

1. Introducing Sounds and Spellings

- ◆ Point to the back of the **Sound/Spelling Card**, and ask students what they already know.
- ◆ Turn the card to show the picture.
- ◆ Point to the picture, and name it.
- ◆ Point to the spelling(s), and name the spelling(s).
- ◆ Read the alliterative story.
- ◆ Reread the story, and have students make the sound.
- ◆ Review the name of the card, the sound, and the spelling(s).
- ◆ Write the spelling(s) on the board. At the same time have students write the spelling(s) in the air or on white boards and say the sound as they write it.
- ◆ Have several students come to the board and write the spelling(s). Have other students write the spelling(s) several times on white boards or in the air, saying the sound as they write each spelling. Proofread students' work.
- ◆ Have students listen for target sounds in different positions in words.
- ◆ Review the card. Point to the spelling, and have students give the sound. Point to the picture, and have students give the name of the card.
- ◆ Remind students that they can remember the sound of the spelling on the card by thinking of the sound in the story.

2. Sound-by-Sound Blending*

- ◆ Write the spelling for the first sound.
- ◆ Have students say the sound.
- ◆ Write the spelling for the second sound.
- ◆ Have students say the sound.
- ◆ If the second sound is a vowel, blend through the vowel, making a blending motion with your hand.
- ◆ Write the spelling of the next sound.
- ◆ Have students say the sound.
- ◆ If it is the last sound in the word, make the blending motion as students blend and read the word. If it is not the last sound, continue writing the spellings and asking for the sounds.
- ◆ Have students reread the word naturally, as they would say it.
- ◆ Complete a line, and have students reread the words in the line naturally, as they would speak them.
- ◆ Have students use selected words in sentences and extend the sentences.
- ◆ Review the blended words using the Developing Oral Language activities.

**When first doing Sound-by-Sound Blending, ask for the sound as you point to each spelling. After students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.*

3. Whole-Word Blending*

- ◆ Write the whole word.
- ◆ Point to each spelling in the word, and have students give the sound for each.
- ◆ Make the blending motion from left to right. Have students blend the sounds and say the word.
- ◆ Have students reread the word naturally, as they would say it.
- ◆ Complete the line, and have students reread the words on the line naturally, as they would speak them.
- ◆ Have students use selected words in sentences and extend the sentences.
- ◆ Review the words using the Developing Oral Language activities.

**When first doing Whole-Word Blending, point to each spelling and ask for the sound. After students are comfortable with the routine, drop the verbal cues, point to the spellings, and have students give the sounds.*



4. Blending Sentences

◆ Sound-by-Sound Blending

- Blend each word using the sound-by-sound blending routine.
- Write each nondecodable high-frequency word in its entirety, and underline it with a straight line. Write each decodable high-frequency word in its entirety, and draw a squiggly line underneath it. If necessary, have students blend the decodable high-frequency word.
- After all the words have been blended or read, have students reread the sentence naturally, saying it with expression and natural intonation.

◆ Whole-Word Blending**

- Write each word, and blend it using the whole-word blending routine.
- Write each nondecodable high-frequency word in its entirety, and underline it with a straight line. Write each decodable high-frequency word in its entirety, and draw a squiggly line underneath it. If necessary, have students blend the decodable high-frequency word.
- After all the words have been blended or read, have students reread the sentence naturally, saying it with expression and natural intonation.

***As students become more automatic in blending, write the entire sentence and have students read the words, stopping to blend only those words that cannot be read quickly and automatically.*



5. Sounds-in-Sequence Dictation

- ◆ Say the word, use the word in a sentence, and then repeat the word.
- ◆ Have students say the word.
- ◆ Have students say the first sound.
- ◆ Have students check the **Sound/Spelling Cards** and say the spelling. (Early in the process, physically point to and touch the appropriate card and spelling.)
- ◆ If there are multiple spellings for the sound, have students ask "Which spelling for this sound?"*
- ◆ Have students write the spelling.
- ◆ Complete the spelling of the word with the remaining sounds and spellings.
- ◆ Proofread after each line.
 - Write the word on the board (or have a student write it).
 - Have students proofread the spelling of the word.
 - If the word is incorrect, have students circle it and correct it by writing the word above or next to the original word.

