

Foundational Skills



Small Group
Teacher Guide

Grade K
Modules 1–4



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Grade K Modules 1–4



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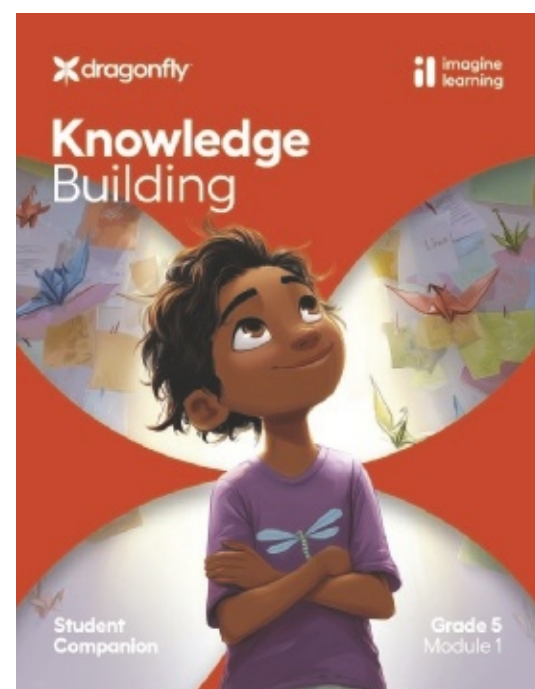
Welcome to Dragonfly

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

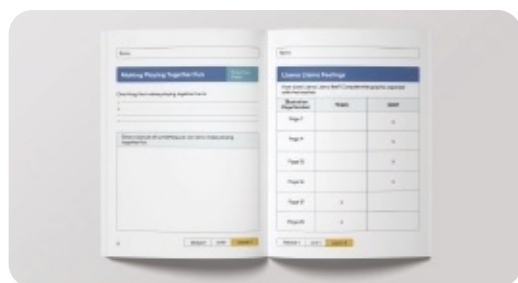
Dragonfly's Foundational Skills seamlessly integrate Dr. Ehri's four consolidated phases of reading and writing, using benchmark assessments at the beginning, middle, and end of the year to inform personalized student groupings. *Dragonfly* delivers:

- 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.

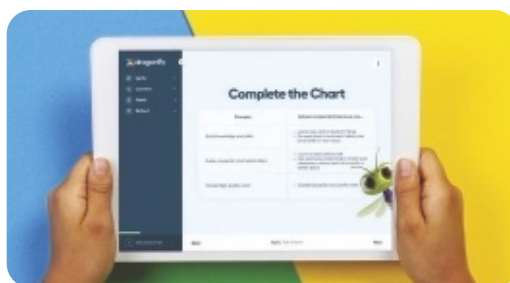


Student Components



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.



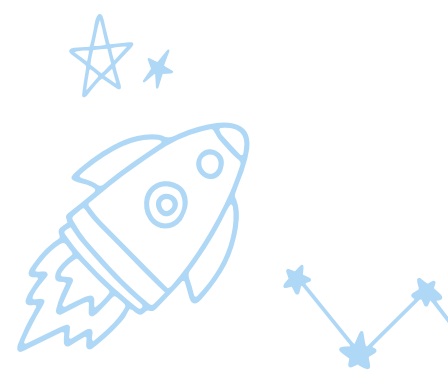
Student Digital Course

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

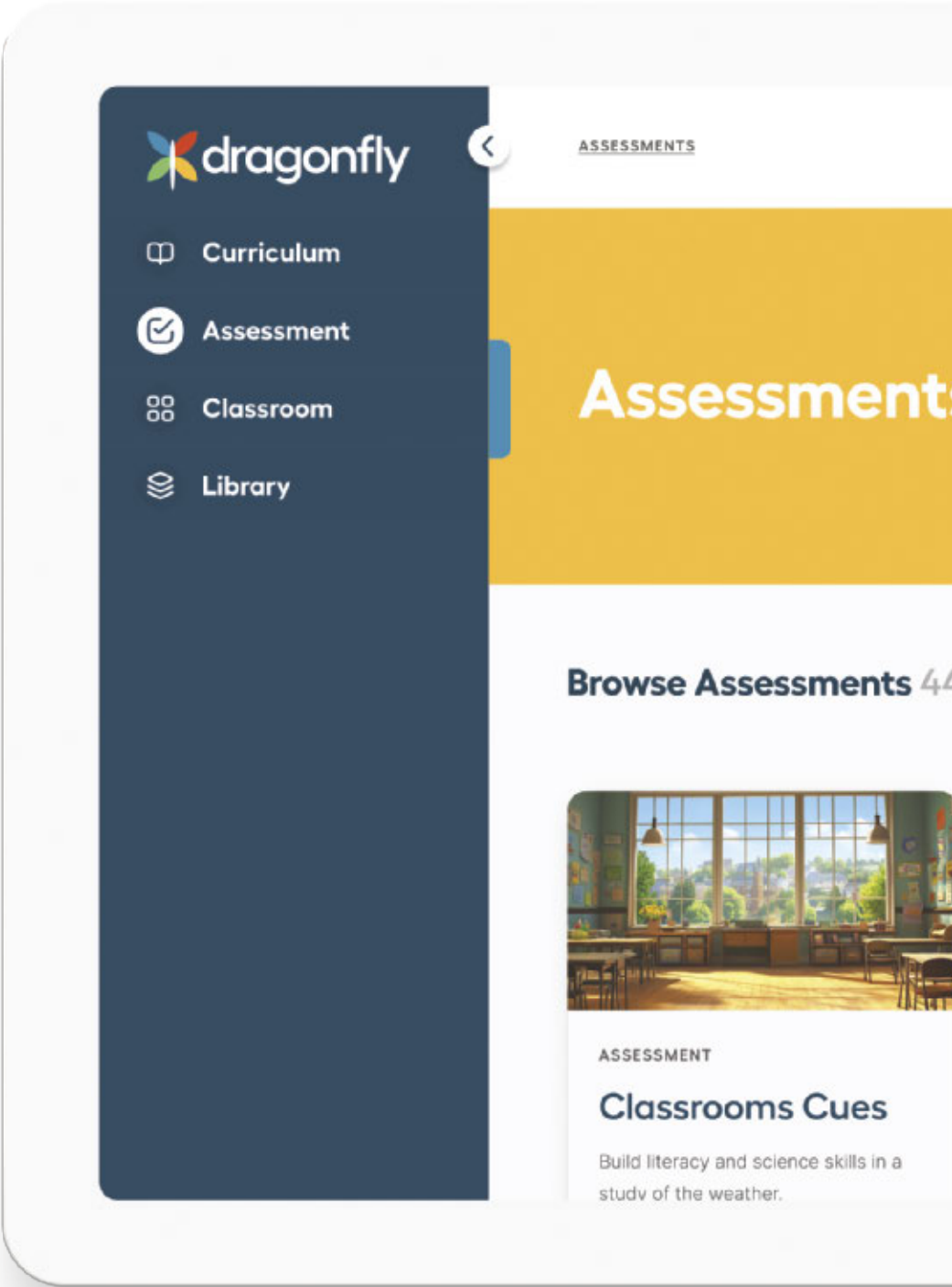
Measure content mastery, reading, and writing skills across genres.

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.

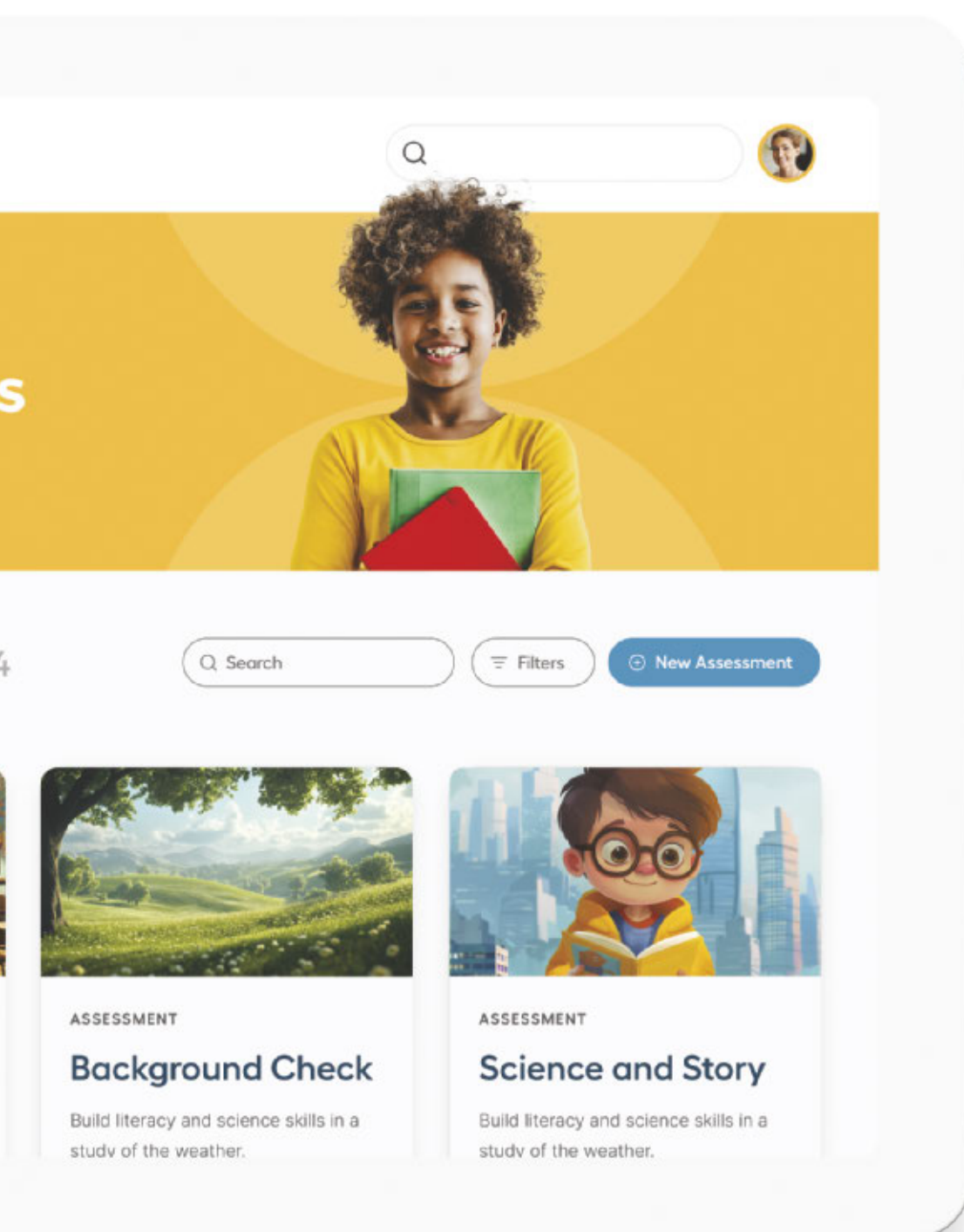


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Grade K Standards 838

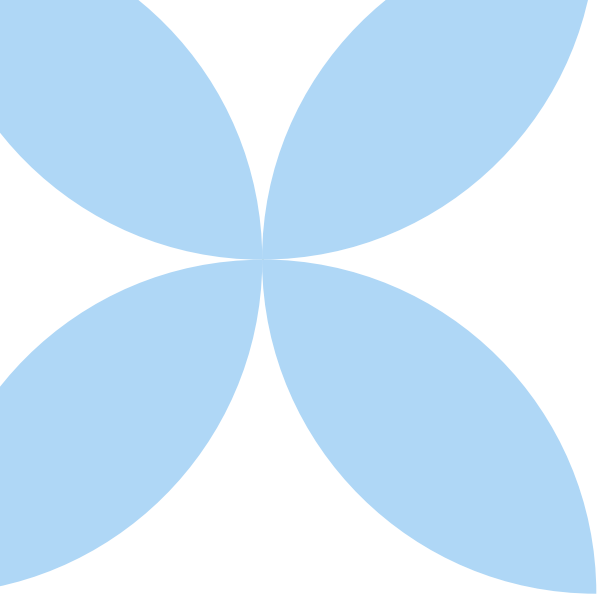
Pre-Alphabetic DBR Overview

The pre-alphabetic decodable book routines help emergent readers build phonemic awareness, letter-sound correspondence, and concepts of print, such as tracking text from left to right. Students connect sounds to symbols by pointing to letters and pictures while saying the sounds. Routines include structured warm-ups, articulation practice, handwriting, and letter searches. These hands-on lessons support early reading skills and help students understand how print works.

Concepts

1. *a* as /ă/ and *t* as /t/
2. *m* as /m/ and *s* as /s/
3. *h* as /h/ and *i* as /i/
4. *p* as /p/ and *r* as /r/
5. *c* as /k/ and *b* as /b/
6. *n* as /n/ and *o* as /ō/
7. *g* as /g/ and *l* as /l/
8. *d* as /d/ and *f* as /f/
9. *k* as /k/ and *y* as /y/
10. *v* as /v/ and *e* as /ě/
11. *x* as /ks/ and *w* as /w/
12. *z* as /z/ and *u* as /ŭ/
13. *qu* as /kw/ and *j* as /j/

Pre-Alphabetic



Concepts: /ă/ and /t/

Letter Sound Cards



a - apple - /ă/



t - tiger - /t/

Instructional Standards

RF.K.1.A, RF.K.1.B, RF.K.1.C, RF.K.1.D, RF.K.3.A, RF.K.3.B, SL.K.1.A, SL.K.1.B, L.K.1.A, L.K.2.B, L.K.2.C, RF.1.1.A, L.1.1.A

Day 1



Prepare in Advance

Teacher

- Letter-sound card: *a*
- Articulation card: /ă/

All other necessary materials are included within the digital lesson.

Letter *a* Introduction

Learning Target

I can identify the letter *a*. I can make the /ă/ sound and identify words that start with it.

1. Introduce the letter *a*.

SAY We will get to know the letter *a* today. We will learn the name, sounds, and keywords for this letter. Knowing the sounds a letter makes helps us read with accuracy, which means reading the words correctly.

2. Show the *a* letter-sound card.

SAY This is an *apple*.

3. Introduce students to the /ă/ sound.

SAY At the beginning of the word *apple*, we hear the sound /ă/.

SAY Listen to me say that sound again. A says /ă/.

SAY Now, repeat after me. We'll do this three times. A says /ă/. (*A says /ă/.*)

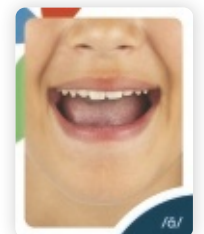
4. Show the /ă/ articulation card. Model the articulation of /ă/.

SAY Let's look at how we make the sound /ă/. Open your mouth wide, like you're going to take a big bite of an apple. Your tongue should be flat and relaxed at the bottom of your mouth. Now, push the /ă/ sound out.

TACTILE CUE Lightly touch the front of your throat and feel the vibration as you make the /ă/ sound. That's your voice turning on.

5. Introduce the beginning-sound sorting activity.

SAY I'm going to say some words. If the word starts with the /ă/ sound, raise both hands high in the air. If it doesn't, keep your hands down. Ready? *Apple, banana, ant, dog, alligator, ball.*



Teacher Supports

Differentiation

- Distribute mirrors, one per student, to view mouth formation to support articulation instruction.



Comprehension Instruction

I want to eat an apple.

Learning Target

I can answer questions to demonstrate my understanding.

1. Introduce sentence reading. Display the keyword sentence for the letter.
SAY Here is a sentence about our keyword picture. Watch me track under each word as I read it: "I want to eat an apple." We learned earlier that words are made up of letters and sounds. Sentences are made up of words. A sentence has words with a space in between them and ends with a period. Listen to me read this sentence, tracking under each word as I read it. "I want to eat an apple."
2. Introduce collaborative conversation. Act out picking an apple and eating it.
SAY Pretend you're picking an apple, like me. Now, take a big bite.
3. Encourage responses.
ASK Have you ever eaten an apple? (Answers will vary.)
SAY Let's practice asking each other a question. A question is something we ask when we want to get help or learn more. When we ask questions, we are looking for answers that can help us understand something. With your partner, take turns asking and answering the question, "Do you like to eat apples?" (Do you like to eat apples?)
4. Introduce comprehension conversation. Point to the keyword image. Encourage student observations and responses.
ASK What do you notice about this apple? (Answers will vary.)



Teacher Supports

Formative Assessment

- Observe and record students' answers to the comprehension questions, noting clarity and relatedness to the subject of the sentences and questions.

Wrap-Up

1. Wrap up.
SAY Today, we learned about the letter *a* and its sound /ă/. We practiced identifying words that begin with /ă/.

Day 2



Prepare in Advance

Teacher

- Letter-sound card: *a*

Student

- Alphabet Explorer
- Letter Workpage: *Aa*

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can say the alphabet chant while tracking the letters and making their sounds.

1. Distribute the Alphabet Explorer page with the mini-alphabet chart face up.
SAY Let's find the letters and sounds we are learning this week.
2. Help students identify the focus letter(s) on their charts.
3. Say the letters, keywords, and sounds together (e.g., "A, *apple*, /ă/").

