

GRADE 1, UNIT 2

Teacher Unit Guide



A Lavinia Literacy Program

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UNIT OVERVIEW





Preparing To Teach

Instructional Displays

Posters

- Letter Formation Grid Poster
- Writing Grid Poster
- “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.

Preparing for Routines

Be sure to establish basic structures within the classroom as you introduce routines to students. Here are some key structures to incorporate into routines:

- My Turn, Your Turn Signals for Choral Responses: As you conduct routines in your classroom, you need to have a clear and likely nonverbal way to signal when you want students to respond chorally during routines. This signal may be as simple as pointing to yourself when it is your turn to model or give a prompt, then gesturing to the class when it is their turn to respond chorally. You should choose a signal that works for your classroom and explicitly teach it.
- 100% Participation: It’s important every student participates during every routine each day. Establish this expectation and follow up when you notice students struggle to participate. Scan the class throughout routines to prompt students and gather informal data about how students demonstrate their knowledge of lesson content.

Getting To Know Your Decodable Texts



Trash in the Park

Min and Ben help their community by picking up trash in the park.

Focus: o, l, c, s, d, e

Decodability: 90%



Murals Around the World

See many different murals from all around the world!

Focus: o, l, c, s, d, e

Decodability: 92%



Big Ben

A crew of workers fix the famous Big Ben clock.

Focus: r, h, k, u, p, g

Decodability: 90%



Sal's Brain

Sal's brain helps her do lots of fun things!

Focus: r, h, k, u, p, g

Decodability: 94%



Zip to the Top

Erik works hard to climb to the top of Mount Everest.

Focus: f, j, qu, y, v, w, x, z

Decodability: 91%



A Mug for Pop and Pug

A child perseveres to paint a mug for her grandfather.

Focus: f, j, qu, y, v, w, x, z

Decodability: 93%



Laundry Day

A child comes up with an idea to help him do laundry with his dad.

Focus: Digraphs sh and ch

Decodability: 93%



I Am Me!

Three children share their interests and what makes them unique.

Focus: Digraphs sh and ch

Decodability: 91%



Duck in the Muck

Priya and her mom help a duck that is covered in muck.

Focus: Digraphs th, wh, and ck

Decodability: 96%



A New Path

Hector helps a fox and cub get across a highway.

Focus: Digraphs th, wh, and ck

Decodability: 93%

Unit Focus Sounds and Keywords

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

Sight Word List

- a
- about
- and
- any
- are
- as
- be
- because
- been
- by
- called
- come
- day
- do
- does
- each
- for
- from
- go
- has
- have
- he
- her
- here
- his
- I
- into
- is
- many
- me
- my
- new
- no
- of
- one
- or
- other
- out
- put
- said
- says
- see
- she
- so
- some
- the
- their
- there
- they
- to
- two
- was
- we
- were
- what
- when
- which
- who
- with
- you
- your

Unit Word List

- back
- bad
- bash
- bath
- bed
- bid
- bot
- box
- bug
- cash
- cat
- chap
- chat
- check
- chick
- chin
- chip
- chop
- chuck
- chug
- chum
- cob
- cod
- cot
- cup
- dab
- dad
- dash
- deck
- dim
- dish
- doc
- dock
- duck
- fax
- fed
- fig
- fish
- fit
- fox
- fun
- gab
- gap
- gas
- gob
- gosh
- gush
- hem
- hip
- hog
- hop
- hug
- hum
- hush
- hut
- jab
- jet
- job
- jog
- jot
- jut
- Ken
- kid
- kit
- lab
- lag
- lap
- lash
- led
- lid
- lip
- lob
- lop
- luck
- lush
- map
- mash
- math
- met
- mix
- mock
- mom
- mop
- moth
- much
- muck
- mug
- mush
- nag
- neck
- net
- not
- nut
- on
- ox
- path
- peg
- pick
- quack
- quick
- quit
- quiz
- rack
- rap
- rash
- rat
- red
- rib
- rich
- rip
- rock
- run
- rush
- sad
- sash
- sat
- shack
- shed
- ship
- shock
- shop
- shot
- shuck
- shun
- shut
- sick
- six
- sod
- sop
- such
- tax
- ten
- then
- thick
- thin
- this
- thud
- vat
- vet
- wax
- web
- wed
- wet
- when
- which
- whim
- whip
- whiz
- whop
- wig
- win
- wish
- wit
- with
- yap
- yum
- zap
- zen
- zip



Unit at a Glance

Focus Standards

While many of the ELA Common Core State Standards are covered throughout this unit, the following Focus Standards will be explicitly taught and assessed. Refer to the supplemental materials for a complete overview of covered, focus, and assessed standards.

