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## Teacher's Edition

### Grade K - Unit 3



1.2

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Send all inquiries to:

McGraw Hill  
8787 Orion Place  
Columbus, OH 43240

ISBN: 978-1-26-601547-2  
MHID: 1-26-601547-7

Printed in the United States of America.

1 2 3 4 5 6 7 8 9 MER 30 29 28 27 26 25      A

## Welcome

From the moment children first hear a story read aloud, to the first time they read a book independently, and throughout their lives as readers and writers, literacy is a process of discovery, growth, and emergence.

*McGraw Hill Literacy: Emerge!* leads K-5 students through the first leg of their literacy journey, taking them through the steps of learning to read, reading to learn and comprehend, and developing the writing and critical thinking skills to match. While each journey is unique, the destination is the same; each student emerges on the other side with the foundational skills and funds of knowledge they need to conquer the challenges ahead, and the confidence to keep going.

Teaching reading is both a science and an art. Serving as a guide and mentor to our young learners—what educators bring to the classroom as the “art of teaching”—is one of the most important and challenging roles in our society. Our promise to dedicated educators with limited time and unlimited commitment is to merge literacy research, just-in-time technology, and intentional instruction—to connect the science of teaching with the art of teaching—allowing teachers to focus on their students.

By providing the right instructional support at the right times for teachers, *Emerge!* creates a personalized journey based on where students are in their learning, equipping teachers and students with the essential support needed to unlock student potential from kindergarten through fifth grade, and beyond.

Welcome to *Emerge!* We’re honored to be a part of your literacy journey and look forward to growing with you.



# Authors & Consultants

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## Program Authors

The ***Emerge!*** author team guided the development of the program. Contributing expertise in all key aspects of Literacy instruction, these scholars, researchers, and educators ensured the curriculum is grounded in the latest scientifically based research and reflects classroom practices proven to be effective.

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## Consulting Authors

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**Literature Reviewers**

These scholars, librarians, and trade book authors reviewed the program texts for quality, accuracy, and cultural sensitivity.

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These advisors offered ongoing input on the instructional design of the program and advised on classroom implementation, including appropriate integration of technology.

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# Grade K Program Overview

The literacy block supports foundational skills, reading comprehension, and writing about texts and topics to cohesively connect the strands needed for skills reading and writing.

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### **Terms to Know**

#### **Foundational Skills**

The basic building blocks of reading and writing abilities, including skills such as alphabet knowledge, phoneme awareness, phonics, word structure, high-frequency words, and fluency, which are essential for developing proficient reading comprehension.

#### **Building Comprehension and Knowledge**

Students build knowledge by listening to, reading, discussing, and writing about a series of texts about the topic. Teachers provide explicit instruction on literacy strategies, standards, and skills as means for students to deeply comprehend each text and synthesize information across grade level complex texts to build knowledge.

#### **Study Groups**

Groups of students meet with the teacher within a whole class lesson to receive continued instructional support for the content focus of the lesson. Study groups should be formed based on data while allowing students to opt in if they feel they need extra support. Students who do not need teacher scaffolds will practice and apply skills independently.

## Unit Topics

The same key unit topics recur across grades, with a particular grade-level focus aligned to content standards.

Literature

### Stories: Once Upon a Story

**Essential Question:** What is a story?

Social Studies

### Civics: Working Together

**Essential Question:** How can we work together at school?

Unit 3 Science

### Earth Science: Let's Explore Weather

**Essential Question:** Why is it important to understand the weather?

Literature

### Storytelling: Once Upon a Time

**Essential Question:** Why do we share stories?

Social Studies

### History: Everything Changes

**Essential Question:** How do communities change?

Literature

### Characters: Once Upon a Character

**Essential Question:** How can characters affect us?

Science

### Physical Science: Let's Explore Motion

**Essential Question:** What causes things to move?

Art

### Expression and the Arts: The World of Art

**Essential Question:** What is art?

Social Studies

### Economics: Our Community at Work

**Essential Question:** Why do we work?

Science

### Life Science: Let's Explore Animals

**Essential Question:** How do animals get what they need from where they live?

Literature

### Poetry: World of Poetry

**Essential Question:** What experiences can we share through poems?

Science

### Life Science: Let's Explore Plants

**Essential Question:** Why is it important to understand plants?

## Focus Groups

Teachers form focus groups based on data to meet all students where they are with instruction that provides support for

foundational skills, fluency, and comprehension, independent of scope and sequence. Focus groups also provide targeted scaffolding and language development for multilingual learners. Teachers deliver focus group instruction every day.

### **Independent Time**

While teachers meet with focus groups, students may read independently or complete printable practice or digital independent practice activities. Teachers assign must-do activities, and students choose may-do activities as time permits.

## **Student Goals and Outcomes**

English Language Arts is not a discrete set of skills. The standards work together to help students understand and generate meaningful texts.

**Essential Question:** Why is it important to understand the weather?

## **Foundational Skills**

### **Phonological Awareness**

Children will:

- produce alliteration.
- segment and count syllables in spoken words.
- blend syllables in spoken words.

### **Phoneme Awareness**

Children will:

- isolate and pronounce the initial, medial, or final phoneme in words.
- blend phonemes into recognizable words.
- segment phonemes in words.

### **Decoding: Phonics**

Children will:

- identify the short vowel sounds in words.
- identify the letter sounds in words.
- decode regularly spelled one-syllable words.

### **Handwriting**

Children will:

- print uppercase and lowercase letters.

### **Encoding: Spelling**

Children will:

- demonstrate one-to-one letter-sound correspondence.
- use phonics skills to spell words.

### **High-Frequency Words**

Children will:

- read high-frequency words.

### **Fluency**

Children will:

- read grade-level text with purpose and understanding.
- read grade-level text orally with accuracy and at an appropriate rate.

## **Building Comprehension and Knowledge**

### **Reading Comprehension**

Children will:

- ask and answer questions about key details in a text.
- reread for clarification or to remember important ideas, events, or facts.
- reread to better understand parts of a text.
- share and discuss ideas related to the text.
- identify different ways the text describes the topic.

- retell a story including key details and demonstrate understanding of the text.
- identify the description of a topic in a text.
- compare and contrast two texts on the same topic.
- compare and contrast information in a text.

### Author's Craft

Children will:

- identify and discuss text features, including diagrams and labels, speech bubbles, bold words and glossary, and illustrations.
- identify an author's use of alliteration.
- identify repetition and what it teaches us about the story.

### Vocabulary

Children will:

- learn and use the Concept Words.  
— *weather, sky, cloud, rain, temperature, snow, wind, storm, track, prepare*
- learn and use the Target Words.  
— *shines, darkens, magnify, linger, icy, dangerous, melts, crystals, calm, fiercely*

### Vocabulary Knowledge

Children will:

- use vocabulary words and phrases learned in conversations, texts, or other media.
- make real-world connections between words and their uses.
- sort words into categories to gain a sense of the concepts the categories represent.
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Writing

Children will:

- use a combination of drawing, dictating, and writing to communicate information, ideas, and opinions.
- use frequently occurring verbs.
- participate in shared writing projects.

### Speaking and Listening

Children will:

- ask and answer questions about the text.
- participate in conversations with peers and adults.
- speak audibly and express thoughts, feelings, and ideas clearly.
- describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

### Concept Knowledge: Science

Children will:

- build comprehension and knowledge on the unit topic.
- recall information from experiences and texts to answer questions about the unit topic.
- create a culminating project demonstrating understanding of the unit topic.
- focus on how we can describe weather like sunlight, wind, snow, rain, and temperature.
- focus on how weather changes and how temperature affects the weather.
- read about areas with different types of weather and temperatures.
- focus on choices we make because of the weather.
- learn about how changes in weather can affect our plans.
- learn about the tools used to track the weather and why it is helpful so that we can make decisions about our day-to-day lives.
- discuss the choices we make for different types of weather.

## Monitor Learning

Lessons in *Emerge!* are built with student agency in mind. Each lesson begins with a Learning Goal and ends with students completing the Check-In Routine.

### Learning Goal

Learning Goals are student-friendly “We can . . .” statements tied to student outcomes. These are meant to be read aloud to students at the beginning of each lesson. They explain what students will be learning and why.

### Check-In

To complete the **Check-In Routine**, students will:

- share how they met the Learning Goal with a partner.
- Self-assess to determine if the goal was met. Students will hold up one, two, three, or four finders to indicate their level of understanding.
  1. I did not understand the Learning Goal.
  2. I understood some things about the Learning Goal. I need more support.
  3. I understood how to do the lesson, but I need more practice.
  4. I understood the Learning Goal really well. I could teach someone how to do it.

See ***Emerge! Essentials*** for more Check-In Strategies.

## Unit Materials

In Foundational Skills, students use resources to blend, read, and spell words with short *i* and consonants. In Building Comprehension and Knowledge, resources aim to support students in building knowledge about weather. All print materials are also available digitally.

### ***Emerge! Essentials***

### **Unit 3 Teacher’s Edition**

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### **Foundational Skills**

The following foundational skills materials support the basic building blocks of reading and writing, including alphabet knowledge, phonemic awareness, phonics, and fluency, which are essential for developing proficient reading comprehension.

### **Student Companion: Decodable Readers**

### **Sound-Spelling Cards**

### **High-Frequency Word Cards**

### **Handwriting Cards**

**Photo Cards**

**Response Board**

**Practice Printables**

**Blending Lines Chart**

### **Additional Materials**

Word-Building Cards

Digital Practice Activities

Handwriting Videos

Articulation Videos

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### **Building Comprehension and Knowledge**

The following materials support building students' knowledge of the unit topic through reading and listening to a series of rich, complex texts. These resources also support standards-based explicit instruction in comprehension skills and strategies.

**Student Companion**

**Note-taking Chart**

**Literature Big Books**

**Discussion Prompts Printables**

**Read Aloud Cards**

**Visual Vocabulary Cards**

**Concept Knowledge Multimedia**

### **Additional Materials**

Anchor Charts

Graphic Organizers

Concept Word Webs

Additional Vocabulary Images

Collaborative Conversations Videos

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### **Focus Group / Independent Time**

The following materials support instruction based on "meeting students where they are" with skill and strategy development.

#### **Focus Group**

- Focus Group Lessons
- Printables: Focus Group Decodables

#### **Independent Time**

## Digital Independent Practice

- Practice Printables

## Multilingual Learners Focus Group

- MLL Focus Group Guide
  - Grades K–2 Newcomer Teacher’s Guide
- Newcomer Activities

MLL Audio Summaries

MLL Independent Writing Resources

Multilingual Glossaries

## Evaluation and Assessments

Unit Assessments

Observational Checklists

## Professional Learning

Show Me Videos

# Foundational Skills

## Structured Literacy Approach

Structured Literacy teaches students to decode words in an explicit, systematic, and cumulative way. In *Emerge!*, students learn the most fundamental concepts first and then progress towards more complex concepts and skills. Through explicit instruction, students will move towards the ultimate goal—automaticity and fluent word reading. The Structured Literacy Approach is based on research and evidence that shows it is beneficial in teaching all students to read.

### Unit Focus: Short Vowel i and Consonants

Students continue to build their skills to reach the ultimate goal: application in reading.

## Explicit, Systematic Instruction

Foundational Skills instruction and practice is centered on a clear and consistent set of routines that follow a gradual release process. The process moves students from developing isolated word reading skills to contextualized practice.

### 1. Model Routines

Targeted and explicit modeling of Unit 3 foundational skills is provided using the following routines:

- **Phonological Awareness:** Produce Alliteration
- **Phoneme Awareness:** Identify, Blend, and Segment Phonemes
- **Decoding:** Sound-Spelling, Word Blending, Word Building
- **Encoding:** Handwriting, Word Dictation
- **High-Frequency Word**

See Show Me Videos for additional support with routines. These videos are short demonstrations of the routines in action.

### Blend Phonemes Routine

### Script

Listen and Look

**Listen** and **look** at my mouth as I say these sounds: /s//i//t/.

Blend It

**Blend** the sounds together and say the word: /sssiit/, sit.

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## **2. Guide Practice**

Guided instruction provides students with support needed to develop an understanding of foundational skills. Corrective Feedback is provided to ensure students are practicing skills correctly. Students then move to independent practice to develop word recognition skills. Students apply learning of decoding and encoding daily using Response Boards and Printables.

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## **3. Move Toward Automaticity**

**Automaticity of Word Reading:** Students move towards automaticity as they practice word reading. Some students may need additional supports to ensure success. These supports are provided with Just in Time and Additional Practice features, as well as MLL support.

**Automaticity of Connected Text Reading:** Students transfer learning of isolated words to reading connected texts. Daily Decodable Readers are provided to provide contextualized practice.

# Foundational Skills

## **Unit 3 Short Vowel *i* and Consonants**

The following pages provide an in-depth guide to what students will learn in Unit 3.

### **Phoneme Awareness**

Students will develop Phonemic Awareness of short vowel *i* and consonants using the following routines:

- Identify Phonemes
- Blend Phonemes
- Segment Phonemes

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### **Materials Used:**

**Response Board**

### **Decoding: Phonics**

Students will blend and build words with short vowel *i* and consonants.

- **Consonants:** *t, n*
- **Short vowel:** *i*

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### **Materials Used:**

**Sound-Spelling Card**

**Photo Card**

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**Blending Lines Chart**

#### Response Board

### Encoding: Handwriting and Spelling

Across the year, students will review the letters of the alphabet three times. They will first trace each letter, then trace and write each letter, and finally write the letters independently.

In Unit 3, students will trace and write these letters on handwriting practice pages:

- **Handwriting:** *Ii, Tt, and Nn*

Students will apply their knowledge of sound-spellings to encode words with short *i* and consonants.

#### Spelling Words

- **Lessons 1–5:** *did, dim, hid, him, Sid, sad, am, had*
- **Lessons 6–10:** *Nat, in, tan, tin, sat, am, had, mist*
- **Lessons 11–15:** *Sam, did, tin, mat, an, it, hid, sand*

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#### Materials Used:

#### Handwriting Card Response Board

### High-Frequency Words

Students will learn the following high-frequency words. Words like *this, that* and *his, has* are taught together based on their shared spelling patterns.

- **Lessons 1–5:** *this, that, for*
- **Lessons 6–10:** *and, get, with*
- **Lessons 11–15:** *his, has, there*

Heart Words: Each lesson indicates words that have either temporarily irregular sound-spellings and/or permanently irregular sound-spellings with a heart.

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#### Materials Used:

#### High-Frequency Word Card

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#### Response Board

### Decodable Readers

Students will use their knowledge of consonants, short vowels, and high-frequency words to read connected texts.

#### Lessons 1–5:

- "We Did It!"
- "For Him!"
- "Sad Sid"
- "I Hid It!"

#### Lessons 6–10:

- "Tim and Dad"
- "Tam Is It!"
- "Hat, Hat, Hat"
- "We Can Do It!"

#### Lessons 11–15:

- "Hit a Tin Can!"
- "A Hat for Tim"
- "Nat"
- "He Hid It"

- Throughout Unit 3, students will participate in choral, partner, and independent reading.
  - Students will explore fluency, focusing on accuracy and rate in reading connected texts.
- 

**Materials Used:**

**Unit 3 Student Companion**

# Building Comprehension & Knowledge

## **Earth Science: Let's Explore Weather**

Sustained engagement with a variety of grade-appropriate texts and focused genre, text structure, and vocabulary instruction ensure that students have the tools and time they need to develop their reading comprehension.

**Essential Question:**

Why is it important to understand the weather?

**Concept Words:**

- *weather*
- *sky*
- *cloud*
- *rain*
- *temperature*
- *snow*
- *wind*
- *storm*
- *track*
- *prepare*

**DIY Building Comprehension & Knowledge Anchor Chart**

The anchor chart supports metacognition, reading comprehension, and knowledge building across the week. Children and teachers return to this chart after each read to create a living artifact of the knowledge they are building.

### **Describing Weather**

Students will explore the topic of weather, including sunny, cloudy, windy, and snowy weather.

### **Raindrops Roll**

Students will listen to an informational text about what happens before, during, and after a rainstorm.

### **Words of Weather & Weather (poem)**

Students will listen to a poem about weather, paired with an informational text about how we can use our senses to describe different types of weather.

### **Rainbows**

Students will listen to an informational text about rainbows, including how and why they form.

### **Show Your Knowledge**

**Checkpoint #1:** Draw what happens when it rains. Label your drawing.

### **Weather Changes**

Students will explore how weather can change in different areas, including deserts, mountains, and cities.

### **Snow**

Students will listen to an informational text about what happens when it snows.

### **Weather Can Change**

Students will listen to an informational text about changes in weather when the temperature drops or rises, compares/contrasts types of clouds, and the type of weather related to each cloud.

### **Not All Clouds Are the Same**

Students will listen to an informational text written by a meteorologist about clouds and how they change.

### **Show Your Knowledge**

**Checkpoint #2:** Draw one way the weather can change. Label your drawing.

### **Preparing for Our Day**

Students will learn about characters who make choices about what to do during the day based on weather.

### **Zap! Clap! Boom! The Story of a Thunderstorm**

Students will listen to a realistic fiction story about choices children and animals make when it begins to rain.

### **Weather Can Change Our Plans**

Students will listen to an informational text about how changing weather can change our plans, and how weather reports can help us stay safe.

### **Dress for Fun in Any Weather**

Students will listen to an informational text about the clothing choices we make based on the weather.

### **Show Your Knowledge**

**Checkpoint #3:** Draw what you wear on a hot day. Label your drawing.

### **Share Your Knowledge: Mini Book**

Draw and write a cover for a weather book.

# Building Comprehension & Knowledge

## Text Complexity: Lessons 1–5

Content  
Knowledge  
Multimedia

Describing  
Weather

20-1

### Students will:

- Explore what weather is and what it can look like.

### Qualitative:

- Concept Knowledge Multimedia introduce students to the unit topic by highlighting concept vocabulary words and providing initial content knowledge connected to the Weekly Focus Question.

Central Text

Raindrops Roll

### Students will:

Informational Text

- Identify key details about rain.
- Describe rain.

### Quantitative:

- Lexile: 560L

### Qualitative:

- Text Structure:** This text contains photographs directly enhance the reader's understanding of content.
- Language Features:** This text contains fairly complex, highly descriptive language that is sometimes unfamiliar.

Read Aloud Cards

Words of Weather  
& Weather (poem)

Informational Text &  
Paired Poem

### Students will:

- Read to understand and describe details about the weather.
- Share ideas and describe the weather.

### Quantitative:

- Lexile: 430L

### Qualitative:

- Text Structure:** Pairing a descriptive poem with an informational text may be a new way of learning for young students.
- Language Features:** This text contains some abstract and figurative language, as well as subject-specific terms about weather and the five senses.

Companion Text

Rainbows

Informational Text

### Students will:

- Identify key details that describe weather.

**Teacher Note:** This text contains captions that may need additional support for student comprehension.

### Quantitative:

- Lexile: 540L

### Qualitative:

- Text Structure:** This text contains text features such as captions, labels, and diagrams directly support the reader's understanding of the text.
- Language Features:** Some complex sentence patterns may be challenging for students.

## **Text Complexity:** Lessons 6–10

**Content  
Knowledge  
Multimedia**

**Weather  
Changes**

**Students will:**

- Explore ways the weather changes.

20-1

**Qualitative:**

- Concept Knowledge Multimedia introduce students to the unit topic by highlighting concept vocabulary words and providing initial content knowledge connected to the Weekly Focus Question.

**Central Text**

**Snow**

Informational Text

**Students will:**

- Identify the main topic and key details of a text.
- Describe snow and how it changes.

**Teacher Note:** Some children may have never experienced snow and may need additional background building to understand this text.

**Quantitative:**

- Lexile: 470L

**Qualitative:**

- **Text Structure:** Text features such as a glossary and bold words enhance the reader's understanding of content. This supports children's understanding of a glossary and the way it can be used to support children's knowledge of the text.
- **Language Features:** Weather-related, academic words (eg. *blizzard, snow-drift*) make this text more complex for children less familiar with snow.

**Read Aloud  
Cards**

**Weather Can  
Change**

Informational Text

**Students will:**

- Read to learn about how weather changes.
- Share ideas about how weather changes.

**Quantitative:**

- Lexile: 510L

**Qualitative:**

- **Language Features:** This text contains fairly complex subject-specific language about weather.
- **Knowledge Demands:** This text relies on a moderate level of understanding about some weather and some seasonal changes not all students may be familiar with.

**Companion Text**

**Not All Clouds  
Are the Same**

Informational Text

**Students will:**

- Identify the topic and key details to understand how weather changes.

**Quantitative:**

- Lexile: 510L

**Qualitative:**

- **Text Structure:** Text features and graphics such as speech bubbles, diagrams, and captions enhance the reader's understanding of the content.
- **Language Features:** This text contains fairly complex language that is somewhat unfamiliar or subject-specific.
- **Purpose:** Multiple ideas are explored in this text, and related but tangential information is provided through speech bubbles which could be challenging for some students.

# Building Comprehension & Knowledge

## Text Complexity: Lessons 11–15

### Content Knowledge

#### Multimedia

##### Preparing for Our Day

##### Students will:

- Explore ways characters make choices based on the weather.

DIGITAL  
VIDEO

### Central Text

#### Zap! Clap! Boom! The Story of a Thunderstorm

Realistic Fiction

##### Students will:

- Identify key details about weather and think about the choices children make.
- Identify the author's use of repetition and think about what is happening with the weather each time the words repeat and change in size within the graphics.

#### Qualitative:

- Concept Knowledge Multimedia introduce students to the unit topic by highlighting concept vocabulary words and providing initial content knowledge connected to the Weekly Focus Question.

#### Quantitative:

- Lexile: 520L

#### Qualitative:

- Text Structure:** This text contains graphics (large and bold text) that support or extend parts of meaning in the text.
- Language Features:** This text contains fairly complex complex sentences and some figurative language.
- Meaning:** Some implicit or subtle ideas are revealed over the entirity of the text and some inferences needed.

### Read Aloud Cards

#### Weather Can Change Our Plans

Informational Text

##### Students will:

- Read to understand how weather can change our plans.

#### Quantitative:

- Lexile: 490L

#### Qualitative:

- Text Structure:** This text contains graphics (weather chart) that enhance the reader's understanding of the content.
- Language Features:** This text contains fairly complex, subject-specific terms about weather and meteorologists.

### Companion Text

#### Dress for Fun in Any Weather

Informational Text

##### Students will:

- Identify the topic and key details to understand the choices we make because of the weather.
- Think about the details in illustrations and what they tell us about the text.

#### Quantitative:

- Lexile: 480L

#### Qualitative:

- Meaning:** Multiple ideas are explored and connected, using headings and questions — a style that may be new to students.

## Culminating Task: Weather Mini Book

As a way to summarize their knowledge for the week, children respond to the weekly Focus Question once again by completing a Show Your Knowledge writing task that demonstrates the knowledge they have built across the week. Then, as a way to summarize their knowledge for the unit, children respond to the Essential Question by completing a task:

**Weather Mini Book.** This task is a hands-on activity that synthesizes their knowledge of the unit topic and can be presented to the class.

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### Show Your Knowledge

#### Lesson 5

Draw what happens when it rains. Label your drawing.

Student Companion, p. 98

#### Lesson 10

Draw one way weather can change. Label your drawing.

Student Companion, p. 99

#### Lesson 14

Draw what you wear on a hot day. Label your drawing.

Student Companion, p. 100

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### Share Your Knowledge

#### Lesson 15

Draw and write a cover for a weather book.

Student Companion, p. 101

Unit 3 Teacher Rubric

## Writing Overview Supporting Emergent Writers

Students have varied opportunities to participate in writing every day. Instruction integrates both reading and writing as students deepen their understanding of text and topic. The community of writers within the classroom support one another as they orally rehearse their ideas and write using the gradual release of responsibility.

---

### Modeled Writing

After reading the Central Text, students respond to questions about what they have read or heard. The teacher models how to apply unit writing skills in their responses. Starting in Unit 2, this includes grammar skills. Beginning in Unit 5, mechanics will also be included.

Modeled Writing

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### **Interactive Writing**

Students continue to respond to the Central Text with Interactive Writing. The teacher shares the pen and, through discussion and prompting, guides children to write a response to the prompt.

**Interactive Writing**

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### **Independent Writing**

The gradual release of responsibility in weekly writing culminates in the Independent Writing lessons. Students apply the skills that have been taught and modeled in their own writing to write about the Unit Topic.

**Student Companion**

### **Writing Conferences**

The Writing Conference Routine gives the opportunity to provide targeted support. Conferences are structured to support children in taking ownership of their writing as they plan improvements.

Students and teachers reference teacher and student models to help guide their writing to the next step.

### **Additional Resources**

- **Writing and Grammar Skills Lesson Bank:** Minilessons target emergent writing and grammar skills.
- **Partnering Support:** See *Emerge! Essentials* for partnering strategies during the writing lessons.

## **Writing Grounded in Text and Topic**

In Unit 3, students will continue building on skills they have learned to write about texts and the topic. Students work toward using letters and full words to label drawings that express an idea. At the end of the unit, children engage in a Culminating Task with a writing component, creating a weather mini book to demonstrate their understanding of the topic of seasons and respond to the Essential Question.

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### **Writing Skill**

- Students learn how to draw and label to tell an idea.
- In Lesson 1, students answer a question about *Raindrops Roll* using drawings and labels. This connection between reading and writing strengthens comprehension and supports growth in writing.

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#### Grammar Skill

- Students practice writing using present-tense verbs.
- Grammar instruction is linked to the texts students read and the models written by the teacher. Examples are highlighted from the texts, and students apply grammar skills in their daily writing when applicable.

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#### Mechanics and Emergent Writing Skill

- Students apply the Emergent Writing Skill “tap sounds to write words” as they share the pen during interactive writing.
- Beginning in Unit 5, students practice using mechanics skills in their writing. They see examples throughout texts they read and through teacher modeling.

## Lesson Planner

**Earth Science: Let's Explore Weather**

**Essential Question:** Why is it important to understand the weather?

**Focus Question:** How can we describe the weather?

**Unit Opener**

5 Minutes

- Introduce the Topic and Focus Question

T0–T1

**Foundational Skills**

45–50 Minutes

**Rapid Review: Phoneme Awareness**

- Hear and Hop

T2

**Phoneme Awareness**

- Identify Phonemes

**Decoding: Phonics**

- Introduce /i/i

**Handwriting**

- Write li

T3–T6

**Encoding: Spelling**

- Letter Dictation

Movement: Brain Break

**High-Frequency Words**

- *this, that*

T7

**Use It! Decodable Reader**

"We Did It!"

- Concepts of Print:  
Sound Letter  
Correspondence

T8–T9

**Building Comprehension and Knowledge**

45–50 Minutes

**Concept Knowledge****Multimedia:**

"Describing Weather"

**Vocabulary**

T10–T11

- Concept Words:  
*weather, sky*

**Central Text**

T12–T15

Read *Raindrops Roll*

- Concepts of Print:  
Sound Letter  
Correspondence

- Comprehension  
Skill: Key Details
- Self-Monitoring  
Strategy: Reread

### **Write About the Text**

Modeled Writing

- Writing Skill: Draw and label
- Grammar Skill: T16–T17 Present-tense verbs
- Emergent Writing  
Skill: Tap sounds to write words

### **Focus Group/Independent Time<sup>†</sup>**

20 Minutes

## **Foundational Skills**

45–50 Minutes

### **Rapid Review: Phonics**

- Sound and Letter

### **Phoneme Awareness**

- Identify Phonemes

### **Decoding: Phonics**

- Review /i/i

T18–T21

### **Handwriting Review**

- Write li

### **Encoding: Spelling**

- Word Dictation

#### **Study**

#### **Groups/Independent Practice**

### **Phoneme Awareness**

- Identify Phonemes

T22–T24

### **Decoding with /i/i**

- Word Building

### **Encoding: Spelling**

- Word Sort

Movement: Brain Break

### **High-Frequency Words**

- *for*

T25

### **Use It! Decodable Reader**

"For Him!"

- Concepts of Print:  
Sound Letter  
Correspondence

T26–T27

### **Building Comprehension and Knowledge**

45–50 Minutes

### **Engage!**

T28–T29

- Review Concept Words

### **Read Aloud Cards**

Read "Words of Weather"

and "Weather"

## Vocabulary

- Concept Words: T30  
*cloud, rain*

## Central Text

Reread *Raindrops Roll*

- Text Structure: T31–T33  
Description

## Write About the Text

Interactive Writing

- Writing Skill: Draw and label
- Grammar Skill: T34–T35  
Present-tense verbs
- Emergent Writing Skill: Tap sounds to write words

## Focus Group/Independent Time<sup>†</sup>

20 Minutes

is embedded throughout all the lessons.

**Foundational Skills**

45–50 Minutes

**Phonological Awareness**

- Produce Alliteration

T36

**Phoneme Awareness**

- Blend Phonemes

**Decoding: Phonics**

- Introduce Medial /i/i

**Handwriting Review**

T37–39

- Write li

**Encoding: Spelling**

- Letter Dictation

Movement: Brain Break

**High-Frequency Word Review**

T39

- *this, that, for*

**Use It! Decodable Reader**

"Sad Sid"

- Concepts of Print: T40–41  
Letter Sound  
Correspondence

**Building Comprehension and Knowledge**

45–50 Minutes

**Engage!**

- Review Concept T42  
Words

**Read-Aloud Cards**

Reread "Words of Weather" and "Weather"

**Vocabulary**

T42–T44

- Target Words:  
*shines, darkens,  
magnify, linger*

**Central Text**

T45–T47

Reread *Raindrops Roll*

- Author's Craft:  
Alliteration

### **Write About the Topic**

Interactive Writing

- Writing Skill: Draw  
and label
- Grammar Skill: T48–T49  
Present-tense  
Verbs
- Emergent Writing  
Skill: Tap sounds  
to write words

### **Focus Group/Independent Time<sup>†</sup>**

20 Minutes

**Foundational Skills**

45–50 Minutes

**Rapid Review: Phonics**

- Sound and Letter

**Phoneme Awareness**

- Blend Phonemes

**Decoding: Phonics**

- Review Medial /i/i

T50–T53

**Handwriting Review**

- Write li

**Encoding: Spelling**

- Word Dictation

**Study****Groups/Independent Practice****Phoneme Awareness**

- Blend Phonemes

T54–T56

**Decoding with /i/i**

- Word Building

**Encoding: Spelling**

- Word Sort

Movement: Brain Break

**High-Frequency Word****Review**

T56

- *this, that, for*

**Use It! Decodable****Reader**

"I Hid It!"

T57–T58

- Concepts of Print:  
Sound Letter  
Correspondence

**Building Comprehension and Knowledge**

45–50 Minutes

**Engage!**

- Review Concept Words

T59

**Vocabulary**

T59

- Review Target Words: *shines, darkens, magnify, linger*

### **Companion Text**

Read "Rainbows"

- Comprehension Skill: Key details T60–T62
- Self-Monitoring Strategy: Reread
- Text Structure: Description

### **Write About the Topic**

Independent Writing

- Writing Skill: Draw and label
- Grammar Skill: T63–T64 Present-tense Verbs
- Emergent Writing Skill: Tap sounds to write words

### **Focus Group/Independent Time<sup>†</sup>**

20 Minutes

**Foundational Skills**

45–50 Minutes

**Rapid Review: High-Frequency Words**

- My Word!

**Phonological Awareness**

T65

- Produce Alliteration

**Show It! Encoding**

T66

- Write Words

Movement: Brain Break

**Show It! High-Frequency Words**

T67

- Review Game

**Show It! Fluency**

- Decodable Reader

T68

**Building Comprehension and Knowledge**

45–50 Minutes

**Engage!**

- Review Target Words

T69

**Vocabulary**

Show It! Review Concept Words

- Concept Words:  
*weather, sky, cloud, rain*

T69

- Prior Unit Review:  
*role, responsible, together, patient*

**Companion Text**

Reread "Rainbows"

- Author's Craft: Text Features: Diagrams and Labels

T70–T72

**Compare Texts**

- Compare *Raindrops Roll* and "Rainbows"

**Culminating Task Show Your Knowledge**

T73

## Summative Assessment

- Checkpoint 1: T74  
Foundational Skills

### Focus Group/Independent Time<sup>†</sup>

20 Minutes

<sup>†</sup>Instructional materials available in the Multilingual Learners Focus Group Guide and the Focus Group Lesson Cards.

## Lesson Planner

### Earth Science: Let's Explore Weather

**Essential Question:** Why is it important to understand the weather?

**Focus Question:** How does the weather change?

**Foundational Skills**

45–50 Minutes

**Rapid Review: Phoneme Awareness**

- Tap the Sounds

**Phoneme Awareness**

T75

- Segment Phonemes

**Decoding Phonics:**

- Introduce /t/t

**Handwriting**

- Write Tt

T76–T79

**Encoding: Spelling**

- Letter Dictation

Movement: Brain Break

**High-Frequency Words**

- *and, get*

T80

**Use It! Decodable Reader**

"Tim and Dad"

- Concepts of Print:  
Match Speech to  
Print

T81–T82

**Building Comprehension and Knowledge**

45–50 Minutes

## Concept Knowledge

Multimedia T83

"Weather Changes"

**Vocabulary**

- Concept words:  
*temperature, snow*

T84

**Central Text**Read *Snow*

- Concepts of Print:  
Concept of a Word
- Comprehension T85–T88  
Skill: Main Topic  
and Key Details
- Self-Monitoring  
Strategy: Reread

## **Write About the Text**

### Modeled Writing

- Writing Skill: Draw and label
- Grammar Skill: T89–T90 Present-tense verbs
- Emergent Writing Skill: Tap sounds to write words

### **Focus Group/Independent Time<sup>†</sup>**

20 Minutes

## **Foundational Skills**

45–50 Minutes

### **Rapid Review: Phonics**

- Say Words with /a/a

### **Phoneme Awareness**

- Segment Phonemes

### **Decoding: Phonics**

T91–T94

- Review /t/t

### **Handwriting Review**

- Write Tt

### **Encoding: Spelling**

- Word Dictation

**Study**

**Group/Independent**

**Practice**

### **Phoneme Awareness**

- Segment Phonemes

T95–T97

### **Decoding with /t/**

- Word Building

### **Encoding: Spelling**

- Word Sort

Movement: Brain Break

### **High-Frequency**

**Words**

T98

- *with*

### **Use It! Decodable**

**Reader**

"Tam Is It!"

T99–T100

- Concepts of Print:  
Match Speech to Print

### **Building Comprehension and Knowledge**

45–50 Minutes

### **Engage!**

T101

- Review Concept Words

### **Read Aloud Cards**

Read "Weather Can Change" T101–T102

### **Vocabulary**

- Concept Words:  
*wind, storm*

### **Central Text**

Reread Snow

- Text Structure:  
Description T104–T106

### **Write About the Text**

Interactive Writing

- Writing Skill: Draw and label
- Grammar Skill: Present-tense verbs T107–T108
- Emergent Writing Skill: Tap sounds to write words

### **Focus Group/Independent Time<sup>†</sup>**

20 Minutes

is embedded throughout all the lessons.

**Foundational Skills**

45–50 Minutes

**Phonological Awareness**

- Segment Syllables:

Count

T109

**Phoneme Awareness**

- Identify Phonemes

**Decoding: Phonics**

- Introduce /n/n

**Handwriting**

- Write Nn

T110–T113

**Encoding: Spelling**

- Letter Dictation

Movement: Brain Break

**High-Frequency Word****Review**

T113

- *and, get, with*

**Use It! Decodable****Reader**

"Hat, Hat, Hat"

- Concepts of Print: Match Speech to Print

T114–T115

**Building Comprehension and Knowledge**

45–50 Minutes

**Engage!**

- Review Concept Words

T116

**Read Aloud Cards**

Reread "Weather Can Change" T116–T117

**Vocabulary**

- Target Words: *icy, dangerous, melts, crystals*

T118

**Central Text**

T119–T121

Reread *Snow*

- Author's Craft:  
Text Features:  
Glossary and Bold  
Words

### **Write About the Topic**

Independent Writing

- Writing Skill: Draw and label
- Grammar Skill: Present-tense verbs T122–T123
- Emergent Writing Skill: Tap sounds to write words

### **Focus Group/Independent Time<sup>†</sup>**

20 Minutes

**Foundational Skills**

45–50 Minutes

**Rapid Review: Phonics**

- Short a Match

**Phoneme Awareness**

- Identify Phonemes

**Decoding: Phonics**

- Review /n/n

T124–T127

**Handwriting Review**

- Write Nn

**Encoding: Spelling**

- Word Dictation

**Study****Group/Independent****Practice****Phoneme Awareness**

- Identify Phonemes

T128–T130

**Decoding with /n/n**

- Word Building

**Encoding: Spelling**

- Word Sort

Movement: Brain Break

**High-Frequency Word****Review**

T130

- *and, get, with*

**Use It! Decodable****Reader**

"We Can Do It!"

T131–T132

- Concepts of Print:  
Match Print to  
Speech

**Building Comprehension and Knowledge**

45–50 Minutes

**Engage!**

- Review Concept Words

T133

**Vocabulary**

T133

- Review Target Words: *icy, dangerous, melts, crystals*

### **Companion Text**

Read "Not All Coulds Are the Same"

- Comprehension Skill: Main Topic and Key Details T134–T136
- Self-Monitoring Strategy: Reread
- Text Structure: Compare and Contrast

### **Write About the Topic**

Independent Writing

- Writing Skill: Draw and label
- Grammar Skill: T137–T138 Present-tense verbs
- Emergent Writing Skill: Tap sounds to write words

### **Focus Group/Independent Time<sup>†</sup>**

20 Minutes

**Foundational Skills**

45–50 Minutes

**Rapid Review: High-Frequency Words**

- is, they, like

**Phonological Awareness** T139

- Segment Syllables:  
Count

**Show It! Encoding**

- Write Words T140

Movement: Brain Break

**Show It! High-Frequency Words** T141

- Review Game

**Show It! Fluency**

- Decodable Reader T142

**Building Comprehension and Knowledge**

45–50 Minutes

**Engage!**

- Review Target Words T143

**Show It!**

- Review Concept Words:  
*temperature, snow,  
wind, storm* T143

- Prior Unit Review:  
*decide, cooperate,  
kind, teamwork*

**Companion Text**

Reread “Not All Clouds Are the Same”

- Author’s Craft: Text Features: Speech Bubbles T144–T146

**Compare Texts**

- Compare *Snow* and “Not All Clouds Are the Same”

**Culminating Task Show**

T147

**Your Knowledge****Summative Assessment**

- Checkpoint 2: T148  
Foundational Skills

**Focus Group/Independent Time<sup>†</sup>**

20 Minutes

<sup>\*</sup> Instructional materials available in Extended Writing Teacher's Edition.<sup>†</sup> Instructional materials available in the Multilingual Learners Focus Group Guide and the Focus Group Lesson Cards.

# Lesson Planner

## Earth Science: Let's Explore Weather

**Essential Question:** Why is it important to understand the weather?**Focus Question:** What choices do we make because of the weather?

**Foundational Skills**

45–50 Minutes

**Rapid Review:**  
**Phoneme Awareness**

- Blend the Sounds

T149

**Phoneme Awareness**

- Blend Phonemes

**Decoding Review:****Phonics**

- Review /m/m,  
/h/h, /a/a, /d/d

**Handwriting Review**

- Write Mm, Hh, Aa,  
Dd

T150–T153

**Encoding Review:**  
**Spelling**

- Word Ladder

Movement: Brain Break

**High-Frequency  
Words**

T154

- *his, has*

**Use It! Decodable  
Reader**

"Hit a Tin Can!"

- Concepts of Print:  
Match Speech to  
Print

T155–T156

**Building Comprehension and Knowledge**

45–50 Minutes

**Concept Knowledge****Multimedia:** T157

"Preparing for Our Day"

**Vocabulary**

- Concept Words: T158  
*track, prepare*

**Central Text** T159–T162Read *Zap! Clap! Boom!**The Story of a**Thunderstorm*

- Concepts of Print:  
Concept of a  
Word

- Comprehension Skill: Key Details
- Self-Monitoring Strategy: Reread
- Story Structure: Compare and Contrast

### **Write About the Text**

Modeled Writing

- Writing Skill: Draw and label
- Grammar Skill: T163–T164 Present-tense verbs
- Emergent Writing Skill: Tap sounds to write words

### **Focus Group/Independent Time<sup>†</sup>**

20 Minutes

**Foundational Skills**

45–50 Minutes

**Rapid Review: Phonics**

- Hear and Hop T165

**Study****Group/Independent****Practice****Phoneme Awareness**

- Blend phonemes

**Decoding Review:****Phonics**

- Build Words with /m/m, /h/h, /a/a, /d/d T166–T168

**Handwriting Review**

- Write Mm, Hh, Aa, Dd

**Encoding Review:****Spelling**

- Word Chaining

Movement: Brain Break

**High-Frequency Words**

T169

- *there*

**Use It! Decodable Reader**

"A Hat for Tim"

- Concepts of Print: Match Speech to Print T170–T171

**Building Comprehension and Knowledge**

45–50 Minutes

**Engage!**

- Review Concept Words T172

**Read Aloud Cards**

Read "Weather Can Change Our Plans" T172–T173

**Central Text** T174–T175Reread *Zap! Clap!*

*Boom! The Story of a Thunderstorm*

- Author's Craft:  
Repetition

**Write About the Text**

Interactive Writing

- Writing Skill: Draw and label
- Grammar Skill: T176–T177  
Present-tense verbs
- Emergent Writing Skill: Tap sounds to write words

**Focus Group/Independent Time<sup>†</sup>**

20 Minutes

is embedded throughout all the lessons.

**Foundational Skills**

45–50 Minutes

**Phonological Awareness**

- Blend Syllables

**Phoneme Awareness**

T178

- Segment Phonemes

**Decoding Review:  
Phonics**

- Review /s/s, /i/i,  
/t/t, /n/n

**Handwriting Review**

T179–T182

- Write Ss, Ii, Tt, Nn

**Encoding Review:  
Spelling**

- Word Riddles

Movement: Brain Break

**High-Frequency Word  
Review**

T182

- *his, has, there*

**Use It! Decodable  
Reader**

"Nat"

- Concepts of Print: T183–T184  
Match Speech to  
Print

**Building Comprehension and Knowledge**

45-50 Minutes

**Engage!**

- Review Concept Words T185  
Words

**Vocabulary**

- Target Words: T185  
*calm, fiercely*

**Companion Text**

T186–T188

Read "Dress for Fun in  
Any Weather"

- Comprehension Skill: Main Topic

and Key Details

- Self-Monitoring Strategy: Reread
- Text Structure: Description

### **Write About the Topic**

Independent Writing

- Writing Skill: Draw and label
- Grammar Skill: Present-tense verbs T189–T190
- Emergent Writing Skill: Tap sounds to write words

### **Focus Group/Independent Time<sup>†</sup>**

20 Minutes

**Foundational Skills**

45–50 Minutes

**Rapid Review: Phonics**

- Sound and Letter T191

**Study****Group/Independent****Practice****Phoneme Awareness**

- Segment  
Phonemes

**Decoding Review:****Phonics**

T192–T194

- Build Words with  
*/s/s, /i/i, /t/t, /n/n*

**Handwriting Review**

- Write *Ss, Ii, Tt, Nn*

**Encoding Review:****Spelling**

- Word Riddles

Movement: Brain Break

**High-Frequency Word  
Review**

T194

- *his, has, there*

**Use It! Decodable****Reader**

"He Hid It"

T195–T196

- Concepts of Print:  
Match Speech to  
Print

**Building Comprehension and Knowledge**

45–50 Minutes

**Engage!**

- Review Concept T197  
Words

Vocabulary

- Review Target T197  
Words: *calm,*  
*fiercely*

**Companion Text**

T198–T200

Reread "Dress for Fun in

Any Weather”

- Author’s Craft:  
Illustrations

### **Compare Texts**

Compare *Zap! Clap!*  
*Boom! The Story of a Thunderstorm* and  
“Dress for Fun in Any Weather”

### **Culminating Task**

- Show Your Knowledge T201

### **Focus Group/Independent Time<sup>†</sup>**

20 Minutes

### **Foundational Skills**

45–50 Minutes

#### **Rapid Review: High-Frequency Words**

- My Word!

#### **Phonological Awareness** T202

- Blend Syllables

#### **Show It! Encoding**

- Write Words T203

Movement: Brain Break

#### **Show It! High-Frequency Words**

- Review Game T204

#### **Show It! Fluency**

- Decodable Reader T205

### **Building Comprehension and Knowledge**

45–50 Minutes

### **Culminating Task**

- Share Your Knowledge T206

### **Unit Assessment**

- Checkpoint 3: Foundational Skills and Comprehension T207

### **Focus Group/Independent Time<sup>†</sup>**

20 Minutes

<sup>†</sup> Instructional materials available in the Multilingual Learners Focus Group Guide and the Focus Group Lesson Cards.

# Data and Assessment

Use the following assessment tools and pathways to collect and employ data that effectively measure student progress toward proficiency in the focus standards of the unit, dictate unit leveling and grouping decisions, and point to appropriate practice and extension opportunities.

1.15

For further information on using assessment data to guide instruction and “meet students where they are,” consult the Assessment Handbook.

## Assessment Pathway

Monitor student progress throughout the unit using formative evaluation tools to determine when to provide appropriate Just In Time supports and Challenge/Extend activities. Use summative assessment performance to make decisions about additional practice or support, grouping, and enhancements.

Before the Unit	
<b>Collect Data</b> <input type="checkbox"/> Review Student Profile data from Unit 2	<b>Make Decisions</b> <input type="checkbox"/> Form Focus Groups for students whose performance is within the same leveling bands
During the Unit's Lessons	
<b>Collect Data</b> <input type="checkbox"/> Use Observational Checklists  <input type="checkbox"/> Review formative assessment artifacts (student annotations, audio recordings, Printable Practice and Digital Activities)	<b>Make Decisions</b> <input type="checkbox"/> Form skills-based Study Groups  <input type="checkbox"/> Provide Just-in-Time supports and Challenge/Extend activities
After Lessons 5 & 10	
<b>Collect Data</b> <input type="checkbox"/> Review Unit Assessment: Checkpoints 1 and 2 scores	<b>Make Decisions</b> <input type="checkbox"/> Assign Digital Independent Practice based on Checkpoint results
Partner Read Choral Read	
<b>Collect Data</b> <input type="checkbox"/> Review Unit Assessment: Checkpoint 3	<b>Make Decisions</b> <input type="checkbox"/> Note students with below and above average word count per minute scores  <input type="checkbox"/> Form new Focus Groups for students whose performance is within the same leveling bands

## Unit 3 Assessed Skills

### Foundational Skills

- Isolate Phonemes
- Blend Phonemes
- Segment Phonemes
- Short *i*
- Consonants *n, t*
- High-Frequency Words

### Comprehension

- Description
- Key Details
- Main Topic

# Skills Trace

This skills trace indicates where each Unit **3** skill is introduced, reviewed, and assessed throughout the year. It also lists independent practice opportunities within this unit.

Some skills, such as Handwriting, Concepts of Print, High-Frequency Words, and Fluency are addressed in every unit and are not included here. For a complete list of program coverage, please consult the Scope and Sequence in the ***Emerge! Essentials***.

<b>Foundational Skills</b>			
<b>Phonological Awareness</b>			
Produce Alliteration	Unit 3	Units 6, 10	
Segment Syllables: Count	Unit 3	Unit 6	
Blend Syllables	Unit 3	Units 6, 8, 10	
<b>Phoneme Awareness</b>			
Identify Phonemes	Unit 1	Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Unit 3
Blend Phonemes	Unit 1	Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Unit 3
Segment Phonemes	Unit 1	Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Unit 3
<b>Phonics and Spelling</b>			
Short /i/	Unit 3	Units 3, 23	Unit 3
Consonants /t/, /n/	Unit 3	Unit 3	Unit 3
<b>Building Comprehension and Knowledge</b>			
<b>Genre</b>			
Informational Text	Unit 1	Units 1, 2, 3, 5, 7, 8, 9, 10, 11, 12	
Realistic Fiction	Unit 1	Units 1, 2, 3, 5, 8, 9, 11	
<b>Comprehension</b>			
Key Details	Unit 2	Units 2, 3, 5, 6, 7, 8, 9, 10, 12	Unit 3
Main Topic	Unit 3	Units 5, 7, 8, 9, 10, 12	Unit 3
Reread	Unit 3	Units 5, 7, 8, 9, 10, 11, 12	
<b>Story/Text Structure</b>			
Description	Unit 2	Units 2, 3, 5, 7, 8, 9, 10, 12	Unit 3
Compare and Contrast	Unit 1	Units 1, 3, 4, 5, 6, 8, 9, 10, 12	
<b>Author's Craft</b>			
Alliteration	Unit 3		
Text Features	Unit 1	Units 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	
Repetition	Unit 1	Units 2, 3, 6, 9	
<b>Vocabulary</b>			
Sorting Words into Categories	Unit 1	Units 1, 2, 3	
<b>Writing</b>			
<b>Writing Skills</b>			
Draw and Label to Tell an Idea	Unit 2	Unit 3	
Emergent: Tap Sounds to Write Words	Unit 3		
<b>Grammar Skills</b>			
Present-tense Verbs	Unit 3	Unit 4	
Past-tense Verbs	Unit 3	Unit 4	
<b>Emergent Writing Skills</b>			
Tap Sounds to Write Words	Unit 3		

# LESSON 1 : BUILDING COMPREHENSION AND KNOWLEDGE

## Objectives

- Follow agreed-upon rules for discussions, such as listening to others with care and speaking one at a time about the topics.
- Build knowledge about weather.

## Lesson Materials

Student Companion

Use the Introduce the Week lesson in the **MLL Focus Group Guide** to introduce the Essential Question and the week's Concept Words.

## Unit Opener

### Let's Explore Weather

**Time:** 5 minutes

#### Introduce the Topic

Say: *In this unit, we will learn about Earth's weather. We will describe different types of weather, and we will discover how and why weather changes.*

**Culminating Task** Children will demonstrate what they have learned about weather and weather changes by creating a mini book at the end of the unit.

#### Activate Prior Knowledge

Before beginning a discussion of the Essential Question, survey what children know about the topic of weather.

##### Prior Knowledge Routine

- STEP 1** Ask: *What is weather? What are some different types of weather? Which type of weather is your favorite?*
- STEP 2** Allow children to briefly talk with a partner. Invite children to volunteer answers.
- STEP 3** After a few answers, have children give a thumbs up/thumbs down if they have a better understanding of weather. You may remind them that it is okay not to know because we are here to learn and are going to learn more about this word, and others, throughout the unit.
- STEP 4** Complete the routine by having children whisper to themselves the meaning of the word *weather*.

Repeat Steps 1–4 with the following questions:

- *What does the temperature have to do with what you wear?*
- *What kind of storm have you seen?*
- *How do you prepare if you want to play outside in the rain?*

During the routine, provide sentence frames or starters to help children relay what they know about each Concept Word as needed. For example, say: One kind of weather is rain. My favorite type of weather is when it is hot and sunny.

**Substantial** If children respond to a question with a word or phrase, reframe their response in a complete sentence, and help them repeat the sentence after you.

### Formative Evaluation

#### Collect Data Prior Knowledge Routine, Observational Checklist

**Student Companion**, pp. 6–7

### Discuss the Essential Question

Have children open their **Student Companion** to page 6. Say: *The topic of this unit is Let's Explore Weather. The Essential Question we will explore is:* "Why is it important to understand the weather?" Use the following prompts to have children engage in a discussion about the weather.

#### Page 6:

- Ask: *What is the weather like in this photo?* (It is raining.)
- Ask: *What kinds of activities would you do in this weather?* (Possible response: I could stay inside, play games, or watch a movie.)

#### Page 7 at the top:

- Ask: *How is the weather different in this picture?* (Possible responses: The sky is blue; there are storm clouds; there is lightning.)
- Ask: *How might you prepare for this type of weather?* (Possible responses: I could bring an umbrella in case it rains; I could find a safe place to get out of the storm.)

#### Page 7 at the bottom:

- Ask: *What does this chart tell you?* (Possible responses: It tells how hot or cold it will be; it tells if it will rain or be sunny.)
- Ask: *How can weather change from day to day?* (Possible responses: One day it might be sunny and then rain; one day might be hot and then get cold.)

Have partners turn and talk about their favorite kind of weather. Have them tell at least one thing they would like to learn about weather.

**Extend the Discussion** Ask children what they can and cannot do during different types of weather.

## LESSON 1 : FOUNDATIONAL SKILLS

### Short Ii Pathway

#### Rapid Review

#### Phoneme Awareness

#### Decoding

Handwriting

Encoding

High-Frequency Words

## Objective

Isolate and pronounce the medial phoneme in words.

## Just in Time

- Make sure children understand *middle* before asking them to identify middle sounds.
- If lieu of hopping, children can tap their heads.

## Professional Learning

Show Me Video: Identify Phoneme Routine

## Additional Practice

Phoneme Awareness Activity 3.1

During Study Group, practice sounds using the Articulation Videos and Sound-Spelling Cards as needed. See the Language Transfers section of ***Emerge! Essentials*** to identify possible sound transfer issues.

## Formative Evaluation

**Collect Data** Observational Checklist

# Short i

## Rapid Review: Phoneme Awareness

**Time:** 2 minutes

### Hear and Hop

Tell children they will hop if two words have the same ending sound.

- Say: *Listen to these words:* jam, hum. *Are the ending sounds the same?*
- If yes, children hop twice. If no, they freeze in place.
- Have children say the ending sound in both words. (/m/, /m/)

Repeat with these word pairs.

swim, sad (/m/, /d/)    had, kid (/d/, /d/)    hum, dim (/m/, /m/)

ram, hide (/m/, /d/)    yum, him (/m/, /m/)    lid, did (/d/, /d/)

## Phoneme Awareness HEAR IT

**Time:** 3 minutes



We can say the middle sound in words.

## Identify Phonemes

### I Do

Model identifying the medial sound /i/ in sit using the Identify Phoneme Routine.

### We Do/You Do

#### Identify Phoneme Routine

#### Script

Listen and Look

**Listen:** sit. **Look** at my mouth as I say the word again: /sssiit/.

Say It

What's the middle sound? **Say it:** /i/.

Guide children through the routine for these words.

sat /a/ miss /i/ hill /i/ had /a/

sip /i/ bit /i/ top /o/ hum /u/

win /i/ leaf /ē/ mat /a/ did /i/

**Corrective Feedback** Model identifying the medial phoneme in the missed word. Say: *Look at my mouth: did, /diiid/. The middle sound is /i/. Say it with me: /i/.*

Provide images, gestures, or classroom objects to support word meaning comprehension, such as an image of a leaf.

**Sound Discrimination** It can be a challenge for children to distinguish between /i/ and /e/. Say each word. Have children determine which words have the /i/ sound.

**Initial** in /i/ Ed /e/ end /e/ itch /i/

**Medial** tin /i/ ten /e/ pig /i/ peg /e/

### Objectives

- Identify the short vowel sounds in words.
- Decode regularly spelled one-syllable words.

### Lesson Materials

- Sound-Spelling Cards 1, 6, 9, 13
- Word-Building Card 18
- Photo Cards 4, 102, 184, 191–193, 216, 232, 240, 302, 327, 444

Blending Lines Chart 3.1

### Professional Learning

Show Me Video: Sound- Spelling Routine

Articulation Video: /i/

Show Me Video: Word Blending Routine

- For more information on teaching phonics and creating the Short /i/ Chart, see **Emerge! Essentials**.

### Additional Practice

## Phonics Activity 3.1

### Just in Time

- Words with initial stop sounds like *did* are more difficult to blend. Provide additional support as needed.
- Children learn the short sound for the letter *i*. Avoid using the language “short vowel” with children until they have learned the long sound.
- Use the articulation support on the back of the Sound-Spelling Card. Have partners make the sound, then give each other feedback.
- Play the digital Articulation Video to provide extra support for the /i/ sound. Use handheld mirrors to help children form the correct mouth position.

## Decoding: Phonics SEE IT / SAY IT

Sound-Spelling Card

**Time:** 8 minutes

### Learning Goal

We can blend and read words with the letter *i*.

### STEP 1 Introduce Initial /i/i

Review **Sound-Spelling Cards** for *apple*, *map*, and *hippo* before introducing the *itch* Sound-Spelling Card.

#### I Do

Display the *itch* Sound-Spelling Card. Say: *This is a picture of an itch. The first sound in itch is /i/. The letter i stands for the /i/ sound.*

#### We Do

Guide children through the routine on the back of the Sound-Spelling Card.

Photo Cards

#### You Do

- Hand out an *i* **Word-Building Card** to each child.
- Have children hold up the letter and say the sound and letter name. (/i/i)
- Display and say the picture name for the following **Photo Cards**, one at a time: *iguana*, *horse*, *ill*, *mug*, *red*, *yuck*, *alligator*, *inside*.
- If the picture name begins with the letter *i*, have children hold up the *i* Word-Building Card and say *i*.
- Repeat the activity. Have children say the sound /i/ if the word begins with /i/.

# LESSON 1 : FOUNDATIONAL SKILLS

### Short Ii Pathway

Rapid Review

Phoneme Awareness

### Decoding

### Handwriting

Encoding

High-Frequency Words

Decodable Reader

## **Decoding: Phonics, *continued* SEE IT / SAY IT**

### **STEP 2 Blend Words with /i/i**

#### **Warm-Up**

Say: *The letter i is also in the middle of words.* Display Photo Cards for *dig*, *run*, *lid*, *mitt*, and *seal*. Guide children to say /i/ if the word has the letter *i* in the middle position.

#### **I Do**

Model the Word Blending Routine to read *Sid* in line 1 of **Blending Lines Chart 3.1**.

#### **We Do**

<b>Word Blending Routine</b>	<b>Script</b>	<b>Materials</b>
Connect It	[Point to each letter in the word.] Let's <b>connect</b> letters to sounds.	
Blend It	Slide your finger from letter to letter. Keep your eyes on the word as you <b>blend</b> the sounds: /ssiiid/.	<b>Blending Lines Chart 3.1</b>
Read It	Scoop your finger to <b>read</b> the word: <i>Sid</i> .	

Guide children to use the routine to chorally blend and read the words in line 1.

**Corrective Feedback** Point to the missed word and model blending the sounds. Say: /diiid/, did. *Do it with me.* Have children repeat the task.

**Review Word Meanings** For the following word, say the word and its meaning. When possible, have children act out the word as they repeat it aloud.

**did** did comes from the word do

Provide images, gestures, or classroom objects to support word meaning comprehension, such as doing a simple action and then saying *I did that*.

**Short /i/ Chart** Create a Short /i/ Chart and have children contribute words with /i/. Words can be added throughout the week.

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#### **Check-In**

Have partners point to a word for their partner to blend and read. Guide children to reflect using the Check-In Routine.

#### **Objective**

Print uppercase and lowercase letters.

#### **Lesson Materials**

- Handwriting Card /i/

Handwriting Video: i

## Professional Learning

Show Me Video: Handwriting Routine

## Just in Time

- Remind children that lowercase *i* and *j* are the only two lowercase letters in the alphabet that have a dot above the letter.
- Explain that the lowercase *i* has a dot above it, not a circle.
- Reference the handwriting models in the Student Companion for support.

To help children make strong sound-letter connections, have them sound out the letter as they trace as well as after. To reinforce their alphabetic knowledge, ask children what letters come before or after the letter *i*, and have them respond using a complete sentence. For example: *What letter comes before i?* (The letter *h* comes before *i*.)

## Additional Practice

Have children continue practicing forming the letters with another copy of the printable.

## Formative Evaluation

**Collect Data** Observational Checklist

**Collect Data** Handwriting Practice 3.1

## Handwriting WRITE IT

**Time:** 8 minutes

### Learning Goal

We can print uppercase and lowercase *li*.

#### Write li

##### I Do

Display **Handwriting Card /i** and model the Handwriting Routine. You may choose to show **Handwriting Video: /i**.

##### I Do/We Do

<b>Handwriting Routine</b>	<b>Script</b>	<b>Materials</b>
	Watch as I <b>write</b> the uppercase <i>I</i> .	
Write It Big	1. Start at the top line and pull down to the bottom line. 2. Go to the top line and make a short line across. 3. Go to the bottom line and make a short line across.	
Name It	<b>Name</b> the letter: <i>uppercase I</i> . What's the sound? /i/	<b>Handwriting Card</b>
	Now watch as I <b>write</b> the lowercase <i>i</i> .	
Write It Small	1. Start at the middle line and pull down to the bottom line. 2. Put a dot above the letter.	
Name It	<b>Name</b> the letter: <i>lowercase i</i> . What's the sound? /i/	

### You Do

Remind children to use the correct handwriting grip. Hand out **Handwriting**

### Handwriting Practice 3.1

**Practice 3.1.** Have children trace the letters, following the arrows and repeating the strokes themselves. Have them name the letter and say the sound as they finish. Then have children circle their best letters and think about how to improve letter formation.

### Check-In

Have children review their letter formation. Guide children to reflect using the Check-In Routine.

## Lesson 1 : FOUNDATIONAL SKILLS

### Short Ii Pathway

Rapid Review

Phoneme Awareness

Decoding

Handwriting

### Encoding

### High-Frequency Words

Decodable Reader

### Objectives

- Demonstrate one-to-one letter-sound correspondence.
- Print letters that represent phonemes.

### Lesson Materials

- Response Boards

## Professional Learning

Show Me Video: Letter Dictation Routine

## Just in Time

Refer children to their Response Boards for support.

## Formative Evaluation

**Collect Data** Spelling Practice 3.1

**Make Decisions** Review the information from Phoneme Awareness, Phonics, Handwriting, and Spelling lessons to determine:

**Can children connect sounds to letters to write the letter *i*?**

If **YES** . . . have them work in Independent Practice in Lesson 2.

If **NO** . . . have them work with you during Lesson 2: Study Group.

## Encoding: Spelling WRITE IT

**Time:** 6 minutes

### Learning Goal

We can connect sounds to letters and write the letters.

## Letter Dictation

### I Do/We Do

Use the Letter Dictation Routine to model writing the letter *i* on the **Response Board**.

Letter Dictation Routine	Script	Materials
Tap It	The letter is <i>i</i> . <ul style="list-style-type: none"><li>• <b>Tap</b> the sound: /i/.</li><li>• Make a dot for each sound.</li></ul>	
Spell It	Let's <b>spell</b> the letter. <ul style="list-style-type: none"><li>• What letter stands for /i/? Write <i>i</i>.</li></ul>	<b>Response Board</b>
Write It	Now cover the letter. <ul style="list-style-type: none"><li>• <b>Write</b> the letter.</li><li>• Check your work and fix any misspellings.</li></ul>	
Practice It	<b>Practice</b> spelling <i>i</i> . <ul style="list-style-type: none"><li>• Tap it on our head: /i/i; on our ears: /i/i; on our heart: /i/i.</li></ul>	

Hand out Response Boards. Guide children through the routine with *i*.

**Corrective Feedback** Circulate to monitor children's work. Offer feedback as needed.

### Spelling Practice 3.1

#### You Do

Hand out **Spelling Practice 3.1**. Say the sounds. Have children write the letter that stands for the beginning sound of each picture name. Then have children check their work.

---

#### Check-In

Have partners take turns saying /i/i and coming up with a word that begins with /i/i. Guide children to reflect using the Check-In Routine.

#### Movement: Brain Break

Have children take a brain break with a movement activity or song.

#### Objective

Read high-frequency words.

#### Lesson Materials

- High-Frequency Word Cards 16–20
- Response Boards

#### Professional Learning

Show Me Video: High-Frequency Word Routine

#### High-Frequency Words

Children will learn /t/t in *that* later in Unit 3, and /th/th in *this* and *that* in Unit 11.

#### Additional Practice

High-Frequency Word Activity 3.1

Provide sentence frames that children can complete with high-frequency words from the lesson, such as: I like this book. That ball is round.

## High-Frequency Words

**Time:** 10 minutes

#### Learning Goal

We can read and spell *this* and *that*.

## Introduce Words: *this, that*

Review **High-Frequency Word Cards** *when, to, and do* before introducing *this* and *that*.

### I Do/We Do

Hand out the **Response Boards**. Use the High-Frequency Word Routine to model and guide practice for each step of the words *this* and *that*.

High-Frequency Word Routine	Script	Materials
Say It	This is the word <i>this</i> . <b>Say:</b> <i>this</i> .	<b>High-Frequency Word Card</b>
Tap It	<ul style="list-style-type: none"><li>• <b>Tap</b> out the sounds /th/ /i/ /s/.</li><li>• Make a dot for each sound.</li></ul>	
Spell It	<p>Let's <b>spell</b> <i>this</i>. Say the letters with me: <i>t, h, i, s</i>.</p> <ul style="list-style-type: none"><li>• The sound /th/ is spelled <i>th</i>. Remember this spelling.</li><li>• What letter stands for /i/? Write <i>i</i>.</li><li>• What letter stands for /s/? Write <i>s</i>.</li><li>• Scoop your finger to read the word: <i>this</i>.</li></ul>	<b>Response Board</b>
Write It	<p>Let's <b>write</b> <i>this</i>.</p> <ul style="list-style-type: none"><li>• Check the word and fix any misspellings.</li></ul>	

Repeat the routine with the word *that*. See word mapping and heart placement for the words in the side column.

**Corrective Feedback** Write the word children missed. Point to and name each letter. Say: *Do it with me. Let's read the word together.*

### You Do: Partner Talk

Read the sentence on the back of the High-Frequency Word Cards for *this* and *that*. Have students orally create a sentence with each word to share with a partner. Co-create a Unit 3 High-Frequency Word Chart and add the new words.

---

### Check-In

Have children read and write the high-frequency words. Guide children to reflect using the Check-In Routine.

## Lesson 1 : FOUNDATIONAL SKILLS

### Short Ii Pathway

Rapid Review

Phoneme Awareness

Decoding

Handwriting

Encoding

High-Frequency Words

## Decodable Reader

### Objective

Read grade-level texts with purpose and understanding.

### Lesson Materials

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

### Professional Learning

Show Me Video: Decodable Reader in Action

- See ***Emerge! Essentials*** for information on partnering strategies.

### Extend Learning

Children who show proficiency with short *i* may read the text and complete the annotation prompts independently.

## Use It! Decodable Reader

**Time:** 10 minutes

### Learning Goal

We can read and understand the text "We Did It!"

### Read Options

Use your learner profile data to choose the best option for children to read the text. Children will read "We Did It!" twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to take notes on children's progress.

#### Choral Read

Lead children in a choral read of the text, providing a fluent model of reading. This option is helpful when children need decoding or fluency support.

#### Partner Read

Have children read the text with a partner. They can alternate pages and then switch positions.

#### Independent Read

Have children read the text on their own, silently, or in a whisper.

### Introduce "We Did It!"

**Review Target Skills** Before reading, have children chorally read the words from this week's Phonics and High-Frequency Word Charts.

**Student Companion, pp. 8–13**

### Just in Time

Make sure children understand *sequence* when explaining Concepts of Print.

**First Read** Before children read, read “We Did It!” aloud as children track the words, and describe the images associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to images associated with the questions. Otherwise, have children read the story again with a partner or independently.

### Formative Evaluation

**Collect Data** Student Companion, Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

**Can children read and understand decodable text?**

If **YES** . . . have them partner or independently read during Lesson 2: Use It! Decodable Reader.

If **NO** . . . have them chorally read with you during Lesson 2: Use It! Decodable Reader.

### First Read

**Set Purpose** Have children turn to page 9. Explain that they will read the text accurately.

**Concepts of Print** Point to the word *am* on page 9. Explain that letters in words are written in a sequence. Blend the sounds of the letters and read the word. Say: *Each letter stands for a sound, and the sounds are blended in the same sequence as the letters.*

**Decoding Strategy** Have children turn to page 8 in their **Student Companion**, and point to the “Blend It!” decoding strategy. If children need help reading a word, they can use the **“Blend It!” Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

#### Blend It!

Slide your finger under each letter as you blend the sounds.

**Read** Read the title with children as you track the words. Ask them to tell what the text might be about. Then have children read the text chorally, in partners, or independently. Note which children need additional support as they read.

**Vocabulary Review** Explain the meanings of *did it* and *do this* as needed.

As you read, explain the following words or phrases:

- *Sid did that!*: Sid was able to hit the ball
- *we did*: you and another did an action

**Annotate** After reading the text, go back to page 9 and read the prompts aloud. Have children respond to each prompt.

### Second Read

**Set Purpose** Explain to children that they will be reading to understand the text.

**Read** Choose a different read option than children used for the first read. Have children reread the text.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 10. Ask: *What does Sam do?* (Possible response: Sam hits the ball with her knee.)
- Turn to page 11. Ask: *What does Sid want to do?* (Possible response: Sid wants to hit the ball like Sam.)
- Reread page 13. Ask: *How do you think Sid and Sam feel at the end?* (Responses will vary.)

