


# RISING GRADE 1

## Literacy Teacher Guides

SAMPLE

RedThread™
A Lavinia
Literacy Program

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# UNIT OVERVIEW

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# Preparing To Teach

## Instructional Displays

### Posters

- "Lowercase Letter Formation" Poster
- "Alphabet and Consonant Digraphs" Keyword Image Poster
- "Vowels" Keyword Image Poster

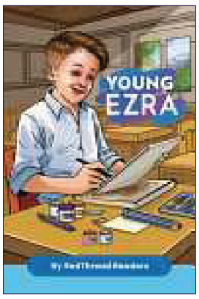
### Class Letter Board

- To begin the unit, set up the Class Letter Board based on the Week 1 Weekly Overview.
- Each week, refer to the Weekly Overview for any updates.

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## Getting To Know Your Decodable Texts

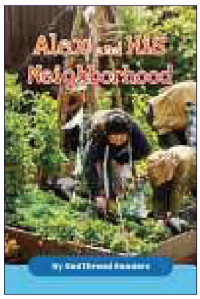



**Young Ezra** (NF)

A rainy day sparks young Ezra Jack Keats' imagination as he brings his ideas to life through art, beginning his journey as an artist and storyteller.

**Focus:** Closed syllables: VC and CVC words

**Decodability:** 91%

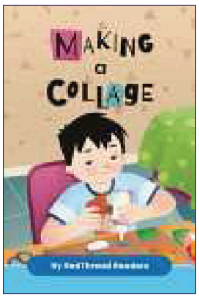


**Alex and His Neighborhood** (F)

Alex explores his community and discovers all the ways neighbors work and play together.

**Focus:** Glued sounds: an, am, all

**Decodability:** 90%




**Making a Collage** (F)

Carlo gathers, mashes, and meshes to turn everyday finds into a masterpiece—then shares his story with friends!

**Focus:** Consonant digraphs: wh, ch, sh, th, ck

**Decodability:** 91%

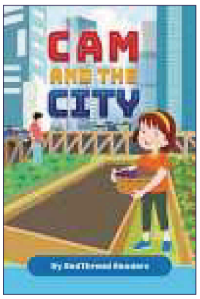



**Making Your Own Toys** (NF)

Kids around the world use everyday materials to create their own fun, showing that imagination can turn anything into a toy.

**Focus:** Suffix -s

**Decodability:** 90%

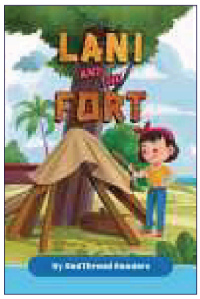



**Cam and the City** (F)

Cam leaves her quiet farm to visit the big, bustling city and discovers a new way to feel at home.

**Focus:** Glued sounds: an, am, all

**Decodability:** 90%




**Lani and the Fort** (F)

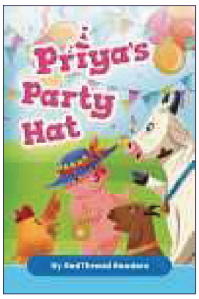
Lani's fort tumbles down, but with the help of her friends, she finds a way to rebuild it stronger than before!

**Focus:** Initial consonant blends

**Decodability:** 90%

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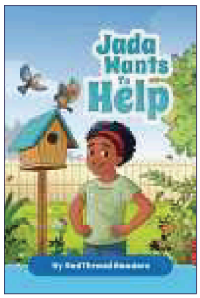



**Priya's Party Hat** (F)

Priya finds her hat just in time for the party, but it's a mess. Luckily, with help from her friends, she makes it better than ever!

**Focus:** Initial consonant blends with digraphs

**Decodability:** 91%




**Jada Wants To Help** (NF)

Jada dreams of helping animals as Jane Goodall does, and with a little creativity, she finds a way to make a difference for birds and bees in her own community.

**Focus:** Final consonant blends

**Decodability:** 92%

## Unit Focus Sounds and Keywords

**Teacher's Note:** In the first lessons of the unit, students will review all consonant and short vowel sounds in the alphabet. This will ensure a shared understanding of the keywords associated with each letter and sound. Encourage students to reference the "Alphabet and Consonant Digraphs" Keyword Image Poster for support.

- a - apple - /ă/
- all - ball - /all/
- am - jam - /am/
- an - pan - /an/
- b - bat - /b/
- c - cat - /k/
- ch - chips - /ch/
- ck - lock - /k/
- d - dog - /d/
- e - edge - /ĕ/
- f - fish - /f/
- g - gate - /g/
- h - hat - /h/
- i - itch - /ĭ/
- j - jug - /j/
- k - kite - /k/
- l - ladder - /l/
- m - man - /m/
- n - net - /n/
- o - otter - /ŏ/
- p - pig - /p/
- qu - queen - /kw/
- r - rat - /r/
- sh - sheep - /sh/
- s - snake - /s/
- s - webs - /z/
- th - thumb - /th/
- t - toe - /t/
- u - up - /ŭ/
- v - van - /v/
- wh - whistle - /w/
- w - window - /w/
- x - box - /ks/
- y - yo-yo - /y/
- z - zipper - /z/

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## Sight Word List

- about
- are
- as
- because
- been
- called
- come
- do
- does
- each
- for
- from
- has
- have
- her
- here
- his
- into
- many
- new
- or
- other
- out
- put
- said
- says
- see
- some
- their
- there
- they
- was
- were
- what
- when
- which
- who
- with
- you
- your

## Unit Word List

- all
- ball
- ban
- bash
- bat
- bath
- bend
- bit
- blush
- bricks
- brush
- bunch
- call
- camp
- cast
- chat
- chin
- chop
- chug
- clam
- clip
- clog
- cots
- crib
- crunch
- dam
- damp
- dim
- dot
- drop
- ducks
- fall
- fam
- fan
- fled
- gap
- gaps
- grab
- grin
- gulp
- hall
- hub
- hunt
- jam
- job
- jug
- list
- logs
- lost
- mall
- man
- mash
- mats
- mint
- moths
- mud
- mugs
- neck
- net
- pan
- paths
- peck
- pick
- puck
- ram
- ramp
- ran
- rash
- rock
- sags
- scab
- set
- shack
- sham
- shed
- shin
- shock
- shop
- shred
- shrub
- shrugs
- shut
- silk
- skip
- smog
- snuck
- socks
- sod
- spots
- stem
- stop
- swam
- tall
- tan
- task
- test
- thick
- throb
- thrush
- ticks
- traps
- tuck
- tucks
- twig
- van
- wall
- whack
- wham
- wind
- yam
- zips