- **Reading (Literature):** RL.1.1, RL.1.2
- **Foundational Skills:** RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.a, RF.1.3.b, RF.1.3.g, RF.1.4.b

ROUTINES OVERVIEWS

multiple



Phonological and Phonemic Awareness Routine:

Rhyme Recognition

Overview

- This routine:
 - Is 100% auditory.
 - Supports phonological awareness.
 - Helps students identify rhyming words.
 - Reinforces that rhyming words have the same middle and end sounds.
 - Helps prepare students for the Rhyme Production Routine.

Planning and Preparation

- Review the lesson's word pairs and pronunciation.
- Identify two or three rhyme challenge spots, and use them to plan additional word pairs for the routine.
- Ensure students understand that thumbs-up means "yes" or "agree" and that thumbs-down means "no" or "disagree."

Materials

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

Procedure

DO THEY RHYME?

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

- Teacher dictates the word pair.
- At teacher prompting, students chorally repeat the word pair.
- Teacher asks, "Do these words rhyme?"
- Students identify whether the words rhyme by indicating thumbs-up or thumbs-down.

Phonological and Phonemic Awareness Routine:

Rhyme Production

Overview

- This routine:
 - Is 100% auditory.
 - Supports phonological awareness.
 - Helps students identify rhyming words.
 - Reinforces that rhyming words have the same middle and end sounds.
 - Supports the Rhyme Recognition Routine.

Planning and Preparation

- Review the lesson's word pairs and pronunciation.
- Identify two or three rhyme challenge spots, and use them to plan additional words for the routine.

Materials

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

Procedure

PRODUCING RHYMES

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

- Teacher dictates the word pair.
- At teacher prompting, students chorally repeat the word pair.
- Teacher says, "Tell your partner another word that rhymes with these words."
- Teacher selects a few students to share their words.

Phonological and Phonemic Awareness Routine:

Sound Blending

Overview

- This routine:
 - Is 100% auditory.
 - Supports phonological and phonemic awareness.
 - Focuses on word, syllable, and individual phoneme blending.
 - Supports the Segment, Blend, and Read Routine.

Planning and Preparation

- Review the lesson's words and their segments.
- Identify two or three sounds that are challenge spots, and use them to plan additional words 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 and then slide their hand from their shoulder to their wrist to blend the sounds in a word. 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

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

Procedures

BLENDING WORDS

For each set of words in the lesson, repeat the following steps:

- Teacher dictates each small word.
- At teacher prompting, students clap as they chorally repeat each word.
- Teacher asks, "What's the new, bigger word?"
- Students chorally say the new, bigger word.

BLENDING SYLLABLES

For each example in the lesson, repeat the following steps:

- Teacher dictates each syllable.
- At teacher prompting, students clap as they chorally repeat each syllable.
- Teacher asks, "What's the whole word?"
- Students chorally blend the syllables to say the whole word.

BLENDING ONSET AND RIME

For each example in the lesson, repeat the following steps:

- Teacher dictates the onset and rime.
- At teacher prompting, students repeat the onset and rime while using kinesthetic cues (e.g., touching shoulder for onset; touching elbow and sliding to wrist for rime).
- Teacher asks, "What's the whole word?"
- Students chorally say the whole word while using kinesthetic cues (e.g., sliding from shoulder to wrist).

BLENDING PHONEMES

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

- Teacher dictates each sound in the word.
- At teacher prompting, students chorally repeat the segmented sounds while using kinesthetic cues (e.g., tapping each phoneme on shoulder then elbow then wrist).
- At teacher prompting, students chorally blend the sounds to say the word while using kinesthetic cues (e.g., sliding from shoulder to wrist).
- Teacher asks, "What's the whole word?"
- Students chorally say the whole word.

