

Foundational Skills



Small Group
Teacher Guide

Grade 1
Modules 1–4



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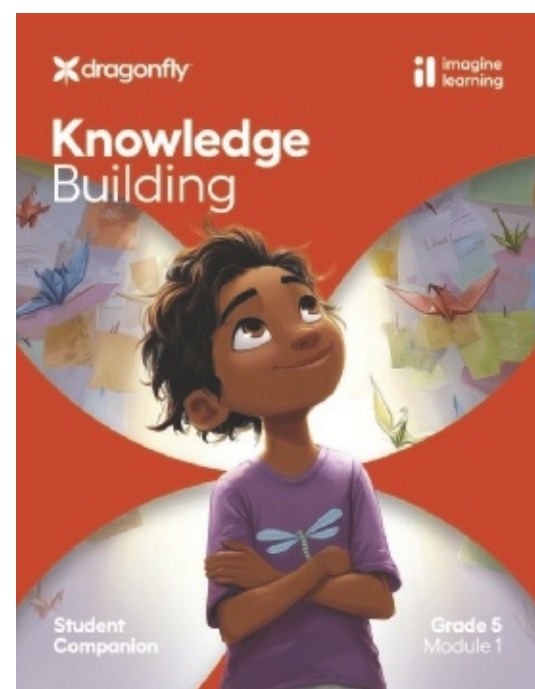
Welcome to Dragonfly

Grounded in the science of reading, knowledge-rich content, and immersive storytelling, *Dragonfly* turns K–5 classrooms into launchpads of imagination and exploration. It supports every teacher with an engaging framework that makes the knowledge-building literacy model approachable and intuitive to use. Compelling texts and playful media spark student curiosity, balancing rigor with whole-child learning, and inspire deep thinking and a lifelong love of literacy.

With *Dragonfly*, learning is transformed by fostering collaboration, confidence, and joy, ensuring every student is equipped with the literacy and life skills to thrive beyond the classroom.



Lift Off with Literacy



Dragonfly Empowers and Supports Every Teacher

Teacher-Friendly Design with Built-In Professional Learning

Embedded media models best-practice instruction and supports skill building.

Clear, Consistent Structure with Every Lesson

The knowledge-building program uses an Ignite, Apply, Connect, and Reflect model to help streamline prep and bring confidence and consistency to classroom instruction.

Built for the Flow of the School Day

Lessons fit naturally into classroom routines with transparent learning goals, efficient use of time, and embedded tools for ongoing data collection.

Deep Literacy Development, Every Day

Dragonfly builds both foundational skills and rich content knowledge through comprehensive coverage of all K–5 literacy standards, including reading, writing, speaking, listening, and language standards.



Writing Made Easy for Teachers

Integrated writing instruction is built into lessons, with clear modeling, scaffolded supports, and ready-to-use resources that simplify planning.

Grounded in What Works

Instruction is fully aligned with the science of reading and current research on effective literacy instruction.



**Ignite Curiosity. Dragonfly
Nurtures Student Wonder.**



Original Media That Sparks Imagination

Custom-created features captivate students and draw them into deeper exploration.

Whole-Child Engagement Through Multi-Modal Learning

Dynamic tools bring concepts to life and support diverse learners.

Real-World Tasks with Student Voice and Choice

Authentic performance tasks encourage ownership and creativity while offering meaningful ways to demonstrate mastery.

Engaging Texts That Fuel Wonder

Carefully curated authentic literature and nonfiction texts build essential knowledge while inspiring curiosity about the world.

Designed for Today's Learners

A vibrant, student-friendly platform with colorful materials and relatable characters meets the needs of multimedia-savvy kids.





Transform Learning. Built for Lifelong Literacy.

Brings the Science of Reading to Life

Dragonfly turns research into classroom-ready practice, making evidence-based literacy instruction actionable and effective.

Nurtures Development

Integrated opportunities for reflection, collaboration, and empathy help students grow as thoughtful learners and engaged citizens.

Knowledge That Connects Across Disciplines

Rich, real-world content bridges subject areas and invites students to explore, discover, and build common ground through compelling texts.

Flexible Delivery Responsive to Classroom Needs

Whether digital, print, or a blend of both, *Dragonfly* gives teachers the freedom to adapt instruction to what works best.

Ongoing Professional Learning, Every Step of the Way

Built-in supports, media models, and coaching resources ensure teachers feel confident and connected.





Knowledge-Rich Literacy Grounded in the Science of Reading

Where Knowledge and Skills Come Together for Lasting Literacy

Dragonfly puts the science of reading into action, combining content-rich **knowledge-building instruction** with explicit foundational skills to support every aspect of skilled reading.

Language Comprehension

At the heart of *Dragonfly* is the understanding that comprehension begins with knowledge. Each unit immerses students in high-interest topics across science, social studies, and literature. As they read, write, and discuss, students strengthen the cognitive tools needed for deep understanding. *Dragonfly* strengthens language comprehension by developing:

- Background knowledge** through science- and content-aligned units.
- Vocabulary** in context through rich, complex texts.
- Verbal reasoning** through text-based discussions.
- Literacy knowledge** through exposure to a variety of genres and text types.
- Language structures** through frequent speaking and writing.

Word Recognition

Dragonfly supports explicit, systematic skill instruction. Daily foundational lessons provide clear, research-aligned instruction in the mechanics of reading. Students build mastery in:

- Phonological Awareness** through engaging media and manipulatives.
- Decoding (and Spelling)** through practice using custom-made decodables.
- Sight Recognition** through automatic word recognition strategies.

Why Dragonfly Works

- Fully aligned to the **science of reading**
- Connects **knowledge-building** with skills practice — not skills in isolation
- Integrates **vocabulary and comprehension** from day one
- Emphasizes **fluency, decoding, and background knowledge** equally
- Provides meaningful **reading, writing, and discussion** opportunities



Increasingly Strategic



Skilled Reading

Dragonfly ensures students aren't just learning how to read — they're learning how to **think, communicate, and understand the world through reading.**

Increasingly Automatic



See It in Action



K-2

Foundational Skills Program

A Flight Plan to Reading Comprehension

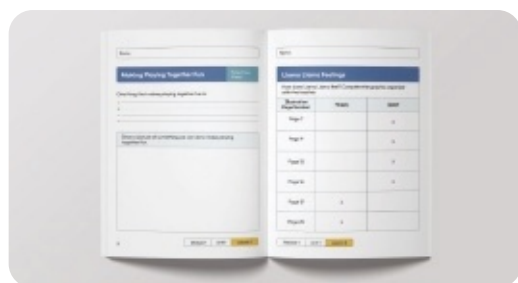
Dragonfly's Foundational Skills seamlessly integrate Dr. Ehri's four consolidated phases of reading and writing, using benchmark assessments at the beginning, middle, and end of the year to inform personalized student groupings. *Dragonfly* delivers:

- Whole-Group Instruction: engaging, on-grade-level lessons for all students
- Small-Group Differentiation: targeted, data-driven instruction tailored to each student's needs

Through explicit, systematic instruction, students will build essential foundational skills — phonemic awareness, phonics, decoding, encoding, and fluency. Repeated reading, decodable texts, and proven strategies build word recognition, boosting fluency and comprehension while empowering educators and guiding every child to become a confident reader.

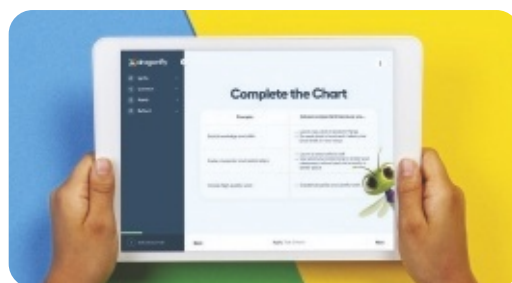


Student Components



Student Companion

The Student Companion is an all-in-one resource that provides learners with the opportunity to complete activities in a meaningful way, whether as a whole group, in small groups, or independently.



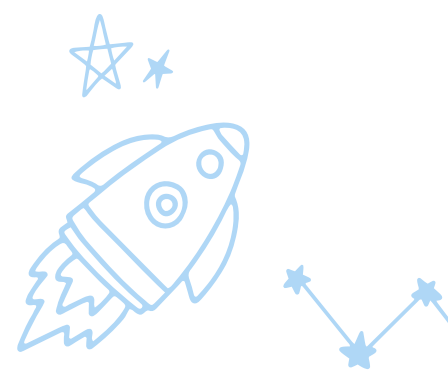
Student Digital Course

The Student Digital Course is packed with digital tools and interactive media. Whether learning as a class or in a small group, there's something exciting to explore at every turn.



Student Decodables

A vibrant set of decodable readers — built just for the program and packed with practice words and exciting stories — sparks curiosity, builds confidence, and makes reading an adventure.



Teacher Components

Teacher Guide — Whole-Group Instruction

The Teacher Guide is packed with clear, step-by-step lessons for reading and writing, the Whole Group Teacher Guide offers everything teachers need for powerful instruction.

Teacher Guide — Small-Group Instruction

The Small Group Teacher Guide provides targeted lessons to meet students where they are. With easy-to-follow plans for skill building, fluency, and comprehension, it's perfect for instruction and giving every learner the support they need to grow.

Teacher Digital Course

Resources to support the Student Digital Course include assessments and data tools.



Manipulatives

These resources are not only visually appealing but also purposefully designed to engage students and support their growth at every step of the learning process.

Our manipulatives include:

- Letter-Sound Cards
- Phoneme Cards
- Articulation Cards
- High-Frequency Word Cards
- Handwriting Practice Pages



Buzz into the Future of Reading with Dragonfly Digital

Dragonfly's digital platform empowers educators with a modern literacy curriculum designed for today's K–5 classrooms. With intuitive tools and built-in customization features, *Dragonfly* engages students through interactive, tailored learning experiences. Whether teaching whole-group or assigning individualized activities, educators can meet diverse needs — all from an easy-to-use, teacher-friendly interface.





See It in Action



Why Educators and Students Love Dragonfly Digital

Student-Centered Engagement

Digital activities are designed to capture young learners' attention with engaging dynamic media, interactives, and response tools.

Flexible Instructional Paths

Every lesson presentation includes multiple teaching options for whole-group, small-group, and individualized instruction, allowing educators to personalize learning experiences in real time.

At-Your-Fingertips Support

Teacher materials are chunked and placed at point of use, eliminating the need to search or prep in advance.

Build Your Own Library

Upload custom texts, images, and lessons into your personal library to reuse or share with your team.

Streamlined Assignments

Easily assign digital student work — all within the platform.

Assessment Made Simple

Track student progress with built-in tools for quick assessment and real-time data collection — informing instruction without the paperwork.

Simplify Your Day

Dragonfly is designed with teachers in mind — saving time while enhancing impact.

Engaging Media That Brings Learning to Life

Dragonfly’s program is enhanced by dynamic media that transforms instruction, making content come alive for students. Whether in Knowledge Building or Foundational Skills, our diverse range of media is seamlessly integrated to captivate learners, deepen understanding, and provide multimodal interactivity.

Dragonfly features exciting media types such as:



Foundational Skills

Sound Safari

It's a wild way to build strong phonemic awareness.



Foundational Skills

Face Time

Phonemes have never been this fun!



Knowledge Building

Discovery Point

Spark curiosity and deepen real-world connection.



Foundational Skills + Knowledge Building

Hands On!

These media items use a first-person perspective to guide kids through simple tasks, manipulatives, writing, and letter formation.





See It in Action



Knowledge Building

Class Clues

Engaging videos introduce and address common classroom pain points.



Foundational Skills

Bug Beats

Catchy, easy-to-follow songs are perfect for guiding students through skill shifts and exiting lessons.



Knowledge Building

Voyages

Unlock the world of learning with these engaging explainer videos.



Knowledge Building

WingsTV

These fun, short videos help students join discussions, share ideas with evidence, and learn academic words.



Data-Driven Assessment: Taking Student Success to the Skies

Assessment in *Dragonfly* is more than just a checkpoint — it’s a tool for growth. Our comprehensive approach combines diagnostic, formative, and summative assessments, empowering educators with insights and giving students multiple and diverse opportunities to demonstrate their learning.

A Smart Framework for Success

I+ A Screener (K–3)

Identifies early signs of reading challenges, including dyslexia.

I+ A Diagnostic

Targets specific learning needs and provides Lexile measures.

Benchmark Assessments

Guide grouping for skills instruction based on key literacy indicators at intervals throughout the year.

Embedded Formative Assessments

Help tailor instruction in real time.

Mid- and End-of-Unit Assessments

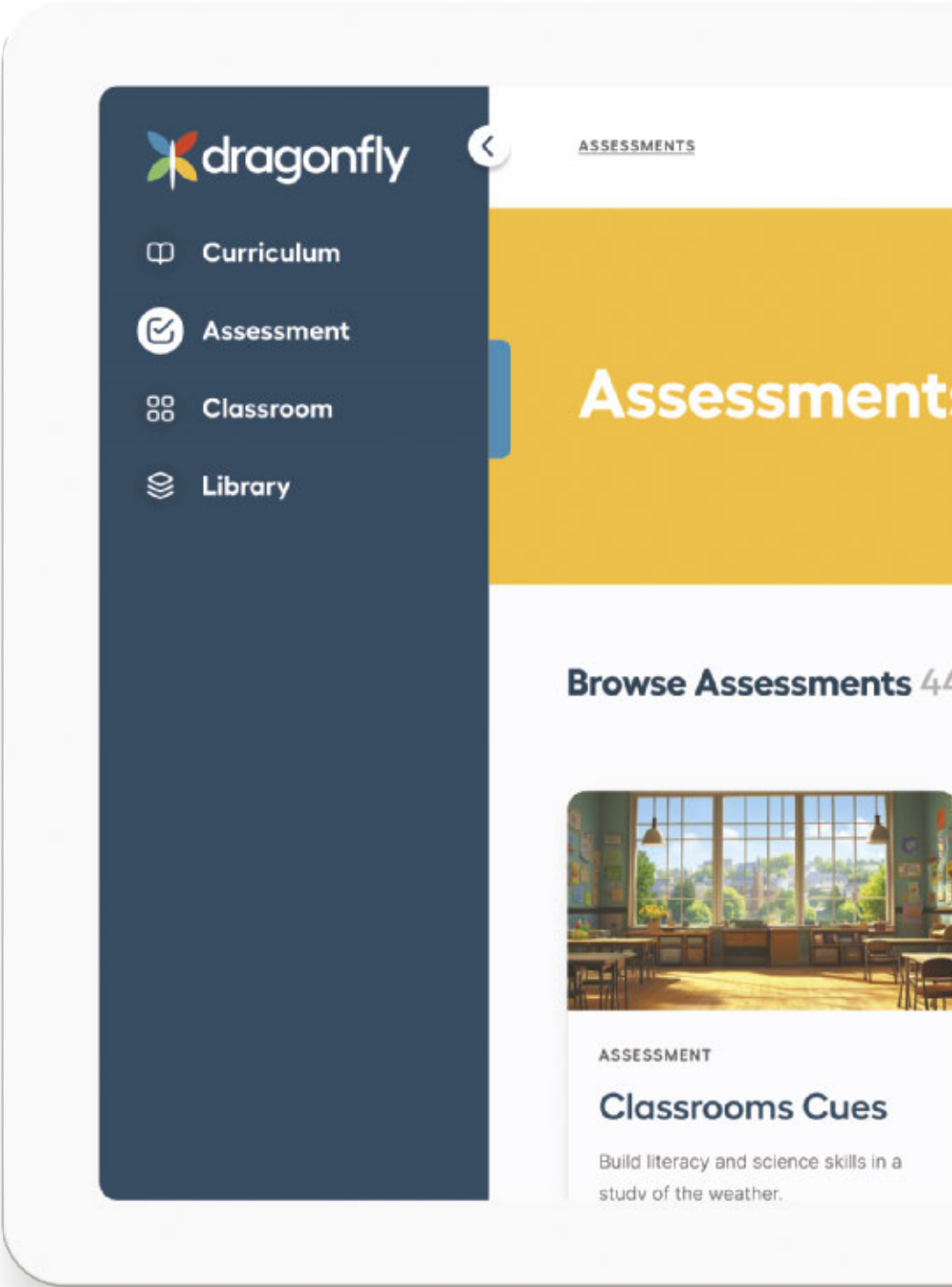
Measure content mastery, reading, and writing skills across genres.

Skills Checks (K–2)

Evaluate decoding, encoding, and foundational literacy skills.

State Test Preparation (3–5)

Provides practice for high-stakes testing with year-round assessments that mirror state testing.



See It in Action



Why Dragonfly Assessments?

Aligned to Standards

Supports consistent, grade-level learning.

Connected to Instruction

Reinforces key topics and genres in meaningful, engaging ways.

Predictable Structure and Frequency

Supports both teachers and students.

Increasing Rigor over Time

Builds student mastery gradually.

Varied Item Types

Engages multiple learning modalities.

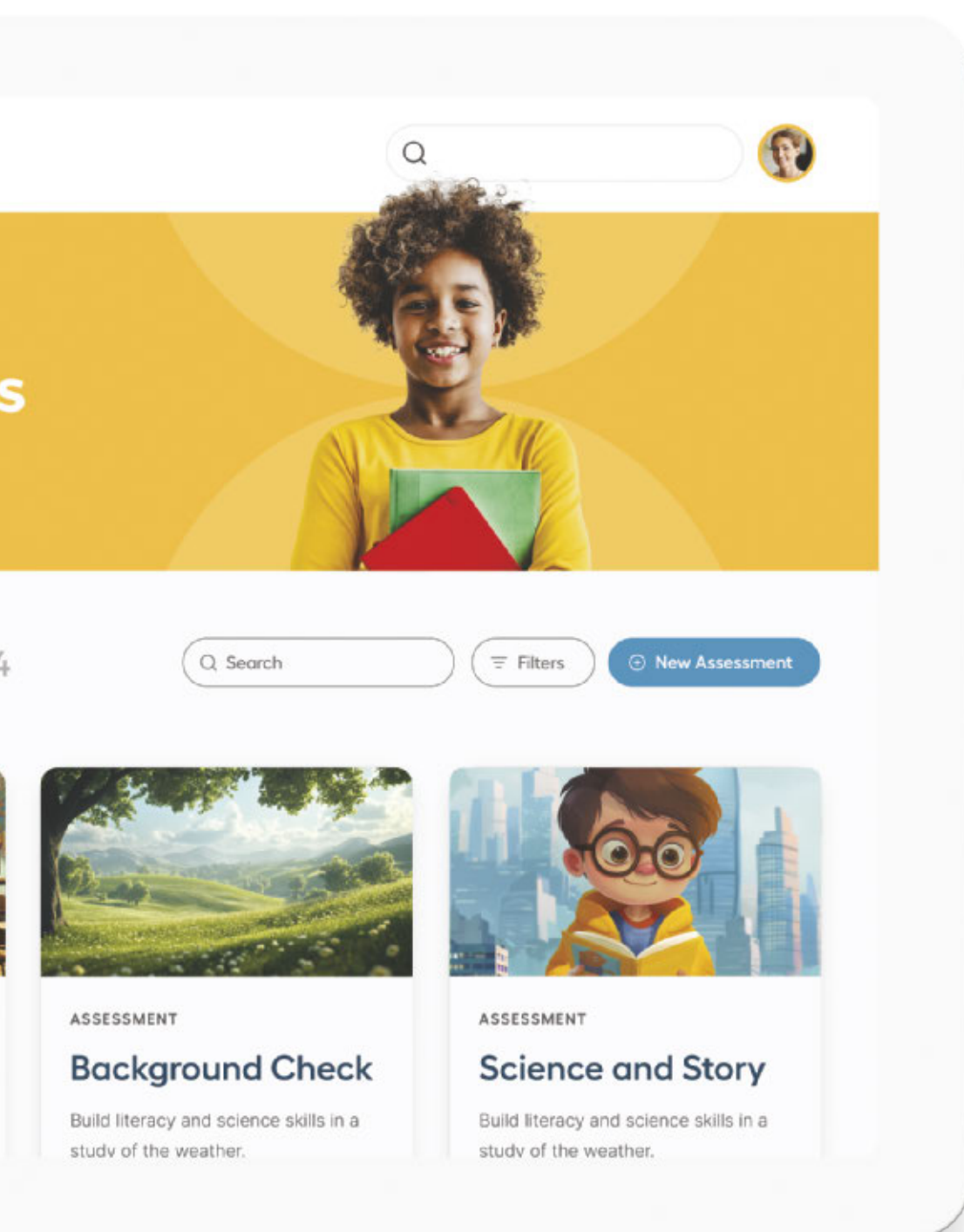


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CCSS Standards

Grade 1 Standards 845

Partial Alphabetic DBR Overview

The partial alphabetic decodable book routines are structured to support students by focusing instruction on connecting letters to sounds and developing early decoding skills. These routines are designed to grow phonemic awareness skills, reinforce high-frequency word recognition, promote reading fluency, and support the development of early encoding through phoneme-grapheme mapping and guided spelling practice.

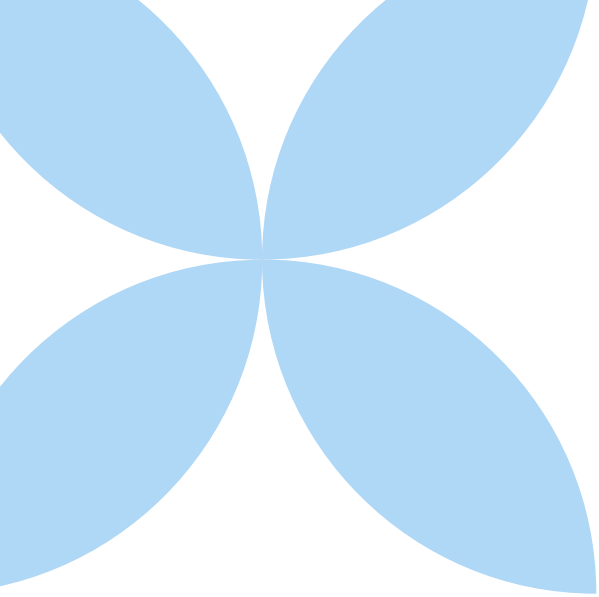
Approaching

Instruction provides intensive modeling and scaffolding. Students build decoding and encoding skills through repetition, multisensory practice, and supported reading and writing tasks.

Decodables and Concepts

- | | |
|--|--|
| 21. <i>We Can Draw!</i>
extra practice: VC and CVC words | 24. <i>Just a Snack</i>
ending blends |
| 22. <i>Math with Zack and Wes</i>
extra practice: <i>sh</i> as /sh/, <i>th</i> as /th/ (voiced and unvoiced), <i>ch</i> as /ch/, <i>wh</i> as /w/, <i>qu</i> as /kw/, and <i>ck</i> as /k/ | 25. <i>Tell Me What You See</i>
FLSZ words |
| 23. <i>Splish-Splash Swish!</i>
letter <i>w</i> blends and three-letter blends | 26. <i>Count Down!</i>
<i>ou</i> and <i>ow</i> as /ou/ and <i>oi</i> and <i>oy</i> as /oi/ |
| | 27. <i>Link Them Up, Kim and Max</i>
glued sound endings (<i>ang, ing, ong, ung, ank, ink, onk, and unk</i>) |

Partial Alphabetic



Concepts: Extra practice: VC and CVC words
We Can Draw!

Decodable Book



Concept Focus Words

pen Tom
sit yum
Max can

New High-Frequency Words

what all
is

Story Word

draw

In this book, the word *draw* is a story word. It is used to support the reader’s understanding of the action in the decodable book *We Can Draw!*, in which Max and Tom follow their teacher’s drawing prompts.

Instructional Standards

RL.K.1, RL.K.2, RL.K.7, RF.K.1.A, RF.K.2.D, RF.K.3.A, RF.K.3.B, RF.K.3.C, RF.K.4, W.K.1, W.K.3, W.K.8, SL.K.5, L.K.1.F, L.K.2.D, RL.1.1, RL.1.2, RL.1.7, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3.B, RF.1.3.G, RF.1.4.A, RF.1.4.B, W.1.1, W.1.8, SL.1.5, L.1.1.J, L.1.2.D, L.1.2.E, RL.2.1, RL.2.2, W.2.1, W.2.8, SL.2.5

Day 1



Prepare in Advance

Teacher

- Letter-sound cards: e, o, x
- Articulation cards: /ě/, /ǒ/, /ks/
- High-frequency word cards: *what, is, all*
- Decodable book: *We Can Draw!*

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *We Can Draw!*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words with e as /ě/, o as /ǒ/, and x as /ks/.

1. Introduce blending words.

SAY This week, we will practice the letters e, o, and x. Today, we will work with the sounds /ě/, /ǒ/, and /ks/ to get our brains ready for reading. Listen to the sounds I say, then blend the sounds into a word.

2. Begin blending words.

SAY /s/ /ě/ /t/

ASK What's the word? (*set*)

SAY /f/ /ǒ/ /ks/

ASK What's the word? (*fox*)

SAY /j/ /ǒ/ /b/

ASK What's the word? (*job*)

3. Introduce segmenting words.

SAY Now, we will segment words with the sounds /ě/, /ǒ/, and /ks/ to get our brains ready for reading. Listen to the word, then segment it into the sounds that make up the word.

4. Begin segmenting words.

ASK What are the sounds in the word *set*? (/s/ /ě/ /t/)

ASK What are the sounds in the word *fox*? (/f/ /ǒ/ /ks/)

ASK What are the sounds in the word *job*? (/j/ /ǒ/ /b/)

5. Guide word skywriting.

SAY Write the word *set* in the air with me.

SAY Write the word *fox* in the air with me.

SAY Write the word *job* in the air with me.



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds.

Phonics: /ě/

Learning Target

I can recognize and pronounce the /ě/, /ö/, and /ks/ sounds in words.

1. Practice the /ě/ sound. Display the letter-sound card.

SAY This week, we'll practice the letter e as /ě/, like in our keyword *egg*. Watch my mouth say /ě/. Now, you try. (/ě/)

2. Show the /ě/ articulation card. Model the articulation of /ě/.

SAY Let's practice how to make the sound /ě/. Open your mouth a little but not too wide. Next, make a short sound, like when you say "eh" in *bed* or *red*.

TACTILE CUE: Use your pointer finger to gently tap just below your bottom lip as you say /ě/. This helps remind us to keep the sound short and in the front of the mouth.

3. Introduce the sound in the beginning of the word.

SAY Let's practice the sound in the beginning of some words. Repeat after me.

SAY egg (*egg*)

SAY elephant (*elephant*)

SAY envelope (*envelope*)

4. Introduce the /ě/ sound in the middle of the word.

SAY E is a vowel. In some words, e says /ě/ in the middle of the word, like in the word *let*. Watch my mouth say /ě/ in the middle as I say the word slowly: *let*. Now, you try. (*let*)

SAY Let's practice the sound in the middle of some words. Repeat after me:

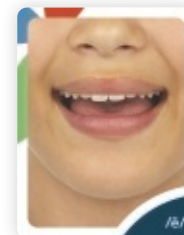
SAY set (*set*)

SAY pen (*pen*)

SAY pet (*pet*)

5. Review sounds with multisensory support.

SAY Let's skywrite the letter e together. Use your finger to write e in the air while saying the sound: /ě/.



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Phonics: /ö/

Learning Target

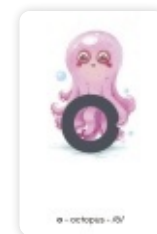
I can recognize and pronounce the /ě/, /ö/, and /ks/ sounds in words.

1. Practice the /ö/ sound. Display the letter-sound card.

SAY Now we'll practice the letter o as /ö/, like in our keyword *octopus*. Watch my mouth say /ö/. Now, you try. (/ö/)

2. Show the /ö/ articulation card. Model the articulation of /ö/.

SAY Let's practice how to make the sound /ö/. Open your mouth wide, and make your lips form a round shape. Keep your mouth open and say /ö/.



3. Introduce the sound in the beginning of the word.

SAY Let's practice the sound in the beginning of some words. Repeat after me.

SAY octopus (*octopus*)

SAY otter (*otter*)

SAY ox (*ox*)

4. Introduce the /*ö*/ sound in the middle of the word.

SAY O is a vowel. In some words, o says /*ö*/ in the middle of the word, like in the word *hot*. Watch my mouth say /*ö*/ in the middle as I say the word slowly: *hot*. Now, you try. (*hot*)

SAY Let's practice the sound in the middle of some words. Repeat after me:

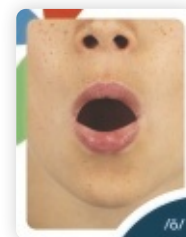
SAY top (*top*)

SAY mom (*mom*)

SAY sob (*sob*)

5. Review sounds with multisensory support.

SAY Let's skywrite the letter o together. Use your finger to write o in the air while saying the sound: /*ö*/.



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Phonics: /ks/

Learning Target

I can recognize and pronounce the /*ë*/, /*ö*/, and /ks/ sounds in words.