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# Unit at a Glance

## Unit Syllabus

| WEEK | FOCUS SOUNDS AND CONCEPTS | SIGHT WORDS | LETTER FORMATION | DECODABLE TEXTS AND FOCUS CONCEPTS |
|---|---|---|---|---|
| Week 1 | • a - apple - /ă/<br>• b - bat - /b/<br>• c - cat - /k/<br>• ch - chips - /ch/<br>• ck - lock - /k/<br>• d - dog - /d/<br>• e - edge - /ĕ/<br>• f - fish - /f/<br>• g - gate - /g/<br>• h - hat - /h/<br>• i - itch - /ĭ/<br>• j - jug - /j/<br>• k - kite - /k/<br>• l - ladder - /l/<br>• m - man - /m/<br>• n - net - /n/<br>• o - otter - /ŏ/<br>• p - pig - /p/<br>• qu - queen - /kw/<br>• r - rat - /r/<br>• sh - sheep - /sh/<br>• s - snake - /s/<br>• th - thumb - /th/<br>• t - toe - /t/<br>• u - up - /ŭ/<br>• v - van - /v/<br>• wh - whistle - /w/<br>• w - window - /w/<br>• x - box - /ks/<br>• y - yo-yo - /y/<br>• z - zipper - /z<br>• Readers and writers segment and blend sounds to read and spell unknown words.<br>• Readers and writers use what they know about consonant digraphs to read and spell unknown words. | • because<br>• called<br>• many<br>• other<br>• their<br>• there<br>• what<br>• when<br>• which<br>• who | • f<br>• i<br>• j<br>• k<br>• l<br>• t | • Text: Young Ezra<br>• Text: Making a Collage<br>• Readers read words they know quickly and smoothly, like a storyteller. |

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# ROUTINES OVERVIEWS

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# Routines Overview

In this unit, you will use the following routines:

**Phonological and Phonemic Awareness Routines**

- Phonemic Awareness Warm-Up

**Phonics Decoding and Sight Words Routines**

- Sound Drill
- Segment, Blend, and Read
- Sight Words

**Phonics Encoding Routines**

- Letter Formation
- Write It

**Decodable Text Reading Routines**

- Partner Reading
- Independent Reading

Before you launch the unit, study each routine. Pay close attention to any new or updated routines.

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# Phonological and Phonemic Awareness Routine:
## Phonemic Awareness Warm-Up

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## Overview

- This routine:
  - Is 100% auditory.
  - Supports phonological and phonemic awareness through Rhyme Recognition, Rhyme Production, Sound Isolation, Sound Segmentation, Sound Blending, and Sound Manipulation.
  - Supports the Write It and Segment, Blend, and Read Routines.

## Planning and Preparation

- Review the lesson's words and their pronunciation, sounds, and segments.
- Identify challenge spots, and select words incorporating those spots for all routines throughout the lesson.

## Materials

- Refer to the lesson to see if additional materials are needed.

## Procedure

- For each section, refer to the prompts and scripting within the lesson to guide teacher prompting and corrective feedback.
- At teacher prompting, students chorally say the whole word.
- Reference the Implementation Guide for guidance regarding kinesthetic cues.

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# Phonics Decoding and Sight Words Routine:
## Sound Drill

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### Overview

- This routine:
  - Assists students with letter-sound correspondence and automaticity.
  - Focuses on challenge spots, focus words, and systematic review.
  - Reinforces use of key words as memory aids.
  - Scaffolds practice with and without key words as visual cues.

### Planning and Preparation

- Set up the Class Letter Board according to the Weekly Overview.
- Gather the Keyword Image Cards identified in the lesson.
- Identify five to seven sounds that are challenge spots, and add their Keyword Image Cards to your stack for the routine.

### Materials

- Class Letter Board with visual marker (e.g., sticker, paper clip) to indicate Letter Cards that are challenge spots
- Keyword Image Cards identified in the lesson

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## Procedures

### KEYWORD IMAGE CARDS

**For each Keyword Image Card in the lesson, repeat the following steps:**

- Teacher displays a Keyword Image Card.
- At teacher prompting, students chorally say the letter name - keyword - sound (e.g., "a" - "apple" - /ă/).

***Teacher Tip:*** *When introducing a Keyword Image Card, say the letter name - keyword - sound, and prompt students to repeat them. As students become increasingly familiar with a Keyword Image Card, phase out reminders until students automatically respond chorally to a card with its [letter name] - [keyword] - [sound].*

### LETTER CARDS

**For each Letter Card in the lesson, repeat the following steps:**

- Teacher points to an individual card on the Class Letter Board.
- Students chorally say:
  - For vowels: "[letter name] - [keyword] - [sound]."
  - For all other letters and sound-spellings: "[letter name] - [sound]."
  - For sound-spellings with more than one sound: "[letter name] - [sound] - [sound] - [sound] ..." (for each sound they have learned for the letter).

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# Phonics Decoding and Sight Words Routine:
## Segment, Blend, and Read

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### Overview

- This routine:
  - Reinforces segmenting and blending sounds to read.
  - Focuses on challenge spots, focus sounds, and systematic review.
  - Supports students in making kinesthetic connections.

### Planning and Preparation

- Set up the Class Letter Board according to the Weekly Overview.
- Gather the Unit Word Cards identified in the lesson.
- Identify one or two words from the Weekly Unit Word List that incorporate challenge spots, and add those Unit Word Cards to your stack for the routine.