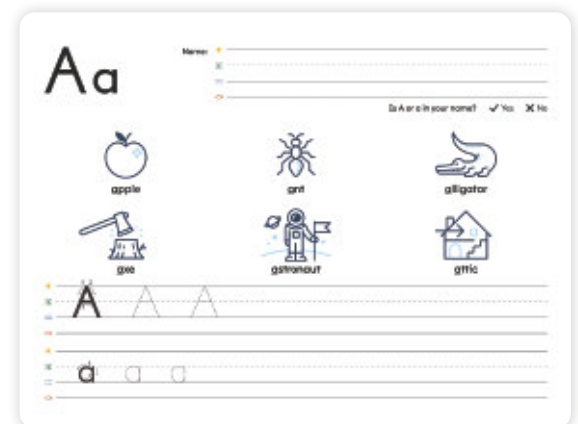


Letter Workpage Introduction

Learning Target

I can recognize the letter *a* and make the /ă/ sound.

1. Introduce the Letter Workpage. Distribute a Letter Workpage and pencil to each student. Display the letter-sound cards.
ASK What is the letter we are working on? (*a*)
ASK What sound does it make? (/ă/)
SAY Write your name on the top of your paper using the handwriting lines.
ASK Look at your name. Is the letter *a* in your name? (Answers will vary.)
SAY If you see an uppercase or lowercase *a* in your name, circle "Yes." If you don't, circle "No."
SAY Now, look at your name again. If you have any *a*'s in your name, circle them.
2. Introduce the Beginning Sound section of the Letter Workpage.
SAY Look at the pictures on your workpage. These are pictures of things that start with *a*, like *apple* and *ant*. They all have the beginning sound of /ă/.
3. Invite students to look at the beginning sound /ă/ on their Letter Workpages. Have students put a finger under each picture and word to practice tracking as they move from left to right.
SAY Put a finger under the first word with its picture, just like mine. As I read, I will slide my finger to the right to help my eyes know where to look next.



SAY Watch and listen as I read first. I slide my finger to the right as I say the letter, then the word for the picture, and then the first sound in the word. Remember, all of our words start with the /ă/ sound. A, *apple*, /ă/. A, *ant*, /ă/. A, *alligator*, /ă/.

SAY Let's read together now. Put your finger under the *a* in the first word. Read with me. A, *apple*, /ă/. A, *ant*, /ă/. A, *alligator*, /ă/. (A, *apple*, /ă/. A, *ant*, /ă/. A, *alligator*, /ă/.)

SAY When we get to the end of a line, we do a return sweep. Our eyes go from the end of one line to the beginning of the next line. Let's do a return sweep together.

SAY Now, let's read these together. Put your finger under the first *a*. Ready? A, *axe*, /ă/ A, *astronaut*, /ă/. A, *attic*, /ă/. (A, *axe*, /ă/. A, *astronaut*, /ă/. A, *attic*, /ă/.)

- Repeat the process with the remaining words in the Beginning Sound section of the Letter Workpage.

Lowercase *a* Handwriting

Learning Target

I can skywrite, trace, and write the lowercase letter *a*.

- Introduce the lowercase handwriting line of the Letter Workpage.

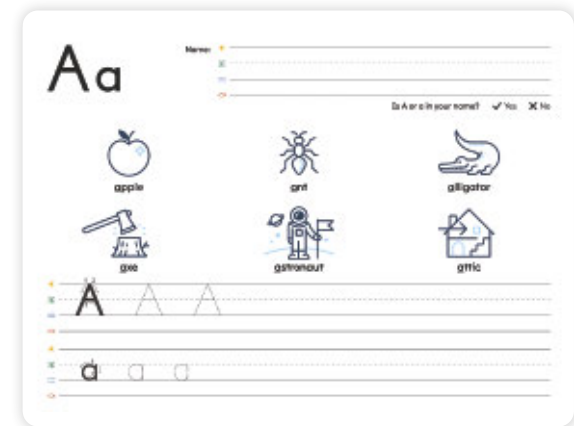
SAY Let's skywrite the lowercase letter *a*.

SAY Set your pencil on your paper, and lift your writing hand in the air. We're going to use our arm muscles to skywrite the lowercase letter *a*. Watch me first.

- Model skywriting the lowercase letter *a* while saying the sound /ă/.
- Have students say the letter name while skywriting: *a* says /ă/. Repeat two or three times.

SAY Let's skywrite it together three times and say /ă/ each time we write it.

SAY Now that we've got our muscles and brains ready, let's write the letter on our Letter Workpage. First, I will show you how to write a lowercase *a*. Then we will do one together. And then, you will get to practice writing lowercase *a*'s all on your own.



I DO

- Model how to write lowercase *a*.

SAY Watch me: Start just under the dragonfly line.

SAY Curve up and around to the left, then pull down and around to the river line.

SAY Curve up to meet your starting point at the dragonfly line.

SAY Then pull straight back down to the river line.

WE DO

- Practice writing a lowercase *a* together.

SAY We start on the left side of the handwriting line. Pick up your pencil, and set the tip of it at the dragonfly line on the first traceable *a*. You write yours as I write mine.

SAY Every time I write the letter, I say the directions in a whisper or in my head so I remember the steps.

SAY We start just under the dragonfly line.

SAY Curve up and around to the left, then pull down and around to the river line.

SAY Curve up to meet your starting point at the dragonfly line.

SAY Then pull straight back down to the river line.

YOU DO

- Prompt students to trace and write a lowercase *a* independently.
SAY Now, I am going to watch as you trace the rest of the lowercase letters and then write some on your own. Remember to whisper or say in your head the directions each time.
- Circulate as students write. Provide corrective feedback as needed, and celebrate students' writing habits.



Teacher Supports

Differentiation

- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

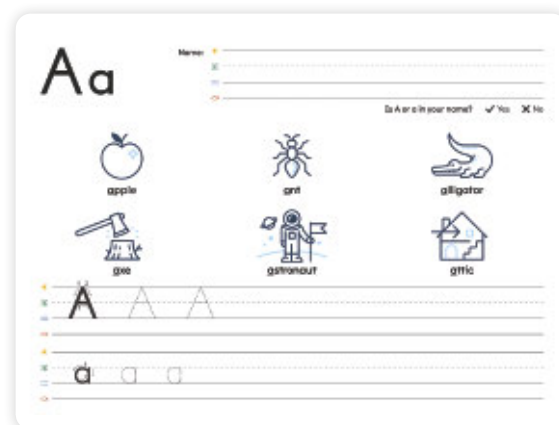
- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Uppercase A Handwriting

Learning Target

I can skywrite, trace, and write the uppercase letter A.

- Introduce the uppercase handwriting line of the Letter Workpage.
SAY Let's skywrite the uppercase A.
SAY Set your pencil on your paper, and lift your writing hand in the air. We're going to use our arm muscles to skywrite the uppercase letter A. Watch me first.
- Model skywriting the uppercase letter A while saying the sound /ă/.
- Have students say the letter name while skywriting: A says /ă/. Repeat two or three times.
SAY Let's skywrite it together three times and say /ă/ each time we write it.
SAY Now that we've got our muscles and brains ready, let's write the letter on our Letter Workpage. First, I will show you how to write an uppercase A. Then we will do one together. And then, you will get to practice writing uppercase A's all on your own.



I DO

- Model how to write an uppercase A.
SAY Watch me. Start with your pencil on the sun line, and pull down on a slant to the left, stopping at the river line.
SAY Next, lift your pencil and place it back at the sun line, where you began. Pull down on a slant to the right, stopping, again, at the river line.
SAY Finally, place your pencil back on the dragonfly line, and pull a straight line from left to right across the dragonfly line.

WE DO

1. Practice writing an uppercase A together.

SAY We start on the left side of the handwriting line. Pick up your pencil, and set the tip of it at the sun line on the first traceable A. You write yours as I write mine.

SAY Every time I write the letter, I say the directions in a whisper or in my head so I remember the steps.

SAY Start with your pencil on the sun line, and pull down on a slant to the left, stopping at the river line.

SAY Next, lift your pencil and place it back at the sun line, where you began. Pull down on a slant to the right, stopping, again, at the river line.

SAY Finally, place your pencil back on the dragonfly line, and pull a straight line from left to right across the dragonfly line.

YOU DO

1. Prompt students to trace and write an uppercase A independently.

SAY Now, I am going to watch as you trace the rest of the uppercase letters and then write some on your own. Remember to whisper or say in your head the directions each time.

2. Circulate as students write. Provide corrective feedback as needed, and celebrate students' writing habits.



Teacher Supports

Differentiation

- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Wrap-Up

1. Wrap up.

SAY Today, we practiced reading and writing the letter *a* and saying its sound, /ă/.

Day 3



Prepare in Advance

Teacher

- Letter-sound card: *t*
- Articulation card: /t/

All other necessary materials are included within the digital lesson.

Student

- Alphabet Explorer

Warm-Up

Learning Target

I can chant the alphabet by saying the letters and making their sounds.

1. Distribute the Alphabet Explorer page with the mini-alphabet chart face up, one per student.
SAY Let's find the letters and sounds we are learning this week.
2. Help students identify the focus letter(s) on their charts.
3. Say the letters, keywords, and sounds together (e.g., "A, *apple*, /ă/").
4. Review and repeat previously learned letters and sounds.

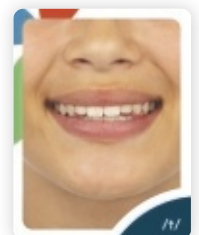
A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Letter *t* Introduction

Learning Target

I can make the /t/ sound and find the letter *t* in words.

1. Introduce the letter *t*.
SAY Today, we will get to know the letter *t*. We will learn the name, sounds, and keywords for this letter. Knowing the sounds a letter makes helps us read with accuracy, which means reading the words correctly.
2. Show the *t* letter-sound card.
SAY This is a *tiger*.
3. Introduce students to the /t/ sound.
SAY At the beginning of the word *tiger*, we hear the sound /t/.
SAY Listen to me say that sound again. *T* says /t/.
SAY Now, repeat after me. We'll do this three times. *T* says /t/. (*T* says /t/.)
4. Show the /t/ articulation card. Model the articulation of /t/.
SAY Let's look at how we make the sound /t/. Put your tongue on the bumps behind your front teeth and the sides of your tongue on the sides of your top teeth. Now, build up air and push it out of your mouth as the front of your tongue drops.
TACTILE CUE Clap your hands when you make the /t/ sound to show it is a quick, sharp sound.
5. Introduce the beginning-sound sorting activity.
SAY I'm going to say some words. If the word starts with the /t/ sound, raise both hands high in the air. If it doesn't, keep your hands down. Ready? *Tiger, banana, turkey, table, alligator, tent*.



Teacher Supports

Differentiation

- Distribute mirrors, one per student, to view mouth formation to support articulation instruction.

Comprehension Instruction

Learning Target

I can answer questions to demonstrate my understanding.

I see an orange tiger.

- Introduce sentence reading. Display the keyword sentence for the letter.

SAY Here is a sentence about our keyword picture. Watch me track under each word as I read it: "I see an orange tiger." We learned earlier that words are made up of letters and sounds. Sentences are made up of words. A sentence has words with a space in between them and ends with a period. Listen to me read this sentence, tracking under each word as I read it. "I see an orange tiger."
- Introduce collaborative conversation. Act out growling like a tiger.

SAY Pretend you're growling like a tiger, like me. Grrrrrr.
- Encourage responses.

ASK What color is the tiger? (Answers will vary.)

SAY Let's practice asking each other a question. A question is something we ask when we want to get help or learn more. When we ask questions, we are looking for answers that can help us understand something. With your partner, take turns asking and answering the question, "Have you seen a tiger?" (Have you seen a tiger?)
- Introduce comprehension conversation. Point to the keyword image. Encourage observations and discussion.

ASK What do you notice about this tiger? (Answers will vary.)

Teacher Supports

Formative Assessment

- Observe and record students' answers to the comprehension questions, noting clarity and relatedness to the subject of the sentences and questions.

Wrap-Up

Learning Target

I can say the alphabet chant while tracking the letters and making their sounds.

- Wrap up.

SAY Today, we learned about the letter *t* and its sound /t/. We practiced identifying words that begin with /t/.

Day 4



Prepare in Advance

Teacher

- Letter-sound card: *t*

Student

- Alphabet Explorer
- Letter Workpage: *Tt*

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can chant the alphabet by saying the letters and making their sounds.

1. Distribute the Alphabet Explorer page with the mini-alphabet chart face up.
SAY Let's find the letters and sounds we are learning this week.
2. Help students identify the focus letter(s) on their charts.
3. Say the letters, keywords, and sounds together (e.g., "A, *apple*, /ă/").
4. Review and repeat previously learned letters and sounds.

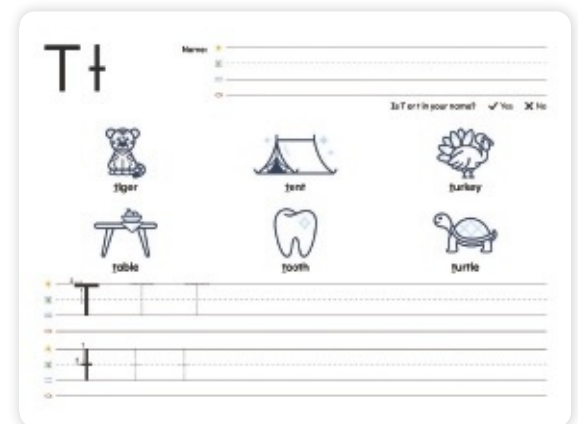
A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Letter Workpage Introduction

Learning Target

I can recognize the letter *t* and make the /t/ sound.

1. Introduce the Letter Workpage. Distribute a Letter Workpage and pencil to each student. Display the letter-sound cards.
ASK What is the letter we are working on? (*t*)
ASK What sound does it make? (/t/)
SAY Write your name on the top of your paper using the handwriting lines.
ASK Look at your name. Is the letter *t* in your name? (Answers will vary.)
SAY If you see an uppercase or lowercase *t* in your name, circle "Yes." If you don't, circle "No."
SAY Now, look at your name again. If you have any *t*'s in your name, circle them.
2. Introduce the Beginning Sound section of the Letter Workpage.
SAY Look at the pictures on your workpage. These are pictures of things that start with *t*, like a *tiger* and *tent*. They all have the beginning sound of /t/.
3. Invite students to look at the beginning sound /t/ on their Letter Workpages. Have students put a finger under each picture and word to practice tracking as they move from left to right.
SAY Put a finger under the first word with its picture, just like mine. As I read, I will slide my finger to the right to help my eyes know where to look next.
SAY Watch and listen as I read first. I slide my finger to the right as I say the letter, then the word for the picture, and then the first sound in the word. Remember, all of our words start with the /t/ sound. *T, tiger, /t/. T, tent, /t/. T, turkey, /t/.*



SAY Let's read together now. Put your finger under the *t* in the first word. Read with me. *T, tiger, /t/. T, tent, /t/. T, turkey, /t/.* (*T, tiger, /t/. T, tent, /t/. T, turkey, /t/.*)

SAY When we get to the end of a line, we do a return sweep. Our eyes go from the end of one line to the beginning of the next line. Let's do a return sweep together.

SAY Now, let's read these together. Put your finger under the first *t*. Ready? *T, table, /t/. T, tooth, /t/. T, turtle, /t/.* (*T, table, /t/. T, tooth, /t/. T, turtle, /t/.*)

Lowercase *t* Handwriting

Learning Target

I can skywrite, trace, and write the lowercase letter *t*.

1. Introduce the lowercase handwriting line of the Letter Workpage.

SAY Let's skywrite the lowercase letter *t*.

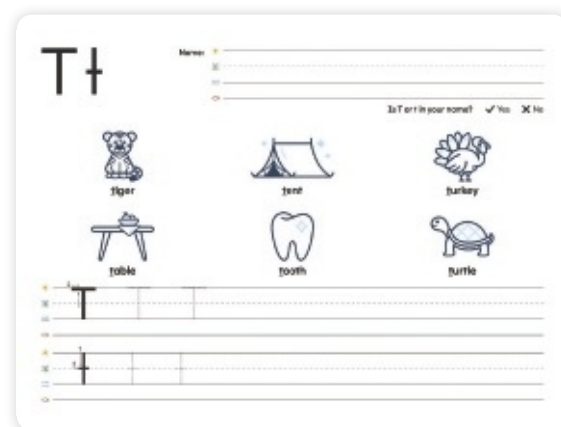
SAY Set your pencil on your paper, and lift your writing hand in the air. We're going to use our arm muscles to skywrite the lowercase letter *t*. Watch me.

2. Model skywriting the lowercase letter *t* while saying the sound /t/.

3. Have students say the letter name while skywriting: *t* says /t/. Repeat two or three times.

SAY Let's skywrite it together three times and say /t/ each time we write it.

SAY Now that we've got our muscles and brains ready, let's write the letter on our Letter Workpage. First, I will show you how to write a lowercase *t*. Then we will do one together. And then, you will get to practice writing lowercase *t*'s all on your own.



I DO

1. Model how to write a lowercase *t*.

SAY Watch me. Start at the sun line, and pull straight down to the river line.

SAY Then, lift the pencil and pull a straight line from left to right across the dragonfly line.

