

McGraw-Hill Reading
WonderWorks
INTERVENTION

**Grade K
Teacher's Edition**



**Support the
Common Core
State Standards**



**Mc
Graw
Hill
Education**

Week 2 LESSON

1

Materials



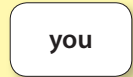
Teaching Chart
pp. iv, 30–31



Practice
p. 61



Sound-Spelling
WorkBoards



High-Frequency
Word Cards



Letter Cards



Sound-Spelling
Cards



Photo Cards

Go Digital

- **Teaching Chart eBook:** pp. iv, 30–31
- **Mini-Lessons:** Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words
- **Visual Glossary**

Word Work

15–20 Minutes

RF.K.1d RF.K.2c RF.K.2d
RF.K.3a RF.K.3c



Phonological Awareness

Objective Segment onset and rime

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

My dog Ollie has lots of spots.
Ollie's spots are like big, black dots.
Black spots here, black spots there,
Ollie has big, black spots everywhere!

I Do Remind children that you can break a word into its beginning sound and the remaining part of the word. Ask them to listen as you say a word from the rhyme and then break it into its beginning sound and the remaining part of the word. **The word is *lots*. I can say the beginning sound and the remaining part of the word: *lots*: /l/ /ots/.**

We Do Ask children to listen as you say words from the rhyme. Have them say the beginning and end parts of the words with you. Say *dots*. **Let's say the beginning and end part of *dots*: /d/ /ots/. The sound /d/ is the beginning part and /ots/ is the end part.** Repeat with *like* and *round*.

You Do Say the following words and have children segment the onset and rime in each: *has*, (/h/ /az/); *dime*, (/d/ /ime/); *leg* (/l/ /eg/).

CORRECTIVE FEEDBACK Model segmenting the onset and rime in the word *log*: /l/, /og/, *log*. Guide children to segment the onset and rime in any words they missed.

Phonemic Awareness

Objective Isolate phonemes

I Do Display the **Photo Card** for *ox*. Listen as I say the word *ox*. *Ox* begins with the /o/ sound. Say the sound and the word with me: /o/, *ox*. What's the beginning sound in *ox*? (/o/)

We Do Display the Photo Card for *ostrich*. The word *ostrich* begins with /o/. **Let's say the word together: *ostrich*. Let's say the beginning sound in *ostrich*: /o/.** Repeat with the words *ax*, *octopus*, *zip*.

You Do Display the Photo Card for *olive*. **What is the sound you hear in *olive*? (/o/)** Repeat using the Photo Cards for *apple*, *octopus*, *inch*.

Have children complete **Practice**, page 61.

CORRECTIVE FEEDBACK Model isolating the initial phoneme in *on*. Then guide children to isolate the initial phoneme in any words they missed.

Phonics

Objective Introduce /o/o

Letter Review Display page iv of the **Teaching Chart**. Sing "The Alphabet Song" as a volunteer points to each letter. Point to the letter *o* and have children name it. Have volunteers point to the letters *c*, *i*, *n*, *p*, *t*.

Sound-Spelling Review Display the **Letter Cards** for *c*, *i*, *n*, *p*, *t*. Have children say each letter and its sound.

I Do Display the *Octopus* **Sound-Spelling Card**. Point to *Oo*. **This is uppercase O. This is lowercase o. The letter o stands for /o/ in *octopus*. Listen for /o/: *octopus*.**

We Do Distribute Letter Card *o* to children. Display the **Photo Card** for *otter*. **What sound does *otter* begin with? (/o/)** What letter stands for /o/? Let's show our Letter Card *o* because *o* stands for the beginning sound /o/ in *otter*.

You Do Display and name Photo Cards for *ant*, *October*, *ax*, *olive*, *inch*, and *ostrich*. Tell children to hold up Letter Card *o* when the picture name begins with /o/.

CORRECTIVE FEEDBACK Model identifying the /o/ sound in the word *otter*. Guide children to identify the /o/ sound in any words they missed.