1. Practice the /ks/ sound. Display the letter-sound card.

SAY Now we will practice the letter x as /ks/, like at the end of our keyword *fox*. Watch my mouth say /ks/. Now you try. (/ks/)

2. Show the /ks/ articulation card. Model the articulation of /ks/.

SAY Let's practice how to make the sound /ks/. First, lift up the back and sides of your tongue. Then, blow air from your throat and lift the tip of your tongue, but do not let it touch the top of your mouth.

3. Introduce the sound in the beginning of the word.

SAY X is a special letter. It makes the /ks/ sound only at the end of a word or syllable. Let's practice the sound at the end of some words. Repeat after me.

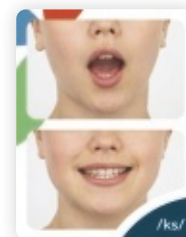
SAY fox (*fox*)

SAY six (*six*)

SAY ax (*ax*)

4. Review sounds with multisensory support.

SAY Let's skywrite the letter x together. Use your finger to write x in the air while saying the sound: /ks/.



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

High-Frequency Word: *what*

what
♥

Learning Target

I can read and spell the high-frequency words *what*, *is*, and *all*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *what*, *is*, and *all*.

2. Display the word *what*.

SAY This word is *what*. *What* has four letters—*w*, *h*, *a*, *t*.

3. Explain how to use the high-frequency word when speaking. Emphasize the word *what* when reading the sentences below.

SAY We use the word *what* when asking about something. You might hear someone say, “What is your name?” or “What do you want to eat?”

4. Teach the grapheme-phoneme correspondences in the word.

SAY *What* has three sounds—/w/ /ŭ/ /t/.

SAY The letters *wh* work together to say /w/.

SAY The letter *a* says /ŭ/.

SAY The letter *t* says /t/.

5. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

SAY The letters *wh* together and the *t* at the end of this word make the sounds we expect. This word also has a tricky part. The letter *a* doesn’t make the sound we expect it to. It says /ŭ/. So, we’ll mark it with a heart to remind us that this part of the word needs to be remembered by heart.

6. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /w/ /ŭ/ /t/ — *what*

7. Prompt students to read the word.

SAY So, when we see this word, we know to read it as *what*.

ASK What’s this word? (*what*)

8. Guide a word-meaning discussion.

ASK Can someone use *what* in a sentence? (*Answers will vary.*)

Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

High-Frequency Word: *is*



is

Learning Target

I can read and spell the high-frequency words *what*, *is*, and *all*.

1. Display the word *is*.

SAY This word is *is*. *Is* has two letters—*i*, *s*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *is* when reading the sentences below.

SAY We use the word *is* when talking about something that is happening or exists. You might hear someone say, “The dog is sleeping” or “She is my friend.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Is* has two sounds—/i/ /z/.

SAY The letter *i* says /i/.

SAY The letter *s* says /z/.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word

Note: The phoneme /z/ is temporarily irregular.

SAY The letter *i* makes the sound we expect. This word also has a tricky part. The letter *s* doesn’t make the sound we expect it to. It says /z/. So, we’ll mark it with a heart to remind us that this part of the word needs to be remembered by heart.

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /i/ /z/—*is*

6. Prompt students to read the word.

SAY So, when we see this word, we know to read it as *is*.

ASK What’s this word? (*is*)

7. Guide a word-meaning discussion.

ASK Can someone use *is* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

High-Frequency Word: *all*



all

Learning Target

I can read and spell the high-frequency words *what*, *is*, and *all*.

1. Display the word *all*.

SAY This word is *all*. *All* has three letters—*a*, *l*, *l*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *all* when reading the sentences below.

SAY We use the word *all* when talking about every person or thing in a group. You might hear someone say, “I ate all my food” or “I love all animals.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *All* has two sounds—/aw/ /l/.

SAY The letter *a* says /aw/.

SAY The letters *ll* work together to say /l/.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

SAY This word has two tricky parts. The letter *a* doesn’t make the sound we usually expect. It says /aw/. Also, the *ll* together make the /l/ sound. So, we’ll mark both parts with a heart to remind us that these parts of the word need to be remembered by heart.

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /aw/ /l/ — *all*

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *all*.

ASK What’s this word? (*all*)

7. Guide a word-meaning discussion.

ASK Can someone use *all* in a sentence? (*Answers will vary.*)

8. Distribute whiteboards to students. Invite students to write the high-frequency words *what*, *is* and *all*.



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

Model Read

Learning Targets

I can make predictions about a story. Also, I can follow along and listen for words with e as /ě/, o as /ŏ/, and x as /ks/.

“Hi, Max and Tom. Get a pen and sit.”

1. Preview *We Can Draw!* by showing the front and back covers.

SAY This is the front cover of the book. The front cover is like a special doorway into a story. It helps us know what the book is about when we read the title and look at the picture on the front cover.

SAY I’m going to turn the book around. This is the back cover. The back cover doesn’t usually have a large title or a big picture like the front cover. Instead, it might have a small picture or some words that tell us more about the story. Sometimes it might tell us why the book is exciting to read.

SAY The title is the name of the book and can be found on the front cover. The title of this book is *We Can Draw!*

SAY A prediction is a smart guess about what will happen using clues from the story and what you already know.

ASK What do you predict this book will be about? (Answers will vary.)

SAY We'll see a lot of words with the /ě/, /ǒ/, and /ks/ sounds and our high-frequency words *what*, *is*, and *all*. Let's look for these words as we read.

- Distribute the decodable book *We Can Draw!*, one per student.

I DO

- Point to the target sentences and model reading aloud fluently.

SAY As I read these sentences, follow along in your book. Slide a finger under each word as I read it aloud. Listen carefully for this week's sounds and high-frequency words. "Hi, Max and Tom. Get a pen and sit."

- Ask students if they heard any words with /ě/, /ǒ/, or /ks/ or the high-frequency words *what*, *is*, or *all*.

ASK Did you hear any words with the /ě/ sound? (Yes, get and pen.)

ASK Did you hear any words with the /ǒ/ sound? (Yes, Tom.)

ASK Did you hear any words with the /ks/ sound? (Yes, Max.)

Wrap-Up

- Wrap up.

SAY Today, we worked on the sounds /ě/, /ǒ/, and /ks/ and practiced blending and segmenting some important words like *pen* and *fox*. We started reading our decodable book and decoded words with the sounds /ě/, /ǒ/, and /ks/.

Day 2



Prepare in Advance

Teacher

- Letter-sound cards: e, o, x
- High-frequency word cards: *what*, *is*, *all*
- Decodable book: *We Can Draw!*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Whiteboard
- Dry-erase marker
- Decodable book: *We Can Draw!*

Warm-Up

Learning Target

I can segment and blend words with e as /ě/, o as /ǒ/, and x as /ks/.

- Introduce blending words.

SAY Today, we will work with the sounds /ě/, /ǒ/, and /ks/ to get our brains ready for reading. Listen carefully to the sounds I say, and then you'll blend them into a word.

2. Begin blending words.

SAY /ŏ/ /n/

ASK What's the word? (*on*)

SAY /p/ /ĕ/ /t/

ASK What's the word? (*pet*)

SAY /s/ /ĭ/ /ks/

ASK What's the word? (*six*)

3. Introduce segmenting words.

SAY Now, we will segment words with the sounds /ĕ/, /ŏ/, and /ks/ to get our brains ready for reading. Listen carefully to the words I say, and then segment them into the sounds that make up the word.

4. Begin segmenting words.

ASK What are the sounds in the word *on*? (/ŏ/ /n/)

ASK What are the sounds in the word *pet*? (/p/ /ĕ/ /t/)

ASK What are the sounds in the word *six*? (/s/ /ĭ/ /ks/)

Phonics Review

Learning Target

I can segment and blend words with e as /ĕ/, o as /ŏ/, and x as /ks/.



1. Review the sounds for the week: /ĕ/, /ŏ/ and /ks/. Display the corresponding letter-sound and cards.

SAY We have practiced the sounds /ĕ/, /ŏ/ and /ks/. Remember, the letter e makes the sound heard at the beginning of our keyword, egg. Let's practice saying it all together: /ĕ/ /ĕ/ /ĕ/. (/ĕ/ /ĕ/ /ĕ/)

2. Lead example word practice. Display the word *pet* on the whiteboard.

SAY Because e is a vowel, its sound often comes in the middle of a word. Look at the word *pet*. Let's use the word *pet* to segment and blend the sounds. Say it with me: *pet*. Now, let's tap out the sounds. /p/ /ĕ/ /t/. (/p/ /ĕ/ /t/)

ASK What word does that make? (*pet*)

3. Review the next sound. Display the corresponding letter-sound and cards.

SAY We also practiced the /ŏ/ sound. Remember, the letter o makes the sound heard at the beginning of our keyword, octopus. Let's practice saying it all together: /ŏ/ /ŏ/ /ŏ/. (/ŏ/ /ŏ/ /ŏ/)

4. Lead example word practice. Display the word *top* on the whiteboard.

SAY Because o is a vowel, its sound often comes in the middle of a word. Look at the word *top*. Let's use the word *top* to segment and blend the sounds. Say it with me: *top*. Now, let's tap out the sounds. /t/ /ŏ/ /p/. (/t/ /ŏ/ /p/)

ASK What word does that make? (*top*)

5. Review the next sound. Display the corresponding letter-sound and cards.

SAY We also practiced the /ks/ sound. Remember, the letter x makes the sound heard at the end of our keyword, fox. Let's practice saying it all together: /ks/ /ks/ /ks/. (/ks/ /ks/ /ks/)

6. Lead example word practice. Display the word *six* on the whiteboard.

SAY Because x is a special consonant, its sound only comes at the end of a word or syllable. Look at the word *six*. Let's use the word *six* to segment and blend the sounds. Say it with me: *six*. Now, let's tap out the sounds. /s/ /ĭ/ /ks/. (/s/ /ĭ/ /ks/)

ASK What word does that make? (*six*)

High-Frequency Words Fast Practice

Learning Target

I can read high-frequency words with automaticity and accuracy.

1. Introduce High-Frequency Words Fast Practice. Display each high-frequency word card for the week. Hold up one word at a time for quick recognition. The words for this week are *what*, *is*, and *all*.

SAY Let's do a lightning round. I'll show you the high-frequency words

for the week one at a time. You will say the word, spell the word, and then say the word again as fast as you can.

SAY Get ready to read this word as fast as you can. Now, together let's say it, spell it, and say it again: *what*, w-h-a-t, *what*. (*what*, w-h-a-t, *what*)

2. Repeat the process with the remaining high-frequency words for the week.

High-Frequency Words
Fast Practice

Word Work

Learning Target

I can use sound boxes to segment, blend, and spell words with e as /ě/, o as /ŏ/, and x as /ks/.

1. Display the image of three sound boxes, or draw three sound boxes on the whiteboard, and prompt students to explain how the tool supports spelling.

SAY We will use sound boxes to write words.

ASK How do sound boxes help us spell? (*They help us match letters to each sound in a word. Each box has a sound.*)

2. Lead students in tapping out the sounds in a word.

SAY I will say a word, and then we will tap out the sounds we hear in that word.

SAY The first word we are going to spell today is *pet*. Say, "*pet*." (*pet*)

SAY Let's tap the sounds together: /p/ /ě/ /t/. (*/p/ /ě/ /t/*)

TACTILE CUE Prompt students to use finger tapping by tapping the index finger to thumb, middle finger to thumb, and so on.

ASK How many sounds do we hear in *pet*? (*three*)

3. Model tapping the sound boxes as you tap each sound.

SAY Now, I will write the word *pet*, and I can use the sound boxes to help me. I can say each sound as I tap on the sound boxes.

TACTILE CUE /p/ (Tap the first box.)

TACTILE CUE /ě/ (Tap the middle box.)

TACTILE CUE /t/ (Tap the final box.)

4. Lead students in identifying the first sound in the word. Write the grapheme that represents the sound.

ASK What is the first sound in *pet*? (*/p/*)

ASK Which letter makes the sound /p/? (*p*)

SAY I will write the letter *p* in the first box. That shows us that the first sound in *pet*, /p/, is made by the letter *p*.

5. Repeat the previous step to identify and write the middle and final graphemes and sounds.

6. Distribute whiteboards and dry-erase markers to students. Instruct students to draw a rectangle on their whiteboards with two vertical lines to create three sound boxes. Invite students to write the word *pet* in their sound boxes.
7. Invite students to run a finger under each box, making each sound and blending them to read the word.

SAY Great. Now, we have letters to match the sounds we hear in *pet*. Let's slide a finger under the word as we say each sound and blend them together to read the word: /p/ /ě/ /t/, *pet*. (/p/ /ě/ /t/, *pet*)

SAY Now, we will make new words just by changing one sound in the word, using our sound boxes to help us.
8. Initiate creating word chains by changing one sound at a time.

SAY Now, we will make a new word by changing just one sound. Let's replace /ě/ with /ö/.

ASK What letter do we need to erase? (*e*)

ASK What letter do we need to replace it with? (*o*)
9. Erase *e*, and write *o* on the teacher model sound boxes. Have students do the same.
10. Prompt students to read the new word.

SAY Let's read the new word. Run a finger under each box as you make the sounds and blend them together: /p/ /ö/ /t/, *pot*. (/p/ /ö/ /t/, *pot*)
11. Continue the process with the following word chain: *pet*–*pot*–*got*–*get*.

Teacher Supports

Differentiation

- Use Elkonin boxes with counters before writing (students push a counter for each sound before matching to letters).
- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

- Observe student participation, and take note of who needs additional support with specific skills.

Choral Read

Learning Target

I can read a story at my reading level by segmenting and blending words with *e* as /ě/, *o* as /ö/, and *x* as /ks/.

1. Preview the decodable book *We Can Draw!* Distribute *We Can Draw!*, one per student.

SAY Today, we will read *We Can Draw!* Let's take a quick look at the cover and remember what the book is about.

ASK What do you recall from our first day with the book? (*Answers will vary.*)

SAY This book has words such as *Max*, *get*, *pen*, and *sit* in it. These words have the concepts we have been practicing. We'll look for these words as we read.

2. Introduce the story word.

SAY One special word in this story might be new to us. We call special words like these story words. Story words are important words that help us understand what the story is about. Our story word today is *draw*.

draw

"Hi, Max and Tom.
Get a pen and sit."

- Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY *Draw* is a word with a few meanings. In this book, *draw* means to make art using drawing materials, such as markers and whiteboards.

SAY In the word *draw*, the letters *d* and *r* make the sounds we expect: /d/ and /r/. The letters *aw* make the sound /aw/.

SAY When we put those sounds together, we get /d/ /r/ /aw/—*draw*.

I DO

- Introduce modeled reading.

SAY Now, we will read the story together. I'll read some sentences aloud, and I want you to listen carefully and follow along in your book. I'll show you how I segment sounds in a word. Then, I will blend those sounds together to read the word.

- Direct students to find the target sentences in their books. Read the sentences slowly.

SAY Find these sentences in your book: "Hi, Max and Tom. Get a pen and sit."

SAY I see lots of words with letters and sounds you have learned. Let's look at this word with *M*, *a*, and *x*. Let's tap out the sound that each of those letters makes: /m/ /ă/ /ks/.

SAY Now, I'll say the sounds quickly and blend them together to make a word: *Max*.

WE DO

- Invite students to read the sentences with you two times.

SAY Let's read the sentences again together slowly. ("Hi, Max and Tom. Get a pen and sit.")

SAY Let's read the sentences one more time, this time practicing reading the sentence with fluency, which means reading the words correctly, with just the right speed, and with expression like a storyteller. ("Hi, Max and Tom. Get a pen and sit.")



Teacher Supports

Differentiation

- Use cut-up sentences so students can rearrange words and practice before reading.

Wrap-Up

- Wrap up.

SAY Today, we read our decodable book and used our reading skills to segment and blend words with the sounds /ě/, /ö/ and /ks/.

Day 3



Prepare in Advance

Teacher

- Decodable book: *We Can Draw!*

Student

- Decodable book: *We Can Draw!*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Fluency Read

Learning Target

I can read aloud with fluency by using accurate words, smooth phrasing, and expression.

“Hi, Max and Tom.”

1. Introduce reading with fluency. Distribute the decodable book *We Can Draw!*, one per student.

SAY Today, we will practice reading with fluency. Fluency means reading words accurately, automatically, and at a smooth, appropriate pace. Fluent readers use expression and phrasing to sound like they are having a conversation with someone. Reading fluently helps us understand what we read. Let's start by reading a short part of our book together fluently.

I DO

1. Direct students to open their decodable book *We Can Draw!* Read the target sentence aloud with fluency.

SAY Listen as I read this sentence. Pay close attention to how I say the words correctly, clearly, and how I pause to make it sound just right. “Hi, Max and Tom.”

WE DO

1. Read the target sentence again, with students echoing after you. Focus on their pronunciation and phrasing. Encourage students to use a finger to track under each word as they read to ensure they stay connected to the text.

SAY Now, it's your turn. I'll read the sentence again, and then you'll echo me. Ready? “Hi, Max and Tom.” (“Hi, Max and Tom.”)

YOU DO

1. Introduce partner reading.

SAY Now, you'll read the whole book with a partner, taking turns reading each sentence. When it's your turn, read fluently with accuracy and expression. When your partner reads, listen carefully and offer help if needed.

2. Pair students in groups of two. Allow them to read the text aloud to each other, taking turns with each sentence.

SAY When you're ready, you can begin reading together.

SAY Remember, after each sentence, switch with your partner so both of you have a chance to read. Keep listening and reading carefully.

3. Circulate listening for accuracy, phrasing, and expression. Provide feedback as necessary, offering support if students struggle with decoding or fluency.

Teacher Supports

Differentiation

- Keep the pace brisk to maximize engagement, as students in the partial alphabetic phase may need frequent transitions to maintain focus.

Formative Assessment

- Listen as students take turns reading. Monitor for the following:
 - Accuracy: Are they decoding target words correctly?
 - Prosody: Are they using appropriate expression and pacing?
 - Self-correction: Are they noticing and fixing errors independently?

Writing

Learning Target

I can write a sentence using words with e as /ě/, o as /ŏ/, and x as /ks/ and draw a picture that matches my sentence.

“Hi, Max and Tom.
Get a pen and sit.”

1. Introduce writing.

SAY Now that we’ve practiced reading words with the /ě/, /ŏ/, and /ks/ sounds, it’s time to write. You’re going to write a sentence using words that include the /ě/, /ŏ/, and /ks/ sounds.
2. Direct students to find the target sentences in their books.

SAY Let’s look at an example. Find these sentences in your book: “Hi, Max and Tom. Get a pen and sit.”

ASK What words have the /ě/, /ŏ/, and /ks/ sounds? (*Max, Tom, get, pen*)
3. Distribute story writing paper or whiteboards.

SAY Now it’s your turn to write. You will write a sentence using your own ideas and words that include the /ě/, /ŏ/, and /ks/ sounds.
4. Encourage students to read their completed sentences aloud to themselves to check for accuracy. Once they’re finished writing, they can add an illustration to connect writing to visual representation.

SAY Now, let’s bring our sentences to life by drawing a picture that matches your sentence.

ASK Think about the details. What is happening in your picture? Does it match your words? (*Answers will vary.*)
5. Invite students to share their work. Provide corrective feedback as needed, and celebrate students’ writing habits.

ASK Who would like to share their work with the group? (*Answers will vary.*)

Teacher Supports

Differentiation

- If students struggle with encoding, encourage them to stretch out words by tapping the sounds along their arm.
- If students struggle with grapheme formation, model letter formation on a whiteboard.
- For students who struggle to generate words with the concept focus, provide a list of examples, such as *yes, bed, pot, fox, get, and hop*.
- To support students who have difficulty beginning their sentence, offer a sentence starter connected to their chosen concept focus word(s).

Formative Assessment

- Check for the application of phonics patterns in written words. Evaluate whether students demonstrate comprehension through their completed sentences.

Wrap-Up

1. Wrap up.

SAY Today, we reread our decodable book and worked on reading fluently. We used our /ě/, /ŏ/ and /ks/ sounds to write a sentence.

Day 4**Prepare in Advance****Teacher**

- Decodable book: *We Can Draw!*

Student

- Decodable book: *We Can Draw!*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Reread for Comprehension**Learning Target**

I can read a story and comprehend it.

You Do

1. Introduce whisper reading. Distribute the decodable book *We Can Draw!*, one per student.
SAY Let's start by whisper reading our book today. That means you'll read aloud in a quiet whisper to yourself. As you read, think about what the book is about and what is happening at the beginning, middle, and end.
2. Circulate as students whisper read. Provide corrective feedback as needed, and celebrate students' reading habits.



Teacher Supports

Differentiation

- Facilitate echo or partner reading (instead of whisper reading) for students who need additional support.

Formative Assessment

- Observe each student as they whisper read.
 - Watch for self-monitoring (e.g., self-correcting misread words or hesitations).
 - For students struggling with decoding or comprehension, document specific areas of need to address in future sessions or one-on-one intervention.

Guided Retelling

Learning Target

I can retell a story by describing what happened at the beginning, middle, and end.

1. Introduce retelling the story.

SAY Today, we will retell our story to make sure we understand what happened. When we retell a story, we think about the beginning, middle, and end.

2. Use open-ended questions to guide the retelling. If students struggle to recall details, direct students to go back and reread the full book or specific parts of the book.

ASK What happens at the beginning of the story? (Miss Chang asks Max and Tom what they can draw.)

ASK What happens next? (Max and Tom draw pictures on their whiteboards. Miss Chang asks if they can draw fish.)

ASK How does the story end? (Miss Chang draws a shark wearing a crown. They call the shark the king of them all.)



Teacher Supports

Differentiation

- Have students point to pictures in the book as they retell the story. If needed, prompt students by directing them to look back to a specific page and share what is happening.

Formative Assessment

- Monitor students' ability to recall key story details without prompting. If they rely heavily on support, consider reteaching comprehension strategies like revisiting the text or looking at pictures for clues.

Comprehension Discussion

Learning Target

I can answer questions about a story and use examples from the text to explain my thinking.

1. Introduce comprehension questions. Encourage students to reference the text as they answer.

SAY Let's talk about the book. I'll ask some questions, and you can share your answers. Remember, you can look back in the book to find the answer if you need to.

ASK What does Max's fish wish for? *(The fish wishes for a bug.)*

ASK How do the kids react to the teacher's prompts? *(The kids are excited and the teacher's prompts help them get creative.)*



Teacher Supports

Formative Assessment

- Listen for accuracy and depth in students' answers. Are students providing evidence from the text or illustrations to support their answers?
- If students struggle with comprehension questions, observe whether the difficulty stems from a lack of vocabulary knowledge, difficulty connecting the story events to the main idea, or challenges locating evidence in the text.

Text Connection Writing

I like ...

Learning Target

I can write and illustrate a sentence explaining my favorite part or favorite character of the story.

1. Introduce personal response writing to the decodable book *We Can Draw!* Encourage students to reference the text as they answer.

ASK When you think about this story, who was your favorite character, or what was your favorite part of the story? *(Answers will vary.)*

2. Distribute story writing paper or whiteboards.

SAY Write a sentence about your favorite character or your favorite part of the story. After you write your sentence, you can draw a picture to match it.

SAY If you need help getting started, you can use the sentence starter: "I like ..."

3. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.

SAY If you want to show your work, I'll be excited to see your creativity.



Teacher Supports

Differentiation

- Provide immediate feedback on sentence structure, phonics accuracy, and connection to the story.

Wrap-Up

1. Wrap up.

SAY Today, we practiced reading and talking about our decodable book. You decoded the words in the book, read the book fluently, and understood the story's meaning.

Day 5



Prepare in Advance

Teacher

- Decodable book: *We Can Draw!*

Student

- Decodable book: *We Can Draw!*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Tapping Sounds

Learning Target

I can segment and blend words with e as /ě/, o as /ǒ/, and x as /ks/.

1. Introduce the tapping sounds activity.

SAY We're going to play a tapping activity to help us hear all the sounds in a word. You'll tap a spot for each sound, starting at the top of your head. First, I'll say a word. Then, we'll act out "Head, Shoulders, Knees and Toes," tapping a spot for each sound in the word.

SAY For the first sound, touch your head. For the second sound, touch your shoulders. For the third sound, touch your knees. If there's another sound, we'll go to our toes. After we tap all the sounds, we'll blend them together to say the whole word.

2. Practice words with the target sounds /ě/, /ǒ/, and /ks/ together.

SAY Let's try it with the word *rob*. The first sound is /r/, so touch your head and say /r/.

SAY The next sound is /ǒ/, so touch your shoulders and say /ǒ/.

SAY The last sound is /b/, so touch your knees and say /b/.

SAY Now, let's put it together: /r/ /ǒ/ /b/, *rob*. (/r/ /ǒ/ /b/, *rob*)

3. Continue the tapping sounds game for the words *bet*, *tax*, *get*, *wax*, and *dog*.

rob
bet
tax
get
wax
dog

Teacher Supports

Differentiation

- Incorporate body movements as well (e.g., clapping, stepping) to make the activity more active and engaging.

Formative Assessment

- Monitor students' ability to isolate sounds (i.e., phonemes) and recall phonics patterns.

High-Frequency Word Tabletop Writing

Learning Target

I can chorally spell high-frequency words.

1. Lead the tabletop writing activity for high-frequency words. Students "write" each letter of the word on the tabletop with a finger as the group chorally spells the high-frequency words out loud.

SAY Our first high-frequency word is *what*. Today, we will practice spelling *what* with a finger, writing each letter on the table as we say it.

SAY The first letter is *w*, so write a *w* on the table with your finger and say, "*w*."

SAY The next letter is *h*, so write an *h* on the table with your finger and say, "*h*."

SAY The next letter is *a*, so write an *a* on the table with your finger and say, "*a*."

SAY The last letter is *t*, so write a *t* on the table with your finger and say, "*t*."

SAY Now, let's put it together: *w-h-a-t*, *what*.

2. Repeat this instructional routine for the rest of the high-frequency words from this week.

what
is
all

Teacher Supports

Differentiation

- Incorporate different sensory materials (e.g., sand trays, shaving cream) to make the activity more engaging.

Fluency Reread

Learning Target

I can read aloud with fluency by using accurate words, smooth phrasing, and expression.

1. Introduce rereading for fluency. Distribute the decodable book *We Can Draw!*, one per student.

SAY Today, we will reread our story to practice reading fluently. That means reading the words correctly, with just the right speed, and with good expression, like a storyteller.

"Hi, Max and Tom.
Get a pen and sit."

I DO

1. Model reading sentences from *We Can Draw!* fluently. Read the sentences aloud, using a finger to track under the words as you read.
SAY Listen as I read these sentences. Pay close attention to how I say the words correctly, clearly, and with expression. Notice how I pause between sentences to make it sound just right. “Hi, Max and Tom. Get a pen and sit.”

WE DO

1. Invite students to read chorally with you. Focus on pronunciation and phrasing. Encourage students to use a finger to track under each word as they read to ensure they stay connected to the text.
SAY Now, it’s your turn. We’ll read the sentences together, focusing on reading fluently. Ready? “Hi, Max and Tom. Get a pen and sit.” (“Hi, Max and Tom. Get a pen and sit.”)

YOU DO

1. Invite students to whisper read independently.
SAY Now, it’s your turn to practice. I want you to whisper read the remainder of the book to yourself. Use a finger to track under the words you are reading, and try to read as fluently as you can.
2. Allow students a few minutes to read the text independently. Circulate to listen in on individual students. Provide corrective feedback as needed, and celebrate students’ reading habits.



Teacher Supports

Formative Assessment

- Assess fluency by listening to whisper reads. Take note of decoding accuracy, self-monitoring (e.g., self-correcting errors), and pacing.

Extension Writing

Learning Target

I can imagine, illustrate, and write a different ending for a story using words I’ve learned during the week.

1. Display *We Can Draw!* Introduce imagining what happens when the story ends.
SAY Now, we will use our imaginations. What do you think happens next after the end of the story?
2. Distribute story writing paper or whiteboards. Direct students to create a new ending to the story.
SAY Let’s create the next part of the story. Draw what you think will happen next in *We Can Draw!*
3. Guide students to add labels or a short sentence to describe their drawing. Encourage students to use the phonics patterns and high-frequency words from the week.
SAY You can use our words from this week to help you tell about your new ending by adding labels to your illustration or writing a sentence. Remember to tap out the sounds as you write your words.



4. Invite students to share their work.

SAY Now, you can share your work with the group. I enjoy seeing your thinking and how your writing skills are growing.



Teacher Supports

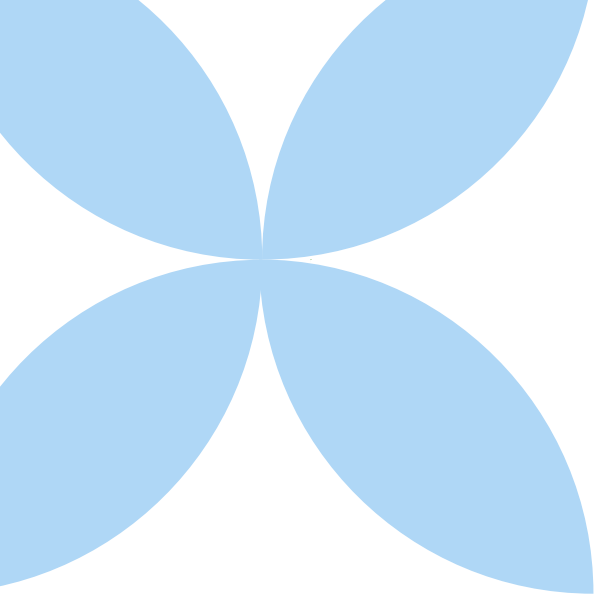
Formative Assessment

- Look for evidence of phonics application in student writing (e.g., spelling words with the correct target phonics pattern).