Provide sentence starters to help children respond to the comprehension questions: Sam hits the ball. Sid wants to hit the ball. I think they feel happy.

#### **Check-In**

Have children recall information from the text that they found interesting and share with a partner. Guide children to reflect using the Check-In Routine.

## **Lesson 1 : BUILDING COMPREHENSION AND KNOWLEDGE**

### **Concept Knowledge Multimedia**

#### **Vocabulary**

Central Text

Write About the Text

#### **Objective**

Participate in conversations with peers and adults.

### **Lesson Materials**

Concept Knowledge Multimedia 3.1

Build Knowledge Anchor Chart 3.1 (optional)

### **Professional Learning**

Show Me Video: Build Knowledge Anchor Chart Routine

Restate and elaborate on children's responses as they participate in the Anchor Chart discussion to model fluent speaking and elicit ideas. Ask children guiding questions and provide sentence starters if needed. For example, say: *What did you learn about describing weather in the video?* I learned that we can describe weather by \_\_\_\_\_. Provide your own examples using the sentence starters if needed.

## **Concept Knowledge Multimedia**

### **Watch: “Describing Weather”**

**Time:** 7 minutes

## Learning Goal

We can learn about and discuss what weather is and what it can look like.

**Before You Watch** Tell children that they will watch a video that will help them describe the weather. Introduce the Focus Question. Say: *How can we describe weather?* Tell children to have ears listening, eyes watching, and hands in their laps.

## Concept Knowledge Multimedia

**As You Watch** Show **Concept Knowledge Multimedia 3.1**, "Describing Weather." Pause as shown below. Have partners discuss and share answers with the class. Use the Unit Opener Survey to select discussion prompts. Note any bold Concept Words.

Pause Points	Talk About It	Possible Responses
1	How could you describe sunny <b>weather</b> ?  How could you prepare for rainy weather?	It is bright outside and sometimes there are clouds.  I could carry an umbrella, wear a raincoat, and wear rain boots.
2	<b>Extend</b> What does the <b>sky</b> look like when it rains?  What are some activities you could do in the <b>snow</b> ?	<b>Extend</b> The clouds and sky get darker.  I could build a snowman.
3	<b>Extend</b> How would you describe your favorite type of weather?	<b>Extend</b> Responses will vary.

Provide sentence starters to help children respond to the questions above if needed, such as: If it was going to be sunny, I would \_\_\_\_\_. If it was going to be rainy, I would \_\_\_\_\_.

## Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.1** and read aloud the Focus Question. Elicit ideas from children to add to the chart. A sample response is written below.

### Focus Question

How can we describe weather?

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### Check-In

Ask partners to share one thing they learned about how to describe weather. Guide children to reflect using the Check-In Routine.

# Lesson 1 : BUILDING COMPREHENSION AND KNOWLEDGE

## Objectives

- Use vocabulary words and phrases learned in conversations, texts, or other media.
- Make real-world connections between words and their uses.

## Lesson Materials

- Visual Vocabulary Cards 41–42

Concept Word Web 3.1 (optional)

## Professional Learning

Show Me Video: Vocabulary Routine

# Vocabulary

## Introduce Concept Words

**Time:** 3 minutes

### Learning Goal

We can learn and use the words *weather* and *sky*.

**Visual Vocabulary Cards**

### ***weather, sky***

Say: *We just watched “Describing Weather” and heard the words weather and sky. Let’s learn about these words.*

Use the Explain/Repeat/Example/Discuss steps in the Vocabulary Routine on the **Visual Vocabulary Cards** to introduce the words *weather* and *sky*.

After children repeat the word in the Discuss step, encourage partners to respond to the prompt. Have volunteers share their responses with the class.

Provide sentence starters or frames as needed to support the prompt in the Discuss step, such as: My favorite kind of weather is \_\_\_\_\_. When I look at the sky today, I see \_\_\_\_\_. Model using the sentence starters with your own examples. Use visuals and/or gestures to support comprehension if needed.

**Expand Vocabulary Knowledge** You may use the back of the Visual Vocabulary Cards to expand children’s knowledge of the words.

## Create a Concept Word Web

Display **Concept Word Web 3.1**. Model adding the word *weather* to the Concept Word Web. Record children’s responses to the questions below on the lines coming out of the circle. Add additional lines as needed.

**Concept Word Web 3.1**

- Ask: *What does weather mean in your own words?* (Possible response: Weather can mean how hot or cold it is outside).
- Ask: *What are types of weather that you have seen?* (Possible responses: *rainy, sunny, snowy*)
- Ask: *What pictures can we use to help us remember what weather is?* [Draw or use a digital picture in lower right corner.]
- Repeat for *sky* in another circle on the Concept Word Web.

If children have trouble coming up with responses, click over to the filled-in chart to spark ideas. You may also choose to add visuals for any of the words on the web.

### Check-In

Have partners use the Concept Words in a sentence. Guide children to reflect using the Check-In Routine.

# Lesson 1 : BUILDING COMPREHENSION AND KNOWLEDGE

Concept Knowledge Multimedia

Vocabulary

## Central Text

Write About the Text

## Objectives

- Ask and answer questions about key details in a text.
- Reread for clarification or to remember important ideas, events, or facts.

## Lesson Materials

- Literature Big Book: *Raindrops Roll*

Printable Prompts 3.1 (optional)

Note-taking Chart 3.1 (optional)

Build Knowledge Anchor Chart 3.1 (optional)

## Professional Learning

Show Me Video: Build Knowledge Anchor Chart Routine

Show Me Video: Teacher-Student Reading Interaction

To prepare children to listen to the text read aloud, have them listen to the **MLL Audio Summaries** in their home language first and then in English. For children who need substantial support, look at the text features in *Raindrops Roll*. Identify and describe how the feature helps with understanding the text. For example: *On page 6, the words talk about a dark sky and a storm. Where can you see a dark sky and a storm?* Have children point to the image of the dark, stormy sky.

## Central Text

### Read *Raindrops Roll*

**Time:** 15–20 minutes

#### Learning Goal

We can identify key details about rain.

#### GET READY

Display the **Literature Big Book** and read aloud the title. Explain that April Pulley Sayre is both the author and photographer. That means she wrote the words and took the photographs used in the text. Tell children that *Raindrops Roll* describes what happens before, during, and after it rains.

#### Words to Explain

*roll*: to move by turning over and over

## GET SET

**Genre: Informational Text** Remind children that informational texts include facts about real people, places, things, or events. In the text, *Raindrops Roll*, the author shares facts about rain.

**Concepts of Print: Sound Letter Correspondence** Remind children that words are made up of letters. The letters make sounds. When we blend the sounds of the letters together in order, we read the word.

**Skill: Key Details** Remind children that key details are the most important pieces of information in a text. Key details can be found in the words and photographs of a text. Display the cover of *Raindrops Roll* and point out the raindrops on the plant. Notice how some of the raindrops look stretched out. Explain that the way the raindrops look is a key detail in the photograph. Ask: *Why do you think the raindrops look this way?* (Possible response: The raindrops are about to roll off of the leaf.)

**Self-Monitoring Strategy: Reread** Explain to children that we reread to focus on part of the text again. It can be helpful to reread parts of a text or even the whole text when something is confusing. We can also reread to remember important ideas, events, or facts. Use the Think Aloud below to support understanding of rereading.

**Think Aloud** After reading page 6, I am not sure what it means when the text says, "The sky darkens with storm." I will reread the beginning of the text and think about the words. Hearing the words again, and looking at the photograph, helps me understand that when a storm is coming, the sky gets dark.

**Set Purpose** Say: *As I read the text, listen closely for key details about rain.*

## GO!

- Read aloud the text at an appropriate pace, briefly defining Words to Explain and Target Words at point of use.
- Guide children to understand the text by using the prompts. You may choose to use **Printable Prompts 3.1**, placing them on the pages before you read.

### Pages 4–5

Point to *rain*. Say: Rain is a word. Words are made up of letters. Point to and say the letters in the word *rain*. Then model blending the sounds to read the word. **DOK 1**

---

### Pages 6–7

What key detail in the text tells you rain is coming? (The sky darkens.) What key detail in the photograph shows you rain is coming? (Possible response: The clouds are black and gray.) **DOK 1**

Point to the photograph of the sky on pages 6–7. Ask: What is in the sky? (clouds) What color are the clouds? (gray/black) What do you think will happen? I think it will rain.

### Target Words

*darkens*: getting dark as light goes away

---

### Pages 8–9

What are the insects doing to take cover? (Possible responses: The insects are hiding below a leaf; the insects are hiding inside a pod.) Why are they taking cover? (Possible response: The insects know rain is coming and are protecting themselves.) **DOK 2**

Use the photographs on pages 8 and 9 to help children understand what is happening. Point to the raindrops, and ask: What is happening? It is raining. Point to each insect, and ask: Where is the insect? The insect is under a leaf. If the insect is under a leaf, will it get wet or stay dry? The insect will stay dry.

---

### Pages 10–13

Talk about the words *plops*, *drops*, *patters*, and *spatters* and explain to children that these words describe the ways that rain moves. Reread pages 10–11. Say: As I reread the text, let's listen for the words *plops* and *drops*. What do these

*words help you understand about how it is raining? (Possible response: It is raining hard outside.) Reread pages 12–13.*

*Say: As I reread this part of the text, let's listen for the words patters and spatters. What do these words help you understand about how it is raining in this part of the text? (Possible response: It is raining softly outside.) **DOK 2***

#### **Words to Explain**

*patters:* makes many light, quick tapping sounds

*spatters:* falls in drops

---

#### **Pages 14–15**

*Let's look closely at the key details in the photographs of this text. What can rain water? (Rain can water a leaf bug.)*

*What can rain wash? (Rain can wash a pumpkin.) What can rain weigh down? (Raindrops can land on grass or stems of plants; if the raindrop is heavier than those things, it will cause them to bend it.) **DOK 2***

#### **Words to Explain**

*weigh down:* to lie heavily on

## **Lesson 1 : BUILDING COMPREHENSION AND KNOWLEDGE**

Concept Knowledge Multimedia

Vocabulary

#### **Central Text**

Write About the Text

---

#### **Pages 22–23**

*What happens when the rain stops? (Possible responses: The raindrops remain; the raindrops glob together.) Explain that the author uses the word *glob* to describe what happens when the raindrops come together. Invite volunteers to point to places in the photograph where the raindrops glob together to make a bigger raindrop. **DOK 2***

#### **Words to Explain**

*remain:* to stay

---

#### **Pages 24–25**

Model holding up your pointer finger and thumb in the shape of the letter *L*. Encourage children to do the same. Explain that an angle is made when two lines come together to make a point. Guide children to point to the angle their fingers make. Say: *As I reread the text, let's look at the photographs and think about what the author is telling us about the angles the rain makes after it stops raining.* (Possible response: The raindrops sparkle and help us see angles on the stems of the plant.) **DOK 2**

Point to the photograph on pages 24 and 25. With your finger, trace points in the photograph where there is a clear angle. As you do this, say: *This is an angle.* Point to the raindrops on the angles, and ask: *What do you see on the angles? I see raindrops.*

---

#### **Words to Explain**

*spangles:*

small, sparkly things

---

#### **Pages 30**

#### **Target Words**

*magnify:* to make something appear bigger than it is

---

### Pages 32–33

Explain that the text teaches us that raindrops can reflect or show us something the way a mirror does. *What do you see being reflected inside of the raindrops?* (The branches of the plant are being reflected in the raindrops.) **DOK 2**

---

### Pages 36–39

*What happens to the raindrops at the end of the story when the sun shines?*

(The raindrops slowly dry.) **DOK 1**

#### Target Words

*linger:* to stay in one place for a while before moving on

*shines:* to give off light or to be bright

*How would you describe rain?* (Possible responses: Rain is something that you can feel and see; rain moves in different ways; rain waters and washes; raindrops remain after rain stops.) **DOK 2**

Encourage children to participate in the Anchor Chart discussion by pairing children with mixed language proficiency levels to discuss their ideas before sharing them with the whole class. Provide sentence frames to support children answering in full sentences, such as: Before it rains the sky gets dark.

### Note-taking Chart

Create **Note-taking Chart 3.1** or use the digital version. Write *Key Details* in the top section of the chart. Have children identify key details in the text. Model taking notes. Possible responses are listed below.

### Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.1** and read aloud the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

#### Focus Question

How can we describe the weather?

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#### Check-In

Have children share a key detail about rain from the text. Guide children to reflect using the Check-In Routine.

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## Lesson 1 : BUILDING COMPREHENSION AND KNOWLEDGE

Concept Knowledge Multimedia

Vocabulary

Central Text

**Write About the Text**

**Objective**

Use a combination of drawing, dictating, and writing to supply information.

### Lesson Materials

- Literature Big Book: *Raindrops Roll*
- Student Companion

### Professional Learning

Show Me Video: Modeled Writing

## Write About the Text

### Modeled Writing

**Time:** 15 minutes

#### Learning Goal

We can draw and write about texts we read.

#### Explain and Model

**Set Purpose** Say: *Writers sometimes write about what they read. Today, we're going to draw and write about Raindrops Roll.*

**Analyze the Prompt** Display and read the question aloud: *What happens in the sky before a storm?* Say: *The question is asking about changes we see in the sky before the rain starts.*

After you talk about the question, check children's understanding. Reread the question, point to pictures from *Raindrops Roll*, and then have children restate the prompt using the sentence starter: We will write about what happens to the sky before a storm.

**Find Text Evidence** Say: *Looking at the text can help us think about an answer.* Point to each word on page 6 of *Raindrops Roll* as you read the text aloud. Ask: *What do you notice about the sky?* (Possible response: There are dark storm clouds.) Offer support as needed.

Have partners talk about the prompt. Provide a sentence starter as needed: Before a storm, the sky \_\_\_\_\_. (Possible response: gets darker)

**Model Drawing and Labeling the Response** Before drawing, say: *Remember that we can draw and write to tell an idea.* Tell children that it helps to say what you want to draw. Then use the sample think aloud as you model composing a response on chart paper or a digital chart:

I will draw how the sky gets dark with storm clouds. I'll use a dark gray color to draw the rain clouds. They are covering the sky. When you write words to describe a part of your drawing, this is called a label. I'll add the label *darkens*. Tap out the sounds to write the word. Then ask: *How do you know this is a picture of the sky before a storm?* Have volunteers point to characteristics that show it is a picture of storm clouds, such as the dark gray color of the sky.

#### Developing Writers

At this point in the year, children's drawings should be representative of an idea that they can dictate to a teacher. Encourage children to label their drawings with letters or full words.

For additional practice with grammar and writing skills, use the Write About the Text lessons in the **MLL Focus Group Guide**. See the Language Transfers section of **Emerge! Essentials** to identify the differences and similarities in grammar

between English and children's home language.

### Formative Evaluation

**Collect Data** Student Companion

**Make Decisions** Review the Student Companion to determine:

**Can children apply the writing skill?**

If **YES** . . . have them work independently in Lesson 2.

If **NO** . . . have them work with you during Writing Conferences in Lesson 2.

**Student Companion, pp. 14–15**

### Practice

Guide children through pages 14–15 in their **Student Companion** and have partners discuss the prompts. Then have children work independently on page 15. Remind them to tell an idea in their drawing and in their label. When children are finished, have them whisper the idea they showed as they point to different parts of their drawing. Invite children to dictate what they drew or wrote if time allows.

Provide support to help children complete page 15 when needed.

**Substantial/Moderate** Ask guiding questions and provide sentence starters, such as: *Where can insects go to stay safe in a storm? Insects can go under a leaf.* You may also help children brainstorm what to draw.

**Minimal** Have children who can draw pictures and write labels complete the page independently or with a partner. Have them explain to you what they will draw.

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### Check-In

Have partners share what they drew and wrote in their Student Companion. Guide children to reflect using the Check-In Routine.

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# LESSON 2: FOUNDATIONAL SKILLS

## Short Ii Pathway

### Rapid Review

### Phoneme Awareness

### Decoding

Handwriting Review

Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

Encoding

High-Frequency Words

Decodable Reader

## Objective

Isolate and pronounce the medial phoneme in words.

## Lesson Materials

Photo Cards 173, 184, 196, 234, 236, 369

## Just in Time

Make sure children understand the word *middle* before asking them to identify middle sounds.

## Formative Evaluation

**Collect Data** Observational Checklist

# Short Ii

## Rapid Review: Phonics

**Time:** 2 minutes

### Sound and Letter

Gather the *hat*, *horse*, *jam*, *moon*, *mop*, and *swim* **Photo Cards**.

- Display and say the picture name for these Photo Cards, one at a time: *hat*, *moon*, *horse*, and *mop*.
- Tell children that for each picture, they will say the beginning sound and letter name.
- Guide children through the routine using all the Photo Cards.

- Display the *jam* and *swim* Photo Cards, one at a time. Ask for children to say the ending sound and letter name for each picture.

## Phoneme Awareness HEAR IT

**Time:** 3 minutes

### Learning Goal

We can say the middle sound in words.

### Identify Phonemes

#### I Do

Model identifying the medial sound /i/ in *dip* using the Identify Phoneme Routine.

#### We Do/You Do

##### Identify Phoneme Routine

##### Script

Listen and Look

**Listen:** *dip*. **Look** at my mouth as I say the word again: /di*iip*/.

Say It

What's the middle sound? **Say** it: /i/.

Guide children through the routine for these words.

*sick /i/    rib /i/    sad /a/    his /i/*

*pet /e/    rip /i/    lick /i/    tuck /u/*

*tape /ā/    pit /i/    not /o/    note /ō/*

**Corrective Feedback** Model identifying the medial phoneme in the missed word. *Look at my mouth: pit, /pi*iiit*/.* The middle sound is /i/. Say it with me: /i/.

Provide images, gestures, or classroom objects to support word meaning comprehension, such as pointing your rib when saying *rib*.

### Objectives

- Decode regularly spelled one-syllable words.
- Build simple words using knowledge of sound-letter relationships.

### Lesson Materials

- Sound-Spelling Card 9
- Photo Cards 102, 216, 232, 317, 327

Blending Lines Chart 3.1

- Response Boards

Printable: Phonics Practice 3.2a

### Professional Learning

Articulation Video: /i/

Show Me Video: Word Building Routine: Whole Group

- For more information on teaching phonics and on creating the Short /i/ Chart, see ***Emerge! Essentials***.

## Additional Practice

Phonics Activity 3.2

### Just in Time

- Use the articulation support on the back of the Sound-Spelling Card. Have partners make the sound, then give each other feedback.
- Play the digital Articulation Video to provide extra support for the /i/ sound. Use handheld mirrors to help children form the correct mouth position.

## Decoding: Phonics SEE IT / SAY IT

**Sound-Spelling Card**

**Time:** 8 minutes

### Learning Goal

We can blend, build, and read words with the letter *i*.

### STEP 1 Review Initial /i/i

Display the *itch* **Sound-Spelling Card** and review letter *i* using the Sound-Spelling Routine on the back of the card.

### STEP 2 Blend Words with /i/i

#### Warm-Up

Say: *The letter i is also in the middle of words.* Display **Photo Cards** for *dig, run, lid, mitt, and seal*. Guide children to say /i/ if the word has the letter *i* in the middle position.

#### I Do

Model the Word Blending Routine to read *dim* in line 2 of **Blending Lines Chart 3.1**.

#### We Do

Word Blending Routine	Script	Materials
	[Point to each letter in the word.]	
Connect It	Let's <b>connect</b> letters to sounds.	
	<ul style="list-style-type: none"> <li>• Say the sound: /d/; say the sound: /i/; say the sound: /m/.</li> </ul>	<b>Blending Lines Chart 3.1</b>
Blend It	Slide your finger from letter to letter. Keep your eyes on the word as you <b>blend</b> the sounds: /diimmm/.	
Read It	Scoop your finger to <b>read</b> the word: <i>dim</i> .	

Guide children to use the routine to chorally blend and read the words in lines 2 and 3. Guide children to read the sentence.

**Corrective Feedback** Point to the missed word and model blending the sounds. Say: /hiuummm/, him. *Do it with me.* Have children repeat the task.

**Review Word Meanings** For the following words, say the word and its meaning. When possible, have children act out the word as they repeat it aloud.

**him** a word for a boy or a man

Provide images, gestures, or classroom objects to support word meaning comprehension, such as showing an image of a boy and saying *him*.

## Lesson 2: FOUNDATIONAL SKILLS

### Short Ii Pathway

Rapid Review

Phoneme Awareness

### Decoding

#### Handwriting Review

### Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

Encoding

High-Frequency Words

Decodable Reader

### Objective

Print uppercase and lowercase letters.

### Lesson Materials

- Handwriting Card *Ii*
- Response Boards

### Additional Practice

Printable: Handwriting Practice 3.2a

To help children make strong sound-letter connections, have them sound out the letter as they trace as well as after. To reinforce their alphabetic knowledge, ask children what letters come before or after the letter *i*, and have them respond using a complete sentence. For example, *What letter comes after i?* (The letter *j* comes after *i*.)

## Decoding: Phonics, continued SEE IT / SAY IT

### STEP 3 Build Words with /i/i

## I Do

Model the Word Building Routine to build *dim* on the **Response Board**.

## We Do

Word Building Routine	Script	Materials
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The word is *dim*. Say it with me.

### Tap It

- Let's **tap** the sounds: /d/ /i/ /m/
- Let's make a dot for each sound.

Now let's **write** the letters.

### Write It

- What letter stands for /d/? *d*
- What letter stands for /i/? *i*
- What letter stands for /m/? *m*

Blend and Read It     Slide your finger from letter to letter and **blend** the sounds to **read** the word: /diimmm/, *dim*.

Hand out Response Boards to children. Guide them to build and read the words *dim*, *did*, *hid*, and *Sid*.

## Phonics Practice 3.2a

**Corrective Feedback** Model building the missed word. Say: *The word is hid. Let's write the letters. What letter stands for /h/? h. What letter stands for /i/? i. What letter stands for /d/? d. Blend the sounds to read the word: /hiid/, hid.*

## You Do: Partner Talk

Hand out **Phonics Practice 3.2a**. Have partners work together to complete the activity.

**Short /i/ Chart** Have children add words to the Short /i/ Chart.

---

## Check-In

Have partners point to a word for their partner to blend and read. Guide children to reflect using the Check-In Routine.

## Handwriting Review WRITE IT

**Time:** 3 minutes

- Display **Handwriting Card /i/**. Model writing *li* as you say the steps.
- Remind children to begin writing on the left side of the **Response Boards**.
- Say the steps for uppercase *l* as children write the letter. Repeat for lowercase *i*.
- Have children circle their best uppercase and lowercase *li*.

## Objective

Use phonics skills to spell words.

## Lesson Materials

- Response Boards

Printable: Spelling Practice 3.2a

### Professional Learning

Show Me Video: Word Dictation Routine

### Just in Time

Refer children to their Response Boards for support.

### More Words to Dictate

sad mad had am

### Formative Evaluation

**Collect Data** Phonics Practice 3.2a

**Collect Data** Spelling Practice 3.2a

## Encoding: Spelling WRITE IT

**Time:** 6 minutes

### Learning Goal

We can spell words with the letter *i*.

### Word Dictation

### I Do/We Do

Use the Word Dictation Routine to model spelling *did* on the **Response Board**.

Word Dictation Routine	Script	Materials		
	The word is <i>did</i> .			
Tap It	<ul style="list-style-type: none"> <li>• <b>Tap</b> out the sounds: /d/ /i/ /d/.</li> <li>• Make a dot for each sound.</li> </ul>			
	Let's <b>spell</b> <i>did</i> .			
Spell It	<ul style="list-style-type: none"> <li>• What letter stands for /d/? Write the letter <i>d</i> in the first box.</li> <li>• What letter stands for /i/? Write the letter <i>i</i> next.</li> <li>• What letter stands for /d/? Write letter <i>d</i> last.</li> <li>• <b>Spell</b> the word <i>him</i>: <i>d, i, d</i>.</li> </ul>	Response Board		
	Now cover the letters.			
Write It	<ul style="list-style-type: none"> <li>• <b>Write</b> the word.</li> <li>• Check your work and fix any misspellings.</li> </ul>			
	<b>Practice</b> spelling <i>did</i> : <i>d, i, d</i> .			
Practice It	<ul style="list-style-type: none"> <li>• <b>Tap</b> it on our head: <i>d, i, d</i>; on our ears: <i>d, i, d</i>; on our heart: <i>d, i, d</i>.</li> </ul>			
Hand out Response Boards. Guide children through the routine with <i>dim</i> , <i>him</i> , and <i>Sid</i> .		Spelling Practice 3.2a		
<b>Corrective Feedback</b> Monitor children's work and offer feedback as needed.				
<b>You Do</b>				
Hand out <b>Spelling Practice 3.2a</b> . Dictate <i>hid</i> , <i>did</i> , and <i>Sid</i> . Use each word in a sentence for context. Have children write each word on their page. Ask them to check their work.				
<hr/>				
<b>Check-In</b>				
Have partners spell a word aloud from their Spelling Practice. Guide children to reflect using the Check-In Routine.				
<h2>Lesson 2: FOUNDATIONAL SKILLS</h2>				
<div style="background-color: #e0f2f1; padding: 10px;"> <p><b>Short Ii Pathway</b></p> <p>Rapid Review</p> <p>Phoneme Awareness</p> <p>Decoding</p> <p>Handwriting Review</p> </div>				

Encoding

### **Data-Informed Instruction**

#### **Phoneme Awareness**

#### **Decoding**

Encoding

High-Frequency Words

Decodable Reader

#### **Objective**

- Encode regularly spelled one-syllable words.
- Isolate and pronounce the medial phoneme in words.

#### **Lesson Materials**

Printable: Phonics Practice 3.2b

Printable: Handwriting Practice 3.2b

Printable: Spelling Practice 3.2b

## **Data-Informed Instruction/Practice**

Using formative evaluation data, choose children to meet with in Study Group. Based on data and observations from Day 1, include multilingual learners who need more support with short *i* in your study groups. Children not in Study Group will work independently.

#### **Learning Goal**

We can build, read, and spell words with the letter *i*.

#### **Set Up Independent Practice**

As you work with a Study Group, the rest of your class can work either independently or with a partner at their desks or in stations. Choose from the following options:

- **Word Building** Children build words using **Phonics Practice 3.2b**.
- **Handwriting** Children practice writing letters using **Handwriting Practice 3.2b**.
- **Spelling** Children spell words using **Spelling Practice 3.2b**.

**Phonics Practice 3.2b**  
**Handwriting Practice 3.2b**  
**Spelling Practice 3.2b**

#### **Meet with Study Group**

## **Phoneme Awareness HEAR IT**

**Time:** 2 minutes

**Identify Phonemes** Use the Identify Phoneme Routine to help children identify the medial sound in words.

*dim /i/ van /a/ miss /i/ hen /e/*

*sun /u/ fizz /i/ hop /o/ pin /i/*

*nod /o/ pig /i/ mat /a/ rib /i/*

**Corrective Feedback** Model identifying the medial phoneme in the missed word. Say: *Look at my mouth: fizz, /fffflüizzz/. The middle sound is /i/. Say it with me: /i/.*

### Objective

Add or substitute sounds in one-syllable words to make new words.

### Lesson Materials

- Response Boards

Printable: Phonics Practice 3.2b

### Professional Learning

Show Me Video: Word Building Routine: Study Group

During Study Group, practice sounds using the Articulation Videos and Sound-Spelling Cards as needed. See the Language Transfers section of ***Emerge! Essentials*** to identify possible sound transfer issues.

### Meet with Study Group

## Decoding with /i/i SEE IT / SAY IT

**Time:** 3 minutes

### I Do

Model the Word Building Routine to build *dim* and *did* on the **Response Board**.

**Word Building Routine****Script****Materials**

The word is *dim*.

**Tap It**

- What's the word? *dim*
- Let's **tap** the sounds: /d/ /i/ /m/.
- Let's make a dot for each sound.

Now let's **write** the letters.

**Write It**

- What letter stands for /d/? *d*
- What letter stands for /i/? *i*
- What letter stands for /m/? *m*

**Response Board**

Blend and Read It Slide your finger from letter to letter and **blend** the sounds to **read** the word: /diimmm/, *dim*.

**Swap It**

Let's make a new word. Let's **swap** the letter *m* with the letter *d*.

Blend and Read It Slide your finger from letter to letter and **blend** the sounds to **read** the word: /diid/, *did*. *We did a lot of things today.*

**Response Board****We Do**

Guide children to use their Response Boards to build and blend the words below. Provide corrective feedback as needed.

Sid > hid > did > dad > had > mad

**Corrective Feedback** Model building the missed word. Say: *To change Sid to hid, the beginning sound changes from /s/ to /h/. Replace the letter s with h. Do it with me.* Have children repeat.

**You Do: Partner Talk**

Hand out **Phonics Practice 3.2b**. Have partners work together to complete the activity.

## Lesson 2: FOUNDATIONAL SKILLS

**Short Ii Pathway**

Rapid Review

Phoneme Awareness

Decoding

Handwriting Review

Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

**Encoding**

## High-Frequency Words

Decodable Reader

### Objective

Identify sounds that differ in similarly spelled words.

### Lesson Material

Printable: Spelling Practice 3.2b

### Formative Evaluation

**Collect Data** Observational Checklist, Phonics Practice 3.2b, Spelling Practice 3.2b

**Meet with Study Group,** *continued*

## Encoding: Spelling WRITE IT

**Time:** 3 minutes

**Word Sort** Hand out **Spelling Practice 3.2b.** Use these words: *him, dim, ham, Sam.* First, have children read the words at the top of the page. Next, ask them to sort the words by writing the words in the column with *-im* or *-am.* Then, have children read the words in each column. Ask: *Which letters are the same and which are different?*

**Identify Spelling Patterns** Have volunteers say two words with the same spelling pattern.

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### Check-In

Have children share a word they built, read, or spelled with the letter *i.* Guide children to reflect using the Check-In Routine.

### Movement: Brain Break

Have children take a brain break with a movement activity or song.

### Objective

Read high-frequency words.

### Lesson Materials

- High-Frequency Word Cards 16–21
- Response Boards

## High-Frequency Words

Children will learn /r/r in Unit 5, and /f/f in for in Unit 6.

### Additional Practice

High-Frequency Word Activity 3.2

Provide sentence frames that children can complete with high-frequency words from the lesson, such as: Thank you for the gift. We went for a walk.

## High-Frequency Words

**Time:** 10 minutes



### Learning Goal

We can read and spell *for*.

#### Introduce Word: **for**

Review **High-Frequency Word Cards** *when, to, do, this* and *that* before introducing *for*.

#### I Do/We Do

Hand out the **Response Boards**. Use the High-Frequency Word Routine to model and guide practice for each step of the word *for*.

#### High-Frequency Word Routine

##### Script

##### Materials

Say It

This is the word *for*. **Say:** *for*.

##### High-Frequency Word Card

Tap It

- **Tap** out the sounds /f/ /ō/ /r/.
- Make a dot for each sound.

Let's **spell** *for*. Say the letters with me: *f, o, r*.

Spell It

- We need to remember these spellings.
- The sound /f/ is spelled *f*. Write *f*.
- The sound /ō/ is spelled *o*. Write *o*.
- The sound /r/ is spelled *r*. Write *r*.
- Scoop your finger to read the word: *for*.

##### Response Board

Write It

Let's **write** *for*.

- Check the word and fix any misspellings.

**Corrective Feedback** Write the word children missed. Point to and name each letter. Say: *Do it with me. Let's read the word together.*

#### You Do: Partner Talk

Read the sentence on the back of the High-Frequency Word Card for the word *for*. Have children orally create a sentence with the word to share with a partner. Add the word to the Unit 3 High-Frequency Word Chart.

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#### Check-In

Have children read and write the high-frequency words. Guide children to reflect using the Check-In Routine.

## Lesson 2: FOUNDATIONAL SKILLS

### Short Ii Pathway

Rapid Review

Phoneme Awareness

Decoding

Handwriting Review

Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

Encoding

High-Frequency Words

### **Decodable Reader**

#### **Objective**

Read grade-level texts with purpose and understanding.

#### **Lesson Materials**

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

#### **Professional Learning**

See ***Emerge! Essentials*** for information on partnering strategies.

#### **Extend Learning**

Children who show proficiency with short *i* may read the story and complete the annotation prompts independently.

## **Use It! Decodable Reader**

**Time:** 10 minutes

#### **Learning Goal**

We can read and understand the story "For Him!"

#### **Read Options**

Use your learner profile data to choose the best option for children to read the story. Children will read "For Him!" twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to take notes on children's progress.

Choral Read	Partner Read	Independent Read
Lead children in a choral read of the story, providing a fluent model of reading. This option is helpful when children need decoding or fluency support.	Have children read the story with a partner. They can alternate pages and then switch positions.	Have children read the story on their own, silently, or in a whisper.

### Reread "We Did It!"

**Set Purpose** Have children turn to page 9. Explain that they will read the text accurately and smoothly (with fluency). Have children reread "We Did It!" independently or with a partner.

### Introduce "For Him!"

**Review Target Skills** Before reading, have children chorally read the words from this week's Phonics and High-Frequency Word Charts.

#### Student Companion, pp. 16–21

##### Just in Time

Make sure children understand *sequence* when explaining Concepts of Print.

**First Read** Before children read, read "For Him!" aloud as children track the words, and describe the illustrations associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to illustrations associated with the questions. Otherwise, have children read the story again with a partner or independently.

#### Formative Evaluation

##### Collect Data

Student Companion, Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

##### Can children read and understand decodable text?

If **YES** ... have them partner or independently read during Lesson 3: Use It! Decodable Reader.

If **NO** ... have them chorally read with you during Lesson 3: Use It! Decodable Reader.

#### First Read

**Set Purpose** Have children turn to page 17. Explain that they will read the story accurately.

**Concepts of Print** Point to the word *ham* on page 17. Explain that letters in words are written in a sequence. Blend the sounds of the letters and read the word. Say: *Each letter stands for a sound, and the sounds are blended in the same sequence as the letters.*

**Decoding Strategy** Have children turn to page 16 in their **Student Companion**, and point to the "Blend It" decoding strategy. If children need help reading a word, they can use the **"Blend It!" Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

**Blend It!**

Slide your finger under each letter as you blend the sounds.

**Read** Read the title with children as you track the words. Ask them to tell what the story might be about. Then have children read the story chorally, in partners, or independently. Note which children need additional support as they read.

**Vocabulary Review** Explain the meanings of *ham*, *this*, *that*, and *for* as needed.

As you read, explain the following words or phrases:

- *she had*: the woman was holding onto
- *Dad did have*: Dad was holding onto
- *for him*: something meant to give to the dog

**Annotate** After reading the story, go back to page 17 and read the prompts aloud. Have children respond to each prompt.

## Second Read

**Set Purpose** Explain to children that they will be reading to understand the story.

**Read** Choose a different read option than the one children used for the first read. Have children reread the story.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 17. Ask: *What did Dad have?* (Dad had ham.)
- Turn to page 20. Ask: *Who does the text say this is for?* (Possible response: It is for him.)
- Turn to page 21. Ask: *Who had something for the dog?* (Possible response: Dad did.)

Provide sentence starters to help children respond to the comprehension questions: Dad had some ham. It says this is for him. It was Dad.

### Check-In

Have children share their answer to one of the comprehension questions with a partner. Guide children to reflect using the Check-In Routine.

## Lesson 2: BUILDING COMPREHENSION AND KNOWLEDGE

### Read Aloud Cards

Vocabulary

Central Text

Write About the Text

### Objectives

- Reread to better understand parts of a text.
- Share and discuss ideas related to the text.

### Lesson Materials

- Visual Vocabulary Cards 41–42
- Read Aloud Cards 7A–7B

Concept Word Web 3.1 (optional)

Collaborative Conversations Video: Add to Others' Ideas

## Read Aloud Cards

### Engage! Review Concept Words

**Time:** 2 minutes

Display the **Visual Vocabulary Cards** for *weather* and *sky*. Use the sentence starters on the back of the cards to support children's oral processing of the words. You may choose to have children do this as a Partner Talk. Review the Vocabulary Routine as needed.

**Visual Vocabulary Cards**

#### Read "Words of Weather" and "Weather"

**Time:** 9 minutes

#### Learning Goal

We can reread to understand and describe details about the weather.

**Read Aloud Cards**

#### GET READY

Display or hold up the "Words of Weather" and "Weather" **Read Aloud Cards** and read the titles. Tell children they will listen to two texts about words that describe different kinds of weather.

#### GET SET

**Set Purpose** Tell children they will listen to learn how words describe the weather.

**Genre: Informational Text and Poetry** Explain that there are two texts. The first text is informational. It includes facts and details to describe people, places, things, or events. The second text is a poem. A poem is a group of words that tells about a feeling or idea.

**Self-Monitoring Strategy: Reread** Review that we can reread when parts of the text are confusing or to remember important ideas, events, or facts.

## GO!

Begin reading the text aloud as you display the cards. Stop and use the prompts as noted below. This text includes Words to Explain and words and phrases in MLL Support. Use these supports as needed. Observe and take notes on the children's ability to reread for understanding.

### Card 7A

**Read and Discuss** After reading the third paragraph, ask: *What sense do we use to tell what weather feels like? Listen as I reread.* Reread the paragraph and ask children the question again. (touch)

After reading Card 7A, say: *weather*. Have children repeat. Read the sentence from the text that uses the word *weather*. Ask: *What might a blue sky with no clouds tell you about the weather?* (Possible response: It will not rain or storm.) Have partners discuss and share answers with the class. Add new ideas to the **Concept Word Web 3.1** for *weather*.

Say: *sky*. Have children repeat. Read the sentence from the text that uses the word *sky*. Ask: *What can the sky tell us about the weather?* (Possible response: The way the sky looks can help us to know what the weather might be. For example, a dark, cloudy sky might mean that it is going to rain.) Have partners discuss and share their answers with the class. Add new ideas to the Concept Word Web 3.1 for *sky*.

### Card 7B

**Read and Discuss** Read Card 7B. Ask: *What are two sounds weather makes? Listen as I reread the poem. Listen for sounds weather makes.* Reread the poem again and ask children to answer the question. (Possible responses: rustles, rumbles, flashes, bangs)

### Collaborative Conversations: Add to Others' Ideas

Play the **Collaborative Conversations Video: Add to Others' Ideas** to show children how to contribute to a classroom conversation by listening to others, adding their own thoughts, and staying on topic.

### Collaborative Conversations Video

**Practice** Have partners take turns discussing a question about the text: *Why is it helpful to talk about the weather?* (Possible responses: to know what the day will be like; to decide what kinds of activities to do; to decide what clothes to wear)

Use the following scaffolds to support children during Practice.

**Substantial/Moderate** Guide children in responding using a sentence starter, such as: It is helpful to talk about the weather because it helps you decide what to do. Provide the answer, and have children repeat after you if needed.

**Minimal** Ask children questions to help them add details to their responses. For example, ask: *What would happen if you didn't check the weather before leaving home?*

### Check-In

Have children think about the details that you reread in the text. Have children share about their favorite type of weather using words that relate to the five senses. Guide children to reflect using the Check-In Routine.

## Lesson 2: BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

Vocabulary

## Central Text

Write About the Text

## Objectives

- Use vocabulary words and phrases learned in conversations, texts, or other media.
- Make real-world connections between words and their uses.

## Lesson Materials

- Visual Vocabulary Cards 43–44
- Concept Word Web 3.1 (optional)

# Vocabulary

## Introduce Concept Words

**Time:** 4 minutes

### Learning Goal

We can learn and use the words *cloud* and *rain*.

### Visual Vocabulary Cards

#### ***cloud, rain***

Say: *We just listened to “Words of Weather” and “Weather” and heard the words cloud and rain. Let’s learn about these words.*

Use the Explain/Repeat/Example/Discuss steps in the Vocabulary Routine on the **Visual Vocabulary Cards** to introduce the words.

After children repeat the word in the Discuss step, encourage partners to respond to the prompt. Have volunteers share their responses with the class.

Provide sentence starters or frames to support the prompt in the Discuss step as needed, such as: I \_\_\_\_ a cloud in the sky today. When I see rain, I \_\_\_\_\_. Model using the sentence starters and frames with your own examples. Use visuals and/or gestures to support comprehension if needed.

**Expand Vocabulary Knowledge** You may use the back of the Visual Vocabulary Cards to expand children’s knowledge of the words.

## Create a Concept Word Web

Display **Concept Word Web 3.1**. Model adding the word *cloud* to a circle on the Concept Word Web. Record children’s responses to the questions below on the lines coming out of the circle. Add additional lines as needed.

### Concept Word Web 3.1

- Ask: *What does a cloud look like?* (Possible responses: fluffy, white, gray)
- Ask: *Where can you find a cloud?* (Possible response: You can find a cloud in the sky.)
- Ask: *What pictures can we add to help us remember what cloud means?* [Draw or use a digital picture in lower right corner.]
- Repeat for *rain* on the Concept Word Web.

If children have trouble coming up with responses, click over to the filled-in chart to spark ideas. You may also choose to add visuals for any of the words on the web.

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### Check-In

Have partners use the Concept Words in a sentence. Guide children to reflect using the Check-In Routine.

## Lesson 2: BUILDING COMPREHENSION AND KNOWLEDGE

### Objectives

- Identify different ways the text describes the topic.
- Retell a story including key details and demonstrate understanding of the text.

### Lesson Materials

- Literature Big Book: *Raindrops Roll*
- Printable Prompts 3.2 (optional)
- Note-taking Chart 3.1 (optional)
- Build Knowledge Anchor Chart 3.1 (optional)

### Professional Learning

Show Me Video: Retelling Routine

If children need help responding to the prompts, ask guiding questions. For example, for the Pages 14–15 prompt, ask: *What needs water to grow? Have you ever been to a garden? What kind of things outside need water?*

As you read, explain the following word to support comprehension.

**Page 14** *waters*: gives water to a plant

## Central Text

### Reread *Raindrops Roll*

**Time:** 15–20 minutes



**Learning Goal**

We can describe rain.

## GET READY

Display **Note-taking Chart 3.1**. Review the *Key Details* notes gathered from the previous lesson. Ask children if they have anything to add.

## GET SET

**Text Structure: Description** Tell children that the description text structure can describe a topic, idea, person, place, or thing. Point out that *Raindrops Roll* uses a description text structure to describe rain by sharing details about what happens before, during, and after it rains. Use the Think Aloud below to guide children's understanding of the description text structure.

**Think Aloud** The word *Roll* in the title *Raindrops Roll* describes the way that rain moves. The photograph on the cover shows raindrops and the way they look on the plant. In the photograph, I can see what raindrops look like up close. The details in the title and photograph describe rain and teach me more about this type of weather.

**Set Purpose** Say: *Let's listen for the ways that rain is described.*

## GO!

Use the prompts and Partner Talk to support deeper understanding of the text and how to identify description. As children discuss the text with their partners, remind them to take turns sharing and listening. You may choose to use **Printable Prompts 3.2**.

### Pages 4–5

*The text says that before it rains, you can feel the rain in the air.*

*What does it mean to feel rain in the air?* Use the Think Aloud below to guide children to make an inference about what rain feels like.

**Think Aloud** When I think about how rain feels, I think about being outside right before it starts to rain. The air feels different than it does on a sunny day. It may get windy and colder. The air feels thick, like there is water in the air. Even when it's not raining yet, my clothes sometimes feel damp or a little wet when I touch them. When the text says you can feel the rain in the air, I think that means the air may start to feel windy, colder, and wet. **DOK 3**

### Pages 14–15

Have partners revisit something that gets watered or washed by rain in the text. (Possible response: A pumpkin gets washed when it rains.) Then have them share other things that might get watered or washed when it rains. (Possible responses: My grandfather's vegetables can get watered when it rains; my mom's car can get washed in the rain.) **DOK 2**

# Lesson 2: BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

Vocabulary

Central Text

Write About the Text

Explain the following words to support comprehension.

**Page 22** *gather*: collect in one place

**Page 23** *glob*: a large drop

After reading, use the Take a Closer Look lesson in the **MLL Focus Group Guide** to reinforce comprehension of the Central Text.

#### **Page 17**

*What word describes something the rain can make? (mud) Have partners talk about how rain makes mud.*

(Possible response: Rain mixes with dirt and turns into mud.) Have them share what they like to do in the mud.

(Possible responses: I jump in it; I draw in it with a stick; I make mud pies.) **DOK 2**

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#### **Pages 22–23**

*The author uses the words remain, gather, and glob together to describe what happens to raindrops after it rains.*

*Where do the raindrops gather in the photographs? (Possible response: The raindrops gather on flowers.) Can you think of other places raindrops might gather after it rains? (Possible response: Raindrops might gather together in a puddle or birdbath.) **DOK 3***

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#### **Pages 28–29**

*Settle, slip, dot, and drip are other words that describe what raindrops do after it rains. What happens when a person slips? (Possible response: They might fall on the ground.) What do you think will happen when the raindrops in the photograph slip? (Possible response: The raindrops will slip off the leaf and fall to the ground.) **DOK 3***

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#### **Page 30**

*The text says that raindrops can magnify after it rains. When you magnify something, you make it bigger. What are the raindrops magnifying on this page? (Possible response: Raindrops are magnifying the spots on the flowers.) What else could be used to magnify the spots on the flowers? (Possible response: A magnifying glass could be used to magnify the spots on the flowers.) **DOK 3***

#### **Note-taking Chart**

Display Note-taking Chart 3.1 from the previous day's lesson.

Write *Description* in the middle section of the Note-taking Chart.

Have children share words or phrases that describe rain.

Model taking notes. Possible responses are listed below.

Let children work with a partner to review the main ideas of the text. To encourage more participation in the Anchor Chart discussion, ask questions, such as: *What sounds can raindrops make? What can rain do? Where can raindrops land?* If necessary, model full sentence answers for children to use as a guide.

#### **Retell the Text**

Guide children or partners to retell the text using the sentence starters below. Flip through the text, as needed. Possible responses are listed below.

Before it rains, \_\_\_\_\_. (the air feels wet, the sky looks dark, insects take cover)

A word that describes what raindrops do when it rains is \_\_\_\_\_. (plops, drops, washes)

A word that describes what happens to the raindrops when it stops raining is \_\_\_\_\_. (gathers, glob, dots, and drips)

Use the following supports to help children retell the text. Review *description* as needed.

**Substantial** Provide guiding questions and sentence starters, such as: *What can you feel in the air before the rain comes? You can feel the rain in the air. What happens when the rain comes? When the rain comes, it makes mud. What happens after the rain stops? When the rain stops, the raindrops stay.*

**Moderate** Provide sentence starters and frames, such as: Before the rain comes, the sky darkens. You can feel the rain in the air. When the rain comes, it plops and drops. The rain makes mud. After the rain stops, the raindrops stay and gather.

**Minimal** Provide language support as children respond using the sentence starters provided. For example, say: *The beginning of the text tells about what it is like right before the rain comes. What are some of the things that happen then? What do you feel? What do you see? What do the bugs do?*

## Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.1** and read aloud the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

### Focus Question

How can we describe the weather?

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### Check-In

Have children share words that describe rain and what happens when it rains. Guide them to reflect using the Check-In Routine.

## Lesson 2: BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

Vocabulary

Central Text

### Write About the Text

### Objectives

- Use a combination of drawing, dictating, and writing to supply information.
- Use frequently occurring verbs.

### Lesson Materials

- Literature Big Book: *Raindrops Roll*
- Student Companion

Observational Checklist

### Professional Learning

Show Me Video: Interactive Writing

Show Me Video: Writing Conference Routine

### Just in Time

To support children with completing the sentence starter, offer more information. Say: *Raindrops do many things. What are the raindrops doing in the book?*

## Write About the Text

### Interactive Writing

**Time:** 15 minutes

#### Learning Goal

We can draw and write about texts we read.

#### Explain and Share the Pen

**Set Purpose** Say: *Writers sometimes write to help understand what they read. Today, we're going to draw and write about what raindrops can do.*

**Analyze the Prompt** Display and read the question aloud: *What can raindrops do?* Say: *Let's think about the different things we see raindrops do in Raindrops Roll.*

Check children's understanding of the question. Reread the question, and then have children restate the prompt using the sentence starter: We will write about what raindrops do during a storm.

**Find Text Evidence** Say: *Looking at the text can help us think about an answer.* Point to each word on pages 11–17 of *Raindrops Roll* as you read the text aloud, pausing on various pages to ask: *What do the raindrops do here?* (Possible responses: Rain waters plants and weighs leaves down; raindrops wash pumpkins; when raindrops mix with dirt, they make mud.)

Have partners talk about the prompt. Provide a sentence starter as needed: During a storm, raindrops can \_\_\_\_\_. (Possible responses: water, weigh down, thud, wash)

**Share the Pen** Say: *Let's draw and write something that raindrops can do: Raindrops can gather together on a flower.* Before drawing, say:

- *We can draw and label our pictures to tell an idea.*
- *We can tap sounds to write words.*

Then model using this skill as you share the pen with children. Ask: *How can we draw a flower with raindrops coming together?* Have volunteers help draw a flower with raindrops on it. Remind children that adding words to a picture is called *labeling*. Say: *Let's label this picture with the words raindrops gather.* Invite volunteers to identify the letter sounds they are familiar with in each word. Tap these sounds as you write the letters. Then read the label together.

**Grammar Connection: Action Words (Present-Tense Verbs)** Explain that some words tell actions, such as *dance*, *walk*, and *swim*. These words are called *verbs*. Say: *Let's play a verb game. You can play this game at home too!* Have children act out each verb:

- Say: *Show the verb wave.*
- Say: *Show the verb turn.*

- Say: *Show the verb jump.*
- Say: *Now, show the verb sit.* Have all children sit back in their places.

### Just in Time

Children can dictate labels or a caption to a teacher if time allows.

### Formative Evaluation

**Collect Data** Student Companion

**Make Decisions** Review the Student Companion to determine:

**Can children apply the writing skill?**

If **YES** . . . have them work independently in Lesson 3.

If **NO** . . . have them work with you during Writing Conferences in Lesson 3.

**Student Companion, pp. 22–23**

### Practice

Guide children through pages 22–23 in their **Student Companion** and have partners discuss the prompts. Then have children work independently on page 23. Remind them to tell an idea in their drawing and use a verb in their label. When children are finished, have them whisper the idea they showed as they point to different parts of their drawing.

Provide support to help children complete page 23 when needed.

**Substantial** Have children describe what they will draw and how they will label it. Then have them act out some action words.

**Moderate/Minimal** Have children who can explain what a verb is and write labels complete the page with a partner. Have them identify verbs in their labels.

**Conferences** Have a conversation with children about their writing.

#### Writing Conference Routine

- STEP 1** Have children show and explain their writing.
- STEP 2** Use the **Observational Checklist** to identify and discuss strengths.
- STEP 3** Have children compare their writing to the model in the Student Companion. If children need support, see the Writing and Grammar Skills Lesson Bank.
- STEP 4** Identify a next step. Say: *To move your writing forward, you could think about . . .*

#### Check-In

Have partners share what they drew and wrote in their Student Companion. Guide children to reflect using the Check-In Routine.

# LESSON 3: FOUNDATIONAL SKILLS

## Short Ii Pathway

### Phonological Awareness

### Phoneme Awareness

### Decoding

Handwriting Review

Encoding

High-Frequency Word Review

Decodable Reader

## Objectives

- Produce alliteration.
- Blend phonemes into recognizable words.

## Professional Learning

Show Me Video: Blend Phonemes Routine

## Additional Practice

Phoneme Awareness Activity 3.3

During Study Group, practice sounds using the Articulation Videos and Sound-Spelling Cards as needed. See the Language Transfers section of ***Emerge! Essentials*** to identify possible sound transfer issues.

## Formative Evaluation

**Collect Data** Observational Checklist

# Short Ii

## Phonological Awareness HEAR IT

**Time:** 3 minutes

### Learning Goal

We can say words that begin with the same sound.

## Produce alliteration

### I Do

Model creating an alliterative sentence using the Produce Alliteration Routine.

### We Do/You Do

#### Produce Alliteration Routine

#### Script

Listen

**Listen:** *seal*. Name a word that begins with the same sound as *seal*.

Say it

**Say** it. [Have volunteers say their words.]

String it together

Let's **string** the words together. [String children's words into a sentence.]

Guide children through the routine for these words.

*hippo* [Hippo has hats.]    *mom* [Mom makes muffins.]    *dog* [Dog digs deep.]

## Phoneme Awareness HEAR IT

**Time:** 5 minutes

### Learning Goal

We can blend sounds to say words.

## Blend Phonemes

### I Do

Model blending phonemes into the word *fin* using the Blend Phonemes routine.

### We Do/You Do

#### Blend Phonemes Routine

#### Script

Listen and Look

**Listen** and **look** at my mouth as I say these sounds: /f/ /i/ /n/.

Blend It

**Blend** the sounds together and say the word: /ffffiiinnn/, *fin*.

Guide children through the routine with these words.

/i/ /n/ *in*    /d/ /i/ /p/ *dip*    /h/ /ō/ /m/ *home*    /s/ /i/ /p/ *sip*    /k/ /i/ /d/ *kid*

/i/ /f/ *if*    /r/ /ā/ /n/ *rain*    /r/ /i/ /p/ *rip*    /k/ /i/ /t/ *kit*    /d/ /i/ /g/ *dig*

**Corrective Feedback** Model blending phonemes in the missed word. Say: *Look at my mouth: /r/ /i/ /p/, /rrriiip/, rip. Say it with me: /r/ /i/ /p/, /rrriiip/, rip.*

Provide images, gestures, or classroom objects to support word meaning comprehension, such as taking a sip of a drink.

## Objectives

- Identify the short vowel sounds in words.
- Decode regularly spelled one-syllable words.

## Lesson Materials

- Sound-Spelling Cards 1, 9
- Word-Building Card 18
- Photo Cards 130, 188, 192, 209, 216, 237, 277, 308, 375, 424, 449

Blending Lines Chart 3.3

## Professional Learning

Articulation Video: /i/

- For more information on teaching phonics and on creating the Short /i/ Chart, see ***Emerge! Essentials***.

## Additional Practice

Phonics Activity 3.3

## Just in Time

- Words with initial stop sounds like *did* are more difficult to blend. Provide support as needed.
- Use the articulation support on the back of the Sound-Spelling Card. Have partners make the sound, then give each other feedback.
- Play the digital Articulation Video /i/ to provide extra support for the /i/ sound. Use handheld mirrors to help children form the correct mouth position.

## Decoding: Phonics SEE IT / SAY IT

### Sound-Spelling Card

**Time:** 8 minutes

#### Learning Goal

We can blend and read words with the letter *i*.

#### STEP 1 Introduce Medial /i/i

Review the medial /a/ sound on the *apple* **Sound-Spelling Card** before introducing the medial /i/ sound on the *itch* Sound-Spelling Card.

#### I Do

Display the *itch* Sound-Spelling Card. Say: *This is a picture of an itch. The first sound in itch is /i/. When the letter i is the only vowel in the middle of a one-syllable word, it usually stands for the /i/ sound.*

#### We Do

Guide children through the routine on the back of the Sound-Spelling Card. Focus on words on the card with *i* in the medial position.

#### You Do

- Hand out an ***i* Word-Building Card** to each child.
- Have children hold up the letter and say the sound and letter name. (/i/i)
- Display and say the picture name for the following **Photo Cards**, one at a time: *web, pig, moth, lid, fin, tag, rip*.
- If the picture name's medial sound is /i/, have children hold up the *i* Word-Building Card and say *i*.
- Repeat the activity. Have children say the sound /i/ if the word's medial sound is /i/.

**Photo Cards**

## LESSON 3: FOUNDATIONAL SKILLS

### Short ***ii*** Pathway

Phonological Awareness

Phoneme Awareness

### Decoding

#### Handwriting Review

#### Encoding

#### High-Frequency Word Review

Decodable Reader

### Objective

Print uppercase and lowercase letters.

### Lesson Materials

- Handwriting Card */i*
- Response Boards

### Additional Practice

Printable: Handwriting Practice 3.3

## Decoding: Phonics, ***continued SEE IT / SAY IT***

### STEP 2 Blend Words with /i/i

### Warm-Up

Say: *The letter i is at the beginning and in the middle of words.* Display Photo Cards for *ill, hug, kid, and zip*. Guide children to say /i/ if the word has the letter *i* in any position.

### I Do

Model the Word Blending Routine to read *did* in line 1 of **Blending Lines Chart 3.3**.

## We Do

Word Blending Routine	Script	Materials
Connect It	[Point to each letter in the word.] Let's <b>connect</b> letters to sounds. • Say the sound: /d/; say the sound: /i/; say the sound: /d/.	
Blend It	Slide your finger from letter to letter. Keep your eyes on the word as you <b>blend</b> the sounds: /diid/.	Blending Lines Chart 3.3
Read It	Scoop your finger to <b>read</b> the word: <i>did</i> .	

Guide children to use the routine to chorally blend and read the words in line 1.

**Corrective Feedback** Point to the missed word and model blending the sounds. Say: /sssiid/, Sid. *Do it with me.* Have children repeat the task.

**Review Word Meanings** For the following word, say the word and its meaning. When possible, have children act out the word as they repeat it aloud.

**hid** means you put yourself or something in a place where others cannot see it

Provide images, gestures, or classroom objects to support word meaning comprehension, such as acting out hiding an object and saying *I hid it*.

**Short /i Chart** Have children add words to the Short /i Chart.

---

### Check-In

Have partners point to a word for their partner to blend and read. Guide children to reflect using the Check-In Routine.

## Handwriting Review WRITE IT

**Time:** 3 minutes

- Display **Handwriting Card /i**. Model writing *i* as you say the steps.
- Remind children to begin writing on the left side of the **Response Boards**.
- Say the steps for uppercase *I* as children write the letter. Repeat for lowercase *i*.
- Have children circle their best uppercase and lowercase *i*.

### Objectives

- Print letters that represent phonemes.
- Read high-frequency words.

### Lesson Materials

- Response Boards

Printable: Spelling Practice 3.3

- High-Frequency Word Cards 19–21

Printable: High Frequency Word Practice 3.3

### **Just in Time**

- Refer children to their Response Boards for support.
- Following Letter Dictation, have children take a brain break with a movement activity or song.

### **Additional Practice**

High-Frequency Word Activity 3.3

### **Formative Evaluation**

#### **Collect Data**

Observational Checklist

#### **Collect Data**

Spelling Practice 3.3, High-Frequency Word Practice 3.3

#### **Make Decisions**

Review the information from Phoneme Awareness, Phonics, Handwriting, and Spelling lessons to determine:

#### **Can children connect sounds to letters to write the letter *Ii*?**

If **YES**... have them work in Independent Practice in Lesson 4.

If **NO**... have them work with you during Lesson 4: Study Group.

## **Encoding: Spelling WRITE IT**

**Time:** 6 minutes

#### **Learning Goal**

We can connect sounds to letters and write the letters.

#### **Letter Dictation**

#### **I Do/We Do**

Use the Letter Dictation Routine to model writing the letter *i* on the **Response Board**.

Letter Dictation Routine	Script	Materials
	The letter is <i>i</i> .	
Tap It	<ul style="list-style-type: none"> <li>• <b>Tap</b> the sound: /i/.</li> <li>• Make a dot for each sound.</li> </ul>	
	Let's <b>spell</b> the letter.	
Spell It	<ul style="list-style-type: none"> <li>• What letter stands for /i/? Write <i>i</i>.</li> </ul>	<b>Response Board</b>
	Now cover the letter.	
Write It	<ul style="list-style-type: none"> <li>• <b>Write</b> the letter.</li> <li>• Check your work and fix any misspellings.</li> </ul>	
	<b>Practice</b> spelling <i>i</i> .	
Practice It	<ul style="list-style-type: none"> <li>• Tap it on our head: /i/i; on our ears: /i/i; on our heart: /i/i.</li> </ul>	

Hand out Response Boards. Guide children through the routine with *i*.

### Spelling Practice 3.3

**Corrective Feedback** Circulate to monitor children's work. Offer feedback as needed.

#### You Do

Hand out **Spelling Practice 3.3**. Say the sounds. Have children write the letter that stands for the beginning sound of each picture name. Then have children check their work.

#### Check-In

Have partners take turns saying /i/i and coming up with a word that begins with /i/i. Guide children to reflect using the Check-In Routine.

## High-Frequency Word Review

**Time:** 6 minutes

Display **High-Frequency Word Cards** *this, that, and for*. Have children read each word. Hand out and have children complete **High-Frequency Word Practice 3.3**.

## LESSON 3: FOUNDATIONAL SKILLS

### Short Ii Pathway

Phonological Awareness

Phoneme Awareness

Decoding

Handwriting Review

Encoding

High-Frequency Word Review

### **Decodable Reader**

#### **Objective**

Read grade-level text with purpose and understanding.

#### **Lesson Materials**

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

#### **Professional Learning**

See ***Emerge! Essentials*** for information on forming partnering strategies.

#### **Additional Practice**

Connected Text Activity 3.3

#### **Extend Learning**

Children who show proficiency with short *i* may read the story and complete the annotation prompts independently.

## **Use It! Decodable Reader**

**Time:** 10 minutes

#### **Learning Goal**

We can read and understand the story "Sad Sid."

#### **Read Options**

Use your learner profile data to choose the best option for children to read the story. Children will read "Sad Sid" twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to take notes on children's progress.

##### **Choral Read**

Lead children in a choral read of the story, providing a fluent model of reading. This option is helpful when children need decoding or fluency support.

##### **Partner Ready**

Have children read the story with a partner. They can alternate pages and then switch positions.

##### **Independent Read**

Have children read the story on their own, silently, or in a whisper.

## Reread “For Him!”

**Set Purpose** Have children turn to page 17. Explain that they will read the story accurately and smoothly (with fluency). Have children reread “For Him!” independently or with a partner.

## Introduce “Sad Sid”

**Review Target Skill** Before reading, have children chorally read the words from this week's Phonics and High-Frequency Word Charts.

**Student Companion**, pp. 24–29

### Just in Time

Make sure children understand *sequence* when explaining Concepts of Print.

**First Read** Before children read, read “Sad Sid” aloud as children track the words, and describe the illustrations associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to illustrations associated with the questions. Otherwise, have children read the story again with a partner or independently.

## Formative Evaluation

**Collect Data** Student Companion, Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

### Can children read and understand decodable text?

If **YES** . . . have them partner or independently read during Lesson 4: Use It! Decodable Reader.

If **NO** . . . have them chorally read with you during Lesson 4: Use It! Decodable Reader.

## First Read

**Set Purpose** Have children turn to page 25. Explain that they will read the story accurately.

**Concepts of Print** Point to the word *sad* on page 25. Explain that letters in words are written in a sequence. Blend the sounds of the letters and read the word. Say: *Each letter stands for a sound, and the sounds are blended in the same sequence as the letters.*

**Decoding Strategy** Have children turn to page 24 in their **Student Companion**, and point to the “Blend It!” decoding strategy. If children need help reading a word, they can use the **“Blend It!” Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

**Blend It!**

Slide your finger under each letter as you blend the sounds.

**Read** Read the title with children as you track the words. Ask them to tell what the story might be about. Then have children read the story chorally, in partners, or independently. Note which children need additional support as they read.

**Vocabulary Review** Explain the meanings of *sad*, *dim*, *see*, and *for* as needed.

As you read, explain the following words or phrases:

- *Sid is sad*: Sid does not feel happy
- *It is dim*: the outside is not bright
- *Dad did see*: Dad was able to look and find something

**Annotate** After reading the story, go back to page 2 and read the prompts aloud. Have children respond to each prompt.

## Second Read

**Set Purpose** Explain to children that they will be reading to understand the story.

**Read** Choose a different read option than the one children used for the first read. Have children reread the story.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 25. Ask: *How does Sid feel?* (Sid is sad.)
- Turn to page 26. Ask: *Why do they need a flashlight?* (It is dim.)
- Turn to page 29. Ask: *Who is this for?* (This is for Sid.)

Provide sentence starters to help children respond to the comprehension questions: Sid feels sad. They need a flashlight because it is dim. This is for Sid.

### Check-In

Have children share their answer to one of the comprehension questions with a partner. Guide children to reflect using the Check-In Routine.

## LESSON 3: BUILDING COMPREHENSION AND KNOWLEDGE

### Read Aloud Cards

Vocabulary

Central Text

Write About the Topic

### Objectives

- Ask and answer questions about the text.

- Share and discuss ideas related to the text.

## Lesson Materials

- Visual Vocabulary Cards 43–44
  - Read Aloud Cards 7A–7B
- Concept Word Web 3.1 (optional)
- Build Knowledge Anchor Chart 3.1 (optional)

# Read Aloud Cards

## Engage! Review Concept Words

**Time:** 2 minutes

Display the **Visual Vocabulary Cards** for *cloud* and *rain*. Use the sentence starters on the back of the cards to support children's oral processing of the words. You may choose to have children do this as a Partner Talk. Review the Vocabulary Routine as needed.

**Visual Vocabulary Cards**

## Reread “Words of Weather” and “Weather”

**Time:** 8 minutes

### Learning Goal

We can share ideas and learn how to describe the weather.

**Read Aloud Cards**

### GET READY

Display the “Words of Weather” and “Weather” **Read Aloud Cards**. Say: *We read these texts yesterday. What kinds of weather did the texts describe?*

### GET SET

**Set Purpose** Tell children that you are going to reread “Words of Weather” and “Weather” to learn more about describing the weather and make personal connections to the text.

### GO!

Begin reading the text aloud as you display the cards.

## Card 7A

**Read and Discuss** Read Card 7A. Say: *In this text, we learned about using our senses to describe the weather. What words does the text use to describe what happens when it rains?* (Possible responses: The sky darkens and turns gray; rain moistens the ground; the air smells like grass.)

Say: *cloud*. Have children repeat. Read the sentence from the text that uses the word *cloud*. Ask: *What words can you use to describe a cloud?* (Possible responses: fluffy, white, dark, stormy) Have partners discuss and share their answers with the class. Add new ideas to the **Concept Word Web 3.1** for *cloud*.

Then say: *rain*. Have children repeat. Read the sentence from the text that uses the word *rain*. Ask: *What words can help you to describe rain?* (Possible responses: wet, fresh) Have partners discuss and share their answers with the class. Add new ideas to the Concept Word Web 3.1 for *rain*.

To support children during the discussion of Card 7A, provide sentence frames or starters as needed, such as: I can describe a cloud with the word \_\_\_\_\_. I can use the words \_\_\_\_\_ and \_\_\_\_\_ to describe rain.

Restate and elaborate on children's responses as they participate in the Anchor Chart discussion to model fluent speaking and elicit ideas. Ask children guiding questions and provide sentence starters or frames if needed, such as: *What can we use to describe weather?* We can use \_\_\_\_\_ to describe weather.

### Formative Evaluation

#### Collect Data Observational Checklist

### Card 7B

**Read and Discuss** Read Card 7B. Say: *While I read the poem, listen closely to find the answer to this question. Which words tell the sounds that wind makes?* (Possible responses: rustles, whishes) *Now, listen to the poem again. Which words tell the sounds rain makes?* (Possible responses: pings, sprinkles, splishes)

To support children during the discussion of Card 7B, provide sentence starters as needed, such as: One word that tells what sound the wind makes is \_\_\_\_\_.

### Make Connections

**Connect Text to Self** Extend the discussion of how kindergartners can describe the weather. Say: *Tell me about the weather outside today, describe how it feels.* (Responses will vary.)

### Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.1**. Revisit the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

### Focus Question

How can we describe the weather?

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### Check-In

Have children answer this question: *What words from this text describe the weather?* Guide children to reflect using the Check-In Routine.

## LESSON 3: BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

Vocabulary

Central Text

Write About the Topic

Objectives

- Make real-world connections between words and their uses.
- Use vocabulary words and phrases learned in conversations, texts, or other media.

## Lesson Materials

Visual Vocabulary Cards 45–48

# Vocabulary

## Introduce Target Words

**Time:** 5 minutes

### Learning Goal

We can learn and use the words *shines*, *darkens*, *magnify*, and *linger*.

### Visual Vocabulary Cards

#### ***shines, darkens, magnify, linger***

Say: *When we listened to “Raindrops Roll,” we heard the words shines, darkens, magnify, and linger. Let's learn about these words.*

Use the Explain/Repeat/Example/Discuss steps in the Vocabulary Routine on the **Visual Vocabulary Cards** to introduce the words *shines*, *darkens*, *magnify*, and *linger*.

Encourage partners to respond to the prompt in the Discuss steps. Then have volunteers share their responses with the class.

Use the following scaffolds to support children in responding to the prompts in the Discuss step.