WE DO

1. Practice writing a lowercase *t* together.

SAY We start on the left side of the handwriting line. Pick up your pencil, and set the tip of it at the dragonfly line on the first traceable *t*. You write yours as I write mine.

SAY Every time I write the letter, I say the directions in a whisper or in my head so I remember the steps.

SAY Start at the sun line, and pull straight down to the river line.

SAY Then, lift the pencil and pull a straight line from left to right across the dragonfly line.

YOU DO

1. Prompt students to trace and write a lowercase *t* independently.

SAY Now, I am going to watch as you trace the rest of the lowercase letters and then write some on your own. Remember to whisper or say in your head the directions each time.

2. Circulate as students write. Provide corrective feedback as needed, and celebrate students' writing habits.

Teacher Supports

Teacher Supports

Differentiation

- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Uppercase *T* Handwriting

Learning Target

I can skywrite, trace, and write the uppercase letter *T*.

1. Introduce the uppercase handwriting line of the Letter Workpage.

SAY Let's skywrite the uppercase letter *T*.

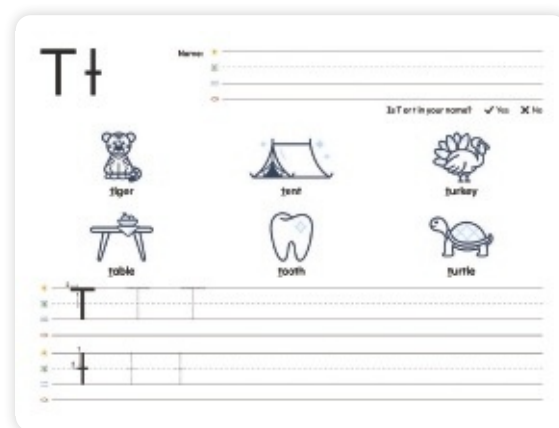
SAY Set your pencil on your paper, and lift your writing hand in the air. We're going to use our arm muscles to skywrite the uppercase letter *T*. Watch me.

2. Model skywriting the uppercase letter *T* while saying the sound /t/.

3. Have students say the letter name while skywriting: *T* says /t/. Repeat two or three times.

SAY Let's skywrite it together three times and say /t/ each time we write it.

SAY Now that we've got our muscles and brains ready, let's write the letter on our Letter Workpage. First, I will show you how to write an uppercase *T*. Then we will do one together. And then, you will get to practice writing uppercase *T*'s all on your own.



I DO

1. Model how to write an uppercase *T*.

SAY Watch me. Start with your pencil on the sun line, and pull a straight line down to the river line.

SAY Then, lift the pencil and pull a straight line from the left to the right across the sun line.

WE DO

1. Practice writing an uppercase *T* together.

SAY We start on the left side of the handwriting line. Pick up your pencil, and set the tip of it at the sun line on the first traceable *T*. You write yours as I write mine.

SAY Every time I write the letter, I say the directions in a whisper or in my head so I remember the steps.

SAY Start with your pencil on the sun line, and pull a straight line down to the river line.

SAY Then, lift the pencil and pull a straight line from the left to the right across the sun line.

YOU DO

1. Prompt students to trace and write an uppercase *T* independently.

SAY Now, I am going to watch as you trace the rest of the uppercase letters and then write some on your own. Remember to whisper or say in your head the directions each time.

2. Circulate as students write. Provide corrective feedback as needed, and celebrate students' writing habits.



Teacher Supports

Differentiation

- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Wrap-Up

1. Wrap up.

SAY Today, we practiced reading and writing the letter *t* and its sound /t/.

Day 5



Prepare in Advance

Teacher

- Letter-sound cards: *a*, *t*

Student

- Alphabet Explorer
- Story writing paper and pencil

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can chant the alphabet by saying the letters and making their sounds.

1. Distribute the Alphabet Explorer page with the mini-alphabet chart face up, one per student.

SAY Let's find the letters and sounds we are learning this week.

2. Help students identify the focus letter(s) on their charts.
 3. Say the letters, keywords, and sounds together (e.g., "A, *apple*, /ă/").
 4. Review and repeat previously learned letters and sounds.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Letter Search

Learning Target

I can find and name letters and make their sounds.

1. Introduce the letter search activity. Flip to the Letter Search side of the Alphabet Explorer. Display the letter-sound cards that have been taught.
SAY Now, it's your turn to look for letters we've been learning. Here are the letter-sound cards to remind you of what we've practiced. Search in the picture, and try to find an uppercase and lowercase letter of each one we've learned.
2. Allow students a few minutes to find letters. Provide corrective feedback as needed, and celebrate students' successes.



Teacher Supports

Differentiation

- To incorporate more movement, introduce Letter Hopscotch. For Letter Hopscotch, tape letters to the floor and have students jump to the correct letter when you say the letter or a word that starts with that sound.

Letter Writing Review

Learning Target

I can write the letters *a* and *t* and draw pictures of words that start with each of them.

1. Introduce letter writing with story writing paper. Distribute story writing paper and writing utensils.
SAY We will practice writing the letters we've learned this week. We'll write the letters, say their sounds, and think of words that start with those sounds, drawing pictures to match.
2. Display the letter-sound card for *a*.
SAY Let's read this card together with our letter chant. *A, apple, /ă/.* (*A, apple, /ă/.*)
ASK What is the letter name? (*a*)
ASK What is the letter sound? (*/ă/*)
3. Model writing the letter.
SAY Watch as I write the letter. I am whispering the steps for making the letter that we learned when we worked on our Letter Workpage to help me remember how to make it.
SAY Start just under the dragonfly line.
SAY Curve up and around to the left, then pull down and around to the river line.
SAY Curve up to meet your starting point at the dragonfly line.
SAY Then, pull straight back down to the river line.



4. Guide students to write the letter.

SAY Now, it's your turn. Write the letter you see on our letter-sound card, whispering the steps to yourself. I'll watch and can help you remember the steps if you need.

5. Brainstorm words that start with that sound. Guide students to draw an image that starts with that sound.

SAY Let's think of words that start with the /ă/ sound, like our keyword *apple*.

ASK What other words can we think of that start with /ă/? (*ant, axe, alligator*)

SAY Pick one word, and draw a picture of it on your board. After you draw, try to write the word next to your picture by thinking about the sounds in the word and writing down the sounds you hear. It's okay if you don't know how to draw the image or spell the word; just do your best. I'll draw too.

6. Model drawing a simple picture and writing the word next to it.

7. Give students time to draw and write, offering encouragement and support.



Teacher Supports

Differentiation

- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Letter Writing Review

Learning Target

I can write the letters *a* and *t* and draw pictures of words that start with each of them.



1. Display the letter-sound card for *t*.

SAY Let's read this card together with our letter chant. *T, tiger, /t/*. (*T, tiger, /t/*)

ASK What is the letter name? (*t*)

ASK What is the letter sound? (*/t/*)

2. Model writing the letter.

SAY Watch as I write the letter. I am whispering the steps for making the letter that we learned when we worked on our Letter Workpage to help me remember how to make it.

SAY Start at the sun line, and pull straight down to the river line.

SAY Then, lift the pencil and pull a straight line from left to right across the dragonfly line.

3. Guide students to write the letter.

SAY Now, it's your turn. Write the letter you see on our letter-sound card, whispering the steps to yourself. I'll watch and can help you remember the steps if you need.

4. Brainstorm words that start with that sound. Guide students to draw an image that starts with that sound.

SAY Let's think of words that start with the /t/ sound, like our keyword *tiger*.

ASK What other words can we think of that start with /t/? (*tent, tooth, table*)

SAY Pick one word, and draw a picture of it on your board. After you draw, try to write the word next to your picture by thinking about the sounds in the word and writing down the sounds you hear. It's okay if you don't know how to draw the image or spell the word; just do your best. I'll draw too.

5. Model drawing a simple picture and writing the word next to it.
6. Give students time to draw and write, offering encouragement and support.



Teacher Supports

Differentiation

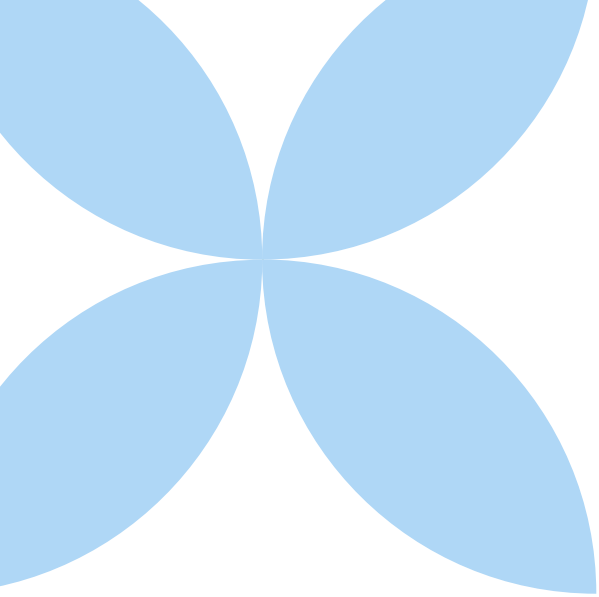
- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Wrap-Up

1. Wrap up.
SAY Today, we did a letter search for *a* and *t* and drew pictures of words that start with the /ă/ sound and the /t/ sound.



Concepts: /m/ and /s/

Letter Sound Cards



m - monkey - /m/



s - snake - /s/

Instructional Standards

RF.K.1.A, RF.K.1.B, RF.K.1.C, RF.K.1.D, RF.K.3.A, SL.K.1.A, SL.K.1.B, L.K.1.A, L.K.2.B, L.K.2.C, RF.1.1.A, L.1.1.A

Day 1



Prepare in Advance

Teacher

- Letter-sound card: *m*
- Articulation card: /m/

All other necessary materials are included within the digital lesson.

Letter *m* Introduction

Learning Targets

I can identify the letter *m*. I can make the /m/ sound and identify words that start with it.

1. Introduce the letter *m*.

SAY Today, we will get to know the letter *m*. We will learn the name, sounds, and keywords for this letter. Knowing the sounds a letter makes helps us read with accuracy, which means reading the words correctly.

2. Show the *m* letter-sound card.

SAY This is a *monkey*.

3. Introduce students to the /m/ sound.

SAY At the beginning of the word *monkey*, we hear the sound /m/.

SAY Listen to me say that sound again. *M* says /m/.

SAY Now, repeat after me. We'll do this three times. *M* says /m/. (*M* says /m/.)

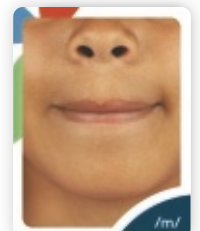
4. Show the /m/ articulation card. Model the articulation of /m/.

SAY Let's look at how we make the sound /m/. Close your lips, turn on your voice to make it vibrate, and let your air come out of your nose, not your mouth. Your /m/ should sound like humming: /m/, /m/.

TACTILE CUE Lightly touch the front of your throat and feel the vibration as you make the /m/ sound. That's your voice turning on.

5. Introduce the beginning-sound sorting activity.

SAY I'm going to say some words. If the word starts with the /m/ sound, raise both hands high in the air. If it doesn't, keep your hands down. Ready? *Monkey, apple, mouth, tiger, music, rain.*



Teacher Supports

Differentiation

- Distribute mirrors, one per student, to view mouth formation to support articulation instruction.

Comprehension Instruction

Learning Target

I can answer questions to demonstrate my understanding.

1. Introduce sentence reading. Display the keyword sentence for the letter.

What color is the monkey?

SAY Here is a question about our keyword picture. Watch me track under each word as I read it: “What color is the monkey?” We learned earlier that words are made up of letters and sounds. Sentences are made up of words. A question has words with a space in between them and ends with a question mark. Listen to me read this question, tracking under each word as I read it. “What color is the monkey?”

2. Introduce collaborative conversation. Act out pretending to climb like a monkey.

SAY Pretend you’re climbing, like me.

3. Encourage responses.

ASK How do monkeys move? (Answers will vary.)

SAY Let’s practice asking each other a question. A question is something we ask when we want to get help or learn more. When we ask questions, we are looking for answers that can help us understand something. With your partner, take turns asking and answering the question, “Have you seen a monkey?” (Have you seen a monkey?)

4. Introduce comprehension conversation. Point to the keyword image. Encourage student observations and responses.

ASK What can monkeys do? (Answers will vary.)



Teacher Supports

Formative Assessment

- Observe and record students’ answers to the comprehension questions, noting clarity and relatedness to the subject of the sentences and questions.

Wrap-Up

1. Wrap up.

SAY Today, we learned about the letter *m* and its sound /m/. We practiced identifying words that begin with /m/.

Day 2



Prepare in Advance

Teacher

- Letter-sound card: *m*

All other necessary materials are included within the digital lesson.

Student

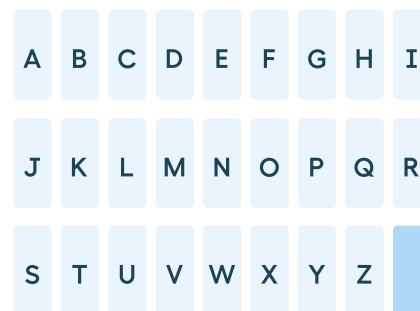
- Alphabet Explorer
- Letter Workpage: *Mm*

Warm-Up

Learning Target

I can chant the alphabet by saying the letters and making their sounds.

1. Distribute the Alphabet Explorer page with the mini-alphabet chart face up, one per student.
- SAY** Let's find the letters and sounds we are learning this week.
2. Help students identify the focus letter(s) on their charts.
3. Say the letters, keywords, and sounds together (e.g., "A, apple, /ă/").
4. Review and repeat previously learned letters and sounds.

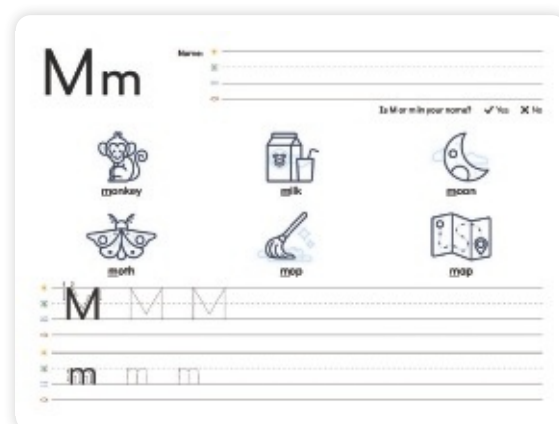


Letter Workpage Introduction

Learning Target

I can recognize the letter *m* and make the /m/ sound.

1. Introduce the Letter Workpage. Distribute a Letter Workpage and pencil to each student. Display the letter-sound card.
- ASK** What is the letter we are working on? (*m*)
- ASK** What sound does it make? (/m/)
- SAY** Write your name on the top of your paper using the handwriting lines.
- ASK** Look at your name. Is the letter *m* in your name? (Answers will vary)
- SAY** If you see an uppercase or lowercase *m* in your name, circle "Yes." If you don't, circle "No."
- SAY** Now, look at your name again. If you have any *m*'s in your name, circle them.
2. Introduce the Beginning Sound section of the Letter Workpage.
- SAY** Look at the pictures on your workpage. These are pictures of things that start with *m*, like *monkey* and *milk*. They all have the beginning sound of /m/.
3. Invite students to look at the beginning sound /m/ on their Letter Workpages. Have students put a finger under each picture and word to practice tracking as they move from left to right.
- SAY** Put a finger under the first word with its picture, just like mine. As I read, I will slide my finger to the right to help my eyes know where to look next.
- SAY** Watch and listen as I read first. I slide my finger to the right as I say the letter, then the word for the picture, and then the first sound in the word. Remember, all of our words will start with the /m/ sound. *M, monkey, /m/. M, milk, /m/. M, moon, /m/.*
- SAY** Let's read together now. Put your finger under the *m* in the first word. Read with me. *M, monkey, /m/. M, milk, /m/. M, moon, /m/. (M, monkey, /m/. M, milk, /m/. M, moon, /m/)*
- SAY** When we get to the end of a line, we do a return sweep. Our eyes go from the end of one line to the beginning of the next line. Let's do a return sweep together.
- SAY** Now, let's read these together. Put your finger under the first *m*. Ready? *M, moth, /m/. M, mop, /m/. M, map, /m/. (M, moth, /m/. M, mop, /m/. M, map, /m/)*



Letter Workpage: Lowercase *m* Handwriting

Learning Target

I can skywrite, trace, and write the lowercase letter *m*.

1. Introduce the lowercase handwriting line of the Letter Workpage.

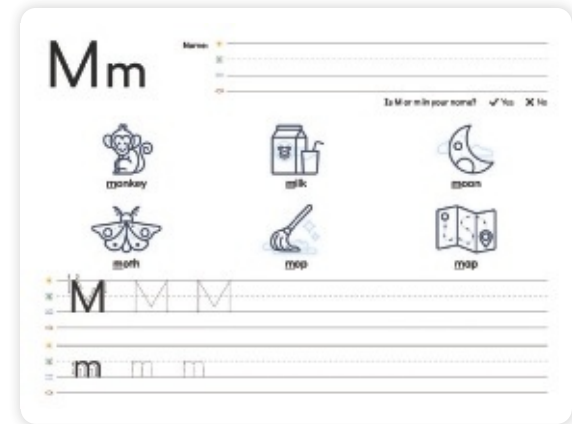
SAY Let's skywrite the lowercase letter *m*.