Phonological and Phonemic Awareness Routine:

Sound Isolation

Overview

- This routine:
 - Is 100% auditory.
 - Supports phonemic awareness.
 - Focuses on identifying individual phonemes.

Planning and Preparation

- Review the lesson's words and their segments.
- Identify two or three sounds that are challenge spots, and use them to plan additional words for the routine.

Materials

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

Procedure

IDENTIFY THE INITIAL, MEDIAL, OR FINAL PHONEME

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

- Teacher dictates the word.
- At teacher prompting, students chorally repeat the word.
- Teacher asks, "What is the [first, middle, or last] sound you hear?"
- Students chorally say the sound.

Phonological and Phonemic Awareness Routine:

Sound Segmentation

Overview

- This routine:
 - Is 100% auditory.
 - Supports phonological and phonemic awareness.
 - Focuses on segmenting compound words, syllables, and individual phonemes.
 - Supports the Build It and Write It Routines after letters are introduced.

Planning and Preparation

- Review the lesson's words and their pronunciation.
- Identify two or three sounds that are challenge spots, and use them to plan additional words 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

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

Procedures

SEGMENTING WORDS

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

- Teacher dictates the word.
- At teacher prompting, students chorally repeat the word.
- Teacher asks, "What are the two smaller words that make the word '[word]'?"
- Students clap as they chorally say each smaller word.
- At teacher prompting, students chorally say the whole word.

SEGMENTING SYLLABLES

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

- Teacher dictates the word.
- At teacher prompting, students chorally repeat the word.
- Teacher asks, "What are the syllables that make the word '[word]'?"
- Students clap as they chorally say each syllable.
- At teacher prompting, students chorally say the whole word.

SEGMENTING ONSET AND RIME

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

- Teacher dictates the word.
- At teacher prompting, students chorally repeat the word.
- Teacher asks, "What are the onset and rime in the word '[word]'?"
- Students say the onset and rime while using kinesthetic cues (e.g., touching shoulder for onset, then touching elbow and sliding to wrist for rime).
- At teacher prompting, students chorally say the whole word while using kinesthetic cues (e.g., sliding from shoulder to wrist).

SEGMENTING PHONEMES

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

- Teacher dictates the word.
- At teacher prompting, students chorally repeat the word.
- Teacher asks, “What are the individual sounds in the word ‘[word]’?”
- Students chorally segment the sounds in the word while using kinesthetic cues (e.g., tapping each phoneme on shoulder then elbow then wrist).
- At teacher prompting, students chorally say the whole word while using kinesthetic cues (e.g., sliding from shoulder to wrist).

SEGMENTING 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 write or say the number of words in the sentence.

Phonological and Phonemic Awareness Routine: Sound Manipulation

Overview

- This routine:
 - Is 100% auditory.
 - Supports phonological and phonemic awareness.
 - Focuses on manipulating words, syllables, and individual phonemes.
 - Supports the Build It and Write It Routines after letters are introduced.

Planning and Preparation

- Review the lesson's words and their sounds and segments.
- Identify two or three previous sounds that are challenge spots, and use them to plan additional words for the routine.

Materials

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

Procedures

DELETE

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

- Teacher dictates the word.
- At teacher prompting, students chorally repeat the word.
- Teacher says, "Now, let's remove the following [word/sound]: ['word'/sound]. What's the new word?"
- At teacher prompting, students chorally say the new word.

ADD

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

- Teacher dictates the word.
- At teacher prompting, students chorally repeat the word.
- Teacher says, "Now, add the ['word'/sound] to the [beginning/end] of the word '[word].'"
- At teacher prompting, students chorally say the new word.

SUBSTITUTE

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

- Teacher dictates the word.
- At teacher prompting, students chorally repeat the word.
- Teacher says, "Now, let's change the ['word'/sound] from [original] to [new]."
- At teacher prompting, students chorally say the new word.

Phonics Decoding and Sight Words Routine: Sound Drill

Overview

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

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).

DAILY LESSON PLANS

sample



Lesson 16

LESSON OVERVIEW

Lesson 16a: Foundational Skills

Focus Concept:

- Readers and writers know that rules about letter sounds help them as they read and write words.