**Substantial** Provide visuals and/or use gestures to support comprehension of the words and prompts. Model responding to the prompts with your own examples. Then, help children state their responses in complete sentences. For example, if their response is “star,” then help them say: A star shines in the dark.

**Moderate/Minimal** Model responding to the prompts with your own examples, and then provide sentence starters or frames, such as: A star shines in the dark. I think the sky darkens at 8 o'clock. I would like to magnify a little bug. I would like to linger in a bakery because it smells so good!

**Expand Vocabulary Knowledge** You may choose to use the back of the Visual Vocabulary Cards to expand children's knowledge of the words.

---

### Check-In

Have partners choose a Target Word. Have partners use a related word, synonym, or antonym in a sentence. Guide children to reflect using the Check-In Routine.

# LESSON 3: BUILDING COMPREHENSION AND KNOWLEDGE

## Objective

Identify alliteration and how the author uses it in the text.

## Lesson Materials

- Literature Big Book: *Raindrops Roll*

Printable Prompts 3.3 (optional)

Note-taking Chart 3.1 (optional)

Build Knowledge Anchor Chart 3.1 (optional)

## Central Text

### Reread *Raindrops Roll*

**Time:** 15–20 minutes

#### Learning Goal

We can identify alliteration and how the author uses it to describe rain.

#### GET READY

Display **Note-taking Chart 3.1**. Review the notes gathered for *Description* from the previous lesson. Ask children if they have anything to add.

#### GET SET

**Author's Craft: Alliteration** Explain to children that alliteration is the repetition of sounds at the beginning of words in connected text. Alliteration can make words and sentences fun to read. Use the Think Aloud below to guide children to identify alliteration.

**Think Aloud** When I hear the title of this text, *Raindrops Roll*, I hear the /r/ sound in the words *Raindrops* and *Roll*. I notice that the words are next to each other. This tells me that there is alliteration in this title.

**Set Purpose** Say: *As we reread, let's listen closely for alliteration and think about when the author uses it.*

#### GO!

Reread the sections of the story referenced on the following pages and support children's understanding of alliteration using the prompts provided. You may choose to use **Printable Prompts 3.3**.

#### Pages 14–15

Reinforce with children that alliteration is when two or more words beginning with the same sound are repeated in a phrase or sentence. Say: *In the sentence I am going to read, the author repeats the /w/ sound. Listen for words that begin with the /w/ sound as I reread the sentence:* Rain waters and washes and weighs down. Ask: *What words did you*

*hear that begin with the /w/ sound? (waters, washes, weighs)* Explain that since the /w/ sound is repeated more than two times in this sentence, and the words are close together in the sentence, it is an example of alliteration. **DOK 2**

Explain to children that each word has a beginning sound. Give a few examples highlighting words with different beginning phonemes. For example, say: */w/ waters* Ask: *What letter stands for the /w/ sound?* (w) Repeat the exercise with the words *washes* and *weighs*. Give more examples as necessary asking children to repeat after you for reinforcement.

## LESSON 3: BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

Vocabulary

### Central Text

Write About the Topic

#### Pages 26–27

Reread the sentence, emphasizing the /k/ sound: *They cling to curves and cover cocoons.* Ask: *What sound is repeated in this sentence? (/k/) What words begin with that sound?* (cling, curves, cover, cocoon) Point to and say the words and encourage children to repeat them after you. **DOK 2**

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#### Pages 30–31

Reread the sentence, emphasizing the /m/ sound: *They magnify and mingle and moisten.* Ask: *What sound do you hear repeated in this sentence? (/m/)* Remind children that they learned about the letter that stands for this sound. Ask: *What letter stands for the /m/ sound?* (m) *What words begin with /m/?* (magnify, mingle, moisten) **DOK 2**

Tell children to listen carefully, and say: */m/ magnify* Then ask: *What sound, or letter, does magnify begin with?* (m) Repeat the exercise with the words *mingle* and *moisten*.

---

#### Page 32

Reread the sentence emphasizing the /r/ sound: *Raindrops reflect.* Encourage children to repeat the sentence after you. Ask: *What sound do you hear at the beginning of both words? (/r/)* *Why do you think the author begins both of these words with the same sound?* (Possible response: It is fun to say.) **DOK 2**

---

#### Page 36

Reread the sentence emphasizing the /l/ sound: *They linger in lines.* Encourage children to repeat. Ask: *What sound repeats? (/l/)* *Why do you think the author begins the words linger and lines with the same sound?* (Possible response: It is fun to say.) **DOK 2**

---

### Note-taking Chart

Display Note-taking Chart 3.1 from the previous day's lesson. Write *Alliteration* in the bottom section. Have children share examples of words that use alliteration in the text. Model taking notes. Possible responses are listed below.

**Author's Purpose** Authors write stories to persuade, inform, or entertain. Ask: *What is the author of this text trying to do?* (inform) Ask: *How does the author use alliteration to inform?* (Possible responses: The author uses alliteration to help

highlight words that describe rain; alliteration makes it fun to read about rain.)

Provide enough thinking time for children to process their answers before participating in the Anchor Chart discussion. To facilitate more participation in the discussion, provide a sentence starter, such as: When it rains, raindrops fall quickly.

### Formative Evaluation

#### Collect Data Observational Checklist

#### Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.1** and read aloud the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

#### Focus Question

How can we describe the weather?

**Extend the Discussion** Ask: *What do you like to do on a rainy day?* **DOK 3**

---

#### Check-In

Have children share an example from the text of alliteration used to describe rain. Guide them to reflect using the Check-In Routine.

## LESSON 3: BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

Vocabulary

Central Text

#### Write About the Topic

#### Objectives

- Use a combination of drawing, dictating, and writing to supply information.
- Use frequently occurring verbs.

#### Lesson Materials

- Literature Big Book: *Raindrops Roll*
- Student Companion

Observational Checklist

# Write About the Topic

## Independent Writing

**Time:** 15 minutes

### Learning Goal

We can plan, draw, and write about a topic.

### Explain and Write

**Set Purpose** Say: *Writers can write to understand what they read. To help us understand what we read about rainstorms, we will draw and write about types of weather.*

**Text-to-Self** Say: *When we read about weather, we can think about our own weather experiences too. We already wrote about rainstorms. What other kinds of weather do you know about?* (Possible responses: I know about snowstorms; I know about hot weather.)

**Read the Student Model** Have children turn to page 30 in their **Student Companion**. Remind them of the task: *Draw one type of weather. Label your drawing. Then say: Here's how a child might draw and write about weather. Let's check if their picture has labels that tell about their drawing.* Describe the Student Model. Then ask: *What type of weather did this child draw?* (Possible response: The child drew about rainy weather.) *I see the labels cloud and rain. Do these labels describe the drawing? (yes)*

Have partners share ideas about weather they could draw. Encourage them to give each other feedback. Invite a volunteer to share an idea with the group.

Help children restate the prompt. Review words related to the topic to ensure children can share their ideas with you or their partner if needed.

**Grammar Connection: Action Words (Present-Tense Verbs)** Remind children that a word telling an action is called a verb. Display page 11 in **Raindrops Roll**. Say: *Listen for the action that rain does in this sentence.* Point to each word as you read the first sentence aloud: *Rain plops.*

Ask: *What action does the rain do here?* (plops) Emphasize that the word *plops* tells an action, so it is a verb.

Have children brainstorm actions we can do in the rain. Provide support and emphasize that action words are verbs as needed. Choose one verb and say: *Let's practice by putting the verb \_\_\_\_\_ into this sentence:* When it rains, we can \_\_\_\_\_. Encourage children to read along as you write the sentence.

### Just in Time

Children can dictate labels or a caption to a teacher if time allows.

## Formative Evaluation

**Collect Data** Student Companion

**Make Decisions** Review the Student Companion to determine:

**Can children apply the writing skill?**

If **YES** . . . have them work independently in Lesson 4.

If **NO** . . . have them work with you during Writing Conferences in Lesson 4.

**Student Companion, pp. 30–31**

## Practice

Guide children through page 31 in their Student Companion and have partners discuss the prompt. Then have children work independently on page 31. Remind them to tell an idea in their drawing and use a verb in their label.

Provide support to help children complete page 31 when needed.

**Substantial** Brainstorm examples of types of weather. Then provide a sentence starter to help children talk about what they will draw: I will draw a snowy day.

**Moderate/Minimal** Children who understand the prompt can complete the page independently or with a partner. Have them tell you or their partner what they will draw.

**Conferences** Have a conversation with children about their writing.

### Writing Conference Routine

**STEP 1** Have children show and explain their writing.

**STEP 2** Use the **Observational Checklist** to identify and discuss strengths.

**STEP 3** Have children compare their writing to the model in the Student Companion. If children need support, see the Writing and Grammar Skills Lesson Bank.

**STEP 4** Identify a next step. Say: *To move your writing forward, you could think about . . .*

---

### Check-In

Have partners share what they drew and wrote in their Student Companion. Guide children to reflect using the Check-In Routine.

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# LESSON 4 : FOUNDATIONAL SKILLS

## **Short Ii Pathway**

### **Rapid Review**

### **Phoneme Awareness**

### **Decoding**

Handwriting Review

Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

Encoding

High-Frequency Word Review

Decodable Reader

## **Objective**

Blend phonemes into recognizable words.

## **Lesson Materials**

Photo Cards 8, 171, 176, 186, 231, 239

## **Additional Practice**

Phoneme Awareness Activity 3.4

## **Formative Evaluation**

### **Collect Data**

Observational Checklist

# **Short Ii**

## **Rapid Review: Phonics**

**Time:** 2 minutes

## Sound and Letter

Gather the *arm*, *gym*, *heart*, *house*, *mice*, and *mud* **Photo Cards**.

- Display and say the picture name for these Photo Cards, one at a time: *heart*, *mud*, *mice*, and *house*.
- Tell children that for each picture, they will say the beginning sound and letter name.
- Guide children through the routine using all the Photo Cards.
- Display the *arm* and *gym* Photo Cards, one at a time. Ask for children to say the ending sound and letter name for each picture.

## Phoneme Awareness HEAR IT

**Time:** 3 minutes

### Learning Goal

We can blend sounds to say words.

### Blend Phonemes

#### I Do

Model blending phonemes into the word *sip* using the Blend Phonemes Routine.

#### We Do/You Do

##### Blend Phonemes Routine

Listen and Look

**Listen** and **look** at my mouth as I say these sounds: /s/ /i/ /p/.

Blend It

**Blend** the sounds together and say the word: /ssiiip/, *sip*.

##### Script

Guide children through the routine for these words.

/i/ /t/ *it*      / m/ /ü/ /n/ *moon*      /p/ /a/ /k/ *pack*      /b/ /ē/ *bee*

/w/ /i/ /n/ *win*      /f/ /o/ /ks/ *fox*      /i/ /z/ *is*      /k/ /i/ /d/ *kid*

/z/ /i/ /p/ *zip*      /b/ /u/ /g/ *bug*      /b/ /i/ /g/ *big*      /p/ /i/ /g/ *pig*

**Corrective Feedback** Model blending phonemes in the missed word. Say: *Look at my mouth: /f/ /i/ /ks/*, /ffffiiks/, fix. *Say it with me: /f/ /i/ /ks/*, /ffffiiks/, fix.

### Objectives

- Decode regularly spelled one-syllable words.
- Build simple words using knowledge of sound-letter relationships.

### Lesson Materials

- Sound-Spelling Card 9

- Photo Cards 85, 130, 191, 422

Blending Lines Chart 3.3

- Response Boards

Printable: Phonics Practice 3.4a

## Professional Learning

Articulation Video: /i/

- For more information on teaching phonics and on creating the Short *Ii* Chart, see ***Emerge! Essentials***.

## Additional Practice

Phonics Activity 3.4

## Just in Time

- Use the articulation support on the back of the Sound-Spelling Card. Have partners make the sound, then give each other feedback.
- Play the digital Articulation Video to provide extra support for the /i/ sound. Use handheld mirrors to help children form the correct mouth position.

## Decoding: Phonics SEE IT / SAY IT

### Sound-Spelling Card

**Time:** 8 minutes

#### Learning Goal

We can blend, build, and read words with the letter *i*.

#### STEP 1 Review Medial /i/i

Display the *itch* **Sound-Spelling Card** and review letter *i* using the Sound-Spelling Routine on the back of the card.

#### STEP 2 Blend Words with /i/i

##### Warm-Up

Say: *The letter i is at the beginning and in the middle of words.* Display **Photo Cards** for *crib*, *iguana*, *wave*, and *fin*. Guide children to say /i/ if the word has the letter *i* in any position.

##### I Do

Model the Word Blending Routine to read *him* in line 2 of **Blending Lines Chart 3.3**.

##### We Do

Word Blending Routine	Script	Materials
Connect It	[Point to each letter in the word.] Let's <b>connect</b> letters to sounds. • Say the sound: /h/; Say the sound: /i/; Say the sound: /m/.	
Blend It	Slide your finger from letter to letter. Keep your eyes on the word as you <b>blend</b> the sounds: /hiiimmm/.	Blending Lines Chart 3.3
Read It	Scoop your finger to <b>read</b> the word: <i>him</i> .	

Guide children to use the routine to chorally blend and read the words in lines 2 and 3. Guide children to read the sentence.

**Corrective Feedback** Point to the missed word and model blending the sounds. Say: /diiid/ did. *Do it with me.* Have children repeat the task.

**Review Word Meanings** For the following word, say the word and its meaning. When possible, have children act out the word as they repeat it aloud.

**dad** a name for a father

Provide images, gestures, or classroom objects to support word meaning comprehension, such as showing an image of a family and pointing to the dad.

## LESSON 4 : FOUNDATIONAL SKILLS

### Short i Pathway

Rapid Review

Phoneme Awareness

### Decoding

### Handwriting Review

### Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

Encoding

High-Frequency Word Review

Decodable Reader

### Objective

Print the uppercase and lowercase letters.

### Lesson Materials

- Response Boards

- Handwriting Card *i*

## **Additional Practice**

Printable: Handwriting Practice 3.4a

To help children make strong sound-letter connections, have them sound out the letter as they write as well as after. To reinforce their alphabetic knowledge, ask children what letters come before or after the letter *i*, and have them respond in a complete sentence. For example: *What letter comes before i?* (The letter *h* comes before *i*.)

## **Decoding: Phonics, *continued* SEE IT / SAY IT**

### **STEP 3 Build Words with /i/i**

#### **I Do**

Model the Word Building Routine to build *him* on the **Response Board**.

#### **We Do**

<b>Word Building Routine</b>	<b>Script</b>	<b>Materials</b>
Tap It	The word is <i>him</i> . Say it with me.  Let's <b>tap</b> the sounds: /h/ /i/ /m/. Let's make a dot for each sound.	
Write It	Now let's <b>write</b> the letters.  What letter stands for /h/? <i>h</i> What letter stands for /i/? <i>i</i> What letter stands for /m/? <i>m</i>	<b>Response Board</b>
Blend and Read It	Slide your finger from letter to letter and <b>blend</b> the sounds to <b>read</b> the word: /hiimmm/, <i>him</i> .	

Hand out Response Boards to children. Guide them to build and read the words *him*, *dim*, *did*, *hid*, and *Sid*.

### **Phonics Practice 3.4a**

**Corrective Feedback** Model building the missed word. Say: *The word is did. Let's write the letters. What letter stands for /d/? d. What letter stands for /i/? i. What letter stands for /d/? d. Blend the sounds to read the word: /diid/*, *did*.

#### **You Do: Partner Talk**

Hand out **Phonics Practice 3.4a**. Have partners work together to complete the activity.

**Short /i/ Chart** Have children add words to the Short /i/ Chart.

### **Check-In**

Have partners point to a word for their partner to blend and read. Guide children to reflect using the Check-In Routine.

## **Handwriting Review WRITE IT**

**Time:** 3 minutes

- Display **Handwriting Card *Ii***. Model writing *li* as you say the steps.
- Remind children to begin writing on the left side of the **Response Boards**.
- Say the steps for uppercase *I* as children write the letter. Repeat for lowercase *i*.
- Have children circle their best uppercase and lowercase *li*.

### **Objective**

Use phonics skills to spell words.

### **Lesson Materials**

- Response Boards

Printable: Spelling Practice 3.4a

### **Just in Time**

Refer children to their Response Boards for support.

### **More Words to Dictate**

am ham mad dad

### **Formative Evaluation**

**Collect Data** Phonics Practice 3.4a

**Collect Data** Spelling Practice 3.4a

## **Encoding: Spelling WRITE IT**

**Time:** 6 minutes

### **Learning Goal**

We can spell words with the letter *i*.

### **Word Dictation**

#### **I Do/We Do**

Use the Word Dictation Routine to model spelling *him* on the **Response Board**.

Word Dictation Routine	Script	Materials
------------------------	--------	-----------

The word is *him*.

#### Tap It

- **Tap** out the sounds: /h/ /i/ /m/.
- Make a dot for each sound.

Let's **spell** *him*.

#### Spell It

- What letter stands for /h/? Write the letter *h* in the first box.
- What letter stands for /i/? Write the letter *i* next.
- What letter stands for /m/? Write the letter *m* last.
- **Spell** the word *him*: *h, i, m*.

#### Response Board

Now cover the letters.

#### Write It

- **Write** the word.
- Check your work and fix any misspellings.

**Practice** spelling *him*: *h, i, m*.

#### Practice It

- **Tap** it on our head: *h, i, m*; on our ears: *h, i, m*; on our heart: *h, i, m*.

Hand out Response Boards. Guide children through the routine with *did*, *Sid*, and *hid*.

#### Spelling Practice 3.4a

**Corrective Feedback** Monitor children's work and offer feedback as needed.

#### You Do

Hand out **Spelling Practice 3.4a**. Dictate *did*, *dim*, and *him*. Use each word in a sentence for context. Have children write each word on their page. Ask them to check their work.

#### Check-In

Have partners spell a word aloud from their Spelling Practice. Guide children to reflect using the Check-In Routine.

## LESSON 4 : FOUNDATIONAL SKILLS

#### Short Ii Pathway

Rapid Review

Phoneme Awareness

Decoding

Handwriting Review

Encoding

## Data-Informed Instruction

### Phoneme Awareness

#### Decoding

Encoding

High-Frequency Word Review

Decodable Reader

### Objective

- Encode regularly spelled one-syllable words.
- Blend phonemes into recognizable words.

### Lesson Materials

Printable: Phonics Practice 3.4b

Printable: Handwriting Practice 3.4b

Printable: Spelling Practice 3.4b

## Data-Informed Instruction/Practice

Using formative evaluation data, choose children to meet with in Study Group. Based on data and observations from Day 3, include multilingual learners who need more support with short *i* in your study groups. Children not in Study Group will work independently.

### Learning Goal

We can build, read, and spell words with the letter *i*.

### Set Up Independent Practice

As you work with a Study Group, the rest of your class can work either independently or with a partner at their desks or in stations. Choose from the following options:

- **Word Building** Children build words using **Phonics Practice 3.4b**.
- **Handwriting** Children practice writing letters using **Handwriting Practice 3.4b**.
- **Spelling** Children spell words using **Spelling Practice 3.4b**.

**Phonics Practice 3.4b**

**Handwriting Practice 3.4b**

**Spelling Practice 3.4b**

### Meet with Study Group

## **Phoneme Awareness HEAR IT**

**Time:** 2 minutes

**Blend Phonemes** Use the Blend Phonemes Routine to help children blend sounds into words.

/d/ /i/ /d/ *did*    /f/ /i/ /t/ *fit*    /h/ /i/ /m/ *him*    /h/ /e/ /n/ *hen*    /m/ /o/ /p/ *mop*

/b/ /u/ /g/ *bug*    /w/ /i/ /l/ *will*    /s/ /i/ /ks/ *six*    /s/ /a/ /k/ *sack*    /b/ /ī/ *bye*

**Corrective Feedback** Model blending the sounds in the missed word. Say: *Look at my mouth: /h/ /i/ /m/, /hiuummm/, him.*  
*Say it with me: /h/ /i/ /m/, /hiuummm/, him.*

### **Objective**

Add or substitute sounds in one-syllable words to make new words.

### **Lesson Materials**

- Response Boards

Printable: Phonics Practice 3.4b

During Study Group, practice sounds using the Articulation Videos and Sound-Spelling Cards as needed. See the Language Transfers section of ***Emerge! Essentials*** to identify possible sound transfer issues.

### **Meet with Study Group**

## **Decoding with /i/i SEE IT / SAY IT**

**Time:** 3 minutes

### **I Do**

Model the Word Building Routine to build *hid* and *did* on the **Response Board**.

**Word Building  
Routine****Script****Materials**

The word is *hid*.

**Tap It**

- What's the word? *hid*
- Let's **tap** the sounds: /h/ /i/ /d/.
- Let's make a dot for each sound.

Now let's **write** the letters.

**Write It**

- What letter stands for /h/? *h*
- What letter stands for /i/? *i*
- What letter stands for /d/? *d*

**Response  
Board****Blend and Read It**

Slide your finger from letter to letter and **blend** the sounds to **read** the word: /hiid/, *hid*.

**Swap It**

Let's make a new word. Let's **swap** the letter *h* with the letter *d*.

**Blend and Read It**

Slide your finger from letter to letter and **blend** the sounds to **read** the word: /diid/, *did*. Did you feed the dog?

**Response  
Board****We Do**

Guide children to use their Response Boards to build and blend the words below. Provide corrective feedback as needed.

sad > Sid > did > dim > him > ham

**Corrective Feedback** Model building the missed word. Say: *To change him to ham, the middle sound changes from /i/ to /a/. Replace the letter i with a. Do it with me.* Have children repeat.

**You Do: Partner Talk**

Hand out **Phonics Practice 3.4b**. Have partners work together to complete the activity.

## LESSON 4 : FOUNDATIONAL SKILLS

**Short Ii Pathway**

Rapid Review

Phoneme Awareness

Decoding

Handwriting Review

Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

## Encoding

### High-Frequency Word Review

#### Decodable Reader

#### Objectives

- Identify sounds that differ in similarly spelled words.
- Read high-frequency words.

#### Lesson Materials

Printable: Spelling Practice 3.4b

- High-Frequency Word Cards 19–21

Printable: High-Frequency Word Practice 3.4

#### Additional Practice

High-Frequency Word Activity 3.4

#### Formative Evaluation

**Collect Data** Observational Checklist, Phonics Practice 3.4b, Spelling Practice 3.4b, High-Frequency Word Practice 3.4

**Make Decisions** Review the Formative Evaluation information to determine:

#### Can children read the high-frequency words?

If **YES** ... Great!

If **NO** ... have them review these words on the High-Frequency Word Chart before reading the Decodable Reader.

**Meet with Study Group, continued**

## Encoding: Spelling WRITE IT

**Time:** 3 minutes

**Word Sort** Hand out **Spelling Practice 3.4b**. Use these words: *did, hid, Sid, dad, had, sad*. First, have children read the words at the top of the page. Next, ask them to sort the words by writing the words in the column with *-id* or *-ad*. Then, have children read the words in each column. Ask: *Which letters are the same and which are different?*

**Identify Spelling Patterns** Have volunteers say two words with the same spelling pattern.

---

#### Check-In

Have children share a word they built, read, or spelled with the letter *i*. Guide children to reflect using the Check-In Routine.

#### Movement: Brain Break

Have children take a brain break with a movement activity or song.

**High-Frequency Word Practice 3.4**

# High-Frequency Word Review

**Time:** 5 minutes

Display **High-Frequency Word Cards** *this, that, and for*. Have children read each word. Read words that children are unsure of together. Then display and read the sentence on the back of the card. Hand out and have children complete **High-Frequency Word Practice 3.4**.

## Objective

Read grade-level text with purpose and understanding.

## Lesson Materials

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

## Professional Learning

See **Emerge! Essentials** for information on partnering strategies.

## Extend Learning

Children who show proficiency with short *i* may read the story and complete the annotation prompts independently.

**First Read** Before children read, read "I Hid It!" aloud as children track the words, and describe the illustrations associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to illustrations associated with the questions. Otherwise, have children read the story again with a partner or independently.

# Use It! Decodable Reader

**Time:** 10 minutes

## Learning Goal

We can read and understand the story "I Hid It!"

## Read Options

Use your learner profile data to choose the best option for children to read the story. Children will read "I Hid It!" twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to take notes on children's progress.

<b>Choral Read</b>	<b>Partner Read</b>	<b>Independent Read</b>
Lead children in a choral read of the story, providing a fluent model of reading. This option is helpful when children need decoding or fluency support.	Have children read the story with a partner. They can alternate pages and then switch positions.	Have children read the story on their own, silently, or in a whisper.

### Reread “Sad Sid”

**Set Purpose** Have children turn to page 25. Explain that they will read the story accurately and smoothly (with fluency). Have children reread the text “Sad Sid” independently or with a partner.

### Introduce “I Hid It!”

**Review Target Skills** Before reading, have children chorally read the words from this week’s Phonics and High Frequency Word Charts.

**Student Companion, pp. 32–37**

## LESSON 4 : FOUNDATIONAL SKILLS

### Short Ii Pathway

Rapid Review  
Phoneme Awareness  
Decoding  
Handwriting Review  
Encoding  
Data-Informed Instruction

Phoneme Awareness  
Decoding  
Encoding

High-Frequency Word Review

### Decodable Reader

#### Just in Time

Make sure children understand *sequence* when explaining Concepts of Print.

## Use It! Decodable Reader, *continued*

### First Read

**Set Purpose** Have children turn to page 33. Explain that they will read the story accurately.

**Concepts of Print** Point to the word *dad* on page 33. Explain that letters in words are written in a sequence. Blend the sounds of the letters and read the word. Say: *Each letter stands for a sound, and the sounds are blended in the same*

sequence as the letters.

**Decoding Strategy** Have children turn to page 32 in their **Student Companion**, and point to the “Blend It” decoding strategy. If children need help reading a word, they can use the **“Blend It!” Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

### Blend It!

Slide your finger under each letter as you blend the sounds.

**Read** Read the title with children as you track the words. Ask them to tell what the story might be about. Then have children read the story chorally, in partners, or independently. Note which children are struggling or hesitating as they read.

**Vocabulary Review** Explain the meanings of *hid*, *that*, *this*, and *dim* as needed.

As you read, explain the following words or phrases:

- *hid that for Sam*: Dad hid the ball so that Sam could find it
- *It is dim*: it is dark, not bright, behind the couch
- *Sam did see*: Sam saw the ball in the dim light

**Annotate** After reading the story, go back to page 33 and read the prompts aloud. Have children respond to each prompt.

## Second Read

**Set Purpose** Explain to children that they will be reading to understand the story.

**Read** Choose a different option than the one children used for the first read. Have children reread the story.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 33. Ask: *What does Dad do?* (Possible response: Dad hides a ball for Sam to find.)
- Turn to page 36. Ask: *What is the problem?* (Possible response: It’s dim, or hard to see.)
- Turn to page 37. Ask: *How do you know Sam solved the problem?* (Possible response: The text says that Sam saw it.)

Provide sentence starters to help children respond to the comprehension questions: Dad hides a ball. The problem is that it is dim. It says that Sam sees it.

## Check-In

Have children share their answer to one of the comprehension questions with a partner. Guide children to reflect using the Check-In Routine.

# LESSON 4 : BUILDING COMPREHENSION AND KNOWLEDGE

## Vocabulary

Companion Text

Write About the Topic

## Objective

Sort words into categories to gain a sense of the concepts the categories represent.

## Lesson Materials

Additional Vocabulary Images 38–41

- Visual Vocabulary Cards 45–48

## Just in Time

You may choose to review the Vocabulary Routine for children who need additional support. You may choose to teach this as a Partner Talk.

Check that children understand that while words have different meanings, they can sometimes be sorted into groups. The words in a group have something in common. Show visuals and/or use gestures when reviewing the words, and have children repeat the words with you.

## Formative Evaluation

**Collect Data** Student Companion, Observational Checklist

**Collect Data** Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

**Make Decisions** Review progress on Target Words in the Observational Checklist to determine:

### Can children read and understand decodable texts?

If **YES** ... have them partner or independently read during Lesson 6: Use It! Decodable Reader.

If **NO** ... have them chorally read with you during Lesson 6: Use It! Decodable Reader.

### Can children understand the Target Words?

If **YES** ... have them continue with the Target Words lessons.

If **NO** ... add the Lesson 4 Target Words to the Lesson 14 Target Words review.

## Vocabulary

## Engage! Review Concept Words

**Time:** 5 minutes

Say: Let's review the words *weather*, *sky*, *cloud*, and *rain*. Display the **Additional Vocabulary Images**. Have children respond to questions about the images and explain their answers.

### Additional Vocabulary Images

- Display the Additional Vocabulary Image 38. Ask: Which word do we use when we talk about how hot or cold it is? (weather) What kind of weather do you see in the picture?
- Display the Additional Vocabulary Image 39. Ask: Which word describes what you see above you when you're outside? (sky) What does the sky look like in the picture?
- Display the Additional Vocabulary Image 40. Ask: Which word describes something in the sky that is made up of tiny drops of water? (cloud) What could the cloud in the picture tell you about the weather?
- Display the Additional Vocabulary Image 41. Ask: Which word means water that falls from clouds to the ground? (rain) What happens to the rain when it hits the umbrella?

## Review Target Words

**Time:** 10 minutes

### Learning Goal

We can sort words into groups that share things in common.

Display the **Visual Vocabulary Cards** for *shines*, *darkens*, *magnify*, and *linger*. Use the sentence starters on the back of the cards to support children's oral processing of the words.

## Sorting Words

**Model** Explain that some words can be sorted into groups by what they have in common.

**Think Aloud** We know there are different types of weather, such as rain and snow. We can put *rain* and *snow* into the *weather* category. Our Read Aloud Card talked about how we can use our five senses to talk about the weather. We can see raindrops and hear thunder, so I can put *see* and *hear* into the *five senses* category. Doing this can help us better understand their meanings.

**Guided Practice** Guide children to sort the following words into the two categories.

### **five senses** **weather**

touch	sunny
smell	wind
taste	cloud

### Check-In

Have partners choose two words from the same group and use them in a sentence. Guide children to reflect using the Check-In Routine.

# LESSON 4 : BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

**Companion Text**

Write About the Topic

**Objectives**

- Identify and describe key details in a text.
- Identify the description of a topic in a text.

**Lesson Materials**

- Literature Big Book: "Rainbows"

Printable Prompts 3.4 (optional)

Note-taking Chart 3.4 (optional)

Build Knowledge Anchor Chart 3.1 (optional)

To prepare children to listen to the text read aloud, have them listen to the **MLL Audio Summaries** in their home language first and then in English. For children who need substantial support, look at the text features in "Rainbows." Identify and describe how the feature helps with understanding the text.

## Companion Text

### Read "Rainbows"

**Time:** 15–20 minutes

#### Learning Goal

We can identify key details that describe weather.

#### GET READY

Display the **Literature Big Book** and read aloud the title: "Rainbows" and the author: Dan Paley. Remind children that the author writes the words in a text. Point out that this text is about how rainbows form. The word *form* tells us about where something comes from and how it gets its shape and color. Have children share if they have ever seen a rainbow. Encourage them to think about what the weather was like when they saw the rainbow.

#### GET SET

**Genre: Informational Text** Point out that "Rainbows" is an informational text. Review that informational texts share facts about a topic. This text shares facts about rainbows.

**Skill: Key Details** Review that the key details are the most important pieces of information in a text. As you read the text, encourage children to listen for key details about rainbows.

**Self-Monitoring Strategy: Reread** Review that we can reread when parts of the text are confusing or to remember important ideas, events, or facts.

**Text Structure: Description** Remind children that the author describes a topic and gives details. As you read, children should pay attention to how the author gives details about the topic that tells how it looks or acts.

**Set Purpose** Say: *Today we will learn another way to describe the weather. Let's read and find out about rainbows and how they are formed.*

### GO!

- Read aloud the text, briefly defining Words to Explain at point of use.
- Guide children to understand the story by using the prompts. You may choose to use the **Printable Prompts 3.4**, placing them on the pages before you read.
- As you read the text, use Partner Talk to support deeper understanding of the text and how to identify description. As children discuss the text with their partners, remind them to take turns sharing and listening.

### Pages 40–41

*What details about air are included in these pages?*

(Possible responses: Air can feel hot or cold; it is windy when the air is moving; air can be dry or wet; when air fills with water, clouds form, and it rains.) **DOK 1**

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### Page 42

Have partners talk about what is needed for a rainbow to form. (Possible response: A rainbow can appear after a storm. When water is still in the air, the sun shines through the clouds onto the misty air to form a rainbow.)

**DOK 2**

For partner talks, pair multilingual learners with children whose home language is English. Work with children who need substantial support, pointing to the illustrations and asking guiding questions to help them respond to the prompts. For example: *Is a rainbow colorful or not colorful? What are the colors you can see in a rainbow? Can a rainbow be small?*

### Page 43

*What colors make a rainbow?*

(red, orange, yellow, green, blue, indigo, and violet) Trace the shape of the rainbow in the diagram on the page and ask: *What words describe the shape of a rainbow?* (Possible responses: bridge, upside down u, arc) Share with children that another name for this shape is an *arc*. Have children make the shape in the air with their fingers as they say *arc*.

**DOK 1**

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### Pages 44–46

Read aloud the following sentence on page 46: *And the colors in the light spread apart.* Pause and say: *I don't quite understand where the colors are coming from. What can I do to see if that idea was explained somewhere before?* (reread) *I'll go back and reread the sentence on page 45:* All the colors press together to create light that looks like it is white. *That explains that the colors are always in sunlight, but when they're all pressed together, we can't see them. We just see bright white light. The photo on page 44 shows that.* **DOK 2**

### Words to Explain

*visible:* able to be seen

*spread:* to open or stretch out

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### **Page 47**

*What two things do you need to look for if you want to see a rainbow?*

(raindrops and sunlight) *What do you think you would see if it is still cloudy after a storm?* Use the Think Aloud below to guide children to make an inference.

**Think Aloud** I learned that the sun shines through the raindrops and this makes the rainbow form. I know that when it is cloudy outside, sunlight can't get through the clouds to shine through the raindrops. I think that means I won't see a rainbow on a cloudy day. **DOK 3**

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### **Page 48**

Have partners describe the rainbow on page 48. Then have them discuss what they observed when they saw a rainbow in the past. (Possible response: The rainbow on this page is wide and takes up the whole sky. When I saw a rainbow, the sunlight shone through the clouds. The rainbow stretched across the sky. I could see all the different colors, but I saw red, yellow, and blue the clearest.) **DOK 2**

*What words can we use to describe a rainbow? (red, orange, colorful, arc)* **DOK 1**

## **LESSON 4 : BUILDING COMPREHENSION AND KNOWLEDGE**

Vocabulary

Companion Text

Write About the Topic

During the Anchor Chart discussion, allow enough think time for children to process ideas before responding. Provide guiding questions as needed, such as: *When do you see a rainbow?* I see a rainbow after it rains. *What happens before a rainbow forms?* Before a rainbow forms it rains.

### **Note-taking Chart**

Create **Note-taking Chart 3.4** or use the digital version. Add the words *Key Details* and *Description* to the top of the Skill and Text Structure sections. Have children use a key detail to describe a rainbow. Model taking notes. Possible responses are listed below.

#### **Note-taking Chart**

### **Retell the Text**

Guide children or partners to retell the text using the sentence starters below. Flip through the text as needed. Possible responses are listed below.

When there is too much water in the air, \_\_\_\_\_. (clouds form, and it rains)

When it rains, sunlight shines through \_\_\_\_\_. (raindrops)

The light leaves the raindrops and we see seven colors. This forms a \_\_\_\_\_. (rainbow)

Provide sentence frames to help children talk about the *description* in the story as needed, such as: After the rain, we can see a colorful rainbow. In a rainbow, I can see the colors red, orange, yellow, green, blue, indigo, and violet.

## Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.1**. Revisit the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

### Focus Question

How can we describe the weather?

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### Check-In

Have children share a key detail they learned about rainbows from the text and describe it in their own words. Guide children to reflect using the Check-In Routine.

# LESSON 4 : BUILDING COMPREHENSION AND KNOWLEDGE

### Objectives

- Use a combination of drawing, dictating, and writing to supply information.
- Use frequently occurring verbs.

### Lesson Materials

- Student Companion

Observational Checklist

### Just in Time

To support children with adding details to their writing, use the following prompts:

- What detail did you add to your drawing?
- How can you tell about that detail in your writing?
- How would you tell someone about the detail you added?

# Write About the Topic

## Independent Writing

**Time:** 15 minutes



Learning Goal

We can add details to our drawing and writing.

## Explain and Write

**Set Purpose** Say: *Writers sometimes add details to tell more about an idea. Today, we will add details to our writing about one type of weather.*

**Text-to-Self** Ask: *What weather did you already draw?* (Possible responses: I drew a thunderstorm; I drew an overcast sky.) *What did you draw to show the idea of that weather?* (Possible responses: I drew lots of rain; I drew big clouds.)

**Writing Choice** Have children turn to page 31 in their **Student Companion** and review their work. Tell children they will have a choice about what details to add. Display and read aloud the following questions:

- *How could you draw or write more about the type of weather you chose?*
- *What do you like about your drawing that you could make even better?*

Have partners talk briefly about what details they plan to add to their work.

**Grammar Connection: Action Words (Present-Tense Verbs)** Remind children that action words are called *verbs*. Say: *You can add labels to tell about verbs in your drawings.*

## LESSON 4 : BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

Companion Text

### Write About the Topic

#### Just in Time

Children can dictate labels or a caption to a teacher if time allows.

#### Formative Evaluation

**Collect Data** Student Companion

#### Practice

Have children add details on page 31 in their Student Companion. Remind them to make sure their drawing tells an idea, tap out sounds to help write words, and use at least one verb. Provide additional writing paper as needed. When children are finished, invite them to review their work carefully and add any final details.

**Student Companion, p. 31**

Use the following supports during Practice as needed.

**Substantial** Have children explain what they have already drawn, and then help them brainstorm what they can add. Provide sentence starters or frames, such as: I can write more about \_\_\_\_\_. I can draw \_\_\_\_\_.

**Moderate/Minimal** Have children restate the prompt and work in pairs to discuss what they will add to their drawing. Provide a sentence starter, if needed, such as: I can add \_\_\_\_\_ to my drawing. Offer help as needed.

**Conferences** Have a conversation with children about their writing.

#### **Writing Conference Routine**

- STEP 1** Have children show and explain their writing.
  - STEP 2** Use the **Observational Checklist** to identify and discuss strengths.
  - STEP 3** Have children compare their writing to the model in the Student Companion. If children need support, see the Writing and Grammar Skills Lesson Bank.
  - STEP 4** Identify a next step. Say: *To move your writing forward, you could think about . . .*
- 

#### **Check-In**

Have partners share one detail they added in their Student Companion. Guide children to reflect using the Check-In Routine.

# LESSON 5 : FOUNDATIONAL SKILLS

## Review Pathway

### Rapid Review

#### Phonological Awareness

Encoding

High-Frequency Words

Fluency

## Objectives

- Read high-frequency words.
- Produce alliteration.

## Lesson Materials

High-Frequency Word Cards 10–12

# Short i

## Rapid Review: High-Frequency Words

**Time:** 2 minutes

### My Word!

Gather the **High-Frequency Word Cards** *we*, *he*, and *she*. Make duplicate sets and hand out to children. Each child should have one card.

- Display the High-Frequency Word Cards, one at a time. Read aloud each word.
- Have children check to see if they have the same word. If so, they hold up their card and call out "My Word!" Then they read their word aloud.
- Children keep holding up their word card for the class to read together.

## Phonological Awareness

**Time:** 5 minutes

### Learning Goal

We can say words that begin with the same sound.

## Produce Alliteration

### I Do

Model creating an alliterative sentence using the Produce Alliteration Routine.

### We Do/You Do

## Produce Alliteration Routine

Listen

**Listen:** *mom.* Name a word that begins with the same sound as *mom*.

Say it

**Say** it. [Have volunteers say their words.]

String it together

Let's **string** the words together. [String children's words into a sentence.]

Guide children through the routine for these words.

*pink* [Piggy paints pink pots.]    *toes* [Tim taps ten toes.]

*sits* [Sam sits still.]    *climb* [Can cats climb?]

## Script

# LESSON 5 : FOUNDATIONAL SKILLS

## Review Pathway

Rapid Review

Phonological Awareness

## Encoding

## High-Frequency Words

Fluency

## Objective

Use phonics skills to spell words.

## Lesson Materials

Printable: Spelling Practice 3.5

## Just in Time

- If necessary, guide dictation using the Word Dictation Routine.
- Remind children to tap out the sounds and focus on letter formation as they write.
- Refer children to their Response Boards for support.

Remind children to try their best. Remind them to move to the next word even if they haven't finished and then go through the words again before finishing the activity. Provide additional practice writing single letters as needed.

## Show It! Encoding

**Time:** 20 minutes

### Learning Goal

We can spell words.

**Spelling Practice 3.5**

## **Warm-Up**

Have children shake their hands to prepare for writing.

## **Write Words**

Hand out **Spelling Practice 3.5**. Dictate each word as follows.

- Read the word.
- Read the sentence.
- Repeat the word.

1. did Say: *We did something fun at school.* did
2. dim Say: *Please dim the lights.* dim
3. hid Say: *The cat hid under the bed.* hid
4. him Say: *I will help him put his puzzle away.* him
5. Sid Say: *My friend Sid has a lizard.* Sid
6. sad Say: *Connor feels sad.* sad
7. am Say: *I am happy today!* am
8. had Say: *I had a good day.* had

## **Compare Words**

Write each word from Spelling Practice 3.5 for children to see. Have children check their work.

- Have children circle their correct words.
- Have them write the correct spelling for their misspelled words.

---

### **Check-In**

Have partners work together to spell their favorite word from Spelling Practice 3.5. They may choose to spell the word aloud or on paper. Guide children to reflect using the Check-In Routine.

## **Movement: Brain Break**

Have children take a brain break with a movement activity or song.

## **Objective**

Read high-frequency words.

## **Lesson Materials**

Printable: High-Frequency Word Practice 3.5

## **Just in Time**

Provide additional writing paper and have children practice writing the words they did not know as time allows.

For reinforcement, provide sentence frames that children can complete with high-frequency words from the lesson, such as: I like this game.

## **Formative Evaluation**

### **Collect Data** Spelling Practice 3.5

## Collect Data Observational Checklist

### Make Decisions

Review the Formative Evaluation information to determine:

#### Can children

- decode and encode words with /i/i?
- read and write the high-frequency words?

If **YES** . . . Great!

If **NO** . . . use student data to determine tasks for Independent Time.

## Show It! High-Frequency Words

**Time:** 12 minutes

#### Learning Goal

We can read high-frequency words.

#### High-Frequency Word Practice 3.5

#### Prepare

Use **High-Frequency Word Practice 3.5** as a game board for this week's and prior weeks' high-frequency words. Copy enough game boards so that each pair of children has one.

**Play** Pair up children. Each pair should have one game board. Each child should have one game piece. Have children:

- Write 1 on a small piece of paper.
- Write 2 on another small piece of paper.
- Place their game markers on *Start*.
- Choose one partner to hold the pieces of paper.
- Have the other partner randomly select one of the pieces of paper and move their game piece that number of spaces.
- Read the word in the space.
- Take turns completing these steps.
- Continue until both reach *Finish*.

Circulate as children play to provide corrective feedback as needed. Have children play multiple times as time allows.

---

#### Check-In

Have partners read two words from the game board to each other. Guide children to reflect using the Check-In Routine.

## LESSON 5 : FOUNDATIONAL SKILLS

#### Review Pathway

Rapid Review

Phonological Awareness

Encoding

High-Frequency Words

#### Fluency

#### Objective

Read grade-level text orally with accuracy and at an appropriate rate.

## Lesson Materials

- Decodable Readers
- Audio Recorder

## Formative Evaluation

**Collect Data** Audio Recorder

# Show It! Fluency

**Time:** 10 minutes

### Learning Goal

We can practice reading a text correctly at a pace that sounds like speaking.

### Prepare to Read

**Set Purpose** Tell children they will practice reading a text fluently.

**Model** Demonstrate how to select a **Decodable Reader** from the current week. Read the text with accuracy and at the appropriate rate (automaticity).

**Choose a Text** Have children select a Decodable Reader from the current week to read.

### Read

Tell children they will whisper read the text to themselves or take turns reading aloud to a partner. Remind children to do the following as they read:

- Track text with a finger.
- Say each word clearly and correctly.
- Read at a pace that sounds like speaking—not too slow or too fast.

After reading, have partners discuss their favorite part of the text and give supportive feedback to each other.

**Corrective Feedback** Circulate and listen in as children read. Remind children to use their decoding strategies as they sound out and read the words as needed.

**Moving Toward Automaticity** Children should increasingly demonstrate automaticity with decoding as they reread their decodable readers from the week. Listen in and note who needs additional support.

### Record a Reading

Tell children that they will record themselves reading one of their Decodable Readers aloud. Model reading the Decodable Reader using the digital **Audio Recorder**.

Follow these steps:

1. Demonstrate clicking the *Record* button to begin recording.
2. Model reading a Decodable Reader from the week. Point to each word as you read.
3. Click *Stop* to save your recording.

**Share Out** Volunteers may read a section of their chosen text aloud to the class. Children may use simple props or gestures to enhance their reading.

## Check-In

Have partners read a sentence from the Decodable Reader to a partner. Guide children to reflect using the Check-In Routine.

# LESSON 5 : BUILDING COMPREHENSION AND KNOWLEDGE

## Vocabulary

Companion Text

Compare Texts

Culminating Task

Summative Assessment

## Objectives

- Make real-world connections between words and their uses.
- Use vocabulary words and phrases learned in conversations, texts, or other media.

## Lesson Materials

- Visual Vocabulary Cards: Target Words 45–48
- Visual Vocabulary Cards: Concept Words 41–44

Concept Words Web 3.1 (optional)

Concept Words Web 2.1 (optional)

# Vocabulary

## Engage! Review Target Words

**Time:** 2 minutes

Say: *Let's review the Target Words we learned this week. Display the Visual Vocabulary Cards for shines, darkens, magnify, and linger. Point to each word and have children say the word with you. As time permits, have children point out the letters and sounds they know.*

For each clue below, have children identify the correct Target Word. Then have children respond to the questions.

- Ask: *Which word means to make bigger? (magnify) What would you like to magnify? Why?*
- Ask: *Which word means to move slowly? (linger) When is a time that you had to linger?*
- Ask: *Which word means to make dark or become dark? (darkens) What happens when a room darkens?*
- Ask: *Which word means to give light? (shines) What part of the sky shines at night?*



**Visual Vocabulary Cards**

## Show It! Review Concept Words

**Time:** 5 minutes

### Learning Goal

We can create sentences using the Concept Words *weather*, *sky*, *cloud*, and *rain*.

### Vocabulary Pairs

Tell children they will make new sentences with the Concept Words.

- Review Concept Words *weather*, *sky*, *cloud*, and *rain* using **Concept Word Web 3.1**. Then review the words *role*, *responsible*, *together*, and *patient* using **Concept Word Web 2.1**.
- Display the following pairs of Visual Vocabulary Cards: *weather/rain*, *sky/cloud*.
- Have partners select a pair of words, then work together to create a sentence that includes both Concept Words.
- Invite pairs to share their sentences with the class.

Show each Visual Vocabulary Card and have children identify the words and their meaning. Help them create a sentence using one of the word pairs. Provide sentence starters or frames as needed, such as: The type of weather that causes me to get out my umbrella is rain. There are clouds in the sky.

---

### Check-In

Have partners choose a Concept Word to use in a sentence. Guide children to reflect using the Check-In Routine.

## LESSON 5 : BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

**Companion Text**

Compare Texts

Culminating Task

Summative Assessment

### Objective

Identify and discuss diagrams and labels and what they help us to understand about the text.

### Lesson Materials

- Literature Big Book: "Rainbows"
- Printable Prompts 3.5 (optional)
- Note-taking Chart 3.4 (optional)
- Build Knowledge Anchor Chart 3.1 (optional)

# Companion Text

## Reread “Rainbows” by Dan Paley

**Time:** 10–15 minutes

### Learning Goal

We can identify diagrams and labels and think about what that tells us about the text.

### GET READY

Display **Note-taking Chart 3.4**. Review the notes gathered for *Key Details* and *Description* from the previous lesson. Ask children if they have anything to add.

### GET SET

**Author’s Craft: Text Features: Diagrams and Labels** Explain to children that authors use diagrams and labels to help readers visualize what they’re describing and to provide more details. A diagram is a drawing that represents an idea or object, while a label identifies specific parts or details of that idea or object. Use the Think Aloud below to help children understand more about diagrams and labels.

**Think Aloud** I think the author uses diagrams to help the reader see how a rainbow forms. The labels within the diagram can help the reader to understand the details or parts of a rainbow. Diagrams and labels can add to the readers knowledge of an idea.

**Set Purpose** Say: *As we reread, let’s look for diagrams and labels and think about what the author is telling us about rainbows.*

### GO!

Reread the sections of the story referenced on the following pages and support children’s understanding of diagrams and labels using the prompts provided. You may choose to use **Printable Prompts 3.5**.

#### Page 43

Point to the diagram. Say: *A diagram is a drawing that shows what something looks like. What does this diagram show? (It shows the shape and colors of a rainbow.) Diagrams often have labels that share more information about the diagram. What information do these labels share? (The colors of the rainbow: red, orange, yellow, green, blue, indigo, and violet.) The text tells us this information, and the diagram and labels help us to see the information.* **DOK 3**

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#### Page 46

Point to the diagram, then say: *This diagram shows how light and water work together to form a rainbow.* Ask: *What do you see on this diagram? (Possible response: I see sunlight, a raindrop, and the colors of a rainbow.) What do the labels on the diagram help you to understand about rainbows? (Possible response: The labels on the diagram show where the sunlight shines on a raindrop. The arrows show how the light bends as it passes through the raindrop. When the light bends, it makes the colors separate so we can see each color of the rainbow.)* **DOK 3**

Encourage children to participate in the Anchor Chart discussion by pairing children with mixed language proficiency levels to discuss their ideas before sharing them with the whole class. Provide sentence frames to support children answering in full sentences, such as: The air outside can feel hot or cold.

### Formative Evaluation

#### Collect Data Observational Checklist

## Note-taking Chart

Display Note-taking Chart 3.4. Add the words *Diagrams and Labels* to the top of the Author's Craft section. Have children share what they learned from the diagrams and labels included in the text. Model taking notes. Possible responses are listed below.

**Author's Purpose** Authors write texts to *persuade, inform* or *entertain*. *What is the author of this text trying to do?* (inform) *How does the author inform us about rainbows?* (The author uses diagrams to teach us about how we see rainbows. The labels on the diagram use words and colors that describe rainbows.)

## Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.1**. Revisit the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

### Focus Question

How can we describe the weather?

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### Check-In

Have children share one thing they learned about rainbows from the diagrams and labels in the text. Guide children to reflect using the Check-In Routine.

# LESSON 5 : BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

Companion Text

**Compare Texts**

**Culminating Task**

Summative Assessment

**Objective**

Compare and contrast two texts on the same topic.

**Lesson Materials**

Venn Diagram 3.5 (optional)

## Compare Texts

### Compare *Raindrops Roll* and “Rainbows”

**Time:** 5 minutes

## Learning Goal

We can compare and contrast familiar texts and think about how they help us describe the weather.

**Set Purpose** Tell children that they will compare and contrast two texts from this week. Prepare the **Venn Diagram**. Label the left circle "Raindrops Roll" and the right circle "Rainbows." Model taking notes.

- *What type of weather does the author of Raindrops Roll describe?* (Possible response: The author describes what it's like before, during, and after the rain.) Model adding the responses to the left side of the Venn Diagram. **DOK 3**
- *What type of weather does the author of "Rainbows" describe?* (Possible response: The author describes rainbows and how they form after the rain.) Model adding the responses to the right side of the Venn Diagram. **DOK 3**
- *How are Raindrops Roll and "Rainbows" alike?* (Possible response: Both texts talk about rain and weather.) Model adding the responses to the middle section of the Venn Diagram. **DOK 3**

Provide support to compare texts as needed.

**Substantial** Provide sentence starters and frames. For example: In both texts, they talk about rain. In the first text, the author tells us about the rain. In the second text, the author tells us about rain and rainbows.

**Moderate** Provide sentence starters, such as: Both stories teach us about the weather. The first text teaches us about rain. The second text teaches us about rainbows.

**Minimal** Have children work with a partner to answer the prompts. Provide sentence starters as needed, such as: In both texts, they teach us about weather. In one text they teach us about rain. In the other text they teach us about rain and rainbows.

**Extend the Discussion** Ask: *Think about rainy weather. What does it look like outside your home when it rains? What does it look like after it rains? What do you like to do outside after it rains?* **DOK 4**

---

### Check-In

Have children share one way that the texts are similar and different. Guide them to reflect using the Check-In Routine.

## LESSON 5 : BUILDING COMPREHENSION AND KNOWLEDGE

### Objective

Recall details from previous lessons to draw and write about the topic.

### Lesson Materials

Build Knowledge Anchor Chart 3.1 (optional)

- Student Companion

### Professional Learning

See ***Emerge! Essentials*** for more information on partnering strategies.

### Just in Time

Children can dictate labels or a caption for a teacher to transcribe as needed.

Provide enough think time for children to process their ideas during the Anchor Chart review. Provide sentence starters or frames such as: The sky \_\_\_\_\_ when it rains. I can hear \_\_\_\_\_. Use the Culminating Task lesson in the **MLL Focus Group Guide** for additional support.

### Formative Evaluation

**Collect Data** Student Companion, Observational Checklist.

## Culminating Task

### Show Your Knowledge

**Student Companion, p. 98**

**Time:** 15 minutes

#### Learning Goal

We can draw and write to describe the weather.

**Set Purpose** Tell children that at the end of the unit, they will create drawings about weather and use their ideas to make a book about different kinds of weather.

**Review** Display **Build Knowledge Anchor Chart 3.1. Tell children they can think about what they** have learned about describing weather. Have volunteers share something they learned.

**Explain** Say: *You will draw what happens when it rains. Then you will write words to describe your drawing. You can choose words that explain how you can use your five senses to describe weather.*

**Model** Say: *I will give you an example of describing the weather. It is snowing. The sky is gray, and white snowflakes fall from the sky and land on my head. The snowflakes are cold and wet.*

Say: *Think about what we learned this week. Talk with your partner about what happens when it rains.*

**Write** Have children turn to page 98 in their **Student Companion**. Read the prompt aloud: *How can we describe the weather?* Have children draw and label their example of what happens when it rains. Encourage them to think about Concept and Target Words they have learned.

Use the following supports during Write.

**Substantial/Moderate** Help children respond by providing sentence frames, such as: We can describe \_\_\_\_\_ by \_\_\_\_\_. Model using the sentence frames first with your own examples.

**Minimal** Children who have a good understanding of the lessons from this week, the Focus Question, and the Concept and Target Words can complete Student Companion page 98 with a partner. Offer help as needed.

---

#### Check-In

Have partners discuss their drawings and writing. Guide children to reflect using the Check-In Routine.

# LESSON 5 : BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

Companion Text

Compare Texts

Culminating Task

## Summative Assessment

### Objective

Demonstrate knowledge of unit skills and concepts.

## Summative Assessment

### Checkpoint 1: Foundational Skills

**Time:** 20 minutes

Administer the Unit Assessment section focusing on Unit 3, Lessons 1–5 using the digital or print version. Refer to your online reports to review class data and supports for adapting instruction in the next part of the unit.

#### IF ...

#### THEN ...

Phoneme Awareness	children score less than 3 out of 4 on phoneme awareness items,	assign pertinent digital independent practice, Printable Practice pages, or Ceres activities. Continue to practice critical skills during transition times.
Phonics	children score less than 3 out of 4 on phonics items,	assign pertinent digital independent practice, Printable Practice pages, or Ceres activities. Continue to practice critical skills during transition times.
High-Frequency Words	children score less than 3 out of 4 on high-frequency word items,	assign pertinent digital independent practice, Printable Practice pages, or Ceres activities. Continue to practice critical skills during transition times.

# LESSON 6: FOUNDATIONAL SKILLS

## Consonant Tt Pathway

### Rapid Review

### Phoneme Awareness

Decoding

Handwriting

Encoding

High-Frequency Words

Decodable Reader

## Objective

Segment phonemes in words.

## Lesson Materials

Response Board

## Professional Learning

Show Me Video: Segment Phonemes Routine

## Additional Practice

Phoneme Awareness Activity 3.6

During Study Group, practice sounds using the Articulation Videos and Sound-Spelling Cards as needed. See the Language Transfers section of ***Emerge! Essentials*** to identify possible sound transfer issues.

## Formative Evaluation

**Collect Data** Observational Checklist

# Consonant Tt

## Rapid Review: Phoneme Awareness

**Time:** 2 minutes

### Tap the Sounds

Ask children to listen and look at your mouth as you say this word: *miss*.

Have children tap out each sound in *miss*: /m/ /i/ /s/. Repeat with these words:

him /h/ /i/ /m/ sick /s/ /i/ /k/ hat /h/ /a/ /t/ gym /j/ /i/ /m/

pass /p/ /a/ /s/ sip /s/ /i/ /p/ hiss /h/ /i/ /s/ dip /d/ /i/ /p/

## Phoneme Awareness HEAR IT

**Time:** 3 minutes

### Learning Goal

We can say and count the sounds in words.

### Segment Phonemes

#### I Do

Model the Segment Phonemes Routine to segment *tip* using the **Response Board**.

#### We Do/You Do

Segment Phonemes Routine	Script	Materials
Listen and Look	<b>Listen</b> and <b>look</b> at my mouth as I say this word: <i>tip</i> .	
Tap It	<b>Tap</b> each sound: /t/ /i/ /p/.	
Count and Dot It	<b>Count</b> the sounds: /t/ /i/ /p/. How many sounds? 3 Make <b>three dots</b> , one for each sound.	<b>Response Board</b>

Guide children through the routine for these words.

*tan* /t/ /a/ /n/ 3      *toe* /t/ /ō/ 2      *luck* /l/ /u/ /k/ 3      *pop* /p/ /o/ /p/ 3

*me* /m/ /ē/ 2      *two* /t/ /ü/ 2      *tub* /t/ /u/ /b/ 3      *so* /s/ /ō/ 2

*team* /t/ /ē/ /m/ 3      *lap* /l/ /a/ /p/ 3      *my* /m/ /ī/ 2      *ten* /t/ /e/ /n/ 3

**Corrective Feedback** Model segmenting phonemes in the missed word. Say: *Look at my mouth: tan. Let's tap out the sounds together: /t/ /a/ /n/. How many sounds? 3*

Provide images, gestures, or classroom objects to support word meaning comprehension, such as holding up two fingers for the word *two*.

**Sound Discrimination** It can be a challenge for children to distinguish between /t/ and /d/. Say each word. Have children determine which words have the /t/ sound.

**Initial**   *tan* /t/   *Dan* /d/   *tot* /t/   *dot* /d/

## LESSON 6: FOUNDATIONAL SKILLS

### Consonant Tt Pathway

Rapid Review

Phoneme Awareness

Decoding

Handwriting

Encoding

High-Frequency Words

Decodable Reader

### Objectives

- Identify the letter sounds in words.
- Decode regularly spelled one-syllable words.

### Lesson Materials

- Sound-Spelling Cards 4, 9, 19, 21
- Word-Building Card 40
- Photo Cards 23, 29, 31, 54, 75, 116, 126, 137, 246, 309, 339, 373, 381, 388

Blending Lines Chart 3.6

### Professional Learning

Show Me Video: Sound-Spelling Routine

Articulation Video: /t/

Show Me Video: Word Blending Routine.

- For more information on teaching phonics and creating the Letter *Tt* Chart, see ***Emerge! Essentials***.

### Additional Practice

Phonics Activity 3.6

## Decoding: Phonics **SEE IT / SAY IT**

**Sound-Spelling Card**

**Time:** 8 minutes

### Learning Goal

We can blend and read words with the letter *t*.

### STEP 1 Introduce /t/t

Review **Sound-Spelling Cards** for *itch*, *sun*, and *dolphin* before introducing the *tiger* Sound-Spelling Card.

### I Do

Display the *tiger* Sound-Spelling Card. Say: *This is a picture of a tiger. The first sound in tiger is /t/. The letter t stands for the /t/ sound.*

### We Do

Guide children through the routine on the back of the Sound-Spelling Card.

## You Do

- Hand out a **t Word-Building Card** to each child.
- Have children hold up the letter and say the sound and letter name. (/t/t)
- Display and say the picture name for the following **Photo Cards**, one at a time: *feather, cat, table, text, skate, elbow, tie, block*.
- If the picture name begins with the letter *t*, have children hold up the *t* Word-Building Card and say *t*.
- Repeat the activity. Have children say the sound /t/ if the word begins with /t/.

## Photo Cards

## Just in Time

- Words with initial stop sounds like *did* are more difficult to blend. Provide support as needed.
- Use the articulation support on the back of the Sound-Spelling Card. Have partners make the sound, then give each other feedback.
- Play the digital Articulation Video to provide extra support for the /t/ sound. Use handheld mirrors to help children form the correct mouth position.

## Formative Evaluation

### Collect Data Observational Checklist

## STEP 2 Blend Words with /t/t

### Warm-Up

Say: *The letter t is also at the end of words.* Display Photo Cards for *bat, book, coat, flute, net, and road*. Guide children to say /t/ if the word ends with the letter *t*.

### I Do

Model the Word Blending Routine to read *it* in line 1 of **Blending Lines Chart 3.6**.

### We Do

Word Blending Routine	Script	Materials
Connect It	[Point to each letter in the word.] Let's <b>connect</b> letters to sounds. <ul style="list-style-type: none"><li>• Say the sound: /i/; say the sound: /t/.</li></ul> Slide your finger from letter to letter.	
Blend It	Keep your eyes on the word as you <b>blend</b> the sounds: /iiit/.	<b>Blending Lines Chart 3.6</b>
Read It	Scoop your finger to <b>read</b> the word: <i>it</i> .	

Guide children to use the routine to chorally blend and read the words in line 1.

**Corrective Feedback** Point to the missed word and model blending the sounds. Say: /hiit/, hit. *Do it with me.* Have children repeat the task.

**Review Word Meanings** For the following word, say the word and its meaning. When possible, have children act out the word as they repeat it aloud.

**hit** to touch hard against something

Provide images, gestures, or classroom objects to support word meaning comprehension, such as hitting your desk or the wall with your hand.

**Letter Tt Chart** Create a Letter *Tt* Chart and have children contribute words with /t/. Words can be added throughout the week.

---

#### Check-In

Have partners point to a word for their partner to blend and read. Guide children to reflect using the Check-In Routine.

## LESSON 6: FOUNDATIONAL SKILLS

### Consonant Tt Pathway

Rapid Review

Phoneme Awareness

Decoding

### Handwriting

### Encoding

High-Frequency Words

Decodable Reader

### Objective

Print uppercase and lowercase letters.

### Lesson Materials

- Handwriting Card *Tt*

Handwriting Video: *Tt*

Printable: Handwriting Practice 3.6

### Professional Learning

Show Me Video: Handwriting Routine

### Just in Time

Reference the handwriting models in the Student Companion for support.

To help children make strong sound-letter connections, have them sound out the letter as they write as well as after. To reinforce their alphabetic knowledge, ask children what letters come before or after the letter *t*, *and have them respond using a complete sentence*. For example: *What letter comes after t?* (The letter *u* comes after *t*.)

### **Additional Practice**

Have children continue practicing forming the letters with another copy of the printable.

## **Handwriting WRITE IT**

**Time:** 8 minutes

### **Learning Goal**

We can print uppercase and lowercase *Tt*.

### **Write Tt**

#### **I Do**

Display **Handwriting Card Tt** and model the Handwriting Routine. You may choose to show **Handwriting Video: Tt**.

#### **I Do/We Do**

<b>Handwriting Routine</b>	<b>Script</b>	<b>Materials</b>
Write It Big	Watch as I <b>write</b> the uppercase <i>T</i> . 1. Start at the top line and pull down to the bottom line. 2. Go to the top line and make a short line across.	
Name It	<b>Name</b> the letter: <i>uppercase T</i> . What's the sound? /t/ Now watch as I <b>write</b> the lowercase <i>t</i> . 1. Start at the top line and pull down to the bottom line. 2. Go to the middle line and cross the letter by making a short line across.	<b>Handwriting Card</b>
Name It	<b>Name</b> the letter: <i>lowercase t</i> . What's the sound? /t/	

#### **You Do**

Remind children to use the correct handwriting grip. Hand out **Handwriting**

#### **Handwriting Practice 3.6**

**Practice 3.6.** Have children trace the letters, following the arrows and repeating the strokes themselves. Have them name the letter and say the sound as they finish. Then have children circle their best letters and think about how to improve letter formation.

---

#### **Check-In**

Have children review their letter formation. Guide children to reflect using the Check-In Routine.

## **Objectives**

- Demonstrate one-to-one letter-sound correspondence.
- Print letters that represent phonemes.

## **Lesson Materials**

- Response Boards
- Printable: Spelling Practice 3.6

## **Professional Learning**

Show Me Video: Letter Dictation Routine

## **Just in Time**

Refer children to their Response Boards for support.

## **Formative Evaluation**

**Collect Data** Handwriting Practice 3.6

**Collect Data** Spelling Practice 3.6

**Make Decisions** Review the information from Phoneme Awareness, Phonics, Handwriting, and Spelling lessons to determine:

**Can children connect sounds to letters to write the letter Tt?**

If **YES** . . . have them work in Independent Practice in Lesson 7.

If **NO** . . . have them work with you during Lesson 7: Study Group.

## **Encoding: Spelling WRITE IT**

**Time:** 6 minutes

### **Learning Goal**

We can connect sounds to letters and write the letters.

### **Letter Dictation**

#### **I Do/We Do**

Use the Letter Dictation Routine to model writing the letter t on the **Response Board**.

<b>Letter Dictation Routine</b>	<b>Script</b>	<b>Materials</b>
Tap It	<p>The letter is <i>t</i>.</p> <ul style="list-style-type: none"> <li>• <b>Tap</b> the sound: /t/.</li> <li>• Make a dot for each sound.</li> </ul>	
Spell It	<p>Let's <b>spell</b> the letter.</p> <ul style="list-style-type: none"> <li>• What letter stands for /t/? Write <i>t</i>.</li> </ul>	
Write It	<p>Now cover the letter.</p> <ul style="list-style-type: none"> <li>• <b>Write</b> the letter.</li> <li>• Check your work and fix any misspellings.</li> </ul>	<b>Response Board</b>
Practice It	<p><b>Practice</b> spelling <i>t</i>.</p> <ul style="list-style-type: none"> <li>• Tap it on our head: /t/t; on our ears: /t/t; on our heart: /t/t.</li> </ul>	

Hand out Response Boards. Guide children through the routine with *t*.

### **Spelling Practice 3.6**

**Corrective Feedback** Circulate to monitor children's work. Offer feedback as needed.

#### **You Do**

Hand out **Spelling Practice 3.6**. Say the sounds. Have children write the letter that stands for the beginning sound of each picture name. Then have children check their work.

#### **Check-In**

Have partners take turns saying /t/t and coming up with a word that begins with /t/t. Guide children to reflect using the Check-In Routine.

#### **Movement: Brain Break**

Have children take a brain break with a movement activity or song.

## **LESSON 6: FOUNDATIONAL SKILLS**

### **Consonant Tt Pathway**

Rapid Review

Phoneme Awareness

Decoding

Handwriting

Encoding

### **High-Frequency Words**

## Decodable Reader

### Objective

Read high-frequency words.

### Lesson Materials

- High-Frequency Word Cards 19–23
- Response Boards

### Professional Learning

Show Me Video: High-Frequency Word Routine

### High-Frequency Words

Children will learn /n/n later in Unit 3, and /n/ /d/-nd in *and* in Unit 9. Children will learn /g/g in Unit 4, and /e/e in *get* in Unit 6.

### Additional Practice

High-Frequency Word Activity 3.6

Provide sentence frames that children can complete with high-frequency words from the lesson, such as: Blue and red are colors. Please get that book for me.

## High-Frequency Words

**Time:** 10 minutes

### Learning Goal

We can read and spell *and* and *get*.

### Introduce Words: *and, get*

Review **High-Frequency Word Cards** *this, that, and for* before introducing *and* and *get*.

### I Do/We Do

Hand out the **Response Boards**. Use the High-Frequency Word Routine to model and guide practice for each step of the words *and* and *get*.