Handwriting Display the *Octopus* Sound-Spelling Card. Model how to write *Oo* by tracing the letter with your finger on the card. Write the letter *Oo*. Have children use their finger to trace *Oo* in the air and then write the letter multiple times on their **Sound-Spelling WorkBoards**.

Build Fluency

Objective Identify letter sounds

Show the following Letter Cards: *c*, *i*, *n*, *o*, *p*, *t*. Have children chorally say the sound that each letter stands for. Repeat. Vary the pace.

CORRECTIVE FEEDBACK Display Letter Card for *o*. Model identifying the sound the letter stands for. Guide children to identify the sound for any letters they missed.

High-Frequency Words: *you*

Objective Read high-frequency words

Display **High-Frequency Word Card** *you*. Use the **Read/Spell/Write** routine.

Read Point to and say the word *you*. *This is the word you. Say it with me: you. Are you my friend?*

Spell *The word you is spelled y-o-u. Spell it with me.*

Write *Write the word in the air as we spell you: y-o-u.*

CORRECTIVE FEEDBACK Write the word *you*. Point to and name each letter in the word. Have children repeat after you. Say: *This is the word you.*

Shared Read

10–15 Minutes

RF.K.1a RF.K.3c RF.K.4

CCSS

Read “Sit on Top”

Objective Read words in connected text

Preview Display page 30 of the **Teaching Chart**. Point to the words in the title “Sit on Top” and read them aloud. Then have children repeat. *Let’s read to find out why the story is called “Sit on Top.”*

I Do *Listen as I read the first sentence.* Point to each word as you read, following words from left to write.

We Do *Now I’ll read the first sentence again.* Encourage children to join in as they are able, by reading any decodable words and sight words they know.

You Do Read the remaining sentences. Then reread the page and encourage children to join in as they are able.

Respond to Reading Ask children the following questions: *What is the family doing? (playing on a see-saw) Who is Pip? (the dog) What happens when Pip sits on the see-saw? (The see-saw tips.)*

Oral Language

5–10 Minutes

L.K.5c L.K.6

CCSS

Oral Vocabulary

Objective Expand oral vocabulary

Display page 31 of the **Teaching Chart** and teach the words *accident* and *clumsy*.

Define *An accident is an unfortunate incident.*

Example *The boy had an accident and needs a bandage.*

Ask *Did you ever have an accident?*

Define *Someone who is clumsy is awkward.*

Example *The girl was clumsy as she poured her cereal.*

Ask *Tell about a time you felt awkward or clumsy.*

Guide children to tell if they think Pip’s jumping on the see-saw was an *accident*. Have them explain their answer. Then ask them if they think Pip is *clumsy*. Encourage discussion.

Materials



Teaching Chart
pp. 30–32



Practice
p. 62



Decodable Reader
Unit 4: pp. 9–16



Sound-Spelling
WorkBoards

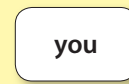


Sound-Spelling
Cards

- Teaching Chart eBook: pp. 30–32
- Decodable Reader eBook, pp. 9–16
- Mini-Lessons: Phonemic Awareness, Phonics, High-Frequency Words



Letter Cards



High-Frequency
Word Cards

Word Work

15–20 Minutes

RF.K.2d RF.K.3a RF.K.3c



Phonemic Awareness

Objective Isolate phonemes

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

My dog Ollie has lots of spots.
Ollie's spots are like big, black dots.
Black spots here, black spots there,
Ollie has big, black spots everywhere!

I Do Listen as I say the word *lot*: /llloooot/. The middle sound in *lot* is /o/. Listen again as I say the middle sound and the word: /o/, *lot*. Repeat with the middle sound /a/ in *black* and the middle sound /i/ in *big*.

We Do Ask children to say each word with you and name the middle sound. Say *fog* with me. /fffoog/. What sound do you hear in the middle? (/o/). That's right, the /o/ sound is in the middle of the word *fog*. Repeat with *tag* and *fit*.

