

PHONIC ELEMENT: Review Short a (/ă/) (plus consonants b, hard c, f, m, p, s, t)

Week 1-1

| Day 1: Decoding | Day 2: Encoding | Day 3: Decoding | Day 4: Encoding | Day 5: Review |
|--|--|---|---|---|
| Warm-up | Warm-up | Warm-up | Warm-up | Warm-up |
| <i>Flash Cards</i> | <i>Flash Cards</i> | <i>Flash Cards</i> | <i>Flash Cards in Reverse</i> | <i>Word Card Mania</i> |
| Present/Explain | Present/Explain | Present/Explain | Present/Explain | Present/Explain |
| <p><i>Every word has a vowel. The letter Aa is a vowel. We will give it a keyword to help us remember its sound /ă/. /ă/...pple. You can hear the /ă/ at the beginning of apple. /ă/...pple. The /ă/ sound at the beginning of apple is a “short a” sound.</i></p> | | | | |
| Demonstrate | Demonstrate | Demonstrate | Demonstrate | Demonstrate |
| <p><i>Tap and Blend</i></p> <p>mat tap at cap tab sat map fat</p> <p><i>Listen for the Clue</i></p> | <p><i>Catch My Word and Spell It</i></p> <p>mat tab pat fat cat at map cab</p> <p><i>Listen for the Clue</i></p> | <p><i>Tap and Blend</i></p> <p>cab map bat tap Mac tab mat at</p> <p><i>Listen for the Clue</i></p> | <p><i>Spelling by Analogy</i></p> <p>-at: mat, sat, cat, bat -ap: cap, tap, map</p> <p><i>Listen for the Clue</i></p> | <p><i>Reading by Analogy</i></p> <p>-at: mat, bat, fat, cat -ap: cap, tap, sap -ab: cab, tab, lab</p> <p><i>Listen for the Clue</i></p> |
| Guided Practice – Read | Guided Practice – Write | Guided Practice – Read | Guided Practice – Write | Guided Practice |
| <p><i>Tap Out and Read (using words on Word Cards)</i></p> <p><i>Build Visual Memory for Sight Words</i></p> | <p><i>Catch My Word and Write It</i></p> <p>sat bat cab tab map</p> <p><i>Build Visual Memory for Sight Words on Whiteboards</i></p> | <p><i>Guided Practice Fill-In Sheet</i></p> <p><i>Build Visual Memory for Sight Words</i></p> | <p><i>Word Bingo (with word families)</i></p> <p><i>Build Visual Memory for Sight Words on Whiteboards</i></p> | <p><i>Word Card Sort - Closed</i></p> <p><i>Build Visual Memory for Sight Words</i></p> |
| <p>Anchor Words:</p> <p>5 phonetic: sat tap at map tab</p> <p>5 sight: a and can the to</p> <p><i>words should be put on classroom Word Wall</i></p> | | | | |

DAY 1 – Decoding

Warm-up: Flash Cards

Flash Card drill will reinforce name-sound connection with letter cards. Use cards with the following letters:

t m s b c f p

Present/Explain:

Every word has a vowel. The letter Aa is a vowel. We will give it a keyword to help us remember its sound /ă/. /ă/ ... pple. You can hear the /ă/ at the beginning of apple. /ă/ ... pple. The sound at the beginning of apple is a 'short a' sound.

Demonstrate:

Teach how to tap and blend words.

s-a-t t-a-p a-t c-a-p t-a-b m-a-t m-a-p f-a-t

Write m – *What's the sound?*

Write a – *What's the sound?*

Write t – *What's the sound?*

Then tap and blend. (*/m/.../ă/.../t/...mat*)

Repeat with each word, remembering to define or use the word in a sentence.

Listen for the Clue

Guided Practice: Read

Students Tap Out and Read the words on the **Word Cards to Read and Sort** sheet.

Build visual memory for sight words: a and can the to

ANCHOR WORDS

5 phonetic:

sat

tap

at

map

tab

5 sight:

a

and

can

the

to

put on word wall

DAY 2 – Encoding

Warm-up: Flash Cards

Flash Card drill will reinforce name-sound connection with letter cards. Use a selection of cards from day 1 and add: **ă (keyword apple)** and this week's sight words: **a and no the to**

Present/Explain:

Every word has a vowel. The letter Aa is a vowel. We will give it a keyword to help us remember its sound /ă/. /ă/ ... pple. You can hear the /ă/ at the beginning of apple. /ă/ ... pple. The sound at the beginning of apple is a 'short a' sound.

Demonstrate:

Model how to throw and spell words.

s-a-t t-a-b p-a-t f-a-t c-a-t a-t m-a-p c-a-b

Catch the word. Let it out one sound at a time.

I want to write mat. Catch it - let it out, /m/...m.../ă/...a.../t/...t...mat.

Repeat with each word.

Listen for the Clue.

Guided Practice: Write

Throw students the word. Let them catch it. Students let each sound out on their fingers and write the letters on their whiteboards.

sat bat cab tab tap

Catch the word. Let it out one sound at a time.

Build visual memory for sight words on whiteboards: a and can the to

DAY 3 – Decoding

Warm-up: Flash Cards

Flash Card drill will reinforce name-sound connection with letter cards and develop automaticity with this week's sight words. Use flash cards from day 2.