SAY Set your pencil on your paper, and lift your writing hand in the air. We're going to use our arm muscles to skywrite the lowercase letter *m*. Watch me first.

2. Model skywriting the lowercase letter *m* while saying the sound /m/.
3. Have students say the letter name while skywriting: *m* says /m/. Repeat two or three times.

SAY Let's skywrite it together three times and say /m/ each time we write it.

SAY Now that we've got our muscles and brains ready, let's write the letter on our Letter Workpage. First, I will show you how to write a lowercase *m*. Then we will do one together. And then, you will get to practice writing lowercase *m*'s all on your own.



I DO

1. Model how to write a lowercase *m*.

SAY Watch me: Point to the dragonfly line.

SAY Pull a straight line down to the river line.

SAY Push back up, around to the right and down, making a little hump twice.

SAY Stop on the river line.

WE DO

1. Practice writing a lowercase *m* together.

SAY We start on the left side of the handwriting line. Pick up your pencil, and set the tip of it at the dragonfly line on the first traceable *m*. You write yours as I write mine.

SAY Every time I write the letter, I say the directions in a whisper or in my head so I remember the steps.

SAY We point to the dragonfly line.

SAY Pull a straight line down to the river line.

SAY Push back up, around to the right and down, making a little hump twice.

SAY Stop on the river line.

YOU DO

1. Prompt students to trace and write a lowercase *m* independently.

SAY Now, I am going to watch as you trace the rest of the lowercase letters and then write some on your own. Remember to whisper or say in your head the directions each time.

2. Circulate as students write. Provide corrective feedback as needed, and celebrate students' writing habits.

Teacher Supports

Differentiation

- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Letter Workpage: Uppercase M Handwriting

Learning Target

I can skywrite, trace, and write the uppercase letter *M*.

1. Introduce the uppercase handwriting line of the Letter Workpage.

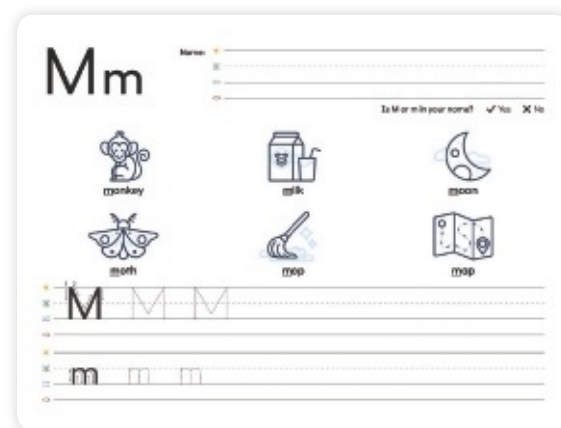
SAY Let's skywrite the uppercase letter *M*.

SAY Set your pencil on your paper, and lift your writing hand in the air. We're going to use our arm muscles to skywrite the uppercase letter *M*. Watch me first.

2. Model skywriting the uppercase letter *M* while saying the sound /m/.
3. Have students say the letter name while skywriting: *M* says /m/. Repeat two or three times.

SAY Let's skywrite it together three times and say /m/ each time we write it.

SAY Now that we've got our muscles and brains ready, let's write the letter on our Letter Workpage. First, I will show you how to write an uppercase *M*. Then we will do one together. And then, you will get to practice writing uppercase *M*'s all on your own.



I DO

1. Model how to write an uppercase *M*.

SAY Watch me. Point to the sun line.

SAY Pull a straight line down to the river line.

SAY Go back to the sun line; pull down on a slant to the dragonfly line, and push back up on a slant to the sun line.

SAY Pull a straight line down to the river line.

WE DO

1. Practice writing an uppercase *M* together.

SAY We start on the left side of the handwriting line. Pick up your pencil, and set the tip of it at the sun line on the first traceable *M*. You write yours as I write mine.

SAY Every time I write the letter, I say the directions in a whisper or in my head so I remember the steps. Point to the sun line.

SAY Pull a straight line down to the river line.

SAY Go back to the sun line; pull down on a slant to the dragonfly line, and push back up on a slant to the sun line.

SAY Pull a straight line down to the river line.

YOU DO

1. Prompt students to trace and write an uppercase *M* independently.
SAY Now, I am going to watch as you trace the rest of the uppercase letters and then write some on your own. Remember to whisper or say in your head the directions each time.
2. Circulate as students write. Provide corrective feedback as needed, and celebrate students' writing habits.

Teacher Supports

Differentiation

- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Wrap-Up

1. Wrap up.
SAY Today, we practiced reading and writing the letter *m* and saying its sound /m/.

Day 3



Prepare in Advance

Teacher

- Letter-sound card: s
- Articulation card: /s/

All other necessary materials are included within the digital lesson.

Student

- Alphabet Explorer

Warm-Up

Learning Target

I can chant the alphabet by saying the letters and making their sounds.

1. Distribute the Alphabet Explorer page with the mini-alphabet chart face up, one per student.
- SAY** Let's find the letters and sounds we are learning this week.
2. Help students identify the focus letter(s) on their charts.
3. Say the letters, keywords, and sounds together (e.g., "A, *apple*, /ă/").
4. Review and repeat previously learned letters and sounds.

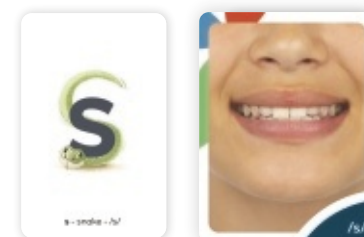
A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Letter s Introduction

Learning Target

I can make the /s/ sound and find the letter s in words.

1. Introduce the letter s.
- SAY** Today, we will get to know the letter s. We will learn the name, sounds, and keywords for this letter. Knowing the sounds a letter makes helps us read with accuracy, which means reading the words correctly.
2. Show the s letter-sound card.
- SAY** This is a *snake*.
3. Introduce students to the /s/ sound.
- SAY** At the beginning of the word *snake*, we hear the sound /s/.
- SAY** Listen to me say that sound again. *S* says /s/.
- SAY** Now, repeat after me. We'll do this three times. *S* says /s/. (*S* says /s/.)
4. Show the /s/ articulation card. Model the articulation of /s/.
- SAY** Let's look at how we make the sound /s/. Keep your teeth closed and your tongue behind your teeth on the bumps that you can feel at the top of your mouth. Now, say the /s/ sound by letting the air come out of your mouth while keeping your tongue behind your teeth.
- TACTILE CUE** As you make the /s/ sound, draw a snake in the air with your hand. You can hear the continuous flow of air.
5. Introduce the beginning-sound sorting activity.
- SAY** I'm going to say some words. If the word starts with the /s/ sound, raise both hands high in the air. If it doesn't, keep your hands down. Ready? *Snake, banana, sun, smile, mouth, snail.*



Teacher Supports

Differentiation

- Distribute mirrors, one per student, to view mouth formation to support articulation instruction.

Comprehension Instruction

A snake can slither.

Learning Target

I can answer questions to demonstrate my understanding.

1. Introduce sentence reading. Display the keyword sentence for the letter.
SAY Here is a sentence about our keyword picture. Watch me track under each word as I read it: "A snake can slither." We learned earlier that words are made up of letters and sounds. Sentences are made up of words. A sentence has words with a space in between them and ends with a period. Listen to me read this sentence, tracking under each word as I read it. "A snake can slither."
2. Introduce collaborative conversation. Act out slithering your arms like a snake.
SAY Pretend you're slithering like a snake, like me.
3. Encourage responses.
ASK What does a snake look like? (Answers will vary.)
SAY Let's practice asking each other a question. A question is something we ask when we want to get help or learn more. When we ask questions, we are looking for answers that can help us understand something. With your partner, take turns asking and answering the question, "Do you like snakes?" (Do you like snakes?)
4. Introduce comprehension conversation. Point to the keyword image. Encourage observations and discussion.
ASK What do you know about snakes? (Answers will vary.)

Teacher Supports

Formative Assessment

- Observe and record students' answers to the comprehension questions, noting clarity and relatedness to the subject of the sentences and questions.

Wrap-Up

1. Wrap up.
SAY Today, we learned about the letter s and its sound /s/. We practiced identifying words that begin with /s/.

Day 4



Prepare in Advance

Teacher

- Letter-sound card: s

Student

- Alphabet Explorer
- Letter Workpage: Ss

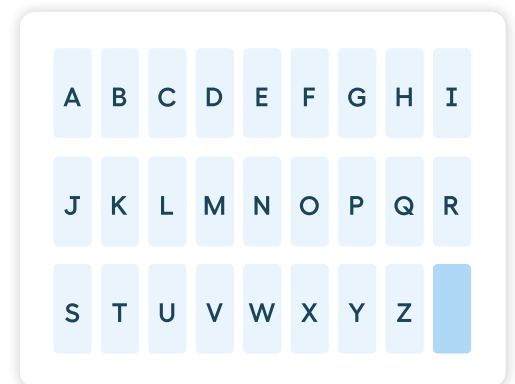
All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can chant the alphabet by saying the letters and making their sounds.

1. Distribute the Alphabet Explorer page with the mini-alphabet chart face up, one per student.
SAY Let's find the letters and sounds we are learning this week.
2. Help students identify the focus letter(s) on their charts.
3. Say the letters, keywords, and sounds together (e.g., "A, apple, /ă/").
4. Review and repeat previously learned letters and sounds.

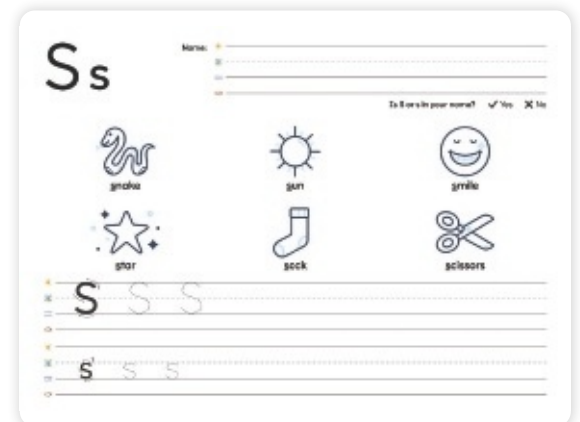


Letter Workpage Introduction

Learning Target

I can recognize the letter s and make the /s/ sound.

1. Introduce the Letter Workpage. Distribute a Letter Workpage and pencil to each student. Display the letter-sound card.
ASK What is the letter we are working on? (s)
ASK What sound does it make? (/s/)
SAY Write your name on the top of your paper using the handwriting lines.
ASK Look at your name. Is the letter s in your name? (Answers will vary.)
SAY If you see an uppercase or lowercase s in your name, circle "Yes." If you don't, circle "No."
SAY Now, look at your name again. If you have any s's in your name, circle them.
2. Introduce the Beginning Sound section of the Letter Workpage.
SAY Look at the pictures on your workpage. These are pictures of things that start with s, like *snake* and *sun*. They all have the beginning sound of /s/.
3. Invite students to look at the beginning sound /s/ on their Letter Workpages. Have students put a finger under each picture and word to practice tracking as they move from left to right.
SAY Put a finger under the first word with its picture, just like mine. As I read, I will slide my finger to the right to help my eyes know where to look next.
SAY Watch and listen as I read first. I slide my finger to the right as I say the letter, then the word for the picture, and then the first sound in the word. Remember, all of our words start with the /s/ sound. S, snake, /s/. S, sun, /s/, S, smile, /s/.



SAY Let's read together now. Put your finger under the s in the first word. Read with me. *S, snake, /s/. S, sun, /s/. S, smile, /s/. (S, snake, /s/. S, sun, /s/. S, smile, /s/)*

SAY When we get to the end of a line, we do a return sweep. Our eyes go from the end of one line to the beginning of the next line below. Let's do a return sweep together.

SAY Now, let's read these together. Make sure your finger is under the s. Ready? *S, star, /s/. S, sock, /s/. S, scissors, /s/. (S, star, /s/. S, sock, /s/. S, scissors, /s/)*

Letter Workpage: Lowercase s Handwriting

Learning Target

I can skywrite, trace, and write the lowercase letter s.

1. Introduce the lowercase handwriting line of the Letter Workpage.

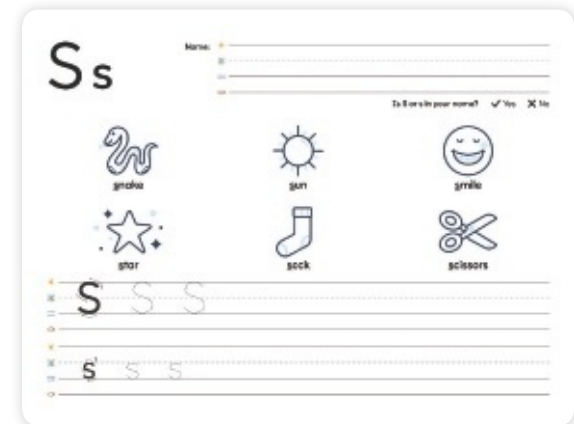
SAY Let's skywrite the lowercase letter s.

SAY Set your pencil on your paper, and lift your writing hand in the air. We're going to use our arm muscles to skywrite the lowercase letter s. Watch me.

2. Model skywriting the lowercase letter s while saying the sound /s/.
3. Have students say the letter name while skywriting: s says /s/. Repeat two or three times.

SAY Let's skywrite it together three times and say /s/ each time we write it.

SAY Now that we've got our muscles and brains ready, let's write the letter on our Letter Workpage. First, I will show you how to write a lowercase s. Then we will do one together. And then, you will get to practice writing lowercase s's all on your own.



I DO

1. Model how to write a lowercase s.

SAY Watch me. Point just under the dragonfly line.

SAY Pull straight back to the left and down, making a curve between the dragonfly and river line.

SAY Curve back around to the right toward the river line.

SAY Curve up just a little above the river line.

WE DO

1. Practice writing a lowercase s together.

SAY We start on the left side of the handwriting line. Pick up your pencil, and set the tip of it at the dragonfly line on the first traceable s. You write yours as I write mine.

SAY Every time I write the letter, I say the directions in a whisper or in my head so I remember the steps.

SAY Point just under the dragonfly line.

SAY Pull straight back to the left and down, making a curve between the dragonfly and river line.

SAY Curve back around to the right toward the river line.

SAY Curve up just a little above the river line.

YOU DO

1. Prompt students to trace and write a lowercase *s* independently.
SAY Now, I am going to watch as you trace the rest of the lowercase letters and then write some on your own. Remember to whisper or say in your head the directions each time.
2. Circulate as students write. Provide corrective feedback as needed, and celebrate students' writing habits.

Teacher Supports

Differentiation

- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

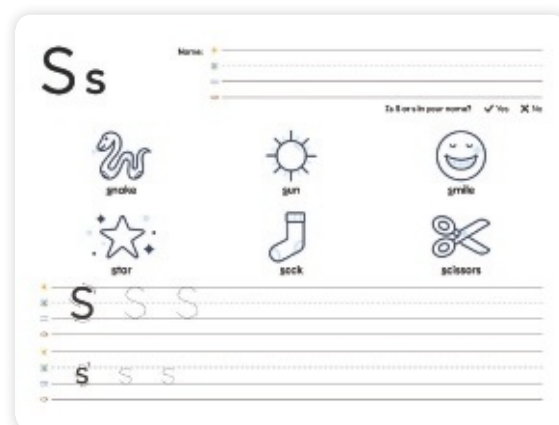
- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Letter Workpage: Uppercase S Handwriting

Learning Target

I can skywrite, trace, and write the uppercase letter *S*.

1. Introduce the uppercase handwriting line of the Letter Workpage.
SAY Let's skywrite the uppercase letter *S*.
SAY Set your pencil on your paper, and lift your writing hand in the air. We're going to use our arm muscles to skywrite the uppercase letter *S*. Watch me.
2. Model skywriting the uppercase letter *S* while saying the sound /s/.
3. Have students say the letter name while skywriting: *S* says /s/. Repeat two or three times.
SAY Let's skywrite it together three times and say /s/ each time we write it.
SAY Now that we've got our muscles and brains ready, let's write the letter on our Letter Workpage. First, I will show you how to write an uppercase *S*. Then we will do one together. And then, you will get to practice writing uppercase *S*'s all on your own.



I DO

1. Model how to write an uppercase *S*.
SAY Watch me. Point just under the sun line.
SAY Pull straight back to the left and down, making a curve to the dragonfly line curve back around the other way to the river line.
SAY Curve up just a little above the river line.

WE DO

1. Practice writing uppercase *S* together.
SAY We start on the left side of the handwriting line. Pick up your pencil, and set the tip of it at the sun line on the first traceable *S*. You write yours as I write mine.

- SAY** Every time I write the letter, I say the directions in a whisper or in my head so I remember the steps.
- SAY** Point just under the sun line.
- SAY** Pull straight back to the left and down, making a curve to the dragonfly line curve back around the other way to the river line.
- SAY** Curve up just a little above the river line.

YOU DO

- Prompt students to trace and write an uppercase S independently.
SAY Now, I am going to watch as you trace the rest of the uppercase letters and then write some on your own. Remember to whisper or say in your head the directions each time.
- Circulate as students write. Provide corrective feedback as needed, and celebrate students' writing habits.



