

i-Ready Learning

Magnetic
Reading™



Foundations

Grade

1

Grade 1 Sampler



Why Are **Foundational Skills** Important?

Magnetic Reading Foundations K-2 is a comprehensive foundational skills program that includes everything educators need for explicit, systematic foundational skills instruction. With embedded strategic routines, *Magnetic Reading Foundations K-2* ensures all students will have access to engaging content-rich, decodable texts and continuous opportunities for foundational skills practice.



What's in This Sampler?

This sampler provides a high-level overview of *Magnetic Reading Foundations* K–2, including a complete sample of both the Teacher's Guide and Student Book for Unit 2, Week 6.

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What Is *Magnetic Reading Foundations* K-2?



Magnetic Reading Foundations is a foundational skills program that provides explicit and systematic instruction in the seven areas below:



Magnetic Reading Foundations has everything you need to teach foundational skills.

Promise 1: Routines Make Instruction Manageable and Effective

Clear and manageable research-based routines prepare teachers and guide children throughout a comprehensive foundational skills program.



Promise 2: Students Read about Real Things

Content-rich texts ensure students build understanding of their world while they apply phonics skills and practice decoding.



Promise 3: Instruction Is Tied to Assessment throughout the Program

Instructional next steps for individual students' needs are driven by timely assessments and formative moments embedded in the program.

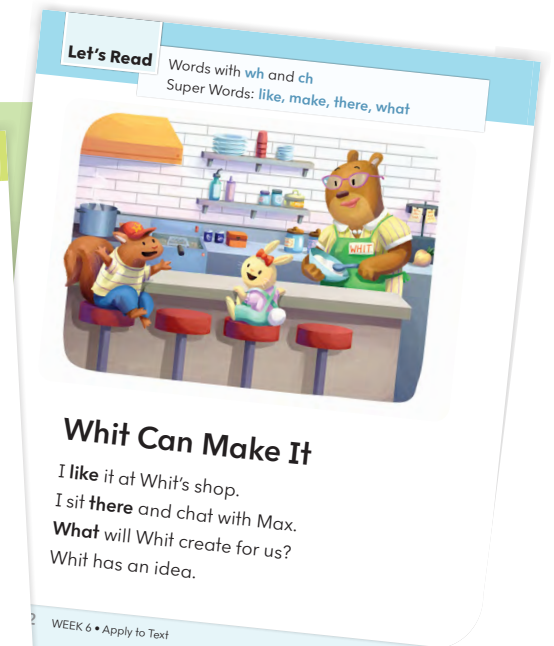
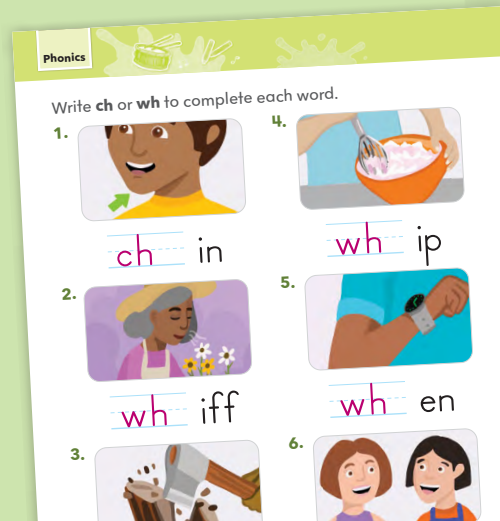




Program Components

Student Book

- Essential practice activities
- Connected Texts for every lesson
- Two volumes for students' ease of use



Magnetic Readers Library

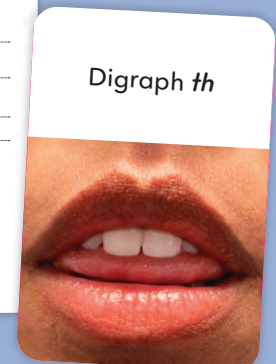
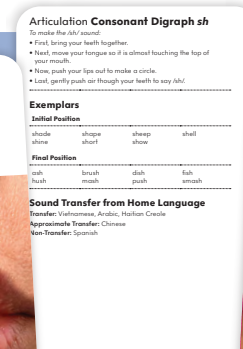
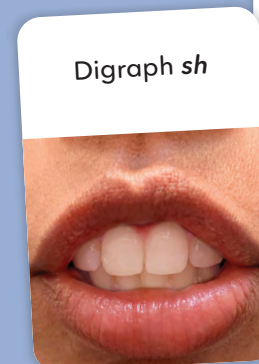
- 30 titles for each grade level
- Each title has six copies.
- Each reader is aligned to the week's skills.
- Each reader comes with instruction in the Teacher's Guide.
- Texts are linked by topic.



Foundational Skills Program Cards

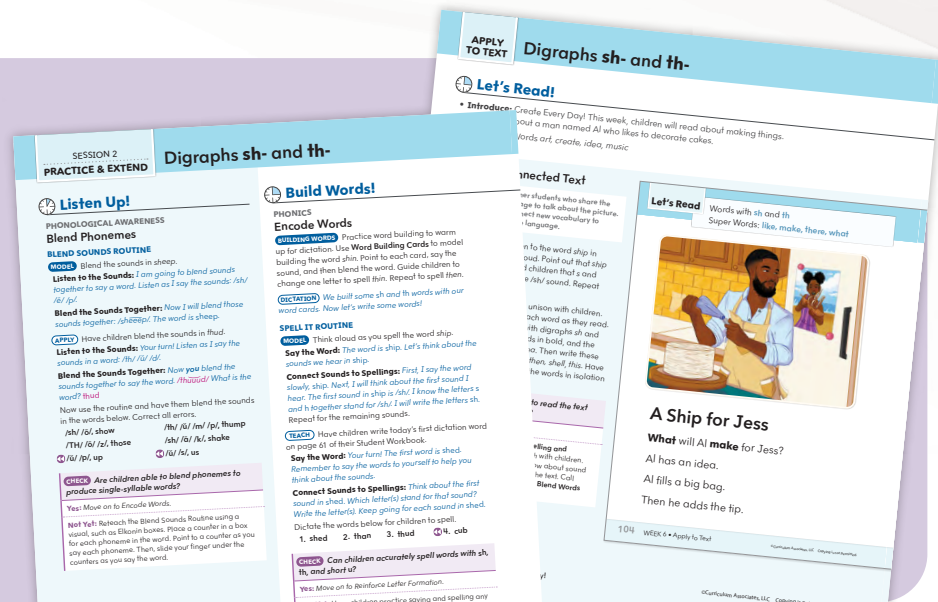
Articulation and Sound Spelling Cards

- 46 cards
- Actual size: 9" x 6"



Teacher's Guide

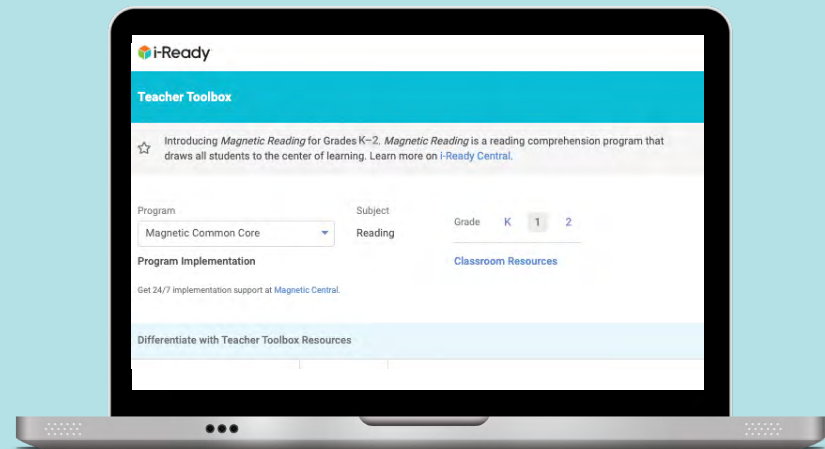
- Everything you need to lead students through the lesson
- Routines that are simple, repeatable, and straightforward
- Helpful teacher tips
- Two volumes for ease of use



Digital Resources

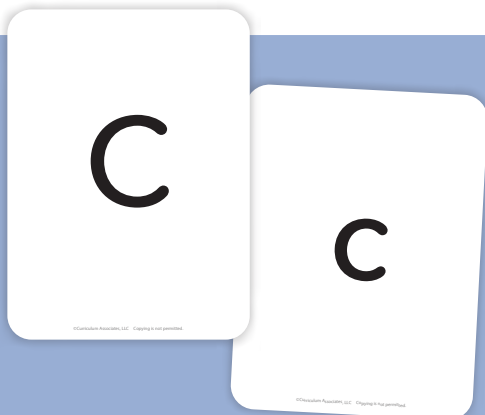
(Available on the Teacher Toolbox)

- Lesson slides
- Support for families
- Additional supportive practice
- Poems and songs



Word Building Cards

- 207 cards include letters, digraphs, and vowel teams
- Actual size: 6" x 4.5"



Super Word Cards

- Program-specific high-frequency words
- 120 cards
- Actual size: 6" x 9"





Program Structure

Unit Overview and Structure

Magnetic Reading Foundations K–2 includes 30 weeks of instruction across six units in each grade level.

- There are five weeks of instruction per unit.
- Each week includes five sessions.
- Each unit is organized around a theme, and each week students are introduced to a topic that relates to the theme.



Plan

Look Ahead: Preview the unit skills and texts to plan for your class needs.

WEEK	FOUNDATIONAL SKILLS	THEMED UNIT TEXTS	KNOWLEDGE
6	Consonant Digraphs sh-, th-, ch-, wh-	<ul style="list-style-type: none"> • <i>A Ship for Jess</i> • <i>Whit Can Make That</i> • <i>Lunch with Val</i> 	<p>About Decoding Skills The unit texts provide opportunities for children to practice reading consonant digraphs, beginning blends, and previously learned phonics skills.</p> <p>About Unit Theme Create Every Day! There are many different ways to be creative and express yourself.</p>
7	Consonant Digraphs -th, -sh, -ck	<ul style="list-style-type: none"> • <i>Decodable Text 1</i> • <i>Decodable Text 2</i> • <i>Little Book</i> 	
8	Consonant Digraphs -ng, -ch, -tch	<ul style="list-style-type: none"> • <i>Decodable Text 1</i> • <i>Decodable Text 2</i> • <i>Little Book</i> 	
9	Beginning /-Blends bl-, cl-, fl-, pl-	<ul style="list-style-type: none"> • <i>Decodable Text 1</i> • <i>Decodable Text 2</i> • <i>Little Book</i> 	
10	Beginning s-Blends st-, sk-, sm-, sp-	<ul style="list-style-type: none"> • <i>Decodable Text 1</i> • <i>Decodable Text 2</i> • <i>Little Book</i> 	

Unit Topic Alignment

Unit topics are aligned across grade levels.

Unit	Domain	Grade K	Grade 1	Grade 2
1	Self and Others	All about Me	Friendship	Getting Along with Others
2	The Arts	Express Yourself	Create Every Day!	Making Art
3	Life Science	Leaves, Wings, and Furry Things	The Underwater World	What's That Habitat?
4	Social Studies	In My Community	People, Places, and Friendly Faces	It's on the Map!
5	Literature	Stories About . . .	Imagine That!	Tell Me More
6	Earth Science	What's the Weather?	In the Sky	Land and Water

Grade 1, Unit 2:

Unit Topic: Create Every Day!

- Week 6: Cook!
- Week 7: Dance!
- Week 8: Music!
- Week 9: Art!
- Week 10: Create Together!

Connected Texts:

- *A Ship for Jess*
Phonics Skill Consonant Digraphs: *sh-*, *th-*
- *Whit Can Make It*
Phonics Skill Consonant Digraphs: *wh-*, *ch-*

Magnetic Reader:

- *Lunch with Val*
Phonics Skill Consonant Digraphs: *sh-*, *th-*, *wh-*, *ch-*



Unit 2 Overview | WEEKS 6-10

Teach

Introduce the Unit Theme: Have children turn to Student Workbook page 50. Use the illustrations to introduce Unit Words and questions.

Unit Words

art Paintings, statues, and drawings are different kinds of art.	Joseph uses paints to make art .
idea An idea is a thought or a plan.	Emma had a great idea for a new dance move.
create When you create something, you make it.	The turtles create a giant sandcastle.
music People play instruments or sing to make music.	The bear plays music on a guitar.

Engage

- What is something you like to create? How do you feel when you are making something to share with others?
- What do you notice and wonder about these pictures? I notice a man in a truck. I wonder why he is cooking!
- Which picture do you find most interesting? Circle it, then turn and talk to a partner and explain why.

Circulate as partners share their reasons. Offer discussion and oral language support with the following sentence frame: *I want to read this text because ___.*

Session 1

49

Weekly Structure

Sessions 1–4 provide teacher-led instruction with opportunities for application and independent practice.

Session 5 includes a cumulative review and an assessment.

- Students are assessed at the end of every week and at the end of every unit.
- At the end of both the Unit Assessment and Weekly Assessment, teachers use Instructional Next Steps to inform whether reteaching or additional practice is necessary.

Session 1 introduces new skills, and Session 2 has opportunities to practice and extend those skills. This repeats with Sessions 3 and 4.

WEEKLY PLANNER

Create Every Day!

Plan Student Scaffolds

- Use assessment data and instructional next steps from the prior week to plan modifications to support each child.
- Review **English Learner Support** to plan appropriate instruction for ELs.
- Review instructional routines and options for variation on pp. A30–A38 to support learner variability.

Options for Pacing



20 min

Phonological Awareness, Phonics and High Frequency Words



30 min

Add Word Analysis and Word Level Reading



45 min

Add Handwriting and Read Connected Texts

*For more guidance on pacing, see pp. A39–A42.

PHONICS FOCUS: Consonant Digraphs *sh-*, *th-*, *ch-*, *wh-*

	SESSION 1	SESSION 2	SESSION 3
Key Objectives	Children will: <ul style="list-style-type: none"> • blend syllables • isolate initial phonemes in single-syllable words • decode words with <i>sh</i> and <i>th</i> • recognize and read grade-level high-frequency words 	Children will: <ul style="list-style-type: none"> • identify shared phonemes in groups of single-syllable words • decode and encode words with <i>sh</i>, <i>th</i>, and short <i>u</i> • recognize and read grade-level high-frequency words • practice letter formation 	Children will: <ul style="list-style-type: none"> • segment syllables • blend sounds to produce single-syllable words • decode words with <i>ch</i> and <i>wh</i> • recognize and read grade-level high-frequency words
Phonological Awareness	<ul style="list-style-type: none"> • Blend Syllables • Isolate Phonemes 	<ul style="list-style-type: none"> • Identify Phonemes 	<ul style="list-style-type: none"> • Segment Syllables • Blend Phonemes
Phonics	<ul style="list-style-type: none"> • Consonant Digraphs <i>sh-</i>, <i>th-</i> 	<ul style="list-style-type: none"> • Consonant Digraphs <i>sh-</i>, <i>th-</i> • Short <i>u</i> 	<ul style="list-style-type: none"> • Consonant Digraphs <i>ch-</i>, <i>wh-</i>
Handwriting		Letter Formation: <i>t</i> , <i>T</i>	
Word Analysis		Possessives	
High-Frequency Words	<i>like, make, there, what</i>	<i>like, make, there, what</i>	<i>like, make, there, what</i>
Fluency	Word-Level Reading	Read Connected Text 1: <i>A Ship for Jess</i> 	Word-Level Reading
English Learner Supports	<ul style="list-style-type: none"> • Identify sound transfer information for /th/ and /TH/. • Practice articulation of target sounds. 	<ul style="list-style-type: none"> • Leverage home language to learn new vocabulary. 	<ul style="list-style-type: none"> • Identify sound and sound/symbol transfer information for /hw/. • Provide corrective feedback for predictable language transfer issues.

