, /ē/.

  - Say and blend the word clean. Point out the vowel team *ea*. Explain that the first letter in a vowel team usually has a long sound and the second vowel is silent.

  - Say and blend the word please. Point out the vowel team *ea* and the final *e*. Explain that some words have a vowel team , as well as an *e* at the end. The final *e* is silent.

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

- **We do:** Have students practice this blending task by displaying [Blend and Read 7.6](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  - Eat, meat

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

  - Decodable Text: [The Pet Bath](#)

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ē (ea, ee).

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

Decodable Text: [Seals](#)

Center 1: Long ē (ea, ee)

Practice sorting long ē (ea, ee) words . Practice writing spelling words.
Know It, Show It pages 190, 191 and 195; Spelling Words List

Center 2: Word Work

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

Center 3: Independent Read

1. Read the Decodable Text: Seals

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: They can only use their feet to kick the ball. She wins the game for her team.

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

3. Add date to task.

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

Learning Intentions:

- I am learning the sound-spellings for long ē (ea, ee).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ē (ea, ee).

Success Criteria:
- I can say and write the sound-spellings of long ē (ea, ee).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the ē letter card as an example. Remind students that they have learned multiple ways to spell the long ē sound. As you write the letters /e/ /a/ /g/ /l/ /e/ name the picture, say the word.
- **We do:** Repeat with the words *be, she,* and *these.*
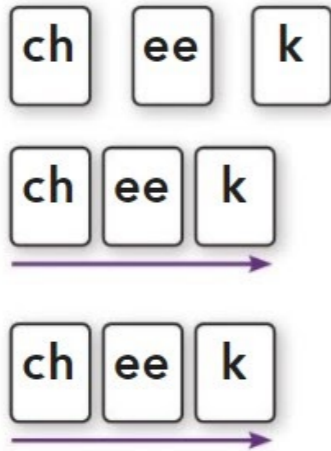
- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards ch, ee, k. Model blending the word "cheek", use your finger and slide across while saying /ch/ /ē/ /k/, cheek. Repeat with the words *peach* and *sleeve.*

- **We do:** Have students practice this blending task by displaying Blend and Read 7.6. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

    ◦ Keep, flea

    ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: beads, meal, sneeze, green, each.

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ē (ea, ee).

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

Decodable Text: Seal Meals

Center 1: Long ē (ea, ee)

Practice sorting long ē (ea, ee) words . Practice writing spelling words. Know It, Show It pages 190, 191 and 195; Spelling Words List

Center 2: Word Work

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

Center 3:Independent Read

1. Read the Decodable Text: Seal Meals

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

- Dictate these words: Don't forget to cover when you sneeze. Please don't use your sleeve.

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

- Add date to task.

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

Lesson 98: Phonics: long e, short e (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ē (ea, ee) and short ĕ (ea).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ē (ea, ee) and short ĕ (ea).

Success Criteria:
- I can say and write the sound-spellings of long ē (ea, ee) and short ĕ (ea).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the e letter card and bread picture card as an example. Remind students that we have learned the sound for a short ĕ. Write the word *bread.* Model blending the word "bread", use your finger and slide across while saying /b//r/ /ĕ/ /d/, bread. Explain that the vowel team *ea* usually stands for the long ē sound, but in some words it stands for the short e sound.

- **We do:** Repeat with the word *health*

  ◦ Write the word health and have students blend the word health, where the e is long. Use your finger and slide across while saying /h/ /ē/ /l/ /th/, /hēlth/. Point out that the word doesn't sound like a real word.

  ◦ Invite students again to blend the word health, where the e is short this time. Use your finger and slide across while saying /h/ /ĕ/ /l/ /th/, health. Point out that it sounds right. Health is a real word.

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

- **We do:** Have students practice this blending task by displaying Blend and Read 7.7. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read

Blend and Read 7.7

1. bread   head   deal   dead   breath
2. mean   meant   sweet   sweat   dream
3. space   spoke   glide   these   rice
4. deed   thread   heal   dread   spread
5. Seals head out to sea to eat.
6. A seal holds its breath to dive deep.

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

  - Sweat, sweet

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

Part 2: Practice / Centers

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

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

3. Have students write long ē (ea, ee) and short ĕ (ea).

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

Decodable Text: Big Seals

Center 1: Long ē (ea, ee)/ Short ĕ (ea)
Practice sorting long ē (ea, ee) and short ĕ (ea) words. Practice writing spelling words. Know It, Show It pages 190, 191 and 195; Spelling Words List

Center 2: [Word Work](#)
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read
- Read the Decodable Text: [Big Seals](#)

- Then read it to your partner.

- Then listen to your partner read it to you.

Center 4: Lexia

Part 3: Daily Instructional Task
1. Dictate these words: Hope goes on Miss Rose's bike.

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

3. Add date to task.

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

Lesson 99: Phonics: long e, short e (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ē (ea, ee) and short ĕ (ea).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ē (ea, ee) and short ĕ (ea).

Success Criteria:

- I can say and write the sound-spellings of long ē (ea, ee) and short ĕ (ea).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

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

- **We Do:** Have children partner read page 60 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.

- **I Do:** Model for students how you blend letter sounds together to read words. Display the letter cards: Ll Ee Aa Pp. Ask students what letter sound the long ē makes. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat with the words *leave, meet,* and *meant.*

- **We do:** Have students practice this blending task by displaying Blend and Read 7.7. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 7.7

Blend and Read

1. bread   head   deal   dead   breath
2. mean   meant   sweet   sweat   dream
3. space   spoke   glide   these   rice
4. deed   thread   heal   dread   spread
5. Seals head out to sea to eat.
6. A seal holds its breath to dive deep.

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

  listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **dream, head, steam, clean, seed.**

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ē (ea, ee) and short ĕ (ea).

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

1. Decodable Text: In the Land of Ice

Center 1: Long ē (ea, ee)/ Short ĕ (ea)
Practice sorting long ē (ea, ee) and short ĕ (ea) words. Practice writing spelling words. Know It, Show It pages 190, 191 and 195; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read

• Read the decodable text. In the Land of Ice

• Then read it to your partner.

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

• Then listen to your partner read it to you.

• Practice reading this page:

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: Seals swim and glide with speed.

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

3. Add date to task.

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

Lesson 100: Phonics: long e, short e (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ē (ea, ee) and short ě (ea).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ē (ea, ee) and short ě (ea).

Success Criteria:
- I can say and write the sound-spellings of long ē (ea, ee) and short ě (ea).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of long ē patterns through a spelling and dictation task.

2. Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 6 on one side and 7-12 on the other side.

3. Dictation Task: A seal can dive deep to catch its food. Sweet dreams little one.

1. Give one point for each correctly spelled word. Total possible points is 25.

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

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Seals, Seal Meals, Big Seals* and *In the Land of Ice.*

2. Spend time during this period listening to students read the decodable texts: *Seals, Seal Meals, Big Seals* and *In the Land of Ice.*

3. Record your findings.

Lesson 101: Phonics: long a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for a long ā (ai, ay).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ā (ai, ay).

Success Criteria:

- I can say and write the sound-spellings for long ā (ai, ay).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the ā letter card as an example. Remind students that they have already learned one spelling pattern for long ā. As you write the word *cake,* name the picture, say the word. Explain that the ake in cake is related to the a_e on the card.

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

   - Write pain. Say and blend the word *pain*. Tell students that the word *pain* has the vowel team *ai* and as we know that in a vowel team, the first letter stands for the long sound, which matches its letter name, and the second letter is silent. Explain that the vowel team *ai* often appears in the beginning or middle of a word.

   - Write stay. Say and blend the word stay. Tell students that the consonant y is sometimes a vowel and can be part of a long vowel team, including syllables that end in long ā.