Focus Sounds:

- f - fish - /f/
- j - jug - /j/
- qu - queen - /kw/
- v - van - /v/
- w - window - /w/
- x - box - /ks/
- y - yo-yo - /y/
- z - zipper - /z/

Review Sounds:

- a - apple - /ă/
- b - bat - /b/
- c - cat - /k/
- d - dog - /d/
- e - edge - /ě/
- i - itch - /ĭ/
- o - otter - /ŏ/
- u - up - /ŭ/

Evidence of Learning:

- Build It
- Write It

Materials:

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

Common Core State Standards Focus:

- **RF.1.3.b:** Decode regularly spelled one-syllable words.

Lesson 16b: Decodable Text

Key Vocabulary:

- accomplish
- cot
- overcome

Materials:

- [Zip to the Top](#)

Common Core State Standards Focus:

- **RF.1.3.b:** Decode regularly spelled one-syllable words.
- **RL.1.1:** Ask and answer questions about key details in the text.
- **RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Lesson 16

SUGGESTED AGENDA

32 min. Lesson 16a: Foundational Skills

5 min. **Phonemic Awareness Warm-Up**

5 min. **Sound Drill**

5 min. **Concept Launch**

5 min. **Segment, Blend, and Read**

5 min. **Build It**

7 min. **Write It**

18 min. Lesson 16b: Decodable Text

10 min. **Introduce the Content**

5 min. **Read**

3 min. **Discuss**

Notes for Lesson Differentiation

TO SUPPORT:

- Lesson 16a, Build It and Write It: Provide students with an individual “Letter - Keyword - Sound” chart to use as a memory aid when recalling sounds.
- Lesson 16b, Read: Have students identify and mark words with the focus sounds /f/, /j/, /qu/, /y/, /v/, /w/, /x/, and /z/ and unit sight words on each page to preview the text. Remind students not to segment and tap sight words.

TO ADVANCE:

- Lesson 16a, Write It: After they write the dictated focus word, have students create and write a sentence using it.
- Lesson 16b, Read: After Partner Reading, have students discuss with their partner a time when they solved a problem to overcome a challenge.

Lesson 16a: Foundational Skills

Before THE LESSON

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

Sound Isolation

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

- question (Initial sound: /kw/)
- fuzz (Final sound: /z/)
- run (Medial sound: /ŭ/)

Sound Blending

What is the word?

- /f/ - /ă/ - /ks/ (fax)
- /kw/ - /ɪ/ - /z/ (quiz)
- /s/ - /ā/ - /v/ (save)
- /j/ - /ɔ̄/ - /b/ (job)
- /f/ - /ŭ/ - /z/ (fuzz)

Sound Segmentation

What sounds do you hear?

- yard (/y/ - /ar/ - /d/)
- win (/w/ - /ɪ/ - /n/)
- quack (/kw/ - /ă/ - /k/)
- jive (/j/ - /ɪ/ - /v/)
- box (/b/ - /ɔ̄/ - /ks/)

Sound Manipulation

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

- /ig/
 - Add: /f/
 - New word: fig
- /et/
 - Add: /j/
 - New word: jet

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

- will
 - Delete: /w/
 - Keep: /ill/
- quiz
 - Delete: /kw/
 - Keep: /iz/

Substitute: What's the new word?

- size
 - Script: Now change /s/ to /w/.
 - New word: wise
- dog
 - Script: Now change /d/ to /f/.
 - New word: fog

Sound Drill

Keyword Image Cards

- Focus Keyword Image Cards: f, j, qu, y, v, w, x, z
- 5–8 teacher-identified challenge spots.

Letter Cards

- Focus Letter Cards: f, j, qu, y, v, w, x, z
- Review Letter Cards: All short vowels (a, e, i, o, u) and Letter Board row #1 (b, c [/k/], d)
- 5–8 teacher-identified challenge spots.

Concept Launch

Focus Concept: Readers and writers know that rules about letter sounds help them as they read and write words.

Today, we will learn the last set of sounds that make up the complete English alphabet. Some of these sounds have special rules that are important for us to know. **Readers and writers know that rules about letter sounds help them as they read and write words.**

Display the Keyword Image Cards for the letters f, j, qu, y, v, w, x, z. For each letter, introduce the name of the letter, the keyword image, and the sound.