### Recommended Kinesthetic Cues

When this routine is introduced, students may benefit from corresponding kinesthetic cues. For example, they may tap sounds on their arm. As they progress, students may benefit from tapping sounds on their fingers, and later, they may not need to physically tap the sounds at all. See the Implementation Guide for additional guidance.

### Materials

- Class Letter Board with visual marker (e.g., sticker, paper clip) to indicate Letter Cards that are challenge spots
- Unit Word Cards

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## Procedures

### SEGMENT AND BLEND TO READ

**For each unit word in the lesson, repeat the following steps:**

- Teacher builds the unit word with the Letter Cards from the Class Letter Board.
- At teacher prompting, students chorally segment the sounds in the word.
- At teacher prompting, students blend all the sounds to read the word.
- Teacher clarifies the word's meaning by using it in a sentence and giving its definition.
- Students name each letter as the teacher returns the corresponding Letter Card to its designated spot on the Class Letter Board.

***Teacher Tip:*** *Have students use kinesthetic cues for segmenting as needed.*

### FLUENCY QUICK READ

**For each unit word in the lesson, repeat the following steps:**

- Teacher displays a Unit Word Card.
- At teacher prompting, students chorally read the word quickly, without segmenting and blending.

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# Phonics Decoding and Sight Words Routine:
## Sight Words

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### Overview

- This routine:
  - Focuses on irregular and high-frequency sight words.
  - Uses explicit orthographic mapping for each word.
  - Reinforces reading and encoding using the say-spell-say pattern.
  - Assists students with gross and fine motor practice.
  - Helps students practice fluency with previously taught sight words.

### Planning and Preparation

- Review the lesson's orthographic mapping notes for each sight word.
- Gather the focus and review Sight Word Cards indicated in the lesson.
- Identify one or two words from the Weekly Sight Word List that incorporate challenge spots, and add their Sight Word Cards to your stack for the routine.

### Materials

- Sight Word Cards
- Large writing-grid poster
- Student whiteboards and/or Unit Portfolios

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## Procedures

### SIGHT WORD INSTRUCTION

**For each word in the lesson, repeat the following steps in order:**

**Step 1: Orthographic Mapping**

- Teacher writes the sight word.
- Teacher dictates the word and clarifies its meaning by using the word in a sentence.
- At teacher prompting, students chorally repeat the word.
- Teacher highlights the word's challenge spots by orthographically mapping its sounds as noted in the lesson.

**Step 2: Say-Spell-Say**

- At teacher prompting, students repeat the word using the say-spell-say pattern (e.g., "the" - "t" - "h" - "e" - "the").

**Step 3: Air Writing**

- At teacher prompting, students assume the air-writing posture: standing with their writing arm strong and straight and their non-writing hand resting on their opposite shoulder.
- Teacher and students say the word, spell the word while tracing it in the air, and then repeat the word.

**Step 4: Students Write**

- At teacher prompting, students write the sight word in their Unit Portfolios or on their whiteboards.

### FLUENCY QUICK READ

**For each sight word in the lesson, repeat the following steps:**

- Teacher displays a Sight Word Card.
- At teacher prompting, students chorally read the word quickly.

***Teacher Tip:*** *Give students two or three seconds to think before using a visual cue to prompt them to read the word chorally.*

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# Phonics Encoding Routine:
## Letter Formation

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### Overview

- This routine:
  - Focuses on challenge spots, focus sounds, and systematic review.
  - Uses verbal cues for correct letter formation guidance.
  - Reinforces sound-symbol correspondence.
  - Assists students with gross and fine motor practice.

### Planning and Preparation

- Review the verbal cues for the lesson's letters.

### Materials

- Large writing-grid poster
- Student whiteboards and/or Unit Portfolios

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## Procedure

### LETTER FORMATION

**For each letter in the lesson, repeat the following steps in order:**

**Step 1: Model Letter Formation**

- Teacher says letter formation verbal cues while writing the letter on a large writing-grid poster.
- Teacher retraces the letter while saying "[letter name] - [keyword] - [sound]" (e.g., "a" - "apple" - /ă/).

**Step 2: Air Writing**

- At teacher prompting, students assume the air-writing posture: standing with their writing arm strong and straight and their non-writing hand resting on their opposite shoulder.
- Teacher and students write the letter in the air, one step at a time.
  - Teacher says each verbal cue in a rhythmic way as they write the letter in the air.
  - Students chorally repeat each verbal cue as they write the letter in the air.
- Teacher and students retrace the letter in the air while saying "[letter name] - [keyword] - [sound]."

**Step 3: Students Write**

- Teacher prompts students to set up writing materials (e.g., Unit Portfolio and pencil, whiteboard and marker).
- Students write the letter on writing-grid paper or whiteboard and whisper letter formation verbal cues as needed.
- Teacher circulates to prompt students with the letter formation verbal cues and monitor students' writing grip.

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# Phonics Encoding Routine:
## Write It

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## Overview

- This routine:
  - Reinforces segmenting words to spell and write.
  - Focuses on challenge spots, focus words, and systematic review.
  - Supports students in making kinesthetic connections.
- Use the relevant elements of this routine during Dictation Checks.

## Planning and Preparation

- Set up the Class Letter Board according to the Weekly Overview.
- Identify words for the routine as specified in the lesson.
- Identify one or two words from the Weekly Unit Word List that incorporate identified challenge spots.

## Materials

- Class Letter Board with visual marker (e.g., sticker, paper clip) to indicate Letter Cards that are challenge spots
- Student whiteboards and/or Unit Portfolios

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## Procedures

### SEGMENT TO SPELL AND WRITE

#### Phonemes

**For each sound in the lesson, repeat the following steps:**

- Teacher dictates the sound.
- At teacher prompting, students chorally repeat the sound.
- Teacher says, "Write the letter that makes the /[sound]/ sound."
- Students use the correct letter formation to write the letter that makes the sound.
- Teacher asks, "What letter makes the /[sound]/ sound?"
- Students chorally name the letter that makes the dictated sound.

