

ROUTINE 1—Clap the Words

Phonological Awareness: Sentence Segmentation



Teacher Model

1. Teacher: *It's time for Clap the Words. First, look at the Poster Scene. What do you see?*

Students: (Students name things they see.)

2. Teacher: *Now we will clap words in sentences that tell about the picture. Listen to the first sentence.* (Say sentence from Sentence Bank.) *Now say the sentence with me.*

Teacher and Students: (Say sentence in Sentence Bank.)

Teacher: *Listen as I clap once for each word in the sentence.* (Say and clap words in sentence.) *Now, say the sentence again and clap the words with me.*

Teacher and Students: (Say the sentence and clap words together.)



Student Practice

3. Teacher: *Listen.* (Say another sentence from the Sentence Bank.) *Now say the sentence with me.*

Teacher and Students: (Say sentence.)

Teacher: *Now clap the words as you say the sentence again.*

Students: (Clap words as they say the sentence.)

Repeat Step 3 with remaining sentences.

Teacher: *Listening to words in sentences helps you learn about words and sentences.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students do not say or clap a sentence correctly, repeat Step 2 (Teacher Model) with that sentence.

MATERIALS

- Poster Scene for lesson
- Lesson Sentence Bank

ROUTINE 2—Clap the Parts

Phonological Awareness: Word Segmentation



Teacher Model

1. Teacher: *It's time for Clap the Parts. First, look at the Poster Scene. What do you see?*

Students: (Students name things they see.)

2. Teacher: *Now we will clap the parts of some long words that tell about the picture. Listen to the first word.* (Say word from Word Bank.) *Listen as I clap once for each part of the word.* (Say clap words, clapping once for each syllable.)

Teacher: *Listen to the word again.* (Say word.) *Now say the word with me.*

Teacher and Students: (Say word.)

Teacher: *Now say the word again and clap the parts with me.*

Teacher and Students: (Say the word and clap parts together.)



Student Practice

3. Teacher: *Listen.* (Say another word from the Word Bank.) *Now say the word with me.*

Teacher and Students: (Say word.)

Teacher: *Now clap the parts as you say the word again.*

Students: (Clap the parts as they say the word.)

Repeat Step 3 with remaining words.

Teacher: *Listening to the parts of long words helps you learn more about words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students do not say or clap the word parts correctly, repeat Step 2 (Teacher Model) with that word.

MATERIALS

- Poster Scene for lesson
- Lesson Word Bank

ROUTINE 3—Picture Rhyme Match

Phonological Awareness: Rhyming



Teacher Model

1. Teacher: *It's time for Picture Rhyme Match.* (Hold up first Picture Card* and say its name.) *What is this?*

Students: (Name first picture.)

Teacher: (Place card where all students can see it. Then hold up the second Picture Card and name it.) *What is this?*

Students: (Name second picture.)

Teacher: (Place card next to the first card.)

Continue with third picture.

2. Teacher: *We're going to match pictures that rhyme. Words that rhyme sound the same at the end. Listen.* (Use the three cards to demonstrate rhyming to students. Repeat the words as needed and emphasize the end sounds of each word.) *Which two words rhyme?* (Provide answer, if needed.)



Student Practice

3. Teacher: (Show students three more Picture Cards listed in the Word Bank. Be sure the names of two of the cards rhyme. Have students name each Picture Card, helping as needed.) *Which two words rhyme?*

Students: (Name words that rhyme.)

Repeat Step 3 with remaining groups of Picture Cards.

Teacher: *Listening for words that rhyme helps you to read and write.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

Be sure to point to each card as you say its name. If students still have difficulty, ask them to remove the picture that does not rhyme before naming the two that do rhyme.

*Key Word Cards function as Picture Cards in this Routine.

MATERIALS

- Teacher Picture Cards/ Key Word Cards for lesson
- Lesson Word Bank

ROUTINE 4—What's the First Sound?

