

Foundational Skills



Small Group
Teacher Guide

Grade 2
Modules 1–4



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Grade 2 Modules 1–4



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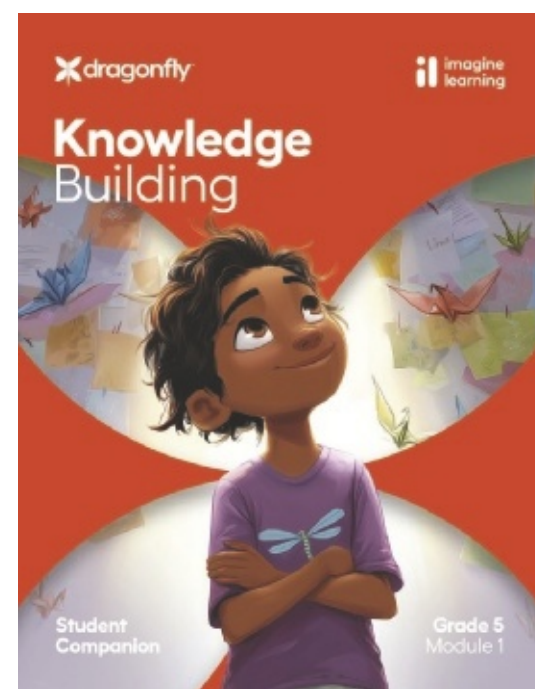
Welcome to Dragonfly

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

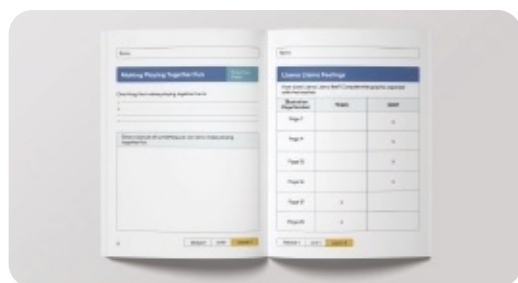
Dragonfly's Foundational Skills seamlessly integrate Dr. Ehri's four consolidated phases of reading and writing, using benchmark assessments at the beginning, middle, and end of the year to inform personalized student groupings. *Dragonfly* delivers:

- 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.

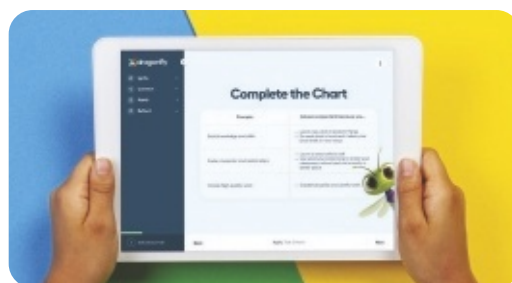


Student Components



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.



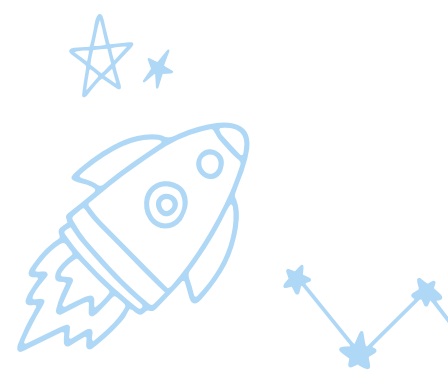
Student Digital Course

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.





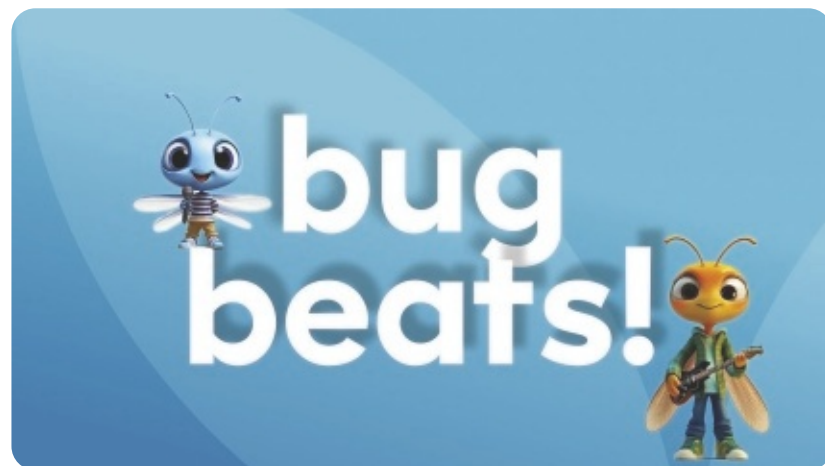
See It in Action



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

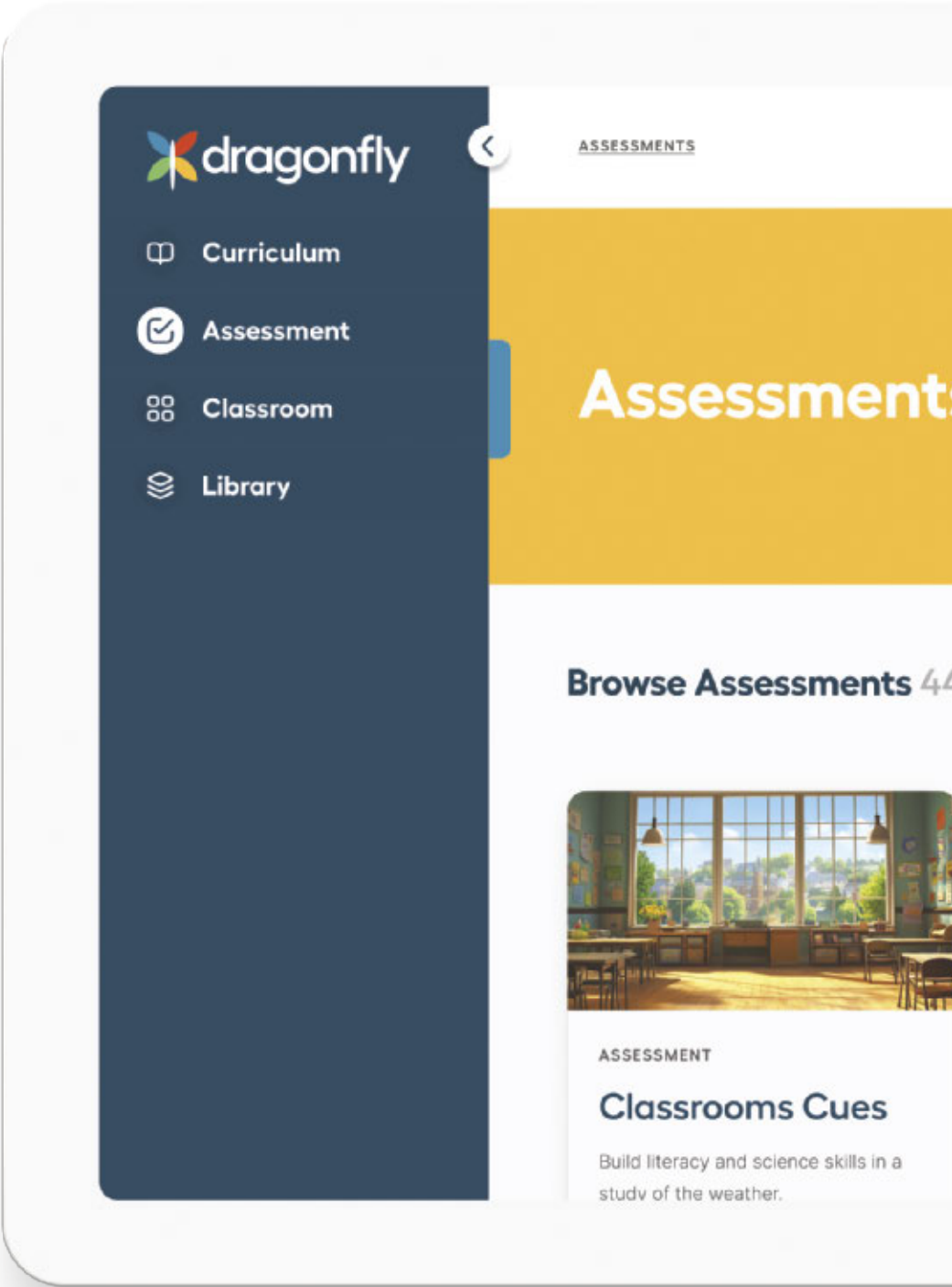
Measure content mastery, reading, and writing skills across genres.

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.

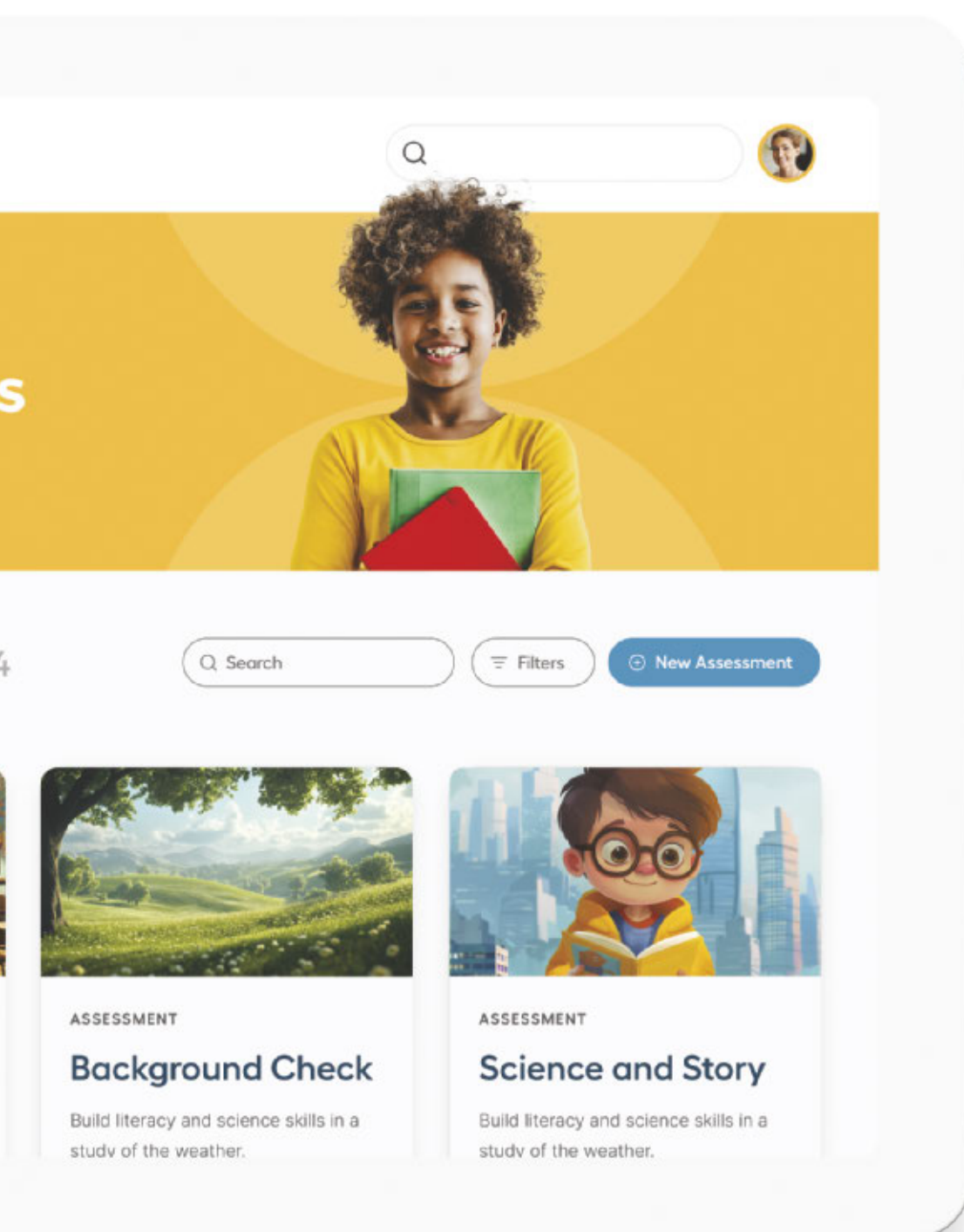


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CCSS Standards

Grade 2 Standards 838

Full Alphabetic DBR Overview

The full alphabetic decodable book routines support student learning by reinforcing letter-sound correspondences through decoding and encoding practice. As students read and reread texts with targeted phonics patterns, they blend sounds to read and segment sounds to spell. Routines also build phonemic awareness, reinforce high-frequency words, promote fluency, and connect reading to writing.

Approaching

Instruction provides explicit modeling and guided decoding with a focus on known phonics patterns. Students build accuracy and confidence through rereading, sound-by-sound decoding, and supported application in writing tasks that reinforce letter-sound correspondences.

Decodables and Concepts

- 20. *At the Book Fair with Shree***
extra practice: closed, open, and VCe syllable types in one- and two-syllable words

21. *Can I Try?*
y as /ī/, / ĭ/, or /ē/ and ey as /ē/ or /ā/

22. *On Our Way to School One Day*
ay and ai as /ā/

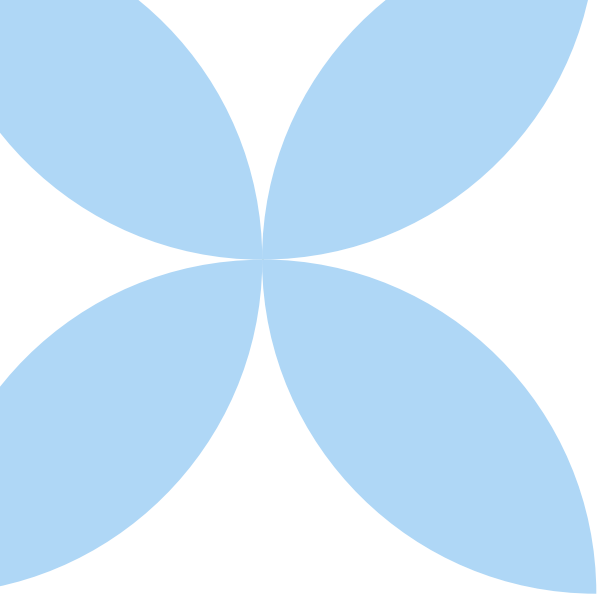
23. *Reading with a Buddy*
ee, ea, and y as /ē/

24. *A Mighty Team*
igh, ie, and y as /ī/
- 25. *A Feisty Kid***
oa as /ō/, ow as /ō/, ei as /ā/, ei as /ē/, and ei as /ī/

26. *More Fun than Ever Before*
ore as /or/, oar as /or/, are as /air/, air as /air/, and ear as /ear/

27. *Hiking in Blueberry Park*
ui as /ū/, ue as /ū/, ew as /ū/, ue as /yū/, ew as /yū/, and eu as /yū/

Full Alphabet



Concepts: Extra Practice: closed, open, and VCe syllable types in one- and two-syllable words

At the Book Fair with Shree

Decodable Student Reader



Concept Focus Words

Extra Practice: closed, open, and VCe syllable types in one- and two-syllable words

New High-Frequency Words

here give
want

Story Words

browse
drawing

In this book, the words *browse* and *drawing* are story words. They are used to support the reader’s understanding of the action in the decodable book *At the Book Fair with Shree*, in which Kat, Tom, and Shree enter a book drawing.

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.1.4.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 *here, want, give*
- Decodable book: *At the Book Fair with Shree*
- Whiteboard
- Dry-erase marker

Student

- Decodable book: *At the Book Fair with Shree*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can segment and blend one- and two-syllable words with closed, open, or VCe syllables.

1. Introduce blending and segmenting words.

SAY Today, we will practice blending, which is putting sounds together to make a word, and segmenting, which is breaking words into sounds.

SAY This week, we'll focus on closed, open, and VCe syllables in one- and two-syllable words.

2. Begin blending words.

SAY /m/ /t/

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

SAY /ŭ/ /p/

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

SAY /l/ /t/ /k/

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

3. Introduce segmenting words.

SAY Now, we will segment words with closed, open, or VCe syllables. 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 *boss*? (/b/ /ɔ/ /s/)

ASK What are the sounds in the word *hi*? (/h/ /i/)

ASK What are the sounds in the word *bake*? (/b/ /ā/ /k/)



Teacher Supports

Formative Assessment

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

Phonics

Learning Target

I can identify and spell one- and two-syllable words with closed, open, or VCe syllable types.

I DO

- Practice the different syllable types. Draw three columns on your whiteboard. Introduce the rules, writing each word in a column as you explain the rule.

SAY In a closed syllable, the vowel is followed by at least one consonant. That consonant “closes in” the vowel and makes it say its short sound.

SAY The word *catnip* has two syllables: *cat-* and *-nip*. Both of these syllables are closed. So, we can put this word in column 1.

SAY We also look for open syllables. In an open syllable, the vowel is at the end of the syllable and is not followed by a consonant. That makes the vowel say its long sound (its name).

SAY The word *me* has one open syllable. Let’s put it in column 2.

SAY In a VCe syllable, there is one vowel, one consonant, and a final silent e. The silent e makes the vowel say its long sound.

SAY The word *cake* has one VCe syllable. Let’s put it in column 3.

- Distribute whiteboards and markers. Have students draw the three columns and write the words *catnip*, *me*, and *cake* in the corresponding column.

SAY On your whiteboard, make three columns. Write one of the words in each column.

Closed Syllable	Open Syllable	VCe Syllable
<i>catnip</i>	<i>me</i>	<i>cake</i>
<i>sunset</i>	<i>hi</i>	<i>time</i>

WE DO

- Together with students, add one more word in each column that follows the same syllable 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 syllable patterns.

ASK What column would the word *sunset* go under? (under the word *catnip*)

ASK What column would the word *hi* go under? (under the word *me*)

ASK What column would the word *time* go under? (under the word *cake*)

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 *rake*, *she*, *bin*, or *my*.)

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

High-Frequency Word: *here*

here

Learning Target

I can read and spell the high-frequency words *here*, *want*, and *give*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *here*, *want*, and *give*.

2. Display the word *here*.

SAY This word is *here*. *Here* has four letters—*h*, *e*, *r*, *e*.

3. 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, “Come over here!” or “We are here at the playground.”

4. 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 last letter *e* is silent, but it is there to help the first *e* say its name.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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 /h/ /ē/ /r/—*here*

7. 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*)

8. Guide a word-meaning discussion.

ASK Can someone use *here* 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: *want*

want


Learning Target

I can read and spell the high-frequency words *here*, *want*, and *give*.

1. Display the word *want*.

SAY This word is *want*. *Want* has four letters—*w*, *a*, *n*, *t*.

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

SAY We use the word *want* when we wish for or feel like having something. You might hear someone say, “They want to go to the park” or “We want apple slices.”

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

SAY *Want* has four sounds—/w/ /aw/ /n/ /t/.

SAY The letter *w* says /w/.

SAY The letter *a* says /aw/.

SAY The letter *n* says /n/.

SAY The letter *t* says /t/.

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

Note: The phoneme /aw/ spelled *a* is temporarily irregular.

SAY Many letters in this word make the sound we expect: *w* says /w/, *n* says /n/, and *t* says /t/. But this word has a tricky part. The letter *a* makes the /aw/ sound. 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 /w/ /aw/ /n/ /t/—*want*

6. Prompt students to read the word.

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

ASK What’s this word? (*want*)

7. Guide a word-meaning discussion.

ASK Can someone use *want* 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 *here*, *want*, and *give*.

- Display the word *give*.
SAY This word is *give*. *Give* has four letters—*g*, *i*, *v*, *e*.
- Explain how to use the high-frequency word when speaking. Emphasize the word *give* when reading the sentences below.
SAY *Give* is a word we use when we share or bring something to another. You might hear someone say, “Give your partner a high-five” or “I will give my grandma this card.”
- 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.
- 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 sound we expect: *g* says /g/, *i* says /i/, and *v* says /v/. But this word has a tricky part. The letter *e* is silent at the end of the word, because words cannot end in the letter *v* by itself. 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 /g/ /i/ /v/—*give*.
- 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*)
- Guide a word-meaning discussion.
ASK Can someone use *give* in a sentence? (*Answers will vary.*)
- Distribute whiteboards to students. Invite students to write the high-frequency words *here*, *want*, and *give*.

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 high-frequency words and closed, open, or VCe syllable types in one- and two-syllable words.

“Shree is new to our class.”
“Nice to meet you, Shree.”

- Preview *At the Book Fair with Shree* 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 will be 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 *At the Book Fair with Shree*, 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 two sentences fluently while students follow along in their copy of *At the Book Fair with Shree*.
 - SAY** Our high-frequency words are *here*, *want*, and *give*. We are also learning about closed, open, or VCe syllables in one- and two-syllable words. Listen carefully for them as I read.
 - SAY** “‘Shree is new to our class.’ ‘Nice to meet you, Shree.’”
- Ask students if they heard any one- or two-syllable words with closed, open, or VCe syllables or any of the high-frequency words: *here*, *want*, and *give*.
 - ASK** Did you hear any one- or two- syllable words with closed, open, or VCe syllables? (Yes.)
 - ASK** Which one- or two-syllable words in the sentences have closed, open, or VCe syllables? (*Shree* and *to have* open syllables, *class* has a closed syllable, and *nice* has a VCe syllable.)
 - ASK** Did you hear any of this week’s high-frequency words? (No.)

Wrap-Up

- Wrap up.
 - SAY** Today, we blended and segmented one- and two-syllable words with closed, open, or VCe syllables and practiced our high-frequency words *here*, *want*, and *give*. We previewed our decodable book, made a prediction, and listened for one- and two-syllable words with closed, open, or VCe syllables and our high-frequency words.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards *here, want, give*
- Decodable book: *At the Book Fair with Shree*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *At the Book Fair with Shree*

Warm-Up

Learning Target

I can identify closed, open, and VCe syllables in one- and two-syllable words.

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 *trunk*.

SAY *Trunk*.

ASK What sounds do you hear? (/t/ /r/ /ŭ/ /n/ /k/)

3. Write *trunk* on the board and underline *u*.

4. Continue with the word *hi*.

SAY *Hi*.

ASK What sounds do you hear? (/h/ /ī/)

5. Write *hi* and underline *i*.

6. Continue with the word *broke*.

SAY *Broke*.

ASK What sounds do you hear? (/b/ /r/ /ō/ /k/)

7. Write *broke* and underline *o* and *e*.

8. Introduce the spelling rule.

ASK What do you notice about the spelling of the syllables? (If a syllable ends in a vowel, the vowel says its name; if a syllable has a vowel followed by a consonant, the vowel says its short vowel sound; if a syllable has a consonant-vowel-consonant-silent *e* pattern, the vowel says its long sound.)

SAY This week, we will practice reading one- and two-syllable words with closed, open, or VCe syllables.

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. Words for this week are *here*, *want*, and *give*.

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: *here*, *h-e-r-e*, *here*. (*here*, *h-e-r-e*, *here*)

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

High-Frequency Words
Fast Practice



Teacher Supports

- 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 closed, open, or VCe syllables.

1. Preview the decodable book *At the Book Fair with Shree*. Distribute *At the Book Fair with Shree*, one per student.

SAY Today, we will read *At the Book Fair with Shree*. 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 *Shree*, *class*, and *home* in it.

These words have the concept we have been practicing. We'll look for these words as we read.

2. Introduce story words.

SAY There are two special words 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 words today are *browse* and *drawing*.

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

SAY Our first story word is *browse*. *Browse* means to look at things in a slow way, like looking at books in the library or toys in a store.

SAY In the word *browse*, the letter *b* makes the /b/ sound and the letter *r* makes the /r/ sound. Then, the letters *ow* work together to make the sound /ou/. The letter *s* makes the /z/ sound and the letter *e* is silent.

SAY When we put those sounds together, we get /b/ /r/ /ou/ /z/, *browse*.

Story words:
browse
drawing

"Shree is new to our class."

4. Teach the story word *drawing*. Introduce each sound in the word. Then, segment and blend the word.

SAY Our second story word is *drawing*. In this book, *drawing* does not mean something you create with art materials. *Drawing* means a contest in which someone chooses another person's name from a basket.

SAY In this word, the letter *d* makes the /d/ sound and the letter *r* makes the /r/ sound. Then, the letters *aw* work together to make the /aw/ sound. Last, the suffix *-ing* makes the /ing/ sound.

SAY When we put those sounds together, we get: /d/ /r/ /aw/ /ing/, *drawing*.

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: "Shree is new to our class."

SAY I see a word with an open syllable. Let's tap out the sounds in this word: /sh/ /r/ /ē/.

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

WE DO

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

SAY Let's read the sentence again together slowly. ("Shree is new to our class.")

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. ("Shree is new to our class.")



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 open, closed, and VCe syllable types. We also practiced reading our decodable book fluently.

Day 3



Prepare in Advance

Teacher

- Decodable book: *At the Book Fair with Shree*

Student

- Decodable book: *At the Book Fair with Shree*
- 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.

“Shree is new to our class.”

1. Introduce reading with fluency. Distribute the decodable book *At the Book Fair with Shree*, 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 *At the Book Fair with Shree*. Read the first 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. “Shree is new to our class.”

WE DO

1. Read the first 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? “Shree is new to our class.”
(“Shree is new to our class.”)

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 one- and two-syllable words with closed, open, or VCe syllable types and draw a picture that matches my sentence.

“Place it in this basket.”

1. Introduce writing.
 - SAY** Now that we’ve practiced reading one- and two-syllable words with closed, open, and VCe syllables, it’s time to write. You’re going to write a sentence using these types of words.
2. Direct students to find the target sentence in their books.
 - SAY** Let’s look at an example. Find this sentence in your book: “Place it in this basket.”
 - ASK** What words have the closed, open, or VCe syllable type? (Answers may include *place, it, in, this, or basket.*)
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 with closed, open, or VCe syllable types.
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 *pen, this, go, she, name, and kite.*
- 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 closed, open, and VCe syllable types to write a sentence.

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

- Decodable book: *At the Book Fair with Shree*

Student

- Decodable book: *At the Book Fair with Shree*
- 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 *At the Book Fair with Shree*, 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.

- 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.

- 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? (The class has a new student named Shree. They look forward to going to the book fair.)

ASK Then what happened? How did the characters feel? (They enter a drawing to win a book. They feel excited. Kat and Shree talk about books.)

ASK How did the story end? Why do you think the characters did that? (Kat wins the drawing. She chooses the joke book and gives it to Shree. She wants to be friends with Shree.)



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 Where are Kat, Tom, and Shree in this story? *(Kat, Tom, and Shree are at the book fair at their school.)*

ASK Why does Kat give Shree the joke book? *(Kat gives Shree the book because Shree said that if she won, she would pick that book. Kat wins and gives it to Shree.)*

ASK Why do you think the author uses the phrase "a hush falls over the crowd"? *(Because the crowd of people gets quiet so they can hear who will win the book drawing.)*



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 *At the Book Fair with Shree*. 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: *At the Book Fair with Shree*
- High-frequency word cards *here, want, give*

Student

- Decodable book: *At the Book Fair with Shree*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

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 a place close to us. You might say, "I am _____ with a friend." (*here*)

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 to wish for or feel like having something. You might say, "They _____ to go to the park." (*want*)

SAY This word means to share or bring something to another. You might say, "Please _____ your teacher the book." (*give*)



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.

“Shree is new to our class.”
“Nice to meet you, Shree.”

1. Introduce rereading for fluency. Distribute the decodable book *At the Book Fair with Shree*, 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 *At the Book Fair with Shree* 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. “Shree is new to our class.’ ‘Nice to meet you, Shree.”

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? “Shree is new to our class.’ ‘Nice to meet you, Shree.” (“Shree is new to our class.’ ‘Nice to meet you, Shree.”)

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 *At the Book Fair with Shree*. 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 *At the Book Fair with Shree*. 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

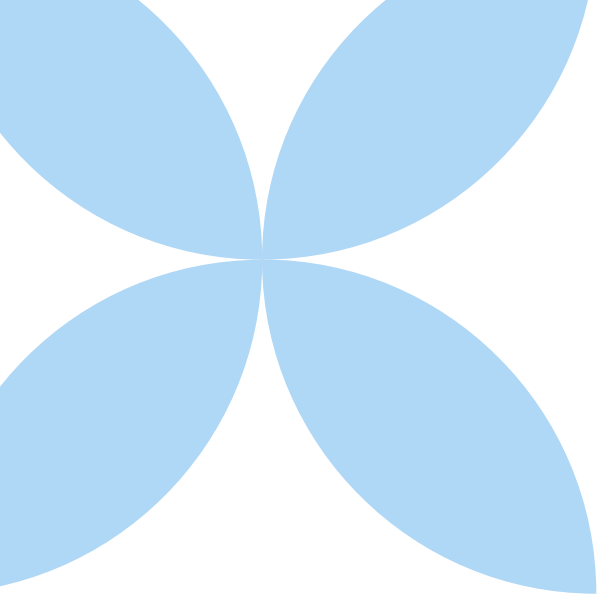
- Provide sentence starters for students needing additional support.
- Encourage students needing a challenge to add details and dialogue.

Formative Assessment

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

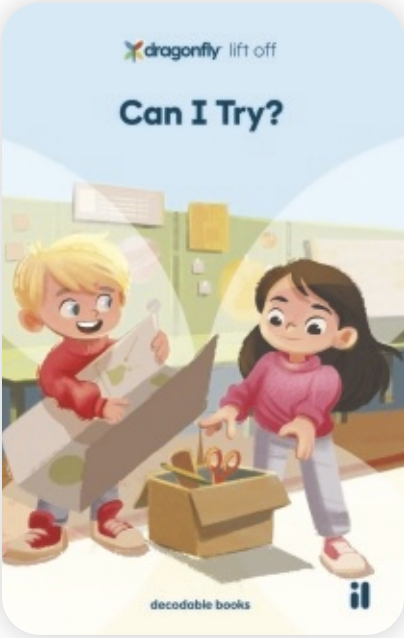
Wrap-Up

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.



Concepts: y as /ī/, /ĩ/, or /ē/ and ey as /ē/ or /ā/
Can I Try?

Decodable Student Reader



Concept Focus Words

by	hefty	snazzy
chatty	hey	survey
easy	key	they
every	lucky	tricky
gym	messy	try
handy-dandy	my	why
happy	shy	

New High-Frequency Words

sit	pull
why	call

Story Words

crystal(s)
salt

In this book, the words *crystal(s)* and *salt* are story words. They are used to support the reader’s understanding of the action in the decodable book *Can I Try?*, in which Cam and Tom host a crystal-making booth at the school STEAM fair.

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 *sit, why, pull, call*
- Decodable book: *Can I Try?*
- Whiteboard
- Dry-erase marker

Student

- Decodable book: *Can I Try?*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can segment and blend words with *y* as /ī/, /ī/, or /ē/ and *ey* as /ē/ or /ā/.

1. Introduce blending and segmenting words.

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 where *y* and *ey* act as a vowel and make the vowel sounds /ī/, /ī/, /ē/, and /ā/.

2. Begin blending words.

SAY /d/ /r/ /ī/

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

SAY /j/ /ī/ /m/

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

SAY /k/ /ē/

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

SAY /th/ /ā/

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

3. Introduce segmenting words.

SAY Now, we will segment words with *y* and *ey* making the vowel sounds /ī/, /ī/, /ē/, and /ā/. 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 *army*? (/ar/ /m/ /ē/)

ASK What are the sounds in the word *parsley*? (/p/ /ar/ /s/ /l/ /ē/)

ASK What are the sounds in the word *myth*? (/m/ /ī/ /th/)

ASK What are the sounds in the word *obey*? (/ō/ /b/ /ā/)

Teacher Supports

Formative Assessment

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



Phonics

Learning Target

I can identify and spell words with y as a vowel.

I DO

1. Teach the sounds that y makes as a vowel. Draw five columns on your whiteboard. Introduce the sound-spelling rules, writing each word in a column as you explain the rule, underlining the parts where y makes a vowel sound.

SAY The letter y and the letters ey can act as vowels when they appear in the middle or at the end of a word. Let's look at some examples together.

SAY The letter y can make the long /ī/ sound, like in the word *my*.

SAY Y can also make the short /ĭ/ sound when it comes in the middle of a word, like in *gym*.

SAY Sometimes, y makes the long /ē/ sound at the end of a word, like in *happy*.

SAY The letters ey also come at the end of words and can make the /ē/ sound, like in *key*.

SAY But ey can also make the /ā/ sound, like in the word *they*.

2. Distribute whiteboards and markers. Have students draw the five columns, writing the words *my*, *gym*, *happy*, *key*, and *they*, with the letters that make the vowel sounds underlined.

SAY On your whiteboard, make five columns. Write one of the words in each column, underlining the y or ey in each word.

y as /ī/	y as /ĭ/	y as /ē/	as /ē/	as /ā/
<i>my</i>	<i>gym</i>	<i>happy</i>	<i>key</i>	<i>they</i>
<i>type</i>	<i>myth</i>	<i>lucky</i>	<i>jockey</i>	<i>prey</i>

WE DO

1. Together with students, add one more word in each column that follows the same spelling pattern where y or ey makes a vowel sound. 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 *prey* go under? (under the word *they*)

ASK What column would the word *jockey* go under? (under the word *key*)

ASK What column would the word *myth* go under? (under the word *gym*)

ASK What column would the word *lucky* go under? (under the word *happy*)

ASK What column would the word *type* go under? (under the word *my*)

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 *hey*, *easy*, *style*, *prey*, *jersey*, or *system*.)

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: *sit*

sit

Learning Target

I can read and spell the high-frequency words *sit*, *why*, *pull*, and *call*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *sit*, *why*, *pull*, and *call*.