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

- **We do:** Have students practice this blending task by displaying Blend and Read 7.9. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 7.9

Blend and Read

1. aid   plain   play   grain   gray
2. say   sail   hay   hail   day
3. rude   pane   cube   cone   pine
4. bail   bait   nay   wail   payday
5. A snake's tail is only at the end.
6. A fox uses its tail to stay snug.

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

  - Aid, plain

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

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ā words.

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

Decodable Text: Animal Tails

Center 1: Long ā (ai, ay)
Practice sorting long ā words . Practice writing spelling words. Know It, Show It pages 200, 201 and 205; Spelling Words List

Center 2: Word Work

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

Center 3: Independent Read
1. Read the decodable text. Animal Tails

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task
1. Dictate these words: A snake wraps its tail on the tree.

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

3. Add date to task.

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

Lesson 102: Phonics: long a (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for a long ā (ai, ay).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ā (ai, ay).

Success Criteria:
- I can say and write the sound-spellings for long ā (ai, ay).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words

Part 1: Direct instruction

- **I do:** Display the ā letter card as an example. Remind students that there are many ways to spell the long ā sound. As you write the word /a/ /c/ /o/ /r/ /n/, say and blend the word. Explain that the word acorn begins with the long ā sound. Continue to review the other sound-spellings.

- **We do:** Continue to review the other sound-spellings.

  ◦ Say, and blend the words *cake, sail* and *say.*

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

- **We do:** Have students practice this blending task by displaying Blend and Read 7.9. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  ◦ Hail. pane

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: gray, drain, day, clay, snail.

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ā words.

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

Decodable Text: Tails on Whales

Center 1: Long ā (ai, ay)
Practice sorting long ā words . Practice writing spelling words. Know It, Show It pages 200, 201 and 205; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read

1. Read the decodable text. Tails on Whales

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: A fox uses its tail to stay snug.

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

3. Add date to task.

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

Lesson 103: Phonics: long a and contractions (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ā (ai, ay) and contractions with 'm, 's, n't, 'll.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with for long ā (ai, ay) and contractions with 'm, 's, n't, 'll.

Success Criteria:
- I can say and write the sound-spellings for long ā (ai, ay) and contractions with 'm, 's, n't, 'll.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Explain that a contraction is a shorter way of saying two words together. To make a contraction, one or two letters from one word are replaced with a mark called an apostrophe.

  ◦ Write *I am*, and have it read. Model forming the contraction I'm: This word is I'm. Point out that it is a shorter way to say I am. Explain to make this word we replace the letter a in am with an apostrophe. Only the word I forms a contraction with am.

  ◦ Write *I will*. Read the words, and model forming the contraction. This word is I'll. It is a shorter way to say I will. Explain to make this word we replace two letters, wi, with an apostrophe. Words that replace nouns, such as he, she, you, it, they, and we, form contractions with will.

  ◦ Write *he is* and *he's*. The word he's is a shorter way to say he is. Explain to make he's, we replace the letter i in is with an apostrophe. The words she and it also form contractions with is. Then write let's, and read it. The word let's looks like a contraction with is, but it is a short way of saying let us!

  ◦ Write *has not* and *hasn't*. To form a contraction with not,we replace the letter o in not with an apostrophe. Verbs like has, have, are, is, and does form contractions with not.

- **We do:** Repeat with words: *they will,* and *have not.*

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ww, Ee, ', ll Model blending the word "we'll", use your finger and slide across while saying /w/ /ē/ /l/, we'll. Repeat with the words *is not, she is*

- **We do:** Have students practice this blending task by displaying [Blend and Read 7.10](). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read — Blend and Read 7.10

1. mail   pay   chain   pain   hail
2. I'll   hasn't   I'm   he'll   don't
3. crest   thump   vest   stamp   blast
4. mailbox   playmate   paintbrush
5. Kids, don't braid my mane or tail!
6. That snake isn't tame. Stay away!

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

  - Huge, ledge

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

Part 2: Practice / Centers
1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing long ā (ai, ay) words. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write long ā words.

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

Decodable Text: [We Tell Tail Tales]()

Center 1: Long ā (ai, ay)/ Contractions with 'm, 's, n't, 'll

Practice sorting long ā words . Practice writing spelling words. [Know It, Show It pages 200, 201 and 205](); [Spelling Words List]()

Center 2: [Word Work]()

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

Center 3:Independent Read
1. Read the decodable text, [We Tell Tail Tales]()

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task
1. Dictate these words: Pete gives his mom a huge hug goodbye.

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

3. Add date to task.

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

Lesson 104: Phonics: long a and contractions (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ā (ai, ay) and contractions with 'm, 's, n't, 'll.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with for long ā (ai, ay) and contractions with 'm, 's, n't, 'll.

Success Criteria:
- I can say and write the sound-spellings for long ā (ai, ay) and contractions with 'm, 's, n't, 'll.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

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

- **We Do:** Have children partner read page 92 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.

- **I Do:** Model for students how you blend letter sounds together to read words. Display the letter cards: d,r,a,i,n. Ask students what letter sound the long ā makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat with words *he'll, she'll* and *didn't.* Ask what letter(s) each apostrophe replaces.

- **We do:** Have students practice this blending task by displaying Blend and Read 7.10. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 7.10

Blend and Read

1. mail   pay   chain   pain   hail
2. I'll   hasn't   I'm   he'll   don't
3. crest   thump   vest   stamp   blast
4. mailbox   playmate   paintbrush
5. Kids, don't braid my mane or tail!
6. That snake isn't tame. Stay away!

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

  listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **she'll, don't, wasn't, it's, I'm.**

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ā words.

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

Decodable Text: Fish Badges

Center 1: Long ā (ai, ay)/ Contractions with 'm, 's, n't, 'll
Practice sorting long ā words . Practice writing spelling words. Know It, Show It pages 200, 201 and 205; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read
1. Read the decodable text, The Best Tail

2. Then read it to your partner.

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

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

5. Practice reading this page:

Blend and Read 7.10

Blend and Read

1. mail   pay   chain   pain   hail
2. I'll   hasn't   I'm   he'll   don't
3. crest   thump   vest   stamp   blast
4. mailbox   playmate   paintbrush
5. Kids, don't braid my mane or tail!
6. That snake isn't tame. Stay away!

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Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: The ship hasn't blasted into space yet.

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

3. Add date to task.

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

Lesson 105: Phonics: long a and contractions (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ā (ai, ay) and contractions with 'm, 's, n't, 'll.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with for long ā (ai, ay) and contractions with 'm, 's, n't, 'll.

Success Criteria:
- I can say and write the sound-spellings for long ā (ai, ay) and contractions with 'm, 's, n't, 'll.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of words with long ā patterns through a spelling and dictation task.

2. [Spelling Assessment (from HMH)](): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 6 on one side and 7-12 on the other side.

3. Dictation Task: The gray snail isn't too slow in the race. I'm six years old.

4. Give one point for each correctly spelled word. Total possible points is 25.

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

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Animal Tails, Tails on Whales, We Tell Tail Tales* and *The Best Tail.*

2. Spend time during this period listening to students read the decodable texts: *Animal Tails, Tails on Whales, We Tell Tail Tales* and *The Best Tail.*

3. Record your findings.

Lesson 106: Phonics: long o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for the long ō (oa, ow).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ō (oa, ow).

Success Criteria:
- I can say and write the sound-spellings of long ō (oa, ow).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the ō letter card as an example. Remind students that they have learned some spellings for long ō. As you write the word *no,* say and blend the word. Point out that the o in no has the long vowel sound.

- **We do:** Repeat with the words *note, boat* and *blow.*

  ○ Say and blend the word note. Point out the vowel-consonant-e pattern.

  ○ Say and blend the word boat. Point out the vowel team *oa*. Explain that the first letter in a vowel team usually has a long sound and the second vowel is silent.