Phonemic Awareness: Initial Sound Isolation



Teacher Model

1. Teacher: *It's time for What's the First Sound? I will say a word. Then you will say the first sound in the word. Remember to say the sound when I hold up my finger. I'll do the first one.*

Teacher: *Listen.* (Say word from Word Bank.) *The first sound in (word) is (first sound in the word). What's the first sound in (word)?*

Students: (Say first sound in the word.)



Student Practice

2. Teacher: *Listen.* (Say word.) *What's the first sound in (word)?* (Pause for thinking time. Then cue students to say the sound together by holding up one finger.)

Students: (Say sound.)

Repeat Step 2 with remaining words. As needed, after students respond with the correct word, point to the illustration of that word in the Poster Scene.

MATERIALS

- Poster Scene for lesson
- Lesson Word Bank

3. Teacher: (Have a student use one of the words in an oral sentence. Repeat with other words, as time allows. As needed, use Poster Scene to support students' language.)

Teacher: *Listening for the first sound in words helps you learn more about words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students do not say the correct sound, repeat Step 1. If the word begins with a continuous sound, stretch the first sound 2–3 seconds. (Example: /m→an/)

ROUTINE 5—What Word? (A)

Phonemic Awareness: Blending Onset-Rime



Teacher Model

- 1. Teacher:** *It's time for What Word? I will say the sounds in a word. Then you will say the word. I'll do the first one. Listen.* (Say onset and rime of first word in the Word Bank. If onset is a continuous sound, stretch it for 2–3 seconds. Pause for thinking time.) *That word is (word). What word?*

Students: (Say word.)



Student Practice

- 2. Teacher:** *Listen.* (Say onset and rime of next word in Word Bank, stretching the onset when possible. Pause for thinking time.) *What word?*

Students: (Say word.)

Repeat Step 2 with remaining words. As needed, after students respond with the correct word, point to the illustration of that word in the Poster Scene.

MATERIALS

- Poster Scene for lesson
- Lesson Word Bank

- 3. Teacher:** (Have individuals use each of the words in an oral sentence, as time allows. As needed, use the Poster Scene to support language.)

Teacher: *Blending sounds together helps you read words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students do not respond correctly, say the onset and rime again. Be sure to stretch continuous onsets 2–3 seconds and to connect the sounds when the onset is continuous. If students still do not respond correctly, scaffold by gradually shortening the length of the beginning sound until they respond with the correct word. If they still do not respond correctly, provide the word and ask them to repeat it.

ROUTINE 6—What Word? (B)

Phonemic Awareness: Blending Phonemes



Teacher Model

- 1. Teacher:** *It's time for another kind of What Word? I will say the sounds in a word. Then you will say the word. Listen.* (One sound at a time, say the sounds in the first word in the Word Bank, stretching continuous sounds and keeping stop sounds short. Pause for thinking time.) *What word?*

Students: (Say word.)



Student Practice

- 2. Teacher:** *Listen.* (Say the sounds in the next word in the Word Bank one sound at a time, stretching continuous sounds and keeping stop sounds short. Pause for thinking time.) *What word?*

Students: (Say word.)

Repeat Step 2 with remaining words. As needed, after students respond with the correct word, point to the illustration of that word in the Poster Scene.

MATERIALS

- Poster Scene for lesson
- Lesson Word Bank

- 3. Teacher:** (Have individuals use each word in an oral sentence, as time allows. As needed, use the Poster Scene to support language.)

Teacher: *Making sounds stretch and connect helps you to figure out words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students do not respond correctly, repeat the same word. This time break it into its onset and rime. Be sure to stretch continuous sounds 2 to 3 seconds and to connect the sounds when the onset is continuous. If students still do not respond correctly, provide further scaffolding by gradually shortening the length of the beginning sound until they respond with the correct word. If they still do not respond correctly, provide the word and ask them to repeat it.