2. Display the word *sit*.

SAY This word is *sit*. *Sit* has three letters—*s*, *i*, *t*.

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

SAY We use the word *sit* when we talk about resting in a chair or on the ground. You might hear someone say, “Please sit in your seat” or “Let’s sit on the grass for our picnic.”

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

SAY *Sit* has three sounds—/s/ /i/ /t/.

SAY The letter *s* says /s/.

SAY The letter *i* says /i/.

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 it to. That means all the sounds in this word follow regular patterns.

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 /s/ /i/ /t/—*sit*

7. Prompt students to read the word.

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

ASK What’s this word? (*sit*)

8. Guide a word meaning discussion.

ASK Can someone use *sit* 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: *why*

why

Learning Target

I can read and spell the high-frequency words *sit*, *why*, *pull*, and *call*.

1. Display the word *why*.

SAY This word is *why*. *Why* has three letters—*w*, *h*, *y*.

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

SAY We use the word *why* when we ask for a reason. You might hear someone say, “Why is the sky blue?” or “Why do we have to go to bed early?”

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

SAY *Why* has two sounds—/w/ /ī/.

SAY The letters *wh* say /w/.

SAY The letter *y* says /ī/.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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/ /ī/—*why*

6. Prompt students to read the word.

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

ASK What’s this word? (*why*)

7. Guide a word meaning discussion.

ASK Can someone use *why* 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: *pull*

pull
❤️

Learning Target

I can read and spell the high-frequency words *sit*, *why*, *pull*, and *call*.

1. Display the word *pull*.

SAY This word is *pull*. *Pull* has four letters—*p*, *u*, *l*, *l*.

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

SAY We use the word *pull* when we talk about moving something closer to us. You might hear someone say, “Pull the door open” or “I had to pull my bike up the hill.”
3. Teach the grapheme-phoneme correspondences in the word.

SAY *Pull* has three sounds—/p/ /ōō/ /l/.

SAY The letter *p* says /p/.

SAY The letter *u* says /ōō/.

SAY The letters *ll* say /l/.
4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

SAY Some letters in this word make the sounds we expect, like *p* and *ll*. But this word has a tricky part. The letter *u* doesn’t make its usual /ü/ sound. Instead, it makes the /ōō/ sound. That’s not what we usually expect, so it’s an irregular part of the word. We’ll mark it with a heart to help us remember this part 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 /p/ /ōō/ /l/—*pull*
6. Prompt students to read the word.

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

ASK What’s this word? (*pull*)
7. Guide a word meaning discussion.

ASK Can someone use *pull* 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: *call*

Learning Target

I can read and spell the high-frequency words *sit*, *why*, *pull*, and *call*.

call
❤

1. Display the word *call*.

SAY This word is *call*. *Call* has four letters—*c*, *a*, *l*, *l*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *call* when reading the sentences below.

SAY We use the word *call* when we talk about getting someone’s attention or talking on the phone. You might hear someone say, “Call your friend to say hi” or “I will call my dog to come inside.”

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

SAY *Call* has three sounds—/k/ /aw/ /l/.

SAY The letter *c* says /k/.

SAY The letter *a* says /aw/.

SAY The letters *ll* say /l/.

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

Note: The phonogram *a* as /aw/ before the letter *l* is temporarily irregular.

SAY Some letters in this word make the sounds we expect, like *c* and *ll*. The letter *a* makes the sound /aw/.

This part is irregular, so we'll mark it with a heart to remind us that this part of the word needs to be remembered by heart.

5. Guide students in saying 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 /k/ /aw/ /l/—*call*

6. Prompt students to read the word.

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

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

7. Guide a word meaning discussion.

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

8. Distribute whiteboards to students. Guide students in writing the high-frequency words: *sit*, *why*, *pull*, *call*.



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 high-frequency words and words with *y* as /ī/, /ī/, or /ē/, and *ey* as /ē/ or /ā/.

1. Preview *Can I Try?* 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 will be 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.*)

“Hey, Cam and Tom. Come on in.”

- Lead students through a picture walk. Distribute the decodable book *Can I Try?*, 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 two sentences fluently while students follow along in their copy of *Can I Try?*

SAY Our high-frequency words are *sit*, *why*, *pull*, and *call*. We are also learning about words with *y* as /ī/, /ī/, or /ē/ and *ey* as /ē/ or /ā/. Listen carefully for them as I read.

SAY "Hey, Cam and Tom. Come on in."

- Ask students if they heard any words with *y* as /ī/, /ī/, or /ē/ or *ey* as /ē/ or /ā/ or the high-frequency words *sit*, *why*, *pull*, and *call*.

ASK Did you see any words with *y* as /ī/, /ī/, or /ē/? (No.)

ASK Did you see any words with *ey* as /ē/ or /ā/? (Yes, hey.)

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

Wrap-Up

- Wrap up.

SAY Today, we blended and segmented words with *y* as /ī/, /ī/ or /ē/ and *ey* as /ē/ or /ā/ and practiced our high-frequency words: *sit*, *why*, *pull*, and *call*. We previewed our decodable book, made a prediction, and listened for words with *y* as /ī/, /ī/, or /ē/ and *ey* as /ē/ or /ā/ and our high-frequency words.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards *sit*, *why*, *pull*, *call*
- Decodable book: *Can I Try?*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Can I Try?*

Warm-Up

Learning Target

I can segment and blend words with y as /ī/, /ī/, or /ē/ and ey as /ē/ or /ā/.

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.

SAY *Trolley*.

ASK What sounds do you hear? (/t/ /r/ /ŏ/ /l/ /ē/)

2. Write *trolley* on the board and underline ey.
3. Continue with the word *system*.

SAY *System*.

ASK What sounds do you hear? (/s/ /ī/ /s/ /t/ /ə/ /m/)

4. Write *system* and underline y.
5. Continue with the word *party*.

SAY *Party*.

ASK What sounds do you hear? (/p/ /ar/ /t/ /ē/)

6. Write *party* and underline y.
7. Continue with the word *type*.

SAY *Type*.

ASK What sounds do you hear? (/t/ /ī/ /p/)

8. Write *type* and underline y.
9. Introduce the spelling rule.

ASK What do you notice about the sounds of words with y and ey? (They make the vowel sounds /ī/, /ī/, /ē/, and /ā/.)

SAY This week, we will practice reading words with y as /ī/, /ī/, or /ē/ and ey as /ē/ or /ā/.



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 *sit*, *why*, *pull*, and *call*.

High-Frequency Words
Fast Practice

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: *sit, s-i-t, sit.* (*sit, s-i-t, sit*)

- 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 *y* as /ī/, /ĩ/, or /ē/ and *ey* as /ē/ or /ā/.

Story words:
crystal(s)
salt

- Preview the decodable book *Can I Try?* Distribute *Can I Try?*, one per student.

SAY Today, we will read *Can I Try?* 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 *by*, *happy*, *hey*, and *key* in it. These words have the concepts we have been practicing. We'll look for these words as we read.

- Introduce story words.

SAY There are two special words 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 words today are *salt* and *crystal(s)*.

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

SAY The first story word is *salt*. *Salt* is a kind of rock called a mineral. People grind it up and use it to make food taste good.

SAY You know most of the sounds in this word. The letter *s* says /s/, *l* says /l/, and *t* says /t/. But the letter *a* in this word does something different. It does not say /ă/. When *a* comes before the letter *l*, it makes the sound /aw/.

SAY We can put these sounds together like this: /s/ /aw/ /l/ /t/, *salt*.

- Teach the story word *crystal(s)*. Introduce each sound in the word. Then, segment and blend the word.

SAY The next story word is *crystal*. A *crystal* is a special kind of material that has flat sides that fit together in a pattern. They often look shiny, like glass or gems.

SAY The word *crystal* has two syllables: *crys-tal*. The *c* and *r* blend to make /kr/, and the *y* acts as a vowel, making the short /ĭ/ sound. The *s* says /s/, forming the first syllable, *crys-*. In the second syllable, *-tal*, the *t* says /t/, the *a* says /ŭ/, and the *l* says /l/.

SAY When we put it all together, we get /k/ /r/ /ĭ/ /s/ /t/ /ŭ/ /l/, *crystal*. If there is an *s* at the end, it means more than one crystal. In this word, the *s* sounds like /z/: /k/ /r/ /ĭ/ /s/ /t/ /ŭ/ /l/ /z/, *crystals*.

"Hey, Cam and Tom. Come on in."

I DO

1. 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.
2. Direct students to find the target sentences in their books. Read the sentence aloud slowly.

SAY Find these sentences in your book: "Hey, Cam and Tom. Come on in."

SAY I see a word with ey making a vowel sound. Let's tap out the sounds in this word: /h/ /ā/.
SAY Now, I'll say the sounds quickly and blend them together to make the word *hey*.

WE DO

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

SAY Let's read the sentences again together slowly. ("Hey, Cam and Tom. Come on in.")

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 good expression, like a storyteller. ("Hey, Cam and Tom. Come on in.")



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 y as /ī/, /ī/, or /ē/ and ey as /ē/ or /ā/. We also practiced reading our decodable book fluently.

Day 3



Prepare in Advance

Teacher

- Decodable book: *Can I Try?*

Student

- Decodable book: *Can I Try?*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Fluency Read

“Hey, Cam and Tom.”

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 *Can I Try?*, 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 *Can I Try?* Read the first 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. “Hey, Cam and Tom.”

WE DO

1. Read the first 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? “Hey, Cam and Tom.” (“Hey, Cam 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 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 *y* as /ī/, /ī/, or /ē/ and *ey* as /ē/ or /ā/ and draw a picture that matches my sentence.

“Hey, Cam and Tom. Come on in. You can set up your booth in the gym.”

- Introduce writing.

SAY Now that we’ve practiced reading words with *y* making the /ī/, /ī/ and /ē/ sounds, and *ey* making the /ē/ or /ā/ sounds, it’s time to write. You’re going to write a sentence using words that include the letters *y* or *ey* making these sounds.

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

SAY Let’s look at an example. Find these sentences in your book: “Hey, Cam and Tom. Come on in. You can set up your booth in the gym.”

ASK What words have *y* as /ī/, /ī/, or /ē/ or *ey* as /ē/ or /ā/? (*Hey, gym*)

- 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 *y* or *ey* and make those vowel sounds.

- 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.*)

- 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 *my*, *gym*, *lucky*, *type*, *they*, and *key*.

- 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

- Wrap up.

SAY Today, we practiced reading fluently and used words with y as /ī/, /ī/, or /ē/ and ey as /ē/ or /ā/ to write a sentence.

Day 4



Prepare in Advance

Teacher

- Decodable book: *Can I Try?*

Student

- Decodable book: *Can I Try?*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

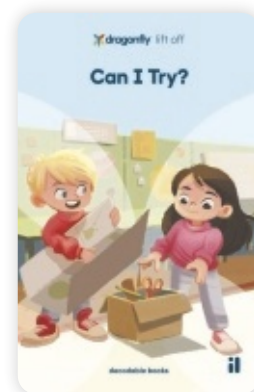
Reread for Comprehension

Learning Target

I can read a story and comprehend it.

YOU DO

- Introduce whisper reading. Distribute the decodable book *Can I Try?*, 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? (Cam and Tom set up their booth for the STEAM fair.)

ASK Then what happened? How did the characters feel? (The kids came in for the STEAM fair. Cam invited a shy kid to the booth to show her how to make a crystal. She felt amazed.)

ASK How did the story end? Why do you think the characters did that? (The girl was happy about her crystal. The booth and activity were a hit. Tom and Cam felt happy.)



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.

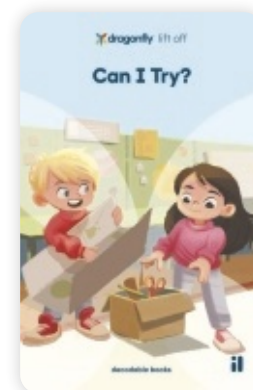
1. Introduce comprehension questions. Encourage students to reference the text as they answer.

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 is the gym set up for? *(The gym is set up for the school's STEAM fair.)*

ASK How do Cam and Tom encourage the little kid? *(They tell the kid that making crystals is a bit messy but easy. They also offer to help.)*

ASK At the end of the book, how do Cam and Tom feel about their salt crystal project presentation? How can you tell? *(Answers may vary. Cam and Tom feel proud because they helped many kids with their project. Cam and Tom are happy about their project because they are smiling with the little kid holding their salt crystal.)*



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 *Can I Try?* 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: *Can I Try?*
- High-frequency word cards *sit, why, pull, call*

Student

- Decodable book: *Can I Try?*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

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 resting in a chair or on the ground. You might say, "Please ____ on the rug." (*sit*)

3. Give students time to think and 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 is used to ask for a reason. You might say, "____ did you like that book so much?" (*Why*)

SAY This word means to move something closer to you. You might say, "She can ____ you in the wagon." (*pull*)

SAY This word means to get someone's attention or talking on the phone. You might say, "Dad will ____ us inside when it's time for dinner." (*call*)



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.

“Hey, Cam and Tom. Come on in.”

1. Introduce rereading for fluency. Distribute the decodable book *Can I Try?*, 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 *Can I Try?* 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. “Hey, Cam and Tom. Come on in.”

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? “Hey, Cam and Tom. Come on in.” (“Hey, Cam and Tom. Come on in.”)

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 *Can I Try?* 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 *Can I Try?* 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.

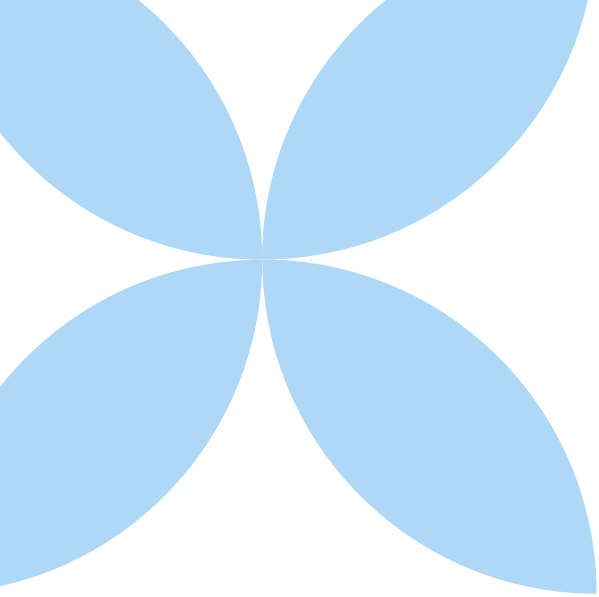
Formative Assessment

- 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.



Concepts: *ay* and *ai* as /ā/
On Our Way to School One Day

Decodable Student Reader



Concept Focus Words

away	pain	stay
chain	play	stray
complain	rain	today
complaining	raincoat(s)	trail
day	raindrop(s)	wails
gray	rainy	wait
mailbox	sail	way

New High-Frequency Words

day	before
sing	been

Story Word

school

In this book, the word *school* is a story word. It is used to support the reader’s understanding of the action in the decodable book *On Our Way to School One Day*, in which Finn and Zack try to make it to school before the rain starts.

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 *day, sing, before, been*
- Decodable book: *On Our Way to School One Day*

Student

- Decodable book: *On Our Way to School One Day*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can segment and blend words with *ay* and *ai* as /ā/.

1. Introduce blending and segmenting words.

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 with *ay* and *ai* making the /ā/ sound.

2. Begin blending words.

SAY /w/ /ā/

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

SAY /b/ /r/ /ā/ /n/

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

SAY /s/ /t/ /ā/

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

3. Introduce segmenting words.

SAY Now, we will segment words with the /ā/ sound. 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 *aim*? (/ā/ /m/)

ASK What are the sounds in the word *pain*? (/p/ /ā/ /n/)

ASK What are the sounds in the word *ray*? (/r/ /ā/)



Teacher Supports

Formative Assessment

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

Phonics

Learning Target

I can identify and spell words with the long /ā/ sound using *ay* and *ai*.

ai	ay
paid	day
grain	display

I DO

- Teach the /ā/ sound. Draw two columns on your whiteboard. Introduce the sound-spelling rules, writing each word in a column as you explain the rule, underlining the letters that create the /ā/ sound.
 - SAY** Usually, *ai* makes the /ā/ sound at the beginning or in the middle of a word, and *ay* makes the /ā/ sound at the end of a word or syllable.
 - SAY** We use *ai* most often in the middle of words, like in the word *paid*.
 - SAY** When you hear the /ā/ sound at the end of a word, we often spell it *ay*, like in the word *day*.
- Distribute whiteboards and markers. Have students draw the two columns, writing the words *paid* and *day*, and underline the letters that make the /ā/ sound.
 - SAY** On your whiteboard, make two columns. Write one of the /ā/ words in each column, underlining the letters that make the /ā/ sound in the word.

WE DO

- Together with students, add one more word in each column that follows the same spelling pattern that makes the /ā/ sound. 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 *grain* go under? (under the word *paid*)
 - ASK** What column would the word *display* go under? (under the word *day*)

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 *ray*, *complain*, *stay*, and *trail*.)
- Allow students a few minutes to add more words. Circulate to provide corrective feedback as needed, and celebrate students' spelling habits.

High-Frequency Word: *day*

day

Learning Target

I can read and spell the high-frequency words *day*, *sing*, *before*, and *been*.

- Introduce the high-frequency words.
 - SAY** The high-frequency words this week are *day*, *sing*, *before*, and *been*.
- Display the word *day*.
 - SAY** This word is *day*. *Day* has three letters—*d*, *a*, *y*.
- Explain how to use the high-frequency word when speaking. Emphasize the word *day* when reading the sentences below.

SAY We use the word *day* when we talk about the time from morning to night or a specific date. You might hear someone say, “Today is a sunny day” or “We have school every day.”

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

SAY *Day* has two sounds—/d/ /ā/.

SAY The letter *d* says /d/.

SAY The letters *ay* say /ā/.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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 /d/ /ā/—*day*

7. Prompt students to read the word.

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

ASK What’s this word? (*day*)

8. Guide a word meaning discussion.

ASK Can someone use *day* 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: *sing*

sing

Learning Target

I can read and spell the high-frequency words *day*, *sing*, *before*, and *been*.

1. Display the word *sing*.

SAY This word is *sing*. *Sing* has four letters—*s, i, n, g*.

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

SAY We use the word *sing* when we talk about making music with our voices. You might hear someone say, “Let’s sing a song together” or “I love to sing in music class.”

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

SAY *Sing* has two sounds—/s/ /īng/.

SAY The letter *s* says /s/.

SAY The letters *ing* say /īng/.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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 /s/ /ɪŋ/—*sing*
6. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *sing*.
ASK What's this word? (*sing*)
7. Guide a word meaning discussion.
ASK Can someone use *sing* 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: *before*

before

Learning Target

I can read and spell the high-frequency words *day*, *sing*, *before*, and *been*.

1. Display the word *before*.
SAY This word is *before*. *Before* has six letters—*b*, *e*, *f*, *o*, *r*, *e*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *before* when reading the sentences below.
SAY We use the word *before* when we talk about something happening earlier than something else. You might hear someone say, "Wash your hands *before* eating" or "I put on my shoes *before* going outside."
3. Teach the grapheme-phoneme correspondences in the word.
SAY *Before* has four sounds—/b/ /ē/ /f/ /or/.
SAY The letter *b* says /b/.
SAY The letter *e* says /ē/.
SAY The letter *f* says /f/.
SAY The letters *ore* say /or/.
4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.
 Note: The phonogram *ore* is temporarily irregular.
SAY Some letters in this word make the sounds we expect, like *b*, *e*, and *f*. But this word has a tricky part. The letters *ore* make the sound /or/. So, we'll mark it with a heart to help us remember it 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 /b/ /ē/ /f/ /or/—*before*

6. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *before*.
ASK What's this word? (*before*)
7. Guide a word meaning discussion.
ASK Can someone use *before* 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: *been*

been



Learning Target

I can read and spell the high-frequency words *day*, *sing*, *before*, and *been*.

1. Display the word *been*.
SAY This word is *been*. *Been* has four letters—*b*, *e*, *e*, *n*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *been* when reading the sentences below.
SAY We use the word *been* when we talk about something that happened in the past. You might hear someone say, “I have been to the park before” or “She has been very kind to me.”
3. Teach the grapheme-phoneme correspondences in the word.
SAY *Been* has three sounds—/b/ /i/ /n/.
SAY The letter *b* says /b/.
SAY The letters *ee* say /i/.
SAY The letter *n* says /n/.
4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.
SAY Some letters in this word make the sounds we expect, like *b* and *n*. But this word has a tricky part. The letters *ee* don't make their usual /ē/ sound. Instead, they make the /i/ sound. Because that's not what we usually expect, we call that part of the word “irregular.” We'll mark it with a heart to help us remember it 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 /b/ /i/ /n/—*been*
6. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *been*.
ASK What's this word? (*been*)
7. Guide a word meaning discussion.
ASK Can someone use *been* in a sentence? (*Answers will vary.*)
8. Distribute whiteboards to students. Invite students to write the high-frequency words: *day*, *sing*, *before*, and *been*.

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 *ay* and *ai* as /ā/.

“I don’t want to walk. I want to bike!
Wait up, Zack! Stay with us!” Finn wails.

1. Preview *On Our Way to School One Day* 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.)*
2. Lead students through a picture walk. Distribute the decodable book *On Our Way to School One Day*, 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

1. Model reading aloud the target sentences fluently while students follow along in their copy of *On Our Way to School One Day*.
 - SAY** Our high-frequency words are *day*, *sing*, *before*, and *been*. We are also learning about words where *ay* and *ai* make the /ā/ sound. Listen carefully for them as I read.
 - SAY** “I don’t want to walk. I want to bike! Wait up, Zack! Stay with us!” Finn wails.”
2. Ask students if they saw any words with *ay* and *ai* as /ā/ or the high-frequency words *day*, *sing*, *before*, and *been*.
 - ASK** Did you see any words with *ay* saying /ā/? *(Yes: stay.)*
 - ASK** Did you see any words with *ai* saying /ā/? *(Yes: wait and wails.)*
 - ASK** Did you hear this week’s high-frequency words? *(No.)*

Wrap-Up

1. Wrap up.
 - SAY** Today, we blended and segmented words with *ay* and *ai* making the /ā/ sound and practiced our high-frequency words: *day*, *sing*, *before*, and *been*. We previewed our decodable book, made a prediction, and listened for words with *ay* and *ai* as /ā/ and our high-frequency words.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards: *day, sing, before, been*
- Decodable book: *On Our Way to School One Day*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *On Our Way to School One Day*

Warm-Up

Learning Target

I can identify *ay* and *ai* as /ā/ in words.

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 *train*.

SAY *Train*.

ASK What sounds do you hear? (/t/ /r/ /ā/ /n/)

3. Write *train* on the board, and underline *ai*.

4. Continue with the word *may*.

SAY *May*.

ASK What sounds do you hear? (/m/ /ā/)

5. Write *may*, and underline *ay*.

6. Continue with the word *snail*.

SAY *Snail*.

ASK What sounds do you hear? (/s/ /n/ /ā/ /l/)

7. Write *snail*, and underline *ai*.

8. Introduce the spelling rule.

ASK What do you notice about the spelling of the /ā/ sound? (We can spell it *ai* or *ay*.)

SAY This week, we will practice reading words that have different spellings for the /ā/ sound.



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 *day*, *sing*, *before*, and *been*.
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: *day*, *d-a-y*, *day*. (*day*, *d-a-y*, *day*)
2. Repeat the process with the remaining high-frequency words.

High-Frequency Words
Fast Practice

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 *ay* and *ai* as /ā/.

1. Preview the decodable book *On Our Way to School One Day*. Distribute *On Our Way to School One Day*, one per student.
SAY Today, we will read *On Our Way to School One Day*. 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 *gray*, *raindrop*, and *trail* in it. These words have the concept 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 *school*.
3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.
SAY *School* is a place where children and adults go to learn.
SAY This word starts with the /s/ sound you already know. Next, we have the digraph *ch*, which you know can say /ch/. In this word, the digraph *ch* makes the /k/ sound. Then we have two o's working together as a vowel team to make the /ū/ sound. Our word ends with /l/ saying /l/.
SAY When we put all these sounds together, we get /s/ /k/ /ū/ /l/—*school*.

Story word:
school

"Wait up, Zack!"

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 sentence in their books. Read the sentence aloud slowly.
SAY Find this sentence in your book: "Wait up, Zack!"
SAY I see a word with *ai*. Let's tap out the sounds in this word: /w/ /ā/ /t/.
SAY Now, I'll say the sounds quickly and blend them together to make the word *wait*.

WE DO

1. Invite students to read the sentence with you two times.
SAY Let's read the sentence again together slowly. ("Wait up, Zack!")
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. ("Wait up, Zack!")



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 *ay* and *ai* as /ā/. We also practiced reading our decodable book fluently.

Day 3



Prepare in Advance

Teacher

- Decodable book: *On Our Way to School One Day*

Student

- Decodable book: *On Our Way to School One Day*
- 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.

“I don’t want to walk.”

1. Introduce reading with fluency. Distribute the decodable book *On Our Way to School One Day*, 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 *On Our Way to School One Day*. 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. “I don’t want to walk.”

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? “I don’t want to walk.” (“I don’t want to walk.”)

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 *ay* and *ai* as /ā/ and draw a picture that matches my sentence.

“Should we play a game?
Or sing a song? I can sing
a trail song, Finn.”

1. Introduce writing.
 - SAY** Now that we've practiced reading words with *ay* and *ai* saying /ā/, it's time to write. You're going to write a sentence using words that include the letters *ay* and *ai* saying /ā/.
2. Direct students to find the target sentences in their books.
 - SAY** Let's look at an example. Find these sentences in your book: “Should we play a game? Or sing a song? I can sing a trail song, Finn.”
 - ASK** What words have *ay* or *ai* making the /ā/ sound? (*play, trail*)
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 *ai* or *ay* as /ā/.
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 *aim*, *wait*, *trail*, *tray*, *gray*, and *stay*.
- 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 *ay* and *ai* as /ā/ to write a sentence, which helps you gain a deeper understanding of the story.

Day 4



Prepare in Advance

Teacher

- Decodable book: *On Our Way to School One Day*

Student

- Decodable book: *On Our Way to School One Day*
- 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 *On Our Way to School One Day*, 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? (*Zack, Finn, and Finn's mom use the trail for "walk and bike to school day." Zack rides his bike and Finn walks.*)
 - ASK** Then what happened? How did the characters feel? (*Zack crashes into the mailbox. He feels worried about his bike chain. It may rain.*)
 - ASK** How did the story end? Why do you think the characters did that? (*They put Zack's chain back on. It starts raining when they get to school. They feel happy they made it.*)



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 Who bikes and who walks to school? (*Zack bikes and Finn walks.*)

ASK What are two problems the characters face? (*One problem is that Zack crashes into a mailbox and his bike chain falls off. Another problem is that it starts to rain before they get to their school.*)

ASK What do you think "The kids sailed up the steps" means? (*They ran really fast up the steps.*)



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.

1. Introduce personal response writing to the decodable book *On Our Way to School One Day*. 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.*)

This story made me think of . . .

- 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 . . .”

- 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

- 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: *On Our Way to School One Day*
- High-frequency word cards: *day, sing, before, been*

Student

- Decodable book: *On Our Way to School One Day*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

High-Frequency Word Detective

Learning Target

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

- 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 the time from morning to night or a specific date. You might say, "I play outside every ____." (*day*)
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 making music with our voices. You might say, "I like to ____ my favorite song." (*sing*)
SAY This word means that something happened earlier than something else. You might say, "I eat breakfast ____ I go to school." (*before*)
SAY This word means that something happened in the past. You might say, "Have you ever ____ to the zoo?" (*been*)



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.

"I don't want to walk.
I want to bike!"

1. Introduce rereading for fluency. Distribute the decodable book *On Our Way to School One Day*, 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 *On Our Way to School One Day* 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. "I don't want to walk. I want to bike!"

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? ("I don't want to walk. I want to bike!")

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 *On Our Way to School One Day*. 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 *On Our Way to School One Day*. 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.

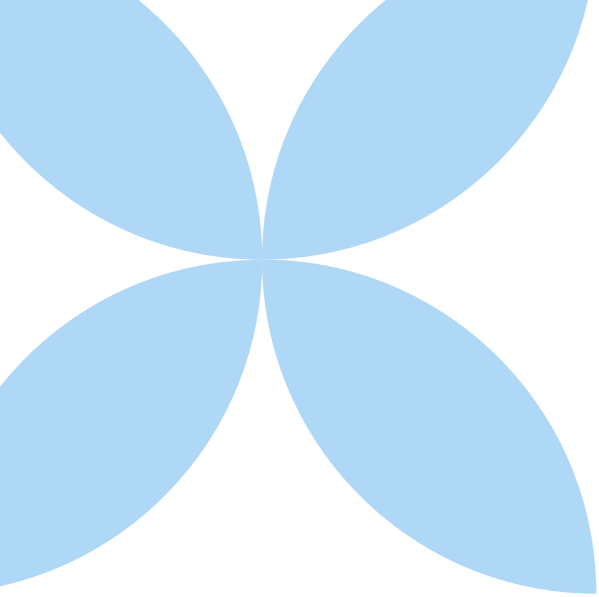
Formative Assessment

- 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.



Concepts: ee, ea, and y as /ē/
Reading with a Buddy

Decodable Student Reader



Concept Focus Words

beam	keep	Penny	seat
buddy	keeps	read	seen
chatty	kitty	reading	squeeze
daydream	need	reads	sunny
every	peek	scream	teacher
greet	peeks	screech	tricky

New High-Frequency Words

first	always
tell	your

Story Word

listen

In this book, the word *listen* is a story word. It is used to support the reader's understanding of the action in the decodable book *Reading with a Buddy*, in which Mo and Penny read a book together.

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, L.2.2.D

Day 1



Prepare in Advance

Teacher

- High-frequency word cards: *first, tell, always, your*
- Decodable book: *Reading with a Buddy*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Reading with a Buddy*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words with *ee, ea,* and *y* as /ē/.

1. Introduce blending and segmenting words.
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 with the /ē/ sound.
2. Begin blending words.
SAY /s/ /ē/ /d/
ASK What's the word? (*seed*)
SAY /b/ /ā/ /b/ /ē/
ASK What's the word? (*baby*)
SAY /t/ /ē/ /m/
ASK What's the word? (*team*)
3. Introduce segmenting words.
SAY Now, we will segment words with the sound /ē/. 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 *beat*? (/b/ /ē/ /t/)
ASK What are the sounds in the word *sunny*? (/s/ /ŭ/ /n/ /ē/)
ASK What are the sounds in the word *reef*? (/r/ /ē/ /f/)

Teacher Supports

Formative Assessment

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



Phonics: ee, ea, and y as /ē/

Learning Target

I can identify and spell words with ee, ea, and y as /ē/.

I DO

- Teach the /ē/ sound. Draw three columns on your whiteboard. Introduce the sound-spelling rules, writing each word in a column as you explain the rule, underlining the letters that create the /ē/ sound.

SAY The /ē/ sound can be made by some letters working together and some words working alone. Let's take a look at ee, ea, and y, and when they make the /ē/ sound.

SAY We use ee most often in the middle of words, like in the word *seed*.

SAY We use ea in the middle too, like in the word *beam*.

SAY When you hear the /ē/ sound at the end of a word, it is most often made by a y, like in the word *happy*.

- Distribute whiteboards and markers. Have students draw the three columns, writing the words *seed*, *beam*, and *happy*, with the letters that make the /ē/ sound underlined.

SAY On your whiteboard, make three columns. Write one of the /ē/ words in each column, underlining the letters that make the /ē/ sound in the word.

ee	ea	y
<i>seed</i>	<i>beam</i>	<i>happy</i>
<i>keep</i>	<i>seat</i>	<i>kitty</i>

WE DO

- Together with students, add one more word in each column that follows the same spelling pattern that makes the /ē/ sound. 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 *kitty* go under? (under the word *happy*)

ASK What column would the word *keep* go under? (under the word *seed*)

ASK What column would the word *seat* go under? (under the word *beam*)

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 *teeth*, *team*, *monkey*, *sunny*.)

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

High-Frequency Word: *first*

Learning Target

I can read and spell the high-frequency words *first*, *tell*, *always*, and *your*.

- Introduce the high-frequency words.

SAY The high-frequency words this week are *first*, *tell*, *always*, and *your*.

- Display the word *first*.

SAY This word is *first*. *First* has five letters: *f, i, r, s, t*.

first

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

SAY We use the word *first* when we talk about something that happens before anything else. You might hear someone say, “I was the first person in line” or “First, we will wash our hands before eating.”
4. Teach the grapheme-phoneme correspondences in the word.

SAY *First* has four sounds: /f/ /er/ /s/ /t/.

SAY The letter *f* says /f/.

SAY The letters *ir* say /er/.

SAY The letter *s* says /s/.

SAY The letter *t* says /t/.
5. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.
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 /f/ /er/ /s/ /t/, *first*.
7. Prompt students to read the word.

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

ASK What’s this word? (*first*)
8. Guide a word-meaning discussion.

ASK Can someone use *first* 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: *tell*

tell

Learning Target

I can read and spell the high-frequency words *first*, *tell*, *always*, and *your*.

1. Display the word *tell*.

SAY This word is *tell*. *Tell* has four letters: *t*, *e*, *l*, *l*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *tell* when reading the sentences below.

SAY We use the word *tell* when we talk about sharing information with someone. You might hear someone say, “Tell me about your day” or “I will tell my teacher the answer.”
3. Teach the grapheme-phoneme correspondences in the word.

