

MATERIALS

- **Phonics Videos** "Cc," "Ff," "Hh," "Oo"
- **Sound-Spelling Cards** c, f, h, o
- **Word Building Cards**
- **Worktext Pages 14–15**
- **Worktext Audio Online**
- **High-Frequency Word Cards** if, in, is, it
- **BLM Practice Words**
- **Decodable Book** Bob
- **Audio Sync Decodable Readers**

Phonemic Awareness

Isolate Final Phonemes

Use **Phonemic Awareness Routine 1**. Say an action word and pantomime its meaning. Then guide children to isolate the final sounds in the word. Model with the word *mop*. **Say:**

- *I will mop the floor.* Pantomime mopping. *Do it with me and say the word:* mop.
- *Listen carefully as I say the word again:* mop.
- *The last sound in mop is /p/. Say it with me:* /p/.
- *What is the last sound in mop?* (/p/)

Have children practice identifying final sounds in these words: *run, read, hop, freeze, write, skip, drive, eat, dance, pull, look*. Say each word and gesture or pantomime it. Have children repeat the movement, say the word, and identify the final sound. If children make a mistake, say the word again and segment the sounds. **Say:** *Listen carefully. The word is mop: /m/ /o/ /p/, mop. What is the last sound in /m/ /o/ /p/? (/p/)*

Phonics

View the Phonics Videos

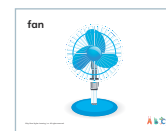
Play **Phonics Videos** "Cc," "Ff," "Hh," and "Oo." Invite children to write each letter in the air as they watch.

Review Sound/Spellings

c /k/, f /f/, h /h/, o /o/

Use **Phonics Routine 2** and the **Sound-Spelling Cards** to review the phonics skills and keywords with motions. Remind children of the keyword *fan*. Show the picture side of the card. Invite children to make the spinning motion. Then show the letter side of the card again and model the steps.

- Tap the letter and say its name: f.
- Say the keyword and do the motion: *fan* (spin hand).
- Say the sound: /f/
- Have children repeat: f, fan, /f/.
- Repeat the procedure to introduce keyword motions for h /h/, c /k/, and o /o/.



Read Words with c, f, h, o

Use the **Word Building Cards** to build words for children to read using **Phonics Routine 5**.

- Display the word *can*.
- Children tap out each sound: /k/ /a/ /n/.
- Then children slide their fingers and say the word: *can*.

Continue with these words: *cab, cat, cot, hot, hat, hit, not, pot, fit, fat, fin*.

Choral read the word lists on **Worktext Page 16**.

Assign **Worktext Page 17** for completion at independent workstations.

SCAFFOLD

Listen for children who are a beat or two off. Circulate and check in with individuals. If children misidentify a sound—/a/ for example—point to the letter and **ask:** *What is this letter?* (a) *What is the keyword?* (Children motion biting an apple and say *apple*.) *What is the sound?* (/a/)

Spell Words with *c, f, h, o*

Use **Spelling Routine 1** to have children write each word correctly, write it again from memory, and then check their spelling.

cat	if
fan	is
him	not
hot	pot

ENGLISH LEARNERS

Newcomer/Beginner → Use pictures, gestures, and context sentences to help children understand the meanings of words. For example, show the **Picture Card** for *fish* and **say**: *A fish is an animal that lives in water.*

Intermediate → Invite children to use the words in simple sentences.

Advanced → Invite children to use the words in sentences and encourage them to elaborate. For example, if a child says, "I wear a hat," **ask**: *When do you wear your hat?*

High-Frequency Words

Review the high-frequency words *if, in, is, and it* using the **High-Frequency Word Cards**. Have children read the word, spell the word aloud, and then write the word in the air.

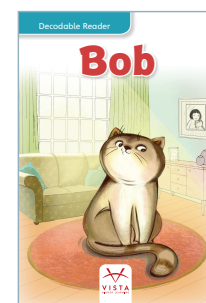
Extend learning by having partners play the game "Concentration" using these pairs of **BLM Practice Words** *if, in, is, I, the, see*. Model laying out six pairs of word cards in three rows of four cards placed face down. On his or her turn, the player turns over two cards and reads each one aloud. If the cards match, the player keeps them. If they do not match, the player turns them face down. Then the turn ends. Players continue until all pairs of matching cards have been identified.

AMPLIFY

Challenge children by adding additional word pairs to the game.

Read Connected Text: *Bob*

Give each child a copy of the connected text. Tell children the title of the book. Use **Reading Routine 1** to read *Bob*.



- **Preview** Children briefly preview each page. Model blending difficult words.
- **Read Together** Read each page twice. First, children whisper read the page. Then choral read as children track the print.

Daily Writing

Dictate these sentences and have children write them.

- *I see Bob.*
- *Bob is on the mat.*

Use the **Writing Routine** to guide children to make corrections to each sentence. Children may wish to turn to page 8 in *Bob* to check their spelling.

ASSESS AND RETEACH

Assess

Display the **Sound-Spelling Cards** *c, f, h, o*. Have children name the letter and the sound it stands for. For *c*, show only the first picture on the card.

Reteach

Review each **Sound-Spelling Card** and the keywords with children using "special effects." Remind children of the movement for each keyword. Guide them to move and speak in slow motion as they say the letter and sound while doing the movement.