Materials

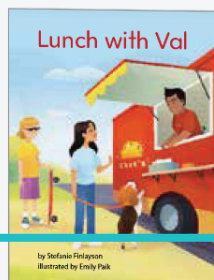
- **Sound Spelling & Articulation (SS&A) Cards:** *sh, th, ch, wh*
- **Word-Building Cards:** *c, e, h, i, n, p, s, t, w, z*
- **Super Word Cards:** *like, make, there, what*

Unit Words

- art
- create
- idea
- music

Magnetic Reader

Children will apply the foundational skills and practice fluent reading with repeated readings of this week's Magnetic Reader.



Lunch with Val

The **Magnetic Readers**, while highly decodable, include pretaught story words and give students an authentic reading experience.

Session 5 includes Instructional Next Steps tied to the Weekly Assessment.

SESSION 4

Children will:

- segment spoken words into initial, medial, and final sounds
- decode and encode words with *ch, wh*, and short vowels
- recognize and read grade-level high-frequency words
- practice letter formation

- Segment Phonemes

- Consonant Digraphs *ch-, wh-*
- Short vowels

Letter Formation: *h, H*

Possessives

like, make, there, what

Read Connected Text 2:

Whit Can Make It



- Preteach vocabulary with pictures, gestures, or simple explanations.

SESSION 5

Children's progress will be measured in:

- recognizing which letters stand for /sh/, /th/, /ch/, /wh/
- encoding words with consonant digraphs
- accurately spelling the high-frequency words

WEEKLY ASSESSMENT

- **Phonological Awareness:** Blend, Segment and Identify Phonemes
- **Target Sound-Spellings:** *sh, th, ch, wh*
- **Target Words:** *shed, chap, chug, thud, then, whim*
- **High-Frequency Words:** *there, like, what, make*
- **Read/Write Connected Text**

Cumulative Review

If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp. 294-295.

- Review sounds and sound spelling patterns that do not transfer from students' home languages before assessing.

Standards

- **RF.1.2b** Orally blend phonemes.
- **RF.1.2c** Isolate and pronounce phonemes.
- **RF.1.2d** Segment spoken words into phonemes.
- **RF.1.3a** Know common consonant digraphs.
- **RF.1.3b** Decode one-syllable words.
- **RF.1.3g** Recognize/read irregularly spelled words.
- **RF.1.4a** Read with purpose and understanding.
- **RF.1.4b** Read orally with accuracy/appropriate rate/expression.
- **L.1.1a** Print upper- and lowercase letters.
- **L.1.2d** Spell words with common spelling patterns and frequently occurring irregular words.
- **L.1.2e** Spell untaught words phonetically.

Text Types

Each week of instruction features a set of three closely linked texts about the topic—two highly decodable Connected Text passages plus one Magnetic Reader.

Session Overview

Magnetic Reading Foundations daily sessions include proven, research-based instruction.

Sessions feature a set of **INSTRUCTIONAL ROUTINES** for the domains (i.e., Phonological Awareness, Phonics, High-Frequency Words, and Fluency). Teachers and students follow the same routine each time they encounter a given skill, allowing for a predictable, easy-to-use session structure and approach.

SESSION 2 PRACTICE & EXTEND

Digraphs sh- and th-

Listen Up!

PHONOLOGICAL AWARENESS

Blend Phonemes

BLEND SOUNDS ROUTINE

MODEL Blend the sounds in *sheep*.

Listen to the Sounds: *I am going to blend sounds together to say a word. Listen as I say the sounds: /sh/ /ē/ /p/.*

Blend the Sounds Together: *Now I will blend those sounds together: /shēēp/. The word is sheep.*

APPLY Have children blend the sounds in *thud*.

Listen to the Sounds: *Your turn! Listen as I say the sounds in a word: /th/ /ū/ /d/.*

Blend the Sounds Together: *Now you blend the sounds together to say the word. /thūūd/ What is the word? thud*

Now use the routine and have them blend the sounds in the words below. Correct all errors.

/sh/ /ō/, show /th/ /ū/ /m/ /p/, thump

/TH/ /ō/ /z/, those /sh/ /ā/ /k/, shake

◀ /ū/ /p/, up ▶ /ū/ /s/, us

CHECK Are children able to blend phonemes to produce single-syllable words?

Yes: Move on to Encode Words.

Not Yet: Reteach the Blend Sounds Routine using a visual, such as Elkonin boxes. Place a counter in a box for each phoneme in the word. Point to a counter as you say each phoneme. Then, slide your finger under the counters as you say the word.

Build Words!

PHONICS

Encode Words

BUILDING WORDS Practice word building to warm up for dictation. Use **Word Building Cards** to model building the word *shin*. Point to each card, say the sound, and then blend the word. Guide children to change one letter to spell *thin*. Repeat to spell *then*.

DICTATION We built some sh and th words with our word cards. Now let's write some words!

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *ship*.

Say the Word: *The word is ship. Let's think about the sounds we hear in ship.*

Connect Sounds to Spellings: *First, I say the word slowly, ship. Next, I will think about the first sound I hear. The first sound in ship is /sh/. I know the letters s and h together stand for /sh/. I will write the letters sh. Repeat for the remaining sounds.*

TEACH Have children write today's first dictation word on page 61 of their Student Workbook.

Say the Word: *Your turn! The first word is shed. Remember to say the words to yourself to help you think about the sounds.*

Connect Sounds to Spellings: *Think about the first sound in shed. Which letter(s) stand for that sound? Write the letter(s). Keep going for each sound in shed.*

Dictate the words below for children to spell.

- shed
- than
- thud
- ◀ 4. cub

CHECK Can children accurately spell words with sh, th, and short u?

Yes: Move on to Reinforce Letter Formation.

Not Yet: Have children practice saying and spelling any words they misspelled.

Reinforce Letter Formation

MODEL Think aloud as you model how to form *t*, *T*.

- **t**: Start at the top. Draw a straight line to the bottom. Make a straight line across the middle.
- **T**: Start at the top. Draw a straight line to the bottom. Make a straight line across the top.

APPLY See practice page 101.

WORD ANALYSIS

Possessives

TEACH Point to a child's bag. Ask the class, *Who does this bag belong to?* Write (child's name)'s bag on the board and read it aloud. Explain that adding an apostrophe and *s* to a word shows that something belongs to that person, animal, or thing.

MODEL Now write *cat's bed*. Circle the apostrophe and *s* and have children read the words aloud.

Ask, *Who does the bed belong to?* Ask a volunteer to respond.

APPLY See the practice page for Word Analysis.

High-Frequency Words

TEACH Display this week's **Super Word Cards**. Invite children to read the words chorally. Then lead children in cheering the spelling of each word:

- Give me an **ll** *l*
 Give me an **il** *i*
 Give me a **kl** *k*
 Give me an **el** *e*
 What does that spell? *like*

APPLY See the practice page for High-Frequency Words.

APPLY/PRACTICE

Before children begin working, say any picture names aloud, as necessary.

STRAND	STUDENT WORKBOOK
Encode Words	p. 101
Letter Formation	p. 101
Word Analysis	p. 102
High-Frequency Words	p. 103

Let's Read!

Turn to the next page to have children read decodable text *A Ship for Jess*.



A **High-Frequency Words** sequence is built around the sound spellings that students are learning, alongside an approach to High-Frequency Words instruction that encourages them to use what they know to identify the regular parts of each word.

Connected Texts allow students to practice decoding and fluency skills while learning about the weekly topic.



Promise 1: Routines Make Instruction Manageable and Effective

Sessions feature a set of **instructional routines** centered around the following domains: Phonological Awareness, Phonics, High-Frequency Words, and Fluency.

A routine structures each activity:

- Teachers model the routine.
- Students apply the routine as they practice as a class, in a small group, or independently.
- Teachers have a formative assessment opportunity to check for student understanding and use instructional next steps.

Additional routines that are included in *Magnetic Reading Foundations* are:

- Add Sounds Routine
- Blend Sounds Routine
- Blend Words Routine
- Delete Sounds Routine
- Identify Sounds Routine
- Isolate Sounds Routine
- Segment Sounds Routine
- Segment Syllables Routine
- Change Sounds Routine
- Make Words Routine
- Super Words Routine
- Spell It Routine
- Substitute Sounds Routine

SESSION 1
INTRODUCE

Digraphs sh- and th-

Listen Up!

PHONOLOGICAL AWARENESS

Blend Syllables

EL There are no sound transfers for /th/ or /TH/ in Spanish (except for the Spanish spoken in Spain), Mandarin, or Arabic. Guide children to position their tongues between their teeth and gently blow to make the sound.

BLEND SOUNDS ROUTINE

MODEL Blend the syllables in *shadow*.

Listen to the Sounds: *I am going to blend syllables together to say a word. Listen as I say each part, or syllable, in a word: shad • ow.*

Blend the Syllables Together: *Now I will put those syllables together: shad • ow. The word is shadow.*

APPLY Have children blend the syllables in *thirsty*.

Listen to the Sounds: *Your turn! I am thinking of a word. Listen as I say the syllables in the word: thirst • y.*

Blend the Syllables Together: *Now you put the syllables together to say the word. thirsty*

Now use the routine and have children blend the syllables in the words below. Correct all errors.

throw • ing	thun • der • ing	ther • mos
show • ing	shoe • lace	shov • el

CHECK Are children able to blend syllables?

Yes: Move on to *Isolate Phonemes*.

Not Yet: Reteach the Blend Sounds Routine using a visual, such as hand gestures. Hold out one fist while you say the first syllable in a word, and hold out the other fist while you say the second syllable. Put your fists together and blend the syllables. Have children repeat with the next word.

Build Words!

LISTEN FOR THE SOUND

Isolate Phonemes

Y Listening for phonemes (sounds) before introducing the grapheme (symbol) helps children understand the connection between the sound and the letter(s) used to represent that sound.

ISOLATE SOUNDS ROUTINE

MODEL Isolate the first sound in the word *shed*.

Listen for the Sound: *I am going to listen for the first sound in the word shed.*

Say the Sound: *Now I will say the first sound I hear in shed: /sh/. The first sound I hear in shed is /sh/.*

APPLY Have children isolate the first sound in the word *thumb*.

Listen for the Sound: *Your turn! What is the first sound in the word thumb?*

Say the Sound: *Now you say the first sound you hear. /th/ Again. /th/*

Now use the routine and have children isolate the first sound in each word below. Correct all errors.

shade, /sh/	sheep, /sh/
think, /th/	there, /TH/
shine, /sh/	thorn, /th/

BLEND SOUNDS ROUTINE

MODEL Blend the syllables in *shadow*.

Listen to the Sounds: *I am going to blend syllables together to say a word. Listen as I say each part, or syllable, in a word: shad • ow.*

Blend the Syllables Together: *Now I will put those syllables together: shad • ow. The word is shadow.*

APPLY Have children blend the syllables in *thirsty*.

Listen to the Sounds: *Your turn! I am thinking of a word. Listen as I say the syllables in the word: thirst • y.*

Blend the Syllables Together: *Now you put the syllables together to say the word. thirsty*

Now use the routine and have children blend the syllables in the words below. Correct all errors.

throw • ing

thun • der • ing

ther • mos

show • ing

shoe • lace

shov • el

CHECK *Are children able to blend syllables?*

Yes: *Move on to Isolate Phonemes.*

Not Yet: Reteach the Blend Sounds Routine using a visual, such as hand gestures. Hold out one fist while you say the first syllable in a word, and hold out the other fist while you say the second syllable. Put your fists together and blend the syllables. Have children repeat with the next word.

The *Magnetic Reading Foundations* routines help students learn, apply, and practice new skills and also serve as a model for teachers who are new to teaching foundational skills. Each routine includes explicit steps and clear scripting, which help teachers follow them with fidelity.

Information on how to scaffold and vary the routines, including opportunities for addressing learner variability and multimodal and multisensory practices, appear in the front matter of the Teacher's Guide.

Promise 2: Students Read about Real Things



Connected Texts and Magnetic Readers

The *Magnetic Reading Foundations* program places content-rich, topically connected texts at the center of foundational skills instruction. Connected Texts focus on the session topic and are located at point of use in the Student Book. The Magnetic Readers are optimized for small group instruction and allow students to apply foundational skills and practice fluent reading, while giving them an opportunity to learn about the world.

Let's Read

Words with **sh** and **th**
Super Words: **like, make, there, what**



A Ship for Jess

What will Al **make** for Jess?

Al has an idea.

Al fills a big bag.

Then he adds the tip.



Al creates a sun and a shell.

There is a zig and a zag.

Then Al adds a ship.

Jess will **like** this ship a lot!

Not Your Average Decodable Reader

Magnetic Readers allow students to practice and apply their decoding, high-frequency words, and fluency skills to meaningful reading opportunities.

These beautifully crafted texts include a varied and compelling selection of fiction and nonfiction across each grade.

Lunch with Val



by Stefanie Finlayson
illustrated by Emily Paik

illustrated by Emily Paik
by Stefanie Finlayson

Create Every Day!

Celebrate children's efforts and achievements by pointing out all they have learned in this unit!

Unit Skills

Phonics Skills

Have children look carefully at Student Workbook page 00 to find items in the picture that have some of the sounds they have learned in this unit: words that begin with /sh/, /wh/, /ch/, /th/, /st/, /fl/, and one that ends with /ch/.

sh-, th-, ch-, wh-,
-th, -sh, -ck, -ng, -ch

-tch, bl-, cl-, fl-, pl-, st-,
sk, sm-, sp-

Super Words

Review the Super Words that children have learned in this unit. Look at how many new words they've learned!

there, what, like, make,
which, go, no, so

some, come, by, my

look, from, or, have,
play, out, about, were



Unit Theme

THINK ABOUT TEXTS Help children to recall the Little Books and Connected Texts they read in this unit.

THINK ABOUT UNIT WORDS Remind children of the Unit Words they've learned.

TALK ABOUT TEXTS Point out that children can use the words to talk about the special talents they read about. Provide sentence frames to help children recall details from the texts.

MAKE CONNECTIONS Guide children to make connections between the texts. Have children share ideas with each other. Then have a few children share ideas with the class. Guide children to discuss how making things lets people share their special talents with others.

art	create	idea	music
-----	--------	------	-------

___ liked to create ___.
___ had the idea to ___.
___ made art by ___.
The music that ___ played was ___.
___ made art by ___.

Unit 2 Wrap-Up | WEEKS 6-10

Throughout each unit, students are given opportunities to think and talk about the text they just read.

Students have the opportunity to use sentence stems to guide discussions. This allows students to share their own text connections.

Supporting English Learners

PHONICS: CONNECT TO THE SYMBOL Digraphs *ch-* and *wh-*

EL The letter *w* and digraph *wh* do not occur in words of Spanish origin. Spanish speakers may pronounce the /hw/ sound as /ōō/ or /b/.

TEACH Remind children that sometimes two consonants together will stand for one new sound. Use the *ch* and *wh* **Sound Spelling and Articulation Cards** to introduce the digraphs.

BLEND WORDS ROUTINE

MODEL Write the word *chat* on the board.
Say the Sounds: *I am going to say each sound in the word chat: the letters ch stand for /ch/, a stands for /ā/, and t stands for /t/.*

Blend the Sounds Together: *Now, listen as I blend these sounds together: /chāāt/, chat. Say the word with me: chat.*

APPLY Write the word *when* on the board.
Say the Sounds: *Your turn! Say each sound in the word: /hw/ /ē/ /n/.*

Blend the Sounds Together: *Now, blend these sounds together: /hwēēn/, when*
Now use the routine and have children blend sounds to say the words below.

chill	chop	chug
wham	whiff	whiz

CHECK Can children identify initial digraphs and blend words with *ch* and *wh*?