SAY *Tell* has three sounds: /t/ /ě/ /l/.

SAY The letter *t* says /t/.

SAY The letter *e* says /ě/.

SAY The letters *ll* say /l/.

4. Address the regularity of the grapheme-phoneme correspondences in the word.
SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.
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 /t/ /ě/ /l/, *tell*.
6. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *tell*.
ASK What's this word? (*tell*)
7. Guide a word-meaning discussion.
ASK Can someone use *tell* 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: *always*

always


Learning Target

I can read and spell the high-frequency words *first*, *tell*, *always*, and *your*.

1. Display the word *always*.
SAY This word is *always*. *Always* has six letters: *a*, *l*, *w*, *a*, *y*, *s*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *always* when reading the sentences below.
SAY We use the word *always* to talk about something that happens all the time. You might hear someone say, "I always brush my teeth before bed" or "She always helps her friends."
3. Teach the grapheme-phoneme correspondences in the word.
SAY *Always* has five sounds: /aw/ /l/ /w/ /ā/ /z/.
SAY The letter *a* says /aw/.
SAY The letter *l* says /l/.
SAY The letter *w* says /w/.
SAY The letters *ay* say /ā/.
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 phonogram *a* as /aw/ before the letter *l* is temporarily irregular.
SAY Some letters in this word make the sounds we expect. But this word has a tricky part. The letter *a* makes the sound /aw/. 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 /aw/ /l/ /w/ /ā/ /z/, *always*.
6. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *always*.
ASK What's this word? (*always*)
7. Guide a word-meaning discussion.
ASK Can someone use *always* 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: *your*

Learning Target

I can read and spell the high-frequency words *first*, *tell*, *always*, and *your*.

your
❤️

1. Display the word *your*.
SAY This word is *your*. *Your* has four letters: *y*, *o*, *u*, *r*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *your* when reading the sentences below.
SAY We use the word *your* when we talk about something that belongs to someone. You might hear someone say, "Is this *your* backpack?" or "Don't forget *your* homework."
3. Teach the grapheme-phoneme correspondences in the word.
SAY *Your* has two sounds: /y/ /or/.
SAY The letter *y* says /y/.
SAY The letters *our* say /or/.
4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.
SAY One letter in this word, *y*, makes the sound we expect. But this word has a tricky part. The letters *our* don't make their usual sounds. They work together to say /or/. That's not what we usually expect, so it's an irregular part of the word. We'll mark it with a heart to help us remember this part 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 /y/ /or/, *your*.
6. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *your*.
ASK What's this word? (*your*)
7. Guide a word-meaning discussion.
ASK Can someone use *your* in a sentence? (*Answers will vary.*)

8. Distribute whiteboards to students. Invite students to write the high-frequency words *first*, *tell*, *always*, and *your*.



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 high-frequency words and words with /ē/ spelled *ee*, *ea*, and *y*.

Listen up, kids. First, greet your buddy and then take a seat.

1. Preview *Reading with a Buddy* 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.*)

2. Lead students through a picture walk. Distribute the decodable book *Reading with a Buddy*, 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

1. Model reading aloud the target sentences fluently while students follow along in their copy of *Reading with a Buddy*.

SAY Our high-frequency words are *first*, *tell*, *always*, and *your*. We are also learning about words with the /ē/ sound. Listen carefully for them as I read.

SAY "Listen up, kids. First, greet your buddy and then take a seat."

2. Ask students if they heard any words with the /ē/ sound or any of the high-frequency words: *first*, *tell*, *always*, and *your*.

ASK Did you hear any words with the /ē/ sound? (*Yes, greet and seat.*)

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

Wrap-Up

1. Wrap up.

SAY Today, we blended and segmented words with the /ē/ sound and practiced our high-frequency words: *first*, *tell*, *always*, and *your*. We previewed our decodable book, made a prediction, and listened for words with the /ē/ sound and our high-frequency words.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards: *first, tell, always, your*
- Decodable book: *Reading with a Buddy*

Student

- Decodable book: *Reading with a Buddy*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can identify words with *ee, ea,* and *y* as /ē/.

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 *seek*.
SAY *Seek*.
ASK What sounds do you hear? (/s/ /ē/ /k/)
3. Write *seek* on the board, and underline *ee*.
4. Continue with the word *read*.
SAY *Read*.
ASK What sounds do you hear? (/r/ /ē/ /d/)
5. Write *read*, and underline *ea*.
6. Continue with the word *baby*.
SAY *Baby*.
ASK What sounds do you hear? (/b/ /ā/ /b/ /ē/)
7. Write *baby*, and underline *y*.
8. Introduce the spelling rule.
ASK What do you notice about the spelling of the long /ē/ sound? (It can be spelled *ee, ea,* or *y*.)
SAY This week, we will practice reading words that have different spellings for the /ē/ sound.



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 flashcard for the week. Hold up one word at a time for quick recognition. Words for this week are *first*, *tell*, *always*, and *your*.
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: *first*, *f-i-r-s-t*, *first*. (*first*, *f-i-r-s-t*, *first*)
2. Repeat this process with the remaining high-frequency words for the week.

High-Frequency Words
Fast Practice

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 containing ee, ea, and y as /ē/.

Story word:
listen

1. Preview the decodable book *Reading with a Buddy*. Distribute the decodable book *Reading with a Buddy*, one per student.
SAY Today, we will read *Reading with a Buddy*. 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 *read*, *greet*, and *kitty* in it. These words all have the /ē/ sound that 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 *listen*.
3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.
SAY *Listen* means to pay attention to what someone is saying.
SAY *Listen* has two syllables, or two parts: *list-en*. In the first part, the letters *l*, *i*, and *s* make the sounds we expect: /l/ /ī/ /s/. The letter *t* is silent in this word. The ending *-en* makes the sound /ən/.
SAY When we put those sounds together, we get /l/ /ī/ /s/ /ən/ for the word *listen*.

Listen up, kids. First, greet your
buddy and then take a seat.

I DO

1. Introduce modeled reading.

SAY Now, we will read the story together. I'll read the 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.

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

SAY Find these sentences in your book: "Listen up, kids. First, greet your buddy and then take a seat."

SAY I see a word with ee saying /ē/. Let's tap out the sounds each of those letters makes: /g/ /r/ /ē/ /t/.

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

WE DO

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

SAY Let's read the sentences again together slowly. ("Listen up, kids. First, greet your buddy and then take a seat.")

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 good expression, like a storyteller. ("Listen up, kids. First, greet your buddy and then take a seat.")



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 long /ē/ spellings. We also practiced reading our decodable book fluently.

Day 3



Prepare in Advance

Teacher

- Decodable book: *Reading with a Buddy*

Student

- Decodable book: *Reading with a Buddy*
- 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.

Listen up, kids. First, greet your buddy and then take a seat.

1. Introduce reading with fluency. Distribute the decodable book *Reading with a Buddy*, 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 *Reading with a Buddy*. Read the first two 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. "Listen up, kids. First, greet your buddy and then take a seat."

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? "Listen up, kids. First, greet your buddy and then take a seat." ("Listen up, kids. First, greet your buddy and then take a seat.")

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 *ee*, *ea*, and *y* as /ē/ and draw a picture that matches my sentence.

First, greet your buddy
and then take a seat.

1. Introduce writing.
SAY Now that we've practiced reading words with the long /ē/ sound, it's time to write. You're going to write a sentence using words that contain *ee*, *ea*, and *y* as /ē/.
2. Direct students to find the target sentence in their books.
SAY Find this sentence in your book: "First, greet your buddy and then take a seat."
ASK What words have *ee*, *ea*, or *y* making the /ē/ sound? (*greet, buddy, seat*)
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 *ee*, *ea*, or *y* saying /ē/.
4. Encourage students to read their sentences aloud to themselves to check for accuracy. Once 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 *feel*, *seed*, *read*, *dream*, *tiny*, and *party*.
- To support students who have difficulty beginning their sentence, offer a sentence starter connected to their chosen concept focus word(s).

Wrap-Up

1. Wrap up.
SAY Today, we practiced reading fluently and used our long /ē/ sound to write a sentence.

Day 4



Prepare in Advance

Teacher

- Decodable book: *Reading with a Buddy*

Student

- Decodable book: *Reading with a Buddy*
- 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 *Reading with a Buddy*, 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 of the book.
- ASK** What happened at the beginning of the story? (The students arrive at class for their buddy-reading activity.)
- ASK** Then what happened? How did the characters feel? (Penny and Mo read a book about a kitty who keeps trying, even when things are tricky. They enjoy reading the book.)
- ASK** How did the story end? Why do you think the characters did that? (Penny and Mo agree to keep trying, even when things are tricky. It is important not to give up.)



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 story does Penny read to Mo? (Penny reads *Keep at It, Kitty* by Bobby Fox.)

ASK Why do the kids enjoy the book? (They enjoy the book because they both like cats and because they want to get better at not giving up.)

ASK At the end of the book, Penny talks about keeping at it, even when things get tricky.

Does Mo agree with her? (Mo agrees with her because she says that she can try too, even if things are tricky.)



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 *Reading with a Buddy*. 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: *Reading with a Buddy*
- High-frequency word cards: *first, tell, always, your*

Student

- Decodable book: *Reading with a Buddy*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

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 describes something that happens before anything else. You'd say, "I won ____ place in the race." (*first*)
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 to share information with someone. You'd say, "Can you ____ me a story before bed?" (*tell*)
SAY This word describes something that happens all the time. You'd say, "I ____ look both ways before I cross the street." (*always*)
SAY This word shows that something belongs to someone. You'd say, "Is this ____ backpack?" (*your*)



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 *Reading with a Buddy*, 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 *Reading with a Buddy* 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. "Listen up, kids. First, greet your buddy and then take a seat. Mo sees Penny and waves."

Listen up, kids. First, greet your buddy and then take a seat. Mo sees Penny and waves.

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? "Listen up, kids. First, greet your buddy and then take a seat. Mo sees Penny and waves." ("Listen up, kids. First, greet your buddy and then take a seat. Mo sees Penny and waves.")

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 *Reading with a Buddy*. 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 *Reading with a Buddy*. 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.

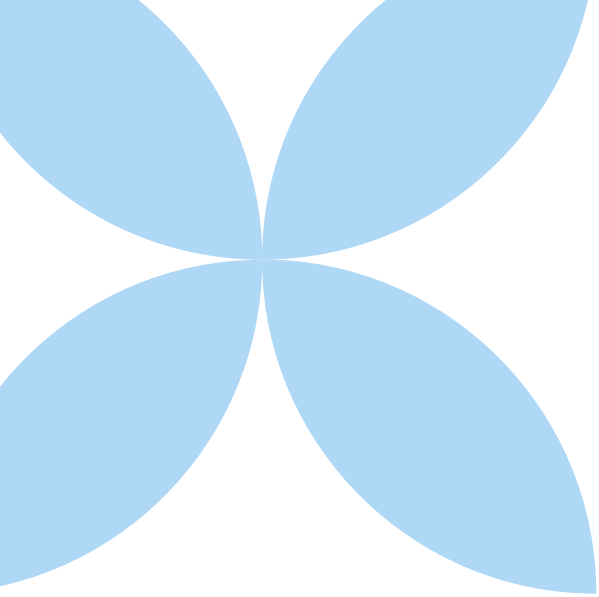
Formative Assessment

- 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.



Concepts: *igh*, *ie*, and *y* as /ī/
A Mighty Team

Decodable Student Reader



Concept Focus Words

bright	dry	my	sunlight
by	fighting	right	tie(s)
cries	fly	sigh(s)	tight
cry	might	sights	try
delight	mighty	sky	why

New High-Frequency Words

wish	around
off	because

Story Words

plant
school

In this book, the words *plant* and *school* are story words. They are used to support the reader’s understanding of the action in the decodable book *A Mighty Team*, in which Tom and Max rake, weed, and plant during the school’s cleanup day.

Instructional Standards

RL.K.1, RL.K.2, RL.K.7, 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, W.1.8,
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: *wish, off, around, because*
- Decodable book: *A Mighty Team*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *A Mighty Team*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words with *igh, ie, and y* as /ī/.

1. Introduce blending and segmenting words.

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 with the /ī/ sound.

2. Begin blending words.

SAY /m/ /ī/ /t/

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

SAY /f/ /l/ /ī/

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

SAY /k/ /r/ /ī/ /z/

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

3. Introduce segmenting words.

SAY Now, we will segment words with the /ī/ sound. 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 *sky*? (/s/ /k/ /ī/)

ASK What are the sounds in the word *bright*? (/b/ /r/ /ī/ /t/)

ASK What are the sounds in the word *tries*? (/t/ /r/ /ī/ /z/)



Teacher Supports

Formative Assessment

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

Phonics

Learning Target

I can identify and spell words with *igh*, *ie*, and *y* as /ī/.

I DO

- Teach the /ī/ sound. Draw three columns on your whiteboard. Introduce the sound spelling rules, writing each word in a column as you explain the rule, underlining the letters that create the /ī/ sound.

SAY The /ī/ sound can be made by some letters working together and some letters working alone. Let's take a look at *igh*, *ie*, and *y*, and when they make the /ī/ sound.

SAY We use *igh* most often in the middle of words, like in the word *tight*.

SAY We use *ie* in the middle or at the end of words, like in the word *pie*.

SAY When you hear the /ī/ sound at the end of a word, it is most often made by a *y*, like in the word *try*.

- Distribute whiteboards, markers, and erasers. Have students draw the three columns, writing the words *tight*, *pie*, and *try*, with the letters that make the /ī/ sound underlined.

SAY On your whiteboard, make three columns. Write one of the words in each column, underlining the letters that make the /ī/ sound in the word.

igh	ie	y
<i>tight</i>	<i>pie</i>	<i>try</i>
<i>delight</i>	<i>tie</i>	<i>dry</i>

WE DO

- Together with students, add one more word in each column that follows the same spelling pattern that makes the /ī/ sound. As you say each word, write it on the whiteboard so students can see it before you erase it and add 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 *tie* go under? (Under the word *pie*.)

ASK What column would the word *delight* go under? (Under the word *tight*.)

ASK What column would the word *dry* go under? (Under the word *try*.)

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. Examples include *why*, *mighty*, *tie*, *fight*, *fly*, *lie*.)

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

High-Frequency Word: *wish*

Learning Target

I can read and spell the high-frequency words *wish*, *off*, *around*, and *because*.

- Introduce the high-frequency words.

SAY The high-frequency words this week are *wish*, *off*, *around*, and *because*.

- Display the word *wish*.

SAY This word is *wish*. *Wish* has four letters—*w*, *i*, *s*, *h*.

wish

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

SAY We use the word *wish* when we talk about wanting something to happen. You might hear someone say, “I wish for a new bike” or “Make a wish before you blow out the candles.”
4. Teach the grapheme-phoneme correspondences in the word.

SAY *Wish* has three sounds—/w/ /i/ /sh/.

SAY The letter *w* says /w/.

SAY The letter *i* says /i/.

SAY The letters *sh* say /sh/.
5. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.
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/ /i/ /sh/—*wish*
7. Prompt students to read the word.

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

ASK What’s this word? (*wish*)
8. Guide a word-meaning discussion.

ASK Can someone use *wish* 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: *off*

off

Learning Target

I can read and spell the high-frequency words *wish*, *off*, *around*, and *because*.

1. Display the word *off*.

SAY This word is *off*. *Off* has three letters—*o*, *f*, *f*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *off* when reading the sentences below.

SAY We use the word *off* when we talk about something stopping or moving away. You might hear someone say, “Turn off the light” or “Take off your shoes before coming inside.”
3. Teach the grapheme-phoneme correspondences in the word.

SAY *Off* has two sounds—/ɒ/ /f/.

SAY The letter *o* says /ɒ/.

SAY The letters *ff* say /f/.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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 /ɔ/ /f/—off

6. Prompt students to read the word.

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

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

7. Guide a word-meaning discussion.

ASK Can someone use *off* 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: *around*

around
❤️

Learning Target

I can read and spell the high-frequency words *wish*, *off*, *around*, and *because*.

1. Display the word *around*.

SAY This word is *around*. *Around* has six letters—*a*, *r*, *o*, *u*, *n*, *d*.

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

SAY We use the word *around* when we talk about moving in a circle or being nearby. You might hear someone say, "I ran around the playground" or "Look around the room to find your pencil."

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

SAY *Around* has five sounds—/ə/ /r/ /ou/ /n/ /d/.

SAY The letter *a* says /ə/.

SAY The letter *r* says /r/.

SAY The letters *ou* say /ou/.

SAY The letter *n* says /n/.

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 *a* as /ə/ is temporarily irregular.

SAY Some letters in this word make the sounds we expect, like *r*, *ou*, *n*, and *d*. But this word has a tricky part. The letter *a* makes the /ə/ sound, which is called a schwa. Since this part doesn't follow the usual rules, we'll mark it with a heart to help us remember it 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 /ə/ /r/ /ou/ /n/ /d/—*around*
6. Prompt students to read the word.

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

ASK What's this word? (*around*)
7. Guide a word-meaning discussion.

ASK Can someone use *around* 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: *because*

Learning Target

I can read and spell the high-frequency words *wish*, *off*, *around*, and *because*.

because

1. Display the word *because*.

SAY This word is *because*. *Because* has seven letters—*b, e, c, a, u, s, e*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *because* when reading the sentences below.

SAY We use the word *because* when we talk about giving a reason for something. You might hear someone say, “I wear a coat *because* it is cold” or “I am happy *because* my friend is here.”
3. Teach the grapheme-phoneme correspondences in the word.

Note: Some students may pronounce *au* in *because* as /aw/ (as in *sauce*) instead of /ü/ (as in *cup*). This is a valid dialectal variation and does not need correction.

SAY *Because* has five sounds—/b/ /ē/ /k/ /ü/ /z/.

SAY The letter *b* says /b/.

SAY The letter *e* says /ē/.

SAY The letter *c* says /k/.

SAY The letters *au* say /ü/.

SAY The letter *s* says /z/.

SAY The letter *e* is silent; it does not make a sound.
4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

SAY Some letters in this word make the sounds we expect, like *b, e, c,* and *s*. But this word has some tricky parts. The letters *au* don't make their usual sound and instead, they say /ü/. Also, the letter *e* is silent in this word. These parts don't follow the usual rules, so they are irregular. We'll mark them with a heart to help us remember them by heart.

5. Invite students to say the sounds in the word, including sounds represented by irregular graphemes, 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/ /ē/ /k/ /ŭ/ /z/—*because*
6. Prompt students to read the word.
SAY So when we see this word, we know to read it as *because*.
ASK What's this word? (*because*)
7. Guide a word meaning discussion.
ASK Can someone use *because* in a sentence? (*Answers will vary.*)
8. Distribute whiteboards to students. Invite students to write the high-frequency words *wish*, *off*, *around*, and *because*.

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 high-frequency words and words with *igh*, *ie*, and *y* as /ī/.

I got my wish. It is a bright and sunny day.

1. Preview *A Mighty Team* by showing the front and back cover.
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.*)
2. Lead students through a picture walk. Distribute the decodable book *A Mighty Team*, 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 is about? Why or why not? (*Answers will vary.*)

I DO

1. Model reading aloud the first two sentences fluently while students follow along in their copy of *A Mighty Team*.
SAY Our high-frequency words are *wish*, *off*, *around*, and *because*. We are also learning about words with the /ī/ sound. Listen carefully for them as I read.
SAY "I got my wish. It is a bright and sunny day."
2. Ask students if they heard any words with the /ī/ sound, or the high-frequency words *wish*, *off*, *around*, and *because*.
ASK Did you hear any words with the /ī/ sound? (*Yes, I, my, and bright.*)
ASK Did you hear this week's high-frequency words? (*Yes, wish.*)

Wrap-Up

1. Wrap up.

SAY Today, we blended and segmented words with the long /ī/ sound and practiced our high-frequency words *wish*, *off*, *around*, and *because*. We previewed our decodable book, made a prediction, and listened for words with the /ī/ sound and our high-frequency words.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards: *wish*, *off*, *around*, *because*
- Decodable book: *A Mighty Team*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *A Mighty Team*

Warm-Up

Learning Target

I can identify words with *igh*, *ie*, and *y* as /ī/.

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 *cry*.

SAY Cry.

ASK What sounds do you hear? (/k/ /r/ /ī/)

3. Write *cry* on the board and underline *y*.

4. Continue with the word *sight*.

SAY Sight.

ASK What sounds do you hear? (/s/ /ī/ /t/)

5. Write *sight* and underline *igh*.

6. Continue with the word *tie*.

SAY Tie.

ASK What sounds do you hear? (/t/ /ī/)

7. Write *tie* and underline *ie*.

8. Introduce the spelling rule.

ASK What do you notice about the spelling of the /i/ sound? (It can be spelled *y, igh, or ie.*)

SAY This week, we will practice reading words that have different spellings for the /i/ sound.



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.

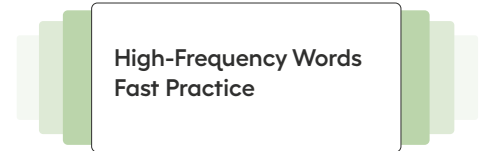
1. Introduce High-Frequency Words Fast Practice. Display each high-frequency word card for the week. Hold up one word at a time for quick recognition. Words for this week are *wish, off, around, and because*.

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: *wish, w-i-s-h, wish. (wish, w-i-s-h, wish)*

2. 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 *igh, ie, and y* as /i/.

1. Preview the decodable book *A Mighty Team*. Distribute the decodable book *A Mighty Team*, one per student.

SAY Today, we will read *A Mighty Team*. 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.)

Story words:
school
plant

SAY This book has words such as *bright*, *sky*, and *tries* in it. These words all have the /ī/ sound that we have been practicing. We'll look for these words as we read.

2. Introduce story words.

SAY There are two special words 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 words today are *school* and *plant*.

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

SAY Our first story word is *school*. *School* is a place where children and adults go to learn.

SAY In the word *school*, *s* makes the /s/ sound at the beginning. The letters *ch* make the /k/ sound, which is a sound we don't expect. The letters *oo* make the /ū/ and the *l* makes the /l/ sound.

SAY When we put those sounds together, we get /s/ /k/ /ū/ /l/ for the word *school*.

4. Teach the story word *plant*. Introduce each sound in the words. Then, segment and blend the words.

SAY Our second story word is *plant*. This word can have two meanings. It could mean a plant, like something growing in a pot. But it could also mean something you do, like plant flowers in a garden. In this book, the word *plant* is used to describe something the characters do.

SAY This word is filled with sounds you already know. *P* says /p/, *l* says /l/, and *a* says /ă/. Then, *n* says /n/ and *t* says /t/.

SAY When we put all these sounds together, we get /p/ /l/ /ă/ /n/ /t/, *plant*. If we want to read the word *planting* we add /ing/ at the end: /p/ /l/ /ă/ /n/ /t/ /ing/.

I got my wish. It is a bright and sunny day.

I DO

1. Introduce modeled reading.

SAY Now, we will read the story together. I'll read the sentences aloud, and I want you to listen carefully. 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 sentences in their books. Read the sentences aloud slowly.

SAY Find these sentences in your book: "I got my wish. It is a bright and sunny day."

SAY I see a word with the letters *igh* in the second sentence. Let's tap out the sounds each of those letters make: /b/ /r/ /ī/ /t/.

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

WE DO

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

SAY Let's read the sentences again together slowly. ("I got my wish. It is a bright and sunny day.")

SAY Let's read the sentences one more time, this time practicing reading the sentence with fluency, which means to read the words correctly, with just the right speed, and with good expression like a storyteller. ("I got my wish. It is a bright and sunny day.")

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 long /i/ spellings. We also practiced reading our decodable book fluently.

Day 3



Prepare in Advance

Teacher

- Decodable book: *A Mighty Team*

Student

- Decodable book: *A Mighty Team*
- 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.

I got my wish. It is a bright and sunny day.

1. Introduce reading with fluency. Distribute the decodable book *A Mighty Team*, 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, *A Mighty Team*. 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. "I got my wish. It is a bright and sunny day."

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? "I got my wish. It is a bright and sunny day." ("I got my wish. It is a bright and sunny day.")

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 *igh*, *ie*, or *y* as /ī/, and draw a picture that matches my sentence.

I got my wish. It is a bright and sunny day.

1. Introduce writing.
 - SAY** Now that we've practiced reading words with the long /ī/ sound, it's time to write. You're going to write a sentence using words that contain *igh*, *ie*, or *y* as /ī/.
2. Direct students to find the target sentences in their books.
 - SAY** Find these sentences in your book: "I got my wish. It is a bright and sunny day."
 - ASK** What words have *igh*, *ie*, or *y* making the /ī/ sound in those sentences? (*my*, *bright*)
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 *igh*, *ie*, or *y* saying /ī/.
4. Encourage students to read their sentences aloud to themselves to check for accuracy. Once 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 *high*, *sigh*, *tie*, *pie*, *cry*, and *dry*.
- 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 long /i/ sounds to write a sentence.

Day 4



Prepare in Advance

Teacher

- Decodable book: *A Mighty Team*

Student

- Decodable book: *A Mighty Team*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

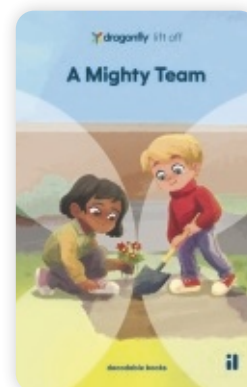
Reread for Comprehension

Learning Target

I can read a story and comprehend it.

YOU DO

1. Introduce whisper reading. Distribute the decodable book *A Mighty Team*, 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

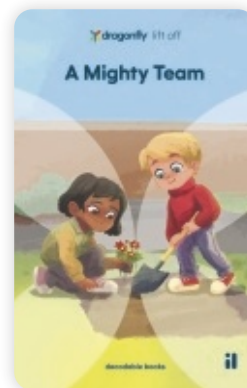
- Observe each student as they whisper read.
 - Watch for self-monitoring (e.g., self-correcting misread words or hesitations).
 - Take note of fluency aspects such as pacing and phrasing.

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, 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? (Max gets ready for the school cleanup.)
 - ASK** Then what happened? How did the characters feel? (Max and Tom argue about jobs because they both want to plant flowers first. They felt frustrated.)
 - ASK** How did the story end? Why do you think the characters did that? (Max and Tom say sorry and work as a team to plant the flowers. It made them both feel better.)



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.

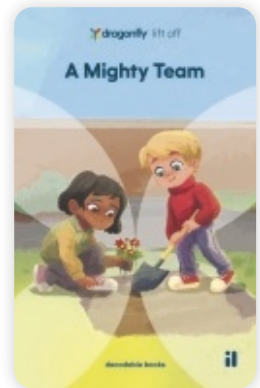
1. Introduce comprehension questions. Encourage students to reference the text as they answer.

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 Max and Tom fight about at the beginning of the story? (Max and Tom fight because they both want to plant flowers first.)

ASK Why is Miss Hill delighted when she sees the mighty team? (She is delighted because they stopped fighting and started working together.)

ASK Why are Max, Tom, and their class planting in this story? (They are planting for the school cleanup. They are making their school look nice.)



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.

1. Introduce personal response writing to the decodable book *A Mighty Team*. 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.)

This story made me think of...

- 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 . . ."

- 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

- 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

- High-frequency word cards: *wish, off, around, because*
- Decodable book: *A Mighty Team*

Student

- Decodable book: *A Mighty Team*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

High-Frequency Word Detective

Learning Target

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

- 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 is used to give a reason for something. You'd say, "I brought my umbrella _____ it might rain." (*because*)
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 wanting something to happen. You might say, "I _____ I could fly like a bird." (*wish*)
- SAY** This word means something stopping or moving away. You might say, "Please turn the lights _____ before you leave." (*off*)
- SAY** This word means moving in a circle or being nearby. You might say, "I looked _____ for my toy but couldn't find it." (*around*)



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.

I got my wish. It is a bright and sunny day. Not a cloud in the sky.

1. Introduce rereading for fluency. Distribute the decodable book *A Mighty Team*, 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 *A Mighty Team* 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. "I got my wish. It is a bright and sunny day. Not a cloud in the sky."

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? ("I got my wish. It is a bright and sunny day. Not a cloud in the sky.")

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

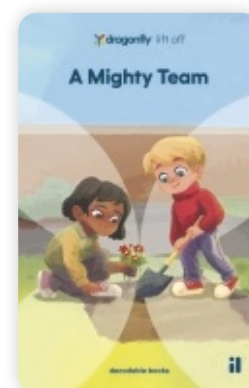
- Assess fluency by listening to whisper reads. Take note of decoding accuracy, self-monitoring (e.g., self-correcting errors), and pacing.

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 *A Mighty Team*. 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 *A Mighty Team*. 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.

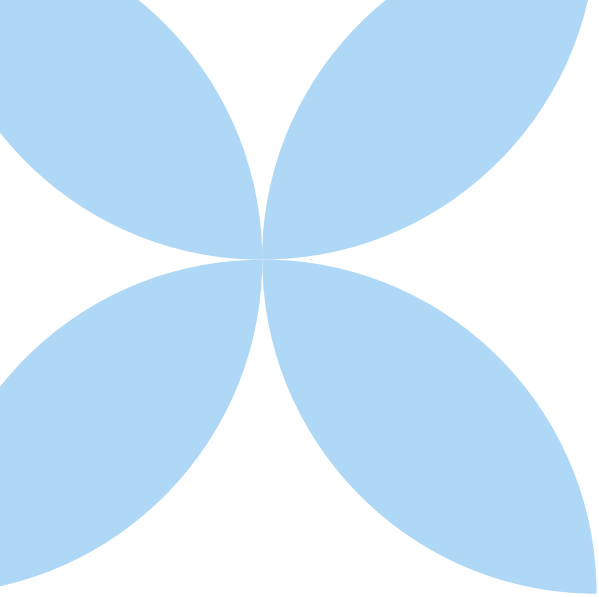
Formative Assessment

- 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.



Concepts: oa as /ō/, ow as /ō/, ei as /ā/, ei as /ē/, and ei as /ī/
A Feisty Kid

Decodable Student Reader



Concept Focus Words

blown	either	road	slow
boat(s)	feisty	roam	snow
bowls	follow	roamed	throw
ceiling	grow	row	weigh
coats	oak	rowboat(s)	window
eight	own	show(ing)	

New High-Frequency Words

its	goes
cold	their

Story Word

dinosaur

In this book, the word *dinosaur* is a story word. It is used to support the reader’s understanding of the action in the decodable book *A Feisty Kid*, in which Dash and Van take a trip to the natural history museum with their second-grade class to learn about dinosaurs.

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.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: *its, cold, goes, their*
- Decodable book: *A Feisty Kid*
- Whiteboard
- Dry-erase marker

Student

- Decodable book: *A Feisty Kid*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can segment and blend words with *oa* as /ō/, *ow* as /ō/, *ei* as /ā/, *ei* as /ē/, and *ei* as /ī/.

1. Introduce blending and segmenting words.

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 with vowel teams.

SAY When two vowels work together as a team, usually only one vowel makes its long sound. In these words, the letters *oa*, *ow*, and *ei* make the /ō/, /ā/, /ē/, and /ī/ sounds.

2. Begin blending words.

SAY /g/ /ō/ /t/

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

SAY /sh/ /ō/

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

SAY /v/ /ā/ /l/

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

SAY /ē/ /th/ /er/

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

3. Introduce segmenting words.

SAY Now, we will segment words with the /ō/, /ā/, /ē/, and /ī/ sounds. 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 *feisty*? (/f/ /ī/ /s/ /t/ /ē/)

ASK What are the sounds in the word *pillow*? (/p/ /ī/ /l/ /ō/)

ASK What are the sounds in the word *coach*? (/k/ /ō/ /ch/)

ASK What are the sounds in the word *protein*? (/p/ /r/ /ō/ /t/ /ē/ /n/)



Teacher Supports

Formative Assessment

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

Phonics

Learning Target

I can identify and spell words with *oa* as /ō/, *ow* as /ō/, *ei* as /ā/, *ei* as /ē/, and *ei* as /ī/.

<i>oa</i> as /ō/	<i>ow</i> as /ō/	<i>ei</i> as /ā/	<i>ei</i> as /ē/	<i>ei</i> as /ī/
<i>boat</i>	<i>bowl</i>	<i>vein</i>	<i>weird</i>	<i>feisty</i>
<i>coat</i>	<i>snow</i>	<i>reindeer</i>	<i>ceiling</i>	<i>heist</i>

I DO

1. Teach *oa* as /ō/, *ow* as /ō/, *ei* as /ā/, *ei* as /ē/, and *ei* as /ī/. Draw five columns on your whiteboard.

Introduce the sound-spelling rules, writing each word in a column as you explain the rule, underlining the vowel teams *oa*, *ow*, and *ei* in each word.

SAY When two vowels work together as a team, usually only one vowel makes its long sound.

SAY Let's look at the letters *oa*. *Oa* can make the long /ō/ sound, like in the word *boat*.

SAY *Ow* can also make the long /ō/ sound, like in the word *bowl*.

SAY When the letters *ei* work together, they can make the /ā/ sound, like in the word *vein*.

SAY *Ei* can also make the long /ē/ sound, like in the word *weird*.

SAY *Ei* can also make the long /ī/ sound, like in the word *feisty*.

2. Distribute whiteboards and markers. Have students draw the five columns, writing the words *boat*, *bowl*, *vein*, *weird*, and *feisty*, with the vowel teams underlined.

SAY On your whiteboard, make five columns. Write one of the words in each column, underlining the vowel team in each word.