ROUTINE 7—Say It Slowly

Phonemic Awareness: Segmenting Words Into Phonemes

MATERIALS

- Poster Scene for lesson
- Lesson Word Bank



Teacher Model

1. Teacher: *It's time for Say It Slowly. I will say a word. Then you will say each sound in the word, one sound at a time. The first word is (word from Word Bank). Listen to me say the word again slowly.* (Say word's sounds one at a time, stretching continuous sounds and keeping stop sounds short. Connect sounds when possible.) *Say it slowly with me.*

Teacher and Students: (Cue students to say each sound with you by holding up one finger at a time. Stretch continuous sounds and keep stop sounds short.)

Teacher: *Now it's your turn to say it slowly by yourselves.* (Continue to cue students, as before.)

Students: (Students say one sound in the word at a time, stretching continuous sounds and keeping stop sounds short.)



Student Practice

2. Teacher: *Listen.* (Say the next word in the Word Bank.) *Say it slowly.*

Students: (As you cue students, they say one sound at a time, stretching continuous sounds and keeping stop sounds short.)

Repeat Step 2 with remaining words.

3. Teacher: (Have individuals use each word in an oral sentence. As needed, use the Poster Scene to support language.)

Teacher: *Saying all the sounds in words helps you to become better readers and writers.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students do not respond correctly to some words, repeat Step 1 (Teacher Model).

ROUTINE 8—New Letter Name

Letter Recognition: Letter Name Introduction



Teacher Model

1. **Teacher:** (Point to the uppercase letter on the chart.) *It's time for New Letter Name. This letter's name is (new letter name). What is this letter's name?*

Students: (Say new letter name.)

Repeat with lowercase letter on chart.



Student Practice

2. **Teacher:** *Now we'll practice naming the new letter.* (Point several times to uppercase and lowercase new letter on charts.) *What letter?*

Students: (Practice naming letter.)



Teacher Model

3. **Teacher:** *Watch! I'm going to find our new letter in my Letter Cards.* (Hold up a Teacher Letter Card.) *Is this the letter (new letter name)?*

Students: (Answer yes or no.)

Teacher: (If it is the new letter, place the card where all students can see it. If it isn't the new letter, set it aside.)

MATERIALS

- Chart for lesson
- Teacher and Student Letter Cards (uppercase and lowercase letters for lesson)

Repeat with other cards (some showing the new letter; others with another letter).



Student Practice

4. **Teacher:** *Now it is your turn. Take out your Letter Cards. Find both cards with the letter (new letter name) and put them into one pile. Put the other letters into another pile.*

Students: (Sort letters into two piles.)

Teacher: *Knowing letter names helps us read words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students do not name the letter correctly, repeat Steps 1–2. If students do not sort letters correctly, repeat Steps 3–4 with all the cards. Be sure to hold each card next to the new Letter Card and encourage students to compare them.

ROUTINE 9—Say the Names

Letter Recognition: Letter Names Cumulative Review

MATERIALS

- Chart for lesson
- Partner Practice Book page for lesson



Student Practice

1. Teacher: *It's time for Say the Names. Remember to say the name when I tap the letter. Let's start.* (Tap the first letter on chart.)

Students: (Name letter.)

Teacher: *Now let's practice all the letter names you know.* (Tap the letter.)

Students: (Name letter.)

Repeat until students correctly name all letters. If they make an error, say the correct name and have students repeat the row.



Partner Practice

2. Teacher: *Now it is your turn to name the letters with your partner. First Readers, get ready to read. Second Readers, get ready to coach. Coaches, remember to tap, just as I tapped. After the First Reader reads, then it is the Second Reader's turn to read the letters.*

Teacher: *Learning to say the names of all the letters quickly will help you learn to read words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make an error, stop and say the correct name of the letter and have students repeat the name. Then start the row again. If students need thinking time, add a pointing cue so that they look at the letter when you point and say its name when you tap it.

ROUTINE 10—Alphabet Song Game

Letter Recognition: Serial Alphabet Naming



Teacher Model

- 1. Teacher:** *It's time for the Alphabet Song Game. Let's sing the alphabet song together. Watch as I point to each letter on my Alphabet Board while we sing.* (Point to each letter on the board as you sing with students.)