Present/Explain:

Every word has a vowel. The letter Aa is a vowel. We will give it a keyword to help us remember its sound /ă/. /ă/ ... pple. You can hear the /ă/ at the beginning of apple. /ă/ ... pple. The sound at the beginning of apple is a 'short a' sound.

Demonstrate:

Review how to tap and blend words.

c-a-b m-a-p b-a-t t-a-p M-a-c t-a-b s-a-t a-t

Write c – *What's the sound?*

Write a – *What's the sound?*

Write b – *What's the sound?*

Then tap and blend. (*/c/.../ă/.../b/...cab*)

Repeat with each word.

Listen for the Clue**Guided Practice: read**

Guided Practice Fill-In Sheet (Each child will receive a copy of the Guided Practice sheet.)

Students will read the words and sentences, filling in the blank spaces with words from the word bank. They will then find the words with the /ă/ sound.

Build visual memory for sight words: a and can the to

DAY 4 – Encoding

**Warm-up:
Flash Cards in Reverse**

Flash Card drill will reinforce name-sound connection with letter cards and develop automaticity with this week's sight words. Distribute copies of Day 3 flash cards to students and ask them to hold up the cards that match the sound or word you say.

Present/Explain:

Every word has a vowel. The letter Aa is a vowel. We will give it a keyword to help us remember its sound /ă/. /ă/ ... pple. You can hear the /ă/ at the beginning of apple. /ă/ ... pple. The sound at the beginning of apple is a 'short a' sound.

Demonstrate:

Spelling by Analogy – Write these words on a whiteboard: **mat sat cat bat**

What do you notice? This is called a rime (or a word family). We can use the word family “-at” to spell many other words. If this is mat, how would you spell fat?

Repeat with word family: **cap tap map cab tab lab**

Listen for the Clue**Guided Practice: write**

Word Bingo (with word families) – Each child receives a **Word Bingo** game card. Ask students to fill in beginning letters to make a different word in each box. Each student should create a unique card with his or her own words. (Provide examples and assistance as necessary.) Walk around the room, calling out words that children have written. Students cover or circle words as they are called. Three in a row is a bingo.

Build visual memory for sight words on whiteboards: **a and can the to**

DAY 5 - Review

Warm-up: Word Card Mania

See directions and prompts on next page.

Present/Explain:

Every word has a vowel. The letter Aa is a vowel. We will give it a keyword to help us remember its sound /ă/. /ă/ ... pple. You can hear the /ă/ at the beginning of apple. /ă/ ... pple. The sound at the beginning of apple is a 'short a' sound.

Demonstrate:

Reading by Analogy: Blending onsets and rimes.

m-at b-at f-at c-at

Write m – *What's the sound?*

Write at – *What's the sound?*

Then tap and blend. (/m/.../at/...mat).

Suppose I don't know how to read some of these words.

Watch me...I'm going to use what I know about the –at family to sound out the other words.

Repeat with word family: **c-ap t-ap s-ap c-ab t-ab l-ab**

Listen for the Clue

Guided Practice: read

Word Card Sort (Cut word cards sheet into individual word cards in advance.)

Ask students to sort words in the following ways:

Sort by word family.

Sort by the number of letters in the word.

Sort by the beginning sounds.

Build visual memory for sight words: a and can the to

Word Card Mania – Short A

| | |
|--|--|
| <p>mat</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>Change the Mm to an Ss. What do you get?</i> | <p>cab</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>Change Cc to Ll. What do you get?</i> ➤ <i>Change Cc to Tt. What do you get?</i> |
| <p>cap</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>Put a Tt at the beginning. What do you get?</i> ➤ <i>Change the Tt to an Mm. What do you get?</i> | <p>at</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What's the word family?</i> ➤ <i>Put an Hh at the beginning. What do you get?</i> ➤ <i>Change the word family to /am/. What do you get?</i> |
| <p>cat</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What's the word family?</i> ➤ <i>Change the Cc to an Ss. What do you get?</i> | <p>a*</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>Close your eyes. Spell it.</i> ➤ <i>Write it with your finger on the rug.</i> <p>*Repeat with other sight words (and can the to)</p> |
| <p>tab</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What's the word family?</i> ➤ <i>Change the Tt to an Ll. What do you get?</i> | |

Word Cards to Read and Sort

| | | |
|------------|------------|------------|
| tap | bat | Mac |
| sat | tab | map |
| cab | at | cat |
| pat | fat | cap |

Name: _____ Date: _____

Guided Practice Sheet

Words

cab bat sat mat map

cap Mac fat tab pat

Sentences

1. I have a _____.
2. Pat sat on a _____.
3. Mac is a _____ cat.

Word Bingo

___ap

___at

___ab

___at

___ab

___ap

___ab

___ap

___at

PHONIC ELEMENT: Review Short a (/ă/) (plus consonants r, h, j, n, p, l)