Let's take a closer look at some of these letters and what makes them unique. The letter "q" is almost always followed by the letter "u." They are on one card together because they make one sound and get one tap as we segment. The two letters "qu" together make the /kw/ sound. For this sound, the "u" is considered part of the "q" consonant and not a vowel. Words with "qu" will always have another vowel in the word.

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

For example, in the word "quit," there are three sounds: /kw/ - /ɪ/ - /t/. The "qu" together make the beginning sound /kw/. The "i" is the vowel in the word and makes the /ɪ/ sound. The "t" is the ending sound /t/.

The letter "j" and the letter "v" are never used at the end of spelling a word in English. In English, "j" or "v" are either at the beginning of a word or in the middle of a word. For example, in the word "jump," the "j" with /j/ sound is at the beginning of the word. In the word "subject," the "j" with the /j/ sound is in the middle part of the word ("ject"). In the word "van," the "v" with the /v/ sound is at the beginning of the word. In the word "seven," the "v" with /v/ sound is in the middle part of the word ("ven").

The letter "x" is mostly used at the end of a word and makes the /ks/ sound. For example, in the words "fox" and "mix," the letter "x" is at the end and makes the /ks/ sound.

As you read and write today, think about some of the **rules about letter sounds that help you as you read and write words.**

Segment and Blend To Read

1. Focus words:

jog	<i>Sentence:</i> I went for a jog around the neighborhood. <i>Definition:</i> To run at a slow and steady pace.
wax	<i>Sentence:</i> The wax dripped off the candle.
quiz	<i>Sentence:</i> The students took a spelling quiz.
jet	<i>Sentence:</i> The jet flew across the sky.

2. Review words: tin, sob, pug
3. 1 or 2 teacher-identified words from the Weekly Unit Word List that include challenge spots.

Fluency Quick Read

1. Focus words: jog, wax, quiz, jet
2. Review words: tin, sob, pug
3. 3–5 teacher-identified words with challenge spots.

Segment To Spell and Build

1. Sounds: /ě/ [as in “edge”], /qu/, /r/
2. Focus words:

wig	<i>Sentence:</i> She wore a purple wig with her costume. <i>Definition:</i> A head piece that is covered in hair.
fox	<i>Sentence:</i> The fox was sneaky.
quit	<i>Sentence:</i> He felt tired and wanted to quit the race, but he kept going. <i>Definition:</i> To stop doing something or give up on it.
yap	<i>Sentence:</i> The small dog would yap at people who walked by. <i>Definition:</i> A high-pitched and sharp barking sound.

3. Review words: mom, tap, us
4. 1 or 2 teacher-identified words from the Weekly Unit Word List that include challenge spots.

Write It

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

Segment To Spell and Write

1. Sounds: /f/, /s/, /v/
2. Focus words:

vet	<i>Sentence:</i> They took the bird to the vet to fix its broken wing. <i>Definition:</i> A doctor for animals.
mix	<i>Sentence:</i> We had to mix the ingredients together to make the cookie batter.
job	<i>Sentence:</i> Cleaning up the kitchen was a big job after dinner.

3. Review words: bad, cot, nip
4. 1 or 2 teacher-identified words from the Weekly Unit Word List that include challenge spots.
5. Sentence: Val quit her job.

Lesson 16b: Decodable Text

Decodable Text Information

Title: Zip to the Top

- Erik has a goal to climb a big mountain, Mount Everest.
- Erik prepares his gear for the climb, such as his map, jug, cot, and bag.
- Erik is blind and cannot see. He uses his sense of touch to feel the mountain to help him climb.
- Erik works with other people to help him climb.
- Erik solves problems to overcome challenges and is able to reach his goal of climbing to the top of Mount Everest.

Today, we will read a book about a real person named Erik Weihenmayer. Erik worked hard to **overcome** a challenge and **accomplish** one of his dreams: to climb Mount Everest, the tallest mountain in the world. “**Overcome**” means “to successfully figure out a challenge or difficulty.” “**Accomplish**” means “to complete or finish a task or goal.” Erik is able to figure out a challenge to complete a goal he set for himself. As we read, we will continue to think about the following: “How do people solve problems and **overcome** challenges?”