Wrap-Up

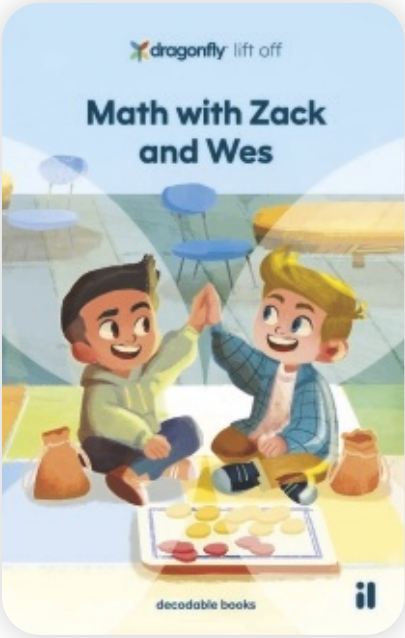
1. Wrap up.

SAY Today, we practiced tapping out the sounds in words with /ě/, /ŏ/, and /ks/, worked on spelling our high-frequency words, and reread our decodable book to build our reading fluency. We also got creative by writing our own endings to the story.



Concepts: Extra Practice: *sh* as /sh/, *th* as /th/ (voiced and unvoiced), *ch* as /ch/, *wh* as /w/, *qu* as /kw/, and *ck* as /k/

Math with Zack and Wes

Decodable Book 	Concept Focus Words back math thin duck moth when
	New High-Frequency Words big here ran
	Story Word count In this book, the word <i>count</i> is a story word. It is used to support the reader's understanding of the action in the decodable book, <i>Math with Zack and Wes</i>, in which Zack and Wes use counters to practice adding.
Instructional Standards RL.K.1, RL.K.2, RL.K.7, RF.K.1.A, RF.K.2.D, RF.K.3.A, RF.K.3.B, RF.K.3.C, RF.K.4, W.K.1, W.K.3, W.K.8, SL.K.5, L.K.1.F, L.K.2.D, RL.1.1, RL.1.2, RL.1.7, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3.B, RF.1.3.G, RF.1.4.A, RF.1.4.B, W.1.1, W.1.8, SL.1.5, L.1.1.J, L.1.2.D, L.1.2.E, RL.2.1, RL.2.2, W.2.1, W.2.8, SL.2.5	

Day 1



Prepare in Advance

Teacher

- Letter-sound cards: *th* (voiced), *th* (unvoiced), *wh*, *ck*
- Articulation cards: /th/ (voiced and unvoiced), /w/ (as in *wh*), /k/ (as in *ck*)
- High-frequency word cards: *big*, *ran*, *here*
- Decodable book: *Math with Zack and Wes*

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Math with Zack and Wes*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/.

1. Introduce blending words.

SAY Today, we will work with the digraphs /th/ (voiced and unvoiced), /w/, and /k/ to get our brains ready for reading. Listen to the sounds I say, then blend the sounds into a word.

2. Begin blending words.

SAY /m/ /ă/ /th/

ASK What's the word? (*math*)

SAY /th/ /ă/ /t/

ASK What's the word? (*that*)

SAY /w/ /ě/ /n/

ASK What's the word? (*when*)

SAY /l/ /ö/ /k/

ASK What's the word?" (*lock*)

3. Introduce segmenting words.

SAY Now, we will segment words with the sounds /th/, /w/, and /k/ to get our brains ready for reading. Listen to the word, then segment it into the sounds that make up the word.

4. Begin segmenting words.

ASK What are the sounds in the word *math*? (/m/ /ă/ /th/)

ASK What are the sounds in the word *that*? (/th/ /ă/ /t/)

ASK What are the sounds in the word *when*? (/w/ /ě/ /n/)

ASK What are the sounds in the word *lock*? (/l/ /ö/ /k/)

5. Guide word skywriting.

SAY Write the word *math* in the air with me.

SAY Write the word *that* in the air with me.

SAY Write the word *when* in the air with me.

SAY Write the word *lock* in the air with me.

Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds.

Phonics: /th/ (voiced and unvoiced), /w/ (as *wh*), and /k/ (as *ck*)



Learning Target

I can recognize and pronounce /th/ (voiced and unvoiced), /w/, and /k/ digraph sounds in words.

Note: The phonemes /th/ (unvoiced) and /th/ (voiced) are taught in this lesson. The (unvoiced) and (voiced) parentheses are meant as a teacher cue to ensure the sound is pronounced correctly and do not need to be said aloud.

- Practice the digraph sounds. Display the corresponding articulation and letter-sound cards.

SAY This week, we'll practice some of our digraph sounds. Digraphs are two letters that work together to make one sound. Let's start with *th*. *Th* makes two sounds: /th/ (voiced) and /th/ (unvoiced).

SAY *Th* can say /th/ (voiced), like in our keyword *feather*. Watch my mouth say /th/ (voiced). Now you try. (/th/)

SAY When I say /th/ (voiced) like in *feather* I can feel the vibration in my throat. Touch your throat and say /th/. (/th/)

SAY *Th* can also say /th/ (unvoiced) like in our keyword *panther*. Watch my mouth say /th/ (unvoiced). Now you try. (/th/)

SAY When I say /th/ (unvoiced) like in *panther* I don't feel a vibration in my throat. Touch your throat and say /th/ to feel the difference. (/th/)
- Introduce the /th/ (voiced and unvoiced) sound at the beginning of the word.

SAY In some words, *th* says /th/ (voiced) at the beginning, like in the word *that*. Watch my mouth say /th/ (voiced) at the beginning as I say the word slowly: *that*. Now you try. (that)

SAY In some words, *th* says /th/ (unvoiced) at the beginning, like in the word *thin*. Watch my mouth say /th/ (unvoiced) at the beginning as I say the word slowly: *thin*. Now you try. (thin)
- Introduce the /th/ (voiced and unvoiced) sound at the end of the word.

SAY In some words, *th* says /th/ (voiced) at the end, like in the word *smooth*. Watch my mouth say /th/ (voiced) at the end as I say the word slowly: *smooth*. Now you try. (smooth)

SAY In some words, *th* says /th/ (unvoiced) at the end, like in the word *math*. Watch my mouth say /th/ (unvoiced) at the end as I say the word slowly: *math*. Now you try. (math)
- Review sounds with multisensory support.

SAY Let's skywrite the letters *th* together. Use your finger to write *th* in the air while saying the sound: /th/ (voiced and unvoiced).
- Repeat steps 2 and 4 with the beginning sound: /w/ (*wham*).

6. Repeat steps 3 and 4 with the ending sound: /k/ (yuck).



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

High-Frequency Word: *big*

big

Learning Target

I can read and spell the high-frequency words *big*, *ran*, and *here*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *big*, *ran*, and *here*.

2. Display the word: *big*.

SAY This word is *big*. *Big* has three letters: *b*, *i*, *g*.

3. Explain how to use the high-frequency word when speaking. Emphasize the word *big* when reading the sentences below.

SAY We use the word *big* to describe something large in size. You might hear someone say, “That is a big dog” or “The big balloon floated in the sky.”

4. Teach the grapheme-phoneme correspondences in the word.

SAY *Big* has three sounds: /b/ /i/ /g/.

SAY The letter *b* says /b/.

SAY The letter *i* says /i/.

SAY The letter *g* says /g/.

5. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter makes the sound we expect. So, we call all the sounds in this word “regular.”

6. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /b/ /i/ /g/ — *big*.

7. Prompt students to read the word.

SAY So, when we see this word, we know to read it as *big*.

ASK What’s this word? (*big*)

8. Guide a word-meaning discussion.

ASK Can someone use *big* in a sentence? (Answers will vary.)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

High-Frequency Word: *ran*

ran

Learning Target

I can read and spell the high-frequency words *big*, *ran*, and *here*.

1. Display the word: *ran*.
SAY This word is *ran*. *Ran* has three letters: *r*, *a*, *n*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *ran* when reading the sentences below.
SAY We use the word *ran* to describe when someone moved quickly on their feet and it happened in the past. Someone might say “I ran to the park” or “She ran to catch the ball.”
3. Teach the grapheme-phoneme correspondences in the word.
SAY *Ran* has three sounds: /r/ /ă/ /n/.
SAY The letter *r* says /r/.
SAY The letter *a* says /ă/.
SAY The letter *n* says /n/.
4. Address the regularity of the grapheme-phoneme correspondences in the word.
SAY In this word, each letter makes the sound we expect. So, we call all the sounds in this word “regular.”
5. Invite students to say the sounds in the word and then blend the sounds together to form the word.
SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.
SAY /r/ /ă/ /n/ — *ran*.
6. Prompt students to read the word.
SAY So when we see this word, we know to read it as *ran*.
ASK What’s this word? (*ran*)
7. Guide a word-meaning discussion.
ASK Can someone use *ran* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

High-Frequency Word: *here*

here


Learning Target

I can read and spell the high-frequency words *big*, *ran*, and *here*.

1. Display the word: *here*.
SAY This word is *here*. *Here* has four letters: *h*, *e*, *r*, *e*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *here* when reading the sentences below.

SAY We use the word *here* to talk about a place close to us. You might hear someone say “We are here, at the playground” or “Come over here!”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Here* has three sounds: /h/ /ē/ /r/.

SAY The letter *h* says /h/.

SAY The letter *e* says /ē/.

SAY The letter *r* says /r/.

SAY The letter *e* at the end is silent.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The long vowel *e* and silent *e* concept is temporarily irregular.

SAY In this word the letters *h* and *r* make the sound we expect. This word also has tricky parts. The letters *e* and *e* don’t make the sound we expect them to. The first *e* is making a long vowel sound /ē/ here because it has the help of the *e* at the end of the word. So, we’ll mark them with hearts to remind us that these parts of the word need to be remembered by heart.

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /h/ /ē/ /r/ — *here*.

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *here*.

ASK What’s this word? (*here*)

7. Guide a word-meaning discussion.

ASK Can someone use *here* in a sentence? (*Answers will vary.*)

8. Distribute whiteboards to students. Invite students to write the high-frequency words *big*, *ran*, *here*.



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

Model Read

Learning Targets

I can make predictions about a story. Also, I can follow along and listen for new high-frequency words and words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/.

1. Preview *Math with Zack and Wes* by showing the front and back covers.

SAY This is the front cover of the book. The front cover is like a special doorway into a story. It helps us know what the book is about when we read the title and look at the picture on the front cover.

Then the clock ticks.

SAY I'm going to turn the book around. This is the back cover. The back cover doesn't usually have a large title or a big picture like the front cover. Instead, it might have a small picture or some words that tell us more about the story. Sometimes, it might tell us why the book is exciting to read.

SAY The title is the name of the book and can be found on the front cover. The title of this book is *Math with Zack and Wes*.

SAY A prediction is a smart guess about what will happen using clues from the story and what you already know.

ASK What do you predict this book will be about? (Answers will vary.)

SAY We'll see a lot of words with the /th/ (voiced and unvoiced), /w/, and /k/ sounds and our high-frequency words *big*, *ran*, and *here*. Let's look for these words as we read.

2. Distribute the decodable book *Math with Zack and Wes*, one per student.

I DO

1. Point to the target sentence, and model reading it aloud fluently.

SAY As I read the sentence, follow along in your book. Slide a finger under each word as I read it aloud. Listen carefully for this week's sounds and high-frequency words. "Then the clock ticks."

2. Ask students if they heard any words with /th/ (voiced and unvoiced), /w/, and /k/ or the high-frequency words *big*, *here*, and *ran*.

ASK Did you hear any words with the voiced *th*? (Yes, *then* and *the*)

ASK Did you hear any words with the unvoiced *th*? (No.)

ASK Did you hear any words with the /w/ digraph? (No.)

ASK Did you hear any words with the /k/ digraph? (Yes, *clock* and *ticks*.)

ASK Did you hear this week's high-frequency words? (No.)

Wrap-Up

1. Wrap up.

SAY Today, we worked on the sounds /th/ (voiced and unvoiced), /w/, and /k/ and practiced blending and segmenting words with digraphs along with our high-frequency words *big*, *ran*, and *here*. We started reading our decodable book and decoded words with our new sounds.

Day 2



Prepare in Advance

Teacher

- Letter-sound cards: *th* (voiced and unvoiced), *wh*, *ck*
- High-frequency word cards: *big*, *ran*, *here*
- Decodable book: *Math with Zack and Wes*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Whiteboard
- Dry-erase marker
- Decodable book: *Math with Zack and Wes*

Warm-Up

Learning Target

I can segment and blend words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/.

1. Introduce blending words.

SAY Today, we will work with the sounds /th/ (voiced and unvoiced), /w/, and /k/ to get our brains ready for reading. Listen to the sounds I say, then blend the sounds into a word.

2. Begin blending words.

SAY /th/ /ě/ /n/

ASK What's the word? (*then*)

SAY /w/ /ĩ/ /th/

ASK What's the word? (*with*)

SAY /l/ /ü/ /k/

ASK What's the word? (*luck*)

SAY /w/ /ĩ/ /p/

ASK What's the word? (*whip*)

3. Introduce segmenting words.

SAY Now, we will segment words with the sounds /th/ (voiced and unvoiced), /w/ (as *wh*), and /k/ (as *ck*) to get our brains ready for reading. Listen to the word, then segment into the sounds that make up the word.

4. Begin segmenting words.

ASK What are the sounds in the word *then*? (/th/ /ě/ /n/)

ASK What are the sounds in the word *with*? (/w/ /ĩ/ /th/)

ASK What are the sounds in the word *luck*? (/l/ /ü/ /k/)

ASK What are the sounds in the word *whip*? (/w/ /ĩ/ /p/)

5. Guide word skywriting.

SAY Write the word *then* in the air with me.

SAY Write the word *with* in the air with me.

SAY Write the word *luck* in the air with me.

SAY Write the word *whip* in the air with me.

Phonics Review

Learning Target

I can segment and blend words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/.

1. Review the concept for the week: /th/ (voiced and unvoiced), /w/, and /k/.

Display the corresponding letter-sound cards.

SAY We've talked about some digraph sounds. Remember, digraphs are two letters that work together to make one sound. Let's practice saying the sounds that some of our digraphs make.



2. Review the first digraph sound. Display the corresponding letter-sound cards.
 - SAY** Remember, the digraph *th* can be voiced or unvoiced. The letters *th* make the /th/ (voiced) sound heard in the middle of our keyword, *feather*. Let's practice saying it all together: /th/ /th/ /th/. (/th/ /th/ /th/)
 - SAY** When I say /th/ (voiced) like in *feather* I can feel the vibration in my throat. Touch your throat and say /th/. (/th/)
 - SAY** The letters *th* also make the /th/ (unvoiced) sound heard in the middle of our keyword, *panther*. Let's practice saying it all together: /th/ /th/ /th/. (/th/ /th/ /th/)
 - SAY** When I say /th/ (unvoiced) like in *panther* I don't feel a vibration in my throat. Touch your throat and say /th/ to feel the difference. (/th/)
3. Lead example word practice. Display the word *that* on the whiteboard.
 - SAY** The digraph *th* can come at the beginning, middle or end of a word. Look at the word *that*. Let's use the word *that* with a voiced *th* to segment and blend the sounds. Say it with me: *that*. Now, let's tap out the sounds: /th/ /ă/ /t/. (/th/ /ă/ /t/)
 - ASK** What word does that make? (*that*)
4. Lead example word practice. Display the word *path* on the whiteboard.
 - SAY** Now, look at the word *path*. Let's use the word *path* with an unvoiced *th* to segment and blend the sounds. Say it with me: *path*. Let's tap out the sounds: /p/ /ă/ /th/. (/p/ /ă/ /th/)
 - ASK** What word does that make? (*path*)
5. Review the next sound. Display the corresponding letter-sound and cards.
 - SAY** We also practiced the /w/ sound. Remember, the letters *wh* make the sound heard at the beginning of our keyword, *whale*. Let's practice saying it all together: /w/ /w/ /w/. (/w/ /w/ /w/)
6. Lead example word practice. Display the word *whip* on the whiteboard.
 - SAY** The digraph *wh* comes at the beginning of a word. Look at the word *whip*. Let's use the word *whip* to segment and blend the sounds. Say it with me: *whip*. Now, let's tap out the sounds: /w/ /i/ /p/. (/w/ /i/ /p/)
 - ASK** What word does that make? (*whip*)
7. Repeat this process with the ending digraph sound: /k/ (*duck, luck*)

High-Frequency Words Fast Practice

Learning Target

I can read high-frequency words with automaticity and accuracy.

1. Introduce High-Frequency Words Fast Practice. Display each high-frequency word card for the week. Hold up one word at a time for quick recognition. The words for this week are *big*, *here*, and *ran*.
 - SAY** Let's do a lightning round. I'll show you the high-frequency words for the week one at a time. You will say the word, spell the word, and then say the word again as fast as you can.
 - SAY** Get ready to read this word as fast as you can. Now together let's say it, spell it, and say it again: *big*, *b-i-g*, *big*. (*big, b-i-g, big*)
2. Repeat this process with the remaining high-frequency words for the week.

High-Frequency Words
Fast Practice

Word Work

Learning Target

I can use sound boxes to segment, blend, and spell words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/.

m	a	th
---	---	----

b	a	th
---	---	----

1. Display the image of three sound boxes, or draw three sound boxes on the whiteboard, and prompt students to explain how the tool supports spelling.

SAY We will use sound boxes to write words.

ASK How do sound boxes help us spell? *(They help us spell by helping us match letters to each sound in a word. Each box is a sound.)*

2. Lead students in tapping out the sounds in a word.

SAY I will say a word, and then we will tap out the sounds we hear in that word.

SAY The first word we are going to spell today is *math*. Say, “*math*.” *(math)*

SAY Let’s tap the sounds together: /m/ /ă/ /th/.

TACTILE CUE Prompt students to use finger tapping by tapping the index finger to thumb, middle finger to thumb, and so on.

ASK How many sounds do we hear in *math*? *(three)*

3. Model tapping the sound boxes as you tap each sound.

SAY Now, I will write the word *math*, and I can use the sound boxes to help me. I can say each sound as I tap on the sound boxes.

TACTILE CUE /m/ (Tap the first box.)

TACTILE CUE /ă/ (Tap the middle box.)

TACTILE CUE /th/ (Tap the final box.)

4. Lead students in identifying the first sound in the word. Write the grapheme that represents the sound.

ASK What is the first sound in *math*? *(/m/)*

ASK Which letter makes the sound /m/? *(m)*

SAY I will write the letter *m* in the first box. That shows us that the first sound in *math*, /m/, is made by the letter *m*.

5. Repeat the previous step to identify and write the middle and final graphemes and sounds.

6. Distribute whiteboards and dry-erase markers to students. Instruct students to draw a rectangle on their whiteboards with two vertical lines to create three sound boxes. Invite students to write the word *math* in their sound boxes.

7. Invite students to run a finger under each box, making each sound and blending them to read the word.

SAY Great. Now, we have letters to match the sounds we hear in *math*. Let’s slide a finger under the word as we say each sound and blend them together to read the word: /m/ /ă/ /th/, *math*.

SAY Now, we will make new words just by changing one sound in the word, using our sound boxes to help us.

8. Initiate creating word chains by changing one sound at a time.

SAY Now, we will make a new word by changing just one sound. Let’s replace /m/ with /b/.

ASK What letter do we need to erase? *(m)*

ASK What letter do we need to replace it with? *(b)*

9. Erase *m*, and write *b* on the teacher model sound boxes. Have students do the same.

10. Prompt students to read the new word.

SAY Let’s read the new word. Run a finger under each box as you make the sounds, and blend them together: /b/ /ă/ /th/, *bath*.

11. Continue the process with the following word chain: *math–bath–back–lack*.

Teacher Supports

Differentiation

- Use Elkonin boxes with counters before writing (students push a counter for each sound before matching to letters).
- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

- Observe student participation, and take note of who needs additional support with specific skills.

Choral Read

count

Learning Target

I can read *Math with Zack and Wes* by segmenting and blending words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/.

Zack and Wes sit and chat.

1. Preview the book *Math with Zack and Wes*. Distribute *Math with Zack and Wes*, one per student.

SAY Today, we will read *Math with Zack and Wes*. Let's take a quick look at the cover and remember what the book is about.

ASK What do you recall from our first day with the book? (Answers will vary.)

SAY This book has words such as *then*, *math*, *clock*, and *when* in it. These words all have a digraph. We'll look for these words as we read.

2. Introduce the story word.

SAY There is one special word in this story that might be new to us. We call these special words story words. Story words are important words that help us understand what the story is about. Our story word today is *count*.

3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY *Count* means to say numbers in order to find out how many there are.

SAY In the word *count*, the letter *c* makes the /k/ sound. The letters *ou* make the /ow/ sound. The letters *n* and *t* make the sounds we expect, /n/ and /t/.

SAY When we put those sounds together, we get /k/ /ow/ /n/ /t/, *count*.

I DO

1. Introduce modeled reading.

SAY Now, we will read the story together. I'll read a sentence aloud, and I want you to listen carefully and follow along in your book. I'll show you how I segment sounds in a word. Then I will blend those sounds together to read the word.

2. Direct students to find the target sentence in their books. Read the sentence aloud slowly.

SAY Find this sentence in your book: "Zack and Wes sit and chat."

SAY I see a word with the letters *Z*, *a*, *c*, and *k*. Let's tap out the sounds each of those letters make: /z/ /ă/ /k/.

SAY Now I'll say the sounds quickly and blend them together to make a word: *Zack*.

WE DO

1. Invite students to read the target sentence with you two times.

SAY Let's read the sentence again together slowly. ("Zack and Wes sit and chat.")

SAY Let's read the sentence one more time, this time practicing reading the sentence with fluency, which means reading the words correctly, with just the right speed, and with good expression, like a storyteller. ("Zack and Wes sit and chat.")



Teacher Supports

Differentiation

- Use cut-up sentences so students can rearrange words and practice before reading.

Wrap-Up

1. Wrap up.

SAY Today, we read our decodable book and used our reading skills to segment and blend words with the sounds /th/ (voiced and unvoiced), /w/, and /k/.

Day 3



Prepare in Advance

Teacher

- Decodable book: *Math with Zack and Wes*

Student

- Decodable book: *Math with Zack and Wes*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Fluency Read

Zack and Wes sit and chat.

Learning Target

I can read aloud with fluency by using accurate words, smooth phrasing, and expression.

1. Introduce reading with fluency. Distribute the decodable book *Math with Zack and Wes*, one per student.

SAY Today, we will practice reading with fluency. Fluency means reading words accurately, automatically, and at a smooth, appropriate pace. Fluent readers use expression and phrasing to sound like they are having a conversation with someone. Reading fluently helps us understand what we read. Let's start by reading a short part of our book together fluently.

I DO

1. Direct students to open their decodable book *Math with Zack and Wes*. Read the target sentence aloud with fluency.

SAY Listen as I read this sentence. Pay close attention to how I say the words correctly, clearly, and how I pause to make it sound just right. "Zack and Wes sit and chat."

WE DO

1. Read the target sentence again, with students echoing after you. Focus on their pronunciation and phrasing. Encourage students to use a finger to track under each word as they read to ensure they stay connected to the text.

SAY Now, it's your turn. I'll read the sentence again, and then you'll echo me. Ready? "Zack and Wes sit and chat."
("Zack and Wes sit and chat.")

YOU DO

1. Introduce partner reading.

SAY Now, you'll read the whole book with a partner, taking turns reading each sentence. When it's your turn, read fluently with accuracy and expression. When your partner reads, listen carefully and offer help if needed.

2. Pair students in groups of two. Allow them to read the text aloud to each other, taking turns with each sentence.

SAY When you're ready, you can begin reading together.

SAY Remember, after each sentence, switch with your partner so both of you have a chance to read. Keep listening and reading carefully.

3. Circulate, listening for accuracy, phrasing, and expression. Provide feedback as necessary, offering support if students struggle with decoding or fluency.



Teacher Supports

Differentiation

- Keep the pace brisk to maximize engagement, as students in the partial alphabetic phase may need frequent transitions to maintain focus.

Formative Assessment

- Listen as students take turns reading. Monitor for the following:
 - Accuracy: Are they decoding target words correctly?
 - Prosody: Are they using appropriate expression and pacing?
 - Self-correction: Are they noticing and fixing errors independently?

Writing

Then the clock ticks.

Learning Target

I can write a sentence using words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/ and draw a picture that matches my sentence.

1. Introduce writing.

SAY Now that we've practiced reading words with /th/ (voiced and unvoiced), /w/, and /k/, it's time to write. You're going to write a sentence using words that include these digraphs.

2. Direct students to find the target sentence in their books.

SAY Let's look at an example. Find this sentence in your book: "Then the clock ticks."

ASK What words have digraphs in them? (*Then, the, clocks, tick*)

3. Distribute story writing paper or whiteboards.

SAY Now it's your turn to write. You will write a sentence using your own ideas and words that include the digraphs *th*, *wh*, and *ck*.

4. Encourage students to read their completed sentences aloud to themselves to check for accuracy. Once they're finished writing, they can add an illustration to connect writing to visual representation.

SAY Now, let's bring our sentences to life by drawing a picture that matches your sentence.

ASK Think about the details. What is happening in your picture? Does it match your words? (*Answers will vary.*)

5. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.

ASK Who would like to share their work with the group? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students struggle with encoding, encourage them to stretch out words by tapping the sounds along their arm.
- If students struggle with grapheme formation, model letter formation on a whiteboard.
- For students who struggle to generate words with the concept focus, provide a list of examples, such as *them*, *path*, *thin*, *whiz*, *lick*, and *pack*.
- To support students who have difficulty beginning their sentence, offer a sentence starter connected to their chosen concept focus word(s).

Formative Assessment

- Check for the application of phonics patterns in written words. Evaluate whether students demonstrate comprehension through their completed sentences.

Wrap-Up

1. Wrap up.

SAY Today, we reread our decodable book and worked on reading fluently. We used our digraphs *th*, *wh*, and *ck* to write a sentence.

Day 4



Prepare in Advance

Teacher

- Decodable book: *Math with Zack and Wes*

Student

- Decodable book: *Math with Zack and Wes*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Reread for Comprehension

Learning Target

I can read a story and comprehend it.

YOU DO

1. Introduce whisper reading. Distribute the decodable book *Math with Zack and Wes*, one per student.
SAY Let's start by whisper reading our book today. That means you'll read aloud in a quiet whisper to yourself. As you read, think about what the book is about and what is happening at the beginning, middle, and end.
2. Circulate as students whisper read. Provide corrective feedback as needed and celebrate students' reading habits.



Teacher Supports

Differentiation

- Facilitate echo or partner reading (instead of whisper reading) for students who need additional support.

Formative Assessment

- Observe each student as they whisper read:
 - Watch for self-monitoring (e.g., self-correcting misread words or hesitations).
 - For students struggling with decoding or comprehension, document specific areas of need to address in future sessions or one-on-one intervention.

Guided Retelling

Learning Target

I can retell a story by describing what happened at the beginning, middle, and end.

1. Introduce retelling the story.
SAY Today, we will retell our story to make sure we understand what happened. When we retell a story, we think about the beginning, middle, and end.



2. Use open-ended questions to guide the retelling. If students struggle to recall details, direct students to go back and reread the full book or specific parts of the book.

ASK What happened at the beginning of the story? (*Zack and Wes sit and chat until the clock ticks 10.*)

ASK What happened next? (*Zack and Wes sit on the big rug and take out their red and tan math chips.*)

ASK How did the story end? (*Zack and Wes count all of their chips.*)



Teacher Supports

Differentiation

- Have students point to pictures in the book as they retell the story. If needed, prompt students by directing them to look back to a specific page and share what is happening.

Formative Assessment

- Monitor students' ability to recall key story details without prompting. If they rely heavily on support, consider reteaching comprehension strategies like revisiting the text or looking at pictures for clues.

Comprehension Discussion

Learning Target

I can answer questions about a story and use examples from the text to explain my thinking.

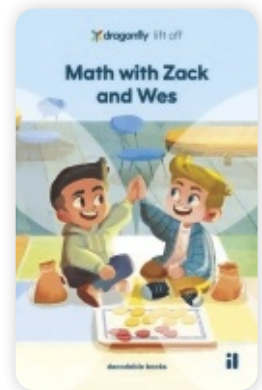
1. Introduce comprehension questions. Encourage students to reference the text as they answer.

SAY Let's talk about the book. I'll ask some questions, and you can share your answers.

Remember, you can look back in the book to find the answer if you need to.