Yes: Move on to High-Frequency Words.

Not Yet: If children have difficulty identifying /ch/ or /hw/, review identifying phonemes, repeating the words and stretching out the first sound. If children read /ch/ as /k/ or /hw/ as /w/, use the **Articulation Cards** to model blending the digraphs correctly.

High-Frequency Words

TEACH Use the **Super Word Cards** to review this week's words *like, make, there, what* and last week's words *be, he, she, we*.

APPLY Build automaticity with a speed drill. Display the **Super Word Cards** one at a time, gradually increasing speed. Repeat until each card has been read several times.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names aloud, as necessary.

STRAND	STUDENT WORKBOOK
Phonics	p. 106
High-Frequency Words	p. 107

WORD-LEVEL READING

Guide children to read each line of words on Student Workbook p. 108. Remind them that some words will be a review and some will have the new sounds they've learned. Have children who are ready for a challenge read line 4.

chess	chop	chill	chat
when	whiz	whiff	whip
hug	let	can	on
chicken	check	whale	whether

Chad will make a chess set.
I like when I chat with Pops.

WEEK 6 • Session 3 115

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PHONICS: CONNECT TO THE SYMBOL Digraphs *ch-* and *wh-*

EL The letter *w* and digraph *wh* do not occur in words of Spanish origin. Spanish speakers may pronounce the /hw/ sound as /ōō/ or /b/.

English Learner (EL) Supports provide support for sound transfers that may be difficult for some students (i.e., sound symbols that have no matches between English and Spanish). Specific teaching suggestions and adaptations are provided.

Helpful tips are available at point of use to give teachers **tools to work with students who are English Learners**. With foundational skills, in particular, teachers benefit from understanding when alphabet systems and sounds are different between English and other languages. Language tips are given for students who speak Spanish, Arabic, Mandarin, Vietnamese, and Cantonese, among others.

SESSION 3 INTRODUCE Digraphs *ch-* and *wh-*

Listen Up!

PHONOLOGICAL AWARENESS Segment Syllables

EL There is no /hw/ sound in Spanish, Vietnamese, Cantonese, or Arabic. Children may have difficulty producing the sound. Guide children to round their lips and make the sound, using small mirrors to see how their mouths move.

SEGMENT SOUNDS ROUTINE

MODEL Segment the syllables in *whimper*.

Listen to the Word: *I'm going to break a word apart into its syllables. Listen as I say the word: whimper.*

Say the Syllables in the Word: *I will clap as I say each syllable in whimper: whim • per. The syllables in whimper are whim- and -per.*

APPLY Have children segment the syllables in *cheaper*.

Listen to the Word: *Your turn! Listen as I say a word: cheaper.*

Say the Syllables in the Word: *Now you say the syllables you hear in cheaper. Clap as you say each syllable: cheap • er*

Now use the routine below and have children segment the syllables in the words below. Correct all errors.

cheery (cheer • y)
champion (cham • pi • on)
whispering (whis • per • ing)
whirlpool (whirl • pool)
wheelbarrow (wheel • bar • row)

CHECK Are children able to segment syllables?

Yes: Move on to Identify Phonemes.

Not Yet: Guide children to put their hand under their chin and count how many times their hand hits their chin as they say the word.

114 UNIT 2 • Create Every Day!

Build Words!

LISTEN FOR THE SOUND Identify Phonemes

EL Listening for phonemes (sounds) before introducing the grapheme (symbol) helps children understand the connection between the sound and the letter(s) used to represent that sound.

IDENTIFY SOUNDS ROUTINE

MODEL Identify the common sound in the words *whale, whine, and whim*.

Listen for the Same Sound: *I am going to listen for the same sound in three words. Listen as I say the words: whale, whine, and whim.*

Name the Sound: *Now I will say the sound that is the same in all three words: /hw/. The first sound in whale, whine, and whim is /hw/.*

APPLY Have children identify the common sound in the words *chair, cheek, and chat*.

Listen for the Same Sound: *Your turn! Put on your listening ears as I say three words. What sound is the same in chair, cheek, and chat?*

Name the Sound: *Now you say the sound that is the same: /ch/.*

Now use the routine and have children identify the first sound in each set of words below. Correct all errors.

cheese, check, chart, /ch/
wheat, which, what, /hw/
chain, chase, chick, /ch/

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Promise 3: Instruction Is Tied to Assessment throughout the Program

Weekly Assessments allow teachers to track skills acquisition and plan opportunities for reteaching and review.

Weekly Assessments include Whole-Class and Individual Assessments that can be administered in a small group setting.

SESSION 5 ASSESSMENT

Weekly Assessment: ch, th, sh, wh

- Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 114.
- Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral and listening tasks. Have children read from p. 124 for Part 6.
- Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on p. 125.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned this week.

PART 1: Encode Target Sound-Spellings

Say each sound. Have children write the letter(s) that stand for the sound.

- /sh/
- /th/
- /ū/
- /ē/
- /ch/
- /hw/

PART 2: Encode Target Words

Read each word. Provide a context sentence when necessary. Have children write the word. **Note:** *Whim* is a low-frequency word. Children should not be expected to know it.

- shed
- chap
- chug
- thud
- then
- whim

PART 3: Spell High-Frequency Words

Read each word. Provide a context sentence when necessary. Have children write the word.

- there
- like
- what
- make

PART 4: Write Connected Text

Read each sentence. Have children write the sentences. Remind them to use correct spelling and punctuation.

- There is Chad's pup.
- I like Meg's shell.

Individual Assessment

PART 5: Blend, Segment, Identify Phonemes

PART 5a: BLEND

Have each child blend one word using the directions in Part 5a. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY
I will say the sounds in a word. Then you will say the word. Listen as I do it first: /sh/ /t/ /p/. The word is ship.	/sh/ /t/ /p/	ship
	/th/ /t/ /n/	thin
	/sh/ /t/ /t/	shut
	/ch/ /t/ /p/	chop
	/hw/ /t/ /n/	when

If the child makes an error, move to **Blending Onset and Rime**.

If not, continue to **Part 5b**.

DIRECTIONS	PROMPT	ANSWER KEY
I will say the first sound of a word and then the rest of the word. You will say the whole word. I will do it first: sh • ip. The word is ship.	sh • ip	ship
	th • in	thin
	sh • ut	shut
	ch • op	chop
	wh • en	when

Connected Text Key ■ High-Frequency Words ■ Target Sound-Spellings ■ Target Words ■ Word Analysis

WEEK 6

PART 5b: SEGMENT

Have each child segment one word using the directions in Part 5b. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY
I will say a word. You will say the sounds you hear in the word. I will do it first: them. I hear /th/ /ē/ /m/.	them	/th/ /ē/ /m/
	cheap	/ch/ /ē/ /p/
	shag	/sh/ /ā/ /g/
	thud	/th/ /ū/ /d/
	whale	/hw/ /ā/ /l/

If the child makes an error, move to **Segmenting Onset and Rime**.

If not, continue to **Part 5c**.

DIRECTIONS	PROMPT	ANSWER KEY
I will say a word. You will say the first sound and the rest of the word. I will do it first: them. Th • em.	them	th • em
	cheap	ch • eap
	shag	sh • ag
	thud	th • ud
	whale	wh • ale

PART 5c: IDENTIFY

Have each child identify the first sound from one set of three words using the directions in Part 5c. Choose a different set of words for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY
I will say three words. You will say the sound that is the same at the beginning of all three words. Listen: shape, shoe, shirt. I hear /sh/ at the beginning of shape, shoe, and shirt.	shape, shoe, shirt	/sh/
	chat, cheese, chick	/ch/
	think, three, thank	/th/
	shout, sheet, share	/sh/
	wheel, whale, white	/hw/

If the child makes an error, move to **Phoneme Isolation**.

If not, continue to **Part 6**.

DIRECTIONS	PROMPT	ANSWER KEY
I will say a word. You will say its first sound. Listen: shape. The first sound is /sh/.	shape	/sh/
	chat	/ch/
	think	/th/
	shout	/sh/
	wheel	/hw/

PART 6: Read Connected Text

Have each child read two sentences. Choose different sentences for each child if working in small groups.

- I like to see Matt's red ship.
- There is Sam's tan cat on the bed.
- What do you like about Kit's shop?
- I went there to see Dan's dad chop logs.
- When will Ted's dad make his bed?
- Tam's hand rests on his chin as he naps there.
- When will Bob make Pat's shed?
- There was a big thud in the hen's pen.
- What will Sid's mom whip up for the shop?
- I like to chat with Tom's dog when we jog.

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment**.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

PART 5: BLEND, SEGMENT, IDENTIFY PHONEMES

If children were able to blend or segment onset and rime but not phonemes...	→ Then continue having children work with individual phonemes. Use Word Building Cards for additional support.
If children were not able to blend or segment onset and rime or phonemes...	→ Then continue to monitor progress on Weekly Assessments. If trouble persists, consider referring children for a more targeted phonological awareness assessment.
If children were able to identify the initial phoneme but they were not able to isolate the initial phoneme...	→ Then continue having children practice segmentation of onset and rime and then phonemes. Use Word Building Cards for additional support.
If children were not able to identify or isolate the initial phoneme...	→ Then have children practice alliteration activities. Use Word Building Cards for additional support.

PART 6: READ CONNECTED TEXT

If children consistently made errors with the target sound-spellings...	→ Then compare results to Parts 1 and 2. If a pattern of errors emerges, reteach the digraphs <i>ch, th, sh,</i> and <i>wh</i> . Remind children that digraphs have two consonants that stand for one sound.
If children consistently made errors with high-frequency words...	→ Then compare results to Part 3. If a pattern of errors emerges, have children practice the high-frequency words by writing each word three times and using it in a sentence.
If children made errors that were inconsistent with Parts 1-4...	→ Then have children reread <i>A Ship for Jess</i> and <i>Whit Can Make It</i> for more practice.

The **Instructional Next Steps** provide teachers with examples of how to reteach a specific skill.

Weekly Assessment Tracker

The Assessment Tracker gives teachers a way to see detailed data about student progress and shows teachers which students need support and the exact skills they need help with. The Assessment Tracker is the link to the Instructional Next Steps.

WEEKLY ASSESSMENT																			
NAME	WHOLE CLASS ASSESSMENT								INDIVIDUAL ASSESSMENT						TOTALS				
	PART 1: Encode Target Sound Spellings		PART 2: Encode Target Words		PART 3: Spell High-Frequency Words		PART 4: Write Connected Text	PART 4: Write Connected Text	PART 5A: Blend		PART 5B: Segment		PART 5C: Identify		PART 6: Read Connected Text	PART 6: Read Connected Text	Target Sounds	HFWs	PA
	/6	Errors	/6	Errors	/6	Errors	target words	HFW	target skill	prereq skill	target skill	prereq skill	target skill	prereq skill	target words	HFW			
child																			

Promise 3: Instruction Is Tied to Assessment throughout the Program

Unit Assessments allow teachers to track acquisition of new and previously learned skills from earlier in the unit.

Unit Assessments show a pattern of errors throughout the unit and help teachers evaluate the five-week pattern of student growth and needs.

Unit Assessments include both a Whole-Class and Individual Assessment, similar to the **Weekly Assessments**, giving teachers a consistent approach to tracking student progress.

UNIT 2 ASSESSMENT

Weeks 6–10

1. Administer the Whole-Class Assessment to track progress on written tasks. Have children turn to Student Workbook p. 186.
2. Then, in small groups or individually, administer the Individual Assessment to track progress on oral tasks. Have children read from Teacher's Guide p. 203.
3. Use the Assessment Tracker to record results. Then review Instructional Next Steps on Teacher's Guide p. 204 and p. A57.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned throughout the unit.

PART 1: Encode Target Sound-Spellings

Say the sounds. Have children write the letters that stand for the sounds.

- | | | |
|------------|------------|------------|
| 1. /s/ /t/ | 3. /s/ /k/ | 5. /p/ /l/ |
| 2. /s/ /m/ | 4. /b/ /l/ | 6. /s/ /p/ |

PART 2: Encode Target Words

Read each word. Provide a context sentence when necessary. Have children write the word. Note: Spud and flax are low-frequency words. Children should not be expected to know them.

- | | | | |
|---------|----------|---------|----------|
| 1. skin | 3. stem | 5. chat | 7. pitch |
| 2. clip | 4. smock | 6. spud | 8. flax |

PART 3: Spell High-Frequency Words

Read each word. Provide a context sentence when necessary. Have children write the word.

- | | | | |
|---------|----------|---------|---------|
| 1. some | 3. have | 5. come | 7. were |
| 2. by | 4. about | 6. my | 8. go |

PART 4: Write Connected Text

This is intended to be optional. Teachers should use their discretion when choosing whether to administer this portion of the Whole-Class Assessment.

Read each sentence. Have children write the sentences. Remind them to use correct spelling and punctuation.

1. My dad is shopping for cloth.
2. Look at the duck in the bath tub.

Individual Assessment

PART 5: Read Connected Text

Have each child read one passage. Listen carefully for children to read with overall fluency. Choose a different passage for each child if working in pairs.

PASSAGE 1

Stan looks out at the sunset. There is Clem! She is out by the shed. She is running and skipping. Stan runs out to play with Clem. They run and skip and spin.

- PASSAGE 1: 7 high-frequency words, 8 target words, 5 word analysis words
- PASSAGE 2: 7 high-frequency words, 6 target words, 10 word analysis words

PASSAGE 2

Ming's dad likes to make catfish. He makes some catfish in a pan. He tells Ming to have some. Ming likes catfish. She is licking her lips. I smell it! Yum!

Connected Text Key • High-Frequency Words • Target Words • Word Analysis Words • Target Sound-Spelling

Individual Assessment

Stan looks out at the sunset.
There is Clem!
She is out by the shed.
She is running and skipping.
Stan runs out to play with Clem.
They run and skip and spin.

Ming's dad likes to make catfish.
He makes some catfish in a pan.
He tells Ming to have some.
Ming likes catfish.
She is licking her lips.
I smell it!
Yum!

Instructional Next Steps

1. Review the Instructional Next Steps for the Whole-Class Assessment on Teacher's Guide p. A57.
2. Review the Instructional Next Steps for the Individual Assessment below.

Note: Unit Assessments do not include a phonological awareness section. Instead, review student performance in the Unit 2 Weekly Assessments. If patterns of difficulty emerge, provide focused instruction on the phonological awareness activities in the following unit.

If trouble with phonological awareness persists across two units, report it via district policy and procedure.

PART 5: READ CONNECTED TEXT

If children consistently made errors with the target sound-spellings...



Then compare results to Parts 1, 2, and 4. If a pattern of errors emerges, reteach beginning digraphs, ending digraphs, or blends. For additional practice, randomly display Word Building Cards and have children say the sound for each letter or letters on a card.

If children consistently made errors with high-frequency words...



Then compare results to Part 3. If a pattern of errors emerges, use each word in a sentence. Repeat the sentence out loud and have children repeat after you. Then have children say, spell, and write the high-frequency word.

If children made errors with word-analysis skills...



Then reteach the word-analysis skills children struggled with. For additional practice, use Word Building Cards to build words that use the word-analysis skills. Have children read the words.



If children made errors across target sound-spellings, high-frequency words, and word-analysis skills...