Teacher Supports

Differentiation

- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Wrap-Up

- Wrap up.
SAY Today, we practiced reading and writing the letter s and its sound /s/.

Day 5



Prepare in Advance

Teacher

- Letter-sound cards: m, s

Student

- Alphabet Explorer
- Story writing paper and pencil

All other necessary materials are included within the digital lesson.

Warm-Up

Learning Target

I can chant the alphabet by saying the letters and making their sounds.

1. Distribute the Alphabet Explorer page with the mini-alphabet chart face up, one per student.
- SAY** Let's find the letters and sounds we are learning this week.
2. Help students identify the focus letter(s) on their charts.
3. Say the letters, keywords, and sounds together (e.g., "A, apple, /ă/").
4. Review and repeat previously learned letters and sounds.

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Letter Search

Learning Target

I can find and name letters and make their sounds.

1. Introduce the letter search activity. Flip to the Letter Search side of the Alphabet Explorer. Display the letter-sound cards that have been taught.
- SAY** Now, it's your turn to look for letters we've been learning. Here are the letter-sound cards to remind you of what we've practiced. Search in the picture, and try to find an uppercase and lowercase letter of each one we've learned.
- SAY** When you find one, point to it and whisper the letter name and the sound it makes. If you find all your letters, you can keep looking for more or help a friend find theirs.
2. Allow students a few minutes to find letters. Provide corrective feedback as needed, and celebrate students' successes.



Teacher Supports

Differentiation

- To incorporate more movement, introduce Letter Hopscotch. For Letter Hopscotch, tape letters to the floor and have students jump to the correct letter when you say the letter or a word that starts with that sound.

Letter Writing Review

Learning Target

I can write the letters *m* and *s* and draw pictures of words that start with each of them.

1. Introduce letter writing with story writing paper. Distribute story writing paper and writing utensils.
- SAY** We will practice writing the letters we've learned this week. We'll write the letters, say their sounds, and think of words that start with those sounds, drawing pictures to match.



2. Display the letter-sound card for *m*.

SAY Let's read this card together with our letter chant. *M, monkey, /m/. (M, monkey, /m/.)*

ASK What is the letter name? (*m*)

ASK What is the letter sound? (*/m/*)

3. Model writing the letter.

SAY Watch as I write the letter. I am whispering the steps for making the letter that we learned when we worked on our Letter Workpage to help me remember how to make it.

SAY Point to the dragonfly line. Pull a straight line down to the river line.

SAY Push back up, around to the right and down, making a little hump twice.

SAY Stop on the river line.

4. Guide students to write the letter.

SAY Now, it's your turn. Write the letter you see on our letter-sound card, whispering the steps to yourself. I'll watch and can help you remember the steps if you need.

5. Brainstorm words that start with that sound. Guide students to draw an image that starts with that sound.

SAY Let's think of words that start with the */m/* sound, like our keyword *monkey*.

ASK What other words can we think of that start with */m/*? (*milk, moon, moth*)

SAY Pick one word, and draw a picture of it on your board. After you draw, try to write the word next to your picture by thinking about the sounds in the word and writing down the sounds you hear. It's okay if you don't know how to draw the image or spell the word; just do your best. I'll draw too.

6. Model drawing a simple picture and writing the word next to it.

7. Give students time to draw and write, offering encouragement and support.



Teacher Supports

Differentiation

- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Letter Writing Review

Learning Target

I can write the letters *m* and *s* and draw pictures of words that start with each of them.

1. Display the letter-sound card for *s*.

SAY Let's read this card together with our letter chant. *S, snake, /s/. (S, snake, /s/.)*

ASK What is the letter name? (*s*)

ASK What is the letter sound? (*/s/*)

2. Model writing the letter.

SAY Watch as I write the letter. I am whispering the steps for making the letter that we learned when we worked on our Letter Workpage to help me remember how to make it.



- SAY** Point just under the dragonfly line.
- SAY** Pull straight back to the left and down, making a curve between the dragonfly and river line.
- SAY** Curve back around to the right toward the river line.
- SAY** Curve up just a little above the river line.
- Guide students to write the letter.

SAY Now, it's your turn. Write the letter you see on our letter-sound card, whispering the steps to yourself. I'll watch and can help you remember the steps if you need.
 - Brainstorm words that start with that sound. Guide students to draw an image that starts with that sound.

SAY Let's think of words that start with the /s/ sound, like our keyword *snake*.

ASK What other words can we think of that start with /s/? (*sun, soap, song*)

SAY Pick one word, and draw a picture of it on your board. After you draw, try to write the word next to your picture by thinking about the sounds in the word and writing down the sounds you hear. It's okay if you don't know how to draw the image or spell the word; just do your best. I'll draw too.
 - Model drawing a simple picture and writing the word next to it.
 - Give students time to draw and write, offering encouragement and support.



Teacher Supports

Differentiation

- Incorporate sand trays or textured writing surfaces to reinforce letter formation.

Formative Assessment

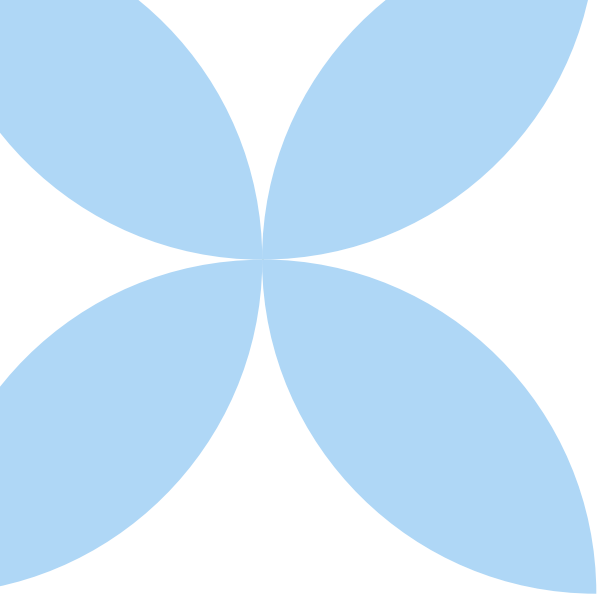
- Observe and record students' ability to identify the letter name and letter sound.
- Note students' ability to complete the handwriting activity.

Wrap-Up

- Wrap up.

SAY Today, we did a letter search for *m* and *s* and drew a picture of a word that starts with the /m/ sound and the /s/ sound.

Partial Alphabet



Concepts: Extra practice: *a* as /ă/, *t* as /t/, *m* as /m/, *s* as /s/, *h* as /h/, *i* as /ī/, *p* as /p/, *r* as /r/, *c* as /k/, *b* as /b/, *n* as /n/

At the Mat

Decodable Student Reader



Concept Focus Words

am	hat	it	rim	tat
at	hip	mat	Sam	Tim
bam	hit	pat	sit	tip
bat	in	rat	tap	

New High-Frequency Words

a at

Story Word

out

In this book, the word *out* is a story word. It is used to support the reader’s understanding of the action in the decodable book *At the Mat*, in which Tim and Sam play the game follow-the-leader.

Instructional Standards

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

Day 1



Prepare in Advance

Teacher

- Letter-sound cards: *a, m, i*
- Articulation cards: /ă/, /m/, /ĩ/
- High-frequency word cards: *a, at*
- Decodable book: *At the Mat*

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *At the Mat*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words with *a* as /ă/, *m* as /m/, and *i* as /ĩ/.

1. Introduce blending words.

SAY Today, we will work with the sounds /ă/, /m/, and /ĩ/ to get our brains ready for reading. Listen to the sounds I say, then blend the sounds into a word.

2. Begin blending words.

SAY /h/ /ĩ/ /p/

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

SAY /p/ /ă/ /t/

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

SAY /m/ /ă/ /n/

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

3. Introduce segmenting words.

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

4. Begin segmenting words.

ASK What are the sounds in the word *hip*? (/h/ /ĩ/ /p/)

ASK What are the sounds in the word *pat*? (/p/ /ă/ /t/)

ASK What are the sounds in the word *man*? (/m/ /ă/ /n/)

5. Guide word skywriting.

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

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

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



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds.

Phonics: /ă/

Learning Target

I can recognize and pronounce the /ă/, /m/, and /i/ sounds in words.

1. Practice the /ă/ sound. Display the corresponding letter-sound cards.

SAY This week, we'll practice the letter *a* that says /ă/, like in our keyword *apple*.

Watch my mouth: /ă/. Now, you try. (/ă/)

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

SAY Let's look at how we make the sound /ă/. Open your mouth wide, like you're going to take a big bite of an apple. Your tongue should be flat and relaxed at the bottom of your mouth. Now, push the /ă/ sound out.

3. Introduce the /ă/ sound at the beginning of the word.

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

SAY *apple* (apple)

SAY *arrow* (arrow)

SAY *ant* (ant)

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

SAY *A* is a vowel. In some words, *a* says /ă/ in the middle of the word, as in the word *pat*. Watch my mouth say /ă/ in the middle as I say the word slowly: *pat*. Now, you try. (pat)

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

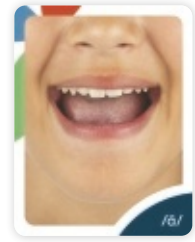
SAY *rat* (rat)

SAY *map* (map)

SAY *sad* (sad)

5. Review sounds with multisensory support.

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



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Phonics: /m/

Learning Target

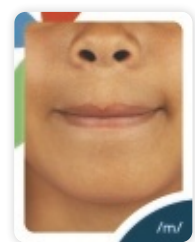
I can recognize and pronounce the /ă/, /m/, and /i/ sounds in words.

1. Practice the /m/ sound. Display the corresponding letter-sound cards.

SAY We learned that *m* says /m/, like in our keyword *monkey*. Watch my mouth say /m/. Now you try. (/m/)

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

SAY Let's look at how we make the sound /m/. Close your lips, turn on your voice to make it vibrate, and let your air come out your nose, not your mouth. Your /m/ should sound like humming: /m/. (/m/)



3. Introduce the /m/ sound at the beginning of the word.

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

SAY monkey (*monkey*)

SAY map (*map*)

SAY moose (*moose*)

4. Introduce the /m/ sound at the end of the word.

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

SAY Let's practice the sound at the end of some words. Repeat after me.

SAY home (*home*)

SAY drum (*drum*)

SAY slam (*slam*)

5. Review sounds with multisensory support.

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



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Phonics: /i/

Learning Target

I can recognize and pronounce *a* as /ă/, *m* as /m/, and *i* as /i/.

1. Practice the /i/ sound. Display the corresponding letter-sound cards.

SAY We learned that *i* says /i/, like in our keyword *insect*. Watch my mouth: /i/. Now, you try. (/i/)

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

SAY Let's look at how we make the sound /i/. Open your mouth a little bit and relax your lips. Put your tongue in the middle of your mouth, not touching the top or bottom, then make a sound.

3. Introduce the /i/ sound at the beginning of the word.

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

SAY insect (*insect*)

SAY inch (*inch*)

SAY in (*in*)

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

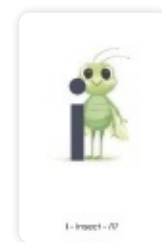
SAY *I* is a vowel. In some words, *i* says /i/ in the middle of the word, like in the word *pit*. Watch my mouth say /i/ in the middle as I say the word slowly: *pit*. Now, you try. (*pit*)

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

SAY tin (*tin*)

SAY sip (*sip*)

SAY rid (*rid*)



5. Review sounds with multisensory support.

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



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

High-Frequency Word: a

Learning Target

I can read and spell the high-frequency words *a* and *at*.



1. Introduce the high-frequency words.

SAY The high-frequency words this week are *a* and *at*.

2. Display the word *a*.

SAY This word is *a*. A has one letter—*a*.

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

SAY We use the word *a* when we talk about one thing. You might hear someone say, “I see a cloud” or “Can I have a cookie?”

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

SAY A has one sound—/ā/.

5. Address the irregular grapheme-phoneme correspondences in the word. Annotate the irregular parts of the word.
Note: The phoneme /ā/ is temporarily irregular.

SAY This word has a tricky part. The letter *a* doesn't make the sound we expect it to. In this word, the *a* says the same sound as the letter's name, /ā/. So, we'll mark it with a heart to remind us that this part of the word needs to be remembered by heart.

6. Invite students to say the sounds in the word, including sounds represented by irregular graphemes, and then blend the sounds together to form the word.

SAY Let's say the sound 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 /ā/—*a*

7. Prompt students to read the word.

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

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

8. Guide a word-meaning discussion.

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

High-Frequency Word: at

at

Learning Target

I can read and spell the high-frequency words *a* and *at*.

1. Display the word *at*.

SAY This word is *at*. *At* has two letters—*a*, *t*.

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

SAY We hear the word *at* when someone talks about a place or a time. You might hear someone say, “I am at the park” or “We will eat at noon.”

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

SAY *At* has two sounds—/ă/ /t/.

SAY The letter *a* says /ă/.

SAY The letter *t* says /t/.

4. 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.

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 /ă/ /t/—*at*

6. Prompt students to read the word.

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

ASK What’s this word? (*at*)

7. Guide a word-meaning discussion.

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

8. Distribute whiteboards to students. Invite students to write the high-frequency words *a* and *at*.

Decodable Book: Model Read

Tim at the mat.

Learning Targets

I can make predictions about a story. Also, I can follow along and listen for new high-frequency words and words with *a* as /ă/, *m* as /m/, and *i* as /i/.

1. Preview *At the Mat* by showing the front and back covers.

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

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

SAY The title is the name of the book and can be found on the front cover. The title of this book is *At the Mat*.

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

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

SAY We'll see a lot of words with the /ă/, /m/, and /i/ sounds and our high-frequency words *a* and *at*. Let's look for these words as we read.

- Distribute the decodable book *At the Mat*, one per student.

I DO

- Point to the first sentence and model reading it aloud fluently.

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

- Ask students if they heard any words with the sounds /ă/, /m/, or /i/ or the high-frequency words *a* and *at*.

SAY We will watch for the /ă/, /m/, and /i/ sounds today.

ASK Did you hear any words with the /ă/ sound? (Yes, *at* and *mat*.)

ASK Did you hear any words with the /m/ sound? (Yes, *Tim* and *mat*.)

ASK Did you hear any words with the /i/ sound? (Yes, *Tim*.)

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

Wrap-Up

- Wrap up.

SAY Today, we worked on the sounds /ă/, /m/, and /i/ and practiced blending and segmenting some important words like *hip* and *man*, along with our high-frequency words *a* and *at*. We started reading our decodable book and decoded words with our new sounds.

Day 2



Prepare in Advance

Teacher

- Letter-sound cards: *a*, *m*, *i*
- High-frequency word cards: *a*, *at*
- Decodable book: *At the Mat*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Whiteboard
- Dry-erase marker
- Decodable book: *At the Mat*

Warm-Up

Learning Target

I can segment and blend words containing *a* as /ă/, *m* as /m/, and *i* as /i/.

1. Introduce blending words.

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

2. Begin blending words.

SAY /r/ /i/ /b/

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

SAY /s/ /ă/ /t/

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

SAY /m/ /ă/ /p/

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

3. Introduce segmenting words.

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

4. Begin segmenting words.

ASK What are the sounds in the word *rib*? (/r/ /i/ /b/)

ASK What are the sounds in the word *sat*? (/s/ /ă/ /t/)

ASK What are the sounds in the word *map*? (/m/ /ă/ /p/)

Phonics Review

Learning Target

I can segment and blend words containing *a* as /ă/, *m* as /m/, and *i* as /i/.

1. Review the sounds for the week: /ă/, /m/, and /i/. Display the corresponding letter-sound cards.

SAY We've practiced the sounds /ă/, /m/, and /i/. Remember, the letter *a* makes the sound heard at the beginning of our keyword, *apple*. Let's practice saying it all together: /ă/ /ă/ /ă/. (/ă/ /ă/ /ă/)

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

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

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

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

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



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

SAY Because *m* is a consonant, its sound often comes at the beginning or the end of a word. Look at the word *rim*. Let's use the word *rim* to segment and blend the sounds. Say it with me: *rim*. Now, let's tap out the sounds. /r/ /i/ /m/. (/r/ /i/ /m/)

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

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

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

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

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

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

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 *a* and *at*.

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: *a, a, a. (a, a, a)*

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

SAY Get ready to read this word as fast as you can. Now, together let's say it, spell it, and say it again: *at, at, at. (at, at, at)*

High-Frequency Words
Fast Practice

Word Work

Learning Target

I can use sound boxes to segment, blend, and spell words with *a* as /ă/, *m* as /m/, and *i* as /i/.

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

SAY We will use sound boxes to write words.

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

m i t

m a t

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

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

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

SAY Let’s tap the sounds together: /m/ /i/ /t/. (*/m/ /i/ /t/*)

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

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

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

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

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

TACTILE CUE /i/ (Tap the middle box.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

10. Prompt students to read the new word.

SAY Let’s read the new word. Run a finger under each box as you make the sounds and blend them together: /m/ /ă/ /t/, *mat*. (*/m/ /ă/ /t/, mat*)

11. Repeat the process with the following word chain: *mit*–*mat*–*map*–*tap*.



Teacher Supports

Differentiation

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

Formative Assessment

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

Decodable Book: Choral Read

Story word: out

Tim at the mat.