“Building Knowledge” Read Along

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

Ask:

Who is Erik Weihenmayer? How did he **overcome** challenges to do amazing things?

Key Ideas:

- Erik is an author, teacher, and athlete.
- He is blind and has a guide dog to help him find his way around.
- Erik became the first blind person to hike Mount Everest. Mount Everest is the tallest mountain in the world.
- It took a lot of courage and hard work for Erik to **overcome** challenges and climb Mount Everest.
- As Erik hikes and climbs, he solves problems with his ears, hands, and feet instead of his eyes. He listens to the sounds other people make and follows them. He also has two trekking poles he uses to feel the ground while he walks.

Introduce the Content

“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: job, jug, six, zip, yet, quit, yes, fit, win
2. Review words: up, big, map, **cot**, mom, dad, top, not, sun, rub, sip
3. Sight words: is, he, go, a, has, his, says, to, and, the, from
4. Sentences:
 - a. It is a big job.
 - b. He is not at the top yet.

Vocabulary Introduction

Before we start reading, let’s think about the meaning of a word you will read in the text.

Display and introduce the following word.

VOCABULARY WORD	DEFINITION
cot	A small bed that is usually lightweight and easy to move around.

Read

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

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 unknown words.
- Using the keywords to recall sounds.
- Partner listening, support, and encouragement.

Lesson 19

LESSON OVERVIEW

Lesson 19a: Foundational Skills

Focus Sounds:

- f - fish - /f/
- j - jug - /j/
- qu - queen - /kw/
- v - van - /v/
- w - window - /w/
- x - box - /ks/
- y - yo-yo - /y/
- z - zipper - /z/

Review Sounds:

- a - apple - /ă/
- b - bat - /b/
- c - cat - /k/
- d - dog - /d/
- e - edge - /ĕ/
- i - itch - /ĭ/
- o - otter - /ŏ/
- u - up - /ŭ/

Sight Words:

- be
- by
- me
- my

Letter Formation:

- v
- w
- x
- y

Evidence of Learning:

- Letter Formation
- Sight Words

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)

Common Core State Standards Focus:

- **RF.1.3.b:** Decode regularly spelled one-syllable words.
- **RF.1.3.g:** Recognize and read grade-appropriate irregularly spelled words.

Lesson 19b: Decodable Text

Key Vocabulary:

- mindset
- jig
- vet
- wiz

Materials:

- A Mug for Pop and Pug

Common Core State Standards Focus:

- **RF.1.3.b:** Decode regularly spelled one-syllable words.
- **RL.1.1:** Ask and answer questions about key details in the text.
- **RL.1.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Lesson 19

SUGGESTED
AGENDA30 min. **Lesson 19a:
Foundational Skills**5 min. **Phonemic Awareness Warm-Up**5 min. **Sound Drill**8 min. **Letter Formation**5 min. **Segment, Blend, and Read**7 min. **Sight Words**20 min. **Lesson 19b:
Decodable Text**10 min. **Introduce the Content**6 min. **Read**4 min. **Discuss****Notes for Lesson Differentiation****TO
SUPPORT:**

- Lesson 19a, Sight Words: As students acquire new sight words this week, continue to review sight words from prior weeks. Use Sight Word Cards to review sight words throughout the day, including during transitions or while students wait in line.
- Lesson 19b, Introduce the Content: As you define the selected words, have students turn to the corresponding page in the book to see an image that represents the meaning of the word within the decodable text (e.g., “jig” on page 7, “vet” on page 9, “wiz” on page 14).

**TO
ADVANCE:**

- Lesson 19a, Sight Words: Have students orally construct their own sentences using “is,” “the,” or “a,” and count the number of words in the sentence.
- Lesson 19b, Read: After students have read the decodable text with a partner, have them discuss a time when they had a growth mindset when solving a problem.

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

Rhyme Production

Listen to the rhyming words. What are other words that rhyme?

1. frog, log (dog, jog, fog, hog)
2. height, kite (right, flight, mite, site)
3. bed, red (fed, said, shed, led)

Sound Blending

What is the word?