Week 1-2

| Day 1: Decoding | Day 2: Encoding | Day 3: Decoding | Day 4: Encoding | Day 5: Review |
|---|--|--|---|--|
| Warm-up | Warm-up | Warm-up | Warm-up | Warm-up |
| <i>Flash Cards</i> | <i>Flash Cards</i> | <i>Flash Cards</i> | <i>Flash Cards in Reverse</i> | <i>Word Card Mania</i> |
| Present/Explain | Present/Explain | Present/Explain | Present/Explain | Present/Explain |
| <p><i>Every word has a consonant. Each consonant has its own sound. The letter Rr is a consonant. It makes the sound /r/. The letter Hh is a consonant. It makes the sound /h/. The letter Jj is a consonant. It makes the sound /j/. The letter Nn is a consonant. It makes the sound /n/. The letter Pp is a consonant. It makes the sound /p/. The letter Ll is a consonant. It makes the sound /l/.</i></p> | | | | |
| Demonstrate | Demonstrate | Demonstrate | Demonstrate | Demonstrate |
| <p><i>Tap and Blend</i></p> <p>ran nap man lap jab ham Jan jam</p> <p><i>Listen for the Clue</i></p> | <p><i>Catch My Word and Spell It</i></p> <p>man nap hat map can ran lap jab</p> <p><i>Listen for the Clue</i></p> | <p><i>Tap and Blend</i></p> <p>lap ran tap ham ram nap man jab</p> <p><i>Listen for the Clue</i></p> | <p><i>Spelling by Analogy</i></p> <p>-an: ran, pan, man -ap: nap, lap, rap, map</p> <p><i>Listen for the Clue</i></p> | <p><i>Reading by Analogy</i></p> <p>-an: ran, Jan, can, pan -ap: lap, nap, tap, rap, cap</p> <p><i>Listen for the Clue</i></p> |
| Guided Practice – Read | Guided Practice – Write | Guided Practice – Read | Guided Practice – Write | Guided Practice |
| <p><i>Tap Out and Read (using words on Word Cards)</i></p> <p><i>Build Visual Memory for Sight Words</i></p> | <p><i>Catch My Word and Write It</i></p> <p>pan jab nab rap ham</p> <p><i>Build Visual Memory for Sight Words on Whiteboards</i></p> | <p><i>Guided Practice Fill-In Sheet</i></p> <p><i>Build Visual Memory for Sight Words</i></p> | <p><i>Word Bingo (with word families)</i></p> <p><i>Build Visual Memory for Sight Words on Whiteboards</i></p> | <p><i>Word Card Sort – Closed</i></p> <p><i>Build Visual Memory for Sight Words</i></p> |
| <p>Anchor Words:</p> <p>5 phonetic: ran nap man lap jab</p> <p>5 sight: go in is me you</p> <p><i>words should be put on classroom Word Wall</i></p> | | | | |

DAY 1 – Decoding**Warm-up: Flash Cards**

Flash Card drill will reinforce name-sound connection with letter cards. Use letter cards from Week 1-1:

t m s b c f ä

Present/Explain:

Every word has a consonant. Each consonant has its own sound. The letter Rr is a consonant. It makes the sound /r/. The letter Hh is a consonant. It makes the sound /h/. The letter Jj is a consonant. It makes the sound /j/. The letter Nn is a consonant. It makes the sound /n/. The letter Pp is a consonant. It makes the sound /p/. The letter Ll is a consonant. It makes the sound /l/.

Demonstrate:

Teach how to tap and blend words.

r-a-n n-a-p m-a-n l-a-p j-a-b h-a-m J-a-n j-a-m

Write r – *What’s the sound?*

Write a – *What’s the sound?*

Write n – *What’s the sound?*

Then tap and blend. (/r/.../ă/.../n/...ran)

Repeat with each word.

Listen for the Clue**Guided Practice: read**

Students Tap Out and Read the words on the **Word Cards to Read and Sort** sheet.

Build visual memory for sight words: go in is me you

ANCHOR WORDS**5 phonetic:**

ran

nap

man

lap

jab

5 sight:

go

in

is

me

you

Put on word wall

DAY 2 – Encoding

Warm-up: Flash Cards

Flash Card drill will reinforce name-sound connection with letter cards. Use cards from day 1 and add:

r h j n p l and this week's sight words: **go in is me you**

Present/Explain:

Every word has a consonant. Each consonant has its own sound. The letter Rr is a consonant. It makes the sound /r/. The letter Hh is a consonant. It makes the sound /h/. The letter Jj is a consonant. It makes the sound /j/. The letter Nn is a consonant. It makes the sound /n/. The letter Pp is a consonant. It makes the sound /p/. The letter Ll is a consonant. It makes the sound /l/.

Demonstrate:

Model how to spell words by identifying the phonemes (sounds) in each word.

m-a-n n-a-p h-a-t m-a-p c-a-n r-a-n l-a-p j-a-b

Catch the word. Let it out one sound at a time.

I want to write man. Catch it - let it out, /m/...m.../ă/...a.../n/...n...man.

Repeat with each word.

Listen for the Clue.

Guided Practice: write

Throw students the word. Let them catch it. Students let each sound out on their fingers and write the letters on their whiteboards.

pan jab nab rap ham

Catch the word. Let it out one sound at a time.

Build visual memory for sight words on whiteboards: go in is me you

DAY 3 – Decoding

Warm-up: Flash Cards

Flash Card drill will reinforce name-sound connection with letter cards and develop automaticity with this week's sight words. Use cards from day 2 and add a selection of sight and phonetic words from prior weeks to review.