WE DO

1. Together with students, add one more word in each column that follows the vowel team 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 *reindeer* go under? (under the word *vein*)

ASK What column would the word *coat* go under? (under the word *boat*)

ASK What column would the word *heist* go under? (under the word *feisty*)

ASK What column would the word *snow* go under? (under the word *bowl*)

ASK What column would the word *ceiling* go under? (under the word *weird*)

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 *veil*, *road*, *seismic*, *yellow*, *protein*.)

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: *its*

its

Learning Target

I can read and spell the high-frequency words *its*, *cold*, *goes*, and *their*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *its*, *cold*, *goes*, and *their*.

2. Display the word *its*.

SAY This word is *its*. *Its* has three letters—*i*, *t*, *s*.

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

SAY We use the word *its* to talk about something that belongs to a person, an animal, or an object. You might hear someone say, “The dog wagged its tail,” or “The tree lost its leaves.”

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

SAY *Its* has three sounds: /i/ /t/ /s/.

SAY The letter *i* says /i/.

SAY The letter *t* says /t/.

SAY The letter *s* says /s/.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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 /i/ /t/ /s/—*its*

7. Prompt students to read the word.

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

ASK What’s this word? (*its*)

8. Guide a word meaning discussion.

ASK Can someone use *its* 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: *cold*

cold

Learning Target

I can read and spell the high-frequency words *its*, *cold*, *goes*, and *their*.

1. Display the word *cold*.

SAY This word is *cold*. *Cold* has four letters—*c*, *o*, *l*, *d*.

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

SAY We use the word *cold* to describe a low temperature. You might hear someone say, “Wear a heavy coat in cold weather,” or “Keep the popsicles cold.”

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

SAY *Cold* has four sounds—/k/ /ō/ /l/ /d/.

SAY The letter *c* says /k/.

SAY The letter *o* says /ō/.

SAY The letter *l* says /l/.

SAY The letter *d* says /d/.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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 /k/ /ō/ /l/ /d/—*cold*.

6. Prompt students to read the word.

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

ASK What’s this word? (*cold*)

7. Guide a word meaning discussion.

ASK Can someone use *cold* 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: *goes*

Learning Target

I can read and spell the high-frequency words *its*, *cold*, *goes*, and *their*.

goes
❤️

1. Display the word *goes*.

SAY This word is *goes*. *Goes* has four letters—*g*, *o*, *e*, *s*.

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

SAY The word *goes* means to move or travel, just like the word *go*. You might hear someone say, “Maxine goes to her grandma’s after school.” *Goes* can also tell us where an object belongs. You can say, “That plate goes on the shelf.”

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

SAY *Goes* has three sounds—/g/ /ō/ /z/.

SAY The letter *g* says /g/.

SAY The letter *o* says /ō/.

SAY The letters *e* and *s* say /z/.

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

SAY Some letters in this word make the sounds we expect, like *g* and *o*. But this word has a tricky part. The letters *e* and *s* together are a suffix, making the word mean that the action is happening now. Usually, the suffix *-es* says /ĭz/, like in the word *washes*. But in *goes*, it says /z/. This sound is irregular for this suffix, so we'll mark it with a heart to help us remember it 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/ /ō/ /z/—*goes*
6. Prompt students to read the word.

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

ASK What's this word? (*goes*)
7. Guide a word meaning discussion.

ASK Can someone use *goes* 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: *their*

Learning Target

I can read and spell the high-frequency words *its*, *cold*, *goes*, and *their*.

their
❤️

1. Display the word *their*.

SAY This word is *their*. *Their* has five letters—*t*, *h*, *e*, *i*, *r*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *their* when reading the sentences below.

SAY We use the word *their* when talking about something that belongs to a group. You might hear someone say, "Their bikes have big tires," or "The kids brought their own lunches."
3. Teach the grapheme-phoneme correspondences in the word.

SAY *Their* has two sounds—/th/ /air/.

SAY The letters *th* say /th/.

SAY The letters *eir* work together to say /air/.
4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.

SAY Some letters in this word make the sounds we expect, like *th*. But the letters *ei* and *r* don't make the regular sound you have learned. Together, the letters *eir* say /air/. Since this part doesn't follow the usual rules, we'll mark it with a heart to help us remember it 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 /th/ /air/—*their*
6. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *their*.
ASK What's this word? (*their*)
7. Guide a word meaning discussion.
ASK Can someone use *their* in a sentence? (*Answers will vary.*)
8. Distribute whiteboards to students. Invite students to write the high-frequency words *its*, *cold*, *goes*, *their*.

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 the high-frequency words *its*, *cold*, *goes*, and *their*, and listen for words with *oa* as /ō/, *ow* as /ō/, *ei* as /ā/, *ei* as /ē/, and *ei* as /ī/.

"We are here! It's a cold day, so grab your coats."

1. Preview *A Feisty Kid* 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.*)
2. Lead students through a picture walk. Distribute the decodable book *A Feisty Kid*, 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

1. Model reading aloud the target sentences fluently while students follow along in their copy of *A Feisty Kid*.
SAY Our high-frequency words are *its*, *cold*, *goes*, and *their*. We are also learning about words with the /ō/, /ā/, /ē/, and /ī/ sounds. Listen carefully for them as I read.
SAY "We are here! It's a cold day, so grab your coats."
2. Ask students if they saw any words with the /ō/, /ā/, /ē/, or /ī/ sounds or any of the high-frequency words: *its*, *cold*, *goes*, and *their*.
ASK Did you see any words with *oa* as /ō/, *ow* as /ō/, or *ei* as /ā/, /ē/, or /ī/? (*Yes: coats.*)
ASK Did you hear any of this week's high-frequency words? (*Yes: cold.*)

Wrap-Up

1. Wrap up.

SAY Today, we blended and segmented words with the /ō/, /ā/, /ē/, and /ī/ sounds and practiced our high-frequency words *its*, *cold*, *goes*, and *their*. We previewed our decodable book, made a prediction, and listened for words with the /ō/ /ā/, /ē/, and /ī/ sounds and our high-frequency words.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards: *its*, *cold*, *goes*, *their*
- Decodable book: *A Feisty Kid*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *A Feisty Kid*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can identify words with *oa* as /ō/, *ow* as /ō/, *ei* as /ā/, *ei* as /ē/, and *ei* as /ī/.

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 *oak*.

SAY *Oak*.

ASK What sounds do you hear? (/ō/ /k/)

3. Write *oak* on the board and underline *oa*.

4. Continue with the word *vein*.

SAY *Vein*.

ASK What sounds do you hear? (/v/ /ā/ /n/)

5. Write *vein* and underline *ei*.

6. Continue with the word *heist*.

SAY *Heist*.

ASK What sounds do you hear? (/h/ /ī/ /s/ /t/)

7. Write *heist* and underline *ei*.
8. Continue with the word *grow*.
SAY Grow.
ASK What sounds do you hear? (/g/ /r/ /ō/)
9. Write *grow* and underline *ow*.
10. Introduce the spelling rule.
ASK What do you notice about the spelling of these long /ō/, /ā/, /ē/, and /ī/ sounds? (We can spell them *oa, ow, or ei*.)
SAY This week, we will practice reading words that have different spellings for the /ō/, /ā/, /ē/, and /ī/ sounds.



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

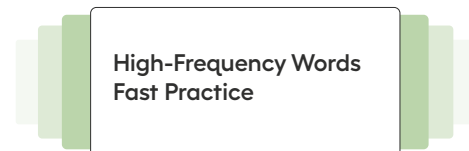
- Record any hesitations or errors with the sounds used during the activity.

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 *its*, *cold*, *goes*, and *their*.
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: *its*, *i-t-s*, *its*. (*its*, *i-t-s*, *its*)
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

Learning Target

I can fluently read a story at my reading level with *oa* as /ō/, *ow* as /ō/, *ei* as /ā/, *ei* as /ē/, and *ei* as /ī/.

Story word:
dinosaur

“We are here! It’s a cold day, so grab your coats.”

1. Preview the decodable book *A Feisty Kid*. Distribute *A Feisty Kid*, one per student.

SAY Today, we will read *A Feisty Kid*. 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 *follow*, *either*, *weigh*, and *feisty* 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 *dinosaur*.

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

SAY *Dinosaurs* were animals that lived a very long time ago, even before people. *Dinosaurs* are extinct now, which means they are not alive anymore, but we can learn about them from their fossils.

SAY In the book, you will see the words *dinosaur* and *dinosaurs*. *Dinosaurs* means more than one dinosaur.

SAY This word has three syllables, or three parts: *di-no-saur*. The first syllable is *di-*. The letter *d* says /d/ and the letter *i* says /ī/. The next syllable is *-no-*. The *n* says /n/ and the *o* says /ō/. The last part is tricky. The *s* says /s/ and the ending letters *aur* work together to say /or/. When we put those sounds together, we get /d/ /ī/ /n/ /ō/ /s/ /or/ for the word *dinosaur*.

SAY The word ends there if we mean only one dinosaur. Let’s put it together: /d/ /ī/ /n/ /ō/ /s/ /or/, *dinosaur*. If we add an *s* at the end, it makes the /z/ sound. Let’s put it all together with the *s*: /d/ /ī/ /n/ /ō/ /s/ /or/ /z/.

I DO

1. 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.

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

SAY Find this sentence in your book: “We are here! It’s a cold day, so grab your coats.”

SAY I see a word with *oa*. Let’s tap out the sounds in this word: /k/ /ō/ /t/ /s/.

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

WE DO

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

SAY Let’s read the sentences again together slowly. (“We are here! It’s a cold day, so grab your coats.”)

SAY Let’s read the sentences one more time, this time practicing reading the sentences with fluency, which means reading the words correctly, with just the right speed, and with good expression, like a storyteller. (“We are here! It’s a cold day, so grab your coats.”)

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 *oa* as /ō/, *ow* as /ō/, *ei* as /ā/, *ei* as /ē/, and *ei* as /ī/ sound spellings. We also practiced reading our decodable book fluently.

Day 3



Prepare in Advance

Teacher

- Decodable book: *A Feisty Kid*

Student

- Decodable book: *A Feisty Kid*
- 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.

“We are here!”

1. Introduce reading with fluency. Distribute the decodable book *A Feisty Kid*, 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 *A Feisty Kid*. 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. “We are here!”

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 this sentence again, and then you’ll echo me. Ready? “We are here!” (“We are 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

Learning Target

I can write a sentence using words with *oa* as /ō/, *ow* as /ō/, *ei* as /ā/, *ei* as /ē/, and *ei* as /ī/, and draw a picture that matches my sentence.

1. Introduce writing.
SAY Now that we’ve practiced reading words with the letters *oa*, *ow*, and *ei*, it’s time to write. You’re going to write a sentence using words that include these letters and make the /ō/, /ā/, /ē/, and /ī/ sounds.

“We are here! It’s a cold day, so grab your coats.”

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

SAY Let's look at an example. Find these sentences in your book: "We are here! It's a cold day, so grab your coats."

ASK What words have a long vowel sound made by *oa*, *ow*, or *ei*? (*coats*)

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 letters *oa*, *ow*, or *ei* making the /ō/, /ā/, /ē/, and /ī/ sounds.

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 *grow*, *boat*, *either*, *snow*, *vein*, and *window*.
- 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 long /ō/, /ā/, /ē/, and /ī/ sounds to write a sentence.

Day 4



Prepare in Advance

Teacher

- Decodable book: *A Feisty Kid*

Student

- Decodable book: *A Feisty Kid*
- 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 *A Feisty Kid*, 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? (The class goes on a field trip to the nature museum.)

ASK Then what happened? How did the characters feel? (They learn a lot of different things about dinosaurs and fossils. They feel excited.)

ASK How did the story end? Why do you think the characters did that? (The class lines up for lunch. They see a dinosaur made out of snow.)



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 is something Dash and Van learned about dinosaurs at the museum? (They learned that dinosaurs were alive in the Ice Age, and they could roam, swim, or fly.)

ASK Why does Dash call Van feisty? (Because he tries to eat his sandwich like a dinosaur.)

ASK How do the students connect what they learn about dinosaurs to their own lives? (They think about growing teeth and growing big, just like dinosaurs. They also think about how big dinosaurs are in comparison to a rowboat.)



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 *A Feisty Kid*. 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: *A Feisty Kid*
- High-frequency word cards: *its, cold, goes, their*

Student

- Decodable book: *A Feisty Kid*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

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 shows that something belongs to a person, an animal, or an object. You might say, “The cat licked _____ paw.” (*its*)
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 low temperature. You might say, “I wear a winter hat when it is _____ outside.” (*cold*)
SAY This word means to move or travel, just like the word *go*. You might say, “He _____ to school every day.” (*goes*)
SAY This word means something belongs to a group. You might say, “The students put on _____ mittens for recess when it’s cold.” (*their*)

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.

“We are here! It’s a cold day, so grab your coats.”

1. Introduce rereading for fluency. Distribute the decodable book *A Feisty Kid*, 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 *A Feisty Kid* 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. “We are here! It’s a cold day, so grab your coats.”

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? “We are here! It’s a cold day, so grab your coats.” (“We are here! It’s a cold day, so grab your coats.”)

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 *A Feisty Kid*. 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 *A Feisty Kid*. Use some of our words from this week to help you. When you’re done, add your illustration.



- 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 . . .”

- 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.

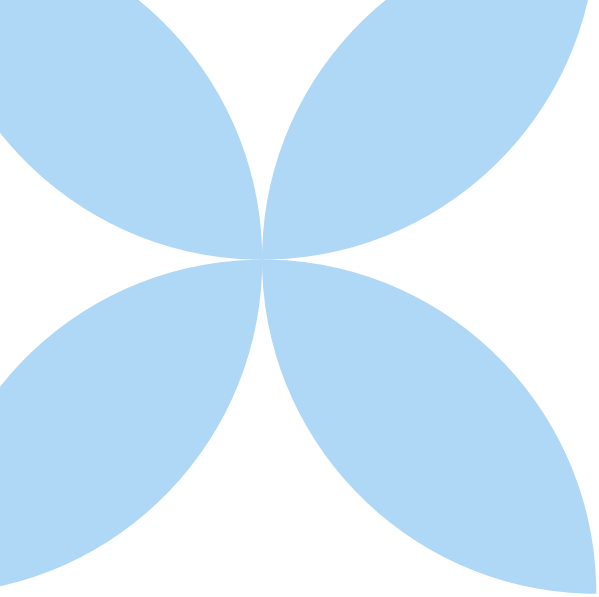
Formative Assessment

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

Wrap-Up

- 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: ore as /or/, oar as /or/, are as /air/, air as /air/, and ear as /ear/
More Fun than Ever Before

Decodable Student Reader



Concept Focus Words

airplane	ears	near	soar
beard	explore	pair	spare
before	fear	prepare	stairs
boar(s)	forest	roar	store
bored	hairy	share	
dare	more	snort	

New High-Frequency Words

upon	buy
or	laugh

Story Words

animals
costumes

In this book, the words *animals* and *costumes* are story words. They are used to support the reader’s understanding of the action in the decodable book *More Fun than Ever Before*, in which Kat, Wes, and Sam make costumes and dress up as their favorite animals.

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.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 *upon, or, buy, laugh*
- Decodable book: *More Fun than Ever Before*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *More Fun than Ever Before*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words with *ore* as /or/, *oar* as /or/, *are* as /air/, *air* as /air/, and *ear* as /ear/.

1. Introduce blending and segmenting words.

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 with the /or/, /air/, and /ear/ sounds.

2. Begin blending words.

SAY /b/ /or/

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

SAY /k/ /air/

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

SAY /r/ /ear/

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

SAY /s/ /or/

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

3. Introduce segmenting words.

SAY Now, we will segment words with the /or/, /air/, and /ear/ sounds. 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 *share*? (/sh/ /air/)

ASK What are the sounds in the word *tear*? (/t/ /ear/)

ASK What are the sounds in the word *shore*? (/sh/ /or/)

ASK What are the sounds in the word *fairy*? (/f/ /air/ /ē/)



Teacher Supports

Formative Assessment

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

Phonics

Learning Target

I can identify and spell words with *ore* as /or/, *oar* as /or/, *are* as /air/, *air* as /air/, and *ear* as /ear/.

I DO

1. Teach the complex *r*-controlled patterns. Draw five columns on your whiteboard. Introduce the sound-spelling rules, writing each word in a column as you explain the rule, underlining the complex *r*-controlled part.

SAY We have learned about vowel-*r*, and this week we are learning about complex *r*-controlled patterns, which means another letter is involved.

SAY Let's look at the letters *ore*. *Ore* can make the /or/ sound, like in the word *before*.

SAY Look at the letters *oar*. *Oar* can also make the /or/ sound, like in the word *roar*.

SAY Let's look at the letters *are*. *Are* can make the /air/ sound, like in the word *share*.

SAY Look at the letters *air*. *Air* can also make the /air/ sound, like in the word *hair*.

SAY Last, let's look at the letters *ear*. *Ear* can make the /ear/ sound, like in the word *beard*.

2. Distribute whiteboards and markers. Have students draw the five columns, writing the words *before*, *roar*, *share*, *hair*, and *beard*, with the complex *r*-controlled parts underlined.

SAY On your whiteboard, make five columns. Write one of the words in each column, underlining the complex *r*-controlled part in each word.

ore as /or/	oar as /or/	are as /air/	air as /air/	ear as /ear/
<i>before</i>	<i>roar</i>	<i>share</i>	<i>hair</i>	<i>beard</i>
<i>explore</i>	<i>keyboard</i>	<i>square</i>	<i>unfair</i>	<i>smear</i>

WE DO

1. Together with students, add one more word in each column that follows the same complex *r*-controlled 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 *smear* go under? (under the word *beard*)

ASK What column would the word *square* go under? (under the word *share*)

ASK What column would the word *unfair* go under? (under the word *hair*)

ASK What column would the word *explore* go under? (under the word *before*)

ASK What column would the word *keyboard* go under? (under the word *roar*)

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 *ignore*, *soar*, *flare*, *hairy*, or *spear*.)

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: *upon*

upon

Learning Target

I can read and spell the high-frequency words *upon*, *or*, *buy*, and *laugh*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *upon*, *or*, *buy*, and *laugh*.

2. Display the word *upon*.

SAY This word is *upon*. *Upon* has four letters—*u*, *p*, *o*, *n*.

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

SAY *Upon* is a word that can mean different things depending on how it's used. We use the word *upon* to describe something happening right after something else, like in the sentence, "Upon hearing the news, she fainted." It can also mean on top of something, like in the sentence, "Snow fell upon the rooftops." And sometimes it's used with special times or events, like "Once upon a time, there was a dragon."

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

SAY *Upon* has four sounds—/ŭ/ /p/ /ŏ/ /n/.

SAY The letter *u* says /ŭ/.

SAY The letter *p* says /p/.

SAY The letter *o* says /ŏ/.

SAY The letter *n* says /n/.

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

SAY In this word, each letter makes the sound we expect it to. 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 /ŭ/ /p/ /ŏ/ /n/—*upon*

7. Prompt students to read the word.

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

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

8. Guide a word meaning discussion.

ASK Can someone use *upon* 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: *or*

or

Learning Target

I can read and spell the high-frequency words *upon*, *or*, *buy*, and *laugh*.

1. Display the word *or*.
SAY This word is *or*. *Or* has two letters—*o*, *r*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *or* when reading the sentences below.
SAY We use the word *or* to show a choice. You might hear someone say, “Would you like milk or juice?” or “We can go now or later.”
3. Teach the grapheme-phoneme correspondences in the word.
SAY *Or* has one sound—/or/.
SAY The letters *or* work together to say /or/.
4. Address the regularity of the grapheme-phoneme correspondences in the word.
SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.
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 /or/—*or*.
6. Prompt students to read the word.
SAY So when we see this word, we know to read it as *or*.
ASK What’s this word? (*or*)
7. Guide a word meaning discussion.
ASK Can someone use *or* 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: *buy*

buy
♥

Learning Target

I can read and spell the high-frequency words *upon*, *or*, *buy*, and *laugh*.

1. Display the word *buy*.
SAY This word is *buy*. *Buy* has three letters—*b*, *u*, *y*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *buy* when reading the sentences below.
SAY We use the word *buy* when we talk about getting something by paying for it. You might hear someone say, “Tomas will buy a snack after lunch” or “I am saving money to buy a scooter.”

- Teach the grapheme-phoneme correspondences in the word.

SAY *Buy* is a word with two sounds—/b/ /ī/.

SAY The letter *b* says /b/.

SAY The letters *u* and *y* say /ī/.

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

Note: The phonogram *uy* as /ī/ is permanently irregular.

SAY The letter *b* in this word makes the sound we expect. But this word has a tricky part. The letters *u* and *y* don't make their usual sounds. Instead, they say /ī/. This part doesn't follow the usual rules, so it is irregular. We'll mark it with a heart to help us remember it 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 /b/ /ī/—*buy*

- Prompt students to read the word.

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

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

- Guide a word meaning discussion.

ASK Can someone use *buy* 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: *laugh*

Learning Target

I can read and spell the high-frequency words *upon*, *or*, *buy*, and *laugh*.

laugh
❤️ ❤️

- Display the word *laugh*.

SAY This word is *laugh*. *Laugh* has five letters: *l*, *a*, *u*, *g*, *h*.

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

SAY We use the word *laugh* to describe a happy action when something is funny. You might hear someone say, "They laugh at the silly joke" or "The baby started to laugh when I made a funny face."

- Teach the grapheme-phoneme correspondences in the word.

SAY *Laugh* has three sounds—/l/ /ă/ /f/.

SAY The letter *l* says /l/.

SAY The letters *a* and *u* say /ă/.

SAY The letters *gh* say /f/.

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

SAY The letter *l* in this word makes the sound we expect. But this word has some tricky parts. The letters *au* and *gh* don't make their usual sounds. Together, the letters *au* say /ä/ and the letters *gh* say /f/. These parts don't follow the usual rules, so they are irregular. We'll mark them with a heart to help us remember them 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 /l/ /ä/ /f/—*laugh*

- Prompt students to read the word.

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

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

- Guide a word meaning discussion.

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

- Distribute whiteboards to students. Invite students to write the high-frequency words *upon*, *or*, *buy*, and *laugh*.



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 high-frequency words and words with *ore* as /or/, *oar* as /or/, *are* as /air/, *air* as /air/, and *ear* as /ear/.

"I am bored. What can we do?"

- Preview *More Fun than Ever Before* 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 *More Fun than Ever Before*, 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 *More Fun than Ever Before*.

SAY Our high-frequency words are *upon*, *or*, *buy*, and *laugh*. We are also learning about words with the /or/, /air/, and /ear/ sounds. Listen carefully for them as I read.

SAY "I am bored. What can we do?"

- Ask students if they heard any words with the /or/, /air/, and /ear/ sounds or the high-frequency words *upon*, *or*, *buy*, and *laugh*.

ASK Did you hear any words with the /or/, /air/, or /ear/ sounds? (Yes: *bored*.)

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

Wrap-Up

- Wrap up.

SAY Today, we blended and segmented words with the /or/, /air/, and /ear/ sounds and practiced our high-frequency words: *upon*, *or*, *buy*, and *laugh*. We previewed our decodable book, made a prediction, and listened for words with the /or/, /air/, and /ear/ sounds and our high-frequency words.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards *upon*, *or*, *buy*, and *laugh*
- Decodable book: *More Fun than Ever Before*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *More Fun than Ever Before*

Warm-Up

Learning Target

I can identify words with *ore* as /or/, *oar* as /or/, *are* as /air/, *air* as /air/, and *ear* as /ear/.

- 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 *nearby*.

SAY *Nearby*.

ASK What sounds do you hear? (/n/ /ear/ /b/ /ī/)

- Write *nearby* on the board and underline *ear*.

- Continue with the word *prepare*.

SAY *Prepare*.

ASK What sounds do you hear? (/p/ /r/ /ē/ /p/ /air/)

- Write *prepare* and underline *are*.

6. Continue with the word *flair*.

SAY *Flair.*

ASK What sounds do you hear? (/f/ /l/ /air/)

7. Write *flair* and underline *air*.

8. Continue with the word *score*.

SAY *Score.*

ASK What sounds do you hear? (/s/ /k/ /or/)

9. Write *score* and underline *ore*.

10. Continue with the word *roar*.

SAY *Roar.*

ASK What sounds do you hear? (/r/ /or/)

11. Write *roar* and underline *oar*.

12. Introduce the spelling rule.

ASK What do you notice about the spelling of the /or/, /air/, and /ear/ sounds? (They can be spelled *ear*, *are*, *air*, *ore*, or *oar*.)

SAY This week, we will practice reading words that have different spellings for the /or/, /air/, and /ear/ sounds.



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

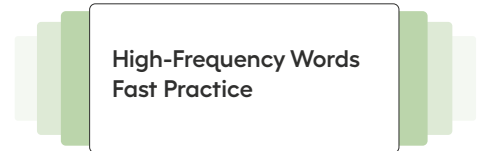
I can read high-frequency words with automaticity and accuracy.

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. Words for this week are *upon*, *or*, *buy*, and *laugh*.

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: *upon*, *u-p-o-n*, *upon*. (*upon*, *u-p-o-n*, *upon*)

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

Learning Target

I can fluently read a story at my reading level with *ore* as /or/, *oar* as /or/, *are* as /air/, *air* as /air/, and *ear* as /ear/.

Story words:
animals
costumes

“I am bored. What
can we do?”

1. Preview the decodable book *More Fun than Ever Before*. Distribute *More Fun than Ever Before*, one per student.

SAY Today, we will read *More Fun than Ever Before*. 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 *ears*, *before*, *pair*, and *soar* in it. These words have the concept we have been practicing. We'll look for these words as we read.

2. Introduce story words.

SAY There are two special words 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 words today are *animals* and *costumes*.

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

SAY Our first story word is *animals*. *Animals* are living things that can move, breathe, and grow.

SAY You already know most of the sounds in this word. *Animals* has three syllables, or three parts: *an-i-mals*. In the first syllable, the *a* says /ă/ and the *n* says /n/. That's /ă/ /n/. In the middle syllable, the *i* says /ə/. In the last syllable, the *m* says /m/, the *a* says /ə/, the *l* says /l/, and the *s* says /z/, so we have /m/ /ə/ /l/ /z/.

SAY When we put it all together, it sounds like this: /ă/ /n/ /ə/ /m/ /ə/ /l/ /z/, *animals*.

4. Teach the story word *costumes*. Introduce each sound in the word. Then, segment and blend the word.

SAY Our second story word is *costumes*. *Costumes* are special clothes people wear to look like someone or something else. People might wear them in a play or at a party.

SAY This word has two syllables, or two parts: *cos-tumes*. Let's start with *cos-*. *C* says /k/, *o* says /ŏ/, and *s* says /s/. The second syllable is *-tumes*. *T* says /t/, and the *u* will make the long /ū/ sound because there is a silent *e* coming up. The *m* says /m/, the *e* is silent, and the *s* makes the /z/ sound at the end.

SAY When we put it all together, we get: /k/ /ŏ/ /s/ /t/ /ū/ /m/ /z/, *costumes*.

I DO

1. Introduce modeled reading.

SAY Now, we will read the story together. I'll read two 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.

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

SAY Find these sentences in your book: “I am bored. What can we do?”

SAY I see a word with the letters *ore*. Let's tap out the sounds in this word: /b/ /or/ /d/.

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

WE DO

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

SAY Let's read the sentences again together slowly. (“I am bored. What can we do?”)

SAY Let's read the sentences one more time, this time practicing reading the sentences with fluency, which means reading the words correctly, with just the right speed, and with good expression, like a storyteller. ("I am bored. What can we do?")



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 *ore*, *oar*, *are*, *air*, and *ear*. We also practiced reading our decodable book fluently.

Day 3



Prepare in Advance

Teacher

- Decodable book: *More Fun than Ever Before*

Student

- Decodable book: *More Fun than Ever Before*
- 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 *More Fun than Ever Before*, one per student.

"I am bored. What can we do?"

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 *More Fun than Ever Before*. 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. "I am bored. What can we do?"

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? "I am bored. What can we do?" ("I am bored. What can we do?")

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 *ore* as /or/, *oar* as /or/, *are* as /air/, *air* as /air/, and *ear* as /ear/, and draw a picture that matches my sentence.

"Mom, can you take us to the store?"

1. Introduce writing.

SAY Now that we've practiced reading words with the /or/, /air/, and /ear/ sounds, it's time to write. You're going to write a sentence using words that include the /or/, /air/, and /ear/ sounds made by the letters *ore*, *oar*, *are*, *air*, and *ear*.

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

SAY Let's look at an example. Find this sentence in your book: "Mom, can you take us to the store?"

ASK What word has the /or/, /air/, or /ear/ sounds? (*store*)

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 *ore*, *oar*, *are*, *air*, or *ear*.

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 *before*, *bored*, *pair*, *share*, *ears*, and *roar*.
- 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 *ore* as /or/, *oar* as /or/, *are* as /air/, *air* as /air/, and *ear* as /ear/ to write a sentence.

Day 4



Prepare in Advance

Teacher

- Decodable book: *More Fun than Ever Before*

Student

- Decodable book: *More Fun than Ever Before*
- 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 *More Fun than Ever Before*, 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? (Wes, Sam, and Kat decided to dress up in costumes. Kat's mom suggested they make some in the craft area.)

ASK Then what happened? How did the characters feel? (They chose what animals to be. They felt like they came up with a great plan.)

ASK How did the story end? Why do you think the characters did that? (They finished their costumes and acted like animals. They didn't feel bored anymore.)



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.

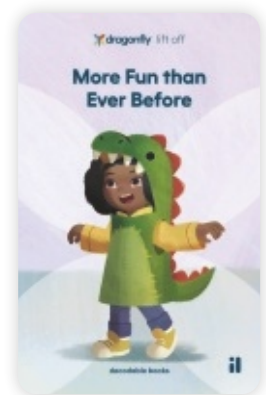
1. Introduce comprehension questions. Encourage students to reference the text as they answer.

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 is Kat, Wes, and Sam's problem in the story? (They are bored and want to play dress-up, but they don't have any costumes.)

ASK How does Kat's mom help the kids with their costumes? (She lets them get supplies from her craft room.)

ASK Why do you think Wes wants to stop and make a plan before going into the craft room? (Wes wants to plan costumes for himself, Sam, and Kat so they know what materials to look for in the craft room.)



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 *More Fun than Ever Before*. 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: *More Fun than Ever Before*
- High-frequency word cards *upon, or, buy, laugh*

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *More Fun than Ever Before*
- 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 is used to describe something happening right after something else or when something is on top of another object. You might say, "The birds sat ____ the roof." (*upon*)

3. Give students time to think and 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 is used to show a choice. You might say, "Would you like an apple ____ a banana?" (*or*)

SAY This word means to get something by paying for it. You might say, "I will ____ some juice at the store." (*buy*)

SAY This word means a happy action when something is funny. You might say, "If the joke is funny, I will ____." (*laugh*)



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 *More Fun than Ever Before*, 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 am bored. What can we do?"
"Ummm...we can play dress up!"

I DO

1. Model reading sentences from *More Fun than Ever Before* 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. “I am bored. What can we do?” “Ummm...we can play dress up!”

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? “I am bored. What can we do?” “Ummm...we can play dress up!” (“I am bored. What can we do?” “Ummm...we can play dress up!”)

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

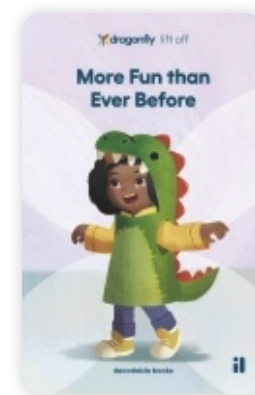
- Assess fluency by listening to whisper reads. Take note of decoding accuracy, self-monitoring (e.g., self-correcting errors), and pacing.

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 *More Fun than Ever Before*. 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 *More Fun than Ever Before*. 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.

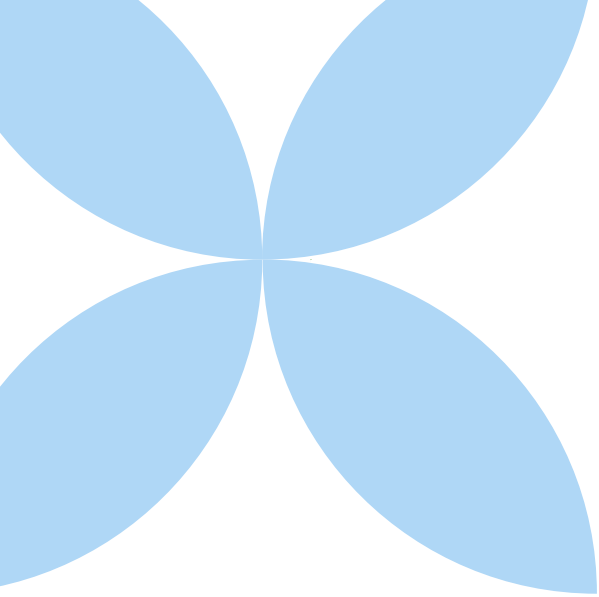
Formative Assessment

- 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.



Concepts: *ui* as /ū/, *ue* as /ū/, *ew* as /ū/, *ue* as /yū/, *ew* as /yū/, and *eu* as /yū/
Hiking in Blueberry Park

Decodable Student Reader



Concept Focus Words

argue	continue	feud	hue
avenue	continues	few	juicy
blue	crew	fewer	new
blueberry	cruise	flew	ruined
clue	dew	fruit	true
clues	due	fuel	

New High-Frequency Words

best very
sleep

Story Word

ancient

In this book, the word *ancient* is a story word. It is used to support the reader’s understanding of the action in the decodable book *Hiking in Blueberry Park*, in which Zack, Dash, and Dash’s dad hunt for rocks.