  ○ Say and blend the word blow. Point out the vowel team *ow*. Explain that the letter w is sometimes part of a long vowel team. /bl/, /fl/, /sl/, /spl/, /gl/, /cl/, /pl/

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

- **We do:** Have students practice this blending task by displaying [Blend and Read 8.2](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  ◦ Low, oats

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: groan, show, coat, flow, own.

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ō (oa, ow).

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

Decodable Text: [Will It Be Fun?](#)

Center 1: Long ō (oa, ow)

Practice sorting long ō (oa, ow) words. Practice writing spelling words.
Know It, Show It pages 208, 209 and 211; Spelling Words List

Center 2: Word Work

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

Center 3: Independent Read

1. Read the Decodable Text: Will It Be Fun?

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Luke and Rose put on raincoats so they don't get wet and cold.

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

3. Add date to task.

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

Lesson 107: long o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for the long ō (oa, ow).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ō (oa, ow).

Success Criteria:

- I can say and write the sound-spellings of long ō (oa, ow).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the ō letter card as an example. Remind students that they have learned multiple ways to spell the long ō sound. As you write the letters /c/ /oa/ /ch/ say and blend the word.

- **We do:** Repeat with the words *stove, float* and *snow.*

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

- **We do:** Have students practice this blending task by displaying Blend and Read 8.2. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 8.2

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

  - Shown, toast

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

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ō (oa, ow).

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

Decodable Text: Coal and Snow

Center 1: Long ō (oa, ow)

Practice sorting long ō (oa, ow) words. Practice writing spelling words. Know It, Show It pages 208, 209 and 211; Spelling Words List

Center 2: Word Work

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

Center 3:Independent Read

1. Read the Decodable Text: Coal and Snow

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Mother goat has a little white goat with spots on it.

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

3. Add date to task.

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

Lesson 108: Phonics: long o, i (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ō (oa, ow, oe) and long ī (ie).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ō (oa, ow, oe) and long ī (ie).

Success Criteria:

- I can say and write the sound-spellings of long ō (oa, ow, oe) and long ī (ie).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the ō letter card and bread picture card as an example. Remind students that we have learned about the vowel teams oa and ow for long o. Write the words *boat* and *know.* Model blending the words, use your finger and slide across while saying each word. Point out each vowel team oa and ow. Repeat with the word *Joe*

- **We do:** Repeat with the ī letter card for ice cream.

- Write the word ice cream and have students blend the word. Use your finger and slide across while students blend the word. Point out that the i in ice cream is at the beginning and is long.

- Use the words *hi* and *bike* to review the other long ī vowel spellings.

- Write the work tie and have students blend the word. Use your finger and slide across while students blend the word. Point out that the vowel team ie stands for the long i sound in tie.

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

- **We do:** Have students practice this blending task by displaying [Blend and Read 8.3](#). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  ◦ Pie, Joe

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: toe, goes, lie, doe, flies.

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ō (oa, ow, oe) and long ī (ie).

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

1. Decodable Text: [Stop and Shop](#)

Center 1: Long ō (oa, ow, oe)/ Long ī (ie)

Practice sorting long ō (oa, ow, oe) words. Practice writing spelling words. [Know It, Show It pages 208, 209 and 211](#); [Spelling Words List](#)

Center 2: [Word Work](#)

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

Center 3:Independent Read

1. Read the Decodable Text: [Stop and Shop](#)

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: Luke goes up on his toes to see the show.

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

3. Add date to task.

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

Lesson 109: Phonics: long o, i (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ō (oa, ow, oe) and long ī (ie).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ō (oa, ow, oe) and long ī (ie).

Success Criteria:
- I can say and write the sound-spellings of long ō (oa, ow, oe) and long ī (ie).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

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

- **We Do:** Have children partner read page 124 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.

- **I Do:** Model for students how you blend letter sounds together to read words. Display the letter cards: d, oe. Ask students what letter sound the long ō makes. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat with the words *loan, row* and *foe.*

- **We do:** Have students practice this blending task by displaying [Blend and Read 8.3](). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ō (oa, ow, oe) and long ī (ie).

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

1. Decodable Text: [Home Sweet Home]()

Center 1: Long ō (oa, ow, oe)/ Long ī (ie)

Practice sorting long ō (oa, ow, oe) words. Practice writing spelling words. Know It, Show It pages 208, 209 and 211; Spelling Words List

Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text, Home Sweet Home

2. Then read it to your partner.

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

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

5. Practice reading this page

Blend and Read

① row   own   grow   loan   low
② toe   tie   goes   pie   dies
③ she'll   sweet   can't   play   page
④ foe   yellow   throw   vie
⑤ Mother knows how to make pie.
⑥ Luke goes up on his toes to see.

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Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: My mother asks if I know how to make a pie.

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

3. Add date to task.

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

Lesson 110: Phonics: long o, i (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ō (oa, ow, oe) and long ī (ie).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ō (oa, ow, oe) and long ī (ie).

Success Criteria:

- I can say and write the sound-spellings of long ō (oa, ow, oe) and long ī (ie).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Assessment

- Assess students' knowledge of long ō patterns through a spelling and dictation task.

- Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 6 on one side and 7-12 on the other side.

- Dictation Task: The two little children ask their mother if they can grow plants.

- Give one point for each correctly spelled word. Total possible points is 25.

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

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Will It Be Fun?,Coal and Snow, Stop and Shop* and *Home Sweet Home.*

2. Spend time during this period listening to students read the decodable texts: *Will It Be Fun?,Coal and Snow, Stop and Shop* and *Home Sweet Home.*

3. Record your findings.

Lesson 111: Phonics: long i (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for a long ī (igh, y).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ī (igh, y).

Success Criteria:

- I can say and write the sound-spellings for long ī (igh, y).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

-

Part 1: Direct instruction

- **I do:** Display the ī letter card as an example. Remind students that they have already learned some ways the long vowel sound ī is spelled in words. As you write the word *ice cream,* name the picture, say the word. Explain that the long i is at the beginning of the word. Repeat with the words: *hi, like* and *tie* to point out the other spelling patterns.

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

  - Write sight. Say and blend the word *sight*. Tell students that the word *sight* has *igh,* which is a trigraph. Explain that the long i sound in sight is one sound spelled by three letters, igh. The letters igh are a spelling pattern.

  - Write shy. Say and blend the word shy. Tell students that the consonant y is sometimes a vowel and stands for the long i sound at the end of a word.

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

- **We do:** Have students practice this blending task by displaying Blend and Read 8.6. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  - Flight, sigh

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

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ī words.

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

Decodable Text: Gail's Big Wish

Center 1: Long ī (igh, y)
Practice sorting long ī words . Practice writing spelling words. Know It, Show It pages 219,220, and 224; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read
1. Read the decodable text, Gail's Big Wish

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task
1. Dictate these words: The plane will fly high in the sky.

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

3. Add date to task.

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

Lesson 112: Phonics: long i (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for a long ī (igh, y).

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with long ī (igh, y).

Success Criteria:
- I can say and write the sound-spellings for long ī (igh, y).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the ī letter card as an example. Remind students that they have learned the spelling pattern *igh*, which is a trigraph. As you write the word *flight,* model blending and saying the word.

- **We do:** Continue to review the spelling pattern for the trigraph, *igh*.

    ◦ Say, and blend the words *sight, might* and *light*.

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

- **We do:** Have students practice this blending task by displaying Blend and Read 8.6. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

-

Blend and Read 8.6

Blend and Read

1. light   sigh   might   my   try
2. flight   fly   right   fry   fright
3. grace   trail   groan   gray   grown
4. lightning   frighten   mighty
5. The plane will fly high in the sky.
6. Gail can't wait to fly in a plane.

