



Step-by-step

Intervention 1

Guide Cards

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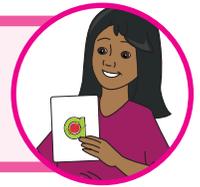
Tricks, strategies and steps Card

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Let's review: 'Quick Dash'

Time: 2-3 mins



Note: The 'Quick Dash' and 'Guess Who?' activities are not used until your second lesson.

Materials

- LSCs for up to 6-12 letters previously introduced in random order. Choose letters recently introduced and others that children need to practice.
- Alternatively you can use the Story Phonics Software or Phonics Online. Go to the Cards_Quick Dash_Build your own order.



How to

Teacher	Children
Show the picture side of the LSC, count to three silently and then point to the Letterlander. Ask, <i>Who is this?</i>	Say the name of the Letterlander. "Bouncy Ben"
Show the plain letter side of the LSC. Point to the letter.	Say the sound and do the action for the letter (see page 27) /b/ .
Tell children it is time for a Sounds Race. Quickly show the plain letters again one after the other.	Say the sounds and do the actions "/b/, /f/, /a/..."
Go back through the plain letters a bit faster, with the children responding with sounds and actions, (see page 27).	

Variation

Have children take turns around the table responding to the plain letters as you go through the deck. Then begin with a different child as you go through again so everyone will get a different letter.

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Let's review: 'Guess Who?'

Time: 2-3 mins



Purpose

- To review letter sounds by starting with the sound and recalling the letter shape.
- To prepare for spelling words using the letter sounds.

Materials

- Letter Sound Cards (LSCs) for up to 6-12 letters previously introduced
- A box or folder decorated to look special, perhaps with question marks

How to

Teacher	Children
Keep the LSC out of sight in the folder/small box. Tell the children that the Letterlanders are hiding. <i>I'll say the sound and then you say it. /g/. Wait until I say 'Guess who?' before you say the Letterlander's name.</i>	Repeat the sound and do the action "/g/"
<i>Guess who?</i>	Name the Letterlander. "Golden Girl"
Reveal the LSC to confirm children's answer.	

Variations

- Place plain letter sides of the 6-12 LSCs on the table. After children repeat the sound, ask one child to point to the letter and all name the Letterlander. Children take turns being the 'pointer.'
- Instead of saying the sound, say a word that begins with the sound. Children repeat the word and then the first sound. Then say 'Guess who?'
- Let one of the children lead 'Guess Who?'. You can hold the LSCs so only that child can see the cards.

Letterland Step-by-Step Daily Instruction Cards

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Let's learn: New character

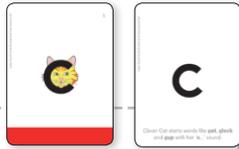
Time: 1-2 mins

**Purpose**

- To learn the Letterland character name and associate it with the letter shape.

Materials

- Letter Sound Card (LSCs)

**Teaching tip**

For ESL students, spend a little more time talking about the words in the character's name (e.g. 'Cat' may be a new word for some, 'Clever' may be unfamiliar for more allowing some vocabulary building).

How to

Teacher	Children
Show the picture side of the LSC. Ask children to describe how the character looks.	Talk about the character. "It's a cat." "She looks like my cat." "It has green eyes."
Introduce the character using 'he' or 'she'. <i>She is Clever Cat. Can you say her name?</i>	Say the character name. "Clever Cat"
Push the card forward a few times to cue children to repeat the name. <i>This is how she looks in Letterland.</i>	"Clever Cat...Clever Cat... Clever Cat."
Turn to the plain letter side. <i>This is how she looks in words. Can you imagine what she looks like while looking at her plain letter?</i>	Children might point to where her ears go and her chin, nose, and whiskers.

Let's learn: Sound Trick

Time: 1 min

**Purpose**

- To learn how to use the beginning of the Letterlander's name to remember the letter sound.
- To become phonemically aware of and isolate the first sound in words.

Materials

- Letter Sound Cards (LSC)

Teaching tip

Gradually reduce the amount of explanation but make sure children are actually able to do the Sound Trick by calling on one or two to demonstrate it each day with the current or previous letters.