ASK Why do the students sit on a rug? (*It is time for math.*)

ASK How do the math chips help Zack and Wes? (*The chips help them count and add.*)



Teacher Supports

Formative Assessment

- Listen for accuracy and depth in students' answers. Are students providing evidence from the text or illustrations to support their answers?
- If students struggle with comprehension questions, observe whether the difficulty stems from a lack of vocabulary knowledge, difficulty connecting the story events to the main idea, or challenges locating evidence in the text.

Text Connection Writing

I like . . .

Learning Target

I can write and illustrate a sentence explaining my favorite part or favorite character of the story.

1. Introduce personal response writing to the decodable book *Math with Zack and Wes*.
Encourage students to reference the text as they answer.
ASK When you think about this story, who was your favorite character, or what was your favorite part of the story?
(Answers will vary.)
2. Distribute story writing paper or whiteboards.
SAY Write a sentence about your favorite character or your favorite part of the story. After you write your sentence, you can draw a picture to match your sentence.
SAY If you need help getting started, you can use the sentence starter: "I like . . ."
3. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.
SAY If you want to show your work, I'll be excited to see your creativity.



Teacher Supports

Differentiation

- Provide immediate feedback on sentence structure, phonics accuracy, and connection to the story.

Wrap-Up

1. Wrap up.
SAY Today, we practiced reading and talking about our decodable book. You decoded the words in the book, read the book fluently, and understood the story's meaning.

Day 5



Prepare in Advance

Teacher

- Decodable book: *Math with Zack and Wes*

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Math with Zack and Wes*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

Tapping Sounds

Learning Target

I can segment and blend words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/.

1. Introduce the tapping sounds activity.

SAY We're going to play a tapping activity to help us hear all the sounds in a word. We'll tap a spot for each sound, starting at the top of our head. First, I'll say a word. Then, we'll act out "Head, Shoulders, Knees and Toes," tapping a spot for each sound in the word.

SAY For the first sound, touch your head. For the second sound, touch your shoulders. For the third sound, touch your knees. If there is another sound, we'll go to our toes. After we tap all the sounds, we'll blend them together to say the whole word.

2. Practice words with the target sounds /th/ (voiced and unvoiced), /w/ (as *wh*), and /k/ (as *ck*) together.

SAY Let's try it with the word *that*. The first sound is /th/, so touch your head and say /th/.

SAY The next sound is /ä/, so touch your shoulders and say /ä/.

SAY The last sound is /t/, so touch your knees and say /t/.

SAY Now let's put it together: /th/ /ä/ /t/, *that*.

3. Continue the tapping sounds game for the words *bath*, *neck*, *tick*, *wham*, and *whip*.

that
bath
neck
tick
wham
whip



Teacher Supports

Differentiation

- Incorporate body movements as well (e.g., clapping, stepping) to make the activity more active and engaging.

Formative Assessment

- Monitor students' ability to isolate sounds (i.e., phonemes) and recall phonics patterns.

High-Frequency Word Tabletop Writing

Learning Target

I can chorally spell high-frequency words.

1. Lead the tabletop writing activity for high-frequency words. Students "write" each letter of the word on the tabletop with a finger as the group chorally spells the high-frequency words out loud.

SAY Our first high-frequency word is *big*. We practiced the sounds for our high-frequency word in an earlier lesson. Today, we will practice spelling it with a finger, writing each letter on the table as we say it.

SAY The first letter is *b*, so write a *b* on the table with a finger and say, "b."

SAY The next letter is *i*, so write an *i* on the table with a finger and say, "i."

SAY The last letter is *g*, so write a *g* on the table with a finger and say, "g."

SAY Now let's put it together: *b-i-g*, *big*.

big
ran
here

2. Repeat this instructional routine for the rest of the high-frequency words from this week.

Teacher Supports

Differentiation

- Incorporate different sensory materials (e.g., sand trays, shaving cream) to make the activity more engaging.

Fluency Reread

Learning Target

I can read aloud with fluency by using accurate words, smooth phrasing, and expression.

Zack and Wes sit and chat.
Then the clock ticks.

1. Introduce rereading for fluency. Distribute the decodable book *Math with Zack and Wes*, one per student.

SAY Today, we will reread our story to practice reading fluently. That means reading the words correctly, with just the right speed, and with good expression, like a storyteller.

I DO

1. Model reading sentences from *Math with Zack and Wes* fluently. Read the sentences aloud, using a finger to track under the words as you read.

SAY Listen as I read these sentences. Pay close attention to how I say the words correctly, clearly, and with expression. Notice how I pause between sentences to make it sound just right. "Zack and Wes sit and chat. Then the clock ticks."

WE DO

1. Invite students to read chorally with you. Focus on pronunciation and phrasing. Encourage students to use a finger to track under each word as they read to ensure they stay connected to the text.

SAY Now, it's your turn. We'll read the sentences together, focusing on reading fluently. Ready? "Zack and Wes sit and chat. Then the clock ticks." ("Zack and Wes sit and chat. Then the clock ticks.")

YOU DO

1. Invite students to whisper read independently.

SAY Now, it's your turn to practice. I want you to whisper read the remainder of the book to yourself. Use a finger to track under the words you are reading, and try to read as fluently as you can.

2. Allow students a few minutes to read the text independently. Circulate to listen in on individual students. Provide corrective feedback as needed, and celebrate students' reading habits.

Teacher Supports

Formative Assessment

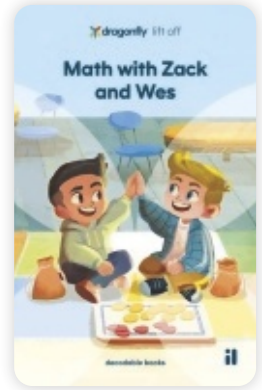
- Assess fluency by listening to whisper reads. Take note of decoding accuracy, self-monitoring (e.g., self-correcting errors), and pacing.

Extension Writing

Learning Target

I can imagine, illustrate, and write a different ending for a story using words I've learned during the week.

1. Display *Math with Zack and Wes*. Introduce imagining what happens when the story ends.
SAY Now, we will use our imaginations. What do you think happens next after the end of the story?
2. Distribute story writing paper or whiteboards. Direct students to create a new ending to the story.
SAY Let's create the next part of the story. Draw what you think will happen next in *Math with Zack and Wes*.
3. Guide students to add labels or a short sentence to describe their drawing. Encourage students to use the phonics patterns and high-frequency words from the week.
SAY You can use our words from this week to help you tell about your new ending by adding labels to your illustration or writing a sentence. Remember to tap out the sounds as you write your words.
4. Invite students to share their work.
SAY Now, you can share your work with the group. I enjoy seeing your thinking and how your writing skills are growing.



Teacher Supports

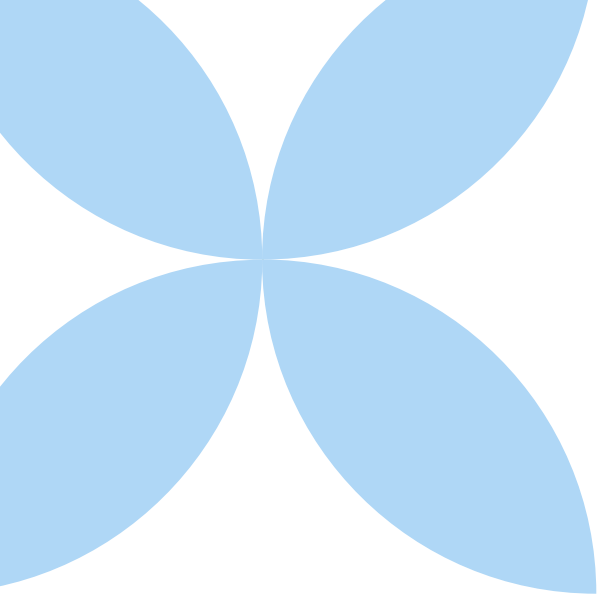
Formative Assessment

- Look for evidence of phonics application in student writing (e.g., spelling words with the correct target phonics pattern).

Wrap-Up

1. Wrap up.
SAY Today, we practiced tapping out the sounds in words with /th/ (voiced and unvoiced), /w/ (as *wh*), and /k/ (as *ck*), worked on spelling our high-frequency words, and reread our decodable book to build our reading fluency. We also got creative by writing our own endings to the story.

Full Alphabet



Concepts: Suffix: *-ing*
Sam and Dash Get Mixing

Decodable Book



Concept Focus Words

boiling	fussing	smacking
buzzing	going	smashing
chilling	gushing	wishing
ducking	mixing	yelling

New High-Frequency Words

that little
give

Story Word

painting

In this book, the word *painting* is a story word. It is used to support the reader’s understanding of and relationship to the action in the decodable book *Sam and Dash Get Mixing*, in which Sam and Dash make squish art paintings.

Instructional Standards

RL.K.1, RL.K.2, RL.K.7, RF.K.2.D, RF.K.3.B, RF.K.3.C,
W.K.3, SL.K.5, L.K.1.F, L.K.2.D, RL.1.2, RL.1.7, RF.1.2.B,
RF.1.2.C, RF.1.2.D, RF.1.3.C, RF.1.3.G, RF.1.4.A, RF.1.4.B,
RF.1.4.C, W.1.3, SL.1.5, L.1.2.D, RL.2.2, RL.2.7, RF.2.3.B,
RF.2.3.C, RF.2.3.F, RF.2.4.A, RF.2.4.B, RF.2.4.C, W.2.3,
SL.2.5, L.2.2.D

Day 1



Prepare in Advance

Teacher

- High-frequency word cards *that, give, little*
- Decodable book: *Sam and Dash Get Mixing*
- Whiteboard
- Dry-erase marker

Student

- Decodable book: *Sam and Dash Get Mixing*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can segment and blend words that end in the suffix *-ing*.

1. Introduce blending and segmenting words.

SAY Today, we will practice blending, which means putting sounds together to make a word, and segmenting, which means breaking a word into its sounds. This week, we are focusing on adding the suffix *-ing* to base words.

SAY A base word is a word that can stand on its own and still make sense. It's the smallest part of a word that still has meaning before we add anything to it.

SAY A suffix is a word part added to the end of a base word that changes its meaning. When we add the suffix *-ing*, it shows that something is happening right now, like *jumping* or *running*.

2. Begin blending words.

SAY /m/ /ĭ/ /l/ /k/ /ĭng/

ASK What's the word? (*milking*)

SAY /ă/ /k/ /t/ /ĭng/

ASK What's the word? (*acting*)

SAY /l/ /ĭ/ /f/ /t/ /ĭng/

ASK What's the word? (*lifting*)

3. Introduce segmenting words.

SAY Now, we will segment words with the suffix *-ing*. Listen carefully to the words I say, and then segment them into the sounds that make up the word.

4. Begin segmenting words.

ASK What are the sounds in the word *drifting*? (/d/ /r/ /ĭ/ /f/ /t/ /ĭng/)

ASK What are the sounds in the word *gasping*? (/g/ /ă/ /s/ /p/ /ĭng/)

ASK What are the sounds in the word *texting*? (/t/ /ĕ/ /ks/ /t/ /ĭng/)



Teacher Supports

Formative Assessment

- Observe and document students' ability to blend or segment sounds.

Phonics

Learning Target

I can identify, read, and spell words with the suffix *-ing*.

I DO

- Teach the suffix *-ing*. Draw three columns on your whiteboard. Introduce the suffix *-ing* rule, writing each word or suffix in a column as you explain the rule, underlining the letters that create the suffix *-ing*.

SAY Today, we will add the suffix *-ing* to base words. Remember, a base word is a word that can stand on its own and still make sense. It's the smallest part of a word that still has meaning before we add anything to it. When we add a suffix to a word, we always start with a base word.

SAY My base word is *splash*. I will write *splash* in the first column.

SAY Now, we will add the suffix *-ing*. The suffix *-ing* is added to the end of a base word to show that something is happening right now. I will write the suffix *-ing* in the second column.

SAY When we put them together, *splash* and *-ing* make the word *splashing*. I will write the whole word *splashing* in the last column.

- Distribute whiteboards and markers. Have students draw the three columns, writing the words and the suffix in the first and second columns, then writing the whole word in the third column and underlining the suffix.

SAY On your whiteboard, make three columns. In the first column, write the base word *splash*. In the second column, write the suffix *-ing*. In the third column, write *splashing* and underline the suffix.

base word	add the suffix	whole word
Student input	Student input	Student input
splash	-ing	splashing
buzz	-ing	buzzing

WE DO

- Together with students, add more words that follow the base word, suffix *-ing*, and whole word pattern. As you say each word, write it on the whiteboard so students can see it before erasing it and adding it to its correct column.

SAY Now, let's write more words together.

ASK What column would the word *buzz* go under? (under the word *splash*)

ASK What column would the suffix *-ing* go under? (under the suffix *-ing*)

ASK What column would the word *buzzing* go under? (under the word *splashing*)

YOU DO

- Prompt students to add more words and suffixes to each column.

ASK Can you think of other base words with the suffix *-ing* that we can add to our chart? (Answers will vary but may include *singing*, *wishing*, *mixing*, and *chilling*.)

- Allow students a few minutes to add more words. Circulate to provide corrective feedback as needed, and celebrate students' spelling habits.

High-Frequency Word: *that*

that

Learning Target

I can read and spell the high-frequency words *that*, *give*, and *little*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *that*, *give*, and *little*.

2. Display the word *that*.

SAY This word is *that*. *That* has four letters—*t*, *h*, *a*, *t*.

3. Explain how to use the high-frequency word when speaking. Emphasize the word *that* when reading the sentences below.

SAY We use the word *that* to point out a person, place, or thing. You may hear someone say “That is my backpack” or “Pass me that crayon.”

4. Teach the grapheme-phoneme correspondences in the word.

SAY *That* has three sounds—/th/ /ă/ /t/.

SAY The letters *t* and *h* say /th/.

SAY The letter *a* says /ă/.

SAY The letter *t* says /t/.

5. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter makes the sound we expect. So, we call all the sounds in this word “regular.”

6. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /th/ /a/ /t/—*that*

7. Prompt students to read the word.

SAY So, when we see this word, we know to read it as *that*.

ASK What’s this word? (*that*)

8. Guide a word-meaning discussion.

ASK Can someone use *that* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

High-Frequency Word: *give*

give
❤️

Learning Target

I can read and spell the high-frequency words *that*, *give*, and *little*.

1. Display the word *give*.

SAY This word is *give*. *Give* has four letters—*g*, *i*, *v*, *e*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *give* when reading the sentences below.

SAY We use the word *give* when we share with or bring something to another person. You might hear someone say, “Give your partner a high five,” or “I will give my grandma this card.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY Give has three sounds—/g/ /i/ /v/.

SAY The letter *g* says /g/.

SAY The letter *i* says /i/.

SAY The letter *v* says /v/.

SAY The letter *e* is silent.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The grapheme *e* in *give* is temporarily irregular.

SAY Many letters in this word make the sounds we expect: *g* says /g/, *i* says /i/, and *v* says /v/. But this word has a tricky part. The letter *e* does not make the sound we expect. Because English words cannot end with the letter *v*, we have to add a silent *e* after the *v*. So, we’ll mark it with a heart to help us remember this part of the word by heart.

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /g/ /i/ /v/—*give*.

6. Prompt students to read the word.

SAY So, when we see this word, we know to read it as *give*.

ASK What’s this word? (*give*)

7. Guide a word-meaning discussion.

ASK Can someone use *give* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

High-Frequency Word: *little*

Learning Target

I can read and spell the high-frequency words *that*, *give*, and *little*.

1. Display the word *little*.

SAY This word is *little*. *Little* has six letters—*l, i, t, t, l, e*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *little* when reading the sentences below.

SAY We use the word *little* to describe something small. You might hear someone say “I’d like a little piece,” or “I can barely see this little insect.”

little
❤️❤️

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Little* has four sounds—/l/ /i/ /t/ /l/.

SAY The letter *l* says /l/.

SAY The letter *i* says /i/.

SAY The letters *t* and *t* work together to say /t/.

SAY The letter *l* says /l/.

SAY The letter *e* is silent.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The doubled letter *t* and ending consonant *-le* are temporarily irregular.

SAY Let's go through the sounds in this word. *L* says /l/, *i* says /i/, the first *t* says /t/, and there is a second *t* next to the first one; together, they make the /t/ sound. Then, the second *l* says /l/. At the end of the word, the letter *e* is silent. The second *t* and the *e* are tricky parts. To help us remember these parts by heart, we'll mark the second *t* and the *e* with hearts.

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let's say the sounds we know in this word one at a time. After we say all the sounds, we'll blend them together to read the whole word.

SAY /l/ /i/ /t/ /l/—*little*

6. Prompt students to read the word.

SAY So, when we see this word, we know to read it as *little*.

ASK What's this word? (*little*)

7. Guide a word-meaning discussion.

ASK Can someone use *little* in a sentence? (*Answers will vary.*)

8. Distribute whiteboards to students. Invite students to write the high-frequency words: *that*, *give*, and *little*.



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

Model Read

Learning Targets

I can make predictions about a story. Also, I can follow along and listen for new high-frequency words with the suffix *-ing*.

“It is boiling out here!”

“Well, that is spot on for painting suns!”

1. Preview *Sam and Dash Get Mixing* by showing the front and back covers.

SAY The front cover of a book is like a special doorway into a story. It helps us know what the book is about when we read the title and look at the picture on the front cover.

ASK What do you predict this book will be about? (*Answers will vary.*)

- Lead students through a picture walk. Distribute the decodable book *Sam and Dash Get Mixing*, one per student.

SAY Let's take a picture walk first and look at the pictures in our book.

ASK Based on what you see, do you still agree with your first prediction on what the book will be about? Why or why not? (Answers will vary.)

I Do

- Model reading aloud the target sentences fluently while students follow along in their copy of *Sam and Dash Get Mixing*.

SAY Our high-frequency words are *that*, *give*, and *little*. We are also learning about words with the *-ing* suffix. Listen carefully for them as I read.

SAY "It is boiling out here!" "Well, that is spot on for painting suns!"

- Ask students if they heard any words with the suffix *-ing* or the high-frequency words *give*, *little*, or *that*.

ASK Did you hear any words with the suffix *-ing*? (Yes, *boiling* and *painting*.)

ASK Did you hear this week's high-frequency words? (Yes, *that*.)

Wrap-Up

- Wrap up.

SAY Today, we blended and segmented words with the suffix *-ing* and practiced our high-frequency words: *that*, *give*, and *little*. We previewed our decodable book, made a prediction, and listened for words with the suffix *-ing* and our high-frequency words.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards *that*, *give*, *little*
- Decodable book: *Sam and Dash Get Mixing*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Sam and Dash Get Mixing*

Warm-Up

Learning Target

I can segment and blend words that end in the suffix *-ing*.

1. Introduce the warm-up.

SAY Let's warm up for reading. I will say a word, and we will break it into sounds, then I will write it. Pay attention to what I am underlining in each word.

2. Start with the word *trusting*.

SAY *Trusting*.

ASK What sounds do you hear? (/t/ /r/ /ŭ/ /s/ /t/ /ɪŋg/)

3. Write *trusting* on the board, and underline *ing*.

4. Continue with the word *gasping*.

SAY *Gasping*.

ASK What sounds do you hear? (/g/ /ă/ /s/ /p/ /ɪŋg/)

5. Write *gasping*, and underline *ing*.

6. Continue with the word *jumping*.

SAY *Jumping*.

ASK What sounds do you hear? (/j/ /ŭ/ /m/ /p/ /ɪŋg/)

7. Write *jumping*, and underline *ing*.

8. Introduce the spelling rule.

ASK What do you notice about the spelling of the /ɪŋg/ sound? (We spell it *ing*.)

SAY This week, we will practice reading words that end in the suffix *-ing*.



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds used during the activity.

High-Frequency Words Fast Practice

Learning Target

I can read high-frequency words with automaticity and accuracy.

1. Introduce High-Frequency Words Fast Practice. Display each high-frequency word card for the week. Hold up one word at a time for quick recognition. The words for this week are *that*, *give*, and *little*.

SAY Let's do a lightning round. I'll show you the high-frequency words for the week one at a time. You will say the word, spell the word, and then say the word again as fast as you can.

SAY Get ready to read this word as fast as you can. Now, together let's say it, spell it, and say it again: *that*, *t-h-a-t*, *that*. (*that*, *t-h-a-t*, *that*)

High-Frequency Words
Fast Practice

- Repeat the process with the remaining high-frequency words for the week.



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

Choral Read

Learning Target

I can fluently read a story at my reading level with words that have the suffix *-ing*.

painting

It is boiling out here!

- Preview the decodable book *Sam and Dash Get Mixing*. Distribute *Sam and Dash Get Mixing*, one per student.

SAY Today, we will read *Sam and Dash Get Mixing*. Let's take a quick look at the cover and remember what the book is about.

ASK What do you recall from our first day with the book?

(Answers will vary.)

SAY This book has words such as *boiling*, *fussing*, and *mixing* in it. These words have the concept we have been practicing. We'll look for these words as we read.

- Introduce story words.

SAY There is one special word in this story that might be new to us. We call these special words story words. Story words are important words that help us understand what the story is about. Our story word today is *painting*.

- Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY *Painting* can have two meanings: something you hang up on a wall or something you can do to make art. In this book, *painting* means "something you do."

SAY This word has two syllables, or two parts: *paint-ing*. The first syllable is *paint-*. The letter *p* says /p/. Then, the letters *ai* work as a vowel team and say /ā/. The letter *n* says /n/, and the letter *t* says /t/. The second syllable is the suffix *-ing*. The letters *i*, *n*, and *g* work together to make the sound /ĭng/.

SAY When we put everything together, we get /p/ /ā/ /n/ /t/ /ĭng/, *painting*.

I DO

- Introduce modeled reading.

SAY Now, we will read the story together. I'll read a sentence aloud, and I want you to listen carefully and follow along in your book. I'll show you how I segment sounds in a word. Then, I will blend those sounds together to read the word.

- Direct students to find the target sentence in their books. Read the sentence aloud slowly.

SAY Find this sentence in your book: "It is boiling out here!"

SAY I see a word that ends in *-ing*. Let's tap out the sounds in this word: /b/ /oi/ /l/ /ĭng/.

SAY Now, I'll say the sounds quickly and blend them together to make the word *boiling*.

WE DO

1. Invite students to read the sentence with you two times.

SAY Let's read the sentence again together slowly. ("It is boiling out here!")

SAY Let's read the sentence one more time, this time practicing reading the sentence with fluency, which means reading the words correctly, with just the right speed, and with good expression, like a storyteller. ("It is boiling out here!")



Teacher Supports

Differentiation

- Instead of partner reading, have students whisper read independently.

Formative Assessment

- Observe student participation. Take note of who needs additional support with specific skills (e.g., segmenting, high-frequency word recognition).

Wrap-Up

1. Wrap up.

SAY Today, we practiced segmenting words that have the suffix *-ing*. We also practiced reading our decodable book fluently.

Day 3



Prepare in Advance

Teacher

- Decodable book: *Sam and Dash Get Mixing*

Student

- Decodable book: *Sam and Dash Get Mixing*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Fluency Read

It is boiling out here!

Learning Target

I can read aloud with fluency by using accurate words, smooth phrasing, and expression.

1. Introduce reading with fluency. Distribute the decodable book *Sam and Dash Get Mixing*, one per student.

SAY Today, we will practice reading with fluency. Fluency means reading words accurately, automatically, and at a smooth, appropriate pace. Fluent readers use expression and phrasing to sound like they are having a conversation with someone. Reading fluently helps us understand what we read. Let's start by reading a short part of our book together fluently.

I DO

1. Direct students to open their decodable book *Sam and Dash Get Mixing*. Read the target sentences aloud with fluency.

SAY Listen as I read these sentences. Pay close attention to how I say the words correctly, clearly, and how I pause to make it sound just right. "It is boiling out here!"

WE DO

1. Read the target sentences again, with students echoing after you. Focus on their pronunciation and phrasing.

SAY Now, it's your turn. I'll read the sentences again, and then you'll echo me. Ready? "It is boiling out here!" ("It is boiling out here!")

YOU DO

1. Introduce partner reading.

SAY Now, you'll read the whole book with a partner, taking turns reading each sentence. When it's your turn, read fluently with accuracy and expression. When your partner reads, listen carefully and offer help if needed.

2. Pair students in groups of two. Allow them to read the text aloud to each other, taking turns with each sentence.

SAY When you're ready, you can begin reading together.

SAY Remember, after each sentence, switch with your partner so both of you have a chance to read. Keep listening and reading carefully.

3. Circulate, listening for accuracy, phrasing, and expression. Provide corrective feedback as needed, and celebrate students' reading habits.



Teacher Supports

Differentiation

- Encourage students to use a finger to track under each word as they read to ensure they stay connected to the text.

Formative Assessment

- Listen as students take turns reading. Monitor for the following:
 - Accuracy: Are they decoding target words correctly?
 - Prosody: Are they using appropriate expression and pacing?
 - Self-correction: Are they noticing and fixing errors independently?

Writing

Sam is wishing she had a little fan.

Learning Target

I can write a sentence using words with the suffix *-ing* and draw a picture that matches my sentence.

1. Introduce writing.

SAY Now that we've practiced reading words with the suffix *-ing*, it's time to write. You're going to write a sentence using words that include the suffix *-ing*.

2. Direct students to find the target sentence in their books.

SAY Let's look at an example. Find this sentence in your book: "Sam is wishing she had a little fan."

ASK What words have the suffix *-ing*? (*wishing*)

3. Distribute story writing paper or whiteboards.

SAY Now it's your turn to write. You will write a sentence using your own ideas and words that include the suffix *-ing*.

4. Encourage students to read their sentences aloud to themselves to check for accuracy. Once they've finished writing, they can add an illustration to connect the writing to a visual representation.

SAY Now, let's bring our sentences to life by drawing a picture that matches your sentence.

ASK Think about the details. What is happening in your picture? Does it match your words? (*Answers will vary.*)

5. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.

ASK Who would like to share their work with the group? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students struggle with encoding, encourage them to stretch out words by tapping the sounds along their arm.
- If students struggle with grapheme formation, model letter formation on a whiteboard.
- For students who struggle to generate words with the concept focus, provide a list of examples, such as *jumping, splashing, singing, mixing, thinking, and going*.
- To support students who have difficulty beginning their sentence, offer a sentence starter connected to their chosen concept focus word(s).

Formative Assessment

- Check for the application of phonics patterns in written words. Evaluate whether students demonstrate comprehension through their completed sentences.

Wrap-Up

1. Wrap up.

SAY Today, we practiced reading fluently and used our suffix *-ing* to write a sentence.

Day 4



Prepare in Advance

Teacher

- Decodable book: *Sam and Dash Get Mixing*

Student

- Decodable book: *Sam and Dash Get Mixing*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Reread for Comprehension

You Do

Learning Target: I can read a story and comprehend it.

1. Introduce whisper reading. Distribute the decodable book *Sam and Dash Get Mixing*, one per student.
SAY Let's start by whisper reading our book today. That means you'll read aloud in a quiet whisper to yourself. As you read, think about what the book is about and what is happening at the beginning, middle, and end.
2. Circulate as students whisper-read the entire book. Provide corrective feedback as needed, and celebrate students' reading habits.



Teacher Supports

Differentiation

- Facilitate echo or partner reading (instead of whisper reading) for students who need additional support.

Formative Assessment

- Observe each student as they whisper read.
 - Watch for self-monitoring (e.g., self-correcting misread words or hesitations).
 - Take note of fluency aspects such as pacing and phrasing.

Guided Retelling

Learning Target

I can retell a story by describing what happened at the beginning, middle, and end.

1. Introduce retelling the story.
SAY Today, we will retell our story to make sure we understand what happened. When we retell a story, we think about the beginning, middle, and end. But, we don't just list what happened. We tell it in order and include important details.



2. Use open-ended questions to guide the retelling, encouraging students to provide details. If students struggle to recall details, direct students to go back and reread the full book or specific parts.

ASK What happened at the beginning of the story? (Miss Chang and her first graders go outside and get ready to paint suns. Sam feels hot, but Dash feels relaxed.)

ASK Then what happened? How did the characters feel? (A bug starts buzzing around, and Sam and Dash try to smack it. They feel angry and frustrated.)

ASK How did the story end? Why do you think the characters did that? (The bug flies away. Now Sam feels relaxed, but Dash feels hot. The characters switched feelings.)



Teacher Supports

Differentiation

- Incorporate a first, next, and last graphic organizer to support the retelling of the story.

Formative Assessment

- Monitor students' ability to recall key story details without prompting. If they rely heavily on support, consider reteaching comprehension strategies like revisiting the text or looking at pictures for clues.

Comprehension Discussion

Learning Target

I can answer questions about a story and use examples from the text to explain my thinking.

1. Introduce comprehension questions. Encourage students to reference the text as they answer.

SAY Let's talk about the book. I'll ask some questions, and you can share your answers.

Remember, you can look back in the book to find the answer if you need to.

ASK What are Sam and Dash making with paint? (They are painting suns.)

ASK What interrupts their art project? (A buzzing bug interrupts the project.)



Teacher Supports

Formative Assessment

- Listen for accuracy and depth in students' answers. Are students providing evidence from the text or illustrations to support their answers?
- Take note of how students interact with one another's ideas—are they building on, agreeing with, or adding details to peers' responses?