4. /f/ - /ɪ/ - /g/ (fig)
5. /y/ - /ě/ - /t/ (yet)
6. /w/ - /ɪ/ - /sh/ (wish)
7. /j/ - /ě/ - /t/ (jet)
8. /kw/ - /ē/ - /n/ (queen)

Sound Isolation

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

9. January (Initial sound: /j/)
10. laugh (Final sound: /f/)
11. vet (Medial sound: /ě/)

Sound Segmentation

What sounds do you hear?

12. fin (/f/ - /ɪ/ - /n/)
13. jam (/j/ - /am/)
14. zap (/z/ - /ă/ - /p/)
15. quick (/kw/ - /ɪ/ - /k/)
16. kicks (/k/ - /ɪ/ - /ks/)

Sound Drill

Keyword Image Cards

- Focus Keyword Image Cards: f, j, qu, y, v, w, x, z
- 5–8 teacher-identified challenge spots.

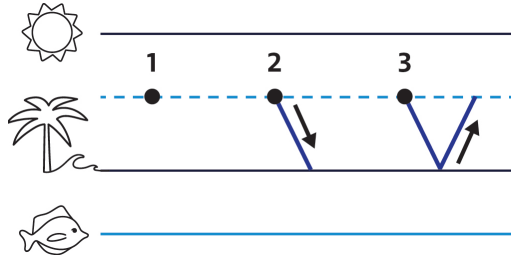
Letter Cards

- Focus Letter Cards: f, j, qu, y, v, w, x, z
- Review Letter Cards: All short vowels (a, e, i, o, u) and Letter Board row #1 (b, c [k/], d)
- 5–8 teacher-identified challenge spots.

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

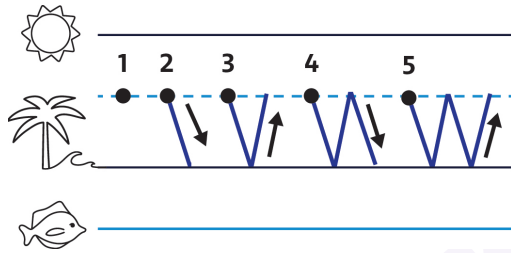
After you finish the new letters, review the following letters: g, h, t.

Lowercase "v"



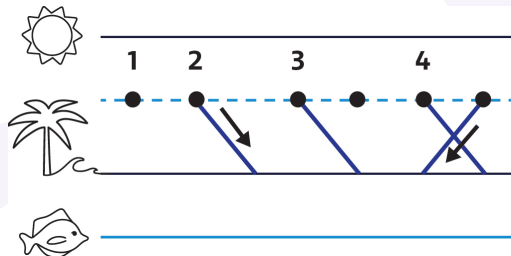
1. Start on the tree line.
2. Slide forward and down to the water line.
3. Slide forward and up to the tree line.

Lowercase "w"



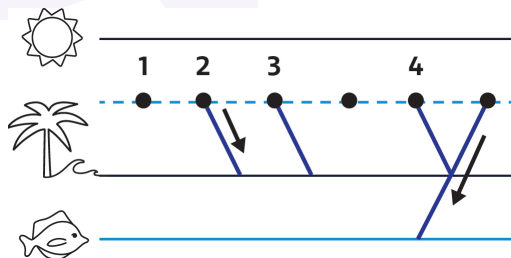
1. Start on the tree line.
2. Slide forward and down to the water line.
3. Slide forward and up to the tree line.
4. Slide forward and down again to the water line.
5. Slide forward and up again to the tree line.

Lowercase "x"



1. Start on the tree line.
2. Slide forward and down to the water line.
3. Jump up to the tree line.
4. Slide back and down to the water line.

Lowercase "y"



1. Start on the tree line.
2. Slide forward and down to the water line.
3. Jump to the tree line.
4. Slide back and down to the fish line.

Segment and Blend To Read

1. Focus words:

zap	<p><i>Sentence:</i> We saw the lighting zap across the sky.</p> <p><i>Definition:</i> To move quickly and make an energetic or electric sound.</p>
wed	<p><i>Sentence:</i> They will wed in a beautiful ceremony.</p> <p><i>Definition:</i> To get married.</p>
yum	<p><i>Sentence:</i> After he tasted the cake, he said "Yum."</p>
fit	<p><i>Sentence:</i> The new pants fit him perfectly.</p>

2. Review words: pig, dot, cat
3. 3–5 teacher-identified words from the Weekly Unit Word List that include challenge spots.