You Do Have children name the middle sound in each word: *rock*, *map*, *pop*, *tin*, *log*, *rack*, *tick*, *tock*.

CORRECTIVE FEEDBACK Model isolating the middle sound in the word *hop*. Then guide children to isolate the middle sound in any words they missed.

Quick Check Can children isolate phonemes? If not, model and guide practice using the words in Reteach. See page 343.

Phonics

Objective Blend and read words with short o

Sound-Spelling Review Display **Letter Cards** for *c*, *i*, *n*, *o*, *p*, *t* one at a time. Have children say the sound that each letter stands for. Mix the cards and repeat.

I Do Point to the word *on* on page 32 of the **Teaching Chart**. This is the letter *o*. The letter *o* stands for the /o/ sound. This is the letter *n*. The letter *n* stands for the /n/ sound. Listen as I blend the sounds together: /ooonnn/, *on*. Repeat with *Mom*.

We Do Distribute **Letter Cards** *c*, *m*, *n*, *o*, *p*, *p*, *t*. Point to and read the word *cot* on the Teaching Chart and have children form the word with their Letter Cards. Blend and read *cot* with children. Repeat with *mop*.

You Do Then have children use Letter Cards to form *not*, *pop*, *pot*, and *top*. Have them blend sounds to read the words.

Have children complete **Practice**, page 62.

CORRECTIVE FEEDBACK Model blending sounds in the word *pot*: /p/ /o/ /t/, /pooot/, *pot*. Then guide children to blend the sounds to read any words they missed.

ELL ENGLISH LANGUAGE LEARNERS

Point to the letter *o* and say /o/. Have children repeat. Demonstrate the meanings of words with *o* using gestures or images. Use the **Sound-Spelling Cards** for articulation support.

Write Say the word *mop* slowly as you review modeling blending: /mmmoop/, *mop*. Have children repeat. Model writing the word. Then say the word again and have children write it on their **Sound-Spelling WorkBoard**. Repeat this process with the words *pot* and *top*.

Build Fluency

Objective Read words accurately

Display page 32 of the **Teaching Chart**. Point to and read each word. Then point to words randomly and have children choral-read. Repeat and vary the pace.

CORRECTIVE FEEDBACK Point to the word *not*. Model blending the sounds to read the word. Then point to any words children missed and guide them to blend the sounds and say the words.

High-Frequency Words: you

Objective Read high-frequency words

Display the **High-Frequency Word Card** *you* in a pocket chart. *This is the word you. I like to play with you.* Then have children **Read/Spell/Write** the word *you*.

Have children take turns using the word *you* in a sentence.

On page 30 of the **Teaching Chart**, point to the word *you* and have children read it. Then choral-read “Sit on Top.”

Then have children write the word *you* on individual cards or pieces of paper to add to their word bank.

CORRECTIVE FEEDBACK Write the word *you*. Point to each letter in the word. Have children repeat after you. Say: *This is the word you.* Repeat for *to*, *and*, *go*.

 **Quick Check** Can children read the word *you*? If not, model and guide practice using the Reteach routine. See page 343.

Shared Read

10–15 Minutes

RF.K.1a RF.K.3c RF.K.4

CCSS

Read “Tom Can Sit”

Objective Read words in connected text

Display page 9 of the **Decodable Reader** and read aloud the story title, “Tom Can Sit.” Point to the frog in the picture. Ask: *Who might Tom be? (the frog)* Ask: *How do you think Tom was able to reach the window? (He hopped on the shelves to reach the window.)*

I Do Model sounding out the decodable words and saying the sight words as you read the first page. Point out that we read from left to right. *Listen as I read the sentence.*

We Do Have children choral-read pages 12 and 13 with you. Remind them to point to the words as they read. Help children read the sight words. Tell children that the picture of the frog hopping on page 13 represents the word *hop*.

You Do Tell children that the picture of the window on pages 15 and 16 represents the word *window*. Then have children choral-read pages 15–16 with you.