Then have children choose a Magnetic Reader from the unit to reread for practice. Listen as children read out loud independently or in pairs. Give corrective feedback using Fix-Up Strategies such as Confirm and Correct Word Recognition or Read More Slowly.



Unit Assessments identify which students would benefit from additional instruction. **Instructional Next Steps** provide both a model and the tools for reteaching.





Phonics  



Circle the letters that s

1.  **sh** | 

2.  sh | 

3.  **sh** | 

Write **sh** or **th** to com


7. 
sh | 


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stand for the beginning sounds.

th 4. **3** sh | th

th 5.  sh | th

th 6.  sh | th

complete each word.

8. 

p

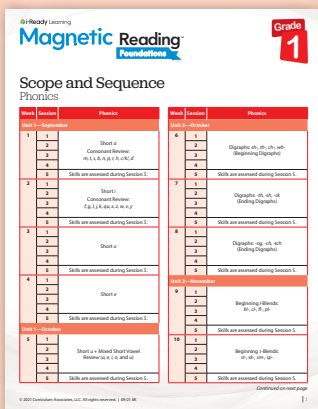
Grade 1 Sample Content

Unit 2, Week 6: Digraphs *sh-*, *th-*, *ch-*, *wh-*

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Scope and Sequence

View the Scope and Sequence for *Magnetic Reading Foundations* Grade 1.

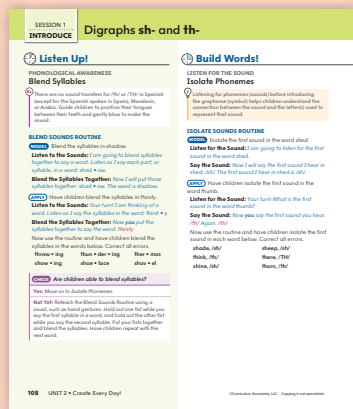


Unit	Session	Phonics	Unit	Session	Phonics
1	1	Short e Concept Review: M, L, R, P, G, B, C, F	4	1	Digraphs sh, th, ch, wh (Beginning Digraphs)
1	2	Skills are assessed during Session 2.	4	2	Skills are assessed during Session 2.
1	3	Short i Concept Review: F, G, L, K, M, N, P, Y	4	3	Digraphs ch, wh, ck (Sounding Digraphs)
1	4	Skills are assessed during Session 3.	4	4	Skills are assessed during Session 3.
1	5	Short o Concept Review: S, H, T, V, W, X, Z	4	5	Digraphs op, oi, oi, ck (Sounding Digraphs)
1	6	Skills are assessed during Session 4.	4	6	Skills are assessed during Session 4.
1	7	Short u Concept Review: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, V, W, X, Y, Z	4	7	Beginning blends: sh, ch, wh, ck
1	8	Skills are assessed during Session 5.	4	8	Skills are assessed during Session 5.
1	9	Short e + Blend Short Oat Concept Review: S, H, T, V, W, X, Z	4	9	Beginning blends: sh, ch, wh, ck
1	10	Skills are assessed during Session 6.	4	10	Skills are assessed during Session 6.

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Teacher's Guide

See the Teacher's Guide pages for the Unit 2, Week 6 full lesson. Keep an eye out for additional information about specific features!



SESSION 1
INTRODUCE Digraphs sh- and th-

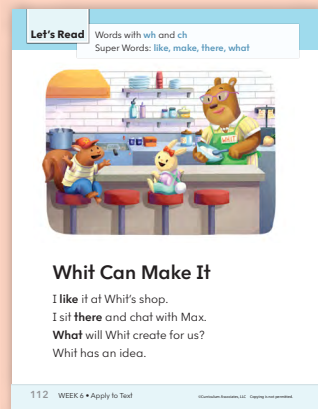
Listen Up!
Phonological Awareness: Blend Syllables
There are no onset boundaries for /sh/ or /th/ in Spanish except for the Spanish words for Spanish, Mountains, or Audio. Guide children to analyze their progress by asking them to hear and gesture how to blend the sound.

Build Words!
123456789101112131415161718192021222324252627282930313233343536373839404142434445464748495051525354555657585960616263646566676869707172737475767778798081828384858687888990919293949596979899100
UNIT 2 • Crawl, Every Day!

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Student Book

Read through Unit 2, Week 6:
Digraphs *sh-*, *th-*, *ch-*, *wh-*.



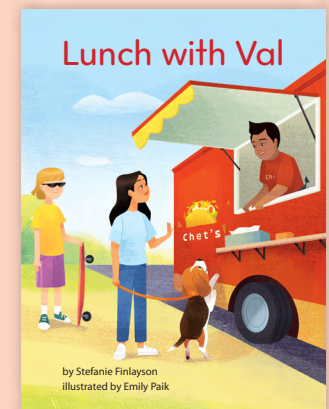
Let's Read Words with wh and ch
Super Words: like, make, there, what

Whit Can Make It
I like it at Whit's shop.
I sit there and chat with Max.
What will Whit create for us?
Whit has an idea.

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Magnetic Reader

View the sample Magnetic Reader for Unit 2, Week 6.



Lunch with Val

by Stefanie Finlayson
illustrated by Emily Paik

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Articulation and Sound Spelling Cards

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Word Building Cards

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Super Word Cards (High-Frequency Words)

This sample Scope and Sequence shows the weekly progression of phonics skills for Grade 1.

The *Magnetic Reading Foundations* Scope and Sequence moves from the simplest sounds and concepts around sound spellings to more complex ones. The phonics sequence introduces single letters and consonant digraphs before moving into blends because consonant digraphs are a finite set and easier to learn than blends.

Scope and Sequence

Phonics

Week	Session	Phonics
Unit 1—September		
1	1	Short <i>a</i> Consonant Review: <i>m, t, s, b, n, p, r, h, c/k, d</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
2	1	Short <i>i</i> Consonant Review: <i>f, g, l, j, k, qu, x, z, w, v, y</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
3	1	Short <i>o</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
4	1	Short <i>e</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
Unit 1—October		
5	1	Short <i>u</i> + Mixed Short Vowel Review (<i>a, e, i, o, and u</i>)
	2	
	3	
	4	
	5	Skills are assessed during Session 5.

Week	Session	Phonics
Unit 2—October		
6	1	Digraphs: <i>sh-, th-, ch-, wh-</i> (Beginning Digraphs)
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
7	1	Digraphs: <i>-th, -sh, -ck</i> (Ending Digraphs)
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
8	1	Digraphs: <i>-ng, -ch, -tch</i> (Ending Digraphs)
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
Unit 2—November		
9	1	Beginning <i>l</i> -Blends: <i>bl-, cl-, fl-, pl-</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
10	1	Beginning <i>s</i> -Blends: <i>st-, sk-, sm-, sp-</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.

Continued on next page

Week	Session	Phonics
Unit 3—November		
11	1	Beginning <i>r</i> -Blends: <i>fr-, cr-, dr-, tr-</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
Unit 3—December		
12	1	Additional Beginning Blends: <i>gr-, br-, sn-, sw-</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
13	1	Three-Letter Blends: <i>scr, spl, str, spr</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
14	1	Ending Blends: <i>-st, -sk, -nd, -nt, -mp</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
15	1	Long <i>a</i> : <i>a_e</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
Unit 4—January		
16	1	Long <i>o</i> : <i>o_e</i> ; Long <i>i</i> : <i>i_e</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.

Week	Session	Phonics
Unit 4—January, Cont'd.		
17	1	Long <i>u</i> : <i>u_e</i> ; Long <i>e</i> : <i>e_e</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
18	1	Soft <i>c</i> and <i>g</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
19	1	Long <i>a</i> : <i>ai, ay</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
Unit 4—February		
20	1	Long <i>e</i> : <i>e, ee, ea</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
Unit 5—February		
21	1	Long <i>o</i> : <i>o, oa, ow</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
22	1	Long <i>i</i> : <i>i, y, igh</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.

Continued on next page

Week	Session	Phonics
Unit 5—February, Cont'd.		
23	1	Long e: y, ey
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
Unit 5—March		
24	1	<i>r</i> -Controlled Vowel: <i>ar</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
25	1	<i>r</i> -Controlled Vowels: <i>ir, ur, er</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
Unit 6—March		
26	1	<i>r</i> -Controlled Vowels: <i>or, oar, ore</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
27	1	Diphthongs: <i>ou, ow</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.

Week	Session	Phonics
Unit 6—April		
28	1	Diphthongs: <i>oi, oy</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
29	1	Variant Vowel: <i>oo</i> (as in <i>book</i>) Variant Vowels: <i>oo, ue, ew</i> (as in <i>room, new, glue</i>)
	2	
	3	
	4	
	5	Skills are assessed during Session 5.
30	1	Variant Vowels: <i>au, aw, a-, (a)lk, (a)lt, (a)ll</i>
	2	
	3	
	4	
	5	Skills are assessed during Session 5.

The full Scope and Sequence details full foundational skills covered for each grade level.

i-Ready Learning
Magnetic Reading™
Foundations

Grade
1

Scope and Sequence

Week	Session	Concepts of Print	Phonological/Phonemic Awareness	Phonics	Phonics: Word Study/Structural Analysis	Spelling	Handwriting (Correlates to Phonics for Grade K)	High-Frequency Words	Fluency
Unit 1—September									
1	1		Recognize Rhyme Isolate Phonemes (Initial)	Short <i>a</i> Consonant Review: <i>m, t, s, b, n, p, r, h, c/k/, d</i>	Plurals -s (No Spelling Changes)	CVC Words with Short <i>a</i> Word Families: -at, -an, -ap	<i>Aa</i> and <i>Dd</i>	<i>the</i> <i>and</i> <i>to</i> <i>see</i>	Accuracy (Students focus on reading words correctly.)
	2	Book Handling: Book Orientation and Turning Pages	Blend Phonemes						
	3		Produce Rhyme Identify Phonemes						
	4	Text Direction: Top to Bottom/Left to Right/Return Sweep	Segment Phonemes						
	5	Skills are assessed during Session 5.							
2	1		Recognize Alliteration Isolate Phonemes (Initial)	Short <i>i</i> Consonant Review: <i>f, g, l, j, k, qu, x, z, w, v, y</i>	<i>s</i> as <i>/z/</i>	CVC Words with Short <i>i</i> Word Families: -ip, -it (Word families allow for word sorts with spelling words.)	<i>ll</i> and <i>Ll</i>	<i>of</i> <i>not</i> <i>but</i> <i>her</i>	Accuracy (Students focus on reading words correctly.)
	2	Distinguish Letters from Words within Sentences/Match Print to Speech	Blend Phonemes						
	3		Produce Alliteration						
	4	Words Are Separated by Spaces in Print	Segment Phonemes						
	5	Skills are assessed during Session 5.							

For access to the full Scope and Sequence, contact your Curriculum Associates educational sales representative.

WEEKLY
PLANNER

Create Every Day!

Plan Student Scaffolds

- Use assessment data and instructional next steps from the prior week to plan modifications to support each child.
- Review **English Learner Support** to plan appropriate instruction for ELs.
- Review instructional routines and options for variation on pp. A30–A38 to support learner variability.

Options for Pacing



20 min
Phonological Awareness, Phonics and High Frequency Words



30 min
Add Word Analysis and Word Level Reading



45 min
Add Handwriting and Read Connected Texts

*For more guidance on pacing, see pp. A39–A42.

This pacing guide shows teachers how to prioritize domains when they have limited time.

This program includes flexible and responsive instruction with the ability to see what skills you are teaching and help make decisions about whole class and small group teaching.

PHONICS FOCUS: Consonant Digraphs *sh-*, *th-*, *ch-*, *wh-*

	SESSION 1	SESSION 2	SESSION 3
Key Objectives	Children will: <ul style="list-style-type: none"> • blend syllables • isolate initial phonemes in single-syllable words • decode words with <i>sh</i> and <i>th</i> • recognize and read grade-level high-frequency words 	Children will: <ul style="list-style-type: none"> • identify shared phonemes in groups of single-syllable words • decode and encode words with <i>sh</i>, <i>th</i>, and short <i>u</i> • recognize and read grade-level high-frequency words • practice letter formation 	Children will: <ul style="list-style-type: none"> • segment syllables • blend sounds to produce single-syllable words • decode words with <i>ch</i> and <i>wh</i> • recognize and read grade-level high-frequency words
Phonological Awareness	<ul style="list-style-type: none"> • Blend Syllables • Isolate Phonemes 	<ul style="list-style-type: none"> • Identify Phonemes 	<ul style="list-style-type: none"> • Segment Syllables • Blend Phonemes
Phonics	<ul style="list-style-type: none"> • Consonant Digraphs <i>sh-</i>, <i>th-</i> 	<ul style="list-style-type: none"> • Consonant Digraphs <i>sh-</i>, <i>th-</i> • Short <i>u</i> 	<ul style="list-style-type: none"> • Consonant Digraphs <i>ch-</i>, <i>wh-</i>
Handwriting		Letter Formation: <i>t</i> , <i>T</i>	
Word Analysis		Possessives	
High-Frequency Words	<i>like, make, there, what</i>	<i>like, make, there, what</i>	<i>like, make, there, what</i>
Fluency	Word-Level Reading	Read Connected Text 1: <i>A Ship for Jess</i> 	Word-Level Reading
English Learner Supports	<ul style="list-style-type: none"> • Identify sound transfer information for /th/ and /TH/. • Practice articulation of target sounds. 	<ul style="list-style-type: none"> • Leverage home language to learn new vocabulary. 	<ul style="list-style-type: none"> • Identify sound and sound/symbol transfer information for /hw/. • Provide corrective feedback for predictable language transfer issues.

Materials

- **Sound Spelling & Articulation (SS&A) Cards:** *sh, th, ch, wh*
- **Word-Building Cards:** *c, e, h, i, n, p, s, t, w, z*
- **Super Word Cards:** *like, make, there, what*

Unit Words

- art
- create
- idea
- music

Magnetic Reader


Children will apply the foundational skills and practice fluent reading with repeated readings of this week's Magnetic Reader.



Lunch with Val

Standards

- **RF.1.2b** Orally blend phonemes.
- **RF.1.2c** Isolate and pronounce phonemes.
- **RF.1.2d** Segment spoken words into phonemes.
- **RF.1.3a** Know common consonant digraphs.
- **RF.1.3b** Decode one-syllable words.
- **RF.1.3g** Recognize/read irregularly spelled words.
- **RF.1.4a** Read with purpose and understanding.
- **RF.1.4b** Read orally with accuracy/appropriate rate/expression.
- **L.1.1a** Print upper- and lowercase letters.
- **L.1.2d** Spell words with common spelling patterns and frequently occurring irregular words.
- **L.1.2e** Spell untaught words phonetically.

SESSION 4	SESSION 5
<p>Children will:</p> <ul style="list-style-type: none"> • segment spoken words into initial, medial, and final sounds • decode and encode words with <i>ch, wh</i>, and short vowels • recognize and read grade-level high-frequency words • practice letter formation 	<p>Children's progress will be measured in:</p> <ul style="list-style-type: none"> • recognizing which letters stand for /sh/, /th/, /ch/, /wh/ • encoding words with consonant digraphs • accurately spelling the high-frequency words
<ul style="list-style-type: none"> • Segment Phonemes 	<p>WEEKLY ASSESSMENT</p> <ul style="list-style-type: none"> • Phonological Awareness: Blend, Segment and Identify Phonemes • Target Sound-Spellings: <i>sh, th, ch, wh</i> • Target Words: <i>shed, chap, chug, thud, then, whim</i> • High-Frequency Words: <i>there, like, what, make</i> • Read/Write Connected Text
<ul style="list-style-type: none"> • Consonant Digraphs <i>ch-, wh-</i> • Short vowels 	<p>Cumulative Review</p> <p>If children need more practice before or after taking the assessment, assign the Cumulative Review pages on Student Workbook pp. 294-295.</p>
<p>Letter Formation: <i>h, H</i></p>	<ul style="list-style-type: none"> • Review sounds and sound spelling patterns that do not transfer from students' home languages before assessing.
<p>Possessives</p> <p><i>like, make, there, what</i></p>	
<p>Read Connected Text 2: <i>Whit Can Make It</i></p> 	
<ul style="list-style-type: none"> • Preteach vocabulary with pictures, gestures, or simple explanations. 	

