



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## **WVCCRS ELA II: Short i Skill Set**

*This skill set provides examples for explicit teaching with educator modeling and guided practice. The skill set addresses key components that best support learners in cementing their learning and provides an opportunity for students to practice applying this skill in an authentic way. The activities each day build on the previous day's practice. The activities are designed to supplement phonics instruction in the classroom in a way that meets the needs of individual learners within a variety of instructional approaches. (Whole group, small group, intervention, etc.)*

*This skill set includes three weeks of suggested daily activities, word lists, word cards, and picture cards. The decodable reader suggested for use with the text and writing application sections can be found immediately following each week's activities. The total suggested time for each day is approximately thirty minutes.*

*Supporting documents such as an educator guide, suggested materials, and printable resources can be found [here](#) for preparation purposes. Please note that the activities and materials listed are suggestions. Both may be substituted for other activities and manipulatives found in your classroom.*

*The short i skill is first identified in West Virginia's College- and Career-Readiness Standard ELA.K.II under the Phonics and Word Recognition Cluster.*

## WVCCRS ELA II: Short e

### Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<p><b>Phoneme Bead String Counting:</b> Model the process of isolating the phonemes in a word, while moving one bead on a string, from one side of the string to the other, for each sound.</p> <p>Activity should use words from the list provided.</p>	2
<b>Articulation</b>	<p><b>Mouth Formation Mirror Practice:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the educator as they orally produce the skill sound.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Letter Formation Activity:</b> Students will practice writing the letter i using proper letter formation and appropriate pencil grip. As students are writing the letter i, they should orally produce the letter sound for short i.</p>	2
<b>Decoding and Encoding</b>	<p><b>Elkonin Box Activity:</b> Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use words from the list provided.</p>	3
<b>Irregular and High Frequency Words</b>	<p><b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week's list. With students, spell and write the word. Finally, provide students with this week's decodable text. Students will highlight the new irregular or high frequency word as it appears.</p> <p>Word List: of, are, from, on</p>	5
<b>Text Application</b>	<p><b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.</p>	10
<b>Writing Application</b>	<p><b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.</p>	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Bead String Counting:</b> Model the process of isolating the phonemes in a word, while moving one bead on a string, from one side of the string to the other, for each sound.  Activity should use words from the list provided.	2
<b>Articulation</b>	<b>Mouth Formation Mirror Practice:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the educator as they orally produce the skill sound.	3
<b>Letter-Sound Correspondence</b>	<b>Letter Formation Activity:</b> Students will practice writing the short e using proper letter formation and appropriate pencil grip. As students are writing the letter e, they should orally produce the letter sound for short e.	2
<b>Decoding and Encoding</b>	<b>Elkonin Box Activity:</b> Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.  Activity should use the word list provided.	3
<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.  Word List: of, are, from, on	5
<b>Text Application</b>	<b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<p><b>Phoneme Bead String Counting:</b> Model the process of isolating the phonemes in a word, while moving one bead on a string, from one side of the string to the other, for each sound.</p> <p>Activity should use words from the list provided.</p>	2
<b>Articulation</b>	<p><b>Mouth Formation Mirror Practice:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the educator as they orally produce the skill sound.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Letter Formation Activity:</b> Students will practice writing the letter i using proper letter formation and appropriate pencil grip. As students are writing the letter i, they should orally produce the letter sound for short i.</p>	2
<b>Decoding and Encoding</b>	<p><b>Elkonin Box Activity:</b> Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use the word list provided.</p>	3
<b>Irregular and High Frequency Words</b>	<p><b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.</p> <p>Word List: of, are, from, on</p>	5
<b>Text Application</b>	<p><b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students' understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Guided Writing:</b> Choose a sentence that includes this week's skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.</p>	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<p><b>Phoneme Bead String Counting:</b> Model the process of isolating the phonemes in a word by moving one bead on a string, from one side of the string to the other, for each sound. Then guide students in isolating the phonemes within each word.</p> <p>Activity should use words from the list provided.</p>	2
<b>Articulation</b>	<p><b>Mouth Formation Mirror Practice:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the educator as they orally produce the skill sound.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Letter Formation Activity:</b> Students will practice writing the letter i using proper letter formation and appropriate pencil grip. As students are writing the letter i, they should orally produce the letter sound for short i.</p>	2
<b>Decoding and Encoding</b>	<p><b>Elkonin Box Activity:</b> Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use the word list provided.</p>	3
<b>Irregular and High Frequency Words</b>	<p><b>Word Swat:</b> Spread out previously created word cards facing up. Then can orally provide students with a word, asking them to identify the word by swatting it with their hand. This activity could be done as a group, or with individual students. Tip: If doing the activity with a group, make a game out of it! The first student to identify the word and swat the card keeps that card. The student with the most cards at the end of the game wins.</p> <p>Word List: of, are, from, on</p>	5
<b>Text Application</b>	<p><b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students' understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Guided Writing:</b> Choose a different sentence that includes this week's skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.</p>	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<p><b>Phoneme Isolation:</b> Model the process of isolating the phonemes in a word, while moving one bead on a string, from one side of the string to the other, for each sound.</p> <p>Activity should use words from the list provided.</p>	2
<b>Articulation</b>	<p><b>Mouth Formation Mirror Practice:</b> Model the sound for the focus skill and describe the proper mouth formation. Students can then be given the opportunity to practice demonstrating proper mouth formation in their mirrors, working to replicate the mouth formation of the educator as they orally produce the skill sound.</p>	3
<b>Letter-Sound Correspondence</b>	<p><b>Letter Formation Activity:</b> Students will practice writing the letter i using proper letter formation and appropriate pencil grip. As students are writing the letter i, they should orally produce the letter sound for short i.</p>	2
<b>Decoding and Encoding</b>	<p><b>Elkonin Box Activity:</b> Use sound boxes to have students encode sounds into written words. Next, have students decode by reading words chorally or to a shoulder partner.</p> <p>Activity should use words from the list provided.</p>	3
<b>Irregular and High Frequency Words</b>	<p><b>Word Swat:</b> Spread out previously created word cards facing up. Then can orally provide students with a word, asking them to identify the word by swatting it with their hand. This activity could be done as a group, or with individual students. Tip: If doing the activity with a group, make a game out of it! The first student to identify the word and swat the card keeps that card. The student with the most cards at the end of the game wins.</p> <p>Word List: of, are, from, on</p>	5
<b>Text Application</b>	<p><b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students' understanding of the text.</p>	10
<b>Writing Application</b>	<p><b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.</p> <p>Example: Sid is _____.</p>	10