Text Connection Writing

This story made me think of . . .

Learning Target

I can make a personal connection to a story and explain how they are similar.

1. Introduce personal response writing to the decodable book *Sam and Dash Get Mixing*. Encourage students to reference the text as they answer.
ASK Does this story remind you of something in your own life? Explain how they are similar. *(Answers will vary.)*
2. Distribute story writing paper or whiteboards.
SAY Write a sentence about how this story reminded you of something in your own life. After you write your sentence, you can draw a picture to illustrate your sentence.
SAY If you need help getting started, you can use the sentence starter: "This story made me think of . . ."
3. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.
SAY If you want to show your work, I'll be excited to see your creativity.



Teacher Supports

Differentiation

- Provide immediate feedback on sentence structure, phonics accuracy, and connection to the story.

Wrap-Up

1. Wrap up.
SAY Today, we read and discussed our decodable book. You decoded the words, read fluently, and increased your comprehension, or understanding, of the story.

Day 5



Prepare in Advance

Teacher

- Decodable book: *Sam and Dash Get Mixing*
- High-frequency word cards *that, give, little*

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Sam and Dash Get Mixing*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

High-Frequency Word Detective

Learning Target

I can use clues to correctly identify high-frequency words.

1. Introduce the high-frequency word detective activity.

SAY We are going to play high-frequency word detective. I will give you clues about a high-frequency word, and you will try to figure out what word I am describing.

SAY Once you think you know the high-frequency word, write it on your whiteboard and hold it up so I can check.

2. Hold up a high-frequency word, but do not show the word to students.

SAY We use this word to point out a person, place, or thing. You might say, "We all like ____ toy." (*that*)

3. Give students time to think, then write the word on their whiteboards. Once all students hold up their answers, provide immediate feedback by revealing the correct word.

4. Repeat with all of the high-frequency words, encouraging quick and accurate responses.

SAY This word means we share with or bring something to another person. You might say, "The teacher will ____ each of us a sticker." (*give*)

SAY This word describes something small. You might say, "Look at the ____ kitten." (*little*)



Teacher Supports

Differentiation

- Allow students to work in pairs for added confidence.
- Challenge students by asking them to use the word in a sentence.

Fluency Reread

Learning Target

I can read a story accurately and automatically at a smooth and appropriate pace.

1. Introduce rereading for fluency. Distribute the decodable book *Sam and Dash Get Mixing*, one per student.

SAY Today, we will reread our story to practice reading fluently. That means reading the words correctly, with just the right speed, and with good expression, like a storyteller.

I DO

1. Model reading sentences from *Sam and Dash Get Mixing* fluently. Read the sentences aloud, using a finger to track under the words as you read.

SAY Listen as I read these sentences. Pay close attention to how I say the words correctly, clearly, and with expression. Notice how I pause at punctuation marks to make it sound just right. "It is boiling out here! 'Well, that is spot on for painting suns!'"

"It is boiling out here!"

"Well, that is spot on for painting suns!"

WE DO

1. Invite students to read chorally with you. Focus on phrasing, expression, and automaticity.
SAY Now, let's read together. We'll read the sentences together, focusing on reading fluently. Ready? "It is boiling out here! 'Well, that is spot on for painting suns!'" ("It is boiling out here! 'Well, that is spot on for painting suns!'")

YOU DO

1. Invite students to whisper read independently.
SAY Now, it's your turn to practice. Whisper read the rest of the book to yourself. Try to read accurately, smoothly, and with expression, just like a storyteller.
2. Allow students a few minutes to read the text independently. Circulate to listen in on individual students. Provide corrective feedback as needed, and celebrate students' reading habits.



Teacher Supports

Differentiation

- If students need support with tracking, have them use a finger to track under each word as they read.

Formative Assessment

- Assess fluency by listening to whisper reads. Take note of decoding accuracy, self-monitoring (e.g., self-correcting errors), and pacing.

Extension Writing

Learning Target

I can imagine and write a different ending for a story using words I've learned during the week.

1. Display *Sam and Dash Get Mixing*. Introduce imagining what happens when the story ends.
SAY Now, we will use our imaginations. What if the story had a different ending? You are going to write a new ending or create your own story using words we've learned.
2. Distribute story writing paper or whiteboards for writing. Direct students to write a new ending to the story. Encourage them to use the phonics patterns and high-frequency words from the week.



- SAY** Write what you think will happen next in *Sam and Dash Get Mixing*. Use some of the words from this week to help you. When you're done, add your illustration.
3. Support students as they work.
SAY If you need help, you can start with: "At the end of the story . . ." or "A new adventure begins when . . ."
4. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.
SAY Now is a time when you can share your work with the group. I enjoy seeing your thinking and how your writing skills are growing.



Teacher Supports

Differentiation

- Provide sentence starters for students needing additional support.
- Encourage students needing a challenge to add details and dialogue.

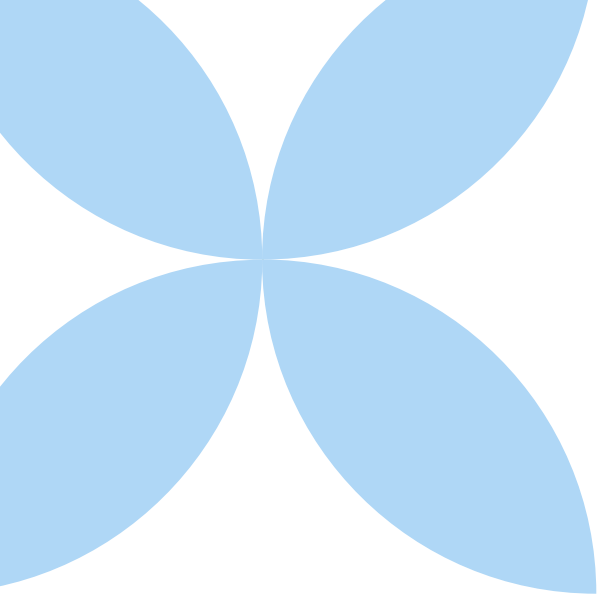
Formative Assessment

- Look for evidence of phonics application in student writing (e.g., spelling words with the correct target phonics pattern).

Wrap-Up

1. Wrap up.

SAY Today, we were word detectives to practice our high-frequency words, reread our decodable book to build fluency, and were creative writers by changing the ending of the story.



Concepts: -s as /s/ and /z/; -es as /ɪz/
Best Wishes on Your Trip

Decodable Book



Concept Focus Words

boxes	hands	snacks	wishes
claps	nods	sticks	yells
cuts	rips	toys	
gushes	rushes	winks	

New High-Frequency Words

now	could
brown	would

Story Word

spaceship

In this book, the word *spaceship* is a story word. It is used to support the reader’s understanding of the action in the decodable book *Best Wishes on Your Trip*, in which Tim and Van make a spaceship out of cardboard boxes.

Instructional Standards

RL.K.1, RL.K.2, RL.K.7, RF.K.2.D, RF.K.3.B, RF.K.3.C, W.K.3, SL.K.5, L.K.1.F, L.K.2.D, RL.1.2, RL.1.7, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3.C, RF.1.3.G, RF.1.4.A, RF.1.4.B, RF.1.4.C, W.1.3, SL.1.5, L.1.2.D, RL.2.2, RL.2.7, RF.2.3.B, RF.2.3.C, RF.2.3.F, RF.2.4.A, RF.2.4.B, RF.2.4.C, W.2.3, SL.2.5, L.2.2.D

Day 1



Prepare in Advance

Teacher

- High-frequency word cards: *now, brown, could, would*
- Decodable book: *Best Wishes on Your Trip*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Best Wishes on Your Trip*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words that end in the suffix -s as /s/ and /z/, and the suffix -es as /ɪz/.

Note: The suffix -es is pronounced /ɪz/, combining the sounds /ɪ/ and /z/. Like glued sounds, we teach it as one unit to support fluent and accurate decoding, rather than having students read each sound separately.

1. Introduce blending and segmenting words.

SAY This week, we are focusing on words that end in the suffix -s or -es, which can make different sounds.

SAY Today, we will practice blending, which means putting sounds together to make a word, and segmenting, which means breaking a word into its sounds.

2. Begin blending words.

SAY /f/ /ă/ /k/ /t/ /s/

ASK What's the word? (*facts*)

SAY /s/ /w/ /ɪ/ /m/ /z/

ASK What's the word? (*swims*)

SAY /r/ /ʊ/ /sh/ /ɪz/

ASK What's the word? (*rushes*)

3. Introduce segmenting words.

SAY Now, we will segment words with the suffixes -s and -es. Listen carefully to the words I say, and then segment them into the sounds that make up the word.

4. Begin segmenting words.

ASK What are the sounds in the word *acts*? (/ă/ /k/ /t/ /s/)

ASK What are the sounds in the word *scrubs*? (/s/ /k/ /r/ /ʊ/ /b/ /z/)

ASK What are the sounds in the word *boxes*? (/b/ /ɒ/ /ks/ /ɪz/)



Teacher Supports

Formative Assessment

- Observe and document students' ability to blend or segment sounds.

Phonics

Learning Target

I can identify, read, and spell words with the suffixes -s as /s/, -s as /z/, and -es as /ɪz/.

-s as /s/	-s as /z/	es as /ɪz/
cats	dogs	wishes
naps	pins	mashes

I DO

1. Teach the suffix sounds. Draw three columns on your whiteboard.

Introduce the sound-spelling rules, writing each word in a column as you explain the rule, underlining the suffixes.

SAY A suffix is a word part that we add to the end of a base word. It changes the word slightly but does not change the base word's meaning. Today we are going to learn about the suffixes -s and -es, which show that there is more than one.

SAY The suffix -s makes the /s/ sound at the end of some words, as in the word *cats*.

SAY The suffix -s also makes the /z/ sound at the end of some words, as in the word *dogs*.

SAY Some words have the suffix -es added at the end. The suffix -es has the same meaning as the suffix -s.

SAY The suffix -es is made up of two sounds: /ɪ/ and /z/. These are separate sounds, but we always read the suffix -es as a glued sound: /ɪz/. The suffix -es makes the /ɪz/ sound at the end of some words, as in the word *wishes*.

2. Distribute whiteboards and markers. Have students draw the three columns, writing the words *cats*, *dogs*, and *wishes*, with the suffix letters underlined.

SAY On your whiteboard, make three columns. Write one of the suffix words in each column, underlining the suffix in each word.

WE DO

1. Together with students, add one more word in each column that follows the same suffix spelling pattern. As you say each word, write it on the whiteboard so students can see it before erasing it and adding it to its correct column.

SAY Now, let's write more words that have the same spelling patterns together.

ASK What column would the word *pins* go under? (*dogs*)

ASK What column would the word *naps* go under? (*cats*)

ASK What column would the word *mashes* go under? (*wishes*)

YOU DO

1. Prompt students to add more words to each column.

ASK Can you think of other words that fit these patterns? (*Answers will vary but may include shuts, crashes, suns, or lots.*)

2. Allow students a few minutes to add more words. Circulate to provide corrective feedback as needed, and celebrate students' spelling habits.

High-Frequency Word: *now*

now

Learning Target

I can read and spell the high-frequency words *now*, *brown*, *could*, and *would*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *now*, *brown*, *could*, and *would*.

2. Display the word *now*.

SAY This word is *now*. *Now* has three letters—*n*, *o*, *w*.

3. Explain how to use the high-frequency word when speaking. Emphasize the word *now* when reading the sentences below.

SAY We use the word *now* to describe something that happens at this moment. You might hear someone say, “We’ll go outside now,” or “She gets to run now.”

4. Teach the grapheme-phoneme correspondences in the word.

SAY *Now* has two sounds—/n/ /ou/.

SAY The letter *n* says /n/.

SAY The letters *o* and *w* say /ou/.

5. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter makes the sound we expect. That means all the sounds in this word are regular.

6. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /n/ /ou/—*now*

7. Prompt students to read the word.

SAY So when we see this word, we know to read it as *now*.

ASK What’s this word? (*now*)

8. Guide a word-meaning discussion.

ASK Can someone use *now* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

High-Frequency Word: *brown*

brown

Learning Target

I can read and spell the high-frequency words *now*, *brown*, *could*, and *would*.

1. Display the word *brown*.

SAY This word is *brown*. *Brown* has five letters—*b*, *r*, *o*, *w*, *n*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *brown* when reading the sentences below.

SAY We use the word *brown* to name a color that looks like a tree branch or a bear. You may hear someone say, “The giraffe has brown spots,” or “I got my dad a brown hat.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Brown* has four sounds—/b/ /r/ /ou/ /n/.

SAY The letter *b* says /b/.

SAY The letter *r* says /r/.

SAY The letters *o* and *w* say /ou/.

SAY The letter *n* says /n/.

4. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter makes the sound we expect. That means all the sounds in this word are regular.

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /b/ /r/ /ou/ /n/—*brown*

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *brown*.

ASK What’s this word? (*brown*)

7. Guide a word-meaning discussion.

ASK Can someone use *brown* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

High-Frequency Word: *could*

Learning Target

I can read and spell the high-frequency words *now*, *brown*, *could*, and *would*.

could
❤️

1. Display the word *could*.

SAY This word is *could*. *Could* has five letters—*c, o, u, l, d*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *could* when reading the sentences below.

SAY We use the word *could* to talk about something that may happen. You might hear someone say, “I could help you” or “Could Sam come to our house today?”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Could* has three sounds—/k/ /ōō/ /d/.

SAY The letter *c* says /k/.

SAY The letters *o, u,* and *l* work together to say /ōō/.

SAY The letter *d* says /d/.

- Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The phonogram *oul* as /*ōō*/ is temporarily irregular.

SAY Some letters in this word make the sounds we expect: *c* says /*k*/ and *d* says /*d*/. But this word has a tricky part. The letters *o*, *u*, and *l* do not make the sounds we expect. They say /*ōō*/. So, we'll mark them with a heart to help us remember this part of the word by heart.

- Invite students to say the sounds in the word, and then blend the sounds together to form the word.

SAY Let's say the sounds we know in this word one at a time. After we say all the sounds, we'll blend them together to read the whole word.

SAY /*c*/ /*ōō*/ /*d*/—*could*

- Prompt students to read the word.

SAY So when we see this word, we know to read it as *could*.

ASK What's this word? (*could*)

- Guide a word-meaning discussion.

ASK Can someone use *could* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

High-Frequency Word: *would*

would
❤

Learning Target

I can read and spell the high-frequency words *now*, *brown*, *could*, and *would*.

- Display the word *would*.

SAY This word is *would*. *Would* has five letters—*w*, *o*, *u*, *l*, *d*.

- Explain how to use the high-frequency word when speaking. Emphasize the word *would* when reading the sentences below.

SAY We use the word *would* to describe something that might have happened. You might hear someone say, "I would have won if I had not dropped the ball." We can also use it to ask someone a question. You might hear someone say, "Would you like crackers or pretzels?"

- Teach the grapheme-phoneme correspondences in the word.

SAY *Would* has three sounds—/w/ /*ōō*/ /d/.

SAY The letter *w* says /w/.

SAY The letters *o*, *u*, and *l* work together to say /*ōō*/.

SAY The letter *d* says /d/.

- Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The phonogram *oul* as /*ōō*/ is temporarily irregular.

SAY We just learned the word *could*, which is very similar to the word *would*. Just like in *could*, some letters in this word make the sounds we expect: *w* says /w/ and *d* says /d/. But this word has a tricky part. The letters *o*, *u*, and *l* do not make the sounds we expect—they say /ŏŏ/. So, we'll mark them with a heart to help us remember this part of the word by heart.

- Invite students to say the sounds in the word, and then blend the sounds together to form the word.

SAY Let's say the sounds we know in this word one at a time. After we say all the sounds, we'll blend them together to read the whole word.

SAY /w/ /ŏŏ/ /d/—*would*

- Prompt students to read the word.

SAY So when we see this word, we know to read it as *would*.

ASK What's this word? (*would*)

- Guide a word-meaning discussion.

ASK Can someone use *would* in a sentence? (*Answers will vary.*)

- Distribute whiteboards to students. Invite students to write the high-frequency words *now*, *brown*, *could*, and *would*.



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

Model Read

Learning Targets

I can make predictions about a story. Also, I can follow along and listen for new high-frequency words and words with the suffixes -s as /s/ and /z/ and -es as /ɪz/.

Tim and Van look at the boxes.

- Preview *Best Wishes on Your Trip* by showing the front and back covers.

SAY The front cover of a book is like a special doorway into a story. It helps us know what the book is about when we read the title and look at the picture on the front cover.

ASK What do you predict this book will be about? (*Answers will vary.*)

- Lead students through a picture walk. Distribute the decodable book *Best Wishes on Your Trip*, one per student.

SAY Let's take a picture walk first and look at the pictures in our book.

ASK Based on what you see, do you still agree with your first prediction on what the book will be about? Why or why not? (*Answers will vary.*)

I DO

- Model reading aloud the first sentence fluently while students follow along in their copy of *Best Wishes on Your Trip*.

SAY Our high-frequency words are *now*, *brown*, *could*, and *would*. We are also learning about words with the suffixes -s as /s/ and /z/ and -es as /ɪz/. Listen carefully for them as I read.

SAY "Tim and Van look at the boxes."

- Ask students if they heard any words with the suffixes -s or -es or the high-frequency words *brown*, *could*, *now*, or *would*.

ASK Did you hear any words with the suffix -s making the sounds /s/ or /z/? (No.)

ASK Did you hear any words with the suffix -es making the /iz/ sound? (Yes, boxes.)

ASK Did you hear this week's high-frequency words? (No.)

Wrap-Up

- Wrap up.

SAY Today, we blended and segmented words with the suffixes -s as /s/ and /z/ and -es as /iz/ and practiced our high-frequency words: *now*, *brown*, *could*, and *would*. We previewed our decodable book, made a prediction, and listened for words with the suffixes -s and -es and our high-frequency words.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards: *now*, *brown*, *could*, *would*
- Decodable book: *Best Wishes on Your Trip*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Best Wishes on Your Trip*

Warm-Up

Learning Target

I can segment and blend words that end in the suffix -s as /s/ and /z/, and the suffix -es as /iz/.

- Introduce the warm-up.

SAY Let's warm up for reading. I will say a word, and we will break it into sounds, then I will write it. Pay attention to what I am underlining in each word.

- Start with the word *traps*.

SAY *Traps*.

ASK What sounds do you hear? (/t/ /r/ /ă/ /p/ /s/)

- Write *traps* on the board, and underline s.

4. Continue with the word *drums*.

SAY *Drums.*

ASK What sounds do you hear? (/d/ /r/ /ŭ/ /m/ /z/)

5. Write *drums*, and underline *s*.

6. Continue with the word *buses*.

SAY *Buses.*

ASK What sounds do you hear? (/b/ /ŭ/ /s/ /īz/)

7. Write *buses*, and underline *es*.

8. Introduce the spelling rule.

ASK What do you notice about the spelling of the /s/, /z/, and /īz/ sounds? (They can be spelled *s* or *es*.)

SAY This week, we will practice reading words that end in the suffix *-s*, pronounced /s/ or /z/, and the suffix *-es*, pronounced /īz/.



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds used during the activity.

High-Frequency Words Fast Practice

Learning Target

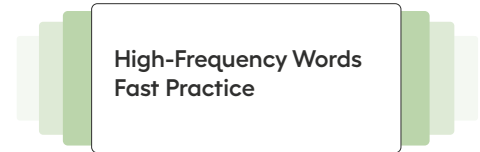
I can read high-frequency words with automaticity and accuracy.

1. Introduce High-Frequency Words Fast Practice. Display each high-frequency word card for the week. Hold up one word at a time for quick recognition. The words for this week are *now*, *brown*, *could*, and *would*.

SAY Let's do a lightning round. I'll show you the high-frequency words for the week one at a time. You will say the word, spell the word, and then say the word again as fast as you can.

SAY Get ready to read this word as fast as you can. Now, together let's say it, spell it, and say it again: *now*, *n-o-w*, *now*. (*now*, *n-o-w*, *now*)

2. Repeat this process with the remaining high-frequency words for the week.



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

Choral Read

spaceship

Learning Target

I can fluently read a story at my reading level with words that end in the suffixes -s or -es.

1. Preview the decodable book *Best Wishes on Your Trip*. Distribute *Best Wishes on Your Trip*, one per student.

SAY Today, we will read *Best Wishes on Your Trip*. Let's take a quick look at the cover and remember what the book is about.

ASK What do you recall from our first day with the book? (Answers will vary.)

SAY This book has words such as *boxes*, *cuts*, *hands*, and *rushes* in it. These words have the concept we have been practicing. We'll look for these words as we read.

2. Introduce the story word.

SAY There is one special word in this story that might be new to us. We call these special words story words. Story words are important words that help us understand what the story is about. Our story word today is *spaceship*.

3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY A *spaceship* takes people and objects into outer space. *Spaceship* is a compound word. That means each part of the word has its own meaning. The two parts are *space* and *ship*.

SAY Let's look at the first part: *space*. We start with a blend you know: *s* and *p* together say /s/ /p/. Then the *a* makes its /ā/ sound. The *c* in this word makes a /s/ sound. The *e* at the end is silent because it helps the *a* make its long sound, /ā/.

SAY The second part of the word is *ship*. You know all the sounds in this word. The letters *sh* say /sh/, then *i* says /ī/, and *p* says /p/. When we put all those sounds together, we get /s/ /p/ /ā/ /s/ /sh/ /ī/ /p/, *spaceship*.

Tim and Van look
at the boxes.

I DO

1. Introduce modeled reading.

SAY Now, we will read the story together. I'll read a sentence aloud, and I want you to listen carefully and follow along in your book. I'll show you how I segment sounds in a word. Then, I will blend those sounds together to read the word.

2. Direct students to find the target sentence in their books. Read the sentence aloud slowly.

SAY Find this sentence in your book: "Tim and Van look at the boxes."

SAY I see a word that ends in -es. Let's tap out the sounds in this word: /b/ /ŏ/ /ks/ /īz/.

SAY Now, I'll say the sounds quickly and blend them together to make the word *boxes*.

WE DO

1. Invite students to read the sentence with you two times.

SAY Let's read the sentence again together slowly. ("Tim and Van look at the boxes.")

SAY Let's read the sentence one more time, this time practicing reading the sentence with fluency, which means reading the words correctly, with just the right speed, and with good expression, like a storyteller. ("Tim and Van look at the boxes.")

Teacher Supports



Differentiation

- Instead of partner reading, have students whisper read independently.

Formative Assessment

- Observe student participation. Take note of who needs additional support with specific skills (e.g., segmenting, high-frequency word recognition).

Wrap-Up

1. Wrap up.

SAY Today, we practiced segmenting words, recognizing our high-frequency words, and working with -s as /s/ and /z/ and -es as /iz/. We also practiced reading our decodable book fluently.

Day 3



Prepare in Advance

Teacher

- Decodable book: *Best Wishes on Your Trip*

Student

- Decodable book: *Best Wishes on Your Trip*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Fluency Read

Learning Target

I can read aloud with fluency by using accurate words, smooth phrasing, and expression.

1. Introduce reading with fluency. Distribute the decodable book *Best Wishes on Your Trip*, one per student.

SAY Today, we will practice reading with fluency. Fluency means reading words accurately, automatically, and at a smooth, appropriate pace. Fluent readers use expression and phrasing to sound like they are having a conversation with someone. Reading fluently helps us understand what we read. Let's start by reading a short part of our book together fluently.

Tim and Van look
at the boxes.

I DO

1. Direct students to open their decodable book *Best Wishes on Your Trip*. Read the target sentence aloud with fluency.
SAY Listen as I read this sentence. Pay close attention to how I say the words correctly, clearly, and how I pause to make it sound just right. "Tim and Van look at the boxes."

WE DO

1. Read the target sentence again, with students echoing after you. Focus on their pronunciation and phrasing.
SAY Now, it's your turn. I'll read the sentence again, and then you'll echo me. Ready? "Tim and Van look at the boxes." ("Tim and Van look at the boxes.")

YOU DO

1. Introduce partner reading.
SAY Now, you'll read the whole book with a partner, taking turns reading each sentence. When it's your turn, read fluently with accuracy and expression. When your partner reads, listen carefully and offer help if needed.
2. Pair students in groups of two. Allow them to read the text aloud to each other, taking turns with each sentence.
SAY When you're ready, you can begin reading together.
SAY Remember, after each sentence, switch with your partner so both of you have a chance to read. Keep listening and reading carefully.
3. Circulate, listening for accuracy, phrasing, and expression. Provide corrective feedback as needed, and celebrate students' reading habits.



Teacher Supports

Differentiation

- Encourage students to use a finger to track under each word as they read to ensure they stay connected to the text.

Formative Assessment

- Listen as students take turns reading. Monitor for the following:
 - Accuracy: Are they decoding target words correctly?
 - Prosody: Are they using appropriate expression and pacing?
 - Self-correction: Are they noticing and fixing errors independently?

Writing

Learning Target

I can write a sentence using words with the suffix -s as /s/ or /z/, or -es as /ɪz/, and draw a picture that matches my sentence.

1. Introduce writing.
SAY Now that we've practiced reading words with the suffixes -s and -es, it's time to write. You're going to write a sentence using words that include these suffixes.

Tim and Van look
at the boxes.

2. Direct students to find the target sentence “Tim and Van look at the boxes” in their books.

SAY Let’s look at an example. Find this sentence in your book: “Tim and Van look at the boxes.”

ASK What words have the suffix -es? (*boxes*)
3. Distribute story writing paper or whiteboards.

SAY Now it’s your turn to write. You will write a sentence using your own ideas and words that include the suffix -s or -es.
4. Encourage students to read their sentences aloud to themselves to check for accuracy. Once they’ve finished writing, they can add an illustration to connect the writing to a visual representation.

SAY Now, let’s bring our sentences to life by drawing a picture that matches your sentence.

ASK Think about the details. What is happening in your picture? Does it match your words? (*Answers will vary.*)
5. Invite students to share their work. Provide corrective feedback as needed, and celebrate students’ writing habits.

ASK Who would like to share their work with the group? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students struggle with encoding, encourage them to stretch out words by tapping the sounds along their arm.
- If students struggle with grapheme formation, model letter formation on a whiteboard.
- For students who struggle to generate words with the concept focus, provide a list of examples, such as *claps*, *gushes*, *hands*, *rushes*, *snacks*, and *wishes*.
- To support students who have difficulty beginning their sentence, offer a sentence starter connected to their chosen concept focus word(s).

Formative Assessment

- Check for the application of phonics patterns in written words. Evaluate whether students demonstrate comprehension through their completed sentences.

Wrap-Up

1. Wrap up.

SAY Today, we practiced reading fluently and used words with the suffixes -s as /s/ and /z/ and -es as /iz/ to write a sentence.

Day 4



Prepare in Advance

Teacher

- Decodable book: *Best Wishes on Your Trip*

Student

- Decodable book: *Best Wishes on Your Trip*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Reread for Comprehension

You Do

Learning Target

I can read a story and comprehend it.

1. Introduce whisper reading. Distribute the decodable book *Best Wishes on Your Trip*, one per student.
SAY Let's start by whisper reading our book today. That means you'll read aloud in a quiet whisper to yourself. As you read, think about what the book is about and what is happening at the beginning, middle, and end.
2. Circulate as students whisper-read the entire book. Provide corrective feedback as needed, and celebrate students' reading habits.



Teacher Supports

Differentiation

- Facilitate echo or partner reading (instead of whisper reading) for students who need additional support.

Formative Assessment

- Observe each student as they whisper read.
 - Watch for self-monitoring (e.g., self-correcting misread words or hesitations).
 - Take note of fluency aspects such as pacing and phrasing.

Guided Retelling

Learning Target

I can retell a story by describing what happened at the beginning, middle, and end.

1. Introduce retelling the story.
SAY Today, we will retell our story to make sure we understand what happened. When we retell a story, we think about the beginning, middle, and end. But, we don't just list what happened. We tell it in order and include important details.



2. Use open-ended questions to guide the retelling, encouraging students to provide details. If students struggle to recall details, direct students to go back and reread the full book or specific parts.

ASK What happened at the beginning of the story? (Tim and Van build a spaceship out of empty boxes.)

ASK Then what happened? How did the characters feel? (Tim and Van wish they could have more colors, and Tim's dad gives them colored paper. They get excited.)

ASK How did the story end? Why do you think the characters did that? (Tim and Van climb inside their spaceship and pretend to blast off. They feel excited to use what they made.)



Teacher Supports

Differentiation

- Incorporate a first, next, and last graphic organizer to support the retelling of the story.

Formative Assessment

- Monitor students' ability to recall key story details without prompting. If they rely heavily on support, consider reteaching comprehension strategies like revisiting the text or looking at pictures for clues.

Comprehension Discussion

Learning Target

I can answer questions about a story and use examples from the text to explain my thinking.

1. Introduce comprehension questions. Encourage students to reference the text as they answer.

SAY Let's talk about the book. I'll ask some questions, and you can share your answers. Remember, you can look back in the book to find the answer if you need to.

ASK What do Tim and Van pack for their trip to space? (They pack snacks and toys.)