How to

In the first lesson, introduce the Sound Trick like this:

Let's learn a special trick called the Sound Trick that will help us discover the sounds Letterlanders make in words. For a pronunciation guide of letter sounds, visit: us.letterland.com/training

Who is this? Show the LSC. "Munching Mike." Great. Now let's discover his sound. Say his name, stretching out the sounds. Say his whole name very slowly, stretching the sounds "Mmmmmunching Mike" Then just **start** to say his name again, but **stop** just as the name starts to come out of your mouth, like this, **Mmm...** Don't say too much, just that very first sound in his name. "M." Yes, that's the sound he makes in words: /m/. Let children practice. Stretch out his name. "Mmmmmunching Mike"

Let's learn: Action Trick

Time: 1-2 mins



Purpose

- To develop multisensory (kinesthetic-auditory-oral-visual) memory cues for letter sounds.
- To provide a movement to keep children engaged and alert.

Materials

- Letter Sound Cards (LSC)
- Action Tricks Poster (Included in Alphabet Poster Pack)

Variations

- **Get the wiggles out** When you notice children getting restless and in need of a change of pace and some movement, try this: Have the children stand and go through the alphabet letters that have been taught with everyone making the actions as they say the sounds. (Action Tricks can be done sitting or standing.)
- **Follow the leader** Ask one child to silently do an action and everyone else respond with the sound.

How to

Teacher	Children
Show the plain letter side of the LSC, demonstrate the Action Trick and say the sound. Clever Cat - Stroke imaginary whiskers. For full list of actions, see Action Tricks Poster.	Repeat the Action Trick and sound. /c/
Push the plain letter forward a few times.	Say the sound and do the action in response each time. /c/.../c/.../c/
How does this action remind us of the Letterlander and her (his) sound?	Explain the connection. "We're stroking whiskers." "Cats have whiskers. Cat starts with /c/"

Let's learn: Beginning Sound Awareness

Time: 2-4 mins



Purpose

- To be aware of and isolate the initial phoneme in a word and link it to a letter.

Materials

- Letter Sound Card (LSCs)
- Beginning Sound Pictures (from TG TR)
- Small erase board

Teacher	Children
Arrange plain letter LSC, and 3 Beginning Sound Pictures as shown above. 2 pictures that begin with the new sound and 1 that does not (vary the order). Touch each card as you say the sound and the word for each picture. /c/, cup, ball, cow	Say the sound and the pictured words as the teacher points again. "/c/, cow, ball, clock"
Say the sound and the first picture again. Use the Sound Trick with the pictured words to isolate the first sound. Decide with children if the word begins with the letter's sound.	"/c/, cup" "cuuup, /c/" "Yes, cup begins with /c/."
If the word begins with the sound, keep the pictures in place and write the word on the erase board to show children that it begins with the letter. Slide your finger under the word as you read it. Then children read it with you.	
Do the same with each pictured word. If the word does not begin with the sound, remove the picture. Reread all words on the board.	
Display another set of three pictures with the LSC and follow same steps above.	

Let's practice: Beginning Sound Game

Time: 3-6 mins

Activity Bank

Purpose

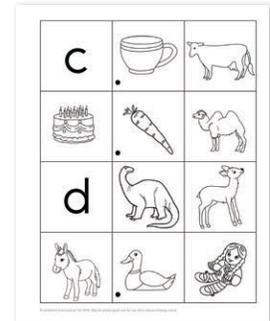
- To practice isolating beginning sounds and match them to new and previous letters (once you have taught at least three letters)

Materials

- Letter Sound Card (LSC) of one new letter and two others to practice.
- Beginning Sound Pictures. 9-15 that match the three letters (from TG TR)

The first few times you play this game, offer an explanation like this:

The Letterlanders like things that begin with their sounds: **Bouncy Ben** likes **bananas**, **bingo**, and **boats**, but **Clever Cat** likes **carrots**, **camping**, and **cars**. So they collect pictures of things that start with their sound. But now they have lost their pictures. How do you think they might have lost them? (Let a few children speculate.) Fortunately, we have their pictures right here! Unfortunately, the pictures for three of the Letterlanders are all mixed up. We are going to get their pictures back to them by matching the pictures with their sounds in a game called 'Lost and Found.'



