

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: Frank fetches ferrets. 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 a word. Provide support as needed.

Lesson 7



Ok, let's hear them. Think about this alliteration: Red roses rest right by the reindeer. Do any words begin with the same sound? Can you come up with a silly alliteration statement?



Listen as students try to come up with alliteration statements.



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.

Lesson 7

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. In this unit, students will review the short letter sounds.

VC words use the short vowel sounds. (a, e, i, o, u)

at
/ă/ /t/ = at

is
/ĭ/ /s/ = is /

up
ŭ/ /p/ = up



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 7



Let's learn a super cool new rule today!

Remember that 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 sing our Alphabet Song using our **Letter Mat**. Then, we'll go back and point out the vowels and consonants.



Sing the Alphabet Song sound pointing to the consonants and vowels. Listen as students identify the letters. Take notes on the students that can accurately name consonants and vowels and students that may need reteaching and/or additional support.



Let's look at some super cool vowels. In our last lesson we found out that some vowels can say their name. Vowels are so cool that they can make different sounds. Another sound a vowel can make is a short sound. When we have a vowel and a consonant, it is a VC pattern. When we say these words the vowel says a short sound. For example, am is a VC word, so we read the word /a/ /m/ = am.



Show the **Sound Letter Card** for a, e, i, o, and u.



Let's review these **sound letter cards** saying the short sound and then the long sound for each letter.

Lesson 7



DO

Flip through the **Sound Letter cards** saying both short then long vowel sounds.



SAY

Excellent!

Blend the sounds!



SAY

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!”



DO

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



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.

Lesson 7



Let's look at the word *at*. This word has two letters, one vowel, the letter "a" and one consonant, the letter "t". In this word the vowel says the short sound. 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 a short sound /a/ like in apple. When we read this word we blend the /a/ sound with the /t/ sound. /a/ /t/ = at.

What about this next word?



Display *am*.



Yes! This word says /a/ /m/ = am. Great thinking! Awesome job blending the sounds today!

Lesson 7

Read the words!



SAY

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!"



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 "ox". Your turn.

Lesson 7



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 "ox".

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



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 "is". 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.

Look at our words for today.



DO

Point to the words.

Lesson 7



SAY

First, look at the spelling pattern to decide what vowel sound to use. Next, say each sound. Finally, blend the sounds together to read the words.



DO

Partner students.



SAY

You and your partner work together to decode these words (**at, ox, is, ed, up**). I'll be by to listen.



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

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.

Lesson 7

Spell the words!

Level A Unit 1 Formative Assessment:

- Administer the Level A Unit 1 Formative Assessment. Follow the directions to administer the Formative Assessment for Level A, Unit 1.
- After administering the Level A, Unit 1 Formative Assessment, use the data analysis guidance to plan for targeted instruction based on your students' strengths and areas of improvement with concepts and skills explored in this unit.



Administration directions:
Level A Unit 1

Teacher	Student
<p>Do: Pass out a "Student answer form" and a pencil to each student.</p> <p>Say: "Please write your name and the date on your paper. We've been working hard to become stronger readers and writers. In this last unit, you learned how to read and write words that have a vowel consonant pattern. Right now you have the opportunity to show me how much you've learned."</p>	<p>Students write their name and date on their "Student answer form".</p>
<p>Say: "I am going to ask you to spell 10 words, one at a time. I will first say the word, then repeat it. I will use the word in a sentence, and then repeat the spelling word once more. Listen carefully. Let me give you an example. <i>in. in. I go in the store. in.</i>"</p> <p>Do: Model writing "in" on the line as students are expected to by sounding out short i and /n/.</p> <p>Say: "That was an example. Now it's your turn. Put your finger on number one and pick up your pencil. Here we go!"</p>	<p>Students pick up their pencils.</p>
<p>Say: "Number 1. at. at. I looked at the picture. at. Number 2. am. am. I am your teacher. am. Number 3. it. it. Did you put it away? it. Number 4. on. on. The book is on the table. on. Number 5. up. up. The cat ran up the tree. up. Number 6. us. us. Want to come with us? us. Number 7. if. if. Wash your hands if you want a snack. if. Number 8. as. as. You're as focused as a doctor. as. Number 9. Ed. Ed. Ed ran the race. Ed. Number 10. an. an. I saw an owl in the tree. an."</p>	<p>Students write the words as they are dictated.</p>
<p>Say: "Now that we have finished writing our words, take a couple minutes to answer the last question. When you are reading a word with a vowel consonant pattern, like all the words you just wrote, what vowel sound do you use?"</p> <p>Do: Circulate around the room. If any student is having a difficult time expressing their ideas, allow the student to dictate their answer to the teacher as the teacher records it on their Answer form.</p> <p>Say: "Excellent effort showing me all you've learned and practiced! I can't wait to look at these and celebrate your growing knowledge!"</p> <p>Do: Collect students' Answer forms.</p>	<p>Students answer the last question.</p>
	<p>Students pass in their Answer forms.</p>

Click to go to Table of Contents
Page 57

Analysis protocol		
A Spelling	B Phoneme	C Score
		0 1 2
		0 1 2
		0 1 2
		0 1 2
D <u> </u> /10 words		Open ended question
Unit key points	Strengths	E Area of growth
F Action plan		
<input type="checkbox"/> Reteach	<input type="checkbox"/> Small groups	<input type="checkbox"/> Raz-Plus

High Frequency Words!

Level A Unit 1 High Frequency Words:

- Given that you need to administer Level A, Unit 1 Formative Assessment, there is no new HFW.
- If you have time, review previously taught words.

High Frequency Word List:

- I
- a
- at
- as
- the
- like
- is
- in
- it
- play
- of

