MATERIALS

- **Word Building Cards**
- **Sound-Spelling Cards**
- **Worktext Pages 16 and 18**
- **Worktext Audio Online**
- **BLM Practice Letters**
- **High-Frequency Word Cards**
- **Decodable Books** *Bob* and *Sam and Tim*
- **Audio Sync Decodable Readers**
- **BLM Practice Words** blank cards
- sentence strips

Phonemic Awareness

Blend Phonemes

Use **Phonemic Awareness Routine 2** and blank **Word Building Cards** to blend phonemes. Model how to blend the word *bat*. **Say:**

- *I am going to say a word slowly. Listen: /b/, /a/, /t/.*
- *For each sound I say, I will put down a card. Listen and watch: /b/, /a/, /t/.*
- *Now tap your fingers for each card and say the sounds with me: /b/ /a/ /t/.*
- *Now I will slide my fingers under the cards as I blend the sounds to say the word:* bat.
- *I hit the ball with a /b/ /a/ /t/. What did I use to hit the ball?* (a bat)

Have children prepare to listen for the next sounds. Continue with these sounds, providing context sentences and gestures as needed:

- /c/ / ō/ /t/ (*coat*); *I wear a coat to stay warm.*
- /mmm/ /a/ /n/ (*man*); *Her father is a tall man.*
- /d/ /u/ /k/ (*duck*); *A duck swam in the pond.*
- /b/ /u/ /g/ (*bug*); *A tiny bug bit me.*
- /d/ /o/ /g/ (*dog*); *I heard a dog bark.*
- /sss/ /a/ /d/ (*sad*); *I feel sad when I miss my family.*
- /h/ /e/ /n/ (*hen*); *A hen can lay eggs.*

Phonics

Review Sound-Spellings

Use **Phonics Routine 2** and the **Sound-Spelling Cards** to review the phonics skills together. Display the letter *c*. **Ask:** *What is the letter?* (*c*) *What is the keyword?* (*cat*) *What sound does it stand for?* (/k/)
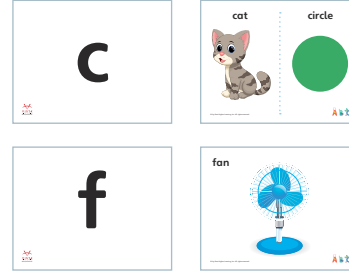
Repeat for *f, h,* and *o.*
Mix the **Sound-Spelling Cards** with other cards for known sound/spellings. Invite children to randomly choose a card and state the letter, keyword, and sound.

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

Choral read the words at the top of 📄 **Worktext Page 16.** Then have children use their **BLM Practice Letters** to build the words and read them aloud.

Assign 📄 **Worktext Page 18** to be completed at independent workstations.

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

Have each child write four spelling words at the top of a sheet of paper. Their partner should write the other four spelling words at the top of a different sheet of paper. Then partners switch papers and write the words in a sentence.

cat	if
fan	is
him	not
hot	pot

✳ ENGLISH LEARNERS

Newcomer/Beginner ➡ Pair children with more proficient partners and provide sentence frames, such as: I nap on a ____. A fish has a ____.

High-Frequency Words

Review known high-frequency words using the **High-Frequency Word Cards.** Invite each child to randomly choose a card, read the word aloud, spell the word aloud, and then say the word in a sentence.

Choral Read

Choral read the sentences at the bottom of 📄 **Worktext Page 16.** Place the pages at workstations and have children practice whisper reading the words and sentences to a partner.

✴ AMPLIFY

Copy the sentences on 📄 **Worktext Page 16** onto sentence strips. Then cut the words apart and shuffle them. Challenge children to reconstruct the sentences.

Read Connected Text: *Bob*

Give each child a copy of the connected text. Use **Reading Routine 3** to reread *Bob*. Have children take turns reading aloud a page as the group follows along.
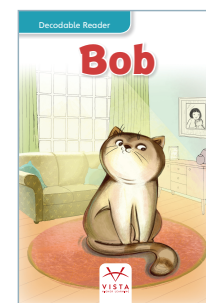
Confirm Comprehension

Ask literal questions such as these to confirm comprehension:

- *Who is the girl looking for?* (Bob, the cat)
- *Where does she first see him?* (running in the hall)
- *Where is Bob hiding?* (in the laundry basket)

✦ SCAFFOLD

Have children reread *Sam and Tim* with the **Audio Sync Decodable Reader.** Have them copy any words they had difficulty reading onto blank cards from the **BLM Practice Words** and add them to their practice decks.

✏ Daily Writing

Invite children to write about *Bob*. Provide this sentence frame: I liked it when ____.

✴ ASSESS AND RETEACH

Assess

Display **High-Frequency Word Cards** *if, in, is, it*. Have children read them aloud.

Reteach

Have children name the final letter in each word and the sound it stands for. Then say a word and have children choose the correct word card.