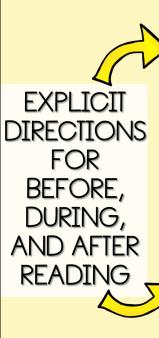


# EXPLICIT PRACTICE



# The Joke

Before Reading: Circle the words with o\_e.

During Reading: Read together.

Name:

Rose had a hose. "Mom will come. I will get mom wet as a joke!" Rose hid in a stack of logs. Mom got home. Mom had some bags. As Mom went past, Rose put on the hose. Mom was mad! "The bags can not get wet!" It was a bad joke. Rose felt bad. "I am done with that hose."

**After Reading:** Answer the questions about the story.

I. What did Rose have?

Rose has a

2. Where did Rose hide?

Rose hid

AFTER READING

MPREHENSION QUESTIONS

Winter's BLISS:

Day I

OR CODES

TO HEAR THE

PASSAGE

CONTROLLED

**IEXT** 

FOLDABLE

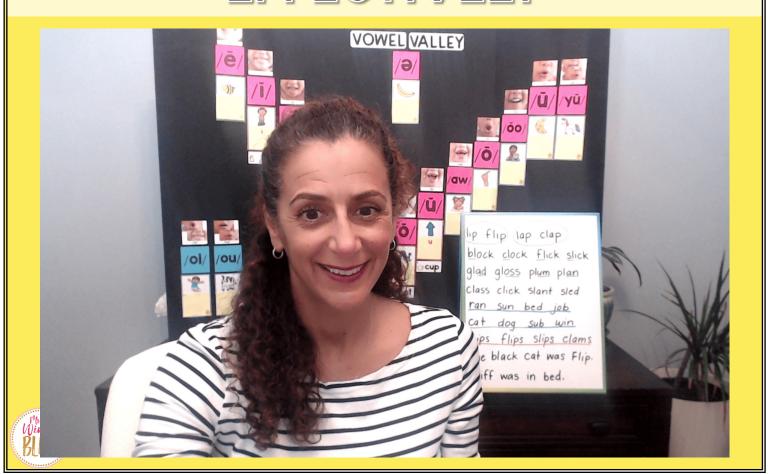
TO ALLOW

STUDENTS TO

FOCUS ON

PASSAGE

# INSTRUCTIONAL VIDEO: HOW TO USE BLENDING LINES & DECODABLE TEXT EFFECTIVELY



# TEACHER INFO & TIPS

#### Planning for Small Group Lessons

Teacher Guide

	Activity	Purpose		
	Read Together (6 minutes)	The four approaches to oral reading included in these lesson plans vary in the amount of teacher support. From most least amount of teacher support the approaches are echo reading, choral reading, partner reading, and whisper reading.		
During Reading		The first reading, provides you with the chance to correct any missed sounds or words and should include the most amou of teacher support. Repeated readings a proven to increase student reading fluen		
		Point to the missed Plant		

. Student must use tex heir answer i. Addresses higher lev . Addresses higher lev i. Prompts students to

Vriting about reading d

understanding of a text about what they read th

and phonics skills to w

#### ning for Small Group Les

Teacher Guide				
	Activity	Purpose		
	Focus Skill (1 minute)	This statement explicitly introc sound (/a/) and spelling for the		
Before	Decodable Words & Blending Lines (3 minutes)	This section provides a list of words in each passage. These should be introduced through prior to reading. See Decoded Activities & A Word About Bit for more ideas and info.  Blending Lines: Line it known skill to new skills Line 3: vary sering sound Line 3: vary sering sound Line 3: vary sering sound Line 3: crost per sound Line 3: challenge words Line 8:40: cronect to text		
Reading		This section lists the irregular frequency words students will		

Frequency Words (Heart Words) (3 minutes)

# Suggested Pacing for Activities

Day I - Total time: 20 minutes Activity

		•		
		Focus Skill (1 minute)		
		Decodable Words & Blending Lir (3 minutes)		antad Das
Before R	Before Reading	Irregular High Frequency Words (Heart Words) (3 minutes)	sugge for	ested Pac · Activitie
		Preview & Predict (1 minute)	Day 2 - Tota	Il time: 20 minutes Activity
	Dumin a Da adin a	Read Together : Choral Read or Read		Review Focus Skill (1 minute)
	During Reading	(6 minutes)		Review blending lines or focus didn't get to the previous day. (3 minutes)
	After Reading	Comprehension Questions (6 minutes)	Before Reading	Review Irregular High Freque (Heart Words)

## A Word about **Blending Lines**

the new skill for a decodable passage. Blending lines should be used ing the I do, We do, You do format.

