

## MATERIALS

- Word Building Cards
- BLM Sound Cards
- BLM Practice Letters
- BLM 3.3 (one copy per child)
- Decodable Book *Bob*
- Audio Sync Decodable Readers
- Worktext Page 16
- Worktext Audio Online
- prepared story sentence strips

## Phonemic Awareness

### Segment Phonemes

Use **Phonemic Awareness Routine 3** and blank **Word Building Cards** to segment sounds. Have children use their **BLM Sound Cards** as you model how to segment the sounds in *hut*. Say:

- *Listen as I say a word: hut. Say it with me: hut. He lives in a small hut.*
- *How many sounds are in the word hut? I'll say the word slowly: /h/ /u/ /t/. Show children how to put down a card for each sound.*
- *How many sounds are there? (3)*
- *There are three sounds in the word hut. Tap the cards as you say: /h/ /u/ /t/.*

Repeat with these words: *hot, duck, cap, fit, men*. Use each word in a sentence to support meaning.



### AMPLIFY

Challenge children to name each sound (initial, medial, and final) in each word. Ask questions such as: *What if /a/ changed to /o/? What would the new word be?*

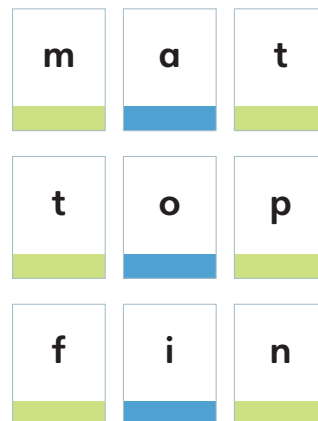
## Phonics

### Build and Read VC and CVC Words

Use **Phonics Routine 7** and the **Word Building Cards** to guide children to build and read words. Have children follow along and build the words with their **BLM Practice Letters**. Display the letters for the word *hit*. Tap the letters as you blend the word. Then have children manipulate their letter cards as you **say**:

- *Take away the h. What word do you have? (it)*
- *Add the letter b to the beginning. What word is it? (bit)*
- *Change b to s. What is the word? (sit)*
- *Change i to a. What word is it? (sat)*

Continue, having children build and read these words: *mat, map, mop, top, tip, tap, tan, fan, fin*.



### SCAFFOLD

If children incorrectly read a word, guide them to correct the error by pointing to the letter and asking: *What is this letter? What is the keyword for this letter? What sound does it stand for?* For example, a child might answer *a, apple, /a/*.

## High-Frequency Words

Review known high-frequency words using copies of the Bingo card on **BLM 3.3**. Have children fill their Bingo cards by writing words from the word bank in random order in the blank spaces. Then call out high-frequency words in random order and have children mark them off. The first child to get four in a row should call "Bingo."

### Reread Connected Text: *Bob*

In advance, copy the sentences from *Bob* onto sentence strips. Distribute the sentence strips evenly to children. If there are not enough strips, have pairs share a strip. If there are more sentence strips than children, you can tape the sentence strips to a stuffed animal or toy.


Review the book *Bob*. Then have children read their sentence strips and arrange themselves in the correct story order. Have children read aloud the sentence strips. Save the sentence strips for assessment.

Mom, I can not see Bob.

Bob! Bob!

Mom, I see him!

## Extension

Have partners read aloud  **Worktext Page 16** to one another for fluency practice.



## Daily Writing

Dictate each sentence and have children write them.

- *Tim said it is hot.*
- *The man sat on the map.*

Use the **Writing Routine** to guide children to make corrections to each sentence.



## ASSESS AND RETEACH

### Assess

Have children read a story sentence strip.

### Reteach

Reveal each word in a story sentence strip one at a time as children read. Guide them to sound out each word.