Fluency Quick Read

1. Focus words: zap, wed, yum, fit
2. Review words: pig, dot, cat
3. 1 or 2 teacher-identified words with challenge spots.

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 Portfolio or their whiteboards.

be



- Sentence: Please be quiet.
- Orthographic Mapping:
 - There are two sounds in the word "be": /b/ - /ē/.
 - The "b" makes its usual /b/ sound.
 - The "e" does not make its usual /ē/ sound, as in "edge." Instead, the "e" makes an /ē/ sound, as in "me."

me**me**

- Sentence: My mom gave me a hug before school.
- Orthographic Mapping:
 - There are two sounds in the word “me”: /m/ - /ē/.
 - The “m” makes its usual /m/ sound.
 - The “e” does not make its usual /ĕ/ sound, as in “edge.” Instead, the “e” makes an /ē/ sound, as in “me.”

by**by**

- Sentence: The dog walked by the park.
- Orthographic Mapping:
 - There are two sounds in the word “by”: /b/ - /ī/.
 - The “b” makes its usual /b/ sound.
 - The “y” does not make its usual /y/ sound. Instead, the “y” makes an /ī/ sound, as in “sky.”

Note that “y as vowel” will be explicitly taught later in a later unit.

my**my**

- Sentence: My cat is sleeping on the bed.
- Orthographic Mapping:
 - There are two sounds in the word “my”: /m/ - /ī/.
 - The “m” makes its usual /m/ sound.
 - The “y” does not make its usual /y/ sound. Instead, the “y” makes an /ī/ sound, as in “sky.”

Note that “y as vowel” will be explicitly taught later in a later unit.

Fluency Quick Read

1. Focus words: be, me, by, my
2. Review words: was, are, with, his, her, they, as, has, have, one, from
3. 3–5 teacher-identified sight words that are challenge spots.

Lesson 19b: Decodable Text

Decodable Text Information

Title: A Mug for Pop and Pug

- Pop takes his pug to the vet and feels worried about his sick pup.
- The girl wants to make Pop something special to help him feel better, so she makes him a special mug with a picture of Pop and Pug.
- She gets frustrated and doesn't think she can do it well, and she almost gives up.
- She gets help from her mom and decides that if she keeps trying, she can do it.
- The girl finishes the mug, and Pop and Pug love it.

Introduce the Content

Today, we will start a new book called A Mug for Pop and Pug. This book is about a girl and Pop. She wants to make something special for her pop and struggles with her **mindset** as she problem-solves and works on the project. Our **mindset** is how we think about ourselves and what we believe about what we can do. As we read, we will continue to think about the following: "What **mindset** do effective problem solvers have?"

"Building Knowledge" Read Along

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

Ask:

What is **mindset**, and why is it important?

Key Ideas:

- **Mindset** is how we think about ourselves and what we believe about what we can do.
- There are two types of **mindsets**: fixed **mindset** and growth **mindset**.
- When you have a fixed **mindset**, you think you can't get better at something, no matter how hard you try.
- People with a fixed **mindset** might say things like, "I can't do this," "I quit," and "I give up."
- When you have a growth **mindset**, you think you can learn and improve with effort and practice.
- People with a growth **mindset** might say things like, "I can't do it yet," "I'll keep trying," and "If I keep practicing, I will get better."
- We can choose if we have a fixed or growth **mindset**. Having a growth **mindset** helps us become better learners and face challenges with confidence.

“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: fun, wit, **jig**, **vet**, box, jot, **wiz**, six, zip, quit, yet
2. Review words: pal, hum, leg, got, lid, mug, get, dip, on, sob
3. Sight words: my, he, go, to, what, do, see, says, we, she
4. Sentences:
 - a. He has wit.
 - b. Pop and Pug go to the vet.

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
jig	A lively and energetic dance.
vet	A doctor for animals.
wiz	Someone who is really good at something.

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.

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.
- Using the keywords to recall sounds.
- Segmenting and blending unknown words, then going back to reread quickly.
- Reading known words quickly and smoothly, without stopping to segment and blend.
- Reading groups of words in phrases.
- Partner listening, support, and encouragement.