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# Sid Hits

Sid is a kid. Sid has a fit. Sid hits his dad.

His dad is mad from the hit. Sid has to sit. His dad has to pat the cat.

Sid is sad from the hit. Dad pats Sid. "Sid is bad, Dad."

"Hits are bad. Sid is a rad lad!"

Sid sits in Dad's lap. "Dad is rad!"

## WVCCRS ELA II: Short i

### Suggested Activities: Set Two

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Hopscotch:</b> Create three squares on the floor (you can use tape). Say a word from the focus skill word list and have students repeat it. After they repeat it, they will jump to each box as they segment the sounds orally.	2
<b>Articulation</b>	<b>Lip Sync Activity:</b> Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
<b>Letter-Sound Correspondence</b>	<b>Sound Hunt:</b> Prior to this activity, you should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
<b>Decoding and Encoding</b>	<b>Word Construction Activity:</b> You can put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students can draw one tile from each pile.	3
<b>Irregular and High-Frequency Words</b>	<b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.  Word List: of, are, from, on	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10

Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.



<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Hopscotch:</b> Create three squares on the floor (you can use tape). Say a word from the focus skill word list and have students repeat it. After they repeat it, they will jump to each box as they segment the sounds orally.	2
<b>Articulation</b>	<b>Lip Sync Activity:</b> Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
<b>Letter-Sound Correspondence</b>	<b>Sound Hunt:</b> Prior to this activity, you should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
<b>Decoding and Encoding</b>	<b>Word Construction Activity:</b> You can put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e., at, ap, etc.) Students can draw one tile from each pile.	3
<b>Irregular and High-Frequency Words</b>	<b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.  Word List: of, are, from, on	5
<b>Text Application</b>	<b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
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<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Phoneme Isolation:</b> Create three squares on the floor (you can use tape). Say a word from the focus skill word list and have students repeat it. After they repeat it, they will jump to each box as they segment the sounds orally.	2
<b>Articulation</b>	<b>Lip Sync Activity:</b> Teacher will orally provide students with a word. Students will repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students will “lip sync” the word as it is said and repeat it aloud mimicking mouth positions.	3
<b>Letter-Sound Correspondence</b>	<b>Sound Hunt:</b> Prior to this activity, teacher should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
<b>Decoding and Encoding</b>	<b>Word Construction Activity:</b> You can put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students can draw one tile from each pile.	3
<b>Irregular and High-Frequency Words</b>	<b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.  Word List: of, are, from, on	5
<b>Text Application</b>	<b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Guided Writing:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.	10