#### Words

**For each word in the lesson, repeat the following steps:**

- Teacher dictates the word.
- At teacher prompting, students chorally repeat the word.
- Teacher clarifies the word's meaning by using it in a sentence and, as needed, giving its definition.
- At teacher prompting, students chorally segment the word's sounds while using kinesthetic cues as appropriate (e.g., tapping fingers, segmenting on arm).
- At teacher prompting, students segment the word one sound at a time and name each letter as they write the word.
- Teacher asks one student to share their spelling and writes each letter as the student names it.
- At teacher prompting, students check the spelling by chorally segmenting and blending the word to read it. Teacher prompts students to revise spelling as needed.

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## SEGMENT TO SPELL AND WRITE

### Sentences

**For each sentence in the lesson, repeat the following steps:**

- Teacher dictates the sentence twice.
- At teacher prompting, students whisper it to themselves and think about the number of words in the sentence.
- At teacher prompting, students draw a blank line for each word and write the words on the lines using correct capitalization and punctuation. Teacher repeats the sentence as students write.
- At teacher prompting, students reread their sentence in a whisper and check their spelling by segmenting and blending words and referencing the Sight Word Wall. Teacher reminds students to begin with a capital letter and end with a punctuation mark.

***Teacher Tips:***

- *As students write the sentence, remind them to segment and blend words and reference the Sight Word Wall.*
- *As students become more proficient, they can phase out the step where they draw blank lines for each word.*

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# Decodable Text Reading Routine:
## Partner Reading

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## Overview

- This routine helps students practice fluent reading, including decoding automaticity, sight word automaticity, phrasing, and prosody.

## Planning and Preparation

- Assign strategic partnerships.
- In each partnership, assign a Partner A and a Partner B.
- Plan which students to coach based on identified challenge spots.
- Ensure the seating arrangement allows students to sit side by side.

## Materials

- Decodable text identified in the lesson

## Procedure

### PARTNER READING

- At teacher prompting, Partner A reads the first page while Partner B listens and coaches.
- At teacher prompting, Partner B reads the next page while Partner A listens and coaches.
- At teacher prompting, partners continue alternating between reading pages and coaching for the remainder of the routine.
- Teacher circulates to ensure that all partnerships are on task and coach decoding, sight word recognition, and fluency, as needed.
- Teacher notes any trends in class or individual challenge spots.

***Teacher Tips:***

- *Switch which partner reads first everyday.*
- *If partnerships finish early, have them reread the relevant pages, switching who reads first.*

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# Decodable Text Reading Routine:
## Independent Reading

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### Overview

- This routine helps students practice fluent reading, including decoding automaticity, sight word automaticity, phrasing, and prosody.

### Planning and Preparation

- Plan which students to coach based on identified challenge spots.

### Materials

- Decodable text identified in the lesson

### Procedure

**INDEPENDENT READING**

- At teacher prompting, students independently read the relevant pages.
- Teacher circulates to ensure that all students are reading.
- Teacher strategically coaches students on decoding, sight word recognition, and fluency, as needed.
- Teacher notes any trends in class or individual challenge spots.

***Teacher Tip:*** *If students finish before time is up, prompt them to reread the section.*

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# DAILY LESSON PLANS

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# Lesson 16
# LESSON OVERVIEW

## Lesson 16a: Foundational Skills

### FOCUS CONCEPT:

- Readers and writers use what they know about beginning consonant blends, including blends with consonant digraphs, to read and spell unknown words.

### FOCUS SOUNDS:

- all - ball - /all/
- am - jam - /am/
- an - pan - /an/
- ch - chips - /ch/
- ck - lock - /k/
- sh - sheep - /sh/
- s - snake - /s/
- s - webs - /z/
- th - thumb - /th/
- wh - whistle - /w/

### REVIEW SOUNDS:

- a - apple - /ă/
- e - edge - /ĕ/
- i - itch - /ĭ/
- o - otter - /ŏ/
- t - toe - /t/
- u - up - /ŭ/
- v - van - /v/
- w - window - /w/
- x - box - /ks/
- y - yo-yo - /y/
- z - zipper - /z/

### EVIDENCE OF LEARNING:

- Write It

### MATERIALS:

- Set up based on Weekly Overview: Class Letter Board with Letter Cards
- Keyword Image Cards for focus and review sounds
- Unit Word Cards
- Student writing grid (whiteboard or paper)

## Lesson 16b: Decodable Text

### KEY VOCABULARY:

- glad
- shrills
- thrill

### MATERIALS:

- Priya's Party Hat

SAMPLE

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# Lesson 16
# SUGGESTED AGENDA

| | Lesson 16a: Foundational Skills |
|---|---|
| 5 min. | Phonemic Awareness Warm-Up |
| 5 min. | Sound Drill |
| 5 min. | Concept Launch |
| 5 min. | Segment, Blend, and Read |
| 7 min. | Write It |

| | Lesson 16b: Decodable Text |
|---|---|
| 3 min. | Introduce the Content |
| 10 min. | Read |
| 5 min. | Discuss |

SAMPLE

## Notes for Lesson Differentiation

**TO SUPPORT:**

- Lesson 16a, Phonemic Awareness Warm-Up: If students struggle to remove sounds within a blend, have them draw a line for each sound as they segment the word. Then, have them remove the line for the deleted sound and say what is left.
- Lesson 16b, Read: Have students coach one another using prompts such as, "What initial digraph blend do you notice in the word?" or "Now that you have segmented and blended that word, go back and reread the sentence."

**TO ADVANCE:**

- Lesson 16a, Phonemic Awareness Warm-Up: Have students continue to manipulate the word "flip" by substituting one letter sound at a time (e.g., change /p/ to /k/ to make "flick," or change /ĭ/ to /ă/ to make "flap").
- Lesson 16b, Discuss: Have students discuss the question, "What kind of story does your favorite hat tell about you?"

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# Lesson 16a: Foundational Skills

**Before** THE LESSON

Identify challenge spots, and select words incorporating those spots for all routines throughout the lesson.