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.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 *best, sleep, very*
- Decodable book: *Hiking in Blueberry Park*
- Whiteboard
- Dry-erase marker

Student

- Decodable book: *Hiking in Blueberry Park*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can segment and blend words with the vowel teams *ui*, *ue*, and *ew* as /ū/ and *ue*, *ew*, and *eu* as /yū/.

1. Introduce blending and segmenting words with *ui*, *ue*, and *ew* as /ū/, and *ue*, *ew*, and *eu* as /yū/.

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 with the vowel teams *ui*, *ue*, *ew*, and *eu*. These vowel teams make the sounds /ū/ and /yū/.

2. Begin blending words.

SAY /f/ /r/ /ū/ /t/

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

SAY /d/ /ū/

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

SAY /f/ /yū/ /d/

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

SAY /r/ /ē/ /s/ /k/ /yū/

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

3. Introduce segmenting words.

SAY Now, we will segment words with the vowel teams that make the /ū/ and /yū/ sounds. 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 *suit*? (/s/ /ū/ /t/)

ASK What are the sounds in the word *few*? (/f/ /yū/)

ASK What are the sounds in the word *juice*? (/j/ /ū/ /s/)

ASK What are the sounds in the word *cruise*? (/k/ /r/ /ū/ /z/)



Teacher Supports

Formative Assessment

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

Phonics

Learning Target

I can identify and spell words with the *ui*, *ue*, *ew*, and *eu* spelling patterns.

I DO

- Teach the spelling patterns. Draw six columns on your whiteboard. Introduce the spelling rules, writing each word in a column as you explain the rule, underlining the vowel sound-spelling pattern.

SAY Today we're learning about the different ways long *u* can be spelled. Long *u* can sound like /ū/ or like /yū/. We'll see these sounds spelled with *ui*, *ue*, and *ew*.

SAY *Ui* usually appears in the middle of a word and makes the /ū/ sound, as in *cruise*.

SAY *Ue* often appears at the end of a word and makes the /ū/ sound, as in *blue*.

SAY *Ue* can also make the /yū/ sound in two-syllable words, as in *argue*.

SAY *Ew* usually appears at the end of a word and makes the /ū/ sound, as in *crew*.

SAY *Ew* can also make the /yū/ sound, as in *few*.

- Pause after the first five columns to talk about the letters *eu*.

SAY The last vowel sound-spelling pattern is special. Let's look at the letters *eu*. *Eu* makes the /yū/ sound, like in the word *feud*. *Eu* makes the /yū/ sound in a few other words, but they all have other spelling patterns that we haven't learned yet. We won't write any more words with *eu* other than *feud*.

- Distribute whiteboards and markers. Have students draw the six columns, writing the words *cruise*, *blue*, *argue*, *crew*, *few*, and *feud*, with the vowel sound-spelling patterns underlined.

SAY On your whiteboard, make six columns. Write one of the words in each column, underlining the vowel sound-spelling pattern in each word.

ui as /ū/	ue as /ū/	ue as /yū/	ew as /ū/	ew as /yū/	eu as /yū/
<i>cruise</i>	<i>blue</i>	<i>argue</i>	<i>crew</i>	<i>few</i>	<i>feud</i>
<i>fruit</i>	<i>glue</i>	<i>continue</i>	<i>flew</i>	<i>spew</i>	

WE DO

- Together with students, add one more word in each column that follows the vowel sound-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 *continue* go under? (under the word *argue*)

ASK What column would the word *fruit* go under? (under the word *cruise*)

ASK What column would the word *flew* go under? (under the word *crew*)

ASK What column would the word *glue* go under? (under the word *blue*)

ASK What column would the word *spew* go under? (under the word *few*)

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 *fuel*, *screw*, *dew*, and *juicy*.)

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

High-Frequency Word: *best*

best

Learning Target

I can read and spell the high-frequency words *best*, *sleep*, and *very*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *best*, *sleep*, and *very*.

2. Display the word *best*.

SAY This word is *best*. *Best* has four letters—*b*, *e*, *s*, *t*.

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

SAY We use the word *best* to talk about the greatest person, thing, or event. You might hear someone say, “My best friend helped me a lot” or “We had the best dinner ever!”

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

SAY *Best* has four sounds—/b/ /ĕ/ /s/ /t/.

SAY The letter *b* says /b/.

SAY The letter *e* says /ĕ/.

SAY The letter *s* says /s/.

SAY The letter *t* says /t/.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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/ /ĕ/ /s/ /t/—*best*

7. Prompt students to read the word.

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

ASK What’s this word? (*best*)

8. Guide a word meaning discussion.

ASK Can someone use *best* 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: *sleep*

sleep

Learning Target

I can read and spell the high-frequency words *best*, *sleep*, and *very*.

1. Display the word *sleep*.

SAY This word is *sleep*. *Sleep* has five letters—*s*, *l*, *e*, *e*, *p*.

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

SAY We use the word *sleep* to talk about resting our bodies and minds, usually at night. You might hear someone say, “I go to sleep at 8:00” or “Be sure to sleep well before your big day tomorrow.”
3. Teach the grapheme-phoneme correspondences in the word.

SAY *Sleep* has four sounds—/s/ /l/ /ē/ /p/.

SAY The letter *s* says /s/.

SAY The letter *l* says /l/.

SAY The letters *ee* say /ē/.

SAY The letter *p* says /p/.
4. Address the regularity of the grapheme-phoneme correspondences in the word.

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.
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 /s/ /l/ /ē/ /p/—*sleep*
6. Prompt students to read the word.

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

ASK What’s this word? (*sleep*)
7. Guide a word meaning discussion.

ASK Can someone use *sleep* 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: *very*

Learning Target

I can read and spell the high-frequency words *best*, *sleep*, and *very*.

very

1. Display the word *very*.

SAY This word is *very*. *Very* has four letters—*v*, *e*, *r*, *y*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *very* when reading the sentences below.

SAY We use the word *very* to make another word’s meaning stronger. You might hear someone say, “She felt *very* happy when she found her doll” or “This soup is *very* hot!”
3. Teach the grapheme-phoneme correspondences in the word.

SAY *Very* has three sounds—/v/ /air/ /ē/.

SAY The letter *v* says /v/.

SAY The letters *e* and *r* say /air/.

SAY The letter *y* says /ē/.

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

Note: The phonogram *er* as /air/ is permanently irregular.

SAY The letter *v* in this word makes the sound we expect. And you have learned that *y* at the end of a word can sound like /ē/. But this word has a tricky part. The letters *e* and *r* don't make their usual sounds. Together, the letters *er* say /air/. This part doesn't follow the usual rules, so we call it "irregular." We'll mark it with a heart to help us remember it 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 /v/ /air/ /ē/—very

- Prompt students to read the word.

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

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

- Guide a word meaning discussion.

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

- Distribute whiteboards to students. Invite students to write the high-frequency words: *best*, *sleep*, and *very*.



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 high-frequency words and words with *ui*, *ue*, and *ew* as /ū/ and *ue*, *ew*, and *eu* as /yū/.

"Kids, don't forget your rock show-and-tell is due after the long weekend."

- Preview *Hiking in Blueberry Park* 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 *Hiking in Blueberry Park*, 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

1. Model reading aloud the target sentence fluently while students follow along in their copy of *Hiking in Blueberry Park*.
SAY Our high-frequency words are *best*, *sleep*, and *very*. We are also learning about words with the /ū/ and /yū/ sounds. Listen carefully for them as I read.
SAY “Kids, don’t forget your rock show-and-tell is due after the long weekend.”
2. Ask students if they heard any words with the /ū/ or /yū/ sounds or the high-frequency words *best*, *sleep*, and *very*.
ASK Did you hear any words with the /ū/ sound? (Yes: *due*.)
ASK Did you hear any words with the /yū/ sound? (No.)
ASK Did you hear this week’s high-frequency words? (No.)

Wrap-Up

1. Wrap up.
SAY Today, we blended and segmented words with the /ū/ and /yū/ sounds and practiced our high-frequency words: *best*, *sleep*, and *very*. We previewed our decodable book, made a prediction, and listened for words with the /ū/ and /yū/ sounds and our high-frequency words.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards *best*, *sleep*, and *very*.
- Decodable book: *Hiking in Blueberry Park*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Hiking in Blueberry Park*

Warm-Up

Learning Target

I can identify words with *ui*, *ue*, and *ew* as /ū/ and *ue*, *ew*, and *eu* as /yū/.

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 *chew*.
SAY *Chew*.
ASK What sounds do you hear? (/ch/ /ū/)

3. Write *chew* on the board and underline *ew*.

SAY The letters *ew* will usually say /ū/ at the end of a word or syllable.

4. Continue with the word *feud*.

SAY *Feud*.

ASK What sounds do you hear? (/f/ /yū/ /d/)

5. Write *feud* and underline *eu*.

SAY The letters *eu* will usually say /yū/ at the beginning or in the middle of a word or syllable.

6. Continue with the word *true*.

SAY *True*.

ASK What sounds do you hear? (/t/ /r/ /ū/)

7. Write *true* and underline *ue*.

SAY The letters *ue* will usually say /ū/ at the end of a word or syllable.

8. Continue with the word *fruit*.

SAY *Fruit*.

ASK What sounds do you hear? (/f/ /r/ /ū/ /t/)

9. Write *fruit* and underline *ui*.

SAY The letters *ui* will usually say /ū/ in the middle of a word or syllable.

10. Continue with the word *rescue*.

SAY *Rescue*.

ASK What sounds do you hear? (/r/ /ě/ /s/ /k/ /yū/)

11. Write *rescue* and underline *ue*.

SAY The letters *ue* will usually say /yū/ at the end of a word or syllable.

12. Continue with the word *few*.

SAY *Few*.

ASK What sounds do you hear? (/f/ /yū/)

13. Write *few* and underline *ew*.

SAY The letters *ew* will usually say /yū/ at the end of a word or syllable.

14. Introduce the spelling rule.

ASK What do you notice about the spelling of the /ū/ and /yū/ sounds? (We can spell them with *ui*, *ue*, *ew*, or *eu*.)

SAY This week, we will practice reading words that have different spellings for the /ū/ and /yū/ sounds.



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. Words for this week are *best*, *sleep*, and *very*.
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: *best*, *b-e-s-t*, *best*. (*best*, *b-e-s-t*, *best*)
2. Repeat the process with the remaining high-frequency words.

High-Frequency Words
Fast Practice

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 *ui*, *ue*, and *ew* as /ū/ and *ue*, *ew*, and *eu* as /yū/.

Story word:
ancient

1. Preview the decodable book *Hiking in Blueberry Park*. Distribute *Hiking in Blueberry Park*, one per student.
SAY Today, we will read *Hiking in Blueberry Park*. 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 *flew*, *avenue*, *cruise*, and *feud* 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 *ancient*.
3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.
SAY *Ancient* means very old and from a long time ago.

"Kids, don't forget your rock show-and-tell is due after the long weekend."

SAY The word *ancient* has two syllables, or two parts: *an-cient*. Let's start with *an-*. You already know all the sounds in this syllable: *a* says /ā/ and *n* says /n/. The second syllable in this word has some new and tricky sound spellings: *-cient*. The *ci* says /sh/ and the *e* says /ə/. The rest we can sound out using what we already know: *n* says /n/ and *t* says /t/.

SAY When we blend the sounds together, we get /ā/ /n/ /sh/ /ə/ /n/ /t/, *ancient*.

I DO

1. Introduce modeled reading.

SAY Now, we will read the story together. I'll read one 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: "Kids, don't forget your rock show-and-tell is due after the long weekend."

SAY I see a word with the letters *ue*. Let's tap out the sounds in this word: /d/ /ū/.

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

WE DO

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

SAY Let's read the sentence again together slowly. ("Kids, don't forget your rock show-and-tell is due after the long weekend.")

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. ("Kids, don't forget your rock show-and-tell is due after the long weekend.")



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 *ui*, *ue*, and *ew* as /ū/ and *ue*, *ew*, and *eu* as /yū/. We also practiced reading our decodable book fluently.

Day 3



Prepare in Advance

Teacher

- Decodable book: *Hiking in Blueberry Park*

Student

- Decodable book: *Hiking in Blueberry Park*
- 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.

“Kids, don’t forget your rock show-and-tell is due after the long weekend.”

1. Introduce reading with fluency. Distribute the decodable book *Hiking in Blueberry Park*, 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 *Hiking in Blueberry Park*. Read the target sentence aloud with fluency.
SAY Listen as I read this sentence. Pay close attention to how I say the words correctly and clearly, and how I pause to make them sound just right. “Kids, don’t forget your rock show-and-tell is due after the long weekend.”

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? “Kids, don’t forget your rock show-and-tell is due after the long weekend.” (“Kids, don’t forget your rock show-and-tell is due after the long weekend.”)

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 *ui*, *ue*, and *ew* as /ū/ and *ue*, *ew*, and *eu* as /yū/ and draw a picture that matches my sentence.

“Kids, don’t forget your rock show-and-tell is due after the long weekend.”

- Introduce writing.

SAY Now that we’ve practiced reading words with the /ū/ and /yū/ sounds, it’s time to write. You’re going to write a sentence using words that include the *ui*, *ue*, and *ew* saying /ū/, or *ue*, *ew*, and *eu* saying /yū/.

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

SAY Let’s look at an example. Find this sentence in your book: “Kids, don’t forget your rock show-and-tell is due after the long weekend.”

ASK What word has the /ū/ or /yū/ sounds? (*due*)

- 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 /ū/ and /yū/ sounds.

- 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.*)

- 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 *glue*, *fruit*, *feud*, *few*, *argue*, and *flew*.
- 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 long /ū/ and /yū/ sounds to write a sentence.

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

- Decodable book: *Hiking in Blueberry Park*

Student

- Decodable book: *Hiking in Blueberry Park*
- 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 *Hiking in Blueberry Park*, 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.

- 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.

- 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? (*Dash and Zack go to Blueberry Park to go rock hunting.*)

ASK Then what happened? How did the characters feel? (*Dash and Zack argue about where to begin. They feel upset, then they calm down. They head down a trail and find two rocks.*)

ASK How did the story end? Why do you think the characters did that? (*Dash finds a rock that looks like it has a shell on it. They add it to their collection because they like it the best. They head home.*)



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 is due after the long weekend? (The rock show-and-tell is due after the long weekend.)

ASK Why do Zack and Dash argue? (Zack and Dash argue about where to hike.)

ASK Why do you think Dash's dad says, "We will sleep well tonight" at the end of the story? (Zack and Dash got a lot of exercise hiking on the trails and hunting for rocks, so they will be very tired.)



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 *Hiking in Blueberry Park*. 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: *Hiking in Blueberry Park*
- High-frequency word cards *best*, *sleep*, and *very*

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Hiking in Blueberry Park*
- 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 refers to the greatest person, place, or thing. You might say, "I had the _____ day ever!" (*best*)

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 to rest your body and mind, usually at night. You might say, "The baby will _____ in the crib." (*sleep*)

SAY We use this word to make another word stronger. You might say, "Your outfit looks _____ nice." (*very*)



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 *Hiking in Blueberry Park*, 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.

“Kids, don’t forget your rock show-and-tell is due after the long weekend. Where is a good spot to look for rocks?”

I DO

1. Model reading sentences from *Hiking in Blueberry Park* 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. “Kids, don’t forget your rock show-and-tell is due after the long weekend. Where is a good spot to look for rocks?”

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? “Kids, don’t forget your rock show-and-tell is due after the long weekend. Where is a good spot to look for rocks?” (“Kids, don’t forget your rock show-and-tell is due after the long weekend. Where is a good spot to look for rocks?”)

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 *Hiking in Blueberry Park*. 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 *Hiking in Blueberry Park*. 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 became word detectives to practice our high-frequency words, reread our decodable book to build fluency, and were creative writers to change the ending of the story.

Consolidated Alphabetic DBR Overview

The consolidated alphabetic decodable book routines support student learning by helping them apply their understanding of larger word patterns, including syllable types and common morphemes, to both reading and spelling. These routines deepen morphological awareness, support fluent reading, reinforce high-frequency word recognition, and connect advanced encoding to meaningful writing tasks.

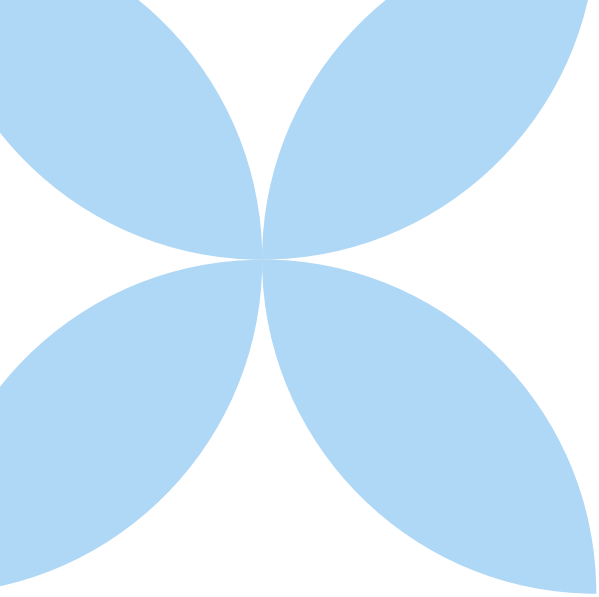
Approaching

Instruction emphasizes modeling and guided practice with multisyllabic words and common morphemes. Students build fluency by decoding and encoding word parts such as prefixes, suffixes, and syllables. Supported reading and writing tasks reinforce recognition of these larger word chunks.

Decodables and Concepts

- | | |
|--|---|
| 1. <i>Planning, Prepping, Trimming, and Gluing</i>
double rule | 10. <i>Kat and Van Make Collages</i>
ge as /j/ and ge as /zh/
*reminder that s can say /zh/ |
| 2. <i>Making Volcanoes</i>
drop e rule | 11. <i>A Remarkable, Almost Impossible Surprise</i>
-able and -ible |
| 3. <i>Time Is Flying By</i>
change y to i rule | 12. <i>Costume Parties Are the Best</i>
change y to i rule with the suffix -es |
| 4. <i>A New Mission</i>
-tion and -sion | 13. <i>Along Came Wes</i>
a as schwa /ə/ |
| 5. <i>Our Play Will Sparkle and Dazzle</i>
consonant -le syllables | 14. <i>The Dream Garden</i>
e and o as schwa /ə/ |
| 6. <i>Designing a Gift for Mom</i>
kn as /n/, wr as /r/, gn as /n/, and ign as /ɪn/ | 15. <i>The Ultimate Advocate</i>
ate as schwa /ət/ |
| 7. <i>Sometimes Silence</i>
ss as /s/, ce as /s/, se as /s/, and se as /z/ | 16. <i>Overloaded with Pets</i>
compound words with affixes |
| 8. <i>A Wandering Wasp</i>
wa as /waw/, al as /awl/, and aw as /aw/ | 17. <i>Coleman's Trip to Miss Hill's Class</i>
apostrophe to show possession |
| 9. <i>Stay Positive!</i>
ve as /v/ | 18. <i>A Glorious Morning</i>
-ous and -ious |

Consolidated Alphabetical



Concepts: Double Rule

Planning, Prepping, Trimming, and Gluing

Decodable Student Reader



Concept Focus Words

adding grinned prepping stepped
chatted hummed scanned stopped
chatting nodded setting stunned
clapped patted skipped trimmed
grabbed planning slipped

New High-Frequency Words

fast don't
made work

Story Word

model

In this book, the word *model* is a story word. It is used to support the reader's understanding of the action in the decodable book *Planning, Prepping, Trimming, and Gluing*, in which Tim and Mo work together to build a model of a landform.

Instructional Standards

RL.K.1, RL.K.2, RL.K.7, RF.K.2.B, RF.K.3.C, W.K.3, W.K.8, SL.K.5, L.K.1.F, L.K.2.D, L.K.5.C, RL.1.1, RL.1.2, RL.1.7, RF.1.3.D, RF.1.3.E, RF.1.4.C, W.1.3, W.1.8, SL.1.5, L.1.2.D, L.1.4.B, L.1.5.C, RL.2.1, RL.2.2, RL.2.7, W.2.8, RF.2.3.C, RF.2.3.D, RF.2.3.F, RF.2.4.A, RF.2.4.B, RF.2.4.C, W.2.3, L.2.4.B

Day 1



Prepare in Advance

Teacher

- High-frequency word cards: *fast, made, don't, work*
- Decodable book: *Planning, Prepping, Trimming, and Gluing*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Planning, Prepping, Trimming, and Gluing*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can divide words with the double rule into syllables.

1. Begin syllable division warm-up.

SAY Today, we're going to warm up by breaking some words into syllables. When we add a suffix to some words, the ending consonant doubles. This is called the double rule. Let's take a look at what these words look like.

2. Model dividing words into syllables on the whiteboard. Write the word *jogging*. Draw a vertical line between the base word with the doubled consonant and the suffix: *jogg | ing*.

SAY Every syllable has one vowel sound. Let's find where the syllables break in each of these words.

SAY Look at the word *jogging*. I'll say it slowly—repeat after me: *jogg-ing*. (*jogg-ing*)

SAY I will draw a line between the base word and the suffix, and I'll circle the suffix *-ing*. The base word is *jog*. There is an extra *g* in *jogging* because of the double rule.

ASK How many syllables does *jogging* have? (*two*)

3. Model a contrasting example on the whiteboard. Write the word *clapped*.

SAY Sometimes, when we add a suffix to a base word, the word remains a one-syllable word. Look at the word *clapped*. Repeat after me: *clapped*. (*clapped*)

ASK How many syllables does *clapped* have? (*one*)

SAY I will circle the suffix *-ed*. The base word is *clap*.

SAY We won't split this word because it has one syllable, but it still follows the double rule. There is an extra *p* in *clapped* because of the double rule.

4. End the warm-up.

SAY When we add a suffix to a one-syllable word with a short vowel, the ending consonant doubles. Sometimes the word stays one syllable, and some words become two syllables. Let's take a look at how these words are spelled and how to tell the difference.

Phonics

Learning Target

I can identify words that follow the double rule.

1. Introduce the double rule using a whiteboard.

SAY We just learned about a new rule. When a base word has one syllable, a short vowel, and ends in a consonant, we double the final consonant before adding a suffix like *-ing* or *-ed*. This is called the double rule. Let's see how it works.

2. Display the word *jamming* on the whiteboard.

SAY Look at the word *jamming*. The base word is *jam*. We added the suffix *-ing* to show the action is happening now.

SAY *Jam* is a one-syllable word with a short vowel. When we add a suffix that starts with a vowel, such as *-ing*, we double the final consonant in the base word.

3. Display the word *plug*. As you change it to *plugging*, explain the rule: begin with the base word, double the final consonant, and add the suffix. Circle the suffix *-ing*, then scan across the word to locate the base word. Underline the vowels *u* and *i*. Model syllable division by drawing a vertical line after the second *g* and before the *i*: *plugg | ing*.

SAY Now, let's explore how to divide words that follow the double rule into syllables.

SAY Look at the word *plug*. *Plug* has one syllable, a short vowel sound, and ends with the consonant *g*. To add the suffix *-ing*, I double the *g*, and then add *-ing*.

SAY Let's find the vowels. I will underline the *u* and the *i*.

SAY Usually we divide between consonants, but because of the double rule, the two *g*'s stay together in the first syllable. I'll divide between the second *g* and the *i* in the suffix.

4. Model blending syllables with automaticity. Run your finger under the letters in each syllable as you read it.

SAY Let's blend the syllables together. (*plugg-ing, plugging*)

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

5. Model a one-syllable example with the suffix *-ed*. Display the word *snap*. As you change it to *snapped*, explain the rule: begin with the base word, double the final consonant, and add the suffix. Circle the suffix. Do not divide the word.

SAY This is the word *snap*. *Snap* ends in the sound /p/. When a base word ends in any sound other than /t/ or /d/, adding *-ed* does not create a new syllable. The word stays one syllable, but we still follow the double rule.

SAY To add the suffix *-ed* to the word *snap*, I double the *p* and add the suffix *-ed*. I will circle the suffix *ed*.

SAY Usually we underline the vowels, but because this is a one-syllable word, we will not divide it.

6. Clarify the syllable pattern for the suffix *-ed*.

SAY Even though this word has more than one vowel, *a* and *e*, it has only one vowel sound: /ă/. The *-ed* at the end makes the /t/ sound and does not add a new syllable to this word.

ASK What is our base word? (*snap*)

SAY Now add the /t/ sound for the suffix *-ed*.

ASK What word do we have now? (*snapped*)

7. Introduce when *not* to use the double rule. Display the words *bending*, *mixed*, and *brags*.

SAY Remember, we use the double rule when a word ends with one short vowel and one consonant, and the suffix begins with a vowel. Let's take a look at some words that do not follow the double rule.

SAY In the word *bending*, the base word ends in a blend, *nd*. No doubling.

SAY When words end in *x*, *v*, *w*, or *y*, we do not double. For example, the base word *mix* ends in *x*, so when we add the suffix *-ed* to make the word *mixed*, we don't double.

SAY In the word *brags*, we added the suffix *-s*. The suffix has to start with a vowel to follow the double rule, so we don't double in the word *brags*.

jamming
plugging
snapped
bending
mixed
brags

Teacher Supports

Differentiation

- Use color-coding to highlight the base word and suffix.
- Review the three sounds of the -ed suffix (/t/, /d/, and /ɪd/) with students who struggle to remember them. Provide examples and have students practice identifying and pronouncing each sound.
- If students need additional practice with the double rule, repeat the instruction using the following words:
 - *-ing* suffix: *drumming* (*drumm-ing*)
 - *-ed* suffix, one-syllable word: *planned*
- For more practice with the double rule, add instruction for syllabifying two-syllable words with the -ed suffix. Base words ending in /t/ or /d/ add another syllable when -ed is added.
 - *-ed* suffix, two-syllable words: *shredded* (*shredd-ed*), *chatted* (*chatt-ed*)

High-Frequency Word: *fast*

fast

Learning Target

I can read and spell the high-frequency words *fast*, *made*, *don't*, and *work*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *fast*, *made*, *don't*, and *work*.
2. Display the word *fast*.

SAY This word is *fast*. *Fast* has four letters—*f*, *a*, *s*, *t*.
3. Explain how to use the high-frequency word when speaking. Emphasize the word *fast* when reading the sentences below.

SAY The word *fast* means to move quickly. You might hear someone say, “His race car goes very fast” or “Zack runs fast to get home.”
4. Teach the grapheme-phoneme correspondences in the word.

SAY *Fast* has four sounds—/f/ /ă/ /s/ /t/.

SAY The letter *f* says /f/.

SAY The letter *a* says /ă/.

SAY The letter *s* says /s/.

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. That means all the sounds in this word follow regular patterns.
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 word.

SAY /f/ /ă/ /s/ /t/—*fast*
7. Prompt students to read the word.

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

ASK What's this word? (*fast*)
8. Identify the number of syllables in the word.

ASK How many syllables are in the word *fast*? (*one*)
9. Guide a word-meaning discussion.

ASK Can someone use *fast* 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: *made*

made

Learning Target

I can read and spell the high-frequency words *fast*, *made*, *don't*, and *work*.

1. Display the word *made*.
SAY This word is *made*. *Made* has four letters—*m*, *a*, *d*, *e*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *made* when reading the sentences below.
SAY We use the word *made* to talk about something created or built. It is the past form of the word *make*. You might hear someone say, “My brother made a card for Mom” or “The cat made a big mess by knocking over the plant.”
3. Teach the grapheme-phoneme correspondences in the word.
SAY *Made* has three sounds—/m/ /ā/ /d/.
SAY The letter *m* says /m/.
SAY The letter *a* says /ā/.
SAY The letter *d* says /d/.
SAY The letter *e* is silent.
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 follow regular patterns.
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 /m/ /ā/ /d/—*made*
6. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *made*.
ASK What’s this word? (*made*)
7. Identify the number of syllables in the word.
ASK How many syllables are in the word *made*? (*one*)
8. Guide a word-meaning discussion.
ASK Can someone use *made* 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: *don't*

don't
❤️

Learning Target

I can read and spell the high-frequency words *fast*, *made*, *don't*, and *work*.

- Display the word *don't*.
SAY This word is *don't*. *Don't* has four letters—*d*, *o*, *n*, *t*. We put an apostrophe between the letters *n* and *t*. The apostrophe has no sound.
- Explain how to use the high-frequency word when speaking. Emphasize the word *don't* when reading the sentences below.
SAY *Don't* is a contraction of the words *do* and *not*. We use it to tell someone not to do something. You might hear someone say, "Please don't eat in the living room." We can also use *don't* as a helping word when something does not happen. You might say, "We don't have the keys."
- Teach the grapheme-phoneme correspondences in the word.
SAY *Don't* has four sounds—/d/ /ō/ /n/ /t/.
SAY The letter *d* says /d/.
SAY The letter *o* says /ō/.
SAY The letter *n* says /n/.
SAY The letter *t* says /t/.
- Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.
SAY Most of the letters in this word make the sounds we expect, such as *d*, *n*, and *t*. But this word has a tricky part. The letter *o* doesn't make its usual sound. In the middle of this word, it says /ō/. This part doesn't follow the usual rules, so we call it irregular. We'll mark it with a heart to help us remember it 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 /d/ /ō/ /n/ /t/—*don't*.
- Prompt students to read the word.
SAY So, when we see this word, we know to read it as *don't*.
ASK What's this word? (*don't*)
- Identify the number of syllables in the word.
ASK How many syllables are in the word *don't*? (*one*)
- Guide a word-meaning discussion.
ASK Can someone use *don't* 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: *work*

work


Learning Target

I can read and spell the high-frequency words *fast*, *made*, *don't*, and *work*.

1. Display the word *work*.

SAY This word is *work*. *Work* has four letters—w, o, r, k.

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

SAY *Work* means a task or a job. It can also describe the action of doing a job. You might hear someone say, “They work long hours at the store.” The word can also describe the work itself. You might say, “I am proud of my work.”

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

SAY *Work* has three sounds—/w/ /er/ /k/.

SAY The letter *w* says /w/.

SAY The letters *or* together say /er/.

SAY The letter *k* says /k/.

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

SAY Some letters in this word make the sounds we expect, such as *w* and *k*. But this word has a tricky part. The letters *o* and *r* don't make their usual sounds. Together, they say /er/. This part doesn't follow the usual rules, so we call it irregular. We'll mark it with a heart to help us remember it 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/ /er/ /k/—*work*

6. Prompt students to read the word.

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

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

7. Identify the number of syllables in the word.

ASK How many syllables are in the word *work*? (*one*)

8. Guide a word-meaning discussion.

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

9. Distribute whiteboards to students. Invite students to write the high-frequency words *fast*, *made*, *don't*, and *work*.

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 identify high-frequency words and words with the double rule.

Miss Hill clapped. The kids stopped chatting right away.

1. Preview *Planning, Prepping, Trimming, and Gluing* by showing the front and back cover.
 - 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.)*
2. Lead students through a picture walk. Distribute the decodable book *Planning, Prepping, Trimming, and Gluing*, 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

1. Model reading aloud the target sentences fluently while students follow along in their copy of *Planning, Prepping, Trimming, and Gluing*.
 - SAY** Our high-frequency words are *fast, made, don't, and work*. We are also learning about words with the double rule. Listen carefully for them as I read.
 - SAY** "Miss Hill clapped. The kids stopped chatting right away."
2. Ask students if they see any words with double consonants before a suffix or the high-frequency words *don't, fast, made, or work*.
 - ASK** Did you see any words with double consonants before a suffix? *(Yes; clapped, stopped, and chatting.)*
 - ASK** Did you hear this week's high-frequency words? *(No.)*

Wrap-Up

1. Wrap up.
 - SAY** Today, we divided words into syllables and practiced our high-frequency words *fast, made, don't, and work*. We made predictions about our decodable book and you followed along as I read the book to you.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards: *fast*, *made*, *don't*, and *work*
- Decodable book: *Planning, Prepping, Trimming, and Gluing*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Planning, Prepping, Trimming, and Gluing*

Warm-Up

Learning Target

I can read and understand words with the prefix *dis-* and explain how the prefix changes the meaning of the word.

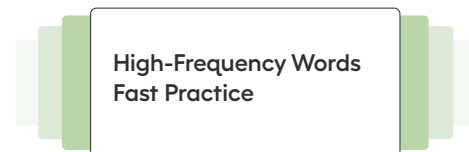
1. Introduce the warm-up. Write the prefix *dis-* on a whiteboard.
SAY Let's warm up for reading. A prefix is a word part added to the beginning of a word to change its meaning. Today, we will focus on the prefix *dis-*.
SAY The prefix *dis-* means "not" or "the opposite of." For example, the word *dishonest* means "not honest."
2. Write the base word *agree* on your whiteboard.
SAY This is the word *agree*. It means to feel the same way about something.
3. Add the prefix *dis-* to the base word *agree* on your whiteboard.
SAY When we add the prefix *dis-* to the word *agree*, it turns the word *agree* into the word *disagree*.
ASK What does *disagree* mean? (To have a different idea and not agree with what someone said.)
ASK Can you use *disagree* in a sentence? (Answers will vary.)
4. Write the base word *qualify* on your whiteboard.
SAY This is the word *qualify*. It means to have a chance to do something based on your skills.
5. Add the prefix *dis-* to the base word *qualify* on your whiteboard.
ASK How does adding *dis-* change the word *qualify*? (It turns the word *qualify* into the word *disqualify*.)
ASK What does *disqualify* mean? (To not have a chance to do something.)
ASK Can you use *disqualify* in a sentence? (Answers will vary.)
6. Write the base word *appear* on your whiteboard.
SAY This is the word *appear*. It means to become visible or show up.
7. Add the prefix *dis-* to the base word *appear* on your whiteboard.
ASK How does adding *dis-* change the word *appear*? (It turns the word *appear* into the word *disappear*.)
ASK What does *disappear* mean? (To vanish or go away.)
ASK Can you use *disappear* in a sentence? (Answers will vary.)