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<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Hopscotch:</b> Create three squares on the floor (you can use tape). Say a word from the focus skill word list and have students repeat it. After they repeat it, they will jump to each box as they segment the sounds orally.	2
<b>Articulation</b>	<b>Lip Sync Activity:</b> Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
<b>Letter-Sound Correspondence</b>	<b>Sound Hunt:</b> Prior to this activity, teacher should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
<b>Decoding and Encoding</b>	<b>Word Construction Activity:</b> You can put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e., at, ap, etc.) Students can draw one tile from each pile.	3
<b>Irregular and High-Frequency Words</b>	<b>Memory Game:</b> Using two sets of word cards, students can take turns choosing a card to find its match. As students turn over cards, they should read the word they have chosen.  Word List: of, are, from, on	5
<b>Text Application</b>	<b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Guided Writing:</b> Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.	10

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<b>Phonemic Awareness</b>	<b>Hopscotch:</b> Create three squares on the floor (you can use tape). Say a word from the focus skill word list and have students repeat it. After they repeat it, they will jump to each box as they segment the sounds orally.	2
<b>Articulation</b>	<b>Lip Sync Activity:</b> Orally provide students with a focus skill word. Students can repeat the word by exaggerating the pronunciation of each sound in the word, modeling appropriate mouth positions. Students can “lip sync” the word as you are saying it and then repeat it aloud, mimicking appropriate mouth formation that you demonstrated.	3
<b>Letter-Sound Correspondence</b>	<b>Sound Hunt:</b> Prior to this activity, you should post letters throughout the classroom. Students will be given approximately two minutes to visit previously posted letters. During the time allowed, students should visit as many letters as possible, orally producing the letter name and sound at each letter.	2
<b>Decoding and Encoding</b>	<b>Word Construction Activity:</b> You can put consonant tiles face down in one pile and then put two- or three-letter phonogram tiles face down in another pile (i.e. at, ap, etc.) Students can draw one tile from each pile.	3
<b>Irregular and High-Frequency Words</b>	<b>Memory Game:</b> Using two sets of word cards, students can take turns choosing a card to find its match. As students turn over cards, they should read the word they have chosen.  Word List: of, are, from, on	5
<b>Text Application</b>	<b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.  Example: The pig is _____.	10

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# The Big Pig

Liz had a bag of hats. The bag had a rip in it. Jig the pig had to nab a hat from the bag.

Jig bit the tip of the bag. Liz had a fit. "Bad Jig!" Jig was sad. Jig had to win a hat from the bag.

Jig hid in a pit. Jig did a fib. Jig fit a wig on his lid.

Jig did win a hat. Liz was sad.



## WVCCRS ELA II: Short i

### Suggested Activities: Set Three

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Play-doh Smash:</b> Give each student a play-doh smash mat. The student will place a play-doh ball in each circle. Using the focus skill word list provided, say three sounds like /c/ /a/ t/. The students will repeat each sound as they smash the play-doh ball with one finger. Students will slide their finger across the bottom following the arrow to blend and say the word.	2
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins.  For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car	3
<b>Letter-Sound Correspondence</b>	<b>Mystery Letter Bag Activity:</b> Place letter tiles in a bag. Students will take turns selecting a letter tile from the bag and as a group, students will produce letter name and sound.	2
<b>Decoding and Encoding</b>	<b>Odd Word Out Activity:</b> Create a series of three words—two words that use the focus skill and the third word that is different. Students can write and say the words to determine which word is the “odd word out” and explain the reason why it doesn’t belong.	3
<b>Irregular and High Frequency Words</b>	<b>Read, Spell, Write, Find:</b> Show and read an irregular or high frequency word from this week’s list. With students, spell and write the word. Finally, provide students with this week’s decodable text. Students will highlight the new irregular or high frequency word as it appears.  Word List: of, are, from, on	5
<b>Text Application</b>	<b>Highlighting Fun Activity:</b> Read decodable text aloud while students follow along using individually distributed copies of the decodable text. Students should be encouraged to notice and highlight skill words and high-frequency words within the text. Provide students the opportunity to share words found.	10
<b>Writing Application</b>	<b>Writing Spotlight:</b> Students will revisit the decodable text to write words that are highlighted.	10

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<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Play-doh Smash:</b> Give each student a play-doh smash mat. The student will place a play-doh ball in each circle. Using the focus skill word list provided, say three sounds like /c/ /a/ t/. The students will repeat each sound as they smash the play-doh ball with one finger. Students will slide their finger across the bottom following the arrow to blend and say the word.	2
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<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.  Word List: of, are, from, on	5
<b>Text Application</b>	<b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.	10
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<b>Irregular and High Frequency Words</b>	<b>Sensory Words:</b> Students can be given the opportunity to practice writing high-frequency words in sensory materials. For example, students could write words in shaving cream, paint, sand, salt, etc.  Word List: of, are, from, on	5
<b>Text Application</b>	<b>Echo Reading:</b> Echo read words identified from previous day. Then echo read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Guided Writing:</b> Choose a sentence that includes this week’s skill words and high-frequency words. Then dictate the sentence to the students and observe their writing.	10

Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.