Listen Up!

PHONOLOGICAL AWARENESS

Blend Syllables

EL There are no sound transfers for /th/ or /TH/ in Spanish (except for the Spanish spoken in Spain), Mandarin, or Arabic. Guide children to position their tongues between their teeth and gently blow to make the sound.

BLEND SOUNDS ROUTINE

MODEL Blend the syllables in *shadow*.

Listen to the Sounds: *I am going to blend syllables together to say a word. Listen as I say each part, or syllable, in a word: shad • ow.*

Blend the Syllables Together: *Now I will put those syllables together: shad • ow. The word is shadow.*

APPLY Have children blend the syllables in *thirsty*.

Listen to the Sounds: *Your turn! I am thinking of a word. Listen as I say the syllables in the word: thirst • y.*

Blend the Syllables Together: *Now you put the syllables together to say the word. thirsty*

Now use the routine and have children blend the syllables in the words below. Correct all errors.

throw • ing	thun • der • ing	ther • mos
show • ing	shoe • lace	shov • el

CHECK Are children able to blend syllables?


Yes: Move on to *Isolate Phonemes*.

Not Yet: Reteach the Blend Sounds Routine using a visual, such as hand gestures. Hold out one fist while you say the first syllable in a word, and hold out the other fist while you say the second syllable. Put your fists together and blend the syllables. Have children repeat with the next word.

Build Words!

LISTEN FOR THE SOUND

Isolate Phonemes

 Listening for phonemes (sounds) before introducing the grapheme (symbol) helps children understand the connection between the sound and the letter(s) used to represent that sound.

ISOLATE SOUNDS ROUTINE

MODEL Isolate the first sound in the word *shed*.

Listen for the Sound: *I am going to listen for the first sound in the word shed.*

Say the Sound: *Now I will say the first sound I hear in shed: /sh/. The first sound I hear in shed is /sh/.*

APPLY Have children isolate the first sound in the word *thumb*.

Listen for the Sound: *Your turn! What is the first sound in the word thumb?*

Say the Sound: *Now you say the first sound you hear. /th/ Again. /th/*

Now use the routine and have children isolate the first sound in each word below. Correct all errors.

shade, /sh/	sheep, /sh/
think, /th/	there, /TH/
shine, /sh/	thorn, /th/

Teachers introduce the week's skill with direct instruction, modeling, and practice through the use of an instructional routine.

Depending on the skill and time of the lesson, each section contains some or all of the following elements:

Teach: The teacher provides direct instruction of a new skill.

Model: The teacher models an instructional routine, skill, or task for students.

Apply: Students apply what they learned as a class, group, or independently.

Check: Questions at the end of each section of a lesson guide teachers to decide whether students are ready to move on to the next section or if they need additional practice. A suggestion for reteaching is given.

PHONICS: CONNECT TO THE SYMBOL

Digraphs sh- and th-

EL There is no sound/symbol match between English and Spanish for /sh/, /th/, or /TH/. Have children underline the two consonants that form the digraph to signal that together they stand for one sound.

TEACH Tell children that two consonants together can stand for one new sound. Introduce digraphs with **Sound Spelling and Articulation Cards** *sh* and *th*. Point out that *th* can make a soft sound as in *thud* or a hard sound as in *that*.

BLEND WORDS ROUTINE

MODEL Write the word *ship* on the board.

Say the Sounds: *I am going to say each sound in the word ship: the letters sh stand for /sh/, i stands for /i/, and p stands for /p/.*

Blend the Sounds Together: *Now, listen as I blend these sounds together: /shiip/, ship. Say the word with me: ship.*

APPLY Write the word *thud* on the board.

Say the Sounds: *Your turn! Say each sound in the word: /th/ /ü/ /d/*

Blend the Sounds Together: *Now, blend the sounds together: /thüüd/, thud*

Now use the routine and have children blend sounds to say the words below.

shin	shop	shut
then	than	them

CHECK *Can children orally blend and decode words with sh and th?*

Yes: *Move on to High-Frequency Words.*

Not Yet: *If children have difficulty hearing /sh/ or /th/, stretch out the first sound in each word. If children read /sh/ as /s/ or /th/ as /t/, use the articulation cards to model blending the digraphs.*

High-Frequency Words

SUPER WORDS ROUTINE

TEACH Introduce this week's high-frequency words *like, make, there, and what*.

See and Say the Word: Display the **Super Word Card**. Read the word and have children repeat it. Read the context sentences on the back of the card.

Spell the Word: Have children say the letters in the word. Review known sound spellings and have children say them with you.

Write the Word: Have children write the word and check their spelling.

APPLY See the practice page for High-Frequency Words.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names aloud, as necessary.

STRAND	STUDENT WORKBOOK
Phonics	p. 98
High-Frequency Words	p. 99

WORD-LEVEL READING

Guide children to read each line of words on Student Workbook p. 100. Remind them that some words will be a review and some will have the new sounds they've learned. Have children who are ready for a challenge read line 4.

thud	that	this	thin
shop	shed	shut	shell
tub	fun	pup	mug
think	share	shovel	thump

What is in that shed?
Thad's shell is in there.

High-Frequency Words are taught with a partial decoding approach, which helps students retain them better. Students hear a context sentence and write the words for practice.

Word-Level Reading gives students targeted skills practice. They apply the new phonics skill directly before moving on to the Connected Text in Session 2.

SESSION 2
PRACTICE & EXTEND

Digraphs sh- and th-

Listen Up!

PHONOLOGICAL AWARENESS

Blend Phonemes

BLEND SOUNDS ROUTINE

MODEL Blend the sounds in *sheep*.

Listen to the Sounds: *I am going to blend sounds together to say a word. Listen as I say the sounds: /sh/ /ē/ /p/.*

Blend the Sounds Together: *Now I will blend those sounds together: /shēēp/. The word is sheep.*

APPLY Have children blend the sounds in *thud*.

Listen to the Sounds: *Your turn! Listen as I say the sounds in a word: /th/ /ū/ /d/.*


Blend the Sounds Together: *Now you blend the sounds together to say the word. /thūūd/ What is the word? thud*

Now use the routine and have them blend the sounds in the words below. Correct all errors.

/sh/ /ō/, show /th/ /ū/ /m/ /p/, thump

/TH/ /ō/ /z/, those /sh/ /ā/ /k/, shake

 /ū/ /p/, up

 /ū/ /s/, us

CHECK Are children able to blend phonemes to produce single-syllable words?

Yes: Move on to Encode Words.

Not Yet: Reteach the Blend Sounds Routine using a visual, such as Elkonin boxes. Place a counter in a box for each phoneme in the word. Point to a counter as you say each phoneme. Then, slide your finger under the counters as you say the word.

Build Words!

PHONICS

Encode Words

BUILDING WORDS Practice word building to warm up for dictation. Use **Word Building Cards** to model building the word *shin*. Point to each card, say the sound, and then blend the word. Guide children to change one letter to spell *thin*. Repeat to spell *then*.

DICTATION *We built some sh and th words with our word cards. Now let's write some words!*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *ship*.

Say the Word: *The word is ship. Let's think about the sounds we hear in ship.*


Connect Sounds to Spellings: *First, I say the word slowly, ship. Next, I will think about the first sound I hear. The first sound in ship is /sh/. I know the letters s and h together stand for /sh/. I will write the letters sh. Repeat for the remaining sounds.*

TEACH Have children write today's first dictation word on page 61 of their Student Workbook.

Say the Word: *Your turn! The first word is shed. Remember to say the words to yourself to help you think about the sounds.*

Connect Sounds to Spellings: *Think about the first sound in shed. Which letter(s) stand for that sound? Write the letter(s). Keep going for each sound in shed.*

Dictate the words below for children to spell.

1. shed 2. than 3. thud  4. cub

CHECK Can children accurately spell words with sh, th, and short u?

Yes: Move on to Reinforce Letter Formation.

Not Yet: Have children practice saying and spelling any words they misspelled.

Differentiation Checks throughout the lessons help teachers know what to look for during whole class instruction and help them support students who need reteaching or additional practice with quick and actionable next steps.

sh wh fl sk ng tch cl
ch



sm ck



bl st

WEEK 6

Reinforce Letter Formation

MODEL Think aloud as you model how to form *t*, *T*.

- **t**: Start at the top. Draw a straight line to the bottom. Make a straight line across the middle.
- **T**: Start at the top. Draw a straight line to the bottom. Make a straight line across the top.

APPLY See practice page 101.

WORD ANALYSIS

Possessives

TEACH Point to a child's bag. Ask the class, *Who does this bag belong to?* Write (child's name)'s bag on the board and read it aloud. Explain that adding an apostrophe and *s* to a word shows that something belongs to that person, animal, or thing.

MODEL Now write *cat's bed*. Circle the apostrophe and *s* and have children read the words aloud.

Ask, *Who does the bed belong to?* Ask a volunteer to respond.

APPLY See the practice page for Word Analysis.

High-Frequency Words

TEACH Display this week's **Super Word Cards**. Invite children to read the words chorally. Then lead children in cheering the spelling of each word:

Give me an I! I

Give me an i! i

Give me a k! k

Give me an e! e

What does that spell? like

APPLY See the practice page for High-Frequency Words.

Students learn **Word Analysis** skills that complement phonics. These skills teach them how words work.

APPLY/PRACTICE

Before children begin working, say any picture names aloud, as necessary.

STRAND	STUDENT WORKBOOK
Encode Words	p. 101
Letter Formation	p. 101
Word Analysis	p. 102
High-Frequency Words	p. 103

Let's Read!

Turn to the next page to have children read decodable text *A Ship for Jess*.



Let's Read!

- **Introduce:** Create Every Day! This week, children will read about making things. This text is about a man named Al who likes to decorate cakes.
- **Share:** Unit Words *art, create, idea, music*

Reading Connected Text

EL Strategically partner students who share the same home language to talk about the picture. Guide them to connect new vocabulary to words in their home language.

TEACH Call attention to the word *ship* in the title and read it aloud. Point out that *ship* begins with *sh*. Remind children that *s* and *h* together stand for the /sh/ sound. Repeat with *then*.

APPLY Read the text in unison with children. Have children point to each word as they read. Call attention to words with digraphs *sh* and *th*, this week's Super Words in bold, and the Unit Words *create* and *idea*. Then write these words on the board: *ship, then, shell, this*. Have children practice reading the words in isolation for automaticity.

CHECK Are children able to read the text accurately and with ease?

Yes: On to Session 3.

Not Yet: Review the **Sound Spelling and Articulation Cards** for *sh* and *th* with children. Help children use what they know about sound spellings to blend the words in the text. Call on individual children to use the **Blend Words** routine to blend the words.

Students read the Connected Text located in their Student Book one time. The teacher then has the option to do rereads with scaffolds for students who may need additional help.

Embedded supports for English Learners can help them build vocabulary or topic knowledge prior to reading. Students are taught to check sound spellings when they need corrective feedback while reading.

Let's Read

Words with **sh** and **th**
Super Words: **like, make, there, what**



A Ship for Jess

What will Al **make** for Jess?

Al has an idea.

Al fills a big bag.

Then he adds the tip.

sh wh fl sp
ch ng tch cl
th



sm ck



bl st

WEEK 6

SELF-CORRECTION

Fix Up Strategy: ACCURACY

Remind children that Fix Up Strategies are tools that they can use while reading. Model for children how to **Correct and Confirm** a misread word.

Sometimes I come across a trouble word. When that happens, I look carefully at the word and think about the letters I see. Then I try to blend the sounds together to read the word. Then I read it in the sentence one more time. If I'm still unsure of the word I will ask for help.

Model misreading a word. Use context and the **Blend Words** routine to check your mistake.

The **focus skill** of the word-level Fix Up Strategy is accuracy. This section guides students to understand how to self-correct misread words.



Al creates a sun and a shell.

There is a zig and a zag.

Then Al adds a ship.

Jess will **like** this ship a lot!

High-Frequency Words (Super Words) are bolded in the Student Book's Connected Texts so students quickly recognize the week's words.

Listen Up!

PHONOLOGICAL AWARENESS

Segment Syllables

EL There is no /hw/ sound in Spanish, Vietnamese, Cantonese, or Arabic. Children may have difficulty producing the sound. Guide children to round their lips and make the sound, using small mirrors to see how their mouths move.

SEGMENT SOUNDS ROUTINE

MODEL Segment the syllables in *whimper*.

Listen to the Word: *I'm going to break a word apart into its syllables. Listen as I say the word: whimper.*

Say the Syllables in the Word: *I will clap as I say each syllable in whimper: whim • per. The syllables in whimper are whim- and -per.*

APPLY Have children segment the syllables in *cheaper*.

Listen to the Word: *Your turn! Listen as I say a word: cheaper.*

Say the Syllables in the Word: *Now you say the syllables you hear in cheaper. Clap as you say each syllable: cheap • er*

Now use the routine below and have children segment the syllables in the words below. Correct all errors.

- cheery (cheer • y)
- champion (cham • pi • on)
- whispering (whis • per • ing)
- whirlpool (whirl • pool)
- wheelbarrow (wheel • bar • row)

CHECK Are children able to segment syllables?


Yes: Move on to Identify Phonemes.

Not Yet: Guide children to put their hand under their chin and count how many times their hand hits their chin as they say the word.

Build Words!

LISTEN FOR THE SOUND

Identify Phonemes

 Listening for phonemes (sounds) before introducing the grapheme (symbol) helps children understand the connection between the sound and the letter(s) used to represent that sound.

IDENTIFY SOUNDS ROUTINE

MODEL Identify the common sound in the words *whale*, *whine*, and *whim*.

Listen for the Same Sound: *I am going to listen for the same sound in three words. Listen as I say the words: whale, whine, and whim.*

Name the Sound: *Now I will say the sound that is the same in all three words: /hw/. The first sound in whale, whine, and whim is /hw/.*

APPLY Have children identify the common sound in the words *chair*, *cheek*, and *chat*.

Listen for the Same Sound: *Your turn! Put on your listening ears as I say three words. What sound is the same in chair, cheek, and chat?*

Name the Sound: *Now you say the sound that is the same. /ch/*

Now use the routine and have children identify the first sound in each set of words below. Correct all errors.

- cheese, check, chart, /ch/
- wheat, which, what, /hw/
- chain, chase, chick, /ch/

Phonemic Awareness instruction is used to prepare students for the introduction of new sound spellings (Grades K–1 only).

Teachers and students follow the same routine each time they encounter a given skill, allowing for a predictable, easy-to-use session structure and approach.

PHONICS: CONNECT TO THE SYMBOL

Digraphs *ch-* and *wh-*

EL The letter *w* and digraph *wh* do not occur in words of Spanish origin. Spanish speakers may pronounce the /hw/ sound as /ōō/ or /b/.

TEACH Remind children that sometimes two consonants together will stand for one new sound. Use the *ch* and *wh* **Sound Spelling and Articulation Cards** to introduce the digraphs.