Present/Explain:

Every word has a consonant. Each consonant has its own sound. The letter Rr is a consonant. It makes the sound /r/. The letter Hh is a consonant. It makes the sound /h/. The letter Jj is a consonant. It makes the sound /j/. The letter Nn is a consonant. It makes the sound /n/. The letter Pp is a consonant. It makes the sound /p/. The letter Ll is a consonant. It makes the sound /l/.

Demonstrate:

Review how to tap and blend words.

l-a-p r-a-n t-a-p h-a-m r-a-m n-a-p m-a-n j-a-b

Write l – *What's the sound?*

Write a – *What's the sound?*

Write p – *What's the sound?*

Then tap and blend. (/l/.../ă/.../p/...lap)

Repeat with each word.

Listen for the Clue**Guided Practice: read**

Guided Practice Fill-In Sheet (Each child will receive a copy of the Guided Practice sheet)

Students will read the words and sentences, filling in the blank spaces with words from the word bank.

Build visual memory for sight words: go in is me you

DAY 4 – Encoding

**Warm-up:
Flash Cards in Reverse**

Flash Card drill will reinforce name-sound connection with letter cards and develop automaticity with this week's sight words. Distribute copies of Day 3 flash cards to students and ask them to hold up the cards that match the sound or word you say.

Present/Explain:

Every word has a consonant. Each consonant has its own sound. The letter Rr is a consonant. It makes the sound /r/. The letter Hh is a consonant. It makes the sound /h/. The letter Jj is a consonant. It makes the sound /j/. The letter Nn is a consonant. It makes the sound /n/. The letter Pp is a consonant. It makes the sound /p/. The letter Ll is a consonant. It makes the sound /l/.

Demonstrate:

Spelling by Analogy – Write these words on a whiteboard: **ran pan man**

What do you notice? This is called a rime (or a word family). We can use the word family “-an” to spell many other words. If this is man, how would you spell tan?

Repeat with word family: **nap lap rap map**

Listen for the Clue**Guided Practice: write**

Word Bingo (with word families) – Each child receives a **Word Bingo** game card. Ask students to fill in beginning letters to make a different word in each box. Each student should create a unique card with his or her own words. (Provide examples and assistance as necessary.) Walk around the room, calling out words that children have written. Students cover or circle words as they are called. Four in a row is a bingo.

Build visual memory for sight words on whiteboards: **go in is me you**

DAY 5 - Review

Warm-up: Word Card Mania

See directions and prompts on next page.

Present/Explain:

Every word has a consonant. Each consonant has its own sound. The letter Rr is a consonant. It makes the sound /r/. The letter Hh is a consonant. It makes the sound /h/. The letter Jj is a consonant. It makes the sound /j/. The letter Nn is a consonant. It makes the sound /n/. The letter Pp is a consonant. It makes the sound /p/. The letter Ll is a consonant. It makes the sound /l/.

Demonstrate:

Reading by Analogy: Blending onsets and rimes.

r-an J-an c-an p-an

Write r – *What's the sound?*

Write an – *What's the sound?*

Then tap and blend. (/r/.../an/...ran).

Suppose I don't know how to read some of these words.

Watch me...I'm going to use what I know about the –an family to sound out the other words.

Repeat with word family: **l-ap n-ap t-ap r-ap c-ap**

Listen for the Clue

Guided Practice: read

Word Card Sort (Cut word cards sheet into individual word cards in advance.)

Ask students to sort words in the following ways:

Sort by word family.

Sort by the beginning sounds.

Sort by things that you do.

Build visual memory for sight words: go in is me you

Word Card Mania: Consonants r, h, j, n, p, l

| | |
|--|---|
| <p>ran</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the Rr to a Pp. What do you get?</i> | <p>pat</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the Tt to an Nn. What do you get?</i> ➤ <i>Now add an Ss to the end. What do you get?</i> |
| <p>nap</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the Nn to an Ll. What do you get?</i> | <p>jab</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the Jj to an Ll. What do you get?</i> ➤ <i>Now change the Bb to a Pp. What do you get?</i> |
| <p>man</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the Mm to an Ff. What do you get?</i> | <p>in*</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>Close your eyes. Spell it.</i> ➤ <i>Write it with your finger on the rug.</i> <p>*Repeat with other sight words (is you me go)</p> |
| <p>lap</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the Ll to an Rr. What do you get?</i> ➤ <i>Now change the Pp to an Nn. What do you get?</i> | |

Word Cards to Read and Sort

| | | | |
|-----|-----|-----|-----|
| ran | jab | has | lab |
| nap | hat | Jan | can |
| pan | pat | nab | map |
| lap | rap | Pam | tap |