High-Frequency Word Routine	Script	Materials
<b>Say It</b>	This is the word <i>and</i> . <b>Say:</b> <i>and</i> .	
<b>Tap It</b>	<ul style="list-style-type: none"> <li>• <b>Tap</b> out the sounds /a/ /n/ /d/.</li> <li>• Make a dot for each sound.</li> </ul>	<b>High-Frequency Word Card</b>
<b>Spell It</b>	<p>Let's <b>spell</b> <i>and</i>. Say the letters with me: <i>a, n, d</i>.</p> <ul style="list-style-type: none"> <li>• What letter stands for /a/? Write <i>a</i>.</li> <li>• The sound /n/ is spelled <i>n</i>. Write <i>n</i>. Remember this spelling.</li> <li>• What letter stands for /d/? Write <i>d</i>.</li> <li>• Scoop your finger to read the word: <i>and</i>.</li> </ul>	<b>Response Board</b>
<b>Write It</b>	<p>Let's <b>write</b> <i>and</i>.</p> <ul style="list-style-type: none"> <li>• Check the word and fix any misspellings.</li> </ul>	

Repeat the routine with the word *get*. See word mapping and heart placement for the words in the side column.

**Corrective Feedback** Write the word children missed. Point to and name each letter. Say: *Do it with me. Let's read the word together*.

### You Do: Partner Talk

Read the sentence on the back of the High-Frequency Word Cards for *and* and *get*. Have children orally create a sentence with each word to share with a partner. Add the words to the Unit 3 High-Frequency Word Chart.

### Check-In

Have children read and write the high-frequency words. Guide the children to reflect using the Check-In Routine.

### Objective

Read grade-level texts with purpose and understanding.

### Lesson Materials

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

### Professional Learning

Show Me Video: Decodable Reader in Action

- See **Emerge! Essentials** for information on partnering strategies.

### Extend Learning

Children who show proficiency with consonant *t* may read the story and complete the annotation prompts independently.

**First Read** Before children read, read “Tim and Dad” aloud as children track the words, and describe the illustrations associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to illustrations associated with the questions. Otherwise, have children read the story again with a partner or independently.

## Use It! Decodable Reader

**Time:** 10 minutes

### Learning Goal

We can read and understand the story “Tim and Dad.”

### Read Options

Use your learner profile data to choose the best option for children to read the story. Children will read “Tim and Dad” twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to take notes on children’s progress.

#### Choral Read

Lead children in a choral read of the story, providing a fluent model of reading. This option is helpful when children need decoding or fluency support.

#### Partner Read

Have children read the story with a partner. They can alternate pages and then switch positions.

#### Independent Read

Have children read the story on their own, silently, or in a whisper.

### Reread “I Hid It!”

**Set Purpose** Have children turn to page 33. Explain that they will read the story accurately and smoothly (with fluency). Have children reread “I Hid it!” independently or with a partner.

### Introduce “Tim and Dad”

**Review Target Skills** Before reading, have children chorally read the words from this week’s Phonics and High Frequency Word Charts.

**Student Companion, pp. 38–43**

## LESSON 6: FOUNDATIONAL SKILLS

### Consonant Tt Pathway

Rapid Review

Phoneme Awareness

Decoding

Handwriting

Encoding

High-Frequency Words

### Decodable Reader

**Formative Evaluation Collect Data**

**Collect Data** Student Companion, Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

**Can children read and understand decodable text?**

If **YES** . . . have them partner or independently read during Lesson 7: Use It! Decodable Reader.

If **NO** . . . have them chorally read with you during Lesson 7: Use It! Decodable Reader.

## Use It! Decodable Reader, *continued*

### First Read

**Set Purpose** Have children turn to page 39. Explain that they will read the story accurately.

**Concepts of Print** Point to and read the words *Tim and Dad* on page 39. Explain that each word they hear matches a word they see. Say: *Pointing to words in the text as you read will help you learn to read.* Have children point to the words as they read the story.

**Decoding Strategy** Have children turn to page 38 in their **Student Companion**, and point to the “Blend It!” decoding strategy. If children need help reading a word, they can use the **“Blend It!” Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

#### Blend It!

Slide your finger under each letter as you blend the sounds.

**Read** Read the title with children as you track the words. Ask them to tell what the story might be about. Then have children read the story chorally, in partners, or independently. Note which children need additional support as they read.

**Vocabulary** Review Explain the meanings of *do it* and *get it* as needed.

As you read, explain the following words or phrases:

- *get a hat*: find and bring a hat
- *had this*: was holding onto something

**Annotate** After reading the story, go back to page 39 and read the prompts aloud. Have children respond to each prompt.

### Second Read

**Set Purpose** Explain to children that they will be reading to understand the story.

**Read** Choose a different read option than the one children used for the first read. Have children reread the story.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 39. Ask: *What can Tim and Dad do?* (Possible response: They can make balls out of snow.)
- Turn to page 40. Ask: *Who adds the arms?* (Possible response: Tim adds the arm.)
- Turn page 43. Ask: *What did Tim and Dad do?* (Possible response: They made a snowman.)

Provide sentence starters to help children respond to the comprehension questions: Tim and Dad can make balls. It is Tim. Tim and Dad made a snowman.

### Check-In

Have children share their answer to one of the comprehension questions with a partner. Guide children to reflect using the Check-In Routine.

## LESSON 6: BUILDING COMPREHENSION AND KNOWLEDGE

### Concept Knowledge Multimedia

Vocabulary

Central Text

Write About the Text

### Objective

Participate in conversations with peers and adults.

### Lesson Materials

Concept Knowledge Multimedia 3.2

Build Knowledge Anchor Chart 3.2 (optional)

### Professional Learning

Show Me Video: Build Knowledge Anchor Chart Routine

Pair children with mixed language-proficiency levels to discuss their ideas for the anchor chart first before sharing with the whole class. Ask children guiding questions and provide sentence starters if needed. For example, ask: *What did you learn about how weather changes in the video?* I learned that weather changes by \_\_\_\_\_. Provide your own examples using the sentence starters if needed.

## Concept Knowledge Multimedia

### Watch: “Weather Changes”

**Time:** 7 minutes

#### Learning Goal

We can learn about and discuss ways the weather changes.

**Before You Watch** Tell children that they will watch a video that will help them understand how the weather changes. Introduce the Focus Question. Say: *How does the weather change?* Tell children to have ears listening, eyes watching, and hands in their laps.

Concept Knowledge Multimedia

**As You Watch** Show **Concept Knowledge Multimedia 3.2**, "Weather Changes." Pause as shown below. Have partners discuss and share answers with the class. Use the Unit Opener Survey to select discussion prompts. Note any bold Concept Words.

<b>Pause Points</b>	<b>Talk About It</b>	<b>Possible Responses</b>
1	How can the temperature change in the desert? How did the temperature change on a cold day in the mountains?	Temperatures can start cool, warm up as the sun comes up, and cool down again at night. The temperature was cold, and the clouds helped keep the temperature from rising.
2	<b>Extend</b> Why doesn't the <b>snow</b> always melt when the sun is out? What happened to the water when the wind blew in a storm?	<b>Extend</b> When the temperature is cold enough, the snow won't melt. The wind made waves on the water as the storm came in.
3	<b>Extend</b> How can weather change on a sunny day?	<b>Extend</b> Sometimes weather can turn stormy, windy, cloudy, or snowy.

Provide sentence starters or frames to help children respond to the questions above if needed, such as: Temperature starts off \_\_\_\_ and then \_\_\_\_ when the sun comes up. On a cold day in the mountains, the temperature \_\_\_\_.

### Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.2** and read aloud the Focus Question. Elicit ideas from children to add to the chart. Sample responses are written below.

#### Focus Question

How does weather change?

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#### Check-In

Ask partners to share one thing they learned about how weather changes. Guide children to reflect using the Check-In Routine.

## LESSON 6: BUILDING COMPREHENSION AND KNOWLEDGE

Concept Knowledge Multimedia

Vocabulary

Central Text

Write About the Text

Objectives

- Use vocabulary words and phrases learned in conversations, texts, or other media.
- Make real-world connections between words and their uses.

## Lesson Materials

- Visual Vocabulary Cards 49–50
- Concept Word Web 3.2 (optional)

## Professional Learning

Show Me Video: Vocabulary Routine

# Vocabulary

## Introduce Concept Words

**Time:** 3 minutes

### Learning Goal

We can learn and use the words *temperature* and *snow*.

### ***temperature, snow***

Say: We just watched “Weather Changes” and heard the words *temperature* and *snow*.  
Let’s learn about these words.

### Visual Vocabulary Cards

Use the Explain/Repeat/Example/Discuss steps in the Vocabulary Routine on the **Visual Vocabulary Cards** to introduce the words.

After children repeat the word in the Discuss step, encourage partners to respond to the prompt. Have volunteers share their responses with the class.

Provide sentence starters or frames to support the prompt in the Discuss step as needed, such as: Today the temperature is \_\_\_\_\_. You can play \_\_\_\_\_ and \_\_\_\_\_ in the snow. Model using the sentence starters and frames with your own examples. Use visuals and/or gestures to support comprehension if needed.

**Expand Vocabulary Knowledge** You may use the back of the Visual Vocabulary Cards to expand children’s knowledge of the words.

## Create a Concept Word Web

Display **Concept Word Web 3.2**. Model adding the word *temperature* to the Concept Word Web. Record children’s responses to the questions below on the lines coming out of the circle. Add additional lines as needed.

### Concept Word Web 3.2

- Ask: *What do you like to do when the temperature is hot?*  
(Possible responses: When the temperature is hot, I like to play outside.; When the temperature is hot, I like to go swimming.; When the temperature is hot, I like to stay inside.)
- Ask: *What do you like to do when the temperature is cold?*  
(Possible responses: When the temperature is cold, I bundle up and go outside to play.; When the temperature is cold, I stay inside.)

- Ask: *What pictures can we use to help us remember what temperature means?*  
[Draw or use a digital picture in lower right corner.]
- Repeat for *snow* in another circle on the Concept Word Web.

If children have trouble coming up with responses, click over to the filled-in chart to spark ideas. You may also choose to add visuals for any of the words on the web.

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### Check-In

Have partners use the Concept Words in a sentence. Guide children to reflect using the Check-In Routine.

## LESSON 6: BUILDING COMPREHENSION AND KNOWLEDGE

### Objectives

- Identify the main topic and key details of a text.
- Reread for clarification or to remember important ideas, events, or facts.

### Lesson Materials

- Literature Big Book: *Snow*
- Printable Prompts 3.6 (optional)
- Note-taking Chart 3.6 (optional)
- Build Knowledge Anchor Chart 3.6 (optional)

### Professional Learning

Show Me Video: Build Knowledge Anchor Chart Routine

Show Me Video: Teacher-Student Reading Interaction

To prepare children to listen to the text read aloud, have them listen to the **MLL Audio Summaries** in their home language first and then in English. For children who need substantial support, look at the text features in *Snow*. Identify and describe how the feature helps with understanding the text.

## Central Text

### Read *Snow*

**Time:** 15–20 minutes

#### Learning Goals

We can identify the main topic and key details of a text.

#### GET READY

Display the **Literature Big Book** and read aloud the title: *Snow*. Tell children that Ann Herriges is the author. That means she writes the words. Point out that this text uses photographs. The photographs show close-up pictures of snow. Explain to children that the weather in winter can be cold in some places. Ask: *What can happen when the weather is cold?* (Possible response: When the weather is cold, it can start to snow and become icy.)

### GET SET

**Genre: Informational Text** Remind children that informational texts share facts about real people, places, things, or events. This text shares facts about snow. The photographs give a close-up look at snowflakes and share what happens in a snowstorm. All of these tell us that *Snow* is an informational text.

**Concepts of Print: Concept of a Word** Remind children that words are made up of letters. Each letter stands for a sound. When we blend the sounds of the letters together, we read the word. Pointing to words in the text as you read is a way to help you learn to read.

**Skill: Main Topic and Key Details** Explain that the main topic of a text is what the text is mostly about. Key details share information about the main topic and are the most important details in a text. Key details can be found in the text and photographs. Display the cover of *Snow* and use the Think Aloud below to guide children's understanding of main topic and key details.

**Think Aloud** The title of this text is *Snow*. I see a photograph of a snowflake on the cover of the book. I can see that the snowflake has six sides. When I turn to page 4 and read the first line, it says that snow is ice that falls from the clouds. These are key details about snow. When I think about these key details and the title of the book, it helps me understand that snow is the main topic, or what the text is mostly about.

**Self-Monitoring Strategy: Reread** Remind children that we can reread to hear something again. It can be helpful to reread when a text is confusing or we are listening to new information and want to remember important ideas, events, or facts. Point out that there may be new information in this text about snow. Encourage children to raise their hands if they need you to reread a sentence or part of the text.

**Set Purpose** Say: *Let's read to identify key details about the main topic, snow.*

### GO!

- Read aloud the text. Define Words to Explain and Target Words at point of use.
- Guide children to understand the text by using the prompts. You may choose to use **Printable Prompts 3.6**, placing them on the pages before you read.

## LESSON 6: BUILDING COMPREHENSION AND KNOWLEDGE

Concept Knowledge Multimedia

Vocabulary

**Central Text**

Write About the Text

### Page 4

*Where does snow start forming?* (Snow starts forming in clouds.)

*What makes snow fall?* (Cold air makes snow fall.) **DOK 1**

Point to the snow falling in the photograph. Ask: *What is this?* It is snow. Point to the hat, scarf, and jacket that the boy is wearing. Ask: *When do people wear clothes like these?* People wear clothes like this when it is cold. *Does it snow fall when it is hot or cold?* Snow falls when it is cold.

---

### Page 5

Remind children that we can reread to hear something again. Ask: *As I reread this page, what do we learn about snowflakes in this part of the text?* (Possible response: Snowflakes start out as ice crystals.) **DOK 2**

### Target Words

*crystals: hard solids that have a pattern of flat ines and sharp corners*

### Words to Explain

*form:* to take shape

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### Page 6

*How do ice crystals change?* (Ice crystals grow bigger and heavier.)

*What do these changes cause the ice crystals to do?* (These changes cause the ice crystals to fall through the cloud.)  
**DOK 2**

---

### Page 7

Point out that *smash* means to crash into one another. Ask: *What happens when ice crystals smash into one another?* (They stick together and form bigger snowflakes.) **DOK 1**

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### Page 8

*As I reread, what is something new we learn about snowflakes?*

(Possible response: Snowflakes have six sides.) **DOK 1.**

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### Pages 9–11

*Branches are like the arms of a snowflake.* Ask: *What else has branches?* (Possible response: A tree has branches.) *What is a key detail about branches shown in the text or photographs?* (Possible responses: Branches on a snowflake can be thick or thin; branches can be pointy.) **DOK 2**

Point to the snowflake on page 10 and ask: *What is this?* It is a snowflake. *What is this part of a snowflake?* It is a branch. *Are these branches thick or thin?* As you ask this question, illustrate the word *thick* by making a wide space between your hands and then narrowing the gap for the word *thin*.

---

### Page 15

#### Words to Explain

*crisp:* new, fresh snow that crunches under your feet

*powdery:* like powder, or fine bits

#### Teacher Tip

As you read this text, keep in mind that children who have emigrated from warm countries or have only lived in states where the weather is warm may have never experienced snow. You may wish to point out that snow falls when the

temperature is below freezing. Some states get more snow than others because they have colder weather. Some of the snowiest states in the United States are Vermont, Maine, New Hampshire, Colorado, and Alaska.

### Page 19

*Words are made up of letters. The letters in words make different sounds.* Point to the word *It*. Ask: *How many letters does It have?* (two) *What are the letters?* (I and t) Encourage children to join in you as you model saying the sounds of the letters. Say: *When I say the sounds of the letters together, I read the word It.* **DOK 1**

### Target Words

*icy:* cold and frozen

*dangerous:* when something can hurt you

### Pages 20–21

*What is a key detail in the text about snow drifts?* (Possible response: Wind pushes snow into drifts.) *What is a key detail in the photographs about snow drifts?* (Possible response: Snow drifts look like big uneven piles of snow.) **DOK 2**

Point to a large snow drift on page 20. Say: *This is a snow drift. Is this snow drift big or small?* (big) Point to a smaller snow drift on page 20. Ask: *What is this? It is a snow drift. Is this snow drift big or small?* (small) *Do all snow drifts look the same?* (no) Explain to children how snow drifts can change because of the wind moving the snow.

*What makes snow go away?* (Warm weather melts snow.) **DOK 1**

*What is this text mostly about?* (This text is mostly about snow.) Say: *That means snow is the main topic.* Ask: *What is a key detail about snow?* (Possible response: Snow falls when the air is cold.) **DOK 2**

*How does snow change?* (Possible responses: Snow starts out as ice crystals; ice crystals stick together and form snowflakes; snow on the ground can form snow drifts; snow can melt.) **DOK 2**

### Target Words

*melts:* changing from hard to soft or from solid to liquid

## LESSON 6: BUILDING COMPREHENSION AND KNOWLEDGE

Concept Knowledge Multimedia

Vocabulary

**Central Text**

**Write About the Text**

Encourage children to participate in the Build Knowledge Anchor Chart discussion by pairing children with mixed language proficiency levels to discuss their ideas before sharing them with the whole class. Provide sentence frames to support

children answering in full sentences, such as: Ice changes to snow. Ice crystals smash together to make snowflakes. Warm weather melts snow.

### Note-taking Chart

Create **Note-taking Chart 3.6** or use the digital version. Write *Main Topic* and *Key Details* at the top in the skill section of the chart. Have children identify key details and then the main topic of the text. Model taking notes. Possible responses are listed below.

### Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.6** and read aloud the Focus Question. Elicit ideas from children to add to the chart. Sample responses are listed below.

#### Focus Question

How does the weather change?

---

#### Check-In

Have children share the main topic and key details from the text. Guide children to reflect using the Check-In Routine.

## LESSON 6: BUILDING COMPREHENSION AND KNOWLEDGE

#### Objective

Use a combination of drawing, dictating, and writing to supply information.

#### Lesson Materials

- Literature Big Book: *Snow*
- Student Companion

#### Professional Learning

Show Me Video: Modeled Writing

## Write About the Text

### Modeled Writing

**Time:** 15 minutes

#### Learning Goal

We can draw and write about texts we read.

#### Explain and Model

**Set Purpose** Say: *Writers sometimes write about what they read. Today, we're going to draw and write something we learned about snowflakes.*

**Analyze the Prompt** Display and read the question aloud: *What can happen when it is very cold?* Say: *The question is asking us to remember what we read in “Snow” about when the air gets very cold.*

After you talk about the question, check children’s understanding. Reread the question, point to pictures from Snow, and have children restate the prompt using the sentence starter: We will think about what happens when the air gets very cold.

**Find Text Evidence** Say: *Looking at the text can help us think about an answer.* Point to each word on page 4 of Snow as you read the text aloud. Ask: *What is happening here when the air is very cold?* (Possible response: When the air is very cold, snow falls.)

Have partners talk about the prompt. Provide a sentence starter as needed: When the snow falls, the air is \_\_\_\_\_. (Possible response: very cold)

**Model Drawing and Labeling the Response** Before drawing, say: *Remember that we can draw and write to tell an idea.* Tell children that it helps to say what you want to draw. Then use the sample think aloud as you model composing a response:

I will use gray for a cloud and white for snow. Now I will draw snow falling from a cloud to the ground. I will label my picture with the words *snow falls*. Tap out the sounds to write each word. Then ask: *How do you know this is a picture of snow?* Have volunteers point to characteristics that show it is a picture of snow, such as the gray clouds or the white flakes falling.

## LESSON 6: BUILDING COMPREHENSION AND KNOWLEDGE

Concept Knowledge Multimedia

Vocabulary

Central Text

**Write About the Text**

For additional practice with grammar and writing skills, use the Write About the Text lessons in the **MLL Focus Group Guide**. See the Language Transfers section of **Emerge! Essentials** to identify the differences and similarities in grammar between English and children’s home language.

### Formative Evaluation

#### Collect Data

Student Companion

#### Make Decisions

Review the Student Companion to determine:

**Can children apply the writing skill?**

If **YES** . . . have them work independently in Lesson 7.

If **NO** . . . have them work with you during Writing Conferences in Lesson 7.

**Student Companion**, pp. 44–45

## Practice

Guide children through pages 44–45 in their **Student Companion** and have partners discuss the prompts. Then have children work independently on page 45. Remind them to tell an idea in their drawing and use a verb in their label. When children are finished, have them whisper the idea they showed as they point to different parts of their drawing. Invite children to dictate what they drew or wrote if time allows.

Provide support to help children complete page 45 when needed.

**Substantial/Moderate** Ask guiding questions and provide sentence starters, such as: *What is something that we learned about snowflakes?* Most snowflakes have six sides and look like a star. You may also help children brainstorm what to draw.

**Minimal** Have children who can draw pictures and write labels complete the page independently or with a partner. Have them explain to you what they will draw.

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### Check-In

Have partners share what drew and wrote in their Student Companion. Guide children to reflect using the Check-In Routine.

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# LESSON 7: FOUNDATIONAL SKILLS

## Consonant Tt Pathway

### Rapid Review

### Phoneme Awareness

Decoding

Handwriting Review

Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

Encoding

High-Frequency Words

Decodable Reader

## Objective

Segment phonemes in words.

## Lesson Materials

- Sound-Spelling Card 1
- Response Board

## Formative Evaluation

### Collect Data

Observational Checklist

# Consonant Tt

## Rapid Review: Phonics

Time: 2 minutes

### Say Words with /a/a

Gather the *apple* Sound-Spelling Card. Tell children that they will be saying words that begin with /a/a.

- Display the *apple* Sound-Spelling Card. Say the picture name, sound, and letter name: apple, /a/, a. Have children repeat.
- Ask: *What is another word that begins with /a/?* (Possible response: astronaut)
- Model saying the word, sound, and letter name. Have children repeat.

- Invite volunteers to say other words that begin with /a/. (Possible responses: add, alligator, ask) For each word, have children say the word, sound, and letter name.

## Phoneme Awareness HEAR IT

Time: 3 minutes

### Learning Goal

We can say and count the sounds in words.

### Segment Phonemes

#### I Do

Model the Segment Phonemes Routine to segment *pit* using the **Response Board**.

#### We Do/You Do

Segment Phonemes Routine	Script	Materials
Listen and Look	<b>Listen</b> and <b>look</b> at my mouth as I say this word: <i>pit</i> .	
Tap It	<b>Tap</b> each sound: /p/ /i/ /t/.	
Count and Dot It	<b>Count</b> the sounds: /p/ /i/ /t/. How many sounds? 3 Make <b>three dots</b> , one for each sound.	<b>Response Board</b>

Guide children through the routine for these words.

*ate /ā/ /t/ 2    sip /s/ /i/ /p/ 3    night /n/ /ī/ /t/ 3    eat /ē/ /t/ 2*

*heat /h/ /ē/ /t/ 3    pan /p/ /a/ /n/ 3    in /i/ /n/ 2    cap /c/ /a/ /p/ 3*

*pet /p/ /e/ /t/ 3    at /a/ /t/ 2    not /n/ /o/ /t/ 3    note /n/ /ō/ /t/ 3*

**Corrective Feedback** Model segmenting phonemes in the missed word. Say: *Look at my mouth: pet. Let's tap out the sounds together: /p/ /e/ /t/. How many sounds? 3*

Provide images, sounds, gestures, or classroom objects to support word meaning comprehension, such as showing an image of nighttime for *night*.

## LESSON 7: FOUNDATIONAL SKILLS

### Consonant Tt Pathway

Rapid Review

Phoneme Awareness

### Decoding

### Handwriting Review

Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

Encoding

High-Frequency Words

Decodable Reader

### Objectives

- Decode regularly spelled one-syllable words.
- Build simple words using knowledge of sound-letter relationships.

### Lesson Materials

- Sound-Spelling Card 20
- Photo Cards 8, 66, 232, 278, 402, 407

Blending Lines Chart 3.6

- Response Boards

Printable: Phonics Practice 3.7a

### Additional Practice

Phonics Activity 3.7

### Professional Learning

Articulation Video: /t/

Show Me Video: Word Building Routine: Whole Group

- For more information on teaching phonics and creating the Letter *Tt* Chart, see ***Emerge! Essentials***.

## Decoding: Phonics SEE IT / SAY IT

**Sound-Spelling Card**

**Time:** 8 minutes

### Learning Goal

We can blend, build, and read words with the letter *t*.

### STEP 1 Review /t/t

Display the *tiger* **Sound-Spelling Card** and review letter *t* using the Sound-Spelling Routine on the back of the card.

### STEP 2 Blend Words with /t/t

### Warm-Up

Say: *Sometimes the letter t is at the beginning of a word. Sometimes it is at the end of a word.* Display **Photo Cards** for *upset, arm, chimney, mitt, caught, and tuna*. Guide children in identifying whether /t/ is at the beginning or end of each word.

## I Do

Model the Word Blending Routine to read *Tim* in line 2 of **Blending Lines Chart 3.6**.

## We Do

Word Blending Routine	Script	Materials
[Point to each letter in the word.] Let's <b>connect</b> letters to sounds.		
Connect It	<ul style="list-style-type: none"><li>• Say the sound: /t/; say the sound: /i/; say the sound: /m/.</li></ul>	
Blend It	Slide your finger from letter to letter. Keep your eyes on the word as you <b>blend</b> the sounds: /tiiimmm/.	Blending Lines Chart 3.6
Read It	Scoop your finger to <b>read</b> the word: <i>Tim</i> .	

Guide children to use the routine to chorally blend and read the words in lines 2 and 3. Guide children to read the sentence.

**Corrective Feedback** Point to the missed word and model blending the sounds. Say: /mmaaat/, mat. *Do it with me.* Have children repeat the task.

**Review Word Meanings** For the following words, say the word and its meaning. When possible, have children act out the word as they repeat it aloud.

1. **mat** a small, flat piece of material
2. **hat** a piece of clothing that you wear on your head

Provide images, gestures, or classroom objects to support word meaning comprehension, such as showing an image of a mat.

## Objective

Print uppercase and lowercase letters.

## Lesson Materials

- Response Boards
- Handwriting Card *Tt*

## Just in Time

- Use the articulation support on the back of the Sound-Spelling Card. Have partners make the sound, then give each other feedback.
- Play the digital Articulation Video to provide extra support for the /t/ sound. Use handheld mirrors to help children form the correct mouth position.

## Additional Practice

Printable: Handwriting Practice 3.7a.

To help children make strong sound-letter connections, have them sound out the letter as they write as well as after. To reinforce their alphabetic knowledge, ask children what letters come before or after the letter *t*, and have them respond using a complete sentence. For example, *What letter comes after t?* (The letter *u* comes after *t*.)

### Formative Evaluation

#### Collect Data Phonics Practice 3.7a

#### STEP 3 Build Words with /t/t

##### I Do

Model the Word Building Routine to build *Tim* on the **Response Board**.

##### We Do

Word Building Routine	Script	Materials
	The word is <i>Tim</i> . Say it with me.	
Tap It	<ul style="list-style-type: none"><li>Let's <b>tap</b> the sounds: /t/ /i/ /m/.</li><li>Let's make a dot for each sound.</li></ul>	
	Now let's <b>write</b> the letters.	Response Board
Write It	<ul style="list-style-type: none"><li>What letter stands for /t/? <i>t</i></li><li>What letter stands for /i/? <i>i</i></li><li>What letter stands for /m/? <i>m</i></li></ul>	
Blend and Read I	Slide your finger from letter to letter and <b>blend</b> the sounds to <b>read</b> the word: /tiiim/, <i>Tim</i> .	

Hand out Response Boards to children. Guide them to build and read the words *am*, *at*, *mat*, *Tam*, *hat*, and *sat*.

#### Phonics Practice 3.7a

**Corrective Feedback** Model building the missed word. Say: *The word is am. Let's write the letters. What letter stands for /a/? a. What letter stands for /m/? m. Blend the sounds to read the word: /aaammm/, am.*

##### You Do: Partner Talk

Hand out **Phonics Practice 3.7a**. Have partners work together to complete the activity.

**Letter Tt Chart** Have children add words to the Letter *Tt* Chart.

---

##### Check-In

Have partners point to a word for their partner to blend and read. Guide children to reflect using the Check-In Routine.

## Handwriting Review WRITE IT

**Time:** 3 minutes

- Display **Handwriting Card Tt**. Model writing *Tt* as you say the steps.
- Remind children to begin writing on the left side of the **Response Boards**.
- Say the steps for uppercase *T* as children write the letter. Repeat for lowercase *t*.

- Have children circle their best uppercase and lowercase *Tt*.

## LESSON 7: FOUNDATIONAL SKILLS

### Consonant Tt Pathway

Rapid Review

Phoneme Awareness

Decoding

Handwriting Review

### Encoding

### Data-Informed Instruction

#### Phoneme Awareness

Decoding

Encoding

High-Frequency Words

Decodable Reader

### Objective

Use phonics skills to spell words.

### Lesson Materials

- Response Boards

Printable: Spelling Practice 3.7a

### Professional Learning

Show Me Video: Word Dictation Routine

### Just in Time

Refer children to their Response Boards for support.

### More Words to Dictate

had did hit him

### Challenge Words

mist mitt

### Formative Evaluation

## Collect Data Spelling Practice 3.7a

# Encoding: Spelling WRITE IT

**Time:** 6 minutes

## Learning Goal

We can spell words with the letter *t*.

## Word Dictation

### I Do/We Do

Use the Word Dictation Routine to model spelling *sat* on the **Response Board**.

Word Dictation Routine	Script	Materials
	The word is <i>sat</i> .	
Tap It	<ul style="list-style-type: none"><li>• <b>Tap</b> out the sounds /s/ /a/ /t/.</li><li>• Make a dot for each sound.</li></ul>	
Spell It	<p>Let's <b>spell</b> <i>sat</i>.</p> <ul style="list-style-type: none"><li>• What letter stands for /s/? Write the letter <i>s</i> in the first box.</li><li>• What letter stands /a/? Write the letter <i>a</i> next.</li><li>• What letter stands for /t/? Write the letter <i>t</i> last.</li><li>• <b>Spell</b> the word <i>sat</i>: <i>s, a, t</i>.</li></ul>	<b>Response Board</b>
Write It	<p>Now cover the letters.</p> <ul style="list-style-type: none"><li>• <b>Write</b> the word.</li><li>• Check your work and fix any misspellings.</li></ul>	
Practice It	<p><b>Practice</b> spelling <i>sat</i>: <i>s, a, t</i>.</p> <ul style="list-style-type: none"><li>• <b>Tap</b> it on our head: <i>s, a, t</i>; on our ears: <i>s, a, t</i>; on our heart: <i>s, a, t</i>.</li></ul>	

Hand out Response Boards. Guide children through the routine with *it, at, hat*, and *Tim*.

## Spelling Practice 3.7a

**Corrective Feedback** Monitor children's work and offer feedback as needed.

## You Do

Hand out **Spelling Practice 3.7a**. Dictate *Tim, sit*, and *sat*. Use each word in a sentence for context. Have children write each word on their page. Ask them to check their work.

### **Check-In**

Have partners spell a word aloud from their Spelling Practice. Guide children to reflect using the Check-In Routine.

### **Objectives**

- Encode regularly spelled one-syllable words.
- Segment phonemes in words.

### **Lesson Materials**

Printable: Phonics Practice 3.7b

Printable: Handwriting Practice 3.7b

Printable: Spelling Practice 3.7b

## **Data-Informed Instruction/Practice**

Using formative evaluation data, choose children to meet with in Study Group. Based on data and observations from Day 6, include multilingual learners who need more support with consonant *t* in your study groups. Children not in Study Group will work independently.

### **Learning Goal**

We can build, read, and spell words with the letter *t*.

### **Set Up Independent Practice**

As you work with a Study Group, the rest of your class can work either independently or with a partner at their desks or in stations. Choose from the following options:

- **Word Building** Children build words using **Phonics Practice 3.7b**.
- **Handwriting** Children practice writing letters using **Handwriting Practice 3.7b**.
- **Spelling** Children spell words using **Spelling Practice 3.7b**.

**Phonics Practice 3.7b**  
**Handwriting Practice 3.7b**  
**Spelling Practice 3.7b**

### **Meet with Study Group**

## **Phoneme Awareness HEAR IT**

**Time:** 2 minutes

**Segment Phonemes** Use the Segment Phonemes Routine to help children segment and count the sounds in words.

*pig /p/ /i/ /g/ 3    am /a/ /m/ 2    off /o/ /f/ 2    take /t/ /ā/ /k/ 3*

line /l/ /i/ /n/ 3    met /m/ /e/ /t/ 3    up /u/ /p/ 2    seed /s/ /ē/ /d/ 3

tip /t/ /i/ /p/ 3    it /i/ /t/ 2    tick /t/ /i/ /k/ 3    tape /t/ /ā/ /p/ 3

**Corrective Feedback** Model segmenting phonemes in the missed word. Say: *Look at my mouth: take. Let's tap out the sounds together: /t/ /ā/ /k/. How many sounds? 3*

## LESSON 7: FOUNDATIONAL SKILLS

### Consonant Tt Pathway

Rapid Review

Phoneme Awareness

Decoding

Handwriting Review

Encoding

Data-Informed Instruction

    Phoneme Awareness

**Decoding**

**Encoding**

High-Frequency Words

Decodable Reader

### Objective

Add or substitute sounds in one-syllable words to make new words.

### Lesson Materials

- Response Boards

Printable: Phonics Practice 3.7b

### Professional Learning

Show Me Video: Word Building Routine: Study Group

### Meet with Study Group, *continued*

## **Decoding with /t/ SEE IT / SAY IT**

**Time:** 3 minutes

### I Do

Model the Word Building Routine to build *hat* and *sat* on the **Response Board**.

## Word Building Routine

### Script

### Materials

The word is hat.

#### Tap It

- What's the word? *hat*
- Let's **tap** the sounds: /h/ /a/ /t/.
- Let's make a dot for each sound.

Now let's **write** the letters.

#### Write It

- What letter stands for /h/? *h*
- What letter stands for /a/? *a*
- What letter stands for /t/? *t*

Blend and Read It Slide your finger from letter to letter and **blend** the sounds to **read** the word: /haaat/, *hat*.

#### Swap It

Let's make a new word. Let's **swap** the letter *a* with the letter *i*.

Slide your finger from letter to letter and **blend** the sounds to **read** the word: /hiit/, *hit*. *Morgan hit the ball with his bat.*

### Response Board

### Response Board

## We Do

Guide children to use their Response Boards to build and blend the words below. Provide corrective feedback as needed.

hat > hit > sit > sat > mat > at

**Corrective Feedback** Model building the missed word: Say: *To change hat to hit, the middle sound changes from /a/ to /i/. Replace the letter a with i. Do it with me.* Have children repeat.

## You Do: Partner Talk

Hand out **Phonics Practice 3.7b**. Have partners work together to complete the activity.

## Objective

Identify sounds that differ in similarly spelled words.

## Lesson Materials

Printable: Spelling Practice 3.7b

During Study Group, practice sounds using the Articulation Videos and Sound-Spelling Cards as needed. See the Language Transfers section of ***Emerge! Essentials*** to identify possible sound transfer issues.

## Formative Evaluation

**Collect Data** Observational Checklist, Phonics Practice 3.7b, Spelling Practice 3.7b

# Meet with Study Group

## Encoding: Spelling WRITE IT

**Time:** 3 minutes

**Word Sort** Hand out **Spelling Practice 3.7b**. Use these words: *it, hit, sit, Tim, dim, him*. First, have children read the words at the top of the page. Next, ask them to sort the words by writing the words in the column with *-im* or *-it*. Then, have children read the words in each column. Ask: *Which letters are the same and which are different?*

**Identify Spelling Patterns** Have volunteers say two words with the same spelling pattern.

#### Check-In

Have children share a word that they built, read, or spelled with the letter *t*. Guide children to reflect using the Check-In Routine.

#### Movement: Brain Break

Have children take a brain break with a movement activity or song.

## LESSON 7: FOUNDATIONAL SKILLS

### Consonant Tt Pathway

Rapid Review

Phoneme Awareness

Decoding

Handwriting Review

Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

Encoding

### High-Frequency Words

#### Decodable Reader

### Objective

Read high-frequency words.

### Lesson Materials

- High-Frequency Word Cards 19–24
- Response Boards

### High-Frequency Words

Children will learn /w/w in Unit 6, and /th/th in *with* in Unit 11.

### Additional Practice

## High-Frequency Word Activity 3.7

Provide sentence frames children can complete with high-frequency words, such as: Mom walks with me.

# High-Frequency Words

**Time:** 10 minutes

## Learning Goal

We can read and spell *with*.

### Introduce Word: *with*

Review **High-Frequency Word Cards** *this, that, for, get* and *and* before introducing *with*.

### I Do/We Do

Hand out the **Response Boards**. Use the High-Frequency Word Routine to model and guide practice for each step of the word *with*.

#### High-Frequency Word Routine

#### Script

#### Materials

Say It

This is the word *with*. **Say:** *with*.

**High-Frequency Word Card**

Tap It

- **Tap** out the sounds /w/ /i/ /th/.
- Make a dot for each sound.

Let's **spell** *with*. Say the letters with me: *w, i, t, h*.

Spell It

- We need to remember these spellings.
- The sound /w/ is spelled *w*. Write *w*.
- What letter stands for /i/? Write *i*.
- The sound /th/ is spelled *th*. Write *th*.
- Scoop your finger to read the word: *with*.

**Response Board**

Write It

Let's **write** *with*.

- Check the word and fix any misspellings.

**Corrective Feedback** Write the word children missed. Point to and name each letter. Say: *Do it with me. Let's read the word together.*

### You Do: Partner Talk

Read the sentence on the back of the High-Frequency Word Card for the word *with*. Have children orally create their own sentence with the word to share with a partner. Add the word to the Unit 3 High-Frequency Word Chart.

### Check-In

Have children read and write the high-frequency words. Guide children to reflect using the Check-In Routine.

### Objective

Read grade-level texts with purpose and understanding.

## Lesson Materials

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

## Professional Learning

See **Emerge! Essentials** for information on partnering strategies.

## Extend Learning

Children who show proficiency with consonant *t* may read the story and complete the annotation prompts independently.

**First Read** Before children read, read "Tam Is It!" aloud as children track the words, and describe the illustrations associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to illustrations associated with the questions. Otherwise, have children read the story again with a partner or independently.

## Use It! Decodable Reader

Time: 10 minutes

### Learning Goal

We can read and understand the story "Tam Is It!"

### Read Options

Use your learner profile data to choose the best option for children to read the story. Children will read "Tam Is It!" twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to take notes on children's progress.

#### Choral Read

Lead children in a choral read of the story, providing a fluent model of reading. This option is helpful when children need decoding or fluency support.

#### Partner Read

Have children read the story with a partner. They can alternate pages and then switch positions.

#### Independent Read

Have children read the story on their own, silently, or in a whisper.

### Reread "Tim and Dad"

**Set Purpose** Have children turn to page 39. Explain that they will read the story accurately and smoothly (with fluency). Have children reread "Tim and Dad" independently or with a partner.

### Introduce "Tam Is It!"

**Review Target Skills** Before reading, have children chorally read the words from this week's Phonics and High-Frequency Word Charts.

## **LESSON 7: FOUNDATIONAL SKILLS**

### **Consonant Tt Pathway**

Rapid Review

Phoneme Awareness

Decoding

Handwriting Review

Encoding

Data-Informed Instruction

    Phoneme Awareness

    Decoding

    Encoding

High-Frequency Words

### **Decodable Reader**

#### **Just in Time**

Prior to reading the story, engage in a discussion about how to play tag. Remind children that when we tag others, we need to be gentle.

#### **Formative Evaluation**

##### **Collect Data**

Student Companion, Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

**Can children read and understand decodable text?**

If **YES** . . . have them partner or independently read during Lesson 8: Use It! Decodable Reader.

If **NO** . . . have them chorally read with you during Lesson 8: Use It! Decodable Reader.

## **Use It! Decodable Reader, *continued***

### **First Read**

**Set Purpose** Have children turn to page 47. Explain that they will read the story accurately.

**Concepts of Print** Point to and read the words *Can Tam get* on page 47. Explain that each word they hear matches a word they see. Say: *Pointing to words in the story as you read will help you learn to read.* Have children point to the words as they read the story.

**Decoding Strategy** Have children turn to page 46 of their **Student Companion**, and point to the “Blend It!” decoding strategy. If children need help reading a word, they can use the **“Blend It!” Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

### Blend It!

Slide your finger under each letter as you blend the sounds.

**Read** Read the title with children as you track the words. Ask them to tell what the story might be about. Then have children read the story chorally, in partners, or independently. Note which children need additional support as they read.

**Vocabulary Review** Explain the meanings of *it*, *get*, and *with* as needed.

As you read, explain the following words or phrases:

- *get Sam*: come to and catch Sam
- *sit with him*: sit down together next to the boy

**Annotate** After reading the story, go back to page 47 and read the prompts aloud. Have children respond to each prompt.

---

## Second Read

**Set Purpose** Explain to children that they will be reading to understand the story.

**Read** Choose a different read option than the one children used for the first read. Have children reread the story.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 48. Ask: *How do you know who Tam just tagged?* (Possible response: The text says Tam did get Sam.)
- Turn to page 49. Ask: *When it says Sam can sit with him, who is him?* (Possible response: Him refers to a boy Sam can sit with.)
- Turn to page 51. Ask: *Who did Tam get?* (Possible response: Sid and Tim.)

Provide sentence starters to help children respond to the comprehension questions: It says that Tam did get Sam. Him is a boy that Sam can sit with. Tam gets Sid and Tim.

---

### Check-In

Have children share their answer to one of the comprehension questions with a partner. Guide children to reflect using the Check-In Routine.

## LESSON 7: BUILDING COMPREHENSION AND KNOWLEDGE

### Read Aloud Cards

### Vocabulary

Central Text

Write About the Text

### Objectives

- Reread to better understand parts of a text.
- Share and discuss ideas related to the text.

### Lesson Materials

- Visual Vocabulary Cards 49–50
- Read Aloud Cards 8A–8B

Concept Word Web 3.6 (optional)

Collaborative Conversations Video: Add to Others' Ideas

## Read Aloud Cards

### Engage! Review Concept Words

**Time:** 2 minutes

Display the **Visual Vocabulary Cards** for *temperature* and *snow*. Use the sentence starters on the back of the cards to support children's oral processing of the words. You may choose to have children do this as a Partner Talk. Review the Vocabulary Routine as needed.

**Visual Vocabulary Cards**

### Read "Weather Can Change"

**Time:** 9 minutes

#### Learning Goal

We can reread to learn about how the weather changes.

**Read Aloud Cards**

#### GET READY

Display or hold up the "Weather Can Change" **Read Aloud Cards** and read the title. Tell children they will listen to a new text read aloud that describes weather changes.

#### GET SET

**Set Purpose** Tell children they will listen to learn about things that happen when the temperature changes.

**Genre: Informational Text** Review that this is an informational text. This type of text includes facts and details about real people, places, things, or events.

**Self-Monitoring Strategy: Reread** Review that we can reread when parts of the text are confusing or to remember important ideas, events, or facts.

#### GO!

Begin reading the text aloud as you display the cards. Stop and use the prompts as noted below. This text includes Words to Explain and words and phrases in MLL Support. Use these supports as needed. Observe and take notes on children's ability to reread for understanding.

### Card 8A

**Read and Discuss** Read the first two paragraphs. Ask: *What is something that happens when the weather turns cold? I will reread some of the text, so you can listen for the answer.* Read the second paragraph one more time and ask the question again. (Possible response: When the weather turns cold, you might see frost outside.)

Say: *temperature*. Have children repeat. Read the sentence from the text that uses the word *temperature*. Ask: *What was the temperature like when you came to school today?* (Responses will vary.) Have partners discuss and share their answers with the class. Add new ideas to the **Concept Word Web 3.6** for *temperature*.

## LESSON 7: BUILDING COMPREHENSION AND KNOWLEDGE

### Read Aloud Cards

### Vocabulary

Central Text

Write About the Text

After reading the rest of Card 8A, say: *snow*. Have children repeat. Then read the sentence from the text that uses the word *snow*. Ask: *What kind of temperature is needed to have snow?* (Possible response: Cold temperatures are needed for snow.) Have partners discuss and share their answers with the class. Add new ideas to the Concept Word Web 3.6 for *snow*.

### Card 8B

**Read and Discuss** Read Card 8B. Ask: *What temperature changes does this card describe?* (warmer temperature changes) Say: *I'm going to reread part of the text. Listen closely to find the answer to this question. What can happen when the temperature becomes warmer?* Reread the first three paragraphs, then ask the question again. (Possible responses: Snow melts and rain falls in warmer temperatures; there can be heat waves, dust storms, and flooding in warm temperatures.)

### Collaborative Conversations: Add to Others' Ideas

Play the **Collaborative Conversations Video: Add to Others' Ideas** to show children how to contribute to a classroom conversation by listening to others, adding their own thoughts, and staying on topic.

**Practice** Have partners take turns asking and answering questions about the text and adding to others ideas from the text. Say: *We have learned about the ways weather can change.* Ask: *What might you do if the weather turned hot tomorrow? What are some things people do when the weather changes?* (Responses will vary.)



**Collaborative Conversations Video**

Use the following scaffolds to support children during Practice.

**Substantial/Moderate** Guide children in responding using a sentence starter, such as: If the weather turned hot tomorrow, I would plan to go to the pool. Provide the answer, and have children repeat after you if needed.

**Minimal** Ask children questions to help them add details to their responses. For example, ask: *What does this idea make you think about?*

### Check-In

Have children answer this question: *What did you learn about weather changes after rereading parts of this text?* Guide children to reflect using the Check-In Routine.

## LESSON 7: BUILDING COMPREHENSION AND KNOWLEDGE

### Objectives

- Use vocabulary words and phrases learned in conversations, texts, or other media.
- Make real-world connections between words and their uses.

### Lesson Materials

- Visual Vocabulary Cards 51–52

Concept Word Web 3.2 (optional)

## Vocabulary

### Introduce Concept Words

**Time:** 4 minutes

#### Learning Goal

We can learn and use the words *wind* and *storm*.

#### Visual Vocabulary Cards

#### **wind, storm**

say: *We just listened to "Weather Can Change" and heard the words wind and storm. Let's learn about these words.*

Use the Explain/Repeat/Example/Discuss steps in the Vocabulary Routine on the **Visual Vocabulary Cards** to introduce the words.

After children repeat the word in the Discuss step, encourage partners to respond to the prompt. Have volunteers share their responses with the class.

Provide sentence starters or frames as needed to support the prompt in the Discuss step, such as: \_\_\_\_\_ blows in the wind. I have seen a \_\_\_\_\_ storm. Model using the sentence starters and frames with your own examples. Use visuals and/or gestures to support comprehension if needed.

**Expand Vocabulary Knowledge** You may use the back of the Visual Vocabulary Cards to expand children's knowledge of the words.

### Create a Concept Word Web

Display **Concept Word Web 3.2**. Model adding the word *wind* to a circle on the Concept Word Web. Record children's responses to the questions below on the lines coming out of the circle. Add additional lines as needed.

#### Concept Word Web 3.2

- Ask: *How would you describe what wind is in your own words?* (Possible response: Wind is air blowing outside.)
- Ask: *What kinds of activities can you do outside when there is wind?* (Possible responses: When there is wind outside, you can fly a kite; when there is wind outside, you can make and fly a paper airplane.)
- Ask: *What pictures can we use to help us remember what wind means?* [Draw or use a digital picture in lower right corner.]
- Repeat for *storm* in another circle connected to the topic of the week.

If children have trouble coming up with responses, click over to the filled-in chart to spark ideas. You may also choose to add pictures for any of the words on the web.

---

#### Check-In

Have partners use each of the new Concept Words in a sentence. Guide children to reflect using the Check-In Routine.

## LESSON 7: BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

Vocabulary

#### Central Text

Write About the Text

#### Objectives

- Identify different ways the text describes the topic.
- Retell the text including key details, and demonstrate understanding of the text.

#### Lesson Materials

- Literature Big Book: *Snow*

Printable Prompts 3.7 (optional)

Note-taking Chart 3.6 (optional)

Build Knowledge Anchor Chart 3.6 (optional)

#### Professional Learning

Show Me Video: Retelling Routine

If children need help responding to the prompts, ask guiding questions. For example, for the Pages 4–13 prompt, ask: *What are snowflakes made of? Are snowflakes all the same? How many sides do they have?*

As you read, explain the following words or phrases to support comprehension.

**Page 7** *stick together*: connect to each other

## Central Text

142-1

### Reread Snow

**Time:** 15–20 minutes

#### Learning Goals

We can describe snow and how it changes.

#### GET READY

Display **Note-taking Chart 3.6**. Review the notes gathered for *Main Topic* and *Key Details* from the previous lesson. Ask children whether they have anything to add.

#### GET SET

**Text Structure: Description** Explain to children that *Snow* uses a description text structure. That means the text describes snow by sharing details about it and where it comes from. It also shares details about things snow makes, such as snowflakes and snowstorms.

**Set Purpose** Say: *As we listen to the text, let's think about the ways snow is described.*

#### GO!

Use the prompts and Partner Talk to support deeper understanding of the text and how to identify description. You may choose to use **Printable Prompts 3.7**. As children discuss the text with their partners, remind them to take turns sharing and listening.

#### Pages 4–13

*What are snowflakes?* (Snowflakes are ice crystals that grow big and heavy and fall from the clouds.) *What words in the text describe snowflakes?* (Possible responses: six-sided, many shapes, thin branches, thick branches, no branches, jumble of ice crystals, different) **DOK 2**

Have partners share something they learned about snowflakes. (Possible response: Snowflakes come in many shapes.) Have partners share words they would use to describe snowflakes. (Possible responses: wet, big, little, sparkly, cold) **DOK 2**

---

#### Pages 14–15

*What type of snow do big and fluffy snowflakes make?* (Big, fluffy snowflakes make wet, heavy snow.) *What type of snow do small, crisp snowflakes make?* (Small, crisp snowflakes make light, powdery snow.) **DOK 2**

Have partners talk about which type of snow is on the dog in the photograph. (Light and powdery snow is on the dog.) Then encourage them to share which type of snow they like best and why. (Possible response: I like wet and heavy snow because it makes good snowballs.) **DOK 2**

Explain the following words or phrases to support comprehension.

**Page 18** *hard to see*: our eyes cannot see things well

**Page 20** *covers the ground*: spreads over the ground

After reading, use the Take a Closer Look lesson in the **MLL Focus Group Guide** to reinforce comprehension of the Central Text.

#### Pages 16–19

The text describes two types of snowstorms: a flurry and blizzard. Ask: *What happens during a flurry?* (In a flurry, the snow stops and starts again; a flurry does not bring much snow.) *What happens in a blizzard?* (Strong winds blow; it's hard to see; the air gets icy and cold; a blizzard brings a lot of snow.) **DOK 2**

*What makes a blizzard dangerous?* Use the Think Aloud below to guide children to make an inference.

**Think Aloud** The text says that strong winds blow during a blizzard, and it is hard to see. I see in the photograph a man walking his dogs in the snow. The snow is blowing in his face. If the man can't see where he is going, he could walk into something or get lost. It looks like it is hard for the man and dogs to walk because the snow is so deep. The text says that the air becomes icy and cold. I know when I play in snow, my fingers start to hurt from the cold, and I can't stay out too long. I think all of these reasons make it dangerous to be outside when there is a blizzard. **DOK 3**

---

#### Page 20

*What happens after a snowstorm?* (Possible responses: Snow covers the ground; the wind can push the snow into drifts.) **DOK 2**

#### Note-taking Chart

Display Note-taking Chart 3.6 from the previous day's lesson. Write *Description* in the middle section of the Note-taking Chart. Have children describe snow. Model taking notes. Possible responses are listed below.

## LESSON 7: BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

Vocabulary

**Central Text**

**Write About the Text**

Allow children to work with a partner to review the main ideas of the text. To encourage more participation in the Anchor Chart discussion ask questions, such as: *What happens when it is only a flurry? What happens in a snowstorm? What is it like outside in a blizzard?* If necessary, model full sentence answers for children to use as a guide.

#### Retell the Text

Guide children or partners to retell the story using the sentence starters below. Flip through the story, as needed. Possible responses are listed below.

Snow forms in \_\_\_\_\_. (clouds)

When snow falls, it can be described as \_\_\_\_\_. (wet, heavy, light, powdery)

After it snows, you might see a \_\_\_\_\_. (snowdrift)

Use the following supports to help children retell the story. Review *description* as needed.

**Substantial** Provide guiding questions and sentence starters, such as, *Where does snow start?* Snow starts in the clouds. *What is a snowflake made of?* A snowflake is made of ice crystals. *What is snow like when it falls?* Snow that falls can be heavy and wet.

**Moderate** Provide additional sentence frames, such as: When the air is cold, snow can start in the clouds. All snowflakes are made of ice crystals. Each snowflake is different. When snow falls, it can be heavy and wet or light and powdery.

**Minimal** Provide language support as children respond using the sentence starters provided. For example, say: *The beginning of the text tells about how snow is made and where it is made. Where is snow made? What type of weather is needed to make snow?*

### Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.6** and read aloud the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

#### Focus Question

How does the weather change?

---

#### Check In

Have children describe something about snow that they learned from the text. Guide children to reflect using the Check-In Routine.

## LESSON 7: BUILDING COMPREHENSION AND KNOWLEDGE

#### Objectives

- Use a combination of drawing, dictating, and writing to supply information.
- Use frequently occurring verbs.

#### Lesson Materials

- Literature Big Book: *Snow*
- Student Companion

## Observational Checklist

### Professional Learning

Show Me Video: Interactive Writing

Show Me Video: Writing Conference Routine

### Just in Time

To support children with completing the sentence starter, offer more information. Say: *Snow melts when there is warm weather. What do you see when the sun comes out in the book?*

## Write About the Text

### Interactive Writing

**Time:** 15 minutes

#### Learning Goal

We can draw and write about texts we read.

#### Explain and Share the Pen

**Set Purpose** Say: *Writers sometimes write to help understand what they read. Today, we're going to draw and write about what happens to snow when the air gets warmer.*

**Analyze the Prompt** Display and read the question aloud: *What happens to snow in warm weather?* Say: *We know that the air needs to be very cold for it to snow. Let's think about what happens to snow when the weather gets warmer.*

Check children's understanding of the question. Reread the question, and then have children restate it using the sentence starter: We will draw about what happens to snow in warm weather.

**Find Text Evidence** Say: *Looking at the text can help us think about an answer.* Point to each word on page 21 of **Snow** as you read the text aloud. Ask: *What does the sky look like?* (Possible response: The sky is blue.) *Do you see sunshine?* (yes) *Look at the snow melting into a stream of water. What is happening to the snow in warm weather?* (Possible response: Warm weather melts the snow away.)

Have partners talk about the prompt. Provide a sentence starter as needed:

In warm weather, the sun makes snow \_\_\_\_\_. (Possible response: melt away)

**Share the Pen** Say: *Let's draw what happens to snow in warm weather: Snow melts when it gets warm.* Before drawing, say:

- We can draw and label our pictures to tell an idea.
- We can tap sounds to write words.
- We can use verbs.

Then model using these skills as you share the pen with children. Ask: *How can we draw warm weather? How can we show that the snow is melting?* Have volunteers help draw a sun with snow melting away. Remind children that adding words to a picture is called labeling. Say: *Let's label this picture with the words snow melts. The word melts tells an action, so it is a verb.* Invite volunteers to identify the letter sounds they are familiar with in each word. Tap these sounds as you write the letters. Then read the label together.

**Grammar Connection: Action Words (Present-Tense Verbs)** Explain that actions happening right now are called *present-tense verbs*. Say: *An action I'm doing right now is talking. Talking is a present-tense verb because I'm doing it in the present moment. What other present-tense verbs am I doing?* (Possible responses: You are standing.; You are smiling.)

## LESSON 7: BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

Vocabulary

Central Text

### Write About the Text

#### Just in Time

Children can dictate labels or a caption to a teacher if time allows.

### Formative Evaluation

**Collect Data** Student Companion

#### Make Decisions

Review the Student Companion to determine:

#### Can children apply the writing skill?.

If YES . . . have them work independently in Lesson 8.

If NO . . . have them work with you during Writing Conferences in Lesson 8.

**Student Companion, pp. 52–53**

#### Practice

Guide children through pages 52–53 in their **Student Companion** and have partners discuss the prompts. Then have children work independently on page 53. Remind them to tell an idea in their drawing and use a verb in their label. When children are finished, have them whisper the idea they showed as they point to different parts of their drawing.

Provide support to help children complete page 53 when needed.

**Substantial** Have children describe what they will draw and how they will label it. Then have them act out some action words.

**Moderate/Minimal** Have children who can explain what a present-tense verb is and write labels complete the page with a partner. Have them identify verbs in their labels.

**Conferences** Have a conversation with children about their writing.

#### **Writing Conference Routine**

- STEP 1** Have children show and explain their writing.
  - STEP 2** Use the **Observational Checklist** to identify and discuss strengths.
  - STEP 3** Have children compare their writing to the model in the Student Companion. If children need support, see the Writing and Grammar Skills Lesson Bank.
  - STEP 4** Identify a next step. Say: *To move your writing forward, you could think about . . .*
- 

#### **Check-In**

Have partners share what they drew and wrote in their Student Companion. Guide children to reflect using the Check-In Routine.

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# LESSON 8 : FOUNDATIONAL SKILLS

## Consonant Nn Pathway

### Phonological Awareness

### Phoneme Awareness

Decoding

Handwriting

Encoding

High-Frequency Words Review

Decodable Reader

## Objectives

- Segment and count syllables in spoken words.
- Isolate and pronounce the initial phoneme in words.

## Just in Time

Explain that a *syllable* is a part of a word. Some words, like *shoe*, have only one syllable.

## Professional Learning

Show Me Video: Identify Phoneme Routine

## Additional Practice

Phoneme Awareness Activity 3.8

During Study Group, practice sounds using the Articulation Videos and Sound-Spelling Cards as needed. See the Language Transfers section of ***Emerge! Essentials*** to identify possible sound transfer issues.

## Formative Evaluation

**Collect Data** Observational Checklist

# Consonant Nn

## Phonological Awareness HEAR IT

**Time:** 3 minutes



Learning Goal

We can say and count the syllables in words.

## Segment Syllables: Count

### I Do

Model segmenting and counting syllables in *banana* using the Segment Syllables Routine: Count.

### We Do/You Do

#### Segment Syllables Routine: Count

#### Script

Listen and Look

**Listen:** *banana*. **Look** at my mouth as I say the word again: *banana*.

Clap it

**Clap** it: /bə/ [clap] /nan/ [clap] /ə/ [clap].

Count It

Say the word again, hold up a finger, and **count** each syllable.

Say It

**Say** the number of syllables: 3.

Guide children through the routine for these words: *robot, bumblebee, car, monkey, shoe*.

## Phoneme Awareness HEAR IT

Time: 5 minutes

### Learning Goal

We can say the beginning sound in words.

## Identify Phonemes

### I Do

Model identifying the initial sound /n/ in *nice* using the Identify Phoneme Routine.

### We Do/You Do

#### Identify Phoneme Routine

#### Script

Listen and Look

**Listen:** *nice*. **Look** at my mouth as I say the word again: /nnnniiisss/.

Say It

What's the beginning sound? **Say** it: /n/.

Guide children through the routine for these words.

*nut /n/    to /t/    nap /n/    tell /t/    toe /t/    not /n/*

*nod /n/    no /n/    tap /t/    top /t/    net /n/    ten /t/*

**Corrective Feedback** Model identifying the initial phoneme in the missed word. Say: *Look at my mouth: top, /tooop/. The beginning sound is /t/. Say it with me: /t/.*

Provide images, gestures, or classroom objects to support word meaning comprehension, such as tapping on a desk to show the word *tap*.

## LESSON 8 : FOUNDATIONAL SKILLS

### Consonant Nn Pathway

Phonological Awareness

Phoneme Awareness

### Decoding

Handwriting

Encoding

High-Frequency Words Review

Decodable Reader

### Objectives

- Identify the letter sounds in words.
- Decode regularly spelled one-syllable words.

### Lesson Materials

- Sound-Spelling Cards 9, 14, 19–20
- Word-Building Card 28
- Photo Cards 13, 21, 83, 112, 122, 127, 243, 247–248, 250, 257, 365, 377, 405
- Blending Lines Chart 3.8

### Professional Learning

Articulation Video: /n/

- For more information on teaching phonics and creating the Letter *Nn* Chart, see ***Emerge! Essentials***.

### Additional Practice

Phonics Activity 3.8

## Decoding: Phonics SEE IT / SAY IT

**Time:** 8 minutes

**Sound-Spelling Card**

### Learning Goal

We can blend and read words with the letter *n*.

### STEP 1 Introduce /n/n

Review **Sound-Spelling Cards** for *sun*, *itch*, and *tiger* before introducing the *nest* Sound-Spelling Card.

### I Do

Display the *nest* Sound-Spelling Card. Say: *This is a picture of a nest. The first sound in nest is /n/. The letter n stands for the /n/ sound.*

### We Do

Guide children through the routine on the back of the Sound-Spelling Card.

### You Do

- |   |                    |
|---|--------------------|
| <ul style="list-style-type: none"><li>• Hand out an <i>n</i> <b>Word-Building Card</b> to each child.</li><li>• Have children hold up the letter and say the sound and letter name. (/n/n)</li><li>• Display and say the picture name for the following <b>Photo Cards</b>, one at a time: <i>nap, baby, fence, night, nickel, orange, crab, no.</i></li><li>• If the picture name begins with the letter <i>n</i>, have children hold up the <i>n</i> Word-Building Card and say <i>n</i>.</li><li>• Repeat the activity. Have children say the sound /n/ if the word begins with /n/.</li></ul> | <b>Photo Cards</b> |
|---|--------------------|

### Just in Time

- Words with initial stop sounds like *tin* are more difficult to blend. Provide support as needed.
- Use the articulation support on the back of the Sound-Spelling Card. Have partners make the sound, then give each other feedback.
- Play the digital Articulation Video to provide extra support for the /n/ sound. Use handheld mirrors to help children form the correct mouth position.

### Formative Evaluation

#### Collect Data

Observational Checklist

### STEP 2 Blend Words with /n/n

#### Warm-Up

Say: *The letter n is also at the end of words.* Display Photo Cards for *sun, tape, duck, fan, up, and barn*. Guide children to say /n/ if the word ends with the letter *n*.

#### I Do

Model the Word Blending Routine to read *in* in line 1 of **Blending Lines Chart 3.8**.

### We Do

Word Blending Routine	Script	Materials
Connect It	[Point to each letter in the word.] Let's <b>connect</b> letters to sounds. • Say the sound: /i/; say the sound: /n/.	
Blend It	Slide your finger from letter to letter. Keep your eyes on the word as you <b>blend</b> the sounds: /iiinnn/.	<b>Blending Lines Chart 3.8</b>
Read It	Scoop your finger to <b>read</b> the word: <i>in</i> .	

Guide children to use the routine to chorally blend and read the words in line 1.

**Corrective Feedback** Point to the missed word and model blending the sounds. Say: /tiinnn/, *tin*. *Do it with me.* Have children repeat the task.

**Review Word Meanings** For the following words, say the word and its meaning. When possible, have children act out the word as they repeat it aloud.

1. **tin** a type of metal
2. **tan** a yellow/brown color

Provide images, gestures, or classroom objects to support word meaning comprehension, such as pointing to something tan in the classroom.

**Letter Nn Chart** Create a Letter *Nn* Chart and have children contribute words with /n/. Words can be added throughout the week.

#### Check-In

Have partners point to a word for their partner to blend and read. Guide children to reflect using the Check-In Routine.

## LESSON 8 : FOUNDATIONAL SKILLS

### Consonant Nn Pathway

Phonological Awareness

Phoneme Awareness

Decoding

### Handwriting

### Encoding

### High-Frequency Word Review

Decodable Reader

### Objective

Print uppercase and lowercase letters.

### Lesson Materials

- Handwriting Card *Nn*

Handwriting Video: *Nn*

Printable: Handwriting Practice 3.8

### Just in Time

- Reference the handwriting models in the Student Companion for support.
- Explain that when printing uppercase and lowercase *Nn*, children should not pick up their pencil during the last steps of letter formation.

To help children make strong sound-letter connections, have them sound out the letter as they write as well as after. To reinforce their alphabetic knowledge, ask children what letters come before or after the letter *n*, and have them respond using a complete sentence. For example: *What letter comes after n?* (The letter *o* comes after *n*.)

## Handwriting WRITE IT

**Time:** 8 minutes

### Learning Goal

We can print uppercase and lowercase *Nn*.

### Write **Nn**

#### I Do

Display **Handwriting Card Nn** and model the Handwriting Routine. You may choose to show **Handwriting Video: Nn**.

#### I Do/We Do

Handwriting Routine	Script	Materials
	Watch as I <b>write</b> the uppercase <i>N</i> .  1. Start at the top line and pull down to the bottom line. 2. Go back to the start and slant right down to the bottom line. 3. Long line up to the top line.	
Write it Big		
Name It	<b>Name</b> the letter: <i>uppercase N</i> . What's the sound? /n/ Now watch as I <b>write</b> the lowercase <i>n</i> .  1. Start at the middle line and pull down to the bottom line. 2. Trace up, curve right, touching the middle line, then pull down to the bottom line.	<b>Handwriting Card</b>
Write It Small		
Name It	<b>Name</b> the letter: <i>lowercase n</i> . What's the sound? /n/	

#### You Do

Remind children to use the correct handwriting grip. Hand out **Handwriting**

#### **Handwriting Practice 3.8**

**Practice 3.8.** Have children trace the letters, following the arrows and repeating the strokes themselves. Have them name the letter and say the sound as they finish. Then have children circle their best letters and think about how to improve letter formation.

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#### Check-In

Have children review their letter formation. Guide children to reflect using the Check-In Routine.

#### Objectives

- Print letters that represent phonemes.
- Read high-Frequency words.

## Lesson Materials

- Response Boards

Printable: Spelling Practice 3.8

- High-Frequency Word Cards 22–24

Printable: High-Frequency Word Practice 3.8

## Just in Time

- Refer children to their Response Boards for support.
- Following Letter Dictation, have children take a brain break with a movement activity or song.

## Additional Practice

High-Frequency Word Activity 3.8

## Formative Evaluation

**Collect Data** Handwriting Practice 3.8

**Collect Data** Spelling Practice 3.8, High-Frequency Word Practice 3.8

**Make Decisions** Review the information from Phoneme Awareness, Phonics, Handwriting, and Spelling lessons to determine:

### Can children connect sounds to letters to write the letter *Nn*?

If **YES** . . . have them work in Independent Practice in Lesson 9.

If **NO** . . . have them work with you during Lesson 9: Study Group.

## Encoding: Spelling WRITE IT

**Time:** 6 minutes

### Learning Goal

We can connect sounds to letters and write the letters.

### Letter Dictation

### I Do/We Do

Use the Letter Dictation Routine to model writing the letter *n* on the **Response Board**.

Letter Dictation Routine	Script	Materials
--------------------------	--------	-----------

The letter is *n*.

Tap It

- **Tap** the sound: /n/.
- Make a dot for the sound.

Spell It

Let's **spell** the letter.

- What letter stands for /n/? Write the letter *n*.

**Response Board**

Write It

- **Write** the letter.
- Check your work and fix any mistakes.

Practice It

**Practice** spelling *n*.

- Tap it on our head: /n/n; on our ears: /n/n; on our heart: /n/n.

Hand out Response Boards. Guide children through the routine with *n*.

**Spelling Practice 3.8**

**Corrective Feedback** Circulate to monitor children's work. Offer feedback as needed.

**You Do**

Hand out **Spelling Practice 3.8**. Say the sounds. Have children write the letter that stands for the beginning sound of each picture name. Then have children check their work.

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**Check-In**

Have partners take turns saying /n/n and coming up with a word that begins with /n/n. Guide children to reflect using the Check-In Routine.

## High-Frequency Word Review

**Time:** 6 minutes

Display **High-Frequency Word Cards** *and*, *get*, and *with*. Have children read each word. Read words that children are unsure of together. Then display and read the sentence on the back of the card. Hand out and have children complete **High-Frequency Word Practice 3.8**.

# LESSON 8 : FOUNDATIONAL SKILLS

**Consonant Nn Pathway**

Phonological Awareness

Phoneme Awareness

Decoding

Handwriting

Encoding

High-Frequency Word Review

### **Decodable Reader**

#### **Objective**

Read grade-level text with purpose and understanding.

#### **Lesson Materials**

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

#### **Professional Learning**

See ***Emerge! Essentials*** for information on partnering strategies.

#### **Additional Practice**

Connected Text Activity 3.8

#### **Extend Learning**

Children who show proficiency with consonant *n* may read the story and complete the annotation prompts independently.

## **Use It! Decodable Reader**

**Time:** 10 minutes

#### **Learning Goal**

We can read and understand the story "Hat, Hat, Hat."