ASK Why do Tim, Van, and Tim's dad need to cut and rip? (They cut and rip colored paper to decorate their spaceship.)



Teacher Supports

Formative Assessment

- Listen for accuracy and depth in students' answers. Are students providing evidence from the text or illustrations to support their answers?
- Take note of how students interact with one another's ideas—are they building on, agreeing with, or adding details to peers' responses?

Text Connection Writing

Learning Target

I can make a personal connection to a story and explain how they are similar.

This story made me think of . . .

1. Introduce personal response writing to the decodable book *Best Wishes on Your Trip*. Encourage students to reference the text as they answer.
ASK Does this story remind you of something in your own life? Explain how they are similar. (Answers will vary.)
2. Distribute story writing paper or whiteboards.
SAY Write a sentence about how this story reminded you of something in your own life. After you write your sentence, you can draw a picture to illustrate your sentence.
SAY If you need help getting started, you can use the sentence starter: "This story made me think of . . ."
3. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.
SAY If you want to show your work, I'll be excited to see your creativity.



Teacher Supports

Differentiation

- Provide immediate feedback on sentence structure, phonics accuracy, and connection to the story.

Wrap-Up

1. Wrap up.
SAY Today, we read and discussed our decodable book. You decoded the words, read fluently, and increased your comprehension, or understanding, of the story.

Day 5



Prepare in Advance

Teacher

- Decodable book: *Best Wishes on Your Trip*
- High-frequency word cards: *now, brown, could, would*

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Best Wishes on Your Trip*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

High-Frequency Word Detective



Learning Target

I can use clues to correctly identify high-frequency words.

1. Introduce the high-frequency word detective activity.

SAY We are going to play High-Frequency Word Detective. I will give you clues about a high-frequency word, and you will try to figure out what word I am describing.

SAY Once you think you know the high-frequency word, write it on your whiteboard and hold it up so I can check.

2. Hold up a high-frequency word, but do not show the word to students.

SAY This word means something that happens at this moment. You might say, "I will eat lunch ____." (*now*)

3. Give students time to think, then write the word on their whiteboards. Once all students hold up their answers, provide immediate feedback by revealing the correct word.

4. Repeat with all of the high-frequency words, encouraging quick and accurate responses.

SAY This word describes a color. You might say, "The dog has ____ fur." (*brown*)

SAY This word talks about something that is possible. You might say, "We ____ go to the park after lunch." (*could*)

SAY This word talks about something you might choose or want to do. You might say, "I ____ like some ice cream after dinner." (*would*)



Teacher Supports

Differentiation

- Allow students to work in pairs for added confidence.
- Challenge students by asking them to use the word in a sentence.

Fluency Reread

Learning Target

I can read a story accurately and automatically at a smooth and appropriate pace.

1. Introduce rereading for fluency. Distribute the decodable book *Best Wishes on Your Trip*, one per student.

SAY Today, we will reread our story to practice reading fluently. That means reading the words correctly, with just the right speed, and with good expression, like a storyteller.

I DO

1. Model reading sentences from *Best Wishes on Your Trip* fluently. Read the sentences aloud, using a finger to track under the words as you read.

SAY Listen as I read these sentences. Pay close attention to how I say the words correctly, clearly, and with expression. Notice how I pause at punctuation marks to make it sound just right. "Tim and Van look at the boxes. 'I think I see a spaceship!' Van winks."

Tim and Van look at the boxes.
"I think I see a spaceship!" Van winks.

WE DO

1. Invite students to read chorally with you. Focus on phrasing, expression, and automaticity.
SAY Now, let's read together. We'll read the sentences together, focusing on reading fluently. Ready? "Tim and Van look at the boxes. 'I think I see a spaceship!' Van winks." ("Tim and Van look at the boxes. 'I think I see a spaceship!' Van winks.")

YOU DO

1. Invite students to whisper read independently.
SAY Now, it's your turn to practice. Whisper read the rest of the book to yourself. Try to read accurately, smoothly, and with expression, just like a storyteller.
2. Allow students a few minutes to read the text independently. Circulate to listen in on individual students. Provide corrective feedback as needed, and celebrate students' reading habits.



Teacher Supports

Differentiation

- If students need support with tracking, have them use a finger to track under each word as they read.

Formative Assessment

- Assess fluency by listening to whisper reads. Take note of decoding accuracy, self-monitoring (e.g., self-correcting errors), and pacing.

Extension Writing

Learning Target

I can imagine and write a different ending for a story using words I've learned during the week.

1. Display *Best Wishes on Your Trip*. Introduce imagining what happens when the story ends.
SAY Now, we will use our imaginations. What if the story had a different ending? You are going to write a new ending or create your own story using words we've learned.
2. Distribute story writing paper or whiteboards for writing. Direct students to write a new ending to the story. Encourage them to use the phonics patterns and high-frequency words from the week.
SAY Write what you think will happen next in *Best Wishes on Your Trip*. Use some of our words from this week to help you. When you're done, add your illustration.
3. Support students as they work.
SAY If you need help, you can start with: "At the end of the story . . ." or "A new adventure begins when . . ."
4. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.
SAY Now is a time when you can share your work with the group. I enjoy seeing your thinking and how your writing skills are growing.





Teacher Supports

Differentiation

- Provide sentence starters for students needing additional support.
- Encourage students needing a challenge to add details and dialogue.

Formative Assessment

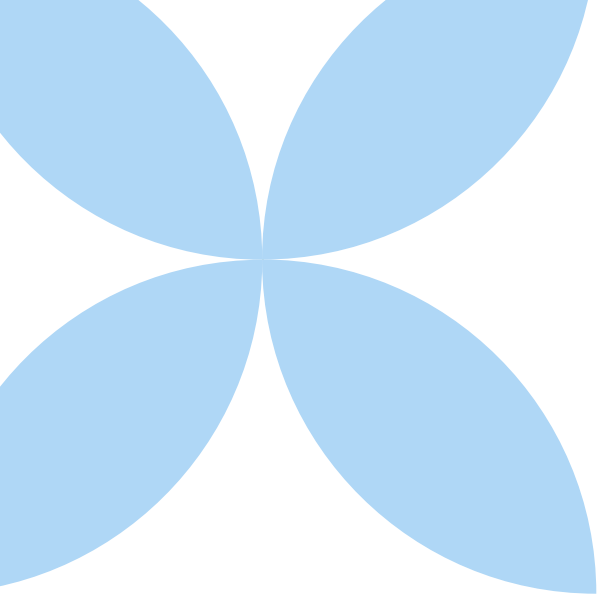
- Look for evidence of phonics application in student writing (e.g., spelling words with the correct target phonics pattern).

Wrap-Up

1. Wrap up.

SAY Today, we were word detectives to practice our high-frequency words, reread our decodable book to build fluency, and were creative writers by changing the ending of the story.

Partial Alphabet



Concepts: e as /ě/, o as /ŏ/, and x as /ks/
We Can Draw!

Decodable Book



Concept Focus Words

pen Max he can
sit Tom yum

New High-Frequency Words

what is all

Story Word

draw

In this book, the word *draw* is a story word. It is used to support the reader’s understanding of the action in the decodable book *We Can Draw!*, in which Max and Tom follow their teacher’s drawing prompts.

Instructional Standards

RL.K.1, RL.K.2, RL.K.7, RF.K.2.D, RF.K.3.A, RF.K.3.B, RF.K.3.C, RF.K.4, W.K.8, L.K.1.F, L.K.2.D, RL.1.1, RL.1.2, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3.B, RF.1.3.G, RF.1.4.A, RF.1.4.B, W.1.8, L.1.1.J, L.1.2.D, L.1.2.E, RL.2.1, RL.2.2, W.2.8

Day 1



Prepare in Advance

Teacher

- Letter-sound cards: e, o, x
- High-frequency word cards: *what, is, all*
- Decodable book: *We Can Draw!*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *We Can Draw!*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words with e as /ě/, o as /ǒ/, and x as /ks/.

1. Introduce blending words.

SAY This week, we will practice the letters e, o, and x. Today, we will work with the sounds /ě/, /ǒ/, and /ks/ to get our brains ready for reading. Listen to the sounds I say, then blend the sounds into a word.

2. Begin blending words.

SAY /s/ /ě/ /t/

ASK What's the word? (*set*)

SAY /f/ /ǒ/ /ks/

ASK What's the word? (*fox*)

SAY /j/ /ǒ/ /b/

ASK What's the word? (*job*)

3. Introduce segmenting words.

SAY Now, we will segment words with the sounds /ě/, /ǒ/, and /ks/ to get our brains ready for reading. Listen to the word, then segment it into the sounds that make up the word.

4. Begin segmenting words.

ASK What are the sounds in the word *set*? (/s/ /ě/ /t/)

ASK What are the sounds in the word *fox*? (/f/ /ǒ/ /ks/)

ASK What are the sounds in the word *job*? (/j/ /ǒ/ /b/)

5. Guide word skywriting.

SAY Write the word *set* in the air with me.

SAY Write the word *fox* in the air with me.

SAY Write the word *job* in the air with me.



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds.

Phonics

Learning Target

I can segment and blend words containing e as /ě/, o as /ǒ/, and x as /ks/.



1. Introduce the sounds for the week: /ě/, /ǒ/ and /ks/. Display the corresponding letter-sound cards.

SAY Let's practice the sounds /ě/, /ǒ/ and /ks/.

2. Practice the first sound. Display the corresponding letter-sound card.

SAY Remember, the letter e makes the sound heard at the beginning of our keyword, *egg*. Let's practice saying it all together: /ě/ /ě/ /ě/. (/ě/ /ě/ /ě/)

3. Lead example word practice on the whiteboard.

SAY Because e is a vowel, its sound often comes in the middle of a word.

SAY Watch as I write the word *pet* on the board.

SAY Let's look at the word and say the sounds we hear.

4. Point to each letter as the students say the sound aloud.

SAY What sound does the *p* make? (/p/)

SAY What sound does the *e* make? (/ě/)

SAY What sound does the *t* make? (/t/)

ASK What word does that make? (*pet*)

5. Practice the next sound. Display the corresponding letter-sound card.

SAY We will also practice the /ǒ/ sound. Remember, the letter o makes the sound heard at the beginning of our keyword, *octopus*. Let's practice saying it all together: /ǒ/ /ǒ/ /ǒ/. (/ǒ/ /ǒ/ /ǒ/)

6. Lead example word practice on the whiteboard.

SAY Because o is a vowel, its sound often comes in the middle of a word.

SAY Watch as I write the word *top* on the board.

SAY Let's look at the word and say the sounds we hear.

7. Point to each letter as the students say the sound aloud.

SAY What sound does the *t* make? (/t/)

SAY What sound does the *o* make? (/ǒ/)

SAY What sound does the *p* make? (/p/)

ASK What word does that make? (*top*)

8. Practice the next sound. Display the corresponding letter-sound card.

SAY We will also practice the /ks/ sound. Remember, the letter x makes the sound heard at the end of our keyword, *fox*. Let's practice saying it all together: /ks/ /ks/ /ks/. (/ks/ /ks/ /ks/)

9. Lead example word practice on the whiteboard.

SAY Because x is a special consonant, its sound only comes at the end of a word or syllable.

SAY Watch as I write the word *six* on the board.

SAY Let's look at the word and say the sounds we hear.

10. Point to each letter as the students say the sound aloud.

SAY What sound does the *s* make? (/s/)

SAY What sound does the *i* make? (/i/)

SAY What sound does the *x* make? (/ks/)

ASK What word does that make? (*six*)

High-Frequency Word: *what*

what



Learning Target

I can read and spell the high-frequency words *what*, *is*, and *all*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *what*, *is*, and *all*.

2. Display the word *what*.

SAY This word is *what*. *What* has four letters—*w*, *h*, *a*, *t*.

3. Explain how to use the high-frequency word when speaking. Emphasize the word *what* when reading the sentences below.

SAY We use the word *what* when asking about something. You might hear someone say, “What is your name?” or “What do you want to eat?”

4. Teach the grapheme-phoneme correspondences in the word.

SAY *What* has three sounds—/w/ /ŭ/ /t/.

SAY The letters *wh* work together to say /w/.

SAY The letter *a* says /ŭ/.

SAY The letter *t* says /t/.

5. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

SAY The letters *wh* together and the *t* at the end of this word make the sounds we expect. This word also has a tricky part. The letter *a* doesn’t make the sound we expect it to. It says /ŭ/. So, we’ll mark it with a heart to remind us that this part of the word needs to be remembered by heart.

6. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /w/ /ŭ/ /t/ — *what*

7. Prompt students to read the word.

SAY So, when we see this word, we know to read it as *what*.

ASK What’s this word? (*what*)

8. Guide a word-meaning discussion.

ASK Can someone use *what* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

High-Frequency Word: *is*

is
❤️

Learning Target

I can read and spell the high-frequency words *what*, *is*, and *all*.

1. Display the word *is*.

SAY This word is *is*. *Is* has two letters—*i*, *s*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *is* when reading the sentences below.

SAY We use the word *is* when talking about something that is happening or exists. You might hear someone say, “The dog is sleeping” or “She is my friend.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Is* has two sounds—/i/ /z/.

SAY The letter *i* says /i/.

SAY The letter *s* says /z/.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word

Note: The phoneme /z/ is temporarily irregular.

SAY The letter *i* makes the sound we expect. This word also has a tricky part. The letter *s* doesn’t make the sound we expect it to. It says /z/. So, we’ll mark it with a heart to remind us that this part of the word needs to be remembered by heart.

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /i/ /z/—*is*

6. Prompt students to read the word.

SAY So, when we see this word, we know to read it as *is*.

ASK What’s this word? (*is*)

7. Guide a word-meaning discussion.

ASK Can someone use *is* in a sentence? (*Answers will vary.*)

Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

High-Frequency Word: *all*



Learning Target

I can read and spell the high-frequency words *what*, *is*, and *all*.

1. Display the word *all*.

SAY This word is *all*. *All* has three letters—*a*, *l*, *l*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *all* when reading the sentences below.

SAY We use the word *all* when talking about every person or thing in a group. You might hear someone say, “I ate all my food” or “I love all animals.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *All* has two sounds—/aw/ /l/.

SAY The letter *a* says /aw/.

SAY The letters *ll* work together to say /l/.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word

SAY This word has two tricky parts. The letter *a* doesn’t make the sound we usually expect. It says /aw/. Also, the *ll* together make the /l/ sound. So, we’ll mark both parts with a heart to remind us that these parts of the word need to be remembered by heart.

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /aw/ /l/ — *all*

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *all*.

ASK What’s this word? (*all*)

7. Guide a word-meaning discussion.

ASK Can someone use *all* in a sentence? (*Answers will vary.*)

8. Distribute whiteboards to students. Invite students to write the high-frequency words *what*, *is* and *all*.

Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

First Read

draw

Learning Targets

I can make predictions about a story. Also, I can read words with e as /ĕ/, o as /ŏ/, and x as /ks/.

“Hi, Max and Tom.
Get a pen and sit.”

1. Preview the decodable book *We Can Draw!*

SAY Today, we will read *We Can Draw!* Let’s take a quick look at the cover and predict what the book will be about.

ASK What do you predict this book will be about? (Answers will vary.)

SAY This book has words such as *Max*, *get*, *pen*, and *sit* in it. These words have the concepts we have been practicing. We’ll look for these words as we read.

2. Introduce the story word.

SAY One special word in this story might be new to us. We call special words like these story words. Story words are important words that help us understand what the story is about. Our story word today is *draw*.

3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY *Draw* is a word with a few meanings. In this book, *draw* means to make art using drawing materials, such as markers and whiteboards.

SAY In the word *draw*, the letters *d* and *r* make the sounds we expect: /d/ and /r/. The letters *aw* make the sound /aw/.

SAY When we put those sounds together, we get /d/ /r/ /aw/—*draw*.

I DO

1. Model echo reading. Distribute the decodable book *We Can Draw!*, one per student.

SAY I’ll read sentences. Listen carefully: “Hi, Max and Tom. Get a pen and sit.” Now, you read it with me. (“Hi, Max and Tom. Get a pen and sit.”)

2. Guide decoding.

SAY If we see a word we do not know, we use segmenting and blending to figure it out. Look at this word.

TACTILE CUE Point to the word *Max*.

SAY If I do not know this word, I use segmenting to break it apart by sounds: /m/ /ă/ /ks/. Once I have the individual sounds, I say the sounds together to blend the word *Max*.

WE DO

1. Introduce fluency.

SAY As readers, we want to read fluently, which means reading the words correctly at just the right speed and with expression like a storyteller.

Let’s read the sentences again, and this time, focus on fluency to make it sound like we’re telling a story. “Hi, Max and Tom. Get a pen and sit.” (“Hi, Max and Tom. Get a pen and sit.”)

YOU DO

1. Introduce whisper reading.

SAY Now, it’s your turn to practice. Whisper read the book to yourself. Use your finger to track under the words you are reading and try to read as fluently as you can.

2. Circulate as students whisper read. Provide corrective feedback as needed and celebrate students’ reading habits.

SAY As you read, I noticed you were working hard on sounding out words and thinking about the book.

Teacher Supports

Differentiation

- Facilitate echo or partner reading instead of whisper reading for students who need additional support.
- Provide whisper phones to help students hear themselves as they read.

Formative Assessment

- Record observations of students' decoding and fluency, noting whether they are confident, developing, or in need of support.

Comprehension Discussion

Learning Target

I can answer questions about a story and use examples from the text to explain my thinking.

1. Introduce comprehension questions. Encourage students to reference the text as they answer.

SAY Let's talk about the book. I'll ask some questions, and you can share your answers. Remember, you can look back in the book to find the answer if you need to.

ASK What does Max's fish wish for? *(The fish wishes for a bug.)*

ASK How do the kids react to the teacher's prompts? *(The kids are excited and the teacher's prompts help them get creative.)*



Teacher Supports

Formative Assessment

- Listen for accuracy and depth in students' answers. Are students providing evidence from the text or illustrations to support their answers?
- If students struggle with comprehension questions, observe whether the difficulty stems from a lack of vocabulary knowledge, difficulty connecting the story events to the main idea, or challenges locating evidence in the text.

Wrap-Up

1. Wrap up.

SAY Today, we practiced reading and discussing our decodable book. You worked on decoding the words, reading fluently, and understanding the story's meaning.

Day 2



Prepare in Advance

Teacher

- Decodable book: *We Can Draw!*

Student

- Decodable book: *We Can Draw!*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Tapping Sounds

Learning Target

I can segment and blend words with e as /ě/, o as /ö/, and x as /ks/.

1. Introduce the tapping sounds activity.
 - SAY** We're going to play a tapping game to help us hear all the sounds in a word. You'll tap a spot for each sound, starting at the top of your head. First, I'll say a word. Then, we'll act out "Head, Shoulders, Knees, and Toes," tapping a spot for each sound in the word.
 - SAY** For the first sound, touch your head. For the second sound, touch your shoulders. For the third sound, touch your knees. If there's another sound, we'll go to our toes. After we tap all the sounds, we'll blend them together to say the whole word.
2. Practice words with the target sounds /ě/, /ö/, and /ks/ together.
 - SAY** Let's try it with the word *rob*. The first sound is /r/, so touch your head and say /r/. (/r/)
 - SAY** The next sound is /ö/, so touch your shoulders and say /ö/. (/ö/)
 - SAY** The last sound is /b/, so touch your knees and say /b/. (/b/)
 - SAY** Now, let's put it together. (/r/ /ö/ /b/ *rob*)
3. Continue the tapping game for the words *bet*, *tax*, *get*, *wax*, and *dog*.

rob
bet
tax
get
wax
dog



Teacher Supports

Differentiation

- Incorporate body movements as well (e.g., clapping or stepping) to make the activity more active and engaging.

High-Frequency Word: Drumming

Learning Target

I can spell high-frequency words.

1. Introduce the high-frequency word review drumming activity. Students drum the tabletop with their fingers for each letter of the high-frequency word as the group chorally spells the high-frequency word aloud.

what
is
all

SAY This week, we are practicing high-frequency words. Our high-frequency word is *what*. Today, we will practice spelling *what*, tapping the table with our finger one time for each letter as we spell it aloud.

SAY The first letter is *w*, so tap your finger on the table and say *w*. (*w*)

SAY The next letter is *h*, so tap your finger on the table and say *h*. (*h*)

SAY The next letter is *a*, so tap your finger on the table and say *a*. (*a*)

SAY The last letter is *t*, so tap your finger on the table and say *t*. (*t*)

SAY Now, let's put it together: w-h-a-t, *what* (*w-h-a-t, what*)

2. Repeat the process with the remaining high-frequency words.



Teacher Supports

Differentiation

- Incorporate different sensory materials (e.g., sand trays or shaving cream) to make the activity more engaging.

Second Read

Learning Target

I can read aloud with fluency by using accurate words, smooth phrasing, and expression.

1. Prepare for rereading. Distribute the decodable book, *We Can Draw!*, one per student.

SAY Today, you will read our decodable book, *We Can Draw!*, again. Remember to read with fluency, which means to read the words correctly at just the right speed and with expression so that you sound like storytellers.

2. Introduce whisper reading.

SAY Let's start by whisper reading our book today. That means you'll read aloud in a quiet whisper to yourself. As you read, think about what the book is about.

3. Circulate as students whisper read.

4. Provide corrective feedback as needed and celebrate students' reading habits.

SAY As you read, I noticed you were working hard on sounding out words, reading fluently, and thinking about the book.



Teacher Supports

Differentiation

- Use highlighting tape to emphasize tricky words.
- If students need support with tracking, have them run their finger under each word to track it as they read.

Formative Assessment

- Listen for confident, accurate reading and note which students need additional fluency practice.

Guided Retelling

Learning Target

I can retell a story by describing what happened at the beginning, middle, and end.

1. Introduce retelling the story.

SAY Today, we will retell our story to make sure we understand what happened. When we retell a story, we think about the beginning, middle, and end.

2. Use open-ended questions to guide the retelling. If students struggle to recall details, direct students to go back and reread the full book or specific parts of the book.

ASK What happened at the beginning of the story? (*Miss Chang asks Max and Tom what they can draw.*)

ASK What happened next? (*Max and Tom draw pictures on their whiteboards. Miss Chang asks if they can draw fish.*)

ASK How did the story end? (*Miss Chang draws a shark wearing a crown. They call the shark the king of them all.*)



Teacher Supports

Differentiation

- Have students point to pictures in the book as they retell the story. If needed, prompt students by directing them to look back to a specific page and share what is happening.

Formative Assessment

- Monitor students' ability to recall key story details without prompting. If they rely heavily on support, consider reteaching comprehension strategies such as revisiting the text or looking at pictures for clues.

Writing

Learning Target

I can write a sentence using words with e as /ě/, o as /ö/, and x as /ks/ and draw a picture that matches my sentence.

1. Introduce writing.

SAY Now that we've practiced reading words with the /ě/, /ö/, and /ks/ sounds, it's time to write. You're going to write a sentence using words that include the /ě/, /ö/, and /ks/ sounds.

2. Direct students to find the target sentences in their books.

SAY Let's look at an example. Find these sentences in your book: "Hi, Max and Tom. Get a pen and sit."

ASK What words have the /ě/, /ö/, and /ks/ sounds? (*Max, Tom, get, pen*)

3. Distribute story writing paper or whiteboards.

SAY Now it's your turn to write. You will write a sentence using your own ideas and words that include the /ě/, /ö/, and /ks/ sounds.

"Hi, Max and Tom.
Get a pen and sit."

4. Encourage students to read their completed sentences aloud to themselves to check for accuracy. Once they're finished writing, they can add an illustration to connect writing to visual representation.
SAY Now, let's bring our sentences to life by drawing a picture that matches your sentence.
ASK Think about the details. What is happening in your picture? Does it match your words? *(Answers will vary.)*
5. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.
ASK Who would like to share their work with the group? *(Answers will vary.)*



Teacher Supports

Differentiation

- If students struggle with encoding, encourage them to stretch out words by tapping the sounds along their arm.
- If students struggle with grapheme formation, model letter formation on a whiteboard.
- For students who struggle to generate words with the concept focus, provide a list of examples, such as *yes, bed, pot, fox, get, and hop*.
- To support students who have difficulty beginning their sentence, offer a sentence starter connected to their chosen concept focus word(s).

Formative Assessment

- Check for the application of phonics patterns in written words. Evaluate whether students demonstrate comprehension through their completed sentences.

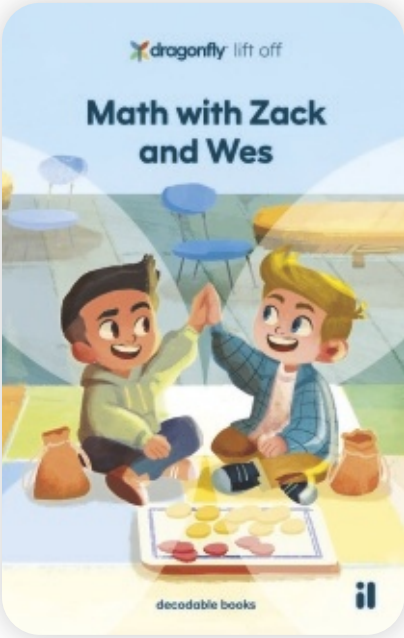
Wrap-Up

1. Wrap up.
SAY Today, we practiced spelling our high-frequency words, reread our decodable book to work on our fluency, retold the story, and used the /ě/, /ö/, and /ks/ sounds to write a sentence.



Concepts: *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/
Math with Zack and Wes

Decodable Book



Concept Focus Words

back math thin
duck moth when

New High-Frequency Words

big ran here

Story Word

count

In this book, the word *count* is a story word. It is used to support the reader’s understanding of the action in the decodable book, *Math with Zack and Wes*, in which Zack and Wes use counters to practice adding.

Instructional Standards

RL.K.1, RL.K.2, RL.K.7, RF.K.2.D, RF.K.3.A, RF.K.3.B, RF.K.3.C, RF.K.4, W.K.8, L.K.1.F, L.K.2.D, RL.1.1, RL.1.2, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3.A, RF.1.3.B, RF.1.3.G, RF.1.4.A, RF.1.4.B, W.1.8, L.1.1.J, L.1.2.D, L.1.2.E, RL.2.1, RL.2.2, W.2.8

Day 1



Prepare in Advance

Teacher

- High-frequency word cards: *big, ran, here*
- Decodable book: *Math with Zack and Wes*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Math with Zack and Wes*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/.

1. Introduce blending words.

SAY Today, we will work with the digraphs /th/ (voiced and unvoiced), /w/ and /k/ to get our brains ready for reading. Listen to the sounds I say, then blend the sounds into a word.

2. Begin blending words.

SAY /m/ /ă/ /th/

ASK What's the word? (*math*)

SAY /th/ /ă/ /t/

ASK What's the word? (*that*)

SAY /w/ /ĕ/ /n/

ASK What's the word? (*when*)

SAY /l/ /ŏ/ /k/

ASK What's the word?" (*lock*)

3. Introduce segmenting words.

SAY Now, we will segment words with the sounds /th/, /w/, and /k/ to get our brains ready for reading. Listen to the word, then segment it into the sounds that make up the word.

4. Begin segmenting words.

ASK What are the sounds in the word *math*? (/m/ /ă/ /th/)

ASK What are the sounds in the word *that*? (/th/ /ă/ /t/)

ASK What are the sounds in the word *when*? (/w/ /ĕ/ /n/)

ASK What are the sounds in the word *lock*? (/l/ /ŏ/ /k/)

5. Guide word skywriting.

SAY Write the word *math* in the air with me.

SAY Write the word *that* in the air with me.

SAY Write the word *when* in the air with me.

SAY Write the word *lock* in the air with me.



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds.

Phonics

Learning Target

I can segment and blend words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/.

Digraphs *sh*, *th*
(unvoiced), *th* (voiced),
ch, *wh*, *qu*, *ck*

- Teach the concepts for the week: /th/ (voiced and unvoiced), /w/, and /k/. Display the corresponding letter-sound cards.

SAY Digraphs are two letters that work together to make one sound. Let's practice saying the sounds that some of our digraphs make.
- Teach the first digraph sound. Display the corresponding letter-sound cards.

SAY The digraph *th* can be voiced or unvoiced. The letters *th* make the /th/ (voiced) sound heard in the middle of our keyword, *feather*. Let's practice saying it all together: /th/ /th/ /th/. (/th/ /th/ /th/)

SAY When I say /th/ (voiced) like in *feather* I can feel the vibration in my throat. Touch your throat and say /th/. (/th/)

SAY The letters *th* make the /th/ (unvoiced) sound heard in the middle of our keyword, *panther*. Let's practice saying it all together: /th/ /th/ /th/. (/th/ /th/ /th/)

SAY When I say /th/ (unvoiced) like in *panther* I don't feel a vibration in my throat. Touch your throat and say /th/ to feel the difference. (/th/)
- Lead example word practice. Display the word *that* on the whiteboard.

SAY The digraph *th* can come at the beginning, middle or end of a word. Look at the word *that*. Let's use the word *that* with a voiced *th* to segment and blend the sounds. Say it with me: *that*. Now, let's tap out the sounds: /th/ /ă/ /t/. (/th/ /ă/ /t/)

ASK What word does that make? (*that*)
- Lead example word practice. Display the word *path* on the whiteboard.