Let's practice: Beginning Sound Game (continued)

Time: 3-6 mins

How to

Teacher	Example
Go through the pictures in random order with the group all saying the pictured words. Correct as needed. Place the plain LSC letters on the table. Ask children to say the sounds as you point to them. Place the deck of mixed pictures on the table. Demonstrate placing the first card following the steps below. Then children take turns doing the same with different pictures.	Plain letter LSCs in a row b, c, a
<i>Each child follows these steps with their picture:</i>	
1. Pick up a picture card and name it.	"carrot"
2. Point to each of the three letters and say the sounds.	"/b/, /c/, /a/"
3. Decide which letter matches the first sound in the word.	"carrot, /c/"
4. Explain your choice.	"Clever Cat likes carrots because it begins with her sound /c/."
5. Place the picture below the letter. (Guide any self-correction.)	
6. Point to the letter as everyone says the sound together.	"/c/"
7. Point to each picture below the letter and all say the words.	"cup, carrot"

Let's practice: Meet the Letterlanders booklet

Time: 3-4 mins



Purpose

- To develop left to right Reading Direction, match speech to print, and identify the letter shapes in context.

Materials

- New LSC
- Meet the Letterlanders booklet (TG TR), one for each child

Teaching tip

Finger point reading helps insure that children pay attention to the words rather than relying only on the auditory memory of the sentence. With practice they will begin to use the beginning letter sounds to make sure they are matching their spoken words to printed words.

How to

Teacher	Children
Distribute booklets and help children find the page for the new letter. Display the new LSC. Have children point to the new letter in their booklet and ask: <i>Whose letter is this?... What is her (his) sound?</i>	Respond with the Letterlander's name and sound. "Clever Cat /c/"
Show children how to trace the letter with their fingers as they say the sound. Repeat stop sounds like /c/.../c/.../c/ while tracing (same with b, d, g, h, j, k, p, qu, t, w, x, y). For continuant sounds, sustain the sounds while tracing /ffffff/ (same with a, e, l, m, n, o, r, s, u, v, z).	Trace the letter with a finger and say the sound (e.g. "/c/.../c/.../c/") "/ffffff/."

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Let's practice: Meet the Letterlanders booklet (continued)

Time: 3-4 mins

Point to the sentence at the bottom of the page. <i>These words tell us something about [Clever Cat]. Listen and tell me what you find out.</i> Point to the words as you read. She has a cup of cocoa.	
Ask children what they learned about the Letterlander? After their initial answers, ask them questions to elicit more. <i>What do you think her cup will look like? Why do you think she is doing that?</i>	Answer questions.
<i>When I read it this time, listen for any words that start with [her] sound. Read the sentence again. She has a cup of cocoa. Did you hear Clever Cat's /c/ sound? Which words did you hear?</i>	Say words: "cup" "cocoa"
<i>Now watch while I point to the words as I read it again. She has a cup of cocoa.</i> Read with normal intonation and with a slightly slower speed than normal.	
Read the words together with each child pointing to the words on their page as you read.	"She has a cup of cocoa."
Observe children as they point and read. The goal is to point to each word as it is pronounced. Model again and observe a few times to see if children reach that goal.	Find and circle the character's letters in the sentence. Picture Code the character and add illustrations to match the sentence. Reread the current and previous sentences outside the lesson time to peers, volunteers and parents.

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Wrap it up: Independent work, assessment, coaching

Time: 3-5 mins



Children may do any of these activities independently:

- Picture Code and illustrate their *Meet the Letterlanders* booklet page.
- Read previous booklet pages with a partner.
- Play 'Quick Dash' or 'Guess Who?' in pairs.

This allows you to:

Assess an individual with *Letter Sound Fluency* or an informal assessment of first sounds and letters with *Beginning Sound Pictures*, or coach an individual or pair on a need identified during the lessons.

Assessment for Section 1

The documents you will use for assessing children are located in the Assessment section, starting on pages 214 along with full instructions and record keeping forms.