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 *fast*, *made*, *don't*, and *work*.
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: *fast*, *f-a-s-t*, *fast*. (*fast*, *f-a-s-t*, *fast*)
2. 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 double rule.

1. Preview the decodable book *Planning, Prepping, Trimming, and Gluing*.
SAY Today, we will read *Planning, Prepping, Trimming, and Gluing*. 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 *setting*, *planning*, and *grabbed* in it. These words all 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 *model*.
3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.
SAY The word *model* can mean different things. It can mean a person who wears clothes so that others can see what the clothes look like. It can also mean a small version of something bigger.
SAY In this book, the characters build a small model, or diorama, to show what landforms such as hills, lakes, and rivers look like.

Story word:
model

Miss Hill clapped. The kids
stopped chatting right away.

SAY This word has two syllables: *mod-el*. You already know that the *m* says /m/. Then, the letter *o* says /ō/. The *d* says /d/. The *e* and the *l* work together to say /l/.

SAY When we put it all together, it sounds like this: /m/ /ō/ /d/ /l/, *model*.

I DO

1. 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.

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

SAY Find these sentences in your book: "Miss Hill clapped. The kids stopped chatting right away."

SAY I see a word with the letters *p* and *p* before the suffix *-ed*. Let's tap out the sounds in this word: /k/ /l/ /ă/ /p/ /t/.

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

WE DO

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

SAY Let's read the sentences again together slowly. ("Miss Hill clapped. The kids stopped chatting right away.")

SAY Let's read the sentences one more time, this time practicing reading the sentence with fluency, which means to read the words correctly, with just the right speed, and with good expression like a storyteller. ("Miss Hill clapped. The kids stopped chatting right away.")



Teacher Supports

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 using the prefix *dis-* and learned words that follow the double rule. We also reviewed our high-frequency words. Then, we began reading our decodable book and listened carefully for words that follow the double rule.

Day 3



Prepare in Advance

Teacher

- Decodable book: *Planning, Prepping, Trimming, and Gluing*

Student

- Decodable book: *Planning, Prepping, Trimming, and Gluing*
- 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.

Miss Hill clapped. The kids
stopped chatting right away.

1. Introduce reading with fluency. Distribute the decodable book *Planning, Prepping, Trimming, and Gluing*, 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 *Planning, Prepping, Trimming, and Gluing*.
2. Read the target sentences aloud with fluency.

SAY Listen as I read these sentences. Pay close attention to how I say the words accurately and how I pause when I read to make it sound just right. "Miss Hill clapped. The kids stopped chatting right away."

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? "Miss Hill clapped. The kids stopped chatting right away." ("Miss Hill clapped. The kids stopped chatting right away.")

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

- Observe students' ability to mimic phrasing, expression, and accuracy. Take note of who struggles with decoding specific words or applying the target phonics pattern.

Writing

Learning Target

I can write a sentence using words that follow the double rule and draw a picture that matches my sentence.

- Introduce writing.

SAY Now that we've practiced reading, it's time to write. Let's think about an important detail from our book today. It could be something a character did, something that happened, or something important about the setting.

- Distribute story writing paper or whiteboards. Direct students to write a sentence about a key detail, including at least one word from the concept focus for the week.

SAY We're going to write a sentence that describes a key detail from the story that also uses the double rule and draw a picture that matches my sentence.

SAY If you need help sounding out a word, stretch the word out along your arm.

- Encourage students to read their sentences aloud to themselves to check for accuracy. Once 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.)

- 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 or use a visual aid (such as a word wall or sound chart) to support them.

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 you practiced reading fluently and used new sounds in your writing.

Day 4



Prepare in Advance

Teacher

- Decodable book: *Planning, Prepping, Trimming, and Gluing*

Student

- Decodable book: *Planning, Prepping, Trimming, and Gluing*
- 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 *Planning, Prepping, Trimming, and Gluing*, 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, we think about the beginning, middle, and end of a story. We think about how events connect, why characters make choices, and what the story teaches us.

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? How does this set up the story? (The second graders see a large map with lots of landforms. Miss Hill invites them to find a buddy and make a model of the map. It sets up the story because we learn about the class project.)

ASK What was the most important event in the middle? Why? (Tim asks Mo to be his buddy. They get the materials they need.)

ASK How did the story end? (Tim accidentally spills paint on the floor. Mo and Tim mop up the spill together. They finish their landform.)

ASK What lesson or message do you think the author wanted us to learn? (The importance of hard work and teamwork.)



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 did Tim and Mo use to create their landform model? (They used glue, fabric scraps, felt, paint, rocks, and sticks.)



ASK How did Tim and Mo work together to complete their project? (They each added different landforms to the model. They worked together to clean up the spilled paint.)

ASK How do Tim and Mo feel about their model at the end of the story? How do you know? (They feel proud of their work. They say, “We made such a rad model” and grin.)



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 reminds me of . . .

Learning Target

I can make a text-to-world or text-to-text connection to a story, and explain how they are similar.

1. Introduce personal response writing to the decodable book *Planning, Prepping, Trimming, and Gluing*. Encourage students to reference the text as they answer.

ASK Does this story remind you of something in the world or another book you’ve read? 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 the world or another book you’ve read. 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 reminds me 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

- High-frequency word cards: *fast*, *made*, *don't*, and *work*
- Decodable book: *Planning, Prepping, Trimming, and Gluing*

Student

- Decodable book: *Planning, Prepping, Trimming, and Gluing*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

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 will 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 describes something moving quickly. You might say, "The cheetah can run really ____." (*fast*)

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 something was created or built. You might say, "I ____ a clay pot in art." (*made*)

SAY This word is a contraction of the words *do* and *not*. You might say, "We ____ have recess when it rains." (*don't*)

SAY This word means to do a task or job. You might say, "She did a lot of ____ on her project." (*work*)



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 with accuracy, smoothness, and expression to improve my fluency.

1. Introduce rereading for fluency. Distribute the decodable book *Planning, Prepping, Trimming, and Gluing*, 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.

Miss Hill clapped. The kids stopped chatting right away. “Kids, what do you see on this map?”

I DO

1. Model reading sentences from *Planning, Prepping, Trimming, and Gluing* fluently. Point out phrasing and prosody. Briefly explain how recognizing word patterns and chunks helps fluency.

SAY Listen as I read these sentences. Notice how I group words together in phrases instead of reading one individual word at a time. This helps my reading sound smooth and natural. “Miss Hill clapped. The kids stopped chatting right away. ‘Kids, what do you see on this map?’”

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? “Miss Hill clapped. The kids stopped chatting right away. ‘Kids, what do you see on this map?’” (*Miss Hill clapped. The kids stopped chatting right away. “Kids, what do you see on this map?”*)

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 *Planning, Prepping, Trimming, and Gluing*. Introduce imagining what happens when the story ends.

SAY Now, we will use our imaginations. What if the story had a different ending? You will 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 *Planning, Prepping, Trimming, and Gluing*. 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.

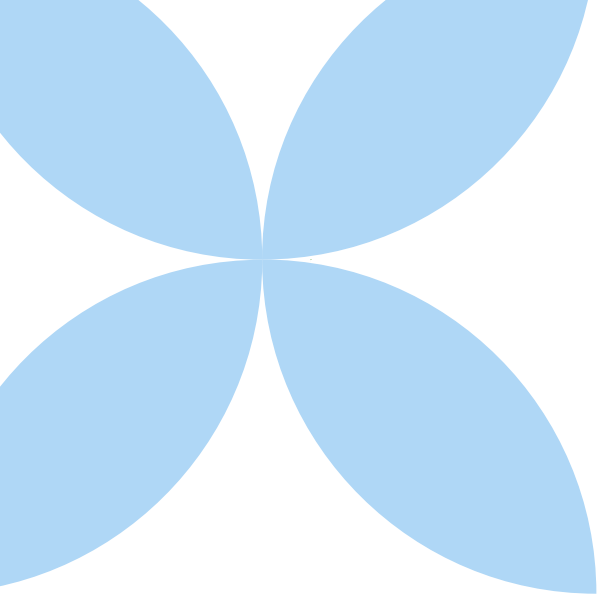
Formative Assessment

- 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 became word detectives to practice our high-frequency words, strengthened our fluency by rereading our decodable book, and got creative by imagining a new ending for the story.



Concepts: Drop e rule
Making Volcanoes

Decodable Student Reader



Instructional Standards

RL.K.1, RL.K.2, RL.K.7, RF.K.2.B, RF.K.3.C, W.K.3, W.K.8, SL.K.5, L.K.1.F, L.K.2.D, L.K.5.C, RL.1.1, RL.1.2, RL.1.7, RF.1.3.D, RF.1.3.E, RF.1.4.C, W.1.3, W.1.8, SL.1.5, L.1.2.D, L.1.4.B, RL.2.1, RL.2.2, RL.2.7, RF.2.3.C, RF.2.3.D, RF.2.3.F, RF.2.4.A, RF.2.4.B, RF.2.4.C, W.2.3, W.2.8, L.2.4.B

Concept Focus Words

becoming	exciting	noted	shaped
behaving	exploded	observing	smiled
confusing	exploding	placing	taped
created	gazed	prepared	
engaged	graded	preparing	
excited	making	racing	

New High-Frequency Words

read	other
wash	mother

Story Words

lava
volcano

In this book, the words *lava* and *volcano* are story words. They are used to support the reader’s understanding of the action in the decodable book *Making Volcanoes*, in which Finn and Tom build a volcano and experiment with making it erupt.

Day 1



Prepare in Advance

Teacher

- High-frequency word cards *read, wash, other, mother*
- Decodable book: *Making Volcanoes*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Making Volcanoes*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can identify and apply the drop e rule when adding vowel suffixes to base words.

1. Begin the warm-up.

SAY Today, we're going to warm up by looking at what happens when we add suffixes to words. These words all have a base word that ends in the letter e.

2. Model adding a suffix by writing and marking words on the whiteboard. Begin by writing the word *excite*.

SAY This is the word *excite*. Notice it ends with a silent e.

SAY When we add the suffix *-ed*, we need to drop the silent e. Watch as I erase the e from *excite* and write the new word *excited* on the board.

SAY The silent e dropped and we added the suffix *-ed* to change the word *excite* to *excited*.

3. Write the word *continue* on the whiteboard.

SAY Here is the word *continue*. It also ends with a silent e.

SAY When we add the suffix *-ing*, we need to drop the silent e. Watch as I erase the e from *continue* and write the new word *continuing* on the board.

SAY The silent e dropped and we added the suffix *-ing* to change the word *continue* to *continuing*.

4. End the warm-up.

SAY When we add a suffix to a base word that ends with a silent e, the e drops. This means it disappears, and we replace it with the suffix. This week, we will take a closer look at words that follow this rule.

Phonics

Learning Target

I can identify words that follow the drop e rule and split them into syllables.

1. Introduce the drop e rule using a whiteboard. Write each word on the board, erase the final e, and add the suffix.

SAY When a base word ends in a silent e, and we add a suffix that starts with a vowel, we drop the e and add the suffix. This is called the drop e rule.

SAY But if the suffix begins with a consonant, we keep the e.

providing
baked
bikes
inviting

2. Model the drop e rule on the whiteboard by adding the suffix *-ing* to the word *provide*.
SAY I'm going to add the suffix *-ing* to the word *provide*. *-Ing* starts with a vowel, so I need to erase the final e in *provide*, then add *-ing*. Now I have *providing*. Repeat after me: *providing*. (*providing*)
3. Model the drop e rule on the whiteboard by adding the suffix *-ed* to the word *bake*.
SAY I'm going to add the suffix *-ed* to the word *bake*. *-Ed* starts with a vowel, so I need to erase the final e in *bake*, then add *-ed*. Now I have *baked*. Repeat after me: *baked*. (*baked*)
4. Model a nonexample of the drop e rule on the whiteboard by adding the suffix *-s* to the word *bike*.
SAY We keep the e when we add the suffix *-s*, since that suffix does not start with a vowel. If I start with the word *bike*, I just add the suffix *-s* to make *bikes*. The e stays because the suffix *-s* doesn't start with a vowel. Repeat after me: *bikes*. (*bikes*)
5. Practice syllable division using the suffix *-ing*. Begin with the base word, drop the e, and add *-ing*. Circle the suffix and underline the vowels.
SAY I'll write the word *invite*. Say *invite*. (*invite*)
SAY Now I'll drop the silent e, and add *-ing* to make *inviting*.
SAY I'll circle the suffix *-ing* and underline the vowels. I see two *i*'s in the base word, *invite*, and one in the suffix.
6. Split the word *inviting* on the board between the *t* and the suffix *-ing*: *in* | *vīt* | *ing*.
SAY Let's read this word *in-vīt-ing*.
SAY *In-vīt-ing* doesn't sound right. Let's try another way to divide.
7. Split the word *inviting* on the board after the second *i*: *in* | *vī* | *ting*.
SAY Let's try dividing this word after the second *i* this time.
SAY Now, let's read this word. I see that the first syllable is closed. Let's read it together: (*in-*)
SAY Let's read the next syllable. I see that this syllable is open. Let's read it together: (*-vī-*)
SAY The last syllable is the suffix *-ing* with the letter *t* in front. Let's read it together: (*-ting*)
SAY Now, let's put it all together. Read it with me: (*inviting*)
ASK Does that sound right? (*Yes.*)
ASK What's the word? (*inviting*)



Teacher Supports

Differentiation

- Use color-coding to highlight the base word and suffix.
- If students need additional practice, repeat the process with the word *behaving* (*be-hav-ing*).

High-Frequency Word: *read*

read

Learning Target

I can read and spell the high-frequency words *read*, *wash*, *other*, and *mother*.

1. Introduce the high-frequency words.
SAY The high-frequency words this week are *read*, *wash*, *other*, and *mother*.
2. Display the word *read*.
SAY This word is *read*. *Read* has four letters—*r*, *e*, *a*, *d*.

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

SAY The word *read* means the action of understanding printed or written words. You might hear someone say, “I can read the signs for the train” or “The class will read 100 books this year.”

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

SAY *Read* has three sounds—/r/ /ē/ /d/.

SAY The letter *r* says /r/.

SAY The letters *ea* say /ē/.

SAY The letter *d* says /d/.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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 /r/ /ē/ /d/—*read*

7. Prompt students to read the word.

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

ASK What’s this word? (*read*)

8. Identify the number of syllables in the word.

ASK How many syllables are in the word *read*? (*one*)

9. Guide a word-meaning discussion.

ASK Can someone use *read* 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: *wash*

Learning Target

I can read and spell the high-frequency words *read*, *wash*, *other*, and *mother*.

1. Display the word *wash*.

SAY This word is *wash*. *Wash* has four letters—*w*, *a*, *s*, *h*.

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

SAY We use the word *wash* to talk about cleaning with water and soap. You might hear someone say, “We wash our hands before lunch” or “Mom and I will wash the car today.”

wash
❤️

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

SAY *Wash* has three sounds—/w/ /aw/ /sh/.

SAY The letter *w* says /w/.

SAY The letter *a* says /aw/.

SAY The letters *sh* say /sh/.

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

Note: The phoneme *a* as /aw/ is temporarily irregular.

SAY Some letters in this word make the sounds we expect, like *w* and *sh*. But this word has a tricky part. The letter *a* makes the /aw/ sound. Since this part doesn't follow the usual rules, we'll mark it with a heart to help us remember it 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/ /aw/ /sh/—*wash*

6. Prompt students to read the word.

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

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

7. Identify the number of syllables in the word.

ASK How many syllables are in the word *wash*? (*one*)

8. Guide a word-meaning discussion.

ASK Can someone use *wash* 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: *other*

Learning Target

I can read and spell the high-frequency words *read*, *wash*, *other*, and *mother*.

other
❤️

1. Display the word *other*.

SAY This word is *other*. *Other* has five letters—*o*, *t*, *h*, *e*, *r*.

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

SAY We use the word *other* to talk about something or someone that is different from the one we already mentioned. You might hear someone say, "I have one shoe, but I need the other" or "The other kids played outside."

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

SAY *Other* has three sounds—/ə/ /th/ /er/.

SAY The letter *o* says /ə/.

SAY The letters *th* say /th/.

SAY The letters *er* say /er/.

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

Note: The phoneme o as /ə/ (schwa) is temporarily irregular.

SAY Some letters in this word make the sounds we expect, like *th* and *er*. But this word has a tricky part. The letter *o* makes the /ə/ sound, which is called a schwa. Since this part doesn't follow the usual rules, we'll mark it with a heart to help us remember it 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 /ə/ /th/ /er/—*other*

- Prompt students to read the word.

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

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

- Identify the number of syllables in the word.

ASK How many syllables are in the word *other*? (*two*)

- Guide a word-meaning discussion.

ASK Can someone use *other* 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: *mother*

Learning Target

I can read and spell the high-frequency words *read*, *wash*, *other*, and *mother*.

- Display the word *mother*.

SAY This word is *mother*. *Mother* has six letters—*m, o, t, h, e, r*.

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

SAY The word *mother* means a female parent. You might hear someone say, "My mother made me breakfast" or "Lion cubs stay with their mother."

- Teach the grapheme-phoneme correspondences in the word.

SAY *Mother* has four sounds—/m/ /ə/ /th/ /er/.

SAY The letter *m* says /m/.

SAY The letter *o* says /ə/.

SAY The letters *th* say /th/.

SAY The letters *er* say /er/.

mother
♥

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

Note: The phoneme o as /ə/ (schwa) is temporarily irregular.

SAY Some letters in this word make the sounds we expect, like *m*, *th*, and *er*. But this word has a tricky part. The letter o makes the /ə/ sound, which is called a schwa. Since this part doesn't follow the usual rules, we'll mark it with a heart to help us remember it 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 /m/ /ə/ /th/ /er/—*mother*

- Prompt students to read the word.

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

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

- Identify the number of syllables in the word.

ASK How many syllables are in the word *mother*? (*two*)

- Guide a word-meaning discussion.

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

- Distribute whiteboards to students. Invite students to write the high-frequency words *read*, *wash*, *other*, and *mother*.



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 drop e rule.

"It is an exciting day, class."

- Preview *Making Volcanoes* by showing the front and back cover.

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 *Making Volcanoes*, 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

1. Model reading aloud the target sentence fluently while students follow along in their copy of *Making Volcanoes*.
SAY Our high-frequency words are *mother*, *other*, *read*, and *wash*. We are also learning about words with the drop e rule. Listen carefully for them as I read.
SAY “It is an exciting day, class.”
2. Ask students if they saw any words that dropped a silent e before adding a suffix or the high-frequency words *mother*, *other*, *read*, or *wash*.
ASK Did you see any words that dropped a silent e before adding a suffix? (*Yes, exciting.*)
ASK Did you hear this week’s high-frequency words? (*No.*)

Wrap-Up

1. Wrap up.
SAY Today, we divided words into syllables and practiced our high-frequency words *mother*, *other*, *read*, and *wash*. We made predictions about our decodable book, and you followed along as I read the book to you.

Day 2



Prepare in Advance

Teacher

- High-frequency word cards *mother*, *other*, *read*, *wash*
- Decodable book: *Making Volcanoes*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Making Volcanoes*

Warm-Up

Learning Target

I can read and understand words with the prefix *mis-* and explain how the prefix changes the meaning of the word.

1. Introduce the warm-up. Write the prefix *mis-* on a whiteboard.
SAY Let’s warm up for reading. A prefix is a word part added to the beginning of a word to change its meaning. Today, we will focus on the prefix *mis-*.
SAY The prefix *mis-* means “wrong or badly.” For example, *misunderstand* means “to understand something the wrong way.”

2. Write the base word *behave* on your whiteboard.
SAY This is the word *behave*. It means to act in a specific or appropriate way.
3. Add the prefix *mis-* to the base word *behave* on your whiteboard.
SAY When we add the prefix *mis-* to the word *behave*, it turns the word *behave* into the word *misbehave*.
ASK What does *misbehave* mean? (to act unkindly or inappropriately)
ASK Can you use *misbehave* in a sentence? (Answers will vary.)
4. Write the base word *judge* on your whiteboard.
SAY This is the word *judge*. It means to make a decision about something or someone.
5. Add the prefix *mis-* to the base word *judge* on your whiteboard.
ASK How does adding *mis-* change the word *judge*? (It turns the word *judge* into the word *misjudge*.)
ASK What does *misjudge* mean? (to have a wrong or unfair opinion about something)
ASK Can you use *misjudge* in a sentence? (Answers will vary.)
6. Write the base word *hear* on your whiteboard.
SAY This is the word *hear*. It means to listen.
7. Add the prefix *mis-* to the base word *hear* on your whiteboard.
ASK How does adding *mis-* change the word *hear*? (It turns the word *hear* into the word *mishear*.)
ASK What does *mishear* mean? (to hear something incorrectly)
ASK Can you use *mishear* in a sentence? (Answers will vary.)

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 *read*, *wash*, *other*, and *mother*.
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: *read*, *r-e-a-d*, *read*. (*read*, *r-e-a-d*, *read*)
2. Repeat the process with the remaining high-frequency words for the week.

High-Frequency Words
Fast Practice

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 use the drop e rule.

Story words:
volcano
lava

1. Preview the decodable book *Making Volcanoes*. Distribute *Making Volcanoes*, one per student.

SAY Today, we will read *Making Volcanoes*. 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 *excited*, *making*, *prepared*, and *racing* in it. These words all have the concept we have been practicing. We'll look for these words as we read.

2. Introduce the story words.

SAY There are two special words 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 words today are *volcano* and *lava*.

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

SAY Our first story word is *volcano*. A *volcano* is a mountain that can let out hot melted rock, ash, and gases from inside the Earth. Sometimes you will see it as *volcanoes*, which means there is more than one.

SAY This word has three syllables: *vol-ca-no*. In the first syllable, the letter *v* says /v/, *o* says /ŏ/, and *l* says /l/. In the second syllable, the *c* says /k/ and the *a* says /ā/. In the last syllable, the *n* says /n/ and the *o* says /ō/.

SAY When we put those sounds together, we get /v/ /ŏ/ /l/ /k/ /ā/ /n/ /ō/ for the word *volcano*. The word ends there if there is one *volcano*. When we add *es* at the end, we make the /z/ sound: /v/ /ŏ/ /l/ /k/ /ā/ /n/ /ō/ /z/, *volcanoes*.

4. Teach the story word *lava*. Introduce each sound in the word. Then, segment and blend the word.

SAY Our second story word is *lava*. *Lava* is hot, melted rock that flows out of a volcano.

SAY This word has two syllables: *la-va*. In the first syllable, *l* says /l/ and *a* says /ŏ/. In the second syllable, the *v* says /v/ and the *a* makes a sound called a schwa, /ə/.

SAY When we put the sounds together, it sounds like this: /l/ /ŏ/ /v/ /ə/, *lava*.

"It is an exciting day, class."

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: "It is an exciting day, class."

SAY I see a word with the drop e rule. Let's tap out the sounds in this word: /ĕ/ /ks/ /t/ /t/ /ŋg/.

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

WE DO

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

SAY Let's read the sentence again together slowly. "It is an exciting day, class." ("It is an exciting day, class.")

SAY Let's read the sentence one more time, this time practicing reading the sentence with fluency, which means to read the words correctly, with just the right speed, and with good expression like a storyteller. "It is an exciting day, class." ("It is an exciting day, class.")

Teacher Supports

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 recognizing our high-frequency words, and working with the prefix *mis-*. We began reading our decodable book and listened for words with the drop e rule.

Day 3



Prepare in Advance

Teacher

- Decodable book: *Making Volcanoes*

Student

- Decodable book: *Making Volcanoes*
- 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.

“It is an exciting day, class.”

1. Introduce reading with fluency. Distribute the decodable book *Making Volcanoes*, 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 *Making Volcanoes*. Read the target sentence aloud with fluency.

SAY Listen as I read this sentence. Pay close attention to how I say the words accurately and how I pause when I read to make it sound just right. “It is an exciting day, class.”

WE DO

1. Read the 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? "It is an exciting day, class."
 ("It is an exciting day, class.")

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

- Observe students' ability to mimic phrasing, expression, and accuracy. Take note of who struggles with decoding specific words or applying the target phonics pattern.

Writing

Learning Target

I can write a sentence using words with the drop e rule and draw a picture that matches my sentence.

1. Introduce writing.
SAY Now that we've practiced reading, it's time to write. Let's think about an important detail from our book today. It could be something a character did, something that happened, or something important about the setting.
2. Distribute story writing paper or whiteboards. Direct students to write a sentence about a key detail, including at least one word from the concept focus for the week.
SAY We're going to write a sentence that describes a key detail from the story that also uses the Learning Target: I can write a sentence using words with the drop e rule.
SAY If you need help sounding out a word, stretch the word out along your arm.



- Encourage students to read their sentences aloud to themselves to check for accuracy. Once 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.)

- 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 or use a visual aid (such as a word wall or sound chart) to support them.

Formative Assessment

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

Wrap-Up

- Wrap up.

SAY Today you practiced reading fluently and used words with the drop e rule in your writing.

Day 4



Prepare in Advance

Teacher

- Decodable book: *Making Volcanoes*

Student

- Decodable book: *Making Volcanoes*
- 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 *Making Volcanoes*, 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, we think about the beginning, middle, and end of a story. We think about how events connect, why characters make choices, and what the story teaches us.
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? How did this set up the story? (Finn and Tom felt excited to make their volcano. They skipped step 1, putting on aprons. This showed they were excited but not careful.)
 - ASK** What was the most important event in the middle? Why? (The exploding lava made a mess of Finn's shirt. This showed what happened because they skipped a step.)
 - ASK** How did the story end? (Finn noticed the lava stain on his shirt. He realized they had forgotten to put on aprons.)
 - ASK** What lesson or message do you think the author wanted us to learn? (Follow directions carefully, even when you're excited.)



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 How did Finn and Tom prepare to make a volcano? *(They made a big hill with clay, placed it on a tray, and combined fluid with powder to make lava.)*

ASK Why did Finn and Tom skip step 1? *(They were excited to read the other steps and get started on the project.)*

ASK Why did Miss Hill suggest that Finn and Tom observe all the steps at the end of the story? *(She suggested it because Tom and Finn had skipped step 1. They had not put on aprons. When the volcano exploded, it made a big mess and Finn's shirt got dirty.)*



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 text-to-world or text-to-text connection to a story and explain how they are similar.

1. Introduce personal response writing to the decodable book *Making Volcanoes*. Encourage students to reference the text as they answer.

ASK Does this story remind you of something in the world or another book you've read? Explain how they are similar. *(Answers will vary.)*

This story reminds me of ...

- Distribute story writing paper or whiteboards.

SAY Write a sentence about how this story reminded you of something in the world or another book you've read. 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 reminds me of..."

- 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

- 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

- High-frequency word cards *read, wash, other, mother*
- Decodable book: *Making Volcanoes*

All other necessary materials are included within the digital lesson.

Student

- Decodable book *Making Volcanoes*
- 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.

- Introduce the high-frequency word detective activity.

SAY We will 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.



- Hold up a high-frequency word but do not show the word to students.
SAY This word means to look at printed words and understand what they say. You might say, "I like to ____ books before bed." (*read*)
- 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.
- Repeat with all of the high-frequency words, encouraging quick and accurate responses.
SAY This word means to clean something with water and soap. You might say, "I ____ my hands before dinner." (*wash*)
SAY This word means something or someone that is different from the one already mentioned. You might say, "She likes to play with her ____ toys." (*other*)
SAY This word means a female parent. You might say, "My ____ reads to me before bed." (*mother*)



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 with accuracy, smoothness, and expression to improve my fluency.

- Introduce rereading for fluency. Distribute the decodable book *Making Volcanoes*, 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.

"It is an exciting day, class. We have been observing volcanoes. Today we will be creating and exploding them!"

I DO

- Model reading sentences from *Making Volcanoes* fluently. Point out phrasing and prosody. Briefly explain how recognizing word patterns and chunks helps fluency.
SAY Listen as I read these sentences. Notice how I group words together in phrases instead of reading one individual word at a time. This helps my reading sound smooth and natural. "It is an exciting day, class. We have been observing volcanoes. Today we will be creating and exploding them!"

WE DO

- 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 an exciting day, class. We have been observing volcanoes. Today we will be creating and exploding them!" (*"It is an exciting day, class. We have been observing volcanoes. Today we will be creating and exploding them!"*)

YOU DO

- 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 *Making Volcanoes*. Introduce imagining what happens when the story ends.

SAY Now, we will use our imaginations. What if the story had a different ending? You will 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.

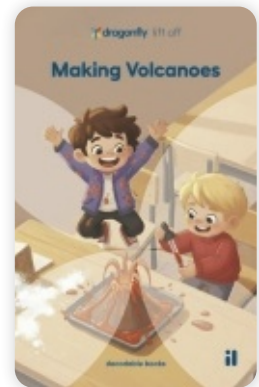
SAY Write what you think will happen next in *Making Volcanoes*. Use some of our words from this week to help you. When you're done, add your illustration.

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

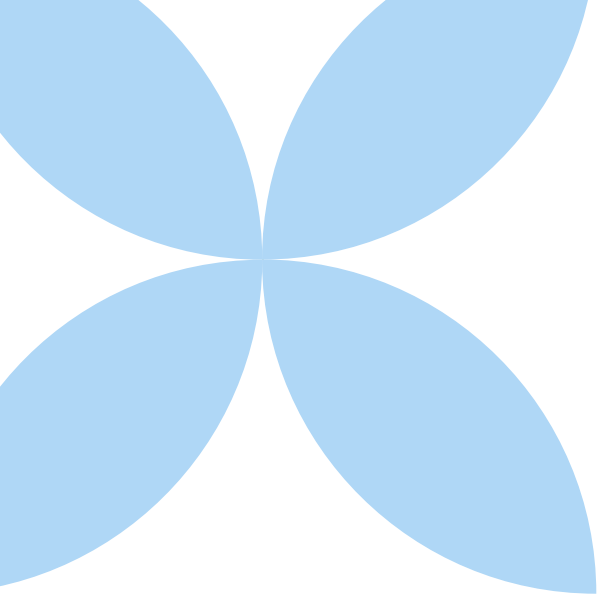
- Look for evidence of phonics application in student writing (e.g., spelling words with the correct target phonics pattern).

Wrap-Up

1. Wrap up.

SAY Today, we became word detectives to practice our high-frequency words, strengthened our fluency by rereading our decodable book, and got creative by imagining a new ending for the story.

Full Alphabet



Concepts: Extra Practice: closed, open, and VCe syllable types in one- and two-syllable words

At the Book Fair with Shree

Decodable Student Reader



Concept Focus Words

Extra Practice: closed, open, and VCe syllable types in one- and two-syllable words

New High-Frequency Words

here give
want

Story Words

browse
drawing

In this book, the words *browse* and *drawing* are story words. They are used to support the reader’s understanding of the action in the decodable book *At the Book Fair with Shree*, in which Kat, Tom, and Shree enter a book drawing.

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 *here, want, give*
- Decodable book: *At the Book Fair with Shree*
- Whiteboard
- Dry-erase marker

Student

- Decodable book: *At the Book Fair with Shree*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can segment and blend words with closed, open, and VCe syllable types in one- and two-syllable words.

1. Introduce blending and segmenting words with closed, open, and VCe syllables in one- and two-syllable words.
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 will focus on words with closed, open, or VCe syllables in one- and two-syllable words.
2. Begin blending words.
SAY /m/ /ī/
ASK What's the word? (*my*)
SAY /ŭ/ /p/
ASK What's the word? (*up*)
SAY /l/ /ī/ /k/
ASK What's the word? (*like*)
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 *boss*.
SAY *Boss*.
ASK What sounds do you hear? (/b/ /ō/ /s/)
5. Write *boss* on the board and underline o.
6. Continue with the word *hi*.
SAY *Hi*.
ASK What sounds do you hear? (/h/ /ī/)
7. Write *hi* and underline i.
8. Continue with the word *bake*.
SAY *Bake*.
ASK What sounds do you hear? (/b/ /ā/ /k/)
9. Write *bake* and underline a and e.
10. End the warm-up.
SAY This week, we will practice reading words that have different spellings for closed, open, and VCe syllables in one- and two-syllable words.



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 and spell one- and two-syllable words with closed, open, or VCe syllable types.

I DO

- Practice the different syllable types. Draw three columns on your whiteboard. Introduce the rules, writing each word in a column as you explain the rule.
 - SAY** In a closed syllable, the vowel is followed by at least one consonant. That consonant “closes in” the vowel and makes it say its short sound.
 - SAY** The word *catnip* has two syllables: *cat-* and *-nip*. Both of these syllables are closed. So, we can put this word in column 1.
 - SAY** We also look for open syllables. In an open syllable, the vowel is at the end of the syllable and is not followed by a consonant. That makes the vowel say its long sound (its name)
 - SAY** The word *me* has one open syllable. Let’s put it in column 2.
 - SAY** In a VCe syllable, there is one vowel, one consonant, and a final silent e. The silent e makes the vowel say its long sound.
 - SAY** The word *cake* has one VCe syllable. Let’s put it in column 3.
- Distribute whiteboards and markers. Have students draw the three columns and write the words *catnip*, *me*, and *cake* in the corresponding column.
 - SAY** On your whiteboard, make three columns. Write one of the words in each column.