Student Practice

- 2. Teacher:** *Now we're going to work on the Alphabet Song Game. Place your uppercase letters on your Alphabet Board in order. Practice saying the names as you work.*

Students: (Place the Letter Cards on their Alphabet Boards, as they say letter names aloud.)

- 3. Teacher:** *Now let's sing the alphabet song. Point to each letter as you sing its name.*

Students: (Sing the alphabet song as they point to each letter.)

Repeat Steps 2–3 with lowercase letters.



Partner Practice

- 4. Teacher:** *Now practice the Alphabet Song Game with your partner. You will work together with your partner to put all the letters in the right order. When you have finished, take turns pointing to the letters and saying the names together.*

Teacher: *When you know the alphabet, you know all the letters you will use to read and write!*

MATERIALS

- Teacher and Student Alphabet Boards
- Teacher Letter Cards (uppercase and lowercase alphabet)
- Student Alphabet Cards (uppercase and lowercase alphabet)

CORRECTIVE FEEDBACK AND SCAFFOLDING

Correct errors as soon as they occur. Provide scaffolding for Step 2 by using the Alphabet Board with letters printed on it. Provide scaffolding for Step 3 by pointing to students' Alphabet Boards and saying the letter names with them.

ROUTINE 11—New Sound

Phonics: Introducing New Sound



Teacher Model

1. Teacher: *It's time for New Sound.* (Point to first letter(s) on the chart. Ask students to say the name(s). Tell students the sound for the letter(s) and have them repeat the sound.)

Students: (Say letter name(s).)

2. Teacher: (Hold up picture side of Key Word Card.) *Let's use this card to remember the new sound. This is a (name picture). What is this?*

Students: (Name picture.)

Teacher: *Look at the picture and listen for the first sound.* (Name picture.) *What's the new sound?*

Students: (Say sound.)



Student Practice

3. Teacher: *Let's practice with all the Key Word Cards you've learned. When I hold up a card, say the name of the picture and then the sound.* (Show the letter side of each card.)

MATERIALS

- Chart for lesson
- Teacher Letter Cards for lesson
- Teacher Key Word Cards for lesson
- Teacher Picture Cards for lesson

Students: (Say each picture name and the sound. They say the sound and sentence for short vowels.)

4. Teacher: *Some Picture Cards have the new sound and some don't. Let's sort the cards into two piles, those that have the sound and those that do not.* (Hold up Picture Card listed in lesson.) *This is (name picture). Does the name of this picture have the new sound?*

Students: (Answer yes or no.)

Teacher: (If yes, place in first pile. If no, place in second pile.)

Repeat until all picture cards are sorted.

Teacher: *Knowing letter sounds helps you read new words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students respond incorrectly during the sort, say the name of the Picture Card slowly. If needed, after you say each sound, ask if it is the new sound.

ROUTINE 12—New Vowel Sound

Phonics: Introducing New Vowel Sound



Teacher Model

1. **Teacher:** *It's time for New Vowel Sound*. Every word has a vowel sound. Vowels help sounds stick together.* (Point to uppercase letter on chart.) *What name?*

Students: (Say letter name.)

Teacher: *Listen as I say the most common sound for this letter.* (Say sound.) *Say the sound.*

Students: (Say sound.)

Teacher: (Repeat with lowercase letters or vowel patterns.)



Student Practice

2. **Teacher:** (Have students practice saying the new vowel sound as you hold up the uppercase and lowercase Letter Cards.)



Teacher Model

3. **Teacher:** (Hold up picture side of Key Word Card.) *This is a(n) (name card). What is this?*

Students: (Name card.)

Teacher: *Listen for the new vowel sound.* (Name card,

stretching first sound.)
What's the new vowel sound?

Students: (Say sound.)

4. **Teacher:** *We'll say a sentence with this picture to help us remember the vowel sound.* (Say sound sentence.)
First we'll say the sentence; then we'll say the sound.

Teacher and Students: (Say sound sentence, then say sound.)