#### **Read Options**

Use your learner profile data to choose the best option for children to read the story. Children will read "Hat, Hat, Hat" twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to take notes on children's progress.

##### **Choral Read**

Lead children in a choral read of the story, providing a fluent model of reading. This option is helpful when children need decoding or fluency support.

##### **Partner Read**

Have children read the story with a partner. They can alternate pages and then switch positions.

##### **Independent Read**

Have children read the story on their own, silently, or in a whisper.

## Reread “Tam Is It!”

**Set Purpose** Have children turn to page 47. Explain that they will read the story accurately and smoothly (with fluency). Have children reread “Tam Is It!” independently or with a partner.

## Introduce “Hat, Hat, Hat”

**Review Target Skill** Before reading, have children chorally read the words from this week’s Phonics and High-Frequency Word Charts.

### Student Companion, pp. 54–59

**First Read** Before children read, read “Hat, Hat, Hat” aloud as children track the words, and describe the illustrations associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to illustrations associated with the questions. Otherwise, have children read the story again with a partner or independently.

## Formative Evaluation

### Collect Data

Student Companion, Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

#### Can children read and understand decodable text?

If **YES** . . . have them partner or independently read during Lesson 9: Use It! Decodable Reader.

If **NO** . . . have them chorally read with you during Lesson 9: Use It! Decodable Reader.

## First Read

**Set Purpose** Have children turn to page 55. Explain that they will read the story accurately.

**Concepts of Print** Point to and read the words *Dan* and *Nat* on page 55. Explain that each word they hear matches a word they see. Say: *Pointing to words in the text as you read will help you learn to read.* Have children point to the words as they read the story.

**Decoding Strategy** Have children turn to page 54 of their **Student Companion**, and point to the “Blend It!” decoding strategy. If children need help reading a word, they can use the **“Blend It!” Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

#### Blend It!

Slide your finger under each letter as you blend the sounds.

**Read** Read the title with children as you track the words. Ask them to tell what the story might be about. Then have children read the story chorally, in partners, or independently. Note which children need additional support as they read.

**Vocabulary Review** Explain the meanings of *get*, *this*, *that*, and *tan* as needed.

As you read, explain the following words or phrases:

- *Min is with*: Min is together and around other people
- *get this hat*: buy the hat she is wearing
- *tan hat*: a yellowish-brown-colored hat

**Annotate** After reading the story, go back to page 55 and read the prompts aloud. Have children respond to each prompt.

## Second Read

**Set Purpose** Explain to children that they will be reading to understand the story.

**Read** Choose a different read option than the one children used for their first read. Have children reread the story.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 55. Ask: *How do you know who the characters are?* (Possible response: The text says that Min is with Dan and Nat.)
- Turn to page 57. Ask: *Who can get that hat?* (Nat)
- Turn to page 58. Ask: *What do you learn about how Dan feels?* (Possible response: We learn that he is sad.)

Provide sentence starters to help children respond to the comprehension questions: It says the names Min, Dan, and Nat. The person who gets that hat is Nat. We learn that Dan feels sad.

## Check-In

Have children share their answer to one of the comprehension questions with a partner. Guide children to reflect using the Check-In Routine.

# LESSON 8 : BUILDING COMPREHENSION AND KNOWLEDGE

## Read Aloud Cards

Vocabulary

Central Text

Write About the Topic

## Objectives

- Ask and answer questions about the text.
- Share and discuss ideas related to the text.

## Lesson Materials

- Visual Vocabulary Card 51–52
- Read Aloud Cards 8A–8B

Concept Word Web 3.6 (optional)

Build Knowledge Anchor Chart 3.6 (optional)

## Read Aloud Cards

### Engage! Review Concept Words

**Time:** 2 minutes

Display the **Visual Vocabulary Cards** for *wind* and *storm*. Use the sentence starters on the back of the cards to support children’s oral processing of the words. You may choose to have children do this as a Partner Talk. Review the Vocabulary Routine as needed.

#### Visual Vocabulary Cards

### Reread “Weather Can Change”

**Time:** 8 minutes

#### Learning Goal

We can share ideas and learn about how the weather changes.

#### Read Aloud Cards

#### GET READY

Display or hold up the “Weather Can Change” **Read Aloud Cards**. Say: *We read this text yesterday. What are some ways the weather changes with the temperature?*

#### GET SET

**Set Purpose** Tell children that you are going to reread “Weather Can Change” to learn more about temperature changes and make personal connections to the text.

#### GO!

Begin reading the text aloud as you display the cards.

#### Card 8A

**Read and Discuss** Read Card 8A. Say: *In the text, we learned about temperature changes and how they affect the weather. What questions do you have about how temperature changes affect the weather? (Responses will vary.)*

Say: *wind*. Have children repeat. Read the sentence from the text that uses the word *wind*. Ask: *What can blowing wind cause?* (Possible response: Blowing wind can cause a snowdrift.) Have partners discuss and share their answers with the class. Add new ideas to the **Concept Word Web 3.6** for *wind*.

To support children during the discussion of Card 8A, provide sentence starters as needed, such as: Wind blowing snow can make a \_\_\_\_.

Pair children with mixed language-proficiency levels to discuss their ideas for the anchor chart first before sharing with the whole class. Ask children guiding questions and provide sentence starters if needed, such as: What is something that causes weather to change? Weather changes when \_\_\_\_.

### Formative Evaluation

#### Collect Data

Observational Checklist

### Card 8B

**Read and Discuss** Read Card 8B. Say: *In the text, the author describes things that happen when the temperature goes up. What can warmer weather bring?* (Possible responses: Warm weather can bring rain; warm weather can bring a heat wave.) *What can happen when it rains a lot?* (Possible response: A lot of rain can cause a flash flood.)

After reading Card 8B, say: *storm*. Have children repeat. Read the sentence from the text that uses the word *storm*. Ask: *What kind of storm might warmer weather cause?* (Warmer weather can cause a dust storm.) *What kind of storm might colder weather cause?* (Colder weather can cause a snowstorm.) Have partners discuss and share their answers with the class. Add new ideas to the Concept Word Web 3.6 for *storm*.

To support children during the discussion of Card 8B, provide sentence starters as needed, such as: Warmer weather can cause a \_\_\_\_.

### Make Connections

**Connect Text to Self** Extend the discussion of how kindergartners can identify and describe temperature changes. Say: *What kinds of things can you do outside when the temperature goes up?* (Responses will vary.)

### Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.6**. Revisit the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

### Focus Question

How does the weather change?

---

### Check-In

Have children describe weather changes they have experienced from temperature changes. Guide children to reflect using the Check-In Routine.

## LESSON 8 : BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

**Vocabulary**

**Central Text**

Write About the Topic

**Objectives**

- Make real-world connections between words and their uses.
- Use vocabulary words and phrases learned in conversations, texts, or other media.

**Lesson Materials**

Visual Vocabulary Cards 53–56

## Vocabulary

### Introduce Target Words

**Time:** 5 minutes



**Learning Goal**

We can learn and use the words *icy*, *dangerous*, *melts*, and *crystals*.

**Visual Vocabulary Cards**

***icy, dangerous, melts, crystals***

Say: *When we listened to "Snow," we heard the words icy, dangerous, melts, and crystals. Let's learn about these words.*

Use the Explain/Repeat/Example/Discuss steps in the Vocabulary Routine on the **Visual Vocabulary Cards** to introduce the words.

Encourage partners to respond to the prompt in the Discuss steps. Have volunteers share their responses with the class.

Use the following scaffolds to support children in responding to the prompts in the Discuss step.

**Substantial** Provide visuals and/or use gestures to support comprehension of the words and prompts. Model responding to the prompts with your own examples. Then, help children state their responses in complete sentences. For example, if their response is "snow," then help them say: One thing that melts is snow.

**Moderate/Minimal** Model responding to the prompts with your own examples, and then provide sentence starters or frames, such as: The roads get icy outside when it has been snowing. Running with scissors is dangerous. One thing that melts is ice cream. I have seen long ice crystals.

**Expand Vocabulary Knowledge** You may choose to use the back of the Visual Vocabulary Cards to expand children's knowledge of the words.

### Check-In

Have partners choose a Target Word. Have partners use a related word in a sentence. Guide children to reflect using the Check-In Routine.

## LESSON 8 : BUILDING COMPREHENSION AND KNOWLEDGE

### Objective

Understand the purpose of a glossary and how bold words in the text are connected to the glossary.

### Lesson Materials

- Literature Big Book: *Snow*
- Printable Prompts 3.8 (optional)
- Note-taking Chart 3.6 (optional)
- Build Knowledge Anchor Chart 3.6 (optional)

## Central Text

### Reread *Snow*

**Time:** 15–20 minutes

#### Learning Goal

We can think about how a glossary can support our understanding of the text.

#### GET READY

Display **Note-taking Chart 3.6**. Review the notes gathered for *Description* in the previous lesson. Ask children if they have anything to add.

#### GET SET

**Author's Craft: Text Features: Glossary and Bold Words** Explain to children that informational texts can include a glossary. A glossary is a list of words and definitions often found at the end of a text. The words in a glossary come from the text. Authors include a glossary so we can look up the meaning of words as we read. In *Snow*, the bold words in the text are the words the author includes in the glossary. Turn to page 22 of the text and show children the glossary. Point out that the words in the glossary are in alphabetical order. Use the Think Aloud below to model identifying bold words and looking them up in the glossary.

**Think Aloud** On page 4, the word *clouds* is written in bold. I know that means that it is darker than the other words on the page. The author makes that word bold so that it stands out. The bold print tells me that this word is in the glossary. When I turn to the glossary on page 22, I see the word *cloud*. It comes after the word *branches*. The definition in the glossary says that a *cloud* is "tiny drops of water or crystals of ice that float together in the air." I will think about that definition as I listen to the text.

**Set Purpose** Say: *Let's look for bold words and check their meaning in the glossary.*

### GO!

Reread the sections of the text referenced on the following pages and support children's understanding of a glossary and bold words using the prompts provided. You may choose to use **Printable Prompts 3.8**.

## LESSON 8 : BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

Vocabulary

**Central Text**

Write About the Topic

### Pages 8–17

Flip through the book, pausing at the pages below. Guide children to identify the bold words in the text. Then practice using the glossary to look up the meaning of the word. Use the prompts to encourage children to think about the definition and how it helps us understand more about the text.

Tell children that these big and bold words are hard for everyone, and this is why the author tells us the meaning in the back of the book in the glossary. Encourage children to not feel discouraged if they don't understand these words, as you will learn together how to figure out what they mean.

- Turn to page 9. Have a volunteer come up and point to the bold word on the page: *branches*. Remind children that bold words are darker than the rest of the words on the page. Point to and read the word *branches*. Model turning to the glossary on page 22 of the text. Read aloud the definition of *branches*: *arms or smaller parts of something larger*. Reread the text on page 9. Ask: *What does the definition help you understand about this part of the text?* (Possible response: Hearing that branches are like arms, and seeing the photograph of a snowflake, helps me understand that the points of the snowflake are the branches.) **DOK 3**
- Turn to page 12. Have a volunteer come up and point to the bold word. Point to and read the word: *jumble*. Model turning to the glossary and reading the definition of *jumble*: *a messy mix of things*. Reread the text on page 12. Ask: *What does the definition help you understand about this part of the text?* (Possible response: If a jumble is a messy mix of things, that means the photograph is showing a messy mix of ice crystals.) **DOK 3**
- Turn to page 16. Have a volunteer come up and point to the bold word. Point to and read aloud the word: *flurry*. Model turning to the glossary and reading the definition of *flurry*: *a snow shower that stops and starts*. Ask: *What does the definition help you understand about this part of the text?* (Possible response: When snow falls in a flurry it means that snow starts to fall and then stops and then starts to fall again. The words in the text match this definition.) **DOK 3**

Tell children to look at page 16. Ask: *Which word do you see first on this page? (flurry) Why do you see it first? I see it first because it is bold/big. We know this word is important because it is big and bold.*

Enter caption here

Provide enough thinking time for children to process their answers before participating in the Anchor Chart discussion. To facilitate more participation in the Anchor Chart discussion provide a sentence starter, such as: Weather can change things with the wind.

## Formative Evaluation

### Collect Data

Observational Checklist

### Note-taking Chart

Display Note-taking Chart 3.6 from the previous day's lesson. Write *Glossary and Bold Words* in the bottom section. Have children identify bold words in the text. Then check their meaning in the glossary. Model taking notes. A possible response is listed below.

**Author's Purpose** Authors write stories to persuade, inform, or entertain. Ask: *What is the author of this text trying to do?* (inform) *How does the author use a glossary and bold words to inform us about snow?* (Possible response: The bold words in the text let us know that the word is in the glossary. The glossary shares the meaning of words that tell about snow. We can check the glossary to understand more about what we are reading.)

### Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.6** and read aloud the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

### Focus Question

How does the weather change?

**Extend the Discussion** *What are some things you do to stay safe in a blizzard? DOK 3*

### Check In

Have children identify a bold word from the text and tell where they would look to find the definition of the word. Guide children to reflect using the Check-In Routine.

## LESSON 8 : BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

Vocabulary

Central Text

### Write About the Topic

### Objectives

- Use a combination of drawing, dictating, and writing to supply information.
- Use frequently occurring verbs.

### Lesson Materials

- Student Companion

Observational Checklist

# Write About the Topic

## Independent Writing

**Time:** 15 minutes

### Learning Goal

We can plan, draw, and write about a topic.

### Explain and Write

**Set Purpose** Say: *Writing about what we read can help us understand it better. To help us understand more about weather, we will draw and write about ways weather can change.*

**Text-to-Self** Say: *When we read about weather changing in a book, we can think about weather changes we know about too. How can you show weather changing in a drawing?* (Possible responses: I could draw a sunny day changing to a rainy day; I could draw snow melting into puddles.)

**Read the Student Model** Have children turn to page 60 in the **Student Companion**. Remind them of their task: *Draw one way weather can change.* Then say: *Here's how a child might draw how weather can change. Let's check if their picture has labels that tell about their drawing.* Describe the Student Model. Then ask: *What kind of weather change did this child draw?* (Possible response: The child drew the sun shining on ice and then the ice melting.)

Have partners share ideas about weather changes they could draw. Encourage them to give each other feedback. Invite one or two volunteers to share an idea with the group.

Help children restate the prompt. Review words related to the topic to ensure children can share their ideas with you or their partner if needed.

**Grammar Connection: Action Words (Present-Tense Verbs)** Remind children that words about actions happening right now are called present-tense verbs. Say: *Listen for the action that snow does in this sentence.* Read aloud as you write each word: *Snow is falling.* Ask: *What action is the snow doing?* (falling) Emphasize that the word *falling* tells an action happening in the present moment, so it is a present-tense verb.

### Just in Time

Children can dictate labels or a caption to a teacher if time allows.

### Formative Evaluation

#### Collect Data

Student Companion

#### Make Decisions

Review the Student Companion to determine:

#### Can children apply the writing skill?

If **YES** . . . have them work independently in Lesson 9.

If **NO** . . . have them work with you during Writing Conferences in Lesson 9.

### **Student Companion, pp. 60–61**

#### **Practice**

Guide children through page 61 in their Student Companion and have partners discuss the prompt. Then have children work independently on page 61. Remind them to tell an idea in their drawing and use a verb in their label.

Provide support to help children complete page 61 when needed.

**Substantial/Moderate** Brainstorm examples of changes in weather. Then provide a sentence starter to help children talk about what they will draw: I will draw clouds and rain.

**Minimal** Children who understand the prompt can complete the page independently or with a partner. Have them tell you or their partner what they will draw.

**Conferences** Have a conversation with children about their writing.

#### **Writing Conference Routine**

**STEP 1** Have children show and explain their writing.

**STEP 2** Use the **Observational Checklist** to identify and discuss strengths.

**STEP 3** Have children compare their writing to the model in the Student Companion. If children need support, see the Writing and Grammar Skills Lesson Bank.

**STEP 4** Identify a next step. Say: *To move your writing forward, you could think about . . .*

---

#### **Check-In**

Have partners share what they drew and wrote in their Student Companion. Guide children to reflect using the Check-In Routine.

# LESSON 9: FOUNDATIONAL SKILLS

## Consonant Nn Pathway

### Rapid Review

### Phoneme Awareness

### Decoding

Handwriting Review

Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

Encoding

High-Frequency Word Review

Decodable Reader

## Objective

Isolate and pronounce the final phoneme in words.

## Lesson Materials

Photo Cards 14, 173, 225–226

## Additional Practice

Phoneme Awareness Activity 3.9

## Formative Evaluation

**Collect Data** Observational Checklist

# Consonant Nn

## Rapid Review: Phonics

**Time:** 2 minutes

### Short a Match

Gather and display the *back*, *hat*, *map*, and *math* **Photo Cards**. Tell children they will say a word with the middle sound /a/ and match it to a picture or object in the room. Model as needed.

- Point to the picture of the *hat*. Blend the sounds to say the word: /h/ /a/ /t/, /haaat/, hat. Have children repeat.

- Ask: *What photo or object in the room matches hat?* Place the *hat* Photo Card near a picture of a hat or a hat in the classroom.
- Continue with the remaining words.

## Phoneme Awareness HEAR IT

**Time:** 3 minutes

### Learning Goal

We can say the ending sound in words.

### Identify Phonemes

#### I Do

Model identifying the final sound /n/ in *cane* using the Identify Phoneme Routine.

#### We Do/You Do

##### Identify Phoneme Routine

##### Script

Listen and Look

**Listen:** *rain.* **Look** at my mouth as I say the word again: /rāāānnn/.

Say It

What's the ending sound? **Say** it with me: /n/.

Guide children through the routine for these words.

*fun /n/   net /t/   hat /t/   cane /n/*

*night /t/   sun /n/   hen /n/   pen /n/*

*cat /t/   kite /t/   mine /n/   bat /t/*

**Corrective Feedback** Model identifying the final phoneme in the missed word. Say: *Look at my mouth: cane, /cāāānnn/. The ending sound is /n/. Say it with me: /n/.*

### Objectives

- Decode regularly spelled one-syllable words.
- Build simple words using knowledge of sound-letter relationships.

### Lesson Materials

- Sound-Spelling Card 14
- Photo Cards 212–213, 253, 404, 410, 451

Blending Lines Chart 3.8

- Response Boards

Printable: Phonics Practice 3.9a

### Professional Learning

For more information on teaching phonics and creating the Letter *Nn* Chart, see ***Emerge! Essentials***.

### Additional Practice

## Phonics Activity 3.9

### Just in Time

- Use the articulation support on the back of the Sound-Spelling Card. Have partners make the sound, then give each other feedback.
- Play the digital Articulation Video to provide extra support for the /n/ sound. Use handheld mirrors to help children form the correct mouth position.

## Decoding: Phonics SEE IT / SAY IT

### Sound-Spelling Card

**Time:** 8 minutes

#### Learning Goal

We can blend, build, and read words with the letter *n*.

#### STEP 1 Review /n/n

Display the *nest* Sound-Spelling Card and review letter *n* using the Sound-Spelling Routine on the back of the card.

#### STEP 2 Blend Words with /n/n

### Warm-Up

Say: *Sometimes the letter n is at the begining of a word. Sometimes it is at the end of a word.* Display Photo Cards for *van*, *turtle*, *nut*, *kitten*, *lake*, and *zoom*. Guide children in identifying whether the /n/ sound is at the beginning or end of each word.

### I Do

Model the Word Blending Routine to read *an* in line 2 of Blending Lines Chart 3.8.

### We Do

Word Blending Routine	Script	Materials
	[Point to each letter in the word.]	
Connect It	Let's <b>connect</b> letters to sounds. <ul style="list-style-type: none"><li>• Say the sound: /a/; say the sound: /n/.</li></ul>	
Blend It	Slide your finger from letter to letter. Keep your eyes on the word as you <b>blend</b> the sounds: <i>/aaannn/</i> .	Blending Lines Chart 3.8
Read It	Scoop your finger to <b>read</b> the word: <i>an</i> .	

Guide children to use the routine to chorally blend and read the words in lines 2 and 3. Guide children to read the

sentence.

**Corrective Feedback** Point to the missed word and model blending the sounds. Say: /mmmaaannn/, man. *Do it with me.* Have children repeat the task.

**Review Word Meanings** For the following word, say the word and its meaning. When possible, have children act out the word as they repeat it aloud.

**man** a grown-up male person

Provide images, gestures, or classroom objects to support word meaning comprehension, such as showing an image of a man.

## LESSON 9: FOUNDATIONAL SKILLS

### Consonant Nn Pathway

Rapid Review

Phoneme Awareness

#### Decoding

#### Handwriting Review

#### Encoding

Data-Informed Instruction

Phoneme Awareness

Decoding

Encoding

High-Frequency Word Review

Decodable Reader

#### Objective

Print uppercase and lowercase letters.

### Lesson Materials

- Handwriting Card *N/n*
- Response Boards

### Additional Practice

Printable: Handwriting Practice 3.9a

To help children make strong sound-letter connections, have them sound out the letter as they write as well as after. To reinforce their alphabetic knowledge, ask children what letters come before or after the letter *n*, and have them respond using a complete sentence. For example: *What letter comes before n?* (The letter *m* comes before *n*.)

## Decoding: Phonics, *continued* SEE IT / SAY IT

### STEP 3 Build Words with /n/n

#### I Do

Model the Word Building Routine to build *an* on the **Response Board**.

#### We Do

Word Building Routine	Script	Materials
	The word is <i>an</i> . Say it with me.	
Tap It	<ul style="list-style-type: none"><li>Let's <b>tap</b> the sounds: /a/ /n/.</li><li>Let's make a dot for each sound.</li></ul>	
	Now let's <b>write</b> the letters.	Response Board

- Write It
- What letter stands for /a/? *a*
  - What letter stands for /n/? *n*

Blend and Read It Slide your finger from letter to letter and **blend** the sounds to **read** the word: /aaannn/, *an*.

Guide children to build and read the words *man*, *tan*, *tin*, *in*, and *an*.

#### Phonics Practice 3.9a

**Corrective Feedback** Model building the missed word. Say: *The word is an. Let's write the letters. What letter stands for /a/? a. What letter stands for /n/? n. Blend the sounds to read the word: /aaannn/, an.*

#### You Do: Partner Talk

Hand out **Phonics Practice 3.9a**. Have partners work together to complete the activity.

**Letter Nn Chart** Have children add words to the Letter *Nn* Chart.

---

#### Check-In

Have partners point to a word for their partner to blend and read. Guide children to reflect using the Check-In Routine.

## Handwriting Review WRITE IT

**Time:** 3 minutes

- Display **Handwriting Card Nn**. Model writing *Nn* as you say the steps.
- Remind children to begin writing on the left side of the **Response Boards**.
- Say the steps for uppercase *N* as children write the letter. Repeat for lowercase *n*.
- Have children circle their best uppercase and lowercase *Nn*.

#### Objective

Use phonics skills to spell words.

## **Lesson Materials**

- Response Boards

Printable: Spelling Practice 3.9a

## **Just in Time**

Refer children to their Response Boards for support.

## **More Words to Dictate**

at sat it sit

## **Challenge Words**

mist mitt

## **Formative Evaluation**

**Collect Data** Phonics Practice 3.9a

**Collect Data** Spelling Practice 3.9a

## **Encoding: Spelling WRITE IT**

**Time:** 6 minutes

### **Learning Goal**

We can spell words with the letter *n*.

## **Word Dictation**

### **I Do/We Do**

Use the Word Dictation Routine to model spelling *man* on the **Response Board**.

Word Dictation Routine	Script	Materials
	The word is <i>man</i> .	
Tap It	<ul style="list-style-type: none"> <li>• <b>Tap</b> out the sounds /m// /a// /n/.</li> <li>• Make a dot for each sound.</li> </ul>	
	Let's <b>spell</b> <i>man</i> .	
Spell It	<ul style="list-style-type: none"> <li>• What letter stands for /m/? Write the letter <i>m</i> in the first box.</li> <li>• What letter stands for /a/? Write the letter <i>a</i> next.</li> <li>• What letter stands for /n/? Write the letter <i>n</i> last.</li> <li>• <b>Spell</b> the word <i>man</i>: <i>m, a, n</i>.</li> </ul>	Response Board
	Now cover the letters.	
Write It	<ul style="list-style-type: none"> <li>• <b>Write</b> the word.</li> <li>• Check your work and fix any misspellings.</li> </ul>	
	<b>Practice</b> spelling <i>man</i> : <i>m, a, n</i> .	
Practice It	<ul style="list-style-type: none"> <li>• <b>Tap</b> it on our head: <i>m, a, n</i>; on our ears: <i>m, a, n</i>; on our heart: <i>m, a, n</i>.</li> </ul>	
Hand out Response Boards. Guide children through the routine with <i>an, in, tin</i> , and <i>Dan</i> .		Spelling Practice 3.9a
<b>Corrective Feedback</b>	Monitor children's work and offer feedback as needed.	
<b>You Do</b>		
Hand out <b>Spelling Practice 3.9a</b> .	Dictate <i>in, tan, and man</i> . Use each word in a sentence for context. Have children write each word on their page. Ask them to check their work.	
<b>Check-In</b>		
Have partners spell a word aloud from their Spelling Practice. Guide children to reflect using the Check-In Routine.		
<b>LESSON 9: FOUNDATIONAL SKILLS</b>		
<b>Consonant Nn Pathway</b> <ul style="list-style-type: none"> <li>Rapid Review</li> <li>Phoneme Awareness</li> <li>Decoding</li> <li>Handwriting Review</li> <li>Encoding</li> </ul>		

## Data-Informed Instruction

### Phoneme Awareness

#### Decoding

Encoding

High-Frequency Word Review

Decodable Reader

## Objective

- Encode regularly spelled one-syllable words.
- Isolate and pronounce the initial phoneme in words.

## Lesson Materials

Printable: Phonics Practice 3.9b

Printable: Handwriting Practice 3.9b

Printable: Spelling Practice 3.9b

## Data-Informed Instruction/Practice

Using formative evaluation data, choose children to meet with in Study Group. Based on data and observations from Day 8, include multilingual learners who need more support with consonant *n* in your study groups. Children not in Study Group will work independently.

### Learning Goal

We can build, read, and spell words with the letter *n*.

## Set Up Independent Practice

As you work with a Study Group, the rest of your class can work either independently or with a partner at their desks or in stations. Choose from the following options:

- **Word Building** Children build words using **Phonics Practice 3.9b**.
- **Handwriting** Children practice writing letters using **Handwriting Practice 3.9b**.
- **Spelling** Children spell words using Spelling **Practice 3.9b**.

**Phonics Practice 3.9b**  
**Handwriting Practice 3.9b**  
**Spelling Practice 3.9b**

## **Meet with Study Group**

### **Phoneme Awareness HEAR IT**

**Time:** 2 minutes

**Identify Phonemes** Use the Identify Phoneme Routine to help children identify the initial sound in words.

*knock /n/   no /n/   time /t/   tuck /t/   toe /t/*

*nice /n/   toy /t/   ten /t/   nine /n/   nut /n/*

**Corrective Feedback** Model identifying the initial phoneme in the missed word. Say: *Look at my mouth: knock, /nnnoook/. The beginning sound is /n/. Say it with me: /n/.*

#### **Objective**

Add or substitute sounds in one-syllable words to make new words.

#### **Lesson Materials**

- Response Boards

Printable: Phonics Practice 3.9b

During Study Group, practice sounds using the Articulation Videos and Sound-Spelling Cards as needed. See the Language Transfers section of ***Emerge! Essentials*** to identify possible sound transfer issues.

## **Meet with Study Group**

### **Decoding with /n/n SEE IT / SAY IT**

**Time:** 3 minutes

#### **I Do**

Model the Word Building Routine to build *tin* and *tan* on the **Response Board**.

Word Building Routine	Script	Materials
	The word is <i>tin</i> .	
Tap It	<ul style="list-style-type: none"> <li>• What's the word? <i>tin</i></li> <li>• Let's <b>tap</b> the sounds: /t/ /i/ /n/.</li> <li>• Let's make a dot for each sound.</li> </ul>	
	Now let's <b>write</b> the letters.	
Write It	<ul style="list-style-type: none"> <li>• What letter stands for /t/? <i>t</i></li> <li>• What letter stands for /i/? <i>i</i></li> <li>• What letter stands for /n/? <i>n</i></li> </ul>	Response Board
Blend and Read It	<p>Slide your finger from letter to letter and <b>blend</b> the sounds to <b>read</b> the word:</p> <p>/tiinnn/, <i>tin</i>.</p>	
Swap It	Let's make a new word. Let's <b>swap</b> the letter <i>i</i> with the letter <i>a</i> .	
Blend and Read It	<p>Slide your finger from letter to letter and <b>blend</b> the sounds to <b>read</b> the word:</p> <p>/taaann/, <i>tan</i>. <i>The cat is tan</i>.</p>	Response Board
<b>We Do</b>	Guide children to use their Response Boards to build and blend the words below. Provide corrective feedback as needed.	
it > in > an > man > mad > mat > hat		
<b>Corrective Feedback</b>	Model building the missed word. Say: <i>To change man to mad, the ending sound changes from /n/ to /d/. Replace the letter n with d. Do it with me.</i> Have children repeat.	
<b>You Do: Partner Talk</b>	Hand out <b>Phonics Practice 3.9b</b> . Have partners work together to complete the activity.	
<b>LESSON 9: FOUNDATIONAL SKILLS</b>		
<b>Consonant Nn Pathway</b> <ul style="list-style-type: none"> <li>Rapid Review</li> <li>Phoneme Awareness</li> <li>Decoding</li> <li>Handwriting Review</li> <li>Encoding</li> </ul>		

## Data-Informed Instruction

Phoneme Awareness

Decoding

### Encoding

#### High-Frequency Word Review

#### Decodable Reader

### Objectives

- Identify sounds that differ in similarly spelled words.
- Read high-frequency words.

### Lesson Materials

Printable: Spelling Practice 3.9b

- High-Frequency Word Cards 22–24

Printable: High-Frequency Word Practice 3.9

### Additional Practice

High-Frequency Word Activity 3.9

### Formative Evaluation

**Collect Data** Observational Checklist, Phonics Practice 3.9b, Spelling Practice 3.9b, High-Frequency Word Practice 3.9

**Make Decisions** Review the Formative Evaluation information to determine:

#### Can children read the high-frequency words?

If **YES** . . . Great!

If **NO** . . . have them review these words on the High-Frequency Word Chart before reading the Decodable Reader.

#### Meet with Study Group, *continued*

## Encoding: Spelling WRITE IT

**Time:** 3 minutes

**Word Sort** Hand out **Spelling Practice 3.9b**. Use these words: *in, tin, Min, an, man, tan*. First, have children read the words at the top of the page. Next, ask them to sort the words by writing the words in the column with *-in* or *-an*. Then, have children read the words in each column. Ask: *Which letters are the same and which are different?*

**Identify Spelling Patterns** Have volunteers say two words with the same spelling pattern.

---

#### Check-In

Have children share a word that they built, read, or spelled with the letter *n*. Guide children to reflect using the Check-In Routine.

## Movement: Brain Break

Have children take a brain break with a movement activity or song.

## High-Frequency Word Review

### High-Frequency Word Practice 3.9

**Time:** 5 minutes

Display **High-Frequency Word Cards** and, *get*, and *with*. Have children read each word. Read words that children are unsure of together. Then display and read the sentence on the back of the card. Hand out and have children complete **High-Frequency Word Practice 3.9**.

## Objective

Read grade-level text with purpose and understanding.

## Lesson Materials

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

## Professional Learning

See **Emerge! Essentials** for information on partnering strategies.

## Extend Learning

Children who show proficiency with consonant *n* may read the text and complete the annotation prompts independently.

**First Read** Before children read, read "We Can Do It!" aloud as children track the words, and describe the images associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to images associated with the questions. Otherwise, have children read the story again with a partner or independently.

## Use It! Decodable Reader

**Time:** 10 minutes



### Learning Goal

We can read and understand the text "We Can Do It!"

## Read Options

Use your learner profile data to choose the best option for children to read the text. Children will read "We Can Do It!" twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to take notes on children's progress.

### Choral Read

Lead children in a choral read of the text, providing a fluent model of reading. This option is helpful when children need decoding or fluency support.

### Partner Read

Have children read the text with a partner. They can alternate pages and then switch positions.

### Independent Read

Have children read the text on their own, silently, or in a whisper.

## Reread "Hat, Hat, Hat"

**Set Purpose:** Have children turn to page 55. Explain that they will read the story accurately and smoothly (with fluency). Have children reread the story "Hat, Hat, Hat" independently or with a partner.

## Introduce "We Can Do It!"

**Review Target Skills** Before reading, have children chorally read the words from this week's Phonics and High Frequency Word Charts.

**Student Companion, pp. 62–67**

# LESSON 9: FOUNDATIONAL SKILLS

### Consonant Nn Pathway

Rapid Review

Phoneme Awareness

Decoding

Handwriting Review

Encoding

Data-Informed Instruction

    Phoneme Awareness

    Decoding

    Encoding

High-Frequency Word Review

### Decodable Reader

## Use It! Decodable Reader, *continued*

### First Read

**Set Purpose** Have children turn to page 63. Explain that they will read the text accurately.

**Concepts of Print** Point to and read the words *Dan can hit* on page 63. Explain that each word they hear matches a word they see. Say: *Pointing to words in the text as you read will help you learn to read.* Have children point to the words as they read the text.

### Blend It!

Slide your finger under each letter as you blend the sounds.

**Decoding Strategy** Have children turn to page 62 in their **Student Companion**, and point to the “Blend It” decoding strategy. If children need help reading a word, they can use the **“Blend It!” Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

**Read** Read the title with children as you track the words. Ask them to tell what the text might be about. Then have children read the text chorally, in partners, or independently. Note which children are struggling or hesitating as they read.

**Vocabulary Review** Explain the meanings of *hit*, *go*, *get*, and *tan* as needed.

As you read, explain the following words or phrases:

- *hit it*: Dan can hit the ball with the golf club
- *get it*: Nat can get the disc with his hand
- *did it*: Sid and Sam finished the race

**Annotate** After reading the text, go back to page 63 and read the prompts aloud. Have children respond to each prompt.

---

## Second Read

**Set Purpose** Explain to children that they will be reading to understand the text.

**Read** Choose a different read option than the one children used for the first read. Have children reread the text.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 63. Ask: *What can Dan do?* (Dan can hit it.)
- Turn to page 64. Ask: *Who can go with Min?* (Min can go with Dad.)
- Turn to page 66. Ask: *What did Tim have?* (Tim had a tan hat.)

Provide sentence starters to help children respond to the comprehension questions: He can hit it. She can go with Dad. He had a tan hat.

---

### Check-In

Have children recall information from the text that they found interesting and share with a partner. Guide children to reflect using the Check-In Routine.

# LESSON 9: BUILDING COMPREHENSION AND KNOWLEDGE

## Vocabulary

Companion Text

Write About the Topic

## Objective

Sort common objects into categories to gain a sense of the concepts the categories represent.

## Lesson Materials

Additional Vocabulary Images 44–46

Additional Vocabulary Video 9

- Visual Vocabulary Cards 53–56

Check that children understand the activity and that words can be sorted into groups based on things that they have in common. Show visuals and/or use gestures when reviewing the words, and have children repeat the words with you.

## Formative Evaluation

**Collect Data** Student Companion, Observational Checklist

**Collect Data** Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

**Make Decisions** Review progress on Target Words in the Observational Checklist to determine:

### Can children read and understand decodable texts?

If **YES** ... have them partner or independently read during Lesson 11: Use It! Decodable Reader.

If **NO** ... have them chorally read with you during Lesson 11: Use It! Decodable Reader.

### Can children understand the Target Words?

If **YES** ... have them continue with the Target Words lessons.

If **NO** ... add the Lesson 9 Target Words to the Lesson 14 Target Words review.

## Vocabulary

### Engage! Review Concept Words

**Time:** 5 minutes

Say: *Let's review the words temperature, snow, wind, and storm.* Display the **Additional Vocabulary Images and Video.** Have children respond to your questions about each image and explain their answers.

- Display Additional Vocabulary Image 44. Ask: *What word describes when something is hot or cold? (temperature) What does the arrow tell about the temperature and weather?*
- Display Additional Vocabulary Image 45. Ask: *What word describes rain that freezes in the sky? (snow) What does the snow cover in the picture?*
- Display Additional Vocabulary Image 46. Ask: *What word describes air that moves over Earth? (wind) What does the kite/flag flying tell you about the wind?*
- Display Additional Vocabulary Video 9. Ask: *What word describes blowing wind and rain? (storm) What kind of storm has lightning and thunder?*

#### Additional Vocabulary Images and Video

## Review Target Words

**Time:** 10 minutes

### Learning Goal

We can sort words into groups that share things in common.

Display the **Visual Vocabulary Cards** for *icy*, *dangerous*, *melts*, and *crystals*. Use the sentence starters on the back of the cards to support oral processing of the words.

### Sorting Words

**Model** Explain that some words can be sorted into groups according to things they have in common.

**Think Aloud** This week, we learned about weather changes. We learned what a storm is and how it could bring snow. We also learned that *melts* means when a solid changes into being soft or a liquid. Putting words into groups can help us understand their meanings.

**Guided Practice** Guide children to sort the following words into the two categories.

#### **things that happen in a storm**    **things that can melt**

lightning	snowman
rain	candles
thunder	ice
wind	butter

### Check-In

Have partners choose two words from the same group and use them in a sentence. Guide children to reflect using the Check-In Routine.

## LESSON 9: BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

## Companion Text

Write About the Topic

## Objectives

- Identify and describe the main topic and key details in a text.
- Compare and contrast information in a text.

## Lesson Materials

- Literature Big Book: "Not All Clouds Are the Same"

Printable Prompts 3.9 (optional)

Note-taking Chart 3.9 (optional)

Build Knowledge Anchor Chart 3.6 (optional)

To prepare children to listen to the text read aloud, have them listen to the **MLL Audio Summaries** in their home language first and then in English. For children who need substantial support, look at the text features in "Not All Clouds Are the Same." Identify and describe how the feature helps with understanding the text.

# Companion Text

## Read "Not All Clouds Are the Same"

**Time:** 15–20 minutes

### Learning Goals

We can identify the topic and key details to understand how the weather changes.

### GET READY

Display the **Literature Big Book** and read aloud the title: "Not All Clouds Are the Same" and author: Guy Brown. Remind children that the author writes the words in a text. Share with children that the author, Guy Brown, is a meteorologist. A meteorologist is scientist who understands and predicts the weather. Have children think about if they have ever seen or heard a meteorologist discuss the weather.

### GET SET

**Genre: Informational Text** Point out that "Not All Clouds Are the Same" is an informational text. Remind children that informational texts share facts about real people, places, things, or events. This text shares facts about clouds.

**Skill: Main Topic and Key Details** Review that the main topic is what the text is mostly about, and key details tell important information about the main topic. As you read the text, encourage children to listen for key details that help them to identify the main topic.

**Self-Monitoring Strategy: Reread** Review that we can reread when parts of the text are confusing or to remember important ideas, events, or facts.

**Text Structure: Compare and Contrast** Review with children authors sometimes compare and contrast in the text to look at the ways things are alike and different. In this text, the author teaches us about clouds by sharing the ways that clouds

are alike and different.

**Set Purpose** Say: *Today we will learn another way that weather changes. Let's read and find out about what clouds are and how they change in different types of weather.*

## GO!

- Read aloud the text, briefly defining Words to Explain at point of use.
- Guide children to understand the story by using the prompts. You may choose to use the **Printable Prompts 3.9**, placing them on the pages before you read.
- As you read the text, use Partner Talk prompts to support deeper understanding of the text and how to identify compare and contrast. As children discuss the text with their partners, remind them to take turns sharing and listening.

## Pages 24–25

*What are clouds made of?* (Possible response: Clouds are made of dust and water droplets that are clumped together.)

**DOK 1**

### Words to Explain

*meteorologist*: a person who studies the weather

*droplets*: very small drops

For partner talks, pair multilingual learners with children whose home language is English. Work with children who need substantial support, pointing to the photographs and asking guiding questions to help them respond to the prompts. For example: *What color are both clouds? Which cloud looks bigger? Which cloud is thicker?*

## Pages 26–27

*Look at the clouds on page 26. How are they alike? (Possible response: Both photos have some fluffy clouds.) How are they different? (Possible response: In one photo, the clouds are dark and cover the whole sky. In the other photo, the clouds are white and cover only part of the sky.)* **DOK 2**

---

Have partners compare and contrast the clouds on page 27. (Possible responses: In one photo, the clouds are thin and light like feathers. They are long and stretch across the sky; in the other photo, the clouds are fluffy and shaped like a duck.) *What do these clouds tell us about the weather that is coming?* (Possible response: Thin clouds usually come with wind, and that means the weather may change soon. Puffy clouds move slowly, so they tell us that the weather is not changing right away.) **DOK 3**

---

## Pages 28–29

Guide children to think about what makes a cloud using the diagram on page 28. Ask: *What does the diagram teach us about how a cloud forms?* (Possible response: Sunlight warms up the ground. The warm air near the ground rises. As the air rises, it starts to cool down. The water in the cool air gets close together to form clouds.) **DOK 2**

*Page 29 shows photos of rain and snow. Which picture shows a warmer day?* Use the Think Aloud below to guide children to make an inference.

**Think Aloud** The text says that when the weather is cold, water falls from the clouds as snowflakes. In the first picture, water is falling as rain, so it must be warmer there. I think that means it wasn't cold enough to freeze the water into snowflakes. **DOK 2**

---

## Pages 30–31

Say: *There is a lot of information on these pages about different types of clouds. Let's reread the pages slowly so we can be sure we understand.* Then ask: *What do different types of clouds tell us about the weather?* (Possible response: The clouds tell us what type of weather may be coming. Some tell us that the weather will change soon. Some tell us that a storm with thunder and lightning is coming. Some clouds tell us that rain is coming, and others tell us that no rain is coming.) **DOK 2**

---

## Page 32

Have partners look out the window together and discuss the clouds and the weather they see outside. Have them talk about what the clouds can tell them to expect later. (Possible response: I see fluffy white clouds in the sky. This tells me that the weather will be good for a while.) **DOK 3**

# LESSON 9: BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

Companion Text

Write About the Topic

During the Anchor Chart discussion, allow enough think time for children to process ideas before responding. Provide guiding questions as needed, such as *When clouds move fast, what does that tell us? What falls from clouds when it is cold?*

### Note-taking Chart

Create **Note-taking Chart 3.9** or use the digital version. Add the words *Topic*, *Key Details*, and *Compare and Contrast* to the top section of the Skill and Text Structure sections. Have children identify and describe the topic, key details, and compare and contrast information about clouds. Model taking notes. Possible responses are listed below.

### Retell the Text

Guide children or partners to retell the text using the sentence starters below. Flip through the text as needed. Possible responses are listed below.

Clouds come in \_\_\_\_\_. (different sizes and shapes)

All clouds form when \_\_\_\_\_. (warm air near the ground rises and cools)

Different types of clouds tell us \_\_\_\_\_. (what the weather is like)

Provide sentence frames to help children talk about *compare* and *contrast* in the story as needed, such as: Some clouds are puffy, but others are thin. All clouds form when warm air rises and cools.

## **Build Knowledge Anchor Chart**

Display **Build Knowledge Anchor Chart 3.6**. Revisit the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

### **Focus Question**

How does the weather change?

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### **Check In**

Have children share an example of comparing and contrasting types of clouds from the text. Guide children to reflect using the Check-In Routine.

# **LESSON 9: BUILDING COMPREHENSION AND KNOWLEDGE**

### **Objectives**

- Use a combination of drawing, dictating, and writing to supply information.
- Use frequently occurring verbs.

### **Lesson Materials**

- Student Companion

Observational Checklist

### **Just in Time**

To support children with adding details to their writing, use the following prompts:

- What detail did you add to your drawing?
- How can you tell about that detail in your writing?
- How would you tell someone about the detail you added?

## **Write About the Topic**

### **Independent Writing**

**Time:** 15 minutes

#### **Learning Goal**

We can add details to our drawing and writing.

### **Explain and Write**

**Set Purpose** Say: *Sometimes writers add details to tell more about an idea. Today, we will add details to our writing about how weather can change.*

**Text-to-Self** Ask: *What are some ways that weather can change?* (Possible responses: The sun can come out from behind the clouds; it can get cold overnight.)

**Writing Choice** Have children turn to page 61 in their **Student Companion** and review their work. Tell them that they will have a choice about what details to add. Display and read aloud the following questions:

- *What other labels could you add to your drawing?*
- *What other changes could you show for this weather?*

Have partners talk briefly about what details they plan to add to their work.

**Grammar Connection: Action Words (Present-Tense Verbs)** Remind children that words about actions happening right now are called *present-tense verbs*. Say: *You can add labels to tell about present-tense verbs in your drawings.*

## LESSON 9: BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

Companion Text

**Write About the Topic**

### Just in Time

Children can dictate labels or a caption to a teacher if time allows.

### Formative Evaluation

#### Collect Data

Student Companion

#### Practice

Have children add details on page 61 in their Student Companion. Remind them to make sure their drawing tells an idea, tap out sounds to help write words, and use at least one verb. Provide additional writing paper as needed. When children are finished, invite them to review their work carefully and add any final details.

**Student Companion, p. 61**

Use the following supports during Practice as needed.

**Substantial** Have children explain what they have already drawn, and then help them brainstorm what they can add. Provide sentence starters or frames, such as: Another way \_\_\_\_ weather can change is \_\_\_\_\_. I can draw \_\_\_\_\_.

**Moderate/Minimal** Have children restate the prompt and work in pairs to discuss what they will add to their drawing. Provide a sentence starter, if needed, such as: I can add \_\_\_\_ to my drawing. Offer help as needed.

**Conferences** Have a conversation with children about their writing.

### **Writing Conference Routine**

- STEP 1** Have children show and explain their writing.
  - STEP 2** Use the **Observational Checklist** to identify and discuss strengths.
  - STEP 3** Have children compare their writing to the model in the Student Companion.  
If children need support, see the Writing and Grammar Skills Lesson Bank.
  - STEP 4** Identify a next step. Say: *To move your writing forward, you could think about . . .*
- 

#### **Check-In**

Have partners share one detail they added in their Student Companion. Guide children to reflect using the Check-In Routine.

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# LESSON 10: FOUNDATIONAL SKILLS

## Review Pathway

### Rapid Review

#### Phonological Awareness

Encoding

High-Frequency Words

Fluency

## Objectives

- Read high-frequency words.
- Segment and count syllables in spoken words.

## Lesson Materials

High-Frequency Word Cards 13–15

# Consonants Tt, Nn

## Rapid Review: High-Frequency Words

**Time:** 2 minutes

### My Word!

Gather the **High-Frequency Word Cards** *is*, *they*, and *like*. Make duplicate sets and hand out to children. Each child should have one card.

- Display the High-Frequency Word Cards, one at a time. Read aloud each word.
- Have children check to see if they have the same word. If so, they hold up their card and call out "My Word!" Then they read their word aloud.
- Children keep holding up their word card for the class to read together.

## Phonological Awareness

**Time:** 5 minutes

### Learning Goal

We can say and count the syllables in words.

## Segment Syllables: Count

### I Do

Model segmenting and counting syllables in *eleven* using the Segment Syllables Routine: Count.

### We Do/You Do

**Segment Syllables Routine: Count**

Listen and Look

Clap it

Count It

Say It

**Script****Listen:** *eleven*. **Look** at my mouth as I say the word again: *eleven*.**Clap it:** /i/ [clap] /lev/ [clap] /ən/.Say the word again, hold up a finger, and **count** each syllable.**Say** the number of syllables: 3.Guide children through the routine for these words: *tiger, chocolate, apple, Africa, and horn*. Ask:

- *What do you notice about tiger and apple?* (They have two syllables.)
- *What do you notice about Africa and chocolate?* (They have three syllables.)
- *What is different about horn?* (It has only one syllable.)

## LESSON 10: FOUNDATIONAL SKILLS

**Review Pathway**

Rapid Review

Phonological Awareness

**Encoding****High-Frequency Words**

Fluency

**Objective**

Use phonics skills to spell words.

**Lesson Materials**

Printable: Spelling Practice 3.10

**Just in Time**

- If necessary, guide dictation using the Word Dictation Routine.
- Remind children to tap out the sounds and focus on letter formation as they write.
- Refer children to their Response Boards for support.

Remind children to try their best. Remind them to move to the next word even if they haven't finished and then go through the words again before finishing the activity. Provide additional practice writing single letters as needed.

## Show It! Encoding

**Time:** 20 minutes **Learning Goal**

We can spell words.

**Spelling Practice 3.10****Warm-Up**

Have children shake their hands to prepare for writing.

**Write Words**

Hand out **Spelling Practice 3.10**. Dictate each word as follows.

- Read the word.
- Read the sentence.
- Repeat the word.

1. Nat Say: *I have a friend named Nat.* Nat
2. in Say: *Jane is in her room.* in
3. tan Say: *The dog's fur is a tan color.* tan
4. tin Say: *Dad opened a tin can.* tin
5. sat Say: *The baby sat in my lap.* sat
6. am Say: *I am happy to be here!* am
7. had Say: *She had fun at the park.* had
8. mist Say: *Can you feel the mist on your skin?* mist

Note: *Mist* is a challenge word for all children.

### Compare Words

Write each word from Spelling Practice 3.10 for children to see. Have children check their work.

- Have children circle their correct words.
- Have them write the correct spelling for their misspelled words.

---

### Check-In

Have partners work together to spell their favorite word from Spelling Practice 3.10. They may choose to spell the word aloud or on paper. Guide children to reflect using the Check-In Routine.

### Movement: Brain Break

Have children take a brain break with a movement activity or song.

### Objective

Read high-frequency words.

### Lesson Materials

Printable: High-Frequency Word Practice 3.10

### Just in Time

Provide additional writing paper and have children practice writing the words they did not know as time allows.

For reinforcement, provide sentence frames that children can complete with high-frequency words from the lesson, such as: We can read and write.

### Formative Evaluation

**Collect Data** Spelling Practice 3.10

**Collect Data** Observational Checklist

### Make Decisions

Review the Formative Evaluation information to determine:

#### Can children

- decode and encode words with /t/t and /n/n?
- read and write the high-frequency words?

If **YES** . . . Great!

If **NO** . . . use student data to determine tasks for Independent Time.

## Show It! High-Frequency Words

**Time:** 12 minutes

#### Learning Goal

We can read high-frequency words.

#### High-Frequency Word Practice 3.10

#### Prepare

Use **High-Frequency Word Practice 3.10** as a game board for this week's and prior weeks' high-frequency words. Copy enough game boards so that each pair of children has one.

**Play** Pair up children. Each pair should have one game board. Each child should have one game piece. Have children:

- Write 1 on a small piece of paper.
- Write 2 on another small piece of paper.
- Place their game markers on *Start*.
- Choose one partner to hold the pieces of paper.
- Have the other partner randomly select one of the pieces of paper and move their game piece that number of spaces.
- Read the word in the space.
- Take turns completing these steps.
- Continue until both reach *Finish*.

Circulate as children play to provide corrective feedback as needed. Have children play multiple times as time allows.

---

#### Check-In

Have partners read two words from the game board to each other. Guide children to reflect using the Check-In Routine.

## LESSON 10: FOUNDATIONAL SKILLS

#### Review Pathway

Rapid Review

Phonological Awareness

Encoding

High-Frequency Words

#### Fluency

## **Objective**

Read grade-level text orally with accuracy and at an appropriate rate.

## **Lesson Materials**

- Decodable Readers
- Audio Recorder

## **Formative Evaluation**

**Collect Data** Audio Recorder

## **Show It! Fluency**

**Time:** 10 minutes

### **Learning Goal**

We can practice reading a text correctly at a pace that sounds like speaking.

### **Prepare to Read**

**Set Purpose** Tell children they will practice reading a text fluently.

**Model** Demonstrate how to select a **Decodable Reader** from the current week. Read the text with accuracy and at the appropriate rate (automaticity).

**Choose a Text** Have children select a Decodable Reader from the current week to read.

### **Read**

Tell children they will first whisper read the text to themselves or take turns reading aloud to a partner. Remind children to do the following as they read:

- Track text with a finger.
- Say each word clearly and correctly.
- Read at a pace that sounds like speaking—not too slow or too fast.

After reading, have partners discuss their favorite part of the text and give supportive feedback to each other.

**Corrective Feedback** Circulate and listen in as children read. Remind children to use their decoding strategies as they sound out and read the words as needed.

**Moving Toward Automaticity** Children should increasingly demonstrate automaticity with decoding as they reread their decodable readers from the week. Listen in and note who needs additional support.

## Record a Reading

Tell children that they will record themselves reading one of their Decodable Readers aloud. Model reading the Decodable Reader using the digital **Audio Recorder**.

Follow these steps:

1. Demonstrate clicking the *Record* button to begin recording.
2. Model reading a Decodable Reader from the week. Point to each word as you read.
3. Click *Stop* to save your recording.

**Share Out** Volunteers may read a section of their chosen text aloud to the class. Children may use simple props or gestures to enhance their reading.

### Check-In

Have partners read a sentence from the Decodable Reader to a partner. Guide children to reflect using the Check-In Routine.

# LESSON 10: BUILDING COMPREHENSION AND KNOWLEDGE

### Vocabulary

Companion Text

Compare Texts

Culminating Task

Summative Assessment

### Objectives

- Make real-world connections between words and their uses.
- Use vocabulary words and phrases learned in conversations, texts, or other media.

### Lesson Materials

- Visual Vocabulary Cards: Concept Words 49–52
- Visual Vocabulary Cards: Target Words 53–56

Concept Word Web 3.2 (optional)

Concept Word Web 2.2 (optional)

## Vocabulary

### Engage! Review Target Words

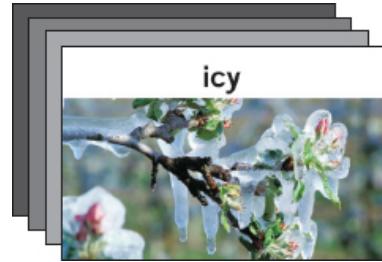
**Time:** 2 minutes

Say: *Let's review the target words we learned this week.* Display the **Visual Vocabulary Cards** for *icy*, *dangerous*, *melts*, and *crystals*. Point to each word and have children say the word with you. As time permits, have children point out the letters

and sounds that they know.

For each clue below, have children identify the correct Target Word. Then have children respond to the question.

- Ask: Which word means something can hurt you? (dangerous) What is something that is dangerous? (Responses will vary.)
- Ask: Which word describes an object that has water frozen into ice on it? (icy) What have you seen that is icy? (Responses will vary.)
- Ask: Which word means to change from solid to liquid by heating? (melts) When have you seen something melt? (Responses will vary.)
- Ask: Which word is a hard solid that has sharp corners? (crystals) When have you seen a crystal? (Responses will vary.)



**Visual Vocabulary Cards**

## Show It! Review Concept Words

**Time:** 5 minutes

### Learning Goal

We can create sentences using the Concept Words.

### Vocabulary Pairs

Tell children they will make new sentences with the Concept words.

- Review Concept words *temperature, snow, wind, and storm* using **Concept Word Web 3.2**. Then review the words *decide, cooperate, kind, and teamwork* from the previous unit using **Concept Word Web 2.2**.
- Display the following pairs of Visual Vocabulary Cards: *temperature/snow, wind/storm, cooperate/teamwork, decide/kind*.
- Have partners select a pair of words, then work together to create a sentence that includes both Concept Words.
- Invite pairs to share their sentences with the class.

Show each Visual Vocabulary Card, and have children identify the words. Have them work in pairs or in a group to brainstorm sentences. Help by offering sentence frames as needed, such as: When the temperature is cold, it can snow. When the wind blows and it rains, it is called a storm.

### Check-In

Have partners choose a Concept Word to use in a sentence. Guide children to reflect using the Check-In Routine.

## LESSON 10: BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

**Companion Text**

Compare Texts

Culminating Task

Summative Assessment

## Objective

Identify and discuss speech bubbles and what they help us to understand about the text.

## Lesson Materials

- Literature Big Book: "Not All Clouds Are the Same"

Printable Prompts 3.10 (optional)

Note-taking Chart 3.9 (optional)

Build Knowledge Anchor Chart 3.6 (optional)

## Companion Text

### Reread "Not All Clouds Are the Same"

**Time:** 10–15 minutes

#### Learning Goal

We can identify speech bubbles and think about what they tell us about the text.

#### GET READY

Display **Note-taking Chart 3.9**. Review the notes gathered for *Main Topic* and *Key Details* and *Compare* and *Contrast* from the previous lesson. Ask children if they have anything to add.

#### GET SET

**Author's Craft: Text Features: Speech Bubbles** Explain that authors use speech bubbles to share what someone is thinking or saying in a text. Speech bubbles appear in a large, round or oval, shape, like a bubble. Speech bubbles are often placed over the head of the person saying the words. Speech bubbles can share interesting facts about a text. Use the Think Aloud below to help children understand more about speech bubbles.

**Think Aloud** I know that a speech bubble shares what someone is thinking or saying. A speech bubble appears near the character or person who is saying the words. When I look at page 32, I see a bubble near Guy Brown, so I know he is asking us about what the weather is like near us.

**Set Purpose** Say: *As we reread, let's look for speech bubbles and think about how they help us to understand about clouds.*

#### GO!

Reread the sections of the text referenced on the following pages and support children's understanding of what the speech bubbles tell them using the prompts provided. You may choose to use **Printable Prompts 3.10**.

#### Pages 24–25

Look at the speech bubbles on these pages. *What does the speech bubble on page 24 tell us?* (Possible response: It tells us that Guy Brown is a meteorologist and his job is to predict the weather.) *What information does the speech bubble on page 25 tell us?* (Possible response: It tells us a fact about what clouds are made of.) **DOK 2**

---

#### Pages 28–29

*On page 28, how does the speech bubble help you understand how clouds form?* (Possible response: It says that clouds taste like water, so that helps me know that clouds are formed with water.) **DOK 3**

Encourage children to participate in the Anchor Chart discussion by pairing children with mixed language proficiency levels to discuss their ideas before sharing them with the whole class. Provide sentence frames to support children answering in full sentences, such as: Dark clouds mean it might rain.

### Formative Evaluation

#### Collect Data

Observational Checklist

#### Note-taking Chart

Display Note-taking Chart 3.9. Add the words *Speech Bubbles* to the top of the Author's Craft section. Have children share what the speech bubbles tell us in the text. Model taking notes. Possible responses are listed below.

**Author's Purpose** Authors write stories to persuade, inform, or entertain. What is the author of this text trying to do? (inform) Ask: How does the author use speech bubbles to inform you about clouds? (Possible response: Guy Brown shares more information about clouds in the speech bubbles.)

#### Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.6**. Revisit the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

#### Focus Question

How does the weather change?

---

#### Check In

Have children share one thing they learned from a speech bubble in the text. Guide children to reflect using the Check-In Routine.

## LESSON 10: BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

Companion Text

#### Compare Texts

#### Culminating Task

Summative Assessment

#### Objective

Compare and contrast two texts on the same topic.

#### Lesson Materials

Venn Diagram 3.10 (optional)

# Compare Texts

## Compare Snow and “Not All Clouds Are the Same”

**Time:** 5 minutes

### Learning Goal

We can compare and contrast familiar texts and think about the weather and how it changes.

**Set Purpose** Tell children that they will compare and contrast the two texts from this week. Prepare the **Venn Diagram**. Label the left circle *Snow* and the right circle “*Not All Clouds Are the Same*.” Model taking notes.

- *How does the author of Snow describe snow and how it changes?* (Possible response: The author describes how snow crystals form and how a lot of snow can create blizzards, snowstorms, flurries, and snow drifts.) Model adding the responses to the left side of the Venn Diagram. **DOK 3**
- *How does the author of “Not All Clouds Are the Same” describe clouds and how they change?* (Possible response: The author shares how changes in the way the clouds look can tell us what the weather will be like. Clouds can tell us if the weather will be sunny, rainy, windy, or snowy.) Model adding the responses to the right side of the Venn Diagram. **DOK 3**
- *How are Snow and “Not All Clouds Are the Same” alike?* (Possible response: Both texts talk about types of weather and how weather changes. Both texts talk about snow and how it forms in clouds.) Model adding the responses to the middle section of the Venn Diagram. **DOK 4**

Provide support to compare texts as needed.

**Substantial** Provide sentence starters. For example: The first text talks about how snow is made. The second text talks about clouds.

**Moderate** Provide sentence starters and frames, such as: Both texts talk about the weather. They tell us about how weather changes and how snow forms.

**Minimal** Have children work with a partner to answer the prompts. Provide sentence starters as needed, such as: In both texts, they teach us about weather. In the first text, they teach us about snow. In the second text, they teach us about kinds of clouds.

**Extend the Discussion** Ask: *Encourage children to share weather changes from one season to the next where they live.* **DOK 4**

---

### Check In

Have children share one way that the texts are similar and different. Guide children to reflect using the Check-In Routine.

# LESSON 10: BUILDING COMPREHENSION AND KNOWLEDGE

## Objective

Recall details from previous lessons to draw and write about the topic.

## Lesson Materials

Build Knowledge Anchor Chart 3.2 (optional)

- Student Companion

## Professional Learning

See ***Emerge! Essentials*** for more information on partnering strategies.

## Just in Time

Children can dictate labels or a caption for a teacher to transcribe as needed.

Provide enough think time for children to process their ideas during the Anchor Chart review. Provide sentence starters or frames such as: I learned \_\_\_\_\_ about describing weather. Use the Culminating Task lesson in the **MLL Focus Group Guide** for additional support.

## Formative Evaluation

**Collect Data** Student Companion, Observational Checklist.

# Culminating Task

## Show Your Knowledge

**Time:** 15 minutes

### Learning Goal

We can draw and write to describe the weather.

**Set Purpose** Remind children that they will create drawings about weather and use their ideas to make a book about different kinds of weather.

**Review** Display **Build Knowledge Anchor Chart 3.2**. Tell children they can think about what they have learned about describing weather. Have volunteers share something they learned.

**Explain** Say: *You will draw to show how the weather changes. Then you will write words to describe your drawing. Choose words that tell how the sky, wind, and other weather details change.*

### **Student Companion, p. 99**

**Model** Say: *I will give you an example of describing how the weather changes. It is cold and cloudy. I watch as the clouds move away from each other and the sun pokes between them. The clouds move away, the air becomes warmer, and the sun*

*shines all around.*

Say: *Think about what we learned this week. Talk with your partner about how the weather changes.*

**Write** Have children turn to page 99 in their **Student Companion**. Read the prompt aloud: *How does the weather change?* Have children draw and label their example of what happens when the weather changes. Encourage them to think about Concept and Target Words they have learned.

Use the following supports during Write.

**Substantial/Moderate** Help children respond by providing sentence frames, such as: \_\_\_\_\_ is an example of weather changing. Model using the sentence frames first with your own examples.

**Minimal** Children who have a good understanding of the lessons from this week, the Focus Question, and the Concept and Target Words can complete Student Companion page 99 with a partner. Offer help as needed.

#### **Check-In**

Have partners use descriptive words to discuss their drawings. Guide children to reflect using the Check-In Routine.

## **LESSON 10: BUILDING COMPREHENSION AND KNOWLEDGE**

Vocabulary

Companion Text

Compare Texts

Culminating Task

**Summative Assessment**

#### **Objective**

Demonstrate knowledge of unit skills and concepts.

## **Summative Assessment**

### **Checkpoint 2: Foundational Skills**

**Time:** 20 minutes

Administer the Unit Assessment section focusing on Unit 3, Lessons 6–10 using the digital or print version. Refer to your online reports to review class data and supports for adapting instruction in the next part of the unit.

	<b>IF ...</b>	<b>THEN ...</b>
Phoneme Awareness	children score less than 3 out of 4 on phoneme awareness items,	assign pertinent digital independent practice, Printable Practice pages, or Ceres activities. Continue to practice critical skills during transition times.
Phonics	children score less than 3 out of 4 on phonics items,	assign pertinent digital independent practice, Printable Practice pages, or Ceres activities. Continue to practice critical skills during transition times.
High-Frequency Words	children score less than 3 out of 4 on high-frequency word items,	assign pertinent digital independent practice, Printable Practice pages, or Ceres activities. Continue to practice critical skills during transition times.

# LESSON 11: FOUNDATIONAL SKILLS

## Review Pathway

### Rapid Review

### Phoneme Awareness

Decoding Review

Handwriting Review

Encoding Review

High-Frequency Words

Decodable Reader

## Objective

Blend phonemes into recognizable words.

## Just in Time

Have children close their eyes to focus on the sounds.

## Professional Learning

Show Me Video: Blend Phonemes Routine

## Additional Practice

Phoneme Awareness Activity 3.11

During Study Group, practice sounds using the Articulation Videos and Sound-Spelling Cards as needed. See the Language Transfers section of ***Emerge! Essentials*** to identify possible sound transfer issues.

## Formative Evaluation

### Collect Data

Observational Checklist

# Consonants Mm, Hh, Dd; Short Aa

## Rapid Review: Phoneme Awareness

**Time:** 2 minutes

### Blend the Sounds

Tell children that they will blend sounds into words.

- Ask children to listen and look at your mouth as you say three sounds: /r/ /a/ /t/.
- Have children blend the sounds together to say the word: /rrraat/, *rat*.

Repeat with these sounds and words.

/t/ /e/ /n/ *ten*    /t/ /i/ /n/ *tin*    /n/ /e/ /t/ *net*    /p/ /i/ /t/ *pit*

/t/ /ī/ *tie*    /n/ /o/ /t/ *knot*    /t/ /ā/ /p/ *tape*    /t/ /a/ /n/ *tan*

/n/ /ē/ *knee*    /n/ /o/ /k/ *knock*    /n/ /ō/ /t/ *note*    /t/ /ō/ *toe*

## **Phoneme Awareness HEAR IT**

**Time:** 3 minutes

### Learning Goal

We can blend sounds to say words.

### **Blend Phonemes**

#### **I Do**

Model blending phonemes into the word *had* using the Blend Phonemes Routine.

#### **We Do/You Do**

##### **Blend Phonemes Routine**

Listen and Look

**Listen** and **look** at my mouth as I say these sounds: /h/ /a/ /d/.

Blend It

**Blend** the sounds together and say the word: /haaad/, *had*.

##### **Script**

Guide children through the routine with these words.

/a/ /m/ *am*    /h/ /a/ /m/ *ham*    /m/ /a/ /t/ *mat*    /t/ /a/ /n/ *tan*

/m/ /a/ /n/ *man*    /s/ /a/ /d/ *sad*    /h/ /a/ /t/ *hat*    /m/ /a/ /d/ *mad*

/h/ /a/ /z/ *has*    /m/ /i/ /s/ *miss*    /h/ /i/ /z/ *his*    /h/ /ō/ /m/ *home*

**Corrective Feedback** Model blending phonemes in the missed word. Say: *Look at my mouth: /s/ /a/ /d/, /ssaaad/, sad. Say it with me: /s/ /a/ /d/, /ssaaad/, sad.*

## **LESSON 11: FOUNDATIONAL SKILLS**

### **Review Pathway**

Rapid Review

Phoneme Awareness

### **Decoding Review**

Handwriting Review

Encoding Review

High-Frequency Words

Decodable Reader

## **Objectives**

- Decode regularly spelled one-syllable words.
- Build simple words using knowledge of sound-letter relationships.

## **Lesson Materials**

- Sound-Spelling Cards 1, 4, 8, 13

Blending Lines Chart 3.11

- Response Boards

Printable: Phonics Practice 3.11

## **Professional Learning**

Show Me Video: Sound-Spelling Routine

Show Me Video: Word Blending Routine

Show Me Video: Word Building Routine: Whole Group

- For more information on teaching phonics and creating the Letter *Mm*, *Hh*, *Dd*, and Short *Aa* Charts, see ***Emerge! Essentials***.

## **Additional Practice**

Phonics Activity 3.11

## **Decoding Review: Phonics SEE IT / SAY IT**

### **Sound-Spelling Cards**

**Time:** 10 minutes

#### **Learning Goal**

We can blend, build, and read words.

### **STEP 1 Review /m/m, /h/h, /a/a, and /d/d**

#### **I Do**

Display the *map*, *hippo*, *dolphin*, and *apple* **Sound-Spelling Cards**.

Use the routine on the back of the cards to quickly review each sound spelling with children. Make it a game to see how quickly the class can do the routine. Continue until all the cards have been reviewed at least twice.

### **STEP 2 Blend Words with /m/m, /h/h, /a/a, and /d/d**

#### **We Do**

Guide children to chorally blend and read the words in line 1 of **Blending Lines Chart 3.11**. Follow the blending lines routine as you review each word.