- I do: Teacher models blending the first word
   We do: Students join the teacher in chorally reading the rest of the words on the list. Provide corrective feedback as needed.

 You do: Tap a word and have a student read independently and at a time. In some cases, using phoneme addition, substitution tion will connect words in a blending line. (Ex. hat – hate. Write

and hat on your whiteboard show students and blend the word er. Then tell students, "Now I'm going to gdd an e to the end of

#### ting Lines Lesson Format

known skill to new skills — moves student from a known word to a word with the target skill (Ex. red, read) vary beginning sound - varies the beginning sounds of each word, focuses on target skill.

vary ending sound – varies the ending sound of each word, focuses on target skill.

mixed set target skill - mix of words that all focus on target

k6: review words – some may be in decodable passo challenge words - included for high level readers, some may be in decodable passage.

blending lines differ slightly. For example, the first line

# Using the Printables

You can also differentiate for needs by choosing to best passage option for your students' needs.

Two options are included:

h options also include a dotted line that runs right below the pas old the printable on the dotted line when reading the stor udent to focus on reading the passage. When the stude imprehension questions or writing portion of the lesson

with sentence stems Max and Rat

After

Reading

vithout a sentence stem Max and Rat

rords to students.

# Differentiating for Student Success

An audio recording of each passage is included to provide additional support for students who need it. Students can listen and follow along with their own copy of the passage to preview the passage before meeting in a small or whole group setting. Students can scan the QR code on each passage page using an iPad, tablet or Chromebook to quickly access the audio recording (no log in required). Alternatively, you can use the audio recording files included to pull up the audio

1st read: Teacher reads to student, student follows along 2<sup>nd</sup> read: Echo read- teacher reads the passage line by line and students repeat after.

recording on a laptop, computer or other listening device.



# **Introducing Irregular High Frequency Words**

memorization doesn't work for all students. Using orthographic mapping strategies, the science-based heart word method teaches students to sound out the parts of irregular words that do follow phonics rules. Students then only need to learn a small portion of the word that is the "tricky part" by heart.

For some students, irregular words can be committed to memory after only 1-4 exposures. Struggling readers may need 20+ exposures before the word can be automatically recognized.

Visit the following blog posts for more information on each introducing irregular high frequency words to students using the Heart Words

- . Heart Words: A Better Way to Teach Sight Words
- · Tips for Teaching Heart Words
- . How to Teach Sight Words Using the Heart Word Method

ng routine for Digraphs & beyond: ther reads to student, student follows along al read- teacher and student read together in

ding voice. sper read-teacher and student whisper read to

el Students

may display mastery of a target skill at day 1. In this case, have students reread at tivity independently or in a center on day 2. Au also be utilized during these independent wo dels of a fluent reader

**During Reading** 

After Reading

ho need continued practice with building fluency can ading the passage with a partner or whisper reading. U scordings to provide students with independent practice use at a center.

**Suggested Pacing** 

for Activities

Review blending lines or focus on lines you didn't get to the previous day.

Review Irregular High Frequency Words

Preview & Predict : review the title of the

passage and academic word Read Together: Whisper Read or Partne

(3 minutes)

Write & Retell

# **Decodable Words**

**Activity Ideas** 

- Word Ladders Students can build a word ladder or word chain changing one phoneme in the word to create the next word.
- Word Building Students create a series of words using a limi set of letter cards. This activity creates flexibility with student knowledge of letter sounds and builds reading & spelling skills.
- Word Sorts After mastering a phonics skill, sorting words by their phonics patten is a great way to review.
- Word Mapping Word mapping is a physical way to represent the relationship between phonemes (sounds) and graphemes (letters). Using word mapping activities helps students store words into their sight word memories.

Visit the following blog posts for more information on decodable word

- · Practice Activities for Phonics Skills
- · Using Word Sorts for Phonics Instruction
- Phoneme-Grapheme Word Mapping Activities

# Suggested K-2 Scope & Sequences

scope & sequence. If your school already has a scope & sequence for introducing target skills to students, then you will use that to plan the order you use these decodable passages with your class

If you do not have a scope & sequence provided by your school, I have created a research-based suggested scope & sequence for Kindergarten 1st grade, and 2nd grade. These scope & sequences are included in the





# EXPLICIT LESSON PLANS

#### Long Vowel a: ai, ay

## **Lunch Time**

Teacher Lesson Plan

Focus Skills

Today, we are going to learn the sound  $/\bar{a}/$  as in sailboat. The /a/ sound in this passage is spelled with the letters ai and ay. Can you think of any other words with the /a/ sound?