Phonemic Awareness Warm-Up

### Sound Isolation

*What is the [first/last/middle] sound?*

1. bless (Initial sound: /b/)
2. crud (Final sound: /d/)
3. spot (Medial sound: /ŏ/)

### Sound Blending

*What is the word?*

4. /s/ - /p/ - /ŭ/ - /n/ (spun)
5. /b/ - /l/ - /ŭ/ - /f/ (bluff)
6. /s/ - /l/ - /ă/ - /g/ (slag)

### Sound Segmentation

*What sounds do you hear?*

7. scat (/s/ - /k/ - /ă/ - /t/)
8. frack (/f/ - /r/ - /ă/ /k/)
9. brush (/b/ - /r/ - /ŭ/ - /sh/)

### Sound Manipulation

***Add:*** *When [sound] is added after [sound], what's the new word?*

10. sill
    a. Add: /t/ after /s/
    b. New word: still
11. sun
    a. Add: /p/ after /s/
    b. New word: spun

***Delete:*** *After you remove [sound], what's left?*

12. gloss
    a. Delete: /g/
    b. Keep: loss
13. blame
    a. Delete: /b/
    b. Keep: lame

***Substitute:*** *What's the new word?*

14. swiss
    a. Script: *Now change /sw/ to /k/.*
    b. New word: kiss
15. twill
    a. Script: *Now change /ill/ to /in/.*
    b. New word: twin

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## Sound Drill

### Keyword Image Cards

- Focus Keyword Image Cards: s (/s/), s (/z/), sh, ch (/ch/ as in "chips"), th, wh, ck, all, an, am
- Review Keyword Image Cards: All short vowels (a, e, i, o, u)
- 5–8 teacher-identified challenge spots.

### Letter Cards

- Focus Letter Cards: -s (/s/, /z/), sh, ch (/ch/ as in "chips"), th, wh, ck, all, an, am
- Review Letter Cards: All short vowels (a, e, i, o, u) and Letter Board row #4 (t, v, w, x, y, z)
- 5–8 teacher-identified challenge spots.

## Concept Launch

**Focus Concept:** Readers and writers use what they know about beginning consonant blends, including blends with consonant digraphs, to read and spell unknown words.

*Last week, we focused on reading and writing words with consonant blends. Each part of a consonant blend makes its own separate sound. When we recognize a consonant blend, we can mark the individual sounds in the blend by underlining each part. This will remind our brains that each part of a consonant blend makes its own separate sound. This can be a helpful strategy when we come across an unfamiliar word with consonant blends because it helps us remember to tap one sound for each part of the consonant blend.* ***Readers and writers use what they know about beginning consonant blends, including blends with consonant digraphs, to read and spell unknown words.***

Use Letter Cards to build and display the word "flip."

*In this word, I recognize the beginning consonant blend "fl" with two separate sounds: /f/ and /l/.*

Mark the word by underlining the "f" and "l" Letter Cards with a separate line under each letter. Direct students to chorally segment and blend the word "flip."

flip

*Now, let's look at another word that includes a consonant digraph in its beginning consonant blend. Remember, a consonant digraph is when two consonants come together and make one sound. The consonant digraph will be marked as one part of the consonant blend because it makes its own sound in the blend.*

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Use Letter Cards to build and display the word "shred."

*In this word, I recognize two parts of a consonant blend. I must mark the consonant blend so I can segment the sounds. First, I will underline the consonant digraph "sh" with one line to remind myself that the "sh" makes one sound: /sh/, as in "sheep." Next, I will underline the "r" with another line to remind myself that it makes its own sound: /r/.*

Mark the word by underlining "sh" and "r" individually. Direct students to chorally segment and blend the word "shred" while tapping the sounds on their arms as they read.

sh r ed

Use Letter Cards to display the word "thrash." Explain to students that "thrash" means "to move around in a wild or strong way." As students share their ideas, mark the word by underlining "th," "r," and "sh."

> **Ask:**
> *What is the word? How many letters are in the word? How many sounds?*

**Key Ideas:**

- The word is "thrash."
- There are six letters: "t" - "h" - "r" - "a" - "s" - "h."
- There are four sounds: /th/ - /r/ - /ă/ - /sh/.
- The consonant digraphs "th" and "sh" both have two letters, but when they come together, they make only one sound.

> **Ask:**
> *How should we mark up this word? Why?*

**Key Ideas:**

- We should underline the "th" and "sh" as one sound each because they are consonant digraphs.
- We should underline the "r" in the consonant blend "thr" by itself because it makes its own individual sound.

th r ash

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## Concept Launch

Direct students to chorally segment and blend the word "thrash" while tapping the sounds on their arms as they read.

*Marking up unfamiliar words by underlining each individual sound in a consonant blend can help you segment and blend the word accurately.* ***Readers and writers use what they know about beginning consonant blends, including blends with consonant digraphs, to read and spell unknown words.***

## Segment, Blend, and Read

### Segment and Blend To Read

1. Focus words:

| | |
|---|---|
| shrub | *Sentence:* I cut the shrub outside my house.<br>*Definition:* A small woody plant, like a little tree. |
| bricks | *Sentence:* They built the house with many bricks.<br>*Definition:* A small, rectangular block made of hard materials, like clay or concrete. |
| thrush | *Sentence:* The thrush fed its chicks in the nest.<br>*Definition:* A type of bird with a beautiful song. |
| spots | *Sentence:* My cat has spots on her body. |

2. Review words: scab, swam, crib
3. 1 or 2 teacher-identified words from the Weekly Unit Word List that include challenge spots.

### Fluency Quick Read

1. Focus words: shrub, bricks, thrush, spots
2. Review words: scab, swam, crib
3. 3–5 teacher-identified words with challenge spots.

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Write It

During the routine, have students engage using the relevant pages in their Unit Portfolios or their whiteboards.

**Segment To Spell and Write**

1. Sounds: /ŏ/ [as in "otter"], /d/, /ks/
2. Focus words:

| | |
|---|---|
| shrugs | *Sentence:* My nephew shrugs when he doesn't know the answer.<br>*Definition:* To lift shoulders to show not knowing or caring. |
| socks | *Sentence:* His socks were wet after he walked in the rain. |
| throb | *Sentence:* I stubbed my toe, and it began to throb.<br>*Definition:* To beat with a strong, regular rhythm, as your heart does after you exercise. |
| shack | *Sentence:* My uncle keeps his tools in the shack.<br>*Definition:* A small, simple, and often poorly built house. |

3. Review words: crib, fled, scab
4. 1 or 2 teacher-identified words from the Weekly Unit Word List that include challenge spots.
5. Sentence: I went to the shack.

