



at Marshall University's  
June Harless Center

# West Virginia Phonics and Word Recognition Standards Companion

## WVCCRS ELA II: Short u 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 u 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 u

### Suggested Activities: Set One

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<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. 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 teacher as they orally produce the skill sound.	3
<b>Letter-Sound Correspondence</b>	<b>Letter Formation Activity:</b> Students will practice writing the letter u using proper letter formation and appropriate pencil grip. As students are writing letters, they should orally produce the letter sound for each letter.	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 words from the list provided.	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: play, with, my	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>	<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 u using proper letter formation and appropriate pencil grip. As students are writing letters, they should orally produce the letter sound for each letter.</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: play, with, my</p>	5
<b>Text Application</b>	<p><b>Independent Whisper Reading:</b> Observe as students independently read decodable text. Encourage students to track their reading during independent reading time.</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>	<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 u using proper letter formation and appropriate pencil grip. As students are writing letters, they should orally produce the letter sound for each letter.</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>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: play, with, my</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: play, with, my</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 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 u using proper letter formation and appropriate pencil grip. As students are writing letters, they should orally produce the letter sound for each letter.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: play, with, my</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: Gus and Bud _____.</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.*

# Fun in the Sun

The sun is up. Gus jogs from his hut to play with his pup, Bud.

The pup plays tag with Gus. Gus runs on the sod. Bud runs. Bud tags Gus on the leg. Bud has fun in the sun!

Gus runs. Gus tags Bud.

The sun is hot! Gus is hot. Bud is hot. The pup yaps.

Gus jogs to the hut. Bud jogs to the hut. Gus has a sip. Bud has a nap.



## WVCCRS ELA II: Short u

### 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 and put them together. They can then read their word to decide if it is a real word or a nonsense word.  Note: You may use consonant and phonogram cards as a replacement for tiles.	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: play, with, my	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 and put them together. They can then read their word to decide if it is a real word or a nonsense word.  Note: You may use consonant and phonogram cards as a replacement for tiles.	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: play, with, my	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>	<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 and put them together. They can then read their word to decide if it is a real word or a nonsense word.  Note: You may use consonant and phonogram cards as a replacement for tiles.	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: play, with, my	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>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 and put them together. They can then read their word to decide if it is a real word or a nonsense word.  Note: You may use consonant and phonogram cards as a replacement for tiles.	3
<b>Irregular and High-Frequency Words</b>	<b>Word Building:</b> Students will work to build this week’s high-frequency words using teacher-selected materials.  Word List: play, with, my	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>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 and put them together. They can then read their word to decide if it is a real word or a nonsense word.  Note: You may use consonant and phonogram cards as a replacement for tiles.	3
<b>Irregular and High-Frequency Words</b>	<b>Word Building:</b> Students will work to build this week’s high-frequency words using teacher-selected materials.  Word List: play, with, my	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 bug _____.	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.*

# Bud and the Bug

Gus has a pup, Bud. Bud sits on the rug. A bug is on the rug.

Bud yaps. Bud plays with the bug. The pup tugs on the rug. The bug jets to the cup.

Gus sobs, "The bug is on the rim of my cup!"

The pup runs. The pup yaps at the bug. The bug runs from the hut.

Gus pats Bud on the leg. The pup did a top job!



## WVCCRS ELA II: Short u

### Suggested Activities: Set Three

Section	Instructional Routine	Time
<b>Phonemic Awareness</b>	<b>Play-doh Smash:</b> Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in 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: play, with, my	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>Phoneme Isolation:</b> Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in 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>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: play, with, my	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>	<b>Phoneme Isolation:</b> Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in 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>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: play, with, my	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>Phoneme Isolation:</b> Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in 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>Go Fish:</b> Students can use word cards to play a game of Go Fish. Word cards should include all new and previously learned high-frequency words. To play the game, you will need two complete sets of word cards. The cards should be shuffled, and each student participating should be given five cards. The game can begin with one student asking another if they have a certain word in their hand. If the player has that word, they give it to the student who asked. That student now has a match and can set the two matching cards aside. If the student does not have the word, they tell the student to go fish. That student then takes the top card from the deck and adds it to their hand. At the end of the game, when no cards remain, the student with the most matches wins the game.  Word List: play, with, my	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>Phoneme Isolation:</b> Orally provide students with a focus skill word and say, “What is the first sound you hear in the word _____?” Students should orally respond with the first sound they hear in 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>Go Fish:</b> Students can use word cards to play a game of Go Fish. Word cards should include all new and previously learned high-frequency words. To play the game, you will need two complete sets of word cards. The cards should be shuffled, and each student participating should be given five cards. The game can begin with one student asking another if they have a certain word in their hand. If the player has that word, they give it to the student who asked. That student now has a match and can set the two matching cards aside. If the student does not have the word, they tell the student to go fish. That student then takes the top card from the deck and adds it to their hand. At the end of the game, when no cards remain, the student with the most matches wins the game.  Word List: play, with, my	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: Gus has _____.	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.*

# In the Mud

Gus is a kid. Gus has a pup, Bud. Bud likes to play in mud.

Bud zigs zags in the mud. Gus sits on a mat. Bud runs. Bud hops on Gus.

Gus sobs, "Bud, my pup. You have to get in the tub."

The pup is sad. Bud likes to play in the mud, not in the tub.

Gus dabs Bud with a rag. Bud hops from the tub. Bud rubs on the rug.

Cub

Tub

Mud

Bug

Dug

Hug



Jug

Lug

Mug

Pug

Rug

Tug



Gum

Mum

Bun

Nun

Run

Sun



Up

Cup

Pup

Bus

Cut

Hut