Respond to Reading Ask: *What happened when Tom tried to sit on the mop? (He fell.)* *What happened when Tom tried to hop on top of the wooden board? (He fell.)* *What happened when Tom tried to sit in the window? (He sat in the window!)*

Oral Language

5–10 Minutes

L.K.6

CCSS

Oral Vocabulary

Objective Expand oral vocabulary

Discuss Display page 31 of the **Teaching Chart** and review the words *accident* and *clumsy*. Have volunteers use each word in a sentence. Ask: *What accidents did Tom have? Would you say Tom is clumsy? Why?*

Connect Tell about a time when you had an *accident*. Allow children to share. Lead children to discuss how wearing the wrong shoes might make them *clumsy* and cause an *accident*.

Week 2 LESSON

3

Materials



Teaching Chart
pp. 30–32



Practice
p. 64



Decodable Reader
Unit 4: pp. 9–16

a

Letter Cards



Sound-Spelling
WorkBoards

you

High-Frequency
Word Cards



Sound-Spelling
Cards

Go Digital

- Teaching Chart eBook: pp. 30–32
- Decodable Reader eBook: pp. 9–16
- Mini-Lessons: Phonemic Awareness, Phonics, High-Frequency Words
- Visual Glossary

Sound Box

Word Work

15–20 Minutes

RF.K.2c RF.K.3a RF.K.3c



Phonological Awareness

Objective Segment onset and rime

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

Frog sat on a log.
Frog saw a lot of fog!
A big, fat fly went by.
Gulp! Frog got the fly!

I Do Listen as I say a word from the rhyme. I'll say the word and then separate it into its beginning sound and the rest of the word: *log*, /l/ /og/.

We Do Have children listen as you say a word from the rhyme. Have them say the beginning and end parts of the word with you. Say *sat*. Let's say the beginning and end part of *sat*: /s/ /at/. The beginning part of *sat* is /s/ and the end part of *sat* is /at/. Repeat with *lot* and *fog*.

You Do Have children listen as you say the following words from the rhyme. Tell children to repeat the word and segment the onset and rime. Use *big*, (/b/ /ig/) *fat*, (/f/at/) *got* (/g/ot/).

CORRECTIVE FEEDBACK Model segmenting the onset and rime in the word *nod*: /n/, /od/, *nod*. Guide children to segment the onset and rime in any words they missed.

Quick Check Can children segment onsets and rimes? If not, model and guide practice using the words in Reteach. See page 343.

Phonemic Awareness

Objective Blend phonemes

I Do Tell children you are going to blend sounds in *log*. I can use my **Sound Boxes** to place a marker in each box for each sound I hear. I hear three sounds /l/ /o/ /g/. I can blend the sounds together to make the word /llooog/, *log*. What is the word? (*log*)

We Do Guide children to use their **Sound-Spelling WorkBoards** to show how many sounds they hear in the word *got* and then blend the sounds together to say the word. Repeat with *bat* and *tug*.

You Do Say the following sounds and have children repeat. Then have children blend the sounds to say the word. /h/ /o/ /p/ (*hop*); /b/ /i/ /g/ (*big*); /t/ /a/ /k/ (*tack*)

CORRECTIVE FEEDBACK Model blending phonemes: /t/ /o/ /t/, /toot/, *tot*. Guide children to blend sounds in any words they missed.

Quick Check Can children blend phonemes in words? If not, model and guide practice using the words in Reteach. See page 343.

Phonics

Objective Connect /o/ to the letter o


Sound-Spelling Review Display **Letter Cards** *c*, *i*, *n*, *o*, *p*, and *t* and have children say the sound each letter stands for. Change the order, vary the pace, and have children repeat.

I Do Display the *Octopus* **Sound-Spelling Card**. Listen as I say a word. If the word begins with /o/, I will write *o* because the letter *o* can stand for the /o/ sound. The word is *ostrich*, /ooo/strich. I hear /o/ at the beginning so I will write *o*. Repeat with *otter*. Model how to identify medial *o* in *rock* and *dog*.