Phonics Interactive: Closed, open, and VCe syllable types.

Closed Syllable	Open Syllable	VCe Syllable
catnip	me	cake
sunset	hi	time

WE DO

- Together with students, add one more word in each column that follows the same syllable 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 syllable patterns.
 - ASK** What column would the word *sunset* go under? (under the word *catnip*)
 - ASK** What column would the word *hi* go under? (under the word *me*)
 - ASK** What column would the word *time* go under? (under the word *cake*)

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 *rake*, *she*, *bin*, or *my*.)
- Allow students a few minutes to add more words. Circulate to provide corrective feedback as needed, and celebrate students’ spelling habits.

High-Frequency Word: *here*

here

Learning Target

I can read and spell the high-frequency words *here*, *want*, and *give*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *here*, *want*, and *give*.

2. Display the word *here*.

SAY This word is *here*. *Here* has four letters—*h*, *e*, *r*, *e*.

3. 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, “Come over here!” or “We are here at the playground.”

4. 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 last letter *e* is silent, but it is there to help the first *e* say its name.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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 /h/ /ē/ /r/—*here*

7. 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*)

8. Guide a word-meaning discussion.

ASK Can someone use *here* 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: *want*

want



Learning Target

I can read and spell the high-frequency words *here*, *want*, and *give*.

1. Display the word *want*.

SAY This word is *want*. *Want* has four letters—*w*, *a*, *n*, *t*.

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

SAY We use the word *want* when we wish for or feel like having something. You might hear someone say, “They want to go to the park” or “We want apple slices.”

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

SAY *Want* has four sounds—/w/ /aw/ /n/ /t/.

SAY The letter *w* says /w/.

SAY The letter *a* says /aw/.

SAY The letter *n* says /n/.

SAY The letter *t* says /t/.

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

Note: The phoneme /aw/ spelled *a* is temporarily irregular.

SAY Many letters in this word make the sound we expect: *w* says /w/, *n* says /n/, and *t* says /t/. But this word has a tricky part. The letter *a* makes the /aw/ sound. 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 /w/ /aw/ /n/ /t/—*want*

6. Prompt students to read the word.

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

ASK What’s this word? (*want*)

7. Guide a word-meaning discussion.

ASK Can someone use *want* 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 *here*, *want*, and *give*.

- Display the word *give*.
SAY This word is *give*. *Give* has four letters—*g*, *i*, *v*, *e*.
- Explain how to use the high-frequency word when speaking. Emphasize the word *give* when reading the sentences below.
SAY *Give* is a word we use when we share or bring something to another. You might hear someone say, “Give your partner a high-five” or “I will give my grandma this card.”
- 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.
- 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 sound we expect: *g* says /g/, *i* says /i/, and *v* says /v/. But this word has a tricky part. The letter *e* is silent at the end of the word, because words cannot end in the letter *v* by itself. 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 /g/ /i/ /v/—*give*.
- 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*)
- Guide a word-meaning discussion.
ASK Can someone use *give* in a sentence? (*Answers will vary.*)
- Distribute whiteboards to students. Invite students to write the high-frequency words *here*, *want*, and *give*.

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

Learning Targets

I can make predictions about a story. Also, I can read words with closed, open, and VCe syllables.

Story words:
browse
drawing

“Shree is new
to our class.”

1. Preview the decodable book *At the Book Fair with Shree*.

SAY Today, we will read *At the Book Fair with Shree*. 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 *class*, *home*, and *Shree* 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 are two special words 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 words today are *browse* and *drawing*.

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

SAY Our first story word is *browse*. *Browse* means to look at things in a slow way, like looking at books in the library or toys in a store.

SAY In the word *browse*, the letter *b* makes the /b/ sound and the letter *r* makes the /r/ sound. Then, the letters *ow* work together to make the sound /ou/. The letter *s* makes the /z/ sound and the letter *e* is silent.

SAY When we put those sounds together, we get /b/ /r/ /ou/ /z/, *browse*.

4. Teach the story word *drawing*. Introduce each sound in the word. Then, segment and blend the word.

SAY Our second story word is *drawing*. In this book, *drawing* does not mean something you create with art materials. *Drawing* means a contest in which someone chooses another person's name from a basket.

SAY In this word, the letter *d* makes the /d/ sound and the letter *r* makes the /r/ sound. Then, the letters *aw* work together to make the /aw/ sound. Last, the suffix *-ing* makes the /ing/ sound.

SAY When we put those sounds together, we get: /d/ /r/ /aw/ /ing/, *drawing*.

I DO

1. Introduce modeled reading. Distribute the decodable book *At the Book Fair with Shree*, 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. Read the sentence aloud slowly.

SAY Find this sentence in your book: “Shree is new to our class.”

SAY I see a word with an open syllable. Let's tap out the sounds in this word: /sh/ /r/ /ē/. (/sh/ /r/ /ē/)

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

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.

(“Shree is new to our class.”)

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 Where are Kat, Tom, and Shree in this story? (Kat, Tom, and Shree are at the book fair at their school.)
ASK Why does Kat give Shree the joke book? (Kat gives Shree the book because Shree said that if he won, he would pick that book. Kat wins and gives it to Shree.)
ASK Why do you think the author uses the phrase "a hush falls over the crowd"? (Because the crowd of people gets quiet so they can hear who will win the book drawing.)



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 closed, open, and VCe syllables in one- and two-syllable words and our high-frequency words *here*, *want*, and *give*. We also read our decodable book, focusing on decoding, fluency, and comprehension.

Day 2



Prepare in Advance

Teacher

- Decodable book: *At the Book Fair with Shree*

Student

- Decodable book: *At the Book Fair with Shree*
- 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 closed, open, and VCe syllables in one- and two-syllable words.

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 closed, open, and VCe syllables in one- and two-syllable words together.

SAY Let's try it with the word *no*. The first sound is /n/, so touch your head and say /n/. (/n/)

SAY The next sound is /ō/, so touch your shoulders and say /ō/. (/ō/)

SAY Now, let's put it together: (/n/ /ō/, no)

3. Continue the tapping game for the words *long*, *rule*, *west*, *by*, and *lane*.

no
long
rule
west
by
lane

Teacher Supports

Differentiation

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



High-Frequency Words: 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 *here*. Today, we will practice spelling it, tapping the table with our finger one time for each letter as we spell it aloud together.

SAY The first letter is *h*, so tap your finger on the table and say *h*. (*h*)

SAY The next letter is *e*, so tap your finger on the table and say *e*. (*e*)

SAY The next letter is *r*, so tap your finger on the table and say *r*. (*r*)

SAY The last letter is *e*, so tap your finger on the table and say *e*. (*e*)

SAY Now let's put it together: h-e-r-e, *here*. (*h-e-r-e, here*)

2. Repeat the process with the remaining high-frequency words *want* and *give*.

here
want
give



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 *At the Book Fair with Shree*, one per student.

SAY Today, you will read our decodable book *At the Book Fair with Shree* 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? (The class has a new student named Shree. They look forward to going to the book fair.)

ASK Then what happened? How did the characters feel? (They enter a drawing to win a book. They feel excited. Kat and Shree talk about books.)

ASK How did the story end? Why do you think the characters did that? (Kat wins the drawing. She chooses the joke book and gives it to Shree. She wants to be friends with Shree.)



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 one- and two-syllable words with closed, open, or VCe syllable types and draw a picture that matches my sentence.

“Place it in this basket.”

1. Introduce writing.
SAY Now that we’ve practiced reading one- and two-syllable words with closed, open, and VCe syllables, it’s time to write. You’re going to write a sentence using these types of words.
2. Direct students to find the target sentence in their books.
SAY Let’s look at an example. Find this sentence in your book: “Place it in this basket.”
ASK What words have the closed, open, or VCe syllable type? (Answers may include *place, it, in, this, or basket.*)
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 with closed, open, or VCe syllable types.
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

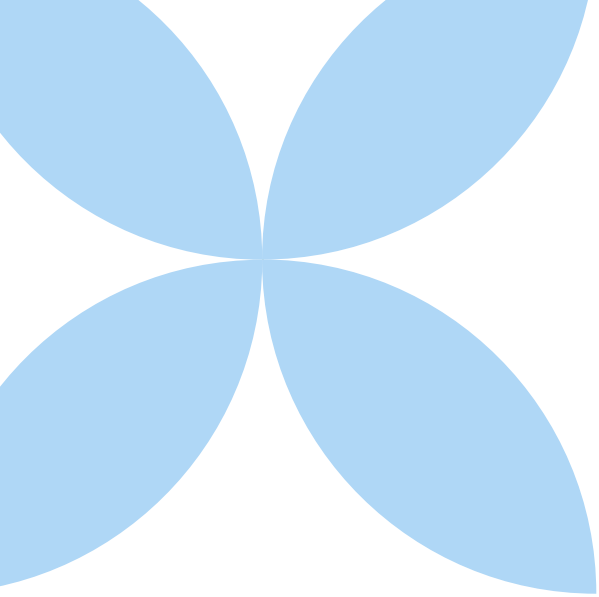
- If students struggle with encoding, encourage them to stretch out words by tapping the sounds along their arm.
- If students struggle with grapheme formation, model letter formation on a whiteboard.
- For students who struggle to generate words with the concept focus, provide a list of examples, such as *pen, this, go, she, name, and kite.*
- 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.

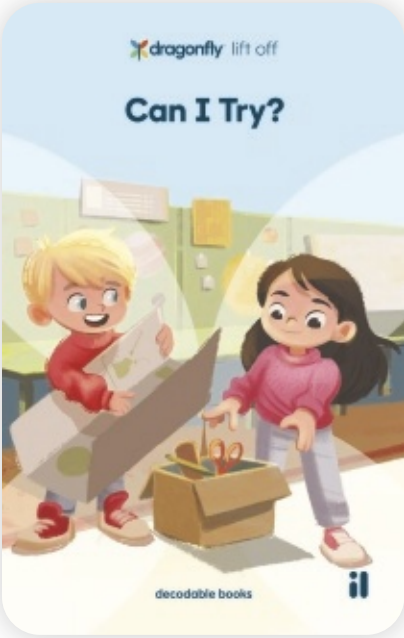
Wrap-Up

1. Wrap up.
SAY Today, we practiced reading fluently and used words with one- or two-closed, open, or VCe syllables to write a sentence.



Concepts: y as /ī/, /ÿ/, or /ē/ and ey as /ē/ or /ā/
Can I Try?

Decodable Student Reader



Concept Focus Words

by	hefty	snazzy
chatty	hey	survey
easy	key	they
every	lucky	tricky
gym	messy	try
handy-dandy	my	why
happy	shy	

New High-Frequency Words

sit	pull
why	call

Story Words

crystal(s)
salt

In this book, the words *crystal(s)* and *salt* are story words. They are used to support the reader’s understanding of the action in the decodable book *Can I Try?*, in which Cam and Tom host a crystal-making booth at the school STEAM fair.

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 *sit, why, pull, call*
- Decodable book: *Can I Try?*
- Whiteboard
- Dry-erase marker

Student

- Decodable book: *Can I Try?*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can segment and blend words with *y* as /ī/, /ī/, or /ē/ and *ey* as /ē/ or /ā/.

1. Introduce blending and segmenting words.

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 where *y* and *ey* act as a vowel and make the vowel sounds /ī/, /ī/, /ē/, and /ā/.

2. Begin blending words.

SAY /d/ /r/ /ī/

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

SAY /j/ /ī/ /m/

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

SAY /k/ /ē/

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

SAY /th/ /ā/

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

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 *army*.

SAY *Army*.

ASK What sounds do you hear? (/ar/ /m/ /ē/)

5. Write *army* on the board and underline *y*.

6. Continue with the word *parsley*.

SAY *Parsley*.

ASK What sounds do you hear? (/p/ /ar/ /s/ /l/ /ē/)

7. Write *parsley* and underline *ey*.

8. Continue with the word *myth*.

SAY *Myth*.

ASK What sounds do you hear? (/m/ /ī/ /th/)

9. Write *myth* and underline *y*.

10. Continue with the word *obey*.

SAY Obey.

ASK What sounds do you hear? (/ō/ /b/ /ā/)

11. Write *obey* and underline *ey*.

12. Introduce the spelling rule.

ASK What do you notice about the sounds of words with *y* and *ey*? (They make the vowel sounds /ī/, /i/, /ē/, and /ā/.)

SAY This week, we will practice reading words with *y* as /ī/, /i/, or /ē/ and *ey* as /ē/ or /ā/.



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 and spell words with *y* as a vowel.

I DO

1. Teach the sounds that *y* makes as a vowel. Draw five columns on your whiteboard. Introduce the sound-spelling rules, writing each word in a column as you explain the rule, underlining the parts where *y* makes a vowel sound.
2. Teach the sounds that *y* makes as a vowel. Draw five columns on your whiteboard. Introduce the sound-spelling rules, writing each word in a column as you explain the rule, underlining the parts where *y* makes a vowel sound.

SAY The letter *y* and the letters *ey* can act as vowels when they appear in the middle or at the end of a word. Let's look at some examples together.

SAY The letter *y* can make the long /ī/ sound, like in the word *my*.

SAY *Y* can also make the short /i/ sound when it comes in the middle of a word, like in *gym*.

SAY Sometimes, *y* makes the long /ē/ sound at the end of a word, like in *happy*.

SAY The letters *ey* also come at the end of words and can make the /ē/ sound, like in *key*.

SAY But *ey* can also make the /ā/ sound, like in the word *they*.

3. Distribute whiteboards and markers. Have students draw the five columns, writing the words *my*, *gym*, *happy*, *key*, and *they*, with the letters that make the vowel sounds underlined.

SAY On your whiteboard, make five columns. Write one of the words in each column, underlining the *y* or *ey* in each word.

Phonics Interactive: *y* as /ī/, /i/, or /ē/ and *ey* as /ē/ or /ā/

<i>y</i> as /ī/	<i>y</i> as /i/	<i>y</i> as /ē/	<i>ey</i> as /ē/	<i>ey</i> as /ā/
my	gym	happy	key	they
type	myth	lucky	jockey	prey

WE DO

1. Together with students, add one more word in each column that follows the same spelling pattern where y or ey makes a vowel sound. 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 *prey* go under? (under the word *they*)

ASK What column would the word *jockey* go under? (under the word *key*)

ASK What column would the word *myth* go under? (under the word *gym*)

ASK What column would the word *lucky* go under? (under the word *happy*)

ASK What column would the word *type* go under? (under the word *my*)

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 *hey*, *easy*, *style*, *prey*, *jersey*, or *system*.)
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: *sit*

sit

Learning Target

I can read and spell the high-frequency words *sit*, *why*, *pull*, and *call*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *sit*, *why*, *pull*, and *call*.

2. Display the word *sit*.

SAY This word is *sit*. *Sit* has three letters—s, i, t.

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

SAY We use the word *sit* when we talk about resting in a chair or on the ground. You might hear someone say, "Please sit in your seat" or "Let's sit on the grass for our picnic."

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

SAY *Sit* has three sounds—/s/ /i/ /t/.

SAY The letter s says /s/.

SAY The letter i says /i/.

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 it to. That means all the sounds in this word follow regular patterns.

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 /s/ /i/ /t/—*sit*

7. Prompt students to read the word.

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

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

8. Guide a word meaning discussion.

ASK Can someone use *sit* 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: *why*

why

Learning Target

I can read and spell the high-frequency words *sit*, *why*, *pull*, and *call*.

1. Display the word *why*.

SAY This word is *why*. *Why* has three letters—*w*, *h*, *y*.

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

SAY We use the word *why* when we ask for a reason. You might hear someone say, “Why is the sky blue?” or “Why do we have to go to bed early?”

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

SAY *Why* has two sounds—/w/ /ī/.

SAY The letters *wh* say /w/.

SAY The letter *y* says /ī/.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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/ /ī/—*why*

6. Prompt students to read the word.

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

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

7. Guide a word meaning discussion.

ASK Can someone use *why* 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: *pull*

pull

Learning Target

I can read and spell the high-frequency words *sit*, *why*, *pull*, and *call*.

1. Display the word *pull*.

SAY This word is *pull*. *Pull* has four letters—*p*, *u*, *l*, *l*.

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

SAY We use the word *pull* when we talk about moving something closer to us. You might hear someone say, “Pull the door open” or “I had to pull my bike up the hill.”

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

SAY *Pull* has three sounds—/p/ /ōō/ /l/.

SAY The letter *p* says /p/.

SAY The letter *u* says /ōō/.

SAY The letters *ll* say /l/.

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

SAY Some letters in this word make the sounds we expect, like *p* and *ll*. But this word has a tricky part. The letter *u* doesn’t make its usual /ŭ/ sound. Instead, it makes the /ōō/ sound. That’s not what we usually expect, so it’s an irregular part of the word. We’ll mark it with a heart to help us remember this part 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 /p/ /ōō/ /l/—*pull*

6. Prompt students to read the word.

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

ASK What’s this word? (*pull*)

7. Guide a word meaning discussion.

ASK Can someone use *pull* 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: *call*

call
❤️

Learning Target

I can read and spell the high-frequency words *sit*, *why*, *pull*, and *call*.

1. Display the word *call*.

SAY This word is *call*. *Call* has four letters—c, a, l, l.

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

SAY We use the word *call* when we talk about getting someone's attention or talking on the phone. You might hear someone say, "Call your friend to say hi" or "I will call my dog to come inside."

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

SAY *Call* has three sounds—/k/ /aw/ /l/.

SAY The letter c says /k/.

SAY The letter a says /aw/.

SAY The letters ll say /l/.

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

Note: The phonogram *a* as /aw/ before the letter *l* is temporarily irregular.

SAY Some letters in this word make the sounds we expect, like c and ll. The letter *a* makes the sound /aw/. This part is irregular, so we'll mark it with a heart to remind us that this part of the word needs to be remembered by heart.

5. Guide students in saying 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 /k/ /aw/ /l/—*call*

6. Prompt students to read the word.

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

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

7. Guide a word meaning discussion.

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

8. Distribute whiteboards to students. Guide students in writing the high-frequency words: *sit*, *why*, *pull*, *call*.

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

Learning Targets

I can make predictions about a story. Also, I can read words with *y* as /ī/, /ī/, or /ē/ and *ey* as /ē/ or /ā/.

Story words:
crystal(s)
salt

“Hey, Cam and Tom.
Come on in.”

1. Preview the decodable book *Can I Try?*

SAY Today, we will read *Can I Try?* 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 *by*, *happy*, *hey*, and *key* in it. These words have the concepts we have been practicing: *y* as /ī/, /ī/, or /ē/ and *ey* as /ē/ or /ā/. We’ll look for these words as we read.

2. Introduce story words.

SAY There are two special words 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 words today are *salt* and *crystal(s)*.

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

SAY The first story word is *salt*. *Salt* is a kind of rock called a mineral. People grind it up and use it to make food taste good.

SAY You know most of the sounds in this word. The letter *s* says /s/, *l* says /l/, and *t* says /t/. But the letter *a* in this word does something different. It does not say /ă/. When *a* comes before the letter *l*, it makes the sound /aw/.

SAY We can put these sounds together like this: /s/ /aw/ /l/ /t/, *salt*.

4. Teach the story word *crystal(s)*. Introduce each sound in the word. Then, segment and blend the word.

SAY The next story word is *crystal*. A *crystal* is a special kind of material that has flat sides that fit together in a pattern. They often look shiny, like glass or gems.

SAY The word *crystal* has two syllables: *crys-tal*. The *c* and *r* blend to make /kr/, and the *y* acts as a vowel, making the short /ī/ sound. The *s* says /s/, forming the first syllable, *crys-*. In the second syllable, *-tal*, the *t* says /t/, the *a* says /ŭ/, and the *l* says /l/.

SAY When we put it all together, we get /k/ /r/ /ī/ /s/ /t/ /ŭ/ /l/, *crystal*. If there is an *s* at the end, it means more than one crystal. In this word, the *s* sounds like /z/: /k/ /r/ /ī/ /s/ /t/ /ŭ/ /l/ /z/, *crystals*.

I DO

1. 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.

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

SAY Find these sentences in your book: “Hey, Cam and Tom. Come on in.”

SAY I see a word with *ey*. Let’s tap out the sounds in this word: /h/ /ā/.

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

WE DO

1. Invite students to reread the first sentences 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 sentences again together, and this time, focus on fluency to make it sound like we're telling a story.

("Hey, Cam and Tom. Come on in.")

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.

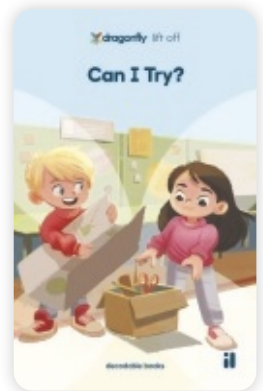
SAY Let's talk about the book. I'll ask some questions, and you can share your answers.

Remember, we can look back at the book to help us.

ASK What is the gym set up for? (The gym is set up for the school's STEAM fair.)

ASK How do Cam and Tom encourage the little kid? (They tell the kid that making crystals is a bit messy but easy. They also offer to help.)

ASK At the end of the book, how do Cam and Tom feel about their salt crystal project presentation? How can you tell? (Answers may vary. Cam and Tom feel proud because they helped many kids with their project. Cam and Tom are happy about their project because they are smiling with the little kid holding their salt crystal.)



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 y as /ī/, /ī/, or /ē/ and ey as /ē/ or /ā/ and practiced our high-frequency words *sit*, *why*, *pull*, and *call*. We also read our decodable book, focusing on decoding, fluency, and comprehension.

Day 2



Prepare in Advance

Teacher

- Decodable book: *Can I Try?*

Student

- Decodable book: *Can I Try?*
- 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 y as /ī/, /ī/, or /ē/ and ey as /ē/ or /ā/.

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 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 fifth sound, we will touch our stomachs after our shoulders and 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 sounds y as /ī/, /ī/, or /ē/ and ey as /ē/ or /ā/ together.

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

SAY The second sound is /p/, so touch your shoulders and say /p/. (/p/)

SAY The third sound is /r/, so touch your knees and say /r/. (/r/)

SAY The last sound is /ī/, so touch your toes and say /ī/. (/ī/)

SAY Now, let's put it together: (/s/ /p/ /r/ /ī/, *spry*)

3. Continue the tapping game for the words *myth* (three sounds), *hey* (two sounds), *sticky* (five sounds), *dry* (three sounds), and *kidney* (five sounds).

spry
myth
hey
sticky
dry
kidney

Teacher Supports

Differentiation

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

High-Frequency Words: Drumming

Learning Target

I can spell high-frequency words.

- 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 *sit*. Today, we will practice spelling *sit*, tapping the table with our finger one time for each letter as we spell it aloud.
 - SAY** The first letter is *s*, so tap your finger on the table and say *s*. (*s*)
 - SAY** The next letter is *i*, so tap your finger on the table and say *i*. (*i*)
 - SAY** The last letter is *t*, so tap your finger on the table and say *t*. (*t*)
 - SAY** Now, let's put it together: *s-i-t*, *sit*. (*s-i-t*, *sit*)
- Repeat the process with the remaining high-frequency words.

sit
why
pull
call

Teacher Supports

Differentiation

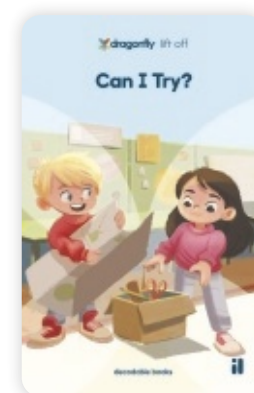
- Incorporate different sensory materials (e.g., sand trays, shaving cream) to make the activity more engaging.

Second Read

Learning Target

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

- Prepare for rereading. Distribute the decodable book *Can I Try?*, one per student.
 - SAY** Today, you will read our decodable book *Can I Try?* 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.
- 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.
- 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, 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.

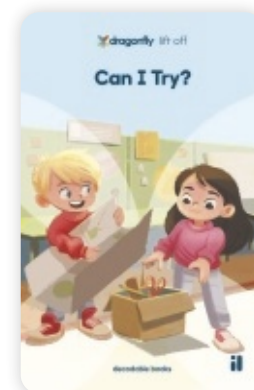
SAY Today, we will retell our story to make sure we understand what happened. When we retell, we think about the beginning, middle, and end of a story. When we retell a story, we don't just list what happened. We tell it in order and include important details.

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? (Cam and Tom set up their booth for the STEAM fair.)

ASK Then what happened? How did the characters feel? (The kids came in for the STEAM fair. Cam invited a shy kid to the booth to show her how to make a crystal. She felt amazed.)

ASK How did the story end? Why do you think the characters did that? (The girl was happy about her crystal. The booth and activity were a hit. Tom and Cam felt happy.)



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.

Writing

Learning Target

I can write a sentence using words with *y* as /ī/, /ĩ/, or /ē/ and *ey* as /ē/ or /ā/ and draw a picture that matches my sentence.

1. Introduce writing.

SAY Now that we've practiced reading words with *y* making the /ī/, /ĩ/, and /ē/ sounds, and *ey* making the /ē/ or /ā/ sounds, it's time to write. You're going to write a sentence using words that include the letters *y* or *ey* making these 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: "Hey, Cam and Tom. Come on in. You can set up your booth in the gym."

ASK What words have *y* as /ī/, /ĩ/, or /ē/ or *ey* as /ē/ or /ā/? (*Hey, gym*)

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 *y* or *ey* and make those vowel sounds.

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.*)

"Hey, Cam and Tom.
Come on in. You can
set up your booth in
the gym."

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 *my*, *gym*, *lucky*, *type*, *they*, and *key*.
- To support students who have difficulty beginning their sentence, offer a sentence starter connected to their chosen concept focus word(s).

Formative Assessment

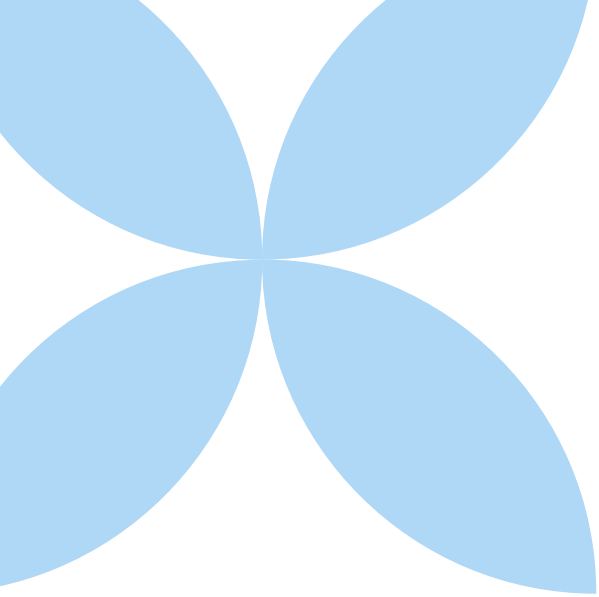
- Check for the application of phonics patterns in written words. Evaluate whether students demonstrate comprehension through their completed sentences.

Wrap-Up

1. Wrap up.

SAY Today, we practiced reading fluently and used words with y as /ī/, /ĩ/, or /ē/ and ey as /ē/ or /ā/ to write a sentence.

Consolidated Alphabetical



Concepts: Double Rule

Planning, Prepping, Trimming, and Gluing

Decodable Student Reader



Concept Focus Words

adding	nodded	slipped
chatted	patted	stepped
chatting	planning	stopped
clapped	prepping	stunned
grabbed	scanned	trimmed
grinned	setting	
hummed	skipped	

New High-Frequency Words

fast	don't
made	work

Story Word

model

In this book, the word *model* is a story word. It is used to support the reader's understanding of the action in the decodable book *Planning, Prepping, Trimming, and Gluing*, in which Tim and Mo work together to build a model of a landform.

Instructional Standards

RL.K.1, RL.K.2, RF.K.2.B, RF.K.3.C, L.K.2.D, L.K.4.B, RL.1.1, RL.1.2, RF.1.2.B, RF.1.3.D, RF.1.3.E, RF.1.4.C, L.1.2.D, L.1.4.B, RL.2.1, RL.2.2, RF.2.3.C, RF.2.3.D, RF.2.3.F, RF.2.4.A, RF.2.4.B, RF.2.4.C, L.2.4.A, L.2.2.D

Day 1



Prepare in Advance

Teacher

- High-frequency word cards: *fast, made, don't, work*
- Decodable book: *Planning, Prepping, Trimming, and Gluing*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Planning, Prepping, Trimming, and Gluing*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can divide words with the double rule into syllables.

1. Begin syllable division warm-up.

SAY Today, we're going to warm up by breaking some words into syllables. When we add a suffix to some words, the ending consonant doubles. This is called the double rule. Let's take a look at what these words look like.

2. Model dividing words into syllables on the whiteboard. Write the word *jogging*. Draw a vertical line between the base word with the doubled consonant and the suffix: *jogg | ing*.

SAY Every syllable has one vowel sound. Let's find where the syllables break in each of these words.

SAY Look at the word *jogging*. I'll say it slowly—repeat after me: *jogg-ing*. (*jogg-ing*)

SAY I will draw a line between the base word and the suffix, and I'll circle the suffix *-ing*. The base word is *jog*. There is an extra *g* in *jogging* because of the double rule.

ASK How many syllables does *jogging* have? (*two*)

3. Model a contrasting example on the whiteboard. Write the word *clapped*.

SAY Sometimes, when we add a suffix to a base word, the word remains a one-syllable word. Look at the word *clapped*. Repeat after me: *clapped*. (*clapped*)

ASK How many syllables does *clapped* have? (*one*)

SAY I will circle the suffix *-ed*. The base word is *clap*.

SAY We won't split this word because it has one syllable, but it still follows the double rule. There is an extra *p* in *clapped* because of the double rule.

4. End the warm-up.

SAY When we add a suffix to a one-syllable word with a short vowel, the ending consonant doubles. Sometimes the word stays one syllable, and some words become two syllables. Let's take a look at how these words are spelled and how to tell the difference.

Phonics

Learning Target

I can divide and spell words that follow the double rule into syllables by locating the vowels and dividing between them.

1. Introduce the double rule.

SAY We just learned about a new rule. When a base word has one syllable, a short vowel, and ends in a consonant, we double the final consonant before adding a suffix like *-ing* or *-ed*. This is called the double rule. Let's see how it works.

2. Begin syllable division instruction.

SAY When we read longer words, we divide them into syllables. Each syllable must have a vowel sound. We will find where the syllables break in each of these words to help us read them.

3. Display the word *plug*. As you change it to *plugging*, explain the rule: begin with the base word, double the final consonant, and add the suffix. Circle the suffix *-ing*, then scan across the word to locate the base word. Underline the vowels *u* and *i*. Model syllable division by drawing a vertical line after the second *g* and before the *i*: *plugg | ing*.

SAY Even if you know this word, don't say it out loud. This is a base word that has one syllable, has a short vowel sound, and ends with the consonant *g*. To add the suffix *-ing*, I double the *g*, and then add *-ing*.

SAY Now, I'll circle the suffix *-ing*.

SAY I know that each syllable must have one vowel sound, so I'll underline the vowels. I see the letters *u* and *i*.

SAY Usually we divide between consonants, but because of the double rule, the two *g*'s stay together in the first syllable. I'll divide between the second *g* and the *i* in the suffix.

4. Model blending syllables with automaticity. Run your finger under the letters in each syllable as you read it.

ASK What kind of syllable is this first syllable? (*closed*)

ASK What does this first syllable say? (*plugg-*)

ASK What does this second syllable say? (*-ing*)

SAY Let's blend the syllables together. (*plugg-ing, plugging*)

SAY What's this word? (*plugging*)

5. Model a one-syllable example with the suffix *-ed*. Display the word *snap*. As you change it to *snapped*, explain the rule: begin with the base word, double the final consonant, and add the suffix. Circle the suffix. Do not divide the word.

SAY Even if you know this word, don't say it out loud. This word ends in the sound /p/. When a base word ends in any sound other than /t/ or /d/, adding *-ed* does not create a new syllable. The word stays one syllable, but we still follow the double rule.

SAY To add the suffix *-ed* to the word *snap*, I double the *p* and add the suffix *-ed*. I will circle the suffix *-ed*.

SAY Usually we underline the vowels, but because this is a one-syllable word, we will not divide it.

6. Clarify the syllable pattern for the suffix *-ed*.

SAY Even though this word has more than one vowel, *a* and *e*, it has only one vowel sound: /ă/. The *-ed* at the end makes the /t/ sound and does not add a new syllable to this word.

ASK What is our base word? (*snap*)

ASK What sound does the suffix *-ed* make in this word? (/t/)

ASK What's our word? (*snapped*)

plugging
snapped
bending
mixed
brags
clap
help

7. Introduce when *not* to use the double rule. Display the words *bending*, *mixed*, and *brags*.
- SAY** Remember, we use the double rule when a word ends with one short vowel and one consonant, and the suffix begins with a vowel. Let's take a look at some words that do not follow the double rule.
- SAY** In the word *bending*, the base word ends in a blend, *nd*. No doubling.
- SAY** When words end in *x*, *v*, *w*, or *y*, we do not double. For example, the base word *mix* ends in *x*, so when we add the suffix *-ed* to make the word *mixed*, we don't double.
- SAY** In the word *brags*, we added the suffix *-s*. The suffix has to start with a vowel to follow the double rule, so we don't double in the word *brags*.
8. Check application of the double rule. Display the words *clap* and *help*.
- SAY** Let's look at some more words. I want you to tell me whether or not they fit the double rule.
- SAY** This is the word *clap*. I am going to add the suffix *-ing*.
- ASK** Does the final consonant in *clap* double? Why or why not? (Yes; it ends with a short vowel and one consonant.)
- SAY** Now let's look at the word *help*. I am going to add the suffix *-ed*.
- ASK** Does the final consonant in *help* double? Why or why not? (No; *help* ends in two consonants.)