Name: _____ Date: _____

Guided Practice Sheet

Words

ran lap pan Jan pat

ham Nan nap has rat

Sentences

1. You _____ a lap!
2. Jan has a _____ with a cat in her lap.
3. Nan made ham in a _____.
4. The _____ ran from the cat.

Word Bingo

| | | | |
|-------|-------|-------|-------|
| ___an | ___ap | ___am | ___ab |
| ___ap | ___at | ___an | ___an |
| ___am | ___an | ___at | ___ab |
| ___ab | ___at | ___ap | ___ap |

| Day 1: Decoding | Day 2: Encoding | Day 3: Decoding | Day 4: Encoding | Day 5: Review |
|--|--|---|--|--|
| Warm-up | Warm-up | Warm-up | Warm-up | Warm-up |
| <i>Flash Cards</i> | <i>Flash Cards</i> | <i>Flash Cards</i> | <i>Flash Cards in Reverse</i> | <i>Word Card Mania</i> |
| Present/Explain | Present/Explain | Present/Explain | Present/Explain | Present/Explain |
| <p><i>Every word has a consonant. Each consonant has its own sound. The letter Dd is a consonant. It makes the sound /d/. The letter Gg is a consonant. It makes the sound /g/ (hard). The letter Vv is a consonant. It makes the sound /v/.</i></p> | | | | |
| Demonstrate | Demonstrate | Demonstrate | Demonstrate | Demonstrate |
| <p><i>Tap and Blend</i></p> <p>lag dad van gab had vat gag Dan</p> <p><i>Listen for the Clue</i></p> | <p><i>Catch My Word and Spell It</i></p> <p>van dad bag mad gap lag gab had</p> <p><i>Listen for the Clue</i></p> | <p><i>Tap and Blend</i></p> <p>gab had vat tag gag lag dad van</p> <p><i>Listen for the Clue</i></p> | <p><i>Spelling by Analogy</i></p> <p>-ad: bad, dad, sad -ag: gag, bag, rag</p> <p><i>Listen for the Clue</i></p> | <p><i>Reading by Analogy</i></p> <p>-ad: dad, sad, mad -ag: gag, sag, tag</p> <p><i>Listen for the Clue</i></p> |
| Guided Practice – Read | Guided Practice – Write | Guided Practice – Read | Guided Practice – Write | Guided Practice |
| <p><i>Tap Out and Read (using words on Word Cards)</i></p> <p><i>Build Visual Memory for Sight Words</i></p> | <p><i>Catch My Word and Write It</i></p> <p>gag vat tag had Dan</p> <p><i>Build Visual Memory for Sight Words on Whiteboards</i></p> | <p><i>Concentration (with phonetic & sight words)</i></p> <p><i>Build Visual Memory for Sight Words</i></p> | <p><i>Making Words (with word families)</i></p> <p><i>Play Sparkle with Sight Words</i></p> | <p><i>Dictation</i></p> <p>gap dab vat bad rag van tag had + sight words</p> <p><i>Build Visual Memory for Sight Words</i></p> |
| <p>Anchor Words:</p> <p>5 phonetic: lag dad van gab had</p> <p>5 sight: are for he she was</p> <p><i>words should be put on classroom Word Wall</i></p> | | | | |

DAY 1 – Decoding

Warm-up: Flash Cards

Flash Card drill will reinforce name-sound connection with letter cards. Use letter cards from weeks 1-1 and 1-2:

t m s b c f □ r h j n p l

Also include sight word cards from previous weeks for review as appropriate.

Present/Explain:

Every word has a consonant. Each consonant has its own sound. The letter Gg is a consonant. It makes the sound /g/ (hard). The letter Dd is a consonant. It makes the sound /d/. The letter Vv is a consonant. It makes the sound /v/.

Demonstrate:

Teach how to tap and blend words.

l-a-g d-a-d v-a-n g-a-b h-a-d v-a-t g-a-g D-a-n

Write l – *What’s the sound?*

Write a – *What’s the sound?*

Write g – *What’s the sound?*

Then tap and blend. (/l.../ă.../g/...lag)

Repeat with each word.

Listen for the Clue

Guided Practice: read

Students Tap Out and Read the words on the **Word Cards to Read** sheet.

Build visual memory for sight words: are for he she was

ANCHOR WORDS

5 phonetic:

lag

dad

van

gab

had

5 sight:

are

for

he

she

was

Put on word wall

DAY 2 – Encoding

Warm-up: Flash Cards

Flash Card drill will reinforce name-sound connection with letter cards. Use cards from day 1 and add: **g d v** and this week’s sight words: **are for he she was**

Present/Explain:

Every word has a consonant. Each consonant has its own sound. The letter Gg is a consonant. It makes the sound /g/ (hard). The letter Dd is a consonant. It makes the sound /d/. The letter Vv is a consonant. It makes the sound /v/.

Demonstrate:

Model how to spell words by identifying the phonemes (sounds) in each word.

v-a-n d-a-d b-a-g m-a-d g-a-p l-a-g g-a-b h-a-d

Catch the word. Let it out one sound at a time.

I want to write van. Catch it - let it out, /v/...v.../ă/...a.../n/...n...van.

Repeat with each word.

Listen for the Clue.

Guided Practice: write

Throw students the word. Let them catch it. Students let each sound out on their fingers and write the letters on their whiteboards.

gag vat tag had Dan

Catch the word. Let it out one sound at a time.

Build visual memory for sight words on whiteboards: are for he she was

DAY 3 – Decoding

Warm-up: Flash Cards

Flash Card drill will reinforce name-sound connection with letter cards and develop automaticity with this week's sight words. Use cards from day 2 and add a selection of sight and phonetic words from prior weeks to review.