SAY Now, look at the word *path*. Let's use the word *path* with an unvoiced *th* to segment and blend the sounds. Say it with me: *path*. Let's tap out the sounds: /p/ /ă/ /th/. (/p/ /ă/ /th/)

ASK What word does that make? (*path*)
- Teach the next sound. Display the corresponding letter-sound cards.

SAY The letters *wh* make the /w/ sound heard at the beginning of our keyword, *whale*. Let's practice saying it all together: /wh/ /wh/ /wh/. (/wh/ /wh/ /wh/)
- Lead example word practice. Display the word *whip* on the whiteboard.

SAY The digraph *wh* comes at the beginning of a word. Look at the word *whip*. Let's use the word *whip* to segment and blend the sounds. Say it with me: *whip*. Now, let's tap out the sounds: /wh/ /i/ /p/. (/wh/ /i/ /p/)

ASK What word does that make? (*whip*)
- Repeat this process with the ending digraph sound: /k/ (*duck*, *luck*)

High-Frequency Word: *big*

big

Learning Target

I can read and spell the high-frequency words *big*, *here*, and *ran*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *big*, *ran*, and *here*.

2. Display the word: *big*.

SAY This word is *big*. *Big* has three letters: *b*, *i*, *g*.

3. Explain how to use the high-frequency word when speaking. Emphasize the word *big* when reading the sentences below.

SAY We use the word *big* to describe something large in size. You might hear someone say, “That is a big dog” or “The big balloon floated in the sky.”

4. Teach the grapheme-phoneme correspondences in the word.

SAY *Big* has three sounds: /b/ /i/ /g/.

SAY The letter *b* says /b/.

SAY The letter *i* says /i/.

SAY The letter *g* says /g/.

5. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter makes the sound we expect. So, we call all the sounds in this word “regular.”

6. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /b/ /i/ /g/ — *big*.

7. Prompt students to read the word.

SAY So, when we see this word, we know to read it as *big*.

ASK What’s this word? (*big*)

8. Guide a word-meaning discussion.

ASK Can someone use *big* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

High-Frequency Word: *ran*

ran

Learning Target

I can read and spell the high-frequency words *big*, *ran*, and *here*.

1. Display the word: *ran*.

SAY This word is *ran*. *Ran* has three letters: *r*, *a*, *n*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *ran* when reading the sentences below.

SAY We use the word *ran* to describe when someone moved quickly on his or her feet and it happened in the past. Someone might say, “I ran to the park” or “She ran to catch the ball.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Ran* has three sounds: /r/ /ă/ /n/.

SAY The letter *r* says /r/.

SAY The letter *a* says /ă/.

SAY The letter *n* says /n/.

4. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter makes the sound we expect. So, we call all the sounds in this word “regular.”

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /r/ /ă/ /n/ — *ran*.

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *ran*.

ASK What’s this word? (*ran*)

7. Guide a word-meaning discussion.

ASK Can someone use *ran* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

High-Frequency Word: *here*

Learning Target

I can read and spell the high-frequency words *big*, *ran*, and *here*.

here
❤️ ❤️

1. Display the word: *here*.

SAY This word is *here*. *Here* has four letters: *h*, *e*, *r*, *e*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *here* when reading the sentences below.

SAY We use the word *here* to talk about a place close to us. You might hear someone say, “We are here, at the playground” or “Come over here!”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Here* has three sounds: /h/ /ē/ /r/.

SAY The letter *h* says /h/.

SAY The letter *e* says /ē/.

SAY The letter *r* says /r/.

SAY The letter *e* at the end is silent.

- Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The long vowel *e* and magic *e* concept is temporarily irregular.

SAY In this word, the letters *h* and *r* make the sound we expect. This word also has tricky parts. The letters *e* and *e* don't make the sound we expect them to. The first *e* is making a long vowel sound /ē/ here because it has the help of the *e* at the end of the word. So, we'll mark it with a heart to remind us that this part of the word needs to be remembered by heart.

- Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let's say the sounds we know in this word one at a time. After we say all the sounds, we'll blend them together to read the whole word.

SAY /h/ /ē/ /r/ — *here*.

- Prompt students to read the word.

SAY So when we see this word, we know to read it as *here*.

ASK What's this word? (*here*)

- Guide a word-meaning discussion.

ASK Can someone use *here* in a sentence? (*Answers will vary.*)

- Distribute whiteboards to students. Invite students to write the high-frequency words *big*, *ran*, *here*.



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from previous weeks of instruction.

First Read

count

Learning Targets

I can make predictions about a story. Also, I can read words with /th/ (voiced and unvoiced), /w/, and /k/ digraph sounds in words.

- Preview the decodable book *Math with Zack and Wes*.

SAY Today, we will read *Math with Zack and Wes*. Let's take a quick look at the cover and predict what the book is about.

ASK What do you predict this book will be about? (*Answers will vary.*)

SAY This book has words such as *then*, *math*, *clock*, and *when* in it. These words have the concepts we have been practicing. We'll look for these words as we read.

- Introduce the story word.

SAY There is one special word in this story that might be new to us. We call these special words story words. Story words are important words that help us understand what the story is about. Our story word today is *count*.

- Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY *Count* means to say numbers in order to find out how many there are.

SAY In the word *count*, the letter *c* makes the /k/ sound. The letters *ou* make the /ow/ sound. The letters *n* and *t* make the sounds we expect, /n/ and /t/.

SAY When we put those sounds together, we get /k/ /ow/ /n/ /t/, *count*.

Zack and Wes sit and chat.

I DO

1. Model echo reading. Distribute the decodable book *Math with Zack and Wes*, one per student.

SAY I'll read the sentence. Listen carefully: "Zack and Wes sit and chat." Now, you read it with me. ("Zack and Wes sit and chat.")

2. Guide decoding.

SAY If we see a word we do not know, we use segmenting and blending to figure it out. Look at this word.

TACTILE CUE Point to the word *Zack*.

SAY If I do not know this word, I use segmenting to break it apart by sounds: /z/ /ă/ /k/. Once I have the individual sounds, I say the sounds together to blend the word *Zack*.

WE DO

1. Introduce fluency.

SAY As readers, we want to read fluently, which means reading the words correctly at just the right speed and with expression like a storyteller.

Let's read the sentence again, and this time, focus on fluency to make it sound like we're telling a story. "Zack and Wes sit and chat." ("Zack and Wes sit and chat.")

YOU DO

1. Introduce whisper reading.

SAY Now, it's your turn to practice. Whisper read the book to yourself. Use your finger to track under the words you are reading and try to read as fluently as you can.

2. Circulate as students whisper read. Provide corrective feedback as needed and celebrate students' reading habits.

SAY As you read, I noticed you were working hard on sounding out words and thinking about the book.



Teacher Supports

Differentiation

- Facilitate echo or partner reading instead of whisper reading for students who need additional support.
- Provide whisper phones to help students hear themselves as they read.

Formative Assessment

- Record observations of students' decoding and fluency, noting whether they are confident, developing, or in need of support.

Comprehension Discussion

Learning Target

I can answer questions about a story and use examples from the text to explain my thinking.

1. Introduce comprehension questions. Encourage students to reference the text as they answer.

SAY Let's talk about the book. I'll ask some questions, and you can share your answers. Remember, you can look back in the book to find the answer if you need to.



ASK Why do the students sit on a rug? (*It is time for math.*)

ASK How do the math chips help Zack and Wes? (*The chips help them count and add.*)



Teacher Supports

Formative Assessment

- Listen for accuracy and depth in students' answers. Are students providing evidence from the text or illustrations to support their answers?
- If students struggle with comprehension questions, observe whether the difficulty stems from a lack of vocabulary knowledge, difficulty connecting the story events to the main idea, or challenges locating evidence in the text.

Wrap-Up

1. Wrap up.

SAY Today, we practiced reading and discussing our decodable book. You worked on decoding the words, reading fluently, and understanding the story's meaning.

Day 2



Prepare in Advance

Teacher

- Decodable book: *Math with Zack and Wes*

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Math with Zack and Wes*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

Tapping Sounds

Learning Target

I can segment and blend words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/.

1. Introduce the tapping sounds activity.

SAY We're going to play a tapping activity to help us hear all the sounds in a word. We'll tap a spot for each sound, starting at the top of our head. First, I'll say a word. Then, we'll act out "Head, Shoulders, Knees and Toes," tapping a spot for each sound in the word.

SAY For the first sound, touch your head. For the second sound, touch your shoulders. For the third sound, touch your knees. If there is another sound, we'll go to our toes. After we tap all the sounds, we'll blend them together to say the whole word.

2. Practice words with the target sounds /th/ (voiced and unvoiced), /w/ (as *wh*), and /k/ (as *ck*) together.

SAY Let's try it with the word *that*. The first sound is /th/, so touch your head and say /th/.

SAY The next sound is /ă/, so touch your shoulders and say /ă/.

SAY The last sound is /t/, so touch your knees and say /t/.

SAY Now let's put it together: /th/ /ă/ /t/, *that*.

3. Continue the tapping sounds game for the words *bath*, *neck*, *tick*, *wham* and *whip*.

that
bath
neck
tick
wham
whip



Teacher Supports

Differentiation

- Incorporate body movements as well (e.g., clapping or stepping) to make the activity more active and engaging.

High-Frequency Word: Drumming

Learning Target

I can spell high-frequency words.

1. Introduce the high-frequency word review drumming activity. Students drum the tabletop with their fingers for each letter of the high-frequency word as the group chorally spells the high-frequency word aloud.

SAY Our high-frequency word is *big*. Today, we will practice spelling *big*, tapping the table with our finger one time for each letter as we spell it aloud.

SAY The first letter is *b*, so tap your finger on the table and say *b*. (*b*)

SAY The next letter is *i*, so tap your finger on the table and say *i*. (*i*)

SAY The last letter is *g*, so tap your finger on the table and say *g*. (*g*)

SAY Now, let's put it together. *b-i-g*, *big* (*b-i-g*, *big*)

2. Repeat the process with the remaining high-frequency words.

big
ran
here

Teacher Supports

Differentiation

- Incorporate different sensory materials (e.g., sand trays or shaving cream) to make the activity more engaging.

Second Read

Learning Target

I can read aloud with fluency by using accurate words, smooth phrasing, and expression.

1. Prepare for rereading. Distribute the decodable book, *Math with Zack and Wes*, one per student.

SAY Today, you will read our decodable book, *Math with Zack and Wes*, again. Remember to read with fluency, which means to read the words correctly at just the right speed and with expression so that you sound like storytellers.

2. Introduce whisper reading.

SAY Let's start by whisper reading our book today. That means you'll read aloud in a quiet whisper to yourself. As you read, think about what the book is about.

3. Circulate as students whisper read.

4. Provide corrective feedback as needed and celebrate students' reading habits.

SAY As you read, I noticed you were working hard on sounding out words, reading fluently, and thinking about the book.



Teacher Supports

Differentiation

- Use highlighting tape to emphasize tricky words.
- If students need support with tracking, have them run a finger under each word to track it as they read.

Formative Assessment

- Listen for confident, accurate reading and note which students need additional fluency practice.

Guided Retelling

Learning Target

I can retell a story by describing what happened at the beginning, middle, and end.

1. Introduce retelling the story.

SAY Today, we will retell our story to make sure we understand what happened. When we retell, we think about the beginning, middle, and end of a story.

2. Use open-ended questions to guide the retelling. If students struggle to recall details, direct students to go back and reread the full book or specific parts of the book.



- ASK** What happened at the beginning of the story? (*Zack and Wes sit and chat until the clock ticks 10.*)
- ASK** What happened next? (*Zack and Wes sit on the big rug and take out their red and tan math chips.*)
- ASK** How did the story end? (*Zack and Wes count all of their chips.*)



Teacher Supports

Differentiation

- Have students point to pictures in the book as they retell the story. If needed, prompt students by directing them to look back to a specific page and share what is happening.

Formative Assessment

- Monitor students' ability to recall key story details without prompting. If they rely heavily on support, consider reteaching comprehension strategies such as revisiting the text or looking at pictures for clues.

Writing

Learning Target

I can write a sentence using words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/ and draw a picture that matches my sentence.

Then the clock ticks.

- Introduce writing.

SAY Now that we've practiced reading words with /th/ (voiced and unvoiced), /w/, and /k/, it's time to write. You're going to write a sentence using words that include these digraphs.
- Direct students to find the target sentence in their books.

SAY Let's look at an example. Find this sentence in your book: "Then the clock ticks."

ASK What words have digraphs in them? (*Then, the, clocks, tick*)
- Distribute story writing paper or whiteboards.

SAY Now it's your turn to write. You will write a sentence using your own ideas and words that include the digraphs *th*, *wh*, and *ck*.
- Encourage students to read their completed sentences aloud to themselves to check for accuracy. Once they're finished writing, they can add an illustration to connect writing to visual representation.

SAY Now, let's bring our sentences to life by drawing a picture that matches your sentence.

ASK Think about the details. What is happening in your picture? Does it match your words?
(*Answers will vary.*)
- Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.

ASK Who would like to share their work with the group? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students struggle with encoding, encourage them to stretch out words by tapping the sounds along their arm.
- If students struggle with grapheme formation, model letter formation on a whiteboard.
- For students who struggle to generate words with the concept focus, provide a list of examples, such as *them*, *path*, *thin*, *whiz*, *lick*, and *pack*.
- To support students who have difficulty beginning their sentence, offer a sentence starter connected to their chosen concept focus word(s).

Formative Assessment

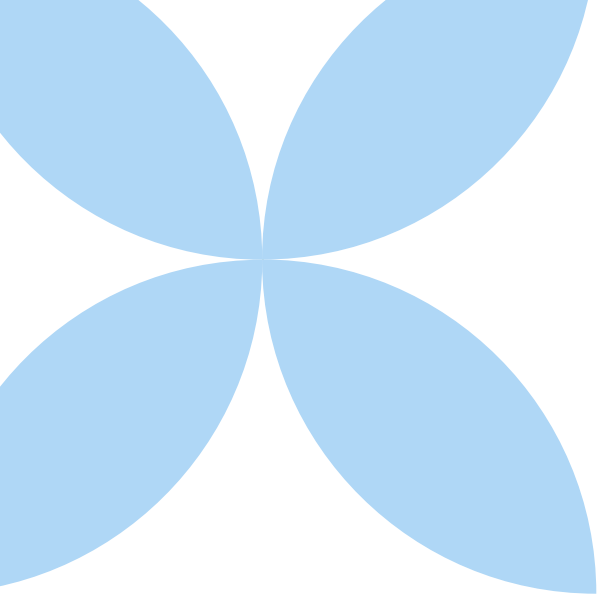
- Check for the application of phonics patterns in written words. Evaluate whether students demonstrate comprehension through their completed sentences.

Wrap-Up

1. Wrap up.

SAY Today, we practiced spelling our high-frequency words, reread our decodable book to work on our fluency, retold the story, and used words with *th* as /th/ (voiced and unvoiced), *wh* as /w/, and *ck* as /k/ to write a sentence.

Full Alphabet



Concepts: Suffix: *-ing*
Sam and Dash Get Mixing

Decodable Book



Concept Focus Words

boiling	ducking	gushing	smashing
buzzing	fussing	mixing	wishing
chilling	going	smacking	yelling

New High-Frequency Words

that	give	little
------	------	--------

Story Word

painting

In this book, the word *painting* is a story word. It is used to support the reader's understanding of and relationship to the action in the decodable book *Sam and Dash Get Mixing*, in which Sam and Dash make squish art paintings.

Instructional Standards

RL.K.1, RL.K.2, RF.K.2.D, RF.K.3.A, RF.K.3.B, RF.K.3.C,
L.K.1.F, L.K.2.D, RL.1.1, RL.1.2, RF.1.2.B, RF.1.2.C, RF.1.2.D,
RF.1.3.B, RF.1.3.C, RF.1.3.G, RF.1.4.A, RF.1.4.B, L.1.1.J,
L.1.2.D, RL.2.1, RL.2.2, RF.2.3.B, RF.2.3.F, RF.2.4.A,
RF.2.4.B, L.2.1.F, L.2.2.D

Day 1



Prepare in Advance

Teacher

- High-frequency word cards *that, give, little*
- Decodable book: *Sam and Dash Get Mixing*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Sam and Dash Get Mixing*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words that end in the suffix *-ing*.

1. Introduce blending and segmenting words with the suffix *-ing*.
SAY Today, we will practice blending, which means putting sounds together to make a word, and segmenting, which means breaking a word into its sounds. This week, we are focusing on adding the suffix *-ing* to base words. Listen to the sounds I say, then blend the sounds together to make a word.
2. Begin blending words.
SAY /m/ /ĭ/ /l/ /k/ /ĭng/
ASK What's the word? (*milking*)
SAY /ă/ /k/ /t/ /ĭng/
ASK What's the word? (*acting*)
SAY /l/ /ĭ/ /f/ /t/ /ĭng/
ASK What's the word? (*lifting*)
3. Introduce segmenting words.
SAY Now, I will say a word, and we will break it into sounds; then I will write it. Pay attention to what I underline in each word.
4. Start with the word *drifting*.
SAY *Drifting*.
ASK What sounds do you hear? (/d/ /r/ /ĭ/ /f/ /t/ /ĭng/)
5. Write *drifting* on the board and underline *ing*.
6. Continue with the word *gasping*.
SAY *Gasping*.
ASK What sounds do you hear? (/g/ /ă/ /s/ /p/ /ĭng/)
7. Write *gasping* and underline *ing*.
8. Continue with the word *texting*.
SAY *Texting*.
ASK What sounds do you hear? (/t/ /ĕ/ /ks/ /t/ /ĭng/)
9. Write *texting* and underline *ing*.
10. Introduce the spelling rule.
ASK What do you notice about the spelling of the /ĭng/ sound? (*We spell it ing.*)
SAY This week, we will practice reading words that have the suffix *-ing*.

Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds used during the activity.

Phonics

Learning Target

I can identify, read, and spell words with the suffix *-ing*.

I DO

1. Teach the suffix *-ing*. Draw three columns on your whiteboard. Introduce the suffix *-ing* rule, writing each word or suffix in a column as you explain the rule, underlining the letters that create the suffix *-ing*.

SAY Today, we will add the suffix *-ing* to base words. A base word is a word that can stand on its own and still make sense. It's the smallest part of a word that still has meaning before we add anything to it. When we add a suffix to a word, we always start with a base word.

SAY A suffix is a word part added to the end of a base word that changes its meaning. When we add the suffix *-ing*, it shows that something is happening right now, like *jumping* or *running*.

SAY My base word is *splash*. I will write *splash* in the first column.

SAY Now, we will add the suffix *-ing*. The suffix *-ing* is added to the end of a base word to show that something is happening right now. I will write the suffix *-ing* in the second column.

SAY When we put them together, *splash* and *-ing* make the word *splashing*. I will write the whole word *splashing* in the last column.

2. Distribute whiteboards and markers. Have students draw the three columns, writing the words and the suffix in the first and second columns, then writing the whole word in the third column and underlining the suffix.

SAY On your whiteboard, make three columns. In the first column, write the base word *splash*. In the second column, write the suffix *-ing*. In the third column, write *splashing* and underline the suffix.

base word	add the suffix	whole word
splash	-ing	splashing
buzz	-ing	buzzing

WE DO

1. Together with students, add more words that follow the base word, suffix *-ing*, and whole word pattern. As you say each word, write it on the whiteboard so students can see it before erasing it and adding it to its correct column.

SAY Now, let's write more words together.

ASK What column would the word *buzz* go under? (under the word *splash*)

ASK What column would the suffix *-ing* go under? (under the suffix *-ing*)

ASK What column would the word *buzzing* go under? (under the word *splashing*)

YOU DO

- Prompt students to add more words and suffixes to each column.
ASK Can you think of other base words with the suffix *-ing* that we can add to our chart? (Answers will vary but may include *singing, wishing, mixing, and chilling*.)
- Allow students a few minutes to add more words. Circulate to provide corrective feedback as needed, and celebrate students' spelling habits.

High-Frequency Word: *that*

that

Learning Target

I can read and spell the high-frequency words *that, give, and little*.

- Introduce the high-frequency words.
SAY The high-frequency words this week are *that, give, and little*.
- Display the word *that*.
SAY This word is *that*. *That* has four letters—*t, h, a, t*.
- Explain how to use the high-frequency word when speaking. Emphasize the word *that* when reading the sentences below.
SAY We use the word *that* to point out a person, place, or thing. You may hear someone say “That is my backpack” or “Pass me that crayon.”
- Teach the grapheme-phoneme correspondences in the word.
SAY *That* has three sounds—/th/ /ă/ /t/.
SAY The letters *t* and *h* say /th/.
SAY The letter *a* says /ă/.
SAY The letter *t* says /t/.
- Address the regularity of the grapheme-phoneme correspondences in the word.
SAY In this word, each letter makes the sound we expect. So, we call all the sounds in this word “regular.”
- Invite students to say the sounds in the word and then blend the sounds together to form the word.
SAY Let's say the sounds we know in this word, one at a time. After we say all the sounds, we'll blend them together to read the whole word.
SAY /th/ /a/ /t/—*that*
- Prompt students to read the word.
SAY So, when we see this word, we know to read it as *that*.
ASK What's this word? (*that*)
- Guide a word-meaning discussion.
ASK Can someone use *that* in a sentence? (Answers will vary.)

Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

High-Frequency Word: *give*

give
♥

Learning Target

I can read and spell the high-frequency words *that*, *give*, and *little*.

1. Display the word *give*.

SAY This word is *give*. *Give* has four letters—*g*, *i*, *v*, *e*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *give* when reading the sentences below.

SAY We use the word *give* when we share with or bring something to another person. You might hear someone say, “Give your partner a high five,” or “I will give my grandma this card.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Give* has three sounds—/g/ /i/ /v/.

SAY The letter *g* says /g/.

SAY The letter *i* says /i/.

SAY The letter *v* says /v/.

SAY The letter *e* is silent.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The grapheme *e* in *give* is temporarily irregular.

SAY Many letters in this word make the sounds we expect: *g* says /g/, *i* says /i/, and *v* says /v/. But this word has a tricky part. The letter *e* does not make the sound we expect. Because English words cannot end with the letter *v*, we have to add a silent *e* after the *v*. So, we’ll mark it with a heart to help us remember this part of the word by heart.

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /g/ /i/ /v/—*give*.

6. Prompt students to read the word.

SAY So, when we see this word, we know to read it as *give*.

ASK What’s this word? (*give*)

7. Guide a word-meaning discussion.

ASK Can someone use *give* in a sentence? (*Answers will vary.*)

Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

High-Frequency Word: *little*

little



Learning Target

I can read and spell the high-frequency words *that*, *give*, and *little*.

1. Display the word *little*.

SAY This word is *little*. *Little* has six letters—*l, i, t, t, l, e*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *little* when reading the sentences below.

SAY We use the word *little* to describe something small. You might hear someone say “I’d like a little piece,” or “I can barely see this little insect.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Little* has four sounds—/l/ /i/ /t/ /l/.

SAY The letter *l* says /l/.

SAY The letter *i* says /i/.

SAY The letters *t* and *t* work together to say /t/.

SAY The letter *l* says /l/.

SAY The letter *e* is silent.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The doubled letter *t* and ending consonant *-e* are temporarily irregular.

SAY Let’s go through the sounds in this word. *l* says /l/, *i* says /i/, the first *t* says /t/, and there is a second *t* next to the first one; together, they make the /t/ sound. Then, the second *l* says /l/. At the end of the word, the letter *e* is silent. The second *t* and the *e* are tricky parts. To help us remember these parts by heart, we’ll mark the second *t* and the *e* with hearts.

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word, one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /l/ /i/ /t/ /l/—*little*

6. Prompt students to read the word.

SAY So, when we see this word, we know to read it as *little*.

ASK What’s this word? (*little*)

7. Guide a word-meaning discussion.

ASK Can someone use *little* in a sentence? (*Answers will vary.*)

8. Distribute whiteboards to students. Invite students to write the high-frequency words: *that*, *give*, and *little*.



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

First Read

painting

Learning Target

I can make predictions about a story. Also, I can read words with the suffix *-ing*.

“It is boiling out here!”

1. Preview the decodable book *Sam and Dash Get Mixing*.

SAY Today, we will read *Sam and Dash Get Mixing*. Let’s take a quick look at the cover and predict what the book will be about.

ASK What do you predict this book will be about? (Answers will vary.)

SAY This book has words such as *boiling*, *fussing*, and *mixing* in it. These words have the concepts we have been practicing. We’ll look for these words as we read.

2. Introduce the story word.

SAY There is one special word in this story that might be new to us. We call these special words story words. Story words are important words that help us understand what the story is about. Our story word today is *painting*.

3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY *Painting* can have two meanings: something you hang up on a wall or something you can do to make art. In this book, *painting* means something you do.

SAY This word has two syllables, or two parts: *paint-ing*. The first syllable is *paint-*. The letter *p* says /p/. Then, the letters *ai* work as a vowel team and say /ā/. The letter *n* says /n/, and the letter *t* says /t/. The second syllable is the suffix *-ing*. The letters *i*, *n*, and *g* work together to make the sound /ĭng/.

SAY When we put everything together, we get /p/ /ā/ /n/ /t/ /ĭng/, *painting*.

I DO

1. Introduce modeled reading. Distribute the decodable book *Sam and Dash Get Mixing*, one per student.

SAY Now, we will read the story together. I’ll read a sentence aloud, and I want you to listen carefully and follow along in your book. I’ll show you how I segment sounds in a word. Then, I will blend those sounds together to read the word.

2. Direct students to find the target sentence in their books. Read the sentence aloud slowly.

SAY Find this sentence in your book: “It is boiling out here!”

SAY I see a word that ends in *-ing*. Let’s tap out the sounds in this word: /b/ /oi/ /l/ /ĭng/.

SAY Now, I’ll say the sounds quickly and blend them together to make the word *boiling*.

WE DO

1. Invite students to reread the target sentence with you.

SAY As readers, we want to read fluently, which means reading the words correctly, at just the right speed, and with good expression like a storyteller.

Let’s read the sentence again together, and this time, focus on fluency to make it sound like we’re telling a story. (“It is boiling out here!”)

YOU DO

1. Introduce whisper reading.

SAY Now, it’s your turn to practice. Whisper read the remainder of the book to yourself. Use your finger to track under the words you are reading, and try to read as fluently as you can.

2. Circulate as students whisper read. Provide corrective feedback as needed and celebrate students' reading habits.

SAY As you read, I noticed you were working hard on sounding out words and thinking about the book.



Teacher Supports

Differentiation

- Facilitate echo or partner reading instead of whisper reading for students who need additional support.
- Provide whisper phones to help students hear themselves as they read.

Formative Assessment

- Record observations of students' decoding and fluency, noting if they are confident, developing, or need support.

Comprehension Discussion

Learning Target

I can answer questions about a story and use examples from the text to explain my thinking.

1. Introduce comprehension questions. Encourage students to reference the text as they answer.

SAY Let's talk about the book. I'll ask some questions, and you can share your answers. Remember, we can look back at the book to help us.

ASK What are Sam and Dash making with paint? *(They are painting suns.)*

ASK What interrupts their art project? *(A buzzing bug interrupts the project.)*



Teacher Supports

Formative Assessment

- Note which students can independently recall and locate answers in the text.

Wrap-Up

1. Wrap up.

SAY Today, we blended and segmented words with the suffix *-ing* and practiced our high-frequency words *that*, *give*, and *little*. We also read our decodable book, focusing on decoding, fluency, and comprehension.

Day 2



Prepare in Advance

Teacher

- Decodable book: *Sam and Dash Get Mixing*

Student

- Decodable book: *Sam and Dash Get Mixing*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Tapping Sounds

Learning Target

I can segment and blend words with the suffix *-ing*.

Note: In this routine, we have added a fifth body part to accommodate words with more than four sounds. Add *stomach* to the tapping sequence when words contain five sounds.

1. Introduce the tapping sounds activity.

SAY We're going to play a tapping game to help us hear all the sounds in a word. We'll tap a spot for each sound, starting at the top of our head. First, I'll say a word. Then, we'll act out "Heads, Shoulders, Knees, and Toes," tapping a spot for each sound in the word.

SAY For the first sound, we'll touch our heads. For the second sound, we'll touch our shoulders. For the third sound, we'll touch our knees. For the fourth sound, we'll go to our toes. If there is a word with more than four sounds, we will touch our stomachs before our knees. After we tap all the sounds, we'll blend them together to say the whole word.

2. Practice words with the target suffix *-ing* together.

SAY Let's try it with the word *brushing*. The first sound is /b/, so touch your head and say /b/. (/b/)

SAY The next sound is /r/, so touch your shoulders and say /r/. (/r/)

SAY The next sound is /ʊ/, so touch your stomach and say /ʊ/. (/ʊ/)

SAY The next sound is /sh/, so touch your knees and say /sh/. (/sh/)

SAY The last sound is /ɪŋ/, so touch your toes and say /ɪŋ/. (/ɪŋ/)

SAY Now, let's put it together: (/b/ /r/ /ʊ/ /sh/ /ɪŋ/, *brushing*)

3. Continue the tapping game for the words *sniffing* (five sounds), *yelling* (four sounds), *shifting* (five sounds), *pumping* (five sounds), and *acting* (four sounds).

brushing
sniffing
yelling
shifting
pumping
acting

Teacher Supports

Differentiation

- Incorporate body movements as well (e.g., clapping, stepping) to make the activity more active and engaging.