Early on you will need to encourage students to ask "Which spelling?" Dictation is an instructional activity—not a test. As the year progresses, students should be able to use their knowledge of the cues on the **Sound/Spelling Cards to identify the correct spelling. For example, on the Long A card, students should be able to articulate that the spelling for /ā/ at the end of a word, such as say, is _ay.*

6. Whole-Word Dictation

- ◆ Say the word, use the word in a sentence, and then repeat the word.
- ◆ Have students say the word.
- ◆ Tell students to think about each sound they hear in the word.
- ◆ Have students write the word. Remind them to check the **Sound/Spelling Cards**.
- ◆ Proofread after each line.
 - Write the word on the board, or have a student write it.
 - Have students proofread the spelling of the word.
 - If the word is incorrect, have students circle it and correct it by writing the word above or next to the original word.

7. Sentence Dictation

- ◆ Say the sentence.
- ◆ Dictate one word at a time, following the Sounds-in Sequence Dictation or Whole-Word Dictation routine, depending upon your students.
- ◆ Remind students to use a capital letter at the beginning of each sentence and to use end punctuation.
- ◆ Write (or have a student write) the sentence on the board.
- ◆ Have students proofread. Have them
 - check for spelling.
 - check for capitalization and end punctuation.

8. Word Building*

*(This activity is done initially with the **Alphabet Letter Cards** and then with paper and pencil. This change is noted in the core instruction.)*

- ◆ Have students place the **Alphabet Letter Cards** in a row at the top of their desk.
- ◆ Say the word, use the word in a sentence, and then repeat the word.
- ◆ Have students say the word.
- ◆ Have students say the first sound.
- ◆ Have students check the **Sound/Spelling Cards** and say the spelling. (Early in the process, physically point to and touch the appropriate card and spelling.)
- ◆ Have students pull down the appropriate **Alphabet Letter Card**.
- ◆ Continue until the word is spelled.
- ◆ Have students proofread their spelling.
 - Write the word on the board.**
 - Have students check their word.
 - If it is not spelled correctly, they should correct the spelling.
- ◆ Repeat the routine with the remaining words.

*As the year progresses and if your students are ready, Word Building can be done using the Whole-Word Dictation routine.

**When you write the word for proofreading, you may want to write each word under the previous one. After completing the Word Building activity, talk about how words changed and built on each other.

9. Reading a Decodable

- ◆ Teach nondecodable, high-frequency sight words.
- ◆ Have the students read the title, browse the story, and then discuss what they think the story is about.
- ◆ Have students read a page silently and then read the page aloud.
- ◆ Have students blend decodable words and refer to the **Sound/Spelling Cards** as necessary.
- ◆ Repeat this procedure for each page.
- ◆ Have students respond to the story. Have them
 - discuss unfamiliar words.
 - retell the story.
 - respond to your questions by pointing to and reading the answers in the text.
- ◆ Reread the Decodable (partner reading, choral reading, turn-taking, and so on) to build fluency.



10. Closed Syllables

Introduction—Single-Syllable Words

- ◆ Write a CVC word on the board, such as *cat*.
- ◆ Tell students that every syllable must have a vowel sound and a vowel spelling.
- ◆ Have students identify the vowel spelling in the target word. Write a “v” under the vowel spelling.

cat

v

- ◆ Tell students that when a single vowel spelling is followed by a consonant spelling, the vowel sound is usually short. This is called a closed syllable.

Multisyllabic Words*

- ◆ Write a multisyllabic word with a VCCV pattern on the board, such as *picnic*.
- ◆ Remind students that every syllable must have a vowel sound and a vowel spelling.
- ◆ Have students identify the vowel spellings in the target word. Write a “v” under each vowel spelling.

picnic

v v

- ◆ Have students identify the consonant spellings between the vowels. Write a “c” under each consonant spelling.

picnic

vccv

- ◆ Tell students that when they see a vowel-consonant-consonant-vowel spelling pattern, they should usually divide the word between the two consonant spellings. Put a dash between the consonant spellings.

pic-nic

vc/cv

- ◆ Cover the second syllable. Tell students that when they see a vowel spelling followed by a consonant spelling, the vowel sound is usually short. This is called a closed syllable, and the vowel sound is usually short.
- ◆ Have students blend the first syllable using the Whole-Word Blending routine. Then uncover the second syllable, and blend it.
- ◆ Blend the syllables together to read the word.
- ◆ Review: If a word has two consonant spellings in the middle, divide between them. The vowel sound in the closed syllable is usually short.

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11. Open Syllables

Introduction—Single-Syllable Words

- ◆ Write a word with a CV pattern on the board; for example, *he*.
- ◆ Tell students that every syllable must have a vowel sound and a vowel spelling.
- ◆ Have students identify the vowel spelling in the target word. Write a “v” under the vowel spelling.

he
v

- ◆ Tell students that when a single vowel spelling is not followed by a consonant, the vowel sound is usually long. This is called an open syllable.