Present/Explain:

Every word has a consonant. Each consonant has its own sound. The letter Gg is a consonant. It makes the sound /g/ (hard). The letter Dd is a consonant. It makes the sound /d/. The letter Vv is a consonant. It makes the sound /v/.

Demonstrate:

Review how to tap and blend words.

g-a-b h-a-d v-a-t t-a-g g-a-g l-a-g d-a-d v-a-n

Write g – *What's the sound?*

Write a – *What's the sound?*

Write b – *What's the sound?*

Then tap and blend. (*/g/.../ă/.../b/...gab*)

Repeat with each word.

Listen for the Clue**Guided Practice: read**

Concentration: Students work with partners. Each pair receives a set of cards cut from the Concentration Word Cards sheet. They spread the cards face down and take turns uncovering two cards, hoping they will match. Students read the words aloud as they flip them over. If the cards do not match, they are turned face down again in their original positions. If they do match, the student takes the two cards out of play.

(Note: copy the sheet onto colored or heavy paper to prevent students from seeing through the cards.)

Build visual memory for sight words: are for he she was

DAY 4 – Encoding

**Warm-up:
Flash Cards in Reverse**

Flash Card drill will reinforce name-sound connection with letter cards and develop automaticity with this week's sight words. Distribute copies of Day 3 flash cards to students and ask them to hold up the cards that match the sound or word you say.

Present/Explain:

Every word has a consonant. Each consonant has its own sound. The letter Gg is a consonant. It makes the sound /g/ (hard). The letter Dd is a consonant. It makes the sound /d/. The letter Vv is a consonant. It makes the sound /v/.

Demonstrate:

Spelling by Analogy – Write these words on a whiteboard: **bad dad sad**

What do you notice? This is called a rime (or a word family). We can use the word family “-ad” to spell many other words. If this is sad, how would you spell mad?

Repeat with word family: **gag bag rag**

Listen for the Clue**Guided Practice: write**

Making Words (with word families): Students work in pairs. Cut out cards on Making Words sheet, place in envelopes, and give one to each pair. Students place all cards face-up and take turns selecting an onset card and placing it on one of the word family cards to make a word. The student says the word aloud and his or her partner writes it on a piece of paper. Cards can be used more than once if they fit with more than one word family or onset. Students try to make as many different words as possible in the time allowed.

Play Sparkle with sight words: are for he she was

DAY 5 - Review

Warm-up: Word Card Mania

See directions and prompts on next page.

Present/Explain:

Every word has a consonant. Each consonant has its own sound. The letter Gg is a consonant. It makes the sound /g/ (hard). The letter Dd is a consonant. It makes the sound /d/. The letter Vv is a consonant. It makes the sound /v/.

Demonstrate:

Reading by Analogy: Blending onsets and rimes.

d-ad s-ad m-ad

Write d – *What's the sound?*

Write ad – *What's the sound?*

Then tap and blend. (/d/.../ad/...dad).

Suppose I don't know how to read some of these words.

Watch me...I'm going to use what I know about the –ad family to sound out the other words.

Repeat with word family: **g-ag s-ag t-ag**

Listen for the Clue**Guided Practice: read****Dictation**

Dictate the following words for students to write:

gap dab vat bad rag van tag had are for he she was

After students write each word, ask for a volunteer to spell it out loud so students can check their answers.

Build visual memory for sight words: are for he she was

Word Card Mania: D, Hard G, V

| | |
|---|---|
| <p>lag</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the Ll to a Tt. What do you get?</i> | <p>sag</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the Ss to a Gg. What do you get?</i> ➤ <i>Now add an Ss to the end. What do you get?</i> |
| <p>dad</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the ending Dd to an Nn. What do you get?</i> | <p>had</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the Hh to an Mm. What do you get?</i> ➤ <i>Now change the Dd to a Tt. What do you get?</i> |
| <p>van</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the Vv to an Mm. What do you get?</i> | <p>for*</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>Close your eyes. Spell it.</i> ➤ <i>Write it with your finger on the rug.</i> <p>*Repeat with other sight words (are he she was)</p> |
| <p>gab</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>What are the consonants?</i> ➤ <i>Change the Gg to an Ll. What do you get?</i> ➤ <i>Now change the Bb to a Dd. What do you get?</i> | |

Word Cards to Read

| | | | |
|------------|------------|------------|------------|
| gag | gab | dad | pad |
| van | gap | rag | vat |
| bad | Dan | lad | dab |
| sag | nag | tan | mad |

Concentration Word Cards

| | | | |
|-----|-----|-----|-----|
| are | are | for | for |
| he | he | she | she |
| was | was | dad | dad |
| tag | tag | van | van |
| gab | gab | had | had |

Making Words (with word families)

| | | |
|---|---|------|
| g | s | __ad |
| d | r | __ag |
| v | p | __an |
| c | t | __at |
| l | b | __ap |

PHONIC ELEMENT: CVC Words with Short i (/ɪ/) (plus consonant w)