### **Blending Lines Chart 3.11**

**Corrective Feedback** Point to the missed word and model blending the sounds. Say: /maaad/, mad. *Do it with me.* Have children repeat the task.

**Same or Different** Play a game with children. Have volunteers put small sticky notes under two words on the Blending Lines Chart that have something in common (e.g., same ending pattern so that the words rhyme) or have something different (e.g., different ending sound). Have children think aloud as they work, then read the words aloud.

**Moving Towards Automaticity** Have children chorally read line 1 again.

#### Just in Time

- Words with initial stop sounds like *dad* are more difficult to blend. Provide additional support as needed.
- Use the articulation support on the back of the Sound-Spelling Cards. Have partners practice making the sounds, then give each other feedback.
- Play the digital Articulation Videos to provide extra support for the review sounds.

#### Formative Evaluation

##### Collect Data

Phonics Practice 3.11

### STEP 3 Build Words with /m/m, /h/h, /a/a, and /d/d

#### I Do

Model the Word Building Routine to build *am* on the **Response Board**.

#### We Do

Word Building Routine	Script	Materials
	The word is <i>am</i> . Say it with me.	
Tap It	<ul style="list-style-type: none"><li>• Let's <b>tap</b> the sounds: /a/ /m/.</li><li>• Let's make a dot for each sound.</li></ul>	
	Now let's <b>write</b> the letters.	Response Board
Write It	<ul style="list-style-type: none"><li>• What letter stands for /a/? <i>a</i></li><li>• What letter stands for /m/? <i>m</i></li></ul>	
Blend and Read It	Slide your finger from letter to letter and <b>blend</b> the sounds to <b>read</b> the word: /aaammm/, <i>am</i> .	

Hand out Response Boards to children. Guide them to build and read the words *ham*, *dad*, *sad*, *had*, *am*, and *Sam*.

**Corrective Feedback** Model building the missed word. Say: *The word is am. Let's write the letters. What letter stands for /a/? a. What letter stands for /m/? m. Blend the sounds to read the word: /aaammm/, am.*

**Review Word Meanings** For the following word, say the word and its meaning. When possible, have children act out the word as they repeat it aloud.

**hat** a piece of clothing you wear on your head

Provide images, gestures, or classroom objects to support word meaning comprehension, such as showing an image of a hat.

### Phonics Practice 3.11

#### You Do: Partner Talk



Hand out **Phonics Practice 3.11**. Have partners work together to complete the activity.

**Letter Mm, Hh, Dd, and Short Aa Charts** Have children add words to the Letter *Mm*, Letter *Hh*, Letter *Dd*, and Short *Aa* Charts.

---

#### Check-In

Have partners dictate a word for their partner to blend, build, and read.. Guide children to reflect using the Check-In Routine.

## LESSON 11: FOUNDATIONAL SKILLS

#### Review Pathway

Rapid Review

Phoneme Awareness

Decoding Review

#### Handwriting Review

#### Encoding Review

High-Frequency Words

Decodable Reader

#### Objective

Print many uppercase and lowercase letters.

#### Lesson Materials

- Handwriting Cards *Mm, Hh, Aa, Dd*

Handwriting Videos: *Mm, Hh, Aa, Dd*

Printable: Handwriting Practice 3.11

#### Professional Learning

Show Me Video: Handwriting Routine

#### Just in Time

Reference the handwriting models in the Student Companion for support.

To help children make strong sound-letter connections, have them sound out the letter as they write as well as after. To reinforce their alphabetic knowledge, ask children what letters come before or after the letter *m*, and have them respond

using a complete sentence. For example, *What letter comes before m?* (The letter *l* comes before *m*.)

## Handwriting Review **WRITE IT**

**Time:** 4 minutes

### Learning Goal

We can print uppercase and lowercase *Mm*, *Hh*, *Aa*, and *Dd*.

### Write **Mm**, **Hh**, **Aa**, **Dd**

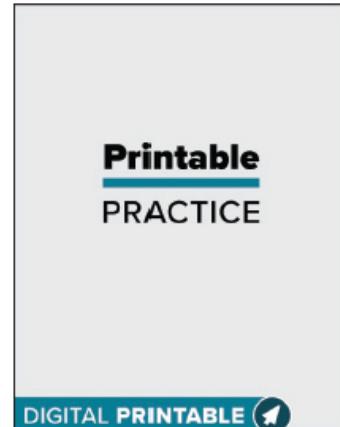
Prioritize which letters to review based on the needs of the class. Refer to **Handwriting Cards Mm, Hh, Aa, and Dd** for the handwriting steps. You may choose to show **Handwriting Videos: Mm, Hh, Aa, or Dd**. Hand out **Handwriting Practice 3.11**.

### I Do/We Do

- Display the first Handwriting Card. Model writing the uppercase and lowercase letters as you say the steps.
- Have children check their handwriting grip as they prepare to trace and/or write a row of uppercase and a row of lowercase letters on their Handwriting Practice 3.11.

### You Do

- Have children trace the letters, following the arrows and repeating the strokes to themselves. As they trace, have them name the letter and say the sound when they have finished each letter.
- For each reviewed letter, have children circle their best uppercase and lowercase letter.
- Repeat steps for each Handwriting Card.
- Provide support as needed.



**Handwriting Practice 3.11**

### Check-In

Have partners share their best circled letters. Guide children to reflect using the Check-In Routine.

### Objective

Substitute letters in one-syllable words to spell new words.

### Lesson Materials

Printable: Spelling Practice 3.11

- Response Boards

### Just in Time

Refer children to their Response Boards for support.

### Formative Evaluation

**Collect Data** Handwriting Practice 3.11

**Collect Data** Spelling Practice 3.11

**Make Decisions** Review the information from Phoneme Awareness, Phonics, Handwriting, and Spelling to determine:

**Can children build words with /m/m, /h/h, /d/d, and /a/a?**

If **YES** . . . have them work in Independent Practice in Lesson 12.

If **NO** . . . have them work with you during Lesson 12: Study Group.

## Encoding Review: Spelling WRITE IT

### Spelling Practice 3.11

**Time:** 8 minutes



#### Learning Goal

We can change letters in words to spell new words.

#### Word Ladder

##### I Do

Display **Spelling Practice 3.11**. Tell children they will use clues to fill in the words, beginning with the word on the bottom.

- Point to the word *mad*. Say: *The word is mad. I will change one letter in mad to make a new word. The clue is:* This word is another name for *father*. The word is *dad*.
- Say: *Listen: /m/ /a/ /d/ mad, /d/ /a/ /d/ dad. The letter m in mad changes to the letter d. I will write dad. I will check my spelling:* d, a, d.

##### We Do

Guide children to change *dad* to *had*.

- Point to *dad*. Say: *The word is dad. Read the word with me: dad.*
- Read the next clue. Say: *The clue is:* This word means *used to have*. Have a volunteer respond. (*had*)
- Ask: *How do we change dad to had?*
- Say: *Listen: /d/ /a/ /d/ dad, /h/ /a/ /d/ had. Which sound changes? (the beginning sound) What's the new sound? (/h/) Which letter stands for /h/? (h)*
- Write *had* next to the clue.
- Say: *Let's check our spelling:* h, a, d.
- Continue with the next clue to change *had* to *ham*.

##### You Do

Hand out Spelling Practice 3.11. Read each clue aloud and have children write the words. Check and correct each spelling together.

#### Dictation Practice

Dictate these words for children to write on their **Response Boards** if time allows: *hid, did, dim, him*. Use each word in a sentence. Provide support as needed.

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#### Check-In

Have children spell aloud two words on their word ladder to a partner. Guide children to reflect using the Check-In Routine.

#### Movement: Brain Break

Have children take a brain break with a movement activity or song.

## LESSON 11: FOUNDATIONAL SKILLS

### Review Pathway

Rapid Review

Phoneme Awareness

Decoding Review

Handwriting Review

Encoding Review

## High-Frequency Words

### Decodable Reader

#### Objective

Read high-frequency words.

#### Lesson Materials

- High-Frequency Word Cards 22–26
- Response Boards

#### Professional Learning

Show Me Video: High-Frequency Word Routine

### High-Frequency Words

Children will learn /z/s in *his* and *has* in Unit 8.

#### Additional Practice

High-Frequency Word Activity 3.11

## High-Frequency Words

**Time:** 10 minutes

#### Learning Goal

We can read and spell *his* and *has*.

#### Introduce Words: *his, has*

Review **High-Frequency Word Cards** *and, get, and with* before introducing *his* and *has*.

#### I Do/We Do

Hand out the **Response Boards**. Use the High-Frequency Word Routine to model and guide practice for each step of the words *his* and *has*.

High-Frequency Word Routine	Script	Materials
<b>Say It</b>	This is the word <i>his</i> . <b>Say:</b> <i>his</i> .	<b>High-Frequency Word Card</b>

- Tap It**
- **Tap** out the sounds /h/ /i/ /z/.
  - Make a dot for each sound.

Let's **spell** *his*. Say the letters with me: *h, i, s*.

- Spell It**
- What letter stands for /h/? Write *h*.
  - What letter stands for /i/? Write *i*.
  - The sound /z/ is spelled *s*. Write *s*. Remember this spelling.
  - Scoop your finger to read the word: *his*.

#### Response Board

- Write It**
- Check the word and fix any misspellings.

Repeat this routine with the word *has*. See word mapping and heart placement for the words in the side column.

**Corrective Feedback** Write the word children missed. Point to and name each letter. Say: *Do it with me. Let's read the word together.*

#### You Do: Partner Talk

Read the sentence on the back of the High-Frequency Word Cards for *his* and *has*. Have children orally create a sentence with each word to share with a partner. Add the words to the Unit 3 High-Frequency Word Chart.

#### Check-In

Have children read and write the high-frequency words. Guide children to reflect using the Check-In Routine.

#### Objective

Read grade-level texts with purpose and understanding.

#### Lesson Materials

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

#### Professional Learning

Show Me Video: Decodable Reader in Action

- See ***Emerge! Essentials*** for information on partnering strategies.

#### Extend Learning

Children who show proficiency with the letters *m*, *h*, *a*, and *d* may read the story and complete the annotation prompts independently.

**First Read** Before children read, read “Hit a Tin Can!” aloud as children track the words, and describe the illustrations associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to illustrations associated with the questions. Otherwise, have children read the story again with a partner or independently.

## Use It! Decodable Reader

**Time:** 10 minutes

### Learning Goal

We can read and understand the story “Hit a Tin Can!”

### Read Options

Use your learner profile data to choose the best option for children to read the story. Children will read “Hit a Tin Can!” twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to take notes on children’s progress.

#### Choral Read

Lead children in a choral read of the story, providing a fluent model of reading. This option is helpful when children need decoding or fluency support.

#### Partner Read

Have children read the story with a partner. They can alternate pages and then switch positions.

#### Independent Read

Have children read the story on their own, silently, or in a whisper.

### Reread “We Can Do It!”

**Set Purpose** Have children turn to page 63. Explain that they will read the text accurately and smoothly (with fluency). Have children reread “We Can Do It!” independently or with a partner.

### Introduce “Hit a Tin Can!”

**Review Target Skills** Before reading, have children chorally read the words from this week’s Phonics and High-Frequency Word Charts.

**Student Companion, pp. 68–73**

## LESSON 11: FOUNDATIONAL SKILLS

### Review Pathway

#### Rapid Review

Phoneme Awareness

Decoding Review

Handwriting Review

Encoding Review

High-Frequency Words

### **Decodable Reader**

#### **Just in Time**

When children are instructed to circle words with /a/ and /d/ sounds in their Decodable Reader, they will circle *and* each time, since it includes both sounds.

#### **Formative Evaluation**

##### **Collect Data**

Student Companion, Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

##### **Can children read and understand decodable text?**

If **YES** . . . have them partner or independently read during Lesson 12: Use It! Decodable Reader.

If **NO** . . . have them chorally read with you during Lesson 12: Use It! Decodable Reader.

## **Use It! Decodable Reader, continued**

#### **First Read**

**Set Purpose** Have children turn to page 69. Explain that they will read the story accurately.

**Concepts of Print** Point to and read the words *Min* and *Dad* on page 69. Explain that each word they hear matches a word they see. Say: *Pointing to words in the story as you read will help you learn to read.* Have children point to the words as they read the story.

**Decoding Strategy** Have children turn to page 68 in their **Student Companion**, and point to the “Blend It!” decoding strategy. If children need help reading a word, they can use the **“Blend It!” Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

#### **Blend It!**

Slide your finger under each letter as you blend the sounds.

**Read** Read the title with children as you track the words. Ask them to tell what the story might be about. Then have children read the story chorally, in partners, or independently. Note which children need additional support as they read.

**Vocabulary Review** Explain the meanings of *tin* and *can* as needed.

As you read, explain the following words or phrases:

- *go in*: enter or step inside of a place
- *has*: hold or have
- *do it*: do what you mean to do

**Annotate** After reading the story, go back to page 69 and read the prompts aloud. Have children respond to each prompt.

## Second Read

**Set Purpose** Explain to children that they will be reading to understand the story.

**Read** Choose a different read option than the one children used for the first read. Have children reread the story.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 70. Ask: *Who do Min and Dad see?* (Min and Dad see Dan.)
- Turn to page 71. Ask: *What kind of can does the man have?* (Possible response: He has a tin can.)
- Turn to page 73. Ask: *What do Dan and Min do to the can?* (Possible response: They hit it.)

Provide sentence starters to help children respond to the comprehension questions: They see Dan. The man has a tin can. Dan and Min hit the can.

### Check-In

Have children share their answer to one of the comprehension questions with a partner. Guide children to reflect using the Check-In Routine.

## LESSON 11: BUILDING COMPREHENSION AND KNOWLEDGE

### Concept Knowledge Multimedia

Vocabulary

Central Text

Write About the Text

### Objective

Participate in conversations with peers and adults.

### Lesson Materials

Concept Knowledge Multimedia 3.3

Build Knowledge Anchor Chart 3.3 (optional)

### Professional Learning

Show Me Video: Build Knowledge Anchor Chart Routine

Provide enough think time for children to process their ideas before responding. Ask children guiding questions and provide sentence starters if needed. For example, say: *What did we learn about how we can prepare for our day from the*

video? One choice we make because of the weather is \_\_\_\_\_. Provide your own examples using the sentence starters if needed.

# Concept Knowledge Multimedia

## Watch: “Preparing for Our Day”

**Time:** 8 minutes

### Learning Goal

We can learn about and discuss how to make choices because of the weather.

**Before You Watch** Tell children that they will watch a video to learn about how the weather causes us to make choices. Introduce the Focus Question. Say: *What choices do we make because of the weather?* Tell children to have ears listening, eyes watching, and hands in their laps.

### Concept Knowledge Multimedia

**As You Watch** Show **Concept Knowledge Multimedia 3.3**, “Preparing for Our Day.” Pause as shown below. Have partners discuss and share answers with the class. Use the Unit Opener Survey to select discussion prompts. Note any bold Concept Words.

Pause Points	Talk About It	Possible Responses
1	Why would you need to <b>track</b> the weather?	It is helpful to know what the weather will be like each day.
2	<b>Extend</b> Where could you look to track the weather?  What items did they bring to the park?	<b>Extend</b> You could watch the news or look up the weather on a smartphone.  They brought a kite to play in the windy weather.
3	<b>Extend</b> Why would it be important to track the weather more than once in a day?  What are some ways they <b>prepare</b> for sunny weather?	<b>Extend</b> Weather could change quickly.  They will bring water and wear clothes that are safe for wearing when it's hot outside.

Provide sentence starters to help children respond to the questions above if needed, such as: You would need to track the weather because \_\_\_\_\_. They brought \_\_\_\_ to the park.

## Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.3** and read aloud the Focus Question. Elicit ideas from children to add to the chart. Sample responses are written below.

### Focus Question

What choices do we make because of the weather?

### **Check-In**

Ask partners to share one thing they learned about how we make choices because of the weather. Guide children to reflect using the Check-in Routine.

## **LESSON 11: BUILDING COMPREHENSION AND KNOWLEDGE**

Concept Knowledge Multimedia

**Vocabulary**

**Central Text**

Write About the Text

### **Objectives**

- Make real-world connections between words and their uses.
- Use vocabulary words and phrases learned in conversations, texts, or other media.

### **Lesson Materials**

- Visual Vocabulary Cards 57–58

Concept Word Web 3.3 (optional)

### **Professional Learning**

Show Me Video: Vocabulary Routine

## **Vocabulary**

### **Introduce Concept Words**

**Time:** 7 minutes

#### **Learning Goal**

We can learn and use the words *track* and *prepare*.

**Visual Vocabulary Cards**

#### ***track, prepare***

Say: *We just watched "Preparing for our Day" and heard the words track and prepare. Let's learn about these words.*

Use the Explain/Repeat/Example/Discuss steps in the Vocabulary Routine on the **Visual Vocabulary Cards** to introduce the words.



After children repeat the word in the Discuss step, encourage partners to respond to the prompt. Have volunteers share their responses with the class.

Provide sentence starters or frames as needed to support the prompt in the Discuss step, such as: Something I track is how many books I read. To prepare for school, I brush my teeth. Model using the sentence starters and frames with your own examples. Use visuals and/or gestures to support comprehension if needed.

**Expand Vocabulary Knowledge** You may use the back of the Visual Vocabulary Cards to expand children's knowledge of the words.

### Create a Concept Word Web

Display **Concept Word Web 3.3**. Model adding the word *track* to a circle on the Concept Word Web. Record children's responses to the questions below on the lines coming out of the circle. Add additional lines as needed.

#### Concept Word Web 3.3

- Ask: *What does track mean in your own words?* (Possible response: Track means to follow closely.)
- Ask: *What are ways that people track the weather?* (Possible responses: People watch the news; people pay attention to clouds and wind; people use weather tools to measure things like rain and wind.)
- Ask: *What pictures can we use to help us remember what track means?* [Draw or use a digital picture in lower right corner.]
- Repeat for *prepare* on the Concept Word Web.

If children have trouble coming up with responses, click over to the filled-in chart to spark ideas. You may also choose to add visuals for any of the words on the web.

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### Check-In

Have partners use each of the new Concept Words in a sentence. Guide children to reflect using the Check-in Routine.

## LESSON 11: BUILDING COMPREHENSION AND KNOWLEDGE

### Objectives

- Identify key details in a story.
- Compare and contrast the weather to understand more about the structure of a story.

### Lesson Materials

- Literature Big Book: *Zap! Clap! Boom! The Story of a Thunderstorm*

Printable Prompts 3.11 (optional)

Note-taking Chart 3.11 (optional)

Build Knowledge Anchor Chart 3.11 (optional)

### Professional Learning

Show Me Video: Build Knowledge Anchor Chart Routine

Show Me Video: Teacher-Student Reading Interaction

Show Me Video: Retelling Routine

To prepare children to listen to the text read aloud, have them listen to the **MLL Audio Summaries** in their home language first and then in English. For children who need substantial support, look at the illustrations in *Zap! Clap! Boom! The Story of a Thunderstorm*, and describe some of the important characters and events.

## Central Text

### Read *Zap! Clap! Boom! The Story of a Thunderstorm*

**Time:** 15–20 minutes

#### Learning Goal

We can identify key details about weather and think about the choices the children make.

#### GET READY

Display the **Literature Big Book** *Zap! Clap! Boom! The Story of a Thunderstorm* and point to and read aloud the title and names of the author, Laura Purdie Salas, and illustrator, Elly MacKay. Remind children that the author writes the words and the illustrator draws the pictures. Say: *A thunderstorm is a type of weather with thunder and lightning. This is a story about the choices children make during a thunderstorm.*

#### GET SET

**Genre: Realistic Fiction** Say: *Zap! Clap! Boom! The Story of a Thunderstorm* is a realistic fiction story. Remind children that realistic fiction stories are made-up stories that could happen in real life. In this story, there are children playing outside and it begins to rain. This story is realistic fiction because it tells about something that could happen in real life.

**Concepts of Print: Concept of a Word** Remind children that words are made up of letters. We say the sounds of the letters together to read the words. Point to and read the word *Zap* on the cover. Model saying the sounds and encourage children to join in. Tell children that pointing to words as you read is a way to help you read the word.

**Skill: Key Details** Key details are the most important details in a story. We can find key details in the text and illustrations. Display the cover and encourage children to identify a key detail. (Possible responses: The illustration shows bolts of lightning and large raindrops.; The title includes words that sound like thunder.)

**Self-Monitoring Strategy: Reread** Remind children that we can reread to hear something again. It can be helpful to reread when a text is confusing. We can also reread when we are listening to new information or want to remember important ideas, events, or facts.

**Story Structure: Compare and Contrast** Remind children that the compare and contrast story structure looks at the ways that things are alike and different. We can compare and contrast two or more people, events, and ideas. In *Zap! Clap! Boom! The Story of a Thunderstorm*, we can compare and contrast weather before, during, and after a storm.

**Set Purpose** Say: *As we read, let's listen for key details about thunderstorms and think about the choices the children make when the weather begins to change.*

#### GO!

- Read aloud the story at an appropriate pace, briefly defining Words to Explain and Target Words at point of use.

- Guide children to understand the story by using the prompts. You may choose to use **Printable Prompts 3.11**, placing them on the pages before you read.
- Use the prompts and Partner Talk to support deeper understanding of the text and how to compare and contrast. As children discuss the story with their partners, remind them to take turns sharing and listening.

## LESSON 11: BUILDING COMPREHENSION AND KNOWLEDGE

Concept Knowledge Multimedia

Vocabulary

**Central Text**

Write About the Text

### Pages 4–5

*What words describe the weather? (Possible responses: sunny, warm, dry, calm, still, blue) What key details do you notice about how the children are dressed in the illustrations? (Possible responses: The children are dressed for warm weather; they are wearing shorts and dresses; the children are playing outside.) DOK 2*

Help children pick up details from the text by helping them describe what they see. Point to the sky on page 5. Ask: *What color is the sky?* The sky is blue. *Is it a sunny or a cloudy day?* Point to each child individually on page 5, and ask: *What is he/she wearing?* He/She is wearing shorts. *Do you think it is warm or cold outside? Why?* I think it is warm because of their clothes.

### Target Words

*calm:* still; free from excitement and worry

### Pages 6–9

*Compare the clouds. How do the clouds change in this part of the story? (Possible response: The clouds start to change shape and color from white, fluffy, and puffy to white on the top and gray below.) What does that tell you about the weather? (Possible response: The weather is changing.) DOK 2*

Help children recognize the changes in the weather. Point to the sky on page 6, and ask: *What color are the clouds here?* The clouds are white. Point to the sky on page 8, and ask: *What color are the clouds now?* The clouds are gray. *The clouds are changing. What is happening to the weather?* The weather is changing.

### Pages 10–11

*What choice do the children make when they hear Zap! Clap! Boom!?* (They start to run home.) **DOK 1**

### Pages 12–13

Remind children that words are made of letters. When we read a word, we say the sounds of the letters in the word. Point to the word *not*. Ask: *How many letters are in this word?* (three) Read the word and encourage children to say the sounds with you as you read. **DOK 1**

### **Words to Explain**

*flash*: a sudden short burst of light

*hover*: to stay in the air right above one place

After reading, use the Take a Closer Look lesson in the **MLL Focus Group Guide** to reinforce comprehension of the Central Text.

### **Pages 18–21**



Have partners compare the weather in the beginning of the story to the weather now. *How is it different?*

(Possible responses: The weather has changed from sunny to rainy; the wind is loud; there are bolts of lightning; thunder is rumbling.) **DOK 2**

The text says electric zigzags slice the air. *What are electric zigzags?* Guide children to make an inference using the Think Aloud below.

**Think Aloud** I know a *zigzag* is a line that goes from one side to the other. I see zigzags in the picture. Sometimes, when there is a storm by my house, the lightning looks like crooked lines in the sky. It lights up the sky like the electric lights that shine in our house. I think the electric zigzags are the lightning from the storm. **DOK 3**

*Where are the children now?* (They are in the house.) *Why do you think the children and animals make the choice to go inside?* (Possible response: They want to be safe from the storm.) **DOK 1**

Point to the illustrations on pages 20 and 21, and provide sentence starters to help children respond if needed, such as: I think they went inside because of the storm.

### **Target Words**

*fiercely*: to do something wildly and dangerously

### **Words to Explain**

*bolts*: flashes of lightning

### **Pages 24–27**

*What key details tell you about the weather in this part of the story?* (Possible responses: The text says the sky falls quiet and no rain is slamming the ground; I see in the illustrations that the children are outside.) **DOK 1**

Have partners compare the weather in the beginning and end of the story. *How is it alike?* (Possible responses: It is calm; it is not raining.) **DOK 2**

To help partners compare the weather, point to the sky on page 5, and ask: *What was the sky like before the storm?* It was sunny. Point to the sky on page 32 and 33, and ask: *What is the sky like after the storm?* It is sunny. *Is the sky sunnier before the storm or after the storm?* It is sunnier after the storm. Flip between the images on pages 5 and 32 to show the contrast if needed.

### Pages 28–29

As I reread this part of the text, let's think about what the author means when she says the earth was washed by water pressure. (Possible response: It rained very hard. When the rain was hitting the ground, it might have pushed the dirt away.) **DOK 3**

*What choices do the children in this story make because of weather?* (Possible responses: The children make choices about what to wear; the children make choices about staying outside and going in the house.) **DOK 3**

## LESSON 11: BUILDING COMPREHENSION AND KNOWLEDGE

Concept Knowledge Multimedia

Vocabulary

**Central Text**

**Write About the Text**

Encourage children to participate in the Anchor Chart discussion by pairing children with mixed language proficiency levels to discuss their ideas before sharing them with the whole class. Provide sentence frames to support children answering in full sentences: When it is sunny the children play outside. When it starts storming the children go home.

### Note-taking Chart

Create **Note-taking Chart 3.11** or use the digital version. Write *Key Details* in the first section of the chart and have children share key details about weather. Then write *Compare* and *Contrast* in the middle sections and have children compare and contrast the weather. Model taking notes. Possible responses are listed below.

### Retell the Story

Guide children or partners to retell the story using the sentence starters below. Flip through the story as needed. Possible responses are listed below.

Before the thunderstorm, the weather is \_\_\_\_\_. (sunny, dry)

During the thunderstorm, the weather is \_\_\_\_\_. (rainy, windy)

After the thunderstorm, the weather is \_\_\_\_\_. (quiet, sunny)

Use the following supports to help children retell the story. Review *compare* and *contrast* as needed.

**Substantial** Provide guiding questions and sentence starters, such as: *What does the sky look like before it rains?* The sky looks sunny. *What does the sky look like when it is storming?* The sky looks dark.

**Moderate** Provide additional sentence starters, such as: In good weather clouds are fluffy, puffy, and white. In bad weather clouds are dark and gray.

**Minimal** Provide opportunities for language development as children respond. For example, ask: *What is the weather like when it is sunny? What is the weather like when it is stormy? What happens to the weather after a thunderstorm?*

### Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.11** and read aloud the Focus Question. Elicit ideas from children. Sample responses are listed below.

#### Focus Question

What choices do we make because of the weather?

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#### Check In

Have children share a key detail about the weather from the story. Guide children to reflect using the Check-In Routine.

## LESSON 11: BUILDING COMPREHENSION AND KNOWLEDGE

#### Objective

Use a combination of drawing, dictating, and writing to narrate an idea.

#### Lesson Materials

- Literature Big Book: *Zap! Clap! Boom! The Story of a Thunderstorm*
- Student Companion

#### Professional Learning

Show Me Video: Modeled Writing

## Write About the Text

### Modeled Writing

Time: 15 minutes

#### Learning Goal

We can draw and write about stories we read.

#### Explain and Model

**Set Purpose** Say: *Writers sometimes write about what they read. Let's draw and write what happened after the thunder in Zap! Clap! Boom! The Story of a Thunderstorm.*

**Analyze the Prompt** Display and read the question aloud: *What happened after the kids heard "Zap! Clap! Boom!"? Say: We know that before it rained, the clouds started to get dark and it got very windy. Then we read the words Zap! Clap! Boom!*

*These are the sounds of a storm! The question is asking what happened next.*

After you talk about the question, check children’s understanding. Reread the question, point to pictures of the children running and the animals taking cover, and then have children restate the prompt using the sentence starter: We will draw about what the children did after they heard thunder.

**Find Text Evidence** Say: *Looking at the text can help us think about an answer.* Point to each word on pages 9–10 of *Zap! Clap! Boom! The Story of a Thunderstorm* as you read the text aloud. Encourage children to look carefully at the illustrations on pages 10–11. Ask: *What did the children do after they heard the thunder?* (Possible response: The kids ran inside to be in a safe place before the storm.)

Have partners talk about the prompt. Provide a sentence starter as needed: After they heard thunder, the children \_\_\_\_\_. (ran to a safe place)

**Model Drawing and Labeling the Response** Before drawing, say: *Remember that we can draw and write to tell an idea.* Tell children that it helps to say what you want to draw. Then use the sample think aloud as you model composing a response:

I will draw how the children ran quickly to get inside. I will draw a dark sky. First, I need to draw dark clouds. Then, I can add children running on the ground. I will label my picture with the words “**kids ran**.”

Tap out the sounds to write each word. Then ask: *How do you know this is a picture of kids running during a storm?* Have volunteers point to characteristics that show it is a picture of kids running during a storm, such as the dark clouds or the legs of children running.

## LESSON 11: BUILDING COMPREHENSION AND KNOWLEDGE

Concept Knowledge Multimedia

Vocabulary

Central Text

**Write About the Text**

For additional practice with grammar and writing skills, use the Write About the Text lessons in the **MLL Focus Group Guide**. See the Language Transfers section of ***Emerge! Essentials*** to identify the differences and similarities in grammar between English and children’s home language.

### Formative Evaluation

#### Collect Data

Student Companion

#### Make Decisions

Review the Student Companion to determine:

#### **Can children apply the writing skill?**

If **YES** . . . have them work independently in Lesson 12.

If **NO** . . . have them work with you during Writing Conferences in Lesson 12.

## **Student Companion, pp. 74–75**

### **Practice**

Guide children through pages 74–75 in their **Student Companion** and have partners discuss the prompts. Then have children work independently on page 75. Remind them to tell an idea in their drawing and use a verb in their label. When children are finished, have them whisper the idea they showed as they point to different parts of their drawing. Invite children to dictate what they drew or wrote if time allows.

Provide support to help children complete page 75 when needed.

**Substantial/Moderate** Ask guiding questions and provide sentence starters, such as: *What do the kids do when it begins to rain?* When it begins to rain the kids go inside. You may also help children brainstorm what to draw.

**Minimal** Have children who can draw pictures and write labels complete the page independently or with a partner. Have them explain to you what they will draw.

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### **Check-In**

Have partners share what they drew and wrote in their Student Companion. Guide children to reflect using the Check-In Routine.

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# LESSON 12 : FOUNDATIONAL SKILLS

## Review Pathway

### Rapid Review

### Decoding Warm-Up

### Data-Informed Instruction

Phoneme Awareness

Decoding Review

Handwriting Review

Encoding Review

High-Frequency Words

Decodable Reader

## Objectives

- Use phonics skills to decode words.
- Encode regularly spelled one-syllable words.

## Lesson Materials

- Sound-Spelling Cards 1, 4, 8, 14

Blending Lines Chart 3.11

Printable: Phonics Practice 3.12

Printable: Handwriting Practice 3.12

Printable: Spelling Practice 3.12

## Additional Practice

Phonics Activity 3.12

# Consonants Mm, Hh, Dd; Short Aa

## Rapid Review: Phonics

**Time:** 2 minutes

## Hear and Hop

Have children hop in place after identifying the beginning sound /d/ or /s/. Have them hop again after identifying the letter that stands for the sound. Model as needed.

- Say: *Listen for the beginning sound in sat. What is the beginning sound? (/s/)*
- Children hop after identifying the beginning sound.
- Ask: *What letter stands for /s/? (s)*
- Children hop after identifying the letter that stands for the sound.

Continue with these words: *dim, sit, sad, dad, did, dinner, soccer, safe.*

## Decoding Warm-Up SEE IT / SAY IT

**Blending Lines Chart 3.11**

**Time:** 4 minutes

Display the *map, hippo, apple*, and *dolphin* **Sound-Spelling Cards** and review the Sound-Spelling Routine for each card. Display **Blending Lines Chart 3.11**. Alternate whisper and choral reading of lines 2–3. Read the sentence.

## Data-Informed Instruction/Practice

Using formative evaluation data, choose children to meet with in Study Group. Based on data and observations from Lesson 11, include multilingual learners who need additional support with the review skills in your study groups. Children not in Study Group will work independently.

### Learning Goal

We can build, read, and spell words.

### Set Up Independent Practice

As you work with a Study Group, the rest of your class can work either independently or with a partner at their desks or in stations. Choose from the following options:

**Phonics Practice 3.12**  
**Handwriting Practice 3.12**  
**Spelling Practice 3.12**

- **Word Building** Children build words using **Phonics Practice 3.12**.
- **Handwriting** Children practice writing letters using **Handwriting Practice 3.12**.
- **Word Sort** Children sort and write words using **Spelling Practice 3.12**.

# LESSON 12 : FOUNDATIONAL SKILLS

## Review Pathway

Rapid Review

Decoding Warm-Up

Data-Informed Instruction

### **Phoneme Awareness**

#### **Decoding Review**

#### **Handwriting Review**

Encoding Review

High-Frequency Words

Decodable Reader

## Objectives

- Blend phonemes into recognizable words.
- Add or substitute sounds in one-syllable words to make new words.

## Lesson Materials

- Response Boards

Printable: Phonics Practice 3.12

## Professional Learning

Show Me Video: Word Building Routine: Study Group

- For more information on teaching phonics, see ***Emerge! Essentials***.

## Additional Practice

Phonics Activity 3.12

## Meet with Study Group

## **Phoneme Awareness HEAR IT**

**Time:** 3 minutes

## **Blend Phonemes**

**Review** Use the Blend Phonemes Routine to help children blend sounds.

/a/ /d/ add	/h/ /a/ /d/ had	/m/ /ā/ /d/ made	/s/ /a/ /k/ sack
/d/ /i/ /d/ did	/t/ /a/ /n/ tan	/h/ /o/ /t/ hot	/g/ /ā/ /m/ game
/a/ /t/ at	/s/ /i/ /d/ side	/m/ /a/ /p/ map	/m/ /ī/ /s/ mice

**Corrective Feedback** Model blending the phonemes in the missed word. Say: *Look at my mouth: /g/ /ā/ /m/, /gāāāmmm/, game. Say it with me: /g/ /ā/ /m/, /gāāāmmm/, game.*

## Decoding Review: Phonics SEE IT / SAY IT

**Time:** 8 minutes

### Build Words with /m/m, /h/h, /a/a, and /d/d

#### I Do

Model the Word-Building Routine to build *mad* and *sad* on the **Response Board**.

Word Building Routine	Script	Materials
Tap It	<p>The word is <i>mad</i>.</p> <ul style="list-style-type: none"> <li>• What's the word? <i>mad</i></li> <li>• Let's <b>tap</b> the sounds: /m/ /a/ /d/.</li> <li>• Let's make a dot for each sound.</li> </ul>	
Write It	<p>Now let's <b>write</b> the letters.</p> <ul style="list-style-type: none"> <li>• What letter stands for /m/? <i>m</i></li> <li>• What letter stands for /a/? <i>a</i></li> <li>• What letter stands for /d/? <i>d</i></li> </ul>	Response Board
Blend and Read It	<p>Slide your finger from letter to letter and <b>blend</b> the sounds to <b>read</b> the word: /mmmaaad/, <i>mad</i>.</p>	
Swap It	<p>Let's make a new word. Let's <b>swap</b> the letter <i>m</i> with the letter <i>s</i>.</p>	
Blend and Read It	<p>Slide your finger from letter to letter and <b>blend</b> the sounds to <b>read</b> the word: /sssaaad/, <i>sad</i>. <i>Kendra was sad when her friend moved away.</i></p>	Response Board

#### Objective

Print uppercase and lowercase letters.

#### Lesson Materials

Printable: Handwriting Practice 3.12

#### Just in Time

- Use the articulation support on the back of the Sound-Spelling Cards. Have partners practice making the sounds, then give each other feedback.
- Play the digital Articulation Videos to provide extra support for the review sounds.

#### Meet with Study Group

## We Do

Guide children to blend and build the words below. Provide corrective feedback as needed.

Sam > ham > had > hid > did

tan > man > mat > hat > sat

**Corrective Feedback** Model building the missed word. Say: *To change had to hid, the middle sound changes from /a/ to /i/. Replace the letter a with i. Do it with me.* Have children repeat.

## You Do: Partner Talk

Hand out **Phonics Practice 3.12**. Have partners work together to complete the activity.

## Handwriting Review WRITE IT

**Time:** 4 minutes

Determine which letters need review and demonstrate letter formation while reciting the handwriting steps for *Mm, Hh, Aa*, and/or *Dd*. Refer to prior lessons for the handwriting steps, as needed. Have children complete **Handwriting Practice 3.12**, then circle their best letters.

# LESSON 12 : FOUNDATIONAL SKILLS

## Review Pathway

Rapid Review

Decoding Warm-Up

Data-Informed Instruction

Phoneme Awareness

Decoding Review

Handwriting Review

### Encoding Review

### High-Frequency Words

Decodable Reader

## Objectives

Substitute letters in one-syllable words to spell new words.

## Lesson Materials

Response Boards

## Just in Time

As children write, provide guidance on letter formation as needed.

## Formative Evaluation

**Collect Data** Phonics Practice 3.12, Observational Checklist

**Meet with Study Group,** *continued*

## Encoding Review: Spelling WRITE IT

**Time:** 6 minutes

### Word Chaining

Dictate words for children to write on their **Response Boards**. Remind them to begin writing on the left side of the Response Board, to leave a space between words, and to leave space to write additional words.

**Response Board**

- Dictate the first word: *hid*. Remind children to tap the sounds and write a letter for each sound.
- Write and display *hid*. Have children check their spelling.
- Say: *One sound in the next word will be different. Listen: did. Tap the sounds in did. Now write the word did.*
- Write and display the next word: *did*. Have children check their spelling.
- Have children talk about how the spelling of *did* is different from *hid*.
- Continue for each word in the chain as time allows: *dim > him > hit > hat > ham > Tam > Tim > tin > tan > Nan*.
- After completing the word chain, have children read the words and circle a word if they are unsure of its meaning. Then review the meanings of the circled words.

**Identify Spelling Patterns** Have volunteers say two words with the same word ending. Encourage children to identify other words with the same ending pattern.

### Partner Talk

Have partners read aloud the words in their word chain to each other. Explain that the goal is to keep practicing so they can quickly read the words.

---

### Check-In

Have children share a word they built, read, or spelled. Guide children to reflect using the Check-In Routine.

### Movement: Brain Break

Have children take a brain break with a movement activity or song.

### Objective

Read high-frequency words.

### Lesson Materials

- High-Frequency Word Cards 22–27
- Response Boards

### High-Frequency Words

Children will learn the /th/ in *there* in Unit 11.

## **Additional Practice**

High-Frequency Word Activity 3.12

# **High-Frequency Words**

**Time:** 10 minutes

### **Learning Goal**

We can read and spell *there*.

### **Introduce Word: *there***

Review **High-Frequency Word Cards** *and, get, with, his, and has* before introducing *there*.

### **I Do/We Do**

Hand out the **Response Boards**. Use the High-Frequency Word Routine to model and guide practice for each step of the word *there*.

#### **High-Frequency Word Routine**

##### **Script**

##### **Materials**

Say It

This is the word *there*. **Say:** *there*.

**High-Frequency Word Card**

Tap It

- **Tap** out the sounds /th/ /ā/ /r/.
- Make a dot for each sound.

Let's **spell** *there*. Say the letters with me: *t, h, e, r, e*.

Spell It

- We need to remember these spellings.
- The sound /th/ is spelled *th*. Write *th*.
- The sound /ā/ is spelled *e*. Write *e*.
- The sound /r/ is spelled *re*. The *e* is silent. Write *re*.
- Scoop your finger to read the word: *there*.

**Response Board**

Write It

Let's **write** *there*.

- Check the word and fix any misspellings.

**Corrective Feedback** Write the word children missed. Point to and name each letter. Say: *Do it with me*. Let's read the word together.

### **You Do: Partner Talk**

Read the sentence on the back of the High-Frequency Word Card for *there*. Have children orally create a sentence with the word to share with a partner. Add the word to the Unit 3 High-Frequency Word Chart.

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### **Check-In**

Have children read and write the high-frequency words. Guide children to reflect using the Check-In Routine.

# LESSON 12 : FOUNDATIONAL SKILLS

## Review Pathway

Rapid Review

Decoding Warm-Up

Data-Informed Instruction

Phoneme Awareness

Decoding Review

Handwriting Review

Encoding Review

High-Frequency Words

## Decodable Reader

### Objective

Read grade-level texts with purpose and understanding.

## Lesson Materials

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

## Professional Learning

See ***Emerge! Essentials*** for information on partnering strategies.

## Extend Learning

Children who show proficiency with the letters *m*, *h*, *a*, and *d* may read the story and complete the annotation prompts independently.

## Use It! Decodable Reader

**Time:** 10 minutes

### Learning Goal

We can read and understand the story "A Hat for Tim."

## Read Options

Use your learner profile data to choose the best option for children to read the story. Children will read "A Hat for Tim" twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to take notes on children's progress.

Choral Read	Partner Read	Independent Read
Lead children in a choral read of the story, providing a fluent model of reading. This option is helpful when children need decoding or fluency support.	Have children read the story with a partner. They can alternate pages and then switch positions.	Have children read the story on their own, silently, or in a whisper.

### Reread "Hit a Tin Can!"

**Set Purpose** Have children turn to page 69. Explain that they will read the story accurately and smoothly (with fluency). Have children reread "Hit a Tin Can!" independently or with a partner.

### Introduce "A Hat for Tim"

**Review Target Skills** Before reading, have children chorally read the words from this week's Phonics and High-Frequency Word Charts.

### Student Companion, pp. 76–81

**First Read** Before children read, read "A Hat for Tim" aloud as children track the words, and describe the illustrations associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to illustrations associated with the questions. Otherwise, have children read the story again with a partner or independently.

### Formative Evaluation

**Collect Data** Student Companion, Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

#### Can children read and understand decodable text?

If **YES** . . . have them partner or independently read during Lesson 13: Use It! Decodable Reader.

If **NO** . . . have them chorally read with you during Lesson 13: Use It! Decodable Reader.

### First Read

**Set Purpose** Have children turn to page 77. Explain that they will read the story accurately.

**Concepts of Print** Point to and read the words *sit there* on page 77. Explain that each word they hear matches a word they see. Say: *Pointing to words in the story as you read will help you learn to read.* Have children point to the words as they read the story.

**Decoding Strategy** Have children turn to page 76 in their **Student Companion**, and point to the "Blend It!" decoding strategy. If children need help reading a word, they can use the **"Blend It!" Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

### **Blend It!**

Slide your finger under each letter as you blend the sounds.

**Read** Read the title with children as you track the words. Ask them to tell what the story might be about. Then have children read the story chorally, in partners, or independently. Note which children need additional support as they read.

**Vocabulary Review** Explain the meanings of *there*, *has*, *his*, and *it* as needed.

As you read, explain the following words or phrases:

- *Tim is sad*: Tim feels unhappy, or not happy
- *a hat for Tim*: the hat is only for Tim to have and wear
- *They did it*: the two of them built a sandcastle

**Annotate** After reading the story, go back to page 77 and read the prompts aloud. Have children respond to each prompt.

---

### **Second Read**

**Set Purpose** Explain to children that they will be reading to understand the story.

**Read** Choose a different read option than the one children used for the first read. Have children reread the story.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 77. Ask: *Who are the characters?* (Tim and Nat.)
- Turn to page 78. Ask: *Who has Tim's hat?* (Nat has Tim's tan hat.)
- Turn to page 80. Ask: *How do you know who the hat is for?* (Possible response: The text says the hat is for Tim.)

Provide sentence starters to help children respond to the comprehension questions: The characters are Tim and Nat. The person who has Tim's hat is Nat. It says the hat is for Tim.

---

### **Check-In**

Have children share their answer to one of the comprehension questions with a partner. Guide children to reflect using the Check-In Routine.

## **LESSON 12 : BUILDING COMPREHENSION AND KNOWLEDGE**

### **Read Aloud Cards**

Central Text

Write About the Text

## Objectives

- Reread to better understand parts of text.
- Share and discuss ideas related to the text.

## Lesson Materials

- Visual Vocabulary Cards 57–58
- Read Aloud Cards 9A–9B

Concept Word Web 3.11 (optional)

Collaborative Conversation Video: Add to Others' Ideas

Build Knowledge Chart 3.11 (optional)

## Teacher Tip

Remind children to wear a helmet and have an adult supervise them while sledding.

# Read Aloud Cards

## Engage! Review Concept Words

**Time:** 2 minutes

Display the **Visual Vocabulary Cards** for *track* and *prepare*. Use the sentence starters on the back of the cards to support children's oral processing of the words. You may choose to have children do this as a Partner Talk. Review the Vocabulary Routine as needed.

**Visual Vocabulary Cards**

## Read "Weather Can Change Our Plans"

**Time:** 13 minutes

### Learning Goal

We can reread to understand how weather can change our plans.

**Read Aloud Cards**

## GET READY

Display or hold up the “Weather Can Change Our Plans” **Read Aloud Cards** and read the title. Tell children they will listen to a text about how we get ready for the weather.

## GET SET

**Set Purpose** Tell children they will listen to learn about how to get ready for the weather.

**Genre: Informational Text** Explain that “Weather Can Change Our Plans” is an informational text that uses facts to explain a topic.

**Self-Monitoring Strategy: Reread** Review that we can reread when parts of the text are confusing or to remember important ideas, events, or facts.

## GO!

Begin reading the text aloud as you display the cards. Stop and use the prompts as noted below. This text includes Words to Explain and words and phrases in MLL Support. Use these supports as needed. Observe and take notes on children’s ability to reread for understanding.

### Card 9A

**Read and Discuss** After reading the first paragraph, say: *The text tells us that weather you don’t expect can make you change your plans. How has the weather made you change your plans?* (Responses will vary.)

### Card 9B

**Read and Discuss** Read Card 9B. Then say: *The text says the weather is always changing. Listen for the answer to this question as I reread the text. Where can you find out information about the weather?* Reread the card and ask the question again. (Possible responses: check a weather report on TV, a car radio, a computer, a phone.)

### Just in Time

Reread “Weather Can Change Our Plans” if time allows.

Provide enough think time for students to process their ideas before responding. Ask children guiding questions if needed, such as: *What would you decide to do if it was sunny outside? What would you decide to wear if it was raining outside?*

After reading Card 9B, say: *track*. Have children repeat. Read the sentence from the text that uses the word *track*. Ask: *What is something you can track? Why do we track things?* (Responses will vary.) Have partners discuss and share their answers with the class. Add new ideas to the **Concept Word Web 3.11** for *track*.

Say: *prepare*. Have children repeat. Read the sentence from the text that uses the word *prepare*. Ask: *How do you prepare for something? Why is it important to prepare?* (Responses will vary.) Have partners discuss the question and share their answers with the class. Add new ideas to the Concept Word Web 3.11 for *prepare*.

### Make Connections

**Connect Text to Self** Extend the discussion about how kindergartners can prepare for the weather. Say: *Tell about a time when you had to prepare for the weather.*

## Collaborative Conversations: Add to Others' Ideas

Play the **Collaborative Conversations Video: Add to Others' Ideas** to show children how to contribute to a classroom conversation by listening to others, adding their own thoughts, and staying on topic.

### Collaborative Conversations Video



**Practice** Have partners take turns asking and answering questions about the text: What question can you ask about the text? How can rereading help you answer your question? (Responses will vary.)

Use the following scaffolds to support children during Practice.

**Substantial/Moderate** Guide children in responding using a sentence starter, such as: Rereading can help you answer your question because you might read something that you missed. Provide the answer, and have children repeat after you if needed.

**Minimal** Ask children questions to help them add details to their responses. For example, ask: *Can you find something else in the text that you want to learn more about?*

## Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.11**. Revisit the Focus Question. Elicit ideas from children to add to the chart. Possible responses are listed below.

### Focus Question

What choices do we make because of the weather?

---

### Check-In

Have children answer this question: *What did you learn about how weather can change our plans by rereading the text?* Guide children to reflect using the Check-In Routine.

# LESSON 12 : BUILDING COMPREHENSION AND KNOWLEDGE

Read Aloud Cards

**Central Text**

Write About the Text

### Objective

Identify repetition and think about what it teaches us about the story.

### Lesson Materials

- Literature Big Book: *Zap! Clap! Boom! The Story of a Thunderstorm*

Printable Prompts 3.12 (optional)

Note-taking Chart 3.11 (optional)

Build Knowledge Anchor Chart 3.11 (optional)

If children need help responding to the prompts, ask guiding questions. For example, for the Pages 6–11 prompt, ask: *Do you think the words Zap! Clap! Boom! are quiet or loud? What kind of weather are they describing? Is it good weather or bad weather?*

As you read, explain the following words to support comprehension.

**Page 12** *distant*: something far away

**Page 12** *churning*: strongly moving around

**Page 13** *loom*: look large and dangerous

## Central Text

### Reread *Zap! Clap! Boom! The Story of a Thunderstorm*

**Time:** 15–20 minutes

#### Learning Goal

We can identify the author's use of repetition and what that tells us about the weather.

#### GET READY

Display **Note-taking Chart 3.11** and review the notes on *Key Details, Compare, and Contrast*. Ask children if they have anything to add.

#### GET SET

**Author's Craft: Repetition** Tell children that an author often repeats words and sentences for a reason. One reason an author might repeat words in a story is to make sure the reader pays attention to parts of the story. In *Zap! Clap! Boom! The Story of a Thunderstorm*, the author repeats the words *Zap! Clap! Boom!* throughout the story.

**Set Purpose** Say: *Let's listen closely for the words Zap! Clap! Boom! and think about what these words tell us about weather.*

#### GO!

Reread the sections of the story referenced on the following pages and support children's understanding of repetition using the prompts provided. You may choose to use **Printable Prompts 3.12**.

## Pages 6–11

*Let's say the words Zap! Clap! Boom! together.* Ask: *What do those words sound like when you say them?* (Possible responses: They are loud words; they sound like thunder.) *What is happening in this part of the story when the author uses these words?* (Possible responses: I see dark clouds and rain far off in the distance; the children hear the thunder and start to run home.) **DOK 3**

## Pages 12–15

*The author repeats the words Zap! Clap! Boom! again on page 14.* Ask: *What has changed about the words?* (Possible response: The words have gotten bigger and bolder.) Say: *Let's say the words in a bigger, bolder way.* Ask: *What has changed about the weather in this part of the story?* (Possible responses: It is raining; the raindrops are big; the storm is getting worse; the dark clouds are right above the children's house.) **DOK 3**

Provide enough thinking time for children to process their answers before participating in the Anchor Chart discussion. To facilitate more participation in the Anchor Chart discussion, provide a sentence starter, such as: When it is stormy we decide to go inside.

## Formative Evaluation

### Collect Data

Observational Checklist

## Pages 18–23

*The author repeats the words Zap! Clap! Boom! again on page 23.* Ask: *What do you notice about the words now?* (The words are even bigger and bolder.) *Let's say the words in an even bigger and bolder way now.* Ask: *What has changed about the weather in this part of the story?* (Possible responses: The text says the wind is blowing fiercely; there is lightning in the sky; the clouds are dark and it is raining hard; the weather is dangerous.) **DOK 3**

*What happens each time the author repeats the words Zap! Clap! Boom!?* (Possible response: The words get bigger and bolder and the storm gets stronger and closer.) **DOK 3**

Review with children that repetition is when something is said more than one time. Ask, *What words do you see several times in the story? (Zap! Clap! Boom!)* Provide a sentence starter to help children respond to the prompt: Each time the story repeats the words, they get bigger.

## Note-taking Chart

Display Note-taking Chart 3.11 from the previous day's lesson. Write *Repetition* in the bottom section. Have children talk about the words that repeat. Model taking notes. A possible response is listed below.

**Author's Purpose** Authors write stories to persuade, inform, or entertain. Ask: *What is the author of this text trying to do? (inform) How does the author use repetition to inform us?* (Possible response: The author repeats words that sound like thunder and makes them bigger each time. This tells us the storm is dangerous and getting closer.)

## Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.11** and read aloud the Focus Question. Elicit ideas from children. A possible response is listed below.

## **Focus Question**

What choices do we make because of the weather?

**Extend the Discussion** Ask: *What choices would you make in a thunderstorm to stay safe? DOK 3*

### **Check-In**

Have children share words in the story that repeat. Guide children to reflect using the Check-In Routine.

## **LESSON 12 : BUILDING COMPREHENSION AND KNOWLEDGE**

Read Aloud Cards

Central Text

**Write About the Text**

### **Objectives**

- Use a combination of drawing, dictating, and writing to narrate an idea.
- Use frequently occurring verbs.

### **Lesson Materials**

- Literature Big Book: *Zap! Clap! Boom! The Story of a Thunderstorm*
- Student Companion

Observational Checklist

### **Professional Learning**

Show Me Video: Interactive Writing

Show Me Video: Writing Conference Routine

### **Just in Time**

To support children with completing the sentence starter, offer more information. Say: *Weather changes during a storm. What might happen when there are storm clouds? What might come out of the sky?*

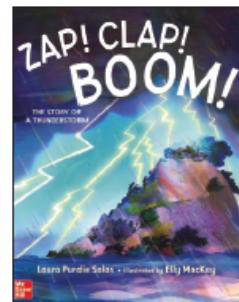
## **Write About the Text**

### **Interactive Writing**

**Time:** 15 minutes

#### **Learning Goal**

We can draw and write about stories we read.



## Explain and Share the Pen

**Set Purpose** Say: *Writers sometimes write to help understand what they read. Let's draw and write about the weather in Zap! Clap! Boom! The Story of a Thunderstorm.*

**Analyze the Prompt** Display and read the question aloud: *What actions did we see during the storm?* Say: *The question is asking us to think about actions that happened in the sky, like how rain fell, thunder boomed, and lightning flashed.*

Check children's understanding of the question. Reread the prompt, and then have children restate it using the sentence starter: We will draw about what actions we saw during the storm.

**Find Text Evidence** Say: *Looking at the text can help us think about an answer.* Point to each word on pages 16–18 of *Zap! Clap! Boom! The Story of a Thunderstorm* as you read the text. Encourage children to look at the illustrations. Ask: *What weather actions did we see during the storm?* (Possible response: During the storm, rain splashed.)

Have partners talk about the prompt. Provide a sentence starter as needed: During the storm, \_\_\_\_\_. (Possible responses: lightning flashed, wind blew)

**Share the Pen** Say: *Let's draw about an action we saw during the storm: Wind blew.* Before drawing, say:

- *We can draw and label our pictures to tell an idea.*
- *We can tap sounds to write words.*
- *We can use verbs.*

Then model using these skills as you share the pen with children. Ask: *How can we draw a storm? How can we draw a strong wind?* Have volunteers help draw storm clouds, rain, and wind. Remind children that adding words to a picture is called *labeling*. Say: *Let's label this picture with the words wind blew.* *The word blew tells an action, so it is a verb.* Invite volunteers to identify the letter sounds they are familiar with in each word. Tap these sounds as you write the letters. Then read the label together.

**Grammar Connection: Action Words (Past-Tense Verbs)** Explain that some words tell actions that already happened, like *snapped*, *opened*, and *kicked*. These words are called *past-tense verbs* because they happened in the past. Say: *Let's play a past-tense verb game. For the game to work, you have to freeze like statues when I clap.* Have children stand and act out the present-tense form of each verb and then freeze and say the past-tense verb all together:

- Say: *Show the verb wave.* Clap. Now tell what happened in past tense. (We waved.)
- Say: *Show the verb turn.* Clap. Now tell what happened in past tense. (We turned.)
- Say: *Show the verb jump.* Clap. Now tell what happened in past tense. (We jumped.)
- Say: *Show the verb sit.* Clap. Now tell what happened in past tense. (We sat.)

## Just in Time

Children can dictate labels or a caption to a teacher if time allows.

## Formative Evaluation

### Collect Data

Student Companion

### Make Decisions

Review the Student Companion to determine:

### Can children apply the writing skill?

If **YES** . . . have them work independently in Lesson 13.

If **NO** . . . have them work with you during Writing Conferences in Lesson 13.

## **Student Companion, pp. 82–83**

### **Practice**

Guide children through pages 82–83 in their **Student Companion** and have partners discuss the prompts. Then have children work independently on page 83. Remind them to tell an idea in their drawing and use a verb in their label. When children are finished, have them whisper the idea they showed as they point to different parts of their drawing.

Provide support to help children complete page 83 when needed.

**Substantial** Have children describe what they will draw and how they will label it. Then have them act out some action words.

**Moderate/Minimal** Have children who can explain what a past-tense verb is and write labels complete the page with a partner. Have them identify verbs in their labels.

**Conferences** Have a conversation with children about their writing.

#### **Writing Conference Routine**

- STEP 1** Have children show and explain their writing.
  - STEP 2** Use the **Observational Checklist** to identify and discuss strengths.
  - STEP 3** Have children compare their writing to the model in the Student Companion.
  - STEP 4** If children need support, see the Writing and Grammar Skills Lesson Bank.
  - STEP 4** Identify a next step. Say: *To move your writing forward, you could think about . . .*
- 

#### **Check-In**

Have partners share what they drew and wrote in their Student Companion. Guide children to reflect using the Check-In Routine.

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# LESSON 13: FOUNDATIONAL SKILLS

## Review Pathway

**Phonological Awareness**

**Phoneme Awareness**

**Decoding Review**

Handwriting Review

Encoding Review

High-Frequency Word Review

Decodable Reader

## Objectives

- Blend syllables in spoken words.
- Segment phonemes in words.

## Lesson Materials

Response Board

## Just in Time

Ask children what they notice about the words in the Blend Syllables Routine. Explain that they have two parts that you put together to say a word.

## Professional Learning

Show Me Video: Segment Phonemes Routine

## Additional Practice

Phoneme Awareness Activity 3.13

During Study Group, practice sounds using the Articulation Videos and Sound-Spelling Cards as needed. See the Language Transfers section of ***Emerge! Essentials*** to identify possible sound transfer issues.

## Formative Evaluation

### Collect Data

Observational Checklist

# Consonants Ss, Tt, Nn; Short Ii

## **Phonological Awareness HEAR IT**

**Time:** 3 minutes

### **Learning Goal**

We can blend syllables to say words.

### **Blend Syllables**

#### **I Do**

Model blending syllables in the word *rabbit* using the Blend Syllables Routine.

#### **We Do/You Do**

##### **Blend Syllables Routine      Script**

Listen	<b>Listen:</b> /ra/ /bət/.
Blend It	<b>Blend</b> it: <i>rabbit</i> .

Guide children through the routine for these words.

/si/ /stər/ *sister*    /mi/ /tən/ *mitten*    /tē/ /chər/ *teacher*    /pō/ /nē/ *pony*

## **Phoneme Awareness HEAR IT**

**Time:** 5 minutes

### **Learning Goal**

We can say and count the sounds in words.

### **Segment Phonemes**

#### **I Do**

Model the Segment Phonemes Routine to segment *sat* using the **Response Board**.

#### **We Do/You Do**

##### **Segment Phonemes Routine**

Listen and Look	<b>Listen</b> and <b>look</b> at my mouth as I say this word: <i>sat</i> .	<b>Materials</b>
Tap It	<b>Tap</b> each sound: /s/ /a/ /t/.	
Count and Dot It	<b>Count</b> the sounds: /s/ /a/ /t/. How many sounds? 3 Make <b>three dots</b> , one for each sound.	<b>Response Board</b>

Guide children through the routine for these words.

*tin /t/ /i/ /n/ 3    it /i/ /t/ 2    an /a/ /n/ 2    if /i/ /f/ 2    mitt /m/ /i/ /t/ 3*

*sit /s/ /i/ /t/ 3    in /i/ /n/ 2    man /m/ /a/ /n/ 3    is /i/ /z/ 2    miss /m/ /i/ /s/ 3*

**Corrective Feedback** Model segmenting phonemes in the missed word. Say: *Look at my mouth: tin. Let's tap out the sounds together: /t/ /i/ /n/. How many sounds? 3*

### Objectives

- Decode regularly spelled one-syllable words.
- Build simple words using knowledge of sound-letter relationships.

### Lesson Materials

- Sound-Spelling Cards 9, 14, 19–20

Blending Lines Chart 3.13

- Response Boards

Printable: Phonics Practice 3.13

### Professional Learning

For more information on teaching phonics and creating the Letter *Ss*, *Tt*, *Nn*, and Short *ि* Charts, see ***Emerge! Essentials***.

### Just in Time

- Words with initial stop sounds like *tin* are more difficult to blend. Provide additional support as needed.
- Use the articulation support on the back of the Sound-Spelling Cards. Have partners practice making the sounds, then give each other feedback.
- Play the digital Articulation Videos to provide extra support for the review sounds.

### Additional Practice

Phonics Activity 3.13

## Decoding Review: Phonics SEE IT / SAY IT

**Sound-Spelling Cards**

**Time:** 10 minutes

### Learning Goal

We can blend, build, and read words.

### STEP 1 Review /s/s, /i/i, /t/t, and /n/n

#### I Do

Display the *sun*, *itch*, *tiger*, and *nest* **Sound-Spelling Cards**.

Use the routine on the back of the cards to quickly review each sound spelling with children. Make it a game to see how quickly the class can do the routine. Continue until all the cards have been reviewed at least twice.

## STEP 2 Blend Words with /s/s, /i/i, /t/t, and /n/n

### We Do

Guide children to chorally blend and read the words in line 1 of **Blending Lines**

**Chart 3.13.** Follow the blending lines routine as you review each word.

**Blending Lines Chart 3.13**

**Corrective Feedback** Point to the missed word and model blending the sounds. Say: /mmmmiiinnn/, Min. Do it with me. Have children repeat the task.

**Same or Different** Play a game with children. Have volunteers put small sticky notes under two words on the Blending Lines Chart that have something in common (e.g., same ending pattern so that the words rhyme) or have something different (e.g., different ending sound). Have children think aloud as they work, then read the words aloud.

**Moving Towards Automaticity** Have children chorally read line 1 again.

# LESSON 13: FOUNDATIONAL SKILLS

### Review Pathway

Phonological Awareness

Phoneme Awareness

### Decoding Review

### Handwriting Review

Encoding Review

High-Frequency Word Review

Decodable Reader

## Decoding Review: Phonics, *continued SEE IT / SAY IT*

### STEP 3 Build Words with /s/s, /i/i, /t/t, and /n/n

### I Do

Model the Word Building Routine to build *tin* on the **Response Board**.

### We Do

**Word Building Routine****Script****Materials**

The word is *tin*. Say it with me.

**Tap It**

- Let's **tap** the sounds: /t/ /i/ /n/.
- Let's make a dot for each sound.

Now let's **write** the letters.

**Write It**

- What letter stands for /t/? *t*
- What letter stands for /i/? *i*
- What letter stands for /n/? *n*

**Response Board****Blend and Read It**

Slide your finger from letter to letter and **blend** the sounds to **read** the word: /*tiinnn*/, *tin*.

Hand out Response Boards to children. Guide them to build and read the words *man*, *mat*, *sat*, *hat*, and *tin*.

**Corrective Feedback** Model building the missed word. Say: *The word is sat. Let's write the letters. What letter stands for /s/? s. What letter stands for /a/? a. What letter stands for /t/? t. Blend the sounds to read the word: /ssaaat/, sat.*

**Review Word Meanings** For the following word, say the word and its meaning. When possible, have children act out the word as they repeat it aloud.

**an** another word for *a*, used before words that begin with a vowel

**Phonics Practice 3.13**

Provide images, gestures, or classroom objects to support word meaning comprehension, such showing an image of an apple and saying *an apple*.

**You Do: Partner Talk**

Hand out **Phonics Practice 3.13**. Have partners work together to complete the activity.

**Letter Ss, Tt, Nn, and Short Ii Charts** Have children add words to the Letter *Ss*, Letter *Tt*, Letter *Nn* and Short *Ii* Charts.

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**Check-In**

Have partners dictate a word for their partner to blend, build, and read. Guide children to reflect using the Check-In Routine.

**Objective**

Print uppercase and lowercase letters.

**Lesson Materials**

- Handwriting Cards *Ss, Ii, Tt, Nn*

Handwriting Videos: *Ss, Ii, Tt, Nn*

### Just in Time

Reference the handwriting models in the Student Companion for support.

### Additional Practice

Have children continue practicing forming the letters with another copy of the printable.

To help children make strong sound-letter connections, have them sound out the letter as they write as well as after. To reinforce their alphabetic knowledge, ask children what letters come before or after the letter *i*, and have them respond using complete sentences. For example: *What letter comes before i?* (The letter *h* comes before *i*.)

### Formative Evaluation

**Collect Data** Phonics Practice 3.13

**Collect Data** Handwriting Practice 3.13

## Handwriting Review WRITE IT

**Time:** 4 minutes

### Learning Goal

We can print uppercase and lowercase *Ss*, *Ii*, *Tt*, and *Nn*.

### Write **Ss**, **Ii**, **Tt**, **Nn**

Prioritize which letters to review based on the needs of the class. Refer to **Handwriting Cards Ss, Ii, Tt, and Nn** for the handwriting steps. You may choose to show **Handwriting Videos: Ss, Ii, Tt, or Nn**. Hand out **Handwriting Practice 3.13**.

### I Do/We Do

- Display the first Handwriting Card. Model writing the uppercase and lowercase letters as you say the steps.
- Have children check their handwriting grip as they prepare to trace and/or write a row of uppercase and a row of lowercase letters on their Handwriting Practice 3.13.

### You Do

- Have children trace the letters, following the arrows and repeating the strokes to themselves. As they trace, have them name the letter and say the sound when they have finished each letter.
- For each reviewed letter, have children circle their best uppercase and lowercase letter.
- Repeat steps for each Handwriting Card.
- Provide support as needed.



### Handwriting Practice 3.13

### Check-In

Have partners share their best circled letters. Guide children to reflect using the Check-In Routine.

# LESSON 13: FOUNDATIONAL SKILLS

## Review Pathway

Phonological Awareness

Phoneme Awareness

Decoding Review

Handwriting Review

### Encoding Review

### High-Frequency Word Review

### Decodable Reader

## Objectives

- Use phonics skills to spell words.
- Read high-frequency words.

## Lesson Materials

Printable: Spelling Practice 3.13

- Response Boards
- High-Frequency Word Cards 25–27

Printable: High-Frequency Word Practice 3.13

## Additional Practice

High-Frequency Word Activity 3.13

## Formative Evaluation

**Collect Data** Spelling Practice 3.13, High-Frequency Word Practice 3.13

**Make Decisions** Review the information from Phoneme Awareness, Phonics, Handwriting, and Spelling lessons to determine:

**Can children build words with /s/s, /t/t, /n/n, and /i/i?**

If **YES** . . . have them work in Independent Practice in Lesson 14.

If **NO** . . . have them work with you during Lesson 14: Study Group.

## Encoding Review: Spelling WRITE IT

**Time:** 8 minutes



We can spell words.

## Word Riddles

### I Do

Display **Spelling Practice 3.13**. Tell children they will use clues to solve word riddles.

- Read aloud the first riddle: *A cat's wet food is stored in this. What word answers this riddle? The answer is tin.*
- Say: *Listen as I tap the sounds and spell the word: /t/ /i/ /n/, t, i, n.*
- Say: *I will write tin. I will check my spelling: t, i, n.*

### We Do

Guide children to the next riddle.

**Printable**  
**PRACTICE**

DIGITAL PRINTABLE 

### Spelling Practice 3.13

- Read aloud the second riddle: *This is what you can do if you don't want to stand. What word answers this riddle? (sit)*
- Say: *Let's tap the sounds and spell the word: /s/ /i/ /t/, s, i, t.*
- Write *sit* next to the riddle. Say: *Let's check the spelling: s, i, t.*

### You Do

Hand out Spelling Practice 3.13. Read the clues and invite volunteers to answer. Then have children work independently to write the answers. Check and correct each spelling together. Monitor and provide help as needed.

### Dictation Practice

Dictate these words for children to write on their **Response Boards** if time allows: *it, at, hat*. Use each word in a sentence. Provide support as needed.

### Check-In

Have children spell aloud two words from their Spelling Practice to a partner. Guide children to reflect using the Check-In Routine.

### Movement: Brain Break

Have children take a brain break with a movement activity or song.

## High-Frequency Word Review

**Time:** 6 minutes

Display **High-Frequency Word Cards** *his, has, and there*. Have children read each word. Hand out and have children complete **High-Frequency Word Practice 3.13**.