Learning Target

I can read a story at my reading level by segmenting and blending words with words with *a* as /ă/, *m* as /m/, and *i* as /i/.

1. Preview the decodable book *At the Mat*. Distribute *At the Mat*, one per student.

SAY Today, we will read *At the Mat*. 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 *Tim*, *mat*, *Sam*, and *rim* in it. These words have the concepts we have been practicing. We'll look for these words as we read.

2. Introduce the story word.

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

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

SAY *Out* means "something is not inside anymore."

SAY The letters *o* and *u* together make the /ou/ sound. You already know that the letter *t* makes the /t/ sound.

SAY When we put those sounds together, we get /ou/ /t/, *out*.

I DO

1. Introduce modeled reading.

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

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

SAY Find this sentence in your book: "Tim at the mat."

SAY I see a word with the letters *m*, *a*, and *t*. Let's tap out the sounds each of those letters makes: /m/ /ă/ /t/.

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

WE DO

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

SAY Let's read the sentence again together slowly. ("Tim at the mat.")

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 expression like a storyteller. ("Tim at the mat.")

Teacher Supports

Differentiation

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

Wrap-Up

1. Wrap up.

SAY Today, we read our decodable book and used our reading skills to segment and blend words with the /ă/, /m/, and /i/ sounds.

Day 3



Prepare in Advance

Teacher

- Decodable book: *At the Mat*

Student

- Decodable book: *At the Mat*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Fluency Read

Tim at the mat.

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 *At the Mat*, 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 Mat*. 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. "Tim at the mat."

WE DO

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

SAY Now, it's your turn. I'll read the sentence again, and then you'll echo me. Ready? "Tim at the mat."

("Tim at the mat.")

YOU DO

1. Introduce partner reading.
SAY Now, you'll read the whole book with a partner, taking turns reading each sentence. When it's your turn, read fluently with accuracy and expression. When your partner reads, listen carefully and offer help if needed.
2. Pair students in groups of two. Allow them to read the text aloud to each other, taking turns with each sentence.
SAY When you're ready, you can begin reading together.
SAY Remember, after each sentence, switch with your partner so both of you have a chance to read. Keep listening and reading carefully.
3. Circulate listening for accuracy, phrasing, and expression. Provide feedback as necessary, offering support if students struggle with decoding or fluency.



Teacher Supports

Differentiation

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

Formative Assessment

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

Decodable Book: Writing

Tim at the mat.

Learning Target

I can write a sentence using words with *a* as /ă/, *m* as /m/, and *i* as /i/ and draw a picture that matches my sentence.

1. Introduce writing.
SAY Now that we've practiced reading words with the /ă/, /m/, and /i/ sounds, it's time to write. You're going to write a sentence using words that include the /ă/, /m/, and /i/ sounds.
2. Direct students to find the target sentence in their books.
SAY Let's look at an example. Find this sentence in your book: "Tim at the mat."
ASK What words have the sounds /ă/, /m/, or /i/? (*at, mat, Tim*)
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 /ă/, /m/, and /i/ sounds.
4. Encourage students to read their completed sentences aloud to themselves to check for accuracy. Once they're finished writing, they can add an illustration to connect writing to visual representation.
SAY Now, let's bring our sentences to life by drawing a picture that matches your sentence.
ASK Think about the details. What is happening in your picture? Does it match your words? (*Answers will vary.*)
5. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.
ASK Who would like to share their work with the group? (*Answers will vary.*)



Teacher Supports

Differentiation

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

Formative Assessment

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

Wrap-Up

1. Wrap up.

SAY Today, we reread our decodable book and worked on reading fluently. We used our /ă/, /m/, and /i/ sounds to write a sentence.

Day 4



Prepare in Advance

Teacher

- Decodable book: *At the Mat*

Student

- Decodable book: *At the Mat*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

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



Teacher Supports

Differentiation

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

Formative Assessment

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

Guided Retelling

Learning Target

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

1. Introduce retelling the story.
SAY Today, we will retell our story to make sure we understand what happened. When we retell a story, we think about the beginning, middle, and end.
2. Use open-ended questions to guide the retelling. If students struggle to recall details, direct students to go back and reread the full book or specific parts of the book.
 - ASK** What happened at the beginning of the story? (Sam and Tim are at the mat.)
 - ASK** What happened next? (Sam and Tim play follow-the-leader. Tim starts out as the leader.)
 - ASK** How did the story end? (Sam gets called out and becomes the new leader.)



Teacher Supports

Differentiation

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

Formative Assessment

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

Decodable Book: 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 Sam supposed to do in order to stay in the game? (She must copy what Tim is doing.)

ASK Why does Sam get a turn to be the leader? (She doesn't sit the right way in her chair and falls out of it. She does not copy Tim correctly and is out.)



Teacher Supports

Formative Assessment

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

Decodable Book: Text Connection Writing

Learning Target

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

1. Introduce personal response writing to the decodable book *At the Mat*. Encourage students to reference the text as they answer.

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

I like . . .

- Distribute story writing paper or whiteboards.

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

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

- 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 practiced reading and talking about our decodable book. You decoded the words in the book, read the book fluently, and understood the story’s meaning.

Day 5



Prepare in Advance

Teacher

- Decodable book: *At the Mat*

Student

- Decodable book: *At the Mat*
- 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 *a* as /ă/, *m* as /m/, and *i* as /i/ sounds in words.

1. Introduce the tapping sounds activity.

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

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

2. Practice words with the target sounds /ă/, /m/, and /i/ together.

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

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

SAY The last sound is /t/, so touch your knees and say /t/. Now, let's put it together: /k/ /ă/ /t/, *cat*. (/k/ /ă/ /t/, *cat*)

3. Continue the tapping sounds game for the words *ham*, *rap*, *pin*, *nab*, and *ram*.

cat
ham
rap
pin
nab
ram



Teacher Supports

Differentiation

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

Formative Assessment

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

High-Frequency Words Tabletop Writing

Learning Target

I can chorally spell high-frequency words.

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

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

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

SAY Now, let's put it together: *a*, *a*.

a
at

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

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

SAY The first letter is *a*, so write an *a* on the table with your finger and say, “*a*.”

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

SAY Now, let’s put it together: *at*, *at*.



Teacher Supports

Differentiation

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

Decodable Book: Fluency Reread

Tim at the mat.
Sam at the mat.

Learning Target

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

- Introduce rereading for fluency. Distribute the decodable book *At the Mat*, 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

- Model reading sentences from *At the Mat* fluently. Read the sentences aloud, using a finger to track under the words as you read.

SAY Listen as I read these sentences. Pay close attention to how I say the words correctly, clearly, and with expression. Notice how I pause between sentences to make it sound just right. “Tim at the mat. Sam at the mat.”

WE DO

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

SAY Now, it’s your turn. We’ll read the sentences together, focusing on reading fluently. Ready? “Tim at the mat. Sam at the mat.” (“Tim at the mat. Sam at the mat.”)

YOU DO

- Invite students to whisper read independently.

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

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

Teacher Supports

Formative Assessment

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

Decodable Book: Extension Writing

Learning Target

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

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



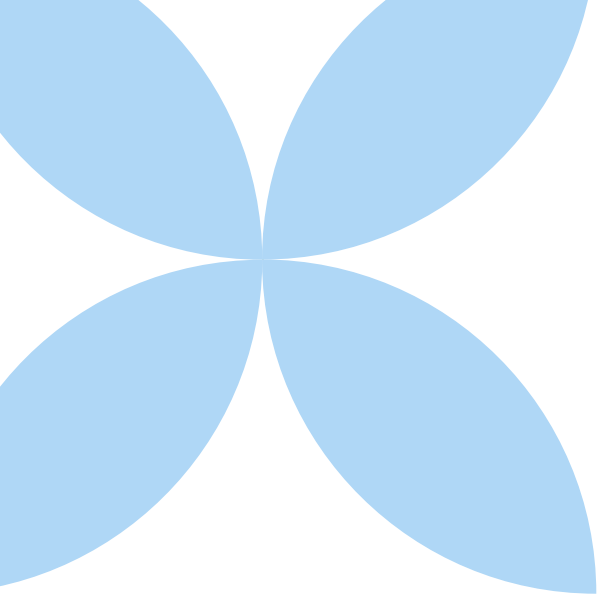
Teacher Supports

Formative Assessment

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

Wrap-Up

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



Concepts: /õ/ and /g/
Sam and Tim Hop On In

Decodable Student Reader



Concept Focus Words

big	mom	rag
got	mop	top
hop	on	

New High-Frequency Word
and

Story Word
wet

In this book, the word *wet* is a story word. It is used to support the reader’s understanding of the action in the decodable book, *Sam and Tim Hop On In*, in which Sam and Tim have a playdate on a rainy day.

Instructional Standards

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

Day 1



Prepare in Advance

Teacher

- Letter-sound cards: o, g
- Articulation cards: /ō/, /g/
- High-frequency word card: and
- Decodable book: *Sam and Tim Hop On In*

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Sam and Tim Hop On In*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words with the sounds o as /ō/ and g as /g/.

1. Introduce blending words.

SAY Today, we will work with the sounds /ō/ and /g/ to get our brains ready for reading. Listen to the sounds I say, then blend the sounds into a word.

2. Begin blending words.

SAY /l/ /ō/ /g/

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

SAY /b/ /ō/ /g/

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

SAY /h/ /ō/ /g/

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

3. Introduce segmenting words.

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

4. Begin segmenting words.

ASK What are the sounds in the word *log*? (/l/ /ō/ /g/)

ASK What are the sounds in the word *bog*? (/b/ /ō/ /g/)

ASK What are the sounds in the word *hog*? (/h/ /ō/ /g/)

5. Guide word skywriting.

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

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

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



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds.

Phonics: /ō/

Learning Target

I can recognize and pronounce the /ō/ and /g/ sounds in words.

1. Teach the /ō/ sound. Display the corresponding letter-sound cards.

SAY This week, we're learning that o says /ō/, like in our keyword *octopus*. Watch my mouth: /ō/. Now, you try. (/ō/)

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

SAY Let's look at how we make the sound /ō/. Open your mouth wide, round your lips slightly, and keep your mouth open as you say /ō/.

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

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

SAY *octopus* (octopus)

SAY *otter* (otter)

SAY *ox* (ox)

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

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

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

SAY *top* (top)

SAY *mom* (mom)

SAY *sob* (sob)

5. Review sounds with multisensory support.

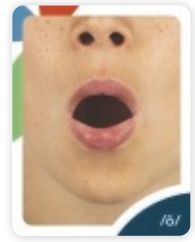
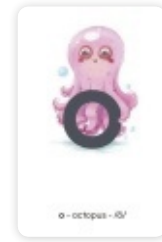
SAY Let's skywrite the letter o together. Use your finger to write o in the air while saying the sound: /ō/.



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.



Phonics: /g/

Learning Target

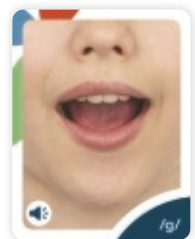
I can recognize and pronounce the /ō/ and /g/ sounds in words.

1. Teach the /g/ sound. Display the corresponding letter-sound cards.

SAY This week, we're learning that g says /g/, like in our keyword *goose*. Watch my mouth say /g/. Now you try. (/g/)

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

SAY Let's look at how we make the sound /g/. Put the back of your tongue up and the front of your tongue down. Turn on your voice as you push air out of your throat.



3. Introduce the /g/ sound at the beginning of the word.

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

SAY goose (*goose*)

SAY gas (*gas*)

SAY got (*got*)

4. Introduce the /g/ sound at the end of the word.

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

SAY Let's practice the sound at the end of some words. Repeat after me.

SAY rag (*rag*)

SAY big (*big*)

SAY pig (*pig*)

5. Review sounds with multisensory support.

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



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

High-Frequency Word: and

and

Learning Target

I can read and spell the high-frequency word *and*.

1. Introduce the high-frequency word.

SAY The high-frequency word this week is *and*.

2. Display the word *and*.

SAY This word is *and*. *And* has three letters—*a*, *n*, *d*.

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

SAY We use the word *and* when we are joining two ideas or things together. For example, you might hear someone say, "I have a dog and a cat," or "Let's go outside and run."

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

SAY *And* has three sounds—/ă/ /n/ /d/.

SAY The letter *a* says /ă/.

SAY The letter *n* says /n/.

SAY The letter *d* says /d/.

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

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

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

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

SAY /ă/ /n/ /d/—*and*.

7. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *and*.
ASK What's this word? (*and*)
8. Guide a word-meaning discussion.
ASK Can someone use *and* in a sentence? (*Answers will vary.*)
9. Distribute whiteboards to students. Invite students to write the high-frequency word *and*.



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing the high-frequency words from last week's instruction.

Decodable Book: Model Read

"Sam, hop on top!"

Learning Targets

I can make predictions about a story. Also, I can follow along and listen for new high-frequency words and words with o as /ō/ or g as /g/.

1. Preview *Sam and Tim Hop On In* by showing the front and back covers.
SAY This is the front cover of the book. The front cover is like a special doorway into a story. It helps us know what the book is about when we read the title and look at the picture on the front cover.
SAY I'm going to turn the book around. This is the back cover. The back cover doesn't usually have a large title or a big picture like the front cover. Instead, it might have a small picture or some words that tell us more about the story. Sometimes it might tell us why the book is exciting to read.
SAY The title is the name of the book and can be found on the front cover. The title of this book is *Sam and Tim Hop On In*.
SAY A prediction is a smart guess about what will happen using clues from the story and what you already know.
ASK What do you predict this book will be about? (*Answers will vary.*)
SAY We'll see a lot of words with the /ō/ and /g/ sounds and our high-frequency word *and*. Let's look for these words as we read.
2. Distribute the decodable book *Sam and Tim Hop On In*, one per student.

I DO

1. Point to the target sentence, and model reading it aloud fluently.
SAY As I read the sentence, follow along in your book. Slide a finger under each word as I read it aloud. Listen carefully for this week's sounds and high-frequency word. "Sam, hop on top!"
2. Ask students if they heard any words with /ō/ or /g/ or the high-frequency word *and*.
ASK Did you hear any words with the /ō/ sound? (*Yes. hop and top.*)
ASK Did you hear any words with the /g/ sound? (*No.*)
ASK Did you hear this week's high-frequency word? (*No.*)

Wrap-Up

1. Wrap up.

SAY Today, we worked on the sounds /ð/ and /g/ and practiced blending and segmenting some important words like *hop* and *top*, along with our high-frequency word *and*. We started reading our decodable book and decoded words with our new sounds.

Day 2



Prepare in Advance

Teacher

- Letter-sound cards: o, g
- High-frequency word card: *and*
- Decodable book: *Sam and Tim Hop On In*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Whiteboard
- Dry-erase marker
- Decodable book: *Sam and Tim Hop On In*

Warm-Up

Learning Target

I can segment and blend words with the sounds o as /ð/ and g as /g/.

1. Introduce blending words.

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

2. Begin blending words.

SAY /h/ /ð/ /p/

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

SAY /b/ /i/ /g/

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

SAY /r/ /ə/ /g/

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

3. Introduce segmenting words.

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

4. Begin segmenting words.

ASK What are the sounds in the word *hop*? (/h/ /ō/ /p/)

ASK What are the sounds in the word *big*? (/b/ /ī/ /g/)

ASK What are the sounds in the word *rag*? (/r/ /ă/ /g/)

Phonics Review

Learning Target

I can segment and blend words with o as /ō/ and g as /g/.

1. Review the sounds for the week: /ō/ and /g/. Display the corresponding letter-sound cards.

SAY We've talked about the sounds /ō/ and /g/. Remember, the letter o makes the sound heard at the beginning of our keyword, *octopus*. Let's practice saying it all together: /ō/ /ō/ /ō/. (/ō/ /ō/ /ō/)

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

SAY Because o is a vowel, its sound often comes in the middle of a word. Look at the word *log*. Let's use the word *log* to segment and blend the sounds. Say it with me: *log*. Now, let's tap out the sounds. /l/ /ō/ /g/. (/l/ /ō/ /g/)

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

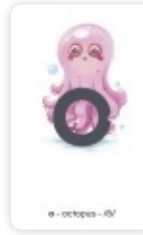
3. Review the next sound. Display the corresponding letter-sound cards.

SAY We also learned about the /g/ sound. Remember, the letter g makes the sound heard at the beginning of our keyword, *goose*. Let's practice saying it all together: /g/ /g/ /g/. (/g/ /g/ /g/)

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

SAY Because g is a consonant, its sound often comes at the beginning or at the end of a word. Look at the word *got*. Let's use the word *got* to segment and blend the sounds. Say it with me: *got*. Now, let's tap out the sounds. /g/ /ō/ /t/. (/g/ /ō/ /t/)

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



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 the high-frequency word card for the week. Hold up the word for quick recognition. The word for this week is *and*.

SAY Let's do a lightning round. I'll show you the high-frequency word for the week. 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: *and*, *a-n-d*, *and*. (*and*, *a-n-d*, *and*)

High-Frequency Words
Fast Practice

Word Work

Learning Target

I can use sound boxes to segment, blend, and spell words with o as /ō/ and g as /g/.

l	o	g
---	---	---

d	o	g
---	---	---

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

SAY We will use sound boxes to write words.