<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Play-doh Smash:</b> Give each student a play-doh smash mat. The student will place a play-doh ball in each circle. Using the focus skill word list provided, say three sounds like /c/ /a/ t/. The students will repeat each sound as they smash the play-doh ball with one finger. Students will slide their finger across the bottom following the arrow to blend and say the word.	2
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins.  For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car	3
<b>Letter-Sound Correspondence</b>	<b>Mystery Letter Bag Activity:</b> Place letter tiles in a bag. Students will take turns selecting a letter tile from the bag and as a group, students will produce letter name and sound.	2
<b>Decoding and Encoding</b>	<b>Odd Word Out Activity:</b> Create a series of three words—two words that use the focus skill and the third word that is different. Students can write and say the words to determine which word is the “odd word out” and explain the reason why it doesn’t belong.	3
<b>Irregular and High Frequency Words</b>	<b>Circle Up Words:</b> Have students stand in a circle. One at a time, students can be asked to read a high-frequency word.  Word List: of, are, from, on	5
<b>Text Application</b>	<b>Choral Reading:</b> Chorally read decodable text with students using individually distributed copies of decodable. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Guided Writing:</b> Choose a different sentence that includes this week’s skill words or high-frequency words. Then dictate the sentence to the students and observe their writing.	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

<b>Section</b>	<b>Instructional Routine</b>	<b>Time</b>
<b>Phonemic Awareness</b>	<b>Play-doh Smash:</b> Give each student a play-doh smash mat. The student will place a play-doh ball in each circle. Using the focus skill word list provided, say three sounds like /c/ /a/ t/. The students will repeat each sound as they smash the play-doh ball with one finger. Students will slide their finger across the bottom following the arrow to blend and say the word.	2
<b>Articulation</b>	<b>Tic Tac Toe Activity:</b> Create a tic tac toe board with a different focus skill word picture on each square. Then provide the name of the picture. For a student to earn the square and put their mark in the spot, they must select the picture and correctly pronounce the skill word that describes the picture. The first student to get three in a row on the board wins.  For example, if working on the skill short a, you could use the following pictures on the game board: cat, hat, cab, bag, jar, cat, man, rat, car	3
<b>Letter-Sound Correspondence</b>	<b>Mystery Letter Bag Activity:</b> Place letter tiles in a bag. Students will take turns selecting a letter tile from the bag and as a group, students will produce letter name and sound.	2
<b>Decoding and Encoding</b>	<b>Odd Word Out Activity:</b> Create a series of three words—two words that use the focus skill and the third word that is different. Students can write and say the words to determine which word is the “odd word out” and explain the reason why it doesn’t belong.	3
<b>Irregular and High Frequency Words</b>	<b>Circle Up Words:</b> Have students stand in a circle. One at a time, students can be asked to read a high-frequency word.  Word List: of, are, from, on	5
<b>Text Application</b>	<b>Partner Reading:</b> Observe as students partner read decodable text. If time allows, facilitate a discussion of students’ understanding of the text.	10
<b>Writing Application</b>	<b>Independent Writing:</b> Use verbal prompts to guide students to write a sentence connected to the text. The sentence should include skill words or high-frequency words. If needed, a sentence frame can be used.  Example: Kim the cat _____.	10

*Note: When possible, students should be taught spelling patterns within high-frequency words, rather than being taught through memorization. Memorization of words should only be used if there are no identifiable spelling patterns within a word.*

# Kip the Kit

Kip the kit yips and zips from the bin to the pit. It is a big din.

Kim the cat sits. Kim naps. Kip yips. Kim jabs the kit.

Kim is in the big fig. Kip tags the cat. Kip zips and yaps.

Kip sits in a bin. Kim sits in a lid. Kip the kit has a nap.

Kim the cat is rid of Kip's yips. Kim sits and wags.



Bib

Rib

Hid

Kid

If

Big



Dig

Gig

Dim

Him

In

Bin



Fin

Pin

Win

Hip

Lip

Sip



Is

His

It

Bit

Hit

Pit







