



Onset & Rime Time! 🚥

SAY	We are going to say our Onset & Rime chant! Repeat the chant after me! "It's Onset and Rime time! We want to hear the beginning sounds in a word! We want to hear the ending sounds in a word!"
Do	Say one sentence at a time of the Onset & Rime chant and ask the students to repeat after you.
SAY	Let's practice our Onset & Rime skills! We want to hear the beginning sound (before the vowel) or onset in a word. Like the /s/ sound in set. We want to hear the ending sound or rime (ending letters with the vowel) in the same word. Like /et/ in set. When I say some words I want you to think of the onset and rime in each word just by hearing the word. Ok?
Do	Wait for the students to say yes. Repeat directions as needed.
SAY	Think about this word drop. What is the beginning (onset) and ending (rime) sound of the word? Whisper the onset and rime in your hand and hold them tight. We will share after we all have a chance to think first.

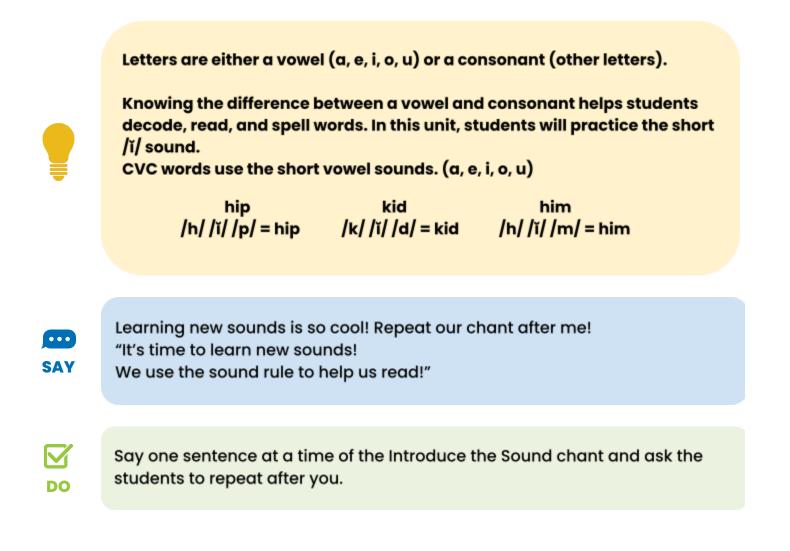


Do	Listen and watch as students think of the onset and rime. Provide support as needed.
SAY	Ok, let's hear them. Yes! bl-og. Great! Think about this word leg. What is the beginning (onset) and ending (rime) sound of the word?
Do	Repeat onset & rime practice with 1-2 words as time permits. Be sure all students have a chance to share their thinking with a partner or the full group. Onset & Rime List: sh-ut, dr-um, sw-am, I-eg, bI-og
	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.