BLEND WORDS ROUTINE

MODEL Write the word *chat* on the board.
Say the Sounds: *I am going to say each sound in the word chat: the letters ch stand for /ch/, a stands for /ă/, and t stands for /t/.*

Blend the Sounds Together: *Now, listen as I blend these sounds together: /chăăat/, chat. Say the word with me: chat.*

APPLY Write the word *when* on the board.
Say the Sounds: *Your turn! Say each sound in the word: /hw/ /ĕ/ /n/*

Blend the Sounds Together: *Now, blend these sounds together: /hwĕĕĕn/, when*

Now use the routine and have children blend sounds to say the words below.

- chill
- chop
- chug
- wham
- whiff
- whiz

CHECK *Can children identify initial digraphs and blend words with ch and wh?*

Yes: *Move on to High-Frequency Words.*

Not Yet: *If children have difficulty identifying /ch/ or /hw/, review identifying phonemes, repeating the words and stretching out the first sound. If children read /ch/ as /k/ or /hw/ as /w/, use the **Articulation Cards** to model blending the digraphs correctly.*

High-Frequency Words

TEACH Use the **Super Word Cards** to review this week's words *like, make, there, what* and last week's words *be, he, she, we*.

APPLY Build automaticity with a speed drill. Display the **Super Word Cards** one at a time, gradually increasing speed. Repeat until each card has been read several times.

APPLY/PRACTICE

For additional practice, assign the pages below. Before children begin working, say any picture names aloud, as necessary.

STRAND	STUDENT WORKBOOK
Phonics	p. 106
High-Frequency Words	p. 107

WORD-LEVEL READING

Guide children to read each line of words on Student Workbook p. 108. Remind them that some words will be a review and some will have the new sounds they've learned. Have children who are ready for a challenge read line 4.

chess	chop	chill	chat
when	whiz	whiff	whip
hug	let	can	on
chicken	check	whale	whether

Chad will make a chess set.
I like when I chat with Pops.

Sessions 3 and 4 follow the same pattern and routine as Sessions 1 and 2, with a new skill.

SESSION 4
PRACTICE & EXTEND

Digraphs ch- and wh-

Listen Up!

PHONOLOGICAL AWARENESS

Segment Phonemes

SEGMENT SOUNDS ROUTINE

MODEL Segment the sounds in *chase*.

Listen to the Word: *I am going to break the word chase into its sounds.*

Say the Sounds in the Word: *What sounds do I hear in chase? /ch/ /ā/ /s/*

APPLY Have children segment the sounds in *chin*.

Listen to the Word: *Your turn! Listen as I say a word: chin.*

Say the Sounds in the Word: *Now you say the sounds you hear in chin. /ch/ /ī/ /n/*

Then use the routine and have them segment sounds in the words below. Correct all errors.

cheese, /ch/ /ē/ /z/ chick, /ch/ /ī/ /k/
wheel, /hw/ /ē/ /l/ white, /hw/ /ī/ /t/

 has, /h/ /ā/ /s/  red, /r/ /ē/ /d/

CHECK *Are children able to segment phonemes in words with ch and wh?*

Yes: Move on to Encode Words.

Not Yet: Have children repeat the word slowly, holding up a finger for each sound they hear.

Build Words!

PHONICS

Encode Words

BUILDING WORDS Practice word building to warm up for dictation. Use **Word Building Cards** to model building the word *chip*. Point to each card, say the sound, and then blend the word. Guide children to change one letter to spell *whip*. Repeat to spell *whiz*.

DICTATION *We built some ch and wh words with our word cards. Not let's write some words!*

SPELL IT ROUTINE

MODEL Think aloud as you spell the word *chin*.

Say the Word: *The word is chin. I'm going to think about the sounds I hear in chin.*

Connect Sounds to Spellings: *First, I will say the word slowly, chin. Next, I will think about the first sound I hear. The first sound in chin is /ch/. I know that the letters c and h together stand for /ch/. I will write ch. Repeat for the remaining sounds to spell chin.*

APPLY Have children write today's first dictation word on page 61 of their Student Workbook.

Say the Word: *Your turn! The first word is chop. Remember to say the word to yourself to help you think about the sounds.*

Connect Sounds to Spellings: *Think about the first sound in chop. Ask yourself which letters stand for that sound. Write the letters. Keep going for each sound in chop!*

Dictate the words below for children to spell.

1. chop
2. chip
3. whim
-   4. did


When children are done, write the words on the board so they can check their spelling.

CHECK *Can children accurately spell words with digraphs and short vowels?*

Yes: Move on to Reinforce Letter Formation or Word Analysis.

Not Yet: Have children practice saying and spelling any words they misspelled.

With encoding, students are **actively applying the phonics skill**. Building words with encoding helps them become better decoders.

Any word with the  icon is a review word from a previously taught skill.

Reinforce Letter Formation

Y Some children may find it difficult to form *h*, *H*. Give children more practice with letters they have difficulty forming.

MODEL Think aloud as you model how to form *h*, *H*.

- **h**: Start at the top. Draw a straight line to the bottom. Pull up to the middle. Then draw a curved line to the bottom.
- **H**: Start at the top. Draw a straight line to the bottom. Move over and do it again. Draw a straight line across the middle.

APPLY See the practice page for Letter Formation.

WORD ANALYSIS

Possessives

TEACH Remind children that adding an apostrophe and *s* to a word shows that something belongs to that person, animal, or thing.

MODEL Write your name with an apostrophe and an *s* and then an item that belongs to you. Read the phrase aloud and have children tell who the item belongs to.

APPLY Have children write their names with an apostrophe and an *s* and then write an item that is theirs.

High-Frequency Words

TEACH Review this week's Super Words: *like*, *make*, *there*, *what*. Have children skywrite the words.

APPLY Display this week's and last week's **Super Word Cards** one at a time. Invite children to take turns using the words in oral sentences.

Reinforce Letter Formation provides support for students who need to review and practice this skill.

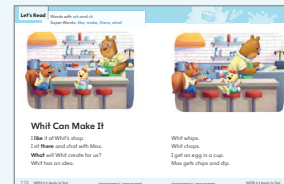
APPLY/PRACTICE

Before children begin working, say any picture names aloud, as necessary.

STRAND	STUDENT WORKBOOK
Encode Words	p. 109
Letter Formation	p. 109
Word Analysis	p. 110
High-Frequency Words	p. 111

Let's Read!

Turn to the next page to have children read decodable text *Whit Can Make It*.



Let's Read!

- **Introduce:** Create Every Day! This week, children will read about making things. This text is about a bear named Whit who has a restaurant.
- **Share:** Unit Words *art, create, idea, music*

Reading Connected Text

EL Support vocabulary with pictures or gestures. For example, say and show actions *whip* and *chop* as children act them out with you. Explain that *create* means *to make*.

TEACH Call attention to the word *Whit* in the title and read it aloud. Point out that *Whit* begins with *wh*. Remind children that *w* and *h* together stand for the /hw/ sound. Repeat with *chat*.

APPLY Read the text in unison with children. Call attention to words with digraphs *ch* and *wh*, this week's Super Words in bold, and the Unit Words *create* and *idea*. Then write these words on the board: *Whit, chips, chat, whips, chops*. Have children practice reading the words in isolation for automaticity.

CHECK Are children able to read the text accurately and with ease?

Yes: On to Session 5.

Not Yet: Use the **Sound Spelling and Articulation Cards** to review digraphs *ch* and *wh*. Help children use what they know about sound-spellings to blend the words. Call on individual children to use the **Blend Words** routine to blend the words.

Students practice skills in the Connected Text immediately after they receive instruction. Decoding short Connected Texts in Sessions 2 and 4 helps them build stamina and identify as readers.

Students read this text two times, the first time with a focus on applying the skill they just learned.

Let's Read

Words with **wh** and **ch**

Super Words: **like, make, there, what**



Whit Can Make It

I **like** it at Whit's shop.

I sit **there** and chat with Max.

What will Whit create for us?

Whit has an idea.

sh wh fl sk ng tch cl
ch



pl



sm ck



bl st

WEEK 6



SELF-CORRECTION

Fix Up Strategy: ACCURACY

Remind children that Fix Up Strategies are tools they can use while reading. Model for children how to **Read Out Loud** when they encounter a word they don't know. *When I come to a word that I don't know, I reread the entire word aloud. As I say the word, I think about the sounds that stand for each letter. When I think I know the word, I reread the entire sentence to make sure the word makes sense.*

The teacher models a Fix Up Strategy so students will know what to do if they come to a word in a text they don't know.

Whit whips.
Whit chops.
I get an egg in a cup.
Max gets chips and dip.

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WEEK 6 • Apply to Text

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WEEK 6 • Apply to Text



Let's Read! Lunch with Val

- These sessions may be done throughout the week during whole class or small group experiences.
- **Introduce:** Remind children that the unit theme is Create Every Day! This week they are learning about ways food is created. In this text, Chet creates food for people in his food truck.

- **Unit Words:** *art, create, idea, music*
- **Story Words:** *taco, tacos, truck, lunch*
- **Super Words:** *like, make, there, what*

Magnetic Readers

Instruction helps teachers use Magnetic Readers in small groups over Sessions 1–4. Teachers introduce the text, model fluent reading, give students multiple opportunities to practice, and help them make connections to the topic and unit theme. There are options for tailoring the instruction to the needs of the students.

Magnetic Readers provide an opportunity for teachers to review concepts of print in Grade 1 for students who need it.

SESSION 1 Introduce

EL p. 7: Read the sentence: *I get a big whiff of them.* Explain that the pup is smelling the tacos. Have children inhale, pretending to *get a whiff* of tacos.

TEACH Read the title and preview the story. Explain that food trucks are like kitchens on wheels. Tell children they will read to find out what Chet creates for Val's lunch. Preteach the Story Words. Then, review the Super Words and digraphs *sh, th, ch,* and *wh.* Have children find examples of words with digraphs in the text.

Model reading aloud as children follow along.

CONCEPTS OF PRINT Remind children that words in sentences are separated by a space. Use the first sentence on page 2 to model identifying the space between *Val's* and *pup.* Have children point to the space between *Val's* and *shop* in the next sentence.

SESSION 2 Model Fluent Reading

MODEL Read the text aloud as children follow along. Remind children that reading each word accurately will help them understand the text. Tell children you are going to show them what to do when they misread a word. Model misreading *pans* as *pins* on page 6. Demonstrate how to use context and the **Blend Words Routine** to self-correct.

APPLY After reading, have children answer the Check for Understanding questions.

- *What does Val's pup like to see Chet do? (chop and mix, p. 7)*
- *What happens at the end? (Val gets chips and dip to eat; Val's pup gets a pat on the head, p. 8.)*

SESSION 3 Practice

EL Briefly review words with the digraphs *sh, th, ch,* and *wh* with children to remind them of what they learned.

APPLY Have children read aloud the book in unison. Check that children apply letter-sound knowledge as they decode words. Then circulate as children retell the story to a partner. Remind children they can use letter-sound knowledge and context to self-correct.

SESSION 4 Make Connections

APPLY Have children reread the book on their own. Then ask volunteers to retell the story.

Help children make connections between the story and their own lives and the Unit theme.

- **Connect to Self:** *How does the story remind you of something you have done? (Answers will vary.)* Provide sentence starters, such as *It reminds me of the time I ___.*
- **Connect to Theme:** *How are the stories you read this week alike? (Someone makes food in each story.)*

Student Workbook Answer Key

Phonics **Super Words**

Circle the letters that stand for the beginning sounds.

1. (sh) th 4. 3 sh | (th)

2. sh (th) 5. (sh) th

3. (sh) th 6. sh | (th)

Write sh or th to complete each word.

7. sh op sh ell

Trace and write each Super Word.

like make there what

1. like make like

2. make make

3. there there

4. what what

Write the missing Super Words.

5. What is in the pan?

6. I will make eggs for us.

98-99

Phonics **Writing**

Read the words together!

1. thud that this thin

2. shop shed shut shell

3. tub fun pup mug

4. think share shovel thump

5. What is in that shed?

6. That's shell is in there.

Listen and write.

1. shed

2. than

3. thud

4. cub

Trace and write the letters. Fill the lines. Circle your best T and H!

T T T T T T T T

H H H H H H H H

100-101

Word Analysis **Super Words**

Write the missing words.

1. the cat's hat

2. the cub's tub

3. the bug's mug

4. the pig's wig

Write the missing letters to spell the Super Words.

like make there what

1. l i k e

2. m a k e

3. w h a t

4. t h e r e

Write the missing Super Words.

5. Do you see a cat in there?

6. The cats like to nap in that box.

102-103

Phonics **Super Words**

Write ch or wh to complete each word.

1. ch in wh ip

2. wh iff wh en

3. ch op ch at

4. ch in wh ip

5. wh iff wh en

6. ch op ch at

Read the sentences in each box. Write the number for the picture that goes with the sentences.

1. There is Sam. There is Sam and his dog. There is Sam and his dog in the cab. **3**

2. What will I get? What will I get for Mom? What will I get for Mom at the shop? **1**

3. I like to dig. I like to dig for bugs. I like to dig for bugs in the mud. **4**

4. I can make eggs. I can make eggs in a pan. I can make eggs in a pan for Kim. **2**

106-107

Phonics **Writing**

Read the words together!

1. chess chop chill chat

2. when whiz whiff whip

3. hug let had on

4. chicken check whale whether

5. Chad will make a chess set.

6. I like when I chat with Pops.

Listen and write.

1. chop

2. chip

3. whim

4. did

Trace and write the letters. Fill the lines. Circle your best H and h!

H H H H H H H H

h h h h h h h h

108-109

Word Analysis **Super Words**

Write the missing words.

1. the fox's box

2. the hen's pen

3. the man's pan

4. the dog's log

Build a story! Write the missing Super Words.

like make there what

1. What can we get at Cam's shop?

2. There are the chips.

3. Dad can make dip.

4. I like Dad's chips and dip!

110-111

Cumulative Review **Cumulative Review**

Use the letters in the picture to make words.

sh th ch wh

ip en ut

1. ship 4. then

2. chip 5. when

3. whip 6. shut

Write the Super Words that rhyme with the picture names.

1. there 3. like

2. what 4. make

Which four words rhyme with the picture name?

5. be 7. she

6. he 8. we

294-295

Teachers are provided with an **answer key** for all Student Book pages.

1. Administer the **Whole-Class Assessment** to track progress on written tasks. Have children turn to Student Workbook p. 114.
2. Then, in small groups or individually, administer the **Individual Assessment** to track progress on oral and listening tasks. Have children read from p. 124 for Part 6.
3. Use the **Assessment Tracker** to record results. Then review **Instructional Next Steps** on p. 125.

The **Whole-Class Assessment** is an efficient way to gather information about what students have learned.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned this week.

PART 1: Encode Target Sound-Spellings

Say each sound. Have children write the letter(s) that stand for the sound.

- | | | |
|---------|--------|---------|
| 1. /sh/ | 3. /ü/ | 5. /ch/ |
| 2. /th/ | 4. /ě/ | 6. /hw/ |

PART 2: Encode Target Words

Read each word. Provide a context sentence when necessary. Have children write the word. **Note:** *Whim* is a low-frequency word. Children should not be expected to know it.

- | | | |
|---------|---------|---------|
| 1. shed | 3. chug | 5. then |
| 2. chap | 4. thud | 6. whim |

PART 3: Spell High-Frequency Words

Read each word. Provide a context sentence when necessary. Have children write the word.

- | | | | |
|----------|---------|---------|---------|
| 1. there | 2. like | 3. what | 4. make |
|----------|---------|---------|---------|

PART 4: Write Connected Text

Read each sentence. Have children write the sentences. Remind them to use correct spelling and punctuation.