The assessments can be used during the daily 'Wrap it up' part of the lesson. You can assess one or two children each day. After each assessment, you will want to make use of what you have learned about each child to inform your teaching going forward. You may need to provide a bit of additional coaching to an individual or the whole group again.

Assessment	Special Instructions	Mastery Score	Page
Letter Sound Fluency	Record known letter sounds on Group Alphabet Record.	10 sounds in 60 seconds, and 14 sounds total	215-216
First Sound Fluency		10 sounds in 60 secs.	217
Character Names	If children are new to Letterland, allow 2-3 weeks of lessons in this section before using.	16 character names	223-224

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Wrap it up: Independent work, assessment, coaching (cont)

Time: 3-5 mins

If children miss the assessment goals during the Phonemic Awareness Fast Track, more practice may be found in the Activity Bank:

If goal missed on assessment for...	Practice items with these Blueprint activities...	And/or activities from the Activity Bank page
Letter Sound Fluency	Quick Dash, Guess Who? Sounds Trick, Action Tricks	279
First Sound Fluency	Beginning Sound Awareness Beginning Sound Game	281-282

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Let's review: 'Quick Dash'

Time: 2-3 mins

Blueprints: Blending, Intensive

Purpose: To respond accurately to the plain letter with the sound; with gradually increasing speed.



Materials

- LSCs for 6-12 letters suggested in the current Unit plus others your students need to practice.
- Alternatively you can use the *Story Phonics Software*. Go to the Cards_Quick Dash_Build you own order.

Example

Teacher	Children
Show the picture side of the LSC, (if needed, wait 1 to 3 seconds) then point to the Letterlander. Ask, <i>Who is this?</i>	Say the name of the Letterlander. For digraphs, ask a child to briefly tell the 'story logic' that explains the sound. "Bouncy Ben" "Harry's Hat makes Clever Cat sneeze, /ch/"
Show the plain letter side of the LSC. Point to the letter.	Say the sound and do the action (for a-z letters) /b/ .
Trace the letter as if writing with your finger. <i>This letter's name is bee.</i> Trace again and ask, <i>What's the letter name?</i>	Say letter name, "bee"
Tell children it is time for a Sounds Race. Quickly show the plain letters again one after the other.	Say the sounds and do the actions "/b/, /f/, /a/..."
Go back through the plain letters a bit faster with the children responding with sounds and actions.	

Let's review: 'Guess Who?'

Time: 2-3 mins

Blueprints: Segmenting, Intensive

Purpose: To review letter sounds by starting with the sound and recalling the letter shape. To prepare for spelling words using the letter sounds.



Materials

- *Letter Sound Cards (LSCs)*. 6-12 letters previously introduced.
- A box or folder decorated to look special perhaps with question marks. Erase boards.

Example

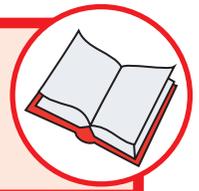
Teacher	Children
Keep the LSC out of sight in the folder/small box. Tell the children that the Letterlanders are hiding. <i>I'll say the sound and then you say it. /g/. Wait until I say 'Guess who?' before you say the Letterlander's name.</i>	Repeat the sound and do the action "/g/"
<i>Guess who?</i>	Name the Letterlander. "Golden Girl"
Write the letter(s). (Skip this step if the letter has not yet been taught for hand-writing.)	Write the letter/s on erase boards.
Reveal the LSC to confirm children's answer.	

Let's review: Reread previous story

Time: 4-6 mins

Blueprints: Blending, Segmenting, Intensive

Purpose: To apply phonics skills, develop decoding and automaticity, fluency and comprehension.



Materials

- Previously read *Phonics Readers* or other leveled or decodable readers.

Example

Teacher	Children
Show the title page and ask children to share what they remember about the story. <i>What was going on in this story?</i>	Talk about the story. "Oh, Jumping Jim had a jet." "It was broken." "He wanted Max to fix it."
Choral-read the story with the children and then let them partner reread.	

Teaching tip

Children should point to words as they read, at least up to and through Section 3 Units.