Multisyllabic Words

- ◆ Write a multisyllabic word with a VCV pattern on the board; for example, *beyond*.
- ◆ Remind students that every syllable must have a vowel sound and a vowel spelling.
- ◆ Have students identify the vowel spellings in the target word. Write a “v” under each vowel spelling.

beyond
v v

- ◆ Have students identify the consonant spelling between the vowels. Write a “c” under the consonant spelling.

beyond
v c v

- ◆ Tell students that when they see a vowel-consonant-vowel spelling pattern, they should usually divide the word before the consonant spelling. Put a dash before the consonant spelling. The *be* is an open syllable, and the vowel sound is long.

be-yond
v/cv

- ◆ Cover the second syllable. Tell students that when they see a vowel spelling that is not followed by a consonant spelling, the vowel is usually long. We call this an *open syllable*.
- ◆ Have students blend the first syllable using the Whole-Word Blending routine. Then uncover the second syllable and blend it.
- ◆ Blend the syllables together to read the word.

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- ◆ **Review:** If a word has a consonant spelling between two vowel spellings, divide the word before the consonant spelling. When a vowel spelling is not followed by a consonant spelling, the vowel is usually long.
- ◆ Note that these are syllable generalizations. They do not work in all cases. Remind students that after they read the word they should ask themselves, "Does it sound right or does it make sense?" If not, students should try the short-vowel sound.

A. Listening

- ◆ Create a set of Listening Icons. Tell students there are rules to follow when listening to stories or when someone is speaking.
- ◆ Introduce the Listening Icons: Eyes, Ears, Hands, and Mouth. Hold up the Eyes Icon, and have students point to their eyes. Tell students they should always look at the person who is speaking.
- ◆ Hold up the Ears Icon, and have students touch their ears. Tell students that good listeners show respect and always listen closely to the person who is speaking.
- ◆ Show the Hands Icon, and have students hold up their hands. Tell students to keep their hands still and in their laps when someone is speaking.
- ◆ Finally, show the Mouth Icon, and have students point to their mouths. Tell students that good listeners do not talk when someone is speaking. If they want to say something, they need to raise their hands and wait to be called on.
- ◆ Place the Listening Icons on a wall in the classroom, and refer to them daily.



B. Coming to Circle

- ◆ Gather students, and talk about how we are all members of a family. Share with students the names of your family members. Encourage students to share who makes up their families. Have students share some things they do with their families.
- ◆ Talk with students about being part of a class family. Tell students that as part of a class family they will work together, learn together, respect each other, help each other, and play together.
- ◆ Explain that families have rules so jobs get done and everyone stays safe. Let students know they will learn rules for their classroom. One of those rules is how they will come together for circle. Sing "This is the Way We Come to Circle" (to the tune of "This is the Way We Wash Our Clothes").

*This is the way we come to circle,
Come to circle, come to circle.
This is the way we come to circle,
So early in the morning.*

*This is the way we sit right down,
Sit right down, sit right down.
This is the way we sit right down,
So early in the morning.*

*This is the way we fold our hands,
Fold our hands, fold our hands.
This is the way we fold our hands,
So early in the morning.*



C. Handing-Off

- ◆ Students are seated so they can see each other.
- ◆ Take a seat and be part of the group.
- ◆ Students have books and are encouraged to refer to them in order to make a point.
- ◆ Students take responsibility for the discussion.
- ◆ Students choose to hand-off the discussion to others in the class.
- ◆ Getting Started
 - Model handing-off by offering comments on the Decodable, the style of the writer, or the connection to another book the class has read.
 - Use discussion starters such as "I didn't know that . . ."
or "This Decodable made me think of . . ."
or "Your idea made me think of . . ."
 - Participate in the discussion by raising your hand. Then choose a student to be the next speaker.
 - When the student finishes his or her comments, that student should "hand off" to another student.
 - Seed new ideas as you participate in the discussion; for example, "As I was reading this Decodable, I was reminded of . . ."
or "What did that part remind you of?"
or "This part of the decodable gave me a whole new idea about . . ."
 - Wait for students to respond to each other; don't feel the need to jump in if there are a few moments of silence. Think time is good.
- ◆ Use handing-off periodically to check understanding of the text and concepts, at the end of a section of the text or at the end of the reading for the day.
- ◆ Build the idea of handing-off into all classroom discussions.