We Do Distribute **Sound-Spelling WorkBoards**. Say *olive*, and have children listen for the beginning sound. Have children say the word with you. *Let's write o on our Sound-Spelling WorkBoards because olive begins with /o/.* Continue with *October, apple, ox, opera, alligator*. Repeat for medial /o/ using the words *hop, big, mom*.

You Do Have children write the letter o if the word begins with /o/: *on, inch, ox, in, odd, ask*. Repeat for medial /o/ with *man, job, hog, miss, pop*.

CORRECTIVE FEEDBACK Model identifying the /o/ sound and writing letter o for *odd*. Guide children to identify words with the beginning /o/ sound for any words they missed.

 **Quick Check** Can children identify words with initial and medial /o/? If not, model and guide practice using the words in *Reteach*. See page 343.

Build Fluency

Objective Improve word accuracy

Display page 32 the **Teaching Chart**. Point to and read the words. Have children chorally say each word. Then point to the words randomly and have children say each one.

CORRECTIVE FEEDBACK Point to *on*. Model blending sounds to read the word. Point to words children missed and guide them to blend sounds and read the words.


High-Frequency Words: you

Objective Review high-frequency word *you*

Review the high-frequency word *you*. Write the sentence frame: *Do you like to _____?* Have each child read the words and complete the frame. Write the completed sentences. Have children read the sentences and circle *you*. On page 30 of the **Teaching Chart**, have children point to and read the word *you* in the first sentence.

Have children complete **Practice**, page 64.

CORRECTIVE FEEDBACK Write *you*. Point to and name each letter. Have children repeat. Say: *This is the word you*. Repeat for *to, and, go*.

 **Quick Check** Can children read and write the word *you*? If not, model and guide practice using the *Reteach* routine. See page 343.

Shared Read

10–15 Minutes

RF.K.4 RF.K.3c

CCSS

Reread “Tom Can Sit”

Objective Reread connected text

Review Display page 9 of the **Decodable Reader** and read aloud the story title, “Tom Can Sit.” Have children repeat.

I Do Point to the words as you model reading page 11.

We Do Ask children to choral-read page 12. Help children sound out the decodable words and say the sight words.

You Do Have children choral-read the remaining pages. Remind children of the words the rebuses stand for.

Respond to Reading Ask: *What happened at the beginning of the story? (Tom tried to sit on the mop.) Where was Tom able to sit? (in the window)*

Oral Language

5–10 Minutes

L.K.6

CCSS

Oral Vocabulary

Objective Expand oral vocabulary

Display page 31 of the **Teaching Chart** and teach the words *success* and *hopeful*.

Define *Success is something that turns out well.*

Example *Our team was a great success.*

Ask *What is something you have had success doing?*

Define *If you're hopeful, you wish for good to happen.*

Example *The girl is hopeful her gift is something special.*

Ask *When have you felt hopeful about something good?*

Page through the story “Tom Can Sit” with children. Have them use the words *success* and *hopeful* in sentences about the story.

Week 2 LESSON

4

Materials



Teaching Chart
pp. 31–32



Practice
pp. 63, 65–66



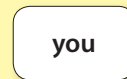
Sound-Spelling
WorkBoards



Sound-Spelling
Cards



Letter Cards



High-Frequency
Word Cards

Go Digital

- **Teaching Chart eBook:** pp. 31–32
- **Take-Home Decodable:** “Can You Pin It On?”
- **Mini-Lessons:** Phonemic Awareness, Phonics, High-Frequency Words

Word Work

15–20 Minutes

RF.K.2d RF.K.3a RF.K.3c



Phonemic Awareness

Objective Phoneme categorization

Read aloud the following rhyme. Then reread it and ask children to chime in with you.

Frog sat on a log.
Frog saw a lot of fog!
A big, fat fly went by.
Gulp! Frog got the fly!

I Do I’m going to say three words from the rhyme. Two words have the same sound in the middle. One word has a different middle sound: *fog, big, lot*. *Fog* and *lot* both have the sound /o/ in the middle. *Big* has a different middle sound. *Big* does not belong.

