

1. Introducing Sounds and Letters

- ◆ Point to the back of the *Alphabet Sound Wall Card*, and ask students what they already know.
- ◆ Turn the card.
- ◆ Point to the picture, and name it.
- ◆ Tell students the name of the card.
- ◆ Tell students the name of the letter and the sound.
- ◆ Read the alliterative story.
- ◆ Repeat the story, and have students join in making the sound.
- ◆ Repeat the name of the card, the sound, and the letter.
- ◆ Form the letter; have students make the letter in the air and say the sound as they make it.
- ◆ Name some words with the target sound.
- ◆ Read the words, having students listen for the target sound in different positions in words.
- ◆ Review the name of the card, the letter, and the sound.

2. Sound-by-Sound Blending

- ◆ Write the letter(s)* for the first sound.
- ◆ Have students say the sound.
- ◆ Write the letter(s) 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 under the letters beginning with the first letter and moving to the right.
- ◆ Write the letter 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 then have students read the word.
- ◆ Students reread the word naturally as they would speak it.

* When blending words with the long vowel sound using the VCe pattern, be sure to write the vowel, a blank, and then the final e, for example, a_e, so children see the vowel and the final e as a whole unit.

3. Reading a Pre-Decodable

- ◆ Teach new high-frequency words; review ones previously introduced.
- ◆ Give students copies of the book.
- ◆ Point out rebuses in the text, and tell students their names.
 - Have students point to the rebuses and name them.
- ◆ Point out new high-frequency words in context.
 - Have students point to and read high-frequency words.
- ◆ Read the title, pointing to each word.
- ◆ Read the names of the author and illustrator, pointing to each word.
- ◆ Remind students that an author writes books, and an illustrator draws the pictures.
- ◆ Read the book without stopping moving your finger beneath the words and rebuses to show the progression of print. Have students follow along as you read.
- ◆ Reread the book.
 - Read the title, and then have students read it with you.
 - Have students read the pages chorally.
- ◆ Read the book again, having individual students read different pages.
- ◆ Review high-frequency words and rebuses.
 - Point to rebuses, and ask a volunteer to “read” them.
 - Point to high-frequency words, and have volunteers read them.
- ◆ After reading, have students answer questions by pointing to the answer in the text.

4. Reading a Decodable

- ◆ Teach new high-frequency words; review ones previously introduced.
- ◆ Read the title, pointing to each word.
- ◆ Have students browse, commenting on the illustrations and making predictions about the story.
- ◆ Read the book without stopping.
 - Have students follow along with you, pointing to words in their books as you read.
 - Answer any questions students might have about the story.
- ◆ Read the book again as students read along with you.
 - Read the title aloud, and have students read it with you.
 - Have students read along with you, pointing to words in their books as they read.
 - Discuss any high-frequency words or decodable words that students find interesting or were problems.
- ◆ Read the book again, having students read the book chorally.
- ◆ Have students take turns reading different pages aloud; continue this through the entire book.
- ◆ Take time to talk about the book, such as what students liked, their favorite part, and so on. Take time to answer questions.
- ◆ After reading, have students answer questions by pointing to the answer in the text.

5. Previewing the Selection

- ◆ Build Background
 - Activate prior knowledge by asking questions.
 - Build background.
 - Explain the type of selection (narrative, exposition, and so on).
 - Highlight key features of the text for example, photographs, headings, and so on.
 - Share information about the content.
- ◆ Preview the Selection
 - Browse the selection—locate the selection title, author, and illustrator.
 - Set purposes.
- ◆ Preview Selection Vocabulary
 - Read the words.
 - Discuss the meanings.
- ◆ As necessary, illustrate, pantomime, or use pictures to clarify words.

6. Selection Vocabulary

Before Reading

- ◆ Write the selection vocabulary words on the board. Say each word as you write it.
- ◆ Read each word, and give a definition and an example for each one that matches the meaning in the story. When possible, show a picture or demonstrate the word.

During Second Reading

- ◆ Reread the sentence in which the word appears.
- ◆ Explain the meaning as used in the sentence.

After Reading

- ◆ Review the selection vocabulary words.

7. Reading the Selection

During Reading

- ◆ Have students stop periodically, and check whether the text makes sense.
- ◆ Use strategies like Clarifying and Predicting to support comprehension.

After Reading

- ◆ Make connections to other selections in the unit and to the unit theme.
- ◆ Discuss new information learned.

A. Listening

- ◆ Have a set of Listening Icons available. 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 them 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.*