

Lesson 1

Amazing Alliteration!



SAY

We are going to say our Alliteration chant!
Repeat the chant after me!
“It’s amazing alliteration time!
When the words have the same sound as the first one!”



DO

Say one sentence at a time of the Amazing Alliteration chant and ask the students to repeat after you.



SAY

Let’s practice our alliteration skills! When two or more words begin with the same sound that is called alliteration. When I say some statements I want you to think of the words that begin with the same sound. Ok?



DO

Wait for the students to say yes. Repeat directions as needed.



SAY

Think about this alliteration: Nicholas never noticed the newt. Do any of these words begin with the same sound? Whisper the words in your hand and hold them tight. We will share after we all have a chance to think first.



DO

Listen and watch as students think of the word. Provide support as needed.

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Ok, let's hear them.



Listen to students share.



Think about this alliteration: Jeremy jumped jubilantly to the jet. Do any words begin with the same sound?



Repeat alliteration practice with 1-2 statements as time permits. Be sure all students have a chance to share their thinking with a partner or the full group.

Alliteration Statement List:

- Jeremy jumped jubilantly to the jet.
- YaMaya yawned at the yellow Yorkie.
- Nicholas never noticed the newt.



Correction Routine: If any students make an error, have the whole group watch as you model.

My turn: Say the word. Say the individual sounds in the word while tapping your fingers.

Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.

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Introduce the sounds!



Letters are either a vowel (a, e, i, o, u) or a consonant (other letters).

Knowing the difference between a vowel and consonant helps students decode, read, and spell words.

When we see A and I, they say their name. We read "A" and "I".

A
 $/\bar{a}/ = A$

I
 $/\bar{i}/ = I$



SAY

Learning new sounds is so cool! Repeat our chant after me!

"It's time to learn new sounds!

We use the sound rule to help us read!"



DO

Say one sentence at a time of the Introduce the Sound chant and ask the students to repeat after you.

Lesson 1

Let's learn a super cool new rule today!



Letters are either a vowel (a, e, i, o, u) or a consonant (other letters). Knowing the difference between a vowel and consonant can help you decode words and read them. Let's look at some super cool vowels that say their name "A" and "I". When we say these words, the vowel says its name.



Hold up the **High Frequency Word Cards for A and I**.



Read these with me. For example, A is a vowel and a word, so we read the word /a/ = a. We will explore vowels and consonants during this lesson.

Blend the sounds!



Blending sounds helps us read the words smoothly! Repeat our chant after me!

"It's time to blend the sounds!

It's time to blend the sounds to help us read the words smoothly!"



Say one sentence at a time of the Blend the Sounds chant and ask the students to repeat after you.

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SAY

Let's practice blending the sounds in some words today!

When we blend the sounds in words, it helps us read the words smoothly. Let's try it.



DO

Look at our words for today.



SAY

Let's look at the word "A". This word has one letter, the letter is a vowel. In this word the vowel says its name. What sound is it making? Share with a partner next to you.



DO

Listen as students share the sound. Take notes on the students that can accurately name and articulate the sound and students that may need reteaching and/or additional support.



SAY

Yes, the vowel is saying its name. The letter is "A", so the sound is also "A". When we read this word we say "A".



DO

Look at our next word for today.

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Let's look at the word "I". This word has one letter, the letter is a vowel. In this word the vowel says its name. What sound is it making? Share with a partner next to you.



Listen as students share the sound. Take notes on the students that can accurately name and articulate the sound and students that may need reteaching and/or additional support.



Yes, the vowel is saying its name. The letter is "I", so the sound is also "I". When we read this word we say "I". Great thinking! Awesome job blending the sounds today!

Read the words!



When we practice reading the words, it can help us read the words faster and faster. This helps us learn to read smoothly like when we are speaking! Repeat our chant after me!
"It's time to read the words!
It's time to read the words, so we can read smoothly, like we are speaking!"

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DO

Say one sentence at a time of the Read the Words chant and ask the students to repeat after you.



SAY

Let's practice reading words today!

We are going to read the words. When we practice reading the words, it helps us read faster and faster. This helps us focus on what we can learn from the words.



DO

Look at our words for today.



SAY

Let's look at the first word. When we read this word, we say "A". Your turn.



DO

Listen as students read the word. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.



SAY

Yes, the word is "A".

Let's look at the next word. How would you read this word?

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DO

Listen as students read the word. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.



SAY

Yes, the word is "l".

Great thinking! Awesome job reading the words today!



Correction Routine: If any students make an error, have the whole group revisit the spelling for the word.