We Do Ask children which words have the same middle sound. Say these words: *sip, did, cot*. Which words have the same middle sound? Yes, *sip* and *did* have the sound /i/ in the middle. *Cot* does not. *Cot* does not belong.

You Do Say these words and have children repeat. Ask them to listen for the middle sound and tell which word does not have the same middle sound as the others.

hog, dock, bit *box, tag, pack*
lip, job, win *mop, lid, not*

CORRECTIVE FEEDBACK Model categorizing medial phonemes with *him, six, pot*. *Him* and *six* have the same middle sound, /i/. *Pot* has a different middle sound. *It* does not belong.

Quick Check Can children categorize phonemes? If not, model and guide practice using the words in Reteach. See page 343.

Phonics

Objective Write and read words with short o

Sound-Spelling Review Display each **Letter Card** for *c, i, n, o, p, t* one at a time. Have children say the sound that each letter stands for. Mix the cards and repeat.

I Do Model how to write and read words using the **Sound-Spelling WorkBoards**. Listen to this word: *mop*. I hear three sounds in *mop*, /m/ /o/ /p/. I know that the letter *m* stands for /m/ so I will write *m*. Write *m* in the first sound box. Continue with *o* and *p*. Now I will read the word: /m/ /o/ /p/, /mmmooop/, *mop*.

We Do Distribute Sound-Spelling WorkBoards. Let’s use sound boxes to write and read some words together. Listen: *top*. Say the word to yourself and count how many sounds are in the word *top*. Point to the first box. What is the first sound in *top*? (/t/) What letter stands for /t/? Let’s write *t* in the first box. Continue with the letters *o* and *p*. Now let’s blend the sounds and read the word: /t/ /o/ /p/, /tooop/, *top*. Repeat with *Tom*.

You Do Say these words for children to write and read: *on, cot, pop, man, pot, nap, not*. Have them use sound boxes to count the number of sounds. Then have them write a letter for each sound. Have them blend the sounds to read the word.

Have children complete **Practice**, page 63.

CORRECTIVE FEEDBACK Model writing and reading the word *cot*. Then guide children to write and read any words they missed.

Quick Check Can children write and read words with short o? If not, model and guide practice using the words in Reteach. See page 343.

Write Say this sentence and have children write it on their Sound-Spelling WorkBoards: *Can Tom mop? A person's name, such as Tom, begins with a capital letter.*

Build Fluency

Objective Improve word accuracy

Display page 32 of the **Teaching Chart**. Point to and read each word. Have children chorally say each word after you. Then say the words in random order and have children point to and say the words.

Point to the sentences at the bottom of the chart and have children read each sentence.

CORRECTIVE FEEDBACK Point to the word *mop*. Model blending the sounds to read the word. Then point to words children missed and guide them to blend the sounds to read the words.

High-Frequency Words: you

Objective Review high-frequency words

Place **High-Frequency Word Cards** *a, and, like, go, to, you* in a pocket chart. Have children read the words with you.

Word Contest Have partners take out these words from their word banks. Children pick up one card, read the word, and hold it where the partner cannot see the word. Children count together, "One, two, three." On "three," children put the cards face up and read the word. If the words match, each player takes his or her card back. If the words do not match, the player who has the longer word takes both word cards. If the words have the same number of letters, each player takes his or her card. Play continues until all cards have been read.

CORRECTIVE FEEDBACK Write the word *you*. Point to and name each letter in the word. Have children repeat after you. Say: This is the word *you*. Repeat for *a, like, and, go, and to*.

Shared Read

10–15 Minutes

RF.K.4

CCSS

Read "Can You Pin It On?"

Objective Read words in connected text

Display the Take-Home Decodable, "Can You Pin It On?" from **Practice**. Read the title of the story. Have children repeat.

I Do Model reading the first page. Point to each word as you read it aloud. *I will read the first page of the story.* Point to each word in your book as I read it aloud.