1. There is Chad's pup.
2. I like Meg's shell.

The **Individual Assessment** is an efficient way for teachers to gather information about student performance on skills when one-on-one attention is required. Each student is assessed with one word or sentence in each part. This approach allows a teacher to flexibly give this part of the assessment individually or in small groups.

Individual Assessment

PART 5: Blend, Segment, Identify Phonemes

PART 5a: BLEND

Have each child blend one word using the directions in Part 5a. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY	DIRECTIONS	PROMPT	ANSWER KEY
I will say the sounds in a word. Then you will say the word. Listen as I do it first: /sh/ /i/ /p/. The word is ship.	/sh/ /i/ /p/	ship	I will say the first sound of a word and then the rest of the word. You will say the whole word. I will do it first: sh • ip. The word is ship.	sh • ip	ship
	/th/ /i/ /n/	thin		th • in	thin
	/sh/ /ü/ /t/	shut		sh • ut	shut
	/ch/ /ö/ /p/	chop		ch • op	chop
	/hw/ /ě/ /n/	when		wh • en	when

If the child makes an error, move to **Blending Onset and Rime**.
If not, continue to **Part 5b**.

Connected Text Key ■ High-Frequency Words ■ Target Sound-Spellings ■ Target Words ■ Word Analysis

PART 5b: SEGMENT

Have each child segment one word using the directions in Part 5b. Choose a different word for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY		DIRECTIONS	PROMPT	ANSWER KEY
<i>I will say a word. You will say the sounds you hear in the word. I will do it first: them. I hear /th/ /ě/ /m/.</i>	them	/th/ /ě/ /m/	If the child makes an error, move to Segmenting Onset and Rime . If not, continue to Part 5c .	<i>I will say a word. You will say the first sound and the rest of the word. I will do it first: them. Th • em.</i>	them	th • em
	cheap	/ch/ /ě/ /p/			cheap	ch • eap
	shag	/sh/ /ă/ /g/			shag	sh • ag
	thud	/th/ /ũ/ /d/			thud	th • ud
	whale	/hw/ /ă/ /l/			whale	wh • ale

PART 5c: IDENTIFY

Have each child identify the first sound from one set of three words using the directions in Part 5c. Choose a different set of words for each child if working in small groups.

DIRECTIONS	PROMPT	ANSWER KEY		DIRECTIONS	PROMPT	ANSWER KEY
<i>I will say three words. You will say the sound that is the same at the beginning of all three words. Listen: shape, shoe, shirt. I hear /sh/ at the beginning of shape, shoe, and shirt.</i>	shape, shoe, shirt	/sh/	If the child makes an error, move to Phoneme Isolation . If not, continue to Part 6 .	<i>I will say a word. You will say its first sound. Listen: shape. The first sound is /sh/.</i>	shape	/sh/
	chat, cheese, chick	/ch/			chat	/ch/
	think, three, thank	/th/			think	/th/
	shout, sheet, share	/sh/			shout	/sh/
	wheel, whale, white	/hw/			wheel	/hw/

PART 6: Read Connected Text

Have each child read two sentences. Choose different sentences for each child if working in small groups.

1. I like to see Matt's red ship.
2. There is Sam's tan cat on the bed.
3. What do you like about Kit's shop?
4. I went there to see Dan's dad chop logs.
5. When will Ted's dad make his bed?
6. Tam's hand rests on his chin as he naps there.
7. When will Bob make Pat's shed?
8. There was a big thud in the hen's pen.
9. What will Sid's mom whip up for the shop?
10. I like to chat with Tom's dog when we jog.

Individual Assessment

1. I like to see Matt's red ship.
2. There is Sam's tan cat on the bed.
3. What do you like about Kit's shop?
4. I went there to see Dan's dad chop logs.
5. When will Ted's dad make his bed?
6. Tam's hand rests on his chin as he naps there.
7. When will Bob make Pat's shed?
8. There was a big thud in the hen's pen.
9. What will Sid's mom whip up for the shop?
10. I like to chat with Tom's dog when we jog.

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment**.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

PART 5: BLEND, SEGMENT, IDENTIFY PHONEMES

If children were not able to blend the phonemes in a word...



Then provide additional modeling and practice using familiar words. For example, choose an object in the classroom, such as a book. Model how to say the individual phonemes in the word and then blend the whole word: /b/ /ōō/ /k/. *Book*. Have children repeat after you. Next, say an object's name in individual phonemes: /d/ /ĕ/ /s/ /k/. Have children practice by orally blending the phonemes and then saying the word: *desk*.

If children were not able to segment the phonemes in a word...



Then provide additional modeling and practice using a visual support, such as counters or blocks. For example, place a small pile of counters in front of you. Say a word: *Nose*. Model how to add a counter as you say each phoneme in the word: /n/ /ō/ /z/. Have children practice with you. Then have them try it independently with a new word.

If children were not able to identify the initial phoneme...



Then provide additional modeling and practice using a visual support. For example, write the words *bug*, *bed*, and *bat* for children to see. Point to and emphasize the initial sound in each word as you say it: /b/ *bug*, /b/ *bed*, /b/ *bat*. *I hear /b/ at the beginning of bug, bed, and bat.* Have children practice with you. Then write three new words for them to try independently.

If children were not able to blend or segment phonemes or identify the initial phoneme...



Then continue to monitor progress on Weekly Assessments. If trouble persists, consider referring children for a more targeted phonological awareness assessment.

PART 6: READ CONNECTED TEXT

If children consistently made errors with the target sound-spellings...



Then compare results to Parts 1 and 2. If a pattern of errors emerges, reteach the digraphs *ch*, *th*, *sh*, and *wh*. Remind children that digraphs have two consonants that stand for one sound.

If children consistently made errors with high-frequency words...



Then compare results to Part 3. If a pattern of errors emerges, have children practice the high-frequency words by writing each word three times and using it in a sentence.

If children made errors that were inconsistent with Parts 1-4...



Then have children reread *A Ship for Jess* and *Whit Can Make It* for more practice.

The **Instructional Next Steps** give teachers actionable next steps for reteaching material based on the results of the Weekly Assessments.

1. Administer the Whole-Class Assessment to track progress on written tasks. Have children turn to Student Workbook p. 186.
2. Then, in small groups or individually, administer the Individual Assessment to track progress on oral tasks. Have children read from Teacher's Guide p. 203.
3. Use the Assessment Tracker to record results. Then review Instructional Next Steps on Teacher's Guide p. 204 and p. A57.

The **Unit Assessment** follows the same pattern of the Weekly Assessment. There are whole class and individual components, and each one assesses different information.

Whole-Class Assessment

Tell children they are going to practice some of the sounds and words they learned throughout the unit.

PART 1: Encode Target Sound-Spellings

Say the sounds. Have children write the letters that stand for the sounds.

- | | | |
|------------|------------|------------|
| 1. /s/ /t/ | 3. /s/ /k/ | 5. /p/ /l/ |
| 2. /s/ /m/ | 4. /b/ /l/ | 6. /s/ /p/ |

PART 2: Encode Target Words

Read each word. Provide a context sentence when necessary. Have children write the word. Note: Spud and flax are low-frequency words. Children should not be expected to know them.

- | | | | |
|---------|----------|---------|----------|
| 1. skin | 3. stem | 5. chat | 7. pitch |
| 2. clip | 4. smock | 6. spud | 8. flax |

PART 3: Spell High-Frequency Words

Read each word. Provide a context sentence when necessary. Have children write the word.

- | | | | |
|---------|----------|---------|---------|
| 1. some | 3. have | 5. come | 7. were |
| 2. by | 4. about | 6. my | 8. go |

PART 4: Write Connected Text

This is intended to be optional. Teachers should use their discretion when choosing whether to administer this portion of the Whole-Class Assessment.

Read each sentence. Have children write the sentences. Remind them to use correct spelling and punctuation.

1. My dad is shopping for cloth.
2. Look at the duck in the bathtub.

Individual Assessment

PART 5: Read Connected Text

Have each child read one passage. Listen carefully for children to read with overall fluency. Choose a different passage for each child if working in pairs.

PASSAGE 1

Stan looks out at the sunset. There is Clem! She is out by the shed. She is running and skipping. Stan runs out to play with Clem. They run and skip and spin.

PASSAGE 2

Ming's dad likes to make catfish. He makes some catfish in a pan. He tells Ming to have some. Ming likes catfish. She is licking her lips. I smell it! Yum!

- PASSAGE 1: 7 high-frequency words, 8 target words, 5 word analysis words
- PASSAGE 2: 7 high-frequency words, 6 target words, 10 word analysis words

Connected Text Key • High-Frequency Words • Target Words • Word Analysis Words • Target Sound-Spelling

Individual Assessment

Stan looks out at the sunset.
There is Clem!
She is out by the shed.
She is running and skipping.
Stan runs out to play with Clem.
They run and skip and spin.

Ming's dad likes to make catfish.
He makes some catfish in a pan.
He tells Ming to have some.
Ming likes catfish.
She is licking her lips.
I smell it!
Yum!

Instructional Next Steps

1. Review the Instructional Next Steps for the Whole-Class Assessment on Teacher's Guide p. A57.
2. Review the Instructional Next Steps for the Individual Assessment below.

Note: Unit Assessments do not include a phonological awareness section. Instead, review student performance in the Unit 2 Weekly Assessments. If patterns of difficulty emerge, provide focused instruction on the phonological awareness activities in the following unit.

If trouble with phonological awareness persists across two units, report it via district policy and procedure.

At the completion of the Unit Assessment, teachers are provided with **Instructional Next Steps** for their students.

PART 5: READ CONNECTED TEXT

If children consistently made errors with the target sound-spellings...

If children consistently made errors with high-frequency words...

If children made errors with word-analysis skills...

If children made errors across target sound-spellings, high-frequency words, and word-analysis skills...



Then compare results to Parts 1, 2, and 4. If a pattern of errors emerges, reteach beginning digraphs, ending digraphs, or blends. For additional practice, randomly display Word Building Cards and have children say the sound for each letter or letters on a card.



Then compare results to Part 3. If a pattern of errors emerges, use each word in a sentence. Repeat the sentence out loud and have children repeat after you. Then have children say, spell, and write the high-frequency word.

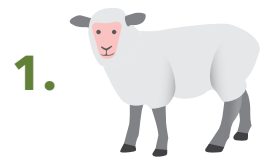


Then reteach the word-analysis skills children struggled with. For additional practice, use Word Building Cards to build words that use the word-analysis skills. Have children read the words.



Then have children choose a Magnetic Reader from the unit to reread for practice. Listen as children read out loud independently or in pairs. Give corrective feedback using Fix-Up Strategies such as Confirm and Correct Word Recognition or Read More Slowly.

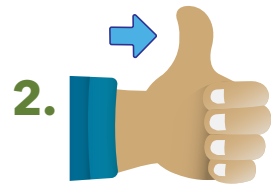
Circle the letters that stand for the beginning sounds.



sh | th



sh | th



sh | th



sh | th



sh | th



sh | th

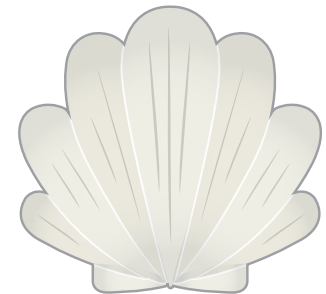
Write **sh** or **th** to complete each word.

7.



_____ op

8.



_____ ell



Trace and write each Super Word.

like

make

there

what

1. like

2. make

3. there

4. what

Write the missing Super Words.

5. _____ is in the pan?

6. I will _____ eggs for us.

Phonics

Read the words together!

1. thud that this thin

2. shop shed shut shell

3. tub fun pup mug

4. think share shovel thump

5. What is in that shed?

6. That's shell is in there.



Listen and write.

1.

2.

3.

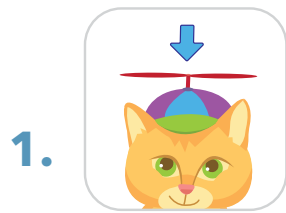
4.

Trace and write the letters. Fill the lines.
Circle your best **T** and **t**!



Word Analysis

Write the missing words.



the cat's



the cub's



the bug's



the pig's



Write the missing letters to spell the Super Words.

like

make

there

what

1. l k

2. m k

3. at

4. ere

Write the missing Super Words.

5. Do you see a cat in _____ ?

6. The cats _____ to nap in
that box.

Let's Read

Words with **sh** and **th**

Super Words: **like, make, there, what**



A Ship for Jess

What will Al **make** for Jess?

Al has an idea.

Al fills a big bag.

Then he adds the tip.



Al creates a sun and a shell.

There is a zig and a zag.

Then Al adds a ship.

Jess will **like** this ship a lot!

Write **ch** or **wh** to complete each word.

1.



_____ in

4.



_____ ip

2.



_____ iff

5.



_____ en

3.



_____ op

6.



_____ at



Read the sentences in each box. Write the number for the picture that goes with the sentences.



There is Sam.
There is Sam and his dog.
There is Sam and his dog in the cab.

What will I get?
What will I get for Mom?
What will I get for Mom at the shop?

I like to dig.
I like to dig for bugs.
I like to dig for bugs in the mud.

I can make eggs.
I can make eggs in a pan.
I can make eggs in a pan for Kim.

Phonics

Read the words together!

1. chess chop chill chat

2. when whiz whiff whip

3. hug let had on

4. chicken check whale whether

5. Chad will make a chess set.

6. I like when I chat with Pops.



Listen and write.

1.

2.

3.

4.

Trace and write the letters. Fill the lines.
Circle your best **H** and **h**!



Word Analysis

Write the missing words.

1.  the fox's _____

2.  the hen's _____

3.  the man's _____

4.  the dog's _____



Build a story! Write the missing Super Words.



like

make

there

what

1. _____ can we get at Cam's shop?

2. _____ are the chips.

3. Dad can _____ dip.

4. I _____ Dad's chips and dip!

Let's Read

Words with **wh** and **ch**

Super Words: **like, make, there, what**



Whit Can Make It

I **like** it at Whit's shop.

I sit **there** and chat with Max.

What will Whit create for us?

Whit has an idea.



Whit whips.

