

MATERIALS

- **BLM Sound Cards**
- **Phonics Videos** “Cc,” “Ff,” “Hh,” “Oo”
- **BLM Practice Words**
- **Word Building Cards**
- **BLM Practice Letters**
- **High-Frequency Word Cards**
- **Decodable Books** *Pam and Tam, Sam and Tim, and Bob*
- **Audio Sync Decodable Readers**
- **Worktext page 17**

Phonemic Awareness

Blend Phonemes

Use **Phonemic Awareness Routine 2** to blend sounds. Have children put down **BLM Sound Cards** to represent each consonant and vowel sound. Next have them tap out the sounds and then blend them to say the word. Invite volunteers to say the word in a sentence. Use these sounds, making sure to elongate continuous sounds as indicated:

- /i/ /nnn/ (in)
- /a/ /mmm/ (am)
- /p/ /a/ /n/ (pan)
- /d/ /o/ /t/ (dot)
- /sss/ /i/ /k/ (sick)
- /b/ /a/ /k/ (back)
- /b/ /ē/ /nnn/ (bean)
- /g/ /ō/ /t/ (goat)
- /b/ /e/ /d/ (bed)

Phonics

Review the Phonics Videos

Play **Phonics Videos** “Cc,” “Ff,” “Hh,” and “Oo.” Assign partners or small groups one of the letters and have them stand to act out their parts along with the video.

Word Sorts

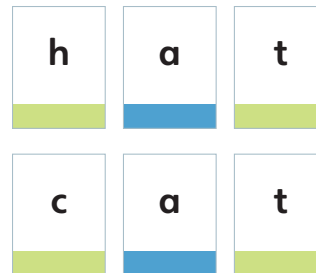
Have pairs of children use their **BLM Practice Words** to sort this week’s spelling words into three groups by vowel sound. After partners have finished sorting their cards, call on individual children to read one card from each group.

Build and Read Words with c /k/, f /f/, h /h/, o /o/

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 *pit*. Tap the letters as you blend the word. Say the word in a sentence: *I can dig a deep pit*. Then have children manipulate their letter cards as you **say**:

- Take away the p. What word do you have? (it)
- Change the letter i to an a. What word is it? (at)
- Add m to the beginning. What is the word? (mat)
- Change m to h. What word is it? (hat)

Continue, having children build and read these words: *cat, cot, hot, hop, hip, tip, tap*.



AMPLIFY

Challenge children to come up with additional words to add to the word ladder, changing only one letter at a time.

High-Frequency Words

Use the **High-Frequency Word** Cards to review all known words. Then have children use high-frequency word cards from their **BLM Practice Words** to tell a shared story about Bob the cat. Model for children using the word *and*. **Say:**

- *The word is and.*
- *First, I find the word in my word cards. Hold up the word card for and.*
- *Then I'll start a new story about Bob by saying one sentence using that word. Once upon a time, a girl AND her cat were playing. Now keep adding to the story.*

Randomly draw a high-frequency word card from your remaining stack and say the word aloud for one of the children. Have the child find the word and use it in a sentence to tell the next part of the shared story. If children get stuck, ask questions such as: *What would Bob do next?*

Reread Connected Texts

Distribute copies of *Pam and Tam*, *Sam and Tim*, and *Bob* to each child. Have partners read aloud a chosen title to the group, with each child reading a page or sentence at a time. The group should follow along as each pair reads.



SCAFFOLD

Pair striving readers with a more proficient partner and have them practice echo reading.



Daily Writing

Have children write about a character from one of the books they have read. Provide the sentence frame:

In the story, _____.




ASSESS AND RETEACH

Assess

Have children use their **BLM Practice Letters** to build and read the words *fat*, *hop*, *can*.

Reteach

Use  **Worktext Page 17** to reteach the sound-spellings. For example, **say:** *Listen to the first sound in this word: hat. What is the sound? (/h/)* *What letter stands for /h/? (h)* *Point to the letter on this page.* After children correctly identify the letter, guide them to trace it with their finger as they say the letter aloud. Dictate these words and have children build them with their **BLM Practice Letters: fat, hop, can.**