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# Lesson 16b: Decodable Text

## Decodable Text Information

**Title:** Priya's Party Hat

- Priya is a pig who lives on a farm with her friends Kiko the chicken, Diego the goat, and Beth the cow.
- Priya wants to wear her favorite hat to the party, but it is a mess. Priya knows she can't wear the messy hat, so she runs to her friends for help.
- First, she visits Kiko the chicken, who gives her a feather. Then, she finds Diego the goat, who gives her a cloth. Finally, she goes to Beth the cow, who gives her a flower. With all these special items, she uses her creativity to fix her hat.
- When Priya arrives at the party, her friends like the way her hat looks. She feels proud and happy, not just because she has a hat to wear, but because her friends helped her make it even better!
- Creativity and teamwork can turn a problem into something special. Even though Priya's hat looks different now, it tells a story of friendship, kindness, and using what you have to make something wonderful!

## Introduce the Content

*Today, we will read a story about a pig named Priya who lives on a farm with her friends. Priya is excited to go to a party, but when she wakes up, she realizes her hat is missing! When she finally finds it, it's covered in mud and is too messy to wear. Priya does not want to wear a messy hat to the party, so she asks her friends for help. Instead of giving up, they work together to come up with a creative solution. Remember, being creative means thinking of new ideas and making something in a different way. Let's read to find out how Priya and her friends use their creativity to fix her hat.*

*As we read, we will think about the following question: "How can creativity help us solve problems?"*

### "Building Knowledge" Read Along

Have students read along as you read aloud the "Building Knowledge" section of the decodable text.

> **Ask:**
> *How can a hat tell a story about a person?*

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Introduce the Content

**Key Ideas:**

- Hats have different purposes. People wear hats to stay warm, to stay safe, or even to look stylish.
- Hats can show a person's job or role. Some hats, such as a firefighter's helmet or a chef's hat, tell us what someone does.
- Hats can be worn for special events. People wear hats at celebrations, such as parties or graduations, to mark important moments.
- Hats can be creative and personal. People choose hats based on their style, personality, or culture.

**"Get Ready To Read" Reading**

Read the "Get Ready To Read" section of the decodable text using the Choral Reading Routine. Then, have partnerships read the section again. Emphasize the day's Focus Concept and previously taught concepts as relevant.

1. Focus words: **shrills**, **glad**, shred, **thrill**, shrubs, shrugs, stalls, flips
2. Review words: naps, wish, mess, lets, cloth, mud, runs, hat
3. Sight words: said, you, his, her, they, she, the, have
4. Sentences:
    a. She runs to the shrubs.
    b. Beth lets her have her stems.

**Vocabulary Introduction**

*Before we start reading, let's think about the meanings of some words you will read in the text.*

Display and introduce the following words.

| VOCABULARY WORD | DEFINITION |
|---|---|
| **shrills** | Makes a high, sharp sound, like a loud yell or squeal. |
| **glad** | Feeling happy about something. |
| **thrill** | A feeling of excitement or happiness, like when something amazing happens. |

Read

Have partnerships alternate reading each page of the decodable text. As students read, coach them on their decoding and sight word skills.

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## Discuss

Facilitate a discussion that highlights the trends you noticed. For example, you may want to share strategic observations of student reading or ask partnerships to read a portion of the text.

For this lesson, you may want to highlight or provide feedback on:

- Implementing the Partner Reading Routine.
- Segmenting and blending words with initial digraph blends.
- Recognizing unknown words and stopping to segment and blend them to read correctly.
- Reading known words quickly and smoothly, without stopping to segment and blend.
- Segmenting and blending unknown words, then going back to reread the entire sentence quickly.
- Scooping words to read groups of words in phrases.
- Partner listening, support, and encouragement.

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Lesson 19

# LESSON OVERVIEW

## Lesson 19a: Foundational Skills

### FOCUS SOUNDS:

- all - ball - /all/
- am - jam - /am/
- an - pan - /an/
- ch - chips - /ch/
- ck - lock - /k/
- sh - sheep - /sh/
- s - snake - /s/
- s - webs - /z/
- th - thumb - /th/
- wh - whistle - /w/

### REVIEW SOUNDS:

- a - apple - /ă/
- e - edge - /ĕ/
- i - itch - /ĭ/
- o - otter - /ŏ/
- t - toe - /t/
- u - up - /ŭ/
- v - van - /v/
- w - window - /w/
- x - box - /ks/
- y - yo-yo - /y/
- z - zipper - /z/

### SIGHT WORDS:

- are
- for
- or
- see
- was

### LETTER FORMATION:

- e
- s
- u

### EVIDENCE OF LEARNING:

- Letter Formation
- Segment, Blend, and Read
- Sight Words

## Lesson 19b: Decodable Text

### KEY VOCABULARY:

- gasps
- inspire
- lend
- tends

### MATERIALS:

- Jada Wants To Help

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## MATERIALS:

- Set up based on Weekly Overview: Class Letter Board with Letter Cards
- Keyword Image Cards for focus and review sounds
- Unit Word Cards
- Sight Word Cards
- Student writing grid (whiteboard or paper)

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Lesson 19

# SUGGESTED AGENDA

| 27 min. | Lesson 19a: Foundational Skills |
|---|---|
| 5 min. | Phonemic Awareness Warm-Up |
| 5 min. | Sound Drill |
| 5 min. | Letter Formation |
| 7 min. | Segment, Blend, and Read |
| 5 min. | Sight Words |

| 18 min. | Lesson 19b: Decodable Text |
|---|---|
| 5 min. | Introduce the Content |
| 10 min. | Read |
| 3 min. | Discuss |

SAMPLE

## Notes for Lesson Differentiation

**TO SUPPORT:**

- Lesson 19a, Phonemic Awareness Warm-Up: If students struggle to remove sounds within a blend, have them draw a line for each sound as they segment the word. Then, have them remove the line for the deleted sound and say what is left.
- Lesson 19b, Read: Have students circle all words with final consonant blends. Then, have them segment, blend, and reread those words.