ASK How do sound boxes help us spell? (They help us spell by helping us match letters to each sound in a word. Each box is a sound.)
- Lead students in tapping out the sounds in a word.

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

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

SAY Let’s tap the sounds together: /l/ /ō/ /g/. (*/l/ /ō/ /g/*)

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

ASK How many sounds do we hear in *log*? (*three*)
- Model tapping the sound boxes as you tap each sound.

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

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

TACTILE CUE /ō/ (Tap the middle box.)

TACTILE CUE /g/ (Tap the final box.)
- Lead students in identifying the first sound in the word. Write the grapheme that represents the sound.

ASK What is the first sound in *log*? (*/l/*)

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

SAY I will write the letter *l* in the first box. That shows us that the first sound in *log*, /l/, is made by the letter *l*.
- Repeat the previous step to identify and write the middle and final graphemes and sounds.
- Distribute whiteboards and dry-erase markers to students. Instruct students to draw a rectangle on their whiteboards with two vertical lines to create three sound boxes. Invite students to write the word *log* in their sound boxes.
- Invite students to run a finger under each box, making each sound and blending them to read the word.

SAY Great. Now, we have letters to match the sounds we hear in *log*. Let’s slide a finger under the word as we say each sound and blend them together to read the word: /l/ /ō/ /g/, *log*. (*/l/ /ō/ /g/, log*)

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

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

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

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

SAY Let’s read the new word. Run a finger under each box as you make the sounds and blend them together: /d/ /ō/ /g/, *dog*. (*/d/ /ō/ /g/, dog*)
- Continue the process with the following word chain: *log–dog–hog–bog*.



Teacher Supports

Differentiation

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

Formative Assessment

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

Story word: wet

“Sam, hop on top!”

Decodable Book: Choral Read

Learning Target

I can read *Sam and Tim Hop On In* by segmenting and blending words with the *o* as /*ö*/ and *g* as /*g*/.

1. Preview the book. Distribute the decodable book *Sam and Tim Hop On In*, one per student.

SAY Today, we will read *Sam and Tim Hop On In*. 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 *hop*, *top*, *got*, and *mom* in it. These words all have the /*ö*/ sound. 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 *wet*.

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

SAY *Wet* means “covered with water,” like when your hands get water on them.

SAY In the word *wet*, the letters *w*, *e*, and *t* make the sounds we expect.

SAY When we put those sounds together, we get /*w*/ /*ě*/ /*t*/, *wet*.

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. 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: “Sam, hop on top!”

SAY I see a word with the letters *h*, *o*, and *p*. Let's tap out the sounds each of those letters make: /*h*/ /*ö*/ /*p*/.

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

WE DO

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

SAY Let's read the sentence again together slowly. (Sam, hop on top!)

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 expression like a storyteller. (Sam, hop on top!)



Teacher Supports

Differentiation

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

Wrap-Up

1. Wrap up.

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

Day 3



Prepare in Advance

Teacher

- Decodable book: *Sam and Tim Hop On In*

Student

- Decodable book: *Sam and Tim Hop On In*
- 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 *Sam and Tim Hop On In*, 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.

“Sam, hop on top!”

I DO

1. Direct students to open their decodable book *Sam and Tim Hop On In*. 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. “Sam, hop on top!”

WE DO

1. Read the target sentence again, with students echoing after you. Focus on their pronunciation and phrasing. Encourage students to use a finger to track under each word as they read to ensure they stay connected to the text.
SAY Now, it’s your turn. I’ll read the sentence again, and then you’ll echo me. Ready? “Sam, hop on top!” (“Sam, hop on top!”)

YOU DO

1. Introduce partner reading.
SAY Now, you’ll read the whole book with a partner, taking turns reading each sentence. When it’s your turn, read fluently with accuracy and expression. When your partner reads, listen carefully and offer help if needed.
2. Pair students in groups of two. Allow them to read the text aloud to each other, taking turns with each sentence.
SAY When you’re ready, you can begin reading together.
SAY Remember, after each sentence, switch with your partner so both of you have a chance to read. Keep listening and reading carefully.
3. Circulate listening for accuracy, phrasing, and expression. Provide feedback as necessary, offering support if students struggle with decoding or fluency.



Teacher Supports

Differentiation

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

Formative Assessment

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

Decodable Book: Writing

Learning Target

I can write a sentence using words with o as /ō/ and g as /g/ and draw a picture that matches my sentence.

1. Introduce writing.
SAY Now that we’ve practiced reading words with the /ō/ and /g/ sounds, it’s time to write. You’re going to write a sentence using words that include the /ō/ and /g/ sounds.

“Sam and Tim—hop on in!”

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

SAY Let's look at an example. Find this sentence in your book: "Sam and Tim hop on in!"

ASK What words have the sounds /ō/ or /g/ in that sentence? (*hop, on*)

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 /ō/ and /g/ sounds.

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

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

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

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

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



Teacher Supports

Differentiation

- If students struggle with encoding, encourage them to stretch out words by tapping the sounds along their arm.
- If students struggle with grapheme formation, model letter formation on a whiteboard.
- For students who struggle to generate words with the concept focus, provide a list of examples, such as *got*, *dog*, *man*, and *pig*.
- 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 used our /ō/ and /g/ sounds to write a sentence about the book.

Day 4



Prepare in Advance

Teacher

- Decodable book: *Sam and Tim Hop On In*

Student

- Decodable book: *Sam and Tim Hop On In*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

All other necessary materials are included within the digital lesson.

Decodable Book: Reread for Comprehension

Learning Target

I can read a story and comprehend it.

YOU DO

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



Teacher Supports

Differentiation

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

Formative Assessment

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

Guided Retelling

Learning Target

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

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



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

ASK What happens at the beginning of the story? (Sam and Tim play in the rain.)

ASK What happens next? (Sam and Tim get wet and ask Tim's mom to help clean up.)

ASK How does the story end? (Sam and Tim sip their hot cocoa.)



Teacher Supports

Differentiation

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

Formative Assessment

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

Decodable Book: 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 does Tim get wet? (He plays in the rain and jumps in puddles.)

ASK Why does Tim's mom make the kids hot cocoa? (They're wet and cold from the rain. She wants to help them warm up.)



Teacher Supports

Formative Assessment

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

Decodable Book: Text Connection Writing

I like ...

Learning Target

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

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



Teacher Supports

Differentiation

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

Wrap-Up

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

Day 5



Prepare in Advance

Teacher

- Decodable book: *Sam and Tim Hop On In*

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Sam and Tim Hop On In*
- Story writing paper or whiteboard
- Pencil or dry-erase marker

Tapping Sounds

Learning Target

I can segment and blend words with *o* as /*ö*/ and *g* as /*g*/ sounds in words.

1. Introduce the tapping sounds activity.

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

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

2. Practice words with the target sounds /*ö*/ and /*g*/ together.

SAY Let's try it with the word *log*.

SAY The first sound is /*l*/, so touch your head and say /*l*/.

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

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

SAY Now, let's put it together: /*l*/ /*ö*/ /*g*/, *log*. (/l/ /*ö*/ /*g*/, *log*)

3. Continue the tapping sounds game for the words *got*, *gap*, *gig*, *mop*, and *rot*.

log
got
gap
gig
mop
rot



Teacher Supports

Differentiation

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

Formative Assessment

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

High-Frequency Words Tabletop Writing

Learning Target

I can chorally spell high-frequency words.

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

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

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

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

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

SAY Now, let's put it together: *a-n-d*, *and*.

and

Teacher Supports

Differentiation

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

Decodable Book: Fluency Reread

Learning Target

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

“Sam, hop on top!”
“Tim, big hop in!”

1. Introduce rereading for fluency. Distribute the decodable book *Sam and Tim Hop On In*, one per student.

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

I DO

1. Model reading sentences from *Sam and Tim Hop On In* fluently. Read the sentences aloud, using a finger to track under the words as you read.

SAY Listen as I read these sentences. Pay close attention to how I say the words correctly, clearly, and with expression. Notice how I pause between sentences to make it sound just right. “Sam, hop on top! Tim, big hop in!”

WE DO

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

SAY Now, it’s your turn. We’ll read the sentences together, focusing on reading fluently. Ready? “Sam, hop on top! Tim, big hop in!” (“Sam, hop on top! Tim, big hop in!”)

YOU DO

1. Invite students to whisper read independently.

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

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

Teacher Supports

Formative Assessment

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

Decodable Book: Extension Writing

Learning Target

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

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



Teacher Supports

Formative Assessment

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

Wrap-Up

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

Partial Alphabetic



Concepts: Extra practice: *a* as /ă/, *t* as /t/, *m* as /m/, *s* as /s/, *h* as /h/, *i* as /i/, *p* as /p/, *r* as /r/, *c* as /k/, *b* as /b/, *n* as /n/

At the Mat

Decodable Student Reader



Concept Focus Words

am	hat	it	rim	tat
at	hip	mat	Sam	Tim
bam	hit	pat	sit	tip
bat	in	rat	tap	

New High-Frequency Words

a	at
---	----

Story Word

out

In this book, the word *out* is a story word. It is used to support the reader's understanding of the action in the decodable book *At the Mat*, in which Tim and Sam play the game follow-the-leader.

Instructional Standards

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

Day 1



Prepare in Advance

Teacher

- Letter-sound cards: *a, m, i*
- High-frequency word cards: *a, at*
- Decodable book: *At the Mat*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *At the Mat*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words containing *a* as /ă/, *m* as /m/, *i* and /i/.

1. Introduce blending words.

SAY Today, we will work with the sounds /ă/, /m/, and /i/ to get our brains ready for reading. Listen to the sounds I say, then blend the sounds into a word.

2. Begin blending words.

SAY /h/ /i/ /p/

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

SAY /p/ /ă/ /t/

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

SAY /m/ /ă/ /n/

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

3. Introduce segmenting words.

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

4. Begin segmenting words.

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

ASK What are the sounds in the word *pat*? (/p/ /ă/ /t/)

ASK What are the sounds in the word *man*? (/m/ /ă/ /n/)

5. Guide word skywriting.

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

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

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

Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds.



Phonics

Learning Target

I can segment and blend words containing *a* as /ă/, *m* as /m/, and *i* as /i/.



- Review the sounds for the week: /ă/, /m/, and /i/. Display the corresponding letter-sound cards.

SAY Let's practice the sounds /ă/, /m/, and /i/.
- Teach the first sound. Display the corresponding letter-sound card.

SAY The letter *a* makes the sound heard at the beginning of our keyword, *apple*. Let's practice saying it all together: /ă/ /ă/ /ă/. (/ă/ /ă/ /ă/)
- Lead example word practice on the whiteboard.

SAY Because *a* is a vowel, its sound often comes in the middle of a word.

SAY Watch as I write the word *cat* on the board

SAY Let's look at the word and say the sounds we hear.
- Point to each letter as the students say the sound aloud.

SAY What sound does the *c* make? (/k/)

SAY What sound does the *a* make? (/ă/)

SAY What sound does the *t* make? (/t/)

ASK What word does that make? (*cat*)
- Teach the next sound. Display the corresponding letter-sound cards.

SAY We also practiced the /m/ sound. Remember, the letter *m* makes the sound heard at the beginning of our keyword, *monkey*. Let's practice saying it all together: /m/ /m/ /m/. (/m/ /m/ /m/)
- Lead example word practice on the whiteboard.

SAY Because *m* is a consonant, its sound often comes at the beginning or the end of a word.

SAY Watch as I write the word *rim* on the board

SAY Let's look at the word and say the sounds we hear.
- Point to each letter as the students say the sound aloud.

SAY What sound does the *r* make? (/r/)

SAY What sound does the *i* make? (/i/)

SAY What sound does the *m* make? (/m/)

ASK What word does that make? (*rim*)
- Teach the next sound. Display the corresponding letter-sound cards.

SAY We also practiced the /i/ sound. Remember, the letter *i* makes the sound heard at the beginning of our keyword, *insect*. Let's practice saying it all together: /i/ /i/ /i/. (/i/ /i/ /i/)
- Lead example word practice on the whiteboard

SAY Because *i* is a vowel, its sound often comes in the middle of a word.

SAY Watch as I write the word *lit* on the board

SAY Let's look at the word and say the sounds we hear.
- Point to each letter as the students say the sound aloud.

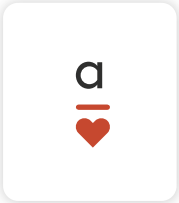
SAY What sound does the *l* make? (/l/)

SAY What sound does the *i* make? (/i/)

SAY What sound does the *t* make? (/t/)

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

High-Frequency Word: a



Learning Target

I can read and spell the high-frequency words *a* and *at*.

1. Introduce the high-frequency words.

SAY The high-frequency words this week are *a* and *at*.

2. Display the word *a*

SAY This word is *a*. *A* has one letter—*a*.

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

SAY We use the word *a* when we talk about one thing. You might hear someone say, “I see a cloud” or “Can I have a cookie?”

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

SAY *A* has one sound—/ā/.

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

Note: The phoneme /ā/ is temporarily irregular.

SAY This word has a tricky part. The letter *a* doesn’t make the sound we expect it to. In this word, the *a* says the same sound as the letter’s name, /ā/. So, we’ll mark it with a heart to remind us that this part of the word needs to be remembered by heart.

6. Invite students to say the sounds in the word, including sounds represented by irregular graphemes, and then blend the sounds together to form the word.

SAY Let’s say the sound 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 /ā/—*a*

7. Prompt students to read the word.

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

ASK What’s this word? (*a*)

8. Guide a word-meaning discussion.

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

High-Frequency Word: at



Learning Target

I can read and spell the high-frequency words *a* and *at*.

1. Display the word *at*

SAY This word is *at*. *At* has two letters—*a*, *t*.

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

SAY We hear the word *at* when someone talks about a place or a time. You might hear someone say, “I am at the park” or “We will eat at noon.”

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

SAY *At* has two sounds—/ă/ /t/.

SAY The letter *a* says /ă/.

SAY The letter *t* says /t/.

4. 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.

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 /ă/ /t/—*at*

6. Prompt students to read the word.

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

ASK What’s this word? (*at*)

7. Guide a word-meaning discussion.

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

8. Distribute whiteboards to students. Invite students to write the high-frequency words *a* and *at*.

First Read

Learning Target

I can make predictions about a story. Also, I can read words that have *a* as /ă/, *m* as /m/, and *i* as /i/.

1. Preview the decodable book *At the Mat*.

SAY Today, we will read *At the Mat*. 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 *Tim*, *mat*, *Sam*, and *rim* in it. These words have the concepts we have been working on. 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 *out*.

Story word:
out

Tim at the mat.

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

SAY *Out* means something is not inside anymore.

SAY The letters *o* and *u* together make the /ou/ sound. You already know that the letter *t* makes the /t/ sound.

SAY When we put those sounds together, we get /ou/ /t/, *out*.

I DO

1. Model echo reading. Distribute the decodable book *At the Mat*, one per student.

SAY I'll read a sentence. Listen carefully: "Tim at the mat." Now, you read it with me. ("Tim at the mat.")

2. Guide decoding.

SAY If we see a word we do not know, we use segmenting and blending to figure it out. Look at this word.

TACTILE CUE Point to the word *Tim*.

SAY If I do not know this word, I use segmenting to break it apart by sounds: /t/ /i/ /m/. Once I have the individual sounds, I say the sounds together to blend the word *Tim*.

WE DO

1. Introduce fluency.

SAY As readers, we want to read fluently, which means reading the words correctly at just the right speed and with expression like a storyteller.

Let's read the sentence again, and this time, focus on fluency to make it sound like we're telling a story. "Tim at the mat." ("Tim at the mat.")

YOU DO

1. Introduce whisper reading.

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

2. Circulate as students whisper read. Provide corrective feedback as needed and celebrate students' reading habits.

SAY As you read, I noticed you were working hard on sounding out words and thinking about the book.



Teacher Supports

Differentiation

- Facilitate echo or partner reading instead of whisper reading for students who need additional support.
- Provide whisper phones to help students hear themselves as they read.

Formative Assessment

- Record observations of students' decoding and fluency, noting whether they are confident, developing, or in need of support.

Comprehension Discussion

Learning Target

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

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

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

ASK What is Sam supposed to do in order to stay in the game? (She must copy what Tim is doing.)

ASK Why does Sam get a turn to be the leader? (She falls out of her chair because she does not sit the right way. She does not copy Tim correctly and is out.)



Teacher Supports

Formative Assessment

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

Wrap-Up

1. Wrap up.

SAY Today, we practiced reading and discussing our decodable book. You worked on decoding the words, reading fluently, and understanding the story's meaning.

Day 2



Prepare in Advance

Teacher

- Decodable book: *At the Mat*

Student

- Decodable book: *At the Mat*
- 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 *a* as /ă/, *m* as /m/, and *i* as /i/ sounds in 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. You'll tap a spot for each sound, starting at the top of your head. First, I'll say a word. Then, we'll act out "Head, Shoulders, Knees, and Toes," tapping a spot for each sound in the word.