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

  - My, fry

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

Part 2: Practice / Centers

Teacher Table Time (TTT)

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

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

3. Have students write long ī words.

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

1. Decodable Text: Gail's Plane Trip

Center 1: Long ī (igh, y)
Practice sorting long ī words . Practice writing spelling words. Know It, Show It pages 219,220, and 224; Spelling Words List

Center 2: Word Work

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

Center 3:Independent Read

1. Read the decodable text, Gail's Plane Trip

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: They wait to fly in a plane for the first time.

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

3. Add date to task.

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

Lesson 113: Phonics: long i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ī and long ō.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with for long ī and long ō.

Success Criteria:

- I can say and write the sound-spellings for long ī and long ō.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the ī letter card as an example. Remind students that they have learned about the *igh* (a trigraph) and y spellings for long i. Write and read the words *tight* and *try* and match the vowel spelling to the spelling on the ī letter card.

  - Write *kind*. Point out that this word seems to follow the rule for short vowels. It has one vowel closed by consonants, but a small number of words use this pattern for the long vowel sound. Model reading the word with a short i sound and then a long i sound to see which word sounds like a word we know.

- **We do:** Repeat with the ō letter card for ocean.

  - Write *so.* Point out that the letter o at the end of a word can stand for the long o sound. It can also stand for a long o sound in the middle of a word. Repeat with the words *hold* and *both.*

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ff, Ii, Nn, Dd. Model blending the word "find", use your finger and slide across while saying /f/ /ī/ /n/ /d/,find. Repeat with the words *fold* and *wild.*

- **We do:** Have students practice this blending task by displaying Blend and Read 8.7 Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  - Child, grind

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

Part 2: Practice / Centers

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

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

3. Have students write long ī and long ō words.

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

Decodable Text: Gulls Fly

Center 1: Long ī (igh, y)/ Long ō
Practice sorting long ī and long ō words . Practice writing spelling words. Know It, Show It pages 219,220, and 224; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read

1. Read the decodable text, Gulls Fly.

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: They dip and dive in the sky when they fly.

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

3. Add date to task.

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

Lesson 114: Phonics: long i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ī and long ō.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with for long ī and long ō.

Success Criteria:
- I can say and write the sound-spellings for long ī and long ō.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

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

- **We Do:** Have children partner read page 156 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.

- **I Do:** Model for students how you blend letter sounds together to read words. Display the letter cards: m, igh, t. Ask students what letter sound the long ī makes. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat with words *my, mind and mold.*

- **We do:** Have students practice this blending task by displaying Blend and Read 8.7. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 8.7

Blend and Read

1. find   mind   wild   fright   gold
2. hold   fold   volt   cold   kind
3. stand   jump   champ   spend
4. roll   scroll   broth   both   bolt
5. Bold gulls try to steal snacks.
6. Where can you go to find gulls?

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

  listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **fold, hold, kind, roll, both.**

Part 2: Practice / Centers

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

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

3. Have students write long ī and long ō words.

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

Decodable Text: Can It Fly?

Center 1: Long ī (igh, y)/ Long ō
Practice sorting long ī and long ō words . Practice writing spelling words.
Know It, Show It pages 219,220, and 224; Spelling Words List

Center 2: Word Work

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

Center 3: Independent Read

1. Read the decodable text, Can It Fly?

2. Then read it to your partner.

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

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

5. Practice reading this page:

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: Where can we go to find sea gulls?

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

3. Add date to task.

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

Lesson 115: Phonics: long i, o (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for long ī and long ō.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with for long ī and long ō.

Success Criteria:
- I can say and write the sound-spellings for long ī and long ō.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of words with long ī patterns through a spelling and dictation task.

2. [Spelling Assessment (from HMH)](): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 6 on one side and 7-12 on the other side.

3. Dictation Task: My family will move soon to a new home. Be kind to others.

4. Give one point for each correctly spelled word. Total possible points is 25.

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

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Gail's Big Wish, Gail's Plane Trip, Gulls Fly* and *Can It Fly?.*

2. Spend time during this period listening to students read the decodable texts: *Gail's Big Wish, Gail's Plane Trip, Gulls Fly* and *Can It Fly?.*

3. Record your findings.

Lesson 116: Phonics: r-controlled ar (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for the r-controlled vowel ar / är/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with the r-controlled vowel ar /är/.

Success Criteria:

- I can say and write the sound-spelling of the r-controlled vowel ar /är).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the /är/ letter card as an example. Remind students that they have learned that vowels can stand for short and long sounds. As you write the word *farm,* say and blend the word. Point out that the letters ar stand for the /är/ vowel sound in farm.

- **We do:** Repeat with the words *art* and *star.*

  ◦ Say and blend the word art. Point out the vowel sound ar. Explain in /är/, the a sound is neither long nor short. The letters ar together stand for /är/ at the beginning, in the middle, or at the end of a word.

  ◦ Say and blend the word star.

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

- **We do:** Have students practice this blending task by displaying Blend and Read 8.9. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  ◦ Mark, jar

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: smart, arm, sharp, bark, harm.

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing words with r-controlled vowel ar /är/. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write r-controlled vowel ar /är/ words.

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

1. Decodable Text: [Gram's Farm](#)

Center 1: R-controlled vowel ar /är/

Practice sorting r-controlled vowel ar /är/ words. Practice writing spelling words. [Know It, Show It pages 229, 230 and 234](#); [Spelling Words List](#)

Center 2: [Word Work](#)

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

Center 3: Independent Read

1. Read the Decodable Text: [Gram's Farm](#)

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: I once went too far and found myself lost in the park.

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

3. Add date to task.

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

Lesson 117: Phonics: r-controlled ar (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for the r-controlled vowel ar /är/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with the r-controlled vowel ar /är/.

Success Criteria:

- I can say and write the sound-spelling of the r-controlled vowel ar /är).

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the /är/ letter card as an example. As you write the letters sh, ar, p say and blend the word.

- **We do:** Repeat with the words *harm, star* and *part.*

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

- **We do:** Have students practice this blending task by displaying Blend and Read 8.9. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 8.9

Blend and Read

1. arm   bar   art   car   farm
2. star   march   chart   spark   smart
3. hide   hope   wide   woke   glide
4. arch   torch   charm   parch   porch
5. Mom drove the car to Gram's farm.
6. Mark and Joe see a brown dog.

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

  - Car, Mark

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

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing words with r-controlled vowel ar /är/. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write r-controlled vowel ar /är/ words.

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

1. Decodable Text: [Big Red Barn](#)

Center 1: R-controlled vowel ar /är/
Practice sorting r-controlled vowel ar /är/ words. Practice writing spelling words. [Know It, Show It pages 229, 230 and 234](#); [Spelling Words List](#)

Center 2: [Word Work](#)
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read
1. Read the Decodable Text: [Big Red Barn](#)

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task
1. Dictate these words: Bart made a wish upon a star.

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

3. Add date to task.

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

Lesson 118: Phonics: r-controlled ar (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for the r-controlled vowel ar / är/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with the r-controlled vowel ar /är/.

- I am learning how to segment words into syllables.

Success Criteria:

- I can say and write the sound-spelling of the r-controlled vowel ar /är/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

- I can correctly identify the number of syllables in a word.

Part 1: Direct instruction

- **I do:** Display the cactus picture card as an example. Remind students that we can read longer words by using what we have learned about vowels and consonants. Write the word cactus. Model blending the word, use your finger and slide across while saying the letters. Explain that every syllable must have one vowel sound.

- **We do:**

  ◦ Looking at the word cactus, invite students to write it on their whiteboards.

  ◦ Remind students to look for the vowel spellings. Bring attention to the two vowels in separate sections, a and u, so this word has two syllables. Write V under each vowel.