Student Practice

5. **Teacher:** (Have students practice all Key Word Cards they've learned. With vowels, they should say the sentence. Flash the Key Word Cards.)

Teacher: *Knowing vowel sounds helps us stick together the sounds in words.*

MATERIALS

- Chart for lesson
- Teacher Letter Cards for lesson (uppercase and lowercase)
- Teacher Key Word Cards for lesson

CORRECTIVE FEEDBACK AND SCAFFOLDING

Correct errors by saying the correct response and asking the students to repeat it.

*Only for short vowels

ROUTINE 13—Say the Sounds

Phonics: Letter-Sound Cumulative Review

MATERIAL

- Chart for lesson



Teacher Model

1. Teacher: *It's time for Say the Sounds. When I touch the letter(s), say the sound. Remember to say the sound for as long as I touch it. What sound?* (Touch the first letter(s), holding your finger on the letter(s) for 2–3 seconds for a continuous sound or tapping the letter(s) quickly for a stop sound.)

Students: (Say the sound of the letter(s).)

Teacher: *Now let's practice all the sounds you know.*



Student Practice

2. Teacher: (Hold or tap letter.)

Students: (Say the sound, stretching continuous sounds for 2–3 seconds and saying stop sounds quickly.)

Repeat Step 2 with all the letters in each row. If students make an error, correct it and repeat the row.

Teacher: *When you can say the sounds of letters quickly, it is easier to read new words.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make a mistake, stop and say the sound. Then ask them to repeat the sound and start the row again. Scaffold by saying the name of the key word for the missed sound. Have students recite the sound sentence if they miss a vowel sound.

ROUTINE 14—Label the Picture

Phonics: Invented Spelling



Teacher Model

1. Teacher: *It's time for Label the Picture.* (Hold up Picture Card*.) *This is a (name picture). What is this?*

Students: (Name picture.)

Teacher: *Let's write this word together. First, we'll say the sounds. Then we'll write letters that go with those sounds.* (Ask students to name each letter as you sound out the word. Be sure all students can see the word as you write it on the board.)



Student Practice

2. Teacher: *Now it's your turn.* (Hold up Picture Card.) *This is a (name picture). What is this?*

Students: (Name picture.)

Teacher: *Write (name picture) on your paper. Remember to say all the sounds in the word and write letters to go with the sounds. Match your letters to the sounds you hear in the word.*

MATERIALS

- Teacher Picture Cards/Key Word Cards for lesson
- Blackline Master 1 (optional)

Students: (Write the name of the picture on paper.)

Teacher: *Knowing how to match sounds to letters makes us better writers and readers.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

Remind students to say the word slowly and then to write the letters that go with the sounds. Students should only be responsible for writing the correct letter for letter-sounds you've taught. Early writers may only be able to write the correct letter in the initial position. If students have difficulty saying the sounds, encourage them to use their fingers as in Routine 7—Say It Slowly. As students say a sound, ask them to tell what letter makes the sound. This activity helps students practice phonemic awareness (segmenting words) and letter-sound correspondence. It also helps them understand how the two skills are related. It is an important opportunity to monitor students' progress.

*Key Word Cards function as Picture Cards in this Routine.

ROUTINE 15—Sound and Say Words

Phonics: Word Analysis



Teacher Model

- 1. Teacher:** *It's time for Sound and Say Words. You're going to use sounds you know to read words. Listen to me sound and say the first word.* (Point to the first word on the chart. Say the sounds as you move your finger from letter to letter. Stretch and connect continuous sounds, modeling how to “make the sounds touch.”) *Let's do it together. Say the sounds when I touch the letter. Remember to say each sound as long as I touch it. Sound the word.*

Students: (Say the sounds as you point to each letter in the word.)

Teacher: *Say the word.*

Students: (Say the word.)



Student Practice

- 2. Teacher:** (Point to the next word on the chart.) *Sound it.* (Move your finger from letter to letter.)
Students: (Say the sounds as you point to each letter.)
Teacher: *Say the word.*

MATERIALS

- Chart for lesson
- Partner Practice Book page for lesson

Students: (Say the word)

Repeat Step 2 with all the words. If students make an error, correct it and repeat the row.