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

2. Practice words with the target sounds /ă/, /m/, and /i/ together.

SAY Let's try it with the word *cat*. The first sound is /k/, so touch your head and say /k/. (/k/)

SAY The next sound is /ă/, so touch your shoulders and say /ă/. (/ă/)

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

SAY Now, let's put it together. (/k/ /ă/ /t/ *cat*)

3. Continue the tapping game for the words *ham*, *rap*, *pin*, *nab*, and *ram*.

cat
ham
rap
pin
nab
ram

Teacher Supports

Differentiation

- Incorporate body movements as well (e.g., clapping or 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.

a
at

SAY Our high-frequency word is *a*. Today, we will practice spelling *a*, tapping the table with our finger one time for each letter as we spell it aloud.

SAY The first letter is *a*, so tap your finger on the table and say *a*. (*a*)

SAY Now, let's put it together: *a*, *a* (*a*, *a*)

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



Teacher Supports

Differentiation

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

Second Read

Learning Target

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

1. Prepare for rereading. Distribute the decodable book, *At the Mat*, one per student.

SAY Today, you will read our decodable book, *At the Mat*, again. Remember to read with fluency, which means to read the words correctly at just the right speed and with expression so that you sound like storytellers.

2. Introduce whisper reading.

SAY Let's start by whisper reading our book today. That means you'll read aloud in a quiet whisper to yourself. As you read, think about what the book is about.

3. Circulate as students whisper read.

4. Provide corrective feedback as needed and celebrate students' reading habits.

SAY As you read, I noticed you were working hard on sounding out words, reading fluently, and thinking about the book.



Teacher Supports

Differentiation

- Use highlighting tape to emphasize tricky words.
- If students need support with tracking, have them run their finger under each word to track it as they read.

Formative Assessment

- Listen for confident, accurate reading and note which students need additional fluency practice.

Guided Retelling

Learning Target

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

1. Introduce retelling the story.

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

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

ASK What happened at the beginning of the story? (*Sam and Tim are at the mat.*)

ASK What happened next? (*Sam and Tim play Follow-the-Leader. Tim starts out as the leader.*)

ASK How did the story end? (*Sam gets called out and becomes the new leader.*)



Teacher Supports

Differentiation

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

Formative Assessment

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

Writing

Learning Target

I can write a sentence using words that include *a* as /ă/, *m* as /m/, and *i* as /i/ and draw a picture that matches my sentence.

1. Introduce writing.

SAY Now that we've practiced reading words with the /ă/, /m/, and /i/ sounds, it's time to write. You're going to write a sentence using words that include the /ă/, /m/, and /i/ sounds.

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

SAY Let's look at an example. Find this sentence in your book: "Tim at the mat."

ASK What words have the sounds /ă/, /m/, or /i/? (*at, mat, Tim*)

- 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 /ă/, /m/, and /i/ sounds.

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

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

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

Tim at the mat.

- 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

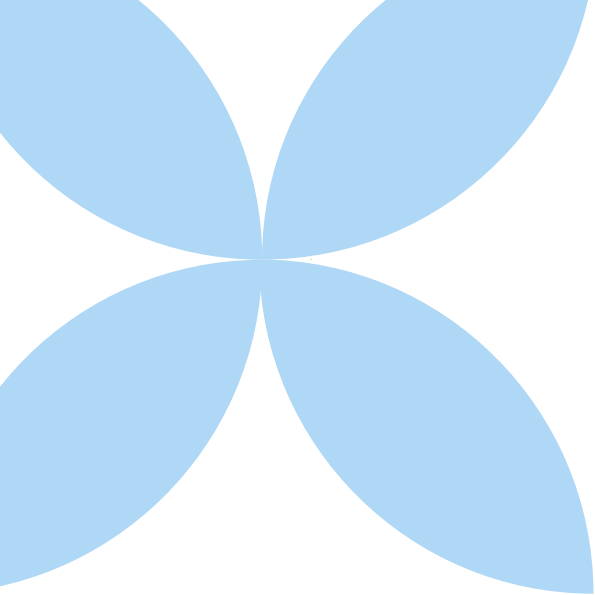
- If students struggle with encoding, encourage them to stretch out words by tapping the sounds along their arm.
- If students struggle with grapheme formation, model letter formation on a whiteboard.
- For students who struggle to generate words with the concept focus, provide a list of examples, such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

Formative Assessment

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

Wrap-Up

1. Wrap up.
SAY Today, we practiced spelling our high-frequency words, reread our decodable book to work on our fluency, retold the story, and used the /ă/, /m/, and /ĩ/ sounds to write a sentence.



Concepts: /õ/, /g/
Sam and Tim Hop On In

Decodable Student Reader 	Concept Focus Words big got hop mom mop on rag top
	New High-Frequency Words and
	Story Word wet In this book, the word <i>wet</i> is a story word. It is used to support the reader's understanding of the action in the decodable book, <i>Sam and Tim Hop On In</i>, in which Sam and Tim have a playdate on a rainy day.
Instructional Standards RL.K.1, RL.K.2, RL.K.7, RF.K.2.D, RF.K.3.A, RF.K.3.B, RF.K.3.C, RF.K.4, W.K.8, L.K.1.F, L.K.2.D, RL.1.1, RL.1.2, RF.1.2.B, RF.1.2.C, RF.1.2.D, RF.1.3.B, RF.1.3.G, RF.1.4.A, RF.1.4.B, W.1.8, L.1.1.J, L.1.2.D, L.1.2.E, RL.2.1, RL.2.2, W.2.8	

Day 1



Prepare in Advance

Teacher

- Letter-sound cards: o, g
- High-frequency word card: and
- Decodable book: *Sam and Tim Hop On In*
- Whiteboard
- Dry-erase marker

All other necessary materials are included within the digital lesson.

Student

- Decodable book: *Sam and Tim Hop On In*
- Whiteboard
- Dry-erase marker

Warm-Up

Learning Target

I can segment and blend words containing the sounds /ō/ and /g/.

1. Introduce blending words.

SAY Today, we will work with the sounds /ō/ and /g/ to get our brains ready for reading. Listen to the sounds I say, then blend the sounds into a word.

2. Begin blending words.

SAY /l/ /ō/ /g/

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

SAY /b/ /ō/ /g/

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

SAY /h/ /ō/ /g/

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

3. Introduce segmenting words.

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

4. Begin segmenting words.

ASK What are the sounds in the word *log*? (/l/ /ō/ /g/)

ASK What are the sounds in the word *bog*? (/b/ /ō/ /g/)

ASK What are the sounds in the word *hog*? (/h/ /ō/ /g/)

5. Guide word skywriting.

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

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

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



Teacher Supports

Differentiation

- Use arm blending for multisensory learning.

Formative Assessment

- Record any hesitations or errors with the sounds.

Phonics

Learning Target

I can segment and blend words with the sounds /ō/ and /g/.



- Teach the sounds for the week: /ō/ and /g/.
SAY Let's learn about the sounds /ō/ and /g/.
- Teach the first sound. Display the corresponding letter-sound cards.
SAY The letter o makes the sound heard at the beginning of our keyword, *octopus*. Let's practice saying it all together: /ō/ /ō/ /ō/. (/ō/ /ō/ /ō/)
- Lead example word practice. Display the word *log* on the whiteboard.
SAY Because o is a vowel, its sound often comes in the middle of a word. Look at the word *log*. Let's use the word *log* to segment and blend the sounds. Say it with me: *log*. Now, let's tap out the sounds. /l/ /ō/ /g/. (/l/ /ō/ /g/)
ASK What word does that make? (*log*)
- Teach the next sound. Display the corresponding letter-sound cards.
SAY The letter g makes the sound heard at the beginning of our keyword, *goose*. Let's practice saying it all together: /g/ /g/ /g/. (/g/ /g/ /g/)
- Lead example word practice. Display the word *got* on the whiteboard.
SAY Because g is a consonant, its sound often comes at the beginning or at the end of a word. Look at the word *got*. Let's use the word *got* to segment and blend the sounds. Say it with me: *got*. Now, let's tap out the sounds. /g/ /ō/ /t/. (/g/ /ō/ /t/)
ASK What word does that make? (*got*)

High-Frequency Word: and

and

Learning Target

I can read and spell the high-frequency word *and*.

- Introduce the high-frequency word.
SAY The high-frequency word this week is *and*.
- Display the word: *and*.
SAY This word is *and*. *And* has three letters—*a*, *n*, *d*.
- Explain how to use the high-frequency word when speaking. Emphasize the word *and* when reading the sentences below.
SAY We use the word *and* when we are joining two ideas or things together. For example, you might hear someone say, "I have a dog and a cat," or "Let's go outside and run."
- Teach the grapheme-phoneme correspondences in the word.
SAY *And* has three sounds—/ă/ /n/ /d/.
SAY The letter *a* says /ă/.
SAY The letter *n* says /n/.
SAY The letter *d* says /d/.
- Address the regularity of the grapheme-phoneme correspondences in the word.
SAY In this word, each letter makes the sound we expect. So, we call all the sounds in this word "regular."

6. Invite students to say the sounds in the word and then blend the sounds together to form the word.
SAY Let's say the sounds we know in this word, one at a time. After we say all the sounds, we'll blend them together to read the whole word.
SAY /ă/ /n/ /d/—*and*.
7. Prompt students to read the word.
SAY So, when we see this word, we know to read it as *and*.
ASK What's this word? (*and*)
8. Guide a word-meaning discussion.
ASK Can someone use *and* in a sentence? (*Answers will vary.*)
9. Distribute whiteboards to students. Invite students to write the high-frequency word *and*.



Teacher Supports

Differentiation

- If students need more practice with high-frequency words, consider reviewing high-frequency words from last week's instruction.

First Read

Learning Target

I can make predictions about a story. Also, I can read words with the /ă/ and /g/ sounds.

Story word:
wet

"Sam, hop on top!"

1. Preview the decodable book *Sam and Tim Hop On In*.
SAY Today, we will read *Sam and Tim Hop On In*. 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 *got*, *hop*, and *mom* 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.
3. Teach the story word. Introduce each sound in the word. Then, segment and blend the word.
SAY Our story word today is *wet*. *Wet* means covered with water, like when your hands get water on them.
SAY In the word *wet*, the letters *w*, *e*, and *t* make the sounds we expect.
SAY When we put those sounds together, we get /w/ /ě/ /t/, *wet*.

I DO

1. Model echo reading. Distribute the decodable book *Sam and Tim Hop On In*, one per student.
SAY I'll read the target sentence. Listen carefully: "Sam, hop on top!" Now, you read it with me. (*"Sam, hop on top!"*)
2. Guide decoding.
SAY If we see a word we do not know, we use segmenting and blending to figure it out. Look at this word.
TACTILE CUE Point to the word *top*.
SAY If I do not know this word, I use segmenting to break it apart by sounds: /t/ /ă/ /p/. Once I have the individual sounds, I say the sounds together to blend the word *top*.

WE DO

1. Introduce fluency.

SAY As readers, we want to read fluently, which means reading the words correctly at just the right speed and with expression like a storyteller.

Let's read the sentence again, and this time, focus on fluency to make it sound like we're telling a story. "Sam, hop on top!" ("Sam, hop on top!")

YOU DO

1. Introduce whisper reading.

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

2. Circulate as students whisper read. Provide corrective feedback as needed and celebrate students' reading habits.

SAY As you read, I noticed you were working hard on sounding out words and thinking about the book.



Teacher Supports

Differentiation

- Facilitate echo or partner reading instead of whisper reading for students who need additional support.
- Provide whisper phones to help students hear themselves as they read.

Formative Assessment

- Record observations of students' decoding and fluency, noting whether they are confident, developing, or in need of support.

Comprehension Discussion

Learning Target

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

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

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

ASK How does Tim get wet? (A big hop in.)

ASK Why does Tim's mom make the kids hot cocoa? (Because they got wet hopping in the puddle and sipping hot cocoa can help them feel warmer.)



Teacher Supports

Differentiation

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

Wrap-Up

1. Wrap up.

SAY Today, we practiced reading and discussing our decodable book. You worked on decoding the words, reading fluently, and understanding the story's meaning.

Day 2



Prepare in Advance

Teacher

- Decodable book: *Sam and Tim Hop On In*

Student

- Decodable book: *Sam and Tim Hop On In*
- 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 /ð/ and /g/ sounds in 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. You'll tap a spot for each sound, starting at the top of your head. First, I'll say a word. Then, we'll act out "Head, Shoulders, Knees, and Toes," tapping a spot for each sound in the word.

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

2. Practice words with the target sounds /ð/ and /g/ together.

SAY Let's try it with the word *log*. The first sound is /l/, so touch your head and say /l/. (/l/)

SAY The next sound is /ð/, so touch your shoulders and say /ð/. (/o/)

SAY The last sound is /g/, so touch your knees and say /g/. (/g/)

SAY Now, let's put it together. (/l/ /ð/ /g/ *log*)

3. Continue the tapping game for the words *got*, *gap*, *gig*, *mop*, and *rot*.

log
got
gap
gig
mop
rot

Teacher Supports

Differentiation

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

High-Frequency Words: Drumming

and

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 *and*. Today, we will practice spelling *and*, tapping the table with our finger one time for each letter as we spell it aloud.
 - SAY** The first letter is *a*, so tap your finger on the table and say *a*. (*a*)
 - SAY** The next letter is *n*, so tap your finger on the table and say *n*. (*n*)
 - SAY** The last letter is *d*, so tap your finger on the table and say *d*. (*d*)
 - SAY** Now, let's put it together: *a-n-d*, *and* (*a-n-d*, *and*)

Teacher Supports

Differentiation

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

Second Read

Learning Target

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

1. Prepare for rereading. Distribute the decodable book, *Sam and Tim Hop On In*, one per student.
 - SAY** Today, you will read our decodable book, *Sam and Tim Hop On In*, again. Remember to read with fluency, which means to read the words correctly at just the right speed and with expression so that you sound like storytellers.
2. Introduce whisper reading.
 - SAY** Let's start by whisper reading our book today. That means you'll read aloud in a quiet whisper to yourself. As you read, think about what the book is about.
3. Circulate as students whisper read.
4. Provide corrective feedback as needed and celebrate students' reading habits.
 - SAY** As you read, I noticed you were working hard on sounding out words, reading fluently, and thinking about the book.



Teacher Supports

Differentiation

- Use highlighting tape to emphasize tricky words.
- If students need support with tracking, have them run their finger under each word to track it as they read.

Formative Assessment

- Listen for confident, accurate reading and note which students need additional fluency practice.

Guided Retelling

Learning Target

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

1. Introduce retelling the story.

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

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

ASK What happens at the beginning of the story? (*Sam and Tim play in the rain.*)

ASK What happens next? (*Sam and Tim get wet and ask Tim's mom to help clean up.*)

ASK How does the story end? (*Sam and Tim sip their hot cocoa.*)



Teacher Supports

Differentiation

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

Formative Assessment

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

Writing

Learning Target

I can write a sentence using words with o as /ō/ and g as /g/, and draw a picture that matches my sentence.

1. Introduce writing.

SAY Now that we've practiced reading words with the /ō/ and /g/ sounds, it's time to write. You're going to write a sentence using words that include the /ō/ and /g/ sounds.

"Sam and Tim—hop on in!"

2. Direct students to find the target sentence in their books.
SAY Let's look at an example. Find this sentence in your book: "Sam and Tim—hop on in."
ASK What words have the sounds /ō/ or /g/ in that sentence? (*hop, on*)
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 /ō/ and /g/ sounds.
4. Encourage students to read their completed sentences aloud to themselves to check for accuracy. Once they're finished writing, they can add an illustration to connect writing to visual representation.
SAY Now, let's bring our sentences to life by drawing a picture that matches your sentence.
ASK Think about the details. What is happening in your picture? Does it match your words? (*Answers will vary.*)
5. Invite students to share their work. Provide corrective feedback as needed, and celebrate students' writing habits.
ASK Who would like to share their work with the group? (*Answers will vary.*)



Teacher Supports

Differentiation

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

Formative Assessment

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

Wrap-Up

1. Wrap up.
SAY Today, we practiced spelling our high-frequency words, reread our decodable book to work on our fluency, retold the story, and used the /ō/ and /g/ sounds to write a sentence.

CCSS Standards Grade K

READING | Literature

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4 Ask and answer questions about unknown words in a text.
- RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- RL.K.10 Actively engage in group reading activities with purpose and understanding.

READING | Informational Text

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10 Actively engage in group reading activities with purpose and understanding.

READING | Foundational Skills

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- RF.K.1.A Follow words from left to right, top to bottom, and page by page.
- RF.K.1.B Recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1.C Understand that words are separated by spaces in print.
- RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- RF.K.2.A Recognize and produce rhyming words.
- RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.C Blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- RF.K.3.C Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.3.D Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4 Read emergent-reader texts with purpose and understanding.

WRITING

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- SL.K.1.B Continue a conversation through multiple exchanges.
- SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

- SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
 - L.K.1.A Print many upper- and lowercase letters.
 - L.K.1.B Use frequently occurring nouns and verbs.
 - L.K.1.C Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
 - L.K.1.E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - L.K.1.F Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
 - L.K.2.A Capitalize the first word in a sentence and the pronoun I
 - L.K.2.B Recognize and name end punctuation.
 - L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**
 - L.K.4.A Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
 - L.K.4.B Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.**
 - L.K.5.A Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - L.K.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - L.K.5.C Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - L.K.5.D Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
- L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