  ◦ Cover -tus and blend the first syllable with students, /kăk/. Then cover cac-, and blend the second syllable, /tŭs/. Students then will blend the syllables:/kăk/-/tŭs/, cactus. The word is cactus.

  ◦ **We do:** Have students practice this blending task by displaying Blend and Read 8.10. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 8.10
Blend and Read
1. magnet plastic rabbit insect
2. traffic window picnic yellow
3. scold groan slight grown
4. target carpet garden
5. Some insects can harm crops.
6. A few of us farm in our yards.

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

  - Magnet, traffic

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

Part 2: Practice / Centers

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

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

3. Have students write two syllable words.

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

1. Decodable Text: Farms

Center 1: R-controlled vowel ar /är/ and two-syllable words
Practice sorting r-controlled vowel ar /är/ words. Practice writing spelling words. Know It, Show It pages 229, 230 and 234; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read
1. Read the Decodable Text: Farms

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task
1. Dictate these words: Some insects can harm the crops on the farm.

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

3. Add date to task.

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

Lesson 119: Phonics: r-controlled ar (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for the r-controlled vowel ar / är/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with the r-controlled vowel ar /är/.

- I am learning how to segment words into syllables.

Success Criteria:
- I can say and write the sound-spelling of the r-controlled vowel ar /är/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

- I can correctly identify the number of syllables in a word.

Part 1: Direct instruction

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

- **We Do:** Have children partner read page 188 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.

- **I Do:** Model for students how you blend letter sounds together to read words. Display the letter cards: b, ar, k. Ask students what letter sound the r-controlled vowel ar /är/ makes. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat with the words *tarp* and *dark.* Model the VCCV pattern using the words *dentist, napkin,* and pencil. Point out the number of syllables for each word.

- **We do:** Have students practice this blending task by displaying [Blend and Read 8.10](). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **window, puppy, insect, harm, art.**

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing words with r-controlled vowel ar /är/. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write r-controlled vowel ar /är/ words.

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

1. Decodable Text: [Barns]()

Center 1: R-controlled vowel ar /är/

Practice sorting r-controlled vowel ar /är/ words. Practice writing spelling words. Know It, Show It pages 229, 230 and 234; Spelling Words List

Center 2: Word Work

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

Center 3:Independent Read

1. Read the decodable text, Barns

2. Then read it to your partner.

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

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

5. Practice reading this page:

Blend and Read 8.10

Blend and Read

1. magnet   plastic   rabbit   insect
2. traffic   window   picnic   yellow
3. scold   groan   slight   grown
4. target   carpet   garden
5. Some insects can harm crops.
6. A few of us farm in our yards.

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Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: We have a farm with fresh crops in our town.

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

3. Add date to task.

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

Lesson 120: Phonics: r-controlled ar (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spelling for the r-controlled vowel ar / är/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with the r-controlled vowel ar /är/.

- I am learning how to segment words into syllables.

Success Criteria:

- I can say and write the sound-spelling of the r-controlled vowel ar /är/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

- I can correctly identify the number of syllables in a word.

Part 1: Assessment

1. Assess students' knowledge of words with the r-controlled vowel *ar* through a spelling and dictation task.

2. [Spelling Assessment (from HMH)]: Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 6 on one side and 7-12 on the other side.

3. Dictation Task: Mark drove the car to Gram's farm. I have a new yellow puppy.

1. Give one point for each correctly spelled word. Total possible points is 25.

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

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Gram's Farm, Big Red Barn, Farms* and *Barns.*

2. Spend time during this period listening to students read the decodable texts: *Gram's Farm, Big Red Barn, Farms* and *Barns.*

3. Record your findings.

Lesson 121: Phonics: r-controlled or (RF.1.2.A, RF.1.3.B), Centers (L. 1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the r-controlled vowel patterns or, ore /ôr/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with r-controlled vowel patterns or, ore /ôr/.

Success Criteria:

- I can say and write the sound-spellings of r-controlled vowel patterns or, ore /ôr/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the /ôr/ letter card as an example. Remind students that they have learned some r-controlled vowel patterns. As you write the word *organ,* name the picture, say the word. Explain that in /ôr/, the o sound is neither long or short. The consonant r controls the vowel sound. The letters *or* together can stand for /ôr/ at the beginning, the middle or end of a word. Repeat with the word: *short* to point out the other placement of /ôr/ in a word.
- **We do:** Repeat with the vowel pattern ore

  - Write more. Say and blend the word *more*. Point out to students that the /ôr/ sound can also be spelled ore, which is at the end of a word. Explain that the final e is silent and part of the /ôr/ spelling.

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

- **We do:** Have students practice this blending task by displaying Blend and Read 9.2. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read — Blend and Read 9.2

1. for   port   fork   sport   or
2. born   score   worn   wore   torn
3. flight   flow   sight   snow   fight
4. harbor   inform   organ   hornet   form
5. It is too hot to do chores today.
6. Matt's shark really makes the shore fun.

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

  - North, chore

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

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing words with r-controlled vowel patterns or, ore /ôr/. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write words with r-controlled vowel patterns or, ore /ôr/.

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

Decodable Text: Seashore Fun

Center 1: R-controlled vowel patterns or and ore.
Practice sorting r-controlled or and ore words . Practice writing spelling words. Know It, Show It pages 237, 238, and 240; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough...

Center 3: Independent Read

1. Read the decodable text, Seashore Fun

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: We can skip our chores and go to the shore.

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

3. Add date to task.

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

Lesson 122: Phonics: r-controlled or, ore (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the r-controlled vowel patterns or, ore /ôr/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with r-controlled vowel patterns or, ore /ôr.

Success Criteria:
- I can say and write the sound-spellings of r-controlled vowel patterns or, ore /ôr/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction
- **I do:** Display the /ôr/ letter card as an example. Remind students that they have learned some r-controlled vowel patterns. As you write the word *organ,* name the picture, say the word. Explain that in /ôr/, the o sound is neither long or short. The consonant r controls the vowel sound. The letters *or* together can stand for /ôr/ at the beginning, the middle or end of a word. Repeat with the word: *short* to point out the other placement of /ôr/ in a word.

- **We do:** Repeat with the vowel pattern ore

    ◦ Write snore. Say and blend the word *snore*. Point out to students that the /ôr/ sound can also be spelled ore, which is at the end of a word. Explain that the final e is silent and part of the /ôr/ spelling.

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

- **We do:** Have students practice this blending task by displaying Blend and Read 9.2. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read — Blend and Read 9.2

1. for — port — fork — sport — or
2. born — score — worn — wore — torn
3. flight — flow — sight — snow — fight
4. harbor — inform — organ — hornet — form
5. It is too hot to do chores today.
6. Matt's shark really makes the shore fun.

Grade 1 | Foundational Skills — Module 9 • Week 1

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

  ◦ Score, sport

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: or, born, wore, tore, port.

Part 2: Practice / Centers

Teacher Table Time (TTT)
1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing words with r-controlled vowel patterns or, ore /ôr/. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write words with r-controlled vowel patterns or, ore /ôr/.

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

1. Decodable Text: Sand, Sun, and Sea

Center 1: R-controlled vowel patterns or and ore.
Practice sorting r-controlled or and ore words . Practice writing spelling words. Know It, Show It pages 237, 238, and 240; Spelling Words List

Center 2: Word Work

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

Center 3:Independent Read

1. Read the decodable text, Sand, Sun, and Sea

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: The kids look for shells to sort in their pails.

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

3. Add date to task.

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

Lesson 123: Phonics: r-controlled or, ore (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the r-controlled vowel patterns or, ore /ôr/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with two syllables and r-controlled vowel patterns ar, or and ore.