High-Frequency Word Drumming

Learning Target

I can spell high-frequency words.

that
give
little

1. Introduce the high-frequency word review drumming activity. Students drum the tabletop with their fingers for each letter of the high-frequency word as the group chorally spells the high-frequency word aloud.

SAY Our high-frequency word is *that*. Today, we will practice spelling *that*, tapping the table with our finger one time for each letter as we spell it aloud.

SAY The first letter is *t*, so tap your finger on the table and say *t*. (*t*)

SAY The next letter is *h*, so tap your finger on the table and say *h*. (*h*)

SAY The next letter is *a*, so tap your finger on the table and say *a*. (*a*)

SAY The last letter is *t*, so tap your finger on the table and say *t*. (*t*)

SAY Now, let's put it together: *t-h-a-t*, *that* (*t-h-a-t*, *that*)

2. Repeat the process with the remaining high-frequency words.



Teacher Supports

Differentiation

- Incorporate different sensory materials (e.g., sand trays, shaving cream) to make the activity more engaging.

Second Read

Learning Target

I can read a story accurately and automatically at a smooth and appropriate pace.

1. Prepare for rereading. Distribute the decodable book *Sam and Dash Get Mixing*, one per student.

SAY Today, you will read our decodable book *Sam and Dash Get Mixing* again. Remember to read with fluency, which means to read the words correctly, at just the right speed, and with expression so that you sound like storytellers.

2. Introduce whisper reading.

SAY Let's start by whisper reading our book today. That means you'll read aloud in a quiet whisper to yourself. As you read, think about what the book is about.

3. Circulate as students whisper read.

4. Provide corrective feedback as needed and celebrate students' reading habits.

SAY As you read, I noticed you were working hard on sounding out words, reading fluently, and thinking about the book.



Teacher Supports

Differentiation

- Use highlighting tape to emphasize tricky words.

Formative Assessment

- Listen for confident, accurate reading and note which students need additional fluency practice.

Guided Retelling

Learning Target

I can retell a story by describing what happened at the beginning, middle, and end.

1. Introduce retelling the story.

SAY Today, we will retell our story to make sure we understand what happened. When we retell, we think about the beginning, middle, and end of a story. When we retell a story, we don't just list what happened. We tell it in order and include important details.

2. Use open-ended questions to guide the retelling, encouraging students to provide details. If students struggle to recall details, direct students to go back and reread the full book or specific parts of the book.

ASK What happened at the beginning of the story? *(Miss Chang and the first graders were outside, getting ready to paint suns. Sam felt hot, but Dash felt relaxed.)*

ASK Then what happened? How did the characters feel? *(A bug started buzzing around, and Sam and Dash tried to smack it. They felt angry and frustrated.)*

ASK How did the story end? Why do you think the characters did that? *(The bug flew away. Sam felt relaxed, but Dash felt hot. The characters switched feelings.)*



Teacher Supports

Differentiation

- Incorporate a first, next, and last graphic organizer to support the retelling of the story.

Formative Assessment

- Monitor their ability to recall key story details without prompting. If they rely heavily on support, consider reteaching comprehension strategies like revisiting the text or looking at pictures for clues.

Writing

Learning Target

I can write a sentence using words with the suffix *-ing* and draw a picture that matches my sentence.

Sam is wishing she had a little fan.

1. Introduce writing.
SAY Now that we've practiced reading words with the suffix *-ing*, it's time to write. You're going to write a sentence using words that include the suffix *-ing*.
2. Direct students to find the target sentence in their books.
SAY Let's look at an example. Find this sentence in your book: "Sam is wishing she had a little fan."
ASK What words have the suffix *-ing*? (*wishing*)
3. Distribute story writing paper or whiteboards.
SAY Now it's your turn to write. You will write a sentence using your own ideas and words that include the suffix *-ing*.
4. Encourage students to read their sentences aloud to themselves to check for accuracy. Once they've finished writing, they can add an illustration to connect the writing to a visual representation.
SAY Now, let's bring our sentences to life by drawing a picture that matches your sentence.
ASK Think about the details. What is happening in your picture? Does it match your words? (*Answers will vary.*)
5. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.
ASK Who would like to share their work with the group? (*Answers will vary.*)



Teacher Supports

Differentiation

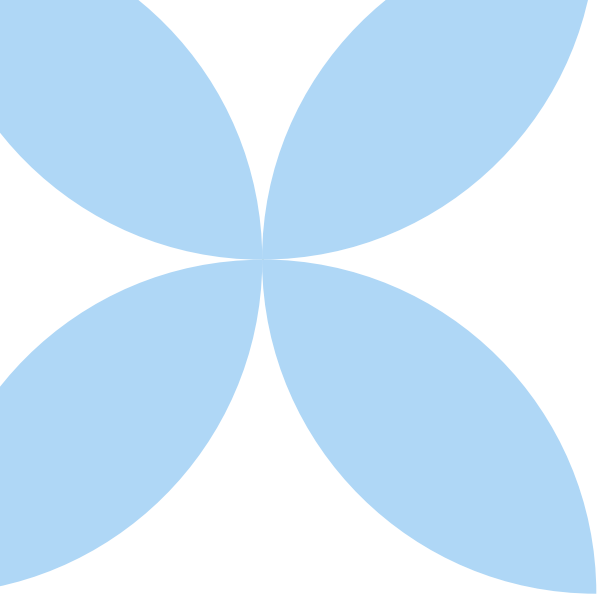
- If students struggle with encoding, encourage them to stretch out words by tapping the sounds along their arm.
- If students struggle with grapheme formation, model letter formation on a whiteboard.
- For students who struggle to generate words with the concept focus, provide a list of examples, such as *jumping, splashing, singing, mixing, thinking, and going*.
- To support students who have difficulty beginning their sentence, offer a sentence starter connected to their chosen concept focus word(s).

Formative Assessment

- Check for the application of phonics patterns in written words. Evaluate whether students demonstrate comprehension through their completed sentences.

Wrap-Up

1. Wrap up.
SAY Today, we practiced reading fluently and used words with the suffix *-ing* to write a sentence.



Concepts: -s as /s/ and /z/; -es as /ɪz/
Best Wishes on Your Trip

Decodable Book



Concept Focus Words

boxes	hands	snacks	wishes
claps	nods	sticks	yells
cuts	rips	toys	
gushes	rushes	winks	

New High-Frequency Words

now	brown	could	would
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Story Word

spaceship

In this book, the word *spaceship* is a story word. It is used to support the reader’s understanding of the action in the decodable book *Best Wishes on Your Trip*, in which Tim and Van make a spaceship out of cardboard boxes.

Instructional Standards

RL.K.1, RL.K.2, RF.K.3.A, RF.K.3.C, L.K.1.F, L.K.2.D, RL.1.1, RL.1.2, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3.B, RF.1.3.G, RF.1.4.A, RF.1.4.B, L.1.1.J, L.1.2.D, RL.2.1, RL.2.2, RF.2.3.B, RF.2.3.F, RF.2.4.A, RF.2.4.B, L.2.1.F, L.2.2.D

Day 1



Prepare in Advance

Teacher

- High-frequency word cards: *now, brown, could, would*
- Decodable book: *Best Wishes on Your Trip*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Best Wishes on Your Trip*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words that end in the suffix -s as /s/ and /z/, and the suffix -es as /ɪz/.

Note: The suffix -es is pronounced /ɪz/, combining the sounds /ɪ/ and /z/. Like glued sounds, we teach it as one unit to support fluent and accurate decoding, rather than having students read each sound separately.

1. Introduce blending and segmenting words with words that end in the suffix -s or -es.

SAY Today, we will practice blending, which is putting sounds together to make a word, and segmenting, which is breaking words into sounds. This week, we are focusing on words that end in the suffix -s or -es, which can make different sounds.

2. Begin blending words.

SAY /f/ /ă/ /k/ /t/ /s/

ASK What's the word? (*facts*)

SAY /s/ /w/ /ɪ/ /m/ /z/

ASK What's the word? (*swims*)

SAY /r/ /ʊ/ /sh/ /ɪz/

ASK What's the word? (*rushes*)

3. Introduce segmenting words.

SAY Now, I will say a word, and we will break it into sounds; then I will write it. Pay attention to what I underline in each word.

4. Start with the word *acts*.

SAY *Acts*.

ASK What sounds do you hear? (/ă/ /k/ /t/ /s/)

5. Write *acts* on the board and underline s.

6. Continue with the word *scrubs*.

SAY *Scrubs*.

ASK What sounds do you hear? (/s/ /k/ /r/ /ʊ/ /b/ /z/)

7. Write *scrubs* and underline s.

8. Continue with the word *boxes*.

SAY *Boxes*.

ASK What sounds do you hear? (/b/ /ɒ/ /ks/ /ɪz/)

9. Write *boxes* and underline es.

10. Introduce the spelling rule.

ASK What do you notice about the spelling of the /s/, /z/, and /ɪz/sounds? (*They can be spelled -s or -es.*)

SAY This week, we will practice reading words that end in the suffix -s or -es.



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds used during the activity.

Phonics

Learning Target

I can identify, read, and spell words with the suffixes -s as /s/, -s as /z/, and -es as /ɪz/.

-s as /s/	-s as /z/	-es as /ɪz/
cats	dogs	wishes
naps	pins	mashes

I DO

- Teach the suffix sounds. Draw three columns on your whiteboard. Introduce the sound-spelling rules, writing each word in a column as you explain the rule, underlining the suffixes.
 - SAY** A suffix is a word part that we add to the end of a base word. It changes the word slightly but does not change the base word's meaning. Today we are going to learn about the suffixes -s and -es, which show that there is more than one.
 - SAY** The suffix -s makes the /s/ sound at the end of some words, as in the word *cats*.
 - SAY** The suffix -s also makes the /z/ sound at the end of some words, as in the word *dogs*.
 - SAY** Some words have the suffix -es added at the end. The suffix -es has the same meaning as the suffix -s.
 - SAY** The suffix -es is made up of two sounds: /ɪ/ and /z/. These are separate sounds, but we always read the suffix -es as a glued sound: /ɪz/. The suffix -es makes the /ɪz/ sound at the end of some words, as in the word *wishes*.
- Distribute whiteboards and markers. Have students draw the three columns, writing the words *cats*, *dogs*, and *wishes*, with the suffix letters underlined.
 - SAY** On your whiteboard, make three columns. Write one of the suffix words in each column, underlining the suffix in each word.

WE DO

- Together with students, add one more word in each column that follows the same suffix spelling pattern. As you say each word, write it on the whiteboard so students can see it before erasing it and adding it to its correct column.
 - SAY** Now, let's write more words that have the same spelling patterns together.
 - ASK** What column would the word *pins* go under? (*dogs*)
 - ASK** What column would the word *naps* go under? (*cats*)
 - ASK** What column would the word *mashes* go under? (*wishes*)

YOU DO

- Prompt students to add more words to each column.
 - ASK** Can you think of other words that fit these patterns? (*Answers will vary but may include shuts, crashes, suns, or lots.*)

2. Allow students a few minutes to add more words. Circulate to provide corrective feedback as needed, and celebrate students' spelling habits.

High-Frequency Word: *now*

now

Learning Target

I can read and spell the high-frequency words *now*, *brown*, *could*, and *would*.

1. Introduce the high-frequency words.
SAY The high-frequency words this week are *now*, *brown*, *could*, and *would*.
2. Display the word *now*.
SAY This word is *now*. *Now* has three letters—*n*, *o*, *w*.
3. Explain how to use the high-frequency word when speaking. Emphasize the word *now* when reading the sentences below.
SAY We use the word *now* to describe something that happens at this moment. You might hear someone say, "We'll go outside *now*," or "She gets to run *now*."
4. Teach the grapheme-phoneme correspondences in the word.
SAY *Now* has two sounds—/n/ /ou/.
SAY The letter *n* says /n/.
SAY The letters *o* and *w* say /ou/.
5. Address the regularity of the grapheme-phoneme correspondences in the word.
SAY In this word, each letter makes the sound we expect. That means all the sounds in this word are regular.
6. Invite students to say the sounds in the word and then blend the sounds together to form the word.
SAY Let's say the sounds we know in this word one at a time. After we say all the sounds, we'll blend them together to read the whole word.
SAY /n/ /ou/—*now*
7. Prompt students to read the word.
SAY So when we see this word, we know to read it as *now*.
ASK What's this word? (*now*)
8. Guide a word-meaning discussion.
ASK Can someone use *now* in a sentence? (*Answers will vary.*)

Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

High-Frequency Word: *brown*

brown

Learning Target

I can read and spell the high-frequency words *now*, *brown*, *could*, and *would*.

1. Display the word *brown*.

SAY This word is *brown*. *Brown* has five letters—*b*, *r*, *o*, *w*, *n*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *brown* when reading the sentences below.

SAY We use the word *brown* to name a color that looks like a tree branch or a bear. You may hear someone say, “The giraffe has brown spots,” or “I got my dad a brown hat.”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Brown* has four sounds—/b/ /r/ /ou/ /n/.

SAY The letter *b* says /b/.

SAY The letter *r* says /r/.

SAY The letters *o* and *w* say /ou/.

SAY The letter *n* says /n/.

4. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter makes the sound we expect. That means all the sounds in this word are regular.

5. Invite students to say the sounds in the word and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /b/ /r/ /ou/ /n/—*brown*

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *brown*.

ASK What’s this word? (*brown*)

7. Guide a word-meaning discussion.

ASK Can someone use *brown* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

High-Frequency Word: *could*

could
❤️

Learning Target

I can read and spell the high-frequency words *now*, *brown*, *could*, and *would*.

1. Display the word *could*.

SAY This word is *could*. *Could* has five letters—*c*, *o*, *u*, *l*, *d*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *could* when reading the sentences below.

SAY We use the word *could* to talk about something that may happen. You might hear someone say, “I could help you” or “Could Sam come to our house today?”

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Could* has three sounds—/k/ /ōō/ /d/.

SAY The letter *c* says /k/.

SAY The letters *o*, *u*, and *l* work together to say /ōō/.

SAY The letter *d* says /d/.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The phonogram *oul* as /ōō/ is temporarily irregular.

SAY Some letters in this word make the sounds we expect: *c* says /k/ and *d* says /d/. But this word has a tricky part. The letters *o*, *u*, and *l* do not make the sounds we expect. They say /ōō/. So, we’ll mark them with a heart to help us remember this part of the word by heart.

5. Invite students to say the sounds in the word, and then blend the sounds together to form the word.

SAY Let’s say the sounds we know in this word one at a time. After we say all the sounds, we’ll blend them together to read the whole word.

SAY /c/ /ōō/ /d/—*could*

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *could*.

ASK What’s this word? (*could*)

7. Guide a word-meaning discussion.

ASK Can someone use *could* in a sentence? (*Answers will vary.*)



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

High-Frequency Word: *would*

Learning Target

I can read and spell the high-frequency words *now*, *brown*, *could*, and *would*.

1. Display the word *would*.

SAY This word is *would*. *Would* has five letters—*w*, *o*, *u*, *l*, *d*.

2. Explain how to use the high-frequency word when speaking. Emphasize the word *would* when reading the sentences below.

SAY We use the word *would* to describe something that might have happened. You might hear someone say, “I would have won if I had not dropped the ball.” We can also use it to ask someone a question. You might hear someone say, “Would you like crackers or pretzels?”

would
❤

3. Teach the grapheme-phoneme correspondences in the word.

SAY *Would* has three sounds—/w/ /ōō/ /d/.

SAY The letter *w* says /w/.

SAY The letters *o*, *u*, and *l* work together to say /ōō/.

SAY The letter *d* says /d/.

4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

Note: The phonogram *oul* as /ōō/ is temporarily irregular.

SAY We just learned the word *could*, which is very similar to the word *would*. Just like in *could*, some letters in this word make the sounds we expect: *w* says /w/ and *d* says /d/. But this word has a tricky part. The letters *o*, *u*, and *l* do not make the sounds we expect—they say /ōō/. So, we'll mark them with a heart to help us remember this part of the word by heart.

5. Invite students to say the sounds in the word, and then blend the sounds together to form the word.

SAY Let's say the sounds we know in this word one at a time. After we say all the sounds, we'll blend them together to read the whole word.

SAY /w/ /ōō/ /d/—*would*

6. Prompt students to read the word.

SAY So when we see this word, we know to read it as *would*.

ASK What's this word? (*would*)

7. Guide a word-meaning discussion.

ASK Can someone use *would* in a sentence? (*Answers will vary.*)

8. Distribute whiteboards to students. Invite students to write the high-frequency words *now*, *brown*, *could*, and *would*.



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider having students write them after completing the explicit high-frequency word instruction.

First Read

spaceship

Learning Targets

I can make predictions about a story. Also, I can read words with the suffixes -s and -es.

1. Preview the decodable book *Best Wishes on Your Trip*.

SAY Today, we will read *Best Wishes on Your Trip*. Let's take a quick look at the cover and predict what the book will be about.

ASK What do you predict this book will be about? (*Answers will vary.*)

SAY This book has words such as *boxes*, *cuts*, *hands*, and *rushes* in it. These words have the concepts we have been practicing. We'll look for these words as we read.

2. Introduce story words.

SAY There is one special word in this story that might be new to us. We call these special words story words. Story words are important words that help us understand what the story is about. Our story word today is *spaceship*.

Tim and Van look at the boxes.

- Teach the story word. Introduce each sound in the word. Then, segment and blend the word.

SAY A *spaceship* takes people and objects into outer space. *Spaceship* is a compound word. That means each part of the word has its own meaning. The two parts are *space* and *ship*.

SAY Let's look at the first part: *space*. We start with a blend you know: *s* and *p* together say /s/ /p/. Then the *a* makes its /ā/ sound. The *c* in this word makes a /s/ sound. The *e* at the end is silent because it helps the *a* make its long sound, /ā/.

SAY The second part of the word is *ship*. You know all the sounds in this word. The letters *sh* say /sh/, then *i* says /ī/, and *p* says /p/. When we put all those sounds together, we get /s/ /p/ /ā/ /s/ /sh/ /ī/ /p/, *spaceship*.

I DO

- Introduce modeled reading. Distribute the decodable book *Best Wishes on Your Trip*, one per student.

SAY Now, we will read the story together. I'll read a sentence aloud, and I want you to listen carefully and follow along in your book. I'll show you how I segment sounds in a word. Then, I will blend those sounds together to read the word.

- Read the sentence aloud slowly.

SAY Find this sentence in your book: "Tim and Van look at the boxes."

SAY I see a word that ends in -es. Let's tap out the sounds in this word: /b/ /ō/ /ks/ /īz/. (/b/ /ō/ /ks/ /īz/)

SAY Now, I'll say the sounds quickly and blend them together to make the word *boxes*.

WE DO

- Invite students to reread the target sentence with you.

SAY As readers, we want to read fluently, which means reading the words correctly, at just the right speed, and with good expression like a storyteller.

Let's read the sentence again together, and this time, focus on fluency to make it sound like we're telling a story. ("Tim and Van look at the boxes.")

YOU DO

- Introduce whisper reading.

SAY Now, it's your turn to practice. Whisper read the remainder of the book to yourself. Use your finger to track under the words you are reading, and try to read as fluently as you can.

- Circulate as students whisper read. Provide corrective feedback as needed and celebrate students' reading habits.

SAY As you read, I noticed you were working hard on sounding out words and thinking about the book.



Teacher Supports

Differentiation

- Facilitate echo or partner reading instead of whisper reading for students who need additional support.
- Provide whisper phones to help students hear themselves as they read.

Formative Assessment

- Record observations of students' decoding and fluency, noting if they are confident, developing, or need support.

Comprehension Discussion

Learning Target

I can answer questions about a story and use examples from the text to explain my thinking.

1. Introduce comprehension questions. Encourage students to reference the text as they answer.

SAY Let's talk about the book. I'll ask some questions, and you can share your answers. Remember, we can look back at the book to help us.

ASK What do Tim and Van pack for their trip to space? *(They pack snacks and toys.)*

ASK Why do Tim, Van, and Tim's dad need to cut and rip? *(They cut and rip colored paper to decorate their spaceship.)*



Teacher Supports

Formative Assessment

- Note which students can independently recall and locate answers in the text.

Wrap-Up

1. Wrap up.

SAY Today, we blended and segmented words with -s as /s/ and /z/ and -es as /ɪz/ and practiced our high-frequency words *now*, *brown*, *could*, and *would*. We also read our decodable book, focusing on decoding, fluency, and comprehension.

Day 2



Prepare in Advance

Teacher

- Decodable book: *Best Wishes on Your Trip*

Student

- Decodable book: *Best Wishes on Your Trip*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Tapping Sounds

Learning Target

I can segment and blend words that end in the -s or -es suffix.

1. Introduce the tapping sounds activity.

SAY We're going to play a tapping game to help us hear all the sounds in a word. We'll tap a spot for each sound, starting at the top of our head. First, I'll say a word. Then, we'll act out "Heads, Shoulders, Knees, and Toes," tapping a spot for each sound in the word.

SAY For the first sound, we'll touch our heads. For the second sound, we'll touch our shoulders. For the third sound, we'll touch our knees. If there is another sound, we'll go to our toes. After we tap all the sounds, we'll blend them together to say the whole word.

2. Practice words with the target sounds -s as /s/ and /z/ and -es as /iz/ together.

SAY Let's try it with the word *ducks*. The first sound is /d/, so touch your head and say /d/. (/d/)

SAY The next sound is /ŭ/, so touch your shoulders and say /ŭ/. (/ŭ/)

SAY The next sound is /k/, so touch your knees and say /k/. (/k/)

SAY The last sound is /s/, so touch your toes and say /s/. (/s/)

SAY Now, let's put it together: (/d/ /ŭ/ /k/ /s/ *ducks*)

3. Continue the tapping game for the words *thuds*, *dishes*, *chops*, *flags*, and *wishes*.



Teacher Supports

Differentiation

- Incorporate body movements as well (e.g., clapping, stepping) to make the activity more active and engaging.

ducks
thuds
dishes
chops
flags
wishes

High-Frequency Word Drumming

Learning Target

I can spell high-frequency words.

1. Introduce the high-frequency word review drumming activity. Students drum the tabletop with their fingers for each letter of the high-frequency word as the group chorally spells the high-frequency word aloud.

SAY Our high-frequency word is *now*. Today, we will practice spelling *now*, tapping the table with our finger one time for each letter as we spell it aloud.

SAY The first letter is *n*, so tap your finger on the table and say *n*. (*n*)

SAY The next letter is *o*, so tap your finger on the table and say *o*. (*o*)

SAY The last letter is *w*, so tap your finger on the table and say *w*. (*w*)

SAY Now, let's put it together: *n-o-w*, *now* (*n-o-w*, *now*)

2. Repeat the process with the remaining high-frequency words.

now
brown
could
would

Teacher Supports

Differentiation

- Incorporate different sensory materials (e.g., sand trays, shaving cream) to make the activity more engaging.

Second Read

Learning Target

I can read a story accurately and automatically at a smooth and appropriate pace.

1. Prepare for rereading. Distribute the decodable book *Best Wishes on Your Trip*, one per student.

SAY Today, you will read our decodable book *Best Wishes on Your Trip* again. Remember to read with fluency, which means to read the words correctly, at just the right speed, and with expression so that you sound like storytellers.

2. Introduce whisper reading.

SAY Let's start by whisper reading our book today. That means you'll read aloud in a quiet whisper to yourself. As you read, think about what the book is about.

3. Circulate as students whisper read.

4. Provide corrective feedback as needed and celebrate students' reading habits.

SAY As you read, I noticed you were working hard on sounding out words, reading fluently, and thinking about the book.



Teacher Supports

Differentiation

- Use highlighting tape to emphasize tricky words.

Formative Assessment

- Listen for confident, accurate reading and note which students need additional fluency practice.

Guided Retelling

Learning Target

I can retell a story by describing what happened at the beginning, middle, and end.

1. Introduce retelling the story.

SAY Today, we will retell our story to make sure we understand what happened. When we retell, we think about the beginning, middle, and end of a story. When we retell a story, we don't just list what happened. We tell it in order and include important details.



2. Use open-ended questions to guide the retelling, encouraging students to provide details. If students struggle to recall details, direct students to go back and reread the full book or specific parts of the book.

ASK What happened at the beginning of the story? (Tim and Van build a spaceship out of empty boxes.)

ASK Then what happened? How did the characters feel? (Tim and Van wish they could have more colors, and Tim's dad gives them colored paper. They get excited.)

ASK How did the story end? Why do you think the characters did that? (Tim and Van climb inside their spaceship and pretend to blast off. They feel excited to use what they made.)



Teacher Supports

Differentiation

- Incorporate a first, next, and last graphic organizer to support the retelling of the story.

Formative Assessment

- Monitor their ability to recall key story details without prompting. If they rely heavily on support, consider reteaching comprehension strategies like revisiting the text or looking at pictures for clues.

Writing

Learning Target

I can write a sentence using words with the suffix -s as /s/ or /z/, or -es as /ɪz/, and draw a picture that matches my sentence.

Tim and Van look at the boxes.

1. Introduce writing.

SAY Now that we've practiced reading words with the suffixes -s and -es, it's time to write. You're going to write a sentence using words that include these suffixes.

2. Direct students to find the target sentence "Tim and Van look at the boxes" in their books.

SAY Let's look at an example. Find this sentence in your book: "Tim and Van look at the boxes."

ASK What words have the suffix -es? (boxes)

3. Distribute story writing paper or whiteboards.

SAY Now it's your turn to write. You will write a sentence using your own ideas and words that include the -s or -es suffixes.

4. Encourage students to read their sentences aloud to themselves to check for accuracy. Once they've finished writing, they can add an illustration to connect the writing to a visual representation.

SAY Now, let's bring our sentences to life by drawing a picture that matches your sentence.

ASK Think about the details. What is happening in your picture? Does it match your words? (Answers will vary.)

5. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.

ASK Who would like to share their work with the group? (Answers will vary.)



Teacher Supports

Differentiation

- If students struggle with encoding, encourage them to stretch out words by tapping the sounds along their arm.
- If students struggle with grapheme formation, model letter formation on a whiteboard.
- For students who struggle to generate words with the concept focus, provide a list of examples, such as *claps*, *gushes*, *hands*, *rushes*, *snacks*, and *wishes*.
- To support students who have difficulty beginning their sentence, offer a sentence starter connected to their chosen concept focus word(s).

Formative Assessment

- Check for the application of phonics patterns in written words. Evaluate whether students demonstrate comprehension through their completed sentences.

Wrap-Up

1. Wrap up.

SAY Today, we practiced reading fluently and used words with the suffixes -s as /s/ and /z/ and -es as /ɪz/ to write a sentence.

CCSS Standards Grade 1

READING | Literature

- RL.K.1 Ask and answer questions about key details in a text.
- RL.K.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.K.3 Describe characters, settings, and major events in a story, using key details.
- RL.K.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.K.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RL.K.6 Identify who is telling the story at various points in a text.
- RL.K.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.K.9 Compare and contrast the adventures and experiences of characters in stories.
- RL.K.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING | Informational Text

- RI.K.1 Ask and answer questions about key details in a text.
- RI.K.2 Identify the main topic and retell key details of a text.
- RI.K.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.K.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.K.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI.K.7 Use the illustrations and details in a text to describe its key ideas.
- RI.K.8 Identify the reasons an author gives to support points in a text.
- RI.K.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 With prompting and support, read informational texts appropriately complex for grade 1.

READING | Foundational Skills

- RF.1.1 Demonstrate understanding of the organization and basic features of print.**
 - RF.1.1.A Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
 - RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.

- RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- RF.1.2.D Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.1.3.A Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3.B Decode regularly spelled one-syllable words.
- RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.
- RF.1.3.D Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3.F Read words with inflectional endings.
- RF.1.3.G Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4 Read with sufficient accuracy and fluency to support comprehension.**
- RF.1.4.A Read grade-level text with purpose and understanding.
- RF.1.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.1.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

- W.K.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.K.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.K.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.K.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
- SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.B Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 **LANGUAGE** standards 1 and 3 here for specific expectations.)

LANGUAGE

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- L.1.1.A Print all upper- and lowercase letters.
 - L.1.1.B Use common, proper, and possessive nouns.
 - L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - L.1.1.F Use frequently occurring adjectives.
 - L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - L.1.1.H Use determiners (e.g., articles, demonstratives).
 - L.1.1.I Use frequently occurring prepositions (e.g., during, beyond, toward).
 - L.1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- L.1.2.A Capitalize dates and names of people.
 - L.1.2.B Use end punctuation for sentences.
 - L.1.2.C Use commas in dates and to separate single words in a series.
 - L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
- L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.
 - L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.
 - L.1.4.C Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
- L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - L.1.5.B Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 - L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