Decodable Words

play, may, tray, Jay, way, rain, gray

known to

vary b

vary e

mixed

review

reviev

challer

connec

connec

Blending Lines

lines to

scope &

needed

**Before** 

Readina

play plain stay stain \*adjust review ray tray stain paint hike cave came snake according to your phonics she be go no painting paints stains sequence as playing Jay got his tray.

The tray fell.

plate play crane rain

bay pay train brain

Irregular High Frequency Words (Heart Words)

again, always, today, was, his, of, t these, from, said, have

Preview & Predict

do you think is going to happen in ou Academic word to preteach: hurry Definition: to move or act quickly. Example: I was in a hurry to finish

"The title of our story is called 'Lun

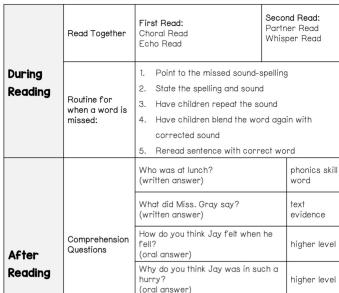
could have dessert. Think about it: Have you ever been finish something?

DURING READING

cong Vowel a: ai, ay

# **Lunch Time**

Teacher Lesson Plan



Is there a school lunch that you

What happened after Jay got his fish?

think is the best?

Write & Retell



text-to-self

connection

# 2 DIFFERENTIATED VERSIONS OF EVERY PASSAGE

Name:

### **Lunch Time**



Before Reading: Circle) the words with the long a sound.

During Reading: Read together.

Jay was at lunch with his class. Today the lunch was fish. Jay got his tray. The line was long. At last, Jay said, "May I have a lot of fish?" The man gave him a lot. Mmm! The fish was the best! Jay had to go a long way to get to his spot. He was in a rush to have lunch, put away the tray, and then go play. He ran with his tray. It was a bit wet from the rain. Crash! Jay fell. Bang! The tray fell. Jay had to pick up the fish and the dish and the tray. Miss Gray came. "Kids must not run in here," she said. "Kids always drop these trays!" Jay said, "I will not run with a tray again!"

After Reading: Answer the questions about the story.

I. Who was at lunch?

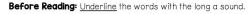
2. What did

Long Vowel a: ai, a

Name:

## **Lunch Time**





During Reading: Take turns reading with a partner.

Jay was at lunch with his class. Today the lunch was fish. Jay got his tray. The line was long. At last, Jay said, "May I have a lot of fish?" The man gave him a lot. Mmm! The fish was the best! Jay had to go a long way to get to his spot. He was in a rush to have lunch, put away the tray, and then go play. He ran with his tray. It was a bit wet from the rain. Crash! Jay fell. Bang! The tray fell. Jay had to pick up the fish and the dish and the tray. Miss Gray came. "Kids must not run in here," she said. "Kids always drop these trays!" Jay said, "I will not run with a tray again!"

After Reading: What happened after Jay got his fish?

After Jay got his fish

PRIMARY RULED WITH SENTENCE STEMS

Long Vowel a: ai, ay

# **Lunch Time**



Before Reading: Circle) the words with the long a sound.

During Reading: Read together.

Jay was at lunch with his class. Today the lunch was fish. Jay got his tray. The line was long. At last, Jay said, "May I have a lot of fish?" The man gave him a lot. Mmm! The fish was the best! Jay had to go a long way to get to his spot. He was in a rush to have lunch, put away the tray, and then go play. He ran with his tray. It was a bit wet from the rain. Crash! Jay fell. Bang! The tray fell. Jay had to pick up the fish and the dish and the tray. Miss Gray came. "Kids must not run in here," she said. "Kids always drop these trays!" Jay said, "I will not run with a tray again!"

After Reading: Answer the questions about the story.

I. Who was at lunch?

2. What d

Long Vowel a: a

# **Lunch Time**

Before Reading: Underline the words with the long a sound.

During Reading: Take turns reading with a partner.

Jay was at lunch with his class. Today the lunch was fish. Jay got his tray. The line was long. At last, Jay said, "May I have a lot of fish?" The man gave him a lot. Mmm! The fish was the best! Jay had to go a long way to get to his spot. He was in a rush to have lunch, put away the tray, and then go play. He ran with his tray. It was a bit wet from the rain. Crash! Jay fell. Bang! The tray fell. Jay had to pick up the fish and the dish and the tray. Miss Gray came. "Kids must not run in here," she said. "Kids always drop these trays!" Jay said, "I will not run with a tray again!"

After Reading: What happened after Jay got his fish?



Long Vowel a: ai, ay