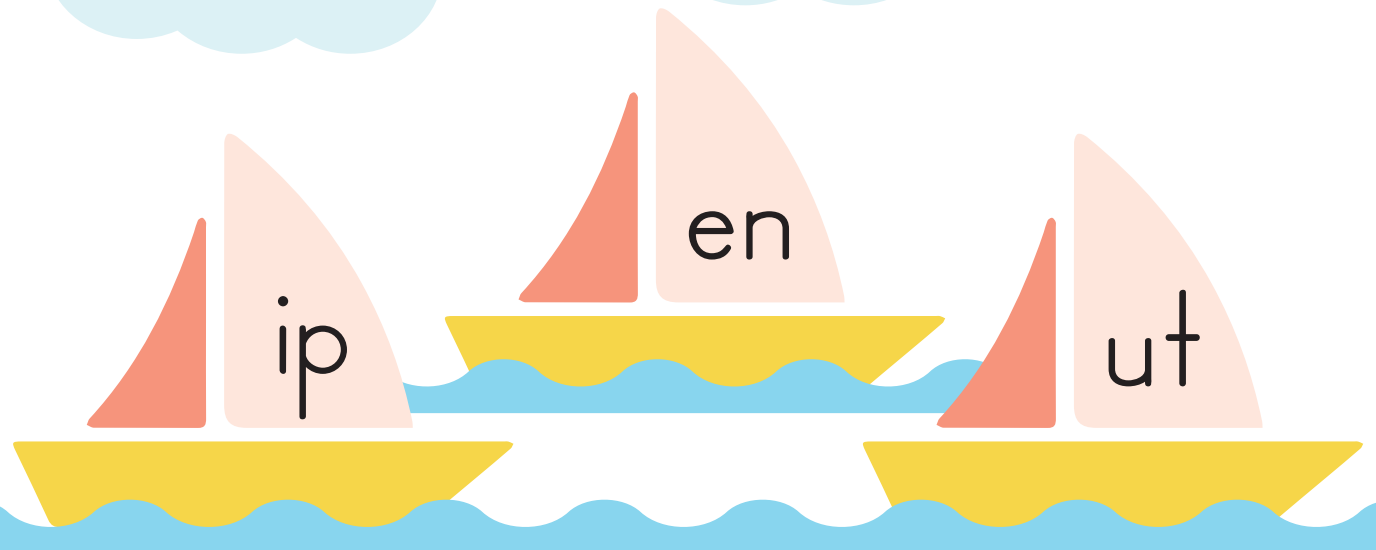
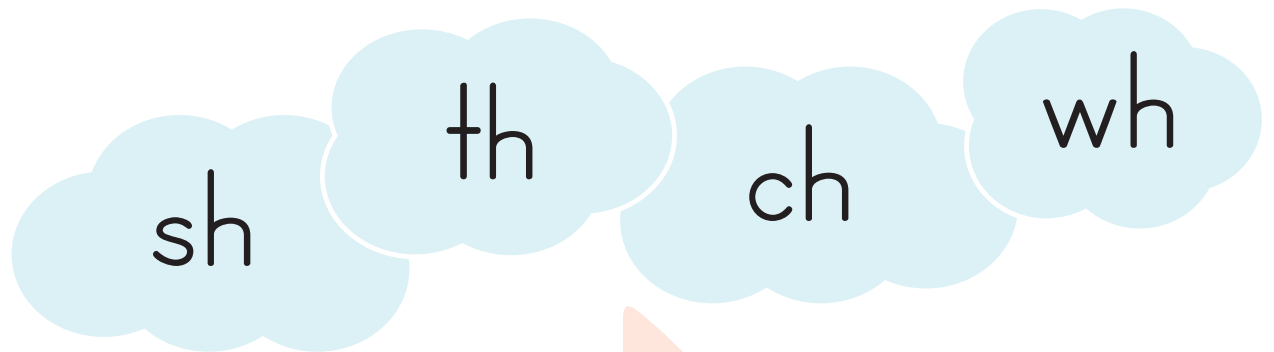
Whit chops.

I get an egg in a cup.

Max gets chips and dip.

Cumulative Review

Use the letters in the picture to make words.



1.

2.

3.

4.

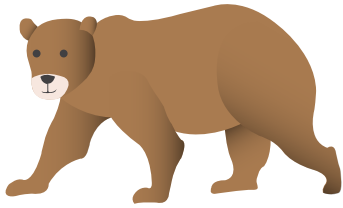
5.

6.

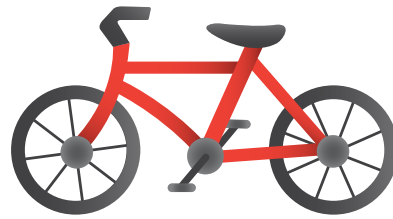


be	he	like	make
she	there	we	what

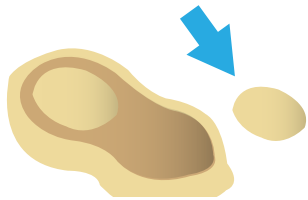
Write the Super Words that rhyme with the picture names.



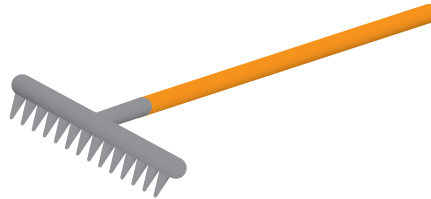
1.



3.



2.



4.

Which four words rhyme with the picture name?



5.

7.

6.

8.

Weekly Assessment

Listen and write the letters.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Listen and write the words.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Listen and write the Super Words.

<p>1.</p> <hr/> <hr/> <hr/> <hr/>	<p>3.</p> <hr/> <hr/> <hr/> <hr/>
<p>2.</p> <hr/> <hr/> <hr/> <hr/>	<p>4.</p> <hr/> <hr/> <hr/> <hr/>

Listen and write the sentences.

<p>1.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>2.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Unit Assessment

Listen and write the letters.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Listen and write the words.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Listen and write the Super Words.

1.	<hr/> <hr/> <hr/>	5.	<hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/>	6.	<hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/>	7.	<hr/> <hr/> <hr/>
4.	<hr/> <hr/> <hr/>	8.	<hr/> <hr/> <hr/>

Listen and write the sentences.

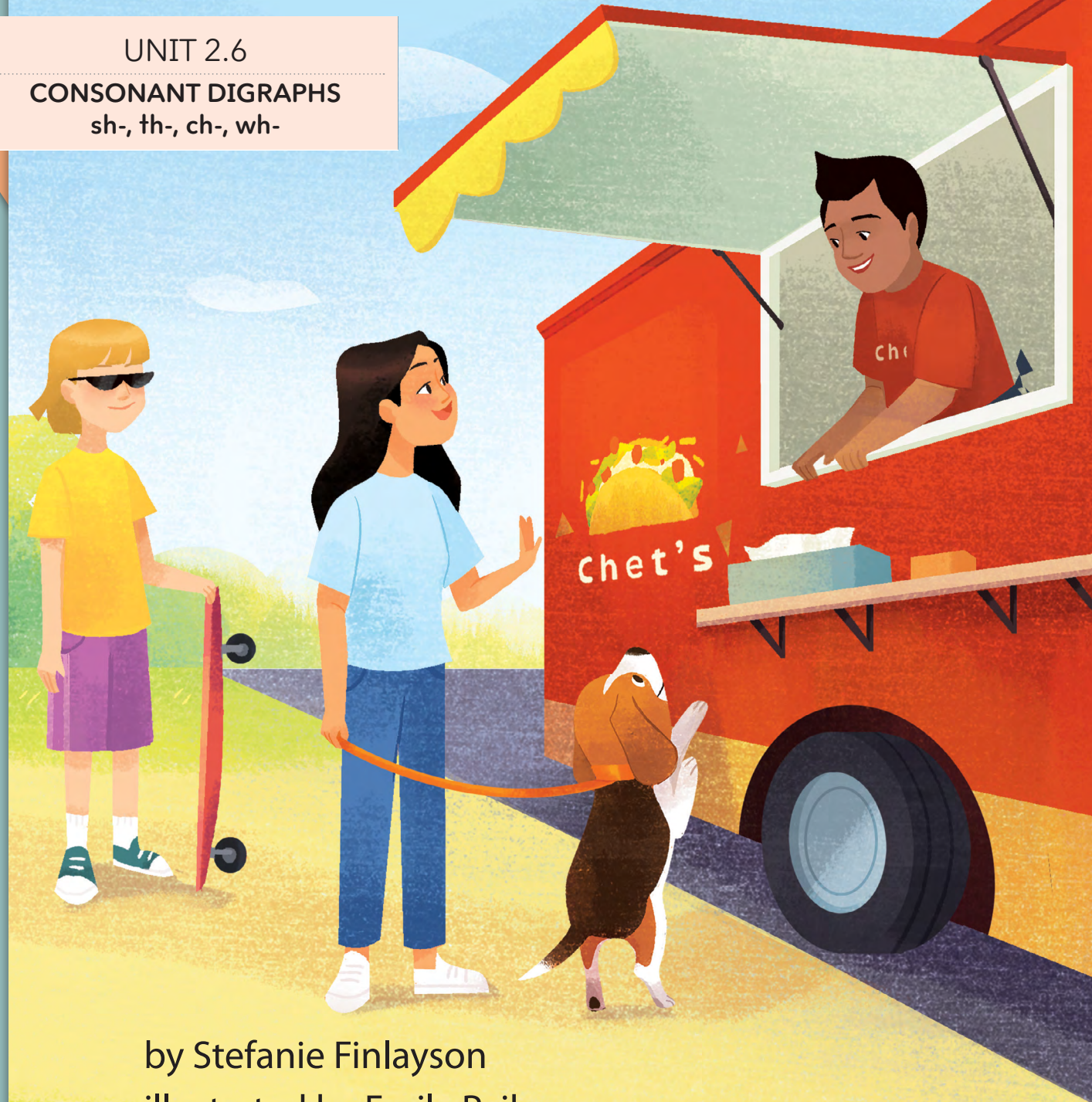
1.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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Lunch with Val

UNIT 2.6
CONSONANT DIGRAPHS
sh-, th-, ch-, wh-



by Stefanie Finlayson
illustrated by Emily Paik

Lunch with Val

by Stefanie Finlayson
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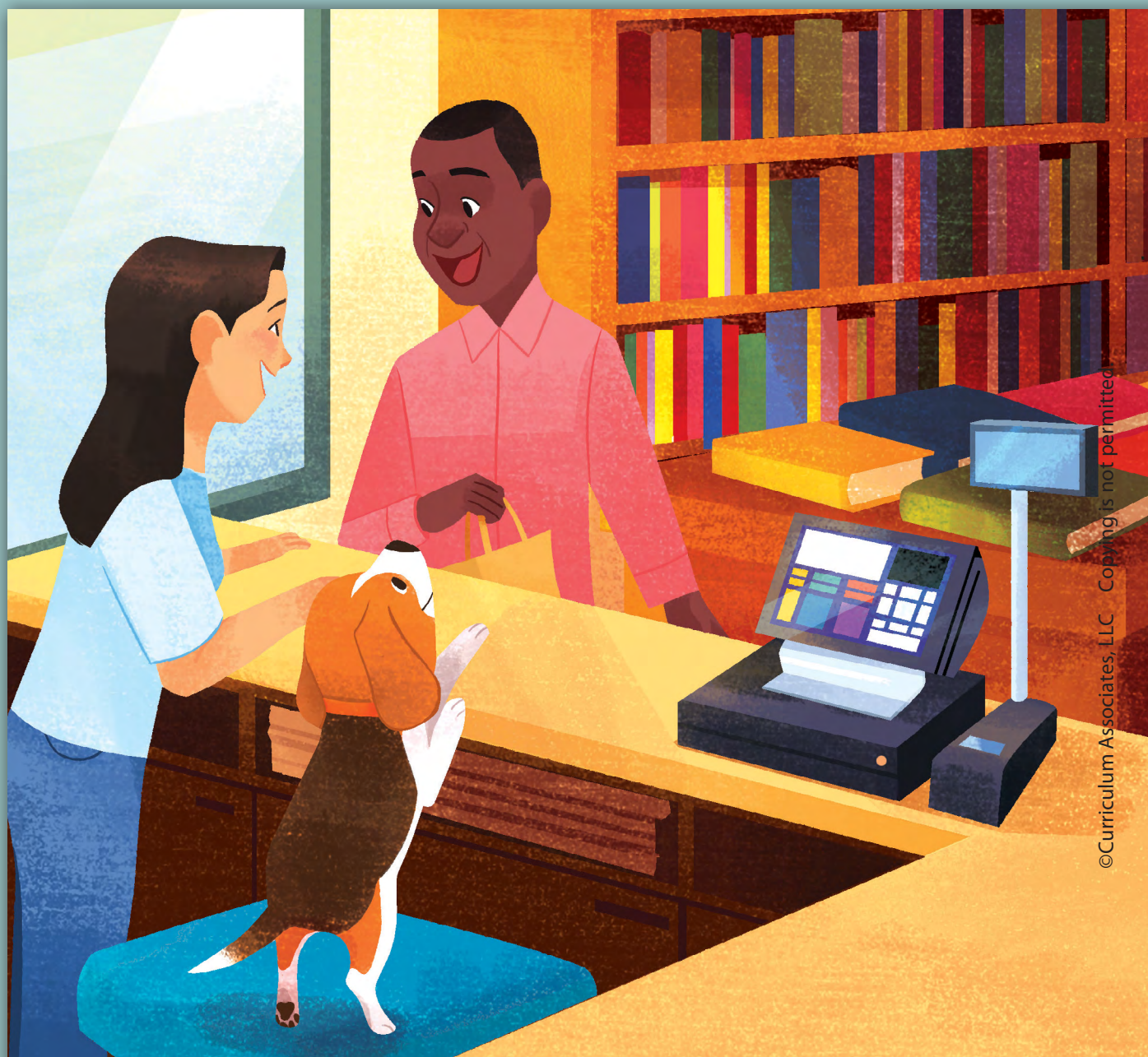
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15 14 13 12 11 10 9 7 6 5 4 3 2



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I am Val's pup.
This is Val's shop.
I **like** it at Val's shop.

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When will it be lunch?
When will Chet be **there**?



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There is Chet's truck!
That is Chet!



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Val has an idea.
She shuts the shop.
Then Val and I run to Chet's truck.



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Chet has lots of pans in his truck.
What will Chet create?



Chet will **make** tacos for a man.
I get a big whiff of them.
I **like** to see Chet chop and mix.
Then Chet fills taco shells.



Will Val get a taco?
She gets chips and dip.
What do I get?
I get a big pat.

Target Words:

SH

shop (p. 2)

shuts (p. 5)

shells (p. 7)

TH

this (p. 2)

that (p. 4)

then (p. 5)

them (p. 7)

CH

Chet's (p. 4)

Chet (p. 3)

chop (p. 7)

chips (p. 8)

WH

when (p. 3)

whiff (p. 7)

Super Words:

like (p. 2)

there (p. 3)

what (p. 6)

make (p. 7)

Story Words:

lunch (p. 3)

truck (p. 4)

tacos (p. 7)

taco (p. 7)

Illustrator: Emily Paik

Digraph *th*



Articulation Card actual size: 9" x 6"

Articulation **Consonant Digraph sh**

To make the /sh/ sound:

- First, bring your teeth together.
- Next, move your tongue so it is almost touching the top of your mouth.
- Now, push your lips out to make a circle.
- Last, gently push air through your teeth to say /sh/.

Exemplars

Initial Position

shade	shape	sheep	shell
shine	short	show	

Final Position

ash	brush	dish	fish
hush	mash	push	smash

Sound Transfer from Home Language

Transfer: Vietnamese, Arabic, Haitian Creole

Approximate Transfer: Chinese

Non-Transfer: Spanish

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Digraph sh



Articulation **Consonant Digraph th**

To make the unvoiced /th/ sound:

- Put your tongue between your teeth while opening your mouth a little bit.
- Blow air gently between your tongue and teeth.
- Place your fingers over your throat and say the sound again: /th/. Do you feel a vibration? (No)

Exemplars

Initial Position

thank	thick	thin
think	thumb	

Final Position

bath	cloth	math
path	with	

Sound Transfer from Home Language

Transfer: Arabic, Haitian Creole

Approximate Transfer: Spanish, Vietnamese

Non-Transfer: Chinese


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sh


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Sound Spelling Card actual size: 9" x 6"



th

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ch

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wh

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C

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c

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Word Building Card
actual size: 6" x 4.5"

H

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h

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E

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e

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I

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i

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make

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like

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I like playing soccer at recess.
My friend does not like playing soccer.
That girl looks like my aunt.

Grade 1, Unit 2, Week 6 High-Frequency Words

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**Super Word Card
(High-Frequency Words)
actual size: 6" x 9"**

I like to help my family make dinner.
Let's make a shopping list.

Grade 1, Unit 2, Week 6 **High-Frequency Words**

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what


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What time is it?


I want to know what time it is.

Grade 1, Unit 2, Week 6 **High-Frequency Words**

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 Foundations

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