Teacher Supports

Differentiation

- Use color-coding to highlight the base word and suffix.
- Review the three sounds of the *-ed* suffix (/t/, /d/, and /ɪd/) with students who struggle to remember them. Provide examples and have students practice identifying and pronouncing each sound.
- If students need additional practice with the double rule, repeat the instruction using the following words:
 - *-ing* suffix: *drumming* (*drumm-ing*)
 - *-ed* suffix, one-syllable word: *planned*
- For more practice with the double rule, add instruction for syllabifying two-syllable words with the *-ed* suffix. Base words ending in /t/ or /d/ add another syllable when *-ed* is added.
 - *-ed* suffix, two-syllable words: *shredded* (*shredd-ed*), *chatted* (*chatt-ed*)

High-Frequency Word: *fast*

fast

Learning Target

I can read and spell the high-frequency words *fast*, *made*, *don't*, and *work*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *fast*, *made*, *don't*, and *work*.
2. Display the word *fast*.

SAY This word is *fast*. *Fast* has four letters—*f*, *a*, *s*, *t*.
3. Explain how to use the high-frequency word when speaking. Emphasize the word *fast* when reading the sentences below.

SAY The word *fast* means to move quickly. You might hear someone say, "His race car goes very fast" or "Zack runs fast to get home."
4. Teach the grapheme-phoneme correspondences in the word.

SAY *Fast* has four sounds—/f/ /ă/ /s/ /t/.

SAY The letter *f* says /f/.

SAY The letter *a* says /ă/.

SAY The letter *s* says /s/.

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. That means all the sounds in this word follow regular patterns.

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 word.

SAY /f/ /ă/ /s/ /t/—*fast*

7. Prompt students to read the word.

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

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

8. Identify the number of syllables in the word.

ASK How many syllables are in the word *fast*? (*one*)

9. Guide a word-meaning discussion.

ASK Can someone use *fast* 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: *made*

made

Learning Target

I can read and spell the high-frequency words *fast*, *made*, *don't*, and *work*.

1. Display the word *made*.

SAY This word is *made*. *Made* has four letters—*m*, *a*, *d*, *e*.

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

SAY We use the word *made* to talk about something created or built. It is the past form of the word *make*. You might hear someone say, "My brother made a card for Mom" or "The cat made a big mess by knocking over the plant."

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

SAY *Made* has three sounds—/m/ /ā/ /d/.

SAY The letter *m* says /m/.

SAY The letter *a* says /ā/.

SAY The letter *d* says /d/.

SAY The letter *e* is silent.

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 follow regular patterns.

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 /m/ /ā/ /d/—*made*
6. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *made*.
ASK What's this word? (*made*)
7. Identify the number of syllables in the word.
ASK How many syllables are in the word *made*? (*one*)
8. Guide a word-meaning discussion.
ASK Can someone use *made* 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: *don't*

Learning Target

I can read and spell the high-frequency words *fast*, *made*, *don't*, and *work*.

don't


1. Display the word *don't*.
SAY This word is *don't*. *Don't* has four letters—*d*, *o*, *n*, *t*. We put an apostrophe between the letters *n* and *t*. The apostrophe has no sound.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *don't* when reading the sentences below.
SAY *Don't* is a contraction of the words *do* and *not*. We use it to tell someone not to do something. You might hear someone say, "Please don't eat in the living room." We can also use *don't* as a helping word when something does not happen. You might say, "We don't have the keys."
3. Teach the grapheme-phoneme correspondences in the word.
SAY *Don't* has four sounds—/d/ /ō/ /n/ /t/.
SAY The letter *d* says /d/.
SAY The letter *o* says /ō/.
SAY The letter *n* says /n/.
SAY The letter *t* says /t/.
4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.
SAY Most of the letters in this word make the sounds we expect, such as *d*, *n*, and *t*. But this word has a tricky part. The letter *o* doesn't make its usual sound. In the middle of this word, it says /ō/. This part doesn't follow the usual rules, so we call it irregular. We'll mark it with a heart to help us remember it 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 /d/ /ɒ/ /n/ /t/—*don't*.
6. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *don't*.
ASK What's this word? (*don't*)
7. Identify the number of syllables in the word.
ASK How many syllables are in the word *don't*? (*one*)
8. Guide a word-meaning discussion.
ASK Can someone use *don't* 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: *work*

work


Learning Target

I can read and spell the high-frequency words *fast*, *made*, *don't*, and *work*.

1. Display the word *work*.
SAY This word is *work*. *Work* has four letters—*w*, *o*, *r*, *k*.
2. Explain how to use the high-frequency word when speaking. Emphasize the word *work* when reading the sentences below.
SAY *Work* means a task or a job. It can also describe the action of doing a job. You might hear someone say, "They work long hours at the store." The word can also describe the work itself. You might say, "I am proud of my work."
3. Teach the grapheme-phoneme correspondences in the word.
SAY *Work* has four sounds—/w/ /er/ /k/.
SAY The letter *w* says /w/.
SAY The letters *or* together say /er/.
SAY The letter *k* says /k/.
4. Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.
SAY Some letters in this word make the sounds we expect, such as *w* and *k*. But this word has a tricky part. The letters *o* and *r* don't make their usual sounds. Together, they say /er/. This part doesn't follow the usual rules, so we call it irregular. We'll mark it with a heart to help us remember it 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/ /er/ /k/—*work*

6. Prompt students to read the word.
SAY So when we see this word, we know to read it as *work*.
ASK What's this word? (*work*)
7. Identify the number of syllables in the word.
ASK How many syllables are in the word *work*? (*one*)
8. Guide a word-meaning discussion.
ASK Can someone use *work* in a sentence? (*Answers will vary.*)
9. Distribute whiteboards to students. Invite students to write the high-frequency words *fast*, *made*, *don't*, and *work*.



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

Learning Targets

I can make predictions about a story. Also, I can read words with the double rule.

1. Preview the decodable book *Planning, Prepping, Trimming, and Gluing*.
SAY Today, we will read *Planning, Prepping, Trimming, and Gluing*. 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 *setting*, *planning*, and *grabbed* 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 *model*.
3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.
SAY The word *model* can mean different things. It can mean a person who wears clothes so that others can see what the clothes look like. It can also mean a small version of something bigger.
SAY In this book, the characters build a small model, or diorama, to show what landforms such as hills, lakes, and rivers look like.
SAY This word has two syllables: *mod-el*. You already know that the *m* says /m/. Then, the letter *o* says /ō/. The *d* says /d/. The *e* and the *l* work together to say /l/.
SAY When we put it all together, it sounds like this: /m/ /ō/ /d/ /l/, *model*.

Story word:
model

Miss Hill clapped.
The kids stopped
chatting right away.

I DO

1. Distribute the decodable book *Planning, Prepping, Trimming, and Gluing*, one per student. Model reading sentences from *Planning, Prepping, Trimming, and Gluing* fluently. Point out phrasing and prosody. Briefly explain how recognizing word patterns and chunks helps fluency.

SAY Listen as I read these sentences. Notice how I group words together in phrases instead of reading one individual word at a time. This helps my reading sound smooth and natural. “Miss Hill clapped. The kids stopped chatting right away.”

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? “Miss Hill clapped. The kids stopped chatting right away.” (“Miss Hill clapped. The kids stopped chatting right away.”)

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

- Provide whisper phones to help students hear themselves as they read.
- Challenge students to rewrite a sentence from the book using the phonics concept for the week.

Formative Assessment

- Note student accuracy with the phonics pattern and high-frequency words for the week.

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 did Tim and Mo use to create their landform model? (They used glue, fabric scraps, felt, paint, rocks, and sticks.)

ASK How did Tim and Mo work together to complete their project? (They each added different landforms to the model. They worked together to clean up the spilled paint.)

ASK How do Tim and Mo feel about their model at the end of the story? How do you know? (They feel proud of their work. They say, “We made such a rad model” and grin.)



Teacher Supports

Differentiation

- Provide visual story maps to help students organize their thoughts.

Formative Assessment

- Note which students can independently recall and locate answers in the text.

Wrap-Up

1. Wrap up.

SAY Today, we worked with words that follow the doubling rule and reviewed our high-frequency words. We read our decodable book and answered questions to deepen our understanding of the story.

Day 2



Prepare in Advance

Teacher

- Decodable book: *Planning, Prepping, Trimming, and Gluing*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Planning, Prepping, Trimming, and Gluing*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

Warm-Up

Learning Target

I can read and understand words with the prefix *dis-* and explain how the prefix changes the meaning of the word.

1. Introduce the warm-up. Write the prefix *dis-* on a whiteboard.

SAY Let's warm up for reading. A prefix is a word part added to the beginning of a word to change its meaning. Today, we will focus on the prefix *dis-*.

SAY The prefix *dis-* means "not" or "the opposite of." For example, the word *dishonest* means "not honest."

2. Write the base word *agree* on your whiteboard.

SAY This is the word *agree*. It means to feel the same way about something.

3. Add the prefix *dis-* to the base word *agree* on your whiteboard.

SAY When we add the prefix *dis-* to the word *agree*, it turns the word *agree* into the word *disagree*.

ASK What does *disagree* mean? (To have a different idea and not agree with what someone said.)

ASK Can you use *disagree* in a sentence? (Answers will vary.)

4. Write the base word *qualify* on your whiteboard.

SAY This is the word *qualify*. It means to have a chance to do something based on your skills.

5. Add the prefix *dis-* to the base word *qualify* on your whiteboard.

ASK How does adding *dis-* change the word *qualify*? (It turns the word *qualify* into the word *disqualify*.)

ASK What does *disqualify* mean? (To not have a chance to do something.)

ASK Can you use *disqualify* in a sentence? (Answers will vary.)

6. Write the base word *appear* on your whiteboard.

SAY This is the word *appear*. It means to become visible or show up.

7. Add the prefix *dis-* to the base word *appear* on your whiteboard.

ASK How does adding *dis-* change the word *appear*? (It turns the word *appear* into the word *disappear*.)

ASK What does *disappear* mean? (To vanish or go away.)

ASK Can you use *disappear* in a sentence? (Answers will vary.)

High-Frequency Words: 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 *fast*. Today, we will practice spelling *fast*, tapping the table with our finger one time for each letter as we spell it aloud.

SAY The first letter is *f*, so tap your finger on the table and say *f*. (*f*)

SAY The next letter is *a*, so tap your finger on the table and say *a*. (*a*)

SAY The next letter is *s*, so tap your finger on the table and say *s*. (*s*)

SAY The last letter is *t*, so tap your finger on the table and say *t*. (*t*)

SAY Now, let's put it together: *f-a-s-t*, *fast*. (*f-a-s-t*, *fast*)

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

fast
made
don't
work

Second Read

Learning Target

I can read a story with accuracy, smoothness, and expression to improve my fluency.

1. Prepare for rereading. Distribute the decodable book *Planning, Prepping, Trimming, and Gluing*, one per student.

SAY Today, you will read our decodable book *Planning, Prepping, Trimming, and Gluing* 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

- Facilitate echo or partner reading instead of whisper reading for students who need additional support.
- 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. We think about how events connect, why characters make choices, and what the story teaches us.

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? How does this set up the story? (The second graders see a large map with lots of landforms. Miss Hill invites them to find a buddy and make a model of the map. It sets up the story because we learn about the class project.)

ASK What was the most important event in the middle? Why? (Tim asks Mo to be his buddy. They get the materials they need.)

ASK How did the story end? (Tim accidentally spills paint on the floor. Mo and Tim mop up the spill together. They finish their landform.)

ASK What lesson or message do you think the author wanted us to learn? (The importance of hard work and teamwork.)



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.

Writing

Learning Target

I can write a sentence using words with the double rule and draw a picture that matches my sentence.

1. Introduce writing.

SAY Now that we've practiced reading, it's time to write. Let's think about an important detail from our book today. It could be something a character did, something that happened, or something important about the setting.

2. Distribute story writing paper or whiteboards. Direct students to write a sentence about a key detail, including at least one word from the concept focus for the week.

SAY We're going to write a sentence that describes a key detail from the story that also uses the double rule.

SAY If you need help sounding out a word, stretch the word out along your arm.

3. Encourage students to read their sentences aloud to themselves to check for accuracy. Once 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.)

4. 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

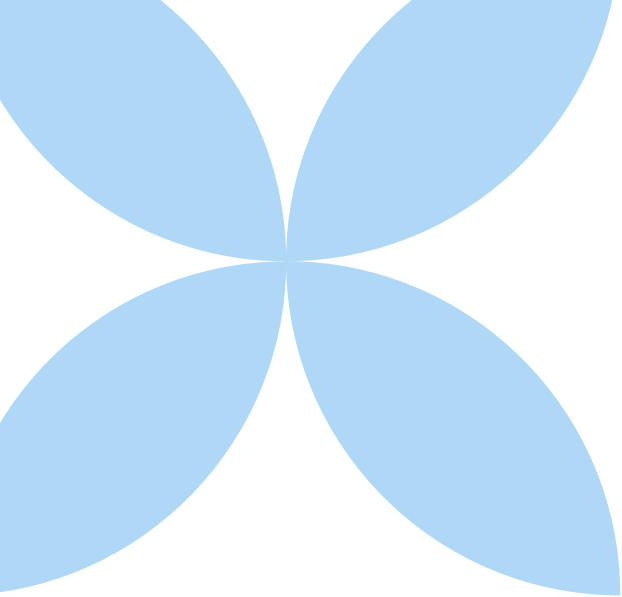
Formative Assessment

- Check students' written responses or drawings for evidence of understanding and correct use of target phonics patterns.

Wrap-Up

1. Wrap up.

SAY Today, we worked with the prefix *dis-* and practiced spelling our high-frequency words. We reread our decodable book, retold the story, and wrote about a key detail from the story.



Concepts: Drop e rule

Making Volcanoes

Decodable Student Reader



Concept Focus Words

becoming	exploded	placing
behaving	exploding	prepared
confusing	gazed	preparing
created	graded	racing
engaged	making	shaped
excited	noted	smiled
exciting	observing	taped

New High-Frequency Words

read	other
wash	mother

Story Words

lava
volcano

In this book, the words *lava* and *volcano* are story words. They are used to support the reader’s understanding of the action in the decodable book *Making Volcanoes*, in which Finn and Tom build a volcano and experiment with making it erupt.

Instructional Standards

RL.K.1, RL.K.2, RF.K.2.B, RF.K.3.C, L.K.2.D, L.K.4.B, RL.1.1, RL.1.2, RF.1.2.B, RF.1.3.D, RF.1.3.E, RF.1.4.C, L.1.2.D, L.1.4.B, RL.2.1, RL.2.2, RF.2.3.C, RF.2.3.D, RF.2.3.F, RF.2.4.A, RF.2.4.B, RF.2.4.C, L.2.4.A, L.2.2.D

Day 1



Prepare in Advance

Teacher

- High-frequency word cards *read, wash, other, mother*
- Decodable book: *Making Volcanoes*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Making Volcanoes*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can identify and apply the drop e rule when adding vowel suffixes to base words.

1. Begin the warm-up.

SAY Today, we're going to warm up by looking at what happens when we add suffixes to words. These words all have a base word that ends in the letter e.

2. Model adding a suffix by writing and marking words on the whiteboard. Begin by writing the word *excite*.

SAY This is the word *excite*. Notice it ends with a silent e.

SAY When we add the suffix *-ed*, we need to drop the silent e. Watch as I erase the e from *excite* and write the new word *excited* on the board.

SAY The silent e dropped and we added the suffix *-ed* to change the word *excite* to *excited*.

3. Write the word *continue* on the whiteboard.

SAY Here is the word *continue*. It also ends with a silent e.

SAY When we add the suffix *-ing*, we need to drop the silent e. Watch as I erase the e from *continue* and write the new word *continuing* on the board.

SAY The silent e dropped and we added the suffix *-ing* to change the word *continue* to *continuing*.

4. End the warm-up.

SAY When we add a suffix to a base word that ends with a silent e, the e drops. This means it disappears, and we replace it with the suffix. This week, we will take a closer look at words that follow this rule.

Phonics

Learning Target

I can divide words into syllables that follow the drop e rule.

1. Introduce the drop e rule using a whiteboard. Write each word on the board, erase the final e, and add the suffix.

SAY When a base word ends in a silent e, and we add a suffix that starts with a vowel, we drop the e and add the suffix. This is called the drop e rule.

SAY But if the suffix begins with a consonant, we keep the e.

2. Model the drop e rule on the whiteboard by adding the suffix *-ing* to the word *provide*.

SAY I'm going to add the suffix *-ing* to the word *provide*. *-Ing* starts with a vowel, so I need to erase the final e in *provide*, then add *-ing*. Now I have *providing*. Repeat after me: *providing*. (*providing*)

providing
baked
bikes
inviting

3. Model the drop e rule on the whiteboard by adding the suffix *-ed* to the word *bake*.
SAY I'm going to add the suffix *-ed* to the word *bake*. *-Ed* starts with a vowel, so I need to erase the final e in *bake*, then add *-ed*. Now I have *baked*. Repeat after me: *baked*. (*baked*)
4. Model a nonexample of the drop e rule on the whiteboard by adding the suffix *-s* to the word *bike*.
SAY We keep the e when we add the suffix *-s*, since that suffix does not start with a vowel. If I start with the word *bike*, I just add the suffix *-s* to make *bikes*. The e stays because the suffix *-s* doesn't start with a vowel. Repeat after me: *bikes*. (*bikes*)
5. Begin syllable division instruction.
SAY When we read longer words, we divide them into syllables. Each syllable must have a vowel sound. Let's find where the syllables break in each of these words to help us read them.
6. Display the word *invite* on the board. Practice syllable division using the suffix *-ing*. Begin with the base word, drop the e, and add *-ing*. Circle the suffix and underline the vowels.
SAY Even if you know this word, don't say it out loud. This is a base word that ends in a silent e.
SAY Now I'm adding *-ing*. It starts with a vowel, so I'll drop the e and then add *-ing*.
SAY I'll circle the suffix *-ing* and underline the vowels. I see two *i*'s in the base word, and one in the suffix.
7. Split the word *inviting* on the board between the *n* and *v*: *in* | *viting*.
SAY To read the word, I'll break it into syllables. We usually divide syllables between consonants, so I'll divide between the *n* and *v*.
ASK What kind of syllable is this? (*closed*)
ASK What does this first syllable say? (*in-*)
8. Split the word *inviting* on the board between the *t* and the suffix *-ing*: *in* | *vit* | *ing*.
SAY Each syllable can have only one vowel sound. Right now, there are two. I'll try breaking off the suffix *-ing* as its own syllable.
ASK What kind of syllable is this? (*closed*)
ASK What does this second syllable say? (*-vīt-*)
ASK What does that give us? (*in-vīt-ing*)
ASK Does that sound right? (*no*)
SAY Let's try another way to divide.
9. Split the word *inviting* on the board after the second *i*: *in* | *vī* | *ting*.
SAY Let's try dividing this word after the second *i* this time.
ASK What kind of syllable is the second syllable now? (*open*)
ASK What does this second syllable say? (*-vī-*)
SAY The last syllable is the suffix *-ing* with the letter *t* in front.
ASK What does that say? (*-ting*)
SAY Now, let's put it all together. Read it with me: (*inviting*)
ASK Does that sound right? (*yes*)
ASK What's the word? (*inviting*)



Teacher Supports

Differentiation

- Use color-coding to highlight the base word and suffix.
- If students need additional practice, repeat the process with the word *behaving* (*be-hav-ing*).

High-Frequency Word: *read*

read

Learning Target

I can read and spell the high-frequency words *read*, *wash*, *other*, and *mother*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *read*, *wash*, *other*, and *mother*.

2. Display the word *read*.

SAY This word is *read*. *Read* has four letters—*r*, *e*, *a*, *d*.

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

SAY The word *read* means the action of understanding printed or written words. You might hear someone say, “I can read the signs for the train” or “The class will read 100 books this year.”

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

SAY *Read* has three sounds—/r/ /ē/ /d/.

SAY The letter *r* says /r/.

SAY The letters *ea* say /ē/.

SAY The letter *d* says /d/.

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

SAY In this word, each letter or letters make the sound we expect. That means all the sounds in this word follow regular patterns.

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 /r/ /ē/ /d/—*read*

7. Prompt students to read the word.

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

ASK What’s this word? (*read*)

8. Identify the number of syllables in the word.

ASK How many syllables are in the word *read*? (*one*)

9. Guide a word-meaning discussion.

ASK Can someone use *read* 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: *wash*

wash



Learning Target

I can read and spell the high-frequency words *read*, *wash*, *other*, and *mother*.

1. Display the word *wash*.

SAY This word is *wash*. *Wash* has four letters—*w*, *a*, *s*, *h*.

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

SAY We use the word *wash* to talk about cleaning with water and soap. You might hear someone say, “We wash our hands before lunch” or “Mom and I will wash the car today.”

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

SAY *Wash* has three sounds—/w/ /aw/ /sh/.

SAY The letter *w* says /w/.

SAY The letter *a* says /aw/.

SAY The letters *sh* say /sh/.

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

Note: The phoneme *a* as /aw/ is temporarily irregular.

SAY Some letters in this word make the sounds we expect, like *w* and *sh*. But this word has a tricky part. The letter *a* makes the /aw/ sound. Since this part doesn’t follow the usual rules, we’ll mark it with a heart to help us remember it 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/ /aw/ /sh/—*wash*

6. Prompt students to read the word.

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

ASK What’s this word? (*wash*)

7. Identify the number of syllables in the word.

ASK How many syllables are in the word *wash*? (*one*)

8. Guide a word-meaning discussion.

ASK Can someone use *wash* 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: *other*

other


Learning Target

I can read and spell the high-frequency words *read*, *wash*, *other*, and *mother*.

1. Display the word *other*.

SAY This word is *other*. *Other* has five letters—o, t, h, e, r.

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

SAY We use the word *other* to talk about something or someone that is different from the one we already mentioned. You might hear someone say, “I have one shoe, but I need the other” or “The other kids played outside.”

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

SAY *Other* has three sounds—/ə/ /th/ /er/.

SAY The letter o says /ə/.

SAY The letters *th* say /th/.

SAY The letters *er* say /er/.

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

Note: The phoneme o as /ə/ (schwa) is temporarily irregular.

SAY Some letters in this word make the sounds we expect, like *th* and *er*. But this word has a tricky part. The letter o makes the /ə/ sound, which is called a schwa. Since this part doesn’t follow the usual rules, we’ll mark it with a heart to help us remember it 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 /ə/ /th/ /er/—*other*

6. Prompt students to read the word.

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

ASK What’s this word? (*other*)

7. Identify the number of syllables in the word.

ASK How many syllables are in the word *other*? (*two*)

8. Guide a word-meaning discussion.

ASK Can someone use *other* 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: *mother*

mother



Learning Target

I can read and spell the high-frequency words *read*, *wash*, *other*, and *mother*.

- Display the word *mother*.
SAY This word is *mother*. *Mother* has six letters—*m, o, t, h, e, r*.
- Explain how to use the high-frequency word when speaking. Emphasize the word *mother* when reading the sentences below.
SAY The word *mother* means a female parent. You might hear someone say, “My mother made me breakfast” or “Lion cubs stay with their mother.”
- Teach the grapheme-phoneme correspondences in the word.
SAY *Mother* has four sounds—/m/ /ə/ /th/ /er/.
SAY The letter *m* says /m/.
SAY The letter *o* says /ə/.
SAY The letters *th* say /th/.
SAY The letters *er* say /er/.
- Address the regular and irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.
 Note: The phoneme *o* as /ə/ (schwa) is temporarily irregular.
SAY Some letters in this word make the sounds we expect, like *m, th*, and *er*. But this word has a tricky part. The letter *o* makes the /ə/ sound, which is called a schwa. Since this part doesn’t follow the usual rules, we’ll mark it with a heart to help us remember it 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 /m/ /ə/ /th/ /er/—*mother*
- Prompt students to read the word.
SAY So, when we see this word, we know to read it as *mother*.
ASK What’s this word? (*mother*)
- Identify the number of syllables in the word.
ASK How many syllables are in the word *mother*? (*two*)
- Guide a word-meaning discussion.
ASK Can someone use *mother* in a sentence? (*Answers will vary.*)
- Distribute whiteboards to students. Invite students to write the high-frequency words *read*, *wash*, *other*, and *mother*.



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

Learning Targets

I can make predictions about a story. Also, I can read words with the drop e rule.

Story words:
volcano
lava

“It is an exciting day,
class.”

1. Preview the decodable book *Making Volcanoes*.

SAY Today, we will read *Making Volcanoes*. 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 *excited*, *making*, *prepared*, and *racing* in it. These words have the concept we have been practicing. We’ll look for these words as we read.

2. Introduce the story words.

SAY There are two special words 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 words today are *volcano* and *lava*.

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

SAY Our first story word is *volcano*. A *volcano* is a mountain that can let out hot melted rock, ash, and gases from inside the Earth. Sometimes you will see it as *volcanoes*, which means there is more than one. This word has three syllables: *vol-ca-no*. In the first syllable, the letter *v* says /v/, *o* says /ŏ/, and *l* says /l/. In the second syllable, the *c* says /k/ and the *a* says /ă/. In the last syllable, the *n* says /n/ and the *o* says /ō/. When we put those sounds together, we get /v/ /ŏ/ /l/ /k/ /ă/ /n/ /ō/ for the word *volcano*. The word ends there if there is one *volcano*. When we add *es* at the end, we make the /z/ sound: /v/ /ŏ/ /l/ /k/ /ă/ /n/ /ō/ /z/, *volcanoes*.

4. Teach the story word *lava*. Introduce each sound in the word. Then, segment and blend the word.

SAY Our second story word is *lava*. *Lava* is hot, melted rock that flows out of a volcano. This word has two syllables: *la-va*. In the first syllable, *l* says /l/ and *a* says /ă/. In the second syllable, the *v* says /v/ and the *a* makes a sound called a schwa, /ə/. When we put the sounds together, it sounds like this: /l/ /ă/ /v/ /ə/, *lava*.

I DO

1. Distribute the decodable book *Making Volcanoes*, one per student. Model reading a sentence from *Making Volcanoes* fluently. Point out phrasing and prosody. Briefly explain how recognizing word patterns and chunks helps fluency.

SAY Listen as I read this sentence. Notice how I group words together in phrases instead of reading one individual word at a time. This helps my reading sound smooth and natural. “It is an exciting day, class.”

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 sentence together, focusing on reading fluently. Ready? “It is an exciting day, class.” (“It is an exciting day, class.”)

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

- Provide whisper phones to help students hear themselves as they read.
- Challenge students to rewrite a sentence from the book using the phonics concept for the week.

Formative Assessment

- Note student accuracy with the phonics pattern and high-frequency words for the week.

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 How did Finn and Tom prepare to make a volcano? *(They made a big hill with clay, placed it on a tray, and combined fluid with powder to make lava.)*

ASK Why did Finn and Tom skip step 1? *(They were excited to read the other steps and get started on the project.)*

ASK Why did Miss Hill suggest that Finn and Tom observe all the steps at the end of the story? *(She suggested it because Tom and Finn had skipped step 1. They had not put on aprons. When the volcano exploded, it made a big mess and Finn's shirt got dirty.)*



Teacher Supports

Differentiation

- Provide visual story maps to help students organize their thoughts.

Formative Assessment

- Note which students can independently recall and locate answers in the text.

Wrap-Up

1. Wrap up.

SAY Today, we practiced recognizing our high-frequency words. We worked with the drop e rule, read our decodable book, and answered questions to deepen our comprehension of the story.

Day 2



Prepare in Advance

Teacher

- Decodable book: *Making Volcanoes*
- Whiteboard
- Dry-erase marker

Student

- Decodable book: *Making Volcanoes*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can read and understand words with the prefix *mis-* and explain how the prefix changes the meaning of the word.

1. Introduce the warm-up. Write the prefix *mis-* on a whiteboard.

SAY Let's warm up for reading. A prefix is a word part added to the beginning of a word to change its meaning. Today, we will focus on the prefix *mis-*.

SAY The prefix *mis-* means "wrong or badly." For example, *misunderstand* means "to understand something the wrong way."

2. Write the base word *behave* on your whiteboard.

SAY This is the word *behave*. It means to act in a specific or appropriate way.

3. Add the prefix *mis-* to the base word *behave* on your whiteboard.

SAY When we add the prefix *mis-* to the word *behave*, it turns the word *behave* into the word *misbehave*.

ASK What does *misbehave* mean? (to act unkindly or inappropriately)

ASK Can you use *misbehave* in a sentence? (Answers will vary.)

4. Write the base word *judge* on your whiteboard.

SAY This is the word *judge*. It means to make a decision about something or someone.

5. Add the prefix *mis-* to the base word *judge* on your whiteboard.

ASK How does adding *mis-* change the word *judge*? (It turns the word *judge* into the word *misjudge*.)

ASK What does *misjudge* mean? (to have a wrong or unfair opinion about something)

ASK Can you use *misjudge* in a sentence? (Answers will vary.)

6. Write the base word *hear* on your whiteboard.

SAY This is the word *hear*. It means to listen.

7. Add the prefix *mis-* to the base word *hear* on your whiteboard.

ASK How does adding *mis-* change the word *hear*? (It turns the word *hear* into the word *mishear*.)

ASK What does *mishear* mean? (to hear something incorrectly)

ASK Can you use *mishear* in a sentence? (Answers will vary.)

High-Frequency Words: 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 first high-frequency word is *read*. Today, we will practice spelling *read*, tapping the table with our finger one time for each letter as we spell it aloud.

SAY The first letter is *r*, so tap your finger on the table and say *r*. (*r*)

SAY The next letter is *e*, so tap your finger on the table and say *e*. (*e*)

SAY The next letter is *a*, so tap your finger on the table and say *a*. (*a*)

SAY The last letter is *d*, so tap your finger on the table and say *d*. (*d*)

SAY Now, let's put it together: *r-e-a-d*, *read*. (*r-e-a-d*, *read*)

2. Repeat the process with the remaining high-frequency words *wash*, *other*, and *mother*.

read
wash
other
mother

Second Read

Learning Target

I can read a story with accuracy, smoothness, and expression to improve my fluency.

1. Prepare for rereading. Distribute the decodable book *Making Volcanoes*, one per student.

SAY Today, you will read our decodable book *Making Volcanoes* 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

- Facilitate echo or partner reading instead of whisper reading for students who need additional support.
- 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. We think about how events connect, why characters make choices, and what the story teaches us.

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? How did this set up the story? (Finn and Tom felt excited to make their volcano. They skipped step 1, putting on aprons. This showed they were excited but not careful.)

ASK What was the most important event in the middle? Why? (The exploding lava made a mess of Finn's shirt. This showed what happened because they skipped a step.)

ASK How did the story end? (Finn noticed the lava stain on his shirt. He realized they had forgotten to put on aprons.)

ASK What lesson or message do you think the author wanted us to learn? (Follow directions carefully, even when you're excited.)



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.



Writing

Learning Target

I can write a sentence using words with the drop e rule and draw a picture that matches my sentence.

1. Introduce writing.

SAY Now that we've practiced reading, it's time to write. Let's think about an important detail from our book today. It could be something a character did, something that happened, or something important about the setting.

2. Distribute story writing paper or whiteboards. Direct students to write a sentence about a key detail, including at least one word from the concept focus for the week.

SAY We're going to write a sentence that describes a key detail from the story that also uses the drop e rule.

SAY If you need help sounding out a word, stretch the word out along your arm.



3. Distribute story writing paper or whiteboards. Direct students to write a sentence about a key detail, including at least one word from the concept focus for the week.

SAY We're going to write a sentence that describes a key detail from the story that also uses the drop e rule.

SAY If you need help sounding out a word, stretch the word out along your arm.

4. Encourage students to read their sentences aloud to themselves to check for accuracy. Once 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

Formative Assessment

- Check students' written responses or drawings for evidence of understanding and correct use of target phonics patterns.

Wrap-Up

1. Wrap up.

SAY Today, we worked with the prefix *mis-*, applied the drop e rule, and spelled our high-frequency words. We reread our decodable book, retold the story, and wrote about a key detail from it.

CCSS Standards Grade 2

READING | Literature

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING | Informational Text

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

- RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING | Foundational Skills

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3.B Know spelling-sound correspondences for additional common vowel teams.
- RF.2.3.C Decode regularly spelled two-syllable words with long vowels.
- RF.2.3.D Decode words with common prefixes and suffixes.
- RF.2.3.E Identify words with inconsistent but common spelling-sound correspondences.
- RF.2.3.F Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- RF.2.4.A Read grade-level text with purpose and understanding.
- RF.2.4.B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING

- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

- SL.2.1 **Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**
 - SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.
 - SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 **LANGUAGE** standards 1 and 3 here for specific expectations.)

LANGUAGE

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
- L.2.1.A Use collective nouns (e.g., group).
- L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- L.2.1.C Use reflexive pronouns (e.g., myself, ourselves).
- L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- L.2.2.A Capitalize holidays, product names, and geographic names.
- L.2.2.B Use commas in greetings and closings of letters.
- L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- L.2.2.E Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
- L.2.3.A Compare formal and informal uses of English
- L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**
- L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4.B Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.**
- L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