### Objective

Read grade-level texts with purpose and understanding.

### Lesson Materials

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

## Professional Learning

See **Emerge! Essentials** for information on partnering strategies.

## Additional Practice

Connected Text Activity 3.13

## Extend Learning

Children who show proficiency with the letters *s*, *t*, and *n* may read the story and complete the annotation prompts independently.

**First Read** Before children read, read "Nat" aloud as children track the words, and describe the illustrations associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to illustrations associated with the questions. Otherwise, have children read the story again with a partner or independently.

## Use It! Decodable Reader

**Time:** 10 minutes

### Learning Goal

We can read and understand the story "Nat."

### Read Options

Use your learner profile data to choose the best option for children to read the story. Children will read "Nat" twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to take notes on children's progress.

#### Choral Read

Lead children in a choral read of the story, providing a fluent model of reading. This option is helpful when children need decoding or fluency support..

#### Partner Read

Have children read the text with a partner. They can alternate pages and then switch positions.

#### Independent Read

Have children read the text on their own, silently, or in a whisper.

## Reread "A Hat for Tim"

**Set Purpose** Have children turn to page 77. Explain that they will read the story accurately and smoothly (with fluency). Have children reread "A Hat for Tim" independently or with a partner.

## Introduce "Nat"

**Review Target Skills** Before reading, have children chorally read the words from this week's Phonics and High-Frequency Word Charts.

## LESSON 13: FOUNDATIONAL SKILLS

### Review Pathway

Phonological Awareness  
Phoneme Awareness  
Decoding Review  
Handwriting Review  
Encoding Review  
High-Frequency Word Review

### Decodable Reader

#### Formative Evaluation

**Collect Data** Student Companion, Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

**Can children read and understand decodable text?**

If **YES** . . . have them partner or independently read during Lesson 14: Use It! Decodable Reader.

If **NO** . . . have them chorally read with you during Lesson 14: Use It! Decodable Reader.

## Use It! Decodable Reader, *continued*

### First Read

**Set Purpose** Have children turn to page 85. Explain that they will read the story accurately.

**Concepts of Print** Point to and read the words *Nat has* on page 85. Explain that each word they hear matches a word they see. Say: *Pointing to words in the story as you read will help you learn to read.* Have children point to the words as they read the story.

**Decoding Strategy** Have children turn to page 84 in their **Student Companion**, and point to the “Blend It!” decoding strategy. If children need help reading a word, they can use the **“Blend It!” Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

#### Blend It!

Slide your finger under each letter as you blend the sounds.

**Read** Read the title with children as you track the words. Ask them to tell what the story might be about. Then have children read the story chorally, in partners, or independently. Note which children need additional support as they read.

**Vocabulary Review** Explain the meanings of *has, mad, there, and mat* as needed.

As you read, explain the following words or phrases:

- *Min is mad*: Min feels upset, or angry
- *sit Nat*: a command telling Nat to sit down
- *it is his mat*: the pad or rug on a floor is Nat's

**Annotate** After reading the story, go back to page 85 and read the prompts aloud. Have children respond to each prompt.

## Second Read

### Set Purpose

Explain to children that they will be reading to understand the story.

**Read** Choose a different read option than the one children used for the first read. Have children reread the story.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 85. Ask: *What does Nat have?* (Nat has the hat.)
- Turn to page 86. Ask: *What does this sentence tell you about Min?* (Min is mad.)
- Turn to page 89. Ask: *How do you know Nat has a mat?* (Possible response: The text tells us that it is his mat.)

Provide sentence starters to help children respond to the comprehension questions: He has the hat. It tells us that Min is mad. It says that the mat is his.

### Check-In

Have children share their answer to one of the comprehension questions with a partner. Guide children to reflect using the Check-In Routine.

# LESSON 13: BUILDING COMPREHENSION AND KNOWLEDGE

## Vocabulary

Companion Text

Write About the Topic

## Objectives

- Make real-world connections between words and their uses.
- Use vocabulary words and phrases learned in conversations, texts, or other media.

## Lesson Materials

- Visual Vocabulary Cards: Concept Words 41, 49, 52, and 58
- Visual Vocabulary Cards: Target Words 59–60

# Vocabulary

## Engage! Review Concept Words

**Time:** 7 minutes

Say: *Let's use the vocabulary words we learned in the unit to tell about how to understand the weather.*

For each pair of words, display the **Visual Vocabulary Cards** and read the definitions. Then have partners turn and talk to respond to the prompt using the sentence frames as needed. Encourage children to use the Concept Words when speaking to their partners.

**weather/temperature** Tell about a type of weather you have experienced and what the temperature was when it happened. I experienced \_\_\_\_\_ weather. The temperature was \_\_\_\_\_.

**prepare/storm** Tell about a storm you experienced, and how your family prepared for it. A while ago, we had a storm. It was a \_\_\_\_\_. We prepared for it by \_\_\_\_\_.

## Introduce Target Words

**Time:** 8 minutes

### Learning Goal

We can learn and use the words *calm* and *fiercely*.

### **calm, fiercely**

Say: *When we listened to "Zap! Clap! Boom! The Story of a Thunderstorm," we heard the words calm and fiercely. Let's learn about these words.*

**Visual Vocabulary Cards**

Use the Explain/Repeat/Example/Discuss steps in the Vocabulary Routine on the **Visual Vocabulary Cards** to introduce the words.

Encourage partners to respond to the prompt in the Discuss steps. Have volunteers share their responses with the class.

Use the following scaffolds to support children in responding to the prompts in the Discuss step.

**Substantial** Provide visuals and/or use gestures to support comprehension of the words and prompts. Model responding to the prompts with your own examples. Then, help children state their responses in complete sentences. For example, if their response is "drawing," then help them say: Drawing makes me feel calm.

**Moderate/Minimal** Model responding to the prompts with your own examples, and then provide sentence starters or frames, such as: Taking a walk makes me feel calm. A lion is a fierce animal.

**Expand Vocabulary Knowledge** You may use the back of the Visual Vocabulary Cards to expand children's knowledge of the words.

### Check-In

Have partners choose a Target Word. Have partners use a related word in a sentence. Guide children to reflect using the Check-In Routine.

## LESSON 13: BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

**Companion Text**

Write About the Topic

**Objectives**

- Identify the topic and key details in a text.
- Identify different ways the text describes the topic.

**Materials**

- Literature Big Book: "Dress for Fun in Any Weather"

Printable Prompts 3.13 (optional)

Note-taking Chart 3.13 (optional)

Build Knowledge Anchor Chart 3.11 (optional)

To prepare children to listen to the text read aloud, have them listen to the **MLL Audio Summaries** in their home language first and then in English. For children who need substantial support, look at the text features in "We Can Dress for Fun in Any Weather." Identify and describe how the feature helps with understanding the text.

## Companion Text

### Read "Dress for Fun in Any Weather"

**Time:** 15–20 minutes

#### Learning Goal

We can identify the topic and key details to understand the choices we make because of the weather.

#### **GET READY**

Display the **Literature Big Book** and read aloud the title: "Dress for Fun in Any Weather" and author: Sadaf Siddique. Remind children that the author writes the words in a text. Point out that this story is about how the weather impacts the choices we make.

## GET SET

**Genre: Informational Text** Point out that “We Can Dress for Fun in Any Weather” is an informational text. Remind children that informational texts share facts about a topic. This text shares facts about different types of weather.

**Skill: Main Topic and Key Details** Review with children that the topic is what the text is mostly about, and key details are the most important pieces of information about a topic. As you read the text, encourage children to listen for key details that help them to identify the topic.

**Self-Monitoring Strategy: Reread** Review with children that we can reread to hear something again or to listen for information about a topic again to make sure we understand it.

**Text Structure: Description** Remind children that authors can use description in informational texts. Point out that “Dress for Fun in Any Weather” uses a description text structure. That means that the text describes weather by sharing details about the way weather changes and the choices we can make because of weather. As you read, children should pay attention to how the author gives details about the topic that tell how it looks or acts.

**Set Purpose** Say: *Today we will learn another way that weather impacts our choices. Let's read and find out about what clothing to wear in different types of weather.*

## GO!

- Read aloud the text, briefly defining Words to Explain at point of use.
- Guide children to understand the story by using the prompts. You may choose to use the **Printable Prompts 3.13**, placing them on the pages before you read.
- As you read the text, use Partner Talk to support deeper understanding of the text and how to identify description. As children discuss the text with their partners, remind them to take turns sharing and listening.

### Pages 34–35

Have children talk about how the text says to dress on a hot day at the beach. (swimsuit, t-shirt, shorts, sun shirt, sunglasses, sunhat, sun shirt) What other clothes might you wear on a hot day? (Possible responses: shorts, a sleeveless shirt, a sundress) **DOK 2**

For partner talks, pair multilingual learners with children whose home language is English. Work with children who need substantial support, pointing to the illustrations and asking guiding questions to help them respond to the prompts. For example: *Would you wear a short sleeves or long sleeves when it is hot outside? When it is cold what kind of weather might happen?*

### Pages 36–37

*How does the text describe the clothes you should wear on a humid day?* (Possible response: The text explains that you should wear airy and light clothes that don't make you too sweaty.) *What kind of boots are good to wear on a rainy day?* (Possible response: You should wear boots that are nice and high, so you can jump in puddles and stay dry.)

**DOK 2**

*The text says to apply sunscreen even if it's cloudy. Why do you think we should do that?* Use the Think Aloud below to guide children to make an inference.

**Think Aloud** I know sunscreen protects our skin from the sun's rays. Without it, we may get sunburned. I also know that even on a cloudy day, some of the sun's rays can shine through the clouds. I think that's why the text says we still need sunscreen on a cloudy day. **DOK 2**

## Words to Explain

**humid:** having a lot of water; moist; damp

**apply:** put on

## Pages 38–39

*How would you dress to play outside on a snowy day?* (Possible response: I would wear a warm coat, gloves, boots, a hat, and a scarf.) *I wonder how the clothes you need on a snowy day compare to the ones you need on a windy day.*

*What can we do to remember windy-day clothes?* (Reread) After rereading, have children compare the snowy-day and windy-day clothing. (Possible response: On a windy day, you also need a jacket and a hat, but you don't need gloves, boots, or a scarf.) **DOK 2**

## Page 40

Have children talk about the different kinds of weather discussed in the text that has told them how to dress. (Possible response: hot, humid, rainy, windy, snowy) *What kind of weather is your favorite to dress for?* (Possible response: I like hot weather best because I can wear my bathing suit and go swimming.) **DOK 2**

*What was this text mostly about?* (Possible response: This text was mostly about how people dress for different types of weather.) **DOK 1**

*What was one of the choices the people in the text made because of the weather?* (Possible response: The first family decided to go to the beach because it was sunny and warm. They chose to wear a bathing suit, sun shirt, a hat, and sunglasses for the beach.) **DOK 2**

# LESSON 13: BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

Companion Text

Write About the Topic

Pair children with mixed language-proficiency levels to discuss before sharing with the whole class in the Anchor Chart discussion. Provide guiding questions as needed, such as: *What kind of clothes do you play in when it's warm outside?* When it is warm I wear light and cool clothes.

## Note-taking Chart

Create **Note-taking Chart 3.13** or use the digital version. Add the words *Topic*, *Key Details*, and *Description* to the top of the Skill and Text Structure sections. Have children identify and describe the topic and key details and provide a description of how to dress for a type of weather. Model taking notes. Possible responses are listed below.

## Retell the Text

Guide children or partners to retell the text using the sentence starters below. Flip through the text as needed. Possible responses are listed below.

- For a hot day on the beach, you can wear \_\_\_\_\_. (Possible response: a bathing suit, sun shirt, sun hat, and sunglasses)
- On a humid day, you can wear \_\_\_\_\_. (airy and light clothes)
- When it is snowy, you can wear \_\_\_\_\_. (Possible response: a warm coat, gloves, boots, a hat, and a scarf)

Use the following supports to help children retell the text. Review *description* as needed. Ask guiding questions, such as: *What kind of clothing can help you stay warm?* You can wear a coat to help you stay warm. *What kind of clothing can keep*

you cool? Clothes at are light and airy can keep you cool.

## Build Knowledge Anchor Chart

Display **Build Knowledge Anchor Chart 3.11**. Revisit the Focus Question. Pair children with mixed language-proficiency levels to discuss before sharing with the whole class in the Anchor Chart discussion. Elicit ideas from children to add to the chart. Possible responses are listed below.

### Focus Question

What choices do we make because of the weather?

---

### Check-In

Have children share a key detail that supports the topic from the text. Guide children to reflect using the Check-In Routine.

# LESSON 13: BUILDING COMPREHENSION AND KNOWLEDGE

### Objectives

- Use a combination of drawing, dictating, and writing to narrate an idea.
- Use frequently occurring verbs.

### Lesson Materials

- Student Companion

Observational Checklist

## Write About the Topic

### Independent Writing

**Time:** 15 minutes

#### Learning Goal

We can plan, draw, and write about a topic.

### Explain and Write

**Set Purpose** Say: *Writers sometimes write to help understand what they read. Today, we're going to draw and write about how the rain affects our choices.*

**Text-to-Self** Say: *When we read about what characters do during a storm, we can think about what we would do during a storm too. Think about a storm that you saw once. What were you doing? How can you show that in a drawing? (Responses will vary.)*

**Read the Student Model** Have children turn to page 90 in their **Student Companion**. Remind them of the task. Say: *Draw a choice you made when it rained. Then say: Here's how a child might draw a picture about a choice they made when it rained. Let's check to see if their picture has labels that tell about their drawing. Describe the Student Model. Then ask: What choice did the child make when it rained? (Possible response: The child splashed in a puddle.)*

After children talk about the question, check for understanding. Reread the question and then have the children restate it using the sentence starter: We will draw about a choice we made when it rained.

Have partners share ideas about how they can draw a choice they made when it rained. Encourage them to give each other feedback. Invite one or two volunteers to share an idea with the group.

**Grammar Connection: Action Words (Past-Tense Verbs)** Remind children that words about actions that already happened are called *past-tense verbs*. Say: *You can add labels to tell about past-tense verbs in your drawings.*

## LESSON 13: BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

Companion Text

### Write About the Topic

#### Just in Time

Children can dictate labels or a caption to a teacher if time allows.

#### Formative Evaluation

##### Collect Data

Student Companion

**Student Companion, pp. 90–91**

#### Practice

Guide children through page 91 in their Student Companion and have partners discuss the prompt. Then have children work independently on page 91. Remind them to tell an idea in their drawing and use a verb in their label. When children are finished, invite them to review their work carefully and add any final details.

Provide support to help children complete page 31 when needed.

**Substantial** Brainstorm examples of choices that can be made on a rainy day. Then provide a sentence starter to help children talk about what they will draw: I will draw myself playing games inside.

**Moderate/Minimal** Children who understand the prompt can complete the page independently or with a partner. Have them tell you or their partner what they will draw.

**Conferences** Have a conversation with children about their writing.

### **Writing Conference Routine**

- STEP 1** Have children show and explain their writing.
  - STEP 2** Use the **Observational Checklist** to identify and discuss strengths.
  - STEP 3** Enter dataHave children compare their writing to the model in the Student Companion.  
If children need support, see the Writing and Grammar Skills Lesson Bank.
  - STEP 4** Enter dataIdentify a next step. Say: *To move your writing forward, you could think about . . .*
- 

#### **Check-In**

Have partners share what they drew and wrote in their Student Companion. Guide children to reflect using the Check-In Routine.

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# LESSON 14 : FOUNDATIONAL SKILLS

## Review Pathway

### Rapid Review

### Decoding Warm-Up

### Data-Informed Instruction

Phoneme Awareness

Decoding Review

Handwriting Review

Encoding Review

High-Frequency Word Review

Decodable Reader

## Objectives

- Use phonics skills to decode words.
- Encode regularly spelled one-syllable words.

## Lesson Materials

- Sound-Spelling Cards: 4, 9, 14, 19–20
- Photo Cards: 101, 102, 108, 318, 348, 349

Blending Lines Chart 3.13

Printable: Phonics Practice 3.14

Printable: Handwriting Practice 3.14

Printable: Spelling Practice 3.14a

## Additional Practice

Phoneme Awareness Activity 3.14

Phonics Activity 3.14

# Consonants Ss, Tt, Nn; Short Ii

## Rapid Review: Phonics

**Time:** 2 minutes

### Sound and Letter

Gather the *dolphin* and *sun* **Sound-Spelling Cards** and the *dig*, *socks*, *dog*, *desk*, *soap*, and *sad* **Photo Cards**.

- Display and say the picture name for each card, one at a time.
- Tell children that for each picture, they will say the beginning sound and letter name.
- Guide children through the routine with the remaining cards.

## Decoding Warm-Up SEE IT / SAY IT

### Blending Lines Chart 3.13

**Time:** 4 minutes

Display the *sun*, *itch*, *tiger*, and *nest* **Sound-Spelling Cards** and review the Sound-Spelling Routine for each card. Display **Blending Lines Chart 3.13**. Alternate whisper and choral reading of lines 2–3. Read the sentence.

## Data-Informed Instruction/Practice

Using formative evaluation data, choose children to meet with in Study Group. Based on data and observations from Lesson 13, include multilingual learners who need additional support with the review skills in your study groups. Children not in Study Group will work independently.

### Learning Goal

We can build, read, and spell words.

### Set Up Independent Practice

As you work with a Study Group, the rest of your class can work either independently or with a partner at their desks or in stations. Choose from the following options:

- **Word Building** Children build words using **Phonics Practice 3.14**.
- **Handwriting** Children practice writing letters using **Handwriting Practice 3.14**.
- **Word Sort** Children sort and write words using **Spelling Practice 3.14a**.

**Phonics Practice 3.14**  
**Handwriting Practice 3.14**  
**Spelling Practice 3.14a**

# LESSON 14 : FOUNDATIONAL SKILLS

### Review Pathway

Rapid Review

Decoding Warm-Up

Data-Informed Instruction

### **Phoneme Awareness**

### **Decoding Review**

### **Handwriting Review**

Encoding Review

## High-Frequency Word Review

### Decodable Reader

#### Objectives

- Segment phonemes in words.
- Add or substitute sounds in one-syllable words to make new words.

#### Lesson Materials

- Response Boards

Printable: Phonics Practice 3.14

#### Professional Learning

For more information on teaching phonics, see ***Emerge! Essentials***.

#### Additional Practice

Phoneme Awareness Activity 3.14

Phonics Activity 3.14

Provide an image, gesture, or classroom object to help ensure children understand each word.

#### Meet with Study Group

## Phoneme Awareness HEAR IT

**Time:** 3 minutes

#### Segment Phonemes

**Review** Use the Segment Phonemes Routine to help children segment and count the sounds in words.

*sit /s/ /i/ /t/ 3    knee /n/ /ē/ 2    kite /k/ /ī/ /t/ 3    in /i/ /n/ 2*

*hid /h/ /i/ /d/ 3    man /m/ /a/ /n/ 3    us /u/ /s/ 2    tape /t/ /ā/ /p/ 3*

*zip /z/ /i/ /p/ 3    an /a/ /n/ 2    sad /s/ /a/ /d/ 3    lip /l/ /i/ /p/ 3*

**Corrective Feedback** Model segmenting phonemes in the missed word. Say: *Look at my mouth: in. Let's tap out the sounds together: /i/ /n/. How many sounds? 2*

## Decoding Review: Phonics SEE IT / SAY IT

**Time:** 8 minutes

## Build Words with /s/s, /i/i, /t/t, and /n/n

### I Do

Model the Word Building Routine to build *hit* and *sit* on the **Response Board**.

Word Building Routine	Script	Materials
	The word is <i>hit</i> .	
Tap It	<ul style="list-style-type: none"><li>• What's the word? <i>hit</i></li><li>• Let's <b>tap</b> the sounds: /h/ /i/ /t/.</li><li>• Let's make a dot for each sound.</li></ul>	
	Now let's <b>write</b> the letters.	Response Board
Write It	<ul style="list-style-type: none"><li>• What letter stands for /h/? <i>h</i></li><li>• What letter stands for /i/? <i>i</i></li><li>• What letter stands for /t/? <i>t</i></li></ul>	
Blend and Read It	Slide your finger from letter to letter and <b>blend</b> the sounds to <b>read</b> the word: /hiit/, <i>hit</i> .	
Swap It	Let's make a new word. Let's <b>swap</b> the letter <i>h</i> with the letter <i>s</i> .	
Blend and Read It	Slide your finger from letter to letter and <b>blend</b> the sounds to <b>read</b> the word: /ssiiit/, <i>sit</i> . Please sit down.	Response Board

### Objective

Print uppercase and lowercase letters.

### Lesson Materials

Printable: Handwriting Practice 3.14

### Just in Time

- Use the articulation support on the back of the Sound-Spelling Cards. Have partners practice making the sounds, then give each other feedback.
- Play the digital Articulation Videos to provide extra support for the review sounds.

### Meet with Study Group

### We Do

Guide children to blend and build the words below. Provide corrective feedback as needed.

Sam > sad > sat > hat > hit  
hit > sit > sat > mat > Nat

**Corrective Feedback** Model building the missed word. Say: *To change sat to hat, the first sound changes from /s/ to /h/. Replace the letter s with h. Do it with me.* Have children repeat.

### You Do: Partner Talk

Hand out **Phonics Practice 3.14**. Have partners work together to complete the activity.

## Handwriting Review WRITE IT

**Time:** 4 minutes

Determine which letters need review and demonstrate letter formation while reciting the handwriting steps for *Ss*, *l*, *Tt*, and/or *Nn*. Refer to prior lessons for the handwriting steps as needed. Have children complete **Handwriting Practice 3.14**, then circle their best letters.

# LESSON 14 : FOUNDATIONAL SKILLS

### Review Pathway

Rapid Review

Decoding Warm-Up

Data-Informed Instruction

Phoneme Awareness

Decoding Review

Handwriting Review

### Encoding Review

#### High-Frequency Word Review

#### Decodable Reader

### Objectives

- Use phonics skills to spell words.
- Read high-frequency words.

### Lesson Materials

Printable: Spelling Practice 3.14b

- Response Boards
- High-Frequency Word Cards 25–27

Printable: High-Frequency Word Practice 3.14

### Additional Practice

High-Frequency Word Activity 3.14

### Formative Evaluation

#### Collect Data

Observational Checklist, Phonics Practice 3.14, Spelling Practice 3.14b, High-Frequency Word Practice 3.14

#### Make Decisions

Review the Formative Evaluation information to determine:

**Can children read the high-frequency words?**

If **YES** . . . Great!

If **NO** . . . have them review these words on the High-Frequency Word Chart before reading the Decodable Reader.

**Meet with Study Group, *continued***

## **Encoding Review: Spelling WRITE IT**

**Time:** 6 minutes

### **Word Riddles**

#### **Spelling Practice 3.14b**

##### **I Do**

Display **Spelling Practice 3.14b**. Tell children they will use clues to solve word riddles.

- Read aloud the first riddle: *This what we call a room when the lights are almost off. What word answers this riddle? The answer is dim.*

- Say: *Listen as I tap the sounds and spell the word: /d/ /i/ /m/, d, i, m.*
- Say: *I will write dim. I will check my spelling: d, i, m.*

##### **We Do**

Guide children to the next riddle.

- Read aloud the second riddle: *This is what a bat does to a baseball. What word answers this riddle? (hit)*
- Say: *Let's tap the sounds and spell the word: /h/ /i/ /t/, h, i, t.*
- Write *hit* next to the riddle. Say: *Let's check the spelling: h, i, t.*

##### **You Do**

Hand out Spelling Practice 3.14b. Read the clues and invite volunteers to answer. Then have children work independently to write the answers. Check and correct each spelling together. Monitor and provide help as needed.

### **Dictation Practice**

Dictate these words for children to write on their **Response Boards** if time allows: *in, an, man*. Use each word in a sentence. Provide support as needed.

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### **Check-In**

Have children share a word they built, read, or spelled. Guide children to reflect using the Check-In Routine.

### **Movement: Brain Break**

Have children take a brain break with a movement activity or song.

# High-Frequency Word Review

**Time:** 6 minutes

Display **High-Frequency Word Cards** *his*, *has*, and *there*. Have children read each word. Read words that children are unsure of together. Then display and read the sentence on the back of the card. Hand out and have children complete **High-Frequency Word Practice 3.14**.

## objective

Read grade-level texts with purpose and understanding.

## Lesson Materials

Observational Checklist

- Student Companion

Printable: "Blend It!" Decoding Strategy Bookmark (optional)

## Professional Learning

See ***Emerge! Essentials*** for information on partnering strategies.

## Extend Learning

Children who show proficiency with the letters *s*, *i*, *t*, and *n* may read the text and complete the annotation prompts independently.

**First Read** Before children read, read "I Hid It" aloud as children track the words, and describe the images associated with the text.

**Second Read** Then chorally reread the story. For additional decoding and comprehension support, remind children to use the decoding strategy, and ask guiding questions while pointing to images associated with the questions. Otherwise, have children read the story again with a partner or independently.

# Use It! Decodable Reader

**Time:** 10 minutes

## Learning Goal

We can read and understand the text "He Hid It."

## Read Options

Use your learner profile data to choose the best option for children to read the text. Children will read "He Hid It" twice during this lesson. For accelerated students, see Extend Learning in the side column. As children work, circulate and use the **Observational Checklist** to make notes on children's progress.

### **Choral Read**

Lead children in a choral read of the text, providing a fluent model of reading. This option is helpful when children need decoding or fluency support.

### **Partner Read**

Have children read the text with a partner. They can alternate pages and then switch positions.

### **Independent Read**

Have children read the text on their own, silently, or in a whisper.

### **Reread “Nat”**

**Set Purpose** Have children turn to page 85. Explain that they will read the story accurately and smoothly (with fluency). Have children reread “Nat” independently or with a partner.

### **Introduce “He Hid It”**

**Review Target Skills** Before reading, have children chorally read the words from this week’s Phonics and High-Frequency Word Charts.

**Student Companion, pp. 92–97**

## **LESSON 14 : FOUNDATIONAL SKILLS**

### **Review Pathway**

Rapid Review

Decoding Warm-Up

Data-Informed Instruction

Phoneme Awareness

Decoding Review

Handwriting Review

Encoding Review

High-Frequency Word Review

### **Decodable Reader**

### **Use It! Decodable Reader, *continued***

#### **First Read**

**Set Purpose** Have children turn to page 93. Explain that they will read the text accurately.

**Concepts of Print** Point to and read the words *He had* on page 93. Explain that each word they hear matches a word they see. Say: *Pointing to words in the text as you read will help you learn to read.* Have children point to the words as they read the text.

**Decoding Strategy** Have children turn to page 92 of their **Student Companion**, and point to the “Blend It!” decoding strategy. If children need help reading a word, they can use the **“Blend It!” Decoding Strategy Bookmark** as a reminder to slide their finger under each letter as they blend the sounds.

**Blend It!**

Slide your finger under each letter as you blend the sounds.

### Read

Read the title with children as you track the words. Ask them to tell what the text might be about. Then have children read the text chorally, in partners, or independently. Note which children need additional support as they read.

### Vocabulary Review

Explain the meanings of *had*, *hid*, *there*, and *his* as needed.

As you read, explain the following words or phrases:

- *he had it*: the squirrel used to have or hold the nut
- *he hid it*: the squirrel put the nut somewhere others can't find it
- *he has it*: the squirrel found the nut

**Annotate** After reading the text, go back to page 93 and read the prompts aloud. Have children respond to each prompt.

---

### Second Read

**Set Purpose** Explain to children that they will be reading to understand the text.

**Read** Choose a different read option than the one children used for the first read. Have children reread the text.

**Check Comprehension** After reading, ask the following comprehension questions:

- Turn to page 94. Ask: *What did the squirrel hide?* (Possible response: He hid the nut.)
- Turn to page 95. Ask: *What does the squirrel do?* (Possible response: He gets the nut.)
- Turn to page 97. Ask: *What can the squirrel do while he eats the nut?* (He can sit.)

Provide sentence starters to help children respond to the comprehension questions: The squirrel hid the nut. The squirrel gets the nut. The squirrel can sit.

---

### Check-In

Have children recall information from the text that they found interesting and share with a partner. Guide children to reflect using the Check-In Routine.

## LESSON 14 : BUILDING COMPREHENSION AND KNOWLEDGE

### Vocabulary

Companion Text

Compare Texts

Culminating Task

## Objectives

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Sort words into categories (e.g., family members, workers) to gain a sense of the concepts the categories represent.

## Lesson Materials

- Visual Vocabulary Cards: Concept Words 43, 44, 49, and 57
- Visual Vocabulary Cards: Target Words 59–60

Enter caption here

Check that children understand the activity and that words can be sorted into groups based on things that they have in common. Show visuals and/or use gestures when reviewing the words, and have children repeat the words with you.

## Formative Evaluation

**Collect Data** Student Companion, Observational Checklist

**Collect Data** Observational Checklist

**Make Decisions** Review the Student Companion and Observational Checklist to determine:

**Can children read and understand decodable texts?**

If **YES** . . . have them partner or independently read during Lesson 1: Use It! Decodable Reader of Unit 4.

If **NO** . . . have them partner or independently read during Lesson 1: Use It! Decodable Reader of Unit 4.

## Vocabulary

### Engage! Review Concept Words

**Time:** 7 minutes

Say: *Let's use the Concept Words we learned in the unit to tell about how to understand the weather.*

Display the **Visual Vocabulary Cards** for each word and read the definitions. Then have partners turn and talk to respond to the prompt using the sentence frames as needed. Encourage children to use the Concept Words when speaking to their partners.

**rain/cloud** Tell about a time when you experienced heavy rain, and share how a cloud looked in the sky.

I experienced heavy rain when \_\_\_\_\_, and a cloud looked \_\_\_\_ at the time.

**track/temperature** Tell about a time when it was important to track the weather and temperature.

One time I had to go to a \_\_\_\_\_ outside. It was important to track the temperature so that I could \_\_\_\_\_.

## Review Target Words

**Time:** 8 minutes

### Learning Goal

We can sort words into groups that share things in common.

### Visual Vocabulary Cards

Display the **Visual Vocabulary Cards** for *calm* and *fiercely*. Use the sentence starters on the back of the cards to support children's oral processing of the words.

## Sorting Words

**Model** Explain that some words can be sorted into groups according to things they have in common.

**Think Aloud** We talked about how to choose clothes for different weather. When it is sunny, we might want to wear a hat. We also learned the meaning of the word *fiercely*. When something moves *fiercely*, it moves wildly and dangerously. Putting words into groups, such as *things to wear because of the weather* and *things that move fiercely*, helps us understand word meanings.

**Guided Practice** Guide children to sort the following words into the two categories.

#### **things to wear because of the weather    things that move fiercely**

coat	hurricane
gloves	lion
boot	tornado
umbrella	polar bear

---

### Check-In

Have partners choose two words from the same group and use them in a sentence. Guide children to reflect using the Check-In Routine.

## LESSON 14 : BUILDING COMPREHENSION AND KNOWLEDGE

Vocabulary

Companion Text

Compare Texts

Culminating Task

### Objectives

Identify and describe illustrations and what they help us to understand about the text.

### Lesson Materials

- Literature Big Book: "Dress for Fun in Any Weather"

Printable Prompts 3.14 (optional)

Note-taking Chart 3.13 (optional)

Build Knowledge Anchor Chart 3.11 (optional)

## Companion Text

### Reread "Dress for Fun in Any Weather"

**Time:** 10–15 minutes

#### Learning Goal

We can think about the details in the illustrations and what they tell us about the text.

#### GET READY

Display **Note-taking Chart 3.14**. Review the notes gathered for *Main Topic*, *Key Details*, and *Description* from the previous lesson. Ask children if they have anything to add.

#### GET SET

**Author's Craft: Illustrations** Remind children that the details in the illustrations can give help us understand more about what is happening in the text. The cover of this book shows a boy looking out the window at other kids playing. The illustration hints that the story is about enjoying outdoor activities.

**Set Purpose** Say: *As we reread the text, let's look closely at the illustrations to see the choices the children make because of the weather.*

#### GO!

Reread the sections of the text referenced on the following pages and support children's understanding of illustrations using the prompts provided. You may choose to use **Printable Prompts 3.14**.

#### Pages 35–36

*What do the details in the illustrations tell you about the weather on page 35?* (Possible response: I see the sun outside the window. It looks like it is going to be hot and sunny.) *What do the illustrations tell you about clothes that are airy and light?* (Possible response: The children's clothes appear to be made of a thin, light fabric, which makes me think they would be comfortable in humid weather.) **DOK 3**

---

#### Page 37

*What do the details in the illustrations tell you about the weather on this page?* (Possible responses: I see it raining out the window. The sky looks dark and cloudy.) *What choices do the girl and her father make because of the weather?* (They are making choices about what to wear.) *Why is it important for the family to know about the weather?* (Possible

responses: The weather helps the girl and her dad know what to wear. Bringing an umbrella and wearing a raincoat and rain boots will keep them warm and dry when they go outside.) **DOK 3**

Encourage children to participate in the Anchor Chart discussion by pairing children with mixed language proficiency levels to discuss their ideas before sharing them with the whole class. Provide sentence frames to support children answering in full sentences, such as: The weather helps us choose what to wear.

### **Formative Evaluation**

#### **Collect Data**

Observational Checklist

#### **Note-taking Chart**

Display Note-taking Chart 3.13. Add the word *Illustrations* to the top of the Author's Craft section. Have children identify a detail in an illustration that helped them understand something in the text. Model taking notes. Possible responses are listed below.

**Author's Purpose** Authors write texts to *persuade, inform, or entertain*. *What is the author of this text trying to do?* (inform) *What does the author want us to understand about weather and the choices we make?* (Possible response: The author uses the illustrations to teach us that thinking about the weather will keep us safe and help us make the right decisions about what to wear.)

#### **Build Knowledge Anchor Chart**

Display **Build Knowledge Anchor Chart 3.11**. Revisit the Focus Question. Elicit ideas from children to add to the chart. A possible response is listed below.

#### **Focus Question**

What choices do we make because of the weather?

---

#### **Check-In**

Have children share a key detail from an illustration and how it helped them to understand the text. Guide children to reflect using the Check-In Routine.

## **LESSON 14 : BUILDING COMPREHENSION AND KNOWLEDGE**

Vocabulary

Companion Text

**Compare Texts**

**Culminating Task**

**Objective**

Compare and contrast two texts on the same topic.

## Lesson Materials

Venn Diagram 3.14 (optional)

# Compare Texts

## Compare *Zap! Clap! Boom! The Story of a Thunderstorm* and “Dress for Fun in Any Weather”

**Time:** 5 minutes

### Learning Goal

We can compare and contrast familiar texts and think about the choices we make because of the weather.

**Set Purpose** Tell children that they will compare and contrast the two texts from this week. Prepare the **Venn Diagram**. Label the left circle “*Zap! Clap! Boom! The Story of a Thunderstorm*” and the right circle “Dress for Fun in Any Weather.” Model taking notes.

- *What is a choice that the children make in “Zap! Clap! Boom! The Story of a Thunderstorm” make because of the weather?* (Possible responses: The children make the choice to play outside when the weather is warm and sunny.; The children make the choice to go inside when the weather becomes stormy.) Model adding the responses to the left side of the Venn Diagram. **DOK 3**
- *What choices do the people in “Dress for Fun in Any Weather” make because of the weather?* (They choose what to do. They choose what to wear.) Model adding the responses to the right side of the Venn Diagram. **DOK 3**
- *How are “Zap! Clap! Boom! The Story of a Thunderstorm” and “Dress for Fun in Any Weather” alike?* (Possible response: Both texts show how the choices we make because of the weather can keep us safe.) Model adding the responses to the middle section of the Venn Diagram. **DOK 3**

Provide support to compare texts as needed.

**Substantial** Provide sentence starters. For example: Both texts show us how the weather helps us make choices. In the first text, they choose what to do. In the second text, they choose what to wear.

**Moderate** Provide sentence starters, such as: Both texts show us how choices can keep us safe. In the first text, the children choose where to go. In the second text, the children choose what to wear.

**Minimal** Have children work with a partner to answer the prompts. Provide sentence starters as needed, such as: In both texts they make choices. In the first text, they choose what to do. In the second text, they choose what to wear.

**Extend the Discussion** Ask: *What are some choices you have made because of weather? How have those choices kept you safe?* **DOK 4**

---

### Check-In

Have children compare and contrast the choices made by the people in the two texts. Guide children to reflect using the Check-in Routine.

# LESSON 14 : BUILDING COMPREHENSION AND KNOWLEDGE

## Objective

Recall details from previous lessons to draw and write about the topic.

## Lesson Materials

Build Knowledge Anchor Chart 3.3 (optional)

- Student Companion

## Professional Learning

See ***Emerge! Essentials*** for more information on partnering strategies.

## Just in Time

Children can dictate labels or a caption for a teacher to transcribe as needed.

Encourage children to volunteer to share something they learned. Provide a sentence starter, such as: One thing I learned about making choices because of the weather is \_\_\_\_\_. Use Culminating Task lesson in the **MLL Focus Group Guide** for additional support.

## Formative Evaluation

**Collect Data** Student Companion, Observational Checklist.

# Culminating Task

## Show Your Knowledge

**Time:** 15 minutes

**Student Companion, p. 100**

### Learning Goal

We can draw and write to share our ideas about changes in weather.

**Set Purpose** Remind children that they will create drawings about weather and use their ideas to make a book about choices they might make because of weather.

**Review** Display **Build Knowledge Anchor Chart 3.3**. Tell children they can think about what they have learned about making choices because of different types of weather. Have volunteers share something they learned.

**Explain** Say: *You will draw to show one choice you might have to make because of the weather. Then you will write words to describe your drawing. Choose words that tell how you could be ready for different types of weather.*

**Model** Say: *I will give you an example of how I might get ready for one type of weather. I could look out my window and see some gray clouds. Gray clouds usually mean that it is going to rain, so I might bring an umbrella with me when I leave my house.*

*Say: Think about what we learned this week. Talk with your partner about how you can be ready for different types of weather.*

**Write** Have children turn to page 100 in their **Student Companion**. Read the prompt aloud: *What choices do we make because of the weather?* Have children draw and label their example of what happens when the weather changes. Encourage them to think about Concept and Target Words they have learned.

Have children restate the prompt. Then, use the scaffolds during Write.

**Substantial** Guide the conversation about choices that we make when it is raining, cold, or hot outside. Provide a sentence starter, if needed, such as: When it is raining, I choose to watch a movie inside. Model an example label for children, or complete a label as a group activity for children to copy into their Student Companion, depending on their understanding.

**Moderate** Have children work in pairs, if necessary. Have them dictate a label, if needed. Then, have children talk about their work.

**Minimal** Remind children to use estimated spelling, and have children explain what they are drawing and writing.

---

#### **Check-In**

Have partners share their drawings about changes in weather. Guide children to reflect using the Check-In Routine.

---

# LESSON 15: FOUNDATIONAL SKILLS

## Review Pathway

### Rapid Review

#### Phonological Awareness

#### Encoding

High-Frequency Words

Fluency

## Objectives

- Read high-frequency words.
- Blend syllables in spoken words.

## Lesson Materials

High-Frequency Word Cards 16–18

# Review Mm, Hh, Aa, Dd, Ss, Ii, Tt, Nn

## Rapid Review: High-Frequency Words

**Time:** 2 minutes

### My Word!

Gather the **High-Frequency Cards** *when, to, and do*. Make duplicate sets and hand out to children. Each child should have one card.

- Display the High-Frequency Word Cards, one at a time. Read aloud each word.
- Have children check to see if they have the same word. If so, they hold up their card and call out "My Word!" Then they read their word aloud.
- Children keep holding up their word card for the class to read together.

## Phonological Awareness

**Time:** 5 minutes

### Learning Goal

We can blend syllables to say words.

## Blend Syllables

### I Do

Model blending syllables in the word *kitten* using the Blend Syllables Routine.

### We Do/You Do

## **Blend Syllables Routine**

Listen

**Listen:** /ki/ /tən/.

Blend It

**Blend** it: *kitten*.

## **Script**

Guide children through the routine for these words: *balloon, basket, castle, umbrella, apple, garden, banana*. Ask:

- *How many syllables are in basket and castle?* (two)
- How many syllables are in umbrella and banana? (three)

## **Objective**

Use phonics skills to spell words.

## **Lesson Materials**

Printable: Spelling Practice 3.15

## **Just in Time**

- If necessary, guide dictation using the Word Dictation Routine.
- Remind children to tap out the sounds and focus on letter formation as they write.
- Refer children to their Response Boards for support.

Remind children to try their best. Remind them to move to the next word even if they haven't finished and then go through the words again before finishing the activity. Provide additional practice writing single letters as needed.

## **Formative Evaluation**

### **Collect Data**

Spelling Practice 3.15

## **Show It! Encoding**

**Time:** 20 minutes



### **Learning Goal**

We can spell words.

**Spelling Practice 3.15**

### **Warm-Up**

Have children shake their hands to prepare for writing.

## **Write Words**

Hand out **Spelling Practice 3.15**. Dictate each word as follows.

- Read the word.
- Read the sentence.
- Repeat the word.

1. Sam Say: **Sam smiled**. Sam
2. did Say: **They did their homework**. did

3. tin Say: *The cat ate out of the **tin**.* tin
4. mat Say: *I will sleep on the **mat**.* mat
5. an Say: *She had **an** apple for snack.* an
6. it Say: *Please put **it** in the bag.* it
7. hid Say: *The dog **hid** the bone.* hid
8. sand Say: *They played in the **sand**.* sand

Note: *Sand* is a challenge word for all children.

## Compare Words

Write each word from Spelling Practice 3.15 for children to see. Have children check their work.

- Have children circle their correct words.
- Have them write the correct spelling for their misspelled words.

### Check-In

Have partners work together to spell their favorite word from Spelling Practice 3.15. They may choose to spell the word aloud or on paper. Guide children to reflect using the Check-In Routine.

### Movement: Brain Break

Have children take a brain break with a movement activity or song.

# LESSON 15: FOUNDATIONAL SKILLS

## Review Pathway

Rapid Review

Phonological Awareness

Encoding

## High-Frequency Words

## Fluency

## Objective

Read high-frequency words.

## Lesson Materials

Printable: High-Frequency Word Practice 3.15

## Just in Time

Provide additional writing paper and have children practice writing the words they did not know as time allows.

For reinforcement, provide sentence frames that children can complete with high-frequency words from the lesson, such as: She has a car.

# Show It! High-Frequency Words

**Time:** 12 minutes

## Learning Goal

We can read high-frequency words.

## High-Frequency Word Practice 3.15

### Prepare

Use **High-Frequency Word Practice 3.15** as a game board for this week's and prior weeks' high-frequency words. Copy enough game boards so that each pair of children has one.

**Play** Pair up children. Each pair should have one game board. Each child should have one game piece. Have children:

- Write 1 on a small piece of paper.
- Write 2 on another small piece of paper.
- Place their game markers on *Start*.
- Choose one partner to hold the pieces of paper.
- Have the other partner randomly select one of the pieces of paper and move their game piece that number of spaces.
- Read the word in the space.
- Take turns completing these steps.
- Continue until both reach *Finish*.

Circulate as children play to provide corrective feedback as needed. Have children play multiple times as time allows.

---

### Check-In

Have partners read two words from the game board to each other. Guide children to reflect using the Check-In Routine.

### Objective

Read grade-level text orally with accuracy and at an appropriate rate.

### Lesson Materials

- Decodable Readers
- Audio Recorder

### Formative Evaluation

**Collect Data** Observational Checklist

**Collect Data** Audio Recorder

**Make Decisions** Review the Formative Evaluation information to determine:

### Can children

- decode and encode words with **Mm, Hh, Aa, Dd, Ss, Ii, Tt, and Nn?**
- read and write the highfrequency words?

If YES . . . Great!

If **NO** . . . use student data to determine tasks for Independent Time.

## Show It! Fluency

**Time:** 10 minutes

### Learning Goal

We can practice reading a text correctly at a pace that sounds like speaking.

### Prepare to Read

**Set Purpose** Tell children they will practice reading a text fluently.

**Model** Demonstrate how to select a **Decodable Reader** from the current week. Read the text with accuracy and at the appropriate rate (automaticity).

**Choose a Text** Have children select a Decodable Reader from the current week to read.

### Read

Tell children they will whisper read the text to themselves or take turns reading aloud to a partner. Remind children to do the following as they read:

- Track text with a finger.
- Say each word clearly and correctly.
- Read at a pace that sounds like speaking—not too slow or too fast.

After reading, have partners discuss their favorite part of the text and give supportive feedback to each other.

**Corrective Feedback** Circulate and listen in as children read. Remind children to use their decoding strategies as they sound out and read the words as needed.

**Moving Toward Automaticity** Children should increasingly demonstrate automaticity with decoding as they reread their decodable readers from the week. Listen in and note who needs additional support.

### Record a Reading

Tell children that they will record themselves reading one of their Decodable Readers aloud. Model reading the Decodable Reader using the digital **Audio Recorder**.

Follow these steps:

1. Demonstrate clicking the *Record* button to begin recording.
2. Model reading a Decodable Reader from the week. Point to each word as you read.
3. Click *Stop* to save your recording.

**Share Out** Volunteers may read a section of their chosen text aloud to the class. Children may use simple props or gestures to enhance their reading.

---

### Check-In

Have partners read a sentence from the Decodable Reader to a partner. Guide children to reflect using the Check-In Routine.

# LESSON 15: BUILDING COMPREHENSION AND KNOWLEDGE

## Culminating Task

## Unit Assessment

## Objectives

- Participate in shared writing projects.
- Speak audibly and express thoughts, feelings, and ideas clearly.

## Lesson Materials

Build Knowledge Anchor Charts 3.1, 3.2, 3.3 (optional)

- Student Companion

Provide enough think time for children to process their ideas during the Anchor Chart discussion before sharing with a partner. Provide sentence starters or frames such as: It is important to understand weather because \_\_\_\_\_. Understanding weather helps us \_\_\_\_\_. Use the Culminating Task lesson in the **MLL Focus Group Guide** for additional support.

## Extending the Learning

You may choose to extend learning with the activity below. Discuss with parents and guardians before having children participate in any of the extension activities.

## Dress for the Weather Day

Form small groups and assign each a type of weather. Choose a day for students to come to school wearing or bringing one item they would use to prepare for their group's type of weather. Have each group show and explain their items and why they chose them.

## Formative Evaluation

**Collect Data** Use Printable: Teacher Rubric 3.15 to evaluate the task and children's understanding of the topic.

# Culminating Task

## Share Your Knowledge

**Student Companion, p. 101**

**Time:** 25 minutes

### Learning Goal

We can write and draw about what we learned and share with an audience.

## **Essential Question: Why is it important to understand the weather?**

**Set Purpose** Say: *Over the last three weeks, we learned about the weather. You and your partner wrote about and drew pictures to show ways to describe weather, how weather can change, and what choices you might make because of the weather. Today, you will make a mini book to show what you learned.*

**Display** the **Build Knowledge Anchor Charts** and discuss the weekly focus questions with children. Refer to the charts to remind them of the unit topic and details from the texts. Encourage children to use the Concept and Target Words from the unit.

Week 1: How can we describe weather?

Week 2: How does weather change?

Week 3: What choices do we make because of the weather?

**Discuss** the importance of understanding the weather. Ask: *Why is it important to understand the weather? How can understanding the weather help us?* Elicit responses.

**Make a Plan** Have children turn to page 101 in their **Student Companion**. Tell them they will use this page to create a cover for their weather book.

**Read** Have partners look back at their writings and drawings from the last three weeks. Have them work together to decide what they will put in their book.

**Write** Have each partner draw and write a cover for their weather book. Encourage them to include any details that they feel are important. Have partners share their work. Children can dictate labels or a caption for the teacher to transcribe as needed.

**Create** Have partners work together to create their mini books and prepare to present.

**Speaking and Listening Skills** Before presenting, remind children to speak clearly during their class presentations. Model speaking clearly if necessary.

**Present** Have children present their mini books. You may choose to invite members of the school community, such as the principal to listen to the presentations. Remind children to follow expectations for listening, asking questions, and celebrating each other's work.

---

### **Check-In**

Have partners discuss their writings and drawings with each other. Guide children to reflect using the Check-In Routine.

## **LESSON 15: BUILDING COMPREHENSION AND KNOWLEDGE**

### **Objective**

Demonstrate knowledge of unit skills and concepts.

### Show It! Circle Share

Use the chant below to celebrate learning as time allows. Say: *Think about one thing you did this week that makes you feel proud.* Provide examples by reviewing some learning goals from the week. For example: I learned how to prepare for different types of weather. Then guide children in clapping rhythmically while they chant.

**Teacher asks:** [insert student name] what did you learn?

**Teacher chants:** [insert student name] learned how to .-----

**Student answers:** I learned .-----

**Everyone chants:** Good job, [insert student name]. Good job, [insert student name].

## Unit Assessment

### Checkpoint 3: Foundational Skills and Comprehension

**Time:** 20 minutes

Administer the Unit Assessment section focusing on Unit 3, Lessons 11–15 using the digital or print version. Refer to your online reports to review class data and supports for adapting instruction in the next unit.

	IF ...	THEN ...
Phoneme Awareness	Phoneme Awareness children score less than 3 out of 4 on phoneme awareness items,	assign pertinent digital independent practice, Printable Practice pages, or Ceres activities. Continue to practice critical skills during transition times.
Phonics	Phonics children score less than 3 out of 4 on phonics items,	assign pertinent digital independent practice, Printable Practice pages, or Ceres activities. Continue to practice critical skills during transition times.
High-Frequency Words	High-Frequency Words children score less than 3 out of 4 on high-frequency word items,	assign pertinent digital independent practice, Printable Practice pages, or Ceres activities. Continue to practice critical skills during transition times.
Listening Comprehension	Listening Comprehension children score less than 2 out of 3 on listening comprehension items,	continue to practice listening comprehension skills throughout the day and during transition times.

If data indicates significant deficits in foundational skills, remediate foundational skills prior to remediating listening comprehension skills.

**Study Group: Unit-Level Support** Use your Formative Evaluation data and online reports to inform your Study Group/Independent Practice decisions next week.

**Focus Group: Meet Students Where They Are** Refer to your online reports to review class data and recommendations for Focus Groups in the next unit.

## **Additional Lessons**

# **Hand Motions**

Use these routines to provide extra support for phonological and phoneme awareness instruction. Remember to model the routine by always using your right hand first so children see left-to-right sequencing. Model twice before asking children to join in. See pages BM4–BM23 for corresponding lessons that provide example words for each skill.

## **Phonological Awareness Skills**

### **Blend Onset and Rime**

**Say:** Hold up your left hand as you say /t/.

**Say:** Hold up your right hand as you say /en/.

**Say:** Clap your hands as you say ten.

### **Segment Onset and Rime**

**Say:** Clap your hands as you say ten.

**Say:** Hold up your left hand as you say /t/.

**Say:** Hold up your right hand as you say /en/.

### **Add Syllables**

**Say:** Hold up your left fist as you say the first syllable: sun.

**Say:** Bring your right fist forward as you add the second syllable: set.

**Say:** Put your fists together to say the word: sunset.

### **Delete Syllables**

**Say:** Put your fists together in front of you as you say the word: sunset.

**Say:** Take away sun by putting your left fist behind your back. Say the new word: set.

## **Phoneme Awareness Skills**

### **Identify Phonemes**

**Say:** Move your hand down your arm from your shoulder to your wrist as you say the word: /caaat/, cat.

**Say:** Tap the middle of your arm. The middle sound in cat is /a/. What's the middle sound? /a/

### Blend Phonemes

**Say:** Hold out your arm. Tap your shoulder as you say the beginning sound: /d/.

**Say:** Tap the middle of your arm as you say the middle sound: /o/.

**Say:** Tap your wrist as you say the ending sound: /g/.

**Say:** Move your hand down your arm from your shoulder to your wrist as you blend the sounds together: /dooog/, dog.

### Segment Phonemes

**Say:** Move your hand down your arm from your shoulder to your wrist as you say the word: /piin/, pin.

**Say:** Hold out your arm. Tap your shoulder as you say the beginning sound: /p/.

**Say:** Tap the middle of your arm as you say the middle sound: /i/.

**Say:** Tap your wrist as you say the ending sound: /n/.

### Additional Lessons

## Phonological Awareness

Phonological awareness is the understanding that the words we speak can be broken up into smaller segments of sounds. It is an early literacy skill that can be a good predictor of later reading success or difficulty. Phonological awareness is an umbrella term that encompasses a group of skills, the most sophisticated of which is phoneme awareness, which is covered in the next section. Thus, teachers can provide additional practice by reviewing the following lessons to support children in identifying and working with sounds at the phoneme level.

### Recognize Rhyme

#### Objective

Recognize rhyming words.

#### Learning Goal

We can recognize words that rhyme.

#### I Do

Select a word pair from the Word Lists based on the sound-spellings you are focusing on. Use the routine below to model recognizing rhyme.

## Recognize Rhyme Routine

### Script

Listen

**Listen:** *sit, fit.* Do the words rhyme?

Thumbs Up/

**Thumbs up** if the words rhyme.

Thumbs Down

**Thumbs down** if the words do not rhyme.

## We Do

Guide children to practice recognizing rhyming words using the Recognize Rhyme Routine. Continue with word pairs from the Word Lists.

**Corrective Feedback** Model recognizing rhyme in the missed word. Say: *Listen and look at my mouth: hip, /h/ /ip/; rip, /r/ /ip/. Hip and rip both end with /ip/, so they rhyme. Say them with me: hip, rip.*

## You Do

Choose another pair of words from the Word Lists. Have children give a thumbs up if the words rhyme and a thumbs down if the words do not rhyme. Repeat the lesson as needed.

### WORD LIST: SHORT VOWELS

ran, man (up)	hat, big (down)
back, tack (up)	hip, rip (up)
hill, can (down)	log, fog (up)
dig, wig (up)	mop, job (down)
rag, dip (down)	cap, map (up)
sock, lock (up)	fox, box (up)

### WORD LIST: BLENDS AND DIGRAPHS

crab, grab (up)	dent, went (up)
end, mop (down)	ant, plant (up)
spin, drill (down)	smell, well (up)
bank, quick (down)	deck, brick (down)
sank, thank (up)	trick, click (up)
with, win (down)	test, best (up)

### WORD LIST: LONG VOWELS

base, case (up)	tame, game (up)
wide, side (up)	lime, lunch (down)
fade, cane (down)	size, rise (up)
these, tune (down)	lake, cake (up)
use, fuse (up)	skate, late (up)
smile, pile (up)	fetch, pine (down)

## Produce Rhyme

### Objective

Produce rhyming words.

### Learning Goal

We can say words that rhyme.

### I Do

Select a word from the Word Lists based on the sound-spellings you are focusing on. Use the routine below to model producing a rhyme.

**Produce Rhyme Routine**

Listen

**Script**

Say it

**Listen:** *can.* Name a word that rhymes with *can*.**Say** it. [Have children say their words.]**We Do**

Guide children to practice producing rhyming words using the Produce Rhyme Routine. Continue with words from the Word Lists.

**Corrective Feedback** Model identifying rhyme in the missed word. Say: *Listen and look at my mouth: tap, /t/ /ap/. A word that rhymes with tap is cap. Tap and cap both end with /ap/, so they rhyme. Say them with me: tap, cap.*

**You Do**

Choose another word from the Word Lists. Have children say the word, then ask them to name another rhyming word. Repeat the lesson as needed.

**WORD LIST: SHORT VOWELS**

bag (tag, rag)	bat (cat, hat)
rip (tip, sip)	tap (cap, wrap)
fill (hill, will)	top (hop, flop)
hid (rid, bid)	hog, (bog, log)
sag (bag, flag)	run (sun, fun)
sick (pick, lick)	win (fin, tin)

**WORD LIST: BLENDS AND DIGRAPHS**

spell (fell, well)	quack (sack, pack)
send (bend, friend)	flap (clap, trap)
tree (bee, free)	will (bill, fill)
stack (track, rack)	brick (trick, sick)
test (rest, best)	clock (sock, flock)
chip (slip, trip)	spin (bin, skin)

**WORD LIST: LONG VOWELS**

base (case, face)	game (tame, frame)
wide (side, ride)	lime (time, rhyme)
fake (bake, flake)	size (rise, prize)
these (trees, freeze)	cake (steak, snake)
pace (race, face)	skate (plate, rate)
pile (smile, while)	vine (sign, fine)

**Additional Lessons**

# Phonological Awareness

**Recognize Alliteration****Objective**

Recognize alliteration.

 **Learning Goal**

We can recognize when words begin with the same sound.

**I Do**

Select a word pair from the Word List based on the beginning sound you are focusing on. Use the routine below to model recognizing alliteration.

### Recognize Alliteration Routine

#### Script

Listen

**Listen:** *hop, hat.* Do these words begin with the same sound?

Thumbs Up/ Thumbs Down

**Thumbs up** if the words begin with the same sound. **Thumbs down** if the words do not begin with the same sound.

### We Do

Guide children to practice recognizing alliteration using the Recognize Alliteration Routine. Continue with words from the Word List.

**Corrective Feedback** Model recognizing alliteration in the missed word. Say: *Listen and look at my mouth: apple, /aaa/; act, /aaa/. Apple and act both begin with /a/. Say them with me: apple, act.*

### You Do

Choose a word pair from the Word List. Say the pair of words. Have children give a thumbs up if the words begin with the same sound and a thumbs down if the words do not begin with the same sound. Repeat the lesson as needed.

## WORD LIST

/a/:	apple, act (up)	axe, bug (down)
/b/:	bone, base (up)	brag, dump (down)
/k/:	car, cut (up)	cave, hide (down)
/d/:	den, dog (up)	dime, vet (down)
/e/:	egg, edge (up)	Ed, rest (down)
/f/:	fade, fast (up)	first, zone (down)
/g/:	gate, gum (up)	get, tin (down)
/h/:	hard, hedge (up)	hot, hide
/i/:	in, itch (up)	igloo, cab (down)
/j/:	jam, jet (up)	junk, leg (down)
/k/:	keep, kit (up)	key, kind
/l/:	list, land (up)	lot, quiz (down)
/m/:	more, moon (up)	man, vet (down)
/n/:	nest, north (up)	nut, send (down)
/o/:	ox, odd (up)	off, tub (down)
/p/:	page, pig (up)	pin, hop (down)
/kw/:	quick, queen (up)	quite, stop (down)
/r/:	race, ride (up)	run, will (down)
/s/:	sat, sun (up)	sore, creek (down)
/t/:	town, tug (up)	tap, girl (down)
/u/:	up, under (up)	us, sand (down)
/v/:	van, vase (up)	vine, sled (down)
/w/:	wet, wig (up)	win, wood
/y/:	yam, yes (up)	you, part (down)
/z/:	zip, zoo (up)	zap, vet (down)
/ā/:	ape, age (up)	ace, chip (down)
/ī/:	ice, Ivan (up)	ice, fan (down)
/ē/:	eel, east (up)	even, road (down)
/ō/:	oat, old (up)	oak, ramp (down)
/ū/:	use, unit (up)	use, flip (down)

## Produce Alliteration

### Objective

Produce alliteration.

### Learning Goal

We can say words that begin with the same sound.

### I Do

Select a word from the Word List based on the beginning sound you are focusing on. Use the routine below to model producing alliteration.

#### Produce Alliteration Routine

Listen

**Listen:** *hippo*. Name a word that begins with the same sound as *hippo*.

Say it

**Say** it. [Have volunteers say their words.]

String it together

Let's **string** the words together. [String children's words into a sentence.]

#### Script

### We Do

Guide children to practice producing alliteration using the Produce Alliteration Routine. Continue with words from the Word List.

**Corrective Feedback** Model producing alliteration in the missed word. Say: *Listen and look at my mouth: bug, /b/. Another word that begins with /b/ is buy. Bug and buy both begin with /b/. Let's string them together: Bug buys big buckets. Say it with me: Bug buys big buckets.*

**You Do**

Choose a word from the Word List. Say the word. Have children name more words that begin with that sound. String children's words together into a sentence. Repeat the lesson as needed.

## **WORD LIST**

**a:/**: apple, act, am

**/b/**: bone, base, bag, bug, big, bath

**/k/**: car, cut, cub, cave, coat, crab

**/d/**: den, dog, dove, dime, dart, drop

**/e/**: egg, edge, end

**/f/**: fade, fast, from, first, fun, friend

**/g/**: gate, gum, grill, get, girl, grow

**/h/**: hard, hedge, hand, hot, hide, how

**/i/**: in, itch, igloo

**/j/**: jam, jet, joke, junk, jar, jump

**/k/**: keep, kit, Ken, key, kind, kite

**/l/**: list, land, lost, lot, leg, left

**/m/**: man, mix, mitt, more, moon, monkey

**/n/**: nest, north, noodle, nut, nap, nose

**/o/**: ox, odd, on

**/p/**: page, pig, pool, pin, part, poke

**/kw/**: quick, queen, quit, quite, quiz, quack

**/r/**: race, ride, rat, run, rest, rock

**/s/**: sat, sun, sell, sore, send six

**/t/**: tap, tin, tux, town, tug, talk

**/u/:** up, under, us

**/v/:** van, vase, vote, vine, vet, veer

**/w/:** wet, wig, won, win, wood, watch

**/y/:** yam, yes, yuck, yield, yum

**/z/:** zone, zap, zag, zip, zoo, zig

**/ā/:** ape, age, ace

**/ē/:** eel, east

**/ī/:** ice, Ivan

**/ō/:** oat, old, own

**/ū/:** use, unit

## Additional Lessons

# Phonological Awareness

### Segment Syllables: Count

#### Objective

Segment and count syllables in spoken words.

#### Learning Goal

We can say and count the syllables in words.

#### I Do

Select a word from the Word Lists based on how many syllables you want to focus on. Use the routine below to model segmenting and counting syllables.

#### Segment Syllables Routine: Count

#### Script

Listen and Look

**Listen:** *banana*. **Look** at my mouth as I say the word again: *banana*.

Clap it

**Clap** it: /bə/ [clap] /nan/ [clap] /ə/ [clap].

Count It

Say the word again, hold up a finger, and **count** each syllable.

Say It

**Say** the number of syllables: 3.

#### We Do

Guide children to practice segmenting and counting syllables using the Segment Syllables Routine: Count. Continue with words from the Word Lists.

**Corrective Feedback** Model segmenting and counting syllables in the missed word. Say: *Listen and look at my mouth: bedtime, Let's clap for each syllable: /bed/ [clap] /tim/ [clap]. Say it with me and count each syllable: bed-time. How many syllables? 2*

### You Do

Choose another word from the Word Lists. Say the word. Have children clap the syllables in the word. Then, have them say the word again, counting each syllable, and say how many syllables they hear. Repeat the lesson as needed.

#### WORD LIST: ONE- TO TWO-SYLLABLE WORDS

rug (rug)	stitches (stitch-es)
coin (coin)	frozen (fro-zen)
moon (moon)	insect (in-sect)
tent (tent)	invite (in-vite)
grab (grab)	jelly (jel-ly)
thumb (thumb)	mistake (mis-take)
bedtime (bed-time)	napkin (nap-kin)
carpet (car-pet)	subway (sub-way)
chapter (chap-ter)	thinking (think-ing)
painted (paint-ed)	unhook (un-hook)
pocket (pock-et)	valley (val-ley)
rabbit (rab-bit)	wrinkle (wrin-kle)
sandwich (sand-wich)	enter (en-ter)
spelling (spell-ing)	baby (ba-by)

#### WORD LIST: THREE- TO FOUR-SYLLABLE WORDS

animal (an-i-mal)	together (to-geth-er)
apartment (a-part-ment)	tomato (to-ma-to)
basketball (bas-ket-ball)	tomorrow (to-mor-row)
champion (cham-pi-on)	unlucky (un-luck-y)
daydreaming (day-dream-ing)	yesterday (yes-ter-day)
elephant (el-e-phant)	discovery (dis-cov-er-y)
important (impor-tant)	exclamation (ex-cla-ma-tion)
location (lo-ca-tion)	watermelon (wat-er-mel-on)
potato (po-ta-to)	information (in-for-ma-tion)
remember (re-mem-ber)	caterpillar (cat-er-pil-lar)
reminder (re-mind-er)	impossible (im-pos-si-ble)
separate (sep-a-rate)	alligator (al-li-ga-tor)

### Segment Syllables: Identify

#### Objective

Segment syllables in spoken words.

#### Learning Goal

We can say the syllables in words.

#### I Do

Select a word from the Word Lists based on how many syllables you want to focus on. Use the routine below to model segmenting and identifying syllables.

### Segment Syllables Routine: Identify

### Script

Listen and Look

**Listen:** *banana*. **Look** at my mouth as I say the word again: *banana*.

Clap it

**Clap** it: /bə/ [clap] /nə/ [clap] /ə/ [clap].

Say it

**Say** the [first; middle; last] syllable: /ə/.

### We Do

Guide children to practice segmenting syllables using the Segment Syllables Routine: Identify. Continue with words from the Word Lists.

**Corrective Feedback** Model segmenting and identifying syllables in the missed word. Say: *Listen and look at my mouth: rabbit. Let's clap for each syllable: /rab/ [clap] /bit/ [clap]. The first syllable is rab. Say it with me: rab.*

### You Do

Choose another word from the Word Lists. Say the word. Have children clap the syllables and say the first, middle, or last syllable in the word. Repeat the lesson as needed.

#### WORD LIST: ONE- TO TWO-SYLLABLE WORDS

rug (rug)	stitches (stitch-es)
coin (coin)	frozen (fro-zen)
moon (moon)	insect (in-sect)
tent (tent)	invite (in-vite)
grab (grab)	jelly (jel-ly)
thumb (thumb)	mistake (mis-take)
bedtime (bed-time)	napkin (nap-kin)
carpet (car-pet)	subway (sub-way)
chapter (chap-ter)	thinking (think-ing)
painted (paint-ed)	unhook (un-hook)
pocket (pock-et)	valley (val-ley)
rabbit (rab-bit)	wrinkle (wrin-kle)
sandwich (sand-wich)	enter (en-ter)
spelling (spell-ing)	baby (ba-by)

#### WORD LIST: THREE- TO FOUR-SYLLABLE WORDS

animal (an-i-mal)	together (to-geth-er)
apartment (a-part-ment)	tomato (to-ma-to)
basketball (bas-ket-ball)	tomorrow (to-mor-row)
champion (cham-pi-on)	unlucky (un-luck-y)
daydreaming (day-dream-ing)	yesterday (yes-ter-day)
elephant (el-e-phant)	discovery (dis-cov-er-y)
important (impor-tant)	exclamation (ex-cla-ma-tion)
location (lo-ca-tion)	watermelon (wat-er-mel-on)
potato (po-ta-to)	information (in-for-ma-tion)
remember (re-mem-ber)	caterpillar (cat-er-pil-lar)
reminder (re-mind-er)	impossible (im-pos-si-ble)
separate (sep-a-rate)	alligator (al-li-ga-tor)

### Additional Lessons

# Phonological Awareness

## Blend Syllables

### Objective

Blend syllables in spoken words.

### Learning Goal

We can blend syllables to say words.

### I Do

Explain that a word can be made of word parts called syllables. Select a word from the Word List. Use the routine below to model blending syllables.

#### Blend Syllables Routine      Script

Listen	<b>Listen:</b> /kit/ /ən/.
Blend it	<b>Blend</b> it: <i>kitten</i> .

### We Do

Guide children to practice blending syllables using the Blend Syllables Routine. Continue with words from the Word List.

**Corrective Feedback** Model blending syllables into words in the missed word. Say: *Listen and look at my mouth: mer-maid, mermaid. Say it with me: mer-maid, mermaid.*

### You Do

Choose another word from the Word List. Say the word as separate syllables. Have children say the syllables slowly, then blend them together to say the whole word. Repeat the lesson as needed.

## WORD LIST

nap-kin (napkin)	buff-a-lo (buffalo)
ap-ple (apple)	as-tro-naut (astronaut)
in-side (inside)	con-fi-dent (confident)
al-ley (alley)	bal-con-y (balcony)
in-sect (insect)	for-e-ver (forever)
up-set (upset)	cus-to-mer (customer)
jig-saw (jigsaw)	en-gin-eer (engineer)
ant-ler (antler)	a-ni-mal (animal)
mer-maid (mermaid)	re-lo-cate (relocate)
gar-den (garden)	kan-ga-roo (kangaroo)
rab-bit (rabbit)	sand-pa-per (sandpaper)
pump-kin (pumpkin)	cre-a-tive (creative)
dra-gon (dragon)	to-ma-to (tomato)
pa-rade (parade)	un-like-ly (unlikely)
ket-chup (ketchup)	in-vis-i-ble (invisible)
doc-tor (doctor)	mac-a-ro-ni (macaroni)
sand-wich (sandwich)	al-li-ga-tor (alligator)
ca-mel (camel)	im-pos-si-ble (impossible)

### Manipulate Syllables: Delete

Note: You may choose to use the Hand Motions for Delete Syllables on page BM2 as you reteach the skill.