For decodable words: Say my turn. [Say and sound out the word.] If any students missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say your turn. Guide students as necessary to record letters for each sound they hear in the word.

Decode the words!



SAY

Decoding is when you break up the sounds in a word and read each sound one at a time. Then you blend the sounds together to read the word! Repeat our chant after me!

“It’s time to decode the sounds in the words!
It’s time to decode the sounds in the words so we can read the words!”



DO

Say one sentence at a time of the Decode the Words chant and ask the students to repeat after you.



SAY

Let’s practice decoding the sounds in words today!

We are going to decode the words. Remember, decoding is when you break up the sounds in a word and read each sound one at a time. Then you blend the sounds together to read the word! When we decode the sounds in words, it helps us read the words correctly. Let’s look at the first word, A. This word has one letter and one sound. When we decode this word, we say “A”. You turn.

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DO

Listen as students decode the word. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.



SAY

Yes, when we decode this word, we say “A”. Let’s look at the next word. How would you decode this word?



DO

Listen as students decode the word. Take notes on the students that can accurately articulate the sound and read the word and students that may need reteaching and/or additional support.



SAY

Yes, this word has one letter and one sound. When we decode this word, we say “l”. Great thinking! Awesome job decoding words today!



Correction Routine: If any students make an error, have the whole group watch as you model.

My turn: Say the word. Say the individual sounds in the word while tapping your fingers.

Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.

Spell the words!



SAY

When we can spell words, it shows that we met the target. When we hear the sounds, we can match the sounds to the correct letters and spell the word!

Repeat our chant after me!

“It’s time to spell the words!

It’s time to spell the words to show we understand the rule!”



DO

Say one sentence at a time of the Spell the Words chant and ask the students to repeat after you.



SAY

Let’s practice spelling words with the words today!

We are going to spell the words. Remember, when we can spell words with the correct rule, it shows that we met the target. When we hear the sounds, we can match the sounds to the correct letters and spell the word!



DO

Listen to our words for today.

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The word is A. How would we spell the word A? Let's listen to the sounds and match the sound to the correct letter. The word is "A". I hear "A" and I know that sound is the letter A, so I know it is spelling with the letter A.



Watch as students spell the word using the letter and sound connections. Take notes on the students that can accurately articulate the sound and spell the word and students that may need reteaching and/or additional support.



Yes, when we spell the word A, we write the letter A. Listen for our next word. The word is I. How would you spell this word?



Watch as students spell the word using the letter and sound connections. Take notes on the students that can accurately articulate the sound and spell the word and students that may need reteaching and/or additional support.



Yes, when we spell the word I, we write the letter I. Great thinking! Awesome job spelling words today!

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Correction Routine: If any students make an error, have the whole group revisit the spelling for the word.

For decodable words: Say my turn. [Say and sound out the word.] If any students missed a sound or used an incorrect letter to represent the sound, reference the appropriate wall card. Then say your turn. Guide students as necessary to record letters for each sound they hear in the word.

High Frequency Words!



SAY

Some words we can sound out now, some words we'll learn how to sound out later, and some words are rule breakers and we can't sound out. Words that show up a lot in books are called High Frequency Words. Let's learn some! Repeat our chant after me!

"We see high frequency words all the time!
Let's figure out how to read them!"



DO

Say one sentence at a time of the High Frequency Words chant and ask the students to repeat after you.

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Let's read our high frequency words!



SAY

Today, we're learning 2 words that follow the rule that you learned today. When a vowel is by itself, it says its name, the long vowel sound. An a by itself says /a/. An I by itself says /I/.



DO

Display **HFV word cards for A and I**. Point to the word A.



SAY

Why does this say /a/?



DO

Listen as students explain that when a vowel is by itself, it makes the long vowel sound, it says its name. Point to the word I.



SAY

Why does this say /i/?



DO

Listen as students explain that when a vowel is by itself, it makes the long vowel sound, it says its name. Take notes on the students that can accurately read the word and students that may need reteaching and/or additional support.

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Yes! When a vowel is by itself, it makes the long vowel sound. These words are high frequency words because we see them a lot when we're reading. Let's read them one last time.



Point to the words and read one last time together as a group.



Excellent work learning 2 new high frequency words that follow the rule we learned today!

High Frequency Word List: l, a



Correction Routine: If any students make an error, have the whole group watch as you model.

My turn: Say the word. Say the individual sounds in the word while tapping your fingers.

Your turn: Have students repeat. Addressing the whole group, rather than providing individual corrections, allows all students additional practice which will further develop their skill.