We Do Ask children to read the next page with you. Point to the word *Pam* on page 3. *What is this word? Let's say it together: Pam.*

You Do Have children read the remaining page with a partner. Ask: *What finally happened?*

Respond to Reading Ask children these questions: *Where are the children? (at a birthday party) What are the children trying to do? (Pin the donkey's tail on the donkey while they are blindfolded.)*

ELL ENGLISH LANGUAGE LEARNERS

Point out different items and their meanings in the picture, such as *donkey, blindfold, and pin*. Have children repeat the words. Demonstrate with real objects and actions when possible.

Oral Language

5–10 Minutes

L.K.6

CCSS

Oral Vocabulary

Objective Expand oral vocabulary

Discuss Display page 31 of the **Teaching Chart** and review the words *success* and *hopeful*. Discuss why the children in "Can You Pin It On?" felt *hopeful*. Discuss if any of the children had *success* in the game.

Connect Have children think about something they are learning how to do, such as tie their shoes. Ask children to tell about being *hopeful* about having *success* in learning the skill.

Week 2 LESSON

5

Materials



Teaching Chart
pp. 30–32



Practice
pp. 65–66



Sound-Spelling
WorkBoards



Sound-Spelling
Cards



Letter Cards

Go Digital

- **Teaching Chart eBook:** pp. 30–32
- **Take-Home Decodable:** “Can You Pin It On?”
- **Mini-Lessons:** Phonological Awareness, Phonemic Awareness, Phonics, High-Frequency Words

Word Work

15–20 Minutes

RF.K.2d RF.K.3.a RF.K.3c



Phonological Awareness

Objective Review segmenting onset and rime

Review Remind children that words can be separated into their beginning sound and the rest of the word. Read the rhyme from Lesson 1 aloud. Then say: *Listen as I say a word from the rhyme. Separate the word into its beginning sound and the rest of the word. dots /d//ots/. What is the beginning sound in dots? That’s right, the beginning sound in dots is /d/. What is the rest of the word in dots? Yes, the rest of the word in dots is /ots/. Repeat with lots, like, big, dog, has.*

Phonemic Awareness

Objective Review phonemes

Phoneme Isolation *Listen as I say the following words: on, olive, octopus. The words all begin with the sound /o/. Say /o/ with me.* Tell children to say /o/ when they hear a word that begins with the sound /o/: *Ollie, odd, ax, inch, otter.* Repeat for medial o with *Bob, cat, lock, fox, cot, cap.*

Phoneme Categorization Tell children to listen as you say three words aloud: *hot, rope, hive.* Ask children to repeat the words as they listen closely to the beginning sound in each one. Ask them to tell the words that begin with the same sound. Then have them tell which word does not belong in the set because it doesn’t begin with that sound. Repeat with *page, cast, could.*

Phoneme Blending Tell children to listen as you blend sounds to make a word: */d/ /o/ /t/, /dooot/, dot.* Have children repeat. Continue with the words *an, log, sit.*

Phonics

Objective Review words with short o

Review Show the *Octopus Sound-Spelling Card*. Remind children that the letter o can stand for /o/, as in the beginning of the word *octopus*. Explain that this is also the sound in the middle of *cot*. Write *cot*. Underline the letter o as you say /o/.

Blend Words Use the **Letter Cards** to review blending words. Display Letter Cards c, o, t. The letter c stands for the sound /k/. The letter o stands for the sound /o/. The letter t stands for the sound /t/. Listen as I blend all three sounds together: /koooot/, *cot*.

Guide children to use Letter Cards *m, n, o, p, t, t*. Have children use the cards to form the following words: *on, top, mop, not, and tot*. Tell them to say the sound for each letter as they form the words.

Write Say each of the following words: *cot, pot, Tom, pop, mom*. Have children write each word on their **Sound-Spelling WorkBoards** after you say it.

Build Fluency

Objective Increase reading speed

Display page 32 of the **Teaching Chart**. Have children take turns pointing to and reading each word as quickly as they can until all of the words have been read.

Then have children read the sentences aloud, pointing to each word.