Partner Practice

- 3. Teacher:** *Now it is your turn to sound and say words with your partner. First Readers, get ready to read. Second Readers, get ready to coach. Coaches, remember to point, just as I pointed. After the First Reader reads, it is the Second Reader's turn. Remember to sound each word and then say it.*

Teacher: *When you are reading and don't know a word, you can sound and say to help you figure it out.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make mistakes, repeat Steps 1–2. Then have them repeat the line. If students say the incorrect sound for a letter, scaffold by providing the key word or sound sentence. If students don't say the correct word, be sure to scaffold the blending process by saying the word slowly. Stretch and connect when possible.

ROUTINE 16—Sound and Spell

Phonics: Word Analysis



Teacher Model

1. Teacher: *It's time for Sound and Spell. We will sound words and then use Letter Cards to spell them. Watch and listen while I do the first one.* (Say word from lesson Word Bank.) *First I'll say the word slowly.* (Say word sound by sound, encouraging students to say sounds with you.) *Now I'll find the letters that go with the sounds.* (Repeat sounds and place Teacher Letter Cards to build the word. Think aloud with questions like, *What letter makes the (name sound) sound?*)

Teacher: *Is this word spelled correctly? Let's try it. Say the sounds with me.* (Push each Letter Card as you say each sound slowly. Then say the word.)



Student Practice

2. Teacher: *Now you try it. I'll say the next word.* (Say word.) *Now use your Letter Cards to spell the word.*

MATERIALS

- Teacher and Student Letter Cards (lowercase letters for lesson)
- Lesson Word Bank

Students: (Spell word with Letter Cards. Encourage students to say the sounds.)

Teacher: *Let's check to see if you got that right. Push each letter as we say the sound.*

Students: (Push each Letter Card forward while saying the sound for that letter.)

Teacher: *What was that word?*

Students: (Name word.)

Repeat Step 2 with remaining words in Word Bank.

Teacher: *We learn to write and spell by listening to sounds in words and matching those sounds to letters.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students struggle to spell a word, say the word again slowly, emphasizing each sound. Assist students in matching the correct letter with the correct sound. Remind them of key words or sound sentences. You may need to use the word in a sentence.

ROUTINE 17—New Look and Say Words

Word Recognition: Introducing High-Frequency Words

MATERIALS

- Teacher and Student Look and Say Word Cards for lesson



Teacher Model

1. Teacher: *It's time for New Look and Say Words. You can't always sound out Look and Say Words, so we're going to look at the letters and practice saying each word until you remember it and can say it quickly.* (Hold up first Teacher Look and Say Word Card. Say the word and a sentence that includes the word.)
What word?

Students: (Say word.)

Repeat Step 1 with each new Look and Say Word Card.



Student Practice

2. Teacher: *Now we'll practice all the Look and Say Words you've learned. When I hold up a word, look at the word. When I tap the word, say the word.* (Hold up first Word Card. Pause and then tap.)

Students: (Say the word when you tap the word.)

Repeat Step 2 until students can say all the words as you tap them.



Partner Practice

3. Teacher: *Now it's your turn to read the words on your Look and Say Word Cards with your partner. First Readers, get ready to read. Second Readers, mix up the words and get ready to coach. When First Readers have read all the words, it is the Second Readers' turn.*

Teacher: *You can't sound out some words, so you need to be able to say them when you see them.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make an error, repeat the process until they can say the word correctly. Scaffold by removing previously learned words. Place the new words in front of the group and have students repeat the new words several times. Then mix up the new words and flash them. Finally, mix the new words with the review words and flash them again.

ROUTINE 18—Look and Say Words

Word Recognition: High-Frequency Words Cumulative Review

MATERIALS

- Chart for lesson
- Partner Practice Book page for lesson



Student Practice

1. Teacher: *It's time for Look and Say Words. Remember to look at each word when I point to it and say the word when I tap it.* (Point to first word on the chart.) *What word?* (Tap the first word on chart.)