#### Objective

Delete syllables in spoken words.

#### Learning Goal

We can delete a syllable in a word.

#### I Do

Select a word from the Word Lists. Use the routine below to model deleting a syllable.

#### Manipulate Syllables Routine: Delete

#### Script

Listen

**Listen:** [Put your fists together in front of you as you say the word.] *toothbrush*.

Delete it

**Take away** *tooth*. [Put right fist behind back.]

Say it

**Say** the new word: *brush*.

#### We Do

Guide children to practice deleting a syllable to make a new word using the Manipulate Syllables Routine: Delete. Continue with words from the Word Lists.

**Corrective Feedback** Model deleting syllables in the missed word. Say: *Listen and look at my mouth: stoplight, stop-light. Take away light. The new word is stop. Say it with me: stop.*

#### You Do

Choose another word from the Word Lists. Say the word and the syllable to take away. Ask children to say the new word. Repeat the lesson as needed.

### **WORD LIST: DELETE FIRST SYLLABLE**

**Say:**      **Take away:** The new word is:

tonight	to	(night)
elsewhere	else	(where)
bathroom	bath	(room)
into	in	(to)
paycheck	pay	(check)
racetrack	race	(track)
keyboard	key	(board)
backpack	back	(pack)
greenhouse	green	(house)
remove	re-	(move)
turkey	tur-	(key)
tiger	ti-	(ger)

### **WORD LIST: DELETE SECOND SYLLABLE**

**Say:**      **Take away:** The new word is:

bathroom	room	(bath)
anything	thing	(any)
sandlot	lot	(sand)
stoplight	light	(stop)
workbook	book	(work)
airplane	plane	(air)
seahorse	horse	(sea)
kneecap	cap	(knee)
weekend	end	(week)
handful	-ful	(hand)
chicken	-en	(chick)
nosy	-y	(nose)

### **Additional Lessons**

## **Phonological Awareness**

### **Manipulate Syllables: Add**

Note: You may choose to use the Hand Motions for Add Syllables on page BM2 as you reteach the skill.

### **Objective**

Blend syllables in spoken words.

### **Learning Goal**

We can add a syllable to make a word.

### **I Do**

Select a word from the Word Lists. Use the routine below to model adding a syllable.

### **Manipulate Syllables Routine: Add**

Listen

**Listen:** [Hold up your right fist as you say the first syllable.] *book*.

Add it

**Add shelf.** [Bring left fist forward as you add the second syllable.]

Say it

**Say it:** [Put your fists together as you **say** the word.] *bookshelf*.

### **Script**

### **We Do**

Guide children to practice adding a syllable to make a new word using the Manipulate Syllables Routine: Add. Continue with words from the Word Lists.

**Corrective Feedback** Model adding a syllable in the missed word. Say: *Listen and look at my mouth: for. Add get, the word is forget. Say it with me: for-get, forget.*

### **You Do**

Choose another word from the Word Lists. Say the word and the syllable to add. Ask children to blend the syllables to say the word. Repeat the lesson as needed.

#### **WORD LIST: ADD FIRST SYLLABLE**

<b>Say:</b>	<b>Add:</b>	<b>The new word is:</b>
card	post	(postcard)
down	touch	(touchdown)
shine	sun	(sunshine)
side	in	(inside)
ground	play	(playground)
guard	life	(lifeguard)
board	card	(cardboard)
stick	drum	(drumstick)
fish	star	(starfish)
do	un-	(undo)
rest	un-	(unrest)
ish	fin-	(finish)

#### **WORD LIST: ADD SECOND SYLLABLE**

<b>Say:</b>	<b>Add:</b>	<b>The new word is:</b>
out	side	(outside)
base	ball	(baseball)
pass	word	(password)
wheel	chair	(wheelchair)
for	get	(forget)
fork	lift	(forklift)
some	thing	(something)
rain	storm	(rainstorm)
tool	box	(toolbox)
head	set	(headset)
jump	-ing	(jumping)
men	-u	(menu)
joy	-ful	(joyful)

## Manipulate Syllables: Substitute

### Objective

Substitute syllables in spoken words.

### Learning Goal

We can change a syllable to make a word.

### I Do

Select a word from the Word Lists based on the manipulation skill you are focusing on: first syllable or second syllable. Use the routine below to model substituting syllables.

#### Manipulate Syllables Routine: Substitute

#### Script

Listen

**Listen:** [Put your fists together as you say the word.] *bookcase*.

Change it

[Bring left fist forward as you change the second syllable.] **Change** *case* at the end of *bookcase* to *store*.

Say it

**Say** it: [Put your fists together as you **say** the word.] *bookstore*.

### We Do

Guide children to practice changing a syllable in a word using the Manipulate Syllables Routine: Substitute. Continue with words from the Word Lists.

**Corrective Feedback** Model substituting a syllable in the missed word. Say: *Listen and look at my mouth: snowman. I'll change man to ball, snowball. Say it with me: snowball.*

### You Do

Choose another word from the Word Lists. Say the word and the syllable to substitute. Ask children to change the syllable and say the new word. Repeat the lesson as needed.

#### WORD LIST: SUBSTITUTE FIRST SYLLABLE

Say:	Change:	The new word is:
baseball	base <i>to</i> foot	(football)
drumstick	drum <i>to</i> chop	(chopstick)
moonlight	moon <i>to</i> sun	(sunlight)
keyboard	key <i>to</i> skate	(skateboard)
farmhouse	farm <i>to</i> bird	(birdhouse)
cartwheel	cart <i>to</i> pin	(pinwheel)
sailboat	sail <i>to</i> row	(rowboat)
keyword	key <i>to</i> pass	(password)
thumbnail	thumb <i>to</i> toe	(toenail)
upgrade	up <i>to</i> down	(downgrade)
showoff	show <i>to</i> run	(runoff)
eyeball	eye <i>to</i> snow	(snowball)
today	to <i>to</i> some	(someday)
fluffy	fluff <i>to</i> mess	(messy)
kingdom	king <i>to</i> free	(freedom)
Tuesday	Tues <i>to</i> Fri	(Friday)

## WORD LIST: SUBSTITUTE FIRST SYLLABLE

**Say:**      **Change:**      **The new word is:**

snowman	man to ball	(snowball)
today	day to night	(tonight)
seahorse	horse to weed	(seaweed)
toothbrush	brush to paste	(toothpaste)
within	in to out	(without)
sunshine	shine to light	(sunlight)
bedroom	room to time	(bedtime)
classmate	mate to room	(classroom)
bookshelf	shelf to mark	(bookmark)
redo	do to move	(remove)
turtle	-tle to key	(turkey)
rapid	-id to -tor	(raptor)

## Additional Lessons

# Phonological Awareness

## Segment Onset and Rime

Note: You may choose to use the Hand Motions for Segment Onset and Rime on page BM2 as you reteach the skill.

### Objective

Segment onsets and rimes in one-syllable spoken words.

### Learning Goal

We can break words into parts.

### I Do

Select a word from the Word Lists based on the sound-spellings you are focusing on. Use the routine below to model segmenting onset and rime.

#### Segment Onset and Rime Routine

Listen

**Listen:** [Clap your hands as you say the word.] *ten*.

Onset

[Hold up your left hand as you say the **onset**.] /t/

Rime

[Hold up your right hand as you say the **rime**.] /en/

#### Script

### We Do

Guide children to practice segmenting onset and rime in words using the Segment Onset and Rime Routine. Continue with words from the Word Lists.

**Corrective Feedback** Model segmenting the onset and rime in the missed word. Say: *Listen and look at my mouth: big, /b/ /ig/. Say it with me: big, /b// /ig/.*

### You Do

Choose another word from the Word Lists. Say the word and have children segment the word into its onset and rime. Repeat the lesson as needed.

### WORD LIST: SHORT VOWELS

run (/r/ /un/)	tug (/t/ /ug/)	pat (/p/ /at/)
egg (/e/ /gg/)	cat (/k/ /at/)	big (/b/ /ig/)
jug (/j/ /ug/)	bag (/b/ /ag/)	rub (/r/ /ub/)
gum (/g/ /um/)	met (/m/ /et/)	cut (/k/ /ut/)
rag (/r/ /ag/)	hot (/h/ /o/t)	fig (/f/ /ig/)
us (/u/ /s/)	pen (/p/ /en/)	win (/w/ /in/)
rock (/r/ /ok/)	sock (/s/ /ok/)	box (/b/ /oks/)

### WORD LIST: BLENDS AND DIGRAPHS

clock (/kl/ /ok/)	graph (/gr/ /af/)	this (/th/ /is/)
must (/m/ /ust/)	clips (/kl/ /ips/)	brag (/br/ /ag/)
soft (/s/ /oft/)	west (/w/ /est/)	crust (/cr/ /ust/)
bent (/b/ /ent/)	shut (/sh/ /ut/)	thump (/th/ /ump/)
chest (/ch/ /est/)	hush (/h/ /ush/)	ship (/sh/ /ip/)
shells (/sh/ /els/)	chill (/ch/ /il/)	bath (/b/ /ath/)
rash (/r/ /ash/)	such (/s/ /uch/)	which (/w/ /ich/)

### WORD LIST: LONG VOWELS

wade (/w/ /ād/)	safe (/s/ /āf/)	pipe (/p/ /īp/)
hike (/h/ /īk/)	base (/b/ /ās/)	mine (/m/ /īn/)
nice (/n/ /īs/)	nose (/n/ /ōs/)	mole (/m/ /ōl/)
spice (/sp/ /īs/)	shape (/sh/ /āp/)	drive (/dr/ /īv/)
wave (/w/ /āv/)	grapes (/gr/ /āps/)	cube (/k/ /ūb/)
seed (/s/ /ēd/)	creek (/cr/ /ēk/)	he (/h/ /ē/)
robes (/r/ /ōbs/)	swipe (/sw/ /īp/)	snake (/sn/ /āk/)

### Blend Onset and Rime

Note: You may choose to use the Hand Motions for Blend Onset and Rime on page BM2 as you reteach the skill.

#### Objective

Pronounce one-syllable words by blending onsets and rimes.

#### Learning Goal

We can blend word parts into words.

#### I Do

Select a word from the Word Lists based on the sound-spellings you are focusing on. Use the routine below to model blending onset and rime.

#### Blend Onset and Rime Routine

Onset

[Hold up your left hand as you say the **onset.**] /t/

Rime

[Hold up your right hand as you say the **rime.**] /en/

Blend It

[Clap hands together as you **blend** the word.] ten

#### Script

#### We Do

Guide children to practice blending the onset and rime in words using the Blend Onset and Rime Routine. Continue with words from the Word Lists.

**Corrective Feedback** Model blending onset and rime in the missed word. Say: *Listen and look at my mouth: /m//ap/, map. Say it with me: /m//ap/, map.*

#### You Do

Choose another word from the Word Lists. Say the onset and rime of the word. Ask children to blend the sounds to say the whole word. Repeat the lesson as needed.

### **WORD LIST: SHORT VOWELS**

/k/ /at/ (cat)	/m/ /ud/ (mud)	/d/ /ig/ (dig)
/f/ /an/ (fan)	/h/ /im/ (him)	/k/ /ik/ (kick)
/m/ /ap/ (map)	/m/ /iks/ (mix)	/m/ /ad/ (mad)
/p/ /al/ (pal)	/r/ /ip/ (rip)	/s/ /ad/ (sad)
/t/ /ag/ (tag)	/t/ /op/ (top)	/w/ /il/ (will)
/b/ /us/ (bus)	/w/ /ag/ (wag)	/f/ /iks/ (fix)
/kw/ /iz/ (quiz)	/l/ /ab/ (lab)	/r/ /ib/ (rib)

### **WORD LIST: BLENDS AND DIGRAPHS**

/dr/ /op/ (drop)	/fr/ /og/ (frog)	/sn/ /ak/ (snack)
/sw/ /im/ (swim)	/tr/ /uk/ (truck)	/ch/ /ik/ (chick)
/kl/ /am/ (clam)	/pl/ /ot/ (plot)	/fl/ /ag/ (flag)
/sl/ /ip/ (slip)	/sp/ /ed/ (sped)	/m/ /uch/ (much)
/ch/ /in/ (chin)	/th/ /em/ (them)	/sl/ /id/ (slid)
/y/ /elp/ (yelp)	/k/ /amps/ (amps)	/h/ /ush/ (ush)
/pl/ /ants/ (plants)	/kr/ /ib/ (crib)	/kl/ /ik/ (click)

### **WORD LIST: LONG VOWELS**

/tr/ /ād/ (trade)	/sn/ /āk/ (snake)	/c/ /ōn/ (cone)
/ū/ /s/ (use)	/sh/ /ē/ (she)	/wh/ /īt/ (white)
/ch/ /īm/ (chime)	/z/ /ōn/ (zone)	/fl/ /āks/ (flakes)
/j/ /ōk/ (joke)	/tr/ /īb/ (tribe)	/sm/ /īl/ (smile)
/l/ /īf/ (life)	/n/ /ō/ (no)	/pl/ /ān/ (plane)
/f/ /ēt/ (feet)	/fū/ /m/ (fume)	/s/ /īz/ (size)
/k/ /ōds/ (codes)	/gr/ /ād/ (grade)	/st/ /ēp/ (steep)

## **Additional Lessons**

# **Phonological Awareness**

### **Sentence Segmentation**

### **Objective**

Segment and count words in a sentence.

### **Learning Goal**

We can tell how many words are in a sentence.

### **I Do**

Select a sentence from the Sentence List. Use the routine below to model segmenting and counting the words in a sentence.

## **Segment Sentence Routine**

### **Script**

Listen	<b>Listen</b> for how many words are in this sentence: <i>I like apples.</i>
Clap It	Let's <b>clap</b> for each word: <i>I [clap] like [clap] apples [clap].</i>
Count It	Say the sentence again, and hold up a finger as you <b>count</b> each word.
Say It	<b>Say</b> the number of words. 3

## **We Do**

Guide children to practice segmenting and counting the words in a sentence using the Segment Sentence Routine. Continue with words from the Sentence List.

**Corrective Feedback** Model segmenting words in the missed sentence. Say: *Listen and look at my mouth: You are nice. Let's clap for each word: You [clap] are [clap] nice [clap]. Say it with me and count each word: You are nice. How many words? 3*

## **You Do**

Choose another sentence from the Sentence List. Say the sentence. Have children clap for each word. Then, have them say the sentence again, counting each word, and say how many words they hear. Repeat the lesson as needed.

### **SENTENCE LIST**

The dog sat outside. (4)

Where is my hat? (4)

Who are you? (3)

Is it raining today? (4)

We like to play tag. (5)

Let's build a tower! (4)

You are nice. (3)

I need to go home. (5)

How are you? (3)

Bess is my friend. (4)

The cat ran! (3)

My dress has polka dots! (5)

Do you have any pets? (5)

Kate can dance. (3)

Where is it? (3)

Can you run fast? (4)

What sports do you play? (5)

## **Phoneme Awareness**

Phoneme awareness is the awareness of individual sounds in spoken words. As it is the most precise subcategory of phonological awareness, developing phoneme awareness is essential to early reading success. When teaching these lessons, focus children's attention on the speech sounds and not the letters. Though there are many phoneme awareness skills that can be taught, this program focuses on six core exercises: identifying, adding, deleting, substituting, blending, and segmenting phonemes.

### **Identify Phonemes**

Note: You may choose to use the Hand Motions for Identify Phonemes on page BM3 as you reteach the skill.

## Objective

Isolate and pronounce initial, medial, and final phoneme(s) in words.

## Learning Goal

We can say the beginning, middle, and ending sound(s) in words.

### I Do

Select a word from the Word List based on the sound-spellings you are focusing on. Use the routine below to model identifying phonemes.

#### Identify Phoneme Routine

Listen and Look

Listen: *hen*. Look at my mouth as I say the word again: /heeen/.

Say It

What's the middle sound? Say it: /e/.

#### Script

### We Do

Guide children to practice identifying phonemes using the Identify Phoneme Routine. Continue with words from the Word List.

**Corrective Feedback** Model identifying the medial phoneme in the missed word. Say: *Listen and look at my mouth: hop, /hhooop/. The middle sound is /o/. Say it with me: /o/.*

### You Do

Choose another word from the Word List. Say the word, then say it again, stretching out the sounds. Ask children to isolate the middle sound. Repeat the lesson as needed for beginning and ending sounds.

#### WORD LIST

**/a/:** fan, bat, gas, cab, map, wag, back, jam

**/i/:** sit, fin, give, dig, quit, tip, hill, miss

**/o/:** hop, log, fox, pot, cob, not, jog, mom

**/e/:** fed, get, men, pen, nest, deck, tell, mess

**/u/:** cub, fun, hug, stuff, bud, duck, bus, gum

**l-blends:** blimp, clip, flag, flip, glass, globe, slam, sled

**r-blends:** crib, brake, frog, grass, truck, creek, drill, press

**s-blends:** skip, stock, spin, stick, sweep, skate, smell, sniff

**End blends:** land, skunk, bent, help, left, mask, fast, pump

**/th/:** thumb, thick, thin, thud, bath, growth, tooth, math

**/sh/:** ship, sock, shed, shop, sheep, shut, sheet, shin

**/ch/:** ship, sock, shed, shop, sheep, shut, sheet, shin

**/w/:** when, white, whack, wheel, whiff, whim, wig, whiz

**/ch/:** check, chip, chat, chick, beach, latch, reach, much

**/ā/:** save, gave, cake, make, crane, rake, mane, ape

**/ī/:** line, pipe, size, dime, hide, ripe, side, dive

**/ō/:** poke, bone, tote, sole, no, cone, code, robe

**/ū/:** cute, mule, fume, huge, cube, mute, use

**/ē/:** feed, seed, tree, see, leak, beef, meet, eel

### Additional Lessons

## Phoneme Awareness

### Blend Phonemes

Note: You may choose to use the Hand Motions for Blend Phonemes on page BM3 as you reteach the skill.

## **Objective**

Blend phonemes into recognizable words.

## **Learning Goal**

We can blend sounds to say words.

## **I Do**

Select a word from the Word List based on the sound-spellings you are focusing on. Use the routine below to model blending phonemes.

### **Blend Phonemes Routine**

Listen and Look

### **Script**

**Listen** and **look** at my mouth as I say  
these sounds: /h/ /e/ /d/.

Blend it

**Blend** the sounds together and say the word: /heeed/, *head*.

## **We Do**

Guide children to practice blending phonemes using the Blend Phonemes Routine. Continue with words from the Word List.

**Corrective Feedback** Model blending phonemes in the missed word. Say: *Listen and look at my mouth: /g/ /a/ /p/, /gaaap/, gap. Say it with me: /g/ /a/ /p/, /gaaap/, gap.*

## **You Do**

Choose another word from the Word List. Say the sounds in the word. Ask children to blend the sounds and say the whole word. Repeat the lesson as needed.

## WORD LIST

	/m/ /a/ /t/ (mat)	/l/ /a/ /p/ (lap)	/g/ /a/ /p/ (gap)
<b>/a:/</b>	/t/ /a/ /k/ (pack)	/r/ /a/ /g/ (rag)	/p/ /a/ /s/ (pass)
	/k/ /i/ /d/ (kid)	/d/ /i/ /d/ (did)	/m/ /i/ /t/ (mitt)
<b>/i:/</b>	/f/ /i/ /x/ (fix)	/kw/ /i/ /z/ (quiz)	/s/ /i/ /p/ (sip)
	/p/ /o/ /d/ (pod)	/n/ /o/ /t/ (not)	/s/ /o/ /b/ (sob)
<b>/o:/</b>	/h/ /o/ /t/ (hot)	/m/ /o/ /p/ (mop)	/l/ /o/ /g/ (log)
	/f/ /e/ /l/ (fell)	/r/ /e/ /d/ (red)	/t/ /e/ /n/ (ten)
<b>/e:/</b>	/b/ /e/ /g/ (beg)	/v/ /e/ /t/ (vet)	/m/ /e/ /s/ (mess)
	/m/ /u/ /d/ (mud)	/y/ /u/ /m/ (yum)	/t/ /u/ /b/ (tub)
<b>/u:/</b>	/b/ /u/ /z/ (buzz)	/p/ /u/ /p/ (pup)	/n/ /u/ /t/ (nut)
	/g/ /l/ /a/ /d/ (glad)	/c/ /l/ /a/ /p/ (clap)	/f/ /l/ /i/ /p/ (flip)
<b>l-blends:</b>	/p/ /l/ /a/ /n/ (plan)	/b/ /l/ /a/ /k/ (black)	/s/ /l/ /e/ /d/ (sled)
	/b/ /r/ /i/ /k/ (brick)	/g/ /r/ /a/ /s/ (grass)	/p/ /r/ /e/ /s/ (press)
<b>r-blends:</b>	/c/ /r/ /i/ /b/ (crib)	/d/ /r/ /o/ /p/ (drop)	/t/ /r/ /u/ /k/ (truck)
	/s/ /k/ /i/ /p/ (skip)	/s/ /t/ /o/ /k/ (stock)	/s/ /m/ /e/ /l/ (smell)
<b>s-blends:</b>	/s/ /w/ /i/ /m/ (swim)	/s/ /n/ /a/ /k/ (snack)	/s/ /p/ /u/ /n/ (spun)
<b>Final blends:</b>	/w/ /e/ /n/ /t/ (went)	/k/ /a/ /m/ /p/ (camp)	/b/ /a/ /n/ /k/ (bank)

/d/ /u/ /s/ /t/ (dust)	/m/ /a/ /s/ /k/ (mask)	/l/ /i/ /f/ /t/ (lift)
/th/ /u/ /m/ (thumb)	/th/ /i/ /n/ (thin)	/th/ /e/ /n/ (then)
<b>/th:/</b>		
/th/ /i/ /k/ (thick)	/w/ /i/ /th/ (with)	/b/ /a/ /th/ (bath)

## **WORD LIST, *continued***

/sh/ /i/ /p/    /sh/ /e/ /d/    /sh/ /o/ /p/  
(ship)                 (shed)                 (shop)

### **/sh/:**

/sh/ /e/ /l/    /s/ /t/ /a/ /sh/ /w/ /i/ /sh/  
(shell)                 (stash)                 (wish)

/w/ /a/ /g/    /w/ /e/ /n/    /w/ /a/ /k/  
(wag)                 (when)                 (whack)

### **/w/:**

/w/ /e/ /l/    /w/ /i/ /ch/    /w/ /ā/ /l/  
(well)                 (which)                 (whale)

/s/ /u/ /ch/    /ch/ /i/ /p/    /ch/ /a/ /t/  
(such)                 (chip)                 (chat)

### **/ch/:**

/ch/ /u/ /g/    /ch/ /e/ /k/    /ch/ /ō/ /z/  
(chug)                 (check)                 (chose)

/l/ /ā/ /k/    /m/ /ā/ /d/    /g/ /r/ /ā/ /p/  
(lake)                 (made)                 (grape)

### **/ā/:**

/b/ /r/ /ā/ /v/ /n/ /ā/ /m/    /s/ /t/ /ā/ /k/  
(brave)                 (name)                 (stake)

/t/ /ī/ /m/    /f/ /ī/ /v/    /k/ /ī/ /t/  
(time)                 (five)                 (kite)

### **/ī/:**

/p/ /ī/ /l/    /s/ /p/ /ī/ /n/    /h/ /ī/ /d/  
(pile)                 (spine)                 (hide)

/n/ /ō/ /z/    /b/ /ō/ /n/    /s/ /t/ /ō/ /n/  
(nose)                 (bone)                 (stone)

### **/ō/:**

/k/ /ō/ /d/    /r/ /ō/ /b/    /f/ /r/ /ō/ /z/  
(code)                 (robe)                 (froze)

### **/ū/:**

/c/ /ū/ /t/    /m/ /ū/ /l/    /f/ /ū/ /m/  
(cute)                 (mule)                 (fume)

/m/ /ū/ /t/ /ū/ /s/ /c/ /ū/ /b/  
(mute) (use) (cube)

/d/ /ē/ /p/ /p/ /ē/ /l/ /m/ /ē/ /t/  
(deep) (peel) (meet)

/ē/:

/n/ /ē/ /d/ /t/ /r/ /ē/ /s/ /p/ /ē/ /d/  
(need) (tree) (speed)

## Additional Lessons

# Phoneme Awareness

### Segment Phonemes

Note: You may choose to use the Hand Motions for Segment Phonemes on page BM3 as you reteach the skill.

#### Objective

Segment phonemes in words.

#### Learning Goal

We can say and count the sounds in words.

#### I Do

Select a word from the Word List based on the sound-spellings you are focusing on. Use the routine below to model segmenting phonemes.

#### Segment Phonemes Routine

Listen and Look

**Listen** and **look** at my mouth as I say this word: *run*.

Tap It

**Tap** each sound: /r/ /u/ /n/.

**Count** the sounds: /r/ /u/ /n/.

Count and Dot It

How many sounds? 3

**Make three dots**, one for each sound.

#### Script

#### We Do

Guide children to practice segmenting phonemes using the Segment Phonemes Routine. Continue with words from the Word List.

**Corrective Feedback** Model segmenting phonemes in the missed word. Say: *Listen and look at my mouth: let. Tap each sound: /l/ /e/ /t/. Say it with me: /l/ /e/ /t/. How many sounds does the word have? 3*

#### You Do

Choose another word from the Word List. Say the word. Ask children to tap each sound in the word and count how many sounds they hear. Repeat the lesson as needed.

## WORD LIST

/a/:	sat (/s/ /a/ /t/)	ran (/r/ /a/ /n/)
	hat (/h/ /a/ /t/)	tack (/t/ /a/ /k/)
/i/:	bit (/b/ /i/ /t/)	dim (/d/ /i/ /m/)
	jig (/j/ /i/ /g/)	pick (/p/ /i/ /k/)
/o/:	got (/g/ /o/ /t/)	dock (/d/ /o/ /k/)
	sod (/s/ /o/ /d/)	pot (/p/ /o/ /t/)
/e/:	tell (/t/ /e/ /l/)	gem (/j/ /e/ /m/)
	let (/l/ /e/ /t/)	fed (/f/ /e/ /d/)
/u/:	rub (/r/ /u/ /b/)	gum (/g/ /u/ /m/)
	nut (/n/ /u/ /t/)	mud (/m/ /u/ /d/)
<b>l-blends:</b>	cluck (/k/ /l/ /u/ /k/)	fluff (/f/ /l/ /u/ /f/)
	block (/b/ /l/ /o/ /k/)	flock (/f/ /l/ /o/ /k/)
<b>r-blends:</b>	crib (/k/ /r/ /i/ /b/)	dress (/d/ /r/ /e/ /s/)
	frog (/f/ /r/ /o/ /g/)	grass (/g/ /r/ /a/ /s/)
<b>s-blends:</b>	step (/s/ /t/ /e/ /p/)	stick (/s/ /t/ /i/ /k/)
	snap (/s/ /n/ /a/ /p/)	sled (/s/ /l/ /e/ /d/)
<b>End blends:</b>	tusk (/t/ /u/ /s/ /k/)	hump (/h/ /u/ /m/ /p/)
	lift (/l/ /i/ /f/ /t/)	went (/w/ /e/ /n/ /t/)
/th/:	think (/th/ /i/ /n/ /k/)	thick (/th/ /i/ /k/)
	math (/m/ /a/ /th/)	with (/w/ /i/ /th/)
/sh/:	shop (/sh/ /o/ /p/)	shack (/sh/ /a/ /k/)
	crash (/c/ /r/ /a/ /sh/)	wish (/w/ /i/ /sh/)
/w/:	wham (/w/ /a/ /m/)	whale (/w/ /ā/ /l/)
	wet (/w/ /e/ /t/)	wheel (/w/ /ē/ /l/)
/ch/:	chat (/ch/ /a/ /t/)	cheer (/ch/ /ē/ /r/)
	catch (/k/ /a/ /ch/)	rich (/r/ /i/ /ch/)
/ā/:	cake (/c/ /ā/ /k/)	plane (/p/ /l/ /ā/ /n/)
	name (/n/ /ā/ /m/)	jade (/j/ /ā/ /d/)
/ī/:	dine (/d/ /ī/ /n/)	hive (/h/ /ī/ /v/)
	like (/l/ /ī/ /k/)	wise (/w/ /ī/ /z/)
/ō/:	tote (/t/ /ō/ /t/)	bone (/b/ /ō/ /n/)
	poke (/p/ /ō/ /k/)	dome (/d/ /ō/ /m/)
/ū/:	cube (/k/ /ū/ /b/)	mule (/m/ /ū/ /l/)
	fume (/f/ /ū/ /m/)	cute (/k/ /ū/ /t/)
/ē/:	peel (/p/ /ē/ /l/)	weave (/w/ /ē/ /v/)
	weed (/w/ /ē/ /d/)	creak (/k/ /r/ /ē/ /k/)

### Add Phoneme

#### Objective

Add a phoneme to a one-syllable word to make a new word.

#### Learning Goal

We can add a sound to make a new word.

#### I Do

Select a word from the Word Lists based on the manipulation skill you are focusing on: beginning or ending sound. Use the routine below to model adding phonemes.

#### Add Phoneme Routine

#### Script

Listen

Listen: *lip*. Add /k/ to the beginning. /k/ plus *lip*.

Say It

What is the new word? **Say** it: *clip*.

## We Do

Guide children to practice adding a phoneme to a word using the Add Phoneme Routine. Continue with words from the Word Lists.

**Corrective Feedback** Model adding a phoneme in the missed word. Say: *Listen and look at my mouth: itch. Add /h/ to the beginning. /h/ plus itch is hitch. Say it with me: hitch.*

## You Do

Choose another word from the Word Lists. Say the word, the sound, and where to add the sound. Ask children to add the sound and say the new word. Repeat the lesson as needed.

### WORD LIST: ADD BEGINNING SOUND

ape, Add: /k/ (cape)	own, Add: /b/ (bone)
at, Add: /ch/ (chat)	aid, Add: /f/ (fade)
tar, Add: /s/ (star)	ask, Add: /t/ (task)
ice, Add: /m/ (mice)	pin, Add: /s/ (spin)
itch, Add: /h/ (hitch)	ant, Add: /ch/ (chant)
am, Add: /w/ (wham)	pine, Add: /s/ (spine)
out, Add: /sh/ (shout)	ride, Add: /p/ (pride)
eat, Add: /f/ (feet)	ill, Add: /ch/ (chill)
it, Add: /n/ (knit)	tack, Add: /s/ (stack)
ace, Add: /f/ (face)	inch, Add: /p/ (pinch)
in, Add: /ch/ (chin)	ark, Add: /sh/ (shark)
raise, Add: /p/ (praise)	park, Add: /s/ (spark)
oat, Add: /v/ (vote)	pear, Add: /s/ (spare)
lobe, Add: /g/ (globe)	late, Add: /p/ (plate)
lime, Add: /s/ (slime)	rice, Add: /p/ (price)
age, Add: /p/ (page)	own, Add: /f/ (phone)
use, Add: /f/ (fuse)	owl, Add: /h/ (howl)
ug, Add: /h/ (hug)	ove, Add: /k/ (cove)
ig, Add: /f/ (fig)	ade, Add: /m/ (made)

### WORD LIST: ADD ENDING SOUND

shore, Add: /t/ (short)	be, Add: /n/ (bean)
row, Add: /z/ (rose)	gray, Add: /t/ (great)
scar, Add: /f/ (scarf)	joy, Add: /n/ (join)
bow, Add: /t/ (boat)	flow, Add: /n/ (flown)
for, Add: /th/ (forth)	stay, Add: /j/ (stage)
sue, Add: /p/ (soup)	how, Add: /s/ (house)
bran, Add: /d/ (brand)	line, Add: /z/ (lines)
bo, Add: /g/ (bog)	po, Add: /p/ (pop)
wi, Add: /g/ (wig)	ki, Add: /t/ (kit)

## Additional Lessons

# Phoneme Awareness

## Delete Phonemes

### Objective

Delete a phoneme in a one-syllable spoken word to make a new word.

## Learning Goal

We can delete a sound to make a new word.

### I Do

Select a word from the Word List based on the manipulation skill you are focusing on: beginning or ending sound. Use the Delete Phoneme routine below to model taking away phonemes.

#### Delete Phonemes Routine

Listen

**Listen:** *clip*. Take away /k/ at the beginning of *clip*

Say it

What is the new word? **Say it:** *lip*.

#### Script

### We Do

Guide children to practice taking away a phoneme from a word using the Delete Phoneme Routine. Continue with other words from the Word Lists.

**Corrective Feedback** Model deleting the initial phoneme in the missed word. Say: *Listen and look at my mouth: tin. Take away /t/ at the beginning of tin. The new word is in. Say it with me: in.*

### You Do

Choose another word from the Word Lists. Say the word and the sound to be deleted. Have children say the new word. Repeat lesson as needed.

#### WORD LIST: DELETE BEGINNING SOUND

bad, Take away: /a/ (add)	spoke, Take away: /s/ (poke)
block, Take away: /b/ (lock)	pitch, Take away: /p/ (itch)
chat, Take away: /ch/ (at)	bleak, Take away: /b/ (leak)
tin, Take away: /t/ (in)	drain, Take away: /d/ (rain)
pinch, Take away: /p/ (inch)	fame, Take away: /f/ (aim)
which, Take away: /w/ (itch)	maid, Take away: /m/ (aid)
branch, Take away: /b/ (ranch)	snail, Take away: /s/ (nail)
flake, Take away: /f/ (lake)	sway, Take away: /s/ (way)
stale, Take away: /s/ (tale)	brief, Take away: /b/ (reef)
grate, Take away: /g/ (rate)	greed, Take away: /g/ (reed)
plate, Take away: /p/ (late)	plead, Take away: /p/ (lead)
bride, Take away: /b/ (ride)	real, Take away: /r/ (eel)
gripe, Take away: /g/ (ripe)	sneeze, Take away: /s/ (knees)
prime, Take away: /p/ (rhyme)	peach, Take away: /p/ (each)
smile, Take away: /s/ (mile)	sweet, Take away: /s/ (wheat)
swipe, Take away: /s/ (wipe)	wait, Take away: /w/ (ate)
nice, Take away: /n/ (ice)	glow, Take away: /g/ (low)
bright, Take away: /b/ (right)	hold, Take away: /h/ (old)
bite, Take away: /b/ (ite)	slug, Take away: /s/ (lug)
book, Take away: /b/ (ook)	sun, Take away: /s/ (un)

## WORD LIST: DELETE BEGINNING SOUND

lamp, Take away: /p/ (lamb) board, Take away: /d/ (boar)  
lake, Take away: /k/ (lay) trace, Take away: /s/ (tray)  
rain, Take away: /n/ (ray) both, Take away: /th/ (bow)  
globe, Take away: /b/ (glow) grain, Take away: /n/ (gray)  
maid, Take away: /d/ (may) serve, Take away: /v/ (sir)  
blown, Take away: /n/ (blow) wait, Take away: /t/ (way)  
flight, Take away: /t/ (fly) beam, Take away: /m/ (bee)  
bat, Take away: /t/ (ba) cob, Take away: /b/ (co)  
chop, Take away: /p/ (cho) will, Take away: /l/ (wi)

### Substitute Phonemes

#### Objective

Substitute a phoneme in a one-syllable spoken word to make a new word.

#### Learning Goal

We can change a sound to make a new word.

#### I Do

Select a word from the Word Lists based on the manipulation skill you are focusing on: beginning, middle, or ending sound. Use the routine below to model substituting phonemes.

#### Substitute Phoneme Routine

Listen and Look

**Listen:** pen. Change /p/ at the beginning of pen to /m/.

Say It

What is the new word? **Say** it with me: men.

#### Script

#### We Do

Guide children to practice substituting a phoneme in a word using the Substitute Phoneme Routine. Continue with other words from the Word Lists.

**Corrective Feedback** Model substituting the phonemes in the missed word. Say: *Listen and look at my mouth. Change /d/ at the beginning of dust to /m/. The new word is must. Say it with me: must.*

#### You Do

Choose another word from the Word Lists. Say each word and the sound to substitute. Ask children to change the sound and say the new word. Repeat lesson as needed.

## WORD LIST: SUBSTITUTE BEGINNING SOUND

hip, Change: /h/ to /t/ (tip) nap, Change: /n/ to /t/ (tap)  
dust, Change: /d/ to /m/ (must) phone, Change: /f/ to /b/ (bone)  
pet, Change: /p/ to /v/ (vet) hill, Change: /h/ to /w/ (will)  
hut, Change: /h/ to /k/ (cut) same, Change: /s/ to /g/ (game)  
such, Change: /s/ to /m/ (much) cape, Change: /k/ to /sh/ (shape)  
cute, Change: /k/ to /m/ (mute) five, Change: /f/ to /d/ (dive)  
poke, Change /p/ to /j/ (joke) tape, Change: /t/ to /sh/ (shape)  
rake, Change: /r/ to /m/ (make) sent, Change: /s/ to /r/ (rent)  
page, Change: /p/ to /w/ (wage) line, Change: /l/ to /m/ (mine)  
walk, Change: /w/ to /t/ (talk) lake, Change: /l/ to /t/ (take)  
ship, Change: /sh/ to /ch/ (chip) rice, Change: /r/ to /n/ (nice)

## **WORD LIST: SUBSTITUTE MIDDLE SOUND**

pen, Change: /e/ to /a/ (pan) hot, Change: /o/ to /i/ (hit)

nut, Change: /u/ to /e/ (net) bake, Change: /ā/ to /ī/ (bike)

top, Change: /o/ to /ī/ (type) big, Change: /i/ to /o/ (bog)

ship, Change: /i/ to /o/ (shop) bed, Change: /e/ to /a/ (bad)

mile, Change: /ī/ to /ā/ (male) mule, Change: /ū/ to /ī/ (mile)

wade, Change: /ā/ to /ī/ (wide) tuck, Change: /u/ to /i/ (tick)

bit, Change: /i/ to /ī/ (bite) chip, Change: /i/ to /o/ (chop)

sack, Change: /a/ to /i/ (sick) these, Change: /ē/ to /ō/ (those)

## WORD LIST: SUBSTITUTE ENDING SOUND

cup, Change: /p/ to /t/ (cut) fit, Change: /t/ to /l/ (fill)

mud, Change: /d/ to /g/ (mug) sob, Change: /b/ to /k/ (sock)

pile, Change: /l/ to /n/ (pine) ship, Change: /p/ to /n/ (shin)

size, Change: /z/ to /d/ (side) boat, Change: /t/ to /l/ (bowl)

cob, Change: /b/ to /d/ (cod) cute, Change: /t/ to /b/ (cube)

seed, Change: /d/ to /t/ (seat) bat, Change: /t/ to /th/ (bath)

### Lesson Bank

## Writing Skills

### Match Images to Speech

#### Objective

Use drawings to tell ideas.

#### Learning Goal

We can use drawings to tell ideas.

#### Lesson Materials

Literature Big Book: *Once Upon a Book*

#### I Do

Display pages 4–5 of the **Literature Big Book** *Once Upon a Book*. Read aloud page 5. Tell children the author uses pictures to show their ideas. Say: *When authors write, the pictures in the book match their words and help them tell their ideas.* Reread pages 4–5. Ask: *The words say She began to stomp away. How does the picture show that idea?* (Possible response: The word say she stomps away, and the picture shows her stomping away from her mother.) Restate children’s ideas,

connecting pictures to words.

### We Do

Read page 21, but do not show children the picture. Ask: *What idea is the author writing? What pictures could help tell that idea?* (Possible response: They are telling an idea about Alice in the ocean. They can draw a picture of Alice swimming with fish to tell their idea.) Have partners turn and talk about how they would draw a picture to tell the idea. Then, reveal the picture. Repeat using other sentences in the book.

Guide children to tell a story about another place where Alice could go in her imagination. Have them share their ideas with a partner.

### You Do

Have children draw a picture to tell their idea. Provide guidance and support as needed. Have volunteers share their picture and tell their idea.

### Words are Made Up of Letters

#### Objective

Recognize that spoken words are represented in written language by specific sequences of letters.

#### Learning Goal

We can use letters to write words.

#### Lesson Materials

Literature Big Book: *Alma and How She Got Her Name*

### I Do

Display page 14 of the **Literature Big Book** *Alma and How She Got Her Name*. Discuss how authors use letters to write words. Say: *Each word on this page is made up of letters. Letters are individual pieces that create words when put together.* Point to the word *big*. Say: *I see the letters b, i, g. When by themselves, b, i, and g are letters. When put together, they spell the word big.* Repeat for another word on the page.

### We Do

Display page 31 and point to the word *am*. Ask: *What letters make this word? (a, m)* Repeat for the words *a* and *and*. Explain to children that when they write a word, they write all the letters that make up that word.

Guide children to describe a person they know. Have them think about a word they can use to describe the person. Provide sentence frames as needed:

She is \_\_\_\_.

He is \_\_\_\_.

They are \_\_\_\_.

### You Do

Have children use letters to write a word that describes a person. Provide guidance and support as needed. Remind children to think about the letters that make up each word as they write. Encourage children to share their words.

Have children tell you what they will write. As they write, point to a word in their writing, and ask questions about the word, such as: *What is this word? How many letters does it have? Can you point to and say each letter?*

### **Tap Sounds to Write Words**

#### **Objective**

Write words by writing a letter or letters for most consonant and short vowel sounds.

#### **Learning Goal**

We can use phonics skills to write words.

#### **Lesson Materials**

Literature Big Book: *This is a School*

#### **I Do**

Display page 4 of the **Literature Big Book** *This is a School*. Point to the word *kid*. Model tapping the sounds in the word. Say: *To read or write this word, I can tap the sounds I hear. Tap the sounds: /k/ /i/ /d/*. Explain that tapping the sounds in a word is helpful when trying to write a new word. Ask: *What letter stands for /k/? What letter stands for /i/? What letter stands for /d/?* Model writing, blending, and reading the letters that make up the word *kid*.

#### **We Do**

Turn to page 11 and point to the word *big*. Have partners tap the sounds as they say and write the word. (/b/ /i/ /g/, *big*) Repeat with the words *get* and *it*. Have children brainstorm ways they help around school. Record their ideas on the board. Guide partners to talk about their ideas.

#### **You Do**

Have children tap out sounds to write a word or two that describes a way they help at school. Provide guidance and support as needed. Encourage children to share their writing.

Have children tell you what they will write. Have them tap out the letters in the first word as they say the sounds and then say the whole word. Explain that they can tap and sound out each word as many times as they need to help them write.

### **Match Print to Speech**

#### **Objective**

Use words to tell ideas.

#### **Learning Goal**

We can write words to tell ideas.

#### **Lesson Materials**

Literature Big Book: *The Kindest Red: A Story of Hijab and Friendship*

#### **I Do**

Display page 11 of the **Literature Big Book** *The Kindest Red: A Story of Hijab and Friendship*. Tell children that the author uses words to tell their ideas. Discuss how their sentences move from left to right across the page. Read aloud page 11 and point to each word as you read. Explain that the author wrote this sentence to tell their idea and wrote the sentence from left to right across the page.

#### **We Do**

Display page 12 and have a child point to where the author started writing. Have a volunteer track words from left to right with their finger as you read the sentence on the page aloud. Repeat with the next sentence.

Tell children that the author is using words like *beautiful* and *strong* to tell about the kind of world the characters want. Guide children to think of words they can use to describe the world. Have children share the kind of world they would draw, using ideas from the story as support. Provide the sentence frame as needed: I want a \_\_\_\_\_ world.

### You Do

Have children write to tell their idea about the world. Provide guidance and support as needed. Remind them to start writing on the left side of their papers and move to the right as they use words to tell their ideas. Encourage children to share their writing.

### Lesson Bank

## Writing Skills

### Sentences are Made Up of Words

#### Objective

Recognize words in sentences.

#### Learning Goal

We can use words to write sentences.

#### Lesson Materials

Literature Big Book: *Attention, Please!*

### I Do

Display page 4 of the **Literature Big Book** *Attention, Please!* Read the first sentence. Point to each word as you read. Tell children that a sentence is made up of a group of words that tell an idea. Say: *Each sentence on this page is made up of words. Words are individual pieces that create sentences when put together.* Guide children to identify all of the words in the first sentence. Repeat with the rest of the sentences on the page.

### We Do

Turn to page 5 and read the first sentence in the speech bubble. Explain that together, all the words that make up the sentence give the sentence its meaning. Have partners talk about what the children in the story do at school. Tell children that they will use words to write a sentence about one thing they do at school. Have them think about what they do at school and say their sentence out loud to a partner.

### You Do

Have children use words to write a sentence about what they do at school. Provide guidance and support as needed. Remind children to write all of the words that tell their idea in their sentence. Encourage children to share their writing.

To reinforce that sentences are made up of words, have children tap out the words as they say their sentence. Or, repeat their sentence, and then say, *Listen as I say the sentence again. Tap for every word you hear. How many words did you hear?* Then ask, *are there any words you need to add to your sentence?* Help children add words as needed.

### Write on the Lines

## **Objective**

Use lines to create readable writing.

### **Learning Goal**

We can write on the lines.

## **Lesson Materials**

Literature Big Book: *Raindrops Roll*

### **I Do**

Display page 5 of the **Literature Big Book** *Raindrops Roll*. To reinforce staying on the lines when writing, write the sentences from the page on lined writing paper. Say: *As I write each letter, I make sure to stay on the lines*. Model writing on the lines. Point out that parts of some letters, such as *j* and *y*, extend below the bottom line.

### **We Do**

Display page 6. Hand out lined writing paper to children and have them practice writing the sentence on the paper on the lines. Ask them to point to any letters that extend below the bottom line.

Flip through the pages of the book and have partners talk about what happens during the rainfall. Record their ideas on the board. Tell children they will write a sentence that tells what happens when it rains.

### **You Do**

Have children use lined paper to write a sentence about rain. Provide guidance and support as needed. Remind children to stay on the lines as they write their sentence. Remind them that some letters extend below the bottom line. Encourage children to share their writing.

## **Spaces Between Words**

### **Objective**

Understand that words are separated by spaces in print.

### **Learning Goal**

We can use spaces between words.

## **Lesson Materials**

Literature Big Book: *Snow*

### **I Do**

Display page 4 of the **Literature Big Book** *Snow* to reinforce putting spaces between words. Point to each word as you read the first sentence aloud. Tell children that when the author wrote, she left spaces between each word. Explain that this makes the words easier to read. Point to the spaces between words and count the words. Tell children there are seven words in the first sentence.

### **We Do**

Display page 5. Ask a child to point to the spaces between words in the sentences. Then have partners browse other books, looking at the spaces between words. Have them point to the spaces in the sentences they find. Tell children that they will write a sentence about snow. Tell them that if it helps, they can place their finger after each word to remind themselves to leave a space between words as they write.

### You Do

Have children write a sentence about snow. Provide guidance and support as needed. Remind them to leave spaces between words as they write. Encourage children to share their writing.

### Return Sweep

#### Objective

Follow words from left to right.

#### Learning Goal

We can use a return sweep when we write a sentence.

#### Lesson Materials

Literature Big Book: *Mrs. Chicken and the Hungry Crocodile*

### I Do

Display page 5 of the **Literature Big Book** *Mrs. Chicken and the Hungry Crocodile* to reinforce the return sweep skill. Track the words with your finger as you read the sentences aloud. Ask: *When the author wrote the first sentence, what did they do at the end of the line?* Have partners turn and talk. Then have volunteers share their thinking. Note what children understand about return sweeping at the end of the line. Explain to children that when authors come to the end of a line, they continue writing at the beginning of the next line. Point out how the author does this on page 5.

### We Do

Display page 6. Ask a child to point to where the author uses a return sweep. Ask another child to track the print as you read the page aloud. Repeat with page 8.

Have partners discuss events from the story. Provide sentence starters as needed:

Mrs. Chicken \_\_\_\_\_. The Crocodile \_\_\_\_\_. Have volunteers share events and record their ideas on the board.

### You Do

Have children write a sentence with return sweep about an event from the story. Provide guidance and support as needed. Remind them to return to the beginning of the next line when they reach the end of a line. Encourage children to share their writing.

Before children begin writing, have them point to where they will write their first word and slide their finger in the direction they will write to the end of the line. Then say, *Show me where your next word will go*. Model any of these steps as needed.

### Lesson Bank

## Writing Skills

### Correct Letter Formation

#### Objective

Use correct letter formation to create readable writing.

#### Learning Goal

We can form letters to write words.

#### Lesson Materials

Literature Big Book: *The Contest Between the Sun and the Wind*

### I Do

Display page 7 of the **Literature Big Book** *The Contest Between the Sun and the Wind* to reinforce correct letter formation. Point to each word as you read the first sentence aloud. Say: *What do you notice about the letters in each word?* Listen for children's understanding of correct letter formation. To reinforce correct letter formation, model writing *sky* and *man* on writing paper. Say: *As I write, I make sure I form each letter carefully.* Narrate the correct formation of each letter.

### We Do

Continue to display page 7. Hand out writing paper and have children practice writing the words from the page on their paper. Have them identify the letters that touch the top line and bottom line. When they complete this task, ask them to look at their letters and see if they are all formed correctly. Have them rewrite letters again as needed.

Have partners discuss events from the story. Record their ideas on the board. Tell children they will write a sentence that tells one event from the story.

### You Do

Have children practice correct letter formation to write a sentence about an event from the story. Provide guidance and support as needed. Have them touch each letter to check its formation. Encourage children to share their writing.

If children need assistance with a particular letter, model writing the letter on the board. Then, have children trace the letter with their finger in the air. You might also have them practice writing that letter on its own line.

### Left to Right and Top to Bottom Progression

### Objective

Follow words from left to right, top to bottom, and page by page.

### Learning Goal

We can write words from left to right and top to bottom.

### Lesson Materials

Literature Big Book: *A Drop of Kindness*

### I Do

Display page 4 of the **Literature Big Book** *A Drop of Kindness*. Have a child point to the beginning of a sentence. Have another child point to where that sentence ends. Read the sentence aloud and point to each word. Explain to children that authors write from left to right and top to bottom on a page. Turn the page, showing how the author begins writing on a new page to continue their story.

### We Do

Read aloud page 6 and point to each word. Tell children as we read, we move left to right, top to bottom, and page by page. Explain that authors do the same as they write. Repeat for other pages in the book, asking children to help track the

print from left to right and top to bottom.

Have partners discuss different ways to show kindness. Record their ideas on the board. Guide children to write about one of the ways they can show kindness.

### You Do

Have children write a sentence about a way to show kindness. Provide guidance and support as needed. Remind them to write from left to right and top to bottom. Have them take turns sharing their writing, pointing out how the writing moves from left to right and top to bottom. Consider combining the writing pages into a book to reinforce how to follow writing page by page.

Review writing left to right, return sweep, and top to bottom if needed as children write. You may model these steps on the board for additional reinforcement.

### Use a Word Bank

#### Objective

Gather information from provided sources to write.

#### Learning Goal

We can use a word bank to spell and write words.

#### Lesson Materials

Literature Big Book: *Zap! Clap! Boom! The Story of a Thunderstorm*

#### I Do

Display page 5 of the **Literature Big Book** *Zap! Clap! Boom! The Story of a Thunderstorm*. Write the words *sunny*, *rain*, *sky*, and *day* on the board to reference as a word bank. Tell children that a word bank is a tool they can use to help them spell and write words.

Point to and read the words in the word bank aloud. Read until you reach the word *day*. Point to the word *day* in the word bank. Say: *If the author wants to make sure they spell this word correctly, they can use the word bank.* Say each letter in *day* and have children repeat. Then model writing the word.

#### We Do

Hand out writing paper to children. Continue reading page 5 aloud. Have partners take turns pointing to words that are in the word bank. (*rain*, *sky*, *day*) Have them say each letter in the word and then write it while referencing the word bank.

Guide children to discuss the weather in the story and share their ideas. Add words to the word bank during the discussion as needed.

#### You Do

Have children use the word bank to write a sentence about the weather. Provide guidance and support as needed. Remind them to refer to the word bank to spell words correctly. Have children take turns sharing their writing.

### Lesson Bank

## Grammar Skills

See the Language Transfers section in ***Emerge! Essentials*** to identify differences and similarities in grammar between English and children's home language.

### Nouns

## **Objective**

Identify and use common nouns.

### **Learning Goal**

We can identify and use nouns.

## **Lesson Materials**

Literature Big Book: *This is a School*

### **I Do**

Display the front cover of the **Literature Big Book** *This is a School*. Read the title aloud. Tell children that the word *school* is a noun that names a place. Explain that nouns are naming words. Authors use nouns to name people, places, and things when they write. Say: *School is a noun because it names a place*. Write *school* on the board.

### **We Do**

Read page 6 aloud. Ask: *What nouns do you hear?* Guide children to identify nouns in the sentence. Remind children that a noun names a person, place, or thing. Write nouns that children identify on the board.

Have children practice identifying nouns by naming things found at school. Provide the sentence frame: We have \_\_\_\_ in our school. Have volunteers take turns filling in the blank with different nouns. Encourage children to name people, places, and things.

### **You Do**

Have children write three different nouns: one that names a person, one that names a place, and one that names a thing. Provide guidance and support as needed. Then have volunteers share their nouns.

## **Present-Tense Verbs**

## **Objective**

Identify and use present-tense verbs.

### **Learning Goal**

We can identify and use verbs.

## **Lesson Materials**

Literature Big Book: *Meeting Max: A Friend Like Me*

### **I Do**

Display page 26 of the **Literature Big Book** *Meeting Max: A Friend Like Me*. Read the first sentence aloud. Tell children that there are present-tense action words, or verbs, in the first sentence. Explain that a present-tense verb tells about an action that is happening now, or in the present. Say: *Eat and think are present-tense action words on this page. They tell an action*

that is happening now. Write *eat* and *think* on the board.

### We Do

Continue to read the sentences on page 26. Guide children to identify present-tense verbs on the page. Remind children that a present-tense verb is an action word that describes something that is happening now. Write the verbs *dances* and *run* on the board.

Tell children they will write a sentence using present-tense verbs. Have partners think of a present-tense action word to tell something they like to do with a friend. (Possible responses: play, read, build) Provide a sentence frame: I \_\_\_\_ with my friend. Have volunteers take turns filling in the blank with present-tense verbs.

### You Do

Have children write their own sentence with a present-tense verb using the sentence frame. Provide guidance and support as needed. Then have volunteers share their writing and point to the present-tense verb.

Prompt children to answer the following question: *What do you do with your friend?* Children may share their sentence orally before writing: I \_\_\_\_ with my friend. Ensure that children are using the present-tense verb correctly.

## Past-Tense Verbs

### Objective

Identify and use past-tense verbs.

### Learning Goal

We can identify and use verbs.

### Lesson Materials

Literature Big Book: *Alma and How She Got Her Name*

### I Do

Read page 20 of the **Literature Big Book** *Alma and How She Got Her Name* aloud. Tell children that there are past-tense action words, or verbs, on this page. Explain that a past-tense verb tells about an action that happened in the past, and often ends in *d* or *ed*. Say: Believed and tied are past-tense action words on this page. They tell an action that happened in the past. Write *believed* and *tied* on the board.

### We Do

Flip through the book and guide children to identify past-tense verbs. Remind children that a past-tense verb tells about an action that happened in the past. Write the words children find, such as *loved* and *hoped*, on the board. Tell children they will write a sentence using past-tense verbs. Have partners think of an action word that tells about something they did in the past. (Possible responses: played, hopped, walked) Provide a sentence frame: Yesterday, I \_\_\_\_\_. Have volunteers take turns filling in the blank with past-tense verbs.

### You Do

Have children write their own sentence with a past-tense verb using the sentence frame. Provide guidance and support as needed. Then have volunteers share their writing and point to the past-tense verb.

Provide a list of regular verbs, such as *play*, *walk*, *watch*, *kick*, and *jump*. Use gestures, images, or example sentences as needed to confirm children understand each verb's meaning. Ask: *What did you do yesterday?* Have children choose a verb from the list to use in the sentence frame: Yesterday, I \_\_\_\_\_. Children may share their sentence orally before writing. Guide them in adding the *-ed* ending and pronouncing their verb.

### **Adjectives**

#### **Objective**

Identify and use common adjectives.

#### **Learning Goal**

We can identify and use adjectives.

#### **Lesson Materials**

Literature Big Book: *Snow*

#### **I Do**

Display page 14 of the **Literature Big Book** *Snow*. Read the first sentence aloud. Tell children that there are two adjectives, or describing words, in this sentence. Explain that an adjective is a word that describes other words. Say: *Fluffy and big are adjectives because they describe the snowflake*. Write *big* and *fluffy* on the board.

#### **We Do**

Read the second sentence on page 14 aloud. Guide children to identify the adjectives in the sentence. Remind them that an adjective is a word that describes another word. Write *wet* and *heavy* on the board. Tell children that they will write a sentence using adjectives. Have partners think of adjectives they can use to describe the weather. (Possible responses: warm, cool, wet, sunny) Provide a sentence frame: Today, we have \_\_\_\_\_ weather. Have volunteers fill in the blank with adjectives.

#### **You Do**

Have children write their own sentence with an adjective using the sentence frame. Provide guidance and support as needed. Then have volunteers share their writing and point to the adjective.

### **Lesson Bank**

## **Grammar Skills**

### **Subject-Verb Agreement**

#### **Objective**

Identify and use subject-verb agreement.

#### **Learning Goal**

We can write sentences with nouns and verbs that agree.

## Lesson Materials

Literature Big Book: *The Kindest Red: A Story of Hijab and Friendship*

### I Do

Display page 18 of the **Literature Big Book** *The Kindest Red: A Story of Hijab and Friendship*. Read the first sentence aloud. Tell children that the sentence has a noun and a verb. Remind them that nouns tell us who or what the sentence is about and verbs are action words. Explain that the noun and verb in a sentence go together. Sometimes an *s* or *es* is added to a verb if the noun is one person or thing in the present tense. Write the phrase *Mali wants* on the board. Say: *In this phrase, the noun Mali is just one person, so the author adds an s to want to make the verb agree.*

### We Do

Read pages 18–19. Write the phrases *Andrea wants* and *we look* on the board. Ask children whether the noun and verb in each phrase agree. Say: *Because the noun Andrea is one person, an s was added to the verb want. Because the verb we means more than one person, an s was not added to the verb look.*

Write *we* and *Asiya* on the board. Then write the verbs *eat*, *eats*, *jump*, and *jumps*. Have children work with a partner and discuss which verb goes with which noun.

### You Do

Have children write a simple sentence with subject-verb agreement. Provide guidance and support as needed. Then have volunteers share their writing and point out how the noun and verb agree.

Children may share their sentences orally before writing. Check that the subject and verb agree in their sentence. Ask: *Is there one or more than one \_\_\_\_\_? Does the verb need an s?* As children share their sentence, ensure that they are pronouncing the verb correctly if it ends with *s*.

## Question Words

### Objective

Identify and use question words.

### Learning Goal

We can use question words.

## Lesson Materials

Literature Big Book: *Mrs. Chicken and the Hungry Crocodile*

### I Do

Display page 6 of the **Literature Big Book** *Mrs. Chicken and the Hungry Crocodile*. Read the question on the page aloud. Tell children that this sentence is a question. Explain that a question usually includes a question word and ends with a question mark. Write the question words *who*, *what*, *where*, *when*, *why*, and *how* on the board. Ask: *Which question word is in this sentence?* Confirm the question word is *where* because the question asks about a location.

### We Do

Remind children that questions have question marks and often use question words. Read aloud page 13. Have children identify the question. (Why not?) Then have them identify the question word in the sentence. (why) Say: *Authors use question words like who, what, where, when, why, and how to write questions.*

Refer children to the question words on the board. Model how to use the question words to ask children a question about the story. Ask volunteers to share a question about the story. (Possible response: What does Mrs. Chicken tell the crocodile?)

### You Do

Have children use a question word to write a question about the story. Provide guidance and support as needed. Then have volunteers share their writing and point to the question word.

## Plural Nouns

## **Objective**

Identify and use plural nouns.

### **Learning Goal**

We can identify and use plural nouns.

## **Lesson Materials**

Literature Big Book: *Once Upon a Book*

### **I Do**

Display and read aloud page 10 of the **Literature Big Book Once Upon a Book**. Tell children that there are plural nouns on this page. Explain that plural nouns name more than one person, place, or thing. They often end with an *s* or *es*. Say: *Birds and flowers are plural nouns because they name more than one thing*. Write *birds* and *flowers* on the board.

### **We Do**

Read page 25 aloud. Guide children to identify plural nouns on this page. Remind them that plural nouns name more than one person, place, or thing. Write the plural nouns *clouds* and *sails* on the board.

Tell children that they will write a sentence using plural nouns. Flip through the pages of the book, and have children use nouns to name people, places, or things that they see. (Possible responses: plants, camels, birds) Provide a sentence frame: I see \_\_\_\_\_. Have volunteers take turns filling in the blank with plural nouns.

### **You Do**

Have children write a sentence with a plural noun using the sentence frame. Provide guidance and support as needed. Then have volunteers share their writing and point to the plural noun.

Have children identify multiples of things in the classroom to complete the sentence frame. Ask: *What do you see in the classroom?* I see many \_\_\_\_\_. As children respond, write the plural nouns on the board. Point out the *-s* or *-es* endings, and help children pronounce each plural noun. Then help them write their sentences.

## **Subjective Pronouns**

## **Objective**

Identify and use subjective pronouns.

### **Learning Goal**

We can identify and use the pronouns *you, it, they, we, he, she*, and *I*.

## **Lesson Materials**

Literature Big Book: *Attention, Please!*

### **I Do**

Display and read aloud page 3 of the **Literature Big Book Attention, Please!** Tell children that there are pronouns on this page that take the place of nouns. Point out the words *I* and *we*. Explain that a pronoun can take the place of the noun a sentence is about. Other subjective pronouns include *you, it, they, he*, and *she*. Say: *The pronoun I in the second sentence refers to the noun Mrs. Breeze in the first sentence*. Write *you, it, they, we, he, she*, and *I* on the board.

### **We Do**

Turn to page 22 and read the second and third sentences aloud. Guide children to identify the subjective pronoun in the third sentence and the noun it replaces.

Tell children that they will use the pronouns *you, it, they, we, he, she*, and *I* to replace nouns. Read the sentences aloud and ask volunteers to replace each subjective noun with a pronoun.

*Mrs. Breeze reads a book.* (*she*)

*The bell rings.* (*it*)

*The children make art.* (*they*)

### You Do

Have children write their own sentence that uses a subjective pronoun. Refer children to the list of pronouns on the board. Provide guidance and support as needed. Then have volunteers share their writing.

Children may share their sentences orally before writing. You might have them say the sentence with the noun the sentence is about first, and then ask: *What word can you replace \_\_\_\_\_ with?* Ensure that they are using the correct verb form.

### Lesson Bank

## Grammar Skills

### Objective Pronouns

#### Objective

Identify and use objective pronouns.

#### Learning Goal

We can identify and use the pronouns *me, you, it, her, him, us, and them*.

#### Lesson Materials

Literature Big Book: *The Contest Between the Sun and the Wind*

#### I Do

Display page 10 of the **Literature Big Book** *The Contest Between the Sun and the Wind*. Tell children there are pronouns on this page that come after verbs, or action words, in the sentences. Explain that a pronoun can take the place of a noun after an action word. Read the sentence *I'll smash him against the trees!* Explain that the pronoun *him* takes the place of a noun referring to the man and comes after the action word *smash*. Write the objective pronouns *me, you, it, her, him, us, and them* on the board.

#### We Do

Tell children they will use the pronouns *me, you, it, her, him, us, and them* to replace nouns after action words. Read children a sentence and ask volunteers to replace the nouns that come after verbs with a pronoun.

*The sun shines on the man.* (him)

*The man folds the coat.* (it)

*The sun warms the class.* (them)

### You Do

Have children write their own sentence with an objective pronoun. Refer children to the list of pronouns on the board. Provide guidance and support. Then have volunteers share their writing and point to the pronoun.

Have children say their sentences without using the pronoun first if needed. Then, guide them in selecting the correct pronoun by asking questions such as: *Is \_\_\_\_\_ a person, place, or thing? Is there one or more than one?* Confirm the information provided, and help children pick the correct pronoun based on the information.

### Adjectives with Articles

#### Objective

Identify and use adjectives with articles.

#### Learning Goal

We can identify and use describing words with *a, an, and the*.

#### Lesson Materials

Literature Big Book: *Zap! Clap! Boom! The Story of a Thunderstorm*

### I Do

Display page 9 of the **Literature Big Book** *Zap! Clap! Boom! The Story of a Thunderstorm*. Tell children there are small words before describing words on this page. Explain that writers sometimes need small words, like *a*, *an*, and *the*, before they use an describing word. Read page 9 aloud. Say: *The author uses the word *a* before the words rising and towering to describe the clouds. We use *a* before words that begin with consonant sounds, *an* before words that begin with vowel sounds, and *the* before a specific noun.*

### We Do

Read page 20 aloud. Guide children to identify the article and adjectives in the last sentence. Read the sentences and ask volunteers to fill in the word before each adjective.

*The sky has \_\_\_\_ dark cloud. (a)*

*The raindrops roll off \_\_\_\_ pink umbrella. (the)*

*The thunder makes \_\_\_\_ impressive sound. (an)*

### You Do

Have children write their own sentence with an article and adjective. Provide guidance and support. Then have volunteers share their writing and point to the article and adjective.

Have partners brainstorm adjectives and nouns related to weather. List their ideas on the board. Provide sentence frames using the adjectives and nouns, and have them complete the sentences with the correct articles. For example: There is *a* dark/fluffy cloud. *The* blue sky is pretty. She is wearing *an* orange raincoat. Explain the reason for using a particular article as needed.

## Possessive Adjectives

### Objective

Identify and use possessive adjectives.

### Learning Goal

We can identify and use the describing words *my*, *his*, *her*, and *their*.

### Lesson Materials

Literature Big Book: *When the Shadbush Blooms*

### I Do

Display page 16 of the **Literature Big Book** *When the Shadbush Blooms*. Read the second sentence aloud. Tell children the word *her* is an example of an adjective that tells more about the noun *corn*. It tells who has the corn. Say: *The author uses the word *her* to tell us that Grandma has the corn. Writers can use special describing words to tell who or what owns or has something. These words come before nouns.* Write *my*, *his*, *her*, and *their* on the board.

### We Do

Read the last sentence on page 16 aloud. Guide children to identify the possessive adjective. Have volunteers take turns describing nouns around the classroom using *my*, *his*, *her*, and *their*. (Possible responses: their rug, her pencil) Tell children they will write a sentence with a possessive adjective. Provide sentence frames: This is \_\_\_\_ backpack. Those are \_\_\_\_ books. Have volunteers fill in the blanks with possessive adjectives.

### You Do

Have children write their own sentence with a possessive adjective. Provide guidance and support. Then have volunteers share their writing and point to the possessive adjective.

Prompt children by asking: *Whose \_\_\_\_ is this? Whose \_\_\_\_ are those?* Provide sentence starters to help them respond: This is \_\_\_\_\_. Those are \_\_\_\_\_. Children may share their sentences orally before writing. Explain the reason for using a particular possessive adjective as needed.

## Prepositions

## **Objective**

Identify and use frequently occurring prepositions.

## **Learning Goal**

We can identify and use prepositions.

## **Lesson Materials**

Literature Big Book: *A Drop of Kindness*

### **I Do**

Display page 6 of the **Literature Big Book** *A Drop of Kindness*. Read the second sentence aloud. Tell children this sentence has a preposition. Explain that a preposition is a short word that comes before a noun or pronoun and describes who, what, when, or where. Say: *In this sentence, the preposition in describes where Shuiniu puts her lunch.*

### **We Do**

Turn to page 10 and read the second sentence aloud. Guide children to identify the preposition in this sentence. Write the prepositions *to, from, of, with, in, out, for, on, and by* on the board.

Tell children they will write a sentence with a preposition. Provide sentence frames: The bird is \_\_\_\_ the tree. Shuiniu walks \_\_\_\_ the fields. Have volunteers take turns filling in the blanks with different prepositions.

### **You Do**

Have children write their own sentence with a preposition. Provide guidance and support. Then have volunteers share their writing and point to the preposition.

Use example sentences to reinforce the meanings of the prepositions as needed. Using the sentence frames in We Do, ask children to fill in the blanks with different prepositions. For example: The bird is in/by the tree. Shuiniu walks by/to/in/from the fields. Discuss how the meaning of the sentence changes with each preposition. Use gestures or drawings to illustrate variations in meaning. Then help children write an original sentence using one of the prepositions.

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