Success Criteria:

- I can say and write the sound-spellings of r-controlled vowel patterns or, ore /ôr/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the picture card *armor* as an example. Remind students that they can break a longer word into syllables to read it. Write and read the word *armor.* Explain that every syllable must have one vowel sound. Point out that the word armor has two vowels (ar and o), so this means that this word has two syllables.

- **We do:** Repeat with the *organ* picture card.

  ◦ Provide additional practice using the words *carpet* and *forgot.*

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

- **We do:** Have students practice this blending task by displaying Blend and Read 9.3. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read — Blend and Read 9.3

1. more   horn   chore   morn   snore
2. story   forget   carpet   scorecard
3. I'm   isn't   hasn't   I'll   let's
4. bore   cork   core   stork   pore
5. Did you ever go to the seashore?
6. Some animals are born with shells.

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

  ◦ Ignore, target

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: garden, cargo, format, hornet, story.

Part 2: Practice / Centers

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing with r-controlled vowel patterns ar, or and ore. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write ar, or, and ore words.

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

1. Decodable Text: Shells

Center 1: R-controlled vowel patterns ar, or and ore.
Practice sorting r-controlled or and ore words . Practice writing spelling words. Know It, Show It pages 237, 238, and 240; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read
1. Read the decodable text, Shells.

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task
1. Dictate these words: Some animals are born with shells.

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

3. Add date to task.

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

Lesson 124: Phonics: r-controlled or, ore (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the r-controlled vowel patterns or, ore /ôr/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with two syllables and r-controlled vowel patterns ar, or and ore.

Success Criteria:
- I can say and write the sound-spellings of r-controlled vowel patterns or, ore /ôr/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

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

- **We Do:** Have children partner read page 28 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.

- **I Do:** Model for students how you blend letter sounds together to read words. Display the letter cards: t, or, n. Ask students what r-controlled vowel they hear. Have them repeat that sound. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat with words *morsel* and *darken.*

- **We do:** Have students practice this blending task by displaying Blend and Read 9.3. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 9.3

Blend and Read

1. more   horn   chore   morn   snore
2. story   forget   carpet   scorecard
3. I'm   isn't   hasn't   I'll   let's
4. bore   cork   core   stork   pore
5. Did you ever go to the seashore?
6. Some animals are born with shells.

Grade 1 | Foundational Skills   Module 9 • Week 1

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

  listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **store, storm, cork, carpet, forget.**

Part 2: Practice / Centers

Teacher Table Time (TTT)
1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing with r-controlled vowel patterns ar, or and ore. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write ar, or, and ore words.

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

1. Decodable Text: Sharks

Center 1: R-controlled vowel patterns ar, or and ore.
Practice sorting r-controlled or and ore words. Practice writing spelling words. Know It, Show It pages 237, 238, and 240; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read
1. Read the decodable text, Sharks

2. Then read it to your partner.

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

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

5. Practice reading this page:

Blend and Read 8.7

Blend and Read

1. find   mind   wild   fright   gold
2. hold   fold   volt   cold   kind
3. stand   jump   champ   spend
4. roll   scroll   broth   both   bolt
5. Bold gulls try to steal snacks.
6. Where can you go to find gulls?

Grade 1 | Foundational Skills   Module 8 • Week 2

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: Bold gulls try to steal my snacks.

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

3. Add date to task.

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

Lesson 125: Phonics: r-controlled or, ore (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

*   I am learning the sound-spellings for the r-controlled vowel patterns or, ore /ôr/.

*   I am learning how to decode words by sound-letter relationships.

*   I am learning how to blend sounds and decode regularly spelled words with two syllables and r-controlled vowel patterns ar, or and ore.

Success Criteria:

*   I can say and write the sound-spellings of r-controlled vowel patterns or, ore /ôr/.

*   I can decode words by their sound letter relationships.

*   I can correctly write dictated words.

Part 1: Assessment

1. Assess students' knowledge of words with r-controlled vowel patterns or, ore /ôr/ through a spelling and dictation task.

2. Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 6 on one side and 7-12 on the other side.

3. Dictation Task: We go to the food store three times a week. It's really fun!

4. Give one point for each correctly spelled word. Total possible points is 25.

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

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Seashore Fun; Sand, Sun and Sea; Shells* and *Sharks.*

2. Spend time during this period listening to students read the decodable texts: *Seashore Fun; Sand, Sun and Sea; Shells* and *Sharks.*

3. Record your findings.

Lesson 126: Phonics: r-controlled er, ir, ur (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the r-controlled vowels er, ir, ur /ûr/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with the r-controlled vowels er, ir, ur /ûr/.

Success Criteria:
- I can say and write the sound-spellings for the r-controlled vowels er, ir, ur /ûr/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the /ûr/ letter card as an example. Remind students that they have learned r-controlled vowel sounds. As you write the word *girl,* say and blend the word. Explain that the /ûr/ sound can be spelled in different ways. The letters er, ir, and ur can stand for /ûr/ at the beginning, middle or end of a word.

- **We do:** Repeat with the words *term* and *teacher.*

  ◦ Say and blend the words term and teacher. Point out the vowel sound er and where it is placed within each word.

  ◦ Continue with the other spellings *ir* and *ur* by using the words *dirt* and *burn.*

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

- **We do:** Have students practice this blending task by displaying [Blend and Read 9.6](). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 9.6

Blend and Read

1. girl chirp curl burst twirl
2. fern herd turn burn germ
3. tie toes foe flow pie
4. churn clerks squirt thirsty surfing
5. The bird squirmed and chirped.
6. The boy put the hurt bird in a box.

Grade 1 | Foundational Skills Module 9 • Week 2

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

  ◦ Chirp, turn

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: germ, burn, swirl, churn, verb.

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing words with r-controlled vowels er, ir, ur /ûr/. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write r-controlled vowels er, ir, ur /ûr/ words.

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

Decodable Text: [The Hurt Bird]()

Center 1: R-controlled vowels er, ir, ur /ûr/

Practice sorting r-controlled vowels er, ir, ur /ûr/ words. Practice writing spelling words. [Know It, Show It pages 248, 249 and 253](); [Spelling Words List]()

Center 2: [Word Work](#)

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

Center 3: Independent Read

1. Read the Decodable Text: [The Hurt Bird](#)

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: The bird squirmed and chirped.

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

3. Add date to task.

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

Lesson 127: Phonics: r-controlled er, ir, ur (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the r-controlled vowels er, ir, ur /ûr/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with the r-controlled vowels er, ir, ur /ûr/.

Success Criteria:

- I can say and write the sound-spellings for the r-controlled vowels er, ir, ur /ûr/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the /ûr/ letter card as an example. Remind students that they have learned r-controlled vowel sounds. As you write the word *girl,* say and blend the word. Explain that the /ûr/ sound can be spelled in different ways. Point out that the letters er, ir, and ur can stand for /ûr/ at the beginning, middle or end of a word.

- **We do:** Repeat with the words *fern and skirt.*

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

- **We do:** Have students practice this blending task by displaying Blend and Read 9.6. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: twirl, burst, hurl, thirst, nerf.

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing words with r-controlled vowels er, ir, ur /ûr/. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write r-controlled vowels er, ir, ur /ûr/ words.

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

1. Decodable Text: Birds of Farms and Yards

Center 1: R-controlled vowels er, ir, ur /ûr/

Practice sorting r-controlled vowels er, ir, ur /ûr/ words. Practice writing spelling words. Know It, Show It pages 248, 249 and 253; Spelling Words List

Center 2: Word Work

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

Center 3:Independent Read

1. Read the Decodable Text: Birds of Farms and Yards

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: The little boy put the hurt bird in a box.

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

3. Add date to task.

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

Lesson 128: Phonics: r-controlled er, ir, ur (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the r-controlled vowels er, ir, ur /ûr/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with the r-controlled vowels ar, or, ore, er, ir and ur.