Week 1-4

| Day 1: Decoding | Day 2: Encoding | Day 3: Decoding | Day 4: Encoding | Day 5: Review |
|--|--|--|--|--|
| Warm-up | Warm-up | Warm-up | Warm-up | Warm-up |
| <i>Flash Cards</i> | <i>Flash Cards</i> | <i>Flash Cards</i> | <i>Flash Cards in Reverse</i> | <i>Word Card Mania</i> |
| Present/Explain | Present/Explain | Present/Explain | Present/Explain | Present/Explain |
| <p><i>Every word has a vowel. The letter Ii is a vowel. We will give it the keyword to help us remember its sound /ɪ/. /ɪ/...tch. You can hear the /ɪ/ at the beginning of itch. /ɪ/...tch. The /ɪ/ sound at the beginning of itch is a “short i” sound.</i></p> | | | | |
| Demonstrate | Demonstrate | Demonstrate | Demonstrate | Demonstrate |
| <p><i>Tap and Blend</i></p> <p>pin big sit him dip win it dig</p> <p><i>Listen for the Clue</i></p> | <p><i>Catch My Word and Spell It</i></p> <p>sit him hip wit did pin big dip</p> <p><i>Listen for the Clue</i></p> | <p><i>Tap and Blend</i></p> <p>pin dip wig sit hid big sit him</p> <p><i>Listen for the Clue</i></p> | <p><i>Spelling by Analogy</i></p> <p>-ip: sip, rip, lip -ig: dig, pig, wig</p> <p><i>Listen for the Clue</i></p> | <p><i>Reading by Analogy</i></p> <p>-it: pit, hit, sit, fit, wit -in: win, pin, tin, fin</p> <p><i>Listen for the Clue</i></p> |
| Guided Practice – Read | Guided Practice – Write | Guided Practice – Read | Guided Practice – Write | Guided Practice |
| <p><i>Tap Out and Read (using words on Word Cards)</i></p> <p><i>Build Visual Memory for Sight Words</i></p> | <p><i>Catch My Word and Write It</i></p> <p>did pig him wit lip</p> <p><i>Build Visual Memory for Sight Words on Whiteboards</i></p> | <p><i>Guided Practice Fill-In Sheet</i></p> <p><i>Build Visual Memory for Sight Words</i></p> | <p><i>Making Words (with word families)</i></p> <p><i>Build Visual Memory for Sight Words on Whiteboards</i></p> | <p><i>Dictation</i></p> <p>wig dim rid him fig hid sip lip + sight words</p> <p><i>Build Visual Memory for Sight Words</i></p> |
| <p>Anchor Words:</p> <p>5 phonetic: pin big sit him dip</p> <p>5 sight: as his like they with</p> <p><i>words should be put on classroom Word Wall</i></p> | | | | |

DAY 1 – Decoding

Warm-up: Flash Cards

Flash Card drill will reinforce name-sound connection with letter cards. Use letter cards from weeks 1-1 through 1-3:

t m s b c f □ r h j n p l g d v

Also include sight word cards from previous weeks for review as appropriate.

Present/Explain:

Every word has a vowel. The letter Ii is a vowel. We will give it the keyword to help us remember its sound /ĭ/. /ĭ/...tch. You can hear the /ĭ/ at the beginning of itch. /ĭ/...tch. The /ĭ/ sound at the beginning of itch is a “short i” sound.

Demonstrate:

Teach how to tap and blend words.

p-i-n b-i-d s-i-t h-i-m d-i-p w-i-n i-t d-i-g

Write p – *What’s the sound?*

Write i – *What’s the sound?*

Write n– *What’s the sound?*

Then tap and blend. (*/p/.../ĭ/.../n/...pin*)

Repeat with each word.

Listen for the Clue

Guided Practice: read

Students Tap Out and Read the words on the **Word Cards to Read** sheet (half sheet per student).

Build visual memory for sight words: as his like they with

ANCHOR WORDS

5 phonetic:

pin

big

sit

him

dip

5 sight:

as

his

like

they

with

put on word wall

DAY 2 – Encoding

Warm-up: Flash Cards

Flash Card drill will reinforce name-sound connection with letter cards. Select several cards from day 1 and add: **w ĭ (keyword itch)** and this week's sight words: **as his like they with**

Present/Explain:

Every word has a vowel. The letter Ii is a vowel. We will give it the keyword to help us remember its sound /ĭ/. /ĭ/...tch. You can hear the /ĭ/ at the beginning of itch. /ĭ/...tch. The /ĭ/ sound at the beginning of itch is a "short i" sound.

Demonstrate:

Model how to spell words by identifying the phonemes (sounds) in each word.

s-i-t h-i-m h-i-p w-i-t d-i-d p-i-n b-i-g d-i-p

Catch the word. Let it out one sound at a time.

I want to write pit. Catch it - let it out, /p/...p.../ĭ/...i.../t/...t...pit.

Repeat with each word.

Listen for the Clue.

Guided Practice: write

Throw students the word. Let them catch it. Students let each sound out on their fingers and write the letters on their whiteboards.

did pig him wit lip

Catch the word. Let it out one sound at a time.

Build visual memory for sight words on whiteboards: as his like they with

DAY 3 – Decoding

Warm-up: Flash Cards

Flash Card drill will reinforce name-sound connection with letter cards and develop automaticity with this week's sight words. Use cards from day 2 and add a selection of sight and phonetic words from prior weeks to review.