Students: (Say word.)

Repeat with all words on the chart. If students make an error, correct it and repeat the row.



Partner Practice

2. Teacher: *Now it is your turn to read the words with your partner. First Readers, get ready to read. Second Readers, get ready to coach. Coaches, remember to point, just as I pointed. After the First Reader reads, it is the Second Reader's turn to read.*

Teacher: *Knowing how to read these words will make it easier to read books.*

CORRECTIVE FEEDBACK AND SCAFFOLDING

If students make an error, say the correct word and repeat the row.

ROUTINE 19—Build a Sentence

Word Recognition: Application



Teacher Model

1. Teacher: *It's time for Build a Sentence. First, we'll read some Word Cards. When I hold up a card, look at the word. When I tap the word, say the word.* (Hold up first Word Card. Pause; then tap it.)

Students: (Say the word when you tap it.)

2. Teacher: *Now we'll build a sentence together.* (Build the first sentence from the lesson. Think aloud, asking yourself questions like, *What word might go next?* or *What do we want our sentence to be about?* Encourage students to assist you as you build a sentence.) *Now let's read our sentence together.*



Student Practice

3. Teacher: *Now it's your turn to build a sentence. Use your Word Cards to build a sentence.*

Students: (Build a sentence with their cards.)

4. Teacher: (Have students read their sentences and observe as they read. Have them write their sentences on the Blackline Master, if time allows.)



Partner Practice

5. Teacher: *Now you will build a sentence with your partner. First, take turns reading the words. Then build a sentence and take turns reading it aloud.* (Observe as students read.) *After you build your sentence, both partners should write it on their own paper.*

MATERIALS

- Teacher and Student Word Cards (Sound and Say/Look and Say) for lesson
- Blackline Master 1
- Lesson Sentence Bank

CORRECTIVE FEEDBACK AND SCAFFOLDING

For groups requiring more assistance, scaffold Step 3 by having students use their Word Cards to build the same sentence as in Step 2. As skills develop, scaffold Step 3 by providing all the words in a sentence except the last one. Have students choose the last word. You could also scaffold by asking prompting questions that will help them choose words for a sentence. Or you might give them the words of a sentence in a mixed-up order. Then they can build a sentence by putting the words in a logical order.

ROUTINE 20—Read the Sentences/Read the Story

Word Recognition: Application



Teacher Model

- 1. Teacher:** *It's time for Read the Sentences (or Read the Story).*
- 2. Teacher:** (Read aloud the three steps of the Sound, Read, and Check strategy. Then have the students recite the steps. You may model how to use the steps with a sentence from the lesson, or you may prefer to choose a sentence from another book. Encourage students to participate as you model.)
- 3. Teacher:** *Let's read the first sentence.* (Point to sentence(s) on the chart*.) *Read this sentence to yourself.* (Pause, allowing students time to read the sentence. Listen to individuals, as needed, and help them apply the strategy.) *Now let's read it together.*
- 4. Teacher and Students:** (As you point to each word, read the sentence with students. Then ask individuals to read the sentence, if they need practice.)



Partner Practice

- 5. Teacher:** *Now it's time to read with your partner. First Readers, get ready to read. Second Readers, get ready to coach. After the First Reader reads, it is the Second Reader's turn to read. If you make a mistake, keep practicing the sentence(s) until reading is easy. When it is your turn to read, use your finger to help your coach follow along. Remember to use the Sound, Read, and Check strategy if you come to a word you don't know.*
Teacher: *Remembering to sound, read, and check will help you become better readers and writers.*

MATERIALS

- Chart for lesson (if indicated in lesson)
- Partner Practice Book page for lesson
- Chart 71 (optional)
- Bookmark (optional)

CORRECTIVE FEEDBACK AND SCAFFOLDING

Monitor students' reading carefully, encouraging them to assist each other. Remind students to repeat sentences until they can read them easily and make no mistakes.

*Sometimes Read the Story appears in Partner Practice Book only.