Let's learn: Sound/spelling pattern

Time: 3-6 mins

Blueprints: Blending, Segmenting, Intensive

Purpose: To teach or review the letter, digraph, or other concept featured in the Unit.



Materials

This will vary by Unit but always include *Letter Sound Cards (LSCs)*.

Most Units introduce a new sound/spelling pattern. Since you may teach this same Unit for 2, 3 or more days, you can be selective with the activities, reserving some for day 2 or 3.

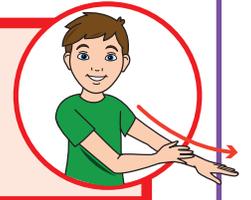
It makes sense to spend more time on the first day introducing the new sound/spelling pattern, and then on subsequent days to spend more time on other parts of the **Blueprint** in which children apply the new concepts to reading and writing. That said, it is still important to review the sound/spelling pattern briefly each day. One of the best ways to do this is to have children retell the story logic based on their memory from the previous day. If their information seems incomplete, ask questions to bring out more or repeat some introductory activities.

Each Unit includes the guidance and details you need to introduce the sound/spelling pattern. Unit 1 which introduces letter c (page 54) has a fuller explanation of the steps that are followed for each new letter. For Units introducing digraphs and other spelling patterns, you will find some combination of the components listed here >

- Introduce the new Letter Sound Card(s)
- Tell the story logic
- Children retell the story logic
- Role-play the story logic
- Share the ABC Book, Beyond ABC, or Far Beyond ABC
- Share the Software (Phonics Online or Living ABC and Story Phonics)
- Sing a Letterland Song
- Word Detectives
- Letterland Poster

Let's learn: Blending

Time: 3-5 mins



Blueprints: Blending, Intensive

Purpose: To practice saying the letter sounds in a word and blending them to read.

Materials

- Letter Sound Cards (LSCs).

What multisensory strategy do children use to blend?

Children use either the **Roller Coaster Trick** or the **Finger Tapping Trick** to blend the sounds. These multisensory blending strategies are fully explained on pages 47-48 and within the Units in which they are first taught. A brief comparison of these strategies is provided below.

Roller Coaster Trick

Use in Section 2, Units 8-32.

- Children touch their shoulders and say the first sound.
- Children touch the middle of their arms and say the second sound.
- Children touch their wrists and say the third sound.
- Children slide their hand down their arms from shoulder to wrist as they blend the sounds.



Finger Tapping Trick

Use in Section 2, Units 27 and beyond.

- Children touch their first finger to their thumbs and say the first sound.
- Children touch their second finger to their thumbs and say the second sound.
- Children touch their third finger to their thumbs and say the third sound.
- Children slide their thumbs across all their fingers as they blend the sounds.



Let's learn: Blending (continued)

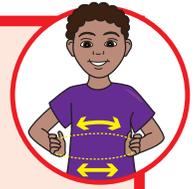
Time: 3-5 mins

How to	Example
Teacher: Make the word with plain letter LSCs.	
Children: Use the Rollercoaster Trick or Finger Tapping Trick to first say the sounds separately and then blend them together.	"/ch/, /i/, /n/, chin"
Teacher or a child: Use the word in a brief sentence to ensure understanding of the meaning.	"My chin is under my mouth."
Teacher: Change the LSCs to make the next word. (Often this will involve only changing one or two cards.)	

For some words, let one of the children be the Blending Leader. The leader demonstrates blending the word followed by all the children blending. If the leaders have difficulty, do the blending with them.

Let's learn: Segmenting

Time: 3-5 mins



Blueprints: Segmenting, Intensive

Purpose: To build phonemic awareness, skills for reading and spelling.

Materials

Magnetic Word Builders or *Word Builder* app for each child (or other sets of manipulative letters).

Rubber Band Trick

Use in Section 2, Units 9-32 and as needed beyond.

- Children say the word in a stretched-out, slow fashion as they pretend to stretch a rubber band between their hands.
- Children begin to stretch the word again, stopping their voice and hands on the first sound.
- Children stretch the word again from the start, with voice and hands stopping on the second sound and jiggling their hands back and forth slightly as they repeat the second sound.
- Children stretch the word a third time, stopping at the final sound.