**TO ADVANCE:**

- Lesson 19a, Segment, Blend, and Read: Have students make a short list of words with the final consonant blend "st." Have them segment and spell one or two words from the list.
- Lesson 19b, Discuss: Have students consider and discuss ways they can help animals in their own neighborhoods.

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# Lesson 19a: Foundational Skills

**Before** THE LESSON

Identify challenge spots, and select words incorporating those spots for all routines throughout the lesson.

## Phonemic Awareness Warm-Up

### Sound Isolation

*What is the [first/last/middle] sound?*

1. munch (Initial sound: /m/)
2. kit (Final sound: /k/)
3. flop (Medial sound: /ŏ/)

### Sound Blending

*What is the word?*

4. /s/ - /p/ - /ĭ/ - /l/ (spill)
5. /f/ - /er/ - /s/ - /t/ (first)
6. /k/ - /r/ - /ĭ/ - /m/ - /p/ (crimp)

### Sound Segmentation

*What sounds do you hear?*

7. broke (/b/ - /r/ - /ō/ - /k/)
8. plug (/p/ - /l/ - /ŭ/ - /g/)
9. track (/t/ - /r/ - /ă/ - /k/)

### Sound Manipulation

***Add:*** *When [sound] is added after [sound], what's the new word?*

10. sift
    a. Add: /w/ after /s/
    b. New word: swift
11. seed
    a. Add: /p/ after /s/
    b. New word: speed

***Delete:*** *After you remove [sound], what's left?*

12. frog
    a. Delete: /r/
    b. Keep: fog
13. slat
    a. Delete: /l/
    b. Keep: sat

***Substitute:*** *What's the new word?*

14. tricks
    a. Script: *Now change /s/ to /t/.*
    b. New word: tricked
15. see
    a. Script: *Now change /ē/ to /ā/.*
    b. New word: say

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Sound Drill

### Keyword Image Cards

- Focus Keyword Image Cards: s (/s/), s (/z/), sh, ch (/ch/ as in "chips"), th, wh, ck, all, an, am
- Review Keyword Image Cards: All short vowels (a, e, i, o, u)
- 5–8 teacher-identified challenge spots.

### Letter Cards

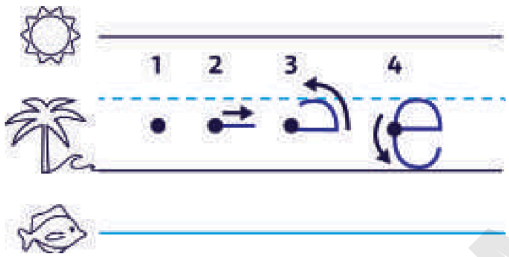
- Focus Letter Cards: -s (/s/, /z/), sh, ch (/ch/ as in "chips"), th, wh, ck, all, an, am
- Review Letter Cards: All short vowels (a, e, i, o, u) and Letter Board row #4 (t, v, w, x, y, z)
- 5–8 teacher-identified challenge spots.

Letter Formation

### Letter Formation

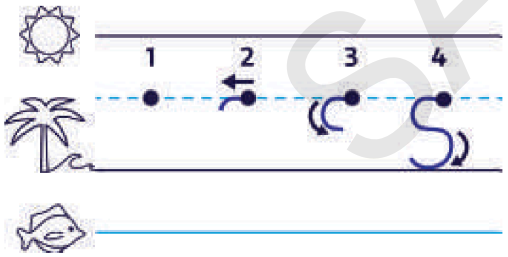
Use the verbal cues to teach letter formation for the following letters. Have students engage using the relevant pages in their Unit Portfolios or their whiteboards.

#### Lowercase "e"



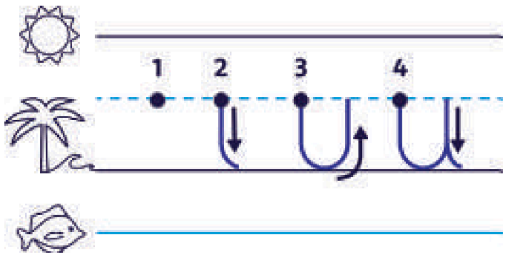

1. Start just below the tree line.
2. Trace forward just below the tree line.
3. Curve back up to the tree line.
4. Curve down and around to the water line.

#### Lowercase "s"




1. Start on the tree line.
2. Trace back on the tree line.
3. Curve down between the tree line and the water line.
4. Curve back and down to the water line.

#### Lowercase "u"




1. Start on the tree line.
2. Pull down to the water line.
3. Curve up to the tree line.
4. Pull back down to the water line.

SAMPLE

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## Segment, Blend, and Read

### Segment and Blend To Read

1. Focus words:

| | |
|---|---|
| task | *Sentence:* The janitor finished his task and was ready to go home.<br>*Definition:* Something that needs to be done, like a job or activity. |
| lost | *Sentence:* I got lost and began to feel worried.<br>*Definition:* Not knowing where something or someone is. |
| list | *Sentence:* My aunt made a list of things she needs from the store.<br>*Definition:* A group of words or things written down to help remember them. |
| camp | *Sentence:* We like to camp in the woods behind our house.<br>*Definition:* A place where people stay outside in tents or cabins. |

2. Review words: brush, drips, fall
3. 1 or 2 teacher-identified words from the Weekly Unit Word List that include challenge spots.

### Fluency Quick Read

1. Focus words: task, lost, list, camp
2. Review words: brush, drips, fall
3. 3–5 teacher-identified words with challenge spots.

## Sight Words

### Sight Word Instruction

Use the following guidance to annotate and support students in the orthographic mapping of each sight word. Have students engage using the relevant pages in their Unit Portfolios or their whiteboards.