Present/Explain:

Every word has a vowel. The letter Ii is a vowel. We will give it the keyword to help us remember its sound /ĭ/. /ĭ/...tch. You can hear the /ĭ/ at the beginning of itch. /ĭ/...tch. The /ĭ/ sound at the beginning of itch is a "short i" sound.

Demonstrate:

Review how to tap and blend words.

p-i-n d-i-p w-i-g s-i-t h-i-d b-i-g p-i-t h-i-m

Write p – *What's the sound?*

Write i – *What's the sound?*

Write n – *What's the sound?*

Then tap and blend. (*/p/.../ĭ/.../n/...pin*)

Repeat with each word.

Listen for the Clue**Guided Practice: read**

Guided Practice Fill-In Sheet (Each child will receive a copy of the Guided Practice sheet)

Students will read the words and sentences, filling in the blank spaces with words from the word bank. They will then find the words with the /ĭ/ sound.

Build visual memory for sight words: as his like they with

DAY 4 – Encoding

**Warm-up:
Flash Cards in Reverse**

Flash Card drill will reinforce name-sound connection with letter cards and develop automaticity with this week’s sight words. Distribute copies of Day 3 flash cards to students and ask them to hold up the cards that match the sound or word you say.

Present/Explain:

Every word has a vowel. The letter Ii is a vowel. We will give it the keyword to help us remember its sound /ɪ/. /ɪ/...tch. You can hear the /ɪ/ at the beginning of itch. /ɪ/...tch. The /ɪ/ sound at the beginning of itch is a “short i” sound.

Demonstrate:

Spelling by Analogy – Write these words on a whiteboard: **sip rip lip**

What do you notice? This is called a rime (or a word family). We can use the word family “-ip” to spell many other words. If this is lip, how would you spell dip?

Repeat with word family: **dig pig wig**

Listen for the Clue**Guided Practice: write**

Making Words (with word families): Students work in pairs. Cut out cards on Making Words sheet, place in envelopes, and give one to each pair. Students place all cards face-up and take turns selecting an onset card and placing it on one of the word family cards to make a word. The student says the word aloud and his or her partner writes it on a piece of paper. Cards can be used more than once if they fit with more than one word family or onset. Students try to make as many different words as possible in the time allowed.

Build visual memory for sight words on whiteboards: **as his like they with**

DAY 5 - Review

Warm-up: Word Card Mania

See directions and prompts on next page.

Present/Explain:

Every word has a vowel. The letter Ii is a vowel. We will give it the keyword to help us remember its sound /ĭ/. /ĭ/...tch. You can hear the /ĭ/ at the beginning of itch. /ĭ/...tch. The /ĭ/ sound at the beginning of itch is a “short i” sound.

Demonstrate:

Reading by Analogy: Blending onsets and rimes.

p-it h-it s-it f-it w-it

Write p – *What’s the sound?*

Write it – *What’s the sound?*

Then tap and blend. (*/p/.../it/...pit*).

Suppose I don’t know how to read some of these words.

Watch me...I’m going to use what I know about the –it family to sound out the other words.

Repeat with word family: **w-in p-in t-in f-in**

Listen for the Clue

Guided Practice: read

Dictation

Dictate the following words for students to write:

wig dim rid him fig hid sip lip as his like they with

After students write each word, ask for a volunteer to spell it out loud so students can check their answers.

Build visual memory for sight words: as his like they with

Word Card Mania: Short i

| | |
|--|--|
| <p>bid</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>Change the Bb to an Hh. What do you get?</i> ➤ <i>Change the Dd to a Pp. What do you get?</i> | <p>dip</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's word family?</i> ➤ <i>Change the word family to -ig. What do you get?</i> ➤ <i>Now add an Ss to the end. What do you get?</i> |
| <p>pit</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>Change the Ii to an Aa like apple. What do you get?</i> ➤ <i>Change the Tt to an Nn. What do you get?</i> | <p>sit</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>Get rid of the Ss. What do you get?</i> ➤ <i>Put an Hh at the beginning. What do you get?</i> |
| <p>pin</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>Change the Pp to a Bb. What do you get?</i> ➤ <i>Add an Ss to the end. What do you get?</i> | <p>as*</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>Close your eyes. Spell it.</i> ➤ <i>Write it with your finger on the rug.</i> <p>*Repeat with other sight words (his like they with)</p> |
| <p>him</p> <ul style="list-style-type: none"> ➤ <i>What's the word?</i> ➤ <i>What's the vowel?</i> ➤ <i>Change the Mm to a Dd. What do you get?</i> ➤ <i>Now change the Hh to an Ll. What do you get?</i> | |

Word Cards to Read

| | | | |
|------------|------------|------------|------------|
| win | lip | win | lip |
| did | dig | did | dig |
| pit | hit | pit | hit |
| him | wig | him | wig |

Word Cards to Read

Name: _____ Date: _____

Guided Practice Sheet

Words

| | | | | |
|-----|-----|------|------|------|
| pig | in | pit | him | lip |
| bit | win | did | sip | tip |
| as | his | they | with | like |

Sentences

1. The man was in the pit a _____.
2. cat bit him in the _____.
3. I did not _____ a hat as big that!
4. to _____ from the can.

Making Words (with word families)

| | | |
|---|---|------|
| d | h | __ip |
| w | r | __ig |
| p | s | __it |
| b | l | __in |
| f | | __id |