Which multisensory strategy?

Just as with blending, there are two multi-sensory methods for segmenting. They are compared briefly below.

Finger Tapping Trick

Use in Section 2, Units 35 and beyond. Revert to Rubber Band Trick as required.

- Children touch their first finger to their thumbs and say the first sound.
- Children touch their second finger to their thumbs and say the second sound.
- Children touch their third finger to their thumbs and say the third sound.
- Children slide their thumbs across all their fingers as they blend the sounds.



Let's learn: Segmenting (continued)

Time: 3-5 mins

How to	Example
Teacher: Say the word. Use it in a brief sentence. Repeat the word with a throwing motion of your hand.	Wing, the bird pecked at its wing. Wing.
Children: Hold their hands up as if 'catching the word' and then say it.	"wing"
Children: Use the Rubber Band Trick or the Finger Tapping Trick to separate the phonemes in the word.	"wwwiiiiing, /w/, /i/, /ng/" Finger tap /w/, /i/, /ng/
Children: Build the word with moveable letters. (If needed, repeat your multisensory strategy before placing each letter.)	wing
Teacher: Watch as children build their words. If they make errors, ask questions or have them repeat their segmenting strategy to help them self-correct.	What two Letterlanders make that /ng/ sound?
Teacher: When all the children are ready, say, Now, let's 'touch and say' our word.'	wing
Teacher and children: Touch just under each letter (or letters, in the case of digraphs or trigraphs) as all say the sounds. Then slide your fingers under your word as you blend the sounds	 "/w/, /i/, /ng/, wing"
Teacher: If the next word differs by only one or two sounds, ask children to keep their letters in place until they have segmented the next word. If the next word differs by more than two letters, ask the children to clear the letters away.	

Let's learn: Tricky Words

Time: 2-5 mins



Blueprints: Blending, Segmenting, Intensive

Purpose: To learn to recognize and spell words that appear in text most frequently but are not fully decodable with the student's current knowledge.

Materials

- *Word Cards* for Tricky Words, erase board for teacher, paper and pencil for children (or erase boards)

Basic Strategy

How to	Example
Teacher: Write the Tricky Word on an erase board. Say the word, use it in a sentence, and repeat the word.	This new Tricky Word is was . It was raining. Was . What is this word?
Children: Repeat the word.	"was"
Teacher: Let's use our Rubber Band Trick (or Finger Tapping Trick) to find out which letter is not saying its usual sound.	
Teacher and children: Segment the word and decide on the 'tricky part' marking it with a wavy line above.	wās
Teacher: Mix in the <i>Word Card</i> for the new Tricky Word along with 3-6 other recently learned Tricky Words. Show them one at a time for the children to read. Go through the cards a few times changing the order, increasing the speed.	

Let's practice: Words and sentences

Time: 3-6 mins



Blueprints: Blending, Intensive

Materials

- *Word Cards* for the current Unit (TG TR)

A Basic Activity to do with your *Word Cards* is described below. You will find additional *Word Card* activities listed below. Since you may stay on the same Unit for several days, vary which activity you choose to best suit your needs.

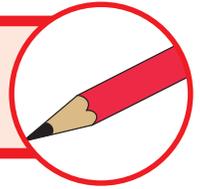
Basic Strategy

How to
Teacher: Distribute the cards to the children so that each has from 4 to 6 words.
Children: Try to read your words on your own. Ask for help if you need it.
Children: Take turns laying one card on the table where everyone can see it and read it.
Teacher: After all the children have placed one word each. Point to all the words on the table for all to read together. Repeat after each round of words are placed by the children.
Teacher: Use the cards to build 1-3 of the sentences provided in the Unit. Read them with the children. Let individuals point to the words and read them.

Let's practice: Dictation

Time: 4-8 mins

Blueprints: Segmenting, Intensive



Materials

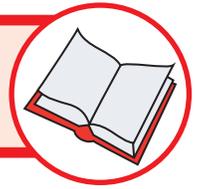
- Pencil and paper
- Select five recently introduced sounds, two words from previous Units, four words from the Word Bank and one sentence from the current Unit. Use sentences from the 'Words and Sentences' portion of each Unit or sentences from the *Phonics Readers* story for the Unit.