- I am learning how to segment words into syllables.

Success Criteria:

- I can say and write the sound-spellings for the r-controlled vowels er, ir, ur /ûr/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

- I can correctly decode two-syllable words with the r-controlled vowels ar, or, ore, er, ir and ur.

Part 1: Direct instruction

- **I do:** Display the /är/ letter card as an example. Remind students that we can count vowel spellings to tell how many syllables a word has. Write the word *turnip.* Model blending the word, use your finger and slide across while saying the letters. Explain that every syllable must have one vowel sound.

- **We do:**

  - Looking at the word turnip, invite students to write it on their whiteboards.

  - Remind students to look for the vowel spellings. Bring attention to the two vowels in separate sections, ur and i, so this word has two syllables. Write V under each vowel.

  - Cover nip and blend the first syllable. I see consonant t and the vowel spelling ur: /t/ /ûr/, tur. Then cover tur, and blend the second syllable: /n/ /i/ /p/, nip. Now connect the two syllables with me: /tûr/-/nip/, turnip.
  - Repeat with the words *perfect, circus* and *butter.*

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards b, ur, g, er. Model blending the word "burger", use your finger and slide across while saying /bûr/-/gûr/, burger. Repeat with the words *perfect* and *thirty.*

- **We do:** Have students practice this blending task by displaying [Blend and Read 9.7](). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: farmer, hamper, bitter, urgent, hornet.

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing words with r-controlled vowels er, ir, ur /ûr/. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write r-controlled vowels er, ir, ur /ûr/ words.

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

1. Decodable Text: [Marsh Birds]()

Center 1: R-controlled vowels ar, or, er, ir, ur

Practice sorting r-controlled vowels ar, or, er, ir, ur words. Practice writing spelling words. [Know It, Show It pages 248, 249 and 253](); [Spelling Words List]()

Center 2: [Word Work](#)

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

Center 3:Independent Read

1. Read the Decodable Text: [Marsh Birds](#)

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: The boy's father shouted that it was dinner time.

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

3. Add date to task.

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

Lesson 129: Phonics: r-controlled er, ir, ur (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the r-controlled vowels er, ir, ur /ûr/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with the r-controlled vowels ar, or, ore, er, ir and ur.

- I am learning how to segment words into syllables.

Success Criteria:

- I can say and write the sound-spellings for the r-controlled vowels er, ir, ur /ûr/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

- I can correctly decode two-syllable words with the r-controlled vowels ar, or, ore, er, ir and ur.

Part 1: Direct instruction

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

- **We Do:** Have children partner read page 60 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.

- **I Do:** Model for students how you blend letter sounds together to read words. Display the letter cards: t, er, m. Ask students what letter sound the r-controlled vowel er, ir, ur /ûr/ makes. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat with the words *serve, stir* and *surf.* Model the VCCV pattern using the words *slipper, murmur* and *confirm*. Point out the number of syllables for each word.

- **We do:** Have students practice this blending task by displaying [Blend and Read 9.7](). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read — Blend and Read 9.7

❶ perch	chirp	curler	winter	hurt
❷ carpet	corner	herd	target	summer
❸ sleep	sheep	slow	glow	peep
❹ stern	firm	spurt	spur	whir

❺ A girl bird makes a nest in the garden.

❻ Do wrens chirp and sing in the marsh?

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

  listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **target, corner, smarter, sister, furry.**

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing words with r-controlled vowels er, ir, ur /ûr/. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write r-controlled vowels er, ir, ur /ûr/ words.

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

1. Decodable Text: Seabirds

Center 1: R-controlled vowels ar, or, er, ir, ur
Practice sorting r-controlled vowels ar, or, er, ir and ur words. Practice writing spelling words. Know It, Show It pages 248, 249 and 253; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read

1. Read the decodable text, Seabirds

2. Then read it to your partner.

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

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

5. Practice reading this page:

Blend and Read 9.7

Blend and Read

1. perch   chirp   curler   winter   hurt
2. carpet   corner   herd   target   summer
3. sleep   sheep   slow   glow   peep
4. stern   firm   spurt   spur   whir
5. A girl bird makes a nest in the garden.
6. Do wrens chirp and sing in the marsh?

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Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: The white bird has sharp teeth to catch fish to eat.

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

3. Add date to task.

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

Lesson 130: Phonics: r-controlled er, ir, ur (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for the r-controlled vowels er, ir, ur /ûr/.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with the r-controlled vowels ar, or, ore, er, ir and ur.

- I am learning how to segment words into syllables.

Success Criteria:

- I can say and write the sound-spellings for the r-controlled vowels er, ir, ur /ûr/.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

- I can correctly decode two-syllable words with the r-controlled vowels ar, or, ore, er, ir and ur.

Part 1: Assessment

1. Assess students' knowledge of words with the r-controlled vowels er, ir, ur /ûr/ through a spelling and dictation task.

2. Spelling Assessment (from HMH): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 6 on one side and 7-12 on the other side.

3. Dictation Task: A girl bird makes a nest in the garden to lay her eggs.

1. Give one point for each correctly spelled word. Total possible points is 25.

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

Part 2: Reading Decodable Texts

1. Invite students to partner read, *The Hurt Bird, Birds of Farms and Yards, Marsh Birds* and *Seabirds.*

2. Spend time during this period listening to students read the decodable texts: *The Hurt Bird, Birds of Farms and Yards, Marsh Birds* and *Seabirds.*

3. Record your findings.

Lesson 131: Phonics: final blends ng, nk and inflection -ing (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for final blends ng, nk and inflection -ing.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with final blends ng, nk and inflection -ing.

Success Criteria:

- I can say and write the sound-spellings of final blends ng, nk and inflection -ing.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct instruction

- **I do:** Display the /ng/ letter card as an example. Write swing and read it. Point to the ng in the word and on the Sound/ Spelling Card. Explain that the letters ng stand for the sound you hear at the end of swing, /ng/. Repeat with the word *ring.* Point out that the letters ng blend together so closely that they make a special sound.

- **We do:** Repeat with the word *think*.

   ◦ Write the word think, and read it. Point to the nk in the word and on the Sound/Spelling Card. The letters nk stand for the /nk/ sound blended with /k/. Listen: think, /nk/. Say the word and the end sound with me: think, /nk/.

   ◦ Inflection -ing Write thinking, and have children read the word with you. Explain that the -ing ending is a syllable added to verbs, or action words, to tell what is happening now.

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

- **We do:** Have students practice this blending task by displaying Blend and Read 9.9. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

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

  ◦ Bringing, prank
  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: drinking, helping, thank, bunk, trunk.

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing final blends ng, nk and inflection -inge words. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write final blends ng, nk and inflection -ing words.

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

1. Decodable Text: Little Animals

Center 1: Final blends ng, nk and inflection -ing

Practice sorting final blends ng, nk and inflection -ing words . Practice writing spelling words. Know It, Show It pages 258, 259, and 263; Spelling Words List

Center 2: [Word Work](#)

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

Center 3: Independent Read

1. Read the decodable text, [Little Animals](#)

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these words: The foal's mom is standing above it.

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

3. Add date to task.

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

Lesson 132: Phonics: final blends ng, nk and inflection -ing (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for final blends ng, nk and inflection -ing.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with final blends ng, nk and inflection -ing.

Success Criteria:

- I can say and write the sound-spellings of final blends ng, nk and inflection -ing.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

Part 1: Direct Instruction

- **I do:** Remind students that yesterday we learned about final blends /ng/ and /nk/ Display the /ng/ letter card. Write swing and read it. Point to the ng in the word and on the Sound/ Spelling Card. Explain that the letters ng stand for the sound you hear at the end of wing, /ng/. Repeat with the word *king.* Point out that the letters ng blend together so closely that they make a special sound. Display the /ng/ letter card as you write the word *king*.