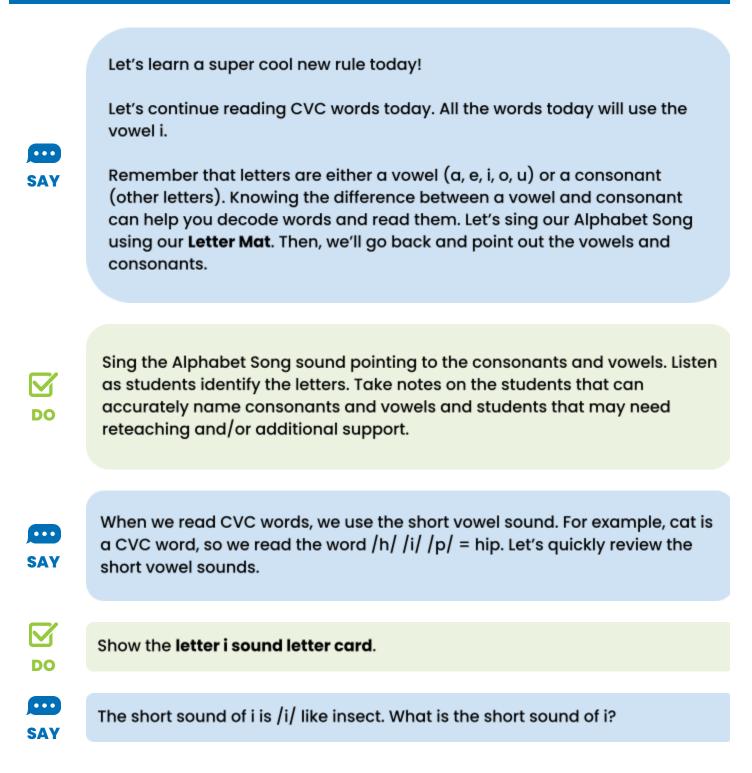




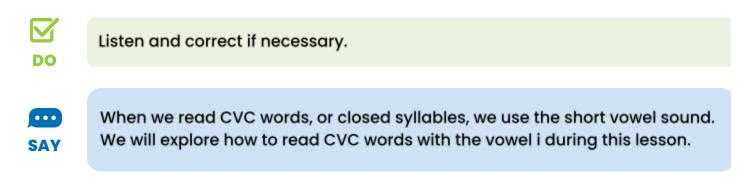
Introduce the sounds! 🚥



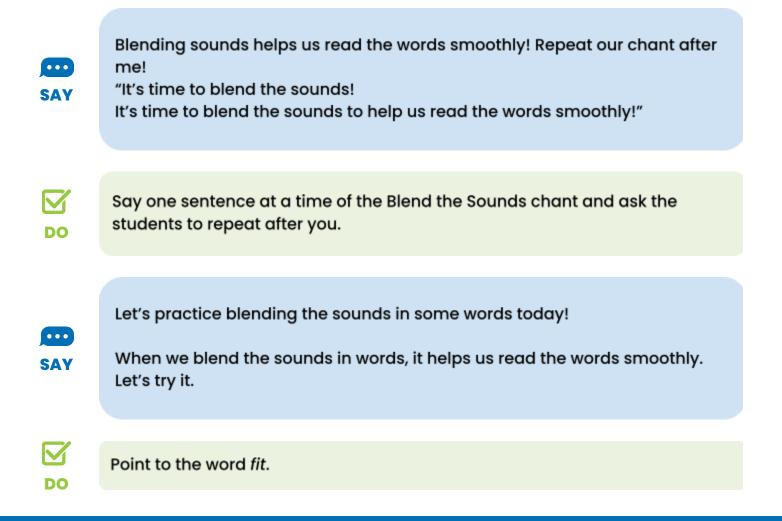








Blend the sounds! 💬





SAY	This word begins with a consonant, f. Next comes a vowel, i. It ends with another consonant, t. This is a CVC word or closed syllable, because it ends with a consonant. Because it's a CVC word, or a closed consonant, I know that I will use the short vowel sound for i, /i/. Now that I know what kind of word it is, and what vowel sound to use, I can blend the sounds together to read the word. $f//i//t = fit$. Let's blend it together now.
Do	Listen as the students blend the word.
SAY	Let's look at another word.
Do	Point to the word him.

SAY

This word begins with a consonant, h. Next comes a vowel, i. It ends with another consonant, m. This is a CVC word or closed syllable, because it ends with a consonant. Because it's a CVC word, or a closed consonant, I know that I will use the short vowel sound for i, /i/. Now that I know what kind of word it is, and what vowel sound to use, I can blend the sounds together to read the word. Let's blend it together now.







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



/h//i//m/ = him. 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!"



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





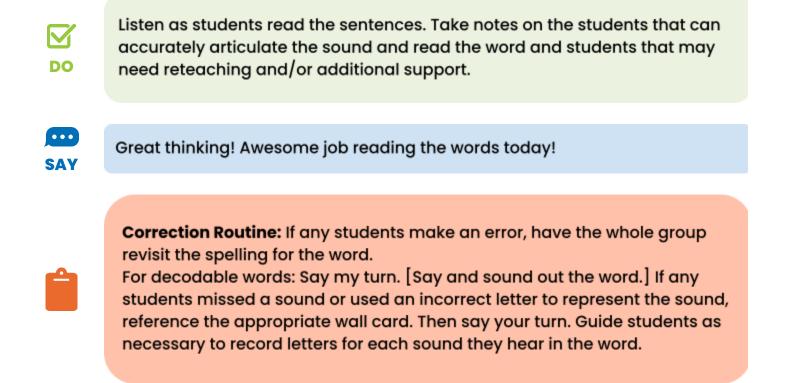
SAY	Let's practice reading words today! We are going to read the words. When we practice reading the words, it helps us read faster and faster. This helps us focus on what we can learn from the words. Let's look at the first word.
Do	Show the text "The Hat". I like the man. I like his hat. The hat fits. It fits him.
SAY	Let's read the title together.
DO	Point to the title as everyone reads it.
SAY	This very short story is about a man who wears a hat. Read this with your partner taking turns.
Do	Listen as students read the text. Take notes on the students that can accurately articulate the sounds and read the word and students that may need reteaching and/or additional support. When each partner has gotten a chance to read it, pull the group back together.