How to	Example
Teacher: Dictate five sounds (phonemes) one at a time. Only dictate sounds if the letter has been taught for handwriting.	/ā/
Children: Repeat the sound and then write the letter or letters for the sound. For single letters, they write the uppercase letter and the lowercase letter. If they have learned more than one way to spell the sound, they write them all.	"ā" a, a_e, ai, ay
Teacher: Dictate words one at a time. Say the word, a sentence, repeat the word.	Bump—I got a bump on my head—bump.
Children: Repeat the word. Segment it with the Rubber Band Trick or Finger Tapping Trick. Then write it.	"bump" /b/, /ŭ/, /m/, /p/
Teacher: Dictate 1 or 2 sentences, one at a time. Say the sentence slowly but with natural rhythm and phrasing.	The cat tripped Kicking King.
Children: Repeat the sentence twice while tapping their palms on the table for each word, moving from their left to right. Then they write it.	"The cat tripped Kicking King."

Let's practice: Fluency and comprehension

Time: 6-10 mins

Blueprints: Blending, Segmenting, Intensive



Materials

- *Phonics Readers* (or other leveled text) and *Fluency Lists*

Introducing a new story

Beginning with Unit 8, there is a decodable story in the *Phonics Readers Set 1, 2, 3, or 4* to match the concepts taught in the Unit. The story title page is shown in the pages of your lesson. Each story is usually read multiple times—at least twice on the day it is introduced, if possible. Then reread each day that you continue in the same Unit. The story is read for review in the first part of your next lesson. If children fully master the story before they are ready to move on to the next Unit, use other decodable readers or level books during this time. (Children should be able to read at least 75-80% of the words on their own at first reading and 90-95% by their second or third reading.)



How to	Example
Teacher: Read the title, show the title page and the first page or two of the story. Ask open-ended questions. Respond positively but noncommittally. (Hmmm, could be, maybe so.)	What do you see? What is going on? What do you think will happen? What do you want to find out?

Let's practice: Fluency and comprehension (continued)

Time: 6-10 mins

Teacher: Point out any new Tricky Words on the title page (you will have already covered these earlier in the Unit). Read the Story Words to them, if any, and then have them repeat these words.

Teacher and children: Read the story chorally (everyone at the same time). Children point to the words as they read. Guide the reading with your voice but hold back and let the children take over when they can.

Teacher: Have children reread a page if needed. Ask a few more open-ended questions after a couple of pages are read.

What happened? Why? What do you think will happen next?

Teacher and children: After reading briefly discuss what happened in the story. Let children retell the story by looking at the illustrations.

Teacher: Assign partners for rereading the story. Match a reader who is a bit stronger with a weaker reader. Tell the stronger reader to read the whole story first (most stories are only four to six pages).

Teacher: Observe the children as they partner-read. Give them time to work out the words for themselves and then help as needed.

(Pointing) Try your Roller Coaster on that word.... That Story Word is 'water'... Did that make sense? Try that sentence again.

Children: After children partner-read with one child, they can switch partners and read again.

Wrap it up: Independent work, assessment, coaching

Time: 2-4 mins

Blueprints: Blending, Segmenting, Intensive



Be sure to save a few minutes for this very valuable part of your lesson. This provides you with time to assess or coach individuals and provides children with time to practice what they have learned more independently. What you and the children do during this time may vary a good bit from day to day. Suggestions are provided below for how you might use this time and how the children might use it.

Teachers

Assessment Take this time to focus on one child for a brief assessment.

- Letter sound check
- Checkpoints
- Fluency Lists

Coaching Choose an individual child who needs more practice with a particular concept or skill. You might use parts of the usual activities from the Unit, use ideas from the Activity Bank, or come up with your own way to address the need.

Children

There are a number of productive ways that children who are not working directly with you can use this time at the end of the lesson:

- Phonics Workbooks
- Kindergarten Handwriting Practice
- Picture Coding (TG TR)
- Writing
- Partner-reading
- Fluency Lists
- Matching upper and lowercase letters