- **We do:** Repeat with the word *sink* to review final blend /nk/.

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

- **We do:** Have students practice this blending task by displaying [Blend and Read 9.9](). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read

❶ sing	sunk	thing	think	rang
❷ rink	bring	prank	swing	wink
❸ blow	boasted	roast	glowed	mow
❹ singer	hanger	stinger	sunken	

❺ The foal's mom is standing above it.
❻ I watch a bird bring food to its chicks.

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

  ◦ Sing, sunk

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: rang, rink, thing, prank, think.

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing final blends ng, nk and inflection -inge words. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write final blends ng, nk and inflection -ing words.

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

1. Decodable Text: [Big Birds and Chicks]()

Center 1: Final blends ng, nk and inflection -ing
Practice sorting final blends ng, nk and inflection -ing words . Practice writing spelling words. Know It, Show It pages 258, 259, and 263; Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read
1. Read the decodable text, Big Birds and Chicks

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task
1. Dictate these words: Little chicks hatch from these big eggs.

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

3. Add date to task.

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

Lesson 133: Phonics: final blends ng, nk, and inflection -ing (RF.1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for final blends ng, nk and inflection -ing.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with final blends ng, nk and inflection -ing.

- I am learning how to decode words with inflections -s and -es.

Success Criteria:
- I can say and write the sound-spellings of final blends ng, nk and inflection -ing.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

- I can decode words with the inflections -s and -es.

Part 1: Direct instruction

- **I do:** Display the picture card *duck* as an example. Add -s to duck, and read the word. Point out that the word ducks names more than one duck. Ask, What sound do you hear at the end of ducks? Repeat with picture card *frog* and the words frog, frogs. Remind children that the final -s sometimes stands for the /z/ sound.

- **We do:** Repeat with the *fox* picture card.

  ◦ Remind children that sometimes when we make a word mean more than one, we have to add the syllable /ĕz/ so that the word sounds right. Write fox, foxes, and read the words. Have students say the word *foxes.* Ask students how many syllables they hear?

- **I do:** Teach students how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound. This is called blending. Start with simple consonant-vowel-consonant (CVC) words that are familiar to students. Demonstrate how to blend. Tell students that these letters and sounds blend together to create words. Display the letter cards Ww, Ii, sh, Ee, Ss. Model blending the word "wishes", use your finger and slide across while saying /är/-/tist/, artist. Repeat with the words *boxes* and *winks.*

- **We do:** Have students practice this blending task by displaying Blend and Read 9.10. Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 9.10

Blend and Read

1. bank   sling   sink   zing   yank
2. blinds   itches   dresses   heads   picnics
3. bead   bread   breath   read   get
4. clang   fling   chunk   brink   rung
5. Skunk kits drink their mom's milk.
6. An animal stinks if it gets hit by musk.

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

  ◦ Give students a quick spelling test based on the phonics pattern being learned. Ask students to listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: farms, teaches, sinks, shirts, dishes.

Part 2: Practice / Centers

Teacher Table Time (TTT)
1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing final blends ng, nk and inflection -inge words. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write final blends ng, nk and inflection -ing words.

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

Decodable Text: Skunk Kits

Center 1: Final blends ng, nk and inflection -ing
Practice sorting final blends ng, nk and inflection -ing words . Practice writing spelling words. Know It, Show It pages 258, 259, and 263;
Spelling Words List

Center 2: Word Work
Write the following words as you sound them out. Use crayons, markers, playdough…

Center 3:Independent Read
1. Read the decodable text, Skunk Kits.

2. Then read it to your partner.

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

Center 4: Lexia

Part 3: Daily Instructional Task
1. Dictate these words: The dresses have many pretty beads on them.

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

3. Add date to task.

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

Lesson 134: Phonics: final blends ng, nk, and inflection -ing (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for final blends ng, nk and inflection -ing.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with final blends ng, nk and inflection -ing.

- I am learning how to decode words with inflections -s and -es.

Success Criteria:

- I can say and write the sound-spellings of final blends ng, nk and inflection -ing.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

- I can decode words with the inflections -s and -es.

Part 1: Direct instruction

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

- **We Do:** Have children partner read page 92 of the text. Listen as children read and support students' self-correction, Again, emphasize phonics as the main method.

- **I Do:** Model for students how you blend letter sounds together to read words. Display the letter cards: w, i, nk. Ask students what final blend they hear. Have them repeat that sound. Repeat the word wink with -s and -ing. Then model sweeping your hand beneath the letter cards (left to right) and slowly say each sound, blending them together and then read the word naturally. Repeat with words *fling (-s, -ing), fox (-es), wing (-s).*

- **We do:** Have students practice this blending task by displaying [Blend and Read 9.10](). Have children read a line and then ask them how they are similar and different. Continue in this manner through the list. Have them read the sentences chorally.

Blend and Read 9.10

Blend and Read

1. bank   sling   sink   zing   yank
2. blinds   itches   dresses   heads   picnics
3. bead   bread   breath   read   get
4. clang   fling   chunk   brink   rung
5. Skunk kits drink their mom's milk.
6. An animal stinks if it gets hit by musk.

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

    listen for all of the sounds in the words you dictate and to write each word. They should say the sounds as they write them. For this lesson the words are: **itches, yank, blinds, fling, chunk.**

Part 2: Practice / Centers

Teacher Table Time (TTT)

1. Teacher Table Time (TTT): This is the time to work with those students who need guidance in recognizing, hearing, and producing final blends ng, nk and inflection -inge words. Teachers should quickly review spelling test results to determine students who were unable to do the task with 80% proficiency.

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

3. Have students write final blends ng, nk and inflection -ing words.

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

1. Decodable Text: [Little Chimps]()

Center 1: Final blends ng, nk and inflection -ing
Practice sorting final blends ng, nk and inflection -ing words . Practice writing spelling words. [Know It, Show It pages 258, 259, and 263]();
[Spelling Words List]()

Center 3:Independent Read

1. Read the decodable text, Little Chimps

2. Then read it to your partner.

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

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

5. Practice reading this page:

Center 4: Lexia

Part 3: Daily Instructional Task

1. Dictate these sentences: Skunk kits drink milk to grow.

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

3. Add date to task.

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

Lesson 135: Phonics: final blends ng, nk, and inflection -ing (RF. 1.2.A, RF.1.3.B), Centers (L.1.1.A), Daily Instructional Task (L.1.1.A)

Learning Intentions:

- I am learning the sound-spellings for final blends ng, nk and inflection -ing.

- I am learning how to decode words by sound-letter relationships.

- I am learning how to blend sounds and decode regularly spelled words with final blends ng, nk and inflection -ing.

- I am learning how to decode words with inflections -s and -es.

Success Criteria:
- I can say and write the sound-spellings of final blends ng, nk and inflection -ing.

- I can decode words by their sound letter relationships.

- I can correctly write dictated words.

- I can decode words with the inflections -s and -es.

Part 1: Assessment

1. Assess students' knowledge of words with final blends ng, nk and inflection -ing through a spelling and dictation task.

2. [Spelling Assessment (from HMH)](): Say each word and say each sentence. Have students write each word. All students should set up their spelling sheet by numbering 1 to 6 on one side and 7-12 on the other side.

3. Dictation Task: The boys help bring the tree trunks to the yard and stack them.

1. Give one point for each correctly spelled word. Total possible points is 25.

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

Part 2: Reading Decodable Texts

1. Invite students to partner read, *Little Animals, Big Birds and Chicks, Skunk Kits* and *Little Chimps.*

2. Spend time during this period listening to students read the decodable texts: *Little Animals, Big Birds and Chicks, Skunk Kits and Little Chimps.*

3. Record your findings.