SAY	Let's talk about what you read and how you knew how to read it.
DO	Point to "I".
SAY	When a vowel is by itself, what sound does it use?
Do	Listen as students respond that it uses the long vowel sound. Point to "like".
SAY	This is one of our high frequency words. The e at the end makes the i say the long vowel sound. This word is?
Do	Listen as students say "like". Point to <i>the</i> .
SAY	This word is a rule breaker that we learned as one of our high frequency words. It says "the". Which words follow our CVC spelling pattern?
Do	Listen as students point out the words man, his, hat, fits, him.
SAY	Let's read the sentences one last time.







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!"



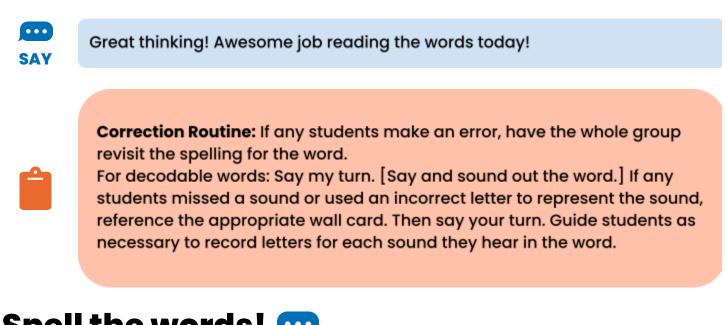
Say one sentence at a time of the Decode the Words chant and ask the students to repeat after you.





	Let's practice decoding the sounds in words today!
SAY	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.
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 (kid, tip, zip, fin, mix). I'll be by to listen.
DO	Listen as students decode the word. Take notes on the students that can accurately articulate the sounds and read the word and students that may need reteaching and/or additional support.





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.



Let's practice spelling 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! Listen to our words for today.

The word is dig. How would we spell the word dig? Let's listen to the sounds and match the sound to the correct letter. The word is "dig". I hear |d|/i|/g| and I know that sound for |d| = the letter d and the sound for |i| = the letter i, and the sound for |g| is the letter g so I know it is spelled with the letters dig. Grab your **whiteboards** and spell the word.

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SAY

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SAY

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 six, we write the letters d-i-g.

Now, spell the word did by only changing one consonant. What do you change to make did?



Do	Listen as students explain that the final consonant was changed from a g to a d and that changed the word from dig to did.
SAY	Yes, when we spell the word did from dig, we change the final consonant from a g to a d. Now, spell the word, dim, by changing one consonant. What do you change
	to make dim? Listen as students explain that the final consonant was changed from a d to a m and that changed the word from did to dim. Take notes on the students that can accurately articulate the sound and spell the word and students
DO	that may need reteaching and/or additional support. Yes, when we spell the word dim from did, we change the final consonant from a d to a m. Great thinking! Awesome job spelling 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.





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.
SAY	Let's read our high frequency words! Today, we're learning 1 word that has an interesting rule. English words don't end in v, so if the word does end with a v, we add an e. The e doesn't make any sound, it's just there so that the word doesn't end with a v.
Do	Point to the word with.
SAY	Let's segment this word into it's sounds. See has three sounds, /w/, /i/ and /th/. T-h is a digraph. When you put t with h, it makes a new sound /th/. Say it with me.



DO	Listen as students say /th/.
SAY	Let's blend it one more time: /w/ /i/ /th/ = with.
DO	Listen and correct if necessary.
SAY	Let's read it again!
DO	Point to the word and read together as a group.
SAY	Let's read our previous high frequency words!
DO	Point to or hold up all the high frequency words to this point as the students read them.
SAY	Excellent work learning 1 new high frequency word and a new rule. <i>High Frequency Word List:</i> with





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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