**are**




- Sentence: We are at recess!
- Orthographic Mapping:
  - There is one sound in the word "are": /ar/.
  - The "a" does not make its usual /ă/ sound, as in "apple," and the "r" does not make its usual /r/ sound. Instead, the "a" and the "r" come together to make one sound: /ar/, as in "star."
  - The "e" is silent and does not make any sound.

*Note that "ar" is an r-controlled vowel digraph that will be explicitly taught in first grade.*

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**was**




- Sentence: He was happy to see his friends.
- Orthographic Mapping:
  - There are three sounds in the word "was": /w/ - /ŭ/ - /z/.
  - The "w" makes its usual /w/ sound.
  - The "a" does not make its usual /ă/ sound, as in "apple." Instead, the "a" makes an /ŭ/ sound, as in "up."
  - The "s" makes its usual /z/ sound, as in "webs."

**for**




- Sentence: I bought a present for you.
- Orthographic Mapping:
  - There are two sounds in the word "for": /f/ - /or/.
  - The "f" makes its usual /f/ sound.
  - The "o" does not make its usual /ŏ/ sound, as in "otter," and the "r" does not make its usual /r/ sound. Instead, the "o" and the "r" come together to make one sound: /or/, as in "corn."

**or**




- Sentence: Do you want cookies or cake?
- Orthographic Mapping:
  - There is one sound in the word "or": /or/.
  - The "o" does not make its usual /ŏ/ sound, as in "otter," and the "r" does not make its usual /r/ sound. Instead, the "o" and the "r" come together to make one sound: /or/, as in "corn."

**see**




- Sentence: I see the tree lights.
- Orthographic Mapping:
  - There are two sounds in the word "see": /s/ - /ē/.
  - The "s" makes the /s/ sound, as in "snake."
  - The letter "e" does not make its usual /ĕ/ sound, as in "edge." Instead, the "ee" together makes the long /ē/ sound, as in "bee."

### Fluency Quick Read

1. Focus words: are, was, for, or, see
2. Review words: said, says, you, his, her, here, your, with, into, they, have, has, as, from, new
3. 3–5 teacher-identified sight words that are challenge spots.

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# Lesson 19b: Decodable Text

## Decodable Text Information

**Title:** Jada Wants To Help

- Jada is a young girl who lives with her grandpa, Gramps. After learning about Jane Goodall—a scientist who spent her life helping chimpanzees—Jada decides she wants to help animals too.
- Since there are no chimpanzees nearby, Gramps encourages Jada to help the animals in her own community: birds and bees. Inspired by Jane Goodall, Jada takes action!
- Jada, Gramps, and her friend gather materials to build birdhouses and plant flowers to help the bees. As they work, more people from their community join to help with the project.
- Jada sees that helping animals isn't just for famous scientists—anyone can make a difference! She uses what she learned about Jane Goodall to inspire others and create positive change in her neighborhood.
- Jada learns that we can be inspired by others and find ways to help right where we are. Even small actions can have a big impact on the world around us..

## Introduce the Content

*We have been learning the importance of helping others. Friends can work together to solve problems and teamwork can* ***inspire*** *creativity. Today, we'll explore another way people can make a difference: being* ***inspired*** *by others to take action. To be* ***inspired*** *means "to feel excited or motivated to do something meaningful." Today, we will read a book called Jada Wants To Help. Jada learns about Jane Goodall, a famous scientist who spent her life helping chimpanzees, and is* ***inspired*** *by Jane's work. Jada wants to help animals too, but there are no chimpanzees in her neighborhood! Let's read to find out how Jada uses what she learned from Jane Goodall to make a difference in her own community.*

*As we read, we will think about the following question: "How can learning about others* ***inspire*** *us to make a difference?"*

### "Building Knowledge" Read Along

Have students read along as you read aloud the "Building Knowledge" section of the decodable text.

> **Ask:**
> *How can people help nature and animals in their own community?*

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Introduce the Content

**Key Ideas:**

- Jane Goodall helped animals by studying and protecting them. She worked with chimpanzees and helped keep their homes safe.
- Nature is connected. Birds and bees help plants grow, which allows people and animals to get food.
- People can make a difference in nature. Small actions, such as planting flowers, picking up litter, or building birdhouses, can protect animals and their habitats.
- Helping nature doesn't have to be big. Making simple choices in your yard, neighborhood, or school can help animals and plants grow.
- Working together creates change. When people work as a team, they can make a bigger impact in their community.

**"Get Ready To Read" Reading**

Read the "Get Ready To Read" section of the decodable text using the Choral Reading Routine. Then, have students read the "Get Ready To Read" section again using the Partner Reading Routine. Emphasize previously taught concepts as relevant.

1. Focus words: chimps, **tends**, **lend**, tasks, lifts, best, bulbs, **gasps**
2. Review words: pal, get, will, did, spots, that, box, all
3. Sight words: are, was, for, or, see, each, their, about
4. Sentences:
   a. But there are no chimps here.
   b. It was a blast!

**Vocabulary Introduction**

*Before we start reading, let's think about the meanings of some words you will read in the text.*

Display and introduce the following words.

| VOCABULARY WORD | DEFINITION |
|---|---|
| **gasps** | Takes quick, short breaths when surprised or scared. |
| **lend** | To let someone borrow something for a little while. |
| **tends** | Takes care of something or someone. |

Read

Have students alternate reading each page of the decodable text using the Partner Reading Routine. As students read, coach them on their decoding and sight word skills.

SAMPLE

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**Discuss**

Facilitate a discussion that highlights the trends you noticed. For example, you may want to share strategic observations of student reading or ask partnerships to read a portion of the text.

For this lesson, you may want to highlight or provide feedback on:

- Implementing the Partner Reading Routine.
- Segmenting and blending words with final consonant blends.
- Recognizing unknown words and stopping to segment and blend them to read correctly.
- Reading known words quickly and smoothly, without stopping to segment and blend.
- Segmenting and blending unknown words, then going back to reread quickly.
- Scooping words to read groups of words in phrases.
- Adjusting tone of voice when reading dialogue to represent characters' thoughts, feelings, and actions.
- Partner listening, support, and encouragement.

SAMPLE

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